

Skills Accord

Driving the Skills Step Change through
Procurement



**ENERGY & UTILITIES
SKILLS PARTNERSHIP**
SUSTAINABLE TALENT FOR ESSENTIAL SERVICES
AND SUSTAINABLE INFRASTRUCTURE



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Contents

| | |
|---|-----------|
| 1) Introduction to the Skills Accord | 4 |
| 2) Skills Accord for Energy & Utilities | 5 |
| Commitment 1 - To address sector-wide skills gaps and shortages | 5 |
| Commitment 2 - To promote signing up to the Accord through the supply chain | 5 |
| Commitment 3 - To promote relevant skills development across the supply chain through procurement | 6 |
| Commitment 4 - To continuously improve performance | 6 |
| Commitment 5 - To monitor and report | 6 |
| Status of this Accord | 7 |
| Annex 1 – Definitions | 8 |
| Annex 2 – Training Eligibility Criteria | 11 |
| Annex 3 – Guidance on how to embed the Skills Accord into the procurement process | 17 |
| Annex 4 – Annual Review: Monitoring and Reporting | 22 |
| 1. Quantitative Assessment | 23 |
| 2. Compliance Questionnaire | 27 |



1) Introduction to the Skills Accord

The Skills Accord for Energy & Utilities (Skills Accord) has been developed by the Energy & Utilities Skills Partnership to address skills challenges in the sectors' supply chain.

In 2015, the supply chain community asked the Skills Partnership Council to consider the question: *Can procurement practices be leveraged to encourage investment in training and development across the supply chain?* After a two-year development and pilot period the Council concluded that, yes, procurement practices could be leveraged through the delivery of the Skills Accord.

The Skills Accord is designed to promote and lock-in sustained investment in the technical and operational skills the sector needs most via procurement practices.

The Skills Accord has five robust and challenging commitments that require signatory companies to ensure that responsible procurement practices are used to drive investment in skills through the delivery of contracts. The ultimate aim is for it to be standard practice for signatories to adopt the commitments within the Skills Accord and, in turn, to cascade them down to their own suppliers.

This document sets out the requirements of the Skills Accord and includes all supporting documentation.



2) Skills Accord for Energy & Utilities

Commitment 1 - To address sector-wide skills gaps and shortages

This Accord unites companies from across the energy and utility sector supply chain in a shared mission to tackle entrenched skills challenges. The Energy & Efficiency Industrial Partnership (EEIP) have set a target that 5% (on average over each year) of the sector's operational headcount be enrolled on a formalised apprenticeship, employer-sponsored course of study and / or graduate programme, in each case relevant to technical or engineering roles (as opposed to 'back office' or 'support' functions) within the energy and utility sector (referred to below as "relevant skills development").

Signatories to this Accord commit to contributing to the achievement of the above 5% target by creating and maintaining relevant skills development to the fullest extent as is reasonably practicable within their own business.

The 5% target is an energy and utility sector wide target and signatories commit to contributing to this target.

Individual company contribution will be based on their company's requirements, determined or based on the skills gaps identified in their workforce planning. In some cases a signatory may determine that more or less than 5% is appropriate for their business (bearing in mind that the 5% is an average across the sector).

An annual review of the above target (and the supporting commitments under the Accord) will take place to assess whether the targets and commitments are sufficiently challenging and whether the introduction of additional targets would be appropriate. The magnitude of the skills challenge in the energy and utility sector is expected to require an increasing level of ambition, driving progressively higher targets to be set as a result of each annual review process.

Commitment 2 - To promote signing up to the Accord through the supply chain

As leading companies in the sector adopt the commitments of the Accord as their own, suppliers working for them will also be encouraged to become signatories to the Accord. It will become significant for major suppliers to accept the commitments of the Accord and, in turn, to cascade them down to their own suppliers.



As a consequence, the aim is that the entire supply chain (where applicable) will eventually meet with the requirements of the Accord.

Signatories to this Accord commit to encouraging their supply chain to sign up to the Accord.

Commitment 3 - To promote relevant skills development across the supply chain through procurement

All signatories to this Accord commit to developing and delivering responsible procurement practices throughout their supply chain which add social value by helping to bridge the employment skills gap.

All signatories to this Accord commit to:

- 1) Using their contracts to support their supply chain to increase relevant skills development
- 2) Give proper consideration in their procurement to whether it is appropriate to:
 - a) Require suppliers to put forward plans and proposals for how their contracts may give rise to opportunities for new relevant skills development and proposals for ensuring that sufficient skills are maintained and (as appropriate) developed as required for the future performance of their contracts; provided that any tender requirements shall be related and proportionate to the subject-matter of their contracts; and
 - b) Incorporate the above referred to plans and proposals of the supplier in their contracts, with an obligation on the supplier to periodically report on progress against them, to keep them under review and to seek approval to any changes required to the plans and proposals as circumstances change over the life of their contracts.

Commitment 4 - To continuously improve performance

The signatories to this Accord commit to driving continuous improvement in their own sustainable workforce practices (and those of their suppliers) in relation to their ability to maintain and enhance the technical and engineering skills within the workforce.

Commitment 5 - To monitor and report

All signatories to this Accord agree that monitoring compliance is a key determining factor in successfully achieving the overarching aim. Each year, signatories to the Accord commit



to reporting the percentage (on average over the year) of operational headcount (involved in the energy and utility sector) undertaking relevant skills development within their organisation and any other details they wish to report relating to that and relating to their compliance with the commitments of the Accord, bearing in mind that reporting progress and success may encourage others to promote the aim of this Accord.

The recommended format and procedure for reporting will be centrally developed and coordinated across the sector. The monitoring and reporting process will be designed to minimise additional costs to participants by leveraging data obtained through existing systems and processes wherever possible

Status of this Accord

This Accord is not a legally binding document and the signatory retains full control over what is publically reported in relation to its own organisation; and by indicating that they are a signatory to this Accord, the signatory does not make any binding representation or commitment to anyone, but shows a commitment to the energy and utility sector.

If there is any conflict between any of the commitments stated in this document and the law, the law shall prevail.



Annex 1 - Definitions

(Version 3 December 2017)

Energy & Utilities Sector

Includes: Power Generation, transmission, distribution, metering and supply; Gas transmission, distribution, metering and supply; Water (Clean and Dirty) treatment, transportation, metering and supply; Waste Management.

Operational Headcount

For the purposes of this Accord, Operational Headcount shall be defined as those UK-based employees of the organisation who are **directly** involved in delivering technical, STEM (Science, Technology, Engineering or Maths) based activities in the energy and utility sector.

Employees may be on full or part-time permanent contracts and undertake at least 50% of their work activities within the UK energy and utilities sector.

Where organisations do not include their full-time trainees in their operational headcount should do so for the purposes of the Accord.

Relevant Skills Development

This refers to meeting the Eligible training rules outlined in Annex 2. The eligible criteria includes the roles, skills areas and corresponding courses that are operational or technical in nature i.e. back office non-technical, support or administrative functions, health and safety are not included.

Responsible Procurement Practices

For the Skills Accord it refers to embedding procurement practices appropriately to encourage investment in skills development.

Sector Skills Gaps

These are skills that are lacking in the existing workforce of an employer. They might be technical or soft skills.

Sector Skills Shortage

These are skills that employers / an employer are having difficulty recruiting from the labour market (e.g. overhead linesperson).



Signatories

Formally signed-up to the Skills Accord commitments, either working towards or achieved the commitments in the Accord.

Social Value

In accordance with the Social Value Act requires people who commission, or buy, public services to consider securing added economic, social or environmental benefits for their local area.

Sustainable Workforce Practices

Maintainable workforce planning and strategies for the short, medium and long term, accounting for the various internal and external factors.

The Annual Review

For the purposes of this Accord, the Annual Review is defined as the process where by individual companies commitment to the Accord is evaluated, as per commitment 5.

Workforce Planning

The systematic identification and analysis of what a company is going to need in terms of the number and skills of employees to achieve its objectives. It is a process used to generate business intelligence to inform the organisation of the current, transition and future impact of the external and internal environment on the organisation enabling it to be resilient to known or predicted changes.

Training Definitions:

Apprenticeship

Apprenticeships are programmes that combine practical training in a job with study.

Employer Sponsored Course of Study

The employer funds and / or resources the programme of study.

Traineeship

Traineeship is an education and training programme with work experience that unlocks the great potential of young people and prepares them for their future careers by helping them to become 'work ready'.



Graduate Programme

In-house or external training programmes for graduates.

Significant Programme of Learning

For the Skills Accord it refers to 3 or 6 month plus technical, design or operational programme of learning.



Annex 2 - Training Eligibility Criteria

(Version 6 December 2017)

The training eligibility criteria outlined below is based on the relevant skills needs for the sector. The eligible criteria includes the roles, skills areas and corresponding courses that are operational, design and or technical in nature (i.e. back office - nontechnical, support or administrative functions, health and safety are not included).

Eligible Training Rules

The training is:

- Related to the power, gas, waste management or water utilities businesses
- For technical, design or operational roles related to work on or associated with the asset. This will include design, planning, construction, operations, maintenance and decommissioning roles - i.e. the full life-cycle of the asset
- Supervisory training where it relates to the upskilling of operational/ technical staff.
- A significant training intervention (>3 months) that includes assessment of competence and / or knowledge and leads to a qualification or award (internally or externally verified), for example apprenticeship, traineeship, HNC / HND, graduate programme, internal programme etc.
- A significant training intervention also includes internal training programmes which consist of on and off-the-job training for a specific job role. This could be upskilling into a new job role or a new recruit receiving training for the role.
- The course of study or training can be shown to directly contribute to the development of skills or capability to perform an operational or technical role
- For job-role levels 1 to 6 (and Scottish equivalent) where there is a skills need in the business or sector

The training is not:

- For general management graduates
- For senior leadership and management functions
- Supervisory training for non-operational/ technical staff
- Short duration courses (hours, days or a week long)
- Non-operational or technical roles for example support functions like HR, back office, admin, health & safety, finance etc.
- Refresher training
- For regulatory health & safety reasons



Examples of Eligible Training (not an exhaustive list)

Externally Recognised / National Programmes (and Scottish Equivalent):

- Apprenticeship Programmes
- Higher Apprenticeship Programmes
- Traineeship Programmes (sector certificated)
- Foundation Degree Programmes / HNC / HND or other equivalent technical training programme
- Graduate programmes (into technical / operational role)
- APMG (or equivalent) project management programmes (6m+ duration)
- Gas Safe Registration Diploma (6m+)
- BTEC Diploma Mechanical / Electrical Engineering
- NVQ extended diploma in Engineering Maintenance

In-house programmes:

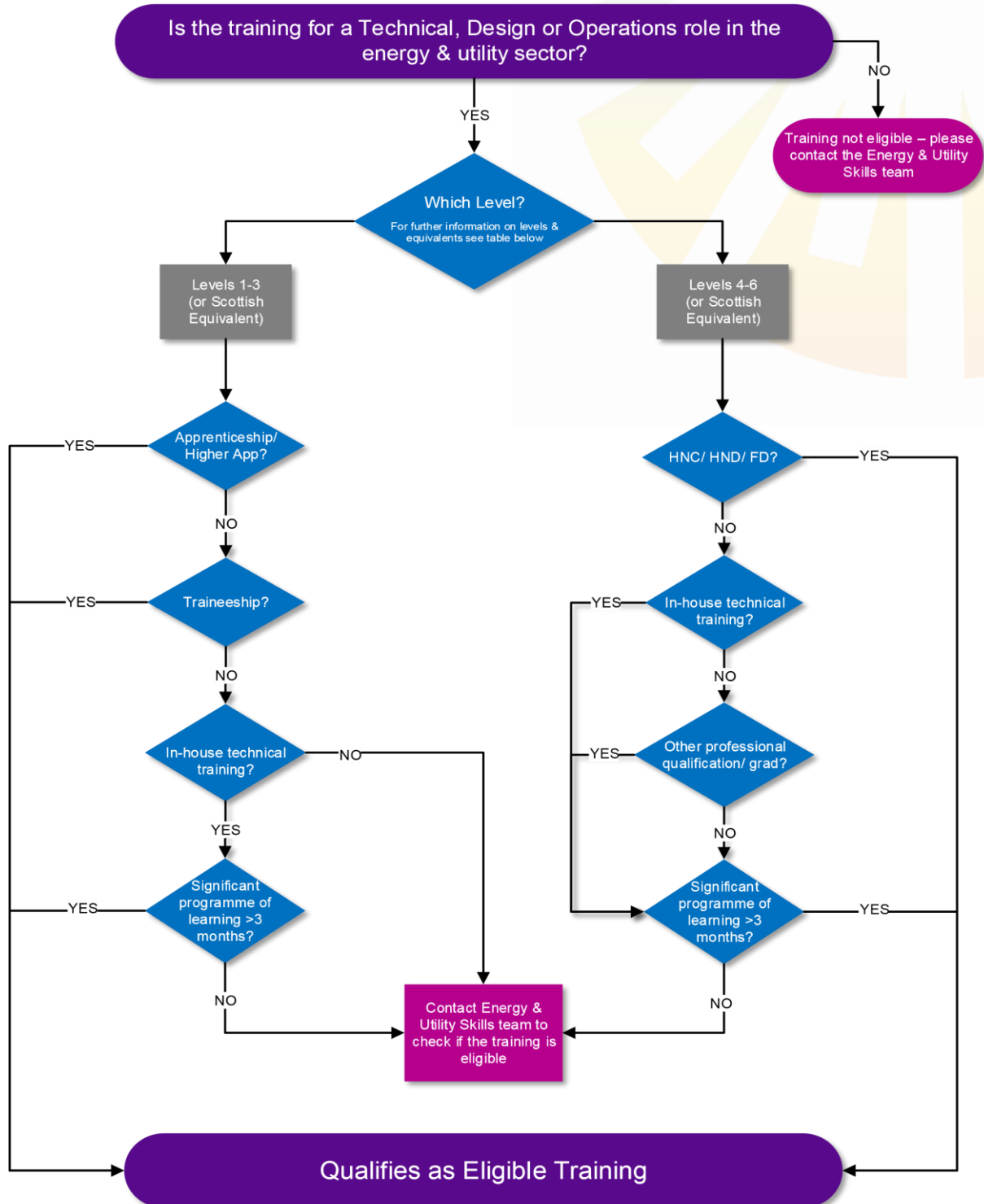
- In-house technical training programmes, Levels 2-6 (including SAP) of 6m+ duration
- Craft attendant qualification L1 / L2 (6-9m)
- New Starter Development programme (L2, 18m)
- Engineering development programme (Power)
- Technical Staff Training programme (Power)
- Site management certification programmes
- Young Offender programme
- Senior Authorised Persons Training Programme (SAP)
- Network Construction Operations programme (6m+)
- Gas Support Engineer (6m+)

Eligibility Check

The flow diagram below presents the eligibility rules and assists signatories with ensuring that the training qualifies as eligible training.



What is eligible training?





Further information on the levels

The table below lists further information on the levels and the devolved nation's equivalents.

| Skills Accord Level | Academic Qualification | Regulated Qualifications Framework or equivalent | | | |
|-----------------------------|------------------------|--|----------------------------------|---------------|------------|
| | | Main levels for the Skills Accord | RQF England and Northern Ireland | SCQF Scotland | CQFW Wales |
| Operative | GCSE D-G / 3-1 | 1 | 1 | 4 | 1 |
| Craftsperson | GCSE A*-C / 9-4 | 2 | 2 | 5 | 2 |
| Technician | A Level | 3 | 3 | 6 | 3 |
| | HNC | 4 | 4 | 7 | 4 |
| | HND | 5 | 5 | 8-9 | 5 |
| Engineer/ Specialist | Degree & higher | 6 | 6-8 | 10-12 | 6-8 |

Applying the Training Eligibility Criteria (TEC) - Tier 2 or SME in-house training programmes

For some companies the training programme is **role specific and centred on competency**. As a result we have an anonymous worked example of how the TEC will be applicable in this case. The table below presents the training for HGV Jetter role for a new recruit or upskilling of existing employee. It includes both on and off the job training to be fully component to function.



| Training programme Level 1-3 Role - HGV Jetter | No of days |
|--|--|
| Off the Job Training | |
| HGV | 5 |
| Water Jetting Association Qualification | 2 |
| Street works | 1 (2 for supervisors) |
| OS19x (CCTV) | 5 |
| OS21x | 2 |
| Introduction to Safety training (includes: first aid, manual handling, confined space, EUSR Water Hygiene, general safety induction) | 5.5 |
| Manufacturing specific training | 2 |
| Customer service | 2 |
| Sub total | 24.5 |
| On the Job Training | |
| CCTV | Approx. 6 months / 120 |
| HGV Jetting | 10-40 days |
| Sub total | Approx. 130 -160 days |
| Grand total number of on and off the job training | Approx. 154.5 - 184.5 days equating to 8-9 months |

Meeting the TEC

Therefore approximately 154.5 - 184.5 days of **on and off the job training is taking place which equates to 8-9 months**. As a result the training for the this type of job role can be included in the Skills Accord as it meets the TEC requirements as illustrated in the table below.



| TEC Rules | Criteria met |
|--|--------------|
| Related to the Power, Gas, Water or Waste Management businesses | Y |
| For technical, design or operational roles related to work on or associated with the asset. | Y |
| A significant training intervention (>3 months) that includes assessment of competence and/ or knowledge and leads to a qualification or award (internally or externally verified), for example apprenticeship, traineeship, HNC/ HND, graduate programme, internal programme etc. | Y |
| A significant training intervention also includes internal training programmes which consist of on and off the job training for specific job role. This could be upskilling into a new job role or a new recruit receiving training for the role. | Y |
| The course of study or training can be shown to directly contribute to the development of skills or capability to perform an operational or technical role | Y |
| For job-role levels 1 to 6 (and Scottish equivalent) where there is a skills need in the business or sector | Y |



Annex 3 - Guidance on how to embed the Skills Accord into the procurement process

(Version 1 April 2016)

Embedding Skills Accord principles within procurement practices

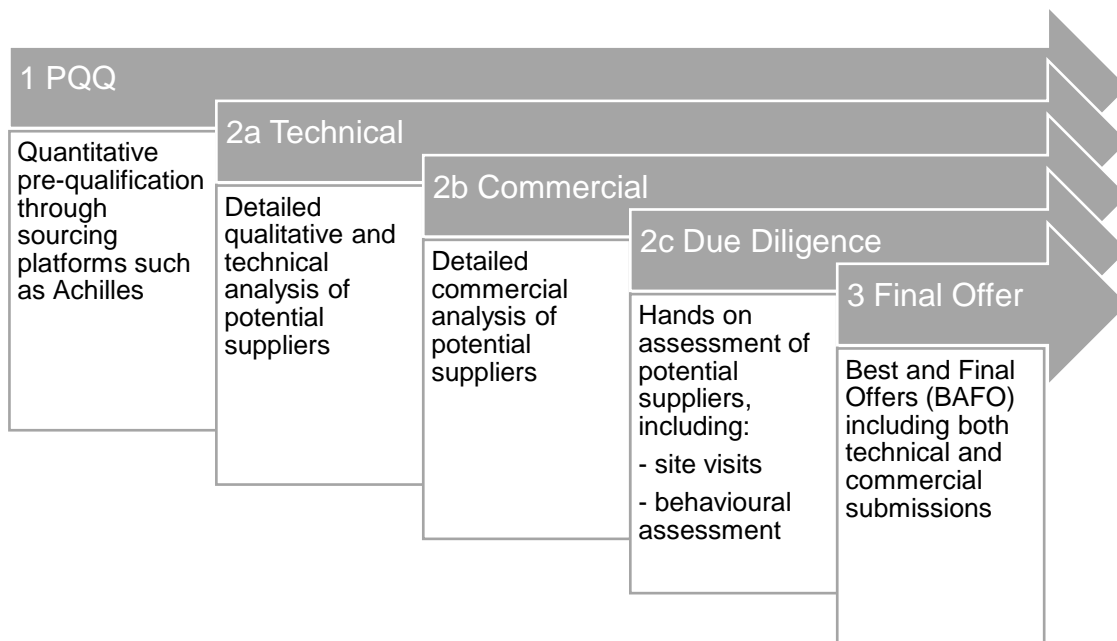
Purpose

The purpose of this Annex is to provide guidance for signatories to the Skills Accord on how they may choose to embed the principles of the Accord within their procurement practices. The paper summarises the route to market for a mature sourcing process before detailing how the principles of the Accord may be embedded across the various phases of this process.

The Annex is accompanied by Annex 4b - Skills Accord - Procurement Evaluation Criteria which provides an example question and marking matrix for potential application within signatories' tender processes.

Routes to Market

Depending upon the organisations involved, and the services being sought, procurement processes in the UK Energy and Utilities sector have highly variable requirements and durations. Whilst this is certainly the case, the majority of these processes share a few common stages of activity, as illustrated in the flow chart below:





Embedding the Skills Accord

The following sub-sections propose methods of embedding the Accord principles across these stages:

1. Pre-Qualification (PQQ)

In the majority of cases, utility companies use the Achilles online procurement platform to complete pre-qualification. Achilles allows businesses to ‘filter’ or ‘shortlist’ potential suppliers based upon a series of pre-defined criteria such as turnover, industry experience, health and safety performance, etc.

Whilst this is generally a quantitative assessment, Achilles has the functionality for sourcing organisations to include additional questions within their PQQ on suppliers to include attachments in their responses. This will allow signatories to undertake more detailed analysis and assessment of proposed suppliers at an early stage of the procurement process.

In support of the Accord, signatories may therefore choose to include additional questions relating to suppliers’ capability and capacity in terms of current L&D processes, performance and strategies. An example question could be:

“How many directly employed resources does your organisation have within [insert] role / skill set?” Questions such as this can be used to down-select suppliers based on their capacity and capability to deliver the services required under the proposed contract.

A similar approach could be deployed in instances where an alternative to Achilles was being used.

2a. Tender - Technical Evaluation

The stage two technical evaluations provide an opportunity for businesses to undertake more detailed qualitative analysis of their proposed suppliers, the question though must be different to any question provided earlier on in the tender process. In recognition and support of the Accord, suppliers may be asked to provide detailed evidence and insights into their L&D policies, strategies, current performance levels and future targets.

Annex Y - Skills Accord - Procurement Evaluation Criteria provides an example question for potential application within signatories’ tender processes:

“Demonstrate and evidence as an engaged business how you ensure continuity of skills across key areas of your business specifically around attract, recruit retain cycle, please



reference national accords and ongoing work such as EU Skills Accord activities and outputs in your response.”

The question directly references the Skills Accord to provide potential suppliers with clarity on expectations and ensure they are aligned with the Accord’s principles. Along with the question itself, which could be amended and added to in order to reflect the specific requirements of each sourcing organisation, the Annex provides proposed scoring criteria for use in evaluating responses.

Whilst the inclusion of such questions remains at the discretion of sourcing organisations, it is recommended that signatories include such requests where applicable.

Furthermore, it is proposed that such questions be given sufficient weighting within the overall tender evaluation to make skills, learning and development a key differentiator for suppliers. This weighting also remains at the discretion of each sourcing organisation.

2b. Tender - Commercial Evaluation

We do not envisage any direct application of the principles of the Accord within the Commercial Evaluation process.

2c. Tender - Due Diligence

The due diligence phase of the tender allows sourcing organisations to test and validate the responses received within previous stages. In addition to this, it provides an opportunity to further explore and clarify any areas of concern highlighted in potential suppliers’ responses.

There are multiple approaches that can be taken to due diligence however the most commonly deployed are site visits and behavioural assessments.

Site visits can be used to provide physical evidence in support of the policies, strategies and commitments made within the previous responses. In addition to this, they can be used to interview individuals throughout the suppliers’ businesses to determine whether policies translate into business as usual activities. Formal behavioural evaluations may also be used to test this alignment.

Within Annex Y, we have provided space for evaluators to make ‘Notes for Feedback’ and ‘Notes for Due Diligence’.

Alongside site visits and behavioural assessments, it may be prudent for sourcing organisations to undertake further due diligence by interviewing existing clients of their proposed suppliers.



This 'reference check' will provide further opportunity to test whether the L&D and skills commitments made within the technical tender translate into action within a contract environment; whether organisations are truly demonstrating behaviours in alignment with the Accord.

3. Best and Final Offer

Best and Final Offers (BAFO) can include re-submissions of both the technical and commercial bids made during Stages 2a and 2b. As such, it is a final opportunity for suppliers to demonstrate their commitment to the Accord and the wider industry skills agenda.

Prior to any BAFO stage, it is important that suppliers are provided with feedback on their previous submissions, allowing them to improve their offering where possible.

Sourcing organisations are advised to brief potential suppliers on the importance of the Accord and its commitments when undertaking this feedback, allowing a more comprehensive final response that is reflected in any commercial submissions.

As with the Stage 2a assessment, it is advised that such questions retain sufficient weighting to make skills, learning and development a key differentiator for suppliers, even at BAFO stage. This weighting, again, remains at the discretion of each sourcing organisation.



4. The recommended evaluation criteria

| Priority Ref. | Criteria | Question Reference - Demonstrate and evidence as an engaged business how you ensure continuity of skills across key areas of your business specifically around attract, recruit retain cycle, please reference national accords and ongoing work such as EU Skills Accord activities and outputs in your response. | Score |
|--|-----------|---|-------|
| 1 | Key point | Question / Statement 1 | 1/0 |
| 1 | 1.1 | Succession planning | |
| 1 | 1.2 | Evidence of activity - development of key individuals (Tomorrow's Talent Today!) | |
| 1 | 1.3 | Detail statistics and analysis of Workforce metrics undertaken | |
| 2 | Key Point | Question / Statement 2 | 0/2 |
| 2 | 2.1 | Succession planning including detailed risk analysis for strategic roles | |
| 2 | 2.2 | Positive tracking of identified individuals | |
| 2 | 2.3 | Defined and evidenced plan to address any workforce metrics shortcomings | |
| 3 | Key Point | Question / Statement 3 | 0/3 |
| 3 | 3.1 | Gap analysis and plan in place supporting strategies in place with a 3-5 year window rolling down to the next tier level | |
| 3 | 3.2 | Development of continuous skills for all individuals evidenced | |
| 3 | 3.3 | Externally validated external validation within leading industry forums i.e. Skill Academy | |
| Total Score (sum of Priority 1, 2 and 3 key-points covered) | | | |
| Score Normalised: NAMED BIDDER | | (Total Score*10)/18 | |
| Bidder Name: NAMED BIDDER | | | |



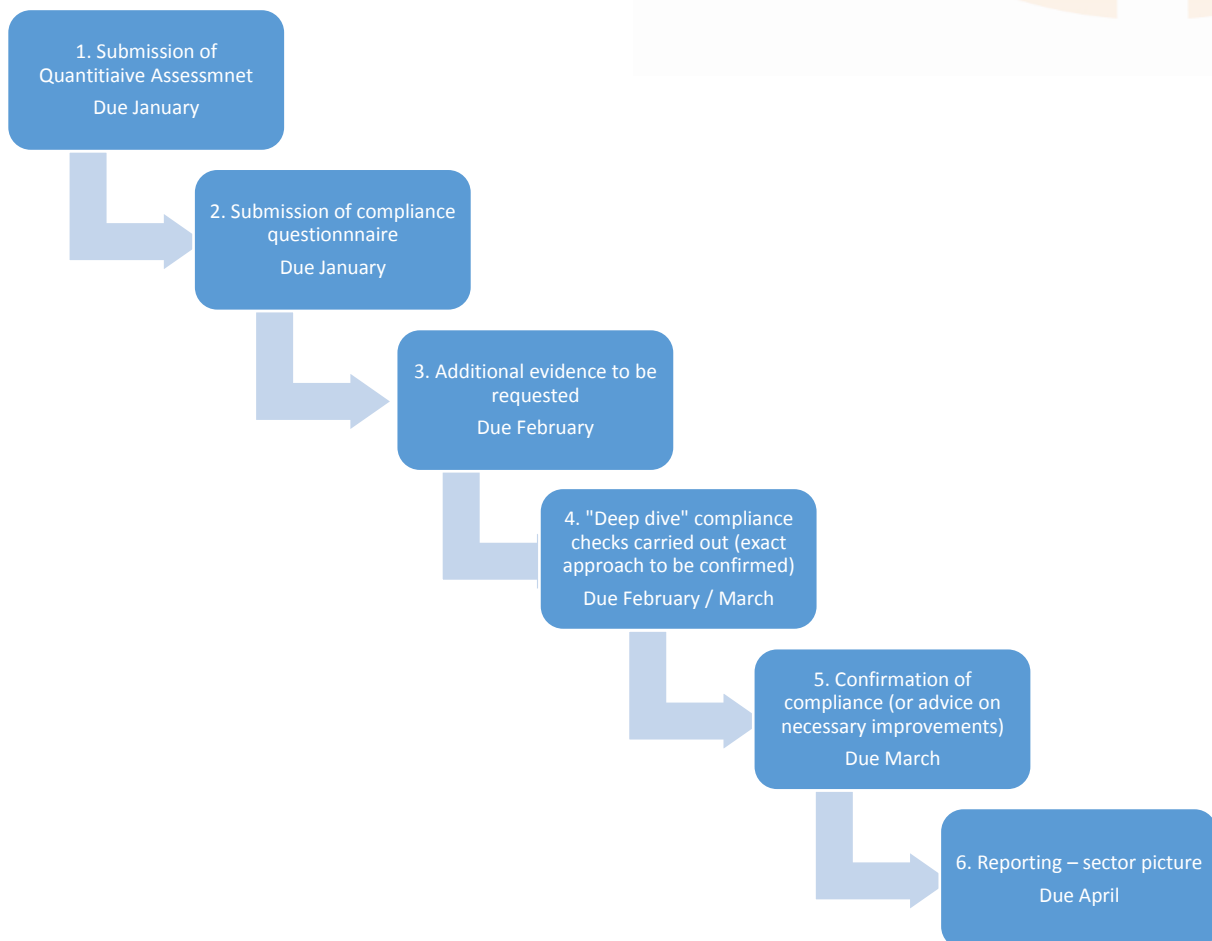
Annex 4 – Annual Review: Monitoring and Reporting

(Version 5 November 2017)

Signatories to the Skills Accord are required to carry out an annual review of performance against the commitments therein. This involves two processes:

1. **Quantitative Assessment** - Measuring the sector target for compliance of commitment 1: to address sector wide skills gaps and shortages.
2. **Compliance Questionnaire** - to measure your organisation's compliance against commitments 1 to 4.

The monitoring and reporting process consists of six steps:



The annual review process will be launched on mid-December each year; when all the required evidence documentation will be distributed to all participating organisations.



Your complete set of evidence (quantitative assessment, compliance questionnaire and any supporting documentation) should be submitted to Energy & Utility Skills (via the skillsaccord@euskills.co.uk e-mail address) by 31st January.

It is important to note that each Skills Accord signatory should complete only one set of Annual Review documentation for each Skills Accord application - this may mean combining utilities workforce from across different parts of a group (e.g. water and gas) and from across regions/ nations.

1. Quantitative Assessment

In order to accurately assess whether the 5% target has been achieved by the sector, each signatory will be required to complete a short statistical template.

The following information will be required to complete the spreadsheet:

1. Company name
2. Actual total eligible headcount for 2017
3. Total number of people who received eligible training during 2017
4. Predicted eligible headcount for each of the next three years
5. Predicted number of people who will receive eligible training during each of the next three years

Note: the predicted numbers for the next three years are merely to allow a sense of scale/ direction in terms of the possible impact of the Skills Accord. Failure to achieve these predicted numbers by your organisation will not necessarily affect any future Skills Accord achievement.

In order to achieve compliance with Commitment 1, we require all signatories to submit the above data for each of the following four skill levels:

- Operative
- Craftsperson
- Technician
- Engineer/ Specialist

Failure to supply this information will result in, at best, only a partial compliance with Commitment 1.



To complete the spreadsheet successfully, the following rules must be followed:

1. Reporting is company-based (not contract specific).
2. Each company should only provide one submission for each Skills Accord application. Note that this may mean combining eligible workforces from across different business units (e.g. gas and water).
3. Each year is defined as 1st January to 31st December.
4. Each year's headcount is as at 31st December.
5. The headcount includes direct employees on full and part-time permanent contracts and includes UK-based employees only - trained in the UK and at least 50% of their work carried out in the UK energy and utilities sector.
6. The number receiving eligible training is the total number of individual people involved, not the total number of training interventions delivered (e.g. do not double-count an individual)
7. You must only include people who are covered by Annex 1 ("Definitions") and Annex 2 ("Training Eligibility Criteria") of this document.

Additionally, further guidance and examples of good practice will be included in the template, which will be sent to you in mid-December.

An example of the quantitative spreadsheets are presented below for information only.

Company figures by year:

| Company name: Energy & Utilities Skills Partnership | | | | |
|---|-------------|-------------|-------------|-------------|
| | | | | |
| Overall headcount and number receiving eligible training | | | | |
| | 2017 | 2018 | 2019 | 2020 |
| Headcount at the end of the year (December) | 1500 | 1600 | 1700 | 1800 |
| Number of people that actually received eligible training during the year | 100 | | | |
| Number of people that you predict will receive eligible training during the year | | 150 | 170 | 190 |
| Proportion of workforce receiving eligible training | 6.7% | 9.4% | 10.0% | 10.6% |



By Skills Level:

| | | | | |
|---|-------------|-------------|-------------|-------------|
| Company name: Energy & Utilities Skills Partnership | | | | |
| Aggregate of Skill Levels | | | | |
| Overall headcount and number receiving eligible training | | | | |
| | 2017 | 2018 | 2019 | 2020 |
| Headcount at the end of the year (December) | 1350 | 1460 | 1570 | 1680 |
| Number of people that actually received eligible training during the year | 95 | | | |
| Number of people that you predict will receive eligible training during the year | | 112 | 129 | 146 |
| Proportion of workforce receiving eligible training | 7.0% | 7.7% | 8.2% | 8.7% |
| Level 1 - Operative | | | | |
| Overall headcount and number receiving eligible training | | | | |
| | 2017 | 2018 | 2019 | 2020 |
| Headcount at the end of the year (December) | 400 | 425 | 450 | 475 |
| Number of people that actually received eligible training during the year | 25 | | | |
| Number of people that you predict will receive eligible training during the year | | 30 | 35 | 40 |
| Proportion of workforce receiving eligible training | 6.3% | 7.1% | 7.8% | 8.4% |
| Level 2 - Craftsperson | | | | |
| Overall headcount and number receiving eligible training | | | | |
| | 2017 | 2018 | 2019 | 2020 |
| Headcount at the end of the year (December) | 500 | 550 | 600 | 650 |
| Number of people that actually received eligible training during the year | 30 | | | |
| Number of people that you predict will receive eligible training during the year | | 35 | 40 | 45 |
| Proportion of workforce receiving eligible training | 6.0% | 6.4% | 6.7% | 6.9% |
| Level 3 - Technician | | | | |
| Overall headcount and number receiving eligible training | | | | |
| | 2017 | 2018 | 2019 | 2020 |
| Headcount at the end of the year (December) | 350 | 375 | 400 | 425 |
| Number of people that actually received eligible training during the year | 30 | | | |
| Number of people that you predict will receive eligible training during the year | | 35 | 40 | 45 |
| Proportion of workforce receiving eligible training | 8.6% | 9.3% | 10.0% | 10.6% |



| Level 4 - Engineer/ Specialist | | | | |
|---|-------|-------|-------|-------|
| Overall headcount and number receiving eligible training | | | | |
| | 2017 | 2018 | 2019 | 2020 |
| Headcount at the end of the year (December) | 100 | 110 | 120 | 130 |
| Number of people that actually received eligible training during the year | 10 | | | |
| Number of people that you predict will receive eligible training during the year | | 12 | 14 | 16 |
| Proportion of workforce receiving eligible training | 10.0% | 10.9% | 11.7% | 12.3% |



2. Compliance Questionnaire

In order to determine whether a signatory organisation has achieved the Skills Accord standard, they must complete a Compliance Questionnaire and submit it to Energy & Utility Skills along with the quantitative assessment (see above) and any supporting documentation.

Under each of the five commitments, there are a number of performance criteria against which each organisation will be asked to provide supporting evidence.

Based on the evidence provided, each organisation will be given a grade for each commitment on the following basis:

- 0 - Not addressed
- 1 - Some compliance
- 2 - Good compliance
- 3 - Excellent compliance

To achieve the Skills Accord standard, an organisation must be graded “2 - Good compliance” against each and every criteria. Note, however, that some exceptions may apply; particularly against Commitments 2 and 3 (see below).

For more information on the commitment criteria, please refer to Compliance Criteria V8.2 Nov 2017.

Commitment 1: To address sector-wide skills gaps and shortages

Criteria 1.1

The organisation commits to support the Energy & Utilities Sector in reaching its target of 5% of the operational headcount enrolled on relevant skills development programmes each year.

- a) The following outlines the training target which has been set for our organisation. This includes an overview of the skills needs being targeted and the training courses / interventions / internal programmes being used.

Criteria 1.2

The organisation uses robust processes or systems to ensure that current and future resource requirements for staff involved in technical and / or operational activities can be met.



- a) I believe that we have met the criteria and here are my reasons why:
- b) The following evidence is available to support our case and can be made available if necessary:

For the following two commitments (i.e. 2 and 3), we will take into account where a signatory (i) has no supply chain to bring on board, (ii) has had insufficient time to bring on board a supplier during the year in question or (iii) has made genuine attempts to bring a supplier on board, but has been unsuccessful. However, particularly in the latter example, we would expect to see robust evidence that attempts had been made.

Commitment 2: To promote signing up to the accord through the supply chain

Criteria 2.1

The organisation encourages, where applicable, their supply chain partners to become signatories to the Skills Accord.

- a) The following suppliers have signed up to the Skills Accord in the last 12 months and their agreed training targets are listed below:
- b) In turn, our suppliers are also encouraging their suppliers to become signatories to the Skills Accord. The following is evidence to show the cascade through the supply chain:

Commitment 3: To promote relevant skills development across the supply chain through procurement

Criteria 3.1

The organisation uses responsible procurement practices to promote relevant skills development through the supply chain.

- a) The following evidence shows our commitment to supporting our supply chain to increase relevant skills development through our procurement processes:
- b) The following demonstrates how the relevant skills development needs of suppliers, where applicable, are embedded in the tender evaluation criteria:
- c) The following demonstrates how the relevant skills development needs of suppliers, where applicable, are embedded in contracts:



Criteria 3.2

The organisation gives proper consideration to whether it is appropriate to require its suppliers to put forward plans and proposals for relevant skills development and to require suppliers to report against these plans and proposals.

- a) I believe we have met the criteria and these are my reasons why:

Commitment 4: To continuously improve performance

Criteria 4.1

The organisation demonstrates its commitment to continuous improvement in its own sustainable procurement and workforce development practices and that of its suppliers.

- a) The following evidence shows how our organisation drives continuous improvement in relation to the maintenance and development of technical and operational skills in both our workforce and that of our suppliers:

Commitment 5: To monitor and report

Criteria 5.1

The organisation provides an annual report against the training eligibility target.

- a) We have submitted / are submitting our quantitative template and offer additional information relating to our compliance with the commitments in the Skills Accord



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