



# SKILLS STRATEGY



2019 - 2023



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# FOREWORD

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Learning enables all communities to flourish and thrive. It unlocks opportunities, helps to identify talent and allows people to reach their full potential. It sits at the heart of our vision for a globally successful United Kingdom.

Learning starts from birth and is formalised at school. It develops through contact with other activities such as music, culture and commerce. The City of London Corporation (City Corporation) enjoys diverse and historic relationships with learning within its Family of Schools, as a corporation governing the Square Mile, as a charitable funder, and through its wide-ranging links with business and Livery companies.

The Education Strategy 2019-23 establishes our vision for exceptional learning delivered by the City Corporation's Family of Schools. That learning is focused on academic progress, good health and wellbeing, individual aspiration and the development of skills which will form the foundation for employment.

Opportunities to learn should not be confined to the school building and its grounds. Every day, there are 480,000 workers in the City of London. Pupils and adult learners can learn and be inspired by them. All types of business and trade represent an opportunity for learning.

Therefore the Skills Strategy 2019-23 commits to harnessing the power of such organisations as learning providers. They enable people to experience the world of work, build resilience and develop work-based skills. In return, workers and employers can develop the talents and skills which benefit the economy.

Similarly, arts, culture and heritage offer long-standing institutions devoted to learning. The City Corporation is the fourth largest funder of culture in the United Kingdom and offers a vibrant cultural network in and out of the Square Mile. Engagement in cultural learning helps to fuse often complex skills. Art can be combined with digital innovation; architectural precision with design.

So, the Cultural and Creative Learning Strategy 2019-23 establishes the learning vision for our cultural institutions in the Square Mile and beyond. A vision which is based on the findings that cultural engagement promotes a "fusion" of skills directly relatable to the jobs of the future.

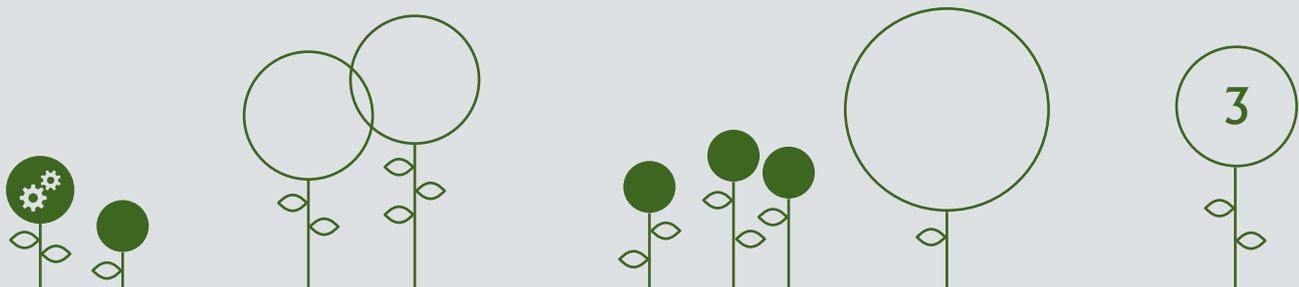
This tripartite strategy establishes the City Corporation's ambitions for learning. We aim to prepare people to flourish in a rapidly changing world, working in collaboration with our partners involved in schools, adult education, business, culture and heritage.

**Deputy Catherine McGuinness**

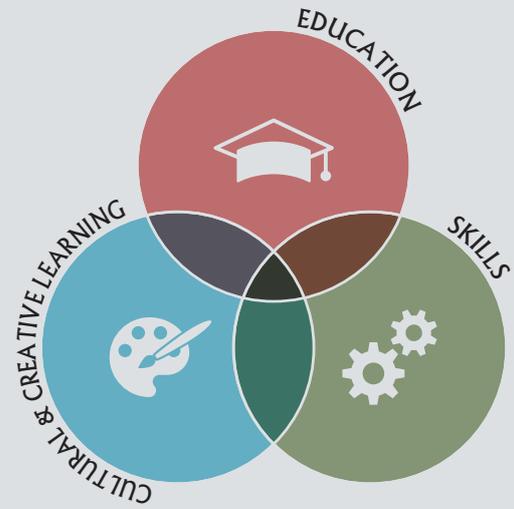
Chair of Policy and Resources Committee

**Henry Colthurst, CC**

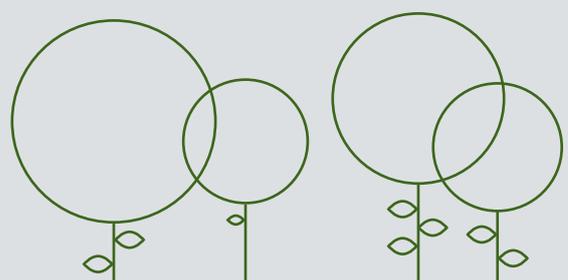
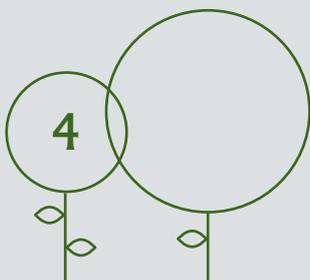
Chair of the Education Board



# VISION



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 allows people to participate in high value employment opportunities and enables an environment where innovation, creativity and enterprise flourish. The Skills Strategy 2019-2023 establishes the City of London Corporation's (City Corporation) vision for developing skills that link to the world of work through a process of lifelong learning. It encompasses the City Corporation Family of Schools, Adult Skills and Community Learning, Apprenticeships and the City Corporation's long-standing networks with key industries in the Square Mile and beyond.



The Skills Strategy 2019-23 is overseen by the City Corporation's Education Board and is one in a tripartite of strategies overseen by the committee. The three strategies are:

- The Education Strategy 2019-23
- The Cultural and Creative Learning Strategy 2019-23
- The Skills Strategy 2019-23

Whilst standing alone as three distinct strategic areas, these strategies overlap and interconnect to deliver one vision for the City Corporation:

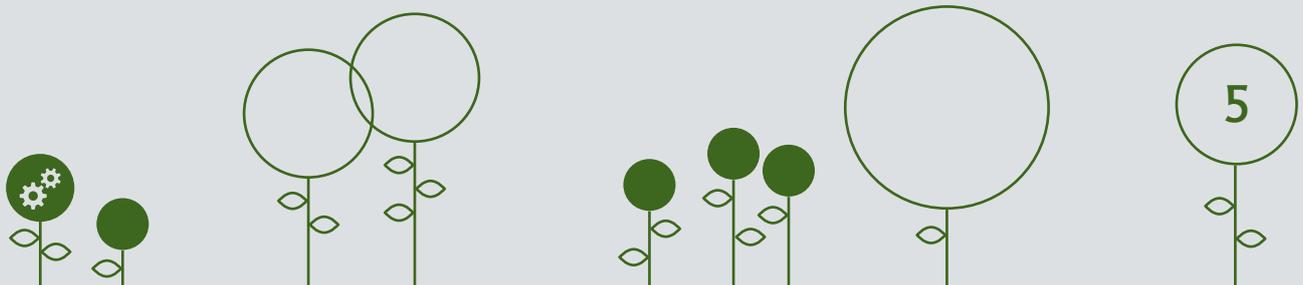
to prepare people to flourish in a rapidly changing world through exceptional education, cultural and creative learning, and skills which link to the world of work.

This strategy supports the Education Strategy 2019-23 by ensuring that all pupils in City Corporation Family of Schools (henceforth called the "Family of Schools") can apply their learning, at all stages, to the world of work and connect with professionals across a range of sectors to help them make informed career choices. This strategy supports the Cultural and Creative Learning Strategy 2019-23 in its focus on work-based skills which are a fusion of creative, digital, cognitive and emotional skills and which are increasingly important in jobs of the 21st Century.

This strategy outlines the context, the main services and partners for delivering the strategy, our strategic goals, courses of actions and the measures of success. Each academic year, an associated Action Plan will be developed outlining the actions and milestones for delivering our goals.

## Corporate mission

The commitment to skills development is rightly at the centre of the City Corporation's Corporate Plan for 2018-23 (The Plan). It sets out the vision which is dedicated to creating a vibrant and thriving City, supporting a diverse and sustainable London, within a globally-successful UK. The Skills Strategy 2019-2023 contributes to a flourishing society and supports a thriving economy by: Ensuring people have equal opportunities to enrich their lives and reach their full potential (Plan Outcome 3) and ensuring that London has access to the skills and talent we need (Plan Outcome 8).



# CONTEXT

## Adult Skills and Education Service (ASES)

The City Corporation's Adult Skills and Education Service (ASES) is a learning and apprenticeship provider, as well as an assessor and promoter of lifelong learning pathways. It is responsible for delivering the City Corporation's statutory Adult Community Learning (ACL) services which includes family learning, English Language lessons for speakers of other languages (ESOL), training and employability courses for low-skilled and socially disadvantaged residents, as well as arts, crafts, and humanities-based learning.

ASES delivers the Apprentice Programme which recruits apprentices at the City Corporation, as well as brokering apprenticeships between local businesses and residents in the City of London and beyond. This latter function involves working closely with local businesses to understand their skills and talent requirements and matching these with suitable apprentices who will receive work-based training at intermediate and advanced levels. ASES have brokered apprenticeships with leading firms including Jones Lang LaSalle, Standard Bank, Virgin Holidays, Munich Re, and many more.



As a basic principle, social mobility underpins all areas of ASES, both in its delivery of local authority community learning, and in its business and social functions as a provider of learning and apprenticeships.

## Family of Schools

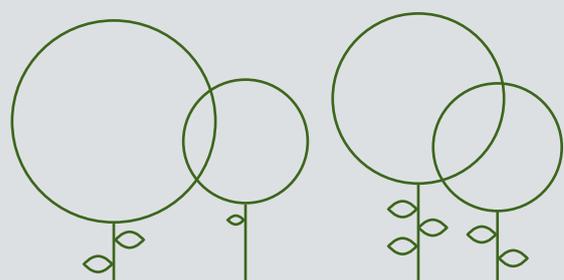
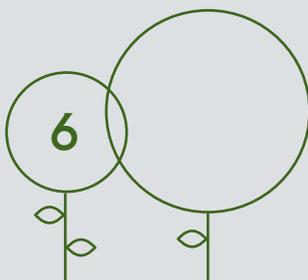
The City of London Corporation is a major provider of school-age education:

- As a Local Authority, the City Corporation has one voluntary aided primary school which is a state-maintained school within the City.
- The City Corporation is a co-sponsor of academies, sponsoring one secondary academy with KPMG and one secondary academy with the City University.
- The City Corporation is the sole sponsor of academies which are managed by a multi-academies trust called the City of London Academies Trust (CoLAT). CoLAT schools include primary, secondary and sixth form education.
- Since 1442, the City Corporation has been a proprietor of independent schools and is now the proprietor of three secondary independent schools. The City Corporation provides bursary support for pupils at these schools.

In its entirety, this group of schools is called the Family of Schools. Collectively, they work in close partnership with each other, enabling staff to share best practice and expertise, and provide new opportunities for pupils.

## Lifelong Learning

Our approach to developing skills and preparing people to flourish in a rapidly changing world is based on fostering and supporting 'Lifelong Learning'. Lifelong learning starts in early education and is developed through compulsory schooling, up to further and higher education, adult education, training, apprenticeships, and continual learning and development during employment.

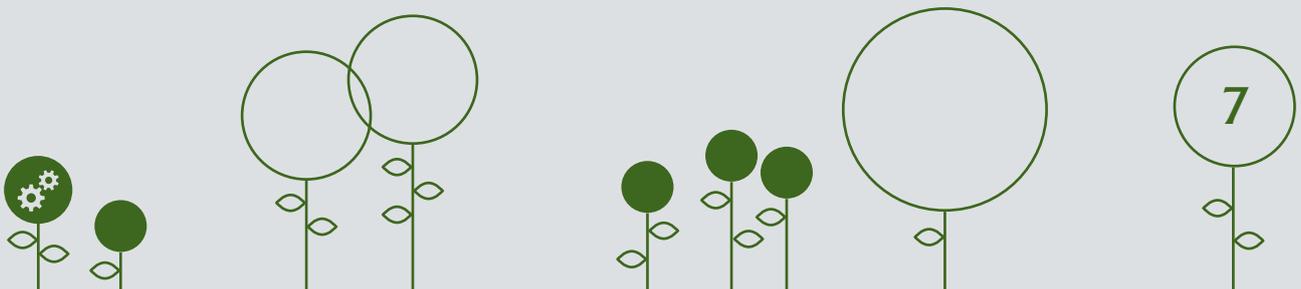


Research stresses that lifelong learning is crucial in the 21st Century due to global demographics, information technology, Artificial Intelligence, and the speed of innovation. Lifelong learning is the continuous, self-motivated pursuit of knowledge and skills throughout a lifetime. It can occur in formal education programmes or in a range of non-formal, informal and even unplanned contexts. Lifelong Learning involves seeking knowledge, skills, talents, interests, and personal and professional development from early years through to post-retirement and occurs in and outside of

classrooms, from work-based training and apprenticeships through to social interactions and simply asking questions. Lifelong learners explore, question, and build on what they know, and most importantly they love learning.

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 can all play a valuable role in enhancing a person’s employability and continual development. The benefits of vocational learning are being increasingly recognised as broader than providing a solid basis for moving into work, by promoting social mobility, engendering a love of learning, enabling career progression and plugging labour market skills gaps. 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.

We believe that learning is a liberating and life-changing force. The Skills Strategy 2019-23 commits to providing, enabling and supporting a lifelong process of learning through the development and practical application of talents and skills which are needed for success in the 21st Century.



# OUR GOALS

By 2023, the City Corporation, ASES, apprenticeship and training providers in the City of London, local employers, as well as teachers and system leaders in the Family of Schools should be able to say:

1

The lives of our diverse adult learners are transformed through a unique educational experience.

2

ASES deliver high quality adult education, training and apprenticeships.

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These 'Six Strategic Goals' are the destination we commit to reach by 2023. Each of these Goals have been broken down further into their component 'Aims' (course of action/routes) and 'Indicators' (measures of success).

The City Corporation will endeavour to build an applied research and knowledge exchange culture that drives quality practice in skills delivery and lifelong learning, including prioritising industry collaboration. This will include engaging 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.

Many of the actions to achieve our Goals will be delivered in close working with, or through, our partners. The Skills Strategy 2019-2023 will be owned by all stakeholders and we will work across agencies to learn from each other, maximise our resources and create a joined-up system that can be easily navigated.



The destination for Skills in 2023. The 'where we want to go'

The route, or course of action, we will take. The 'how we are going to get there'

The measures of success. The 'how we know we are on track'

3

All partners continue to work towards the achievement of a diverse workforce which mirrors the diversity of our community.

4

There is high quality exposure to the world of work at all stages of education to enable learners to make informed career choices.

5

The City of London is home to a world-leading environment where partners can exploit the interconnectivity and collaboration between industry, school and business.

6

There is strong strategic oversight of skills delivery which is focused on impact.

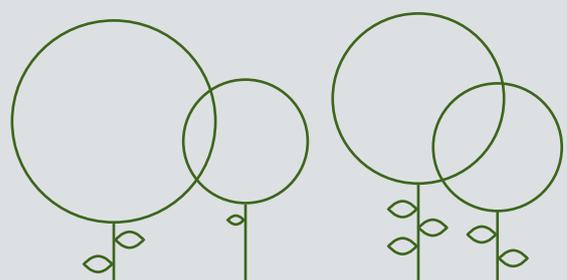
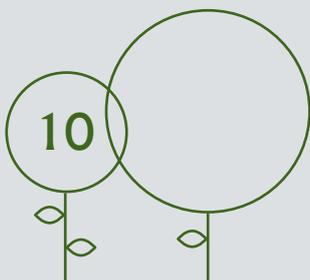
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# GOAL ONE

The lives of our diverse adult learners are transformed through a unique educational experience.

Nobody understands the skills that employers need better than employers themselves. The City Corporation already has many well-developed partnerships with businesses and, as such, is uniquely placed to design training and apprenticeships that focus on the skills, knowledge and behaviours that are required of the workforce of the future.

The Skills Strategy 2019-23 commits to working 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 support services to support businesses who want to train their apprentices themselves. We value a rich and sustained engagement with our industry partners which will drive our practice-based approach to learning and teaching. The Skills Strategy 2019-23 commits to ensuring 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.



## Aims

Deliver a changed focus and approach to the development of critical skills, knowledge and competencies to provide the necessary skills to meet the challenges of the rapidly changing world of work.

Enhance our capacity to meet national and regional skills needs.

Harness talent by delivering the skills that enable people to flourish as innovative and self-sustaining practitioners.

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.

## Outcomes

ASES and the Family of Schools make effective use of labour market intelligence to increase the subject choice for learners including development of post-digital/hybrid cross-disciplinary portfolios.

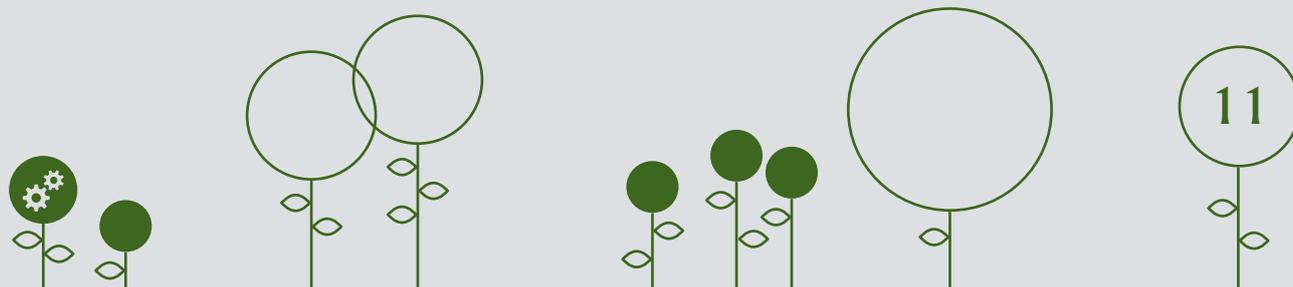
ASES and the Family of Schools provide provocative and dynamic learning environments where learners are challenged.

There is evidence of high levels of lifelong learning.

There is an increase in the number of adult learners accessing ASES: 1,000 people by 2022.

ASES drive and celebrate equality of opportunity through a proactive approach to promoting social mobility and inclusion.

ASES have a Marketing and Communication Strategy which attracts more learners, and impact is shown through the number and quality of apprenticeship applications.





# GOAL TWO

ASES deliver high quality adult education, training and apprenticeships.

The Skills Strategy 2019-23 commits to continuous improvement in our delivery of adult education, training and apprenticeships and for ASES to be Ofsted rated 'Outstanding'. We will implement a process of continuous improvement and publish the performance information of our provision. 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. This strategy includes new outcome-based success measures, focusing on progression, employment and learning destinations.

## MEASUREMENTS OF 'QUALITY' AND 'IMPACT' IN ADULT EDUCATION

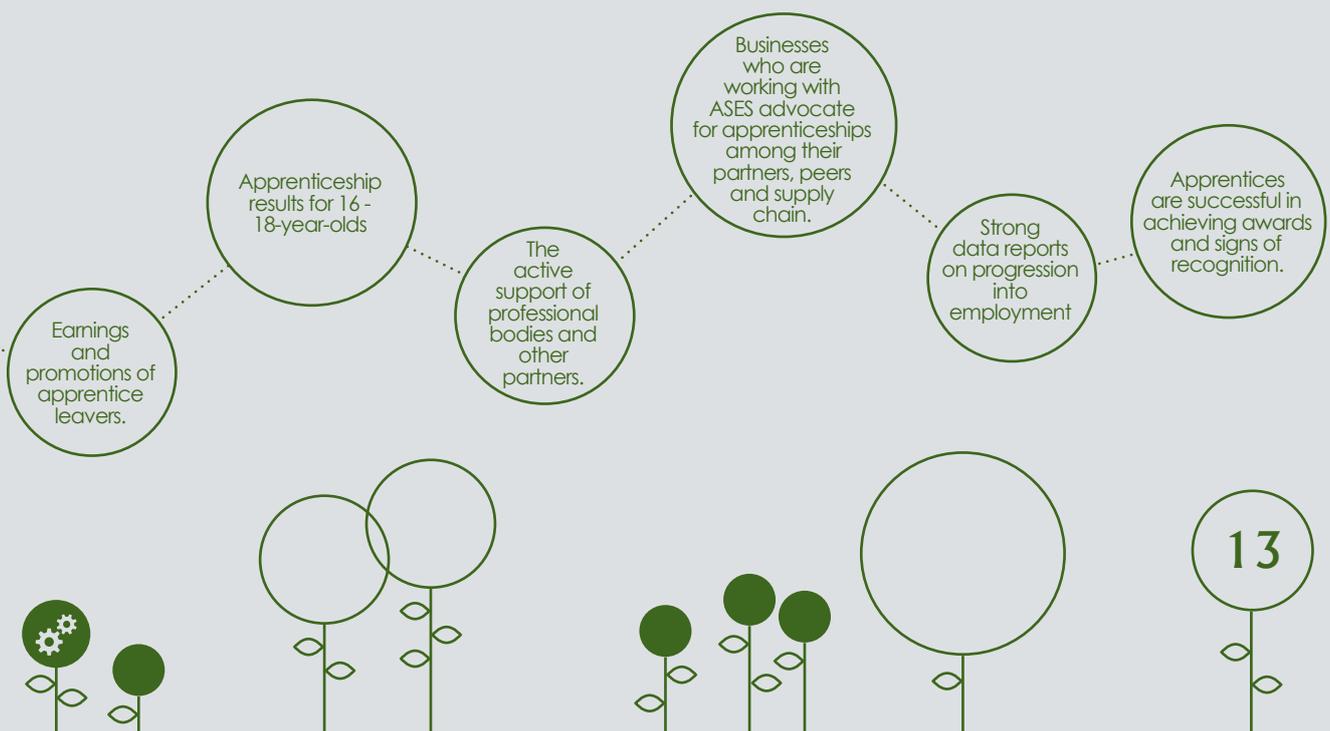


## Aims

- Continue to improve the learning experience and the success of adult learners.
- Continue to improve services and resources to promote wellbeing amongst learners.
- Deliver academic excellence in learning, teaching and knowledge exchange.
- Develop innovative approaches to learning and teaching for industry-relevant courses including work-based learning and apprenticeships.
- Ensure that our learners are partners and co-creators in academic activity and governance and continue to develop and enhance mechanisms that enable effective response to feedback.
- Enhance the apprenticeship and adult learning experience by creating a sense of belonging through collaborative learning and social interaction.
- Continue to excel in providing progression routes covering informal and formal learning opportunities and across all levels of qualifications from Levels 2 to 7.
- Ensure that every apprenticeship is a high-quality opportunity that delivers the skills, knowledge and behaviours that employers are looking for.

## Outcomes

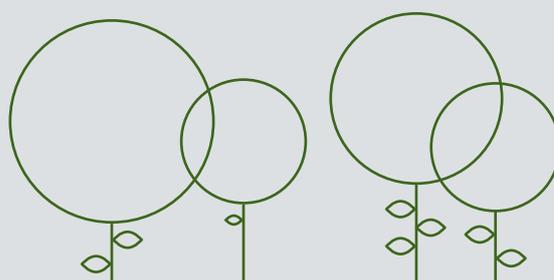
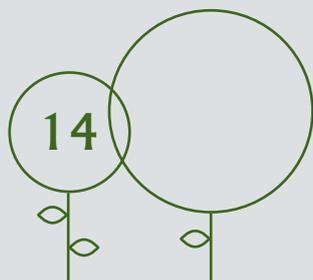
- ASES is an outstanding adult education, training and apprenticeships provider.
- There is an increase in the uptake of courses by City of London residents.
- There is an increase in the effective use of ICT in teaching, learning and assessment.
- There is a wider spread of areas that take apprentices and increased Levels of apprentices undertaken, including Levels 4, 5, 6 and 7.
- Learners are stretched so that they build on prior achievement and study at higher levels.
- Apprenticeship completion rates remain above 95%.
- There is 100% destination and progression pathway for apprentices.
- Apprentices educated through ASES are widely recognised and respected as being highly skilled.
- Apprentices recommend becoming an apprentice.



# GOAL THREE

All partners continue to work towards the achievement of a diverse workforce which mirrors the diversity of our community.

The Skills Strategy 2019-23 has a strong focus on promoting and championing social mobility, diversity and inclusion and therefore has a strong link to the City Corporation's Social Mobility Strategy 2018-28. Both strategies commit to ensuring that the talent pool in London is as diverse as London is. This requires targeting those groups of adults who face structural inequalities and institutional barriers to developing skills and thriving in the 21st Century. We will ensure that apprenticeships, training, and adult learning opportunities are accessible to the widest possible range of people and those learners who require additional support receive the support they need flourish and thrive.



## Aims

- Improve the learning experience and learning outcomes for learners impacted by disadvantage.
- Provide an accredited pathway for 16 - 24-year-olds with Education, Health and Care (EHC) plans.
- Support young people who are unemployed or at risk of not being in employment, education or training (NEET) into apprenticeships.

## Outcomes

- There is improved progress of learners at risk of educational disadvantage.
- There are enhanced and efficient learning support services for all our learners.
- Our apprenticeships are completed by people from backgrounds as diverse as London is.
- People from all backgrounds receive the preparation they need to be high quality candidates for apprenticeships.
- ASES marketing campaign includes targeted material for BAME audiences.
- There is a 20% increase in the proportion of apprentices from Black, Asian and Minority Ethnic (BAME) backgrounds.
- ASES use a model of learner-led peer-to-peer mentoring and collaboration.

## TARGET GROUPS



# GOAL FOUR

There is high quality exposure to the world of work at all stages of education to enable learners to make informed career choices.

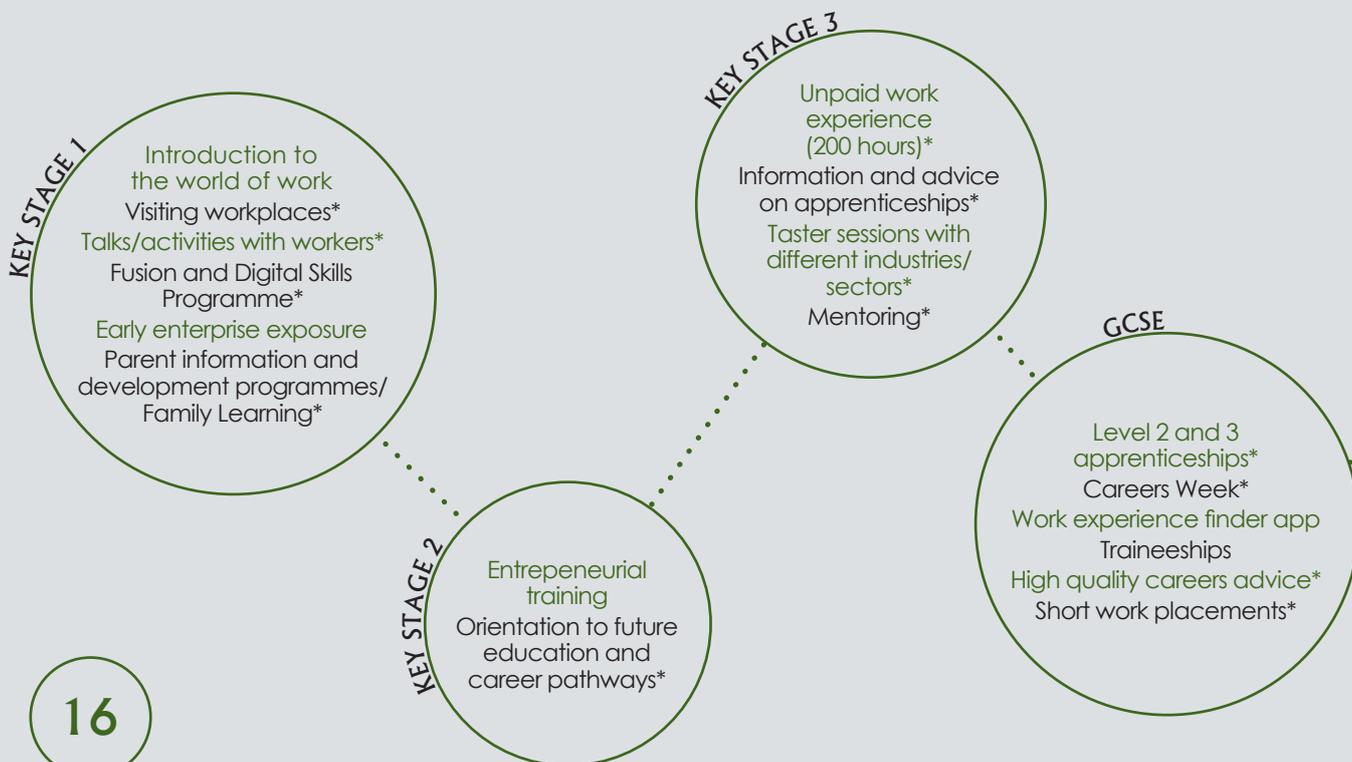
It is essential that, from early on in education, all children and young people have access to quality advice and guidance on the full range of career routes and pathways and are inspired by the prospect of an apprenticeship as a prestigious alternative to the traditional academic route. Schools now have a statutory duty to offer careers advice, information and guidance for young people and to follow the eight Gatsby Benchmarks of good careers practice. This includes ensuring that young people

have at least seven encounters with employers during their education based on research which shows that a young person who has four or more encounters with an employer is 86% less likely to be NEET and can earn up to 22% more during their career.

Through the City Corporation's many long-standing and well-developed partnerships with businesses, charities, and cultural organisations in and out of the Square Mile, ASES and the Family of Schools are well-placed to ensure that learning at all stages of education is linked to the world of work, and that opportunities exist to access work experience, and industry-led careers guidance. The Skills Strategy 2018-23 commits to link learning at all stages with real-world application to connect pupils in the Family of Schools and adults accessing adult education, apprenticeships and training to innovators, professionals and practitioners at the cutting edge.

## INDUSTRY-LED SKILLS DEVELOPMENT ACROSS STAGES OF EDUCATION

\* Signifies that the offer will continue to be provided throughout compulsory school age.



## Aims

- 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.

## Outcomes

- There is a comprehensive careers strategy for all ages, led by the Family of Schools and ASES.
- All pupils in the Family of Schools will hear from, and be inspired by, employers and apprentices.
- There are clear progression routes through technical and professional education, including apprenticeships, into skilled employment.

● Good quality work experience placements are open to all pupils in the Family of Schools, regardless of their background or personal connections to business.

● Work placements for pupils in the Family of Schools are well-planned and ensure pupils are engaged in interesting tasks and receive experience they can apply when they begin looking for employment.

● Work experience provides pupils in the Family of Schools and Children Centres with a sequential induction to the world of work from Early Years, becoming more formalised as pupils get older.

● Self-employment and 'solopreneurs' are reflected in the work experience offer.

● All pupils in the Family of Schools are supported to make the right career choices, including apprenticeships.

● The Family of Schools promote apprenticeship opportunities and can give well-informed and impartial advice about apprenticeship options.

● The Family of Schools acknowledge skills development as integral to pursuing the outcome of becoming outstanding schools.

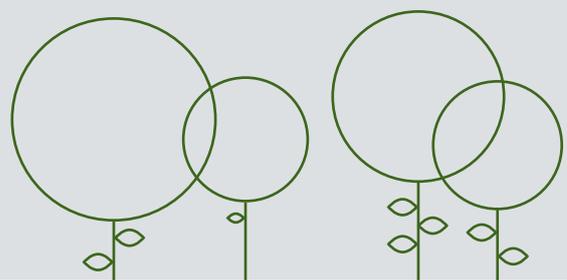
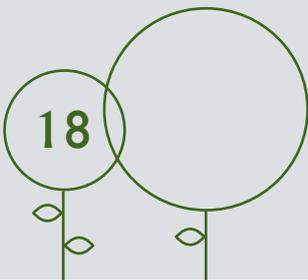


# GOAL FIVE

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The City of London is home to a world-leading environment where partners can exploit the interconnectivity and collaboration between industry, school and business.

The development of skills and talent for success in the 21st Century is a global challenge and requires collaboration and partnership working. Within the City Corporation, with our many partners in the Square Mile and beyond, and with national and international organisations at the cutting edge, we will work collaboratively and purposefully. We value and promote co-production and working in partnership to create the future. The Skills Strategy 2019-23 commits to approaching our endeavours outlined within this strategy with a mind-set that is open and receptive.



## Aims

● Forge and maintain dynamic relationships with our City, United Kingdom and international partners in industry, in higher education, further education, the cultural sector and with the locality and our alumni.

● Strengthen our external facing functions, enabling us to maximise partnership opportunities, commercial activity, marketing, public relations, and fundraising through philanthropic sources and alumni.

● 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.

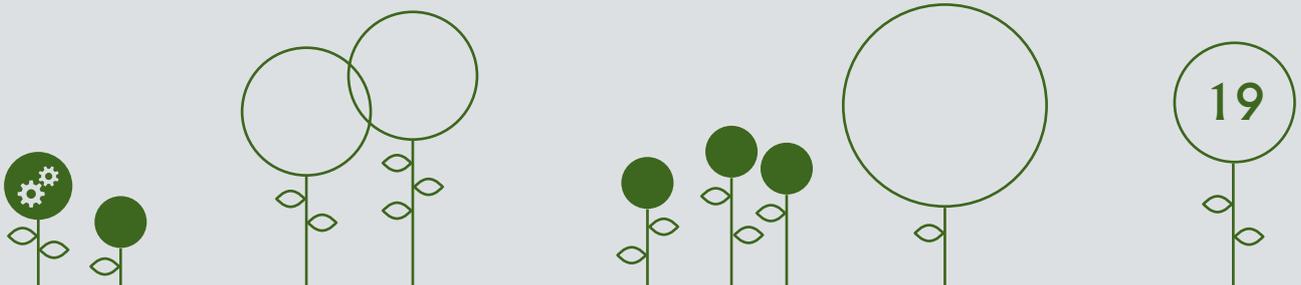
● Work with our locality and local authorities, securing effective partnerships.

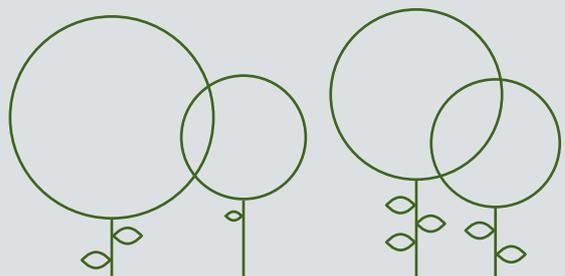
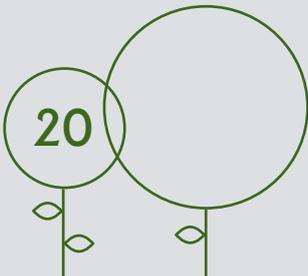
● Connect our learners to innovators, professionals and practitioners at the cutting edge.

## Outcomes

● A cross-departmental review of all our partnerships is completed, leading to the development a more strategic, professional and proactive approach to due diligence and management of our partnerships.

● There is evidence of influence in the field through partnerships and participation in key committees and networks.





# GOAL SIX

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There is strong strategic oversight of skills delivery which is focused on impact.

The impact of initiatives, programmes and events delivered to realise the Skills Strategy 2019-2023 must be measured. In delivering the objectives of this strategy, the focus will be on the impact of what is achieved over the short and long term, by collecting real-time feedback and high-quality data from the people we work with showing their views on the quality of the interventions and activities they have been involved in. Performance data, evaluation, performance management and evidence are presented to Education Board on a regular basis throughout the year to enable Board members to monitor activity and to increase the likelihood that the actions achieve the desired outcome and that the positive impact of activities is experienced by all.

## Aims

- Continue to assure and enhance the standards and quality of our provision to achieve academic excellence in delivery.
- Review planning and resource allocation so that ASES continues to provide exceptional value for money while ensuring a close alignment to strategic priorities.
- Ensure that the ASES staff voice continues to play an active part in the implementation of this strategy and the evolution of learning offers.
- Ensure we have the resources, space and teaching models to deliver our distinctive portfolio of courses and teaching styles.

## Outcomes

- ASES is a successful commercial service.
- The adult education offer is re-aligned towards pre-apprenticeship courses.
- Data collection is used to evidence wage increases as the result of apprenticeships and other training.
- There is long-term economic sustainability of ASES through less reliance on single grants or on project funds.

