

# MAYOR OF LONDON

## London Talent Pathways Prospectus



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# Mayoral Foreword


London is a city of extraordinary talent, ambition and diversity. Yet too many Londoners still face barriers to accessing the skills and opportunities they need to thrive in a rapidly changing economy. As we look ahead to the next decade, we must ensure that London's growth is inclusive, sustainable and driven by the full potential of its people.

I am delighted to launch the London Talent Pathways Fund, which marks a key step forward in delivering on the vision set out in our Inclusive Talent Strategy – a core priority of the London Growth Plan produced in partnership with London Councils. The Inclusive Talent Strategy sets out how we will build a more responsive talent system, one that reflects the skills needs of London's employers and key growth sectors, is responsive to economic change and opens up opportunities for all Londoners.

This funding opportunity is not just about delivering training; it is about creating clear, supported pathways into good work, especially for those who have been historically under-represented in London's growth sectors. This includes Londoners facing barriers due to income, disability or health being supported to access quality training and progress into good jobs. The development of new Sector Talent Boards set out in the Inclusive Talent Strategy will be key to shaping this programme. They will help to ensure it prioritises investment in sectors and occupations critical to our economic resilience and transformation – from green construction and digital technologies to health, finance and the creative industries.

As Mayor, I am committed to making London a place where inclusion and growth go hand in hand. This programme places equity at its heart and recognises that London's workforce does not yet reflect the diversity of its population, particularly in high-growth, high-paying sectors. We know that diverse teams are more productive, more creative, and more resilient and essential to helping us create a fairer, safer, greener and more prosperous London for everyone.

I would encourage London's training providers to apply for this funding opportunity so together, we can ensure that London continues to evolve and grow as a city for all.

A handwritten signature in blue ink, appearing to read 'Sadiq Khan', with a small '2' written below the name.

**Sir Sadiq Khan**  
Mayor of London

# Introduction

## About this funding opportunity

The Mayor of London is responsible for delivering the [Adult Skills Fund](#) (ASF). Since ASF was delegated to the Mayor in August 2019, more than one million learners have accessed free skills training and education programs. This has led to significant positive economic and social outcomes, with thousands of Londoners improving their wellbeing and progressing into or within work. London Talent Pathways (LTP) combines ASF and [Free Courses for Jobs](#) (FCfJ) funding that will provide Londoners with further vocational training opportunities to upskill and progress into priority occupations within key London sectors.

This prospectus sets out a new funding opportunity for registered training providers to apply for a funding agreement for two academic years (2026-2028) with the GLA to deliver ASF and FCfJ skills provision to Londoners, with the possibility of extending the funding agreement for an additional academic year.

## Strategic context

Shortage of skilled workers is one of the biggest constraints holding back London's growth and equipping learners with skills demanded in growth sectors is the key to ensuring every Londoner has access to economic mobility. Therefore, growing the size of the skilled workforce and supporting Londoners to achieve their full potential is one of the key aims set out in the [London Growth Plan](#). In addition, the Plan's ambition to accelerate progress towards achieving London's net zero target by 2030 will promote the adoption of modern technologies, generate growth, and ensure a stable and resilient economy into the future.

The main goals of the London Growth Plan are to raise productivity growth rates to 2% per year over the next ten years, 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, London must provide the skilled workforce that our key industries need to thrive.

The London Growth Plan's 10-year ambition for green, inclusive growth will be achieved through the 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 currently 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.

The [Local Skills Improvement Plan](#) (LSIP), first published in August 2023, supports the aims of the Inclusive Talent Strategy. LSIP is a strategic, employer-led roadmap to transform London's skills system, with actions identified for employers, training providers

and the Greater London Authority (GLA). The refreshed LSIP will 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.

## **Purpose of London Talent Pathways**

The London Talent Pathways funding opportunity is 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 systems are complex and disjointed. Many employers struggle to access workers with the skills they need, while Londoners, especially those who are young, disabled or have health conditions, miss out on opportunities.

Therefore, LTP aims to invest in training that supports progression pathways within priority occupations in key sectors, which are aligned to the London Growth Plan, the Inclusive Talent Strategy and the LSIP. Provision of skills will be prioritised for low-income or unemployed Londoners and Londoners who are under-represented in key sectors in order to meet the objectives of the London Growth Plan.

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. LTP 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.

# Programme Principles

## Delivery

The Fund will focus on the provision of training for career pathways in priority occupations outlined in [Annex 2](#) within London key sectors specified below. Only ASF and FCfJ formula-funded courses listed on the [Find a Learning Aim](#) portal will be eligible to be delivered through this provision.

### *Key delivery requirements:*

- **All learners** must complete industry relevant ASF or FCfJ vocational training at Level 1 or above which will help them to succeed into jobs, progress in-work or further learning.
- **At least 90 per cent** of your suggested vocational skills delivery must be across **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
  - Life sciences as part of frontier Innovation
- The main goal of LTP is to secure training provision towards priority occupations in London's key sectors. Bidders must demonstrate the strategic alignment of their proposed delivery with the key sectors and priority occupations outlined in [Annex 2](#) and how it addresses the relevant priorities and skills in demand for those sectors. Bidders may wish to utilise [IfATE's occupational maps](#) to inform the appropriate level of delivery for the targeted priority occupations.
- **Up to 10 per cent** of your suggested vocational skills delivery could support 'other' foundational sectors that have clearly established career pathways. Bidders must evidence the strategic importance of the sector(s) and provide assurance that the delivery in 'other' sector(s) targets progression of learners onto career pathways demanded by employers within those sectors.
- **Up to 35 per cent** of each grant award can be used as wraparound support for learners. Wraparound support can be funded only as part of your ASF funding and can only be provided to a learner who is enrolled on a Level 1 or a higher-level industry-relevant vocational qualification. The expectation is that the wraparound courses and the vocational training happen simultaneously.



- Bidders can apply to deliver up to **£400,000** of FCfJ provision (vocational delivery and associated learning and learner support) for eligible learners. They can use up to **50 per cent** of that FCfJ funding to fund qualifications in the [GLA FCfJ Regional Flexibility List](#), however, all Access to Higher Education (HE) courses are not fundable through this programme.
- Delivery provision could be in person, hybrid or online distance learning. We will not accept learning that is 100 per cent online distance learning where there is minimal or no interaction with a tutor or other students, learning is self-directed and there is a lack of individually targeted support and attention.
- A maximum of **25 per cent** of a successful organisation's total grant can be sub-contracted. Where providers receive funding for ASF and FCfJ, they cannot subcontract more than 25 per cent of each funding stream.
- All successful organisations will be required to regularly supply additional data supplementary to the data submitted via the Individualised Learner Record (ILR) and provide further details on achieved employment outcomes by learners such as sector of employment, occupation and position title. Further details will be shared with providers upon signing of the grant agreement.
- Prior to submitting your application, you are expected to engage and design your curriculum offer with employers by considering employers' needs and identified skills gaps. Bidders are expected to provide **at least one Employer Letter of Support for each sector** around engagement and design of proposed provision via respective employer business email accounts. The required information and data provided in those Letters of Support is outlined in the LTP Application Guidance document. The GLA will require the name and the full contact details of the respective employer, who should be able to verify its authenticity if contacted by the GLA, in line with the published Privacy Notice for Employers.
- One of LTP's main goals is to support Londoners into finding work or progressing within good work in key sectors, using the skills they acquired through training. The GLA prioritises 'Good Work' outcomes (see [Annex 1](#)) in the application scoring criteria and strongly encourages successful organisations to deliver those as a priority. In addition, GLA will also fund 'Other Work' outcomes which may be the first step on the career ladder for many learners. Successful organisations will be able to claim fixed ringfenced amounts for two employment outcomes:
  - £500 for a 'Good Work' outcome and
  - £300 for an 'Other Work' outcome.
- 'In-work' progression employment outcome is defined as a job (new role / higher pay) of a learner who has been in employment upon enrolment. Those progression outcomes could be either 'Good Work' or 'Other Work' outcomes.

- The funding allocated for employment outcomes will be funded through the ASF (not via FCfJ) and will be **ringfenced**. If this ringfenced funding is not fully spent on employment outcomes, successful organisations will not be able to use it for additional ASF or FCfJ delivery. However, they will be able to use their ASF funding to finance additional employment outcomes beyond their ringfenced job outcomes' allocation as long as it is within their total grant award. In case the required payment for employment outcomes exceeds the total grant award, this will be considered at the end of year reconciliation process.
- At least **35 per cent** of your out of work learners must progress into work
- At least **35 per cent** of your employed learners must progress within work
- Each bidder must submit a Delivery Plan which sets out:
  - estimated annual volume of learners, funding and employment outcomes
  - vocational learning aims within key and other sectors to be delivered
  - employers within sectors you have engaged with to design your curriculum offer

## London Learner Survey

The [London Learner Survey \(LLS\)](#) was launched in August 2021 to measure the economic and social outcomes achieved through ASF and FCfJ-funded learning. It is delivered in two parts: a baseline survey administered by providers at the start of the course; and a follow-up survey administered by IFF Research five to eight months after the end of the course. All successful organisations are required to participate in the survey and administer the baseline LLS. Further information on the LLS, including the latest data, can be found on the [GLA website](#).

All GLA-funded learners are eligible, and all successful organisations will have a target to achieve a learner participation rate of 50 per cent in the baseline survey in each academic year. Where this is not achieved, it can have implications for any potential growth or future funding. Organisations are required to designate time for learners to complete the survey, for example, by administering the survey in classes or embedding it into learner induction. Further requirements relating to the LLS are set out in the latest [GLA ASF Funding and Performance Management Rules](#).

## **Employer-led Provision**

The Inclusive Talent Strategy (ITS) sets out how the GLA working with talent system partners and industry will support the delivery of a skills offer that better meets the needs of employers.

Sector Talent Boards, which consist of employers for a specific sector, will be established by the GLA for London's key sectors to shape sector-specific talent strategies and requirements for the capital's growth sectors. The Sector Talent Boards will be expected to advise on skill needs and identify priority occupations within key sectors to support short, medium, and long-term talent pipeline planning and to shape curriculum offers.

Pilot boards have been established for construction, life sciences and creative industries with further roll-out to a hospitality board and health and social care board expected from April 2026. The boards will advise the Mayor on commissioning and delivery of key skills budgets for their sectors including this Fund. In support of the London LSIP, the boards will provide clear and regular insights into the skills needs of each sector, supporting London's provider base to shape and adapt their offer.

All bidders should demonstrate that they have a dedicated employer engagement resource (or will have one in place by the time delivery starts), and a track record of working with employers to secure work experience and job outcomes across key sectors. Applications should also demonstrate that input from employers has shaped the development of the proposed delivery. They will be required to submit at least one Employer Letter of Support for each sector of suggested provision at the application stage to demonstrate their engagement with employers in co-designing their curriculum offer. The GLA may verify those letters by contacting employers at the assessment stage.

All successful organisations who have secured funding will be expected to be flexible and able to adapt their Delivery Plans annually based on advice and feedback from the Sector Talent Boards. The GLA will provide skills provision planning guidance to successful organisations ahead of the start of each academic year, based on the feedback from the Sector Talent Boards, so that provision can be developed in line with employers' occupational demands.

## **Grant Award Values**

The minimum grant value that will be awarded per successful organisation through this process is £200,000 per academic year. The maximum grant value that can be awarded per organisation through this process is £1,200,000 per academic year. As part of the grant, bidders can deliver up to £400,000 ringfenced, vocational FCfJ provision per academic year.

The minimum and maximum awards for each academic year, as stated above, will apply to all academic years that bidders apply for. Bidders can apply to deliver ASF-only learning or a combination of ASF and FCfJ delivery. If bidders apply for ASF funding only, the minimum annual award will remain at £200,000 but the maximum annual award will be £1,000,000.

To secure meaningful sectoral provision by individual bidders across sectors, bidders will be allowed to bid for no more than **four sectors** (including 'other' sector(s)) and the minimum suggested provision (ASF or ASF + FCfJ) per key sector should be **£100,000** per academic year, apart from the Frontier Innovation (Life Sciences) sector where the minimum is **£50,000** per academic year. Please note that there is **no minimum** suggested provision with respect to 'other' sector(s).

Bidders must apply to deliver across three academic years: 2026-27, 2027-28 and 2028-29. Subject to Mayoral approval and budget availability at the point of award, grant awards will be made for two academic years (2026-27 and 2027-28) with the possibility of extending the funding agreement for an additional academic year (2028-29). The extension of grant agreements to 2028-29 academic year will be subject to satisfactory economic outcomes performance and providers' ability to deliver in line with employer needs, as advised by the Sector Talent Boards. The proposed value of provision must be equal across academic years.

## Priority Groups

LTP will have a focus on supporting Londoners to access the 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 a focus on the following priority groups:

- Young Londoners (19-23 years of age)
- Londoners from Black, Asian and Minority Ethnic backgrounds
- 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
- Disabled Londoners
- Older Londoners (aged 50 and over)

Bidders will need to provide a breakdown of expected participation by priority group in their Delivery Plans.

# Eligibility

This section sets out the eligibility criteria that bidders must comply with as part of this process. This includes the eligibility of organisations to apply and the eligibility of education and training provision. Bidders must pay close attention to the eligibility criteria set out in this section.

## Provider eligibility

UK-registered learning providers with a valid UKPRN and a track record of skills and training delivery, with planned provision at a delivery site located within London are eligible to apply for this funding. Bidders need to have a valid UKPRN number at the point of submitting their application. Successful providers are required to operate from a physical learning site within London.

Bidders are permitted to submit one application only. Bidders can apply to deliver as the sole provider of learning provision; or can partner with other organisations, as subcontractors, to deliver part of the provision. Bidders must have a separate contractual arrangement with each subcontractor. Consortium applications will not be considered. A maximum of 25 per cent of any successful organisation's total grant award can be sub-contracted. Where providers receive funding for ASF and FCfJ, they cannot subcontract more than 25 per cent of each funding stream. If a bidder requests to change a subcontractor following the award, the GLA reserves the right to revisit the evaluation criteria in the application to confirm that the criteria originally tested during this award process would still be met. If the criteria are not met, approval for the proposed change may be refused.

Bidders must meet all qualifying criteria set out in the LTP Application Guidance document. Some evaluation criteria are '**mandatory fail**' questions – meaning that if any of those criteria are not met, the bidder will automatically fail the competition, and the rest of their application will not be evaluated. For example, applications from bidders assigned an overall Grade 4 (inadequate) Ofsted rating at their most recent inspection will not be considered in this competition. Other criteria are 'discretionary fail' questions – meaning that the bidder will fail if satisfactory assurance has not been provided that the relevant issue has been addressed.

Bidders who have had an ASF grant agreement, other training delivery contract, grant agreement or other public agreement (including a previous GLA agreement) terminated or had significant irregularities identified by any other funding body are required to set out information relating to this in their application. The GLA reserves the right not to take forward their application upon considering the information provided.

The GLA reserves the right to not take forward for consideration any application from an existing GLA skills provider where there have been serious performance issues. Serious issues which could be taken into consideration include termination of past contracts for breach and performance issues primarily resulting from the provider's management of the delivery against the grant agreement, rather than external factors. Further information is provided in the Application Guidance document.

## Qualifications in scope

### *Adult Skills Fund (ASF)*

Bidders may propose, as part of their application, to deliver either regulated qualifications and/or their components, or non-regulated learning. Proposed provision must be only **formula-funded provision** ([Adult Skills Funding Model 38 in the ILR](#)). GLA encourages successful organisations to offer ‘programmes’ of learning such as [Sector-based Work Academy Programmes \(SWAP\)](#) which should include both vocational qualifications and any wraparound support learners may need, co-designed with employers and [Job Centre Plus \(JCP\)](#).

If bidders are seeking to deliver regulated qualifications and/or their components, these will need to be available on the [Find a learning aim](#) government website.

Bidders should note that changes to eligible qualifications, funding rates, and/or statutory entitlements may be made in future by the GLA or by national government. We will inform bidders as soon as we can prior to any changes being introduced, but until they are confirmed bidders should continue to apply the current eligibility criteria as set out in the [GLA ASF Performance and Management Rules](#) (Funding Rules).

Should the eligibility of a qualification change during the term of the agreement, ASF funding payments will continue to be made at the same rate for learners continuing to study a learning aim, having started before the eligibility change came into force, in order to enable them to achieve their learning aim – as long as this can be achieved within the agreed delivery period.

### *Free Courses for Jobs (FCfJ)*

Bidders can also apply to deliver fully funded qualifications under the [FCfJ national offer](#). An uplift is applied to the weighted rate for learning aims included in the FCfJ national offer.

The value of delivery of any suggested FCfJ provision by bidders will be ringfenced and cannot exceed £400,000 per academic year. **The FCfJ provision includes vocational delivery, learning and learner support for eligible learners.** Successful organisations will be able to claim employment outcomes and wraparound support for their FCfJ learners but those will be funded from the ASF strand of the grant.

Providers will also have discretion to use up to 50 per cent of their FCfJ funding to fund learners who are enrolled on technical, vocational or occupational qualifications included in the [GLA FCfJ Regional Flexibility List](#), with the exception of all Access to HE courses. As the priority outcome is employment entry or progression, Access to HE courses will not be funded. Qualifications funded through this regional flexibility will not attract an uplift to their weighted rate.

## ASF (including FCfJ) Funding Rules

ASF and FCfJ funding awarded through this process can only be used to support eligible learners and deliver provision as set out in the Funding Rules, which are amended from time to time. It is important that bidders read and understand the Funding Rules, as well as all other supporting documentation published as part of this process before submitting a proposal, as these will govern the delivery of the provision.

The latest published Funding Rules relate to the 2025-26 academic year. Draft Funding Rules for the 2026-27 academic year will be published in March 2026. Registered bidders will be notified of publication of the Draft Funding Rules for the 2026-27 academic year in March 2026. Please refer to the [Information for GLA ASF Providers webpage](#) for the latest available version.

Performance-management arrangements for provision funded through this Fund (to be set out in the upcoming Draft Funding Rules) will be similar to the arrangements set out in the Grant-funded Providers Paid on Actual Levels of Delivery section of the Funding Rules. Key characteristics of this section include the following:

- Payments will be made based on actual delivery each month
- Providers will be expected to submit monthly funding claims
- Awards can only be used to deliver ASF formula-funded learning aims
- Any funding awarded for the delivery of eligible qualifications under the FCfJ offer will be ringfenced and reconciled separately from the ASF unless specified otherwise in the Funding Rules
- Successful organisations should adhere to the recommended guided learning hours for each learning aim as outlined on [Find a Learning Aim](#) website and any significant deviation from those may result in loss of funding
- Learner Support funding awarded will be paid in line with the standard national profile for ASF contracts for services as set out in [Annex 3](#)
- Successful bidders will be able to claim a fixed amount of £500 for 'Good Work' outcomes and £300 for 'Other Work' outcomes. Funding awarded for these outcomes will be ringfenced and separately reconciled and will fund additional activity to support an individual (who has already completed a programme of learning) into employment, an apprenticeship or a paid supported work placement that meets the 'Good Work' outcome and 'Other Work' outcome definitions outlined in [Annex 1](#)
- Payments for the delivery of provision are made in arrears against the services delivered each month. The value of your grant award for each financial year, and for each funding year, will be capped in accordance with the current DfE methodology



for calculating payments as set out in the Funding Rules. The GLA will review performance and may reduce the grant value based on performance up to the time of the review and predicted future performance as set out in the Funding Rules

## **ASF Statutory entitlements**

As set out in the Funding Rules, the ASF supports four legal entitlements to full funding for eligible adult learners. These enable eligible learners to be fully funded for any/all of the following:

- English and Maths up to and including Level 2 for individuals aged 19 and over who have not previously achieved a GCSE grade A\* - C or grade 4 or higher, and/or have been assessed as having an existing skill level lower than grade 4 (even if they have previously achieved a GCSE or equivalent qualification in English or maths)
- a first full qualification at Level 2 for individuals aged 19 to 23, and/or
- a first full qualification at Level 3 for individuals aged 19 to 23
- Essential Digital Skills qualifications (EDSQs) or Digital Functional Skills qualifications (FSQs), up to and including Level 1, for individuals aged 19 and over, who have digital skills assessed at below Level 1.

## **Other ASF GLA-funded provision**

The GLA further funds provision in other areas. Please ensure you continue to monitor the website for any further flexibilities being introduced. Revised [GLA ASF Grant funding and performance management rules for 2025-26](#) or Draft GLA ASF Grant funding and performance management rules 2026-27 may be published during the application window. Please refer to the [Information for GLA ASF Providers](#) webpage for the latest available version. The other areas of GLA-funded provision include the following:

- Level 3 flexibility – the GLA may fully fund learners to undertake Level 3 qualifications beyond the legal entitlement list, where they meet the criteria outlined in the Funding Rules
- British Sign Language (BSL) – the GLA will fully fund learners aged 19 and above for BSL up to and including Level 2 who meet the criteria outlined in the Funding Rules
- Upskilling of teaching staff or learning support staff to deliver improved specialist provision for disabled learners and learners with special educational needs and disabilities (SEND) – the GLA will fully fund eligible learning aims that support the upskilling of teaching or Learning Support staff to deliver improved specialist provision for learners with SEND within the adult/further education sector. Please refer to the [Information for GLA ASF Providers](#) webpage for a list of eligible qualifications



- Funding Level 4 eligible qualifications – the GLA fully funds certain non-prescribed vocational and technical qualifications at Level 4 that support skills gaps in London for those who meet the definition of being unemployed or below the London Living Wage earnings threshold, regardless of prior qualification level. A list of Level 4 eligible qualifications is published on the GLA website and may be updated from time to time. Funding any other Level 4 qualifications is subject to approval by the GLA. Please refer to the [Information for GLA ASF Providers](#) webpage for a list of Level 4 eligible qualifications
- Funding specific licences to practise – the GLA fully funds specific licences to practice within construction (CSCS cards) and hospitality (SIA licence) sectors and certain associated tests or qualifications for those who meet the definition of being unemployed or are below the London Living Wage earnings threshold and have the right to work in the UK. Please refer to the Funding Rules for more information on Licence to Practice
- CELTA – GLA fully funds a Level 5 Certificate in Teaching English to Speakers of Other Languages (CELTA) qualification in London for those who meet the definition of being unemployed or below the London Living Wage earnings threshold, regardless of prior qualification level.

## **ASF (including FCfJ) Support for learners**

Some learners experience barriers to engaging with learning. Bidders may, as part of their application, include proposals to also deliver support services to these learners to help them to overcome these barriers and to fully participate in education and training. Learning Support and Learner Support payments may be made from grants awarded through this process for the following:

- Learning Support (including additional and exceptional Learning Support) – available to bidders to meet the cost of making reasonable adjustments, as part of the [Equality Act 2010](#), for learners who have an identified learning difficulty or disability, to achieve their learning goal
- Learner Support – available to bidders to support learners with a specific financial hardship preventing them from participating in learning, such as childcare or residential costs associated with learning.

The criteria and requirements for Learner and Learning Support are explained in more detail in the Funding Rules.

Furthermore, Learning and Learner Support payments will be calculated using the arrangements set out in the [GLA Adult Skills Fund Funding Rates and Formula for All Providers](#) (Funding Rates).

Bidders should note that payments claimed for exceptional Learning Support and for additional Learning Support above the fixed monthly rate published in the Funding Rates, must be supported by evidence of actual costs. If this evidence is not available at monitoring or audit, payments that have been made to a provider may be recovered by the GLA, as set out in the Funding Rules.

Bidders are asked to estimate the value of their Learner and Learning Support requirements in their proposal. Where applicable, awards will include funding for Learner Support, payable in line with the standard national profile for ASF contracts for services, as set out in [Annex 3](#).

## **ASF (including FCfJ) Funding Rates**

The Funding Rates sets out details of the funding system used to fund activity eligible for GLA ASF funding. It defines the principles and features of the GLA's funding system for the 2025-26 academic year (1 August 2025 to 31 July 2026). Draft funding rates for 2026-27 will be available in March 2026.

These principles and features are primarily in line with those set nationally by the DfE. As such, the document may be amended from time to time – for example, to bring it in line with the national DfE funding rates and formula, should these be changed. It describes how the GLA will calculate 'formula-funded' earnings for the ASF and Learning Support.

The Funding Rates along with information concerning the value of qualifications on [Find a learning aim](#) service, will help bidders to calculate the proposed grant values for their application. The service includes GLA specific funding rates. In particular, the Funding Rates document includes:

- programme weightings, which account for the relative costs of delivering training in different sectors and subjects
- disadvantage uplift, accounting for extra costs in support of the most disadvantaged learners
- area cost uplifts, accounting for the additional cost of delivering outputs in some areas
- other funding adjustments and/or financial contributions.

The [GLA ASF Technical Guidance Note](#) has been published for the 2025-26 academic year. It provides technical guidance to ASF providers on monitoring codes in the Individualised Learner Record (ILR) that can be applied to GLA-funded learning delivery, and how they should be used. The guidance is aimed at those who prepare data returns, implement data specifications and design systems.

# Provision Requirements

The provision must comply with the Funding Rules published by the GLA. The overall aims of the provision are to engage London residents aged 19 and above, and to provide education and training to equip them with the skills both they and local employers/businesses need, ultimately enabling them to access work or progress in work. The provision must align with that set out by the bidder in their Delivery Plan.

Prior to commencing delivery of the provision, providers must hold the appropriate approvals and authorities to deliver the provision. This must include relevant authorities to deliver and award the learning aims and qualifications that will be offered – for example, an authority to deliver qualifications from the awarding body and issuing organisation.

Bidders must have the capacity and capability for data and evidence collection, management and reporting; and be able to comply with GLA and DfE requirements, including the submission of performance management data through the ILR and GLA Open Project System (GLA OPS). Providers must have processes and controls in place to ensure the eligibility of the learner, comply with audit requirements, monitor progress and manage risks; and have an MIS system already in place and be proficient in its use. Further information on data, evidence and reporting requirements can be found in the Funding Rules.

The DfE retains responsibility for some aspects of the ASF, including the management of the ILR system. The DfE will also continue to be involved in intervention measures for non-ASF funding streams that may be received by the bidder, such as 16-19 funding or adult learner loans. The GLA will manage underperformance through regular monitoring and review processes as explained in the Funding Rules.

Bidders will be required to demonstrate that they understand the risks inherent in delivering the services they propose, and that they have considered mitigations to reduce these risks and maintain delivery of the ASF provision.

## Payments

Providers will be paid in arrears on the basis of actual delivery each month, cumulatively up to the maximum grant value for each funding year (the 'annual grant value') and each financial year (the 'financial year grant value'); and up to the maximum value of funding awarded for the duration of the agreement (the 'overall lifetime grant value'). The funding years and financial years applicable to the grants for delivery of this provision are set out in Table 1 of this document. The GLA will calculate the value of the actual delivery by using the latest validated ILR (taking into account any information reported in the earnings adjustment statement) submitted by providers.

**Table 1: Funding years and financial years**

Funding and grant year*	Funding-year periods	Months and financial year
2026-27 funding year (Year 1)	Periods 1 to 8	August 2026 to March 2027, 2026-27 financial year
	Periods 9 to 12	April 2027 to July 2027, 2027-28 financial year
2027-28 funding year (Year 2)	Periods 1 to 8	August 2027 to March 2028, 2027-28 financial year
	Periods 9 to 12	April 2028 to July 2028, 2028-29 financial year

\*The grants might be extended for another grant year 2028-29 subject to budget availability.

The GLA will be using the DfE's ILR methodology and payments-system service offer to calculate payments for this provision. Therefore, payments for services delivered up to 31 March within a funding year will be capped to the maximum grant value for the financial year as outlined in [Annex 3](#) that falls within that funding year; and payments for services delivered up to the 31 August in a funding year will be capped to the annual grant value for that funding year. The calculation of the financial-year grant value is based on the annual grant value apportioned monthly in line with the national monthly profile as set out in the Funding Rules. Please note that this process is subject to changes in future years, depending on any agreement with the DfE on a future payments-system service offer.

The GLA will undertake an annual reconciliation of funding claimed and evidenced by ASF providers against the payments made for delivery of these services by the GLA. Following the reconciliation, any identified overpayments will be recovered from the provider; and any additional payments that the provider is entitled to will be made by the GLA if required, as explained further in the Funding Rules. Bidders should also note that underperformance may lead to a reduction in their grant value.

FCfJ funding will be ringfenced and managed separately from ASF funding. The paragraphs above also apply to providers' FCfJ funding. FCfJ will be paid in arrears on the basis of actual delivery each month.

Learner Support funding awarded will be paid in line with the national profile for ASF contracts for services as set out in [Annex 3](#).

## Performance management

Underperformance will be managed through close performance management and regular reviews, as described in greater detail in the Funding Rules and Managing Provider Performance. GLA provider managers will arrange termly monitoring and review visits to discuss performance against annual and lifetime financial and delivery profiles. The frequency of monitoring and review visits, and reporting requirements, may be increased if a provider is underperforming or there are other concerns around delivery.

GLA provider managers will review each provider's performance and capability through termly visits and monthly management information and consider any necessary actions or changes to address performance.

Where a provider is underperforming based on the mid-year and/or final funding claim, they will be considered in scope for grant value reduction or termination of grant agreement.

Additional checks may entail:

- Requesting that providers share copies of learner files to assess compliance with programme requirements in our Funding Rules and Prospectus
- Contacting learners to verify that learners exist and meet the eligibility for funding and to ensure that learning has been taking place
- Direct observation of initial guidance, assessment and delivery of learning programmes, training or direct observation of assessment.

Grant agreements will include targets based on the submitted Delivery Plans, and performance against these will be reviewed. All successful organisations will be expected to achieve their employment outcome target as per their Delivery Plan (subject to vacancies and other delivery considerations to be confirmed) and may be subject to negative funding adjustments at performance review points where performance is below target.

More generally, underperformance on any committed outcomes (entry into employment, progression within work or onto further learning) agreed or general delivery referred to in the Delivery Plan may result in a reduction of funding for the current academic year of delivery or in a reduction of funding for the next academic year. The GLA reserves the right to adjust yearly allocations based on performance of any committed learner participation or outcomes. Providers may also be invited to request a voluntary reduction based on performance.

Subject to budget availability and exceptional performance with respect to learning aim delivery or employment outcomes, providers may be invited to request an increase to their grant-agreement value.

Further information will be provided in the Draft 2026-27 GLA ASF Grant Funding and Performance Management Rules, which will be published in March 2026.

## Application Process

Applications open on 23rd October 2025. Bidders will have seven weeks to complete their applications. Every bidder should be registered on GLA OPS to submit their application. The application process will close at **17:00 on 8th December 2025**. We will not be considering applications submitted after the deadline unless evidence of technical issues (screenshots) when submitting are provided.

We will only review reported issues submitted to **skills-ops@london.gov.uk (cc: ASFcompetition@london.gov.uk)** until 8th December 2025. Issues reported after this time will be considered late submissions and therefore will not be considered. For further details on how to register, please refer to the LTP GLA OPS Guidance document.

Further information on how to apply is given in the LTP Application Guidance document.

Bidders can submit requests for clarification by sending an email to [ASFcompetition@london.gov.uk](mailto:ASFcompetition@london.gov.uk). Clarifications will be published on the GLA website every Monday until 1st December 2025. Bidders must submit their clarification request by Wednesday of the previous week to receive a response in the next set of clarifications.

The last date you will be able to submit clarification questions by is 26th November 2025. Market-warming events are scheduled to take place on the 3rd and 5th November 2025. Details will be published on the GLA website.

We expect bidders to be notified of the outcome of this process in June 2026.

It is envisaged that the process will follow as close as possible the timeline outlined below. However, these dates are provided for your guidance only and are subject to change.

**Table 2: Indicative timeline**

Activity	Timeframe
Market-warming events	3 <sup>rd</sup> and 5 <sup>th</sup> November 2025
Deadline for clarification requests	26 <sup>th</sup> November 2025
Final Clarifications published	1 <sup>st</sup> December 2025
Application submission deadline	8 <sup>th</sup> December 2025 (5pm)
Application evaluation period	December 2025 – April 2026
Notification of awards	May - June 2026
Mobilisation/onboarding (Gateway visits)	April 2026 – July 2026
Delivery start	1 <sup>st</sup> August 2026

## Evaluation process

All applications must be completed and submitted via the GLA's Open Project System (GLA OPS). All bidders will be assessed against a number of standard questions consisting of both mandatory and discretionary exclusion criteria related to the past experience of the organisation. Further information on the mandatory and discretionary exclusion criteria can be found in the LTP Application Guidance document.

Where bidders do not pass the mandatory exclusion criteria, GLA reserves the right to not consider and score their application further. Once bidders successfully pass the preliminary checks, their applications will be assessed against the evaluation criteria set out in Table 3.

The evaluation criteria in Table 3 will be weighted to represent the importance that the GLA attaches to each criterion. The total maximum score for the application will be 100 per cent.

For more information, please refer to the Application Guidance document.

**Table 3: Evaluation criteria**

No.	Questions	Weighting
7.1	<b>LEARNER</b> Describe the design and the delivery of an end-to-end learner journey into priority occupations within London's key sectors.	16 %
7.2	Provide a clear and strong rationale for the existence of skills gaps if you are proposing delivery in 'other' foundational sector(s) and outline the end-to-end learner journey.	7 %
7.3	<b>EMPLOYER DEMAND AND INPUT</b> Describe how your provision of education and training services in each of your selected sectors is relevant, fit for purpose and has been co-designed and informed by employers to meet employers' skills needs.	14 %
7.4	<b>DISADVANTAGED GROUPS</b> Demonstrate how you will provide support to disadvantaged Londoners within priority groups and enable them to overcome barriers to access and learning.	7 %

7.5	<p><b>ECONOMIC OUTCOMES</b></p> <p>Set out how your dedicated employer engagement resource will link with employers and existing job brokerage services to support Londoners into employment and progression into better jobs.</p>	14 %
7.6	<p>Explain why you expect the London Talent Pathways Delivery Plan volumes/outcomes to be achievable.</p>	7 %
7.7	<p><b>CONTRACT MANAGEMENT &amp; SYSTEMS</b></p> <p>Describe your contract management and resourcing approach to ensure successful delivery.</p>	13 %
7.8	<p>Explain the processes and the system your organisation will use to report data via the ILR, evidence your management information and ensure audit compliance.</p>	7 %
7.9	<p>Describe your quality assurance process(es) and/or tools to ensure you successfully deliver high-quality services.</p>	7 %
7.10	<p><b>EDI</b></p> <p>Explain how your organisation is representative of the communities it seeks to serve; and how it will positively promote and encourage diversity and equality at all levels within your organisation, and eliminate unlawful discrimination, harassment and victimisation.</p>	4 %
7.11	<p>Explain how you adhere to the Mayor's Good Work Standard or are working towards it, with a focus on embedding fair employment practices, including paying the London Living Wage to your workforce.</p>	4 %



The scoring criteria that will be used to score applications are presented in Table 4. The minimum requirements for each of the evaluation criteria in Table 4 are outlined in the Application Guidance document.

**Table 4: Scoring criteria**

Score	Criteria for scoring
4	<p>Excellent</p> <p>A comprehensive response of excellent quality that meets and exceeds all the minimum requirements and gives the GLA a high level of confidence that all aspects of the application are deliverable. Strong evidence is provided that supports delivery of the application in practice.</p>
3	<p>Good</p> <p>A good-quality response that meets and exceeds all the minimum requirements and gives the GLA a good level of confidence that most aspects of the application are deliverable, with no or only minor reservations. Good evidence is provided that supports delivery of the application in practice.</p>
2	<p>Meets minimum requirements</p> <p>A response of satisfactory quality that meets the minimum requirements and gives the GLA confidence that all key aspects of the application are deliverable. Satisfactory evidence is provided that supports delivery of the application in practice.</p>
1	<p>Poor</p> <p>A poor response that fails to meet the minimum requirements, and the evidence provided is weak. The GLA has concerns about the deliverability of one or more key aspects of the application in practice.</p>
0	<p>Inadequate</p> <p>A response that fails to meet the minimum requirements and is not supported by evidence, or the evidence provided is inadequate. The GLA has serious concerns about the deliverability of a substantial number of aspects of the application in practice.</p>

Fully compliant applications that are received by the deadline will be scored by three evaluators. The scores of the three evaluators will be averaged to determine the final score for each evaluation criteria (in other words, each question). Bidders will be ranked based on their overall score in accordance with the evaluation criteria set out in Table 4 and the process outlined in the Allocation of Awards section. In case bidders decide to deliver only against key sectors and suggest no delivery in 'other' sectors, their answer to 7.1 will receive 23 per cent weighting.

## Allocation of Awards

Any funding awards will be made to the highest-ranked bidders as recommended by an expert panel subject to budget availability, the minimum ringfenced funding amounts per key sector and approved by the Mayor of London.

The expert panel may consist of senior members of the Community and Skills directorate at the GLA and employer representatives from the Sector Talent Boards. In addition, all organisations recommended for funding will need to have passed a successful gateway visit by GLA officers and financial due diligence assessment, before a grant agreement is signed. All funding awards will be published on the GLA website.

In addition, the following restrictions will be applied when allocating the available funding:

- The minimum grant award per successful organisation is £200,000. The maximum grant value the GLA can award to a successful organisation is £1,200,000.
- FCfJ provision can be delivered as part of the grant award but it will be ringfenced and not exceed £400,000. In case bidders are awarded only an ASF funding, the minimum annual award is still £200,000 but the maximum annual award will be £1,000,000.
- To secure provision within each of the London key sectors, there will be a minimum ringfenced funding **at a programme level** for each of the following key sectors **per academic year**:
  - £1m for Financial, Professional and Business Services
  - £1m for Experience Economy (including Hospitality, Retail)
  - £2m for Creative Industries and Technologies
  - £3m for Digital
  - £3m for Construction (including Green Construction)
  - £3m for Health and Social Care
  - £250k for Frontier Innovation (Life Sciences)
- Where the programme level minimum ringfenced funding value per sector is not met, the award will be made to the next highest-ranked bidder who offers provision in the relevant sector, and any other subsequent bidders until that sector minimum ringfenced funding amount has been met.

- If no sufficient applications are submitted to secure the programme level minimum ringfenced funding amount per sector, the difference will be allocated across other sectors based on the bidders' evaluation ranking.
- To secure meaningful sectoral provision by individual bidders across sectors, bidders will be allowed to bid for no more than **four sectors** (including 'other' sector(s)) and the minimum suggested provision (ASF or ASF + FCfJ) per key sector should be **£100,000** per academic year, apart from the Frontier Innovation (Life Sciences) sector where the minimum is £50,000 per academic year. Please note that there is **no minimum** suggested provision with respect to 'other' sector(s).
- The GLA reserves the right to limit the total amount of funding awarded to providers which are linked, for example but without limitation parent and subsidiary companies, organisations with shared directors/trustees/senior management, to the combined maximum aggregate award of £1.2m to all linked organisations taken together. Bidders will be required to declare such relationships in their application.
- If the value of successful applications is higher than the budget available either for ASF or FCfJ, a provider may receive an offer of funding lower than the requested amount of either general ASF provision or the FCfJ offer.
- Successful providers may be funded on a pro-rata basis to ensure allocation of the available budget, but no offer will be less than £200,000 per academic year. This could include ASF, FCfJ or a combination of both. If a pro-rata amount is awarded, the corresponding amounts suggested in your Delivery Plan will be amended proportionately.
- If an award offer is turned down by a bidder, an offer may be made to the next-highest bidder. Successful bidders must not place any reliance upon funding until a signed funding agreement is in place; any such reliance or start of delivery before that is entirely at their own risk.
- GLA reserves the right to withdraw an award offer where successful organisations fail gateway visits or the financial due diligence process.
- The GLA reserves the right to not allocate any or all available funds.

This competition is not a procurement exercise, and therefore not subject to the Procurement Act 2023. Awards will be made in line with the process set out in this document.

Please note that where, under the Skills and Post-16 Education Act 2022, the Secretary of State for Education makes arrangements for keeping a list of relevant providers that meet specified conditions, your funding agreement may be terminated by the GLA in the circumstances that you are not included on the published list of relevant providers. In case

the list is published before this competition concludes, all successful bidders must be on the above-mentioned list of relevant providers prior to signing a grant-funding agreement with the GLA.

### **Provider feedback**

The GLA will notify bidders of the outcome of the evaluation and provide general feedback to unsuccessful bidders in June 2026. The GLA will not consider appeals regarding the final award decisions made.

## Due Diligence

The GLA will carry out due diligence checks prior to any agreement to award funding as per the London Talent Pathways Due Diligence Requirements and Guidance document, published as part of the bidding documentation.

Providers must ensure they have submitted all required relevant documentation alongside their application.

The GLA reserves the right to not take forward consideration of applications or withdraw funding offered where:

- the Sectoral Employer Letters of Support cannot be verified by employers if contacted, or
- organisations fail the Gateway visit by GLA officers, or
- the outcome of the financial and legal due diligence checks indicates a high level of risk.

The GLA also reserves the right to reduce the amount of funding offered relative to that requested:

- if recommended by the expert panel, or
- following financial and legal due diligence checks
- subject to budget availability either of ASF or FCfJ funding streams.

# Supporting talent pipelines into growth and key sectors

## Labour Market Context

Since late 2022, there have been signs of a slowing labour market in London. The capital's unemployment rate was 6.0 per cent in the three months to June 2025. This was lower than the pandemic high of 7.6 per cent, but above the recent low of 4.1 per cent at the start of 2024.<sup>1</sup>

Online job postings, an indicator of employer demand, also slowed from a high of close to 200,000 unique postings (3-month average) in 2022 to 115,000 in early 2025, though there are early signs of stabilisation in recent months.<sup>2</sup>

Over the year to July 2025, payrolled employees living in London grew in sectors such as Finance (1.7 per cent), Health (1.6 per cent) and Arts and Recreation (1.6 per cent). In contrast, numbers declined in Retail (-1.8 per cent), Professional Services (-1.9 per cent), Information and Communication (-3.5 per cent), Construction (-3.7 per cent) and Hospitality (-4.6 per cent).<sup>3</sup>

Looking ahead, London's economy is forecast to grow by 1.6 per cent in 2025. However, global trade disruptions and higher inflation remain risks. Economic growth is expected to rise to 1.7 per cent in 2026 and 1.9 per cent in 2027.<sup>4</sup>

Workforce jobs in London are forecast to increase by 0.8 per cent in 2025, as the labour market continues to cool following the post-pandemic rebound. Job growth is expected to pick up to 1.0 per cent in 2026 and 1.3 per cent in 2027.

## London's Skills Landscape

Following a strong post-pandemic recovery, London's labour market is currently experiencing a slowdown in recruitment, although forecasts suggest activity will pick up over the next few years. For learners, this means building skills that will improve their chances in a more competitive jobs market, especially given ongoing technological change and move to net zero.<sup>5</sup> For skills providers, it highlights the importance of preparing people for sectors that are growing, while staying responsive to industries adapting to change or under pressure.

LTP aligns to the Inclusive Talent Strategy, London Growth Plan and the LSIP by investing in training that supports progression pathways into the key sectors outlined in both plans, and by creating talent pipelines offering the skills and talent supply that employers say they

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<sup>1</sup> GLA Economics, [London Labour Market update](#), August 2025

<sup>2</sup> Lightcast, online job postings data for London

<sup>3</sup> GLA Economics, [London Labour Market update](#), August 2025.

<sup>4</sup> GLA Economics, [London's Economic Outlook](#), Spring 2025.

<sup>5</sup> Stanford Digital Economy Lab, [Canaries in the coal mine, facts about the recent employment effect of Artificial intelligence](#), Working paper, August 2025.

need. Provision of skills in key sectors will be prioritised to enable Londoners to gain the most relevant skills which support their progress through occupational pathways and into employment outcomes. The sectors are:

- Financial, Professional and Business Services
- Experience Economy (with a focus on hospitality and retail)
- Digital
- Creative Industries and Technologies
- Construction (including green construction)
- Health and Social Care
- Life Sciences (as part of frontier innovation)

## Overview of Key Sectors

### Finance, professional and business services

Finance, professional and business services, combined, are the largest contributors to London's economic output and a major source of employment in the capital. The sector is relatively highly skilled, with strong demand for roles such as finance and investment analysts/advisers and chartered and certified accountants. At the same time, entry-level positions – such as analysts, compliance officers, associate marketing professionals and finance assistants – are also among the most sought after.

The Department of Education (DfE) assessment of priority skills identifies finance and investment analysts/advisers among the top 20 occupations projected to see the greatest employment growth between 2025 and 2030.<sup>6</sup> While these are mainly higher-level (Level 4/5) roles, they offer progression routes for people starting in lower-level jobs.

Employers report skills challenges in both recruitment and the existing workforce. The latest Employer Skills Survey (ESS)<sup>7</sup> shows that skills shortages vacancies<sup>8</sup> remain high at the England level: in 2024, they accounted for 17 per cent of vacancies in financial services and 31 per cent in business services, above the 2019 rates of 14 per cent and 27 per cent respectively. Skills gaps<sup>9</sup> also persist in the current workforce, with financial services recording a 4.0 per cent gap in 2024 (3.9 per cent in 2019) and business services 3.6 per cent (to 4.8 per cent in 2019). Diversity, especially at the senior level remains a challenge for the sector.<sup>10</sup>

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<sup>6</sup> DfE, [Assessment of priority skills to 2030](#), August 2025. Only UK level data available.

<sup>7</sup> DfE, [Employer Skills Survey 2024](#), July 2024. Only UK level data available.

<sup>8</sup> A skill-shortage vacancy is a vacancy that an employer finds hard-to-fill due to a lack of skills, qualification or experience among applicants.

<sup>9</sup> Skills gap refers to an employer considering employees not fully proficient.

<sup>10</sup> Financial Conduct Authority, [Diversity and inclusion in the financial sector](#), working together to drive change, July 2021.

Technology, including AI, machine learning and cyber security, is playing an increasing role in the sector, with rapid growth in demand for AI skills as well as the skills which support AI work.<sup>11</sup> Upskilling the workforce in these areas is therefore a priority.<sup>12</sup>

## Experience Economy (including Hospitality & Retail)

### *Hospitality*

Since the pandemic, London's hospitality sector has faced challenges around operating costs (energy and staff) and consumer spending. The sector also continues to face structural workforce issues, including, levels of pay, workplace conditions, job security, recruitment, retention and skills development. Although recruitment has become easier since the pandemic, hospitality employers still reported the highest skills gap rate of any sector at the England level in 2024.<sup>13</sup>

Hospitality, part of the wider experience economy,<sup>14</sup> is expected to grow over the next decade, creating jobs and supporting London's position as a leading international city. Employment in hospitality is predicated to grow by 1.6 per cent per annum or 5,200 jobs per year between 2025 and 2035.<sup>15</sup>

The experience economy is gaining importance: Mastercard data showed that half of British consumers planned to spend more on experiences in 2024 than in 2023, particularly on areas such as travel, food, live music, theatre, culture and historical venues.<sup>16</sup> Despite wider pressures, research by Forbes suggests demand will continue in 2025, driven by travel and live events.<sup>17</sup>

Hospitality offers an important entry point for young and less experienced workers, while also providing valuable workplace skills such as communication, teamwork, management and finance.<sup>18</sup> However, there remains a need to promote training and progression opportunities across the workforce.

Key areas of demand in the capital include chefs, bar and catering supervisors, restaurant managers and sommeliers (though online postings may understate true demand, particularly for entry-level roles, in this sector). Employers identify transferable skills, such as leadership, management, problem solving, planning and organising as skills which should also be prioritised for development.

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<sup>11</sup> Skills which support AI work include technical skills such as machine learning and data analysis as well as soft skills like critical thinking, problem solving, communication, and ethical awareness.

<sup>12</sup> [Financial and professional service: the future of AI and the workforce](#), City of London Corporation and KPMG, June 2024.

<sup>13</sup> DfE, [Employer Skills Survey 2024](#), July 2024

<sup>14</sup> The experience economy refers to the way that "goods and services sold impact customer's lives". Source: The Harvard Review, [Welcome to the Experience Economy](#), 1998.

<sup>15</sup> NFER, [Skills Imperative 2020-2035](#), August 2024

<sup>16</sup> Mastercard, [UK's experience economy](#), April 2024.

<sup>17</sup> Forbes, [Travel and live events will drive the experience economy growth in 2025](#), January 2025.

<sup>18</sup> HospitalityUK, [Hospitality Workforce strategy](#), May 2022,



## Retail

The retail sector in London plays an important role in supporting town centres and high streets. However, its performance has been affected in recent years by the pandemic, the cost-of-living crisis and the rise of internet sales.<sup>19</sup> In 2025, commentators have highlighted factors like higher national insurance contributions and increases in the minimum wage, as well as the effect of economic uncertainty, as likely to impact the hiring outlook for the sector.<sup>20</sup>

Employment in the sector in London is expected remain unchanged between 2025 and 2035 at 416,000 jobs.<sup>21</sup> However, replacement demand, as workers leave or retire, will result in around 11,500 job openings each year in sales and customer service occupations over this period.

Online job postings for retail-related occupations have been gradually declining over recent years and now stand just below pre-COVID levels (though online postings may understate true demand, particularly for entry-level roles, in this sector). The most frequently recruited retail occupations, at levels 1-2 include sales, retail and customer service assistants, merchandisers and at level 3, associate marketing and advertising professionals.

Upskilling and reskilling of the retail workforce in the face of new technologies (including digital skills) and adapting to changing consumer behaviour is important. Soft skills such as interpersonal skills to create a welcoming environment for customers is becoming more important in the digital landscape.

## Digital

Digital is a relatively high-skilled, high-value sector in London. However, many Londoners continue to face gaps in the essential digital skills needed for work.<sup>22</sup>

Digital skills are highlighted as a cross-cutting priority for London in LSIP, emphasising both basic and advanced digital skills as a focus for workforce development. London's Growth Plan also identifies digital as a skill which is prevalent across all areas and sectors of a global city such as London.

Typically, skills needs for the sector include a wide range of IT skills and familiarity with various coding language, although each specific occupation has its own requirements. Digital sector employers also identify transferable skills, such as communication and management as important for those working in the sector.

The DfE assessment of priority skills<sup>23</sup> highlights that in the Digital sector the majority of priority occupation would be at level 4 and above. However, there are some lower-level occupations such as data analysts and IT user support technician which will also be in

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<sup>19</sup> House of Commons library, [Retail sector in the UK](#), July 2025.

<sup>20</sup> [Retail Outlook 2025](#), PWC

<sup>21</sup> NFER, [Skills Imperative 2020-2035](#), August 2024

<sup>22</sup> Lloyds Bank, [2024 Consumer Digital Index](#).

<sup>23</sup> DfE, [Assessment of priority skills to 2030](#), August 2025. Only UK level data available.

demand. The digital sector is one of the top 5 further education subject areas for progression into priority occupations, and it is estimated that 35 per cent of further education learners in digital technologies will enter priority occupations. Employment is expected to increase by 33,000 between 2025-2035 or 0.9 per cent per annum.<sup>24</sup>

Having grown strongly post pandemic, in the past two years recruitment activity has steadily trended back down to pre-COVID levels. The demand for digital skills includes Artificial Intelligence (AI), data analytics, software development and advanced coding. Online job postings data indicates that despite recent sharp declines, there remains a high demand for IT professionals.

Top higher skilled roles in demand include programmers and software developers, data analysts, cyber security professionals, and IT system analysts, database administrators (among other roles) in London. There are however gaps in digital skills, with 15 per cent of London's population not having workplace digital skills.<sup>25</sup> Our analysis also identifies more lower-skilled occupations with career pathways into higher paying and skilled roles such as data analysts and IT support technicians.

An analysis of essential digital skills for work at the UK level finds a growing gender divide, with men seeing an increase in attainment of these skills from 77 per cent to 85 per cent between 2022 and 2024, while women remained at 79 per cent.<sup>26</sup> In addition, 52 per cent of men could complete all 20 work tasks (completed as part of the assessment)<sup>27</sup> compared to 44 per cent of females.

## **Creative industries and technologies**

London's creative industries are diverse and make a significant contribution to the capital's economy and labour market.

The sector is expected to grow over the next decade, with creativity and innovation becoming increasingly important in the face of rapid technological change. As set out in the LGP, the sector remains a priority, supporting the capital's position as global destination for the arts and wider experience economy. London is also a leading exporter of creative industries such as film, gaming and music.

Digital skills are playing a growing role across the creative industries, while business and brand management are also important given the sector's reliance on freelance work. The

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<sup>24</sup> NFER, [Skills Imperative 2020-2035](#), August 2024

<sup>25</sup> Lloyds [UK Consumer Digital Index](#) 2024. Work Essential Digital Skills measured by "Can I independently perform at least one task within each Work skills area". Workplace digital skills include skills such as communicating digitally in the workplace using email, MS Teams, competing digital records, finding information online and following an organisation's IT policies.

<sup>26</sup> [Essential Digital skills for work 2024](#), Ipsos, January 2025.

<sup>27</sup> Lloyds [UK Consumer Digital Index](#) 2024. The work tasks include 5 areas, namely communicating (eg can communicate in a workplace using messaging applications such as MS teams), handling information and content (eg securely access and share information across different devices), transacting (eg can you access salary and tax information digitally), problem solving (eg can you use the appropriate software that is required for your day to day job) and being safe and legal online (eg can you identify a secure website). There are 20 questions across all 5 areas.

sector also requires a broad set of trade, technical and artisanal skills – from writing, prop making through to carpentry and joinery – alongside transferable skills such as teamwork and management.

The DfE<sup>28</sup> forecasts that demand for level 1-3 roles in the creative industries between 2025 and 2030 will include public relations professionals, artists, authors, actors, musicians, arts officers, photographer and marketing and associate professionals.<sup>29</sup>

Employer engagement carried out by the GLA for the ITS reinforced the need for both technical skills and transferable skills. Key transferrable skills which were highlighted were communication and leadership and management. There was also a strong focus on skills to support Londoners to work effectively in the freelance industry and supporting their readiness, alongside supporting essential skills namely English for Speakers of Other Languages) ESOL, English and Maths and digital literacy. Technical skills which were also in demand include using Houdini and Unreal Engine Software spanning key sub sectors across the creative industry including VFX, Gaming and Animation and Film and TV. Trades such as carpentry and plastering were also highlighted by employers as being in demand. The sector also continues to face strong competition for talent from other industries.

## **Construction (including green construction)**

Nationally, the government has announced £600 million of investment to train up to 60,000 more skilled construction workers. In London, the construction sector is also expected to grow over the next decade, supported by demand for new housing, maintenance of existing homes, and investment in green and net zero projects.

The Construction Industry Training Board (CITB) workforce outlook for 2025-2029 projects that London will need an extra 8,460 construction workers each year, bringing the total workforce to 408,650 by 2029.<sup>30</sup>

However, the sector continues to face workforce challenges. The structure of the sector largely consists of sub-contracting arrangements with large sections of the workforce being self-employed rather than directly employed –can present challenges for training meeting workforce needs. The profile of the workforce includes limited diversity (including among women and Londoners from diverse ethnic backgrounds), ‘ageing’ of the current workforce with retention challenges suppressing new-entrant numbers, and reliance on non-UK workers. As well as general skills shortages (set out below), employers particularly would request an increased focus on learner competency and site-readiness skills, with a desire for greater flexibility in delivery and consideration of modular options. There is work to do to prepare the sector to take advantage of advancements in digital, data and AI.

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<sup>28</sup> DfE, [Assessment of priority skills to 2030](#), August 2025. Only UK level data available.

<sup>29</sup> Employment in culture, media and sports occupations are forecasts to grow by 20,000 (0.8 per cent per annum) between 2025-2035 (NFER, [Skills Imperative 2020-2035](#), August 2024)

<sup>30</sup> CITB, [The Construction Workforce Outlook](#), England, 2025-2029.

The DfE<sup>31</sup> highlights several priorities in housing and clean energy, including at levels 2-3. These include pipefitters, electricians and electrical fitters, skilled metal, electrical and electronic trades supervisors as well as roofers, plumbers and carpenters, scaffolders and crane drivers. It notes that around 46 per cent of learners entering priority occupations in construction, planning and the built environment are expected to do so through further education pathways. Training provision can also support more people into construction trades, including apprenticeships and other work-based training, along with upskilling current workers in low carbon technologies and retrofit expertise. Employers also express a need for plant operators and fitters.

In addition to the priority construction occupations identified in [Annex 2](#) – many of which are critical to achieving decarbonisation and the development of clean industries – a wider set of roles will also be important to the green transition.

The ITS prioritises investment in training to support this shift. Our approach to green skills prioritises some of the largest carbon-emitting sectors, and those expected to generate the jobs needed to decarbonise London's: homes and building; clean energy and power; and low carbon transport. Supporting more Londoners into these jobs and upskilling the current workforce in green technical skills and knowledge is vital.

We define Green jobs as those that help meet net zero and broader environment goals, such as climate adaptation, sustainability and biodiversity. The Fund prioritises green jobs and skills in the Construction sector, in line with London's Growth Plan ambitions to decarbonise London's infrastructure.

Green and blue infrastructure using nature-based approaches for retrofitting and new build, will also be important for climate adaptation. Measures such as sustainable urban drainage systems, providing shading and strengthening biodiversity will become increasingly integrated across the built environment. Aligned with these sectors, the following occupations and roles are expected to play a key role in reducing carbon and building climate resilience in London. The LSIP further highlights green as a cross-cutting skill to be embedded across training for both new learners and the existing workforce, including climate literacy.

## Health and Social care

Health and social care is one of the largest employment sectors in London and is expected to grow further over the next decade. An increase in the health and care workforce will be needed to meet rising demand from an ageing population. But the sector also faces challenges from high vacancy rates, workforce attrition, and a reduction in workforce supply due to new immigration rules.<sup>32</sup>

The 2024 Employer Skills Survey showed that skills-shortage vacancies accounted for 21 per cent of all vacancies across the sector at the England level, down from a peak of 42 per

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<sup>31</sup> DfE, [Assessment of priority skills to 2030](#), August 2025. Only UK level data available.

<sup>32</sup> Home Office, [Reducing Net migration Factsheet](#), May 2024

cent in 2022 but close to the pre-pandemic rate of 25 per cent. However, skills gaps among the existing workforce stood at 4.7 per cent – the fourth highest of any sector – and have increased since 2019.<sup>33</sup> Estimates from Skills for Care finds a large decline in the number of new international recruits who started in April to June 2024.<sup>34</sup>

Recruitment and retention remain challenges. Despite some improvement, NHS Trusts in London reported 20,700 vacancies at the start of 2025 (a rate of 7.8 per cent, above the national average), with community and mental health services facing higher pressures. In adult social care, London vacancies were estimated at 22,000 in 2023/24 (10.6 per cent).<sup>35</sup> Looking ahead, the number of posts in adult social care will need to rise by around 33 per cent by 2040 to meet demand.<sup>36</sup>

While many in-demand roles in health and social care sector are high-skilled, occupations such as pharmaceutical technicians, medical and dental technicians and dental nurses (typically requiring qualifications at level 3) will also be needed. Around 35 per cent of learners entering priority occupations in the sector are expected to do so through further education pathways.<sup>37</sup>

Employers highlight the move to community healthcare will increase the demand for district nurses and community healthcare support workers, as well as skills such as population health (health inequalities), practical clinical needs, digital competencies, change management skills and system thinking (understanding the wider health system and patient pathways)

## **Frontier Innovation (life sciences)**

Life sciences is an important sector for raising productivity and supporting the health of the population. The sector is the largest private investor in research and development in the UK (investing £8.7 billion annually) and attracting more than £1.3billion in foreign direct investment into the UK in 2022.<sup>38</sup>

The Life sciences sector plan<sup>39</sup> focuses on leveraging the comparative advantages that the UK has in life sciences to build the sector including access to finance, skills and partnerships. Life sciences is a growing sector in London, supported by strong expertise across academia, industry and the NHS.

London's growth plan focuses on frontier innovation where scientific breakthroughs are converted into commercial products and services. The plan focused on developing a skilled workforce as detailed by the inclusive talent strategy and to develop industrial innovation

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<sup>33</sup> DfE, [Employer Skills Survey 2024](#), July 2024

<sup>34</sup> Skills for Care, [International recruitment](#), October 2024.

<sup>35</sup> [NHS Vacancy Statistics](#), England, April 2015 - March 2025, Experimental Statistics

<sup>36</sup> Skills for Care, [A summary of the adult social care sector and workforce in London](#), 2023/24

<sup>37</sup> DfE, [Assessment of priority skills to 2030](#), August 2025. Only UK level data available

<sup>38</sup> [The King's Fund, Life sciences explained](#), September 2025.

<sup>39</sup> [UK government, Life sciences sector plan](#), June 2025

corridors. Research by MedCity<sup>40</sup> finds that London is among the top three cities for life sciences and growth supported by the capital's top-ranking universities. London is also home to more life sciences AI and data companies than anywhere else in the world, which have raised more than \$2.9bn (£2.1bn) in venture capital investment to date.

The sector faces workforce challenges, including around diversity – at the UK level, 86 per cent of the workforce are white, 59 per cent male and 75 per cent UK-born.<sup>41</sup>

Occupations in demand span professional scientific and regulatory roles, alongside roles which require expertise in emerging technologies. There is also demand for roles at lower qualification levels, including laboratory technicians and healthcare associates. Science, technical, Engineering and Maths (STEM) skills will increasingly be important in moving towards net zero and enabling Londoners to adapt to changes in the labour market.

Employer engagement carried out by the GLA for the Inclusive Talent Strategy (ITS) reinforced the need for the workforce to have interdisciplinary communication skills. There is a real opportunity to overlap experience of Life Science and commercial roles like business liaison/marketing, as not everyone requires a science background to work within the sector. There is high demand for AI/machine learning skills, with sector needs focusing on generalist machine learning engineers, with a Life Sciences background not required.

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<sup>40</sup> [Life Sciences Global Cities Comparisons](#), MedCity, 2024.

<sup>41</sup> <https://lightcast.io/resources/research/life-sciences-uk-eu>. Lightcast and Futures group.



# Conditions of Applying

## Equality and diversity

The GLA is committed to proactively encouraging diverse suppliers to participate in its procurement and grant-award processes for goods, works and services. It will provide a level playing field of opportunities for all organisations including small and medium-sized enterprises; Black, Asian and Minority Ethnic-owned businesses; and other diverse suppliers. Consistent with its obligations as a Best Value Authority, and in compliance with UK legislation, the GLA's process will be transparent, objective and non-discriminatory in the selection of its suppliers. The GLA will actively promote diverse suppliers throughout its supply chains.

## Transparency

The government has set out the need for greater transparency across its operations to enable the public to hold public bodies and politicians to account. This includes commitments relating to public expenditure, intended to help achieve better value for money. Suppliers and those organisations looking to bid for public-sector agreements should be aware that if they are awarded an agreement, the resulting agreement can be published. In some circumstances redactions will be made to some agreements before they are published in order to comply with existing law.

## Responsible procurement

The GLA will proactively conduct this process in line with the GLA's Responsible Procurement Policy. Within its obligations as a Best Value Authority, and in compliance with UK legislation, the GLA will adopt the principles of 'reduce, reuse, recycle' and 'buy recycled'. The GLA is committed to applying these principles in its procurement of goods, works and services, where the required criteria for performance and cost effectiveness can be met. The GLA will actively promote responsible procurement throughout its supply chains. The GLA expects its suppliers to have in place, and implement, policies to promote these principles.

## Good faith

In submitting an application, you undertake that you are providing your submission in good faith; and that you have not, and will not at any time, communicate to any person (other than the GLA, a bidder's advisers or third parties directly concerned with the preparation or submission of its response) the content or amount (or approximate amount) or terms (or approximate terms) of your response, or of any arrangement or agreements to be entered into in relation to your application. In submitting an application, you undertake that the principles described in this section have been, or will be, brought to the attention of all subcontractors, and associated companies that are or will be providing services or materials connected with your response.

## **Accuracy of information**

In submitting an application, you undertake that all information contained in your response or at any time provided to the GLA in relation to the agreement is true, accurate and not misleading; that all opinions stated in any part of a response are honestly held; and that there are reasonable grounds for holding such opinions. Any matter that arises and renders any such information untrue, inaccurate or misleading will be brought to the attention of the GLA immediately.

## **Expenses and losses**

The GLA will not be liable for any costs incurred by the bidder responding to this competitive process.

## **Freedom of Information**

The GLA as a public authority is subject to the Freedom of Information Act 2000 (FOIA). In applying for this (or any) competitive process, bidders should be aware that information they provide may be disclosable, either under the GLA's Publication Scheme or if a request is made to the GLA.

The FOIA requires the GLA normally to release information requested by any person ('person' legally includes companies and other bodies). At the same time the FOIA recognises that a public authority, in order to carry out its functions, may decline certain requests where an appropriate exemption applies. In particular, two exemptions under sections 41 and 43 of FOIA, described below, may apply.

### *Information provided in confidence*

Section 41 provides that information is exempt if it was obtained by the GLA from any other person, and the disclosure of the information to the public by the GLA would constitute a breach of confidence actionable ('actionable' meaning that it could be the subject of a legal claim) by that or any other person. In order for the GLA to rely on this exemption, the information must be given in confidence – that is, the information must not be in the public domain; must not have been treated as non-confidential in the past; and must have been provided in circumstances importing an obligation of confidence.

Bidders should be aware that, firstly, the GLA will not normally agree to treat information as confidential in the absence of specific legal advice that it is proper to do so; and, secondly, that marking a document as 'confidential' will not give it that status. The scope for application of the section 41 exemption in relation to an application for funding is limited.



### *Commercially sensitive information*

It is more likely that this exemption may apply to a grant application. Section 43 provides that information may be exempt if it constitutes a trade secret, or if the disclosure is likely to prejudice the commercial interests of any person (which includes the bidder). Accordingly, for example, genuinely sensitive pricing information may attract this exemption. This exemption is subject to the public interest test – that is, in considering disclosure, the GLA must weigh up the public interest in withholding disclosure with the public interest in disclosing the information in question.

### *Requests for special treatment of information*

Should a bidder regard particular information as given in confidence, constituting a trade secret, or likely if disclosed to prejudice their commercial interests, they should indicate this clearly, with an explanation. Note that it will not be sufficient to assert that the whole application is confidential or commercially sensitive. Indicating what information may be confidential or commercially sensitive may assist the GLA in determining whether any exemptions apply. It should be noted that it is the GLA, which will determine whether a disclosure should be made and that this will be determined on a case-by-case basis by the GLA.

### *Effect of time*

Bidders should be aware that, over time, some information may lose its confidential nature or commercial sensitivity. If you consider this to be the case, please indicate when, in your view, such information may be released. This should be a reasonable time period in relation to the nature of the data.

### *Personal data*

One other FOIA provision that may be relevant in certain circumstances is section 40, which broadly speaking provides an exemption in relation to personal data (as defined in the Data Protection Act). However, this will not usually exempt, for example, information provided about individuals involved in the application

## **Audit**

The GLA (or its representatives) will audit provision awarded through this competitive process regularly, and so providers should expect an audit visit at least once per year.

Providers must comply with, and ensure any subcontractors comply with, all audit requirements. This includes facilitating unrestricted access to documentation, records, information and assets that the GLA considers necessary for audit and assurance. Providers must ensure that evidence is available to support all ASF funding claimed when an audit takes place.

## **Additional quality controls**

Assigned GLA provider managers may conduct additional risk-based controls, in-person or online. Failure to comply with requests by allocated timeline may result in penalties.

## **Research and evaluation**

The GLA will undertake research and evaluation of this provision or allow another body to do so. We will require providers to work with the GLA, and anybody appointed by the GLA and comply fully with all requests in relation to the evaluation strategy and approach. Providers must collect and provide the requested data and allow their data to be processed and analysed for this purpose.

The evaluation will involve providers, employers, learners and other relevant stakeholders. Providers and employers will be required to participate in interviews and surveys to improve the GLA's understanding of the performance and impact of the LTP programme.

We expect a robust approach to data collection. Data collection, storage and retrieval must be compliant with the requirements of the UK General Data Protection Regulations (GDPR UK).

## **Disclaimer**

No information in this document is, or should be relied upon as, an undertaking or representation of the GLA's ultimate decision in relation to the education and training services requirement. The GLA reserves the right, without notice, to change the process detailed in this document or to amend the information provided. This includes, but is not limited to, changing the timetable, the scope and nature of the competition, and the competitive process.

You enter into this process at your own risk. The GLA shall not accept liability nor reimburse you for any costs or losses incurred by you in relation to your participation in this competitive process, whether or not the GLA has made changes to the competitive process and whether or not your application is successful.

The GLA reserves the right, at any point and without notice, to discontinue the competitive process without awarding a grant, whether such discontinuance is related to the content of applications or otherwise. In such circumstances, the GLA will not reimburse any expenses incurred by any person in the consideration of and/or response to this opportunity. You make all applications, proposals and submissions relating to this opportunity entirely at your own risk.

No part of this document, any online document or its appendices, or any other communication from or with the GLA constitutes a binding agreement, or a representation that any grant award shall be offered.

# Annex 1 Employment Outcomes

## Employment Outcomes

Successful organisations will be able to claim fixed ringfenced funding for employment outcomes from their total ASF grant award unless stated otherwise. Only one employment outcome per learner per academic year can be claimed. This payment will fund additional activity to support an individual (who has already completed a programme of learning) into employment, an apprenticeship or a paid supported work placement that meets the 'Good Work', or 'Other Work' outcome definitions outlined below. GLA will prioritise the commitment to 'Good Work' outcomes at the application stage.

## Reporting and Evidence

Providers will be able to draw down a fixed payment of £500 for a 'Good Work' outcome upon the achievement of an employment outcome that meets the definition of 'Good Work'. The employment must start within six months of completion of the programme of learning (specifically the completion of their last adult skills funded learning aim). Due to the multi-year nature of the programme, you will be able to claim a job outcome where it was achieved in the subsequent funding year of delivery, provided the outcome was achieved within six-months of the learning end date. The exception to this will be the final year of the programme, where all job outcomes must be reported and claimed by R14 of that year.

### *'Good Work' outcome*

To claim a 'Good Work' outcome payment, the provider must be able to demonstrate that:

- the learner has already completed one or more adult skills learning aims that, taken together, last for a minimum duration of 55 guided learning hours; and
- within six months of completing their programme of learning (specifically, completing their last learning aim) the learner has entered employment (or a new role / additional responsibilities with an existing employer), new contract or new opportunities for the self-employed, an apprenticeship or a paid work placement that meets the definition of 'Good Work', i.e.:
  - it is for a minimum of 16 hours per week
  - it is continuous for at least 12 consecutive weeks
  - it pays a basic salary of the London Living Wage or above
  - it does not involve the use of zero-hours contracts (except where the individual explicitly consents)

### *'Other Work' outcome*

Providers will be able to draw down a fixed payment of £300 for 'Other Work' outcomes upon achievement of an employment outcome that meets the definition of 'Other Work'.

The employment must start within six months of completion of the programme of learning (specifically the completion of their last adult skills funded learning aim).

To claim 'Other Work' outcome payments, the provider must be able to demonstrate that:

- the learner has already completed one or more adult skills learning aims that, taken together, last for a minimum duration of 55 guided learning hours; and
- within six months of completing their programme of learning (specifically, completing their last learning aim) the learner has entered employment (or a new role / additional responsibilities with an existing employer / higher pay), new contract or new opportunities for the self-employed, an apprenticeship or a paid work placement that meets the definition of 'Other Work' outcome, i.e.:
  - it is for a minimum of 16 hours per week
  - it is continuous for at least 12 consecutive weeks
  - it pays above the National Minimum Wage (NMW) but below the London Living Wage (LLW)
  - it does not involve the use of zero-hours contracts (except where the individual explicitly consents)

Evidence of the learner's employment outcome must be seen by the provider and include either: a copy of a letter or email from the employer; or a contract of employment, evidence of higher pay for those who were employed upon enrolment or a self-certification form signed by the learner (hard or soft copy) regarding the above evidence. Providers would need to confirm that the employment meets the requirements of the funding.

In the case of self-employment outcomes, providers would need to see both of the following:

- confirmation of self-employed / freelance status
- written confirmation of a piece of work undertaken in the form of a contract or email from an employer confirming the new opportunity / contract for delivery.

Further information can be found in the Funding Rules document.

## Annex 2 – Key Sectors’ Priority Occupations and Skills in Demand

**Sector: Finance, professional and business services**

**SSA Tier 2: 4.1, 4.2, 5.3, 11.4, 15.1, 15.2, 15.3, 15.4, 15.5**

SOC Code	Priority Occupation	Skills in demand	
		Technical	Transferable
2493	Public Relations Professionals	General finance and accounting	Communication
3520	Legal Associate Professionals	Project management	Leadership
3531	Brokers	Data analysis and digital/AI	Critical thinking
3532	Insurance Underwriters	Business operations	Problem solving
3533	Financial and Accounting Technicians	Business strategy	Personal attributes
3534	Financial Accounts Managers		
3544	Data Analysts		
3549	Business Associate Professionals n.e.c. (incl. business support officers)		
3551	Buyers and Procurement Officers		
3552	Business Sales Executives		
3554	Advertising and Marketing Associate Professionals		
3556	Sales Accounts and Business Development Managers		
3571	Human Resources and Industrial Relations Officers		
4122	Book-keepers, Payroll Managers and Wages Clerks		
4129	Financial Administrative Occupations n.e.c.		
4132	Pensions and Insurance Clerks and Assistants		

## Sector: Experience Economy (including Hospitality and Retail)

SSA Tier 2: 7.1, 7.2, 7.4, 8.1, 8.2, 9.1

### Hospitality

SOC Code	Priority Occupation	Skills in demand	
		Technical	Transferable
1222	Restaurant and Catering Establishment Managers and Proprietors	Food and beverage management	Communication
3557	Events Managers and Organisers	Inventory management	Initiative
4216	Receptionists	Customer services	Leadership and management
5434	Chefs (incl. chef development skills)	Business operations	Social skills, planning and organising
5435	Cooks	Occupational health and safety	Language competencies
5436	Catering and Bar Managers		
6231	Housekeepers and Related Occupations		
6240	Cleaning and Housekeeping Managers and Supervisors		
7220	Customer Service Supervisors		
9261	Bar and Catering Supervisors		
9263	Kitchen and Catering Assistants		
9264	Waiters and Waitresses		
9265	Bar Staff		
9266	Coffee Shop Workers		

## Retail

SOC Code	Priority Occupation	Skills in demand	
		Technical	Transferable
3554	Advertising and Marketing Associate Professionals	Customer services	Communication
3551	Buyers and Procurement Officers	Merchandising	Initiative
4143	Customer Service Managers	Marketing management	Critical thinking
5443	Florists	Project management	Problem solving
6221	Hairdressers and Barbers	Sales practices	People management
6222	Beauticians and Related Occupations		
7111	Sales and Retail Assistants		
7132	Sales Supervisors - Retail and Wholesale		
8214	Delivery Drivers and Couriers		
9252	Warehouse Operatives		

## Sector: Digital

### SSA Tier 2: 6.1

SOC Code	Priority Occupation	Skills in demand	
		Technical	Transferable
3120	CAD, Drawing and Architectural Technicians	Computer science	Communication
3131	IT Operations Technicians	Software development	Initiative
3132	IT User Support Technicians	Programming/Scripting languages	Critical thinking



3133	Database Administrators and Web Content Technicians	Cloud solutions	Problem solving
3416	Arts Officers, Producers and Directors	Data analysis	Personal attributed
3417	Photographers, Audio-visual and Broadcasting Equipment Operators		
3544	Data Analysts		
5242	Telecoms and Related Network Installers and Repairers		
5244	Computer System and Equipment Installers and Servicers		

## Sector: Creative Industries and Technologies

### SSA Tier 2: 5.1, 9.2, 9.3, 9.4

SOC Code	Priority Occupation	Skills in demand	
		Technical	Transferable
1255	Managers and Directors in the Creative Industries	Marketing techniques	Communication
2493	Public Relations Professionals	Project management and finance	Initiative
3411	Artists	Writing, editing and graphic design	Leadership and teamwork
3412	Authors, Writers and Translators	Digital marketing	Critical thinking
3413	Actors, Entertainers and Presenters	Social media skills	Problem solving and adaptability
3414	Dancers and Choreographers		
3415	Musicians		
3416	Arts Officers, Producers and Directors		

3417	Photographers, Audio-visual and Broadcasting Equipment Operators
3421	Interior Designers
3422	Clothing, Fashion and Accessories Designers
3429	Design Occupations n.e.c. (make-up artists, production designers, etc.)
3554	Advertising and Marketing Associate Professionals
3557	Events Managers and Organisers
5316	Carpenters and Joiners
5443	Florists
6221	Hairdressers and Barbers
6222	Beauticians and Related Occupations
8151	Scaffolders, Stagers and Riggers

## **Sector: Construction (including Green Construction)**

### **SSA Tier 2: 5.2**

<b>SOC Code</b>	<b>Priority Occupation</b>	<b>Skills in demand</b>	
		<b>Technical</b>	<b>Transferable</b>
2452	Chartered Architectural Technologists, Planning Officers and Consultants	Construction management	Communication
3112	Electrical and Electronics Technicians	Project and contract management	Initiative
3113	Engineering Technicians	Occupational health and safety	Leadership

3114	Building and Civil Engineering Technicians	Risk management and quality assurance	Critical thinking
3120	CAD, Drawing and Architectural Technicians	Drafting and engineering design	Problem solving
3581	Inspectors of Standards and Regulations		
3582	Health and Safety Managers and Officers		
5113	Gardeners and landscape gardeners		
5213	Welding Trades		
5214	Pipe Fitters		
5225	Air-conditioning and Refrigeration Installers and Repairers		
5241	Electricians and Electrical Fitters		
5249	Electrical and Electronic Trades n.e.c.		
5250	Skilled Metal, Electrical and Electronic Trades Supervisors		
5311	Steel Erectors		
5312	Stonemasons and Related Trades		
5313	Bricklayers		
5314	Roofers, Roof Tilers and Slaters		
5315	Plumbers and Heating and Ventilating Engineers		
5316	Carpenters and Joiners		
5317	Glaziers, Window Fabricators and Fitters		
5319	Construction and Building Trades n.e.c.		
5321	Plasterers		
5322	Floorers and Wall Tilers		
5323	Painters and Decorators		
5330	Construction and Building Trades Supervisors		
8151	Scaffolders, Stagers and Riggers		
8134	Water and sewerage plant operators		
8159	Construction Operatives n.e.c.		
8221	Crane Drivers		

9112	Forestry and related workers
9121	Groundworkers
9129	Elementary Construction Occupations n.e.c.

## Sector: Health and Social Care

### SSA Tier 2: 1.1, 1.2, 1.3, 1.5

SOC Code	Priority Occupation	Skills in demand	
		Technical	Transferable
1231	Health Care Practice Managers	General medicine care	Communication
1232	Residential, Day and Domiciliary Care Managers and Proprietors	Nursing and patient	Leadership
2255	Paramedics	Health care procedures and regulation	Social Skills
3111	Laboratory Technicians	General science and research	Critical thinking and problem solving
3212	Pharmaceutical Technicians	Medical test and procedures (practical clinical skills)	People management
3213	Medical and Dental Technicians	Community and social work	Communication
3219	Health Associate Professionals n.e.c.	Home health care and assisted living	Social skills
3221	Youth and Community Workers	Childhood education and development	Leadership

3222	Child and Early Years Officers	Mental and behaviour health specialist	People management
3224	Counsellors	Mental health therapies	Language skills
3232	Early Education and Childcare Practitioners		
4211	Medical Secretaries		
6111	Early Education and Childcare Assistants		
6114	Childminders		
6116	Nannies and Au Pairs		
6131	Nursing Auxiliaries and Assistants		
6132	Ambulance Staff (excluding paramedics)		
6133	Dental Nurses		
6135	Care Workers and Home Carers		
6136	Senior Care Workers		

## Sector: Frontier Innovation (life sciences)

### SSA Tier 2: 2.1

SOC Code	Priority Occupation	Skills in demand	
		Technical	Transferable
1121	Production Managers and Directors in Manufacturing	Business management and operations	Communication
3111	Laboratory Technicians	Auditing and project management and commercial skills	Initiative

3115	Quality Control / Assurance Technicians	Medical science and laboratory research	Leadership
3212	Pharmaceutical Technicians	Quality assurance	Critical thinking
3213	Medical and Dental Technicians	Process improvement and optimisation	Problem solving
3556	Sales Accounts and Business Development Managers		
8113	Chemical and Related Process Operatives		

### Methodology for identifying priority occupations

GLA Economics has developed an extensive dataset of UK SOC-4-digit occupations covering a range of sources with data on employment, projected employment growth, salary level, online job postings, typical education levels, and alignment with national priorities, such as the UK industrial strategy. From this list, relevant occupations for London's priority sectors were identified and then filtered by education level, focusing mainly on roles requiring a minimum qualification at level 3 or below – those most relevant to ASF provision.

Occupations that met these criteria and also appeared in Skills England's recent Assessment of Priority Skills to 2030 were automatically included as priority occupations.<sup>[1]</sup> The remaining occupations were assessed against demand trends, projected growth and job opening numbers to identify future priorities. Where possible, occupations were cross-checked against other policies, such as the Skilled Worker visa temporary shortage list<sup>[2]</sup> and the London Local Skills Improvement Plan.<sup>[3]</sup> Input from employer engagement on skills needs and occupations in demand was also used to verify and strengthen the analysis.

<sup>[1]</sup> Skills England, [Assessment of priority skills to 2030](#), 2025.

<sup>[2]</sup> Skilled Worker visa: temporary shortage list - [GOV.UK](#)

<sup>[3]</sup> BusinessLDN, [London Local Skills Improvement Plan](#), May 2023

## Annex 3 – Standard National Profile for ASF Contracts for Services

The following table refers to P1 to P12. These represent the funding-year periods where P1 is August and P12 is July.

We will use the adult skills profile for performance-management.

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Adult skills monthly profile (%)	7.93	9.14	9.44	8.54	6.67	8.47	8.38	8.48	8.32	7.47	8.63	8.53
Adult skills cumulative profile (%)	7.93	17.07	26.51	35.05	41.72	50.19	58.57	67.05	75.37	82.84	91.47	100



## Annex 4 – Glossary

**Achievement** – The outcome of a qualification or progression into learning or employment.

**Adult Skills Fund (ASF)** – This includes all GLA participation and support funding (not including apprenticeships, Advanced Learner Loans, or education and training services funded by DfE). The principal purpose of the ASF is to engage adults and provide them with the skills and learning needed for work, an apprenticeship or further learning. The ASF supports the national legal entitlements to full funding for eligible learners as set out in Apprenticeships, Skills, Children and Learning Act 2009, and enables adults to enrol on flexible tailored programmes of learning, which do not need to include a qualification, to help those furthest from learning or employment.

**ASF funding** – The share of the grant awarded to a successful bidder deliver provision eligible under the ASF

**ASF formula-funded learning aims** – Provision funded through Adult Skills Model 38 in the ILR. For more information, refer to the GLA ASF Funding and Performance Management Rules.

**Application** – A proposal to deliver services against one or more of the key sectors identified in the London Talent Pathways Prospectus.

**Bidder** – The organisation making an application in response to this grant competition.

**Dedicated employer engagement resource** – a member of staff or a small team within the bidding organisation, responsible for engagement with employers and existing job brokerage services.

**Earnings adjustment statement** – The form providers need to fill in to claim funding that cannot be claimed through the ILR.

**Exceptional Learning Support** – Learning-support funding to meet the costs of putting in place a reasonable adjustment for a learner who requires more than £19,000 in a funding year.

**Financial due diligence** – The process through which the financial health of the bidder is assessed.

**Find a learning aim** – a government website providing information and details of all eligible formula-funded ASF and FCfJ learning aims (qualifications)

**Formula-funded provision** – provision fundable under [Adult Skills Funding Model 38](#) in the ILR

**Free Courses for Jobs (FCfJ) adult offer** – Any adult aged 19 or above on 31 August within the relevant academic year will be able to enrol on FCfJ qualification approved for funding, subject to eligibility criteria. Fully funded provision from the list of FCfJ qualifications are available via the national [DfE list of qualifications approved for funding](#).

**FCfJ funding** – The share of the grant awarded to a successful bidder to deliver provision eligible under the FCfJ offer.

**Funding Rates** – The GLA ASF Funding Rates and Formula document outlines the specific financial and operational rules for funding adult education and training programs under the ASF.

**Funding Rules** – The GLA ASF Funding and Performance Management Rules for Grant-funded Providers, which govern delivery of ASF provision.

**Good work** – Employment that is continuous for at least 12 consecutive weeks, pays a basic salary of at least the London Living Wage, is for a minimum of 16 hours per week, and does not involve the use of zero-hours contracts (except where the individual explicitly consents).

**Individualised Learner Record (ILR)** – The primary data collection requested from learning providers for further education and work-based learning in England. The government uses this data to monitor policy implementation and the performance of the sector. It is also used by organisations that allocate funding for further education.

**Inclusive Talent Strategy** – GLA strategy document which is a key action of the London Growth Plan. It will set out how London will grow its skilled workforce and get more Londoners into high-quality jobs and make it easier for employers to get the talent they need.

**Learner Support** – Funding that enables providers to support learners with a specific financial hardship, which might prevent them from being able to start or complete their learning.

**Learning Support** – Funding that enables providers to put in place a reasonable adjustment, set out in the Equality Act 2010, for learners with an identified learning difficulty and/or disability to achieve their learning goal.

**London** – An administrative area in England, coterminous with the London region, containing most of the continuous urban area of London. It contains 33 local government districts: the 32 London boroughs, which form a ceremonial county also called Greater London, and the City of London.

**London Growth Plan** – GLA strategy document which sets out London's 10-year ambition for growth, and the actions we will take to make it happen.

**London Living Wage** – The London Living Wage is an hourly rate of pay, currently set at £13.85 (October 2024). It is calculated independently to reflect the high cost of living in the capital.

**London Skills Improvement Plan** - Published in August 2023, the London Local Skills Improvement Plan (LSIP) sets out a blueprint for getting more Londoners into better higher-paying jobs by better matching training provision to employer demand. It outlines

a roadmap to transform London's skills system, with actions for employers, job-seekers and training providers.

**London Talent Pathways Application Guidance** – a document constituting part of the competition documents to help bidders submit their application form on GLA OPS.

**London Talent Pathways Delivery Plan** – a document constituting part of the competition documents where bidders must provide their estimated learner and enrolment volumes and outcomes per academic year.

**London Talent Pathways Due Diligence Guidance** - a document constituting part of the competition documents providing information on the Gateway visit and the financial due diligence requirements.

**Ofsted** – The Office for Standards in Education, Children's Services and Skills inspects services providing education and skills for learners of all ages. Ofsted's role is to make sure that organisations providing education, training and care services in England do so to a high standard for children and students.

**Organisation** – We use the term 'organisation' to include companies, charities, bodies, colleges, universities, sole traders and other types of entity, including those who are in the same group as, or are associated with, the main provider. The term 'organisation' excludes individuals who are self-employed or supplied by an employment agency, and who are working under the main provider's or employer-provider's direction and control, in the same way as an employee.

**Other funding adjustments** – A factor used as part of the ILR to adjust the funding claimed for GLA programmes or initiatives that are funded differently to national AEB rates.

**Other foundational sectors** – sectors which are not among the seven London key sectors: Financial, Professional & Business Services; Experience Economy (with a focus on hospitality and retail); Digital; Creative Industries & Technologies; Construction (including green construction); Health & Social Care, and Life sciences as part of frontier Innovation.

**Other work** – Employment that is continuous for at least 12 consecutive weeks, pays above the National Minimum Wage (NMW) but below the London Living Wage (LLW), is for a minimum of 16 hours per week, and does not involve the use of zero-hours contracts (except where the individual explicitly consents).

**Programme** - a coherent package of formula-funded learning which may include regulated qualifications, components of regulated qualifications or non-regulated learning with clearly stated aims supporting agreed outcome.

**Sector Talent Boards** – GLA established boards of employers in London key sectors, to shape sector-specific talent strategies and requirements for the capital's growth sectors. They will advise on skill needs and identify priority occupations within key sectors.

**Statutory entitlement** – The legal entitlement to education and training allows learners to be fully funded who:

- have not previously attained a GCSE in English or maths at grade 4 or above (or a qualification which is at a comparable or higher level) or have been assessed as having an existing skill level lower than grade 4 (even if they have previously achieved a GCSE or equivalent qualification in English and maths)
- are 19 to 23, if they study for a first qualification at level 2 and/or level 3
- are 19 and over, who have digital skills assessed at below level 1.

**Subcontractors** – Organisations that hold a contract with a GLA-funded provider to deliver part of the provision.

**SEND** – Special educational needs and disabilities.

**UKPRN** – a unique number allocated to providers after their successful registration at the UK Register of Learning Providers.

**Wraparound support** – learning aims under SSA 6.2, 14.1 and 14.2, including licence to practice costs and any licence-linked qualifications as outlined in the GLA ASF Technical Guidance Note.

## **Other formats and languages**

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