

Skills for Londoners Innovation Fund 2019/20

Prospectus

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Introduction

The devolution of the Adult Education Budget (AEB) to the Mayor of London is a ground-breaking opportunity to tailor adult education and skills provision in the capital to ensure Londoners can learn and develop the skills they need to succeed.

Following extensive consultation, the Mayor set out his vision for skills and education for London in the [Skills for Londoners Strategy](#) and outlined how he plans to achieve his ambitions through the [Skills for Londoners Framework](#).

For the first year of AEB devolution (the 2019/20 academic year), the Mayor committed to make relatively few changes to AEB policy to provide stability to the sector during the transition to devolution.

At the same time, the Mayor wants to ensure the AEB supports providers to grow and develop innovative provision aligned to his priorities for education and skills in the capital.

To enable this, the Mayor has created a Skills for Londoners Innovation Fund (“the Fund”) using up to £6.4m of unallocated funding from London’s overall AEB allocation for 2019/20.

The Fund will support AEB grant-funded providers to apply for funding during the 2019/20 academic year to support additional activity in-year (with scope to carry forward committed funding in 2020/21).

The Fund will support activity that meets the Mayor’s priorities for education and skills in London, demonstrates innovation and delivers tangible outcomes.

This prospectus sets out how eligible providers ([‘Who we will fund’](#)) can apply for the Fund and the types of activities it will support ([‘What we will fund’](#)).

Application process

To apply for the Fund, applicants must submit an **application form** by **10 December 2019** which is provided alongside this prospectus.

The **assessment criteria** which applications will be scored against are set out in the [Annex](#) to this prospectus.

A decision on the successful bids will be made by **February 2020**.

What we are looking for

The purpose of the Fund is to support additional activity funded by the AEB that:

- meets one or more of **the Mayor's priorities for skills and training** in the capital as identified in the Mayor's Skills for Londoners Framework.
- demonstrates **innovation**, either in terms of the delivery methodology or how impact and outcomes will be measured and recorded.
- delivers tangible employment, learning and/or social **outcomes** for individual Londoners, communities and businesses.

Mayoral priorities

The Mayor has identified a set of priorities¹ to better target the AEB to the needs of Londoners and employers and meet the ambitions of the Skills for Londoners Strategy

To be successful, your application must address one or more of the following priorities:

- **Widening participation for disabled Londoners to access provision funded by the AEB**
- **Preventing future violence**
- **English for Speakers of Other Languages (ESOL)**
- **Addressing sectoral priorities in London's economy**
- **Support for those affected by jobs displacement and redundancies**
- **Improving participation in digital skills training**
- **English and maths**

The following section outlines these priorities in more detail with examples of the types of activities that could be delivered against each.

¹ Priorities for skills and training were consulted on as part of the consultation on the Skills for Londoners Framework.

Widening participation for disabled Londoners to access provision funded by the AEB

Disabled Londoners often face multiple barriers to participation and success in adult education, making it harder to improve on their skills. There also continues to be a large employment gap between disabled and non-disabled people in London. In London, 47 per cent of disabled people are employed, compared with 85 per cent of non-disabled residents. High-quality adult education and training has a key role to play in reducing this employment gap as well as unlocking the wider benefits of learning.

[London's post-16 special educational needs and disability \(SEND\) review](#) highlighted a significant and growing gap in provision for Londoners with SEND. It identified a need for greater support to improve access to provision and future progression, particularly the need for more specialist staff to help address gaps in provision.

As part of creating a holistic skills system that supports all Londoners to realise their ambitions, the GLA will support provision that is designed to improve the availability of, and progression from, high-quality provision as well as the overall experience of disabled Londoners in adult education.

For example, the Fund could be used to support:

- Building expertise and capacity among providers by training professionals to develop or improve on specialist support skills.
- Activities that improve specialist teaching skills as well as SEND assessment, advice and guidance.
- Programmes that support improved mental health and wellbeing for learners with social and emotional needs.

Please note the Mayor is unable to fund any element of an Education and Health Care Plan, or health and care provision, which is the statutory responsibility of a local authority or the Education and Skills Funding Agency (ESFA).

Preventing future violence

As part of his strategy to reduce and prevent future violence in the capital, the Mayor is committed to tackling the root cause of violent crime through a public health approach.

A public health approach to tackling violence means looking at violence not as isolated incidents or solely a police enforcement problem. Instead, this approach looks at violence as a preventable consequence of a range of factors such as adverse early-life experiences or harmful social or community experiences and influences. This includes focusing on generating long-term as well as short term solutions.

The benefits of learning and participation in education can help provide these long-term solutions, open up new opportunities and develop aspirations for people and their families at risk of violence.

As part of the public health approach to tackling violence **we are seeking to focus AEB funding for young Londoners aged 19-24 and their families, who may be vulnerable to, or at risk of, being involved in serious youth violence.**

Activity funded under this priority must support:

- Young people aged 19-24 at risk of involvement in criminal activity
- Young people aged 19-24 who have been involved in criminal activity
- Families of those who are at risk of, or have been involved in, criminal activity

Applicants may identify a specific sub-group of young people who meet the definitions above. For example, a proposal may focus on supporting young people who are at risk of experiencing mental ill health or have had adverse childhood experiences, or on young victims of criminality.

For example, the Fund could be used to support:

- Engagement of the above groups with skills programmes.
- Holistic provision to support personal development, wellbeing, building relationships, financial education.
- Activities to improve social and emotional behaviour, for example, boosting self-esteem, resilience and aspirations.
- Setting up clear referral routes to training programmes.

English for Speakers of Other Languages (ESOL)

ESOL matters for London. Being able to speak English is associated with several social benefits including independence, confidence and self-determination. Proficiency in the English language is also a prerequisite for most jobs and career progression in the capital, but some 210,000 working age adults in London report that they cannot speak English very well.

There is a continuing demand for ESOL courses in London. However, funding for ESOL nationally has reduced by 60 per cent over the last decade. Some groups have been particularly affected by changes to funding for ESOL, these groups include:

- People with low-level English language and literacy skills
- Women, especially those with childcare responsibilities

The Mayor wants to help improve and increase the availability of ESOL provision.

For example, the Fund could be used to support:

- People who have been particularly affected by changes to funding for ESOL
- Developing approaches to increase the flexibility of provision available to learners who need greater support
- Creating routes for learners with specific needs, such as employment or vocationally focused ESOL learning in partnership with employers

Addressing sectoral priorities

Many of London's businesses currently face a shortage of skilled workers and are struggling to fill key vacancies. In the coming years, we can expect a different economic landscape, with the UK's decision to leave the European Union having an impact on London's economy and our ability to attract new skills and talent. It is vital that we address these skills shortages by better aligning the skills system and labour market needs.

At the same time, there is a glaring lack of diversity in London's high growth industries, with young people, disabled adults, Black, Asian, and minority ethnic (BAME) groups and women disproportionately underrepresented. The Mayor wants to encourage more diversity across London's high-growth industries to secure inclusive growth for the capital.

The Mayor is committed to improving skills in the specific sectors impacted by these changes. These are identified for the Fund as follows:

- Creative industries
- Health and Social Care
- Early Years and Childcare
- Hospitality and Retail
- Science, Technology, Engineering and Maths
- Construction and Infrastructure

For example, the Fund could be used to support:

- Funding relevant Level 3 courses to upskill learners for London's high growth industries
- Upskilling underrepresented groups for work in London's high growth industries
- Delivering learning that has improved labour market relevance.
- Co-developing and delivering courses with industry.

Support for those affected by jobs displacement/redundancies

The London labour market faces challenges, both in the short and long term, including the impact of Brexit and the changes expected from technological advancements, the transition to a low carbon circular economy and automation. In addition, the UK is forecast to fall from 22nd to 28th out of the 33 Organisation for Economic Co-operation and Development (OECD) countries for intermediate skills by 2020.

We will need to ensure that we support Londoners to gain the skills and education they need in a changing labour market. A shifting economic landscape may require rapid responses from providers to address local redundancies and changes in labour needs through local employability training and re-skilling.

For example, the Fund could be used to support:

- Londoners at risk of job displacement and/or redundancies
- Those working in carbon-intensive industries to re-skill
- Those working in the gig economy or self-employed and earning less than the London Living Wage (LLW) to access provision.
- Working with employers to develop re/upskilling programmes for employees earning less than LLW.

Improving participation in digital skills training

As services and occupations become increasingly digitised, Londoners should feel empowered to take advantage of the many opportunities that technology enables. To do this, individuals must be equipped with the most essential digital skills, so from 2020/21, a new basic digital skills entitlement will be in place.

There is a need to increase participation to address digital skills shortages up to intermediate levels in London's labour market. Analysis from Lloyds Bank's 2019 UK Consumer Digital Index found that 34% of people in London feel their digital skills are not good enough and nearly 44% of Londoners did not have the full Essential Digital Skills for Work. Additionally, half of all Londoners are not aware of the digital skills support that is available.

In a digital age and in Europe's global tech capital, it is crucial that Londoners can get online. In 2017, seven per cent of Londoners had not used the internet in the last three months. Of these, the proportion is higher among Londoners who are unemployed (21 per cent), disabled (22 per cent) and over 65 years (35 per cent). Digital exclusion presents barriers to satisfying basic needs, navigating the city and participating fully in society.

The Mayor wants to increase the digital capabilities of Londoners, pioneering ways to improve digital skills and access for Londoners facing digital exclusion.

For example, the Fund could be used to support:

- Increasing provision of basic digital skills required for everyday life and the increasing digitisation of job roles.
- Basic digital skills for low-skilled unemployed Londoners and those in low-paid employment.
- Supporting those at risk from digital exclusion to access digital skills training.
- Bolt-on intermediate digital skills provision that has a vocational focus.

English and maths

While most other countries have been improving their levels of basic skills participation (and often from a higher base), England— and London—is losing ground.

A good level of basic English and maths is critical to improving the life chances of many Londoners. Basic skills qualifications are not only often a prerequisite for Londoners to secure and progress in work, they are also associated with wider societal benefits including higher levels of confidence and wellbeing. Literacy and numeracy are the ultimate transferable skills. In a rapidly changing labour market, the adaptability of these skills means they will continue to be highly valued by both employers and individuals.

The Mayor will support adults to gain basic English and maths skills, up to level 2, within specific vocations where these qualifications are typically required for progression.

For example, the Fund could be used to support:

- Support for in-work learners to improve English and maths skills
- The development of partnerships with employers to deliver in-work learning opportunities for English and maths.

Innovation

The Fund will only support applications that demonstrate innovation in the delivery of adult education provision. Provision could be innovative in terms of:

- **Engagement** – the method through which the provider engages with or targets learner groups
- **Learning content** – the approach taken by the provider to the delivery or content of the curriculum
- **Progression** – how the provider supports learners to achieve employment, learning or social outcomes
- **Measurement** – how the impact and outcomes of adult learning are captured and measured

The Fund will support both (i) the testing of new approaches through piloting; and (ii) the scaleup of previously successful small-scale projects, which are not eligible to be funded through the current AEB funding rules.

Outcomes

Applicants will need to identify the learning, employment and/or social outcomes their proposed activity will deliver for individual Londoners, communities and businesses.

Table 1, developed as part of the work being led by the GLA's Outcomes Advisory Group, outlines the types of outcomes that could be delivered. Providers will be expected to **deliver at least one outcome from Group 2** as identified in the table.

The GLA will publish further guidance to providers on how to measure and evidence these outcomes in due course.

In summary, through the application process, providers will be required to set out explicitly:

- the Mayoral priority/ priorities their proposed activity addresses
- a convincing account of how the proposed activity will address the challenges identified under the relevant Mayoral priority/ priorities
- the innovation they believe their proposed activity demonstrates
- the learning, employment and/or social outcomes their proposed activity will deliver

Table 1 – Outcomes	
Group 1: Learning outcomes	
Outcome area	Fundable learning activity
Qualification achievements	Any learning activity with a clearly defined learning aim that results in a qualification awarded by an awarding body approved by Ofqual.
Occupational skills	Any learning activity that equips an individual with the skills required for a particular occupation. This might be to enable them to enter an occupation, make a career change or improve skills identified by their current employer.
Basic skills	Any learning activity that leads to improvements in an individual's basic English or maths skills. This may result in qualifications at a level appropriate to that individual.
Group 2: Employment and social outcomes	
Outcomes area	Fundable learning activity
Poverty reduction	Any learning activity that results in an improvement to the extent to which the material resources available to a household is sufficient to meet its material needs.
Self-efficacy	Any learning activity that supports improvements in an individual's belief in their ability to achieve goals, which may have been impaired by illness, disability or a life experience.
Financial capability	Any learning activity that supports individuals to better manage their money, prepare for and manage life events, and deal with financial difficulties.
Digital inclusion	Any learning activity that improves an individual's skills and motivation to confidently go online to access the opportunities of the internet – including use of digital public services.
Family learning	Any learning activity that has an impact on the learning outcomes of both children and adult family members and that contributes to a culture of learning in the family.
Social integration	Any learning activity that supports how people positively interact and connect with others who are different to themselves and contributes to improvements in the life of a community.
Violence reduction	Any learning activity that has an impact on preventing an adult engaging in violent behaviour. This might include any activity likely to reduce the probability of an adult committing a violent crime or participating in gang activity by providing alternative opportunities.

Participation in culture	Any learning activity that has an impact on increased take up of cultural activities for those who would not normally engage in cultural activities. Activities should contribute directly to the participation outcome in the Mayor's Culture Strategy.
Health & wellbeing	Any learning activity that positively impacts on an individual's mental or physical health, on their ability to manage a health condition, or has a positive impact on personal or community wellbeing.
Work readiness	Any learning activity that improves an individual's capacity to find and secure employment.
Progression into employment/ further learning	Any learning activity that results in a learner either gaining employment or enrolling on a further course of learning. This could include access to higher education or higher levels in further education.
In-work progression	Any learning activity that supports an individual's progression at work (e.g. securing extra hours, an increase in pay and benefits, transition to a more secure job status).

Monitoring and Evaluation

The GLA is committed to robustly evaluating the projects supported through the Fund. Successful providers will be expected to agree with the GLA and its AEB evaluation partner² an evaluation plan for their provision. This is likely to include the submission of an interim report which describes progress to date against the targets set during the application stage. Providers will also be required to submit a final report which will be used to evaluate the effectiveness of the project. This information will help inform future approaches to supporting innovation and may be shared publicly.

² The GLA will commission an evaluation of the AEB in late 2019, which will identify and measure the impact of provision funded through the first four years of the AEB programme. One strand of the evaluation will examine the impact of the pilots supported through the Skills for Londoners Innovation Fund on London's learners, education/ training providers, businesses and the wider community.

Who we will fund

The Fund is open to applications from all GLA AEB grant-funded providers eligible for continued funding in 2021/22 as defined by recent changes to AEB eligibility requirements.

To qualify for the Fund, providers must be delivering in line with or above their existing allocation for 2019/20.

Providers delivering below their existing allocation will be able to make a case to the GLA for additional delivery flexibility to build capacity within their current funding allocation if the provision meets the Mayor's priorities and is sufficiently innovative and outcome-focused.

Providers with an overall Ofsted grade of 'good' or above will be eligible to apply for the Fund. Providers with an overall grade of 'requires improvement' will be eligible to apply but will be required to demonstrate how their proposed activity will be of high quality.

The GLA reserves the right to use a range of other quality measures to determine a provider's capability to deliver the additional provision and achieve the planned outcomes.

The Fund will **only be available to grant-funded providers**. For AEB procured providers, separate arrangements are in place for making requests for additional funding as specified in their contracts.

What we will fund

The Fund will support proposals to deliver either new provision or provision that has already started which would exceed the value of the provider's total ABE allocation for 2019/20.

The Fund will support both AEB formula-funded and non-formula funded provision, but only where the provider can set out a clear rationale for why their planned provision could not be delivered in line with the AEB formula-funded methodology. Where similar activity is fundable under the AEB formula-funded methodology, providers will be expected to apply the formula.

Only in exceptional circumstances will the Fund be used to increase subcontracted provision where a provider can demonstrate that the planned innovative delivery relies on engaging with niche and/or specialist organisations to address the Mayor's priorities.

The Fund will support additional activity in 2019/20 (with scope to carry forward committed funding in 2020/21).

Payment information

Applicants will be asked to set out how the funding they are bidding for will be delivered across the two academic years (if applicable). Total allocations for either or both years will then be adjusted based on the additional funding bid for. Payments will be made in line with the payment profile for grant-funded providers.

To ensure the Fund supports a diverse range of projects, applicants can apply for **up to 10% of their existing allocation to a maximum value of £500k**, with a **minimum value of £100k** set for each project.

Providers with a grant allocation of less than £1 million can apply for a Fund grant of £100k but will need to demonstrate that they have sufficient capacity to deliver the increased provision.

Guidance for submitting bids

To submit an application, providers must complete the application form provided alongside this prospectus and email it **by 10 December 2019**.

If you have any questions about the process or application form you can contact the GLA by email: AEB@london.gov.uk.

Annex – Assessment criteria

Applications will be assessed according to the criteria set out in the table below. Answers will be scored using a scale of 1-4 with four being the highest score. **All questions must be answered** for applications to be assessed.

Please note, applications which do not satisfy the eligibility criteria specified under ‘Who we will fund’ in this prospectus **will not be** considered for assessment.

Question	Weighting	Excellent (4 points)	Good (3 points)	Adequate (2 points)	Poor (1 point)
Q1. Please provide a summary of your proposal.	20%	<ul style="list-style-type: none"> • Applicant provides a clear and detailed summary of their proposed activity. • Applicant provides detailed information of how learners and partners contributed to the design of the project and how the requirements of the target group(s) 	<ul style="list-style-type: none"> • Applicant provides a reasonable summary of their proposed activity. • Applicant provides some information of how learners and partners contributed to the design of the project and how the requirements of the target group(s) have 	<ul style="list-style-type: none"> • Applicant provides only a basic summary of their proposed activity. • Applicant provides limited information of how learners and partners contributed to the design of the project and how the requirements of the target group(s) have 	<ul style="list-style-type: none"> • Applicant provides no or a very limited summary about their proposed activity. • Applicant provides no information how learners and partners contributed to the design of the project and how the requirements of the target group(s) have

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		<p>have been incorporated into the design of the project.</p> <ul style="list-style-type: none"> • Applicant makes a clear and compelling case for why its project will add value to existing provision. 	<p>been incorporated into the design of the project.</p> <ul style="list-style-type: none"> • Applicant makes a good case for why its project will add value to existing provision. 	<p>been incorporated into the design of the project.</p> <ul style="list-style-type: none"> • Applicant makes a reasonable case for why its project will add value to existing provision. 	<p>been incorporated in the design of the project.</p> <ul style="list-style-type: none"> • Applicant fails to make the case for why its project will add value to existing provision.
Q2. Please explain which Mayoral priority/priorities your proposed activity will seek to address?	25%	<ul style="list-style-type: none"> • Applicant shows a clear and comprehensive understanding of the Mayoral priorities and how its proposed activity will seek to address them. 	<ul style="list-style-type: none"> • Applicant shows a reasonable understanding of the Mayoral priorities and how its proposed activity will seek to address them. 	<ul style="list-style-type: none"> • Applicant shows a partial understanding of the Mayoral priorities and how its proposed activity will seek to address them. 	<ul style="list-style-type: none"> • Applicant shows no or minimal understanding of the Mayoral priorities and how its proposed activity will seek to address them.
Q3. How many participants do you expect to reach through your proposed activity?	n/a	Not scored.	Not scored.	Not scored.	Not scored.
Q4. Please explain what you consider	30%	<ul style="list-style-type: none"> • Applicant provides a clear and compelling 	<ul style="list-style-type: none"> • Applicant provides a reasonable explanation for 	<ul style="list-style-type: none"> • Applicant provides a partial explanation for 	<ul style="list-style-type: none"> • Applicant does not explain why its proposed

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innovative about your proposed activity?		explanation for why its proposed activity will be innovative in at least one of the following areas: <ul style="list-style-type: none"> – learner engagement – curriculum – supporting learner progression – measuring outcomes 	why its proposed activity will be innovative in at least one of the following areas: <ul style="list-style-type: none"> – learner engagement – curriculum – supporting learner progression – measuring outcomes 	why its proposed activity will be innovative in at least one of the following areas: <ul style="list-style-type: none"> – learner engagement – curriculum – supporting learner progression – measuring outcomes 	activity will be innovative in any of the following areas: <ul style="list-style-type: none"> – learner engagement – curriculum – supporting learner progression – measuring outcomes
Q5. Please identify the outcomes your proposed activity will deliver and the number of participants for each?	n/a	Not scored.	Not scored.	Not scored.	Not scored.
Q6. Please explain how outcomes will be	25%	<ul style="list-style-type: none"> • Applicant provides a clear and comprehensive demonstration of 	<ul style="list-style-type: none"> • Applicant provides a reasonable demonstration of the expected 	<ul style="list-style-type: none"> • Applicant provides a partial demonstration of the expected 	<ul style="list-style-type: none"> • Applicant fails to demonstrate the expected outcomes of the

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<p>measured and how the success of the project can be evaluated?</p>		<p>the expected outcomes of the project and how these will be measured.</p> <ul style="list-style-type: none"> • Applicant provides a detailed explanation of how the success of the project can be captured across a range of potential indicators. 	<p>outcomes of the project and how these will be measured.</p> <ul style="list-style-type: none"> • Applicant provides some explanation of how the success of the project can be captured using one or two potential indicators. 	<p>outcomes of the project and how these will be measured.</p> <ul style="list-style-type: none"> • Applicant provides only a limited explanation of how the success of the project can be captured. 	<p>project and how these will be measured.</p> <ul style="list-style-type: none"> • Applicant does not explain how the success of the project can be captured.
<p>Q7. Please state the amount of funding you wish to apply for – providing a breakdown for amounts in 2019/20 and 2020/21 (if applicable)</p>	<p>n/a</p>	<ul style="list-style-type: none"> • Not scored. 	<p>Not scored.</p>	<p>Not scored.</p>	<p>Not scored.</p>

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