

AGENDA

Meeting Outcomes for Londoners Advisory Group

Date **Thursday, 18 March 2021**

Time **10.00 am**

Place **Remote meeting**

Agendas and summary minutes of the meetings of the Outcomes for Londoners Advisory Group will be published at www.London.gov.uk/Skills-for-Londoners (except in those cases where information in the papers may be exempt from disclosure under the Freedom of Information Act). Meetings will not be held in public and are only open to those invited to attend by the Chair.

Members:

Angus Knowles-Cutler, Skills for Londoners (SfL) Board Member (Chair)
Nigel Ball, University of Oxford
Pat Carvalho, HCUC
Arinola Edeh, SfL Board Member
Dipa Ganguli, Sutton College
Helen Hammond, Institutes for Adult Learning
Gerry McDonald, SfL Board Member
Kirsty McHugh, Mayor's Fund for London
Dianna Neal, London Councils
David Pack, West London Alliance

Contact officer: Rachel Greenwood, Board Secretary, Skills & Employment

Telephone: 07850 966002

Email: Rachel.Greenwood@London.gov.uk

1. Welcome and apologies

2. Declarations of Interest

Members to declare any disclosable pecuniary interests which they have in any of the items set out on the agenda and, where applicable, consider if they should withdraw from the discussion or the meeting.

3. Minutes from the previous meeting (Pages 3 - 8)

Members are asked to agree the minutes of the meeting held on 26 November 2020.

4. Actions arising from previous meetings (Pages 9 - 10)

To be presented by Rachel Greenwood, Board Secretary, Skills & Employment.

5. Skills for Londoners governance update (oral update)

To be presented by Rachel Greenwood, Board Secretary, Skills & Employment.

6. Outcomes for Londoners programme update (Pages 11 - 28)

To be presented by Lubomira Chirmiciu, Funding Policy & Systems Manager, Skills & Employment.

7. London's Adult Education Roadmap (workshop)

To be facilitated by Karissa Singh, Senior Policy Officer, Skills & Employment.

8. Date of next meeting

The next meeting of the Outcomes for Londoners Advisory Group will be confirmed after the Mayor of London and London Assembly elections in May 2021.

9. Any other business the Chair considers urgent

MINUTES

Meeting: Outcomes for Londoners Advisory Group

Date: Thursday, 26 November 2020

Time: 2.00 pm

Place: Remote meeting

Copies of the minutes may be found at: <http://www.london.gov.uk/Skills-for-Londoners>

Members present:

Angus Knowles-Cutler, Skills for Londoners (SfL) Board Member (Chair)

Arinola Edeh, SfL Board Member

Nigel Ball, University of Oxford

Dipa Ganguli, Sutton College

Helen Hammond, Institutes for Adult Learning

Dianna Neal, London Councils

David Pack, West London Alliance

Officers in attendance:

Michelle Cuomo Boorer, Assistant Director – Skills & Employment

Lubomira Chirmiciu, Senior Manager – Funding Policy & Systems, Skills & Employment

Rachel Greenwood, Board Secretary, Skills & Employment (Clerk)

Joel Mullan, Principal Policy Officer, Skills & Employment

Forogh Rahmani, Senior Manager – Strategy, Policy & Relationships, Skills & Employment

Claire Johnson, IFF Research

Jessica Huntley Hewitt, IFF Research

Contact Officer: Rachel Greenwood, Board Secretary, Skills & Employment

Telephone: 020 7983 4285 / 07850 966002

Email: Rachel.Greenwood@london.gov.uk

1. Welcome and apologies (Item 1)

- 1.1 The Chair welcomed Members to the meeting.
- 1.2 Apologies for absence were received from Pat Carvalho, Gerry McDonald and Kirsty McHugh.
- 1.3 The Chair also welcomed David Pack to his first meeting. Members noted that David was replacing Diarmid Swainson who had stood down from the Group. It was also noted that Gill Worgan and John Hitchin had chosen not to renew their appointments to the Group.

2. Declarations of Interest (Item 2)

- 2.1 There were no declarations of interest.

3. Minutes from the previous meeting (Item 3)

3.1 RESOLVED:

The minutes of the meeting held on 6 May 2020 were agreed as a correct record.

4. Actions arising from previous meetings (Item 4)

- 4.1 Members received an update on the actions arising from the previous meeting of the Group, all of which had been completed.

4.2 RESOLVED:

The actions arising from the previous meeting were noted.

5. Outcomes for Londoners programme update and discussion on the London Recovery programme (Item 5)

- 5.1 The Group received a presentation on the role of the Adult Education Budget (AEB) in the London Recovery programme, including progress to date and the next steps for the programme. Members noted the steps taken by the GLA to support providers during the COVID-19 pandemic, and were provided with an overview of the recovery missions with a particular focus on the *Good Work for All* and *Digital Access for All* missions and how these would be achieved.
- 5.2 Members heard that the long term ambition was to create a more integrated skills & employment system, and how success was measured (over the short- medium- and long-term) would be a key area this group would support.

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- 5.3 Members noted that a Skills for Londoners (SfL) Recovery Task and Finish Group was being set up as a subordinate body to the SfL Board, with support from the Business Partnership, to provide an expert voice on developing the two missions mentioned above. In response to a query, officers agreed to share the terms of reference and membership with the Group once they had been finalised.
- 5.4 The Chair commented that he had attended the first meeting of the 'London Covid Business Forum' last week, noting that the AEB had featured as a part of the discussion. While business representatives would sit on the abovementioned SfL Recovery Task and Finish Group, the Chair suggested that officers sought input from representative groups such as London First, London Confederation of British Industry (CBI) and the Federation of Small Businesses (FSB) to ensure a London view of business needs was built into the skills element of the recovery work. The Senior Manager – Strategy, Policy & Relationships agreed to follow this up following the meeting. Officers also noted that in the short term it would be useful to understand from businesses whether they were confident with the offer available from the Government with regards to skills retraining schemes, and what other support might be required.
- 5.5 During the discussion it was also suggested that London Councils could potentially provide insights on business needs and emerging pressures and issues. Many local authorities had got closer to businesses through the COVID-19 pandemic and in turn colleges had been able to shape their own approach to help meet those needs through their offer to learners.
- 5.6 **RESOLVED:**
The Outcomes for Londoners Advisory Group:
- a) **Noted the report and subsequent discussion;**
 - b) **Agreed that officers would share the terms of reference and membership of the Skills for Londoners Recovery Task and Finish Group once they had been finalised; and**
 - c) **Agreed that officers would seek input from business representative organisations as a part of the recovery work.**

6. Piloting the London Learner Survey (Item 6)

- 6.1 Representatives from IFF Research, the organisation appointed by the GLA to implement the London Learner Survey pilot, presented an overview of their work to date on the pilot programme, ahead of its launch in early 2021.
- 6.2 The proposed approach to testing the London Learner Survey was set out. The Group noted that understanding what the AEB was paying for in London was even more important in light of COVID-19 and the survey would be an important tool to demonstrate both the economic and social benefits, as well as how the AEB would support London's recovery missions.

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6.3 Members noted that feedback had been sought from providers, including some members of this group, on the draft questionnaire and to stress-test the proposed approach. Officers thanked the group and all who had been involved in the development of the survey to date. The next phase of piloting would be important to test the process and resolve issues before rolling the survey out more widely.

6.4 During the discussion on the draft survey and proposed pilot programme, the following points were raised:

- Overall, members were pleased with the improvements that had been made to the draft survey since the testing some had been involved with, noting that feedback had been listened to and some key challenges had been addressed.
- There was discussion around the languages the survey would be translated to. While these were yet to be confirmed, members commented that this element would be important for some learners, particularly English for Speakers of Other Languages (ESOL) learners and those with literacy needs, and queried whether a greater number of languages could be included. It was critical that the survey was as accessible as possible, and this would be a key element of that. Officers noted that the pilot survey would track the most used or requested languages and there would be scope to amend or add languages for the full roll out.
- It was suggested that the phrasing of some questions, such as those on social integration, may need refining or rephrasing to ensure they were easy to understand and did not cause concern or worry for learners completing the survey. Officers noted it would be important that providers were able to explain to learners why the information was being collected and what it was being used for. Reviewing these elements would be an important part of the pilot programme and changes would be made as needed in response to feedback to ensure that learners felt comfortable providing the information requested.
- In response to a query, officers confirmed that a round of cognitive testing with learners with ESOL and literacy needs had taken place to help shape the current survey questions. In addition, the survey questions had also been mapped across to the London recovery missions to ensure the data produced would provide insights for the recovery work.
- During discussion on the administration of the baseline survey, Members commented that the survey would be easier to manage than previously anticipated, and welcomed that materials would be provided to support the process. There was some concern however about the administrative burden that would be placed on providers and it was suggested that the GLA looked at whether additional support could be provided, potentially through additional financial support, to make sure providers were able to resource it.
- Members highlighted the importance of ensuring the survey was completed by a wide range of learners to ensure the data it produced was representative. There was acknowledgement that the main method of delivering the survey

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(via an email link) would not work for all learners and providers would need to offer support, either at enrolment, through additional sessions, or one-to-one with learners, particularly for the hard to reach. Some uncertainty also remained around the time taken to complete the survey, noting that it would take significantly longer for some learners.

- Members discussed the potential uses of the data that would be collected through the survey, commenting that this would provide a rich data source. A query was raised as to whether the GLA would make the data publicly available for others, including data analysts, researchers and evaluators. It was also noted that London Councils would welcome access to the data so local authorities and sub-regional partnerships could understand the impact of the AEB on local places, residents and learners. Officers noted that data would be used to inform future AEB policy development in London, and it would also be shared with participating providers to enable them to see their own performance. Officers also confirmed that the ambition would be to make this data available through the Office for National Statistics (ONS) Secure Research Service (SRS) and this was currently being explored.
- Members recognised the challenge in developing an approach for the survey that would work for all learners/institutions. Those representing providers commented that they were keen for the survey to be successful to demonstrate how powerful the work they do with AEB funding is, however additional support to deliver the survey would enable them to ensure it reached as many learners as possible.

6.5 Following the discussion, the Chair thanked the team for their work to develop the Survey noting that, while there was still some work to do, good progress had been made since the last meeting.

6.6 It was agreed that an update on the London Learner Survey would be taken to the next meeting of the Skills for Londoners Board on 26 January 2020.

6.7 RESOLVED:

The Outcomes for Londoners Advisory Group:

- a) **Noted the presentation and the feedback provided in the subsequent discussion; and**
- b) **Agreed that an update on the London Learner Survey pilot would be taken to the next meeting of the Skills for Londoners Board.**

7. Date of next meeting (Item 7)

7.1 The next meeting of the Outcomes for Londoners Advisory Group was confirmed as 10.00am on Thursday, 18 March 2021.

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8. Any other business the Chair considers urgent (Item 8)

8.1 There was no urgent business.

9. Close of meeting

9.1 The meeting ended at 3.30pm.

GREATER**LONDON**AUTHORITY

Skills for Londoners Board Outcomes for Londoners Advisory Group

Date of meeting: **18 March 2021**

Title of report: **Actions Arising from previous meetings**

To be presented by: **Rachel Greenwood, Board Secretary, Skills & Employment**

Cleared by: **Michelle Cuomo Boorer, Assistant Director – Skills & Employment**

Classification **Public**

1 Executive Summary

- 1.1 This report updates the Outcomes for Londoners Advisory Group on actions arising from the previous meeting.

2 Recommendation

- 2.1 The Outcomes for Londoners Advisory Group is asked to **note** the update on actions arising from the previous meeting.

3 Actions arising from the meeting of 26 November 2020

Agenda Item	Action	Status
5. Outcomes for Londoners programme update and discussion on the London Recovery programme	That officers would share the terms of reference and membership of the Skills for Londoners Recovery Task and Finish Group once they had been finalised.	Completed. Circulated to members by email on 10 December 2020.
	That officers would seek input from business representative organisations as a part of the recovery work.	Completed. Officers are organising roundtables with business groups and have also fed into the roadmap for economic recovery, led by the London Covid Business Forum.

4 Next Steps

- 4.1 Outlined elsewhere within this report.

Appendices:

- None.

GREATER LONDON AUTHORITY

Skills for Londoners Board Outcomes for Londoners Advisory Group

Date of meeting: **18 March 2021**

Title of report: **Outcomes for Londoners programme update**

To be presented by: **Lubomira Chirmiciu, Funding Policy & Systems Manager, Skills & Employment**

Cleared by: **Michelle Cuomo Boorer, Assistant Director – Skills & Employment**

Classification: **Public**

1 Executive Summary

- 1.1 This report provides background information to inform the discussion at the Outcomes for Londoners Advisory Group meeting. It provides an overview of developments since the last meeting of the Group – with a focus on development of the London Learner Survey, the implications for the outcomes agenda from the recent Skills for Jobs White Paper and an update for discussion on the London Adult Education Roadmap.

2 Recommendations

- 2.1 The Outcomes for Londoners Advisory Group is asked to:
- 2.1.1 **Note** the update on progress since the last meeting of the Advisory Group; and
- 2.1.2 **Discuss** potential implications of the Skills for Jobs White Paper and the development of London's Adult Education Roadmap on the Mayor's work to focus the Adult Education Budget more strongly on outcomes/impact.

3 Issues for Consideration

Update on progress with improving data on outcomes through the London Learner Survey and new Delivery Plans

- 3.1 The London Learner Survey pilot was due to be launched in partnership with Adult Education Budget (AEB) providers at the start of this term. However, in light of the national lockdown and associated impact it has had on our AEB providers, the timeline was reviewed following a consultation with providers. In the consultation 80% of providers who responded were in favour of a delay. The piloting of the baseline survey has therefore been postponed until the Easter Term.
- 3.2 The endline survey of learners, which is delivered directly by IFF Research, will take place as soon as the GLA receives the required data from the Education and Skills Funding Agency (ESFA). The application made to the

ESFA to allow for Individual Learner Record (ILR) data to be used for the survey has been agreed and we expect to take receipt of the data once a data sharing agreement has been finalised. Currently, our expectation is that despite this delay in piloting, it will still be possible to commence the full roll-out of the survey early in the next Academic Year.

- 3.3 For the 2021/22 Academic Year, AEB providers will be able to access an additional 'London factor' of a 10% funding uplift applied to the weighted base rate of all AEB-fundable qualifications up to and including level 2. To access this, they will be required to provide a London based delivery plan. This plan will demonstrate how their proposed provision will meet the objectives of the London recovery missions and ensure a joined up and aligned skills and employment offer for Londoners. The content to be included in the plan will be developed in consultation with providers and issued in early 2021 but this should include data that will provide more data on outcomes for learners. The Delivery Plan Template and Guidance Notes are included as Appendix A.

Implications/opportunities from the Skills for Jobs White Paper for the outcomes agenda

- 3.4 The White Paper sets out some key ideas to reform further education. In summary these are:
- Putting employers at the heart of the system so that education and training leads to jobs that can improve productivity and fill skills gaps.
 - Investing in higher-level technical qualifications that provide a valuable alternative to a university degree.
 - Making sure people can access training and learning flexibly throughout their lives and are well-informed about what is on offer through great careers support.
 - Reforming funding and accountability for providers to simplify how funds are allocated, give providers more autonomy, and ensure an effective accountability regime which delivers value for money.
 - Supporting excellent teaching in further education.
- 3.5 The White Paper is available at: [Skills for Jobs: Lifelong Learning for Opportunity and Growth \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611111/skills-for-jobs-white-paper.pdf)
- 3.6 In the White Paper, the Government emphasises greater clarity and predictability of funding for providers and more autonomy for how that funding is used. Accountability will focus on outcomes, supporting a shift towards higher-value, employment-based provision. This will allow colleges and other providers to be more flexible and innovative in how they respond to local and national skills needs.
- 3.7 One key policy is to introduce Local Skills Improvement Plans. These plans will bring employers, colleges and other providers, and local stakeholders together to set out the key changes needed to make technical skills training more responsive to employers' skills needs. These plans will improve the links between employers and providers and give providers a clear articulation of skills needs in an area.
- 3.8 As the title 'Skills for Jobs' implies, the emphasis in the White Paper is upon employment outcomes or outcomes linked to the acquisition of higher technical qualifications. The White paper does not mention social outcomes which have been among the AEB priorities for the GLA over the last three

years. One of the challenges which the government will have to consult on, is shaping an outcomes-focused environment within the existing AEB framework and data sets.

- 3.9 The government intends to consult on the proposals to reform funding and accountability, especially with Mayoral Combined Authorities, and the debate on key questions at the Outcomes for Londoners Advisory Group will feed into the GLA response to that consultation.

London Adult Education Roadmap and impact/outcomes

- 3.10 As of August 2019, the Mayor has held the delegated responsibility for the management and administration of London's AEB, which funds the majority of 19+ provision in the capital. Following a successful transition and year of delegated AEB delivery, the GLA is now in a position to set a longer-term plan for adult education in London.
- 3.11 The GLA is developing an Adult Education Roadmap for London. The Roadmap will set out how we plan to build on the success of AEB delegation and the work of London's skills providers to create an even more accessible, impactful and locally relevant system that can better serve London's communities and economies. The Roadmap will be developed in consultation with key partners including: education and training providers; employers; civil society; and Londoners themselves. We will aim to publish a final Roadmap in December 2021.
- 3.12 One of the aims of the Roadmap is to make adult education provision more impactful, and this will build on the work on outcomes that has been advanced by this Group and the GLA.

4 Equality comments

- 4.1 In the [Skills for Londoners Strategy](#) and subsequent analyses, the GLA has highlighted that there are several groups that are disproportionately underrepresented in London's labour market, including some groups with protected characteristics. This includes special educational needs and disabilities (SEND) learners, young people, disabled adults, Black, Asian and minority ethnic (BAME) groups and women.
- 4.2 The GLA will use any data collected through the London Learner Survey to measure and analyse trends in the participation of different groups of Londoners and the outcomes achieved by different groups of Londoners. This will give the GLA insight into how effectively providers are serving those groups, and will be used to inform future policy interventions to reduce gaps in participation and achievement among disadvantaged groups. Officers have considered the direct impact of the proposed work on groups with protected characteristics and do not anticipate that the collection of survey data, in and of itself, will disadvantage any particular group.
- 4.3 The Public Sector Equality Duty has been taken into account in ensuring that the feasibility study for the London Learner Survey enables all those with protected characteristics to take part in the survey.

5 Risks arising / mitigation

- 5.1 Extensive stakeholder consultation is being carried out on the development of the London Learner Survey, the introduction of data collection through Delivery Plans and the Adult Education Roadmap which should mitigate any risks.

6 Legal implications

- 6.1 This report is for noting only and therefore legal advice has not been sought. Should any legal queries arise from the considerations set out in this report, the GLA will contact TfL Legal to obtain advice.

7 Financial comments of the Executive Director Resources

- 7.1 There are no direct financial implications to the GLA arising from the considerations set out in this report.

8 Next steps

- 8.1 The next steps following consideration by the Advisory Group are summarised below:

Activity	Timeline
London Learner Survey Pilot Baseline survey Endline survey	Easter Term To be carried out as soon as the Data Sharing Agreement with the ESFA is in place.
London Adult Education Roadmap Consultation will feed into in the final Roadmap	December 2021

Appendices:

- **Appendix A** – AEB Delivery Plan 2021/22 Template and Guidance Notes

Adult Education Budget Delivery Plan 2021/22

Plan Template and Guidance Notes

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**Greater London Authority
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About this document

This planning template form should be used to complete the Adult Education Budget (AEB) Delivery Plan (the Plan) for 2021/22. You should return the Plan by **14 May 2021**.

Please email your completed version of this form to AEB@london.gov.uk with the subject line: *AEB Delivery Plan 2021/22*.

The form is made up of two sections:

Section 1 – requires some basic contact information so we can get in touch with you about your application.

Section 2 – asks you to provide an overview of your proposed delivery as follows:

- a. the delivery volumes which underpin the Plan
- b. a commentary supporting the Plan.

Section 3 – provides guidance notes for the completion of the Plan.

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

Section 1 – Contact information

Contact information	Response
Provider name	Click or tap here to enter text.
Provider address	Click or tap here to enter text.
UK Provider Reference Number (UKPRN)	Click or tap here to enter text.
Primary contact name	Click or tap here to enter text.
Primary contact e-mail	Click or tap here to enter text.
Primary contact telephone number	Click or tap here to enter text.
Secondary contact name (in case we need to get in touch and the primary contact is ill)	Click or tap here to enter text.
Secondary contact e-mail	Click or tap here to enter text.
Secondary contact telephone number	Click or tap here to enter text.

Section 2a – London AEB Delivery Plan

Reference	Description	Full Year 20/21 Baseline	Full Year 21/22 Plan	Full Year 22/23 Plan	Full Year 20/21 Baseline	Full Year 21/22 Plan	Full Year 22/23 Plan	Full Year 20/21 Baseline	Full Year 21/22 Plan	Full Year 22/23 Plan
Summary		Learners Starts	Learners Starts	Learners Starts	Aims Starts	Aims Starts	Aims Starts	Aims Achievers	Aims Achievers	Aims Achievers
L.1	Total Learners									
Type	<i>of which</i>									
L.2	New Unemployed (under 12 months)									
L.3	Unemployed (over 12 months)									
L.4	Young Londoners aged 19-23 years old									
L.5	Black, Asian and Minority Ethnic Londoners									
L.6	Disabled Londoners									
L.8	Older Londoners aged over 55									
L.9	Employed earning below the London Living Wage									
Support	<i>of which</i>									
L.10	Learning Support									
L.11	Learners with Hardship Support									
L.12	Learners with Childcare Support									
Curriculum										
LA.1	Total Learning Aims									
Strand	<i>of which</i>									
LA.2	Adult Skills Formula-Funded									
LA.3	Adult Skills Non-Formula (10% Flexibility)									
LA.4	Community Learning									
LA.5	Online Learning									
Type	<i>of which</i>									
LA.6	ESOL									
LA.7	Digital Entitlement (Essential Digital Skills)									
LA.8	English or Maths									
LA.9	Learning up to Level 2									
LA.10	Level 2 Entitlement									
LA.11	Level 3 Entitlement									
LA.12	National Skills Fund Level 3 Offer									
LA.13	Level 3 London Recovery Flexibility									
LA.14	Pre-Employment Training eg swba									
LA.15	SEND Workforce Development									

Section 2b - Commentary

Question

- 1. Please provide a summary of your priorities and measures of success for the next academic year? (max. 300 words)**

Click or tap here to enter text.

- 2. Please provide details of how your planned delivery support London's Recovery missions (max. 300 words).**

Click or tap here to enter text.

- 3. Please describe how you plan to use the London flexibilities to support the recovery in your area (max. 300 words):**

Click or tap here to enter text.

- 4. Please describe how you will work in partnership locally with employers and local services, including sub-regional partnerships, to provide education and training to deliver the recovery priorities? (max. 300 words)**

Click or tap here to enter text.

5. Please set out how you plan to engage with 'hard to reach' learners and communities to ensure your planned delivery meets their needs? (max. 300 words)

Click or tap here to enter text.

6. Please describe how you are recruiting, developing and promoting an inclusive and diverse workforce at all levels across your organisation to ensure that your planned provision engages disadvantaged and 'hard to reach' communities? (max. 300 words)

Click or tap here to enter text.

Section 3 - Guidance Notes

Planning AEB for 2021/22

- 1 The planning year 2021/22 presents a significant opportunity for the FE sector in London to demonstrate its contribution to the London after the crisis of the coronavirus pandemic.
- 2 Colleges, local authorities and training providers will be at the heart of delivering the capital's nine recovery missions to meet the grand challenge of building back better. For 2021/22, we are seeking a delivery plan from you to set out the contribution of your organisation to supporting London's recovery.

London Recovery Missions

- 3 The grand recovery challenge for London is to restore confidence in the city, minimise the impact on London's communities and build back better the city's economy and society. To achieve this the London Recovery Board has established nine recovery missions as follows:
 - A Green New Deal - Tackle the climate and ecological emergencies and improve air quality by doubling the size of London's green economy by 2030 to accelerate job creation for all.
 - A Robust Safety Net - By 2025, every Londoner is able to access the support they need to prevent financial hardship.
 - High Streets for All - Deliver enhanced public spaces and exciting new uses for underused high street buildings in every Borough by 2025, working with London's diverse communities.
 - A New Deal for Young People - By 2024 all young people in need are entitled to a personal mentor and all young Londoners have access to quality local youth activities.
 - Helping Londoners into Good Work - Support Londoners into good jobs with a focus on sectors key to London's recovery.
 - Mental Health and Wellbeing - By 2025 London will have a quarter of a million wellbeing ambassadors, supporting Londoners where they live, work and play.
 - Digital Access for All - Every Londoner to have access to good connectivity, basic digital skills and the device or support they need to be online by 2025.
 - Healthy Food, Healthy Weight - By 2025 every Londoner lives in a healthy food neighbourhood.
 - Building Strong Communities - By 2025, all Londoners will have access to a community hub ensuring they can volunteer, get support and build strong community networks
- 4 Details of each recovery mission are set out at https://www.london.gov.uk/sites/default/files/recovery_programme_overview.pdf.

- 5 AEB provision will play a key role in supporting the London Recovery Programme by providing Londoners with the education, training and support needed to succeed in work and society, in particular:
- A New Deal for Young People – to provide funding for Londoners aged 19 to 24 to access the skills they need to succeed;
 - Helping Londoners into Good Work and A Green New Deal – to support Londoners hardest hit by the pandemic including young people, newly unemployed, people with caring responsibilities and people at risk of redundancy into good work, while ensuring that Londoners with the most complex needs are not left behind. AEB will provide funding for unemployed and low-paid Londoners to train/re-train as well as to upskill to meet the needs of the economy; and
 - Building Strong Communities and Digital Access for All – to provide funding for community learning including English to Speakers of Other Languages (ESOL), as well as to provide full funding for Londoners with low or no qualifications to gain basic digital skills.
- 6 In planning for 2021/22, please consider how your curriculum for adults will support this mission in partnership with other support services provided by Job Centre Plus, borough sub-regional partnerships and/or local employment support to help adult Londoners into good work or further study.

London flexibilities to support your plans for delivery

- 7 For 2021/22, the Mayor has introduced a range of AEB flexibilities and funding uplifts to support your plans to deliver to Londoners and consider as part of your curriculum planning. These are:
- a. London Factor Progression uplift. Funding for Level 2 and below delivery will be uplifted by 10% to support the activity need to progress Londoners with lower levels of attainment towards their employment or progression aims.
 - b. Level 3 full-funding flexibility. We will fully fund a Level 3 qualification, where an individual is unemployed or earning below the London Living Wage and enrolled on a vocational qualification of less than 12 months that supports an individual to enter or sustain work. Qualifications should be listed on the Find a Learning Aim database and be available for Adult Skills delivery in 2021/22. Qualifications such as Access to HE Diplomas, A Levels and two-year Diplomas or Extended Diplomas are not in scope for the Level 3 flexibility. Where a qualification is listed as part of the National Skills Fund Level 3 offer and the learner is eligible for that ringfenced funding, the flexibility would not apply as the qualification would be funded under that fund.
 - c. AEB non-formula funding (10% of allocation). To adapt provision and respond flexibly to the London recovery skills and employment needs in each local area, providers may use up to 10% of their AEB formula funded allocation for non-formula funded provision. Providers should use this flexibility to respond to local skills needs such as short courses to enable Londoners to progress into work, in particular

- where they are unemployed as a result of the Covid-19 pandemic. Where you apply this flexibility, you will continue to return learning record data under funding model 10.
- d. Upskilling of teaching staff to deliver improved specialist provision for learners with SEND. We will fully fund eligible learning aims which support the upskilling of teaching or learning support staff to deliver improved specialist provision for learners with SEND within the adult/further education sector.
 - e. London Living Wage (LLW) Full Funding. The full funding of Londoners who earn below the LLW will continue in 2021/22 as in previous years. This supports the planning and delivery of learning to the low paid and low skilled Londoners.
 - f. British Sign Language. We will fully fund any learner aged 19+ whose first or preferred language is British Sign Language (BSL), or who cannot access spoken language because of their deafness and would benefit from BSL, to study for qualifications in BSL, up to and including level 2.
- 8 The purpose of these flexibilities is to enable providers to plan and deliver the education and training provision needed in each locality in London to support residents to progress to positive outcomes either in work or further study.

National Skills Fund – Level 3 offer in London

- 9 Please include plans for delivery of the National Skills Fund Level 3 offer. The offer is funded by the Mayor in London in 2021/22.
- 10 Level 3 qualifications on the in the [National Skills Fund – Level 3 Adult Offer](#) to adult learners aged 24+ without a first full level 3 qualification should be included.

Completing the planning template

- 11 Please complete Section 2a London Delivery Plan template with the planning information for your organisation. This template includes an estimate for the current year (2020/21), the plan for next year (2021/22) and a forecast project for the following year (2022/23).
- 12 Learners are defined as the number of unique learners planned for the year, who have started provision. Learning Aim start and achievements are defined in line with the Individualised Learner Record (ILR) specification.
- 13 The 'of which' categories follow the ILR specification definitions for each type of learner. Please note that learners may occupy more than one category so the total 'of which' categories may be greater than the total learners. Regarding Question 5 of the commentary, hard-to-reach individuals may include the groups listed in these categories and also may include other individuals such as those with caring responsibilities or at risk of redundancy.

- 14 The table below provides the data definition for each row of the template related to learners.

	Type of Learner	Definition – ILR Specification
L.1	Total Learners	
Type	<i>of which</i>	
L.2	New Unemployed (under 12 months)	Employment Monitoring code LOU 1 and 2
L.3	Unemployed (over 12 months)	Employment Monitoring code LOU 3, 4 and 5
L.4	Young Londoners aged 19-23 years old	23 or under years of age at 31 August
L.5	Black, Asian and Minority Ethnic Londoners	Learners without ethnicity attribute code 31 to 34, 98 and 99
L.6	Disabled Londoners	LLDD and health problem attribute code 1
L.8	Older Londoners aged over 55	55 or over year of age at 31 August
L.9	Employed earning below the London Living Wage	Employed and earning below the LLW
Support	<i>of which</i>	
L.10	Learning Support	Learners in receipt of Learning Support
L.11	Learners with Hardship Support	Learners in receipt of Learner Support Hardship Funds
L.12	Learners with Childcare Support	Learners in receipt of Learner Support Childcare Funds

- 15 The table below provides the data definition for each row of the template related to learning aims.

	Curriculum Type	Definition – ILR Specification
LA1	Total Learning Aims	
Strand	<i>of which</i>	
LA2	Adult Skills Formula-Funded	Learning aims delivered under Model 35
LA3	Adult Skills Non-Formula (10% Flexibility)	Learning aims delivered under Model 10
LA4	Community Learning	Community Learning aims delivered under Model 10
LA5	Online Learning	Delivered wholly away from a learning centre, for example distance or e-learning
Type	<i>of which</i>	
LA6	ESOL	Learning aims classed as ESOL
LA7	Digital Entitlement (Essential Digital Skills)	Learning aims under the Digital Entitlement
LA8	English or Maths	Learning aims classed as English and Maths
LA9	Learning up to Level 2	Learning aims up to Level 2 which are not ESOL, English/Maths or Digital Entitlement
LA10	Level 2 Entitlement	Learning aims under the L3 entitlement list
LA11	Level 3 Entitlement	Learning aims under the L3 entitlement list
LA12	National Skills Fund Level 3 Offer	Learning aims listed on National Skills Fund L3 Offer
LA13	Level 3 London Recovery Flexibilities	Learning aims listed as Adult Skills on Find a Learning Aim
LA14	Pre-Employment Training such as sector based work academies or other local programmes	Learning aims which are specific pre-employment training
LA15	SEND Workforce Development	Learning aims to support teaching skills

- 16 For Questions 2, 3 and 4, please refer to the London Recovery missions and the AEB flexibilities that are described above.
- 17 Regarding Questions 5 and 6, the past year's events have brought into focus several persistent and embedded inequalities within the UK. The disproportionate impact of Covid-19 on those with protected characteristics has highlighted significant health inequalities; while the Black Live Matters protests drew attention to broader inequalities faced by Black and Minority Ethnic groups

in the UK.

- 18 To address these inequalities, the Mayor has introduced *"Recognising and addressing structural inequalities, promoting a fairer and more inclusive London and focussing on the most vulnerable"* as a cross-cutting principle in The London Recovery Programme. This will mean that all London Recovery Missions are tasked with identifying how they can narrow social, economic and health inequalities.
- 19 We are encouraged to see that work is already taking place within the FE sector to meet this cross-cutting principle. Organisations such as [The Black FE Leadership Group](#) and [The Association of Colleges](#), have been challenging and supporting the sector to become more diverse and inclusive. As we move into recovery from the Covid-19 pandemic, a representative and fair London FE sector will be an important tool to meet the needs of those with protected characteristics, who have been hit hardest by the pandemic and have been shown to benefit from a diverse FE workforce.
- 20 To ensure that we are providing the London FE Sector with targeted support, please consider the following in respect of questions 5 and 6:
- How is your organisation implementing and monitoring the impact of your Equality and Diversity policy/policies? *(Please let us know if you are using any frameworks to help steer your enactment e.g. AoC's Diversity in Leadership toolkit, Black FE Leadership Group's 10 point action plan etc.)*
 - How is your organisation ensuring that you do not discriminate directly or indirectly on the grounds of a protected characteristic when making decisions to recruit, select, remunerate, train, transfer and promote employees?
 - How does your organisation operate appropriate arrangements (including training and guidance) to ensure that equality and diversity is embedded within your organisation?

Getting in touch with us

- 21 If you have any questions about the Delivery Plan, do please get in touch with your Provider Manager.

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:

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