TfL Skills and Employment Strategy: Progress Report and Future Strategy
Commissioner’s foreword

Our Skills and Employment Strategy explains the way in which Transport for London (TfL) is facilitating the provision of key skills for our organisation and industry in the short, medium and long term and sets out its priorities.

The strategy also reflects what we are doing to execute our responsibilities as a functional body of the Greater London Authority (GLA) and to support the Mayor of London’s policies.

Our goal is to keep London working and growing and to make life in the Capital better and in doing so we support jobs and growth across the UK.

We are leading the biggest modernisation programme for London Underground and tackling some of the most complex challenges ever seen on our road network. We are also working closely with our colleagues in Crossrail.

Our transport networks are carrying more people, more efficiently and more reliably than ever before and we need to recruit and train highly skilled people to keep those networks running and to upgrade them.

So our challenge is to ensure that we equip the next generation who work in transport with the skills needed to provide London with a world-class transport system.

Our Skills and Employment Strategy, therefore, encompasses the work we are doing in support of this with children and young people, our supply chain partners and our existing staff.

In the two years since we last reported on our Skills and Employment Strategy significant progress has been made in several areas. For example, since 2011 more than 2,000 students have taken part in our Inspire Engineering programme for pre-GCSE pupils. TfL has created more than 2,300 apprenticeships both directly and through our supply chain, and improved and extended our graduate programmes to enable 200 graduates to participate in our schemes at any one time.

Our Steps into Work programme helps people with learning disabilities gain employment and in the last two years 36 per cent of students on the programme have managed to secure paid employment within six months of completing the programme, significantly exceeding the UK average of seven per cent.

The Royal Greenwich University Technical College (UTC) opened in 2013. It specialises in engineering and construction, preparing 14 to 19-year-olds for the future world of work in related industries. We are proud to be one of the two lead employer sponsors of the UTC.

Sir Peter Hendy CBE
Commissioner
Transport for London
Introduction

Our first Skills and Employment Strategy was published in March 2009 to help us manage the supply of skills we need to operate effectively. Designed to be a living document, the strategy was updated at the end of 2011 and a report on progress published.

This Skills and Employment Strategy report covers the progress made between January 2012 and December 2013 and provides a further update to the strategy to reflect the evolving political, social and economic environment in which we operate.

Objectives

The overarching principles and objectives of the original strategy remain the same. These are to:

- Ensure that we and our suppliers have the right people with the right skills in the right place at the right time
- Be aligned to and support our responsibilities, as a GLA functional body, to the capital’s communities (including business and residents) and to our staff
- Support the policies of the Mayor of London
- Meet emerging challenges and continuously improve
- Work with the transport and construction industry to develop skills in sufficient depth and breadth to support the UK economy

Achievements

There is a lot that needs to be done, but we have been recognised for our efforts and for setting the standard for other organisations:

- Winner of The Graduate Employer of Choice for Transport and Logistics in The Times Graduate Awards, 2013
- Shortlisted for Most Popular Graduate Recruiter in Engineering, Design and Manufacture category, TARGET National Graduate Awards, 2013
- Highly commended for Graduate Induction in the Association of Graduate Recruiters Development Awards, 2013
- Shortlisted in the Job Crowd Awards in both the Charity, Education and Public Sector and Transport and Logistics Sector, 2012 and 2013
- Government Opportunities Award for Corporate Social Responsibility, 2012
- Business in the Community, Race for Opportunity Apprenticeship and Youth Partnership Award, 2012
- Business in the Community, Race for Opportunity Award for Collaboration, 2013

Focus since 2011

Since the publication of the last progress report on our strategy at the end of 2011, the recession in the UK deepened and it is only in early 2014 that the country has experienced a more general economic recovery.

Nevertheless, the demands on London’s transport system have remained high and in 2012 all of our engineering, transport planning and customer service expertise was harnessed to deliver an effective and efficient transport service for the London Olympic and Paralympic Games.

London was showcased as a world-class city in 2012. Our role is vital in ensuring that our transport system is also world-class and is maintained and enhanced by people with world-class skills.

This is why our work, encouraging school pupils and young people to pursue careers in transport and construction-related subjects, is so important; our enthusiasm for our award-winning graduate and apprenticeship schemes is stronger than ever and we remain committed to the development of all of our people.

The workstreams in our Skills and Employment Strategy are consistent with the criteria outlined in our 2011 report. However, the rise in unemployment in recent years, particularly among young Londoners, has caused us to focus particularly on facilitating opportunities for the long-term unemployed, youth unemployed and disabled people who need support to enter the world of work.

As a reminder, the following criteria guide the workstreams for our Skills and Employment Strategy:

- Mayoral targets
- Corporate social responsibility
- Steady supply of future employees (with particular emphasis on young people)
- Numeracy and literacy (improving basic skills)
- Qualifications (increasing the number of individuals with qualifications)
- Contractual requirements (supply chain obligations)
- External facing/public facing activity (in parallel with our internal activity)

We continue to work closely with the Mayor of London’s office, our GLA colleagues, our supply chain and industry counterparts and professional and educational partners.

This latest report summarises progress to date and explains our future priorities.

The activities referred to in the Skills and Employment Strategy complement our Delivery Plan for Schools and Young People and our Single Equality Scheme. All three documents can be found at tfl.gov.uk.
In 2008 we commissioned an industry study called Project Brunel with the Department for Transport (DfT) that highlighted severe skills shortages, an ageing workforce in the engineering and transportation sectors and comparatively few new entrants to the industry. A further update of Project Brunel was commissioned in 2011, which confirmed persistent skills gaps.

In 2012 the Royal Academy of Engineering (RAE) published ‘Jobs and growth: the importance of engineering skills to the UK economy’, which demonstrated that the demand for people in science, engineering and technology occupations exceeds supply and that this is expected to intensify as economic growth returns.

We contributed data to the 2013 National Skills Academy Railway Engineering report ‘Forecasting the Skills Challenge’, which provided an industry-wide analysis of skills required to 2019.

The 2013 Perkins Review investigated the arrangements in the UK for the provision of engineering skills. The recommendations from this review include a call to action for all businesses, professional bodies, educational institutions and Government to work together to achieve shared goals for the supply of engineering skills. We are pleased to report that several of the activities we have already undertaken align with the recommendations in the review.

We have begun workforce planning in key areas of our business to ensure we have sufficient and sustainable capability to meet demands now and in the future. This is particularly important where we have known skill shortages in engineering and technical roles.

Going forward, our priorities include supporting the development of our existing staff, entering into partnerships with complementary organisations and improving recruitment methods.

Together with our partner organisations, we will continue to play a key role in raising awareness among children and young Londoners of the career opportunities associated with the scarce skills that are essential for London’s future transport infrastructure. We will also continue to provide opportunities for teachers to gain experience of industry to better support students and will encourage graduates to choose engineering and transport-related degrees.

We are committed to working with a range of organisations in support of skills development and employment opportunities in London and the UK.

We want to inspire more pupils to pursue science, technology, engineering and mathematics (STEM) subjects and to encourage more women and other under-represented groups into engineering.

We have accredited training programmes with:

- Royal Institution of Chartered Surveyors
- Institution of Civil Engineering
- Institution of Mechanical Engineers
- Institution of Engineering and Technology
- Association for Project Management
- Solicitors Regulation Authority

We have supported a total of 368 employees through their professional training programme since January 2012 (122 graduates and 246 other employees for the APMI).

Furthermore, staff in relevant disciplines have undertaken formal training with the Chartered Institute of Management Accountants or the Association of Chartered Certified Accountants.

Many of our staff are active members of discipline or industry relevant organisations such as Young Rail Professionals, the Chartered Institution of Highways and Transportation and the Transport Planning Society.

We work with a number of organisations to promote engineering to young people and some are outlined below.

Engineering UK represents all 36 engineering institutions and works with Government and engineering companies to promote engineering to young people in schools. We work with Engineering UK to influence the national skills agenda to prioritise STEM subjects in schools.

Engineering UK also provides the opportunity for us to collaborate with other engineering organisations to encourage STEM in schools and the skills young people need in the world of work.

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We are a founding member of the Transport and Infrastructure Education Partnership, which was initiated by Crossrail to bring together similar organisations to share approaches to their STEM and employability programmes for schools in London.

The group is currently looking at ways to measure STEM interventions and areas for future collaboration.
Women into Science and Engineering (WISE) helps organisations to inspire women and girls to pursue STEM subjects as pathways to exciting and fulfilling careers. We have worked with WISE and the RAE to attract more young women into engineering roles.

An awareness event was held in November 2013, which was supported by suppliers from our Engineering and Project Management Framework. The suppliers involved sent their women engineers along to speak to girls and their families about opportunities in the industry. The day was attended by more than 90 students from 16 schools.

In partnership with People 1st, we ran the Women 1st Step Up Development Programme. This six-session initiative aims to help professional women develop the confidence and skills to succeed and increase their effectiveness.

Having completed three programmes (one at TfL and two in bus operating companies) and an evaluation of the programmes, we are now reviewing the future potential content and will continue to encourage career progression for women within our organisation.

We also work with the following organisations to deliver elements of our skills and employment strategy:

- National Skills Academy for Railway Engineering
- the Sector Skills Council for Science, Engineering and Manufacturing Technologies
- Women’s Transportation Seminar International
- Young Rail Professionals
- the Baker Dearing Educational Trust

Our educational partnerships are a long-term investment to help young people understand careers in transport engineering and help to deliver the Mayor’s Education Programme Delivery Plan that followed the Mayor’s Education Inquiry.

Education activities delivered by London Transport Museum are open to all schools, while our Partner School Programme is focused on:

- The Royal Greenwich UTC
- Four London Academies Enterprise Trust academies: Nightingale, Aylward, Bexleyheath and Kingsley

Elements of the programme extend to Uxbridge College and the STEM Sixth Form Academy Tech City. We are also actively supporting the new Sir Simon Milton UTC in Westminster, due to open in 2016, in conjunction with Network Rail, which is the lead employer sponsor.

The Partner School Programme works with schools to develop employability skills in young people, to give them insights into the world of work and encourage them to pursue STEM subjects. The programme includes supplying guest speakers, an Apprentice Insight event and responding to requests from partner schools.

TfL School Challenge: Classroom to Boardroom

This activity consists of a real world TfL challenge being given to a group of students from our partner schools. They work on this challenge for a week and then present their findings to an audience of our experts.
Educational partnerships

The challenge provides an excellent insight into careers here at TfL for the students and links to our work experience programmes.

The challenge features in the Mayor’s Education Inquiry and is run in partnership with Entrepreneurs in Action.

Four school challenges have been completed each year since 2011 with more than 120 students taking part. The challenges have led to more than 30 work experience placements and our suppliers have been active in part-sponsoring the students’ networking lunch element of the day.

Owing to the increase in the number of our partner schools, the TfL School Challenge is currently being reviewed. The review will build on the strengths of the current programme and ensure it is providing the right opportunity for schools and students and the best value. The review should be completed by the end of 2014.

**Inspire Engineering and Engineering Ambassadors**

Inspire Engineering is a schools engagement programme run by London Transport Museum which aims to ignite young people’s interest and inspire future careers in transport engineering. It has been jointly funded, since 2011, by the Luke Rees-Pulley Charitable Trust and TfL.

The Museum’s collections provide an incredible record of engineering challenges and solutions and make connections between school students and today’s TfL engineers. TfL Engineering Ambassadors who volunteer their time are the heart of the programme.

Inspire Engineering is delivered through workshops at the Museum, the Museum Depot in Acton and via outreach by our Ambassadors to schools. It also features professional development for teachers to increase their understanding of real world engineering.

More than 2,000 students have taken part in the sessions for pre-GCSE pupils at the London Transport Museum Depot since 2011.

These sessions are now supplemented by new primary school workshops at the Museum, enjoyed by more than 300 pupils since launching in mid-2013.

A range of new outreach workshops is taking place with Museum partner schools. All activities are supported by Ambassadors and score more than 90 per cent satisfaction from teachers and pupils.

Since 2011, training and resources for TfL Engineering Ambassadors in partnership with the Science, Technology, Engineering and Mathematics Network (STEMNET) have been improved and the volunteer base has been consolidated through Ambassador engagement events.

Engineering Ambassadors also respond to requests received by us and STEMNET to attend local school careers events and other guest speaking opportunities.

Inspire Engineering will continue to focus on key moments in the lives of young people where an intervention can have the greatest impact. The Museum will consolidate its programme by piloting initiatives with partner schools, such as the Royal Greenwich UTC and academies. As an example, a programme of one-to-one support from Engineering Ambassadors for A-level students is being scoped.

Depending on funding, the Museum aims to increase experience days at the Depot from 15 to 45 a year, and to specifically market the programme to girls’ schools, as currently, only eight per cent of UK engineers are female.

Looking ahead, we will seek to understand the impact of transition between primary and secondary school on students’ STEM engagement and will further develop continuous professional development for teachers.
Educational partnerships

King’s Cross Engineering Trail
In 2012, the Association for Consultancy and Engineering, in collaboration with London Underground and other organisations involved in the regeneration of King’s Cross, launched an interactive app that can be used by young people to learn more about key sites and the story of the 13-year regeneration of King’s Cross. Students from the Royal Greenwich UTC attended the launch of the app.

Royal Greenwich UTC
This is a new educational institution for 14 to 19-year-olds, offering them the opportunity to specialise in construction or engineering. The UTC is sponsored by the Royal Borough of Greenwich, the University of Greenwich, the Wates Group – a construction services and development company – and TfL. Our sponsorship is non-financial.

The Royal Greenwich UTC opened in September 2013 and was the first UTC to open with a full cohort of year 10 and 12 students. Our support has included:

• Recruiting students and teachers
• Donating a former Circle line Tube carriage to give students hands-on engineering experience in their school grounds
• Donating two Cycle Hire bikes for an engineering project
• Donating a V8 engine from an impounded limousine

Furthermore, our staff and UTC students have taken part in the following activities:

• UTC Inspire Engineering event at the Museum’s Depot in Acton
• Construction day at the UTC
• UTC TfL School Challenge: Classroom to Boardroom
• Guest speaking about engineering

We are working with the Department for Education, the GLA, the Baker Dearing Educational Trust and other transport industry organisations to support and advocate more UTCs. This is one way to ensure that young people have the skills they need for the world of work and are inspired to work in industries that have skills shortages.

The Museum is also developing an Inspire Engineering for Families programme to link the key learning relationship between parents and their children to activity with schools.

‘It is vital that young people are equipped with the skills and qualifications they need to find jobs, forge careers and contribute to London’s growing economy. Royal Greenwich UTC is nurturing the next generation of home-grown talent who will build our railways, design our houses and mastermind our transport and regeneration projects; I wish them every success.’
Mayor of London, Boris Johnson

Mayor Boris Johnson joins students at the opening of the Royal Greenwich UTC, October 2013
Our work with our suppliers

‘The SLNT requirements prompted us to review our existing recruitment and training practices and the innovative activities that we are now engaged with have enabled us to access new talent pools, engage with the local community and provide even more effective development for our frontline staff.

‘We were initially cautious about how this could practically be embedded into our business. However, with the support of the SST, we were able not only to deliver against the Mayoral priorities but also to develop a new approach to recruitment and training, which we are now presenting to other areas of the organisation as business as usual.’

Vicky Jones, HR Partner, Initial Transport Services

Strategic labour needs and training (SLNT) is one of the seven themes of the GLA’s Responsible Procurement (RP) policy.

SLNT requires our suppliers to offer training and employment opportunities for London’s communities. Through our RP programme, we ensure that SLNT provisions are incorporated into contracts where appropriate.

Assistance is available through the co-funded TfL/GLA Supplier Skills Team (SST) that coordinates access and tailored support for suppliers from a range of Government initiatives.

SLNT encourages delivery of a skilled and competent workforce for our suppliers. In turn, this maximises apprenticeship and employment opportunities, ensuring that local communities and those most disadvantaged benefit from our work.

Since 2011 this award-winning programme has been hugely successful in opening up apprenticeship and employment opportunities to disadvantaged Londoners.

Working with more than 100 of our suppliers and a wide range of public sector organisations, industry partners, agencies and institutions we have:

• Enabled almost 1,800 unemployed Londoners to access employment with our suppliers
• Generated 1,500 apprenticeships in almost 20 different apprenticeship frameworks from civil engineering and accounting, to electrical engineering and horticulture in our supply chain

We have also been instrumental in supporting the creation of new apprenticeship frameworks to meet industry skills requirements, including building services, project management and procurement and transport planning.

Our commercial teams and established procurement systems enable us to match future demand requirements with Government and support agencies such as the National Apprenticeship Service, Department for Work and Pensions (DWP) and the Skills Funding Agency.

We will continue to develop effective working relationships with these and other partners to ensure apprenticeship and employment opportunities are maximised and that training is aligned to the needs of suppliers.

We will also continue to contribute to existing industry schemes and support the development of new programmes by working with other key client organisations, Government departments and sector skills agencies.

Highlights

SST invited to give evidence at the DWP Select Committee examining the success of the DWP Work Programme

Government Opportunities Award for Corporate Social Responsibility, 2012

Business in the Community, Race for Opportunity Apprenticeship and Youth Partnership Award, 2012

Finalist Guardian Public Sector Awards Collaboration, 2012

Business in the Community, Race for Opportunity Award for Collaboration, 2013
**Employability programmes**

‘London Transport Museum’s Route into Work helped us to fulfil our apprentice recruitment. The scheme is truly valuable to both us as an employer and the participants looking for work, engaging with some of the hardest to reach young people in London and allowing us to access their skills.’

Kim Millen, HR Director, Cleshar

**Route into Work**

This is a four-day accredited pre-employment course for young people who are not in education, employment or training (NEET). It is run by London Transport Museum, in partnership with our SST.

The aim of RIW is to raise personal awareness and support employability skills for young Londoners keen to get into work. The course activities are run throughout the Museum, using the heritage of London’s transport to engage participants.

The course culminates in a presentation by each young person to a supply chain employer who has real work opportunities.

**I was accepted for the job I applied for with Serco and I now have an apprenticeship. If I didn’t go on the Route into Work course I would never have got this apprenticeship.’**

Karl Swahn, Route into Work Applicant

The advantage for the employer is that they can draw upon well-prepared candidates for their recruitment process as well as helping make a difference to young Londoners.

Since 2011, 200 young people have taken part in RIW, with a number of our suppliers now using it as a recruitment tool for their apprenticeship and employment opportunities.

By attending the course, 35 per cent of young people have progressed into apprenticeships or employment and 79 per cent of these have sustained their employment for at least 13 weeks. Of participants classed as ex-offenders, 34 per cent have progressed into employment.

We will continue to work closely with employers to ensure that the support from the course is sustained throughout the employment opportunity.

Young people who are NEET have many barriers to finding and sustaining employment.

**RIW is one way of helping them make a positive difference to their experience of living and working in the Capital.**

The Museum and the SST want even more young people to increase their self-esteem and employability through RIW courses and in 2014, will be identifying sustainable funding and sponsorship opportunities to enable this programme to continue.

RIW helps organisations address their corporate social responsibility ambitions and delivers against responsible recruitment requirements.

**DWP Work Programme pilot**

A pilot has been developed with six prime contractors – Shaw Trust-CDG, Reed, A4E, Maximus, Seetec and Ingeus – that are delivering the DWP’s flagship welfare reform, the Work Programme, in London. They fund a Work Programme Coordinator in the SST who is a central point of contact for employment opportunities within our supply chain.

Though competitors, the six prime contractors agree a coherent strategy so that we and our suppliers gain access to long-term unemployed Work Programme candidates in London.

From the beginning of 2012, more than 130 long-term unemployed Londoners have begun work with our suppliers through our Work Programme pilot. Working with our suppliers we have filled roles in a range of disciplines including highways operatives, trainee civil engineers and track maintenance operatives.

**A group of Route into Work participants explore employability through the stories of working life found in the displays at London Transport Museum**
Employability programmes

While trying out real work placements. The goal is to help individuals achieve paid employment.

Steps into Work represents a new approach to developing sustainable workplace opportunities for young people with complex barriers to employment.

It is anticipated that in 2014 the pilot will involve 20 traineeship opportunities. Further analysis on resource requirements and the impact of the programme will then be necessary prior to expansion.

Steps into Work
This is a programme that supports individuals with learning disabilities who work towards gaining a BTEC level 1 work skills qualification while trying out real work placements. The goal is to help individuals achieve paid employment.

Steps into Work students receiving their certificates in December 2013 from Sir Peter Hendy CBE, Mike Bishop (Remploy Director of Service Delivery) and David Byrne (Principal at Barnet and Southgate College)
Employability programmes

In December 2013, for the first time, newly recruited apprentices were brought together with our supply chain apprentices at a networking event that also provided the opportunity to meet Sir Peter Hendy CBE, Commissioner of TfL.

Apprenticeships are central to raising the UK’s industry skills.

The purpose of our apprenticeship schemes is to train those aged 16 and above to achieve a required standard, enabling them to perform a skilled role. It facilitates the acquisition of vocational qualifications while enabling the apprentice to gain practical work place experience. It is, for many young people, a preferred alternative to pursuing an academic route.

Our apprenticeship schemes complement our graduate schemes and are equally important in developing the critical skills required for the future development of London’s transport network.

In addition to positions within our supply chain, we have created more than 830 direct apprenticeship opportunities over the past two years, with just under 1,000 participants on apprenticeship schemes at any one time.

Our own apprenticeship schemes cover 15 disciplines including various engineering disciplines, project management, planning, quantity surveying, customer service, rail services, information and communications technology, supervisory schemes and traffic systems.

Five new apprenticeship programmes have been introduced including the first Higher Apprenticeship Scheme – a level 4 framework in project management.

Work-based apprenticeship schemes

‘Our own apprentices and those in our supply chain are supporting the delivery of the biggest ever modernisation programme on the London Underground network. As we continue to put in new signalling on the network, provide more trains and increase capacity, the apprentices will continue to play a key role as we equip the next generation of transport workers with the skills they will need to provide London with a world-class transport network.’

Mike Brown MVO, Managing Director of London Underground

Of those completing the programme in September 2012, 36 per cent secured paid employment within six months, compared with an employment rate of 6.6 per cent for adults with learning disabilities across England. A further 45 per cent of participants continued with further education or training.

The remaining 10 participants joined in January 2013 and completed their programme in December that year. Eight completed the programme, with one student securing paid work prior to completion and one a university place.

Employment and education rates are continuing to be monitored and a further nine students started the programme in January 2014.

Our commitment to supporting the Steps into Work programme remains as strong as ever. Partnered by Remploy and our current educational partner Barnet and Southgate College, we expect to welcome between eight and 12 new students each year, thereby providing valuable experiential learning in both offices and operations.
Work-based apprenticeship schemes

A further seven schemes are in development, which will bring the total range of direct apprenticeship programmes we offer to 22. A particular focus will be on the development of Higher Apprenticeships as an alternative choice for young people to pursuing a university education. We will also expand further our core engineering and planning schemes.

Furthermore, we plan to create 350 additional direct apprenticeship opportunities during 2014/15.

We will be prioritising the implementation of changes as a result of the government reforms on apprenticeships, and are keen to be involved in designing relevant new apprenticeship framework standards for the transport industry.

‘Apprenticeships are a fantastic way for us to up-skill the future generation of transport workers to keep London moving and to support jobs and growth across the UK. Our transport networks are carrying more people, more efficiently and more reliably than ever and to continue to do so, we need to recruit, train and retain highly skilled people. I recently met apprentices from TfL and from our supply chain and it is great to see how enthusiastic they are about London’s transport. They are the future, and I’m extremely proud of all the work they do.’

Sir Peter Hendy CBE, Commissioner of TfL

‘I looked for an apprenticeship as a way of getting into the industry as it offers the opportunity to earn and learn at the same time. I have now been with TfL for three months and I look forward to making the most of all the great opportunities that TfL has to offer.’

Khadejah Begum, a TfL Highways Technician Apprentice

Hanna Buckingham, Civil Engineering Apprentice, working on the mechanical maintenance section at our apprenticeship school in Acton
Graduate schemes and internships

Our graduate schemes are a key strategic commitment to develop future talent, with graduates bringing fresh ideas and an innovative outlook to our business.

The schemes are varied and dynamic and are essential in providing critical skill development not only for us, but also for the engineering and transport industry generally.

Our graduate schemes provide employment opportunities for those at an early stage in their careers in London.

Our undergraduate schemes provide paid work experience so young people studying for a degree can gain critical work skills.

We created 216 graduate and undergraduate places from the beginning of 2012 to the end of 2013. At any one time there were up to 220 graduates working in one of 16 different scheme disciplines on graduate or undergraduate programmes.

We have also supported a new UK-wide rail industry internship programme, sponsored by Network Rail. This programme was introduced to provide unemployed graduates with employability skills and paid work place experience.

We have provided work placements for 14 unemployed graduates, 36 per cent of whom have gone on to secure a permanent place on our graduate programme.

Graduate schemes in 2014 will cover 18 different disciplines including various engineering disciplines, project management, transport planning, quantity surveying, commercial procurement, finance, operational management, customer experience, and marketing and communications.

External placements with our contractors and suppliers will be incorporated into existing schemes and new graduate schemes will be designed in traffic control systems.

We will continue to support the UK-wide Rail Industry internship programme.

‘I’ve now been on my scheme for two years and have had the opportunity to work on some amazing projects, such as the Olympic Route Network and Bond Street station. I’m currently working on the expansion of Cycle Hire to south west London. Being able to move across different parts of the organisation has given me the opportunity to see the depth of work it takes to move millions of people around London every day.

TfL’s graduate scheme has been fantastic and I would recommend any of the schemes to people considering a future in transport.’

Jonathan King,
TfL Civil Engineer Graduate Trainee
Future skills development

The TfL Learning Zone provides a range of programmes for our staff in English, maths, English as a second language, beginners’ IT and support for employees with dyslexia and other specific learning disabilities.

Members of staff can study for and gain a number of qualifications in these areas at a range of levels, from entry level up to level 2 and GCSEs. This support is delivered either one-to-one or in the classroom. Since 2011 online literacy and numeracy support is provided through a partnership with Learn Direct.

National initiatives such as Maths Champions, the Six Book Challenge and Adult Learners’ Week are also promoted across the organisation.

Work with internal stakeholders and union learning representatives has raised the profile of the programme’s online access as well as direct support. We have 25 registered Maths Champions helping colleagues overcome the maths fear factor and our TfL Maths Tutor was invited to write a blog about workplace maths for the National Institute of Adult Continuing Education.

Hundreds of our staff have participated in the annual Six Book Challenge, a national initiative encouraging adults to read and improve their literacy. Our people have also starred in three short films about literacy for the BBC’s Skillswise campaign.

Our Dyslexia Specialist appeared before an all-party parliamentary group to speak about neurodiversity in the transport industry and software company Texthelp selected our dyslexia class to star in its training videos.

Building on this work, our Learning Zone will be introducing new English and maths ‘bite-sized’ qualifications, allowing more colleagues to gain qualifications in the subjects they need.

Further use will be made of technology such as apps and social media to support the literacy and numeracy needs of employees and our Learning Zone will continue to work with union learning representatives and other stakeholders.

National Vocational Qualifications (NVQs)

NVQs have been the nationally recognised sector qualifications for many years and we have supported our staff in gaining them in a number of areas, as a benchmark standard of knowledge and competence.

Since 2011, 389 London Underground colleagues have gained an NVQ Assessor qualification to enable them to assess competence in the workplace.

Furthermore, by the end of 2013, 217 London Underground employees had gained NVQ coaching qualifications to enable them to help their colleagues improve competence and performance.

A further 33 BTEC qualifications have been awarded in areas such as electrical engineering, civil and railway engineering and highways.

In our support areas, 43 employees have gained NVQs in subjects such as supply chain management, purchasing and supply and health and safety.

Within Surface Transport, the London Streets Traffic Control Centre has become the first control centre in the country to introduce the NVQ level 3 award in traffic management. Four colleagues are now accredited assessors and 56 are scheduled to take the qualification.

Within London Buses, 44 Revenue Protection Inspectors have completed the level 2 award in customer service. A further 268 Surface Transport colleagues have achieved the level 1 award in managing health and safety and 123 have gained the level 2 award. In addition, 40 employees have secured a level 3 award in community safety and 45 have achieved a level 2 award in conflict management.

We are convinced of the value of continuous learning and development for all members of staff within the organisation and will continue to support our staff in the achievement of formal qualifications.

Foundation degree in railway engineering

This degree in railway engineering is designed to provide academic progression for experienced rail employees who have worked for a significant time in the industry, but who are seeking to extend their knowledge and achieve a recognised academic qualification.
Future skills development

The demands on London’s transport system are huge and complex. The priorities summarised in our Skills and Employment Strategy will help us rise to those challenges. Opportunities to learn and work with us and our partner organisations are valuable and can provide among the most exciting career experiences in the UK.

Pilot participants join scheme personnel as they begin their foundation degree in signal engineering

‘I signed up to the course as the business is evolving to use more and more modern techniques and equipment. The only way to keep up with these is to keep learning.’
Peter Keil, Asset Performance Directorate Systems Engineer

The 20 pilot participants are due to complete their foundation degree in summer 2015. During 2014 we will undertake an impact analysis with a view to extending the programme to other members of staff. This analysis will include improvements to the degree syllabus and course content and a review of the structure of the programme.

It specifically addresses railway signalling, in which the UK has a critical skill shortage.

The course runs for two-and-half years and is delivered via a combination of classroom tuition and work-based assignments.

Since the end of 2011 we have worked with Sheffield Hallam University in tailoring their existing foundation degree to meet the needs of those who work on the Underground. This work was completed at the end of 2012 and a pilot course began in January 2013. Twenty London Underground and former Tube Lines employees who work in signal engineering were selected to join the programme.

The academic element of the course runs part time at our Acton Signalling Training School for four days each month. Colleagues are also allocated trained mentors from our organisation to support them through the intensive programme.

Conclusion
### Summary of harmonised workstreams for 2014

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<td>4a Greater visibility of long-term skills requirements across TfL</td>
<td>Long-term skills requirements</td>
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<td>5b Graduate scheme and sponsorship</td>
<td>Graduate schemes and internships</td>
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<td>5c Work-based apprenticeship schemes</td>
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<td>5d Employability programmes</td>
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<tr>
<td>Education</td>
<td>6a University/college partnerships combined with 3d, 5b, 5c, 5d, 8a, 8b and 8d</td>
<td>Educational partnerships</td>
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<td></td>
<td>7c National Skills Academy</td>
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<td>8a TfL STEM and Employability programme</td>
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<td>8b TfL Inspire Engineering (formerly TfL 500)</td>
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<tr>
<td>Supply chain</td>
<td>9a SLNT requirements and processes (combined with 9b)</td>
<td>Our work with our suppliers</td>
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<tr>
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<td>9b SSM (combined with 9a)</td>
<td>Our work with our suppliers</td>
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<tr>
<td>Industry</td>
<td>13a Industry study and model</td>
<td>Long-term skills requirements</td>
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</table>

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