

# **Adult Skill Fund Delivery Plan 2024/25**

Plan and Commentary Guidance Notes

# COPYRIGHT

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## About this document

This document describes how the Adult Skills Fund (ASF) Delivery Plan form (the Plan) for 2024/25 should be completed.

You should return the Plan by **Monday 27 May 2024**. Please upload your Excel file with the completed version of the workbook to the GLA OPS 2024/25 AEB Grant Project Delivery Plan block. Further instructions will be circulated to OPS users.

The *ASF Delivery Plan 2024/25* 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 ASF for 2024/25

- 1 The Delivery Plan should reflect the outputs of your organisational business and curriculum planning process for 2024/25. 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.

### Completing the planning table

- 2 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 2023/24, the plan for next year 2024/25 and a forecast projection for the following year 2025/26.
- 3 Learners are defined as the number of unique learners planned for the year, who have started provision in 2024/25, 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.
- 4 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.
- 5 We recognise that providers may not have consistent methods for measuring the indicators in the outcomes table. 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.

**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

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<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 50 and over	50 years of age or older at 31 August 2024
<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**

	<b>Curriculum Type</b>	<b>Definition – ILR Specification</b>
<b>LA.1</b>	Total Learning Aims	Sum of LA.2 through LA.6
<b>Strand</b>	<i>of which (must sum to LA.1)</i>	
<b>LA.2</b>	Adult Skills Fund Core (including Free Courses for Jobs)	Learning aims delivered under Funding Model 38
<b>LA.3</b>	Adult Skills Fund Tailored Learning	Learning aims delivered under Funding Model 11
<b>LA.4</b>	Adult Skills Formula-Funded	Learning aims delivered under Funding Model 35 (only open to learning continuing from a previous academic year)
<b>LA.5</b>	Adult Skills Non-Formula (10% Flexibility)	Learning aims delivered under Funding Model 10 coded DAM 028 (only open to learning continuing from a previous academic year)
<b>LA.6</b>	Community Learning	Community Learning aims delivered under Funding Model 10 and not coded DAM 028 (only open to learning continuing from a previous academic year)
<b>Type</b>	<i>of which (must sum to LA.1)</i>	

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<b>LA.7</b>	ESOL	Regulated learning aims classed as ESOL where learning aim Basic Skills Type is code 22, 26-28, or 36-42; or non-regulated formula funded 'essential skills' ESOL learning aims. Non-formula funded Community Learning aims should be counted in LA.11c Tailored Learning for 2024/25 and future academic years.
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<b>LA.8</b>	Digital Entitlement	Learning aims which are fully funded through the <a href="#">Digital Entitlement</a>
<b>LA.9</b>	English Entitlement	English learning aims which are fully funded through the <a href="#">English and Maths Entitlement</a>
<b>LA.10</b>	Maths Entitlement	Maths learning aims which are fully funded through the <a href="#">English and Maths Entitlement</a>
<b>LA.11</b>	Learning up to and including Level 2 (not ESOL, or one of the English, Maths, Digital, L2 or L3 Entitlements), or any other non-formula 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 did not meet the definition of ESOL in LA.7 in 2023/24 or previous academic years (this category does not apply to 2024/25 or 2025/26 forecast delivery)
<b>LA.11a</b>	Other regulated qualifications up to and including Level 2 (excluding Level 2 Entitlement)	Regulated learning aims up to Level 2 which are neither ESOL nor fully funded through one of the English, Maths, Digital, L2 or L3 Entitlements
<b>LA.11b</b>	Other non-regulated formula funded 'essential skills' learning (defined by the GLA as Sector Subject Areas 6.1, 6.2 and 14.1) up to and including Level 2	Non-regulated formula funded 'essential skills' learning aims with a Sector Subject Area of 6.1, 6.2 or 14.1. Non-regulated formula funded 'essential skills' ESOL learning aims should be counted in LA.7 and <b>not</b> included in LA.11b
<b>LA.11c</b>	Non-formula funded Adult Skills Fund Tailored Learning	Learning aims which are non-formula funded through Adult Skills Fund Tailored Learning
<b>LA.12</b>	Level 2 Entitlement	Learning aims which are fully funded through the <a href="#">L2 Entitlement</a>
<b>LA.13</b>	Level 3 Entitlement	Learning aims which are fully funded through the <a href="#">L3 Entitlement</a>
<b>LA.14</b>	Free Courses for Jobs (FCfJ) Level 3 Offer	Learning aims which are fully funded through the national <a href="#">Free Courses for Jobs (FCFJ) L3 Offer</a> , or the <a href="#">GLA Level 3 FCFJ Regional Flexibility</a> , coded LDM 378, and funded via the Free Courses for Jobs funding line (i.e. age 24+)
<b>LA.15a</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

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<b>LA.15b</b>	Level 4 London Flexibility	Level 4 learning aims listed as MCA/GLA formula fundable on <a href="#">Find a Learning Aim</a> , which are also included in the <a href="#">Learning aims eligible for GLA Level 4 Flexibility</a> list
<b>LA.15c</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.16</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.17</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.18</b>	SEND Workforce Development	Learning aims to support teaching skills of staff working with SEND learners, which are included in the <a href="#">Learning aims eligible for GLA SEND Flexibility</a> list, coded DAM 038
<b>LA.19</b>	British Sign Language	Learning aims which are fully funded through the GLA British Sign Language flexibility, coded DAM 009
<b>LA.20</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.21</b>	Health & Social Care	Learning aims which are SSA 1.3
<b>LA.22</b>	Hospitality	Learning aims which are SSA 7.4
<b>LA.23</b>	Digital	Learning aims which are SSA 6.0 to 6.2
<b>LA.24</b>	Creative	Learning aims which are SSA 9.0 to 9.4
<b>LA.25</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> .

**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



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<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

- 6 Please provide responses to the questions in the Commentary table of the Excel workbook. The annex to this section provides supporting information about the Local Skills Improvement Plan, the Mayor's Skills Roadmap, London's priorities, flexibilities and labour market information to support your planning process.
- 7 **Question 1. Please provide a commentary on your overall planned delivery and changes in provision, including any changes you are making as result of the GLA's new funding model** 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.
- 8 **Question 2: How are you working in partnership with London businesses and community groups to meet London's Local Skills Improvement Plan (LSIP) and local needs?** Please describe how your planned provision addresses the Mayor's priorities, London's LSIP and describe your progress with the current plan, any strategic changes in provision to address skills and learning needs for.
- 9 **Question 3: How are you implementing 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%.
- 10 **Question 4: How are you working towards the Mayor's Good Work Standard and contribution 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](#).
- 11 **Question 5: 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.
- 12 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:
  - Locally relevant means developing a more integrated skills and employment system, meeting the needs of businesses and employers, and fostering learning that supports progression;
  - Making an impact means measuring the social and economic impact of adult education and focusing on evaluation and best practice; and
  - Accessible means raising awareness of London's skills and learning offer, supporting adult education providers as Anchor Institutions in their communities, and investing in physical and digital learning spaces.
- 2 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.
- 3 To support providers against these three areas the GLA has published three toolkits, available here: <https://www.london.gov.uk/programmes-strategies/jobs-and-skills/research-and-strategy/skills-roadmap-and-other-strategies>
- 4 The questions in the commentary have been designed to align closely with the content of the Roadmap and London's Local Skills Improvement Plan (LSIP). Your responses to the commentary questions should consider how your planned delivery support the key commitments and policy priorities set out in the Roadmap.

### Local Skills Improvement Plan (LSIP)

- 5 London's LSIP was published in August 2023. The LSIP will be reviewed in 2024 and 2025. As you will be aware, training providers will have a statutory duty to respond to the LSIP recommendations in their curriculum planning.
- 6 The LSIP uses data and evidence from London's businesses and key stakeholders to understand how London's current skills offer can better meet the needs of employers. The LSIP identifies London's priority sectors and analyses the current skills gaps and

barriers to employment. The plan then makes a series of recommendations to a range of stakeholders on how we can come together to increase awareness of existing skills programmes and develop new ways to support Londoners into employment.

- 7 There is a single LSIP for the Greater London area that has been supplemented by four sub-regional plans (developed by the four Sub-Regional Partnerships) to provide more granular detail on the priorities specific to the different areas of London.
- 8 The pan-London LSIP focuses on the Mayor's priority sectors: Construction and the built environment, Creative, Digital skills, Hospitality, Health & Social Care. It also includes three cross-cutting themes: Green skills, transferable skills and labour market inclusion. A series of skills priorities for each sector and cross-cutting theme have been developed, for different stakeholders to consider and implement.
- 9 Please find the LSIP and it's annexes, including the support evidence base developed by GLA Economics with detailed descriptions of each of the priority sectors here: <https://www.businessldn.co.uk/what-we-do/people/the-london-local-skills-improvement-plan>.

## Labour Market and Skills Research

- 10 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.
  - **Biannual AEB data publication** providing information on adult (19+) GLA-funded further education, including participation and achievements.
  - **London Learner Survey** data and headline findings from 2021/22
- 11 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:
  - [Supporting London's Migrant Communities through the AEB](#) – which explores the impact of changes to expand the accessibility of the Adult Education Budget (AEB) for refugee and migrant communities.
  - [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 in order 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.

12 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 2024).
- **Understanding the impact of the cost-of-living crisis on the Further Education (FE) sector in London** - research to explore how the cost-of-living crisis has impacted access to adult education in London, focusing on efforts made by providers to support Londoners most affected. It will also assess the impact of flexibilities introduced by the Mayor to support low-income Londoners and providers through the crisis. The findings will help the GLA improve support for the adult education sector and enable more Londoners to access skills training for higher pay and more secure work. (Note – expected to be published following the election)
- **Analysis of the transferable skills provided through non-regulated learning** - to improve GLA's understanding of the impact of transferable skills on learners' employment prospects and social outcomes. It will focus on non-regulated qualifications used in AEB, such as independent living and digital skills. The findings will complement data from ILR and LLS and be shared with employers and providers to tailor provision to ensure a greater focus on transferable skill learning. (Note – expected to be published following the election)

- **Understanding London's AEB Funding Rules Flexibilities** - research to supplement the quantitative findings of the LLS and AEB Long-term Evaluation to provide qualitative insights into 'what works' in regard to how some of the flexibilities introduced by the Mayor are being utilised to support learners to access, stay in education, achieve their learning aims. The research will cover the following flexibilities;
  - The 10 per cent non-formula flexibility,
  - The London Factor rates increase,
  - License to Practise qualifications.

*(Note – expected to be published following the election)*

### Funding model reforms for 2024/25

- 13     A **new adult skills national funding model** will be implemented from the start of the 2024/25 academic year, with the AEB formally becoming the **Adult Skills Fund (ASF)**.

The Mayor is using the new national funding model as a base position for London's adult skills provision. However, to further support providers to meet the needs of Londoners and the delivery of effective skills provision in the capital, the Mayor will build on the national reform and adapt elements of the model. The ASF in London will be split into two main funding lines:

- Skills Fund Adult Core, comprising of:
    - the four legal entitlements
    - any other formula-funded regulated qualifications
    - formula-funded non-regulated learning aims that meet the GLA's definition of 'essential skills' i.e., Sector Subject Areas 6.1, 6.2 and 14.1 – up to and including Level 2
    - any learning aims specifically funded by the GLA only (e.g., licence to practise).
    - Free Courses for Jobs (ringfenced as a separate line within your funding agreements)
  - Skills Fund Tailored Learning, comprising of:
    - current adult Community Learning
    - the value of any 2022/23 non-regulated learning aims delivered against the GLA's 10% non-formula funded flexibility
    - formula-funded non-regulated learning aims that do not meet the GLA's definition of 'essential skills'
- 14     Under the approach detailed above, the Mayor will use the revised national rates to fund all regulated formula-funded qualifications.
- 15     The adoption of these new rates and the subsequent average uplift to the funding of qualifications will support London providers to continue the delivery of quality provision, including in those sectors that have been identified as priorities for London. It will also

provide funding rate consistency for those providers who might have both GLA and national funding agreements.

- 16 Given the uplift to the national rates, the **London Factor** will be targeted in 2024/25 rather than applying to all qualifications at Level 2 and below. In London, the following provision will continue to benefit from the 15 per cent London Factor uplift:
- non-regulated formula-funded Entry Level essential skills learning aims
  - regulated formula-funded Entry Level essential skills learning aims
  - legal entitlements (English, maths and digital) at Level 2 and below
  - non-regulated formula-funded learning aims that are specific to the GLA (e.g., licence to practice).
- 17 By taking the steps outlined above, the Mayor continues to promote the delivery of essential skills provision to meet the priorities set out in the Skills Roadmap for London, including encouraging Londoners with no or lower-level qualifications to continue to access learning that will support them into employment, better jobs or further training.

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

- 18 For 2024/25, 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.
- 19 Key London flexibilities are:
- **London Factor** (see paragraph 16 above).
  - **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).** With the change to the funding model from the start of the 2024/25 academic year, any non-formula funded provision previously delivered under the flexibility will form part of a provider's Tailored Learning allocation.
- **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 Skills for Londoners AEB Delivery Plan 2023/24 16 support more Londoners in low paid work by extending the financial eligibility threshold for AEB learners to London's Living Wage (£13.15 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.

- 20 The purpose of these flexibilities is to enable providers 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 Level 3 offer in London (Free Courses for Jobs)

- 21 Please include plans for delivery of the Level 3 Free Courses for Jobs Offer. Free Courses for Jobs (FCfJ) is a targeted level 3 offer to support adults without an existing full level 3 qualification and adults who meet the definition of 'low wage' or 'unemployed'.
- 22 The list of approved qualifications under the national offer: **Free Courses for jobs – Level 3 Adult Offer**.
- 23 The list of approved qualifications under the GLA Level 3 FCfJ Regional Flexibility: **GLA Level 3 FCFJ Flexibility**.

### London Learner Survey

- 24 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.
- 25 Data from the London Learner Survey for 2021/22 is available at the [London Learner Survey Datastore](#). The 2022/23 results will be made available in Spring 2024. Whilst it was not possible to share individual provider-level data extracts for 2021/22, where a representative sample has been achieved in 2022/23, providers will receive provider level data. The GLA is currently exploring different weightings so that providers who are unable to garner a representative sample may be able to access data that is more relevant to their provider.

## **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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City Hall  
Kamal Chunchie Way, London E16 1ZE  
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