



L&W LEARNING AND
WORK INSTITUTE

Rail track occupational traineeship Case study

Learning and Work Institute
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Traineeships



Department
for Education

Rail track occupational traineeship case study

The occupational traineeship in rail track was a pilot programme designed by the National Skills Academy for Rail (NSAR), rail industry employers and providers, and delivered by Intertrain, a City and Guilds Group Business. The Department for Education (DfE) also supported the development and implementation of the programme. The programme was funded through the Adult Education Budget (AEB) for 19 to 24 year olds (or 25 with an Education Health and Care plan). The pilot aimed to help young people progress rapidly into jobs in the rail industry by providing them with technical knowledge, a licence to practice, and high quality work experience. Employment rather than an apprenticeship was the expected outcome for trainees, although apprenticeship opportunities were available to young people who wanted them. This is because rates of pay for employment across the rail sector are generally much higher than the apprenticeship minimum wage and new entrants tend to change jobs fairly regularly to take advantage of new opportunities.

The pilot was delivered in Birmingham and London. This case study focuses on the Birmingham pilot but includes some information about the programme in London.

Intertrain were established in 2003, and are one of the largest rail industry training providers in England with training facilities in 13 locations.¹ Each year Intertrain trains approximately 22,000 people across a range of programmes including apprenticeships, Sector-based Work Academies (SWAPs), AEB funded programmes and commercial programmes for existing industry personnel.

NSAR are the quality assurance body for the rail industry, providing support to employers and learning providers and monitoring apprenticeship standards. Two employers supported the Birmingham pilot: McGinley Support Services and Infrastructure Safety Services (ISS) Limited. McGinley Support Services is a workforce management company that supplies labour for the infrastructure industry. ISS Limited is a contractor working across operations such as track lighting and barrier siding across the UK.

¹ Intertrain website. Available at: <https://www.railway-training-courses.com/>

Why the programme is needed

The programme was designed to address skills shortages in the rail industry by providing an effective route into employment opportunities for young people. New projects such as HS2, the new high speed railway project linking up London, the Midlands, the North and Scotland, mean there will be a significant need for an expanded workforce. An additional 120,000 people will be required in the rail sector over the next five to ten years and more than a quarter (28%) of the industry workforce is aged over 50, which means approximately 15,000 workers could be due to retire by 2025.²

"Our industry is aging, and in the next 10 years we will have a lot of retirements, and we need to feed the funnel. Companies need to be able to buy into that, they need to find help to do that."

(Employer)

The programme can help address the skills gap in rail track maintenance by offering a supported route for young people who are not ready for immediate employment or who are not ready for, or do not want, an apprenticeship.



² City & Guilds Group and the National Skills Academy (NSAR) Back on Track. Gearing up to meet the increased demand for talent in the rail industry. November 2020. Available at: <https://www.cityandguildsgroup.com/-/media/cgg-website/documents/cgg-back-on-track-report-pdf.ashx?la=en&hash=07668348451D8F75A8526EBC033870739293AB19> Accessed at 3/09/2021

How the programme was designed

The programme was designed by NSAR, in collaboration with Network Rail, other rail industry employers and providers who deliver rail industry training. It was based on the key competencies that young people need to enter the rail industry.

The draft model was then fully developed by Intertrain in collaboration with their sponsor employers. This process was effective because NSAR had the knowledge of the track induction competencies, Intertrain knew how the programme needed to be delivered, and the employers knew what specific skills they wanted their future employees to have.

"If we take the track one, the track induction competencies are regulated anyway. It's a regulated marketplace. Another part of what we do in NSAR is the quality assurance and regulation arm for the Network Rail system. We know an awful lot about the track competencies and what would happen in that induction space anyway. We were able to make, using that, a pretty good stab at what we think it would look like. That gave us a pretty good first draft, that working with Network Rail and some of the supply chain employers, and then with some of the training providers, we were very quickly able to convert into pretty close, 95% there."

(Stakeholder)

Delivery and content of the programme

The programme was based on the four core elements of a general traineeship: work preparation training; a high-quality work experience placement; English, maths and digital skills provision where needed, and flexible vocational learning. However, the vocational learning was occupationally specific and designed to give young people everything they needed to start working in rail track, as well as general employability skills. The traineeship was 13 weeks long. The first five weeks of training were

delivered by Intertrain. After week five, the trainees started their work experience at either McGinley's or ISS. This took place at weekends, with trainees continuing to attend Intertrain two days a week to develop their portfolios. In the first weeks of the programme, the focus was on ensuring safety and introducing basic concepts of rail track maintenance. Trainees worked towards gaining a Level one NVQ in Track Maintenance and developed their skills in English, maths, and digital where needed. They were also provided with personal track safety training, and courses such as manual handling, fire awareness, emergency first aid, and small tools training.

"The first thing we did was getting introduced to the course, then we got our plan of what we're going to do week by week, step by step. And then after that we got our first aid course done and dusted. So then, we can do emergency first aid. Then second, we did fire safety. So, once we have all of those things out of the way, that's when we started doing the course to get our PTS, our Sentinel cards, doing our track safety."

(Trainee)

"Number one, to be able to get onto the railway, you'd need to fund yourself around about £2,000. Just for the initial licence to practice. On top of that you'd need a sponsor within the industry, a company that says, number one, they will sponsor you. Add number two, you're not allowed to pay a training company to go onto this training, it's got to be a registered, licenced company. So, the accessibility for a person walking off the street is virtually impossible."

(Trainee)

These qualifications gave the young people their license to practice in the industry and were an essential first step into their future career. Without the traineeship these would not be accessible for many young people.

Throughout the training, Intertrain placed a strong emphasis on practical learning. Young people spent time with operational installation teams and completed a series of work related reports, so they had a real understanding of their future job roles. The trainees were also provided with courses on CV writing and interview skills before they completed the programme.

Table 1.1. Rail track traineeship model

Traineeship core elements	<ul style="list-style-type: none"> • English, maths and digital • Employability, preparation and support
Work-based training and experience (a selection from rail training like those listed)	<ul style="list-style-type: none"> • Personal Track Safety • Track Induction (including AC) • DCCR (working near or adjacent to the DC conductor rail) • Manual Handling • Fire Awareness • Emergency First Aid • Small Tools • Basic Signalling 1 • OLEC 1 • Basic Track (LUL)
Work experience	<ul style="list-style-type: none"> • At least 70 hours work experience with an employer
Qualifications (examples provided)	<ul style="list-style-type: none"> • Level 1 NVQ in Basic Track Maintenance

Once the trainees had their licence to practice they started their work experience placements, where they were supported to put their classroom learning into practice.

"So, the first thing they're going to learn is how to be safe in a rail environment, how to be safe on a rail construction site where there's lots of heavy machinery around, and then they're going to put all those skills into practice, what they're learning in their classroom. So, it could be learning how to dismantle rail, put rail back together, learning how to check parts of a rail track, learning how to operate a small part of machinery on a big site."

(Trainee)

The traineeship was designed so that the trainees could gain the basic competencies and safety standards and then progress to employment as quickly as possible. This was very important for the young people, who were keen to move into paid work as soon as they could.

Target group and recruitment

The traineeship was designed to be inclusive and reach young people who would not otherwise have the opportunity to work in the rail industry. The main target group was young people aged 19 -24 who were not in education, employment, or training (NEET), and wanted to work in the rail industry, but were not yet equipped to do so. It was open to a diverse range of young people as long as they met minimum standards of competency in English, could manage the physical demands of the job, and pass drugs, alcohol, and medical tests. The programme was only for young people aged over 18 as under eighteens cannot work night shifts which is when most rail maintenance work is generally completed.

Twelve young people started the traineeship programmes in Birmingham and London, and eight of these progressed to full enrolment. The trainees who started the programme came from a range of ethnic backgrounds but were all male. One had previously completed a Level three diploma in Engineering but had been unable to secure an apprenticeship. Many of the young people reported that before starting their traineeship they had unsuccessfully applied for apprenticeships in other occupations. Before starting their traineeship most had also been unaware of the range of careers available in the rail sector.

Recruitment was the most challenging aspect of the pilot. This was partly because of the Covid 19 pandemic, which meant all recruitment and assessment activities had to be virtual.

"We've struggled through the epidemic dealing with recruitment by Teams. And this week our recruiter is able to get round face to face. Just getting that face to face interaction going again. Not just within our own business, but elsewhere, nobody's been running at 100% capacity because of the epidemic. I believe that coming out of the epidemic, our recruitment will get back to how it was."

(Provider staff)

However, there was a wider problem linked to promotion of traineeships and referral routes. Intertrain relied on organisations such as JobcentrePlus (JCP), the Prince's Trust, the Probation Service and other training providers to refer young people. However, referrals were lower than anticipated, particularly from JCP, which, it was suggested, may be due to Work Coaches being more likely to refer young people to the range of DWP programmes, such as Kickstart and SWAPs.

Alongside this, Intertrain reported that many young people had not heard of traineeships and some were initially put off by the fact that the programme was unpaid.

Recruitment for the rail industry is particularly challenging because some young people do not pass the medical screening or drugs test. The physical nature of the job is also not for everyone and some young people leave before being fully enrolled. This means that in order for providers to run programmes with viable numbers of trainees, there needs to be sufficient interest and recruitment of young people to mitigate this early dropout rate.



How young people were supported to do well

Support provided by the tutors: Every tutor working on the Intertrain rail track traineeship had a minimum of two years' experience in the industry, and had or was working towards a Level three teaching qualification. Trainees said that this was important as it meant that the teaching was relevant to the workplace, and enabled them to benefit from realistic insight and advice about their future careers.

"You can tell he's not just a teacher because he's learned it through textbooks, he's actually learned it through experience, and you can tell it through his teaching and his methods. And the techniques he shows us that makes it easier for us, so when we actually go into the world of work on the trains, it's going to be a lot easier for us because through everything he's learned and all the stuff he's done wrong, he's taught us to do it the right way."

(Trainee)

Support provided by employers: Employers recognised that trainees need good support whilst on work experience. Regular meetings and a buddy system, where trainees were assigned to an experienced member of staff, helped to ensure that appropriate support and encouragement was in place.

"We provide a lot of pastoral support, we're very aware that a lot of the individuals that we're going to be looking after on the CSR (Corporate Social Responsibility) programme are going to need more support than normal. We do provide financial assistance to start off with, to ensure that they can be successful and get through their work experience, we provide buddies on-site, so that they have someone doing the job with them that they can talk to, to make sure that they're turning out the requirements that a team leader might expect"

(Employer)

Information, Advice and Guidance (IAG): Trainees were provided with IAG from the recruitment stage to a year after they complete the programme. As part of their initial assessment a trainer assessor provided information about the programme, as well as career pathways within the industry. This support continued after the end of their programme and into their future careers.

"But we don't leave it there, we have a pastoral care officer who continues to contact these individuals. So, she will contact them at the end, 3 months, 6 months, 12 months, and she's still very much in contact with them, certainly weekly at the moment to make sure everything's going okay with their employer. We can direct them into what we deliver as a training provider...we have a very good knowledge of what qualifications they need to move on to the next steps"

(Provider staff)

Employer perspective

The employers involved in the pilot were enthusiastic about their role. They saw the pilot as an opportunity for them to grow their workforce and reach out to young people who would not otherwise have the opportunity to work in the rail sector. This was part of their CSR agenda but also met their current and future recruitment needs. They were committed to finding the best outcome for each young person.

"The idea, for me, was to make these guys as employable as possible, and we want to take them, but if, in the extreme, we could not put them into work, I could always pick up the phone to one of our competitors. We are selfish and I am very selfish in my CSR programmes and my targets, I want to be always doing it and it be a success. But the person has to be at the heart of why you do this, and if you can't provide them with what they need, you need to be able to signpost them"

(Employer)

Their involvement in the design of the rail track traineeship meant they could be sure that the young people had the skills and knowledge they needed of new recruits coming into the sector.

"We actually asked for specific modules to be added, because we know that if they have specific modules added to them we can get them into different types of work, so it means that they're more employable."

(Employer)

The work experience was described as a transition from training to employment, giving the trainees the opportunity to put their knowledge into practice. Trainees were placed in an experienced team where they could learn the essentials of how to work on the railways. A key element of this was learning how to be safe in a safety critical environment.

"It's putting them through a transition until they've attained that certain level of knowledge and understanding, and they've got the trustworthiness and experience and safety awareness to enable them to go out individually as a solo team."

(Employer)

Both employers offered extensive pastoral care to trainees including mentoring and support with practical challenges such as transport. They also committed to paying trainees an allowance for the hours they worked to recognise their contribution.

Employers were very positive about the young people they hosted on their work experience placements and felt that the traineeship had prepared them well for the workplace.

"We've taken five people that wouldn't necessarily have had an opportunity in our business, some have come from a difficult circumstance that they might find it difficult to obtain work, and they're in full-time work. And now they're just a normal part of our workforce, and that's everything to me."

(Employer)

Outcomes

From the eight young people who were fully enrolled on the programme, seven completed their traineeship and five secured employment with their work experience employer. One trainee progressed to further education, and one has not yet found an education, employment, or training opportunity. The overall completion rate of the programme was 88% (compared to a completion rate of 75% for all traineeships in 19/20). This is also much higher than the Level two apprenticeship in rail track where around 40% of apprentices complete the programme. The progression rate of 72% into employment is also much higher than the rate for general traineeships.

When young people did not complete the programme or did not progress to employment, this was generally because they realised that a career in the rail industry was not for them. Whilst not an intended outcome, this was an important function of the traineeship as it meant young people were referred to other opportunities and were able to make an informed decision about their future career path.

"Where the drop-off tends to happen, particularly with these programmes, is more at the beginning. It's a tough industry, especially when you're starting out at an entry level, especially if you're going into track maintenance, it's a lot of weekends, it's in all weathers, it's hard and it's tough...the work experience element gives them the true flavour of what the industry is all about."

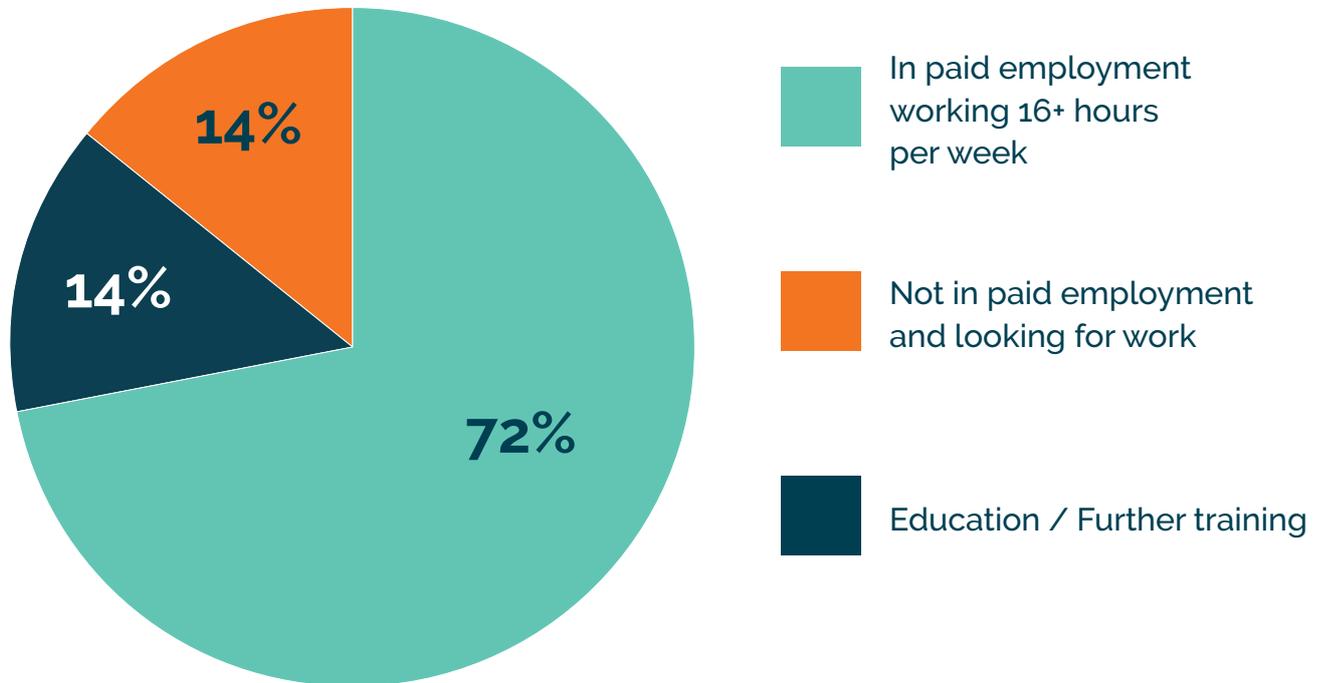
(Provider)

Employment rather than an apprenticeship was the expected outcome for these young people, although they could choose to take up an apprenticeship. The young people joined this programme to find employment and start working as soon as possible. However, they did recognise that the traineeship offered a first step to a range of future opportunities, such as Level three apprenticeships or management positions, even though their immediate focus was on progressing to an entry level job in the industry.

"At the end of the day you're more guaranteed to get a job, and then you can progress and get higher. We're just track workers at the minute, but we can become COSSes (Controller of Site Safety) and lookouts and machine operators, and we can just climb that ladder."

(Trainee)

**Chart 1. Occupational Traineeship Rail Pilot 2020/21
Employment Progression Rate**



Summary of effective practice and key learning

Employer engagement at every stage of the programme's design and delivery was a key success factor for this traineeship. Their involvement in the design stage meant that the programme content met employers' needs ensuring that the young people were quickly employable in the sector.

"That's why we worked very closely together. And I think that's what made it work, that's what made it a success, because I just think the employer can't do it without the training, as you need the training provider, but then the training provider can't provide any work, and the idea is that you get them to work. So, you have to work together to ensure that you're building and providing the most employment opportunities to those who want to take them."

(Employer)

The employers were attracted to the strong occupational focus of the programme and motivated to be involved because it aligned with their corporate social responsibilities, as well as providing them with a pipeline of new recruits. This was supported by Intertrain's well established employer network where they had longstanding and trusted relationships.

A key success of this programme was that content was tailored to make trainees as employable as possible within the rail industry, by providing them with practical learning and experience. The programme enabled trainees to develop the occupationally specific skills required for entry level employment in the rail industry. It gave them clear insight and experience of a real work environment, and enabled them to gain the licences that they need to work in the rail industry. Learners first built their technical knowledge and skills through simulated work experience taught by staff with industry experience.

This was followed by a work experience placement where trainees could demonstrate and apply their skills.

"So, our trainees that participated on our first course, for the seven weeks they worked hard, they showed their practical experience, they were showing what they learnt in their technical knowledge, and then applying it to practical knowledge. And our recruitment consultants really wanted them on their teams because they had the work experience."

(Employer)

Information, advice, and guidance: Trainees were well informed about their future career options during their traineeship. They received guidance from the point of application, and were supported by Intertrain advisers, their tutors, and their employer sponsor to understand the wide range of careers that were open to them on the railways. This continued after their programme had finished, with both employer and Intertrain committed to ongoing support. This was a sharp contrast to previous careers advice that they had received, where many trainees said they had felt let down by careers advice in their schools and colleges.

"I wanted to work on trains back in college. I said I wanted to work on trains, and they started showing me jobs to do with working on the train itself, so being a stewardess or whatever, it's called. They don't say anything about the railway"

(Trainee)

Summary of challenges and how they were addressed

Recruitment of young people was the key challenge for this programme, particularly low levels of referrals and young people's lack of awareness of traineeships. As a result of these challenges, initial recruitment numbers were lower than anticipated, this, combined with some early drop out meant that the programme was not viable with the numbers enrolled.

Now that coronavirus restrictions have been lifted, Intertrain are able to implement their full recruitment strategy. They will work with local Jobcentres to promote the rail track traineeship to young people, alongside greater promotion through social media channels and involvement of employers. The recruitment process will consist of three stages. Firstly, Intertrain will provide IAG to give potential applicants a realistic understanding of the programme and careers in the industry. This will be followed by an online interview with their potential work experience employer. Shortlisted candidates will then attend a practical session carried out on the test track, delivered by an Intertrain assessor. It is hoped that this process will give trainees clear insight into what the traineeship involves, and jobs in the rail sector.

The short time frame of the traineeship meant that **Intertrain found it difficult to support trainees to achieve a qualification in English and maths.**

Some young people were not motivated to study English and maths, and employers did not see it as a priority beyond basic competency. Intertrain are addressing this by moving to block delivery of Functional Skills, so young people can progress to qualifications more quickly.

The trainees experienced a range of different challenges. For some adjusting to wearing PPE and undertaking physically demanding work was difficult, while for others, it was learning the technical knowledge needed to get their licence to practice. For those who had been unemployed during lockdown, adjusting to workplace behaviours and attitudes as well as early mornings and weekend work was difficult. However, they said they were well supported by their tutors to adjust to the world of working on the railways.

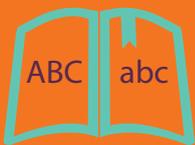
Transport was a problem for many trainees too. In response to this, employers arranged transport so they could get to their work experience placements. All of the trainees on the programme were aged 19+, this meant that many lived independently and had financial responsibilities. As a result, they found it difficult financially and were therefore keen to progress to the paid work experience, and then onto paid employment, as quickly as possible.

Reflections on implications of this pilot, for wider roll out

Key implications of the pilot for wider roll out were identified as:



Recruitment of young people - effective recruitment of young people is crucial if the rail track, and other occupational traineeships, are to be viable and successful. Referrals from Jobcentre Plus are particularly important in industries where the minimum working age is 18, as the majority of Universal Credit claimants are 18+. Alongside this better promotion of traineeships as pathway to apprenticeships and jobs in key sectors is essential. This includes careers information, advice, and guidance in schools and through wider support for young people, for example Youth Hubs. If employers are able to pay trainees for their work experience, this should be clearly promoted, as worries about finances is a concern for many older trainees.



Many trainees are reluctant to learn English and maths as part of their traineeship. However, where providers are able to tailor the learning to a particular industry and embed it within wider activities, the outcomes for young people are often improved. The use of stepping stone qualifications for Functional Skills is often the most effective approach to enabling trainees to develop their English and maths skills.



Providers need sufficient resource to recruit staff with experience of working in the rail industry so that they have the occupation-specific knowledge, skills, and experience to pass on to trainees.

Trainee voice and journey

The trainee journeys draw on the experiences of different trainees and do not represent any individual.



David

Background

David left school with some GCSEs, but did not achieve grade 4 in English and maths. He did not want to go to college or carry on at school, and spent some time not in employment, education, or training. He then found agency work in a hotel as a porter, however, when the Covid-19 pandemic hit and lockdown measures were implemented, he lost his job. David felt that opportunities in hospitality would be limited and decided to look for a new career.

Applying for the traineeship

David contacted his local Jobcentre for advice about what to do next. The Jobcentre presented him with some options including Kickstart and an occupational traineeship in rail track. David was tempted by Kickstart because he would be paid straightaway, but decided the traineeship offered quicker progression into a well-paid career. He applied for the programme and was accepted after an online interview with Intertrain. He was nervous about starting without visiting Intertrain, but was happy about the advice and guidance he had been given as part of his interview.

Experience of the traineeship

David really enjoyed the rail track traineeship. He particularly valued the first-aid and safeguarding training which he thought should be taught to everyone. He was unhappy at first about studying English and maths because he had not liked these subjects at school, but he enjoyed them more than he expected because the learning was relevant to the rail industry. David was pleased that the traineeship could be completed in just 13 weeks, as he was keen to start earning money as quickly as possible. He found studying for the personal track safety qualification challenging. However, he was supported by his tutors who used their own experience of working in the rail industry to translate theoretical knowledge into a real world context.

Progressing into employment

As soon as David started his work experience, he really impressed his employers. He worked well as part of a team, and showed an excellent understanding of site safety. As soon as his traineeship ended he moved into a well-paid job with his employer. David thinks that without his traineeship, particularly the support of his tutors to pass his licence to practice, he wouldn't have been able to get this job and start his new career.

David's Journey

About David: David left school with some GCSEs, but did not achieve grade 4 in English and maths. He did not want to continue his education, and spent some time not in education, employment or training. He eventually found work as a hotel porter.

David's situation: When the Covid-19 pandemic hit and lockdown measures were implemented, David lost his job. He felt that opportunities in hospitality would be limited and decided to look for a new career.

Looking for employment

Applying for traineeship

Experience of traineeship

Progressing into employment

Trainee actions	Touchpoints	Emotions
<ul style="list-style-type: none"> Loses his job because of the pandemic Decides to change his career 	<ul style="list-style-type: none"> Meets with work coach at the local Jobcentre Receives information about the rail track traineeship for the first time 	<ul style="list-style-type: none"> Upset because he can't find paid work
<ul style="list-style-type: none"> Decides to apply for a traineeship rather than a sector based work academy 	<ul style="list-style-type: none"> Attends an online interview with his training provider 	<ul style="list-style-type: none"> Worried about money because the traineeship is not paid
<ul style="list-style-type: none"> Learns first aid, safeguarding and track safety Learns how to work in a safety critical environment 	<ul style="list-style-type: none"> Is supported by his tutors to pass personal track safety Supported by his colleagues at his work placement 	<ul style="list-style-type: none"> Feels supported by his tutors and employer
<ul style="list-style-type: none"> Impresses his employer by his knowledge of safety standards 	<ul style="list-style-type: none"> Work experience employer offers him a job 	<ul style="list-style-type: none"> Excited to start a career in the rail sector with the company he did work experience with

Matthew

Background

Matthew did well at school, he passed all of his GCSEs, including maths and English at grade 4 and above. His father had worked in the rail industry, so he had always been interested in becoming a railway engineer, however, he could not find out how to start a career in the sector. Matthew did not know what to do next so decided to go to college to study a Level three diploma in engineering.

Applying for apprenticeship

When Matthew finished his college course, he applied for lots of different apprenticeships in the rail industry. However, his applications were unsuccessful; some said he did not have enough relevant experience, while others said he was too highly qualified. Losing hope of finding an apprenticeship, Matthew applied for Universal Credit. His work coach told him about the rail track traineeship. He thought it sounded perfect for him as it allowed him to gain work experience and potentially progress into an apprenticeship. He was accepted for the traineeship after an online interview and was excited to start.

Experience of the traineeship

Matthew found the classroom learning easy and enjoyable. He quickly picked up all the theoretical knowledge that he needed to work safely on the railways. However, he found the simulated work experience very difficult. He found wearing PPE on hot days uncomfortable. He was worried that he was not as strong as other trainees, and could not work as quickly or efficiently as them. However, he was supported by his tutors and his colleagues and, by the time he went on work experience, was able to keep up with his team. During his work experience placement Matthew was paired with a buddy who mentored him, this support was important in helping him to develop his skills and knowledge and learn about the realities of working in the rail industry.

Progressing to employment and an apprenticeship

Matthew impressed his employer with his dedication and hard work, and he was offered paid employment. He wants to work for a while to develop his skills, gain experience and earn money, but in the long term he would like to apply for a Level three apprenticeship and gain further qualifications that will enable him to progress his career into a management position. Matthew believes the rail track traineeship will make him a much stronger candidate to get one of his dream apprenticeship roles.

Matthew's Journey

About Matthew Matthew did well at school, he passed all of his GCSEs, including maths and English at grade 4 and above. His father had worked as a rail engineer and he had always wanted to work on the railways but didn't know how to get his career started. He decided to go to college to study a Level three diploma in engineering.

Matthew's situation: When Matthew finished his college course, he applied for lots of different apprenticeships in the rail industry. However, his applications were unsuccessful; some said he did not have enough relevant experience, others said he needed higher level qualifications, while others said he was too highly qualified.

Looking for apprenticeships

Applying for traineeship

Experience of traineeship

Progressing into employment

Trainee actions	<ul style="list-style-type: none"> • Can't find an apprenticeship in the rail industry • Decides to get advice from the Jobcentre 	<ul style="list-style-type: none"> • Decides to apply because it gives him the chance to work in the rail industry • Attends an online interview 	<ul style="list-style-type: none"> • Does well on all his classroom learning • Finds wearing PPE and manual tasks difficult 	<ul style="list-style-type: none"> • Starts his new job with his employer
Touchpoints	<ul style="list-style-type: none"> • His work coach tells him about the occupational traineeship in rail track 	<ul style="list-style-type: none"> • Interviewed by his training provider and employer 	<ul style="list-style-type: none"> • Supported by his tutors and other trainees • Mentored by a buddy on his work experience 	<ul style="list-style-type: none"> • Offered a job by his employer
Emotions	<ul style="list-style-type: none"> • Feels disappointed as his apprenticeship applications were unsuccessful 	<ul style="list-style-type: none"> • Is excited about his new career 	<ul style="list-style-type: none"> • Worried that he can't cope with physical demands of the job 	<ul style="list-style-type: none"> • Excited about his role and feels he has a better chance of getting onto an apprenticeship