Network Rail’s Southern Region has consulted with capital delivery contractors about indicators within the Rail Social Value Tool (RSVT). They have identified 15 that are most relevant to their activities and intend to use some or all of them.

This paper lists those 15 indicators, so that they are shared with other Regions and contractors. None are mandated. All except number 13 have monetised values associated with them. Regions and contractors may choose to use any other RSVT indicators that better reflect their local risk and opportunity.

A contractor will need a Network Rail user of the RSVT to set them up as a ‘Supply Chain User’ under a named ‘Project’ and ‘Division’ of the RSVT in order to be able to use these, or other, indicators.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Impact* | *Sub-impact* | *Stakeholder Group/Unit of Measurement:* | *Data input* |
| **Community & charity** | **Charitable & community volunteering** | **Workforce volunteer hours** | **Number of Hours** |
| *Description*: Time spent, unpaid, doing something that aims to benefit the environment or someone (individuals or groups) other than, or in addition to, close relatives. | | | | |
| *Notes:* Currently, technical Authority report Network Rail colleague volunteering data against regional and national teams in the RSVT. Therefore, to avoid risk of double counting, contractors should not report any hours volunteered by Network Rail employees into the RSVT. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Impact* | *Sub-impact* | *Stakeholder Group/Unit of Measurement:* | *Data input* |
| **Educational attainment** | **Educational/curriculum support** | **Curriculum Enrichment Talks (General)** | **Number of beneficiaries** |
| *Description*: Description: Presentations offering additional information beyond the scope of the prescribed curriculum. | | | | |
| *Notes:* e.g. For short STEM interventions | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Impact* | *Sub-impact* | *Stakeholder Group/Unit of Measurement:* | *Data input* |
| **Educational attainment** | **Educational/curriculum support** | **School Safety Talks** | **Number of beneficiaries** |
| *Description:* Presentations offering additional information beyond the scope of the prescribed curriculum. | | | | |
| *Notes:* This same indicator can be accessed through different drop-down menus (impacts/ sub-impacts). Liaison between national and regional teams might be required to avoid double-counting. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Impact* | *Sub-impact* | *Stakeholder Group/Unit of Measurement:* | *Data input* |
| **Educational attainment** | **Educational/curriculum support** | **STEM Mentoring** | **Number of beneficiaries** |
| *Description:* A sustained relationship between STEM (science, technology, engineering and maths) ambassador volunteer with an individual young person, focusing on STEM subject or career development. For example, through the STEM Learning initiative. | | | | |
| *Notes:* For sustained (4 month +) STEM development relationships | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Impact* | *Sub-impact* | *Stakeholder Group/Unit of Measurement:* | *Data input* |
| **Employment, training & skills** | **Apprenticeships created or retained** | **Number of apprenticeship opportunities (Level 2, 3, and 4+)** | **Number of apprentices** |
| *Description:* An apprentice created or retained under the contract undertaking an apprenticeship at level 2 to +5 (SVQ/NVQ Level 2 to +5) | | | | |
| *Notes:* When forecasting or evaluating, duration(s) of apprenticeship(s), or an average, will also be required. For example: if 2 apprenticeships were forecast or evaluated to be on the project for 6 months, and 1 for 12 months, then (i) the apprenticeship indicator could be entered twice, with the 2 different pieces of data and durations OR (ii) a single apprenticeship indicator could be entered, with a unit of 3 beneficiaries and a mean duration of 8 months.  When monitoring, number of apprentices on project will be reported for each reporting period. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Impact* | *Sub-impact* | *Stakeholder Group/Unit of Measurement:* | *Data input* |
| **Employment, training & skills** | **Graduates** | **Graduate jobs** | **Number of beneficiaries** |
| *Description*: A person who has successfully completed a degree of any level at a university or college within the past 3 years. | | | | |
| *Notes:* When forecasting or evaluating, duration(s) of each graduate job, or an average, will also be required. When monitoring, number of new graduates on project will be reported for each reporting period. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Impact* | *Sub-impact* | *Stakeholder Group/Unit of Measurement:* | *Data input* |
| **Employment, training & skills** | **Internship & Year in Industry Placements** | **Internship** | **Number of beneficiaries** |
| *Description:* Defined as meaningful work placements that pay Real Living Wage according to eligibility - 6 weeks or more. Default duration 0.12 years. Duration can be adjusted. | | | | |
| *Notes:* When forecasting or evaluating, duration(s) of each paid internship, or an average, will also be required. When monitoring, number of paid interns on project will be reported for each reporting period. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Impact* | *Sub-impact* | *Stakeholder Group/Unit of Measurement:* | *Data input* |
| **Employment, training & skills** | **Internship & Year in Industry Placements** | **Year-in Industry Placement** | **Number of beneficiaries** |
| *Description:* Year-in-industry placements last for 12 months (although some last for less time) and form the third year of a four-year degree course. Average salary is £18,361. Default duration 1 year. | | | | |
| *Notes*: When forecasting or evaluating, duration(s) of each YII, or an average, will also be required. When monitoring, number of YII on project will be reported for each reporting period. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Impact* | *Sub-impact* | *Stakeholder Group/Unit of Measurement:* | *Input* |
| **Employment, training & skills** | **Mentoring** | **Mentor (#)** | **Number of beneficiaries** |
| *Description:* Mentoring is a relationship between two people with the goal of professional and personal development. The "mentor" is usually an experienced individual who shares knowledge, experience, and advice with a less experienced person, or "mentee." Default assumption set to 40 hours of mentoring. | | | | |
| *Notes:* When forecasting or evaluating, duration(s) of each mentorship, or an average, will also be required. When monitoring, number of mentors on project will be reported for each reporting period.  Mentoring can be internal between employees or external (e.g. between an employee and a person seeking employment). | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Impact* | *Sub-impact* | *Stakeholder Group/Unit of Measurement:* | *Data input* |
| **Employment, training & skills** | **Learning interventions** | **People hours of learning interventions** | **Number of hours** |
| *Description*: Learning interventions are understood as the process experienced by individuals when they engage in training programmes or education and development courses, with the purpose of acquiring the competencies or resources intended to meet current and future work demands. | | | | |
| *Notes:* This indicator can be used for short learning interventions with all types of people: employees, job seekers, young people etc. It can include lunch ad learn sessions. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Impact* | *Sub-impact* | *Stakeholder Group/Unit of Measurement:* | *Input* |
| **Employment, training & skills** | **Work experience & taster sessions** | **General – work experience** | **Number of beneficiaries** |
| *Description:* Work experience, for workless individuals to develop essential skills, that lead to increased opportunities of employment or apprenticeship in entry-level roles. For example, a traineeship. Use this category when stakeholder group is unknown. | | | | |
| *Notes:* The minimum duration of a work experience placement should be five (5) working days for school age beneficiaries and ten (10) working days for all others. This can be delivered either as a block (the placement takes place over 10 consecutive working days) or extended (the placement takes place on 1 or 2 days per week over a period of time. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Impact* | *Sub-impact* | *Stakeholder Group/Unit of Measurement:* | *Input* |
| **Stakeholder engagement & customers** | **Stakeholder engagement & consultation** | **Stakeholder engagement** | **Number of beneficiaries** |
| *Description:* Stakeholder engagement and consultation events. Examples include: community consultation events, business briefings, individual meetings with community and third parties, design consultations, site visits. | | | | |
| *Notes:* This indicator assumes 1 day of stakeholder involvement. Stakeholders must have been directly involved in the engagement to count as beneficiaries. The indicator can be accessed via other drop-down menu options (impacts/ sub-impacts. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Impact* | *Sub-impact* | *Stakeholder Group/Unit of Measurement:* | *Data input* |
| **Supply chain capacity** | **Local supply** | **% ‘local’ subcontract / supply spend** | **%** |
| *Description:* % Subcontractors / suppliers that are ‘local’ (user defined - use consistent definition) | | | | |
| *Notes:* The £ spend value can also be entered. When entered under the ‘Social Value from Operational Impacts’ tab neither value is monetised because they represent a measure of input, rather than outcome.  The data can be entered, more meaningfully, under the ‘Social value from Economic Impacts” tab where it will be used to calculate LM3 (local multiplier to 3 tiers of spend).  Users should define what is meant by ‘local’ and be consistent with its use within and between reporting periods. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Impact* | *Sub-impact* | *Stakeholder Group/Unit of Measurement:* | *Data input* |
| **Employment, training & skills** | **Job creation** | **Number of FTEs** | **Number of beneficiaries** |
| *Description:* Total number of FTEs created under the contract attributed to reporting organisation, between reporting periods. An FTE of 1.0 is equivalent to a full-time worker. | | | | |
| *Notes:* When forecasting or evaluating, duration(s) of each FTE (full-time equivalent) job, or an average, will also be required. When monitoring, number of FTEs on project will be reported for each reporting period. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Impact* | *Sub-impact* | *Stakeholder Group/Unit of Measurement:* | *Data input* |
| **Climate & environment** | **Waste** | **Waste diverted from landfill** | **Tonnes** |
| *Description:* Waste arising diverted from landfill. | | | | |
| *Notes: This is not intended to replace or duplicate any waste reporting into HSE or equivalent system(s). This indicator could be used, for example, to appraise the social value of ‘waste’ concrete that has been used to create a planter for a school and that would otherwise have gone to landfill.* | | | | |