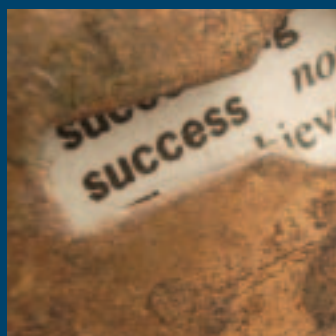


UK PARKING SECTOR SKILLS STRATEGY
THE BRITISH PARKING ASSOCIATION



UK PARKING SECTOR SKILLS STRATEGY MARCH 2007

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FOREWORD

In the past few years, the UK parking sector has come under intense scrutiny from the media, the public and politicians. The focus of this scrutiny has often been the actions of the men and women who work in the sector. In many cases, this comes down very simply to the training they have or have not received. So far, training has been inconsistent and rarely mapped to national occupational standards.

There are a few specific parking qualifications but, for various reasons, the number of people working towards these qualifications has been disappointing. In 2004, we, the British Parking Association, saw the need to develop a skills strategy for the UK parking sector. The aim was to increase professionalism and productivity by creating a qualifications framework and defining standards. This, in turn, would help improve the status of the people working in the UK parking sector and reassure the members of the public using its services.

This report sets out that strategy. It highlights current and future skills needs, analyses gaps and weaknesses in the workforce and sets the direction for the future skills agenda for parking. It covers the people directly involved in parking, but does not try to include others, such as suppliers and those who make parking equipment. Although vital to the parking sector, their training and skills needs are met elsewhere.

The strategy is based on the results of the largest independent Labour Market Intelligence (LMI) survey ever carried out in the UK parking sector. In-depth interviews were held with a wide cross-section of the workforce. We then used the results to develop a questionnaire that we sent to over a thousand managers, widely advertised and made available for everyone to fill in on-line. We also carried out interviews over the telephone with front-line staff to make sure we covered the whole sector.

As a result of the survey, we know that 60,000 people currently work in the UK parking sector. We also know that there is confusion about the training and qualifications available to the sector. There is also general recognition of the need for greater clarity in this area and for new qualifications.

The strategy does not provide a complete list of what is available, nor is it intended to set out exactly what employers must have or do. The planned structure and listed qualifications are not compulsory. We need a sensible framework, which individual organisations can use to develop their own approaches.

As a major public service, the parking and civil enforcement sector must work to improve its performance and its image. The skills strategy aims to explain possible career paths and personal development options. The planned educational framework covers the idea of a 'ladder of opportunity' for the workforce. The strategy mirrors and reinforces the aims of the newly-formed Institute of Parking Professionals. To succeed, both will need the energy and commitment of individuals and employers. It is essential that employers see improving the skills of the sector as an investment and not as an unnecessary cost.

Training and education are complicated subjects, which are not easy to provide within the parking sector. Producing this strategy is the beginning of a long process.

It is the foundation upon which the skills agenda will be developed in the sector over the coming years. A skills board with representatives from across the industry is being set up to take the strategy forward. Working with others, including sector skills councils, the board will lead the development of national occupational standards and a qualification structure for the sector.

Our timing is perfect. In 2004, the Government asked Lord Leitch to carry out an independent review of the UK's long-term skills needs. The Leitch Review, published at the end of 2006, shows that, as a nation, we must raise our skills levels substantially if we are to become a world leader in skills by 2020. The responsibility for achieving this will be shared between the Government, employers and individuals. This partnership will help us put into practice our own skills strategy, which aims to involve the whole sector and its workforce.

My thanks, and those of the BPA, go to all the individuals and organisations who have been involved in this work. In particular, I would like to thank the members of the Sector Skills Strategy Steering Group for accompanying me on a fascinating journey into the world of educationalists. I would also like to acknowledge the financial support we have received from the Sector Skills Development Agency, without whom we would not have been able to produce this strategy.



A handwritten signature in black ink, appearing to be 'Nigel Williams'.

Nigel Williams
Chair, Sector Skills Strategy Steering Group
British Parking Association

INTRODUCTION

This parking sector skills strategy will help the UK's parking sector's organisations to invest in their workforce. We want the strategy to help individuals and employers to make progress in their careers within the parking sector. It will also be used by awarding bodies and training providers to plan appropriate education, training and development options.

The development of the sector skills strategy has been led by our sector skills strategy steering group. The group is made up of representatives from throughout the parking sector (see Appendix 6 for a list of members). It has benefited from the involvement of the public and commercial parking sector employers from throughout England, Northern Ireland, Scotland and Wales, as well as other key stakeholders.

The steering group engaged specialists in the areas of market research and strategy development to carry out certain aspects of the project:

- In February 2006, Turquoise Thinking Ltd, a specialist market research company, carried out the largest Labour Market Intelligence Survey ever carried out in the parking sector. (This work is known to the industry as the parking sector workforce survey, which is what we call it in this document). Turquoise Thinking Ltd used in-depth interviews, postal questionnaires and telephone surveys to collect information to gain an accurate picture of existing qualifications, current workforce and future trends (employment, technological, business and so on) of the industry. This research was used as the foundation for the sector skills strategy, and the figures reported in this document are based on its findings. There are full results on our website www.britishparking.co.uk.
- We asked Skills Strategy Research Ltd to develop the strategy. This company specialises in research and development relating to skills and knowledge needs, learning and training opportunities and workforce development strategies. They carried out extra



consultation activities, research and development with senior staff, human resources and training providers from within the sector.

As well as the contribution the sector's employers have made to the parking sector workforce survey, many people have contributed to discussions and development activities hosted by our regional groups. We received more comments during phone interviews and discussions involving individual employers and stakeholder organisations from throughout the UK.

One of the aims of the strategy is to contribute to making the career progression pathway (see Appendix 2) a reality for many people working in the parking sector.

HOW THE STRATEGY IS PRESENTED

Chapter 1 explains the reasons behind the strategy and Chapter 2 presents the strategy itself.

The later chapters and appendices present evidence that supports the reasons behind the strategy. Chapter 3 provides a short background to the sector and an analysis of the factors that are driving the sector and influencing changing skills needs. Chapter 4 describes the skills situation in the sector as it is today.



PART ONE:
REASONS BEHIND THE UK PARKING
SECTOR SKILLS STRATEGY

I. REASONS BEHIND THE UK PARKING SECTOR SKILLS STRATEGY

I.1 SECTOR SKILLS, TRAINING AND QUALIFICATIONS

Parking and parking management are important social and political issues. Through on-street and off-street parking, local authorities and the parking sector's commercial companies provide an essential public service that affects all members of society. The sector's representative organisation, the British Parking Association (BPA), is convinced that improved training and recognised qualifications are an important part of the solution to the challenges that face the sector. The statutory guidance to local authorities on the civil enforcement of parking contraventions (referred to later in this document simply as the statutory guidance) that the Department for Transport is likely to issue in early 2008, shows that the Government shares this view.

The need to train the workforce in relation to dealing with management, customer service and parking enforcement is high on the agenda. Decriminalised parking enforcement (DPE), which will be known as civil parking enforcement (CPE) from 2008, is slowly replacing the activities of traffic wardens throughout the UK. In some local authorities, the likelihood that parking attendants may be needed to contribute to a wider range of enforcement, or simply to a wider 'neighbourhood warden-type' role, is increasing.

Information from the parking sector workforce survey shows that there are high levels of skills gaps in the sector in general, and in the following areas:

- Communication
- Customer service
- Managing aggression and conflict
- Knowledge of the law
- Health and safety
- Sector knowledge
- Management and leadership
- Information technology
- Street policy

These skills gaps present a significant challenge to the sector. The survey also showed that in some regions, recruiting suitably skilled and qualified workers is the second biggest issue. Many recruitment difficulties are caused by a lack of skills and qualifications among the people who are available to work. Most employers, however, acknowledge that pay and conditions have become another important factor influencing recruitment. In some parts of the UK, high levels of workforce turnover make the problems of skills gaps and recruitment difficulties even worse.

Nearly half of the workforce has received specific parking-sector training at some time in the past. However, there is considerable variation in the number of people taking part according to the person's job and the subject they are learning.

Research has shown that there is not enough training and learning in the following areas:

- Knowledge of the law (for example, the Road Traffic Act 1991)
- Management and leadership skills
- Sector knowledge
- Information technology skills
- Street policy
- Health and safety
- Transport policy and practice
- Customer service
- Communication skills
- Managing aggression and conflict
- Traffic engineering
- Finance and financial management
- Media awareness
- Literacy and numeracy

The parking sector has provided training for its workforce for some time, but not in any co-ordinated way or to any nationally defined standard, apart from one or two existing National Vocational Qualifications (NVQs). (See table 4.6). There are a small number of



enthusiastic users of parking NVQs in England, but the number of people working towards NVQs is very low. The situation is the same in Scotland for the Scottish Vocational Qualifications (SVQs).

While there has been some recent development of specific parking qualifications, analysis shows we need some new ones. There are no substantial full-time or part-time learning programmes dedicated to the sector; but there is a wide range of courses in general subjects, for example, management and customer service. The sector skills strategy steering group identified a need for specialist modules of study and units of learning and achievement that can be used alone, or as specialist options within generic qualifications, (generic qualifications are ones that are relevant to a number of sectors).

Not many people are aware of the existing qualifications but, encouragingly, a significant percentage of those who responded to the parking sector workforce survey said that they were interested in learning, to support their current role or further their career:

The main parking sector occupations that need, but do not currently have, nationally accredited qualifications include:

- parking managers
- parking clerical staff, specifically at level 2 NQF and level 5 SCQF
- closed-circuit television enforcement operators
- car park attendants

There is a more detailed analysis of the skills needs in chapter 4.

1.2 LEVELS OF TRAINING AND QUALIFICATIONS

Table 1.1 identifies parking sector occupations and the suggested level of skills and knowledge that are needed for each job. The levels match the national qualifications and credit frameworks.

- For England, Northern Ireland and Wales – National Qualifications Framework (NQF) and the Framework for Higher Education Qualifications (FHEQ)
- For Scotland – Scottish Credit and Qualifications Framework (SCQF)

1.2.1 Change

Introducing new qualifications is a major issue in all sectors and the whole education and training system is changing.

The recent Leitch Review (2006) into the UK skills agenda concludes that we remain '*fundamentally weak by international standards*' and recommends that '*the UK commits to becoming a world leader by 2020*'. This supports the principles outlined in this strategy.

All European frameworks of education and training are moving towards a model of Credit Accumulation and Transfer (CAT). Scotland and Wales already have frameworks that reflect this change in their titles (Scottish Credit and Qualifications Framework (SCQF), and Credit and Qualifications Framework for Wales (CQFW)).

Developing a fully flexible CAT system will provide more opportunities for the parking sector and its workforce.

In England, as in other countries, more emphasis than ever before is being placed on the importance of the education and training system being effective in meeting employers' needs.

There are major changes taking place across the UK in the way that the public sector funds training. These may provide some opportunities for parking sector organisations, but it is also possible that some sources of public financial support for learning and training will be withdrawn.

TABLE 1.1
PARKING OCCUPATIONS AND SUGGESTED LEVELS OF TRAINING AND QUALIFICATIONS

Parking occupations	Suggested levels	
	England, Northern Ireland & Wales	Scotland
Operational occupations		
Parking attendant supervisor; pound supervisor	3	6
Parking attendant, car park attendant, vehicle immobiliser; removal truck driver; pound officer; closed-circuit television enforcement operator; call centre operator; customer service officer	2	5
Trainee	1	4
Administrative occupations		
Permits officer; debt recovery officer; appeals officer; representations officer; correspondence officer	3	6
Customer services officer; administration officer and assistant	2	5
Trainee	1	4
Management occupations		
Strategic: parking manager; area manager; parking operations manager	6+	10
Operational: contract manager; contract compliance manager; manager of several car parks, customer service manager; call centre manager; debt recovery manager; correspondence manager; pound manager; closed-circuit television manager	5	8
Junior management: assistant operations, contract manager; contract compliance officer; permit supervisor; call centre supervisor	4	7

There is a more detailed version of this table, together with notes that identify other differences between the education and training systems and frameworks in each country, in Appendix I.

2

PART TWO: UK PARKING SECTOR SKILLS STRATEGY

2. UK PARKING SECTOR SKILLS STRATEGY

2.1 VISION

Our vision is of a vibrant parking sector that provides excellent service to the community through the knowledge, skills and professionalism of the workforce.

2.2 AIMS

The aim of this strategy is to improve and develop the skills, knowledge, qualifications and professionalism of the sector's workforce, and to create a learning culture in the sector, by:

1. Increasing the demand for learning, skills and qualifications
2. Increasing learning opportunities
3. Developing and maintaining the accredited parking qualifications

4. Developing and maintaining the specialist learning modules and units of learning and achievement
5. Promoting the use of specialist parking modules and units as options within more general qualifications
6. Developing and maintaining national occupational standards
7. Identifying private- and public-sector funding for learning, assessment and accredited qualifications
8. Monitoring the sector's skills needs and the supply and demand for learning and qualifications

2.3 ACTIVITIES TO MEET THE AIMS

The activities that need to be carried out to meet each of the aims include the following:



1. Increase demand for learning, skills and qualifications

- Plan and carry out national and regional promotional campaigns for learning and qualifications.
- Research and develop case studies to promote learning in the parking sector.
- Promote awareness of opportunities for progression.
- Promote people's awareness of the qualifications available.
- Get support for promotional work from appropriate national and regional organisations.
- Review the weaknesses in training and qualifications with a view to making improvements.
- Develop the role of the Institute of Parking Professionals in promoting qualification routes and professional careers.

2. Increase learning opportunities

- Build on existing relationships and lead the development of regional partnerships of major employers and learning providers to benefit the sector.
- Work with regional development agencies to make sure that people recognise the benefits of having a skilled parking sector workforce and that, in turn, the sector's learning needs are recognised in regional development plans.
- Work with England's Regional Learning and Skills Councils (LSCs), the Department for Employment and Learning (DELNI), the Department for Education, Lifelong Learning and Skills (DELLS) and the Scottish Funding Council (SFC) to make sure the needs of the sector's workforce are recognised within the education and training sector's regional and local strategic plans.
- Carry out a study into the possibility of developing an apprenticeship scheme for parking.

3. Develop and maintain the accredited parking qualifications

- Help to develop the qualifications identified in this strategy, working through the skills board for parking, and sector skills councils (SSCs) as appropriate.
- Monitor the continuing relevance of existing qualifications and the need for redeveloping or introducing new qualifications.
- Work with awarding bodies to promote relevant qualifications and units through their existing networks.
- Review the 'minimum standards' and 'necessary training' for parking occupations (in line with the statutory guidance) and make sure that fully effective methods for assessing the 'achievement of minimum standards' are agreed.

4. Develop and maintain the specialist learning modules and units of learning and achievement

- Help to develop modules and units of learning and achievement identified in this strategy.
- Monitor and review the relevance and value of existing modules and units, and the need for redeveloping modules and units or introducing new ones.
- Become a partner in developing a system for approving the units.
- Explore the possibility of approving learning providers to deliver selected modules or to assess selected units (or both).

5. Promote the use of specialist parking modules and units as options within other more generic qualifications

- Work with the regulatory bodies for qualifications, awarding bodies, and higher education or training organisations (as well as SSCs and Standards Setting Bodies (SSBs)) to make sure specialist parking units are widely available within other more generic qualifications.

6. Develop and maintain national occupational standards

Support a skills board for parking.

Review the relevance and ownership of the existing national occupational standards.

Identify the appropriate standards to use in parking training, units of credit and qualifications.

Develop, with others, new standards for the sector, where necessary.

Develop a formal relationship with one or more sector skills councils to make sure we have access to development expertise and resources.

7. Identify private and public sector funding for learning, assessment and accredited qualifications

Estimate the value of the contribution that employers make to training.

Identify sources of public funding for training.

Make sure that people working in the sector are fully aware of the opportunities arising out of England's Train to Gain scheme and other national schemes. (See Appendix 4).

8. Monitor the UK parking sector's skills needs and the supply and demand for learning and qualifications

Plan for monitoring skills needs, gaps and shortages.

Plan to promote the development and maintenance of learning opportunities and qualifications.

Review this strategy regularly.

3

PART THREE: THE UK PARKING SECTOR

3. THE UK PARKING SECTOR

3.1 BACKGROUND TO THE SECTOR

The UK parking sector is made up of:

- Private sector operators responsible for off-street parking, for example, car parks, hospital and airport parking sites
- Local authorities responsible for both on- and off-street parking
- Private sector subcontractors working on on-street parking
- Consultants advising both on- and off-street operations

The sector also includes operators carrying out specialist activities such as immobilising and removing vehicles, recovering debt (bailiffs) and so on.

Based on information from the parking sector workforce survey, it is estimated that the sector employs over 60,000 people. Of these:

- 18,000 work on-street
- 24,500 work in off-street activities
- 10,000 are office-based
- 3,000 are in management positions
- 5,000 are in support services (for example, finance, human resources and so on)

There is a summary of sector occupations and the level of activities and learning needed in table 1.1, and a more detailed version in the appendices

The average number of workers employed directly by the parking organisations that responded to the parking sector workforce survey was 81. Public sector parking divisions averaged 40, whereas the commercial sector averaged 213.

3.2 WHAT DRIVES THE SECTOR AND ITS WORKFORCE DEVELOPMENT?

3.2.1 Political and legal

The number of vehicles on the road has increased

substantially. This creates an increased demand for parking, which is difficult to provide, especially in built-up areas. Developments in on-street parking enforcement clearly affect the public. These changes have meant that people need more skills and knowledge to perform well.

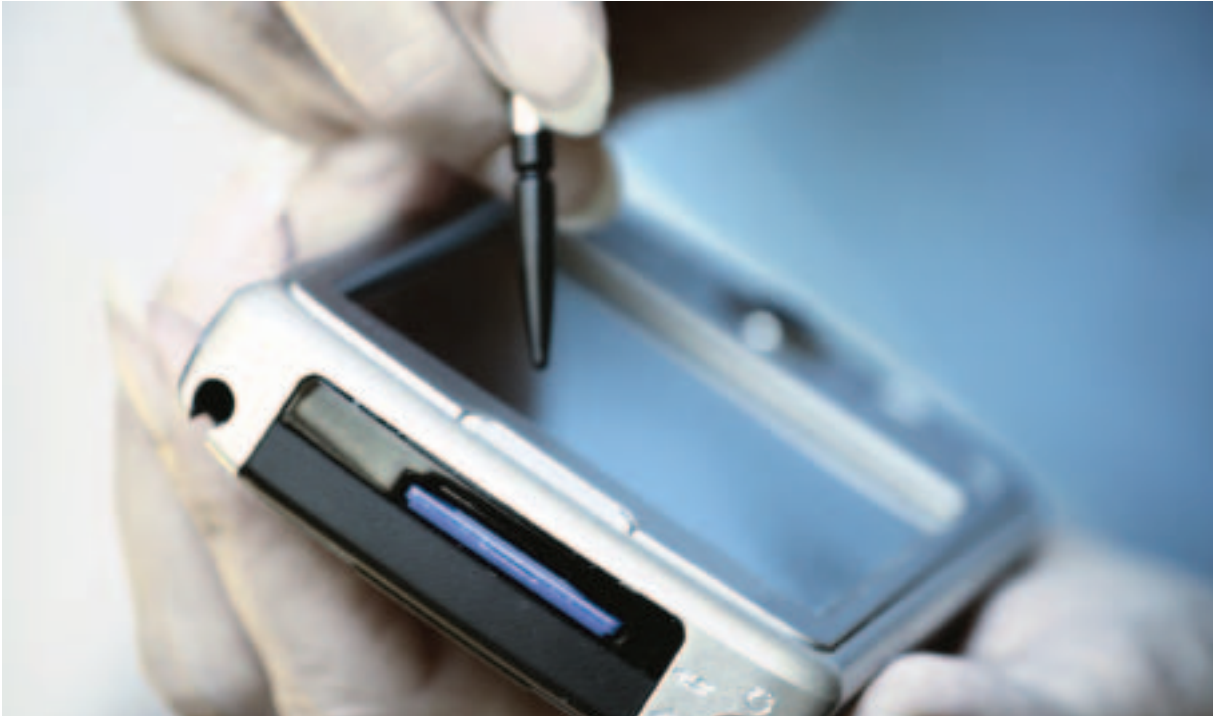
The Childs Review of Decriminalised Parking Enforcement (2005) is a significant contributor to the debate. The recommendations most relevant to workforce development are as follows:

- Explore the ways that the status and recognition of parking attendants can be improved
- Explore the potential for changing the name of parking attendants
- Research how working practices within the industry affect staff turnover rates and decide what changes would lead to improved staff retention
- Ask the Department for Transport to consider ways to make it mandatory for parking attendants to hold a level-2 nationally accredited parking qualification
- Review if we pay enough attention to interpersonal skills and conflict management in parking attendant training

Other recommendations include:

- Local authorities are recommended to accept nationally agreed training as a part of contracted-out decriminalised parking enforcement costs. This should be written into and ring-fenced within the contract price
- The BPA is recommended to explore the need for a relevant qualification for DPE parking managers, although the review also recognises that this could be a module in another qualification

The House of Commons Transport Committee has been paying close attention to parking enforcement and has taken evidence from us, several of our members and others in the sector. It seems certain that civilised parking enforcement (CPE) will eventually be standard practice throughout the UK. It is highly likely that some PAs (civil enforcement officers as they will become known) will have a range of extra responsibilities on top of those directly related to parking (as is already the case



in some authorities). The committee has recognised the importance of having a fully trained and professional workforce in the parking sector: It approves the move towards mandatory qualifications for parking attendants and recognises the importance of training and skills for back office staff.

The committee report says:

“The current reputation of civil parking enforcement staff is generally low. The parking service must demonstrate substantial and sustained improvement. To achieve this, it will be essential to raise the professionalism of those who are responsible for applying the rules - the attendants and ‘back room’ parking department staff - in parallel with improving the quality of the rules themselves. If this does not happen then the effort to improve parking enforcement will fail.”

Source: Parking Policy and Enforcement, Seventh Report of Session 2005 – 2006, House of Commons Transport Committee.

The draft statutory guidance strongly points to the need for training for on-street and back office workers. The guidance is that ‘training budgets (be) given appropriate ring-fencing or other protection from cuts’. It also recommends that ‘officers achieve minimum standards through recognised training courses’.

When finalised, the new regulations and guidance will have a major effect on how local authorities deal with decriminalised parking enforcement. These changes will have an effect on the skills that are needed and so the training needs of the parking workforce.

Other political and legal factors include the effect of congestion charging and Security Industry Authority (SIA) licensing. Approved contractor schemes, our code of practice for parking enforcement on private land and unregulated public car parks, and our model contract are other factors that are influential.

3.2.2 Economic

There have been a lot of comments in the press about local authorities using parking penalty charges to generate income, although the House of Commons Transport Committee found no evidence of this in practice. An outcome of this sometimes heated debate is pressure on the parking services to take a more thorough approach to budgeting and management. Commercial sector parking companies are open to similar pressures because of their contractual relationships with local authorities and because the sector has become more competitive.

These factors show that we need to extend our efforts to professionalise the workforce beyond those who apply the rules to include strategic or operational managers and administrators in both the public and commercial parts of the sector.

Other economic factors include:

- Increases in rates of basic pay
- Expected changes in the clamping system
- Investment in railway car parks
- The Safer Parking Scheme

The Gershon Review of efficiency in the public sector also has a significant economic effect associated with the profile of skills needed by local authority workers.

3.2.3 Environmental

It is possible that environmental policies will reduce car use and the need for parking over time and that, eventually, vehicles of different power, type, size and emissions will have some effect on parking. There are also some technical and safety issues for parking management associated with using alternative fuels in motor vehicles. However, it may be that in the short-term at least, the environmental factors having the greatest influence on the sector will include subjects like clean and safe streets and car parks. The Safer Parking Scheme is an important factor here.

In some districts, moves in this direction mean that parking attendants need a wider range of knowledge and to be able to apply their skills to a wider range of subjects (for example, anti-social behaviour) than just parking.

3.2.4 Sociological

There are changing patterns of how people use motor vehicles, the effects of which are very difficult to predict. However, other sociological factors, such as increasing public expectations of car parks and their staff and fear of crime, are more important. This needs to be set against the poor image and bad press that the sector often suffers.

The increase in employment of workers for whom English is not their first language, also presents challenges for the sector.

These issues point strongly to the need to develop communication, customer service and interpersonal skills in the workforce.

3.2.5 Technological

Technology is changing in the parking sector as elsewhere, for example:

- PAs use hand-held devices for recording and communications
- Parking can now be paid for in some areas by credit card or mobile phone
- Parking permits can be replaced by electronic cards

Some high-technology solutions to parking issues need skilled engineers to install and maintain them.

The increasing use of information and communication technology is having a noticeable effect. For example, there is real-time incident reporting (enforcement using closed-circuit television) and web access, allowing parking to be booked electronically. This has led to demands for substantially quicker response times from the people who carry out the functions that are still beyond the technology's capabilities. High-speed communications create real pressures for rapid responses.

Technological advances are, no doubt, changing working practices, and perhaps freeing those working in the sector to pay more attention to customer service. These changes reinforce the need for appropriate, high-quality learning programmes.

3.3 PARKING SECTOR WORKFORCE ISSUES

The parking sector workforce survey identified a substantial number of workforce-related issues and problems in the sector. They do not all apply throughout the sector, but each is considered to be of significant importance to many employers. These issues are as follows:

- Difficulties attracting good quality employees (for example, a lack of key skills and management staff not being attracted to this sector)
- High workforce turnover in some areas and occupations
- Lack of investment in training
- Lack of consistency – some train, some don't
- Lack of professionalism and a professional culture
- Low pay
- Lack of interest in parts of the workforce
- No clear route for career progression – a view that is damaging recruitment
- Limited awareness of qualifications
- Limited availability of training

The UK parking sector skills strategy will make a major contribution to meeting most of these challenges.

4

PART FOUR: SKILLS FOR THE UK PARKING SECTOR

4. SKILLS FOR THE UK PARKING SECTOR

4.1 SKILLS AND KNOWLEDGE NEEDS

On the basis of the findings of the parking sector workforce survey, there are very strong views in the sector as to which skills and knowledge are essential in almost every job. These are:

- Communication
- Customer service
- Managing aggression and conflict
- Knowledge of the law
- Health and safety
- Sector knowledge
- Management and leadership
- Information technology
- Street policy

The skills and knowledge that are needed vary greatly according to the worker's role.

For example, communication skills are very important for parking attendants (PAs) in the context of their work with the public, and especially when working with people who contravene parking regulations. Communication skills are equally important for a parking manager when liaising with the public or the media.

Similarly, the customer service skills of car park attendants and a senior manager of a commercial parking company are, in principle, closely related, but the knowledge that is needed for the communications to be productive is different both in content and level.

4.1.1 Skills and knowledge for key occupations in the sector

All occupations need the essential skills and knowledge at a level that is appropriate for the role. As well as the essential skills, each occupation needs other job-specific and generic skills and knowledge. The detailed requirements can be found in the relevant national occupational standards. We have not included them all in this strategy, but here are some examples:

Operational roles in parking

- Local knowledge
- Administration
- Skills for life (literacy and numeracy)
- Diversity and equal opportunities
- The law
- Street policy
- Closed-circuit television enforcement
- Immobilising vehicles

Administrative and support service roles in parking

- Transport policy and practice
- Handling representations
- Presenting cases at appeals
- Quasi judicial knowledge
- Skills for life
- Handling payments
- Formal letter structures

Parking management roles

- Financial control
- Transport policy and practice
- Traffic engineering
- Managing contracts
- Managing projects
- Workforce development
- Political awareness
- Crime and disorder
- Public relations
- Employee relations
- Audit

4.2 SKILLS ISSUES

4.2.1 Skills gaps

Weaknesses in the existing workforce's skills and knowledge that have a negative effect on performance are called 'skills gaps'.

The skills gaps identified through the parking sector workforce survey are reported in the following table. The numbers identify the percentage of people, who responded to the survey, who believe there are gaps in the specific area of skill or knowledge.

TABLE 4.1
PEOPLE'S VIEWS OF SKILLS GAPS ACROSS PARKING SECTOR OCCUPATIONS

Weaknesses in skills and knowledge	Reporting skills gaps
Essential skills and knowledge	
Communication skills	47%
Customer service	44%
Managing aggression and conflict	36%
The law	45%
Health and safety	25%
Sector knowledge	37%
Management and leadership	33%
Information technology	27%
Street policy	23%
Other skills and knowledge	
Transport policy and practice	No information available
Traffic engineering	15%

The table makes it clear that skills gaps are widely recognised in the sector, even in the most essential skills and knowledge.

Many workers also acknowledge their own need for training and development, just to be able to do the job

they are employed to do. The percentage of people recognising their own learning needs is shown in the following table. It also shows that a slightly smaller percentage recognises the need for learning in order to help them progress their careers in the sector:

TABLE 4.2
LEARNING NEEDS (SELF-REPORTED)

Learning needs	For current job	To further career
Essential skills and knowledge		
Communication skills	16%	11%
Customer service	No information available	12%
Managing aggression and conflict	14%	9%
The law	38%	28%
Health and safety	17%	14%
Sector knowledge	28%	21%
Management and leadership	29%	27%
Information technology	24%	24%
Street policy	19%	16%
Other skills and knowledge		
Transport policy and practice	17%	20%
Traffic engineering	No information available	13%

Source: Parking sector workforce survey, 2006

We can use the available information to give more detail relating to broad categories of jobs. This is reported in the table on the following page. It identifies seven broad occupational categories in the sector and reports the percentage of people, who believe they would benefit from training to be able to do their job better. This information shows where learning is needed in the sector:

For example, the information shows that just over half (51%) of supervisors believe that they need more training and development in management and leadership skills. A slightly smaller percentage (48%) of administrative and clerical staff believe that they need extra training relating to the law, while 45% of parking managers and other managers agree that they need more training in this area. The law is also of greatest concern to car park attendants, 28% of whom recognise the need to know more in this area.

TABLE 4.3
LEARNING NEEDS BY BROAD OCCUPATIONAL CATEGORY (SELF-REPORTED)

Type of training and skills	Job category						
	Parking manager	Manager	On-street parking attendant	Car park attendant	Supervisory roles	Administrative and clerical roles	Senior managers
Essential skills and knowledge							
Training about the law	45%	45%	20%	28%	37%	48%	34%
Management and leadership skills	39%	31%	17%	8%	51%	27%	22%
General sector knowledge	24%	28%	14%	16%	26%	35%	34%
Information technology skills	25%	38%	17%	20%	28%	30%	17%
Street policy	30%	10%	9%	4%	12%	18%	18%
Health and safety	14%	24%	11%	12%	18%	23%	18%
Communication skills	15%	21%	9%	8%	23%	20%	11%
Managing aggression and conflict	15%	21%	11%	4%	16%	32%	2%
Customer service skills	15%	24%	9%	0%	14%	20%	3%
Other skills and knowledge							
Transport policy and practice	38%	31%	6%	4%	21%	15%	24%
Traffic engineering	23%	3%	6%	4%	11%	5%	9%
Road Traffic Regulation Act 1984, section 99	9%	0%	0%	4%	5%	0%	9%
Finance and financial management	1%	3%	0%	0%	2%	0%	1%
Media training	1%	0%	0%	0%	0%	0%	1%
None	13%	31%	51%	44%	14%	23%	16%

Source: Parking sector workforce survey, 2006

Overall, the table shows that many people are aware of their learning needs.

4.2.2 Skills shortages

Skills shortages are said to exist when there are not enough suitably skilled and qualified people looking for jobs in the labour market.

According to the parking sector workforce survey, recruiting suitably qualified and skilled people is the second most important issue affecting the sector. Only the sector's image is considered to be more important.

This provides a strong indication that a skills shortage may exist. In many parts of the UK, the solution includes employing immigrant workers and, as noted in section 3.2, this presents a challenge for the sector in terms of key skills levels.

However, many of the sector's employers recognise that the sector's image and low pay are just as likely to cause recruitment difficulties as skills shortages. Pay is an issue for the workforce and for many senior managers who consider low pay to be a contributing factor to problems with recruiting and retaining staff. Evidence suggests that some employers are beginning to make changes in pay structures.

The information available does not allow us to assess the scale of the skills shortages, nor the extent to which they affect each job or broader occupational area.

4.2.3 Workforce turnover

There are mixed messages about levels of turnover in the sector's workforce. In some regions and in some occupations in those regions, turnover is a major problem. Immigrant workers are often recruited to fill these vacancies in areas where turnover is a problem.

In contrast, staff retention is not a great problem in other areas. Where this is the case, wages and conditions are considered to be acceptable. These, combined with good human resource management practices, help to retain workers.

4.3 INVOLVEMENT IN TRAINING

48% of the workforce report that they either have already received, or are currently, receiving parking-specific training. The table below shows the percentage of the workforce by broad occupational category, which has been involved in learning or training in various subjects and skills. Sector experts are concerned about the apparently low levels of training in managing conflict. The most likely explanation is that information does not reflect or include the specific subjects covered within training programmes.

TABLE 4.4
PARKING SPECIFIC TRAINING THAT HAS TAKEN PLACE

Type of training and skills	Occupational category						
	Parking manager	Manager	On-street parking attendant	Car park attendant	Supervisory roles	Administrative and clerical roles	Senior managers
Essential skills and knowledge							
Managing conflict and aggression	11%	0%	17%	4%	14%	5%	6%
Health and safety	14%	24%	6%	12%	5%	2%	8%
Management course and training	9%	28%	3%	0%	11%	2%	3%
Training about the law	10%	0%	0%	0%	5%	3%	6%
Information technology training	5%	17%	0%	4%	2%	7%	1%
Customer services	2%	0%	9%	8%	2%	0%	0%
Other skills and knowledge							
PA training (non-specific)	11%	3%	0%	4%	5%	10%	5%
Decriminalised parking enforcement training	5%	3%	3%	0%	7%	8%	0%
Road Traffic Act 1991	8%	0%	3%	0%	9%	2%	3%
NVQ assessor and verifier training	5%	0%	0%	4%	7%	0%	6%
None	45%	38%	49%	60%	37%	50%	60%

Source: Parking sector workforce survey, 2006

It is interesting to compare the percentage of the workforce that recognises it has learning needs (table 4.3) with the percentage that has been trained, although no conclusions can be drawn in the absence of other research.

Managers are more likely to have received parking-specific training than non-managers (52% to 41%). Public sector workers are more likely to have received training than those from the commercial sector (53% to 40%).

4.3.1 Current training available

Training tends to take place in short off-the-job training activities. These often involve a set number of hours in a 'taught programme'. In these cases, assessment is sometimes carried out on-line and it is certainly possible that this approach will become more widespread in future.

Training is more likely to be provided by external providers than internal trainers.

Evidence suggests that the sector has had mixed success with NVQs. It seems that the complicated aspects of administration, and in some areas high levels of workforce turnover, have created barriers to participation in many organisations. However, some organisations are using NVQs (in England) and are very happy with the results.

Only one third of the people who responded to the survey rate the training that is currently available as satisfactory or better and 30% of managers feel that training needs to be improved. The commercial sector tends to be a little more satisfied with current training opportunities than the public sector and internal training is considered to be slightly better than that provided by external agencies.

4.4 GAPS IN THE TRAINING ON OFFER

The probability of there being gaps in the training that is on offer is shown in the following table (4.5). The table lists the parking sector's training needs and the percentage of people, who responded to the survey, who said they had received training in that area.

There is no sector-based information available about literacy and numeracy learning needs, but it is highly unlikely that no-one in the sector has these needs. Literacy and numeracy have therefore been added to the table.

Even allowing for long delays in providing all the training new employees need, the information clearly shows the need for more training in every one of the areas of training needs identified through the parking sector workforce survey.

TABLE 4.5
TRAINING TAKING PLACE VERSUS IDENTIFIED TRAINING NEEDS

Training need	People who report they have a training need	People who report they have received training
The law	23%	6%
Management and leadership skills	23%	3%
Sector knowledge	3%	0%
Information technology skills	17%	2%
Street policy	3%	0%
Health and safety	24%	5%
Transport policy and practice	3%	0%
Customer service	9%	2%
Communication skills	3%	0%
Managing aggression and conflict	17%	4%
Traffic engineering	3%	0%
Road Traffic Acts	9%	0%
Finance and financial management	3%	0%
Media training	3%	0%
Skills for life (literacy and numeracy)	No information available	No information available

Two points should be noted:

- There is no reason to suppose that the training that is taking place will ever completely meet people's needs, so training must continue to be made available.
- In principle, all the gaps in training do need to be filled, although a deeper analysis is needed to find out the precise nature of the learning needs.

4.5 QUALIFICATIONS

4.5.1 Qualifications that are currently available

Table 4.6 presents a summary list of sector occupations and the level of existing sector-specific qualifications. (It is not a list of compulsory qualifications for the listed roles.) As well as identifying available qualifications, the gaps in the table readily identify the occupations that are not currently served by occupation or sector-specific qualifications.

TABLE 4.6 OCCUPATIONS AND CURRENTLY AVAILABLE NATIONALLY ACCREDITED SECTOR-SPECIFIC QUALIFICATIONS

Occupations	NQF level	SCQF level	Relevant qualification
Senior managers	6+	10+	
Strategic managers	5	8	
Operational managers	4	7	
Supervisory roles	3	6	S/NVQ supervising parking areas S/NVQ parking clerical (back office / notice processing staff)
Technical experts	3	6	
On-street parking attendant	2	5	VRQ parking attendants' certificate (City & Guilds) S/NVQ controlling parking areas (display parking control)
Car park attendant	2	5	S/NVQ controlling parking areas (display parking control) S/NVQ controlling parking areas (barrier and pay station control) Car park attendants' certificate (under development)
Cash collector	2	5	
Closed-circuit television enforcement operator	2	5	
Vehicle immobiliser	2	5	BTEC award in vehicle immobilisation NVQ controlling parking areas (vehicle clamping) Please note, immobilising vehicles parked on private land is currently illegal in Scotland.
Removal truck driver	2	5	S/NVQ controlling parking areas (vehicle removal)
Administrative and clerical	3	6	

Many other qualifications relevant to generic occupations, for example, manager, clerical assistant or 'team leader', are available. The next table identifies a cross section of generic qualifications and shows the potential for many of the gaps in sector-specific qualifications to be filled.

Please note that some of the qualifications listed could be useful in preparing workers for promotion, for example, the introductory certificate in team leading, which might be used to prepare a parking attendant for a supervisory role.

TABLE 4.7 OCCUPATIONS AND GENERIC QUALIFICATIONS

Occupations	NQF level	SCQF level	Relevant qualification
Senior managers	6	10+	Honours degree in business studies and management Honours degree in public administration
Strategic managers	5	8	Degree in business studies and management Degree in public administration Foundation degree in public-sector management Certificate in management studies (for example, Edexcel) Diploma in management (for example, ILM) HNC/D in electrical, civil and mechanical engineering
Operational managers	4	7	Certificate in first line management (for example, ILM) Introductory diploma in management (for example, ILM) S/NVQ in business administration
Supervisory roles	3	6	Certificate in team leading (for example, ILM) Introductory certificate in first line management (for example, ILM) S/NVQ in customer service Certificate, diploma and S/NVQ in business administration Information technology users qualifications
Technical experts	3	6	S/NVQ engineering S/NVQ accountancy Information communication technology (professional qualifications and S/NVQ)
On-street parking attendant	2	5	Certificate in conflict management (for example, City & Guilds) Customer service (for example, S/NVQ, NCFE and Welcome Host) Introductory certificate in team leading (for example, ILM) Award in team leading (for example, Edexcel and CIPD, S/NVQ) Key skills in communication and certificate in adult literacy Key skills in application of number and certificate in adult numeracy
Car park attendant	2	5	Certificate in conflict management (for example, City & Guilds) Customer service (for example, S/NVQ, NCFE and Welcome Host) Introductory certificate in team leading (for example, ILM) Award in team leading (for example, BTEC; CIPD, S/NVQ) Key skills in communication and certificate in adult literacy Key skills in application of number and certificate in adult numeracy
Cash collector	2	5	Cash and valuables in transit (for example, NOCN)
Closed-circuit television enforcement operator	2	5	Award for CCTV operatives - public space surveillance (various awarding bodies) (see note at foot of table) Closed-circuit television enforcement operators who work purely in parking and traffic enforcement do not have to hold an SIA licence.

Occupations	NQF level	SCQF level	Relevant qualification
Vehicle immobiliser	2	5	BTEC award in vehicle immobilisation (for example, Edexcel) Please note, immobilising vehicles on private land is currently illegal in Scotland.
Removal truck driver	2	5	Theoretical background to driving goods vehicles (for example, City & Guilds)
Administrative and clerical	2	5	Customer service (for example, S/NVQ, NCFE and Welcome Host) Information technology user qualifications (Certificate, Diploma or NVQ) Certificate in conflict management (for example, City & Guilds)
	1 & 2	4 & 5	Certificate and S/NVQ in business administration GCSE English and Mathematics Key skills in communication and certificate in adult literacy Key skills in application of number and certificate in adult numeracy Certificate for IT users (for example, British Computer Society ECDL (part 1 and part 2))

Note: Award for CCTV operatives - public space surveillance is only relevant to closed-circuit enforcement operators, who also carry out security surveillance as part of their role and who work for a commercial organisation working on behalf of the public sector.

While we were preparing this report, it was suggested that there may be a benefit in carrying out more research to gain a complete understanding of the potential of these and other qualifications, to develop recommendations on the suitability of specific qualifications, and to keep the list up-to-date. Any research would need to use an analysis of national occupational standards as a starting point.

4.6 GAPS IN QUALIFICATIONS

4.6.1 Gaps in the availability of qualifications

Table 4.6 was useful in highlighting both the specific parking qualifications that are available and the gaps in availability.

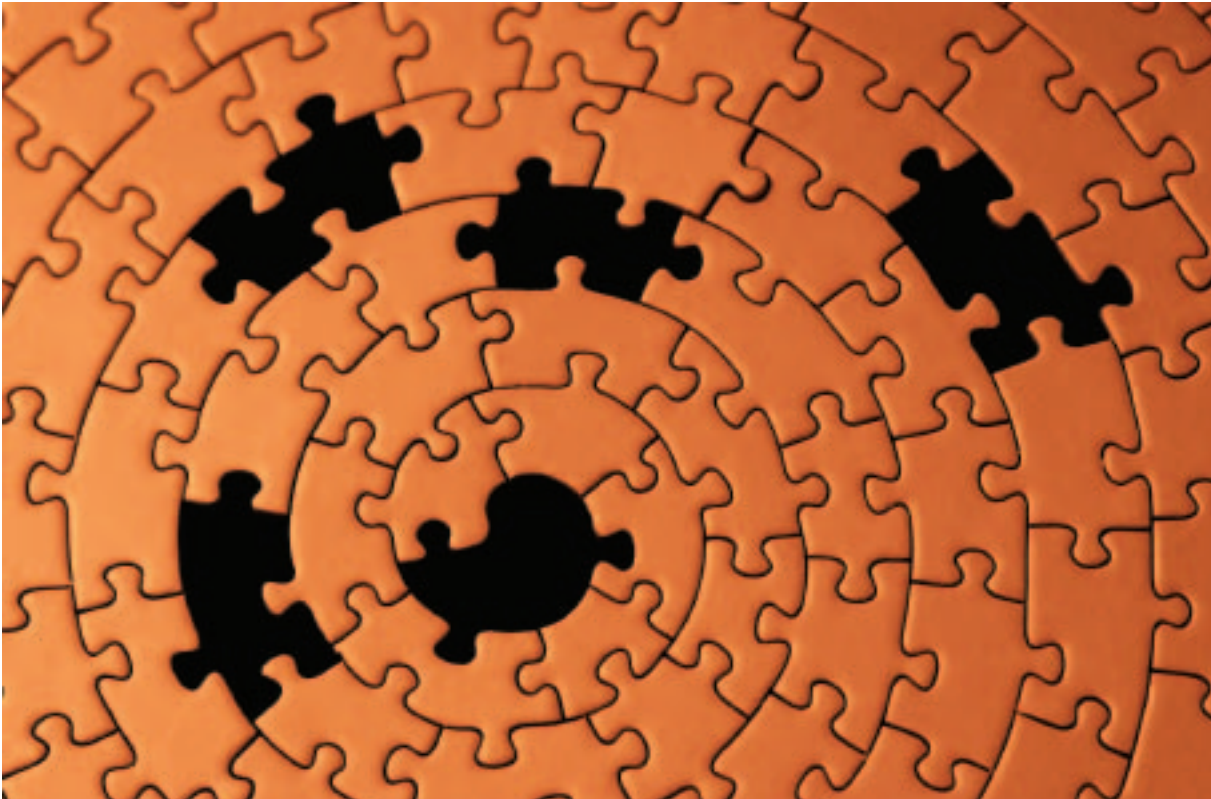
The experience of the sector skills strategy development team and the opinion of sector experts is that many of the generic qualifications (table 4.7) are highly suitable for closely-related occupations in the parking sector. These include most of the management, leadership and administrative or clerical roles.

However, the case can be made for researching the possibility of developing specific qualifications for:

- Parking managers (whose role includes responsibility for the statutory activities of local authorities)
- Clerical and administrative assistants in parking back-offices (as a valuable qualification in its own right and as a stepping stone to the S/NVQ NQF level 3 (SCQF level 6) in 'Parking clerical for back office and notice processing')

Sector experts believe that an NQF level-2 (SCQF level 5) vocationally-related qualification (VRQ) for car park attendants will fill an important gap.

There are currently a small number of level-2 BTEC qualifications on Edexcel's customised qualification framework covering the area of closed-circuit television parking enforcement. These currently refer to law that applies in London only. Developing a qualification in this area to be included on the NQF and SCQF for use throughout the UK as a nationally accredited qualification, would meet a further important need for the sector. (Closed-circuit television enforcement operators who have a security role will also need a SIA licence.)



4.6.2 Gaps in the content of generic qualifications

Generic qualifications do not include any reference to specific parking knowledge. They do not contain a requirement for developing and assessing skills specifically in the context of parking. When choosing generic qualifications, it is important to make sure that they include the subjects that are important to the sector in a way that is relevant to the sector.

The notes that follow identify the specific parking skills and knowledge that are not assessed within generic qualifications. They also highlight the subjects that should be assessed within generic qualifications used by the parking sector.

Management qualifications

The following subjects are unlikely to be covered by existing management qualifications and need to be made available in other ways:

- Managing aggression and conflict
- Parking sector knowledge
- The law that applies to parking
- Street policy

- Transport policy and practice
- Traffic engineering
- Quasi judicial processes
- Crime and disorder

Subjects that will be important to most managers in the parking sector include customer service, leadership, project and contract management, workforce development, political awareness, public relations and employee relations.

Supervisory qualifications

The following subjects are unlikely to be covered by existing supervisory qualifications and need to be made available in other ways:

- Managing aggression and conflict
- The law that applies to parking
- Parking sector knowledge
- Street policy
- Transport policy and practice
- Traffic engineering

Subjects that will be important to most supervisors in the parking sector include customer service, leadership, public relations, diversity and equal opportunities, and people management.

Technical expert and specialist qualifications

The following parking subjects are unlikely to be covered by specialist and technical qualifications and need to be made available in other ways:

- The law that applies to parking
- Parking sector knowledge
- Street policy
- Transport policy and practice
- Traffic engineering

Subjects that will be important to most specialists and technicians in the parking sector include customer service and public relations.

4.7 APPRENTICESHIPS

Another notable gap in the parking sector is apprenticeships.

Apprenticeships are not the same as qualifications. They are better described as learning programmes that lead to several qualifications, usually showing competence in skills, relevant knowledge and key skills (core skills in Scotland). In many sectors, apprenticeships are well suited for training and developing new employees and especially younger workers.

The parking sector does not have any apprenticeships relevant to any parking occupations.

In England and Northern Ireland, apprenticeships and advanced apprenticeships are available in accounting, business administration, customer service and engineering. These offer attractive opportunities, especially to new employees in the sector.

The equivalent programmes in Scotland and Wales are referred to as foundation modern apprenticeships and modern apprenticeships.

4.8 SUMMARY OF NEEDS

4.8.1 Qualifications

The parking sector qualifications that need to be developed are for:

- Parking managers
- Parking clerical staff specifically at level 2 on the NQF and level 5 on the SCQF
- Closed-circuit television enforcement operators
- Car park attendants

4.8.2 Training

The previous sections in this report have identified the subjects of existing training needs (some of which are already being met, but not sufficiently) and the subjects that need to be offered as add-ons to generic qualifications. Table 4.8 identifies the training needs that apply to many of the sector's occupations, and the add-ons that are needed for management, supervisory and technical specialist qualifications. A key purpose of this table is to show where training needs and the needs for a subject within a qualification overlap.

TABLE 4.8
TRAINING NEEDS AND GAPS IN QUALIFICATIONS

Subject of training or learning	Training need	Management	Supervisory	Technical specialist
The law	✓	✓	✓	✓
Management and leadership skills	✓			
Sector knowledge	✓	✓	✓	✓
Information technology skills	✓			
Street policy	✓	✓	✓	✓
Health and safety	✓			
Transport policy and practice	✓	✓	✓	✓
Customer service	✓		✓	✓
Communication skills	✓			
Managing aggression and conflict	✓		✓	
Traffic engineering	✓	✓	✓	✓
Road Traffic Act 1991	✓			
Finance and financial management	✓			
Media training	✓			
Skills for life	✓			
Quasi judicial processes		✓		
Crime and disorder		✓		
Public relations			✓	✓
Diversity and equality			✓	
Workforce development			✓	
Employee relations		✓		

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PART FIVE:
GLOSSARY

5. GLOSSARY OF TERMS AND ACRONYMS

Apprenticeship: A programme of learning leading to National Vocational Qualifications, Key Skills Qualifications and, in most cases, a Technical Certificate. Apprenticeships can be at level 2 or advanced apprenticeships lead to a level-3 NVQ. In Scotland and Wales, apprenticeships are called 'modern apprenticeships'.

Awarding body: Awarding bodies design and award qualifications, which recognise the skills, knowledge and understanding achieved by a learner at a particular level and in a particular subject.

BTEC: A technical qualification awarded by Edexcel (see below).

CATS: Credit Accumulation and Transfer System – CATS allow learners to build up units of achievement (or credit) and to transfer them within and between providing institutions, awarding bodies or qualifications.

CCEA: Council for Curriculum, Examinations and Assessment (a Northern Ireland organisation with two distinct functions – regulatory body and awarding body).

City & Guilds: An awarding body, which awards qualifications in its own name (entry level to level 7) and also the ILM (Institute of Leadership and Management) qualifications.

CIPD: Chartered Institute for Personnel and Development – a professional organisation for those working in human resources management and development.

CQFW: Credit and Qualification Framework for Wales.

DELLS: Department for Education, Lifelong Learning and Skills (regulatory body for Wales).

DELNI: Department for Employment and Learning (Northern Ireland).

DfES: Department for Education and Skills.

DfT: Department for Transport.

ECDL: European Computer Driving Licence.

Edexcel: An awarding body – its qualifications include BTEC (entry level to level 8), GCSEs and A levels.

EQF: European Qualification Framework – a framework of qualifications that aims to link qualification systems from different European countries at the national and sector levels.

FHEQ: Framework for Higher Education Qualifications.

Foundation degree:

A freestanding, two-year, vocational degree.

HND: Higher National Diploma – a qualification at level 5 (level 8 in Scotland).

ITQ: The NVQ for people who use Information technology.

Key Skills: Skills in numeracy, literacy and information communication technology.

LSC: Learning and Skills Council.

Module: A freestanding unit of a programme of learning.

NCFE: Northern Council for Further Education – an awarding body recognised by the regulatory authorities in England, Northern Ireland and Wales.

NOCN: National Open College Network – an awarding body recognised by the regulatory authorities in England, Northern Ireland and Wales.

NOS: National Occupational Standards (NOS). These define the competences, which apply to job roles or occupations in the form of statements of performance and knowledge. They cover the main activities carried out within the occupation in question, in all the circumstances the person is likely to face.

NOS can be used to:

- Describe good practice in particular areas of work
- Set out a statement of competence, which brings together the skills, knowledge and understanding necessary to do the work
- Provide managers with a tool for a wide variety of workforce management and quality control
- Offer a framework for training and development
- Form the basis of National Vocational Qualifications (NVQs), Scottish Vocational Qualifications (SVQs) and Vocationally Related Qualifications (VRQs)

NQF: National Qualifications Framework (England, Northern Ireland and Wales) – a framework that categorises qualifications according to a structure of levels from entry level to level 8.

NVQ: National Vocational Qualification – a work-based qualification.

openQUALS: A QCA on-line database of accredited qualifications that can be searched using keywords for both general and vocational qualifications. openQUALS is due to be rebranded as the National Database of Accredited Qualifications (NDAQ).

QCA: Qualifications and Curriculum Authority – a regulatory body for England and in partnership with DELLS for Wales and CCEA for Northern Ireland.

Regulatory bodies: Regulate awarding bodies, qualifications and examinations to make sure that the qualifications are fit for purpose, that qualifications are fair, standards are secure and public confidence is maintained.

RTA 1991: Road Traffic Act 1991.

RTRA 1984: Road Traffic Regulation Act 1984.

SCQF: Scottish Credit and Qualifications Framework – a framework that categorises qualifications into 12 levels (levels 1 to 3 are before employment).

Sector Training Councils: Organisations supporting sector training in Northern Ireland.

SFC: Scottish Funding Council.

SIA: Security Industry Authority.

Skills gap: A weakness in the existing workforce's skills and knowledge.

Skills shortage: Where there is not enough people with the relevant skills in the available population.

SQA: Scottish Qualifications Authority (an organisation with two functions – regulatory body and awarding body).

SSB: Standards Setting Body.

SSC: Sector Skills Council.

SSDA: Sector Skills Development Agency.

SSS: Sector Skills Strategy.

SVQ: Scottish Vocational Qualification.

Train to Gain: A Government scheme providing advice on training and financial support available to businesses (applies in England).

Unit: The smallest assessed part of a programme of learning.

VRQ: Vocationally-related qualification.

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PART SIX:
APPENDICES

6. APPENDICES

APPENDIX I

PARKING SECTOR OCCUPATIONS, TRAINING AND QUALIFICATION LEVELS

Parking sector occupations	NQF and FHEQ England, Northern Ireland and Wales	SCQF Scotland
	Level 8 / D Doctorate	Level 12 Doctorate
Managing director; chief executive	Level 7 / M Masters	Level 11 Masters, SVQ 5
Parking manager; area manager; parking operations manager	Level 6 / H Honours degree	Level 10 Postgraduate certificate / diploma
Contract manager; contract compliance manager; manager of several car parks, call centre manager; debt recovery manager; correspondence manager	Level 5 / I HND, Foundation degree	Level 8 Diploma in Higher Education, SVQ 4
Assistant operations manager; contract manager; contract compliance officer; permit supervisor; call centre supervisor	Level 4 / C Certificate of Higher Education, NVQ 4	Level 7 Certificate of Higher Education, HNC Level 6
PA supervisor (on-street, off-street), pound supervisor; permits officer; debt recovery officer; appeals officer; representations officer; correspondence officer	Level 3 NVQ 3, A levels	SVQ 3, Higher Level 5 / 6
Senior on-street PA, senior off-street PA, dispatch controller	Level 2 / 3	Level 5
Parking attendant, vehicle immobiliser; removal truck driver; pound officer; administrative assistant, closed-circuit television enforcement operator; call centre operator; customer service officer	Level 2 GCSEs at A to C, NVQ 2	Intermediate 2, Credit standard grade, SVQ 2 Level 4
Trainee PA, clerical trainee	Level 1 GCSEs at D to G, NVQ 1	Intermediate 1, General standard grade, SVQ 1

Source: Taken from 'Qualifications can cross boundaries', SCQF, May 2005.

Please note framework levels relate to learning outcomes not job roles.

Levels D, M, and so on refer to the Framework for Higher Education Qualifications.

APPENDIX 2

CAREER PROGRESSION IN THE UK PARKING SECTOR

Level 1 (England, Wales, Northern Ireland) Level 4 (Scotland)	These level-2 qualifications for career progression prepare trainees for more senior jobs	Level 2 (England, Wales, Northern Ireland) Level 5 (Scotland)	These level-3 qualifications for career progression prepare parking- sector workers for more senior jobs	Level 3 (England, Wales, Northern Ireland) Level 6 (Scotland)	These level-4 qualifications for career progression prepare trainees for more senior jobs	Level 4 (England, Wales, Northern Ireland) Level 7 (Scotland)
Parking operations trainee	VRQ parking attendants' certificate	Parking attendant	S/NVQ supervising parking areas	PA supervisor	Introductory management	Car park manager
Parking clerical trainee	Information technology user	Clerical assistant	Team leading certificate	Administration supervisor	Business administration	Assistant operations manager
	Customer service	Vehicle immobiliser	Customer service	Appeals officer	Parking-specific units (supporting generic qualifications)	Contract compliance officer
	Parking-specific units (supporting generic qualifications)	Customer services officer	CCTV enforcement operator	Representations officer		Call centre manager
		Call centre operator	NVQ parking clerical	Customer services Supervisor		
			Business administration			
			Parking-specific units (supporting generic qualifications)			
→	→	→	→	→	→	→

These level-5 qualifications for career progression prepare trainees for more senior jobs	Level 5 (England, Wales, Northern Ireland) Level 8 (Scotland)	These level-6 qualifications for career progression prepare trainees for more senior jobs	Level 6 (England, Wales, Northern Ireland) Level 10 (Scotland)	These level-7 qualifications for career progression prepare trainees for more senior jobs	Level 7 (England, Wales, Northern Ireland) Level 11 (Scotland)
Management qualifications	Contract manager	Honours degree	Area manager	Masters	Managing director
Foundation degree	Correspondence manager	Advanced management	Parking operations manager	High professional	Chief executive
Parking-specific units (supporting generic qualifications)	Debt recovery manager	Parking-specific units (supporting generic qualifications)	Parking manager	Parking-specific units (supporting generic qualifications)	
→	→	→	→	→	→

APPENDIX 3

NATIONAL OCCUPATIONAL STANDARDS

This appendix is based on the Central Directory for National Occupational Standards.

National occupational standards (NOS) define the skills and abilities, which apply to job roles or occupations. They are expressed in the form of statements of performance, knowledge and the evidence needed to confirm competence. They cover the main activities carried out within the occupation in question under all the circumstances the person is likely to face.

National occupational standards are the responsibility of each sector's 'standards setting body'. This is usually a sector skills council.

The biggest use of NOS is in setting the specification for NVQs.

National occupational standards are also extremely useful in influencing the content of other qualifications, mainly vocationally related qualifications, foundation degrees and the proposed specialised diplomas. They will be very important when the parking sector begins to develop units of credit.

Many employers find NOS to be useful in:

- Describing good practice in particular areas of work
- Describing the skills they need in their workforce
- Assessing the skills already in the workforce
- Developing training plans
- Developing recruitment plans to fill identified skills gaps
- Developing job descriptions
- Setting aims in performance and appraisal



APPENDIX 4

NATIONAL FRAMEWORKS AND OTHER FACTORS

England	National qualifications framework (to be changed - see below) and framework for higher education qualifications (FHEQ)
Northern Ireland	National qualifications framework (to be changed - see below)
Scotland	Scottish credit and qualifications framework (SCQF)
Wales	National qualifications framework (to be changed - see below) Credit and qualifications framework for Wales (CQFW)

The national qualifications framework (NQF) was introduced in September 2004 and is used in England, Northern Ireland and Wales, although Wales already has its own CQFW. The framework sets out nine different levels of qualifications, from entry level through to level 8. The levels from the NQF have been used in this strategy document as a guide to show the qualifications available to the parking sector. There is a separate framework for higher education qualifications (FHEQ), which is also used in England, Northern Ireland and Wales.

The CQFW includes all learning achievement, including higher education qualifications, and the current NQF.

Scotland has its own framework, which has 12 different levels of qualifications. This is called the Scottish credit and qualifications framework (SCQF).

The NQF is based on 'whole' qualifications, which often do not meet employers' or learners' needs for smaller units of learning and achievement. There are plans to

develop the NQF further. England, Northern Ireland and Wales are working to create a new framework based on a credit accumulation and transfer system (CATS).

The framework will be based on units and will allow a learner to choose a variety of different units to build up to a qualification. Units will be assigned credits and a learner builds up the number of credits needed to achieve a certain qualification. For example, a one-day certificated course might earn one credit, whereas a level-2 NVQ over a year might be worth 25 credits.

An agreement has been signed by the regulatory bodies in England, Northern Ireland, Wales and Scotland to work together so that the new framework can be compatible with credit developments in Scotland and in Europe. The plan is for the new framework to be fully formed and in place by 2010.

OTHER NATIONAL DIFFERENCES

Regulatory bodies

The organisations that regulate qualifications in the UK are:

England	Qualifications and Curriculum Authority (QCA)
Northern Ireland	Council for Curriculum, Examinations and Assessment (CCEA)
Scotland	Scottish Qualifications Authority (SQA)
Wales	Department for Education, Lifelong Learning and Skills (DELLS)

Sector and employer representation

The main organisations involved in maintaining the links between employers and the learning and training sectors are:

England	Sector skills councils (standards setting bodies for some sectors)
Northern Ireland	Sector skills councils in partnership with 13 sector training councils
Scotland	Sector skills councils (standards setting bodies for some sectors)
Wales	Sector skills councils (standards setting bodies for some sectors)

Funding organisations

The organisations responsible for allocating public sector funding to educate and train the workforce are:

England	Learning and Skills Council (LSC)
Northern Ireland	Department for Employment and Learning (DELNI)
Scotland	Scottish Funding Council (SFC)
Wales	Department for Education, Lifelong Learning and Skills (DELLS)

Schemes and funding

As a way of increasing the amount of training that an organisation takes part in, at minimal cost, it is worth considering the Train to Gain programme that is run by the Learning and Skills Council throughout England. Train to Gain is open to employers, who want to train staff up to NVQ level 2 or equivalent (including Skills for Life training) across a wide range of vocational areas. The programme offers funding for training and may offer a contribution towards wages for the time that a company has employees away from work for the purposes of training.

The Train to Gain programme involves working with a qualified skills broker and proceeding through a five-stage process. This process involves:

- Identifying the skills that the business needs
- Pinpointing the right training
- Agreeing a tailored training package
- Finding available funding
- Reviewing the progress being made

You can get information about how to contact a skills broker and get involved with Train to Gain by visiting www.traintogain.gov.uk.

In Scotland, a similar (though not identical) programme called Skillseekers is being run by Scottish Enterprise. There are details of the Skillseekers programme at www.scottish-enterprise.com.

For companies in Wales, there are a number of training programmes that may help with finding training and covering costs. These are:

- The First Timers' programme
- The Fast Trackers' programme
- The People Professionals' programme

You can find details at www.skillspeoplesuccess.com.

In Northern Ireland, the organisation responsible for providing training programmes and allocating funding is the Department for Employment and Learning. You can find details of their current learning programmes and opportunities for funding at www.delni.gov.uk.

openQUALS is a QCA on-line database of accredited qualifications that you can search using a keyword for both general and vocational qualifications. Visit www.openquals.org.uk. openQuals is due to be rebranded as the National Database of Accredited Qualifications (NDAQ).

APPENDIX 5

CONTACT DETAILS FOR SECTOR SKILLS COUNCILS

Asset Skills

Sector: Property services, housing, cleaning services and facilities management

Asset Skills
2 The Courtyard
48 New North Road
Exeter, Devon EX4 4EP
Telephone: 01392 423 399
enquiries@assetskills.org
www.assetskills.org

Automotive Skills

Sector: Retail motor industry

Automotive Skills
93 Newman Street
London W1T 3DT
Telephone: 020 7436 6373
info@automotiveskills.org.uk
www.automotiveskills.org.uk

ConstructionSkills

Sector: Construction

CITB-ConstructionSkills
Bircham Newton
Kings Lynn, Norfolk PE31 6RH
Telephone: 01485 577 577
information.centre@citb.co.uk
www.constructionskills.net

Creative & Cultural Skills

Sector: Advertising, crafts, cultural heritage, design, the arts and music

Creative & Cultural Skills
4th Floor, Lafone House
The Leathermarket
Weston Street, London SE1 3HN
Telephone: 020 7015 1800
info@ccskills.org.uk
www.ccskills.org.uk

Energy & Utility Skills

Sector: Electricity, gas, waste management and water industries

Energy & Utility Skills
Friars Gate Two

1011 Stratford Road
Shirley, Solihull
West Midlands B90 4BN
Telephone: 0845 077 9922
enquiries@euskills.co.uk
www.euskills.co.uk

e-skills UK

Sector: Information technology and telecommunications and the lead body for contact centres on behalf of the Skills for Business network

e-skills UK
1 Castle Lane, London SW1E 6DR
Telephone: 020 7963 8920
info@e-skills.com
www.e-skills.com

Financial Services Skills Council

Sector: Financial services industry

Financial Services Skills Council
51 Gresham Street
London EC2V 7HQ
Telephone: 020 7216 7366
info@fssc.org.uk
www.fssc.org.uk

GoSkills

Sector: Passenger transport

GoSkills
Concorde House
Trinity Park, Solihull
West Midlands B37 7UQ
Telephone: 0121 635 5520
info@goskills.org
www.goskills.org

Government Skills

Sector: Central Government

Government Skills SSC Secretariat
c/o Cabinet Office, Admiralty Arch
The Mall, London SW1A 2WH
Telephone: 020 7276 1611
info@government-skills.x.gsi.gov.uk
www.government-skills.gov.uk

Improve Ltd

Sector: Food and drink manufacturing and processing

Improve Ltd
Ground Floor, Providence House
2 Innovation Close
Heslington, York YO10 5ZF
Telephone: 0845 644 0448
info@improveltd.co.uk
www.improveltd.co.uk

Lantra

Sector: Environmental and land-based industries

Lantra
Lantra House
Stoneleigh Park, Near Coventry
Warwickshire CV8 2LG
Telephone: 024 7669 6996
connect@lantra.co.uk
www.lantra.co.uk

Lifelong Learning UK

Sector: Employers who deliver or support the delivery of lifelong learning

Lifelong Learning UK
5th Floor, St Andrew's House
18-20 St Andrew Street
London EC4A 3AY
Telephone: 0870 757 7890
enquiries@lifelonglearninguk.org
www.lifelonglearninguk.org

People 1st

Sector: Hospitality, leisure, travel and tourism

People 1st
2nd Floor, Armstrong House
38 Market Square
Uxbridge, Middlesex UB8 1LH
Telephone: 0870 060 2550
info@people1st.co.uk
www.people1st.co.uk

Proskills UK

Sector: Process and manufacturing industries

Proskills UK Ltd
Centurion House, 85B Milton Park
Abingdon, Oxon OX14 4RY
Telephone: 01235 833844
info@proskills.co.uk
www.proskills.co.uk

SEMTA

Sector: Science, engineering and manufacturing technologies

SEMTA, 14 Upton Road, Watford
Hertfordshire WD18 0JT
Telephone: 01923 238 441
infodesk@semta.org.uk
www.semta.org.uk

Skillfast-UK

Sector: Apparel, footwear and textiles and related businesses

Skillfast-UK, Richmond House
Lawnswood Business Park
Redvers Close, Leeds LS16 6RD
Telephone: 0113 2399 600
enquiries@skillfast-uk.org
www.skillfast-uk.org

Skills for Care and Development

Sector: Social care, children and young people

General enquiries
Skills for Care and Development
Albion Court, 5 Albion Place
Leeds LS1 6JL
Telephone: 0113 245 1716
sscinfo@skillsforcareanddevelopment.org.uk
www.skillsforcareanddevelopment.org.uk

England

Sector: Adult Social Care

Skills for Care (previously called Topss England)
Albion Court, 5 Albion Place
Leeds LS1 6JL
Telephone: 0113 245 1716
info@skillsforcare.org.uk
www.skillsforcare.org.uk

Children's Services (including social care)

Children's Workforce Development Council

3rd Floor, Friends Provident House
13-14 Couth Parade, Leeds LS1 5QS
Telephone: 0113 244 6311
info@cwdcouncil.org.uk
www.cwdcouncil.org.uk

Wales

Care Council for Wales
South Gate House
Wood Street, Cardiff CF10 1EW
Telephone: 02920 780630
info@ccwales.org.uk
www.ccwales.org.uk

Scotland

Scottish Social Care Council
Compass House, 11 Riverside Drive
Dundee DD1 4NY
Telephone: 01382 207101
enquiries@sssc.uk.com
www.sssc.uk.com

Northern Ireland

Northern Ireland Social Care Council
7th Floor, Millennium House
19-25 Great Victoria Street
Belfast BT2 7AQ
Telephone: 02890 417600
info@niscc.n-i.nhs.uk
www.niscc.info

Skills for Health

Sector: The health sector across the UK

Skills for Health
1st Floor, Goldsmiths House
Broad Plain, Bristol BS2 0JP
Telephone: 0117 922 1155
office@skillsforhealth.org.uk
www.skillsforhealth.org.uk

Skills for Justice

Sector: Custodial care, community justice, court and prosecution services, policing and law enforcement

Skills for Justice
9-11 Riverside Court
Don Road, Sheffield S9 2TJ

Telephone: 0114 261 1499

info@skillsforjustice.com
www.skillsforjustice.com

Skills for Logistics

Sector: Freight logistics industry

Skills for Logistics
14 Warren Yard
Warren Farm Office Village
Milton Keynes MK12 5NW
Telephone: 01908 313 360
info@skillsforlogistics.org
www.skillsforlogistics.org

SkillsActive

Sector: Active leisure and learning

SkillsActive
Castlewood House
77-91 New Oxford Street
London WC1A 1PX
Telephone: 020 7632 2000
skills@skillsactive.com
www.skillsactive.com

Skillset

Sector: Audio visual industries

Skillset
Prospect House
80-110 New Oxford Street
London WC1A 1HB
Telephone: 020 7520 5757
info@skillset.org
www.skillset.org

Skillsmart Retail

Sector: Retail

Skillsmart Retail
40 Duke Street, London W1A 1AB
Telephone: 020 7399 3450
contactus@skillsmartretail.com
www.skillsmartretail.com

SummitSkills

Sector: Building services engineering

SummitSkills
Vega House, Opal Drive
Fox Milne, Milton Keynes MK15 0DF
Telephone: 01908 303960
01908 303989
enquiries@summitskills.org.uk
www.summitskills.org.uk

APPENDIX 6

MEMBERS OF THE SECTOR SKILLS STRATEGY STEERING GROUP

Representatives from the following organisations formed the sector skills strategy steering group:

- APCOA Parking UK Ltd
- British Parking Association
- Bournemouth Borough Council
- City & Guilds
- Department for Transport
- Edexcel
- Edinburgh City Council
- Liverpool City Council
- London Borough of Camden
- London Councils
- London Borough of Croydon
- London Borough of Westminster
- Luton Borough Council
- National Car Parks Ltd
- Parking Associates
- Poole Borough Council
- Q-Park
- Royal Borough of Kingston-upon-Thames
- Vinci Park
- Watford Council

As well as those previously named, the following organisations contributed to the consultation process and approved the development of this strategy:

- Asset Skills
- Buckinghamshire County Council
- Central Parking System UK Ltd
- Department for Education, Lifelong Learning and Skills
- Dundee City Council
- Glasgow City Council
- Institute of Highway Incorporated Engineers
- London Borough of Richmond-upon-Thames
- M Parking
- Meteor Parking Ltd
- MFM Associates
- Qualifications Curriculum Authority
- Scottish Qualifications Authority
- Skills for Justice
- St Edmundsbury Borough Council
- Stratford-upon-Avon District Council
- Swedish Parking Association
- Transport for London



BRITISH PARKING ASSOCIATION

British Parking Association
Stuart House
41-43 Perrymount Road
Haywards Heath
West Sussex RH16 3BN
Tel: +44 (0) 1444 447300
Fax: +44 (0) 1444 454105

info@britishparking.co.uk
www.britishparking.co.uk

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