



**Community
Transport
Association**

Strategic Review of Training

2009

Remit and Aim

The 2006 to 2009 Community Transport Association UK Strategic Plan undertook to develop CTA's role as a centre of excellence for learning and the lead skills provider for all who deliver transport in the voluntary and community network. A specific action in this plan is to produce a new learning strategy for the voluntary and community transport network and put in place an effective mechanism that meets relevant quality standards.

The aim of this document is to meet the above requirement and inform a detailed action plan for the next three years to implement the proposed changes to the CTA's training strategy. A list of conclusions is shown in Section 9.

Contents

1. History and Overview	3
1.1 Drivers and Passenger Assistants	3
1.2 Other staff and volunteers	4
1.3 Previous review in 2003	4
2. Strategic Environment	5
2.1 Potential Road Traffic Legislation changes from Europe	6
2.2 Other legislative changes	8
3. Detailed review of current training.....	9
3.1 MiDAS (for Minibus Drivers)	9
3.2 MiDAS for Car and MPV	12
3.3 Passenger Assistant Training Scheme (PATS).....	12
3.4 Additional MiDAS / PATS modules	12
3.5 CommunityDriver.....	13
3.6 Minibus Evacuation	14
3.7 Governance training.....	15
3.8 Endorsed training packages from other providers.....	15
3.9 Risk Management Software	16
4. The Role of the CTA	17
4.1 Relationship between CTA Membership and MiDAS Membership..	18
5. What more could be done?.....	20
5.1 The Skills Pledge, Basic Skills and Government supported training	22
5.2 GoSkills	23
5.3 CTA Annual Event	24
6 Distance Learning.....	24
7 Resources to manage training	25
7.1 CTA Learning Centres	26
8 CTA Quality Mark.....	27
9 Summary of Conclusions in this Review.....	28
Appendix 1 – Training Courses previously provided by CTA staff	32
Appendix 2 – Summary results of 2003 Survey and Recommendations	33

Appendix 3 – Consultation process.....37

1. History and Overview

1.1 Drivers and Passenger Assistants

From its earliest beginnings the CTA has been tasked by its members to provide advice and training for staff and volunteers within the sector. An extensive minibus driver training programme existed prior to 1994 when a review of this topic resulted in a conference at Peterborough to determine the driver training and assessment arrangements required by CTA members to replace the previous scheme. A specification was drawn up and the CTA was tasked with developing a scheme to meet these requirements.

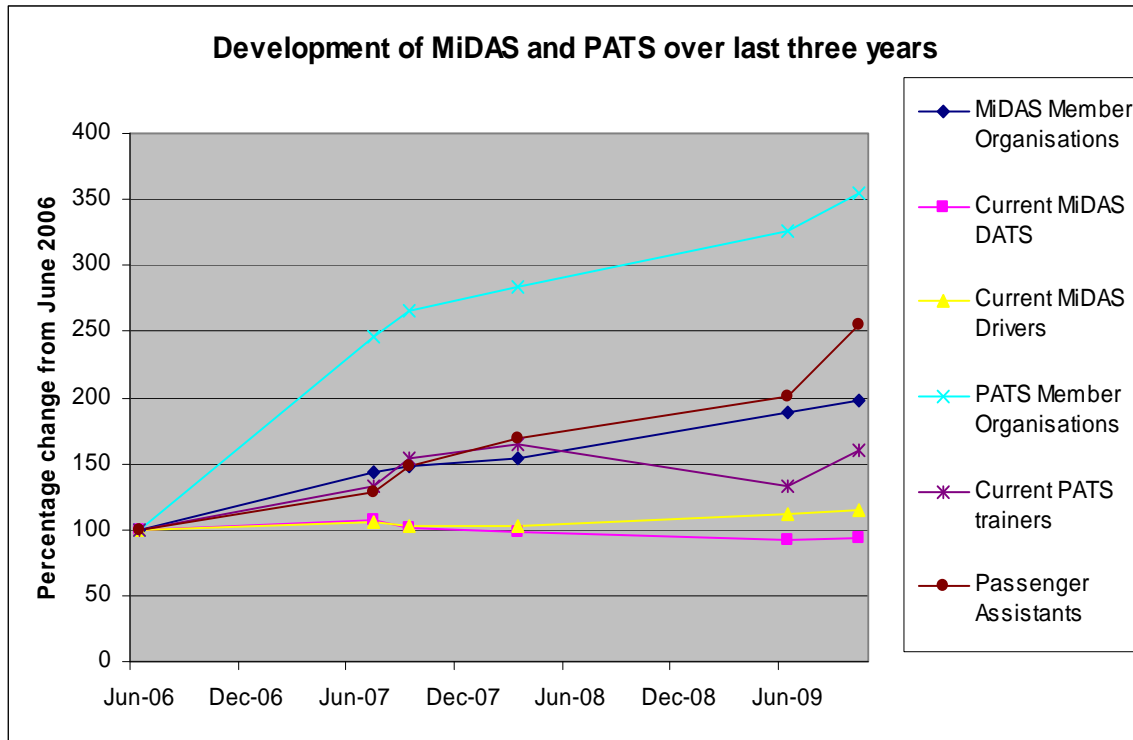
Given the considerable cost of new multi-layered training schemes, the CTA made an agreement with Hampshire County Council to use their MiDAS scheme under a franchise agreement.

The relationship with Hampshire CC has expanded since 1995 to include MiDAS for Car & MPV and, under a joint cost sharing scheme, CTA and Hampshire CC developed training and assessment for passenger assistants (PATS).

Today, more than 4,000 organisations use MiDAS and there are 1275 driver assessor/trainers (DATs). A current MiDAS certificate for a minibus driver, which expires every four years, is held by 73,700 staff and volunteers. About 250 MiDAS member organisations also use the PATS scheme together with 500 other organisations. There are currently 470 passenger assistant trainers and a total of 20,000 PATS certificates have been issued.

MiDAS and PATS training and assessment schemes use a cascade methodology to deliver the courses. Given the need to keep costs to a minimum and to make this training and assessment universally available, extensive training is provided to staff and volunteers from member organisations, who then go on to deliver training and undertake assessments locally.

The number of organisations and people involved in MiDAS and PATS continues to grow. The following graph shows the percentage change taking a June 2006 base.



1.2 Other staff and volunteers

Historically the CTA staff team have provided training directly on specialised topics primarily intended for staff and volunteers involved in aspects of community transport jobs other than crewing vehicles. These include trustees, senior managers and planners within CT organisations and also staff involved in supporting and regulating CT in other parts of the network.

A full list of training courses that have been delivered by CTA staff over the last few years is shown in appendix 1.

The CTA has also engaged others to deliver training at CTA organised events and seminars.

1.3 Previous review in 2003

The last review of CTA training took place in 2003, when consultants were engaged to assist the CTA in preparing a Training Development Plan and an associated Business Plan. This process followed on from the work undertaken over the previous 20 years on training and technical assistance and included the outcomes from the three-year lottery funded Priority Training Initiative and the ongoing work of the CTA's Advice Service.

To complete the 2003 review, a training needs analysis of a sample of 24 CTA member organisations was undertaken through direct interview with the organisations concerned. Additionally a postal survey of CTA members was undertaken and 56 responses were received.

A review was also undertaken of questions reviewed by the CTA Advice Service and external organisations were interviewed to compare and contrast alternative approaches

The provisional results of the 2003 review were presented to CTA member organisations and 70 responses were received.

Appendix 2 shows an abridged version of the details emerging from the 2003 review.

2. Strategic Environment

The UK Treasury commissioned Sandy Leitch in 2004 to undertake an independent review of the UK's long term skills needs. The review, published as a final report in 2006, sets out a vision for the UK's skills management. It showed that the UK must urgently raise achievements at all levels of skills and recommends that it commit to becoming a world leader in skills by 2020, benchmarked against the upper quartile of the countries in the Organisation for Economic Co-operation and Development (OECD). This means doubling attainment at most levels of skill. The report said that responsibility for achieving ambitions must be shared between Government, employers and individuals.

In 2006, Sir Rod Eddington was jointly commissioned by the Chancellor of the Exchequer and the Secretary of State for Transport to examine the long-term links between transport and the UK's economic productivity, growth and stability, within the context of the Government's broader commitment to sustainable development. Sir Ron says "The UK transport system supports a staggering 61 billion journeys a year. In broad terms it provides the right connections, in the right places, to support the journeys that matter to economic performance. The UK has a greater proportion of its population connected to the strategic road and rail networks than its European competitors, and provides the connections between cities to facilitate return business trips in a day." The report goes on to focus on the many actions the Government should take to resolve transport problems that affect the environmental and the economic prosperity of the country.

These two major policy advisors to the Government start to put into context the work that the CT sector is doing. However, at the more detailed level other changes are also impacting on the situation.

Several influencing factors are driving the move away from grant funding of CT to more contract based arrangements. It is partly as a result of the previous success of the sector itself in advocating change. In the past, CT has used grant aid to be the “fixer” of problems – filling the gaps between the services provided by commercial transport operators and the actions of the statutory authorities. This has, quite rightly, drawn attention to social injustices, which in turn has caused policy change at national, regional and local levels. The outcomes from this process have seen the mainstreaming of funding to fill the previously identified gaps. Such new funding then comes through different channels and contractual relationships begin to develop rather than grants. The Office of the Third Sector has further added to this trend by promoting a move towards social enterprise for charitable organisations and suggesting that they should be delivering public service contracts.

The Office of the Third Sector has also set up financial support agencies to provide start-up grants and loan based financial investment programmes to assist third sector organisations to build their capacity and to increase the scale and scope of their public service delivery. This Government policy aims to demonstrate the added value that the sector can contribute to public service delivery, whilst at the same time actually improving public services.

Of course, 2009 has seen a significant economic downturn that, whilst having limited short term effect because fares received from passengers form only a small proportion of the CT sector’s income base, in the long term, almost inevitably, there will be funding reductions in both grants and public service contracts.

Conclusion 1

A summary of the national strategic environment is that in the next few years we will probably see a focus of any available governmental and local authority resources on transport schemes that promote positive economic or environmental changes. This could be seen as a negative for the CT sector in some respects as funding for other projects reduces but can also be looked at as an opportunity for further up-skilling of staff and, particularly, volunteers; promoting schemes to provide transport to training and employment opportunities and other measures aimed at reducing the environmental impact. There is no doubt that the role of community transport in promoting social change and providing affordable, accessible and appropriate transport will remain.

2.1 Potential Road Traffic Legislation changes from Europe

Many of the UK’s road traffic legislation emanates from Europe. It is therefore useful in the training review to look at any further legislation changes that may be in the pipeline.

The Lisbon Treaty is designed to make Europe work more efficiently and we have not yet seen any implications of this change. In the pipeline, there are proposals for:-

- Harmonisation of speed limits across Europe
- Harmonisation of drink drive blood alcohol limits across Europe
- Setting up a Europe wide information system to trace and prosecute road traffic offenders across the EU country borders

In the case of the first two items, it now seems unlikely that either of these will make any progress for many years.

In the case of speed limits, the EU Commission has never made a formal proposal recognising that Germany is adamant that it will not introduce any speed limits on autobahns and other countries stating their view that this is one area where the subsidiarity principle should apply; – because more effective action to resolve the issue is possible at a national, regional or local level.

The Commission has made it clear in road safety policy papers that it wanted to harmonise drink driving rules. As long ago as 1988, a 0.5 grams/litre blood alcohol limit was mentioned but even with majority voting this never achieved agreement. Nevertheless, EU countries are progressively reviewing their national laws and all except the UK and Ireland have adopted the 0.5 grams/litre limit. The commission has also recommended a lower limit of 0.2 grams/litre for novice drivers. An emerging technology of breath alcohol interlocks on vehicles may resolve some issues in this area.

With regard to the third issue above, there is considerable support and progress being made on providing EU driver licensing data to any EU country requesting it. Problems have now arisen with constitutional aspects of this proposal because many countries believe it does not belong to the suite of measures concerned with free movement of people and trade where majority voting is all that is required. If it were to be raised under the EU legal framework designed to harmonise police and judicial matters, then unanimous voting would apply and agreement would be more problematical. When, and if, the policy is introduced, difficulties may arise in sharing the records, because of the UK's driving licence policy particularly with respect to driving minibuses.

There is no indication of any other European originated changes although the following are all logical possibilities:

- a review of the introduction of Driver CPC with changes / improvements introduced
- harmonisation of operator CPC
- challenges to the UK unique position on driver and operator licensing are all possible
- harmonisation of road traffic offences and the resulting penalties – possibly using a system like to one in use in the UK of penalty points leading to driving licence withdrawal

Conclusion 2

Although the EU landscape is interesting and may require the CTA to monitor the situation, it does not point to any particular training or assessment issues apart from a continued diligence in maintaining and continuing to update schemes like MiDAS to avoid successful challenges to the UK's volunteer-friendly driver and operator licensing policy.

2.2 Other legislative changes

As already mentioned, one recent change to transport legislation coming from Europe has been the introduction of Driver CPC and, whilst this does not directly affect the CT sector because Section 19 and 22 drivers are exempt from the need to have a DriverCPC, it does create an opportunity for those CTA member organisations that provide training to deliver Driver CPC course to the private sector.

Changes have already happened within the community transport sector that provides other opportunities. The CT changes in the Local Transport Act 2008, have the potential to create a significantly increased role for the sector. The Section 22 community bus permit regime has been considerably relaxed to allow paid drivers and larger vehicles, creating many more opportunities for working with the community to further charitable aims. Additionally, Section 19 permits are now allowed on smaller vehicles, providing more flexibility CT operators.

Conclusion 3

An overall summary of the community transport strategic environment, specifically with respect to training is that in the next few years we should see:

- Up-skilling of trustees and managers to re-focus the work of CT to address the international and national issues of reducing the environmental impact of transport and removing barriers to economic development including transportation and skills.
- A continuing need to use driver and passenger assistant training schemes to maintain our current legislation framework and demonstrate that there is no rational cause to increase the level of legislative control.
- That trustees and managers remain diligently focussed on the charitable and social purpose of CT and still embrace the contract culture in order to access funding, resources and influencing opportunities.
- That those CT groups who choose to provide training to others within the sector and beyond, to ensure that financially based considerations do not compromise quality and effectiveness.

3. Detailed review of current training

Each training course or scheme has been introduced by the CTA in response to requests from members, trustees or external bodies. The continuation of, and any enhancements to, such training are normally demand-led. On occasions, the CTA has a leadership role in promoting training to benefit individual organisations and/or the sector in general.

This review document now looks at each of the CTA's training programmes to review their purpose and propose changes where these are required.

3.1 MiDAS (for Minibus Drivers)

MiDAS has become the most popular training and assessment programme amongst operators of small passenger vehicles in the sector and beyond. It is liked because:-

- It is available locally and consequently fully able to meet the requirements of operators who need to use the programme without any undue delay
- It sets a standard that volunteers and paid staff during their induction period can prove their competence to drive, operate the vehicle and meet the needs of all passengers
- It is cost effective
- It is not optional (being a management or trustees' decision to use MiDAS there is no counter argument that individual staff or volunteers can put forward to suggest that it does not apply to them).

- Whilst at the most fundamental level it provides and assesses the competence of a basic skill set for vehicle crews, it also provides a modular approach so that as much or as little training and assessment can be undertaken as the specific job requires. This includes elements from the PATS course.
- Certificates expire, so refresher training is mandatory and there is no argument for staff and volunteers about whether they need to attend further training and have their skills assessed.

There is no universally accepted direct alternative to MiDAS. However, organisations not using MiDAS give the following reasons for not adopting the scheme:-

- “There is no mechanism to ensure that each training and assessment course sets the same standard.” (See note 1)
- “It is not recognised under the National Qualifications framework, which apart from any credibility loss also fails to attract public funding.” (See note 2)
- “It is not comprehensive enough for paid staff” (see note 3)
- “It is too expensive” (see note 4)

Note 1 This is inherently true for all training courses that are delivered by a single individual trainer. Other training schemes have supervisory visits taking place on a frequent basis, whereas others are effectively quality assured by an externally marked exam. MiDAS has neither of these. There are already views being expressed that MiDAS is expensive, adding additional levels of supervisory control would increase costs, and this would be a significant expenditure because about 18,000 driving assessments and 3,000 training sessions take place annually. There would be a logistical nightmare and cause considerable delay if an externally marked exam were introduced.

The concept of “failing” a MiDAS course has always been avoided, especially in the case of volunteers. Candidates are told that they have not yet reached the MiDAS standard and usually have the option to undertake more training to achieve the required level. Some choose not to take this option and find alternative volunteering opportunities.

What is done to check and maintain a standard of training and assessment by trainers is to continually survey learners to determine if they have received the requisite training. This process is low key and somewhat ‘covert’ and therefore tends to be devalued by organisations considering whether they wish to adopt MiDAS. However, robust action is taken to correct any examples of erroneous delivery of training or

assessments and the records show very few reports of departure from the syllabus being reported.

Note 2 MiDAS does map quite closely the Level 2 NVQ Passenger Carrying Vehicle Driving: Bus and Coach / Road Passenger Vehicle (RPV) Driving. All NVQs are intended to show a competence in completing a particular trade or profession. At Level 2 they normally take several weeks to achieve and involve selecting a number of appropriate units and then working through the elements in each unit until all the competences have been demonstrated to an Assessor. A mapping exercise has been completed by GoSkills to compare MiDAS with this NVQ. This mapping exercise means that an accredited NVQ centre can register a learner onto an NVQ and then undertake a MiDAS training and assessment course to demonstrate competence in a considerable number of elements within the NVQ.

There are some differences between MiDAS and the NVQ. There are topics in MiDAS that are covered in greater depth than the standard required for the NVQ. Other elements will not be included in MiDAS because they are not appropriate to a volunteering situation. These can be completed separately to gain the NVQ. Using this approach public money can often be secured to pay for MiDAS training and assessment.

Note 3 The original and primary purpose of MiDAS was to set a minimum standard for drivers of small vehicles (originally minibuses but with the addition of Car and MPV modules it now includes all small passenger vehicles) Most CT operators and local authorities run induction training courses for new staff that could last for five days or more. MiDAS does not try to meet the requirement for inducting new staff and was never intended to do so. However, it should be a useful part of such a course. Few organisations that do not use MiDAS have any re-assessment of competencies during a person's employment. The refresher training and assessment system in MiDAS would be an ideal 'bolt on' to the conventional staff training programme.

Note 4 MiDAS is not funded by any government or other grant giving organisations and has to recover all the costs of operating the scheme. The majority of the final costs of the scheme are attributable to the trainer's wages, premises costs and vehicles costs. It therefore follows that how these 'external to CTA' costs are managed will have the greatest effect on final pricing. Managerial actions can reduce costs; such as having an organisation's own Driver Assessor Training (DAT), using downtime on premises and vehicles, and making sure classroom sessions are attended by a minimum number of people – even if this means sharing sessions with other organisations. MiDAS has already

introduced rules on 'quarter day' expiry dates for certificates to promote a more efficient refresher training and assessment process.

The CTA has been told by Hampshire County Council that it intends to get an external consultant to review the whole of the MiDAS programme and recommend a way forward for the Council. The current agreement between the CTA and Hampshire County Council expires at the end of 2011.

3.2 MiDAS for Car and MPV

The Car and MPV version of MiDAS differs only slightly from the minibus version in order to take account of legislative variations. One such aspect being speed limits, etc. One other major difference between the two schemes is brought about by Section 123 of the Road Traffic Act 1988. This relates to the requirement to be a qualified driving instructor in order to charge for providing in-car driver training. Section 123 does not restricted trainers providing classroom-based training. This legislation was introduced primarily to cover teaching people to drive. MiDAS for Car and MPV avoids any issue with this legislation by simply observing a demonstration drive by the person wishing to gain a MiDAS certificate. There are currently 139 organisations that have joined MiDAS for Car and MPV and 142 Driver Observers. A total of 15 MiDAS Training Agents hold certificates to train Driver Observers.

3.3 Passenger Assistant Training Scheme (PATS)

Passenger assistants, a job title that MiDAS and the CTA have pioneered in lieu of the previous title of "escort", have been covered by the MiDAS suite of training and assessment programme under the Passenger Assistant Training Scheme (PATS). The content of PATS is partly drawn from the MiDAS scheme but certain aspects of passenger care have been enhanced. Currently 834 organisations are members of the PATS scheme, 471 PATS scheme trainers and 20,000 Passenger Assistants hold certificates. A total of 16 MiDAS Training Agents hold certificates to train PATS Trainers.

3.4 Additional MiDAS / PATS modules

Three additional modules were originally proposed for the MiDAS suite of schemes. Two of these – Manual Handling and Emergency Aid – have been launched and continue to attract a small but significant number of users. However the third, Challenging Behaviour, has been reviewed several times and it has been concluded that insufficient support is evident and no further progress has been made. Current Emergency Aid certificates are held by 1733 staff or volunteers and there are eight trainers. In the case of Manual Handling 225 driver or passenger assistants hold current certificates and there are 11 trainers.

In each case the CTA normally commission training courses for trainers and refresher training for trainers.

Conclusion 4

The MiDAS suite of training programme is the major flagship training package operated by the CTA. Hampshire County Council has announced that it will be employing consultants to review the MiDAS programme in 2010 and the CTA will be able to contribute to this review. Following this consultant's review, significant decisions may be required from the CTA. Considering the number of people involved in the various courses – both the high number involved in minibus driving and the low numbers involved in some of the more specialist modules – the CTA could propose a withdrawal from the less popular sections. However, part of the increasing strength of MiDAS is its ability to tailor elements of training and assessment to the needs of particular individuals. This, coupled with the impending Hampshire consultant's review makes the case for taking no action at this stage.

3.5 CommunityDriver

The 1997 change in driver licensing has created a 'time bomb' of potential shortages of minibus drivers both for paid employment with local authorities, community transport operators, etc. and volunteers. To some extent the situation with volunteers is alleviated by a derogation available to not-for-profit / Section 19 permit operators whereby they can drive minibuses on an ordinary 'B' category car licence but only under certain conditions; the chief of which is that the vehicle they drive must be below 3500 KGS maximum gross vehicle weight, or 4250 if the vehicle is fitted with specialised equipment to aid access for disabled people.

The CTA have designed the CommunityDriver training programme to address the need for people to obtain a D1 driving licence. The programme enables people wanting the qualification to register with the CTA, receive distance learning style support to undertake their theory and hazard perception test and then be directed to a CTA member organisation's premises to receive the practical training necessary before taking their test.

As most of the candidates come from the not-for-profit sector (predominately school staff at the moment) the CommunityDriver programme is priced as a largely inclusive single sum of money that provides a reasonably high success rate.

CommunityDriver was designed to provide opportunities for CTA member organisations to utilise underused resources it was not designed to compete with those organisations selling PCV training. It still remains an option for

organisations to start to develop their social enterprise opportunities at little or no initial cost.

The CTA still have a shortage of member organisations prepared to undertake the practical training, although this is steadily improving. Having said that, because of the co-incidence of where candidates originates, some of the member organisations that have signed up for the scheme have received very few, if any, referrals from CTA. The limited external advertising of the scheme that has been done has, co-incidentally, resulting in a significant number of requests for training from areas where CTA does not have a member signed for the scheme. Sales opportunities are being lost for this reason.

The need for this course is still valid today. However, organisations who are recruiting staff for paid jobs are still able to do so because they are restricting their recruitment to older drivers who hold a D1 (101). This may solve today's problem but it builds in an even greater problem in years to come when the reduction in the number of people holding D1 (101) will reduce to a point where none are available. Local Authorities are likely to be the first to hit this problem and could be forced to follow the business model of the larger bus operators who offer training to pass a PCV as part of the staff induction process.

The numbers of trainees involved in this scheme indicate a trend of increasing need for PCV D1 licences. Since 2006 a total 36 people have gained their driver qualification and currently there are 30 candidates going through their training. We achieve over 90% pass rate on the double-attempt pricing method we use and the programme will provide CTA member organisations contracted to the CTA to assist with this programme with a total income of almost £30,000 in the first five years.

Conclusion 5

Although the numbers of customers for the CTA's CommunityDriver scheme continues to be low, for those who do use the course to obtain their PCV D1, it represents a worthwhile investment. It should continue to be offered by the CTA on this basis. More investment in advertising should be considered.

3.6 Minibus Evacuation

Over a number of years the CTA has promoted training programmes that highlight to drivers, passenger assistants and managers the causes of vehicle fires and the, often deadly, consequences if the vehicle cannot be evacuated quickly when a fire occurs. In 2010 the CTA will be purchasing a new programme that fills the current gap in this training area. This training unit will become an integral part of MiDAS and will also be used as the basis of a Driver CPC training course (see below)

Conclusion 6

Minibus evacuation courses have traditionally been well received by CTA member organisations. Once MiDAS branding has been confirmed and marketing and promotion work has been completed, this new course should be more successful than previous courses. With this type of course that deals with a very infrequent occurrence, a different marketing strategy should be examined.

3.7 Driver CPC

A new requirement introduced in 2008 for PSV drivers to undertake an average of seven hours ongoing training per year resulted in the CTA registering a Disability Awareness course largely based on the training material in the PATS programme. A further training course on Emergency Procedures including the minibus evacuation mentioned above will follow in 2010.

Conclusion 7

The Driver CPC represents an opportunity for the many CTA members who have embrace social enterprise within their training section. The CTA should aim, over the next few years, to have a total of five different courses available to meet the requirement of 35 hours training for each PSV driver

3.8 Governance training

To fulfil a specific request for bespoke training for trustees, the CTA designed a governance training course. This has been used for other organisations.

Conclusion 8

Because the Governance Training course is normally delivered by CTA staff, it does not represent a good investment for CT groups and local authorities that happen to be situated some distance from the CTA offices. It is a very specialist area and it is unlikely that a cascade training method could successfully operate. Whilst the course should not be marketed directly it should remain as a possible recommendation to be made as part of the CTA Consultancy work where this is appropriate.

3.9 Endorsed training packages from other providers

The CTA has endorsed a training programme designed by M2 Training Ltd for training of taxi drivers in disability awareness. The course uses a well researched DVD as a central resource in the training to illustrate everyday events in a situation where taxi drivers are providing transport to disabled children, particularly with autism spectrum disorders and related conditions. The course does not deal with taxi drivers transporting people with physical disabilities, and

specifically uses non-accessible vehicles in the DVD. The training is specifically designed to be used by local authorities to discharge their duty of care when they provide contracts to taxi and private hire drivers.

M2 Training Ltd promotes the course and provides quotes to local authorities for training delivery. All the final assessment papers are then sent to the CTA who are responsible marking the papers and issuing the certificates. There is an agreed income for the CTA for each certificate processed.

Conclusion 9

Used with care the process of endorsing other organisation's training packages can benefit the CTA by increased public profile and an income stream for relatively minor work packages. The CTA should not be afraid of endorsing other quality training packages when this is appropriate.

3.10 Risk Management Software

Although not strictly a training course, the supply of software that helps users create risk assessments does provide a guided learning experience for the user. The current arrangement introduced in 2005 whereby the CTA uses a software package supplied by Gossip Multimedia Ltd and then adds community transport related topics with a choice of risk management suggestions has proved very useful to many CTA members. The results are thorough and comprehensive. Two difficulties have arisen with this project. Firstly, Gossip Multimedia, the owner of the software copyright, was only prepared to offer a one year licence for the disks. This has meant that the CTA has had to sell the product at approximately £50 for one year's use. During the period that the software has been sold the CTA has successfully created an income stream that more than covered the initial work in setting up the content within the software. However, a second problem has now arisen because the current stock of disks is increasingly not compatible with the latest DVD drives fitted to modern computers. Several have been returned and purchasers have had their money refunded. Due to this problem the disk is no longer promoted by the CTA.

Gossip Multimedia are offering the CTA a new arrangement that is completely web based. The resulting package could be sold as before and this would result in no adverts showing when users are creating risk assessments, Alternatively, a free to use version is available that uses advertising revenue to support the costs incurred by Gossip Multimedia. They have also offered to provide a linked service that can only be accessed from within the members' area on the CTA's web site if this were desired.

Conclusion 10

Risk management software capable of producing risk assessments specifically for the community transport sector could be a useful additional member benefit or could be tied into the Professional Services sector of the web site, which already attracts an annual subscription. This software tool complements the other training and advice services provided by the CTA and provide guidance to users on how to manage their organisation's risks.

4. The Role of the CTA

In the research stage of the previous review (2002) members were asked what they thought the role of the CTA should be. The main results indicate that the required role of the CTA is the development of new programmes and courses, which should be modular; this should include providing training materials capable of being used in a cascade training approach. CTA members also thought that their organisation should represent them on the Sector Skills Council for Passenger Transport (GoSkills) and try to secure Certification and accreditation for training delivered.

There is no indication that the 2002 conclusion would not be valid in 2009.

In the case of MiDAS, the relationship between the CTA and its member organisations differs depending on how the programme is being used by the member organisation. Members that are using MiDAS programmes internally, often with their own DAT simply want the CTA to provide them with the training materials and infrastructure to manage their inherent risks. There are indications that such member organisations believe that their requirements are being met. However, other organisations that deliver training to develop their own income stream are looking to the CTA to promote MiDAS more extensively or make changes to make it more marketable. This is a role that the CTA does not undertake at the moment.

The CTA does not seek to compete with its members' social enterprise ambitions and, generally, does not do so. As noted earlier in this review, the costs and therefore the price of training is very dependant on staff costs which invariably include travel costs. CTA's travel costs would normally make any training delivered directly by CTA staff comparatively expensive compared with other training locally available. Consequently, there are only few occasions when any directly delivered CTA training has a perceived reasonable market value. These are:

- When the course content is unique and virtually only the CTA staff team have the knowledge and/or experience to deliver the course. Prices will

be commensurate with or slightly below normal commercial prices for training, which is generally acceptable for this type of course.

- Where the number of people requiring the training is relatively high and CTA staff can amortise any travel costs across a number of individual sessions. Typically, this happens at the annual event.

Conclusion 11

The role of the CTA to support its members in their endeavours by providing training materials is one that has stood the test of time and this review does not seek to change this role.

4.1 Relationship between CTA Membership and MiDAS Membership

Based on the above declared role for the CTA it follows that the cascade approach used in the MiDAS scheme is ideal for all concerned. CTA provides the training materials and the individual trainers deliver the training.

The CTA has membership-driven and leadership role to promote safe and legal community based transport – this is the reason that CTA Membership and MiDAS membership are not linked. The promotion of safe and legal operation with organisations that are not CTA members is a worthwhile ambition for the CTA and does have indirect benefits to those organisations that are CTA members.

However, the provision of training material does provide organisations with an opportunity to become a social enterprise. In this respect the CTA should definitely be supporting CTA members to make such a change but it is difficult to justify providing this service for non-members of the CTA.

This rationale has already started to influence the CTA's policy. At the end of 2007, the CTA gave formal notice to all MiDAS and PATS Training Agents that from the 1 January 2010 they needed to be CTA members as a condition of their new annual franchise agreement.

MiDAS membership has been free and simply records the fact that an organisation has undertaken the 'MiDAS commitment.' This means that when they first become members of MiDAS they will train and assess any new drivers and move to a position where their vehicle fleet can only be driven by drivers who hold a current MiDAS certificate within a set period. MiDAS members also commit to accepting MiDAS certificates issued by other MiDAS member organisations.

This review does not propose to change the free membership of MiDAS for organisations. However, where an organisation chooses to train a Driver Assessor Trainer the CTA could create a more formal relationship with the organisation. Some of the following details of a proposed more formal relationship should apply to all organisations that have a DAT. However the social enterprise opportunity is not used by every DAT. Nevertheless, whether or not the organisation chooses to offer MiDAS training to other MiDAS member organisations, there are advantages gained from the CTA's efforts in supporting MiDAS. Any changes to the MiDAS scheme would need to be agreed with Hampshire County Council because it represents a change to the existing arrangements.

A more formal arrangement would normally mean a set of obligations for both parties (CTA and the DAT's organisation). A suggested package of obligations is as follows:-

CTA	<p>Maintain the highest possible integrity within all the training programmes to ensure widespread acceptance of MiDAS</p> <p>Provide training materials as and when required by the trainer's organisation.</p> <p>Pay the franchise fee to Hampshire County Council</p> <p>Maintain professional indemnity insurance to cover the MiDAS training materials</p> <p>Provide a complete package of CTA member benefits</p>
DAT's Organisation	<p>Pay to the normal CTA membership fee to the CTA</p> <p>Put measures in place to ensure that MiDAS is delivered to the agreed standard in accordance with the training provided to DATs</p> <p>Respond to any critical observations received from the CTA including providing free retraining if this is warranted following any observations received.</p> <p>Not to use the MiDAS training materials for any purposes other than as detailed in the DATs training programme</p>

This change in the relationship between the CTA and organisations using the DATs training system is new and, if it were to be introduced, it would need to be on a phased basis probably the during 2012/13 Blue round 2 refresher.

Conclusion 12

A compelling case is revealed by this review that organisations that are delivering MiDAS / PATS training as part of an income generation process should maintain their membership of the CTA. Extending this to all organisations that have DATs could encourage additional social enterprise and increase the use of MIDAS.

5. What more could be done?

As well as looking at the current work of the CTA, any review also needs to focus on what is not being done to see if the items should be added to the training that should be supported.

Based on the 2002 research, CTA member organisations said that apart from continuing to have the current programmes available, the CTA should arrange a higher level management course for paid staff involving capacity building; effective management; performance management; equality training; internal and external communication skills; income generation activities and identifying opportunities for expansion.

However in 2002 the members identified the barriers to training as being time, lack of sufficient budget, experience of poor training, reluctance to undertake training and accessibility and availability of training. These barriers have become apparent since 2002 and no progress has been made in this area.

Based on this review (Section 1 above) there is a need for up-skilling of trustees and managers to re-focus the work of CT to address the issues of reducing the environment impact of transport and removing barriers to economic development including transportation and skills. Additionally, earlier conclusions effectively recommend that the CTA should ensure that trustees and managers remain diligently focussed on the charitable and social purpose of CT and still embrace the contract culture in order to access funding, resources and influencing opportunities.

These two sources show that changes have occurred in the detail requirements for the future but several themes remain.

The need for management training (moving more significantly towards trustees today) remains an issue with elements covering contracting, social enterprise and influencing/ communications as well as more traditional transport legislation.

Although this was identified in 2002 the CTA has not been able progress these issues due to predicted low numbers of people wanting to attend such a course and the significant cost of developing training modules of this type. Several options emerge at this juncture, each with its own set of pros and cons.

The possibility of signposting CT staff to other relevant courses provided by external suppliers, including colleges, should be examined.

- Most management training from further educational establishments involve a significant investment of time on the part of the trainee, which has already been established as a barrier
- Most CTs report problems releasing senior staff for training due to lack of any management cover for periods when the manager is away from the office.
- Successful completion of such training would result in transferrable skills and would be certificated.

There is an option for the CTA to attempt to develop a bespoke management training programme.

- Significant investment of time and money would be required to develop such a course. This would only be justified if funding could be obtained for such a venture (which is unlikely because there are a significant number of management courses around and a funder would consider that one or more of these should fulfil the requirement) or if sufficient income could be guaranteed to cover the costs.
- Such training could be very focussed on the needs of Trustees and Managers within the sector
- Training could probably be completed outside normal hours.
- Such training could be certificated if a college became involved but this would raise the final cost.

A further option is to develop the CTA advice service's 'professional services' suite to become more interactive possibly as a distance learning package.

- Course content would probably be at a lower level, which could make it unsuitable for existing managers but might be appropriate as part of a staff development process for 'tomorrow's managers'
- There would be an investment in preparing the material (but less than other options). This could be offset to some extent by additional subscriptions to the service
- There would probably be no certification

Conclusion 13

There is a need to investigate how a training package could be provided for capacity building; effective management; performance management; equality training; internal and external communication skills; income generation activities and identifying opportunities for expansion under a social enterprise model. All the CTA members should be informed of the results of such an investigation, which may conclude that the CTA is unable to fulfil this need.

5.1 The Skills Pledge, Basic Skills and Government supported training

All businesses in England have an opportunity to make a 'Skills Pledge'. This is a voluntary, public commitment by the leadership of an organisation to support all its employees to develop their basic skills, including literacy and numeracy, and work towards relevant, valuable qualifications to at least NVQ Level 2 (equivalent to 5 good GCSEs). The purpose is to ensure that all staff are skilled, competent and able to make a full contribution to the success of the company/organisation. The Skills Pledge can be given by the Chief Executive, or the chair of the management committee or Trustees on behalf of the whole organisation. For those employees who do not already have a full NVQ Level 2 qualification, the Government will provide funding to help them gain basic literacy and numeracy skills as well as their first full NVQ Level 2 qualification. The Skills Pledge is open to all employers of all sizes in the private, public and voluntary sectors. To some extent the wording of the pledge given by each organisation is optional but the recommended words are:

On behalf of [organisation name], I, as [Chief Executive/Chair of Trustees] make a commitment that we shall:

- *actively encourage and support our employees to gain the skills and qualifications that will support their future employability and meet the needs of our business/organisation;*
- *actively encourage and support our employees to acquire basic literacy and numeracy skills, and with Government support work towards their first NVQ Level 2 qualification in an area that is relevant to our business/organisation;*
- *demonstrably raise our employees' skills and competencies to improve company/organisation performance through investing in economically valuable training and development.*

Signed... [Signature] [Name] [Position]

Signing up to the skills pledge is the start of the process of accessing government funded training support. Training advisors are available for organisations to undertake a training needs analysis. This will be focussed on basic skills and other generic skills such as customer service skills. The support available in each locality varies but the advisor will be aware of the options.

As well as making businesses more efficient this kind of generic training has been shown to increase morale, reduce absenteeism as well as increase levels of customer service. Government support is predicated on keeping people in work, with effective businesses and making it easier for people to get work if their employer were to not require their services in future.

In some areas support is available for qualifications such as S/NVQ Level 2 qualification in Road Passenger Vehicle Driving

Conclusion 14

The CTA and all member organisations should be encouraged to sign up to the Skills Pledge and arrange a training needs assessment.

5.2 GoSkills

The network of Sector Skills Councils (SSCs) was created in 2002/03 as independent, employer-led, UK-wide organisations designed to build a skills development system that is driven by employer demand. There are currently 25 SSCs covering over 85% / 90% of the UK workforce. Their four goals are: to reduce skills gaps and shortages, improve productivity, business and public service performance, increase opportunities to boost the skills and productivity of everyone in the sector's workforce and to improve learning supply including apprenticeships, higher education and National Occupational Standards (NOS).

The CTA took the decision, as recommended by the previous training review to join GoSkills, the SSC for the passenger transport industry. GoSkills cover aviation, bus and coach, taxi and private hire, community transport, rail, light rail and tram, driver training and transport planning. There are obvious synergies with other parts of the passenger transport industry but there are also significant differences.

The community transport sector has been involved in GoSkills at all levels, including regional and country committees, whole industry groups and the main and stakeholder boards. A number of community transport organisations have been involved in GoSkills projects and had the advantage of funding.

The regulator of SSCs wishes to see positive proof of employer engagement by SSCs with the employers they represent. In GoSkills case this has been interpreted as needed companies to become formal members, paying an annual subscription. For the period of the community transport sector's involvement, the Department for Transport has provided funding to GoSkills to make all community transport groups formal members of GoSkills. The DfT have also paid a similar per capita amount to cover the taxi and private hire sector. Profit making companies are expected to make a contribution to become members.

Conclusion 15

From the perspective of community transport there are advantages in retaining our involvement with GoSkills. The CTA should continue to lead this.

5.3 CTA Annual Event

A recommendation of the 2003 review was that some training sessions at the Annual Event should be linked more clearly for different categories of staff and this should apply in particular to staff participating in certified programmes and people participating in distance learning programmes.

This has been largely achieved in each of the annual events since 2003, although there has been little progress on introducing distance learning programmes. The Community Driver (PCV-D1) is first venture into distance learning scheme but the annual event has not be used as part of this training programme.

One reasonably successful type of course that has been introduced at the annual event has been training for NVQ level 1 & 2 qualifications in Health and Safety and risk management.

Conclusion 16

The CTA's annual event provides a unique opportunity to provide training for the community transport sector staff and volunteers. The CTA should continue to develop a facility for existing staff and volunteers to keep up to date with new ideas and practices, whilst also providing training and guidance to new entrants into non-vehicle related jobs within the sector

6 Distance Learning

Previous sections in this review document have identified a need for more management training in the CT sector. There is a combination of factors compelling training designers to look at distance learning. These include increased financial pressure on community transport organisations, which often leads to senior working longer hours and less opportunity to attend conventional training, together with the need to learn new skills particularly related to social enterprise.

Coupled with this there is now increased access to the Internet in homes as well as places of work, which removes some of the previous problems of having to attend training centres to access the training material. Other organisations are embarking on this route and, particularly with management training there is that possibility of sharing generic lesson materials, which can be easily modified to increase the relevance to particular trainees.

There are a number of obvious initial problems with setting up distance learning to improve vocational skills but other organisations have already tackled these. Compared with more conventional training – e.g. evening classes - there is a higher rate of dropping out from the training. From example over 50% of distance learners can drop out from degree courses compared with around 12% attending regular lectures.

The CTA has no specific plans to become involved in distance learning at present but it does present an opportunity to pioneer a different learning method in the CT sector.

Investigation and costing could be completed to look at the following issues:

- Training Design – creating partnerships between like minded organisations could produce a large enough pool of trainees looking for roughly similar training. Partnering with an organisation that already has some training designed for distance learning would be particularly beneficial
- Customisation – taking the standard lesson material and making it relevant to CT. Probably a role for CT staff
- Administrative Support – both for simple administrative actions and to arrange more technical support for trainees
- Certification – Would a further education college be willing to support the CTA through an accreditation process?

Conclusion 17

The CTA should investigate distance learning to see if the material and supporting processes could be provided and at what cost. Assessing the possible take up of such training could be completed as part of a members' survey. Whereas, ideally the CTA should 'piggy-back' on another organisations training product, the possibility of leading a group of similarly minded organisations should not be discounted.

7 Resources to manage training

The resources within the CTA have varied over a number of years according to the needs of the training design processes being undertaken at any particular time, the financial resources available within the CTA and the availability of suitable staff members to complete the work.

Currently the Director for Learning manages directly one member of staff working on training related tasks and the Deputy Chief Executive manages a team of five staff that are involved in training activities for part of the time. Other CTA staff

team members become involved in organising and managing training when required. Typically this is in areas of the UK where funding has been obtained for such work and during the preparation for the annual event.

The CTA also commissions external trainers and consultants to complete specific tasks as and when required.

Contributions have been provided by a number of MiDAS Training Agents in responding to specific questions or more general consultation. However, because most Training Agents rely directly on providing training or consultancy any task that requires a greater amount of time than a few hours has to be charged to the CTA.

Conclusion 18

The level of staff resources within the CTA should be monitored and the additional priorities established by this review should be fully costed and either staff recruited or external consultants engaged.

7.1 CTA Learning Centres

In 2007 the CTA staff made a proposal to the Trustees to effectively increase the resources available to the MiDAS suite of training programmes by introducing CTA Learning Centres. The proposal would have seen the creation of between 25 and 100 CTA Learning Centres that would enjoy preferential referrals from the CTA, offer a CTA member discount on all training provided and have a 'no-cost-to-CTA' obligation to provide, on behalf of the CTA, a locally based monitoring service for training delivered by other trainers.

The last point above was seen by CTA staff team as a way of increasing the 'corporate' resources on the MiDAS training programme, which would address issues that have been raised spasmodically over a period of time that MiDAS needs a more proactive quality control process.

The Trustees' view on this paper was that any monitoring of MiDAS should be completed by the CTA staff not external organisations. Since 2007 the CTA has received a view from Training Agents that peer-to-peer networks are generally poor at improving performance. In the view of the Training Agents they should be contracted by CTA to provide this auditing service. The business model to support such expenditure would significantly increase the cost of initial training delivery.

Suggestions from other areas that CTA staff members should undertake the role of auditor would require additional staff to be recruited, thereby create additional costs and therefore price increases.

No further work has been completed on CTA Learning Centres because the view is that, unless there are resources to visit each centre, creating a number of pre-eminent locations could damage the reputation if even small anomalies were to come to light at these locations.

The CTA has increased level of monitoring of training agents and DATs and from the results obtained is reasonable satisfied that the vast majority of MiDAS suite training is being delivered correctly.

The need of the CTA to refer enquires about MiDAS training to local DATs in a particular area of the UK, which is currently met by using the scant information held about organisations that are members of MiDAS, will be better met if other proposals in this review are implemented.

Conclusion 19

Previous proposals to introduce CTA Learning Centres should now be abandoned. Creating a more formal relationship with all DATs serves some of the same objectives and the increased level of paper based monitoring starts to meet quality control requirements. The CTA should design and agree a protocol for dealing with reports of anomalies in the way training is delivered and should report regularly on the action that has been taken.

8 CTA Quality Mark

The CTA has been working on a CTA Quality Mark to provide members with an externally verified assessment tool that will assist them in maintaining and improving on, the high standards normally found in the sector and to be able to give current and potential funders the assurance that they will continue to use any grants provided wisely and effectively. The assumption is that many CT groups will either be able to show their compliance with the standard reasonably quickly or will be aware and can address any aspects found to be below the standard set. However, there is a possibility that CT groups, especially ones that have only just been set up or those that have had a recent change of leadership at the management or trustee level may look for training and support to achieve the standard.

Conclusion 20

When the CTA Quality Mark has been established, the CTA should examine the viability of a training course to support organisations submitting an application to gain the award. This could be a unit at the annual event, a attachment to the annual regional and country 'road shows' or a distance learning package.

9 Summary of Conclusions in this Review

The following conclusion appear in this review

- 1 A summary of the national strategic environment is that in the next few years we will probably see a focus of any available governmental and local authority resources on transport scheme that promote positive economic or environmental changes. This could be seen as a negative for the CT sector in some respects as funding for other projects reduces but can also be looked at as an opportunity for further up-skilling of staff and, particularly, volunteers; promoting schemes to provide transport to training and employment opportunities and other measures aimed at reducing the environmental impact. There is no doubt that the role of community transport in promoting social change and providing affordable, accessible and appropriate transport will remain.
- 2 Although the EU landscape is interesting and may require the CTA to monitor the situation, it does not point to any particular training or assessment issues apart from a continued diligence in maintaining and continuing to update schemes like MiDAS to avoid successful challenges to the UK's volunteer friendly driver and operator licensing policy.
- 3 An overall summary of the community transport strategic environment, specifically with respect to training is that in the next few years we should see:
 - Up-skilling of trustees and managers to re-focus the work of CT to address the international and national issues of reducing the environment impact of transport and removing barriers to economic development including transportation and skills
 - A continuing need to use driver and passenger assistant training schemes to maintain our current legislation framework and demonstrate that there is no rational cause to increase the level of legislative control.
 - Ensure that trustees and managers remain diligently focussed on the charitable and social purpose of CT and still embrace the contract culture in order to access funding, resources and influencing opportunities.
 - For those CT groups who choose to provide training to others within the sector and beyond, to ensure that financially based considerations do not compromise quality and effectiveness.
- 4 The MiDAS suite of training programme is the major flagship training package operated by the CTA. Hampshire County Council has announced

that it will be employing consultants to review the MiDAS programme in 2010 and the CTA will be able to input views into this review. Following this consultant's review, significant decisions may be required from the CTA. Considering the number of people involved in the various courses – both the high number involved in minibus driving and the low numbers involved in some of the more specialist modules – the CTA could propose a withdrawal from the less popular sections. However, part of the increasing strength of MiDAS is its ability to tailor elements of training and assessment to the needs of particular individuals. This, coupled with the impending Hampshire consultant's review makes the case for taking no action at this stage.

- 5 Although the numbers of customers for the CTA's CommunityDriver scheme continues to be low, for those who do use the course to obtain their PCV D1, it represents a worthwhile investment. It should continue to be offered by the CTA on this basis. More investment in advertising should be considered.
- 6 Minibus evacuation courses have traditionally been well received by CTA member organisations. Once MiDAS branding has been confirmed and marketing and promotion work has been completed, this new course should be more successful than previous courses. With this type of course that deals with a very infrequent occurrence, a different marketing strategy should be examined.
- 7 The Driver CPC represents an opportunity for the many CTA members who have embrace social enterprise within their training section. The CTA should aim, over the next few years, to have a total of five different courses available to meet the requirement of 35 hours training for each PSV driver
- 8 Because the Governance Training course is normally delivered by CTA staff, it does not represent a good investment for CT groups and local authorities that happen to be situated some distance from the CTA offices. It is a very specialist area and it is unlikely that a cascade training method could successfully operate. Whilst the course should not be marketed directly it should remain as a possible recommendation to be made as part of the CTA Consultancy work where this is appropriate.
- 9 Used with care the process of endorsing other organisation's training packages can benefit the CTA by increased public profile and an income stream for relatively minor work packages. The CTA should not be afraid of endorsing other quality training packages when this is appropriate.

- 10 Risk management software capable of producing risk assessments specifically for the community transport sector could be a useful additional member benefit or could be tied into the Professional Services sector of the web site, which already attracts an annual subscription. This software tool complements the other training and advice services provided by the CTA and provide guidance to users on how to manage their organisation's risks.
- 11 The role of the CTA to support its members in their endeavours by providing training materials is one that has stood the test of time and this review does not seek to change this role.
- 12 A compelling case is revealed by this review that organisations that are delivering MIDAS / PATS training as part of an income generation process should maintain their membership of the CTA. Extending this to all organisations that have DATs could encourage additional social enterprise and increase the use of MIDAS.
- 13 There is a need to investigate how a training package could be provided for capacity building; effective management; performance management; equality training; internal and external communication skills; income generation activities and identifying opportunities for expansion under a social enterprise model. All the CTA members should be informed of the results of such an investigation, which may conclude that the CTA is unable to fulfil this need.
- 14 The CTA and all member organisations should be encouraged to sign up to the Skills Pledge and arrange a training needs assessment.
- 15 From the perspective of community transport there are advantages in retaining our involvement with GoSkills. The CTA should continue to lead this.
- 16 The CTA's annual event provides a unique opportunity to provide training for the community transport sector staff and volunteers. CTA should continue to develop a facility for existing staff and volunteers to keep up to date with new ideas and practices, whilst also providing training and guidance to new entrants into non-vehicle related jobs within the sector
- 17 The CTA should investigate distance learning to see is the material and supporting processes could be provided and at what cost. Assessing the possible take up of such training could be completed as part of a members' survey. Whereas, ideally the CTA should 'piggy-back' on another organisations training product, the possibility of leading a group of similarly minded organisations should not be discounted.

- 18 The level of staff resources within the CTA should be monitored and the additional priorities established by this review should be fully costed and either staff recruited or external consultants engaged.

- 19 Previous proposals to introduce CTA Learning Centres should now be abandoned. Creating a more formal relationship with all DATs serves some of the same objectives and the increased level of paper based monitoring starts to meet quality control requirements. The CTA should design and agree a protocol for dealing with reports of anomalies in the way training is delivered and should report regularly on the action that has been taken.

- 20 When the CTA Quality Mark has been established, the CTA should examine the viability of a training course to support organisations submitting an application to gain the award. This could be a unit at the annual event, a attachment to the annual regional and country 'road shows' or a distance learning package.

Appendix 1 – Training Courses previously provided by CTA staff

- VAT issues for CT
- Introduction to CT
- Bus Service Operators Grant
- Rural Community Development
- Minibuses and the Law
- Setting up Dial-a-Ride
- Safety of Passengers in Wheelchairs
- Welfare to Work
- Minibus Management
- Volunteer recruitment
- Volunteer management and training
- Setting in a Community Car Scheme
- Risk Management
- Disability Discrimination
- Group Travel – Minibus
- Demand Responsive Transport Services
- Criminal Records Checking
- Governance – best practice and the law
- Training Skills
- Setting up Minibus Brokerage Schemes
- PSV services – introduction and running
- Minibus Maintenance
- Safety Inspections
- Accessible Minibuses – Design and Specification
- Equality and Diversity
- Fundraising
- Business Planning
- Incorporation – legal structures
- Team Building
- Passenger Safety
- Setting up a Community Bus
- Bus Service Operator’s Grant
- Training – developing a business case
- Health and Safety
- Women in Transport
- Designated Bodies – responsibilities

Appendix 2 – Summary results of 2003 Survey and Recommendations

What current training programmes are being undertaken by respondents?

- MiDAS and PATS (all levels)
- Certificate of Professional Competence for Operators
- European Computer Driving Licence & Computer Literacy Award in IT
- Disability Awareness
- Customer Care
- Minibus Emergency & Evacuation Procedures
- Practical operational training (CTA and Voluntary Sector)
- Vocational Qualifications in Road Passenger Transport
- Vocational Qualifications in Business Administration
- NEBBS Supervisory Management
- PQASSO – Practical Quality Assurance System for Small Organisations
- Certificate in Community Transport
- Management of Voluntary Organisations
- First Aid at Work

What are the barriers to training?

- Time
- Lack of sufficient budget
- Experience of poor training
- Reluctance to undertake training
- Shift patterns
- Accessibility and availability of training
- Lack of cover
- Literacy problems

What training needs are envisaged in the future?

- Continuation of current programmes
- A higher level management course for paid staff
- Capacity building
- Effective management
- Performance management
- Equality training
- Communication skills (both internally and externally)
- Income generation activities
- Identifying opportunities for expansion

What topics connected with training does the CTA Advice Service answer?

- Drivers and passenger assistants
 - MiDAS
 - PATS
 - Minibus Evacuation
 - PCV D1
 - Defensive driving
 - Wheelchair handling techniques
 - First Aid
 - Customer care
 - Community Car Scheme Driving
- Administration and scheduling
 - Booking and scheduling
 - Information Technology
 - VAT
 - Business Administration
 - NVQ
- Management and operations.
 - Transport management NVQ
 - CPC for operators
 - Car schemes management
 - Accessibility and equipment for vehicles
 - BSOG
 - Employment law
 - Section 19 Permit operation
 - Section 22 Permit operation
 - Risk Management
 - PSV "O" Licenses
 - Travel to work
 - Vehicle purchase
 - Funding applications
 - Professional indemnity insurance

What should CTA's role be in relationship to training?

- Development of new programmes and courses
- Certifying and accredited training
- Introducing modular training
- Development of training materials
- Delivery through cascade approach
- Participation in the Sector Skills Council for Passenger Transport

What new courses should CTA develop?

- Community Transport Management
- Income generation activities
- Effective management
- Identifying opportunities for expansion
- Capacity building
- Equality training
- Performance management
- Communication skills (internal)
- Communication skills (external)

How and in what format should CTA develop new training material?

- 97% thought that the CTA should continue to produce training materials
- 83% thought that this should include the production of materials associated with VQs and other certified and accredited courses, not necessarily offered by the CTA.
- 43% thought that material should continue to be produced in conjunction with outside consultants
- 51% responded that the CTA attempt to engage its own staff for training development
- 89% thought that training materials should be produced in printed publications
- 79% thought that training materials should be produced: the formats on CD ROM
- 64% thought that training materials should be produced on video
- 60% thought that training materials should be web based
- 36% thought that training materials should be produced as overhead slides
- 71% responded positively when asked if the cascade approach should form the basis for the delivery of all CTA's training programmes

What priority should CTA attach to work on certification & accreditation of training?

- Priority One - Developing its own certified programmes, such as MiDAS, which can in effect be used in support of programmes accredited by others
- Priority Two - Delivering its own training and providing training materials, which support already certified and accredited programmes, such as N/SVQs, Certificate in Community Transport

- Priority Three - Developing new programmes in conjunction with educational institutions, which will certify and accredit them for their own delivery

What delivery methods are appropriate for the CT Sector?

- Preference for training to be delivered in “bite size chunks”
- Preference for “face to face” training
- Would consider distance learning courses using traditional paper based system
- Would consider distance learning courses using web based delivery

Summary of recommendations coming from 2003 review

Recommendation 1: The CTA participates actively in the Sector Skills Council for Passenger Transport (GoSkills)

Recommendation 2: The CTA develops the Certificate in Community Transport into a more comprehensive CT Management Programme to be accredited by IoLT and GoSkills.

Recommendation 3: The CTA should initiate negotiations with key member organisations already involved heavily in the delivery of training in order to establish a network of training agents for the delivery of existing and new training programmes. ..

Recommendation 4: Some training sessions at the Annual Event should be linked more clearly for different categories of staff. This should apply in particular to staff participating in certified programmes and people participating in distance learning programmes ...

Recommendation 5: The CTA should explore the potential for training materials to be more widely available through production of CD ROM based material and through the development of a more interactive web site.

Recommendation 6: The CTA should ensure that its training materials can be used to support trainees or candidates taking certified qualifications.

Recommendation 7: The CTA should ensure wherever possible and where appropriate that the training programmes delivered are part of the CTA's own certified programmes or part of programmes certified or accredited by relevant certifying bodies.

Appendix 3 – Consultation process

Following an initial view of this review by the Trustees of the CTA, the document will be posted on the CTA's web site, together with a survey form allowing members to comment on each of the 20 conclusions from the review.

The CTA will also arrange a 'second opinion' on the review by other interested parties external to the CTA membership.

Once all the comments have been received and assimilated, a final version of the review will be reviewed and approved by the Trustees.

Resource and budgetary constraints mean that the resulting action plan will need to assign timescales to the specific tasks emerging. This action plan will be published on the web site and progress reports will be provided on a regular basis.