



1. Policy/practice

* Title	Project STAR, Transport for London	
* Name and full contact details of key contact person¹	Nigel Lloyd, CamProf, 5 Mundella Road, The Meadows, Nottingham NG2 2EQ, UK +44 845 345 5199, +44 78 3161 9669; NigelL@CamProf.com	
* Keywords (These should also refer to themes relevant to other objectives groups where appropriate)	Professional development, technical training, competence, role profile, qualification, appraisal, assessment, e-learning, courses, graduate training scheme	
* Key priority(ies) addressed	to build an organisation that has capacity for delivering the growing transport needs of the Capital City. To support this vision, TfL needs to develop the technical capabilities of its staff and retain skilled personnel within the organisation.	
* Duration of policy/initiative	Date of beginning: 1/6/06	Date of end: 30/9/07 (the set-up project is completed, but the STAR Programme continues)
* Outline, Summary (max. 500 characters)		
<p>Transport for London (TfL) faces problems recruiting and retaining professional staff to design and manage London's streets at a time of great change. TfL has a large staff performing a bewildering array of technical and professional jobs. Project STAR (Streets Technical Academy & Resource) has set up systems to enhance the technical training of traffic and transportation professionals in TfL. The project's outcomes support not only TfL technical staff, but also those in local government and the consultants and contractors working for them. Over 16 months 2006/7 STAR has:</p> <ol style="list-style-type: none"> 1. coordinated technical training initiatives for all traffic and transport professionals across TfL and liaising with others in London 2. developed a technical competence framework for all these roles, identifying the experience and knowledge requirements 3. prepared a Development Solutions Guide setting out appropriate learning/development resources for each area of competence 4. developed a technical induction programme for new employees 5. identified the 'foundation' skills (experience and knowledge) required by all technical and professional staff and developed training modules for them 6. liaised with training providers to meet the competence demands for TfL 7. developed 'role profiles' for TfL's most typical occupations 8. developed a plan to accredit the skills of technical staff (this interfaces with Project ProStaTT) 9. developed recommendations for in-house experience-sharing sessions/ mechanisms 10. established the above initiatives into TfL procedures and structure 11. prepared the business case to ensure that they are sustained 12. set up monitoring of technical training and its impact 		

2. Background

* Related national/regional policies/initiatives
UK has for 20+ years been using an outcome-based approach for vocational education & training, using National Vocational Qualifications. Professional institution qualifications are more important than degrees in obtaining high level qualifications, and they are based on a formal review after collecting evidence of outcomes. The absence of professional qualifications for traffic and transport led to the creation of the related ProStaTT project (Professional Status for Traffic & Transport). The ProStaTT project is funded to test and pilot new arrangements for expressing qualifications in a common format, and consistent with EQF levels and ECVET credits..

¹ Please note that it is important to provide the details of an individual who may be contacted by the consultants should they require further information.

3. Content of policy/initiative

<p>* Implementation (programmes, methods, measures and actions)</p> <p>A consultant team led by CamProf was contracted to set up the project. It concentrated on creating a competence framework which could be shared across TfL and those working with it. The framework of over 200 competences is divided into 11 domains covering more than 40 areas of competence. The framework was used to create role profiles for the most common jobs, and to create a skills database of TfL employees, using the appraisal system. The role profiles are used as the objectives for graduate training schemes and as benchmarks for employees' continuing professional development. The role profiles are also useful for recruitment, promotion, writing job descriptions, identifying training needs, designing courses, designing assessment, assessing demand for courses, monitoring changes in corporate skills levels, designing qualifications, etc. The Competence Framework has been made freely available to those outside TfL, who have begun to adopt it (for example as a classification system for training), leading to improved mutual recognition of qualifications, communication and standardisation of training.</p> <p>The STAR website provides access to the competence framework, a comprehensive list of training modules and training providers in traffic and transportation, useful technical materials and links, and a list of centres of expertise for each area of competence.</p> <p>The ProStaTT project (an integral part of STAR) has led to the development of qualifications for course modules, assessment as part of short (1 and 2 day) courses, recognition of assessment carried out during company staff appraisals, recognition of qualifications towards professional qualifications, etc.</p>	
<p>* Scope or level: national, regional, local</p>	
<p>Transport sector, London region</p>	

<p>* Partners involved (in the design, implementation and evaluation of the policy/initiative)</p>	
<p>Design phase</p>	<ul style="list-style-type: none"> TfL www.TfL.gov.uk CamProf (Cambridge Professional Development Ltd) www.CamProf.com
<p>Implementation phase</p>	<p>Project STAR:</p> <ul style="list-style-type: none"> TfL CamProf PTRC (Planning and Transport, Research and Computation) http://www.ptrc-training.co.uk/ Jigsaw Learning www.jigsawlearning.co.uk <p>Project ProStaTT:</p> <ul style="list-style-type: none"> TfL, CamProf Open University Awarding Body Transportation Vocational Group (4 professional institutions) ConstructionSkills, GoSkills (Government licensed Sector Skills Councils) CASL-TMS (an assessment centre)
<p>Evaluation phase</p>	

<p>* Target Group(s) and beneficiaries (definition and estimated numbers)</p>	
<p>Direct beneficiaries: ~750 Technical and professional staff working in TfL Streets Directorates</p>	
<p>Indirect beneficiaries:</p> <ul style="list-style-type: none"> ~350 Technical and professional staff (with the same skills sets) working in other parts of TfL Technical and professional staff (with the same skills sets) working in 33 local government London Boroughs Technical and professional staff (with the same skills sets) working for the consultants and contractors employed by TfL and the London Boroughs 	
<p>Ultimate beneficiaries:</p> <ul style="list-style-type: none"> ~8M people resident in London + those commuting into London and using its streets as pedestrians, cyclists, passengers or drivers businesses based in London and dependent on TfL for transport of employees, supplies and other goods the dependants of traffic and transport professionals whose skills have been enhanced. 	

<p>* Financial costs and support (source: public and/or private; amount, recipients)</p>		
source	amount	recipients
TfL	£0.4M (€0.6M)	CamProf, PTRC, Jigsaw Learning

Qualifications & Curriculum Authority (England)	£0.06M (€0.1M)	TfL, CamProf, Open University Awarding Body, Transportation Vocational Group, CASL-TMS, ConstructionSkills, GoSkills
---	----------------	--

4. Outcomes and results

* Outcomes, specific achievements; Perceived strengths, weaknesses and priorities for improvement (*qualitative and quantitative evidence*)

STAR has

- Within Streets, provided support to technical teams sponsoring courses.
- Within TfL, organised TfL Traffic & Transport Technical Training Forum (T5F) of training professionals from across TfL - collected and shared information on training courses and other initiatives.
- With outside bodies, brought together sector organisations, particularly through ProStaTT.
- Developed the STAR Competence Framework which has been widely tested and used, and found to be very robust. It has also inspired others to do likewise (eg Urban Design London).
- Set up the STAR Academy of subject experts to manage the technical Domains.
- Piloted its use in performance appraisals and the collection of data for Personal Competence Profiles.
- Developed the SAP qualifications catalogue to accommodate the STAR competence framework and loaded it onto SAP.
- Worked with the BIP HR project to develop SAP's capability to handle and use competences.
- Provided funding to the TPS Transportation Opportunities website, transforming it into a comprehensive directory of traffic and transport training courses and training providers.
- Publishing details of TfL courses on the TPS Transportation Opportunities website
- Made useful technical materials available on the STAR website as a learning resource.
- Listed TfL's centres of excellence on the STAR website so that staff can access appropriate experience and expertise.
- All of the above information has been classified using the STAR Competence Framework and links provided, promoting understanding and use of the Framework and making it easy to search
- Created a 1 day induction course which has now run successfully as business as usual for 9 months
- In partnership with PTRC, procured development of an e-learning version of their acclaimed Transport Planning Foundation Course evening lecture series. This removes the constraint on uptake by TfL staff, and provides an excellent introduction irrespective of the student's background.
- Shared best practice on Directorate Induction packs.
- Prepared a 13 week indicative induction programme of existing training courses for new recruits.
- Offered support rather than trying to take over existing successful initiatives.
- Used its Technical Competence Framework to provide learning objectives for Transport Planning Graduates.
- Facilitated the bringing together and accreditation of the DTO schemes.
- Provided support to technical teams in terms of advice on procurement procedures, assistance with publicity and administrative support with venues and bookings.
- Procured e-learning courses for the CDM Toolkit and the already mentioned PTRC Foundation Lectures. These are available for use beyond Streets.
- Used the STAR Competence framework to identify the professional development needs of Streets staff and create a list of courses needing development when funding is available (this can in future be prioritised in accordance with their Personal Competence Profiles and performance appraisals).
- Created a format for role profiles and processes for creating them and entering them onto SAP.
- Created a set of consistent role profiles including the central 'spine' roles from graduate to Principal Engineer in each Directorate, using the STAR Competence Framework. It will be relatively easy to modify spine role profiles to fit more specialised roles.
- Created summary diagrams to compare roles objectively.
- Loaded the role profiles into SAP (although IM has not found it possible to give anyone access to view their role profile!).
- Provided the basis for new generic job descriptions for graduates after completing the Transport Planning graduate training scheme.
- Provided input to the SAP BIP projects on the functionality required by Streets and to make use of the STAR Competence Framework.
- Set up the ProStaTT project which continues until May 2008 and brings its own finance for project management.
- Through ProStaTT brought together the Transport Planning Society, 5 professional institutions, the 2 Sector Skills Councils, Open University and TRL and promoted mutual recognition of each other's assessment.
- Through ProStaTT developed a suite of traffic and transport awards accredited by the Open University Awarding Body.
- These awards have been assigned levels (in line with the European Qualifications Framework, EQF) and credit values (in line with the European Credit System for Vocational Education & Training, ECVET). The ProStaTT partners developed methodologies for these.
- Developed assessment and accreditation at the end of short courses.
- Developed the use of Graduate training scheme reviews and appraisal interviews to provide assessment and accreditation of competence gained through work.
- Surveyed present In-house experience-sharing practice and put together a good practice guide.
- Created the STAR website with the Development Solutions Guide which offers materials for self-help, and created the STAR Competence Framework which offers a powerful tool for managing one's own CPD.
- Worked closely with the SAP BIP HR projects to ensure they develop appropriate functionality.



Leonardo da Vinci

Description of example of good practice in modular education and vocational training

- Worked closely with L&D to agree a format for the STAR Competence Framework that is compatible with anticipated evolution of the Appraisal system.
- Developed guidance for professional staff (the process manual) on procuring training (both new and existing courses), and sending staff on courses.
- Has set up and piloted tools, systems and procedures (detailed above) that will enable substantial future savings and increased effectiveness and quality.
- Implemented changes that will impact on all the reasons for starting the project
- Created the means of monitoring the impact of professional development on staff's competences.
- Highlighted the deficiencies of the SAP qualifications and expenses monitoring systems.
- Created a high profile identity for professional development, enabling individual items to be perceived as part of a single coherent professional development strategy.
- Provided a STAR website which brings together professional development links and materials making them readily available to all.
- Brought together the professional development community through T5F meetings
- Brought together the traffic and transport community across TfL through shared initiatives like the STAR Competence Framework.

The weakness lies in the unproven ability of TfL to take over the systems created by project STAR, especially across TfL.

* **Transferability** (*how this example may have relevance in the European context?*)

The technical competences will be directly useful for traffic and transport professionals elsewhere in Europe. The structure and applications of the competence framework will be of relevance to all sectors. The experience of estimating the course credit values casts doubt on the validity of ECVET.

Sources of the information provided

websites www.tflstar.org.uk