



Highways England Company Limited

Scope

People Strategy

Annex 06

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1 PEOPLE STRATEGY	
1.1 Equality Diversity and Inclusion	
1.1.1	<p>The <i>Contractor</i> assists the <i>Client</i> in the achievement of its equality, diversity and inclusion (EDI) objectives. The <i>Client's</i> objective is to embed principles of equality, diversity and inclusion into all areas of its business, driving real change in how it works with its customers and communities, its supply chain (at any stage of remoteness from the <i>Client</i>) and its employees.</p> <p>The <i>Client</i> believes that to achieve its vision of being the world's leading road operator it needs to better understand and meet the different needs of its large and diverse customer base and factor these needs in to the design and delivery of its service.</p> <p>This requires the <i>Client</i> to work collaboratively with its supply chain (at any stage of remoteness from the <i>Client</i>) so that its workplaces are inclusive, and the strategic road network is accessible and integrated for both its users and communities living alongside the network.</p> <p>The <i>Client</i> therefore requires the <i>Contractor</i> to demonstrate how it develops an iterative approach in supporting the <i>Client</i> and in meeting its equality, diversity and inclusion objective throughout the <i>service</i>.</p> <p>The <i>Client</i> also believes that to achieve outstanding performance it needs to attract, recruit, develop and retain talented people from all groups within the active labour force and then work to ensure an inclusive environment in which all can thrive.</p> <p>The <i>Client</i> expects its supply chain (at any stage of remoteness from the <i>Client</i>) to share and promote the same values in terms of equality, diversity and inclusion as well as supporting its wider vision.</p>
1.2 Employment and Skills	
1.2.1	<p>The <i>Contractor</i> ensures that the skills, resources and capabilities are in place, in its own organisation and throughout its supply chain (at any stage of remoteness from the <i>Client</i>), to deliver the <i>service</i> and performance required including</p> <ul style="list-style-type: none"> • quantifying and delivering on any new employment opportunities that is generated whilst Providing the Service and outlining how the <i>Contractor</i> and its supply chain (at any stage of remoteness from the <i>Client</i>) <ul style="list-style-type: none"> ○ attract new people to apply, giving particular consideration to attracting under-represented groups that have not historically seen the sector as a career option, for example, women, Black Asian and minority ethnic, the long term unemployed, those not in employment, education or training (NEETs) and people with disabilities and

	<ul style="list-style-type: none"> ○ recruit new people into the sector. ● identifying and delivering on opportunities to develop and deploy new skills that will improve performance against the <i>Client's</i> key performance indicators and imperatives (see Scope section S 103 and Scope Annex 02). This should include those new skill areas outlined in the Transport Infrastructure Efficiency Strategy (see Scope Annex 02) and ● identifying and delivering on opportunities to improve perceptions of careers within the highways sector including through outreach, work placements/ experience and apprenticeships to develop a new talent pool for the sector. This includes but is not limited to assisting the <i>Client</i> in delivering on its commitments in relation to the Transport Infrastructure Skills Strategy: building sustainable skills.
1.2.2	Within 4 weeks of contract award, the <i>Contractor</i> prepares and submits the “Employment and Skills Plan” (ESP) in accordance with the template in Appendix A to the <i>Client</i> for acceptance.
1.2.3	<p>A reason for the <i>Client</i> not accepting the ESP is that it does not</p> <ul style="list-style-type: none"> ● demonstrate how the <i>Contractor</i> complies with the contract, ● demonstrate how the requirements will be passed down the supply chain (at any stage of remoteness from the <i>Client</i>), ● clearly define outputs and how they will be measured and ● meet or evidence how the <i>Contractor</i> <ul style="list-style-type: none"> ○ attracts, recruits and retains a greater diversity of new entrants to the sector, ○ holds itself and its supply chain (at any stage of remoteness from the <i>Client</i>) to account in delivering the plan or ○ monitors and evidences year on year improvement.
1.2.5	The <i>Contractor</i> submits to the <i>Client</i> for acceptance an annual report of the <i>Contractor's</i> workforce planning and development data using the template in Appendix B
1.2.6	<p>A reason for the <i>Client</i> not accepting the workforce planning annual report is that it does not demonstrate how the <i>Contractor</i></p> <ul style="list-style-type: none"> ● complies with the contract, ● complies with any guidance issued by the <i>Client</i>, ● supports the aims of the Transport Infrastructure Skills Strategy: Building Sustainable Skills or ● successfully addresses any shortfall in staff skills within the <i>Contractor</i> or its supply chain (at any stage of remoteness from the <i>Client</i>).

1.2.7	<p>The <i>Contractor</i> facilitates the <i>Client</i>, in undertaking continuous improvement reviews of all information regarding the <i>Contractor's</i> progress in delivering against the provisions of employment and skills requirements including</p> <ul style="list-style-type: none"> • ensuring that its supply chain (at any stage of remoteness from the <i>Client</i>) maintain and retain records relating to the ESP and their compliance with the contract and • granting or procuring the grant of access to any <ul style="list-style-type: none"> ○ premises used in the <i>Contractor's</i> Providing the Service whether the <i>Contractor's</i> own premises or otherwise and ○ equipment (including all computer hardware and software databases) used (whether exclusively or non-exclusively) in Providing the Service, wherever situated and whether the <i>Contractor's</i> own equipment or otherwise and ○ complying with the <i>Client's</i> requests for access to senior personnel engaged in Providing the Service.
<p>1.3 Skills and Apprenticeships</p>	
1.3.1	<p>The <i>Client</i> is required to monitor and report to the Department for Transport (DfT) on apprenticeships created and in place in the delivery of their programme. To support this the <i>Contractor</i>, submits, on a quarterly basis, the apprenticeship report as detailed in Appendix C. The due dates for this reporting will be confirmed to the <i>Contractor</i> by the <i>Client</i> after the Contract Date.</p>

1.4 Appendix A – Employment and Skills Plan (ESP)

The ESP is comprised of four sections

- section 1 - Workforce Planning and Development Data,
- section 2 - Methodology,
- section 3 - Statement of Outputs and
- section 4 - Implementation Action Plan.

Section 1 – Workforce Planning and Development Data

This section includes analysis and reports on workforce planning and development data for the Scope. This analysis includes as a minimum

- an assessment of supply and demand of people capacity and capability needed to deliver the *service* including through its supply chain (at any stage of remoteness from the *Client*),
- a forecast of annual gaps in people capacity and capability for the duration of the *service*, with quarterly updates and identification of those gaps that are critical using the occupational descriptors (see link in **Annex 02**),
- a baseline workforce diversity profile,
- an assessment of market intelligence on supply of labour within the market and
- preferred employment and skills solutions to address capacity and skills gaps.

Section 2 - Methodology

This section describes

- how the commitments in the Tender Commitments Register are to be delivered and built on,
- how the *Contractor* community (trade contractors, subcontractors, partners working on the contract) have been engaged in the development and their support secured for subsequent delivery of the plan and
- how the target outputs as set out in the ESP have been identified.

Section 3 – Statement of Outputs

This section includes a statement of all outputs to be delivered as part of the ESP. This includes

- improvement in its inclusive recruitment capability verified by a recognised inclusive recruitment specialist,
- the greater of either
 - one apprenticeship for every £3M by which the Price for Work Done to Date is forecast to or actually changes (whichever is the greater) or

- 2.5% of the total workforce forecast to be or actually engaged on the contract (whichever is greater),
- quantification of each of the outputs scheduled in table 1 below, influenced by the needs of the *service* and the context and how these will be delivered and
- in delivering on the apprenticeship targets, the *Contractor* assists the *Client* in its commitment to increasing the diversity of the sector’s workforce and to contributing to achieving the Transport Infrastructure Skills Strategy: Building Sustainable Skills ambition of
 - 20% of new entrants to engineering and technical apprenticeships to be female by 2020, achieving parity with the working population by 2030,
 - meeting the government’s target for the number of Black, Asian and Minority Ethnic candidates undertaking apprenticeships and
 - identification and quantification of any additional outputs not schedule in table 1 and how these will be delivered.

TABLE 1: OUTPUT TYPE, PRIORITY & DEFINITION		
Output type	Priority Area	Definition
Worklessness		
Workless job start (26 weeks sustained)		A new job start, sustained for at least 26 weeks, where the candidate was previously workless prior to being employed.
Workless graduate job start		A graduate job start where the candidate was previously workless.
Apprenticeships		
Apprenticeship start		New Staff recruited as an apprentice into the workforce and enrolled on an approved apprenticeship standard (see Annex 02) relevant to the delivery of the <i>service</i> .
Existing apprenticeship		An existing member of Staff who is enrolled onto an approved apprenticeship standard in order to up skill the workforce.
Job Creation		

Job start		A new job start for an individual recruited as a result of the contract. This could include a graduate job start (non workless).
Educational/Career Support		
Placement position		A position intended to enable an individual to learn, develop or enhance their knowledge and skills in an industry or job role by providing a short work experience placement.
Professional status attainment		Number of individuals supported to attain professional registration and status in agreed critical skills shortage disciplines at no cost to the individual. This includes registration at technician, incorporated and chartered levels.
Sector skills qualifications attainment		Number of individuals supported to attain technical or occupational skills relevant to the delivery of the <i>service</i> at no cost the individual. This includes National Vocational Qualifications (NVQs), health and safety qualifications and leadership qualifications.
School engagement		Education activities that enhance the reputation of the sector and support schools and school students by raising awareness of and interest in the educational and employment opportunities in the industry.

The following outputs assist the *Contractor* in achieving the objective

1. shared training initiatives such as [Shared Apprenticeship Schemes](#) (see Annex 02).

Section 4 – Implementation Action Plan

This section is an action plan detailing

- the actions the *Contractor* plans to take to deliver on the objectives,
- what the milestones are to complete these actions,
- when these milestones are to be delivered,
- what outputs and outcomes it expects to achieve and
- who is responsible for delivering each action.

The Implementation Action Plan details

- how compliance is supported, managed and monitored throughout the *Contractor* and its supply chain (at any stage of remoteness from the *Client*) working on the contract,
- how the effectiveness of the plan is evaluated, lessons learned, captured and shared to improve employment and skills practice by the *Contractor* for the contract and for future contracts and
- how the *Contractor* intends to build capability to deliver inclusive recruitment.

In relation to improving inclusive recruitment capability the plan includes how the *Contractor*

- reviews attraction and recruitment policies and procedures to ensure the eradication of practices that are discriminatory, create unfair conditions of employment or create unequal rates of pay that cannot be justified,
- identifies and removes existing and potential barriers, as outlined in ‘Recruiting for Success’ (see link at **Annex 02**), which result in disproportionate impacts at different stages of the recruitment process (job design, role descriptions, job adverts, application, shortlisting, interview and hire) whether by the *Contractor* or its supply chain (at any stage of remoteness from the *Client*,
- engages in outreach activity and publicises vacancies to encourage applicants from a diverse range of groups. This includes how the *Contractor* analyses the local demographic and works with relevant partners to ensure that employment opportunities contribute as effectively as possible to local economic growth and that the workforce used to Provide the Service becomes increasingly reflective of the diverse communities served by the *service*,
- quantitatively and qualitatively monitors and reports on the effectiveness of its attraction, recruitment and promotion activity by protected characteristics,
- gains external verification from a recognised inclusive recruitment specialist of the inclusiveness of its recruitment practice,
- reviews and supports each of its subcontractors to adopt and implement an inclusive attraction and recruitment policy and action plan in respect of its respective workforces engaged in the performance of the contract and
- collaborates with the *Client* and other suppliers to effectively share good practice, learn from experience and find new ways to attract and recruit a workforce that reflects the diverse communities to be served by the Road Period.

1.5 Appendix B - Workforce Planning template and guidance

The workforce planning annual report consists of the following two sections

- progress in the previous 12 months and
- plan for the next 12 months.

Progress and current position

- an assessment of the *Contractor's* performance against targets set for the last 12 months with supporting evidence and details explaining any variance from plan,
- a workforce diversity profile showing change in the past 12 months and any variance from the plan,
- a revised assessment of supply and demand people capacity and capability needed to deliver the *service* including through its supply chain (at any stage of remoteness from the *Client*) and
- a revised assessment of market intelligence on supply of labour within the market.

Plan for the next 12 months

- a revised forecast of annual gaps in people capacity and capability,
- an update of preferred employment and skills solutions to address capacity and skills gaps,
- a forecast of annual gaps in people capacity and capability for the duration of the *service*, with quarterly updates and identification of those gaps that are critical using the occupational descriptors (see link at **Annex 02**) and
- a narrative explaining the changes that have been proposed and how they will deliver the intended results.

1.6 Appendix C - Reporting template and guidance for apprenticeships

The *Contractor* ensures that the *Client* can identify all apprentices individually appointed under the requirements of the contract and provides a rolling three-month monitoring report to the *Client* within five working days of the start of each calendar month detailing performance against the annual proposal in respect of each apprentice appointed or proposed to be appointed under the contract but who has not completed the apprenticeship, including

- number of apprenticeships to be started that month,
- actual and planned start dates for existing and proposed apprenticeships,
- postcode of workplace,
- gender,
- ethnicity,
- level of apprenticeship (1 – 7) in accordance with table 1 below as set out in the UK Government's "[A guide to apprenticeships](#)" publication of March 2019 (and as amended),
- apprenticeship framework or standard,
- occupation of apprenticeship (reported against the [Standard Occupation Classification \(SOC\) 2020 codes](#)),

- category of apprenticeship,
- planned apprenticeship finish date,
- whether the apprentice is still engaged on Providing the Service and
- national insurance number.

Table 1 – Description of apprenticeship levels		
Name	Level	Equivalent educational level
intermediate	2	5 GCSE passes at grade A*-C or 9-4
advanced	3	2 A level passes/ Level 3 Diploma/ International Baccalaureate
higher	4, 5, 6 and 7	Foundation degree and above
degree	6 and 7	Bachelor's or master's degree

The *Contractor* submits their return using the apprenticeship data collection form (see **Annex 02**).