

# Livery Skills Briefing Notes



## Contents

- 1. Context ..... 2
- 2. Collective leadership ..... 2
- 3. Acting at pace ..... 2
- 4. Equality of opportunity..... 3
- 5. Current Government policies and support..... **Error! Bookmark not defined.**
  - 5.1 National Skills Fund ..... **Error! Bookmark not defined.**
  - 5.2 Lifetime Skills Guarantee ..... **Error! Bookmark not defined.**
  - 5.3 A Lifelong Loan Entitlement ..... **Error! Bookmark not defined.**
  - 5.4 Workforce Industry Exchange ..... **Error! Bookmark not defined.**
  - 5.5 Skills bootcamps ..... **Error! Bookmark not defined.**
  - 5.6 T Levels ..... **Error! Bookmark not defined.**
- 6. Why the Liveries? ..... 6
- 7. Aims ..... 6
- 8. Practical actions..... 7
- 9. A call to arms ..... 8

## 1. Context

There are current organisational, technological, societal, and community seismic changes. Technology is creating remarkable new opportunities but also serious dangers of widening inequality and injustice. New technologies mean that nine in ten employees will need to learn new skills by 2030 and many jobs are at risk due to AI and automation. Concurrently, there has been a collapse of 'middle skilled' jobs. These factors have led to a critical situation for skills development and pathways into (or back into) employment. The Covid-19 crisis makes these dangers more acute. We do not have the luxury of time. Change must begin now. This requires us to have a combined and consolidated focus on systematic development of skills. We need to look at skills through different lenses: e.g., re-skilling, skills frameworks, awareness raising (including access and attractiveness - re-framing the skills offer), diversity, inclusion, and progression (lifelong). This has brought into sharp focus the importance of a blend of real-world experience, innovative thinking about business, and qualifications and flexible training. Collective leadership is needed to achieve these outcomes.

## 2. Collective leadership

The liverymen have the experience and the *raison d'être* to align to shape the skills future and to drive positive change. The liverymen's actions are held in high regard and this can serve to strengthen the ambition and quality of skills pathways. For example, they could promote parity of esteem and recognition of excellence for apprenticeships and traineeships. Apprenticeships and technical routes currently do not always have the status and prestige that they once did and are still largely seen as for 'other people's children', and for those who have not 'achieved'. The liverymen have access to skilled ambassadors, mentors, and role models. The liverymen have shown vision and leadership and currently support many programmes in careers education, lifelong learning, adult education, and skills development for people of all ages. They have also shown a substantial commitment to skills development, including the development of the broader fusion skills over the long haul, with many liverymen being able to claim several centuries of work in these fields. Despite this, collective leadership is needed to achieve these outcomes. This requires meaningful consensus and concerted action. We need to ignite the energy. As one Liveryman said, "Who can be the firework?", the liverymen can!

## 3. Acting at pace

The Livery can force the pace of actions through their collective strength and influence. We have a rare opportunity to change the way our education and skills systems function and who it works for, and we must grasp it. The economic impact of Covid-19 means that thousands of people are worried about losing their jobs in the coming months, while the future of many businesses is in peril. Unemployment has risen and will rise further. We need to avoid the alienation and use this as a time to plug skills gaps and increase productivity and innovation.

We have a moral responsibility currently to develop and support well-designed and joined-up skills pathways. The liverymen can lead "building back better" through the untapped power of further and technical education. By adding the weight of their prestige, the liverymen can give people confidence in recommending technical education by building a "parity of esteem" between technical and non-technical qualifications. But there is more that can be done, by embedding the fusion skills in the skills work of the liverymen, we can ensure these valuable skills are available to everyone, and fusion skills are at the heart of success in the 21st century. As was noted at the planning meeting, "There is no better time for a concerted effort across a number of constituents to develop this idea. The Livery, The City Electorate, The Corporation, and others. The prosperity and wellbeing of the nation depends on it."

#### 4. Equality of opportunity

Not every young person has access to a breadth of developmental relationships and life experiences, which facilitate and broker routes into employment. The least advantaged tend to not have access to networks, mentors, advocates, work experience opportunities, careers advice, and family support in the same way as their more advantaged peers. For example, only 46% of young people from low-income families take part in extracurricular activities, compared with 66% from higher income families and young people who attend private schools are twice as likely to get internships in London compared to state educated children. They are not supported to access potential pathways or understand how to reach their goals. There is a disconnect between what they learn in school and their aspirations and opportunities later in life. For example, in 1997, 42 per cent of 16-17 year old students were studying and working. By 2014 this figure had declined to 18 per cent. To reduce inequality, the liveries could enable people to build authentic connections which open new possibilities.

A more equitable society is based on realising the potential of all people. This requires strong networks of support and trust. The liveries could leverage that trusted network. The liveries are comprised of highly influential and connected members. They possess experiences and relationships with employers and have a deep understanding of different sectors and industries. There are people within liveries that could help young people (and the less young) to make more informed choices about career pathways, and to help them learn important workplace and fusion skills needed for entry into employment. They could use their connections to boost opportunities for structured work experience, internships, and employment. Young adults who have ‘four or more employer contacts’ are five times more likely to be in employment or training than those who have little or no contact with employers.

An equitable society is one where all people have access to meaningful and valued pathways, and opportunities to flourish and achieve success. There should be multiple pathways and routes in and out of learning throughout life. If this could really be there and work well for everyone from all backgrounds, it would send a very powerful message about being serious about “levelling up” and about generating lasting social mobility, which is of benefit to us all.

#### 5. Current government policies and support

This is also a unique moment in time to make a lasting difference due to several recent changes in government policy and increased support for skills programmes. For example, it is now compulsory for all schools to meet the Gatsby Benchmarks (Gatsby, 2014)<sup>1</sup> for excellence in careers guidance and enterprise. The eight benchmarks include:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

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<sup>1</sup> <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

The recently released government white paper “Skills for Jobs”<sup>2</sup> focusses on post-16 education reform. There is a raft of changes recommended, including:

### **5.1 National Skills Fund**

A £2.5 billion National Skills Fund has been established. The Fund will support immediate economic recovery and future skills needs by boosting the supply of skills employers require. The National Skills fund was also supported by a further £1.5 billion of capital funding to upgrade FE colleges, and for the next wave of capital funding for T-level<sup>3</sup> providers.

### **5.2 Lifetime Skills Guarantee**

From April 2021, any adult aged 24 and over who wants to achieve their first full Level 3 qualification will be able to access almost 400 fully funded courses to get the skills they need to boost their careers. This £95 million investment is part of the Lifetime Skills Guarantee announced by the Prime Minister in September 2020. The courses on offer will deliver a wide range of skills in many jobs and sectors. Starting from April 2021 adults age 24+ looking to achieve their first full Level 3 qualification will have the opportunity to access a fully funded course from a choice of almost 400. An additional £95 million in funding has been set aside in year one to attract more learners and significantly increase adult participation at Level 3 courses This will include a funding uplift per learner of £600 for qualifications included in this offer with over 360 Guided Learning Hours (GLH) and £150 for those under with 360 GLH, to scale up Level 3 provision for adults and meet the needs of adult learners.

### **5.3 A Lifelong Loan Entitlement**

From 2025, people can access flexible student finance so they can train and retrain throughout their lives. A Lifelong Loan Entitlement will also make it easier for adults and young people to study more flexibly, which can be used over their lifetime and for modules of a course.

### **5.4 Workforce Industry Exchange**

Business groups, including Chambers of Commerce, working alongside colleges will develop tailored skills plans to meet local training needs; supported by a £65 million Strategic Development Fund to put the plans into action. New College Business Centres will be established to further drive innovation and collaboration with employers. Part of the role of the College Business Centres will be investing in high quality professional development for Further Education staff, including through a new Workforce Industry Exchange Programme.

### **5.5 Skills bootcamps**

As part of the Lifetime Skills Guarantee, the Skills Bootcamps are free, flexible courses (Level 3 or below) of just 12-16 weeks, which give people the opportunity to build up sector-specific skills and fast-track to an

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<sup>2</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/953510/skills-for-jobs-lifelong-learning-for-opportunity-and-growth.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/953510/skills-for-jobs-lifelong-learning-for-opportunity-and-growth.pdf)

<sup>3</sup> T Levels are an alternative to A levels, apprenticeships and other 16 to 19 courses. Equivalent to 3 A levels, a T Level focuses on vocational skills and can help students into skilled employment, higher study, or apprenticeships. T Levels involve 45 days’ work placement, and the programme is made up of 80% classwork and study and 20% in industry.

interview with a local employer. On 2 December £43 million was announced as part of the National Skills Fund to extend Skills Bootcamps further across the country from April in 2021.

## **5.6 T Levels**

T levels are new technical study programmes that sit alongside Apprenticeships within a reformed skills training system. T levels are full-time programmes for 16-19 year olds to be studied at college, with a training provider, or in school (although it is hard to see how many schools will have the necessary resource, expertise, and experience to offer some of these qualifications). They are composite qualifications, unlike single subject A Levels, and require students to study an approved technical qualification from a wide range of subject areas, complete 45 days of work placement with an employer, achieve a minimum standard in English and maths, if not already achieved, plus other “enrichment activities” designed to enhance “employability” (Department for Education, 2020).

### **Recent budget announcements**

In the recent budget statement, there were re-announcements of skills projects and new incentives for employers to take on apprentices. Some key headlines include:

#### *Traineeships*

- £126 million to triple traineeships – Further increased levels of flexibilities

#### *Apprenticeship Employer Incentives*

- £3,000 employer incentive for new apprentices whatever their age and for the next 6 months.

#### *Confirmation of the Level 3 Guarantee*

- The budget restated the commitment to the Lifetime Guarantee

#### *Local Funding*

- Funding for turning premises in Town Centres into community activity.

## **6. The London Picture**

London is behind the national average for the Gatsby Benchmarks. To react to this and to the White Paper, the GLA has reacted robustly through its own plan - The London Adult Education Roadmap. Amongst other aspects, this includes a considerable increase in budget making the Adult Education Budget one of the GLA’s biggest budgets and it is expected to be the cornerstone of London’s recovery. It will aim to address inequality and the unevenness of provisions across London. Increasing skills is seen to be essential to ‘building back better’ and as such this work will be linked to the London Recovery Board.

Central London Forward (CLF) has also agreed a set of Apprenticeship Principles. Unfortunately, Covid-19 has caused 40,000 fewer apprenticeship starts over the past 12 months in London. This has also been the case in the City of London Corporation with a more than 50% reduction in new start apprenticeships. There remains the ambition amongst London Councils that 2% of all roles are filled by apprentices. The City Corporation has good progress, achievement, and progression pathways for our apprentices. The Corporation has led the way with paying apprentices the London Living Wage (a position which also has the wide support of CLF).

## 7. Why the Liveries?

Liveries are unique. Skills are at the core of why Liveries exist. The Liveries are an engine room of cross-sector collaborations. Regardless of the size and resources of the Livery, they could engage in supporting this urgent work. Collectively, we can build momentum and bring about lasting and sustainable systemic change. We need this ambition for skills development to be realised in the long-term, which is why seeking a consensus across the Liveries matters to the future of our country. We can collectively reimagine further education for the future. We are not starting from scratch. Many Liveries are currently doing activity in this space. As was said at a recent planning meeting, this is the chance for the liveries and Liverymen to “Step into your own greatness, as an individual or as an organisation.”

“Our Victorian forefathers had a vision of a skilled nation utilising cutting edge technology – inspired by what they made happen, our vision and aspiration should be nothing less.”

The liveries have a long and prestigious history of high impact in terms of skills development. Apprenticeships in England can be traced back to the medieval craft guilds, originating from the custom of upper-class parents sending children away to live with host families. By the Tudor period, despite overall numbers being quite small, apprenticeships were a desirable form of training. An apprentice, often starting as young as 10 or 12 years of age, would learn his trade over a period of years - often seven, but it could be longer or shorter than this - with his master being responsible for his board, lodging and clothing as well as teaching (House of Commons Library, 2015). The medieval apprenticeship served as managerial, moral, and social education (Lyon, 1920), arguably, the first fusion learning programme!

In 1878 the City and Guilds of London Institute<sup>4</sup> was established in response to the need expressed by its founding Livery companies ‘to support individuals and businesses by improving professional training under a national system of technical education’ (City and Guilds, 2020). The teaching of technical and practical subjects was encouraged with employers heavily engaged in syllabus design and examinations.

The liveries provide the ecosystem to broaden influences and support people to be well and do well in life. This ecosystem includes, amongst many aspects, the following:

- Methodologies and practices that structure interactions, connections and build relationships and networks between different people and organisations.
- Resources and programmes (including digital) that build new skills and capabilities.
- Spaces and places which create the cultural conditions for strong relationships and bonds to form.
- Members of influence who are committed to bringing about change through service, care, dedication, and mentoring.
- Expertise, knowledge, and involvement dispersed across a wide range of discipline and in specialist fields within these wider disciplines.

## 8. Aims

So, in summary, the current context demands of us to all do far more to boost the skills of the national, especially the opportunities for young people whose education and training have been hugely disrupted by Covid -19. The timing of the impact of Covid-19 and more recently the announcements of funding and support from government mean that it is important we act decisively and at pace to offer programmes of support and development. The liveries are uniquely placed to address these challenges and to do so, would not only help

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<sup>4</sup> See the following report for a full overview of skills development <https://www.educationandemployers.org/a-short-history-of-employer-engagement/>

countless people but will in turn boost the relevance and impact of the Livery movement securing it now and into the future. If all this seems without question, then what is needed is a clear set of aims – the reason for acting. The following list might serve to shape those aims:

- Greater inclusivity and equality of access
- Immediate skills support to address the impact of COVID-19
- Great awareness of skills pathways and better careers advice in schools
- More emphasis in schools on the fusion skills required for the workforce of the future
- Enhancing the aspirations of all young people
- Vocational and academic pathways are given equal respect in the country (including promoting the value of apprenticeships)
- The influence of the Livery Companies in skills education is seen as important and relevant throughout the country

## 9. Practical actions

We are looking at a very large canvass, but we can conveniently look at four aspects:

- Creating a shared understanding across the Livery of what is already out there.
- Helping the wider world of education and training understand what the Livery can offer
- Bridging the gap between school and the world of work: overcoming disadvantage, building confidence, coaching in life skills, explain career choices, provide tasters/work experience
- Improving the supply and accessibility of skills training: support for colleges/providers and sort out wrinkles in the systems.

There are also qualities which the most effective initiatives often share. For example:

- Wrap around support
- Valuing expertise and meeting people who 'really know'
- Fostering connections and building networks
- Supporting teacher and adult professional learning and development
- Collaborate across organisations, industries, and sectors
- Engaging across boundaries employers, learners, and parents
- Working locally to create connections, broker relationships, and create networks and enhance supports
- Conducting research and knowledge exchange which leads to better sharing, evidence base, and practical pathways and recommendations (and improve the communication of information available to the Livery)
- Moving to greater personalisation and flexibility in forms of learning and skill acquisition, (tailoring and personalising learning to individuals as well as industry or sectoral needs over time)

This all requires sustained investment, long-term thinking, new organising structures, skills, and mindsets, but we can begin right ways by more effectively promoting the tools at our disposal (e.g., Volunteer platform, Livery in Education directory). By taking an approach based more on the common good across the Livery, we can share good practice and consolidate and improve information on what the Livery are doing already. We need to think about our target audiences for this e.g., schools, FE colleges, teachers, career advisers, pupils, students, parents, adult learners, and career changers.

Current resources such as the *Livery in Education* booklet could include links to information on individual company schemes. For example, it could be expanded to include:

- Guidance for employers on the delivery of and support available for work placements
- Guidance for Liverymen who volunteer as mentors to young people and give career talks
- Networks of support for FE colleges.

Existing Livery websites could expand the information on skills and ways that people can navigate across and through various Livery skills offers. The websites could include content that promote 'What Works' by highlighting good ideas already happening. They could provide a conduit for access to work placements, mentoring, advice, and guidance

Individual Liverymen could act as mentors providing specialist, personalised and integrated services to help support people to build the resilience and improve the quality of the skills and careers support in their lives. The mentors might act as supporters and informants leading to people having a better understanding of the range of activities of the various stakeholders across the City of London

The Corporation, Livery, and business has a great deal to offer in terms of providing and supporting apprenticeships and skills training. Better use could be made of the London Careers Festival to draw in more providers and businesses and to better communicate the breadth and depth of opportunities on offer.

There are many practical avenues for support that could occur and start soon.

### 10. A call to action

As part of a 'call to action' there are already offers coming forward. For example, the LCSC would be happy to collect a cross-section of 'pen pictures' to demonstrate 'what works'. Other Livery Companies might then be encouraged to come up with similar content which in due course form the basis of an on-line directory. Initial pen pictures/case studies might include:

- Livery Apprenticeship Scheme: e.g., Wax Chandlers
- Masons Company: Yeoman Masons and Cathedral Works Fellowship
- Air Pilots: Virtual Coffee Mornings – mentoring groups
- Institute of Carpenters' student networks and regional employer hubs
- Creative Dimension: creative craft taster courses for disadvantaged pupils

We could also take the opportunity to flag up information on 'tools' available to help the Livery to do even more, such as:

- LCSC/LSL/LCAS
- Livery in Education Booklet
- HELP Careers website
- Volunteer Platform
- Showcase/London Careers Festival

**“Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime.”—Maimonides<sup>5</sup>**

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<sup>5</sup> The 12th-century Spanish philosopher Maimonides wrote about eight degrees in the duty of charity in terms of the importance of skills and having a 'trade'.