

MAYOR OF LONDON

London Talent Pathways Equality Impact Assessment



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Introduction

This document is an Equality Impact Assessment for the London Talent Pathways (LTP) fund. The purpose of the document is to:

- Demonstrate how equality groups and equalities impacts were considered in the development of LTP Prospectus (Equality groups are groups who share a protected characteristic under the Equality Act 2010).
- Set out the impact LTP will have on equality groups and address wider issues of socio-economic inequality, including the labour market and the skills/education system.

The Mayor has a legal obligation under the Equality Act 2010 to have due regard to the need to:

1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by or under the Act
2. Advance equality of opportunity between people who share a 'protected characteristic' and people who do not share it by:
 - removing or minimising disadvantages suffered by people who share a relevant protected characteristic that are connected to that characteristic because of their protected characteristics
 - take steps to meet the needs of people who share a relevant protected characteristic that are different from the needs of people who do not share it; The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities
 - encourage people who share a relevant protected characteristic to participate in public life or any other activity in which participation by such persons is disproportionately low.
3. Foster good relations between people who share a 'protected characteristic' and people who don't by tackling prejudice and promoting understanding.

The assessment covers all groups legally required under the Equality Act 2010, alongside additional groups that the GLA has chosen to prioritise in recognition of the barriers they face in London's labour market. Together, these groups are:

- **Age** – with a particular focus on young Londoners and older workers
- **Disability** – including Londoners with long-term health conditions and neurodiverse Londoners
- **Sex**

- **Gender identity**
- **Marriage and civil partnership**
- **Pregnancy and maternity**
- **Race** – with specific focus on Bangladeshi and Pakistani women, and young Black men
- **Religion or belief**
- **Sexual orientation**
- **Parents and carers**
- **Care-experienced young people**
- **Londoners with no or low skills**

In addition, the GLA also considered:

- Socio-economic disadvantage (including low income).

London Talent Pathways

As previously commissioned elements (Jobs and Skills for Londoners fund) of City Hall's Adult Skills Fund (ASF) programme conclude at the end of 2025-26 academic year (with a budget of approximately £38m per academic year), arrangements need to be put in place to secure future provision from that point (up to three academic years from and including 2026-27 academic year). A competitive process must be conducted to identify recipients of Adult Skills Fund (ASF) and Free Courses for Jobs (FCFJ) funding to allow agreements to be entered into and allow new independent training organisations to apply for such funding.

The proposed expenditure and related competitive process is aimed at supporting the delivery of the London Growth Plan and supporting the skills needs of priority sectors for the economic growth in London. London Growth Plan sets a bold ambition to raise productivity growth rates to 2% per year between 2025 and 2035, raise the real household weekly income (after housing costs) of the lowest earning 20% of Londoners by 20% by 2035 and train enough workers for the green transition.

To achieve this increase in productivity growth, London must grow its most productive sectors fastest, grow a skilled and diverse workforce and help businesses become more productive. The London Growth Plan's 10-year ambition for green, inclusive growth will be achieved through the development of a new Inclusive Talent Strategy to ensure that education, skills and training help Londoners grow their skills and progress. The strategy will also support employers to access and develop the skilled workforce they require, particularly in the growth sectors. London's workforce in many growth sectors does not reflect the city's diversity. Diverse teams are more productive, engaged and innovative, so a key objective of the Inclusive Talent Strategy is increasing employment of underrepresented groups in the higher-paying growth sectors.

In addition, the refreshed London Skills Improvement Plan (LSIP) is to be developed from October 2025, through a process jointly led by the GLA and BusinessLDN. While the

Inclusive Talent Strategy will set the overall, system-level, vision, the LSIP will remain a key strategic driver of actions to address London's skills needs at a sector level.

LTP brings together funding from the ASF and FCfJ programmes to expand vocational training opportunities for Londoners. Its goal is to enable individuals to upskill and advance into priority occupations across key sectors of the capital's economy. The Fund also supports the development of clear progression pathways within these occupations, aligning closely with the ambitions of the London Growth Plan, the Inclusive Talent Strategy and the Local Skills Improvement Plan (LSIP). Provision of skills will be prioritised for low-income or unemployed Londoners and Londoners with protected characteristics who are under-represented in key sectors.

The development of a more employer-led ASF delivery model where employers regularly share insights on the skills they need and where training, careers and employment services are better-shaped around those needs will deliver improved outcomes. This new funding opportunity will enhance stronger, long-term partnerships between training providers and employers to co-design the future curriculum offer and invest in the training required to close the skills gaps in London's key sectors. The development of effective career pathways within priority occupations will enable clear routes into work and progression within work for Londoners who are currently excluded from the labour market or facing barriers to progress further. Thus, learners will be able to access the sector relevant qualifications on the path to their future job and gain the skills demanded by employers, while employers will benefit from a qualified and job-ready workforce.

Only UK registered learning providers with an established delivery site located within London are eligible to apply for this funding. Bidders will also need to meet criteria concerning quality of provision as set out in the [GLA ASF Funding and Performance Management Rules](#) and pass successfully the due diligence process entailing a gateway visit and financial health assessment so they can be considered for a grant award.

Equality groups and Equalities impacts

The design of LTP was strategically aligned to the priorities of the London Growth Plan, and the vision for a new employer-led Inclusive Talent System. Currently, London's skills, employment, and careers system is complex and disjointed. Many employers struggle to access the skills they need, while Londoners, especially young, disabled, or those with health conditions, miss out on opportunities¹. Therefore, to achieve 2% productivity growth per year, London must grow its most productive sectors fastest, grow a skilled and diverse workforce and help businesses to become more productive.

The creation of a new employer-led system will lead to a smarter system where employers regularly share skills they need and where training, careers and employment services are shaped around those needs. This will enhance stronger, long-term partnerships with employers so they can help design and invest in the training and support they really need. The system will also enable better routes into work for people who are currently excluded or facing barriers.

This funding opportunity will create a clearer system overall where learners and employers are able to easily understand what is available, including accessible support.

Alignment with the London Growth Plan and the Inclusive Talent Strategy

LTP will support the delivery of the London Growth Plan and the actions set by the Inclusive Talent Strategy.

LTP will have a key focus on supporting Londoners to access industry-relevant vocational skills they need to succeed into jobs, progress in-work or move closer to the job market by progressing onto higher level courses, including any wraparound support learners may need. The priority groups for LTP are:

- Young Londoners (19-23 years of age)
- Londoners with no or lower-level (without a level 2) qualifications
- Londoners in low-paid work (earning less than the London Living Wage)
- Londoners who are out of work
- Londoners from Black, Asian and Minority Ethnic communities
- Disabled Londoners
- Older Londoners (aged 50 and over)

Driving participation and access to skills provision among these groups is essential so they can experience the social and economic benefits of learning. A key focus of the programme will be on funding provision that addresses underrepresentation of these groups of Londoners in London's key sectors.

Consideration was given on how to improve meeting the needs of disadvantaged Londoners from the above priority groups and encourage their participation in courses to

¹ Inclusive Talent Strategy/Get London Working Evidence Base (forthcoming 2025)

support positive outcomes. This resulted in additional questions being included in the scoring criteria to help ensure appropriate focus was given to this group of Londoners.

The LTP Prospectus sets out that provision delivered through the Fund should be designed to recognise that Londoners from priority groups will have a range of prior experiences and differing needs, including people with higher levels of skills and work experience or who are currently in work. The Prospectus recognises that accessible adult education is also about providing adequate training to the learner, and bidders must demonstrate how their provision will be delivered in accessible venues using a range of online and in person delivery methods as appropriate to the needs of the learners and communities, while disadvantaged learners will receive tailored support based on their particular need.

Through this Fund, the GLA want to prioritise targeted adult education provision which will have significant impact to Londoners from disadvantaged groups, particularly where it supports people's progression within work or into good work.² This recognises that positive employment outcomes can help support improved equality in London. Training courses and programmes of learning delivered through this Fund should be designed by training organisations closely collaborating with employers and existing job brokerage services, to ensure that Londoners are supported into good London Living Wage paid jobs in London's key sectors thus contributing to the capital's long-term economic growth. Skills provision should build on proven methods of delivery that help learners to progress against the GLA's outcome impact measures³ set out in the London Learner Survey. To support the achievement of economic outcomes, the GLA will be introducing ringfenced job outcomes payments as part of this Fund.

LTP aligns to the London Growth Plan and Local Skills Improvement Plan by investing in training that supports progression pathways in key priority sectors and by creating employer-led talent pipelines. Provision of vocational skills and wraparound support towards priority occupations will be prioritised to enable Londoners to achieve job outcomes and progress within work in the following key sectors:

- Financial, Professional and Business Services
- Experience Economy (including Hospitality and Retail)
- Digital
- Creative Industries and Technologies
- Construction (including Green Construction)
- Health and Social Care

² A 'good work' outcome is defined as a job, apprenticeship or paid work placement for a learner who is not in employment upon enrolment to an adult skills ASF learning aim which: • relates to a priority sector, is a minimum of 16 hours/week and is expected to last at least four consecutive weeks; • pays a basic salary of the London Living Wage or above and does not involve the use of zero hours contracts. • supports the learner to achieve self-employed status for sectors where self-employment is a pre-requisite to employment.

³ There are seven priority learner outcomes areas measured through the London Learner Survey. These are progression into employment, in-work progression, progression in further education, improved wellbeing, improved social integration, improved self-efficacy and participation in volunteering.

- Frontier Innovation (including Life Sciences)

The GLA is particularly interested in addressing skills shortages and vacancies in priority occupations endorsed by the newly established Sector Talent Boards within each of the key sectors, as well as improving the representation and diversity of specific groups of Londoners in each sector's respective workforce.

Alignment with other GLA programmes and support

The GLA currently delivers several programmes which aim to improve the accessibility of adult skills provision. To ensure equality groups have better access to the opportunities provided by LTP, the GLA has ensured alignment with other existing programmes, which include:

Adult Skills Fund (ASF), which aims to engage adults in learning and provide the skills they need to equip them for work or other learning. The ASF funds courses that lead to qualifications as well as more flexible learning that helps learners to build confidence and improve their wellbeing. The Mayor has implemented a number of flexibilities and policy changes since taking control of the ASF so that learning in London is more accessible, including fully-funded courses for learners with no or lower level qualifications, those who are out of work or in low-paid work.

Skills Bootcamps programme consists of short, flexible courses of up to 16 weeks to help fast-track Londoners into good jobs, with a focus on key London sectors and long-term economic success in the capital, including green, digital and construction sectors. The aim of the Bootcamps programme is to give people the opportunity to build up sector-specific skills and fast-track to an interview with a local employer. LTP commissions skills provision in the same sectors as the Skills Bootcamps programme and the link with employers plays a crucial role in shaping the provision on offer so that learners can progress into jobs. The GLA has a dedicated team of Provider Managers, who will help to ensure delivery under this Fund is continually able to join up with the existing programmes that aim to include more Londoners from underserved groups in adult provision. GLA officers will also ensure that communications and engagement strategies build on the experiences and best practice of these programmes to make sure disadvantaged groups are reached effectively.

Evaluation through Individualised Learner Record data and the London Learner Survey

All successful training organisations are expected to return learner data regularly via the Individualised Learner Record (ILR) system. The ILR returns will allow the GLA to assess the success of the Fund in reaching priority groups of learners and their participation in training provision. In addition to that, the GLA is envisaging that the London Learner Survey (LLS) will include LTP participants. The LLS robustly measures learners' progress against seven outcome priority areas (progression in or into employment and/or education, increased earnings and better-quality work, community involvement / social integration, wellbeing, and self-efficacy).

The survey will allow the GLA to evaluate how successful the Fund was in helping learners achieve economic and social outcomes. Providers will be required to administer the baseline survey as part of the GLA ASF Funding Rules. The evidence generated by the LLS will be used to develop adult education reforms that will ultimately lead to better quality and more inclusive adult education provision.

Engagement and information gathering for priority groups in London Talent Pathways

The LTP Prospectus built on feedback from the Inclusive Talent Strategy consultation which took place between May and September 2025. A combination of engagement activity and written consultation was used to reach a wide range of stakeholders, including boroughs and sub-regional partnerships, service providers (further and higher education, independent training providers, employment support, health and careers services), sector-specific employers and their representative bodies, Londoners, and community organisations.

Over 100 engagement sessions were held. Roundtables were also convened with equalities stakeholders, including Deaf and Disabled People's Organisations (DDPOs), voluntary and community sector organisations representing different London communities, the Migrant Advisory Panel, and young people not in education, employment or training (NEET).

The written consultation was aimed at service providers and representative bodies. This was hosted on the [london.gov.uk](https://www.london.gov.uk) website and promoted through newsletters and partner networks. It closed on 17 July 2025 and received 89 responses. Accessible versions, including Easy Read and BSL, remained open until 12 September 2025.

In parallel, the Talk London online discussion platform gathered views from Londoners. This closed on 31 July 2025 and attracted contributions from more than 400 participants.

The written consultation was designed to draw out evidence on groups most affected by inequality in London's labour market. It highlighted that disabled people, those with long-term health conditions and some racially minoritised groups experience poorer outcomes and asked respondents to consider ways of addressing these disparities.

The consultation was targeted at organisations with relevant insight, including local authorities, skills and employment providers, employer bodies, community and voluntary organisations, trade unions and research institutions. This ensured a broad range of perspectives, including those representing Londoners with protected characteristics.

Questions were framed to encourage specific comment on equality groups. Respondents were asked how best to support Londoners "facing additional barriers to work," with examples provided such as women, young people not in education, employment or training, racially minoritised groups, disabled and neurodivergent people, those with English language needs, care leavers and people with experience of the criminal justice system.

The consultation also allowed space for additional comments and evidence, including data and case studies. This structure ensured respondents were explicitly prompted to consider protected and disadvantaged groups in their feedback, supporting the development of the Equality Impact Assessment.

Ensuring stakeholders and providers consider equality groups and equalities impacts.

As part of the funding requirements and scoring criteria for this competition all potential bidders are asked to present an overview of how they will meet the Public Sector Equality Duty and reach the priority groups. To support this, the Prospectus includes key details about technical and transferable skills gaps in key London sectors. This will be considered by the GLA throughout the programme and will inform the allocation of growth funding in future years. In this way, the GLA is working to ensure that all stakeholders working together as part of London's adult education programme are strongly considering the equalities' impact of their work.

Barriers and inequalities faced by equality groups

Specific inequalities and barriers experienced by equality groups have been summarised by equalities group in the table below:

Equalities Group Characteristic	Summary of participation in labour market/ skills provision, and key barriers and inequalities
Age (younger)	The share of 16–24 year-olds in London not in education, employment or training (NEET) stands at 15.2 per cent, the highest rate of any UK region. Nationally, over 940,000 young people were NEET in spring 2025, showing that London’s challenges are part of a wider trend ⁴ . Young Londoners are more vulnerable to economic shocks, and repeated disruptions have stalled progress on youth employment.
Age (Older)	Older Londoners are also disproportionately represented among the economically inactive. Over a quarter of 50–64 year-olds in the capital (around 380,000 people) are inactive, often due to ill health or a decision not to return to work after the pandemic ⁵ . This has implications for household incomes and for the wider labour market, which loses skills and experience.
Disability	<p>Disabled Londoners and those with long-term health conditions face a persistent and significant employment gap. In 2024, just under 59 per cent of Londoners with an Equality Act core or work-limiting disability were in employment, compared with 80 per cent of those without. While this gap has narrowed by 3.6 percentage points since 2020, progress has been modest, and health-related inactivity has continued to rise⁶.</p> <p>Nationally, more than 2.8 million people are inactive due to long-term sickness, with mental health conditions among young adults playing an increasing role⁷. Outcomes for specific groups are especially stark: only around a quarter of adults with learning difficulties are in work⁸, and fewer than 30 per cent of autistic adults are employed⁹.</p>

⁴ Department for Education, NEET age 16 to 24, 2025

⁵ ONS, Annual Population Survey, 2025

⁶ ONS, Annual Population Survey, 2025

⁷ ONS, Annual Population Survey, 2025

⁸ Mencap, Big Learning Disability Survey, 2022

⁹ DWP, The Buckland Review of Autism Employment: report and recommendations, 2024

Equalities Group Characteristic	Summary of participation in labour market/ skills provision, and key barriers and inequalities
Race	<p>Black Londoners and some South Asian communities face significantly worse outcomes than average. Young Black men, in particular, have historically faced unemployment rates two to three times higher than their White peers. Among women, Pakistani and Bangladeshi Londoners are far less likely to be in work than White British women—recent national estimates place their employment rate at around 46 per cent, compared with more than 70 per cent for White women. Structural discrimination, educational inequalities and caring responsibilities all play a role. Gypsy, Roma and Traveller communities also face particularly poor outcomes, with over 30 per cent of people recorded as long-term unemployed or having never worked¹⁰.</p>
Religion	<p>While LTP is not specifically targeting religious groups, it is important to acknowledge that some religious communities face particular employment challenges. National statistics indicate, for example, that Muslims have the lowest employment rate of all religious groups in England and Wales¹¹. This “Muslim employment penalty” has been observed consistently in data since 2012. Potential causes include discrimination (conscious or unconscious) in hiring, lower labour market participation among Muslim women (often linked to cultural norms or lack of childcare). Additionally, strict workplace or training schedules that conflict with religious practices (prayer times, dietary requirements, religious holidays) can deter participation¹².</p>
Sexual Orientation	<p>According to 2021 Census data, of all sexual orientation groups, people who identified as gay or lesbian were most likely to be in employment, including self-employed (70.4% compared with 57.2% in the overall population of England and Wales). They were also the least likely to be economically inactive (24.8% compared with 39.4% in the overall population). The fact that there were more people who identified as gay or lesbian in working age groups and fewer in older age groups is likely to explain this. In the overall population of England and Wales,</p>

¹⁰ ONS, *Annual Population Survey, 2025*

¹¹ Religion, education and work in England and Wales - Office for National Statistics

¹² Sweida-Metwally, S., ‘Does the Muslim penalty in the British labour market dissipate after accounting for so-called “sociocultural attitudes”?’ *Ethnic and Racial Studies*, 2022.

Equalities Group Characteristic	Summary of participation in labour market/ skills provision, and key barriers and inequalities
	<p>most economically inactive people are older retirees¹³. At present, there is no equivalent breakdown available at the London level.</p> <p>Workplace experience data highlights significant inequalities. UK-level research by Stonewall found that two in five (39 per cent) LGBTQ+ employees still feel the need to hide the fact they are LGBTQ+ at work. Nearly a third (31 per cent) did not agree they could be themselves at work; of these, more than half (53 per cent) reported experiencing discrimination, including verbal or physical abuse or feeling excluded¹⁴.</p>
Pregnancy / maternity	<p>The gender pay gap in the UK is relatively small for full-time employees aged 30–39 (median hourly earnings gap of about 4.4%). But it more than doubles for those aged 40–49, rising to around 9.1%¹⁵. Research shows that this widening after age 30 is strongly linked to parenthood: the arrival of the first child tends to trigger reductions in paid work, more part-time work, and slower wage progression for women compared with men.</p>
Parents and Carers	<p>Parents and carers also experience particular barriers. “Looking after family or home” remains one of the most common reasons for inactivity in London, accounting for around 22 per cent of the total¹⁶. Caring responsibilities continue to impact women’s participation in the labour market, despite maternal employment having recovered somewhat since the pandemic. Lack of affordable childcare and flexible jobs remain key obstacles, alongside the demands of unpaid care for older or disabled relatives.</p>
Sexual orientation/ Gender reassignment (note that data and research considered)	<p>London’s female employment rate has declined in the last four years: in 2020, 71.5 per cent of women aged 16–64 were employed compared to 70.4 per cent in 2024. The female employment rate in the UK in 2024 stood at 72.2 per cent. The reduction in London’s female employment rate has coincided with an increase nationally – therefore the gap between London and the UK has widened. Alongside the employment rate gap</p>

¹³ ONS, Census, 2021

¹⁴ Stonewall, <https://www.stonewall.org.uk/news/new-research-shows-almost-40-of-lgbtq-employees-still-hide-their-identity-at-work>, 2025

¹⁵ ONS, Annual Survey of Hours and Earnings, 2024

¹⁶ ONS, Annual Population Survey, April 2024 - March 2025

Equalities Group Characteristic	Summary of participation in labour market/ skills provision, and key barriers and inequalities
looks at LGBTQ+ groups)	<p>there are also differences in the working patterns of men and women. Only 15 per cent of men aged 16–64 in employment worked part-time in 2024, compared with 27 per cent of women. The rate of part-time work increases to 38 per cent for women over the age of 50¹⁷.</p> <p>Transgender and non-binary individuals may face particular challenges accessing employment or training, including workplace discrimination or harassment, and lack of inclusive support services. These barriers can prevent them from fully engaging in the workforce. Recent data highlights these concerns – for example, a Stonewall-commissioned study found that almost 40 per cent of LGBTQI+ employees still hide their identity at work due to fear of discrimination. Transgender people, in particular, report high rates of bullying and misunderstanding in workplaces¹⁸.</p>
Londoners with no or low skills	<p>Skills remain a strong predictor of employment. In London, employment rates are close to 90 per cent among those qualified to RQF level 4 or above, compared with less than half of those with no qualifications. Around 5.6 per cent of Londoners aged 16–64 still report no formal qualifications¹⁹. Londoners with no or low skills face more insecure and lower-paid work, and are more vulnerable during downturns.</p>

¹⁷ ONS, *Annual Population Survey, January 2020 – 2024*, 2025

¹⁸ Stonewall, <https://www.stonewall.org.uk/news/new-research-shows-almost-40-of-lgbtq-employees-still-hide-their-identity-at-work>, 2025

¹⁹ ONS, *Annual Population Survey*, 2025

London Talent Pathways impact on equality groups

General programme actions to support equality groups

Competitive grant award process

Throughout the commissioning process, bidders will have to specify their approach to increase recruitment, participation, and achievement for specific priority groups according to age, gender, ethnicity, and disability. This will be reflected in guidance issued to scorers of bids and will be considered in awarding grants. Specifically, bidders must demonstrate that:

- robust processes are in place to identify learners in need of additional support, engaging with priority groups from the outset of delivery.
- delivery will be tailored to the needs of disadvantaged learners, ensuring other wraparound support is in place to enable learners to overcome barriers to learning.
- a strategy for maximising the impact of Learning and Learner Support or other services to support learners with multiple barriers to learning is in place.
- they have a clear understanding of skills gaps in their chosen sector(s) and a strategy to use provision to address this shortfall, including consultation with sector employers/businesses.
- working with local partners and brokerage services so that provision aligns to local need and skills gaps.
- they will work with employers and other stakeholders to shape training and move learners into employment or a higher-paid job.

Project management

Diversity statistics will be monitored regularly by provider managers and when delivery is not satisfactory, the GLA will work with providers to try and improve performance. In the event of continued under-performance, the GLA will have at its disposal the ability to reduce funding or, as a last resort, withdraw the grant. Specifically, providers must:

- work under GLA's ASF grant performance management process, to be set out in the GLA ASF Funding and Performance Management Rules.
- report all job and in work progression outcomes.
- submit data via the Individualised Learner Record (ILR) and administer the London Learner Survey to allow the GLA and partners to evaluate the impact provision is having on priority groups.

Evaluation

The LTP programme will be subject to an evaluation. The evaluation will include aspects which have been established as good practice through our annual process evaluations of the ASF. Data will be collected at regular intervals (monthly) from providers on all learners who participate in the programme, data collection will include information of the age, gender, ethnicity and disability status of learners. This will ensure a thorough analysis is carried out focusing especially on ethnicity, gender, age and disability.

Providers will also be asked to ensure learners complete the LLS with respect to measuring economic and social outcomes within six months of completing their training.

Summary of impact equality groups

Protected Characteristic	Impact	Actions
Age (younger people)	<p>Analysis of potential positive impact</p> <p>As younger people (19-23) are more likely to be unemployed, LTP emphasis on job outcomes will help support learners from this equality group into work.</p>	<ul style="list-style-type: none"> • Bidders to include, as part of the Delivery Plan, the volume of young Londoners (19-23) they expect to engage with. • The GLA prioritises support for younger learners through several other programmes including Youth Trailblazers. • Monitor the above throughout the lifecycle of the grant.
	<p>Analysis of potential negative impact</p> <p>Training organisations may focus on recruiting more job-ready learners so they can benefit from the job outcome payments thus limiting the participation of young people with no previous experience or qualifications.</p>	
Age (older people)	<p>Analysis of potential positive impact</p> <p>The Fund will increase access to opportunities to increase qualification levels or progress within work, something that is disproportionately lower in the group of over 50s. Similarly, the Fund's focus on job outcomes will incentivise providers to support older people into work progression and reduce the gap in employment rates relative to other age groups.</p>	<ul style="list-style-type: none"> • Bidders to include, as part of the Delivery Plan, the volume of older Londoners (50+) they expect to engage with. • The GLA prioritises support for older learners through several other programmes including the Economic Inactivity Trailblazers.

	<p>Analysis of potential negative impact</p> <p>Engaging with older people may pose difficulties with recruitment in case of pursuing a new career pathway.</p>	<ul style="list-style-type: none"> • Monitor the above throughout the lifecycle of the grant. • Ensure the monitoring of engagement with this group forms a part of the performance management process.
Disability	<p>Analysis of potential positive impact</p> <p>Disabled learners will benefit from increased access to skills provision and support in finding work. Learning Support provision, which can be accessed by providers, will allow them to increase resources to specifically help those learners with a disability.</p>	<ul style="list-style-type: none"> • Bidders to include, as part of the Delivery Plan, the volume of disabled Londoners they expect to engage with. • Monitor the above throughout the lifecycle of the grant. • The GLA prioritises support for disabled learners through several other programmes including the Community Outreach Programme and Economic Inactivity Trailblazers. • Bidders will be required to articulate a strategy to maximise the impact of Learning and Learner Support
	<p>Analysis of potential negative impact</p> <p>The job outcome payment element of the Fund may promote behaviour whereby providers are less likely to engage disabled Londoners as, proportionately, they may be further from the labour market than the general population.</p>	
Race/ ethnicity/ nationality	<p>Analysis of potential positive impact</p> <p>The Fund puts an emphasis on ensuring people from all backgrounds are engaged in its delivery. Previous delivery of ASF funded programmes suggests that a high proportion of Black, Asian and Minority Ethnic Londoners engage with adult skills delivery.</p>	<ul style="list-style-type: none"> • Engage with community outreach organisations to ensure a greater awareness of the Fund. • Bidders to include, as part of the Delivery Plan, the volume of Black, Asian and Minority Ethnic Londoners they expect to engage with. • The GLA prioritises support for ESOL learners through several
	<p>Analysis of potential negative impact</p> <p>The demand for ESOL in London outweighs the available funding so a</p>	

	number of learners from different ethnicity/nationality may not have the opportunity to benefit from the ASF funding.	<p>other programmes including the Community Outreach Programme and Economic Inactivity Trailblazers.</p> <ul style="list-style-type: none"> • Monitor the above throughout the lifecycle of the grant.
Religion	<p>Analysis of potential positive impact</p> <p>In Section 2, it is outlined how qualification levels vary significantly by religion. The Fund's focus on increasing the skills of learners across London, particularly of those learners with lower qualification levels, should help reduce these disparities.</p>	<ul style="list-style-type: none"> • Bidders to outline how they plan to engage with community organisations to increase participation in the Fund from all groups.
	<p>Analysis of potential negative impact</p> <p>No negative impact identified</p>	
Sex	<p>Analysis of potential positive impact</p> <p>The Fund's focus should help see an increase in female learners participating in qualifications that have traditionally disproportionately been overrepresented by male learners.</p>	<ul style="list-style-type: none"> • Bidders to be allowed the opportunity to make a case to also deliver provision relating to sectors which are not a Mayoral priority. • The GLA prioritises support for female learners through several other programmes including the Economic Inactivity Trailblazers. • Monitor engagement of female learners across the Fund and by sector.
	<p>Analysis of potential negative impact</p> <p>Conversely, the focus on priority sectors may have a detrimental impact on female engagement across the Fund. Sectors such as the green construction are disproportionately male workers. This may lead to underrepresentation of female participants.</p>	
Pregnancy/ Maternity	<p>Analysis of potential positive impact</p> <p>Pregnancy/Maternity period is a period when future mothers are well placed to take advantage of skills and training</p>	<ul style="list-style-type: none"> • Bidders are encouraged to offer various tailored provision and recruitment and strategies around all equalities groups

	<p>courses and upskill based on their career plans</p> <p>Analysis of potential negative impact</p> <p>Expecting mothers may have difficulties completing a course of a long duration or securing a job since employers may not be willing to offer positions to pregnant learners.</p>	
Parents and carers	<p>Analysis of potential positive impact</p> <p>Given that carers and parents of children aged 11 or under are more likely to take up some type of adult learning over the next 12 months, the Fund should provide further access to such provision. Access to childcare help through Learner Support may also increase engagement in this equality group.</p>	<ul style="list-style-type: none"> • Bidders to be required to articulate an approach to maximise the impact of Learner Support. • The GLA prioritises support for parents and carers through several other programmes including the Economic Inactivity Trailblazers.
	<p>Analysis of potential negative impact</p> <p>No negative impact identified</p>	
Sexual Orientation/ gender reassignment	<p>Analysis of potential positive impact</p> <p>A lack of data pertaining to labour market and skills outcomes for LGBTQ+ groups make it difficult to analyse the potential impact of JSFL. However, the focus of the fund on social outcomes as well as economic ones will bring a wide range of benefits to all participants.</p>	No further action required
	<p>Analysis of potential negative impact</p> <p>A lack of data pertaining to labour market and skills outcomes for LGBTQ+ groups make it difficult to analyse the potential impact of JSFL. No negative impact identified.</p>	

<p>No or low-level skills</p>	<p>Analysis of potential positive impact</p> <p>Learners with no or low-level skills will benefit from the Fund since they will be able to enrol on a vocational qualification and be placed on a career pathway which will increase their change of getting a job or progression within work.</p> <p>Analysis of potential negative impact</p> <p>Learners with no or low-level of skills may be less prioritised by the training organisations since they will require longer time to become job-ready and may need substantial wraparound support.</p>	<ul style="list-style-type: none"> • Ask bidders to include, as part of the Delivery Plan, the volume of Low Wage Learners they expect to engage with. • Monitor the above throughout the lifecycle of the grant.
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This Equality Impact Assessment demonstrates the Greater London Authority’s commitment to embedding equity and inclusion at the heart of LTP. By aligning with the legal duties of the Equality Act 2010 and proactively addressing socio-economic disadvantage, the Fund is designed to support underrepresented Londoners, particularly those with protected characteristics, into meaningful employment and progression opportunities within priority sectors. Through a competitive and inclusive funding process, the initiative will help build a more diverse, skilled, and resilient workforce, contributing to the ambitions of the London Growth Plan and the Inclusive Talent Strategy. LTP emphasis on employer-led delivery, sector-relevant qualifications, and clear career pathways ensures that all Londoners and businesses benefit from a more responsive and equitable skills system.

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