

# **Adult Education Budget Delivery Plan 2023/24**

Plan and Commentary Guidance Notes

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## About this document

This document describes how the Adult Education Budget (AEB) Delivery Plan (the Plan) form for 2023/24 should be completed.

You should return the Plan by **Friday 26 May 2023**. Please upload your Excel file with the completed version of the workbook to the GLA OPS (Open Project Systems) 2023/24 AEB Grant Project Delivery Plan block. Further instructions will be circulated to OPS users.

The *AEB Delivery Plan 2023/24* is an Excel workbook that includes three tables:

Table 1 – requires some basic contact information so we can get in touch with you about your submission.

Table 2 – asks you to provide an overview of the proposed delivery volumes underpinning the Plan.

Table 3 – asks you to provide commentary supporting the Plan.

Please **do get in touch** with us via your Provider Manager if you would like any clarification about the delivery plan template.

## Guidance Notes

### Planning AEB for 2023/24

- 1 The Delivery Plan should reflect the outputs of your organisational business and curriculum planning process for 2023/24. For most organisations, the planning cycle is a continuous process, which begins with self-assessment in the autumn term and informs detailed course planning each spring to determine the curriculum offer and resources for the following year. This plan template is designed to align with the business cycle process and allow for the easy capture of planning information. It provides you with information about the adult education and skills priorities for London to supplement your own local planning information about learner and employer needs.
- 2 For 2023/24, we have simplified the process by keeping the planning tables generally the same as were returned last year. This will allow you to compare your plans and progress between years. We have also simplified the commentary questions for you to tell us about the progress made.

### Completing the planning table

- 3 Please complete table 1 in the Excel workbook with the planning information for your organisation. This table includes your forecast estimate for the current year 2022/23, the plan for next year 2023/24 and a forecast project for the following year 2024/25.
- 4 Learners are defined as the number of unique learners planned for the year, who have started provision in 2023/24, or are continuing study which started in a previous academic year. Learning Aim start is defined in line with the Individualised Learner Record (ILR) specification.
- 5 The 'of which' categories follow the ILR specification definitions for each type of learner. Please note that learners may occupy more than one category so the total 'of which' categories may be greater than the total learners.
- 6 We recognise that providers may not have consistent methods for measuring the indicators in the outcomes table. Most providers will have access to provider-level outcomes data from the 2021/22 London Learner Survey (LLS) before submitting their 2023/24 delivery plans. We recommend using the results of the LLS to inform your estimates of outcomes you expect to achieve. Please refer to the provider-level data shared with you. Where you have not received data from the 2021/22 LLS, we recommend using your curriculum planning to determine how many learners are likely to achieve each of the outcomes listed in the outcomes table. For example, when considering the number of unemployed learners that enrol in aims with a specific focus on gaining skills for employment, you can estimate how many unemployed learners you will expect to move into employment after learning. We expect that with the improved completion of the LLS in 2022/23, provider-level outcomes should be available to you for subsequent plans.

**Table 1. Data definition for each row of the table related to learners**

	Type of Learner	Definition – ILR Specification
<b>L.1</b>	Total Learners	Unique learner headcount
<b>Type</b>	<i>of which</i>	
<b>L.2</b>	Newly Unemployed (under 12 months)	Employment Monitoring code LOU 1 and 2, at the start of the first learning aim for the year
<b>L.3</b>	Unemployed (12 or more months)	Employment Monitoring code LOU 3, 4 and 5, at the start of the first learning aim for the year
<b>L.4</b>	Young Londoners aged 19-23 years old	19-23 years of age at 31 August 2023
<b>L.5</b>	Black, Asian and Minority Ethnic Londoners	Learners without ethnicity attribute code 31, 32, 34, 98 and 99
<b>L.6</b>	Disabled Londoners	LLDD and health problem attribute code 1
<b>L.7</b>	Older Londoners aged over 50	50 years of age or older at 31 August 2023
<b>L.8</b>	Low Waged learners	Learners receiving full funding through the GLA Low Wage flexibility, i.e. enrolled on at least one learning aim coded DAM 010
<b>Support</b>	<i>of which</i>	
<b>L.9</b>	Learning Support	Learners in receipt of Learning Support with Learning Delivery Funding and Monitoring type LSF code 1 for any learning aim
<b>L.10</b>	Learner Support	Learners in receipt of Learner Support Funds with Learner Funding and Monitoring type LSR codes 57, 58, 59, or 60.

**Table 2. Data definition for each row of the table related to learning aims**

	Curriculum Type	Definition – ILR Specification
<b>LA.1</b>	Total Learning Aims	Sum of LA.2 through LA.4
<b>Strand</b>	<i>of which (must sum to LA.1)</i>	
<b>LA.2</b>	Adult Skills Formula-Funded	Learning aims delivered under Funding Model 35
<b>LA.3</b>	Adult Skills Non-Formula (10% Flexibility)	Learning aims delivered under Funding Model 10 coded DAM 028
<b>LA.4</b>	Community Learning	Community Learning aims delivered under Funding Model 10 and not coded DAM 028
<b>Type</b>	<i>of which (must sum to LA.1)</i>	
<b>LA.5</b>	ESOL	Formula-funded learning aims classed as ESOL where learning aim Basic Skills Type is code 22, 26-28, or 36-42; or non-formula funded aims where the learning aim class code category is <i>G: Non Regulated English, Maths and ESOL Provision (not SFA Formula Funded)</i> , and the learning aim title includes “ESOL”

<b>LA.6</b>	Digital Entitlement (Essential Digital Skills)	Learning aims which are fully funded through the <a href="#">Digital Entitlement</a>
<b>LA.7</b>	English Entitlement	English learning aims which are fully funded through the <a href="#">English and Maths Entitlement</a>
<b>LA.8</b>	Maths Entitlement	Maths learning aims which are fully funded through the <a href="#">English and Maths Entitlement</a>
<b>LA.9</b>	Learning up to and including Level 2 (not ESOL or one of the English, Maths, Digital or other Entitlements), or any other nonformula funded learning	Learning aims up to Level 2 which are neither ESOL nor fully funded through one of the English, Maths, Digital, L2 or L3 Entitlements, or any other non-formula funded learning which does not meet the definition of ESOL in LA.5
<b>LA.10</b>	Level 2 Entitlement	Learning aims which are fully funded through the <a href="#">L2 Entitlement</a>
<b>LA.11</b>	Level 3 Entitlement	Learning aims which are fully funded through the <a href="#">L3 Entitlement</a>
<b>LA.12</b>	Free Courses for Jobs (FCFJ) Level 3 Offer	Learning aims which are fully funded through the <a href="#">approved Free Courses for Jobs (FCFJ) L3 Offer</a> , coded LDM 378, and funded via the National Skills Fund funding line (i.e. age 24+)
<b>LA.13a</b>	Level 3 London Recovery Flexibility	Level 3 learning aims listed as MCA_GLA formula fundable on <a href="#">Find a Learning Aim</a> , coded DAM 035
<b>LA.13b</b>	Level 4 London Flexibility	Level 4 learning aims listed as MCA_GLA formula fundable on <a href="#">Find a Learning Aim</a> .
<b>LA.13c</b>	Licence to Practice	Eligible Licence to Practice learning aims, as described in the GLA Funding Rules and Technical Guidance Note.
<b>Other flexibilities</b>	<i>of which (may overlap with Learning Aim types)</i>	
<b>LA.14</b>	Online Learning	Online learning delivered wholly away from a learning centre, e.g. distance or e-learning, coded <i>Delivery Location Postcode ZZ99 9ZZ</i>
<b>LA.15</b>	Sector Based Work Academy Programme	Learning aims which are specific pre-employment training delivered as part of a sector based work academy, coded LDM 375
<b>LA.16</b>	SEND Workforce Development	Learning aims to support teaching skills of staff working with SEND learners, coded DAM 038
<b>LA.17</b>	British Sign Language	Learning aims which are fully funded through the GLA British Sign Language flexibility, coded DAM 009
<b>LA.18</b>	Low Waged	Learning aims which are fully funded through the GLA Low Waged flexibility, coded DAM 010
<b>Sector</b>	<i>of which (subset of Learning Aims)</i>	
<b>LA.19</b>	Health & Social Care	Learning aims which are SSA 1.3

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<b>LA.20</b>	Hospitality	Learning aims which are SSA 7.4
<b>LA.21</b>	Digital	Learning aims which are SSA 6.0 to 6.2
<b>LA.22</b>	Creative	Learning aims which are SSA 9.0 to 9.4
<b>LA.24</b>	Green	Learning aims which you consider align with the skills provision set out in the publication: <a href="#">Green Skills Adult Provision in London</a> . See paragraph 10 below.

**Table 3. Data definition for each row of the table related to progression outcomes**

	<b>Outcome Type</b>	<b>Definition</b>
<b>O.1</b>	Total Economic Outcomes	Sum of O.2 through O.4
<b>O.2</b>	Progression into employment	Unemployed learner has moved into paid employment or is self-employed
<b>O.3</b>	In-work progression	Employed learner has achieved an increase in earnings, security of employment
<b>O.4</b>	Progress into further education or training, including apprenticeships	Learner has progressed into further education or training, including apprenticeships
<b>O.5</b>	Total Social Outcomes	Sum of O.6 through O.9
<b>O.6</b>	Improvements to health and well being	Learner reports improved wellbeing (i.e. improved life satisfaction, happiness, reduced anxiety)
<b>O.7</b>	Improvements to social integration	Learner reports that they spend more time with adults that are different to them (i.e. age, ethnicity, social class)
<b>O.8</b>	Improvements to learner self-efficacy	Learner reports improved levels of self-confidence
<b>O.9</b>	Participation in volunteering	Learner reports that they have undertaken more voluntary work in the past 12 months



## Completing the commentary

- 7 Please provide responses to the questions in the Commentary table of the Excel workbook. The annex to this section provides supporting information about the AEB Roadmap, London's priorities, flexibilities and labour market information to support your planning process.
- 8 **Question 1. Delivery Plan for 2023/24.** Under this question, please provide a commentary on your planned provision and priorities for 2023/24 and the progress in the current year, under the following headings:
- a. **Overall planned delivery and changes in provision for 2023/24.** Please describe how your planned provision addresses the Mayor's priorities, and describe your progress with the current plan, any strategic changes in provision to address skills and learning needs for
  - b. **Working in partnership with London Businesses and Employers and community groups to meet local needs.** Please describe your progress with working with your business and community partners to address skills needs. Please include any specific response to the emerging priorities from the London Local Skills Improvement Plan as appropriate.
  - c. **Delivering the London Learner Survey.** Please describe your progress with the implementation of the London Learner Survey including how you have embedded the survey in your delivery practice to ensure a participation rate of 50%.
  - d. **Working towards the Mayor's Good Work Standard and working as an Anchor Institution.** Please describe your progress with the working towards the Good Work Standard, including developing a representative workforce, and working with other institutions to contribute to the ambition of the [Anchor Institutions Charter](#).
- 9 **Question 2. Other comments.** Please provide any other feedback about any other issues, barriers or areas for development which may support you in delivering improved the adult education and training provision for the benefit of London residents.
- 10 If you have any questions about the Delivery Plan, do please get in touch with your Provider Manager.

## Annex: Supporting Information

### Skills Roadmap for London

- 1 In January 2022, the Mayor launched the [Skills Roadmap](#) for London, helping Londoners to access good jobs and to lead happier, healthier lives. The Roadmap sets out how the Mayor plans to ensure London's skills offer better serves London's communities and economies, building on the success of the delegation of AEB to the Mayor in 2019. In eight sections, the Roadmap sets out the actions the Mayor will take over this Mayoral term to ensure skills provision, learning and adult education are locally relevant, make an impact, and are accessible.
- 2 The questions in the commentary have been designed to align closely with the content of the Roadmap. Your responses should consider how your planned delivery support the key commitments and policy priorities set out in the Roadmap.

### Locally relevant skills

- 3 Making skills provision more locally relevant means providing a more joined-up skills and employment offer that meets the needs of Londoners and the local economy, including businesses and employers.
  - **Collaboration and partnerships.** We want to foster a more integrated skills and employment system, including with other public services and support. In curriculum planning, you will have in place processes to review how provision is developed with your local partners to ensure that learners are able to progress effectively. In the commentary of the template, we invite you provide an update on your local collaboration and partnership work. You will be engaging with a range of local partners at local and sub-regional level including community organisations and groups such as [Central London Forward](#), [West London Alliance](#), [Local London](#) and [South London Partnership](#).
  - **Meeting the needs of London's businesses and employers and helping Londoners into good jobs.** We expect that your planning of courses will consider how adults progress into or within work, and how you reach out to employers to ensure that the education and training that you offer is relevant to their needs. To boost collaboration between businesses and skills providers in London, we want to develop a programme of support to help providers work with employers. Through the Mayor's Skills Academies and Skills Bootcamps for Londoners, we will directly fund collaboration between businesses and skills providers to coordinate training and design learning that meets sector skills needs, especially in sectors key to London's recovery from Covid-19. Results from our consultation with employers on the Roadmap can be found [here](#).
  - **Learning that supports progression.** We understand the need to continue to focus London's AEB on learning at levels 2 and below, this is why the Mayor has introduced an increased London Factor for provision at these levels. We expect to see this focus reflected in delivery plans, especially where evidence shows positive social and

economic outcomes. Provision will be viewed alongside London Multiply delivery to help ensure an increase in maths and numeracy provision at these levels across London. We want you to continue to plan for supporting and strengthening progression to higher level learning from Level 2 and below. We are also continuing London's successful Level 3 AEB offer and have now enhanced this with a Level 4 AEB offer which we will expand to help meet occupational needs.

### Making an impact

- 4 We want the learning we fund to transform people's lives, make an impact and lead to positive economic and social outcomes and this purpose aligns with the missions of AEB providers.
- 5 **Measuring the social and economic benefits of adult education.** We are creating a new baseline of social and economic impact data for adult education in the city. You are contributing by collecting information from learners through the London Learner Survey. Data on outcomes achieved in the 2021/22 academic year will be available in Spring 2023. In view of this, we have developed the planning template to include the outcome indicators included in the London Learner Survey.
- 6 **Evaluation and best practice.** We want to build on lessons learned from London's commissioned research and evaluations to support how you develop and expand programmes based on best practice. We have published our local research set out at paragraph 11 to help your curriculum planning process.

### Accessible skills

- 7 We want to make adult education and skills provision even more accessible to those who need it most, recognising that participation in learning can lift people out of poverty and build connections and experiences that enrich lives.
  - **Raising awareness of London's skills and learning offer for adults, especially among those who need it most.** In January, the Mayor launched a long-term engagement and community outreach programme to raise awareness of adult education opportunities and wraparound support among Londoners and employers. Through the 'No Wrong Door Approach,' we are seeking to improve understanding of London's adult education offer by partners and employers to boost referrals into adult education and skills provision. In addition, we wish to improve coordination of English for speakers of other languages (ESOL) and we introduced the full funding of courses for asylum seekers earlier this year. Many migrants have also now been brought into AEB funding eligibility as of the 2022/23 academic year onwards.
  - **The role of adult education providers as Anchor Institutions and good employers in their communities.** Adult education providers make an enormous contribution to the communities they serve and are a vital part of London's infrastructure. The Roadmap sets expectations of City Hall-funded adult education providers to be 'Good Employers' that meet or are working towards the Mayor's Good Work Standard. As set out in last year's plan, we have a shared goal that adult education providers should be inclusive

organisations that are representative of the communities they serve and are located within. We also expect adult education providers to set out their plans by 2024 for achieving net zero-carbon estates by 2030. (Note – further toolkits with guidance on this will be shared in the Spring, to support providers against these three areas and we do not expect to see detailed plans for supporting net zero-carbon included in delivery plans at this stage). Investing in physical and digital learning spaces. As part of the London Recovery Programme's Digital Access mission, we will work with partners to improve the digital infrastructure of London's adult education services, improving digital connectivity and access to devices for learners. We will also encourage more co-location of learning with other activities and services to help create multiple opportunities for people in both physical and digital learning spaces, in a way that fits their complex lives and helps address issues of exclusion.

### Provision planning in London

- 8 Priority sectors in London have been identified as those with current and long-term economic growth and job creation potential or are playing an important social and economic role in supporting London's recovery.
- 9 In line with the **Helping Londoners into Good Work** recovery mission, our aim is to reduce the employment gap between different groups of Londoners, this includes people who are newly unemployed as well as people facing inequality and who are underrepresented in each sector.
- 10 Priority sectors are as follows:
  - **Digital.** London has a thriving digital and tech sector, and high employer demand for digital skills. The capital's economy has strengths in scientific research & development and financial services (including FinTech), while there has been significant growth in film & TV production and computer programming in recent years. According to the latest DCMS (Department for Culture, Media and Sport) estimates there are around 525,000 jobs and 68,000 businesses in the digital sector in London. Since 2015, jobs in the digital sector in London have grown by over 40%, and growth in employment appears to have accelerated over the pandemic. Additionally, there has been a rise in high skilled digital jobs, with approximately 357,000 Londoners employed in 2021 (a 68% increase from 2015). The demand for jobs in the sector has remained robust. Overall, there were 22,300 new online postings jobs in digital occupations in London in October 2022 down from a high of 34,000 at the beginning of 2022. The highest number of postings were for programmers and software developers, IT business analysts, architects and system designers, and web designers. The top specialised skills highlighted in job postings include Java script, Python, SQL, Application Programming Interface (API) and agile methodology. The number of tech specialist jobs in London is expected to increase over the coming decade. The need for digital skills and workers is not limited to the digital sector, however. Analysis suggests that at least baseline digital skills are required in 87% of advertised roles in London. Meanwhile a third (34%) of employers in London report that most of their workers require advanced digital skills – a higher share than in other regions. In terms of specific digital skills, data analysis and design skills are important to London's finance and creative industries; there is also high

demand for digital marketing and programming skills. Basic digital skills are also required by employers in London, close to a third of employers citing the need for basic IT skills among the work force. The COVID-19 pandemic has accelerated the move to online ways of working for businesses and changed patterns of work and learning. Digital skills will also play a growing role as businesses move to net zero carbon; these skills required are at all levels with a particular requirement for programmers, data analysts and engineers. Yet severe digital skill shortages are also predicted in the coming decade, with the greatest challenge currently faced by employers in London.

- **Health and social care.** Though younger than other regions, London's population is ageing. The ONS (Office for National Statistics) estimates that the number of Londoners aged 65 and over will increase from 1.1m to 1.6m people between 2020 and 2035, an increase of 43%. To meet the needs of this group, Skills for Care project that 69,000 extra jobs could be required in London by 2035, an increase of 29%, with 69,000 extra jobs required by 2035. Analysis by the Health Foundation also suggests that a significant increase in health and care staff is needed to meet demand pressures and recover from the pandemic over the coming decade. Working Futures forecasts, produced prior to the pandemic, already indicated strong growth in this area. Employment in health and social work was expected to increase from 562,000 to 606,000 between 2017 and 2027, an extra 4,400 jobs each year. Nationally, the number of health & social work vacancies reached a record high in early 2022, with 18,000 new job-posting in March 2022 with some slowing in the second half of 2022. Occupations in high demand include nurses, care worker and home carers, medical practitioners, health service managers, nursing assistants, psychologist, occupational therapists and physiotherapists. Skills for Care analysis suggests that on average 8.9% of roles in London's adult social care sector were vacant in 2020/21, up 2.7 percentage points since 2012/13. This was slightly above the latest headline vacancy rate for the NHS across London in 2020/21 (8.5%). In December 2021, a fifth (23%) of UK health and social work businesses trading in mid-December reported a shortage of workers, compared to 15% of businesses across all sectors. By September 2022, the share of businesses recording difficulties recruiting employees in the sector was unchanged at 23.5%; the second highest share only after the accommodation and food service industries.
- **Green.** The Mayor of London has set a target for London to be net zero carbon by 2030, putting London at the forefront of global cities and UK action on climate change. This transition to a greener economy will have major implications for the labour market and skills system. Research suggests there were already 234,000 jobs in green priority sectors in London in 2020, with that number set to increase significantly in the coming years. According to WPI Economics, the number of jobs in green priority sectors could reach 505,000 by 2030, an increase of around 27,000 per year. The largest growth is expected to come from:
  - Green finance (137,600 jobs in 2030, up from 50,700 in 2020)
  - Homes and Buildings (117,600 jobs in 2030, up from 58,200)
  - Power (126,600 jobs in 2030, up from 82,900)

- Low Carbon Transport (69,200 jobs in 2030, up from 13,700).

To meet this growing demand there is an urgent need to increase education provision in subjects and courses that are relevant for green jobs, as well as the proportion of learners progressing to employment within green priority sectors. Yet given the scale of demand, supporting those already in the labour market to retrain and upskill to acquire relevant green skills will also be key. At present, the proportion of workers in receipt of training is comparatively low in occupations affected by greening. Employers have called for a wider range of modular qualifications to be delivered flexibly for employees. In terms of skills requirements, research for the GLA suggests that there will be a particular requirement for skilled trades workers (e.g. electricians, plumbers and construction trades). Analysis by WPI Economics also indicates a requirement for around 13,600 extra skilled trades jobs per year – an area where London already faces long-standing skills shortages. At the same time, enabling STEM (Science, Technology, Engineering and Maths) and project management skills will also be needed; while digital skills are seen by employers as a vital tool for reducing their carbon emissions.

- **Creative industries.** The creative industries are a significant contributor to London's economy. According to the latest DCMS estimates there are around 771,000 jobs and 95,23029 businesses in the sector in London – around a third of the UK total in both cases (35% and 33% respectively). Following strong jobs growth in lead up to the pandemic, COVID-19 had a significant impact on London's creative sector. Yet recent data suggests that a recovery is underway, with the number of new online job postings for London-based jobs in creative occupations (excluding IT) rising to close to 20,000 in February 2022. Since then, job postings have averaged around 14,000 per month. The demand for skills across the creative industries tends to be focused on higher level occupations. The IT sub-sector accounts for a large share of employment in the Creative industries and as such the top occupations in terms of the number of postings included programmers and software developers, IT business analysts, and web designers. Other key occupations in demand include marketing associates, public relations professionals, journalists and newspaper editors, actors, arts officers, producers and authors. However, the pace of change in the creative industries is significant and the sector also faces long-standing skills challenges.
- **Hospitality.** London has a large and diverse hospitality sector. Hospitality was severely affected by the Covid-19 pandemic, impacting younger people and those with lower skills levels. Brexit resulted in skills shortages due to the composition of the London labour force in the sector, which comprises mainly of EU citizens and those born outside the UK. Workforce jobs data for the accommodation and food service industries highlights the sharp fall during the pandemic (- 18%). Job numbers began to recover as the country opened from lockdown, but over 2022 plateaued at around 400,000 (7% of employment in the capital) - close to 50,000 fewer jobs than before the pandemic. This pattern has similarly been seen for those in high skilled occupations in the sector, with employment falling by 29% in 2021 compared to 2019.<sup>32</sup> Working Futures projections, produced prior to the pandemic, suggested that the number of hospitality jobs in London would increase by 20,000 between 2017 and 2027. Accounting for replacement demands, there were around



10,000 job openings expected each year in leisure, travel and related service occupations and sales occupations combined. Evidence also points to strong growth in demand for chefs in the capital. Nationally, the hospitality sector is among those with record numbers of vacancies, with job openings up by 96% compared with pre-pandemic. As the economy has recovered, the hospitality sector has faced significant recruitment challenges. For example, almost 4 in 10 UK hospitality businesses trading in mid-December reported facing worker shortages, while a third (34%) said that vacancies were providing more difficult to fill than usual. By September 2022, the share of hospitality businesses indicating they were experiencing difficulties in recruiting employees declined to 32%, the highest share amongst all UK industries. In 2022, the demand for hospitality jobs in London remained robust reaching a high of 10,600 new online postings in May 2022, however in the second half of 2022, this demand has started to ease. While vacancy levels have started to fall in the hospitality sector in recent quarters, they remain significantly higher than before the pandemic. Almost a third (31%) of UK hospitality businesses reporting worker shortages in September 2022 – the second highest rate by industry. The key occupations in high demand include Chefs, waiters and waitresses, catering and bar managers, restaurant managers, and hotel and accommodation managers. The hospitality sector faces a number of pressures which are expected to continue into 2023. The sector is still recovering from the impacts of the pandemic. And the worsening economic outlook, lower household disposable income, and higher operating costs (including staff costs and energy bills) are likely to lead to lower labour demand in the sector in the near-term. In early November 2022, 41% of trading businesses within the hospitality industry reported that they expect their turnover to increase in December 2022, compared to an average of 24% for all industries.

### Labour Market and Skills Research

- 11 We regularly publish [information](#) about the skills needs across London on the [London Datastore](#), including;
  - **Regular analysis of the labour market** covering the latest developments and emerging evidence of the COVID-19 impact over the course of the pandemic.
  - An annual **Local Skills Report** providing an overview of the skills landscape.
  - **Biannual AEB data publication** providing information on adult (19+) GLA-funded further education, including participation and achievements.
- 12 We also often work with external partners to conduct research on trends and particular policy issues regarding skills, adult education and employment. Previous pieces of research include:
  - [Effective practice in English and maths for adult learners in London](#) - research to identify the types of support learners needed to participate and achieve in English and maths and, the steps he could take to boost retention and achievement rates.
  - [Social prescribing in London](#) – research mapping how Londoners are referred to adult education opportunities to improve their mental health and/or wellbeing.

- [Peer-led research on adult education in London](#) – research conducted by peer researchers from key target communities looking at barriers to and perceptions of adult education for the most marginalised communities.
- [Green Skills Adult Education Provision in London](#) - independent research into the green skills which are expected to grow in demand as London moves to net zero.
- [Work Experience and Contextual Admissions in London's Higher Education Institutions](#) - qualitative research into the provision of work experience for students and the use of contextual admissions in higher education institutions in London.
- [Higher Level Skills in London](#) – research to establish a stronger evidence base regarding the place and value of higher-level skills (courses, apprenticeships, and qualifications at levels 4 and 5) in London.
- [Long-term impact evaluation of the first four years of devolved AEB \(2019-2023\)](#) - The evaluation assesses the impact of policies introduced by the Mayor since delegation and the overall impact of AEB-funded learning in delivering outcomes for Londoners.
- [London's Post 16 Trajectories](#) - research tracking the pathways of 355,000 London residents from age 15 to 18 to establish a clearer understanding of what is driving post-16 education choices and performance.

13 Further developing research includes:

- **Understanding the impact of increased remote learning following COVID -19** – to identify best practices, lessons learnt, and challenges experienced by providers and learners in the delivery of remote learning, which increased significantly during the pandemic. The research will also provide insight into how employers use remote learning to support progression within their workforces (expected May 2023).
- **Toolkits for providers to help meet Anchor Institution commitments** – Designed to aid adult education providers to share effective best practice and support them on the following areas (expected Spring 2023):
  - Working towards the Mayors Good Work Standard (GWS)
  - Having an inclusive and representative workforce
  - Supporting London to become a net-zero carbon city by 2030.
- **Research on supporting London's Migrant Communities via the AEB** - to review the effectiveness of the flexibilities introduced to London's AEB funding rules have been at supporting migrant communities to access AEB funded provision in London (expected Summer 2023).

## London adult education budget flexibilities to support your plans for delivery

14 For 2023/24, the Mayor has approved AEB flexibilities and funding uplifts to support your plans to deliver to Londoners. You should consider how these flexibilities will benefit your learners as part of your curriculum planning process. Please plan on the basis that these flexibilities continue each year.



- **London Factor.** The GLA has increased the London Factor by 3.5% (from previous 10%) as of the 2022/23 academic year onwards to a total of a 13.5% funding uplift for all provision at level 2 and below, unlocking more funding per learner to increase the quality of provision and reflect the higher delivery costs in London, whilst supporting the FE workforce to manage rising costs.
- **Fully funding people seeking asylum.** We will fully fund AEB - eligible people seeking asylum for AEB-funded provision (in the circumstances described by the GLA Funding Rules, and additional note relating to [Afghan Citizens](#)), where previously there was a co-funding requirement.
- **Level 3 full-funding flexibility.** We will fully fund level 3 qualifications for learners who are unemployed or earning below the London Living Wage. It includes those who have already achieved a first full level 3. The GLA has removed the 12-month cap on course duration under this flexibility for the 2022/23 academic year onwards. Qualifications should be listed on the Find a Learning Aim database and be available for MCA\_GLA adult skills delivery in 2023/24. For 2023/24, all Level 3 MCA\_GLA adult skills fundable qualifications are in scope for the GLA flexibility except Access to HE Diplomas, and qualifications that are confirmed as being withdrawn under the Review of post-16 qualifications at Level 3 and below in England. Where a qualification is listed as part of the Free Courses for Jobs Level 3 offer (FCfJ, previously known as NSF) and a learner is aged 24+ and eligible for that ringfenced funding, the GLA flexibility would not apply as the qualification would be funded under the FCfJ.
- **AEB non-formula funding (10% of allocation).** To adapt provision and respond flexibly to the London recovery skills and employment needs in each local area, providers may use up to 10% of their AEB formula funded allocation for non-formula funded provision. Providers should use this flexibility to respond to local skills needs such as short courses to enable Londoners to progress into work, or provide wrap-around and employment support. Where you apply this flexibility, you will continue to return learning record data under Funding Model 10 and coded with DAM 028.
- **CPD (Continuous Professional Development) to support disabled Londoners access learning (from 2020/21 and now continuing beyond 2021-22 AY) -** Providing flexibility within AEB grant-funded provider allocations to fully fund relevant learning that upskills eligible teaching and learning support staff to within the adult education sector deliver improved provision supporting disabled Londoners access, participate, and achieve in learning. The GLA will continue to support this flexibility in future academic years. Providers who wish to register learning aims to support staff training can do so by completing and returning the [online application form](#).
- **London Living Wage (LLW) Full Funding.** The full funding of Londoners who earn below the LLW will continue in 2023/24 as in previous years. This supports the planning and delivery of learning to the low paid and low skilled Londoners. We will

support more Londoners in low paid work by extending the financial eligibility threshold for AEB learners to London's Living Wage (£11.95 per hour).

- **British Sign Language.** We will fully fund any learner aged 19+ who is unemployed or in low paid work to undertake qualification in British Sign Language (BSL) up to and including Level 2.
- **Family members of EEA citizens (from 2021/22 AY)** - Waiving the requirement for family members of eligible UK and EEA nationals to have three years of ordinary residency to access AEB funded provision. This waiver has now also been adopted by the ESFA for the non-devolved AEB.
- **Removing the three-year residency requirement for Londoners on certain immigration schemes (from 2022/23 AY)** - UK residents who plan to be resident in London in the long term in certain circumstances, can now access AEB funded learning opportunities from their first day of arrival. This means that Londoners who have British or Irish nationality and those of other nationalities who have permission to live in the UK long term (for more than 12 months) will now be eligible for AEB funded provision immediately on arrival in London. Guidance for providers on how to implement new residency eligibility rules is available on the GLA's [webpages](#).
- **Funding for Londoners not in employment who are unable to evidence state benefits** and who are therefore locked out of funded training (from 2022/23 academic year). This will enable approximately 400,000 Londoners to access AEB funded training opportunities to help them into good jobs or improve social integration outcomes.
- **Funding non-prescribed vocational and technical qualifications at level 4 (from 2022/23 AY).** This will enable AEB providers to offer clear progression routes from existing provision into skills training that leads to good jobs and/or supports efforts to address skills gaps in priority sectors for London. [A list of fundable learning aims is available online](#). Only MCA\_GLA adult skills fundable learning aims can be supported through this flexibility. Providers should engage their provider manager if there are level 4 learning aims that they want to bring into funding.
- **Funding license to practice accreditations as part of skills training packages in construction and hospitality sectors (from 2022/23 AY).** Specifically, this will fund the Construction Skills Certification Scheme (Labourer) to help people access jobs on construction sites and the Security Industry Authority (SIA) license to increase the number of trained security guards as a boost to the night-time economy.

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The purpose of these flexibilities is to enable you to plan and deliver the education and training provision needed in each locality in London to support residents to progress to positive outcomes either in work or further study.

### Free Courses for Jobs (FCfJ) Level 3 offer in London (Free Courses for Jobs)

- 17 Please include plans for delivery of the Level 3 Free Courses for Jobs Offer. From April 2022, as part of the Lifetime Skills Guarantee, the government introduced a targeted Level 3 offer to support adults without an existing full level 3 qualification and, from 1 April 2022, adults who meet the definition of 'low wage' or 'unemployed'. This brings the offer in line with the Mayor's Level 3 Flexibility. You should plan on the basis that learners aged 24+ who are eligible for the Level 3 Offer should be assigned to that funding, and that learners outside the offer, i.e those studying eligible Level 3 qualifications excluded from the national list, are funded by the Mayor's Level 3 flexibility. 19-23 year olds studying FCfJ learning aims remain AEB funded.
- 18 The list of approved qualifications under the national offer: **Free Courses for jobs – Level 3 Adult Offer**.

### London Learner Survey

- 19 The London Learner Survey was officially launched in September 2021. The survey aims to collect information on a range of economic and social outcome indicators to enable the GLA to understand the impact of AEB learning in London. Participation in the survey is compulsory for all GLA-funded AEB providers.
- 20 Findings from the 2021/22 London Learner Survey will be shared with providers in Spring 2023. Where the level of response received is sufficient, providers will also receive a provider-level data extract which includes unweighted survey data relating to the provision they have delivered. Providers can use this to inform their response on outcomes included in their delivery plan.

## **Other formats and languages**

For a large print, Braille, disc, sign language video or audio-tape version of this document, please contact us at the address below:

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