

MAYOR OF LONDON

Adult Skills Fund Delivery Plan 2025/26

Plan and Commentary Guidance Notes

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Greater London Authority

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About this document

This document describes how the Adult Skills Fund (ASF) Delivery Plan form (the Plan) for 2025/26 should be completed.

You should return the Plan by **Wednesday 4th June 2025**. Please upload your Excel file with the completed version of the workbook to the GLA OPS 2025/26 AEB Grant Project Delivery Plan block. Further instructions will be circulated to OPS users.

The *ASF Delivery Plan 2025/26* 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 a Strategic Statement about how your delivery plan will support Londoners to benefit from the London Growth Plan by developing inclusive talent pipelines.
- Table 3 – asks you to provide an overview of the proposed delivery volumes underpinning 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 2025 /26

1. In February this year, the Mayor of London and London Councils published the [London Growth Plan](#). This ambitious plan for growth in London is underpinned by the development and delivery of a forthcoming [Inclusive Talent Strategy](#) for the city. Building on the achievements of the Skills for Londoners Strategy since devolution, FE colleges, local authority adult services and Institutes of Adult Learning will play a leading role in developing the inclusive talent workforce of the future by supporting Londoners to benefit from growth opportunities. This plan asks you to set out your strategic response, identifying how your provision will be shaped in the planning period to deliver the ambitions for growth.
2. The Delivery Plan should reflect the outputs of your organisational strategic business and curriculum planning for 2025/26 and reflect your strategic direction for the future. 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.
3. This year, you are asked to provide a strategic statement alongside the plan. This approach requires you to consider how your organisation can best align strategically over this longer planning period to meet the ambition of the London Growth Plan. Although the Inclusive Talent Strategy will be published later this year in September, as part of the return of planning information, you are asked to provide a statement about how you will use the funding allocated by the Mayor to support Londoners to benefit from growth and emerging employment opportunities. To ensure that your plans for delivery are agile and responsive to employer skills needs, we will ask you to provide an annual update to your plan to allow you to reflect how your provision is developing to meet priorities each year.
4. Earlier in the year, the Department for Education notified the Mayor of a 3.3% reduction in the national Adult Skills Fund budget. To support grant-funded providers in London, the Mayor will apply a phased reduction in allocations. Your planned volumes should be based on the final funding allocation for 2025/26, which is a 1.65% reduction compared to your indicative allocation. For planning purposes, you should assume a further reduction of 1.65% for 2026/27 compared to 2025/26 to give a new funding baseline. Please note that future funding indications are assumptions only at this stage.

5. To ensure that local stakeholders are informed about the contribution made by your plan, you are asked to publish the plan on your website by end of September 2025, following approval by the GLA.

Completing the Strategic Statement

6. Please provide responses to the questions in the Strategic Statement Table 2 of the Excel workbook to set out how your organisation will shape delivery to meet the ambitions of the London Growth Plan and develop inclusive talent pipelines. The annex to this section provides supporting information about the London Growth Plan and ambitions of the forthcoming Inclusive Talent Strategy, London's Local Skills Improvement Plan and London's flexibilities and labour market information to support your planning process.
7. **Section 1. Supporting London's Growth, Employment and Talent Pipelines.** Please set out how your institution will respond to the London Growth Plan, as follows:
 - a. How will your organisation align its **provision and curriculum** with the London Growth Plan and LSIP?
 - b. How will you work with employers to address skills gaps in London's priority sectors, and ensure training meets their needs and leads to job opportunities?
 - c. How will you create clear pathways into jobs within these key growth sectors?
 - d. How will you collaborate with careers services and employment support services (including Jobcentre Plus) to maximise employment outcomes?
 - e. What strategies will you use to help learners progress into work, apprenticeships, or higher education? **(Max. 300 words)**
8. **Section 2: Employment and Progression Outcomes.** Please set out how you will ensure that learners are supported to progress into work or higher levels of study as a key outcome, including:
 - a. Alongside the London Learner Survey, how will you support the tracking and measurement of employment and progression outcomes for learners?
 - b. What data will you collect to assess the impact of your provision?
 - c. How will you use this information to improve delivery and ensure accountability? **(Max. 200 words)**
9. **Section 3: Essential skills and progression to higher levels.** Please set out how you are supporting priority groups, in particular:

- a. How will you support Londoners, particularly priority groups, to gain essential skills (e.g., literacy, numeracy, digital, ESOL)?
 - b. What strategies will you use to provide clear progression pathways to higher-level study and employment?
 - c. How will your provision contribute to broader social and wellbeing outcomes? **(Max. 200 words)**
10. **Section 4: Investing in Green Skills.** The London Growth Plan sets out an ambition to accelerate progress towards achieving London's net zero target by 2030, please set out how you will support this ambition, in particular:
 - a. How will you support learners to gain green skills and access jobs in sectors such as transport, construction, energy, and blue/green infrastructure?
 - b. What partnerships have you established to align your delivery with London's green transition goals? **(Max. 200 words)**
11. **Section 5: Mayor's Good Work Standard and contribution as an Anchor Institution.** Please describe your progress towards meeting the requirements of the Good Work Standard, including:
 - a. What progress have you made towards the Mayor's Good Work Standard?
 - b. How are you ensuring a diverse and representative workforce?
 - c. How are you collaborating with other institutions to support the ambitions of the Anchor Institutions Charter? **(Max. 200 words)**
12. **Section 6: Other comments.** Please provide any other feedback about any other issues, barriers or areas for development which you hope to address through your provision over the coming year for the benefit of London residents. **(Max. 500 words).**
13. If you have any questions about the Delivery Plan, do please get in touch with your Provider Manager.

Completing the planning table

14. Please complete your planning information in Table 3 in the Excel workbook for your organisation. This table should include your forecast for the current year 2024/25, the plan for next year 2025/26 and the trajectory for 2026/27.
15. Learners are defined as the number of unique learners planned for the year, who will start provision in 2025/26, 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.
16. 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.
17. 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 3. Data definition for each row of the table related to inclusion and removing barriers to participation

	Type of Learner	Definition – ILR Specification
L	Total learners	Unique learner headcount
L.1	Number of Learners	Unique learner headcount for Adult Skills Core and Tailored Learning respectively.
Type	<i>of which</i>	
L.2	Unemployed (under 12-months)	Employment Monitoring code LOU 1 and 2, at the start of the first learning aim for the year
L.3	Unemployed (over 12-months)	Employment Monitoring code LOU 3, 4 and 5, at the start of the first learning aim for the year
L.4	Young Londoners aged 19-23 years old	19-23 years of age on 31 August 2025
L.5	Black, Asian and Minority Ethnic Londoners	Learners without ethnicity attribute code 31, 32, 34, 98 and 99

L.6	Disabled Londoners	LLDD and health problem attribute code 1
L.7	Older Londoners aged 50 and over	50 years of age or older on 31 August 2025
L.8	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
Support	<i>of which</i>	
L.9	Learning Support	Learners in receipt of Learning Support with Learning Delivery Funding and Monitoring type LSF code 1 for any learning aim
L.10	Learner Support	Learners in receipt of Learner Support Funds with Learner Funding and Monitoring type LSR codes 57, 58, 59, or 60.

Table 3. Data definition for each row of the table related to essential skills and progression to higher level

	Curriculum Type	Definition – ILR Specification	
		Adult Skills Core	Tailored Learning
LA.1	Total Learning Aims	Sum of LA.2 through to LA.4	Total Tailored Learning Aims.
Strand of which (must sum to LA.1)			
LA.2	Adult Skills regulated	Regulated learning aims delivered under Funding Model 38	
LA.3	Adult Skills non-regulated formula funded	Non-regulated learning aims delivered under Funding Model 38	
LA.4	Free Courses for Jobs	Learning aims which are fully funded through the national Free Courses for Jobs (FCFJ) L3 Offer , or the GLA Level 3 FCFJ Regional Flexibility , coded LDM 378, and funded via the Free Courses for Jobs funding line (i.e. age 24+)	
Essential Skills			
LA.5	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.	Essential Skills – ESOL Tailored Learning Aims as set out in Annex A.
LA.6	Digital	Learning aims which are SSA 6.1 and 6.2 – up to and including level 2	Essential Skills – Digital Tailored Learning Aims as set out in Annex A
LA.7	English	Regulated learning aims classed as English where learning aim Basic Skills Type is code 1, 11, 13, 20, 23, 24, 29, 31, or 33; or non-regulated formula funded 'essential skills' English learning aims.	Essential Skills English Tailored Learning Aims as set out in Annex A.

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LA.8	Maths	Regulated learning aims classed as Maths where learning aim Basic Skills Type is code 2, 12, 14, 19, 21, 25, 30, 32, 34, or 35; or non-regulated formula funded 'essential skills' Maths learning aims.	Essential Skills Maths Tailored Learning Aims as set out in Annex A.
LA.9	Foundations for learning and life	Adult Skills Core Learning Aims falling into SSA 14.1 excluding ESOL, English, Maths and Digital aims.	Foundation for Learning and Life Tailored Learning Aims as set out in Annex A.
Progression pathways (excluding Essential Skills – LA.5-9)			
LA.10	Entry and Level 1 pathways	Adult Skills Core funded learning aims up to and including Level 1 – excluding essential skills and foundations for learning and life.	Entry and Level 1 Tailored Learning Aims Excluding Essential Skills and Foundations for learning and life Tailored Learning Aims
LA.11	Level 2 pathways	Adult Skills Core funded learning aims at Level 2 – excluding essential skills and foundations for learning and life.	Level 2 Tailored Learning Aims Excluding Essential Skills and Foundations for learning and life Tailored Learning Aims
LA.12	Level 3 pathways	Adult Skills Core and FCFJ funded learning aims at Level 3 – excluding essential skills and foundations for learning and life.	Level 3 Tailored Learning Aims
LA.13	Level 4 pathways	Adult Skills Core funded learning aims at Level 4 – excluding essential skills and foundations for learning and life.	
LA.14	Preparation for Work	Learning aims which are SSA 14.2	Preparation for Work Tailored Learning Aims
Other flexibilities			
LA.15	Licence to Practise	Eligible Licence to Practise learning aims, as described in the GLA Funding Rules and Technical Guidance Note.	
LA.16	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	
LA.17	ESOL Workforce Development	Learning aim 50118912 – Certificate in Teaching English to Speakers of Other Languages (CELTA)	
LA.18	SEND Workforce Development	Learning aims to support teaching skills of staff working with SEND learners, which are included in the https://www.london.gov.uk/programmes-strategies/jobs-and-skills/training-providers-teaching-skills/adult-education-budget/information-aeb-providers Learning aims approved for CPD to support disabled learners and learners with SEND eligible for GLA SEND Flexibility list, coded DAM 038	
LA.19	British Sign Language	Learning aims which are fully funded through the GLA British Sign Language flexibility, coded DAM 009	

Sector specific pathways			
LA.20	Financial, Professional and Business Services	Learning aims which are SSA 4.1, 4.2, 5.3, 11.4, 15.1, 15.2, 15.3, 15.4 and 15.5	Financial, Professional and Business Services Tailored Learning Aims as set out in Annex A.
LA.21	Experience Economy	Learning aims which are SSA 7.1, 7.2, 7.4, 8.1, 8.2 and 9.1	Experienced Economy Tailored Learning Aims as set out in Annex A.
LA.22	Digital	Learning aims which are SSA 6.1 and 6.2	Digital Tailored Learning Aims as set out in Annex A.
LA.23	Creative Industries	Learning aims which are SSA 5.1, 9.2, 9.3 and 9.4	Creative Industries Tailored Learning Aims as set out in Annex A.
LA.24	Housing & Infrastructure – Construction and Green Skills	Learning aims which are SSA 5.2	Construction Tailored Learning Aims as set out in Annex A.
LA.25	Health	Learning aims which are SSA 1.1, 1.2, 1.3 and 1.5	Health Tailored Learning Aims as set out in Annex A.
LA.26	Frontier Innovation	Learning aims which are SSA 2.1	Frontier Innovation Tailored Learning Aims as set out in Annex A.

Table 3. Data definition for each row of the table related to inclusive talent strategy outcomes

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

Annex: Supporting Information

London Growth Plan and Inclusive Talent Strategy

1. The Mayor and London Councils have set out a renewed vision for growth in the **London Growth Plan**¹, central to this vision is an ambition for every Londoner to have the opportunity to access and progress in work, while supporting the city's economic growth. In addition, the forthcoming **Inclusive Talent Strategy** (ITS) will focus on breaking down barriers to employment, addressing economic inactivity, and ensuring that skills provision is closely aligned to business needs.
2. The Inclusive Talent Strategy will be London's first integrated workforce plan and will set out how skills stakeholders, including FE providers, will coalesce into a coordinated system to grow the skilled workforce and support vulnerable and excluded Londoners get into good work. We expect that adult skills fund providers are well placed to play a key role in this ambition by taking the opportunity to respond to skills needs in key growth sectors, working with employers, providing pathways to higher skills and employment and ensuring that training supports social mobility and progression into good jobs. The key priorities for this inclusive talent system include:
 - Supporting people into work, particularly those facing ill health, economic inactivity, or other barriers, with a **joined-up approach to skills and employment support**.
 - Creating an **employer-led skills system**, where businesses help shape training to develop talent pipelines in key growth sectors.
 - Providing education, skills, and training that **enable progression**, with a focus on essential skills and pathways to Level 3 and beyond.
 - Ensuring training **providers and employers work together** to offer practical work experience, engagement opportunities, and targeted support for underrepresented groups.
3. The Mayor's vision is to develop an **employer-led system** in London where Adult Skills provision is agile and delivered in response to the skills needs of employers. Colleges and local authority adult services will play a key role in working with employers to adapt and develop courses that are relevant and aligned to London's priority growth sectors, enabling Londoners to progress into work or further their careers.

¹ [London Growth Plan](#)

4. To create a responsive and inclusive talent system for London, while constrained by limited funds, we want to ensure that essential skills training maximises opportunities for Londoners to get into work or onto a pathway to a better job. This will enable London to tap into a massive pool of potential productivity of those currently without basic qualifications. Building the delivery of foundational skills in the following areas will be key:
 - **Essential skills** in English, maths, digital skills, and ESOL to give Londoners the foundation skills needed for life and employment, in particular ensuring that those furthest from the labour market can access opportunities for skills development and sustainable employment outcomes.
 - **Transferable skills** in line with the priorities of the London LSIP to ensure that adults are able to develop the teamwork, presentation, confidence and work skills needed to contribute fully to their working lives.
 - **Progression pathways tailored to growth sectors** to provide the pipeline for inclusive talent ensuring that Londoners can move into Level 3 and higher-level qualifications.
5. The Adult Skills Fund (ASF) and Free Courses for Jobs (FCFJ) will play a key role in unlocking these opportunities, enabling Londoners to access the skills needed to access higher education and for skilled jobs in London's growth sectors.

London's Growth sectors

6. The London Growth Plan seeks to maximise opportunities in our growth sectors. Our challenge is to support more Londoners to pursue careers in those sectors at all skill levels. The table below sets out the growth sectors and existing strengths identified in the Plan. Adult skills delivery in the capital has the potential to drive forward the development of a skilled workforce in these priority areas in partnership with businesses and other providers such as universities. The sector-specific priorities build on those identified in the London LSIP in the last two years and we continue to expect adult skills providers to work with employer networks, Mayor's Skills Academy Hubs (and their successors) and stakeholders locally and sub-regionally to ensure that the skills provided in each part of the city are relevant and responsive to business needs.
7. Delivery plans should consider how skills provision will address the sector priorities for London. Working with employers to co-design pathways to higher skills and progression, there is an opportunity for adult skills to be more employer-led to support progression pathways towards these sectors, either through preparation for

employment or the development of sector-relevant skills as the foundation for higher levels of study to build careers.

London Growth Plan Sector		LSIP sector	ASF Delivery Plan
Financial, Professional and Business Services and Technology	Financial services		4.1 - Engineering 4.2 - Manufacturing technologies 5.3 - Urban, rural and regional planning 11.4 – Economics
	Law		
	Accountancy		
	Management consultancy		
	Built environment – urban planning and engineering	Built environment	15.1 - Accounting and finance
	Marketing	Creative	15.2 - Administration
	IT (tech)	Digital*	15.3 - Business management 15.4 - Marketing and sales 15.5 - Law and legal services
Creative industries and technologies	Film and TV	Creative	5.1 - Architecture 9.2 - Crafts, creative arts and design 9.3 - Media and communication 9.4 - Publishing and information services
	Gaming	Creative	
	Music	Creative	
	Fashion	Creative	
	Architecture	Built environment	
International Education	Education (higher)		
Experience Economy	Culture	Creative	7.1 - Retailing and wholesaling 7.2 - Warehousing and distribution 7.4 - Hospitality and catering 8.1 - Sport, leisure and recreation 8.2 - Travel and tourism 9.1 - Performing arts
	Events	Creative	
	Sport	Hospitality	
	Attractions	Hospitality	
	Retail	Hospitality	
	Hospitality	Hospitality	
Frontier innovation	Life Sciences	Health and social care	2.1 Science
	Deep tech	Digital*	
	Climate tech	Green*	
Enabling sectors		LSIP sector	ASF Delivery Plan
Digital	Digital Technology	Digital*	6.1 – Digital technology (practitioners) 6.2 – Digital technology (users)
Housing & Infrastructure	Construction	Built environment	5.2 – Building and construction
	Green	Green*	
Health and Social care	Health and social care	Health and social care	1.1 – Medicine and dentistry 1.2 – Nursing, and subjects and vocations allied to medicine 1.3 – Health and social care 1.5 – Child development and well being

*Digital and Green are cross-cutting themes within the London LSIP.

8. Additionally, the Inclusive Talent Strategy will set out plans to help providers identify efficiencies and attract external The GLA will support ASF providers to meet this challenge. Through the Inclusive Talent Strategy, we plan to fully utilise the power of devolution to provide greater flexibility for developing and delivering programmes that respond to employer needs. We are encouraging providers to expand their work with local employers by identifying and co-designing new courses where gaps exist, particularly in sectors facing skills shortages.

9. Fostering strong employer relationships both local, at subregional level and pan-London will be key to developing the adult skills offer to ensure that delivery plans are ambitious and tailored to ensure learners can progress with positive outcomes. We are keen to see a coordinated approach to this to ensure that employer input is obtained in the most efficient way.
10. Providers should use their delivery plans to demonstrate how they will strengthen pathways into higher-level learning and ensure London's skills system supports inclusive growth and business productivity. ASF funding must be targeted effectively to deliver an ambitious, employer-responsive skills offer that enables Londoners to thrive.

Labour Market and Skills Insights

11. To support the delivery of a more employer-led skills system, we plan to provide more regular and live insights into the needs of London's priority sectors through the engagement of employers as well as other services such as Grow London Local which connects with SME employers for insights about their skills needs. This will help to ensure that London's learning offer is responsive and adaptable, keeping pace with changing employer demand.
12. In addition, 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 ASF data publication](#)** providing information on adult (19+) GLA-funded further education, including participation and achievements.
 - **[London Learner Survey](#)** data and headline findings.
 - **Developing [sectoral analysis](#)** covering workforce profile, job demand and skills needs.
13. We also often work with external partners to conduct research on trends and particular policy issues regarding skills, adult education and employment. Our research is published on the [London Datastore](#). Previous pieces of research include:
 - **[Understanding the impact of increased remote learning following COVID -19](#)** – identifies 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 provides insight into how employers use remote learning to support progression within their workforces.

- [Understanding the impact of the cost-of-living crisis on the Further Education \(FE\) sector in London](#) - explores 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 also assesses the impact of flexibilities introduced by the Mayor to support low-income Londoners and providers through the crisis.
- [Analysis of the transferable skills](#) – looks at the impact of transferable skills on learners' employment prospects and social outcomes. It focuses on non-regulated qualifications used in AEB, such as independent living and digital skills.
- [Navigating the transition](#) - estimates the potential cost and skills required for FE colleges to achieve Net Zero-Carbon by 2030. Whilst highlighting opportunities for the government to work more closely with the Mayor on this agenda, the report estimates that decarbonising London's FE estates could cost between £213-279 million.
- [Supporting London's Migrant Communities through the AEB](#) – 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](#) - identifies 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.
- [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.
- [Long-term evaluation of the first four years of devolved AEB \(2019-2023\)](#) - assesses the impact of policies introduced by the Mayor since delegation and the overall impact of AEB-funded learning in delivering outcomes for Londoners.

14. Further developing research includes:

- Co-design and co-investment research project exploring how the GLA can promote greater collaboration, co-design and co-investment of training between business, skills providers and other key stakeholders. This responds to wider ambitions of the Mayor to ensure that skills programmes are leading to good, sustainable job

outcomes and directly targeting the needs of business. This is expected to be available from November 2025.

Funding Rates for 2025/26

15. We implemented the adult skills national funding model in the 2024/25 academic year and will continue into the 2025/26 academic year. Under this model, the Adult Education Budget (AEB) has transitioned into the Adult Skills Fund (ASF). The Mayor of London has adapted this national funding approach to better meet the needs of Londoners by splitting the ASF into two main funding lines:
- **Skills Fund Adult Core:** Covers the four legal entitlements, formula-funded regulated qualifications, essential skills qualifications, and any GLA-specific learning aims (e.g., licence to practise), including Free Courses for Jobs.
 - **Skills Fund Tailored Learning:** Includes adult community learning, non-regulated learning aims, and flexibility in funding.
16. The national rates continue to apply to regulated qualifications, with an average uplift that will help maintain the delivery of quality provision, particularly in priority sectors for London.

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

17. The ASF flexibilities and funding uplifts to support your plans to deliver to Londoners will continue into 2025/26 academic year. 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.
18. London flexibilities are:
- **London Factor.** In London, the following provision will continue to benefit from the 15 per cent London Factor uplift:
 - a) non-regulated formula-funded Entry Level essential skills core learning aims. Essential skills core, for the purposes of applying the London factor, is defined as learning aims with a tier 2 Sector Subject Area (SSA) of 6.1 (digital technology (practitioners)), 6.2 (digital technology (users)) or 14.1 (foundations for learning and life).
 - b) regulated formula-funded Entry Level essential skills core learning aims
 - c) legal entitlements (English, maths and digital) at Level 2 and below
 - d) non-regulated formula-funded learning aims that are specific to the GLA (e.g., licence to practise).

- **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. Further information on eligible qualifications and learner eligibility is provided in the [GLA ASF grant funding and performance management rules](#). Qualifications eligible for the level 3 flexibility may include courses such as certificates or vocational diplomas that are designed to provide progression to work. Qualifications should be listed on the Find a Learning Aim service on GOV.UK as ASF adult core fundable learning aims. Qualifications such as Access to HE Diplomas are not in scope for the level 3 flexibility. Permission should be sought from the GLA for the delivery of any qualifications that may fall outside the above arrangements but where exceptional circumstances may apply for priority employment reasons. 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.
- **CPD (Continuous Professional Development) to support disabled Londoners access learning.** Providing flexibility within ASF grant-funded provider allocations to fully fund relevant learning that upskills eligible teaching and learning support staff employed within the publicly funded adult and further education sectors to deliver improved provision supporting disabled Londoners access, participate, and achieve in learning. 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 Earnings Threshold.** The GLA ASF London Living Wage earnings threshold enables learners to be fully funded if they are employed or self-employed and earn below either the London Living Wage hourly rate of pay or the calculated London Living Wage annual gross salary. London Living Wage is an hourly rate of pay, calculated annually by the Resolution Foundation and overseen by the Living Wage Commission. It is currently set at £13.85 (October 2024).
- **British Sign Language.** This flexibility supports any learner aged 19+ who is unemployed or earning below the London Living Wage earnings threshold to undertake qualification in British Sign Language (BSL) up to and including Level 2. Full funding is also provided to any learner 19+ whose first or preferred language is BSL, or any learners who cannot access spoken language because of their deafness and would benefit from BSL or parents and carers of deaf children and/or young people regardless of their employment/economic status.
- **Funding non-prescribed vocational and technical qualifications at Level 4 (from 2022/23 AY).** This will enable ASF 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 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 practise 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.
- **Funding Level 5 Certificate in Teaching English to Speakers of Other Languages (CELTA)** This will enable more Londoners to benefit from gaining a CELTA qualification and starting a career as an ESOL tutor, helping to support the GLA's aim of boosting the capacity of London's further education workforce and ensuring there are appropriate levels of skilled teaching staff to meet the high demand for ESOL provision in the capital.

19. 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)

20. Free Courses for Jobs (FCfJ) is a targeted level 3 offer to support adults who meet the definition of being unemployed or below the London Living Wage earnings threshold.
21. The list of approved qualifications under the national offer: eligible adults can now access fully-funded level 3 provision from the list of level 3 FCfJ qualifications available via the [DfE list of qualifications approved for funding](#).
22. Providers will also have discretion to use up to 50 per cent of their free courses for jobs allocation to fund learners who meet the definition of being unemployed and are enrolled on technical, vocational or occupational Level 3 qualifications which are included in the GLA Level 3 FCfJ Regional Flexibility. The list of approved qualifications under the GLA Level 3 FCfJ Regional Flexibility is available via the [GLA Level 3 FCfJ Flexibility](#).

London Learner Survey

23. The GLA measures the outcomes for Londoners achieved through the Adult Skills Fund through the London Learner Survey. The survey involves learners completing a baseline survey and then follow up survey six months after course completion to measure a broad range of economic and social outcomes. Developed through consultation with providers the Survey results support the justification for funding a wide range of skills provision for adults.
24. Participation in the Survey is compulsory for all GLA-funded ASF providers and the inclusion of all learners has been enhanced by the availability of the Survey in 14 different language translations and an online version that is more suitable for learners with learning difficulties or disabilities (LLDD). Support for providers in administering the baseline survey can be found in the [Good Practice Guide](#), which has been produced in collaboration with providers.
25. Data from the London Learner Survey is published annually on the [London Learner Survey Datastore](#) and is used internally to support funding policy and to make the case for future devolved funding to London. Due to larger sample sizes and increasingly robust data available, in summer 2024, more than 20 providers received provider-level London Learner Survey data for the first time. The number of providers receiving provider-level data is set to increase in 2025.
26. Further evaluation work is also commissioned at the GLA to understand the performance of ASF management and policies, providers may be contacted as part of this to contribute their experiences in one-to-one interviews and focus groups.

Annex A - Tailored Learning Class Codes – categorisation for delivery plan

Learning aim reference	Tailored Learning Class Code
Essential Skills	
LA.5 ESOL	
Z0060091	Essential Skills, Pre-Entry Level, ESOL
Z0060092	Essential Skills, Entry Level, ESOL (Entry 1)
Z0060093	Essential Skills, Entry Level, ESOL (Entry 2)
Z0060094	Essential Skills, Entry Level, ESOL (Entry 3)
Z0060095	Essential Skills, Level 1, ESOL
Z0060096	Essential Skills, Level 2, ESOL
LA.6 Digital	
Z0060109	Essential Skills, Pre-Entry Level, Essential Digital Skills
Z0060110	Essential Skills, Entry Level, Essential Digital Skills
Z0060111	Essential Skills, Level 1, Essential Digital Skills
LA.7 English	
Z0060097	Essential Skills, Pre-Entry Level, English
Z0060098	Essential Skills, Entry Level, English (Entry 1)
Z0060099	Essential Skills, Entry Level, English (Entry 2)
Z0060100	Essential Skills, Entry Level, English (Entry 3)
Z0060101	Essential Skills, Level 1, English
Z0060102	Essential Skills, Level 2, English
LA.8 Maths	
Z0060103	Essential Skills, Pre-Entry Level, Maths
Z0060104	Essential Skills, Entry Level, Maths (Entry 1)
Z0060105	Essential Skills, Entry Level, Maths (Entry 2)
Z0060106	Essential Skills, Entry Level, Maths (Entry 3)
Z0060107	Essential Skills, Level 1, Maths
Z0060108	Essential Skills, Level 2, Maths
LA.9 Foundations for Learning and Life	
Z0060047	Supported Learning and Independent Living
Z0060048	First step engagement in learning
Z0060050	Managing mental health and well-being
Z0060112	Life skills: healthy eating/cooking
Z0060113	Life skills: first aid
Z0060114	Life skills: household budgeting, financial literacy
Z0060115	Life skills: lipreading
Z0060116	Life skills: British Sign Language
Z0060117	Life skills: parenting skills
Z0060118	Life skills: environmental sustainability
Z0060119	Life skills: volunteering, active citizenship
Z0060120	Life skills: managing life transitions
Sector specific pathways	
LA.20 Financial, Professional and Business Services	
Z0060064	Entry Level, Manufacturing, Engineering

Z0060065	Level 1, Manufacturing, Engineering
Z0060066	Level 2, Manufacturing, Engineering
Z0060085	Entry Level, Business Admin, Legal, Finance, Marketing, Public Services and Enterprises
Z0060086	Level 1, Business Admin, Legal, Finance, Marketing, Public Services and Enterprises
Z0060087	Level 2, Business Admin, Legal, Finance, Marketing, Public Services and Enterprises
Z0060139	Employer Facing Provision, Engineering
Z0060140	Employer Facing Provision, Business Management
Z0060142	Employer Facing Provision, Administration
Z0060144	Employer Facing Provision, Accounting and Finance
Z0060153	Employer Facing Provision, Marketing and Sales
Z0060156	Employer Facing Provision, Law and Legal Services
Z0060157	Employer Facing Provision, Manufacturing Technologies
Z0060166	Employer Facing Provision, Urban, Rural and Regional Planning
LA.21 Experience Economy	
Z0060067	Entry Level, Retail, Marketing
Z0060068	Level 1, Retail, Marketing
Z0060069	Level 2, Retail, Marketing
Z0060070	Entry Level, Hospitality, Catering
Z0060071	Level 1, Hospitality, Catering
Z0060072	Level 2, Hospitality, Catering
Z0060073	Entry Level, Leisure Industries, Tourism
Z0060074	Level 1, Leisure Industries, Tourism
Z0060075	Level 2, Leisure Industries, Tourism
Z0060082	Entry Level, Transport, Distribution
Z0060083	Level 1, Transport, Distribution
Z0060084	Level 2, Transport, Distribution
Z0060125	Performing Arts
Z0060132	Employer Facing Provision, Performing Arts
Z0060135	Employer Facing Provision, Sports, Leisure and Recreation
Z0060136	Employer Facing Provision, Hospitality and Catering
Z0060137	Employer Facing Provision, Warehousing and Distribution
Z0060145	Employer Facing Provision, Retailing and Wholesaling
Z0060160	Employer Facing Provision, Travel and Tourism
Z0060126	Physical activity
LA.22 Digital	
Z0060079	Entry Level, Digital Sector
Z0060080	Level 1, Digital Sector
Z0060081	Level 2, Digital Sector
LA.23 Creative Industries	
Z0060076	Entry Level, Creative Industries, Media
Z0060077	Level 1, Creative Industries, Media
Z0060078	Level 2, Creative Industries, Media
Z0060124	Creative Arts
Z0060129	Employer Facing Provision, Crafts, Creative Arts and Design
Z0060143	Employer Facing Provision, Media and Communication
Z0060161	Employer Facing Provision, Publishing and Information Science
Z0060163	Employer Facing Provision, Architecture
LA.24 Construction	
Z0060055	Entry Level, Construction

Z0060056	Level 1, Construction
Z0060057	Level 2, Construction
Z0060128	Employer Facing Provision, Building and Construction
LA.25 Health	
Z0060051	Vocational introduction - Health and Social Care
Z0060052	Entry Level, Health and Social Care
Z0060053	Level 1, Health and Social Care
Z0060054	Level 2, Health and Social Care
Z0060058	Entry Level, Childcare, Teaching
Z0060059	Level 1, Childcare, Teaching
Z0060060	Level 2, Childcare, Teaching
Z0060130	Employer Facing Provision, Health and Social Care
LA.26 Frontier Innovation	
Z0060088	Entry Level, Science
Z0060089	Level 1, Science
Z0060090	Level 2, Science
Z0060159	Employer Facing Provision, Science

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