

Skills Strategy 2018-2023

Department of Community and Children’s Services (DCCS)

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1. Introduction

A nation prospers when it realises the full potential of its people. The development of the skills needed for the 21st century economy is the result of a process of lifelong learning. Lifelong learning enables people to realise their potential and to participate in high value employment opportunities, creating an environment where innovation, creativity and enterprise flourish.

2. Corporate mission

The commitment to skills development is rightly at the centre of the City of London Corporation's (City Corporation) vision. The City Corporation is dedicated to creating a vibrant and thriving City, supporting a diverse and sustainable London, within a globally-successful United Kingdom. Specifically, the Skills Strategy 2018-2023 contributes to a flourishing society and supports a thriving economy. The Skills Strategy 2018-2023 meets the outcomes in the Corporate Plan of:

- People have equal opportunities to enrich their lives and reach their full potential
- Attracting and nurturing relevant skills and talent

The impact of the Skills strategy will particularly:

- Promote and champion inclusion, diversity and social mobility
- Provide world class education and learning opportunities
- Promote effective transitions through education and into fulfilling employment
- Persuade more employers to open opportunities to a more diverse talent pool
- Advocate for the removal of institutional barriers and structural inequalities
- Cultivate excellence in achievement
- Champion business growth, diversity and sustainability
- Strengthen local, regional, national and international collaboration and innovation
- Nurture a relevant and sustainable skills pipeline

The development of skills is not a responsibility that rests solely with one department, service or area of work. The Economic Development Office (EDO) has a crucial role to play in identifying demand and working with businesses to research and report intelligence about skills shortages. The Skills Strategy 2018-2023 is both informed by and linked to the *Enterprise Strategy 2017*. Similarly, *Culture Mile* and its partners have a vital part to play in identifying new and emerging creative skills and fusion skills and the way these might inform future employment patterns. The Human Resources (HR) department is responsible for the skills development within the City Corporation's employees and has instigated a major strategic drive to attract and maintain 100 apprentices across the organisation. Therefore, it has a key role as an industry partner, but also as an exemplar model of the impact of apprenticeships on the talent pipeline. The Skills Strategy 2018-2023 also has connections

with the *Volunteering Strategy* and the City's various philanthropic giving and development programmes. The Skills Strategy 2018-2023 should support open and collaborative working and provide a space for joined-up thinking and sharing with both internal and external stakeholders.

The skills offer within the City Corporation is well placed to take advantage of these opportunities and to provide a valuable hub of service skills development in the City and beyond. Within the Department of Community and Children's Services (DCCS), the Skills Strategy 2018-2023 links specifically to the *Education Strategy* (including the Family of City schools) and to the *Culture Strategy* (including Culture Mile and Culture Mile Learning) and is more broadly grounded in the statutory and more general functions of DCCS to support both the local and wider population. Within DCCS, the Adult Skills and Education Services (ASES) is both a learning and apprenticeship provider and an assessor and a promoter of lifelong learning pathways. Social mobility underpins all areas of ASES's delivery. The work of ASES is directly linked to the work of the local authority functions and its external business and social needs. It is the need for the delivery of a skills, lifelong learning and education agenda that forms the main areas of ASES's work. The ASES areas of responsibility are legitimately involved with many different aspects of the local authority's functions, including education, early years, schools, apprenticeships and skills. This is not simply an approach that is taken by ASES, it is a sectoral approach for the delivery of this type of service. ASES has two main functions. The first is Adult Skills and Community Learning (ACL) which focuses on the community-based skills and lifelong learning activities. ACL focuses on inclusive activity with low-waged, educational and socially disadvantaged people, the low-skilled and those with little or no English language. ACL also provides learning for children and families. Family Learning is an integral part of Community Learning. ACL works with local businesses to reduce their 'non-apprenticeship' skills gaps. The second delivery arm of ASES is centred on the delivery of both Levy and Non-Levy Apprenticeships and Traineeships and ASES has secured national delivery contracts for these services. The provision of professional apprenticeship advice is ongoing, and a very detailed apprenticeship service is available through ASES to businesses.

Appendix One contains a list of current strategies and policies that are directly relevant to the Skills Strategy 2018-2023.

Appendix Two contains an overview of the major policy drivers impacting upon the Skills Strategy 2018-2023.

Appendix Three contains a glossary of useful terms.

Appendix Four contains a list of partner organisations.

3. Goals, aims and key performance indicators (KPI's)

Goals	Aims	KPI's	Responsibility
<p>Transform the lives of our diverse adult learners, through a unique educational experience.</p>	<p>Deliver a “Step-change” in the development of critical skills, knowledge and competences to provide the necessary skills to meet the challenges of the rapidly changing world of work.</p> <p>Enhance our capacity to meet national and regional skills needs.</p> <p>Harness talent by delivering the skills that enable people to flourish as innovative, self-sustaining practitioners.</p> <p>Improve the prestige of adult education and apprenticeships so people see apprenticeships as a high quality and prestigious pathway to successful careers, and for these opportunities to be available across all sectors of the economy and at all levels, up to and beyond first degree level.</p>	<p>Effectively use labour market intelligence to increase the subject choice for learners including development of post-digital/hybrid cross-disciplinary portfolios.</p> <p>Provide provocative, dynamic learning environments where learners are challenged to become the capable and visionary professionals of the future.</p> <p>High levels of lifelong learning are evidenced.</p> <p>Extend opportunities to an increased number of learners, supporting the learning journey of 1,000 people by 2022.</p> <p>Drive and celebrate equality of opportunity through a proactive approach to promoting social mobility and inclusion.</p> <p>Develop a marketing and communication strategy and measure its impact in attracting more learners through the number and quality of apprenticeship applications.</p> <p>Ensure that the marketing campaign on youth employment includes targeted material for BAME audiences.</p>	<p>Family of schools/ASES</p> <p>ASES, Family of schools, HR (for CoL employees)</p> <p>ASES</p> <p>ASES</p> <p>ASES</p> <p>ASES, HR (for CoL employees)</p> <p>ASES</p>

		Pilot test a supply chain strategy model within one industry group.	ASES/EDO/HR
Deliver high quality adult education, training and apprenticeships.	<p>Continue to improve the learning experience and the success of learners.</p> <p>Continue to improve services and resources to promote wellbeing amongst learners.</p> <p>Deliver academic excellence in learning, teaching and knowledge exchange.</p> <p>Develop innovative approaches to learning and teaching for industry-relevant courses including work-based learning and apprenticeships.</p> <p>Ensure that our learners are partners and co-creators in academic activity and governance and to continue to develop and enhance mechanisms that enable effective response to feedback.</p> <p>Enhance the apprenticeship and adult learning experience by creating a sense of belonging through collaborative learning and social interaction.</p> <p>Continue to excel in providing progression routes covering informal and formal learning opportunities and across all Levels of qualifications from Levels 2 to 7.</p>	<p>ASES is recognised as an outstanding adult education, training and apprenticeships provider.</p> <p>Increase the effective use of ICT in teaching, learning and assessment.</p> <p>People from all backgrounds get the preparation they need to be high quality candidates for apprenticeships.</p> <p>Increase the proportion of apprentices from Black, Asian and Minority Ethnic (BAME) backgrounds by 20%.</p> <p>Develop a model of learner peer-to-peer mentoring and collaboration.</p> <p>Widen the spread of areas that take apprentices and increase the Level of apprentices undertaken including Levels 4, 5, 6 and 7.</p> <p>Learners are stretched so that they build on their prior achievement by studying at higher levels.</p> <p>Continue the outstanding apprenticeship completion rates with an aim to remain above 95%.</p>	<p>ASES</p> <p>ASES/ Family of schools</p> <p>ASES</p> <p>ASES</p> <p>ASES</p> <p>ASES</p> <p>ASES</p> <p>ASES</p>

	Every apprenticeship will be a high-quality opportunity that delivers the skills, knowledge and behaviours that employers are looking for.	Achieve a 100% destination and progression pathway for apprentices. Apprentices being educated through ASES will be widely recognised and respected as being highly skilled.	ASES ASES
Continue working towards the achievement of a diverse workforce so that it mirrors the diversity of our community.	Improve the learning experience and learning outcomes for learners impacted by disadvantage.	Improve the progress of learners at risk of educational disadvantage. Continue to provide enhanced and efficient learning support services, to support all our learners and maintain our strong social mobility profile.	ASES/ Family of Schools ASES
High quality exposure to the world of work at all stages of education to enable pupils and learners to make informed career choices	Create a stronger focus on entrepreneurship, creativity and innovation. Bridge gaps and move with agility between industry and education. Link learning at all stages with real-world application. Continue to excel in providing employment pathways and support. Improve the transition of learners at critical stages in the education and training system.	A comprehensive careers strategy for all ages. All pupils at City schools will be able to hear from, and be inspired by, employers and apprentices. There will be clear progression routes through technical and professional education and into skilled employment, including apprenticeships. Young people and adults are inspired and supported to make the right career choices, including on apprenticeships. Schools promote apprenticeship opportunities and can give well-informed and impartial advice about apprenticeship options.	ASES/ Family of Schools/ EDO Family of Schools ASES/ Family of Schools Family of Schools Family of Schools ASES

		<p>There is a direct link between school education, IAG and the Apprenticeship programme.</p> <p>A coordinated programme exists of work placements for school students and school teachers.</p>	<p>ASES/EDO</p> <p>ASES/ Family of Schools</p>
Strengthen strategic oversight and focus on impact	<p>Continue to assure and enhance the standards and quality of our provision to achieve academic excellence in delivery.</p> <p>Review planning and resource allocation so that ASES continues to provide exceptional value for money while ensuring a closer alignment to strategic priorities.</p> <p>Ensure that the staff voice (ASES) continues to play an active part in the implementation of our strategy and the evolution of our offers.</p> <p>Ensure that the Strategy is fully embedded in DCCS and the Corporation's operational, business and academic planning.</p> <p>Ensure we have the resources, space and teaching models to deliver our distinctive portfolio of courses and teaching styles.</p>	<p>Improve approaches to commerciality.</p> <p>Re-align the adult education offer towards pre-apprenticeship courses.</p> <p>Using data collection to ensure wages increase because of completing apprenticeships and other training.</p> <p>Ensure more long-term economic sustainability of ASES through less reliance on single grants or on project funds.</p>	<p>ASES</p> <p>ASES/ Family of Schools</p> <p>ASES</p> <p>ASES</p>
Build an applied research and knowledge exchange culture that drives change, prioritises industry collaboration, and underpins learning and teaching.	To continue to respond with agility and inventiveness to policy and funding changes and to be open to opportunities in our specialist industries, and ensure our innovation work is sustainable, affordable and realisable.	Engage large corporates, SME's, micro-businesses and start-ups in the design and delivery of courses to increase the influence of the employer voice in course development.	ASES/EDO/HR (for City of London Corporation employees)

<p>Create a world-leading environment that allows us and our partners to exploit interconnectivity and collaboration between industry, schools and business.</p>	<p>To forge and maintain dynamic relationships with our City, UK and international partners in industry, in higher education, further education and in the cultural sector and with the locality and our alumni.</p> <p>To strengthen our external facing functions, enabling us to maximise opportunities around partnerships, commercial activity, marketing, public relations, fundraising and alumni, careers and industry liaison.</p> <p>To strengthen our internal and external facing functions, enabling us to share our successes and have a higher profile within the skills development arena in London, nationally and internationally.</p> <p>To work with our locality and local authorities, securing effective partnerships with corporations, SMEs, Livery Companies and the London Enterprise Panel (LEP).</p> <p>To connect our learners to innovators, professionals and practitioners at the cutting edge.</p>	<p>To undertake, in conjunction with our staff and our existing and potential partners, a fundamental and cross-departmental review of all our partnerships, the objective of which is to develop a more strategic, professional and proactive approach to the development, due diligence and management of our partnerships.</p> <p>Evidence influence in the field through partnerships, and participation in key committees and networks.</p>	<p>DCCS/EDO/HR/Culture and other departments</p> <p>ASES/EDO</p>
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4. Target learners

The Skills Strategy will continue to target those people furthest away from work; those people in low paid employment; people without basic skills; and/or with health or wellbeing issues. Under the remit of DCCS, we will continue to make apprenticeships accessible to the widest possible range of people. Not only will this benefit many individuals, but it will help to grow apprenticeships in a way that helps businesses draw on diverse skills and talents. Some people will need additional support

during their apprenticeship and we will identify and, where possible, remove barriers that stop people from accessing and starting apprenticeships. We particularly want to address any barriers faced by groups including women, care leavers, people from Black, Asian and Minority Ethnic (BAME) backgrounds and people with Special Educational Needs and Disability (SEND). Care leavers may face additional challenges, and government support is available to care leavers to improve their life chances through apprenticeships.

The community-based skills and learning activities of ASES focus on working with low-waged, educational and socially disadvantaged, low-skilled and those learners with little or no English language communication. We also provide learning for children and families. Family Learning is an integral part of Community learning. Recently arrived migrant communities and their educational and skills needs are a key focus of adult and community learning. The ASES team will continue to focus on language and other learning support for migrant families.

The ASES adult education offer will continue to provide an accredited pathway for 16-24-year olds with Education, Health and Care plans. These pathway courses provide the necessary skills and experience for people to progress into an apprenticeship or other paid employment, through an extended work placement and further study. ASES will support more young people who are unemployed or at risk of not being in employment, education or training (NEET) into apprenticeships. Similarly, most young people with SEND¹ can be given the right support to undertake and successfully complete pathways of learning, including apprenticeships. The marketing of adult education and skills will be designed to target diverse learners. Similarly, training is already underway to support managers to recruit diverse learners.

5. Industry analysis

Raising productivity and workforce training requires a concerted effort across all occupations and all sectors of business. Higher level apprenticeships will be offered as part of the more general pathways into lifelong learning. There will be around five million new and replacement openings for high-skilled jobs (including management and professional roles) and 3.6 million openings for medium-skilled jobs (including skilled trades and associate professional/technical roles).² Nobody understands the skills employers need better than the employers themselves. The City Corporation is uniquely placed to design apprenticeships that focus on the skills, knowledge and behaviours that are required of the workforce of the future. The City Corporation already has many well-developed partnerships with businesses. We will continue to work with City businesses to provide direct support to address skills gaps, but also to provide information, support and a hub to enable access to high quality education and training providers, or to provide assessment, planning and accreditation services to support businesses who want to train their apprentices themselves. We value a rich and sustained engagement with our industry partners. This drives our practice-based approach to learning and teaching.

¹ To support this wider access, people aged 16 and over can apply for *Access to Work* funding for adjustments to the workplace.

² OECD Skills Outlook 2013: First results from the survey of adult skills, Figure 0.3 (OECD 2013). Data is for England and Northern Ireland.

We will continue to target the sectors facing skills shortages and where apprenticeships produce the highest wage returns. Regular analysis of skills requirements is conducted in close partnership with EDO (especially in terms of City businesses and the financial sectors) and with Culture Mile and Culture Mile Learning in terms of the creative, cultural and innovation sectors. HR are developing its own strategy and offers to support organisational skills development for the City Corporation.

Apprenticeships represent an excellent investment for employers. It is likely that if the Government's reforms prove successful, far more employers will offer apprenticeships. It is important that they all have the knowledge and capacity to support and mentor these apprentices in the workplace. Currently, most businesses with apprentices are small³. Employers say that they plan to start offering apprenticeships, but then appear to not take this step.⁴ By addressing the barriers reported by those who say they do not plan to start offering apprenticeships, we should be able to further grow the programme.

6. Competitive analysis and marketing

Changes to the apprenticeship programme and the introduction of devolved adult education functions to the Mayor of London's office provides a significant opportunity for ASES to position itself as a crucial support function for employers navigating the system, alongside seeking to sell their services. The Government has introduced an apprenticeship target⁵ for the public sector. To take advantage of these opportunities, it is important to focus on quality, not just quantity, and to ensure that programmes are linked to areas of skills shortage. To achieve this, there will be a continued focus on improving the quality of training, addressing the needs of employers and making apprenticeships a prestigious alternative to the traditional academic route. Once again, the City Corporation is well placed to take advantage of these new opportunities. Not only does the City Corporation have strong links to the business and creative assets of London, it also is a direct provider of schools, providing pathways and progression routes for young people into apprenticeships.

A comprehensive marketing plan will be developed that uses an integrated communications campaign to promote the benefits of apprenticeships and traineeships to young people, their influencers and employers. Models will be developed to show how apprenticeships can lead to various chosen careers and we will work with learners and potential learners as co-producers to navigate their education and training accordingly.

³ Apprenticeship Evaluation: Survey of Employers (2014)

⁴ UKCES Employer Perspective Survey (2014)

⁵ Apprentices must make up 2.3% of the headcount of most public-sector bodies with 250 or more employees, averaged over a four-year period beginning in April 2017.

7. Our approach

Our approach is based on a whole of life, lifelong learning. This strategic approach brings all the key contributors together – education and training providers, teachers, employers, careers professionals and parents – so that every person, no matter where they live or what school they go to, has access to top quality careers advice, guidance and inspiration. It is essential that, from early on in their school career, all young people have access to quality advice and guidance on the full range of career routes and are inspired by the prospect of an apprenticeship. Schools now have a statutory duty to ensure that all their Year 8-13 pupils have access to independent careers guidance, including on apprenticeships. That means that the concept of skills development for work occurs in different ways across different stages as is outlined in the following table:

Stage	Outline of offers
Key Stage One	Introduction to the world of work Visiting workplaces Talks from/activities with various workers Fusion skills programme Early enterprise exposure Enterprise governor in all schools Parent information and development programmes Family learning opportunities
Key Stage Two	Entrepreneurial training Orientation to future pathways Fusion skills programme Early enterprise exposure Enterprise governor in all schools Parent information and development programmes
Key Stage Three and Four	Unpaid work experience (200-hour commitment) Fusion skills programme Livery Schools Link Enterprise governor in all schools Communicate the benefits of apprenticeships Parent information and development programmes Taster sessions to introduce pupils to different careers Leaders of Tomorrow mentoring
GCSE level	Level 2 and 3 apprenticeships

	<ul style="list-style-type: none"> Fusion skills programme Careers fair Work finder app Traineeships Apprenticeships advice and support tailored at a local level. High quality careers advice Enterprise governor in all schools Communicate the benefits of apprenticeships Parent information and development programmes Work placements
A-Level	<ul style="list-style-type: none"> Paid post school work internships Fusion skills programme Level 3 and 4 apprenticeships Careers fair Work finder app Apprenticeships advice and support tailored at a local level. High quality careers advice Enterprise governor in all schools Work placements Communicate the benefits of apprenticeships Encouraging employers to advertise their degree apprenticeships in advance so young people can plan as they would for university Parent information and development programmes
Graduate level	<ul style="list-style-type: none"> University internships Fusion skills programme Higher level apprenticeships Graduate placements Adult education Graduate tracking Apprenticeships advice and support tailored at a local level International apprenticeships Apprenticeship competitions Communicate the benefits of apprenticeships

Adult learner	Level 2-7 apprenticeships Fusion skills programme Adult education Package of work preparation training Transform the career prospects of young people most in need of support Academic and professional mentorship support Apprenticeships advice and support tailored at a local level International apprenticeships Apprenticeship competitions Widen access to the professions Develop higher level technical skills Research the links between apprentices and productivity Drive up the supply of higher and degree apprenticeships Establish an Apprenticeship Ambassadors Network to promote apprenticeships Spread the apprenticeship model through supply chains and networks Provide advice and support to smaller businesses starting apprenticeships Provide front-line support to employers as they prepare for and hire apprentices Develop innovative solutions to engaging small employers in the apprenticeship programme Communicate the benefits of apprenticeships Back to work programmes Basic skills training
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A detailed action plan (in the form of a Gantt chart) will identify each of the individual projects that achieve these larger goals and how these projects will be completed. Each project will have a champion and a lead. A detailed budget will be aligned to the strategic plan and there will be business plan for ASES on its delivery of elements of this strategic plan. The following section provides an overview of the financial projections in terms of general funding sources to deliver the strategy.

8. Financial Projections

The current systems for funding skills development, including apprenticeships are complex and changing. At the time of writing this strategy there are uncertainties in several areas, including:

- Allocating individual apprenticeship standards to funding bands, both for new standards and in the context of Technical Education (T-Level) route reviews

- Additional support payments, including additional payments for English and maths training and apprentices requiring greater learner support, such as those for younger apprentices; and those with SEND or other high needs
- How the allocation of apprenticeship standards to funding bands might be undertaken in the future
- Different funding rates depending on the age of the apprentice
- Funding for STEM framework pathways
- Possible waiving of the co-investment rate for small companies (those with fewer than 50 employees) “for apprentices aged 16–18 years of age, 19–24-year-old care leavers and those who have an Education, Health and Care Plan”

Currently, there are 15 funding bands, with the upper limit of these bands ranging from £1,500 to £27,000 per learner. The bands set the maximum amount of digital funds a levy-paying employer can use towards an individual apprenticeship and the maximum level to which the Government will co-invest. Flexibility going forward will be key. As greater clarity emerges, it will be necessary to use the annual action plans and budgets to reassess the affordability of certain strands of work and to adjust to new funding systems. Also, as it is strongly discouraged that services make a profit by delivering services. Careful consideration will need to be given to the financial modelling for the Service and long-term sustainability through greater levels of recurrent funding and diversification of the funding base. This is particularly the case as employers have up to two years to use funding in their voucher accounts. There is also a current discussion that levy-paying employers should be allowed to transfer unused funds to other firms within their supply chain or sector. Similarly, although not currently possible, there have been moves from some businesses to use their levy contribution to pay for apprenticeship training for apprentices that are not their employees. This is encouraging as it shows that these employers recognise that they have a collective responsibility for creating the apprenticeship training that the economy needs to grow and prosper. However, this also adds a further potential complication to an already complex funding model.

9. Evaluation and Impact measurement

The benefits of a strategic approach to the development of skills will only be realised if we can ensure high quality. ASES is currently rated as “good” by Ofsted and so the aim must be that the service becomes outstanding. We will continue to implement a process of continuous improvement and publish performance information. We will focus on the holistic success of each learner, from entry into the skills programme through to career success and personal and collective flourishing. The strategy will include new outcome-based success measures, focusing on progression, employment and learning destinations. External evaluations are also reflecting this greater level of rigour. For example:

- Apprenticeships results for 16-18-year olds will also be published as part of schools’ performance tables
- Ofsted inspects and reports on apprenticeship training provision up to Level 3
- Ofqual regulates any qualifications included in higher level apprenticeships
- Apprenticeships delivered with higher education (HE) institutions will be covered by the HE quality regime

- Apprentices must demonstrate professional skills and attributes, as signalled by their completion certificate

In addition to these regulatory measures, there will be a range of other external measures of quality and impact including:

- The active support of professional bodies and other partners
- Apprentices are recognised for the quality preparation to operate in each sector
- Professional recognition for ASES and its learners such as technical or chartered status
- Membership of professional bodies
- Businesses making use of apprenticeships as a key part of their workforce development strategies.
- The system proposed via the strategy is recognised as providing an effective service for learners and employers
- Outcome data robustly verifies learner success measures
- Businesses advocate for apprenticeships among their partners, peers and supply chain
- Young people and parents are aware of the benefits that apprenticeships bring and are willing to consider a range of skill development options post-school
- Apprentices are successful in achieving awards and signs of recognition
- Strong data reports on progression into employment, employment promotion and earnings

Appendix One: Current strategies and policies in the City of London Corporation that are directly relevant to the Skills Strategy 2018-2023

Education Strategy 2018-2023

Cultural and Creative Learning Strategy 2018-2023

Employability Strategy 2018-2022

Cultural Strategy 2018-2022

Social Mobility Strategy (Currently in draft)

Digital Skills Strategy 2018-2023

Corporate Plan 2018-2023

Appendix Two: Background information and contextual analysis

The areas of lifelong learning including both formal and informal adult education, training and development, and apprenticeships have changed considerably in recent years. The benefits of adult education and training and apprenticeships are becoming increasingly broad - beyond providing a solid basis for moving into work but also promoting social mobility, lifelong learning, progressing careers and plugging key skills gaps. Increasingly, people's journeys into employment can be along many pathways. While school provides an outstanding basis for beginning the journey, volunteering, work experience, adult education, informal learning, traineeships, work placements, apprenticeships, direct into employment programmes and university pathways may all play a valuable part in enhancing a person's employability and lifelong learning and development. Concurrently, work-based training and continuing professional development programmes can enhance skills leading to higher skilled jobs, greater skills transferability, higher wages, and personal and professional satisfaction. This enhances both recruitment and retention of staff.

Successive governments have acknowledged the need to enhance skills and productivity and to proactively promote a variety of pathways into employment. In recent years, apprenticeship pathways have become an area of focus. For example, the *Richard Review* (2012) into apprenticeships emphasised the importance of employers, both large and small, playing a major role in improving the quality of apprenticeships. In 2015, the Government set a target of three million new apprenticeship starts by 2020 and announced that a new Apprenticeship Levy on large employers would be introduced in April 2017. Approximately 20,000 businesses across the United Kingdom (UK) now pay the levy. This has dramatically increased the amount of funding for apprenticeships. It is expected that by 2020, the levy will raise more than £2.8 billion a year across the UK which is more than twice what was spent in 2010 in cash terms. The levy also signalled a fundamental change in the positioning of the employers and the providers, with the new levy putting employers in the driving seat and providers needing to be responsive to the demands of employers.

In June 2016, the UK voted to leave the European Union. The nature of the UK's future relationship with the EU is unclear, but possible restrictions on the ability of UK employers to recruit skilled employees from European Union member states may further increase the importance of high quality technical and professional education to the country's future economic success.

The Enterprise Act 2016⁶ introduced legal protection for the term 'apprenticeship' and established the *Institute for Apprenticeships* (the Institute) which is an employer-led, independent body to support the integrity of the reformed apprenticeships system, with a mandate to assure quality and to provide objective advice. It is the intention that the Institute will publish an annual 'strategic guidance' document which will outline the policy parameters. The Institute has a set of core functions established through legislation⁷, including:

- Setting, reviewing, approving or rejecting quality criteria on all apprenticeship standards and assessment plans at all levels

⁶ Enterprise Act 2016, section 22 and 25

⁷ Strategic Guidance for the Institute for Apprenticeships – 2017/18

- Ensuring all end-point assessments are quality assured
- Advising on the maximum level of Government funding available for individual standards
- Assume responsibility for all technical education – whether work-based or classroom-based – to sit within to the framework of 15 routes to skilled employment

The Institute has also published a series of frameworks covering the requirements for apprentices including that qualifications must:

- Contain substantial and sustained training for a minimum of 12 months, involving at least 20% off the job training
- Develop transferable skills, including maths and English
- Lead to full competency and capability in an occupation, demonstrated by the successful achievement of an apprenticeship standard
- Train the apprentice to the level required to apply for professional recognition where that recognition exists, including up to Level 7
- Be co-designed by employers to meet their needs and the needs of their organisations
- Be assessed through a single end-point assessment after the apprentice has completed their training

Furthermore, there is a requirement on providers to ensure that the assessment methods are interesting, varied and engaging and that the learner possesses the knowledge, skills and behaviours to be fully competent in the occupation. Assessment must be externally moderated. For degree level apprenticeships, assessment is embedded within the degree qualification because the curriculum is based on the standard, which is designed to achieve occupational competence. This applies to bachelor's and master's degrees specifically.

The Government is conducting a programme of Area Reviews of post-16 education and training. The London Area Review⁸ ran from February to November 2016 and was an opportunity for London to take a strategic view across post-16 provision and begin establishing the infrastructure needed in London to commission skills under a future devolved system. The report made several recommendations including:

- Greater connection to needs and priorities identified by sub-regional skills and employment boards
- Enhanced community delivered adult education and skills
- Developing a set of pan-London policies for adult education
- The establishment of an overarching post-16 education and skills board, which should liaise with sub-regional skills and employment boards
- The establishment of a centralised data portal to improve understanding of Londoners' needs and Labour Market Intelligence
- Providers should develop their skills and education plans to ensure identified need is met

⁸ London Adult Community Learning Review Final Report March 2017

- The curriculum offer should concentrate on Basic English including ESOL, maths and digital skills programmes, health and wellbeing, family learning, and retraining and enrichment programmes
- To fund providers through an agreed plan underpinned by a block grant.
- To create an innovation fund for new developments.
- to support the development of sub-regional community education hubs

Over the last two decades there has been a large increase in the number of people undertaking apprenticeships. While figures are not directly comparable due to changes in how the term ‘apprenticeship’ is defined, apprenticeship starts rose from 65,000 in 1996/97 to 509,400 in 2015/16⁹ There was also an emphasis on the need for colleges and providers to increase apprenticeship delivery. Providers, including The City Corporation’s ASES, are at the forefront of these changes and are using innovative approaches to meet the challenges and in exploiting opportunities for the benefit of learners and apprentices, for the businesses that they support and for the nation. ASES has been delivering high quality adult education and apprenticeships for a long time. They have strong relationships with employers and the community and are invested in training and widening opportunities. ASES thinks holistically about how they support employers and learners and this has helped ASES to be successful over a sustainable period.

Despite the increased focus on lifelong learning and apprenticeships and the excellent positioning of ASES to meet these needs, several challenges remain. For example, there is a lack of broad industry take-up of apprenticeships. Some of the innovative and emerging industries are not currently offering apprenticeship options. In 2015/16 more than two thirds of apprenticeship starts were in three sectors: Health, Public Services and Care; Business, Administration and Law; and, Retail and Commercial Enterprise. By contrast, the number of starts in the Construction, Planning and the Built Environment and Engineering and Manufacturing Technologies was much lower, less than a fifth of all starts. Some emerging employment areas, especially those in the creative and cultural sector are distinctly underrepresented. There is also currently a disproportionate number of lower level apprenticeships compared to higher level apprenticeships, although the greatest increase in growth is coming in the higher level offers. For example, over half of all apprenticeships were Level 2 programmes and a third at Level 3. While there has been a dramatic increase in the number of higher level starts over the last five years, this was from a very low base and they remain a fraction of total starts.¹⁰ Amongst learners and businesses alike there is an increasing interest in higher and degree apprenticeships. The Government’s vision is for apprenticeships “to be available across all sectors of the economy, in all parts of the country and at all levels”.¹¹ Strong professional and technical lifelong learning systems are critical elements in increasing productivity. Quality of apprenticeships is crucial, both in terms of filling current skills gaps but also by supporting greater social mobility

⁹ Cabinet Office, Queen’s Speech 2015: background briefing notes, May 2015. There were 509,400 Apprenticeship starts in the 2015/16 academic year.

¹⁰ DfE, FE data library: apprenticeships, January 2017

¹¹ HM Government, English Apprenticeships: Our 2020 Vision, December 2015, foreword

through a ladder of opportunity based on quality apprenticeships. It is important that there is a broad provision of high-quality apprenticeships, ranging from Level 2 through to Level 7.

While the past few years have seen unprecedented change in the governance of apprenticeships, there have also been significant structural changes in the economy. Changes to the economy have reduced the number of large firms, many of whom had traditionally supported extensive apprenticeship programmes. There has been a rapid growth in SME's, microbusinesses and 'solopreneurs'. This provides an opportunity for the City Corporation's apprenticeship service as small and medium sized businesses may lack the capacity—in facilities, staff time or institutional memory—to sustain independent schemes and may seek external partners. They may also operate to shorter time horizons making the long-term investment required to train an apprentice less attractive. Collaboration could help to address these challenges. Moreover, advances in technology are changing the way the world works. Broad-based digital and technical literacy (referred to as 'DQ') combined with 'fusion skills' are integral to future employment and the success of businesses. To this end, DQ, fusion skills and technical literacy must be embedded in lifelong learning and our apprenticeship programme. To address these changes, the government has proposed up to 20 new technical and professional learning routes, which will lead young people from compulsory schooling into employment and the highest levels of technical competence (*T-Levels*).

Appendix Three: Glossary of useful terms

Apprenticeship agreement: The contract of service between the apprentice and employer confirming the apprentice is undertaking an apprenticeship and the standard they are following.

Apprenticeship framework: The agreed work-based training programme that employees can follow to become competent at a job. It includes time learning at work and studying for a relevant qualification outside of work.

Apprenticeship standard: Sets out in simple terms the knowledge, skills and behaviours needed for an apprentice to be competent and capable in their role, as determined by employers.

Assessment plan: Describes the end-point assessment for an apprenticeship standard: What will be assessed and how, who will carry out the assessment, who will make the final decision on competency and grading, and quality assurance arrangements to ensure reliability and consistency.

Digital Apprenticeship Service: The online end-to-end service which enables employers to find an apprentice candidate, choose a training provider and pay for apprenticeship training and assessment.

End-point assessment: The assessment at the end of the apprenticeship to test that the apprentice is fully occupationally competent in that role.

Statement of Commitment: This supplements the apprenticeship agreement and sets out the expectations, roles and responsibilities of each party involved in the apprenticeship and is signed by the employer, provider and apprentice.

Appendix Four: Working with others

Both within the City Corporation and with our many partners, we will work collaboratively and purposefully - approaching our endeavours with a mind-set that is open and receptive. We value and promote co-production and working in partnership to create the future. These partnerships both drive and reflect the professional and collaborative nature of our staff and the employability of our learners. The following list includes just some of the many partners who currently work with us to design, deliver and evaluate our skills programmes:

- Apprenticeship Board
- Apprenticeship Diversity Champions Network
- Association of Colleges
- Association of Employment and Learning Providers
- Association of School and College Leaders
- Barclays
- British Chambers of Commerce
- British Film Institute
- Businesses (local and international)
- Careers and Enterprise Company
- Centre for Vocational Education Research, London School of Economics
- Charities
- Chartered Insurance Institute
- City and Guilds
- Creative Industries Federation
- Creative Skillset
- Crossrail
- Cultural organisations
- Deloitte LLP
- Department for Business, Innovation and Skills
- Department for Education
- Digital sectors
- Education and Training Foundation

- Education and Skills Funding Agency (ESFA)
- EY
- Federation of Small Businesses
- Fintech sectors
- Greater London Authority
- Institute of Chartered Accountants in England and Wales
- Jobcentre Plus
- Leaders of Tomorrow
- Livery Companies Skills Council
- Local Authorities
- Local Enterprise Partnerships
- London collaborative partnerships
- Microsoft
- Ofqual
- Open University
- Other skills providers
- Pearson Education
- Queen Mary University of London
- Tech Partnership
- TechUK
- The 5% Club
- The National Careers Service
- The Prince's Trust
- The Worshipful Company of Goldsmiths
- University Vocational Awards Council