

**MAYOR OF LONDON**

---

# **Adult Skills Fund Multi-Year Delivery Plans 2026-29**

Strategic Statement and Plan Guidance Notes

# COPYRIGHT

## Greater London Authority

### March 2026

Published by  
Greater London Authority  
City Hall  
Kamal Chunchie Way, London  
E16 1ZE

**www.london.gov.uk**  
enquiries 020 7983 4000  
minicom 020 7983 4458

Copies of this report are available from [www.london.gov.uk](http://www.london.gov.uk)

---

Issue date	March 2026
------------	------------

---

Amendments made	March 2026
-----------------	------------

---

Approved by	Ayo Akande Assistant Director, Skills and Employment - Delivery
-------------	---

---

Review date	January 2027
-------------	--------------

---

Senior owner	Chris Wright and Sally Denning
--------------	--------------------------------

---

Document owner	Chris Wright and Sally Denning
----------------	--------------------------------

---

## CONTENTS

About this document	3
Strategic Statement and Plan Guidance	4
Your Strategic Statement	4
Your Planned Learners and Outcomes	6
Guidance notes to support your plan	7
Annex A – Data definitions for the plan	15
Annex B – Growth Sector mapping	20
Annex C - Tailored Learning Class Codes – Plan Categorisation	21
Annex D: Sector Talent Board insights for planning	24

## About this document

This document describes how the Adult Skills Fund (ASF) Delivery Plan form (the Plan) for 2026-29 should be completed.

You should return the Plan by **Wednesday 3<sup>rd</sup> June 2026**. Please upload your Excel file with the completed version of the workbook to the GLA OPS 2026/27 ASF Grant Project Delivery Plan block. Further instructions will be circulated to OPS users.

The *ASF Multi-Year Delivery Plan 2026-29* is an Excel workbook that includes four tables:

- Table 1 – requires some basic contact information so we can get in touch with you about your submission.
- Table 2 – asks you to provide a Strategic Statement about how your delivery plan will support Londoners to benefit from the London Growth Plan and the Inclusive Talent Strategy by developing progression pathways.
- Table 3 – asks you to provide the proposed delivery volumes underpinning the plan.
- Table 4 – provides your 2025/26 Delivery Plan for information.

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

## Strategic Statement and Plan Guidance

### Multi-Year Delivery Plan for 2026-29

1. To support the delivery of the **London Growth Plan** and **Inclusive Talent Strategy**, we are introducing multi-year delivery plans to enable FE colleges, institutes of adult learning and local authority adult learning services to confidently plan and develop the agile curriculum needed to respond to employer skills needs and to maximise the progression of Londoners into good work and careers.
2. Your delivery plan should align with the growth and essential skills priorities for London and set out your organisation's 2026-29 strategic contribution and future direction as a core partner in the implementation of the Inclusive Talent Strategy. Through the planning process, you should review and co-design curriculum with employers to ensure that learners succeed in attaining the skills and training needed to progress to the next stage of their career.
3. The **strategic statement** that you provide alongside the planning information should demonstrate how your curriculum will develop over the next three years to respond to the priorities of the London Growth Plan and Inclusive Talent Strategy. Please describe the change that you will drive locally and how you will ensure the ongoing agility of courses to respond to employer insights.
4. The **Integrated Settlement** for the Greater London Authority was published in November. This settlement provides the funding settlement for London up to 2029. Please note the Adult Skills Fund budget line reflects a flat profile for the three years of the settlement.
5. Plans will be **published on the GLA website** by September 2026 to inform local stakeholders of the adult skills training available across London.

### Your Strategic Statement

6. Please complete **Table 2 in the Excel workbook**, outlining how your organisation will shape delivery to achieve the **London Growth Plan and Inclusive Talent Strategy ambitions** and build **inclusive talent pipelines**. Supporting information is provided in the guidance notes section, including details on the Growth Plan, the Inclusive Talent Strategy, London's Local Skills Improvement Plan, flexibilities, and labour market data to guide planning.
  - a. **Employer-led delivery.** *How are you working with employers to co-design and deliver training that responds to London's priority skills sectors in construction, creative industries, life sciences, hospitality, health and social care aligned to*

*London's Sector Talent Boards*

- i Please identify the priority skills sectors that will be the focus of your plans for delivery.
  - ii How are you gathering employer feedback on skills gaps and integrating into course design?
  - iii Please provide examples of local employers that you are working with to co-design curriculum and develop pathways?
- b. **Wider access and inclusion.** *What steps are you taking to support the most disadvantaged Londoners to access your courses, advice and career pathways?*
- i How are you targeting support for young people aged 19-24 to keep them engaged in education, employment, or training, particularly those at greatest risk of becoming NEET?
  - ii How are you ensuring that provision for English, maths, digital skills and ESOL targets those furthest from the labour market?
  - iii How are you supporting learners with no qualifications, low prior attainment or other barriers such as adults with long-term or manageable health conditions to re-enter learning and progress towards sustainable employment?
- c. **Future Skills Readiness.** *How are you embedding future labour market skills such as Artificial Intelligence, digital skills and green economy skills into your curriculum?*
- d. **Talent pathways.** *What arrangements have you put in place to support learners' progression into good work or to upskill for career development and job progression?*
- i How do you ensure that courses provide clear progression routes from Entry Level to higher-level qualifications?
  - ii What courses have you developed to bridge learners' progression into technical or vocational Level 3 programmes and above?
  - iii How have you embedded transferrable skills such as teamwork, communication, confidence-building, and work-readiness into courses?
- e. **Collaboration and integration.** *How are you collaborating with Job Centre Plus (JCP), local authority services, employment support and health services to support learners to progression?*

- i How are you partnering with JCP, local employment, careers and health and other community services to support learner progression outcomes?
- ii How are you co-designing specific courses with partners, such as Sector Based Work Academies to ensure opportunities for progression are maximised?

## Your Planned Learners and Outcomes

7. Please follow the planning table information at **Annex A**, which sets out the definitions of planned learners, learning aims and outcomes for your plan.
8. You should note the following:
  - **Table 3 Completion:** Enter your organisation's planning data in the Excel workbook, including Forecast for **2025/26**, Plan for **2026/27**, **2027/28** and **2028/29**.
  - **Learner Definition:** Count unique learners starting in 2026/27 or continuing from previous years, following **ILR (Individualised Learner Record)** specifications.
  - **'Of Which' Categories:** Use ILR definitions for learner types. Learners may appear in multiple categories, so sub-totals can exceed total learners.
  - **Outcome Estimates:** Use curriculum planning to estimate learner outcomes (e.g. how many unemployed learners will move into employment after completing employment-focused learning aims).
9. If you require support with the completion of the planning table, please contact your Provider Manager.

## Guidance notes to support your plan

### London Growth Plan and Inclusive Talent Strategy

10. The **London Growth Plan** sets out a 10-year vision to boost economic performance and transformation across the capital. The core ambitions include restoring productivity to 2% annual growth, adding an estimated £107 billion to the economy by 2035 and creating over 150,000 good jobs by 2028. The plan also aims to elevate real incomes for the lowest -earning fifth of Londoners by 20% by 2035, accelerate progress toward the city's net-zero emissions target by 2030, and increase service exports by 6% annually. To achieve these goals, targeted investments will be made in housing, transport (including major infrastructure upgrades), innovation clusters (such as AI, clean tech, and life sciences), high streets, and the skills ecosystem.
11. At its heart, the plan sets out an **employer-led, integrated skills system** under the **Inclusive Talent Strategy**, which positions employers as a key driver of future workforce development. FE providers, employment services, and government bodies are expected to collaborate closely to break down barriers to work, align training with business needs in growth sectors, and build clear, inclusive routes from Entry to Level 3+ qualifications and quality employment. This strategy aims to address both chronic skills shortages and ensure that all Londoners, including those facing health or socioeconomic challenge, benefit from the capital's prosperity.
12. **Colleges and local authority adult services play a critical role** in working with employers and employment services partners to adapt and develop courses that are relevant and aligned to London's priority growth sectors, enabling Londoners to progress into work or further their careers.

### London's Growth sectors

13. The **London Growth Plan** seeks to maximise opportunities in our growth sectors. Our challenge is to support more Londoners to pursue careers in those sectors at all skill levels. **Five priority growth sectors**, each with strong potential to drive economic performance and opportunity over the next decade are set out in the plan:
  - **Frontier Innovation.** London aims to become a global leader in frontier technologies such as life sciences, artificial intelligence, green innovation, robotics, and quantum computing. These high-tech clusters will be supported through strategic investment in research, innovation districts, and scaling support for startups and SMEs.

- **Financial, Professional & Business Services.** The City's globally dominant finance and professional services sector including fintech, law, consulting, built environment, IT, and cybersecurity, which will continue to expand. Efforts will focus on maintaining London's competitive edge, investing in sustainable finance, improving infrastructure, and promoting the sector to attract international investors and businesses.
  - **Creative Industries.** A major pillar of London's growth, the creative industries including film, TV, gaming, music, and creative tech are set to grow.
  - The **Experience Economy** including culture, hospitality, events, and tourism is prioritised to enhance London's global appeal as a vibrant place to work, live, and visit.
14. The plan identifies **enabling and foundation sectors** that underpin the future growth in the capital, including:
- **Housing and infrastructure** are foundational to unlocking productivity and meeting future growth needs. It commits to rapidly delivering **genuinely affordable homes** and supports the Mayor's target of 88,000 new homes each year. London has been allocated additional funding under the **Construction Skills Package (CSP)** through the Integrated Settlement. We will work with provider partners including the Construction Technical Excellence College (CTEC) for London, and the Construction and Built Environment Sector Talent Board to fund additional construction courses and facilities to provide the skilled construction workforce that the capital requires.
  - **Digital skills**, the Plan underscores the need to integrate digital competency across the skills ecosystem. This includes prioritising **digital inclusion**, improving internet access to support productivity, and ensuring the workforce is equipped to thrive in a technology-driven economy. FE providers have a key role in the skills delivery
  - **Green skills**, the Growth Plan aligns infrastructure and housing investments with London's 2030 **net-zero target**. Retrofitting homes for energy efficiency, expanding low-carbon energy infrastructure, and implementing climate-resilient infrastructure are central to this green transition. Education providers are expected to build green skills into the curriculum, training a workforce capable of electrification, sustainable construction, energy systems management, and climate adaptation. This ensures that the city's green

ambitions are supported by a skilled labour force prepared to drive the transition.

15. Delivery plans should consider how skills provision will address the sector priorities for London. Working with employers to co-design pathways to higher skills and progression, there is an opportunity for adult skills to be more employer-led to support progression pathways towards these sectors, either through preparation for employment or the development of sector-relevant skills as the foundation for higher levels of study to build careers.
16. **Annex B** sets out how the London Growth London priority sectors map to course sector subject areas. Please take this mapping into account in your planning.

## Sector Talent Boards and Hubs

17. As part of the Inclusive Talent Strategy, **Sector Talent Boards** and **Pan-London Sector Hubs** will be established this year. These are employer-led boards focused on supporting the alignment of training with real-time and future industry needs. The first three priority sectors are **Construction and Built Environment, Creative Industries, and Life Sciences with Hospitality, Health and Social care to follow**. Boards bring together senior representatives from both large firms and SMEs, and will convene, define key skills gaps, and prioritise workforce development, giving industries a direct role in shaping London's Inclusive Talent Strategy and Local Skills Improvement Plan (LSIP).
18. Working alongside these Boards, **Pan-London Sector Hubs** serve as delivery hubs for turning strategic insights into action. Led by qualified sector intermediaries, these hubs will coordinate employer engagement with skills providers across all London boroughs, oversee pilots, and establish programs that respond to talent needs identified by the boards. Their role includes commissioning innovative sector-specific projects and serving as the central interface for larger businesses to co-design training and career pathways with colleges and providers.
19. In this planning guidance, we have provided sector planning information about the priority occupations and skills for each sector. This information is set out at **Annex D**. Your curriculum planning should take into account this pan-London sector feedback, alongside the feedback from your own local employer partnership and co-design arrangements, and the priorities in the London Local Skills Improvement Plan. Your planning information will be reported to the Sector Talent Boards and hubs to support the partnership work as well as updates on the progress with delivery and outcomes. You may be asked to review plans in the light of feedback.

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

## Essential Skills and Progression Pathways

22. We want to ensure that essential skills training maximises opportunities for Londoners to get into work or onto a pathway to a better job. This will enable London's businesses to tap into the pool of those currently without basic qualifications.
23. Please note the following developments for curriculum planning:
  - **Essential Skills Guarantee.** We expect to extend the essential digital skills entitlement at Level 2 as part of London's suite of fully funded essential skills, complementing English, maths, ESOL and existing essential digital skills. This approach will be developed for 2027-28 to align with national work to update essential digital standards and support residents with the foundation skills needed to progress into work and contribute fully to their community. Your plan should consider how the essential skills curriculum is reaching the digitally excluded and providing the steps needs to progress.
  - **Skills Passports.** This year we are exploring opportunities to expand the use of skills passports in the hospitality sector. The passport is a record of verified credentials, competency badges and work-based achievements that serve as proof of ability for work readiness. Following a pilot phase, we will review how passports may be implemented further, taking into other pilot activities such as the use of passports in Sector Based Work Academies.
  - **English for Speakers of Other Languages (ESOL).** Demand for ESOL continues to be strong in London. We expect there to be ESOL courses that not only support residents to acquire critical language skills as a foundation for life, but also to develop the language competency that is essential for gaining employment. Your curriculum planning should consider how ESOL

teaching is contextualised to support individuals to progress into work as well as skills for life and further study.

- **Sector Based Work Academies (SWAPs)** are encouraged. Designed to help unemployed individuals gain sector-specific skills and move quickly into work. They typically include three elements: pre-employment training tailored to a particular industry, a work experience placement with an employer, and a guaranteed job interview at the end.
- **Progression pathways tailored to growth sectors** to provide the pipeline for inclusive talent ensuring that Londoners can move into Level 3 and higher-level qualifications will be key to delivering the future London workforce. Courses may be modular or flexible episodes of learning to support sector skills needs.

## Labour Market and Skills Insights

24. To support the delivery of a more employer-led skills system, we plan to provide more regular and live insights into the needs of London's priority sectors through the engagement of employers as well as other services such as Grow London Local which connects with SME employers for insights about their skills needs. This will help to ensure that London's learning offer is responsive and adaptable, keeping pace with changing employer demand.
25. In addition, we regularly publish information about the skills needs across London on the London Datastore, including:
  - **Regular analysis of the labour market** covering the latest developments and emerging evidence of the COVID-19 impact over the course of the pandemic.
  - **Developing sectoral analysis** covering workforce profile, job demand and skills needs.
  - **Sub-regional labour market information** including jobs and business data, online job postings, job quality, and workforce indicators.
  - **Sectoral skills analysis** for the Local Skills Improvement Plan (LSIP) 2026 refresh.
26. We have published Inclusive Talent Strategy evidence base which sets out the barriers people face in accessing skills, gaps in labour market participation and the

supply of skills across London. We also work with external partners to conduct research on trends and particular policy issues regarding skills, adult education and employment. Our research is published on the **London Datastore**. Previous pieces of research include:

- **Analysis of the transferable skills** – looks at the impact of transferable skills on learners' employment prospects and social outcomes. It focuses on non-regulated qualifications used in ASF, such as independent living and digital skills.
- **Effective practice in English and maths for adult learners in London** - identifies the types of support learners needed to participate and achieve in English and maths and, the steps we could take to boost retention and achievement rates.
- **Green Skills Adult Education Provision in London** - independent research into the green skills which are expected to grow in demand as London moves to net zero.

## Adult Skills Fund and London Flexibilities

27. We will publish draft funding rules for the **Adult Skills Fund (ASF)** for 2026/27 in March 2026. For planning purposes, you should note, subject to approval, that we expect to update the funding rules as follows:

- **Simplification of funding lines.** To enable you to respond to employer needs with greater agility, we will remove the separate Free Courses for Jobs funding line. There will be two funding lines:
  - Adult Skills Fund Core: Legal entitlements, regulated qualifications, non-regulated essential skills, GLA-specific aims (e.g., licence to practise), higher level skills including London Level 3 Offer.
  - Adult Skills Fund Tailored Learning: Flexible non-formula funded and non-regulated learning provision (formerly adult community learning).
- Funding rates for regulated qualifications will continue to be published on Find a Learning Aim (FALA). **GLA specific funding rates published on FALA** will include any differences from the national rate such as uplifts.
- **Modular non-regulated essential skills.** To simplify and consolidate the funding arrangements for formula funded non-regulated essential skills, we expect to remove the current guided learning hours (GLH) funding bands and

replace these with funding rates for specified length courses. The course lengths are 25, 35, 55 and 75 GLH and apply to non-regulated English, maths, ESOL and essential digital skills. Where a learner requires a longer study period, for example, 35 GLH per term over a year, the curriculum may be planned as three learning aims of 35 GLH. 'Taster Courses' delivered below 25 GLH will be funded exclusively through Tailored Learning.

- **London Level 3 programme.** In line with the above simplification, there will be a single London Level 3 programme funded under Adult Skills Fund Core. This will incorporate the current national and regional FCFJ, the London Level 3 Flexibility and the Level 3 Entitlement. Full funding eligibility for this programme will be those who are unemployed, those earning below London Living Wage or those who have not achieved a first full Level 3.
- **Subcontracting.** To ensure accountability and value for money, we are introducing a 25% total subcontracting cap from 2026-27. Providers may only subcontract a quarter of delivery. Local authorities will be exempt from this threshold as local commissioning may apply depending on the arrangements for adult learning services in each borough.

28. We are retaining the London flexibilities for priority provision including:

- **CPD for Disabled Learners:** Fully fund staff training to improve provision for disabled Londoners.
- **British Sign Language (BSL):** Fully fund BSL qualifications up to Level 2 for eligible learners and parents/carers of deaf children.
- **Level 4 and Level 5 Flexibility:** Fund non-prescribed vocational Level 4 qualifications and Level 5 CELTA to boost ESOL teaching capacity.
- **Licence to Practise:** Fund industry accreditations in construction (CSCS) and hospitality/security (SIA).

29. **London Living Wage Threshold.** We will continue to fully fund learners earning below the London Living Wage (£14.80/hour as of Oct 2025).

## Key Performance Indicators and the London Learner Survey

30. We will measure performance against plans through the Individual Learner Record (ILR) and the London Learner Survey. Participation in the survey is compulsory and you should encourage learners to complete the baseline survey. Support for

providers in administering the baseline survey can be found in the **Good Practice Guide**.

31. Data from the London Learner Survey is published annually on the **London Learner Survey Datastore**.
32. In planning your outcomes, please take account of the London level survey results for 2023/24 which are shown in the tables below. The tables also set out a target for increasing outcomes by 2029. You should use these London benchmarks and your own provider level data to plan outcomes for the next three years.

Economic Outcome	London % 2023/24	Top provider % 2023/24
Positive destination	81%	97%
Positive economic outcome	44%	51%
Moved into employment	23%	36%
Progressed in work	38%	45%
Share whose income increased	18%	23%
Further learning	65%	80%

Social Outcome	London % 2023/24	Top provider % 2023/24
Positive social outcome	94%	100%
Increase in wellbeing	80%	90%
Felt more confident	87%	95%
Met new people	77%	91%
Volunteering in follow-up survey	45%	64%

## Annex A – Data definitions for the plan

### Learners

Ref	Type of Learner	Definition – ILR Specification
L.1	Number of learners	Unique learner headcount for Adult Skills Core, Tailored Learning, and overall.
<b>Type</b>	<i>of which</i>	
L.2	Unemployed (less than 12 months)	Employment Monitoring code LOU 1 and 2, at the start of the first learning aim for the year
L.3	Unemployed (12 months or more)	Employment Monitoring code LOU 3, 4 and 5, at the start of the first learning aim for the year
L.4	Younger people (aged 19-23 years old)	19-23 years of age on 31 August
L.5	Older people (aged 50 and over)	50 years of age or older on 31 August
L.6	Black, Asian and Minority Ethnic	Learners without ethnicity attribute code 31, 32, 34, 98 or 99
L.7	Disabled	LLDD and health problem attribute code 1
L.8	Low waged	Learners in employment earning below the London Living Wage Threshold i.e. LDM 391 or DAM 010 and Employment Status 10.
<b>Support</b>	<i>of which</i>	
L.9	Learning Support	Learners in receipt of Learning Support with Learning Delivery Funding and Monitoring type LSF code 1 for any learning aim
L.10	Learner Support	Learners in receipt of Learner Support Funds with Learner Funding and Monitoring type LSR codes 36, 57, 58, 59, or 60.

## Learning Aims

	Curriculum Type	Definition – ILR Specification	
		<b>Adult Skills Core</b>	<b>Tailored Learning</b>
<b>LA.1</b>	Total Learning Aims	Sum of LA.4 through to LA.13	Sum of LA.4 through to LA.13
<b>Strand of which (must sum to LA.1)</b>			
<b>LA.2</b>	Adult Skills regulated	Regulated learning aims delivered under Funding Model 38	
<b>LA.3</b>	Adult Skills non-regulated formula funded	Non-regulated learning aims delivered under Funding Model 38	
<b>Essential Skills</b>			
<b>LA.4</b>	ESOL	Regulated learning aims classed as ESOL where learning aim Basic Skills Type is code 22, 26-28, or 36-42; or non-regulated formula funded 'essential skills' ESOL learning aims.	Essential Skills – Learning Aims as set out in Annex A. ESOL Tailored
<b>LA.5</b>	Digital	Learning aims which are SSA 6.1 and 6.2 – up to and including level 2	Essential Skills – Digital Tailored Learning Aims as set out in Annex A
<b>LA.6</b>	English	Regulated learning aims classed as English where learning aim Basic Skills Type is code 1, 11, 13, 20, 23, 24, 29, 31, or 33; or non-regulated formula funded 'essential skills' English learning aims.	Essential Skills English Tailored Learning Aims as set out in Annex A.
<b>LA.7</b>	Maths	Regulated learning aims classed as Maths where learning aim Basic Skills Type is code 2, 12, 14, 19, 21, 25, 30, 32, 34, or 35; or non-regulated formula funded 'essential skills' Maths learning aims.	Essential Skills Maths Tailored Learning Aims as set out in Annex A.
<b>LA.8</b>	Foundations for learning and life	Adult Skills Core Learning Aims falling into SSA 14.1 excluding ESOL, English, Maths and Digital aims.	Foundation for Learning and Life-Tailored Learning Aims as set out in Annex A.
<b>Progression pathways (excluding Essential Skills)</b>			
<b>LA.9</b>	Entry and Level 1 pathways	Adult Skills Core funded learning aims up to and including Level 1 – excluding essential skills and foundations for learning and life.	Entry and Level 1 Tailored Learning Aims Excluding Essential Skills and Foundations for learning and life Tailored Learning Aims

ASF Delivery Plan 2026-29

<b>LA.10</b>	Level 2 pathways	Adult Skills Core funded learning aims at Level 2 – excluding essential skills and foundations for learning and life.	Level 2 Tailored Learning Aims Excluding Essential Skills and Foundations for learning and life Tailored Learning Aims
<b>LA.11</b>	Level 3 pathways	London Level 3 Offer funded through Adult Skills Fund Core..	Level 3 Tailored Learning Aims
<b>LA.12</b>	Level 4 pathways	Adult Skills Fund Core funded learning aims at Level 4..	
<b>LA.13</b>	Preparation for Work	Learning aims which are SSA 14.2	Preparation for Work Tailored Learning Aims
<b>London Flexibilities and other programmes</b>			
<b>LA.14</b>	Licence to Practise	Eligible Licence to Practise learning aims, as described in the GLA Funding Rules and Technical Guidance Note.	
<b>LA.15</b>	Sector Based Work Academy Programme	Learning aims which are specific pre-employment training delivered as part of a sector-based work academy, coded LDM 375	
<b>LA.16</b>	Level 5 Certificate in Teaching English to Speakers of Other Languages (CELTA)	Learning aim 50118912 – Certificate in Teaching English to Speakers of Other Languages (CELTA)	
<b>LA.17</b>	Continuous professional development (CPD) to support disabled learners	Learning aims to support teaching skills of staff working with SEND learners, which are included in the <a href="#">Learning aims approved for CPD to support disabled learners and learners with SEND</a> GLA SEND Flexibility list, coded DAM 038	
<b>LA.18</b>	British Sign Language	Learning aims which are fully funded through the GLA British Sign Language flexibility, coded DAM 009	
<b>Sector specific pathways</b>			

## ASF Delivery Plan 2026-29

<b>LA.19</b>	Financial, Professional and Business Services	Learning aims which are SSA 4.1, 4.2, 5.3, 11.4, 15.1, 15.2, 15.3, 15.4 and 15.5	Financial, Professional and Business Services Tailored Learning Aims as set out in Annex A.
<b>LA.20</b>	Experience Economy	Learning aims which are SSA 7.1, 7.2, 7.4, 8.1, 8.2 and 9.1	Experienced Economy Tailored Learning Aims as set out in Annex A.
<b>LA.21</b>	Digital	Learning aims which are SSA 6.1 and 6.2	Digital Tailored Learning Aims as set out in Annex A.
<b>LA.22</b>	Creative Industries and Technologies	Learning aims which are SSA 5.1, 9.2, 9.3 and 9.4	Creative Industries Tailored Learning Aims as set out in Annex A.
<b>LA.23</b>	Housing & Infrastructure – Construction and Green Skills	Learning aims which are SSA 5.2	Construction Tailored Learning Aims as set out in Annex A.
<b>LA.24</b>	Health	Learning aims which are SSA 1.1, 1.2, 1.3 and 1.5	Health Tailored Learning Aims as set out in Annex A.
<b>LA.25</b>	Frontier Innovation	Learning aims which are SSA 2.1	Frontier Innovation Tailored Learning Aims as set out in Annex A.

## Outcomes

Type	Outcome Type	Definition – All Learners
<b>O.1</b>	Total Economic Outcomes	Percentage of learners achieving any economic outcome
Of which		
<b>O.2</b>	Progression into employment	Percentage of unemployed learners that progress into paid employment or self-employment
<b>O.3</b>	In-work progression	Percentage of employed learners that achieve an increase in earnings, security of employment
<b>O.4</b>	Progress into further education or training, including apprenticeships	Percentage of learners that progress into further education or training, including apprenticeships
<b>O.5</b>	Total Social Outcomes	Percentage of learners achieving any social outcome
Of which		
<b>O.6</b>	Improvements to health and well being	Percentage of learners reporting improved wellbeing (i.e. improved life satisfaction, happiness, reduced anxiety)
<b>O.7</b>	Improvements to social integration	Percentage of learners reporting that they spend more time with adults that are different to them (i.e. age, ethnicity, social class)
<b>O.8</b>	Improvements to learner self-efficacy	Percentage of learners reporting improved levels of self-confidence
<b>O.9</b>	Participation in volunteering	Percentage of learners reporting that they have undertaken more voluntary work in the past 12 months

## Annex B – Growth Sector mapping

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

## Annex C - Tailored Learning Class Codes – Plan Categorisation

Learning aim reference	Tailored Learning Class Code
<b>Essential Skills</b>	
<b>LA.5 ESOL</b>	
Z0060091	Essential Skills, Pre-Entry Level, ESOL
Z0060092	Essential Skills, Entry Level, ESOL (Entry 1)
Z0060093	Essential Skills, Entry Level, ESOL (Entry 2)
Z0060094	Essential Skills, Entry Level, ESOL (Entry 3)
Z0060095	Essential Skills, Level 1, ESOL
Z0060096	Essential Skills, Level 2, ESOL
<b>LA.6 Digital</b>	
Z0060109	Essential Skills, Pre-Entry Level, Essential Digital Skills
Z0060110	Essential Skills, Entry Level, Essential Digital Skills
Z0060111	Essential Skills, Level 1, Essential Digital Skills
<b>LA.7 English</b>	
Z0060097	Essential Skills, Pre-Entry Level, English
Z0060098	Essential Skills, Entry Level, English (Entry 1)
Z0060099	Essential Skills, Entry Level, English (Entry 2)
Z0060100	Essential Skills, Entry Level, English (Entry 3)
Z0060101	Essential Skills, Level 1, English
Z0060102	Essential Skills, Level 2, English
<b>LA.8 Maths</b>	
Z0060103	Essential Skills, Pre-Entry Level, Maths
Z0060104	Essential Skills, Entry Level, Maths (Entry 1)
Z0060105	Essential Skills, Entry Level, Maths (Entry 2)
Z0060106	Essential Skills, Entry Level, Maths (Entry 3)
Z0060107	Essential Skills, Level 1, Maths
Z0060108	Essential Skills, Level 2, Maths
<b>LA.9 Foundations for Learning and Life</b>	
Z0060047	Supported Learning and Independent Living
Z0060048	First step engagement in learning
Z0060050	Managing mental health and well-being
Z0060112	Life skills: healthy eating/cooking
Z0060113	Life skills: first aid
Z0060114	Life skills: household budgeting, financial literacy
Z0060115	Life skills: lipreading
Z0060116	Life skills: British Sign Language

## ASF Delivery Plan 2026-29

Z0060117	Life skills: parenting skills
Z0060118	Life skills: environmental sustainability
Z0060119	Life skills: volunteering, active citizenship
Z0060120	Life skills: managing life transitions
<b>Sector specific pathways</b>	
<b>LA.20 Financial, Professional and Business Services</b>	
Z0060064	Entry Level, Manufacturing, Engineering
Z0060065	Level 1, Manufacturing, Engineering
Z0060066	Level 2, Manufacturing, Engineering
Z0060085	Entry Level, Business Admin, Legal, Finance, Marketing, Public Services and Enterprises
Z0060086	Level 1, Business Admin, Legal, Finance, Marketing, Public Services and Enterprises
Z0060087	Level 2, Business Admin, Legal, Finance, Marketing, Public Services and Enterprises
Z0060139	Employer Facing Provision, Engineering
Z0060140	Employer Facing Provision, Business Management
Z0060142	Employer Facing Provision, Administration
Z0060144	Employer Facing Provision, Accounting and Finance
Z0060153	Employer Facing Provision, Marketing and Sales
Z0060156	Employer Facing Provision, Law and Legal Services
Z0060157	Employer Facing Provision, Manufacturing Technologies
Z0060166	Employer Facing Provision, Urban, Rural and Regional Planning
<b>LA.21 Experience Economy</b>	
Z0060067	Entry Level, Retail, Marketing
Z0060068	Level 1, Retail, Marketing
Z0060069	Level 2, Retail, Marketing
Z0060070	Entry Level, Hospitality, Catering
Z0060071	Level 1, Hospitality, Catering
Z0060072	Level 2, Hospitality, Catering
Z0060073	Entry Level, Leisure Industries, Tourism
Z0060074	Level 1, Leisure Industries, Tourism
Z0060075	Level 2, Leisure Industries, Tourism
Z0060082	Entry Level, Transport, Distribution
Z0060083	Level 1, Transport, Distribution
Z0060084	Level 2, Transport, Distribution
Z0060125	Performing Arts
Z0060132	Employer Facing Provision, Performing Arts
Z0060135	Employer Facing Provision, Sports, Leisure and Recreation
Z0060136	Employer Facing Provision, Hospitality and Catering
Z0060137	Employer Facing Provision, Warehousing and Distribution
Z0060145	Employer Facing Provision, Retailing and Wholesaling

## ASF Delivery Plan 2026-29

Z0060160	Employer Facing Provision, Travel and Tourism
Z0060126	Physical activity
<b>LA.22 Digital</b>	
Z0060079	Entry Level, Digital Sector
Z0060080	Level 1, Digital Sector
Z0060081	Level 2, Digital Sector
<b>LA.23 Creative Industries</b>	
Z0060076	Entry Level, Creative Industries, Media
Z0060077	Level 1, Creative Industries, Media
Z0060078	Level 2, Creative Industries, Media
Z0060124	Creative Arts
Z0060129	Employer Facing Provision, Crafts, Creative Arts and Design
Z0060143	Employer Facing Provision, Media and Communication
Z0060161	Employer Facing Provision, Publishing and Information Science
Z0060163	Employer Facing Provision, Architecture
<b>LA.24 Construction</b>	
Z0060055	Entry Level, Construction
Z0060056	Level 1, Construction
Z0060057	Level 2, Construction
Z0060128	Employer Facing Provision, Building and Construction
<b>LA.25 Health</b>	
Z0060051	Vocational introduction - Health and Social Care
Z0060052	Entry Level, Health and Social Care
Z0060053	Level 1, Health and Social Care
Z0060054	Level 2, Health and Social Care
Z0060058	Entry Level, Childcare, Teaching
Z0060059	Level 1, Childcare, Teaching
Z0060060	Level 2, Childcare, Teaching
Z0060130	Employer Facing Provision, Health and Social Care
<b>LA.26 Frontier Innovation</b>	
Z0060088	Entry Level, Science
Z0060089	Level 1, Science
Z0060090	Level 2, Science
Z0060159	Employer Facing Provision, Science

## Annex D: Sector planning information

### 1. Finance, Professional & Business Services (SSA 4.1, 4.2, 5.3, 11.4, 15.1–15.5)

SOC	Priority Occupation	Technical skills in demand	Transferable skills in demand
2493	Public Relations Professionals	General finance & accounting Project management Data analysis Digital/AI Business operations Business strategy	Communication Leadership Critical thinking Problem solving Personal attributes
3520	Legal Associate Professionals		
3531	Brokers		
3532	Insurance Underwriters		
3533	Financial & Accounting Technicians		
3534	Financial Accounts Managers		
3544	Data Analysts		
3549	Business Associate Professionals not elsewhere classified (incl. business support officers)		
3551	Buyers & Procurement Officers		
3552	Business Sales Executives		
3554	Advertising & Marketing Associate Professionals		
3556	Sales Accounts & Business Development Managers		
3571	Human Resources & Industrial Relations Officers		
4122	Book-keepers, Payroll Managers & Wages Clerks		
4129	Financial Administrative Occupations not elsewhere classified		
4132	Pensions & Insurance Clerks and Assistants		

### 2. Experience Economy – Hospitality (SSA 7.1, 7.2, 7.4, 8.1, 8.2, 9.1)

SOC	Priority Occupation	Technical skills in demand	Transferable skills in demand
1222	Restaurant & Catering Establishment Managers/Proprietors	Food & beverage management Inventory management Customer services Business operations Occupational health & safety	Communication Initiative Leadership & management Social skills; Planning & organising Language competencies
3557	Events Managers & Organisers		
4216	Receptionists		
5434	Chefs (incl. chef development skills)		
5435	Cooks		
5436	Catering & Bar Managers		
6231	Housekeepers & Related Occupations		
6240	Cleaning & Housekeeping Managers & Supervisors		
7220	Customer Service Supervisors		
9261	Bar & Catering Supervisors		
9263	Kitchen & Catering Assistants		

## ASF Delivery Plan 2026-29

9264	Waiters & Waitresses		
9265	Bar Staff		
9266	Coffee Shop Workers		

### 3. Experience Economy – Retail (SSA 7.1, 7.2, 7.4, 8.1, 8.2, 9.1)

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

### 4. Digital (SSA 6.1)

SOC	Priority Occupation	Technical skills in demand	Transferable skills in demand
3120	CAD, Drawing & Architectural Technicians	Computer science	Communication
3131	IT Operations Technicians	Software development	Initiative
3132	IT User Support Technicians	Programming / scripting	Critical thinking
3133	Database Administrators & Web Content Technicians	languages	Problem solving
3416	Arts Officers, Producers & Directors	Cloud solutions	Personal attributes
3417	Photographers, Audio-visual & Broadcasting Equipment Operators	Data analysis	
3544	Data Analysts		
5242	Telecoms & Related Network Installers & Repairers		
5244	Computer System & Equipment Installers & Servicers		

### 5. Creative Industries & Technologies (SSA 5.1, 9.2, 9.3, 9.4)

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

## ASF Delivery Plan 2026-29

3415	Musicians		
3416	Arts Officers, Producers & Directors		
3417	Photographers, Audio-visual & Broadcasting Equipment Operators		
3421	Interior Designers		
3422	Clothing, Fashion & Accessories Designers		
3429	Design Occupations not elsewhere classified (e.g., make-up artists, production designers)		
3554	Advertising & Marketing Associate Professionals		
3557	Events Managers & Organisers		
5316	Carpenters & Joiners		
5443	Florists		
6221	Hairdressers & Barbers		
6222	Beauticians & Related Occupations		
8151	Scaffolders, Stagers & Riggers		

## 6. Construction (including Green Construction) (SSA 5.2)

SOC	Priority Occupation	Technical skills in demand	Transferable skills in demand
2452	Chartered Architectural Technologists, Planning Officers & Consultants	Construction management Project & contract management Occupational health & safety Risk management Quality assurance Drafting & engineering design	Communication Initiative Leadership Critical thinking Problem solving
3112	Electrical & Electronics Technicians		
3113	Engineering Technicians		
3114	Building & Civil Engineering Technicians		
3120	CAD, Drawing & Architectural Technicians		
3581	Inspectors of Standards & Regulations		
3582	Health & Safety Managers & Officers		
5113	Gardeners & Landscape Gardeners		
5213	Welding Trades		
5214	Pipe Fitters		
5225	Air-conditioning & Refrigeration Installers & Repairers		
5241	Electricians & Electrical Fitters		
5249	Electrical & Electronic Trades not elsewhere classified		
5250	Skilled Metal, Electrical & Electronic Trades Supervisors		
5311	Steel Erectors		
5312	Stonemasons & Related Trades		
5313	Bricklayers		
5314	Roofers, Roof Tilers & Slaters		
5315	Plumbers; Heating & Ventilating Engineers		
5316	Carpenters & Joiners		
5317	Glaziers, Window Fabricators & Fitters		
5319	Construction & Building Trades not elsewhere classified		

## ASF Delivery Plan 2026-29

5321	Plasterers		
5322	Floorers & Wall Tilers		
5323	Painters & Decorators		
5330	Construction & Building Trades Supervisors		
8151	Scaffolders, Stagers & Riggers		
8134	Water & Sewerage Plant Operators		
8159	Construction Operatives not elsewhere classified		
8221	Crane Drivers		
9112	Forestry & Related Workers		
9121	Groundworkers		
9129	Elementary Construction Occupations not elsewhere classified		

## 7. Health & Social Care (SSA 1.1, 1.2, 1.3, 1.5)

SOC	Priority Occupation	Technical skills in demand	Transferable skills in demand
1231	Health Care Practice Managers	General medicine care	Communication
1232	Residential/Day/Domiciliary Care Managers & Proprietors	Nursing & patient care	Leadership
2255	Paramedics	Health-care procedures & regulation	Social skills
3111	Laboratory Technicians	General science & research	Critical thinking
3212	Pharmaceutical Technicians	Medical tests & procedures (practical clinical)	Problem solving
3213	Medical & Dental Technicians	Community & social work	People management
3219	Health Associate Professionals	Home health care & assisted living	Communication
3221	Youth & Community Workers	Childhood education & development	Social skills
3222	Child & Early Years Officers	Mental & behavioural health specialist	Leadership
3224	Counsellors	Mental health therapies	People management
3232	Early Education & Childcare Practitioners		Language skills
4211	Medical Secretaries		
6111	Early Education & Childcare Assistants		
6114	Childminders		
6116	Nannies & Au Pairs		
6131	Nursing Auxiliaries & Assistants		
6132	Ambulance Staff (excl. paramedics)		
6133	Dental Nurses		
6135	Care Workers & Home Carers		
6136	Senior Care Workers		

## 8. Frontier Innovation – Life Sciences (SSA 2.1)

SOC	Priority Occupation	Technical skills in demand	Transferable skills in demand
1121	Production Managers & Directors in Manufacturing	Business management & operations	Communication
3111	Laboratory Technicians	Auditing	Initiative
3115	Quality Control / Assurance Technicians	Project Management	Leadership
3212	Pharmaceutical Technicians	Commercial skills	Critical thinking
3213	Medical & Dental Technicians	Medical science	Problem solving

3556	Sales Accounts & Business Development Managers	Laboratory research Quality assurance	
8113	Chemical & Related Process Operatives	Process improvement & optimisation	

## Other formats and languages

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

Greater London Authority  
City Hall  
Kamal Chunchie Way, London E16  
1ZE [www.london.gov.uk](http://www.london.gov.uk) enquiries  
020 7983 4000 minicom 020 7983  
4458 [www.london.gov.uk](http://www.london.gov.uk)

You will need to supply your name, your postal address and state the format and title of the publication you require.

**If you would like a summary of this document in your language, please phone the number or contact us at the address above.**