

**MAYOR OF LONDON**

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# **London Learner Survey 2024/25**

Headline findings

June 2026

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**Greater London Authority  
2026**

Published by  
Greater London Authority  
City Hall  
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## EXECUTIVE SUMMARY

The London Learner Survey (LLS) 2024/25 provides analysis of the outcomes achieved by GLA funded Adult Skills Fund (ASF) and Free Courses for Jobs (FCFJ) learners. This report details the economic and social outcomes of the learners during the 2024/25 academic year. Alongside this research report there is an interactive report and we will be publishing a series of briefing notes accessible via the [London Datastore](#).

The survey focuses on seven outcomes: these can be divided into economic and social outcomes, as approved by the Mayor of London in the Skills Roadmap.<sup>1</sup> The economic outcomes are: progression into employment; progression within work; and progression into further learning. The social outcomes are: improved health and wellbeing; improved social integration; improved self-efficacy; and participation in volunteering.

The ASF underwent a series of reforms in 2024/25 including an adjustment in the funding models. The ASF is split into Adult Skills Core and Tailored Learning. Therefore, some historical comparisons, such as those based on funding model, are no longer feasible.

## Methodology

The LLS consists of two surveys: a baseline survey administered at the start of the learners’ course and a follow-up survey conducted approximately five to seven months after course completion. This dual-survey approach allows for a thorough assessment of the changes in learners’ economic and social circumstances following their participation in GLA-funded learning. The LLS 2024/25 surveys all eligible adult learners (19+) who have completed a GLA funded ASF and FCFJ programmes during the 2024/25 academic year.

## Summary of headline outcomes

**Destination:** 79 per cent of learners were either employed, or pursuing further learning after completing their course

### Economic Outcomes



44% reported a positive economic outcome



23% of learners out of work moved into employment



38% of employed learners progressed in work



16% of employed learners had an increase in income



65% started or are going to start further learning

### Social Outcomes



95% reported a positive social outcome



81% of learners experienced an increase in wellbeing



90% felt more confident due to their course



79% met different people due to their course



48% of learners participated in volunteering

<sup>1</sup> GLA, [Skills Roadmap for London](#), January 2022.

## Economic outcomes

### *Overall impact:*

The survey revealed that 79 per cent (or 132,500) of learners were either employed, or pursuing further learning after completing their course. Specifically, 44 per cent (or 72,600) of non-retired learners experienced a positive economic change, such as gaining employment, securing a permanent position, receiving a pay increase, or advancing to higher levels of training.<sup>2</sup> Not taking other factors into account, the results can be broken down by funding model, level of study and demographics:

- **By funding model:** A slightly higher share (45 per cent) of non-retired Adult Skills Core learners experienced a positive economic outcome within five to seven months after completing their courses. Overall, 40 per cent of non-retired learners in Tailored Learning achieved a positive economic outcome, compared to 44 per cent for the whole ASF.
- **By level:** Overall, there is a positive link between the level of ASF education and the share of learners experiencing a positive economic outcome. Learners taking courses at Levels 1, 2 and 3 courses experience higher outcomes (46 per cent, 48 per cent and 50 per cent, respectively).
- **By age:** Younger learners have the highest economic outcome rate by age – more than half of learners aged 19-23 (52 per cent) experienced a positive economic outcome.
- **By gender:** Male learners are significantly more likely than female learners to experience a positive economic outcome.
- **By ethnic group:** When looking at differences by ethnicity, it is apparent that Black learners are considerably more likely to experience a positive outcome.
- **By health condition, disability or learning difficulty (LLDD):** There is a significant difference between the outcomes of learners based on whether they report a LLDD.

### *Breakdown of economic outcomes:*

Movement into work, progression within work and progression to further learning are core outcomes recorded within the London Learner Survey. The figures below represent the overall population and some key groups but a full the breakdown by funding model, level and demographic are available in the full report.

- **ASF supports 21,400 Londoners into work:** Almost a quarter of learners out of work<sup>3</sup> (23 per cent) were supported into employment. Londoners ages 19 – 23 and those on Level 3 courses are the most likely to move into work at around one third of each group.
- **Four in ten learners in employment (38 per cent) experienced progression in work:** of which almost half (16 per cent) experienced a pay increase following their ASF course. Improvements in pay and working hours are demonstrated by the fact

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<sup>2</sup> Full definitions of the economic and social outcomes are described within chapters 3 and 4 of this report.

<sup>3</sup> A learner who is either unemployed or inactive.

that following their course, 29 per cent of learners (or 16,500) were employed in good work. Londoners ages 19 – 23 and those on Level 3 courses are the most likely to progress within work.

- **Promoting lifelong learning:** Almost two thirds (64 per cent) of all learners started or were going to start further training, equivalent to almost 120,000 Londoners. Further learning is most likely for learners 50+ or those doing Tailored Learning.
- **Focusing on the industry of employment:** The ASF is supporting London's priority sectors. More than half (53 per cent) of employed learners were working in one of the five [London Growth Plan](#) sectors or enabling growth sectors, including Construction and Health and Social Care – equivalent to 42,100 learners.

## Social outcomes

### *Overall impact:*

An overwhelming 95 per cent (or 178,000) of learners reported positive social outcomes – including improved wellbeing, increased confidence and enhanced social integration. This shows the importance of education for learners beyond improvements in their economic situations. Without adjusting for other variables, the results can be broken down by funding model, level and demographics:

- **By funding model:** Both Tailored Learning and Adult Skills Core learners reported high levels of social benefits from learning (95 per cent).
- **By Level:** Entry Level learners had the highest social outcomes (96 per cent), although all Levels have social outcomes at or above 95 per cent.
- **By age:** Learners of all ages experience positive social benefits, with learners 24 to 49 the most likely to be report social benefits.
- **By gender:** Women are four percentage points more than likely than men to experience a positive social outcome (94 per cent vs 98 per cent).
- **By ethnicity:** Asian leaders are marginally less likely to report positive social outcomes from learning (94 per cent vs 95 per cent overall)
- **By LLDD:** There is a three-percentage point difference in the social-outcomes share between those reporting an LLDD and/or health problems (93 per cent), and those without (96 per cent).

### *Breakdown of social outcomes:*

Social outcomes can be broken down into four sub-categories: improvement in health and wellbeing, confidence, social integration and participation in volunteering. The figures below represent the overall population and some key groups but a full the breakdown by funding model, level and demographic are available in the full report.

- **More than 150,000 Londoners see an improvement in their wellbeing:** Specifically, the survey shows that 81 per cent of learners felt that the course positively impacted their wellbeing. In Tailored Learning, 85 per cent of learners reported that the course improved their wellbeing and older learners (aged 50+) were the most likely of any age group to report an improvement in their wellbeing (also 85 per cent).

- **Creating more confident Londoners:** 90 per cent of learners felt more confident as a result of their course, equivalent to 167,800 Londoners. There are very limited differences by demographic or provision.
- **Supporting social integration:** ASF courses help learners meet new and different people with 79 per cent of learners reporting improved social integration, equivalent to 147,800 Londoners. Different courses support different outcomes, and eight in ten learners on Entry Level courses (82 per cent) felt the course had helped them meet different people.
- **Volunteering:** Following their ASF course, 48 per cent of learners were engaged in volunteering either formally or informally. Volunteering is much more common amongst older Learners where the share rises to 55 per cent.

Overall, the analysis presented in this report provides a strong evidence base to suggest that the ASF is helping to support London's economy and to transform the lives of Londoners, particularly those who are facing barriers in the labour market. However, it is important to note that, whilst this publication highlights the experiences of learners, it is not an evaluation or impact assessment of the ASF as a programme.<sup>4</sup> Consequently, many of the outcomes cannot be *solely* attributed to learning.

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<sup>4</sup> For more information how the GLA evaluates the ASF can be found online.  
<https://www.london.gov.uk/programmes-strategies/jobs-and-skills/training-providers-teaching-skills/adult-skills-fund/measuring-impact-adult-skills-fund-and-skills-londoners-bootcamps>

## 1. INTRODUCTION

From 1 August 2019, the Secretary of State for Education delegated responsibility for the commissioning, delivery and management of London's Adult Skills Fund (ASF), formerly known as the Adult Education Budget (AEB), to the Mayor of London. Since then, the GLA has been responsible for London's annual circa £320m ASF, which funds the majority of further education for Londoners aged 19 and over (excluding apprenticeships). In addition, the GLA also manages the Level 3 adult offer (FCFJ), which was around £23m in academic year 2024/25.

In 2024/25, the Adult Skills Fund (ASF) replaced the AEB. As part of the new ASF, delivery can be divided into Adult Skills Core and Tailored Learning:

- Adult Skills Core includes formula funded regulated learning and non-regulated essential skills.
- Tailored Learning brings together what was AEB Community Learning and delivery of previously formula-funded AEB non-regulated learning aims which are not part of the GLA's essential skills core offer.

The primary purpose of the ASF is to support learners into employment and to progress to further learning. However, Tailored Learning also supports wider outcomes including using it to improve health and wellbeing, equip parents/carers to support their child's learning and develop stronger communities.

Due to data limitations, insights into adult education often focus heavily on enrolments, achievements and participation, which is reported twice a year by the GLA in its data publication.<sup>5</sup> However, these insights overlook the economic or social outcomes experienced by learners.

Through the LLS, the GLA can measure the outcomes experienced by learners following their participation in the ASF. The level of available economic data means we can track progress towards Mayoral objectives outlined in the [Inclusive Talent Strategy](#), such as addressing skills gaps in London's economy and growth sectors and ensuring Londoners can find the right training and career path for them. Therefore, by improving the data collected on London's skills provision, the GLA's approach to commissioning and delivery can be better informed.

### 1.1 Objectives of the LLS

The LLS provides London with an unprecedented level of insight into the outcomes achieved by ASF learners. The objectives of the LLS are to:

- successfully measure the economic and social outcomes achieved by learners following participation in learning aims funded by London's ASF and FCFJ

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<sup>5</sup> GLA Datastore, [GLA Adult Skills Fund](#).

- collate better information on learner outcomes to support future policy development, and to share intelligence with local stakeholders and providers.

The GLA is the only funding authority with this level of insight into adult learner outcomes. The GLA will use the data collected to better understand how adult education is transforming people's lives. The LLS was first conducted in academic year 2021/22, with the results published on the GLA's datastore in summer 2023.<sup>6</sup> The 2024/25 publication is the fourth LLS release.

Since its launch in 2021/22, the LLS data has helped the GLA demonstrate the positive economic and social outcomes of learning. The results have been used to make the case for further investment in adult education, influenced policy development, supported providers to understand their outcomes and enabled us to look at which parts of delivery are having the most impact.

## 1.2 Survey methodology 2024/25

The LLS 2024/25 surveys learners who have started and/or completed GLA-funded learning aims (courses) during the 2024/25 academic year. A full overview of the survey approach and weighting methodology can be found in the technical guidance, accessible via the London datastore.<sup>7</sup> The survey is sent to all eligible learners and focuses on seven outcomes. These can be divided into economic and social outcomes, as approved by the Mayor of London in the Skills Roadmap:<sup>8</sup>

### **Economic outcomes:**

- Progression into employment
- In work progression
- Further learning

### **Social outcomes:**

- Health and wellbeing
- Social integration
- Self-efficacy
- Participation in volunteering

### 1.2.1 Baseline survey

The baseline survey is administered by ASF, Multiply and FCFJ providers. However, the sample size achieved does not allow Multiply to be included within the LLS. Therefore, a separate evaluation of the Multiply programme was published in 2025.<sup>9</sup> A total of 439,900 ASF and FCFJ learning aims were eligible for the LLS in 2024/25; and approximately 22 per cent were covered by learners who participated in the baseline survey (98,322 aims).<sup>10</sup> This is in line with similar surveys - for example, the survey on further education choices received a response rate of 15 per cent.<sup>11</sup> To obtain additional information - including

<sup>6</sup> GLA, [London Learner Survey](#).

<sup>7</sup> GLA, [London Learner Survey](#).

<sup>8</sup> GLA, [Skills Roadmap for London](#), January 2022.

<sup>9</sup> The Multiply evaluation can be accessed [here](#). The Multiply programme closed in March 2025.

<sup>10</sup> This is excluding baseline surveys that were completed in 2023/24, where learning concluded in the 2024/25 academic year.

<sup>11</sup> DfE, [Learner Satisfaction Survey 2018 to 2019: Technical report](#), August 2019.

learning aim, and demographic characteristics - the baseline survey is matched to the Individualised Learner Record (ILR).<sup>12</sup>

In total, 97,381 baseline surveys were entered into the matching process; ultimately, 68 per cent (up from 65 per cent in 2023/24) and 73,460 (up from 64,387 in 2023/24) were matched to learners.<sup>13</sup>

### 1.2.2 Follow-up survey

The follow-up survey takes place following the completion of a learning aim and is administered by the GLA's commissioned partner (IFF Research). Not all learners who take the baseline survey go on to complete the follow-up survey.

A total of 15,372 follow-up surveys were undertaken in the 2024/25 academic year. This total of 15,372 responses gives a raw response rate of 21%, relative to the sample of matched baseline responses, this is an increase compared to 2023/24 where the raw response rate was 19%. However, several responses were removed where the baseline and follow-up surveys completion dates were considered unreliable. For example, where they took place much later than they should have and therefore did not accurately reflect the baseline or follow-up situation of the learner. The final data is based on a sample of **11,812 learning aims** undertaken by **10,801 learners**, this is an increase of 13% compared to 2023/24. The data has undergone a rigorous weighting process to ensure that the data is representative of learners in the ASF population, and the learning is being taken in London. Weighting variables include, but are not limited to, level of study, funding model (Adult Skills Core and Tailored Learning), gender combined with age, disability status and ethnicity.

Both surveys were primarily carried out online but were also available by phone or post for those who find it difficult to use online surveys. The online and telephone surveys were available in multiple languages. For more information, see the technical report.

## 1.3 Context and caveats

Whilst the data has been weighted, and is representative of learning aims and learners, there are some caveats that need to be considered. The data shows differences in learners' economic and social situations before and after completing education. However, this does not mean that an outcome has been achieved as a direct result of education. In other words, not all outcomes can be solely attributed to the impact of learning. However, some questions do ask about how the course has directly impacted the individual and therefore can be attributed to ASF participation.

The baseline and follow-up surveys are snapshots in time - they only reflect a learner's situation on the day they complete the survey. It is possible that some learners went on to achieve positive economic or social outcomes after this.

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<sup>12</sup> DfE, [Individualised Learner Record \(ILR\)](#), last updated 28 February 2020.

<sup>13</sup> Non-matching occurred for a variety of reasons; for more information, please see the technical report.

## 1.4 Comparability to previous years

The headline results of the 2024/25 survey are comparable to the 2023/24 and 2022/23 survey. However, due to the introduction of the ASF and changes in the allocation of learning between the two funding models (ASF Core and Tailored Learning) we cannot compare results by funding model across years.

After the 2021/22 survey, several changes and improvements were made. These make it harder to compare the findings to the first year of the survey (2021/22). Changes include the following:

- From 2022/23 onwards, learners were only asked to fill in the baseline survey once every 90 days; in 2021/22, this was every 30 days. This change was made to reduce burden on learners and providers.
- The better response rate in 2022/23 resulted in changes to the weighting compared to 2021/22. Therefore, the population profile in 2022/23 onwards better represents the population of AEB/ASF learners.
- The last three years of the survey are able to better take into account learners with multiple learning aims compared to 2021/22. This means:
  - some learning aims that tend to be carried out as one of many aims would have been over-represented in 2021/22; this is not the case in 2022/23 onwards
  - demographic groups that tend to carry out multiple aims at once would have been over-represented in 2021/22; this is not the case in 2022/23 onwards.

The 2024/25 baseline questionnaire was also adjusted to include new questions on the longer-term employment history of learners, removed questions regarding dissatisfaction at work and several questions related to confidence and assertiveness.

The technical report contains a more thorough explanation of changes made each year and the methodology of the survey.<sup>14</sup>

## 1.5 Scope of the report

This report provides the key headline outcome measures from the LLS at an aggregate level. These are then separated by provision (funding model and Level) and learner demographics (age, gender, ethnicity and LLDD status). It is being published so that the findings can be used publicly for a range of policy purposes. Although it might shed some light on the effect of adult education on relevant outcomes, this initial analysis is descriptive in nature and does not suggest causation. More information on the evaluation of the ASF can be found [online](#).

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<sup>14</sup> GLA, [London Learner Survey](#).

## 2. BACKGROUND INFORMATION

Economic and social outcomes cannot be achieved in isolation. Therefore, they partly depend on the type of education being delivered, and the health of the London labour market. This section of the report includes important context on what is being delivered by the ASF in London; the demographics of learners; and the state of the London labour market over the last five years.

There are large differences in learner demographics by funding model (Adult Skills Core or Tailored Learning), which could partially explain the results shown in chapters three and four. Note that the descriptive statistics presented in this report do not account for interacting factors.

The information in this section is important in helping us to understand what could be driving differences in outcomes year on year, and between learners.

### 2.1 London's ASF in 2024/25

In August 2024, the Adult Education Budget (AEB) transitioned to the Adult Skills Fund (ASF), marking the first year of ASF delivery in London. As a result, it is not possible to directly compare this year's data with participation and enrolment to previous years under the AEB.

The ASF provides education and training opportunities for Londoners from a variety of different backgrounds. In the academic year 2024/25, there were 211,700 GLA-funded learners in London taking 457,830 aims enrolments.<sup>15</sup> The number of enrolments is more than double the number of learners, because individuals can take more than one learning aim (courses) during the academic year. Most of the learning within the ASF is taking place at Other Level<sup>16</sup> and Entry Level.

Amongst learners participating in the ASF and FCFJ programmes in 2024/25:

- 69 per cent were female;
- 62 per cent were from a Black or Minority Ethnic background (including Mixed, Asian, Black and Other Ethnic Group learners);
- 60 per cent were aged 24-49; and
- 16 per cent consider themselves to have an LLDD and/or a health problem.

The ASF was made up of two funding models: Adult Skills Core and Tailored Learning. Adult Skills Core comprises a range of education services for adults that support individual learning and progression of workplace skills. In 2024/25, almost two-thirds of ASF

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<sup>15</sup> GLA, ASF: academic year 2024/25 (August-July). The figures presented in this report include continuing learners, and those funded under FCFJ. Data can be accessed at: GLA Datastore, [GLA Adult Skills Fund](#).

<sup>16</sup> Other Level learning aims are qualifications with no formal level or qualification. They are commonly taken within Tailored Learning and within community-based provision.

enrolments were in Adult Skills Core, with around 144,310 Londoners starting 295,960 learning aims.<sup>17</sup>

In Adult Skills Core, Entry Level accounts for the biggest share of learning (45 per cent), followed by Levels 1 and 2 (24 per cent each).

Compared to the ASF as a whole, the Adult Skills Core learner profile is:

- slightly less likely to be female (66 per cent for Adult Skills Core, vs 69 per cent for ASF)
- more likely to be from a Black, Asian or Minority Ethnic background (72 per cent vs 62 per cent);
- more likely to be aged 24-49 (67 per cent vs 60 per cent); and
- similar proportions consider themselves to have an LLDD and/or a health problem (15 per cent vs 16 per cent).

In contrast to Adult Skills Core, Tailored Learning includes a range of community-based and outreach learning opportunities. These are primarily managed and delivered by local authorities, special colleges and general further education colleges designed to bring together and support adults. From August 2024 to July 2025, 85,100 Londoners participated in Tailored Learning, starting 161,880 learning aims.<sup>18</sup> Most Tailored Learning aim enrolments are at Other Level (81 per cent), with a small number of enrolments taking place at Entry Level, Level 1 and Level 2.

Compared to the ASF, Tailored Learning learners are:

- more likely to be female (74 per cent for Tailored Learning, vs 69 per cent for the ASF);
- more likely to be White (52 per cent from a White background vs 38 per cent)
- less likely to be aged 24-49 (49 per cent vs 60 per cent) and much more likely to be aged 50+ (45 per cent vs 29 per cent); and
- similar proportions consider themselves to have an LLDD and/or health problem (17 per cent vs 16 per cent).

In 2024/25, the LLS is restricted to learners who finished a learning aim in that academic year. In total, there were 439,900 learning aims eligible to complete the survey.

## 2.2 London's labour market in 2024/25

The LLS measures how a learner's economic situation (such as income and economic activity status) has changed five to seven months after their course finished. However, these changes are in the context of wider shifts in London's labour market – including fluctuations in the employment rate, real wage changes and rising unemployment levels. It

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<sup>17</sup> These figures include FCFJ and continuing learners that commenced qualifications in the previous academic year. Data can be accessed at: GLA Datastore, [GLA Adult Skills Fund](#).

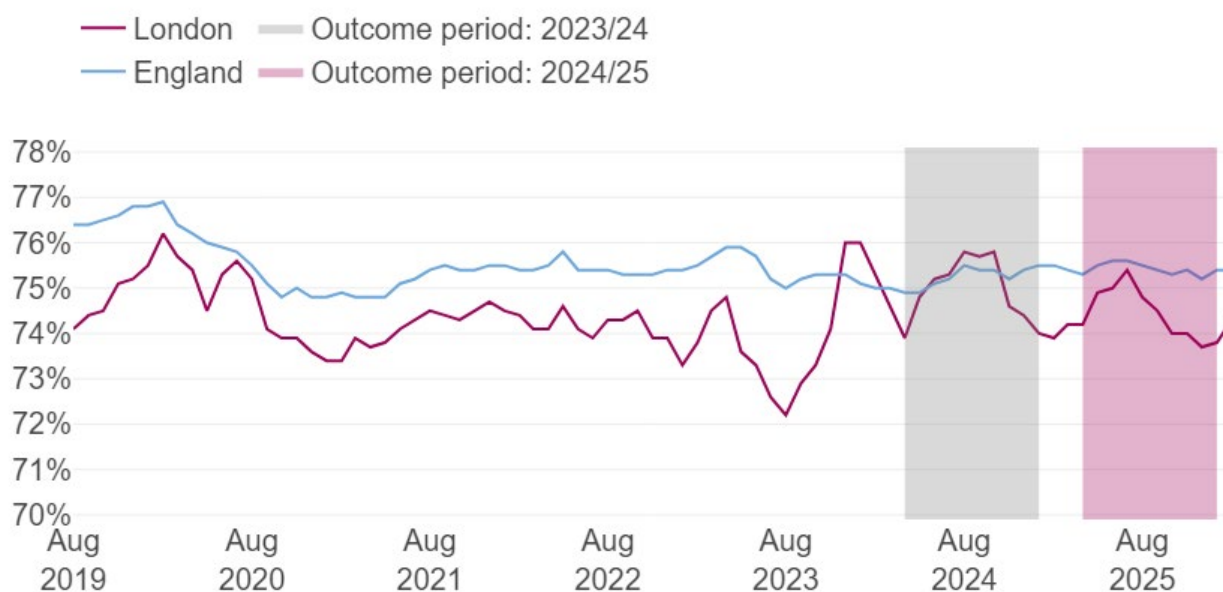
<sup>18</sup> These figures include continuing learners that commenced training in the previous academic year.

is important to note that, whilst learning has occurred in the 2024/25 academic year, outcomes can be reported five to seven months post study. Therefore, the economic outcomes are reported from April 2025 up to January 2026.

Learners entering or progressing in the London labour market during the 2024/25 outcome period faced a more challenging environment, with conditions weakening mainly in the second half of the outcome period.<sup>19</sup> Unemployment rose sharply to its highest level in the past six years, particularly among young Londoners, while job postings declined after mid-2025 and real wage growth turned negative in the final months.

During the 2024/25 outcome period (April 2025 to January 2026), the number of payrolled employees in London fell from its peak of 4.39m in April 2025 to 4.37m in January 2026, a decrease of 0.5 per cent. In July 2025<sup>20</sup>, the employment rate in London reached 75.4 per cent, coming close to the average employment rate for England of 75.6 per cent (Figure 1). However, between July 2025 and January 2026, when many learners may have entered the workforce, London’s employment rate fell again to 73.8 per cent, while the England rate remained much more stable (75.4 per cent in January 2026).<sup>21</sup>

**Figure 1 : Employment rate in London and England**



Source: ONS Labour Force Survey, Aug 2019-February 2026.

Note: Outcome periods for 2023/24 and 2024/25 LLS are indicated by shaded areas. Figures show three-month rolling averages from the Labour Force Survey. Data points are labelled by the final month of the reference period.

<sup>19</sup> Note that labour market conditions varied across London boroughs. Some learners may have had more favourable conditions depending on their location.

<sup>20</sup> Labour Force Survey estimates are reported as three-month rolling averages, and monthly labels indicate the final month of the period covered.

<sup>21</sup> Volatility may reflect ongoing uncertainty in Labour Force Survey estimates highlighted by ONS. See: ONS, [Labour Force Survey quality update – April 2026](#), 21 April 2026.

Many Londoners, especially those engaged in ASF courses, will be impacted by their local employment conditions rather than the London average. The average employment rate hides differences by London borough.<sup>22</sup> Across 2025, three London boroughs had an employment rate above 80 per cent: Wandsworth, Kingston upon Thames and Bromley. However, many London boroughs have employment rates that are significantly lower than this target, such as Kensington and Chelsea (59.4 per cent) and Newham (66.2 per cent).<sup>23</sup>

In a similar vein to understanding borough differences, not all of London's industries are experiencing the same employment trends. Between 2024 and 2025, the number of workforce jobs was relatively stable in several industries that are key to London's economy such as professional, scientific and technical activities (0.1 per cent increase), human health and social work activities (no change) and accommodation and food service activities (0.3 per cent increase). Among the ten largest industries in London by workforce jobs in 2025, transportation and storage saw the sharpest decline (10.7 per cent decrease) and education saw the biggest increase (4.6 per cent) in workforce job numbers.<sup>24</sup>

Another way to measure the performance of the labour market, beyond the numbers in work, is to look at online job postings.<sup>25</sup> Across the long time series, online job postings (measured as a three-month moving average) peaked in April 2022 and declined steadily thereafter, moving back towards pre-pandemic levels. However, this downward trend has moderated more recently, with postings remaining relatively stable across 2024 and 2025 (Figure 2).

Focusing on the outcome reporting period, the three-month moving average of job postings rose to a peak of 121,500 in June 2025 before declining to 102,300 in January 2026. Despite this fall, postings in January 2026 were still around 7 per cent higher than in January 2025, indicating a modest year-on-year improvement.<sup>26</sup>

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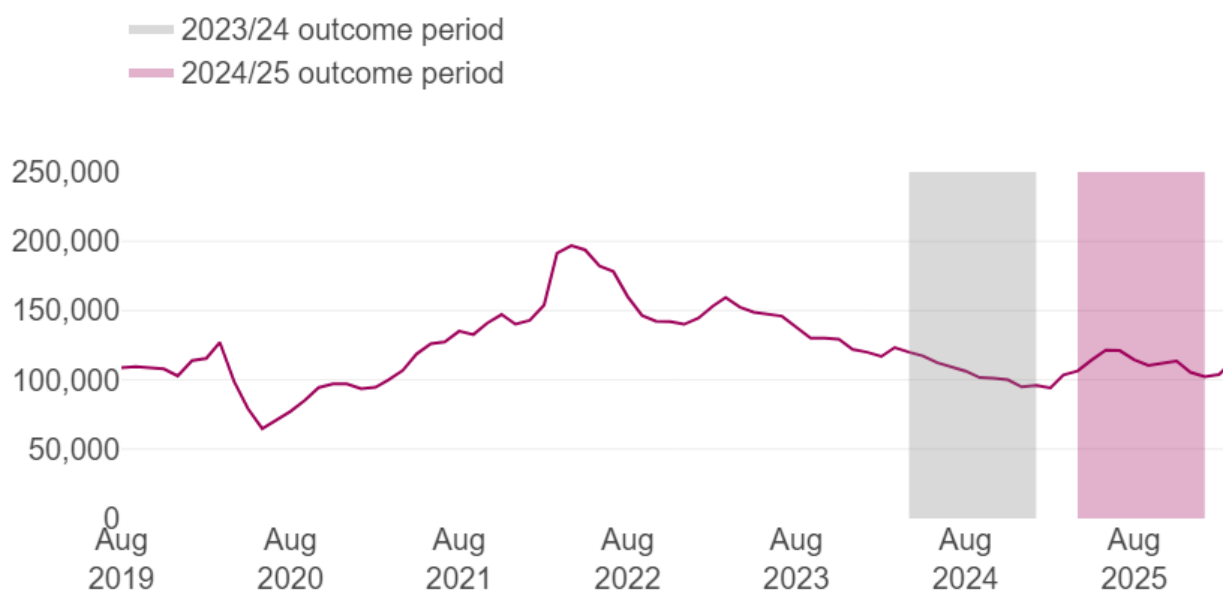
<sup>22</sup> Recent employment fluctuations need to be taken cautiously, particularly at the borough level. This is due to the volatility and uncertainty in Labour Force Survey estimates highlighted by ONS.

<sup>23</sup> Nomis, Annual Population Survey, 2025.

<sup>24</sup> Nomis, Workforce jobs by industry (seasonally adjusted). Total workforce jobs, 2024 and 2025 average.

<sup>25</sup> Online job posting data from [Lightcast](#) complements official statistics by offering a unique and near real-time perspective of how the labour market, recruitment patterns, and employer skill needs are changing.

<sup>26</sup> GLA analysis online job postings data provided by Lightcast. Accessed via: GLA Datastore, [GLA Economics Labour Market Updates](#).

**Figure 2 : Monthly unique job postings in London**

Source: Lightcast, Aug 2019-March 2026.

Note: 3-month moving average. Non-seasonally adjusted. Outcome periods for 2023/24 and 2024/25 LLS are indicated by shaded areas.

It is important to also look at the number of Londoners out of work, whether that is unemployment or inactivity.

Over the outcome period, unemployment in London rose sharply, increasing from 6.1 per cent in August 2025 to 8.0 per cent by January 2026 – the highest rate observed across the time series (Figure 3). This is significantly above the England average, which stood at 5.6 per cent in January 2026, highlighting a marked deterioration in London’s labour market conditions.

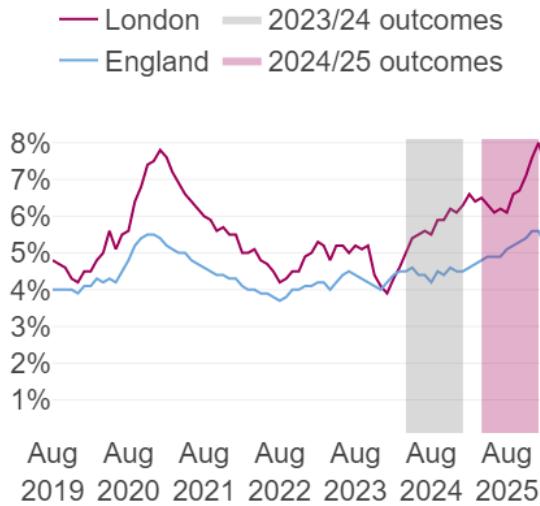
The rise in unemployment was particularly noticeable for young Londoners. Over the outcome period, the unemployment rate of 16-24-year-old Londoners increased by 7.2 percentage point to 24.6 per cent.<sup>27</sup> Despite higher youth unemployment, the share of 16-24-year-old Londoners not in employment, education or training (NEET) declined to 12 per cent by the final quarter of 2025, from 15.2 per cent in 2024. This decrease was driven by a significant increase in participation in education and training by young Londoners.<sup>28</sup>

Economic inactivity in London fluctuated within a relatively narrow range across the outcome period, before easing towards the end, falling from 20.7 per cent in October 2025 to 19.8 per cent in January 2026 (Figure 4). With the exception of October 2025, London’s inactivity rate remained below the England average throughout the outcome period.

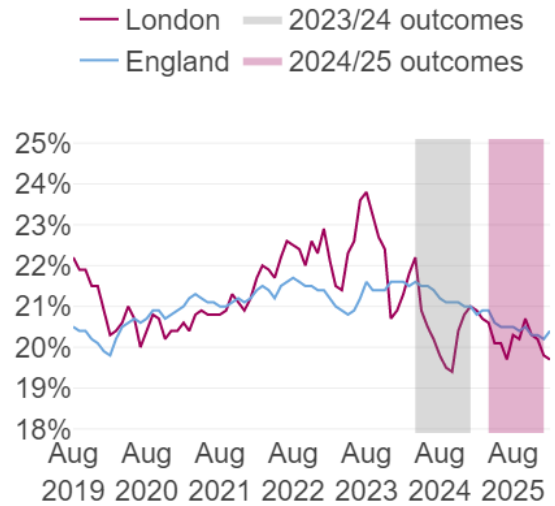
<sup>27</sup> ONS, Regional labour market: estimates of unemployment by age, April 2026

<sup>28</sup> DfE, NEET age 16 to 24, Labour Force Survey, 2025.

**Figure 3: Unemployment rate in London and England**



**Figure 4: Economic inactivity in London and England**



Source: ONS Labour Force Survey, Aug 2019-February 2026.

Note: Outcome periods for 2023/24 and 2024/25 LLS are indicated by shaded areas. Figures show three-month rolling averages from the Labour Force Survey. Data points are labelled by the final month of the reference period.

Despite inflation easing towards the end of the observed outcome period, decreasing year-on-year nominal pay changes (from 5.3 per cent in April 2025 to 3.6 per cent in January 2026) meant that employees saw negative real wage growth from October 2025 to December 2025 (Figure 5).

**Figure 5: Real wage growth in London, year-on-year change in per cent**



Source: HM Revenue and Customs – Pay As You Earn Real Time Information, August 2019 to March 2026. ONS Consumer Price Inflation. Note: Estimates are based on where employees live. Outcome periods for 2023/24 and 2024/25 LLSs indicated by shaded areas.

### 3. ECONOMIC OUTCOMES FOR LONDON'S ASF LEARNERS

Education aims to help people enhance their skills, find better work and gain knowledge. The ASF supports all Londoners, especially those who lack key qualifications (such as Level 2 English and maths), and those who are unemployed or earning a low wage, to gain the skills needed to improve their lives.

There are very few sources of information on the economic outcomes of learners in Further Education (FE). The Department for Education's (DfE's) Longitudinal Educational Outcomes (LEO) dataset provides us with some high-level information. The LEO dataset links educational data with HMRC and Department for Work and Pensions records, allowing researchers to track earnings, employment, and benefits post-qualification attainment. This data is the basis for the DfE's FE Outcomes dataset, which has replaced provider-reported outcomes in the ILR.<sup>29</sup>

The latest available FE Outcomes analysis tracks 2022/23 learners' economic outcomes between October 2023 and March 2024. In Greater London, of the 141,890 GLA funded adult learners who completed education and training<sup>30</sup> qualifications in 2022/23, 70 per cent had a sustained positive destination<sup>31</sup> (employment or further learning) in the following year, this compares to a sustained positive destination rate of 73 per cent across England. However, comparisons by local area do not consider differences in delivery, learner profile or labour market conditions.

In addition, the LEO dataset/FE outcomes analysis has some key limitations when measuring the economic outcomes of education:

- Currently, there is no data on the number of hours someone is working. This means it is difficult to distinguish if lower pay is due to working patterns.<sup>32</sup>
- It cannot distinguish between individuals who are inactive or unemployed; nor can it identify, for those who are inactive, the main reason for their inactivity.
- There is no measure of the quality of work, such as if someone is on a permanent or temporary contract.
- Published data on Community Learning / Tailored Learning outcomes is not available at a regional level.<sup>33</sup>
- There is a significant time lag in the data (between three and four years), meaning it is difficult to estimate the impact of recently established courses or programmes.

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<sup>29</sup> DfE, [Further education outcomes, academic year 2022-23](#), last updated 18 December 2025.

<sup>30</sup> Education and training is mainly classroom-based adult further education that is not classed as an apprenticeship or community learning. It can also include distance learning or e-learning.

<sup>31</sup> Sustained positive destinations (SPD) include economic outcomes and further learning for **at least six months** in the following year (2023/24). SPD shows unconditional association between qualifications and outcomes. Differences might be explained by, for example, learner characteristics or labour market conditions.

<sup>32</sup> However, there are plans for future iterations of the LEO dataset to incorporate the ONS's Annual Survey of Hours and Earnings, so a measure of hours worked will be available.

<sup>33</sup> This is possible in the underlying LEO data.

The LLS collects a broader range of economic indicators. Consequently, it can supplement evidence from LEO to give a more comprehensive and timelier picture of the economic outcomes for learners who participate in GLA-funded learning.

This section of the report outlines, in detail, the changes in learners' economic activity, hours worked, earnings and progression into further learning.

### 3.1 Positive economic outcome

Following their course, 79 per cent of learners had a positive destination, meaning they were in employment or had started or were about to start further learning. This does not consider their previous labour market status or the type of further learning they are taking.

The data shows that many learners were already in employment before starting their learning (32 per cent),<sup>34</sup> but chose to do a course to gain skills and confidence to progress in their career. Four in ten (41 per cent) learners stated that one of the motivating factors for starting their ASF course was to help them get a job they want. Other common reasons included "to learn a new skill" and "to improve your English language or writing skills".

Therefore, to align with the Mayor of London's goal of facilitating access to good work and further education, we primarily measure economic outcomes by assessing improvements in learners' economic situations.

#### Definition: Positive economic outcome

A positive economic or educational change means one of the following applies to a learner:

- They have moved into employment.
- They have moved from a temporary job to a permanent job.
- Their pay has increased.
- They have continued onto further training at a higher NVQ level.
- They have moved from inactivity to looking for work.

Overall, **44 per cent of non-retired learners<sup>35</sup> had a positive economic or educational change** following their participation in the ASF.<sup>36</sup> This is equivalent to about 72,600 Londoners.

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<sup>34</sup> Including those in employment, self-employment and who were waiting to start a job they had been offered.

<sup>35</sup> Note that this is restricted to 19+ non-retired learners.

<sup>36</sup> Retired learners have been excluded as they are not expected to experience an economic change following ASF participation.

### ***By provision type***

As previously mentioned, the ASF underwent a series of reforms in 2024/25 including an adjustment in the funding models within the fund. The ASF is split into Adult Skills Core and Tailored Learning.

A key aim of London's Adult Skills Core provision is to equip learners with skills needed to succeed in the labour market and to respond to London businesses' skills needs. Overall, in Adult Skills Core, 78 per cent of learners experienced a positive destination – meaning they were in employment or further study following their course. Focusing on improvements in a learner's economic situation, 45 per cent of non-retired Adult Skills Core learners experience a positive economic outcome within five to seven months after completing their courses.

More than eight in ten (84 per cent) learners who did a Tailored Learning course experienced a positive destination, supported by the high number in employment or going onto further learning. However, learners who did a Tailored Learning course had smaller changes in economic outcomes between the baseline and follow-up surveys. Overall, 40 per cent of non-retired learners in Tailored Learning achieved a positive economic outcome, compared to 44 per cent for the whole ASF. The smaller change in outcomes could be partially explained by the fact that the courses are shorter and hence are expected to have less of a long-term impact on a learner's economic situation (such as their earnings).

Outside of differences by funding model, there is a positive link between the level of ASF education and the share of learners experiencing a positive economic outcome. Four in ten learners on Other Level and Entry Level courses (40 per cent and 41 per cent respectively) experienced a positive economic outcome following their course. Learners taking courses at Levels 1, 2 and 3 courses experience higher outcomes (46 per cent, 48 per cent and 50 per cent respectively).

### ***By learner demographic***

The share of learners experiencing a positive economic outcome varies across different demographic profiles. Younger learners have the highest economic outcome rate by age – more than half of learners aged 19-23 (52 per cent) experienced a positive economic outcome, compared to only 35 per cent of those aged 50 or above. Male learners are significantly more likely than female learners to experience a positive economic outcome – 48 per cent for males compared to 42 per cent for females. The differences within economic outcomes by gender will be explored in more detail in the following sections of this report.

When looking at differences by ethnicity, it is apparent that Black learners are considerably more likely to experience a positive outcome. Half of Black learners (50 per cent) in London experience a positive economic outcome – compared to 44 per cent of all ASF learners. There is a significant difference between the outcomes of learners based on whether they report a health condition, disability or learning difficult (LLDD): 40 per cent of those reporting an LLDD experience a positive economic outcome, compared to 44 per cent of those without.

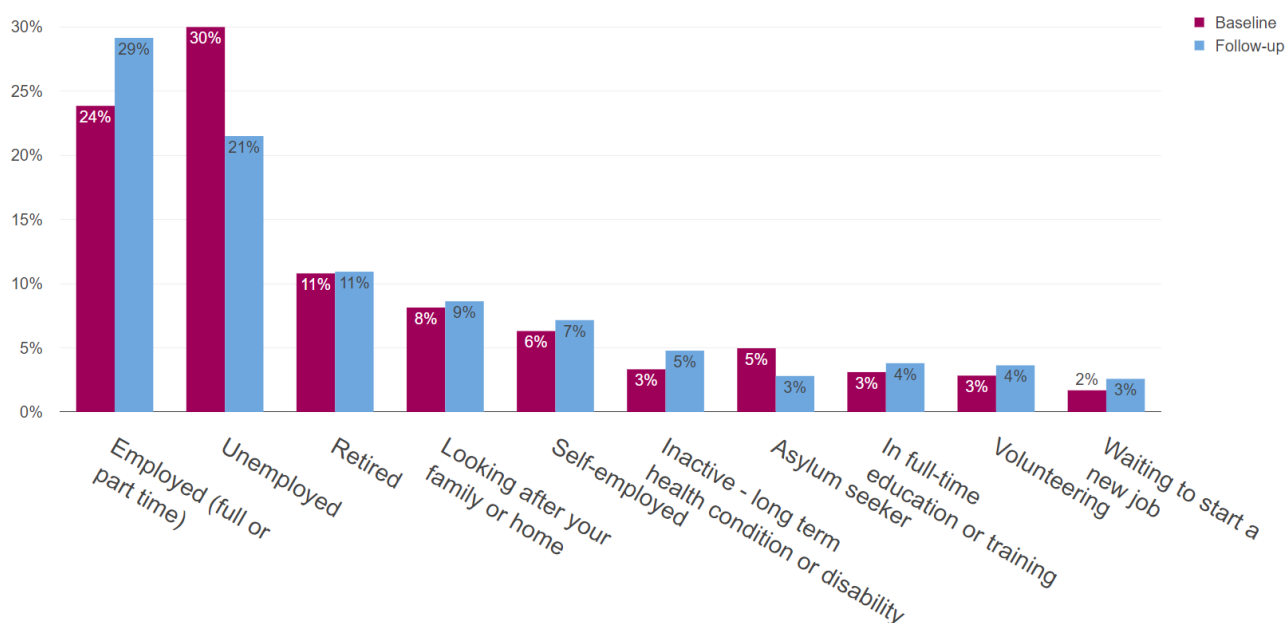
### 3.2 Progression into employment

In February 2025, the Mayor and London Councils launched London’s Growth Plan, one of the aims of the plan is helping to create 150,000 jobs. One route to do this is by helping unemployed or economically inactive Londoners who access ASF courses to move into work.

As previously mentioned, 41 per cent of learners cited getting the job they wanted as a reason for doing their course. ASF learners are significantly more likely to be unemployed compared to the London population average. In the baseline survey, 30 per cent of learners were unemployed, 8 per cent were inactive due to looking after family or the home and 3 per cent were inactive due to long-term health conditions or a disability.

The share of learners unemployed following their course was only 21 per cent - which is 9 percentage points lower than the baseline (Figure 6). Just less than a quarter (23 per cent) of learners who were out of employment when they started their course had moved into employment once the follow-up survey was completed. This is equivalent to around 21,400 learners. Additionally, 27 per cent of those who had moved into employment said the course helped a lot in them getting their current paid work; and 21 per cent said it helped a little, a total of 48 per cent of learners saying the ASF course contributed to their new employment. This demonstrates how adult education benefits Londoners.

**Figure 6: Distribution of economic activity status for baseline and follow-up**

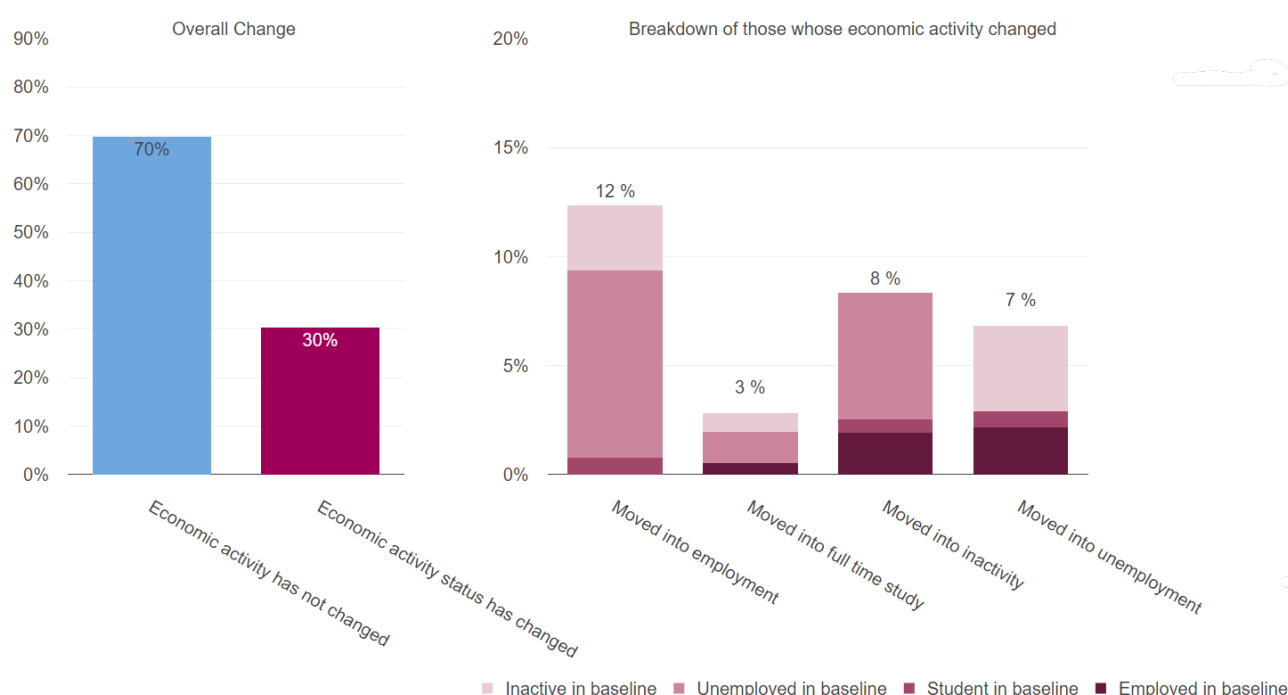


Source: GLA, Londoner Learner Survey, 2024/25.

Note: Learner weight applied, unweighted sample size 10,330 and 10,430 in baseline and follow-up respectively. The figure excludes ‘Don’t know’, ‘Prefer not to say’ and ‘Other’ categories.

To understand the movements of learners, economic activity was grouped into four categories: in employment; unemployed; studying; or inactive.<sup>37</sup> As shown by Figure 7, below, three in ten learners (30 per cent) had a change in their economic activity status between the baseline and follow-up surveys. Almost half of this change was due to learners moving into employment. For learners under the age of 24, one in five (19 per cent) were recorded as NEET in the follow-up survey, the majority of that being unemployment (15 per cent of learners aged under 24 were unemployed).<sup>38</sup> Almost two-thirds (59 per cent) of under-24s were in or about to start some further education or training in the follow-up survey.

**Figure 7: Change in economic activity between baseline and follow-up survey**



Source: GLA, Londoner Learner Survey, 2024/25.  
 Note: Learner weight applied, unweighted sample size 10,111.

**By provision type**

A quarter (24 per cent) of out-of-work Adult Skills Core learners moved into employment following their course, in Tailored Learning the figure is 19 per cent. However, it is worth noting that a lower share of learners on Tailored Learning courses were out of work prior to their course (excluding retirement). As with the share of learners experiencing a positive economic outcome, there is a clear relationship between changes in a learner’s employment status and the level of their course. Over a third (24 per cent) of learners on courses being delivered through ASF Core procured (Jobs and Skills for Londoners) moved into work, however, this is likely linked to the type of provision within funding

<sup>37</sup> For information on how these categories are defined, see the Glossary (Section 6).  
<sup>38</sup> As all learners were in training to be in the baseline survey, the baseline NEET rates are not included.

types.<sup>39</sup> Just over a third (34 per cent) of out-of-work learners at Level 3 moved into employment following their course, and for Level 2 courses then number is three in ten (31 per cent). This could signify the importance of higher-level learning in meeting the skills needs of London's employers.

### ***By learner demographic***

There are clear differences in the likelihood of moving into work following an ASF course based on age. A third (33 per cent) of out-of-work learners aged 19-23 moved into work following their course, compared to less than a fifth (17 per cent) of those aged 50+. Out-of-work men are eight percentage points more likely to move into employment following their ASF course compared to women (28 per cent vs 20 per cent). These differences could reflect different reasons for undertaking ASF courses and different availability.

By ethnicity, learners from a Black or White background are the most likely to have moved into employment (26 per cent and 27 per cent respectively) in the months following their course. Whilst Asian learners are significantly less likely to move into work than the ASF average (19 per cent). There is a large difference in the share of out-of-work learners moving into employment based on their reported LLDD status. Around 15 per cent of learners who reported an LLDD moved into employment following their course, compared to 25 per cent of non-LLDD learners. Differences by self-reported LLDD/health condition could represent the external barriers these individuals face in the labour market.

## **3.3 Progression within work**

ASF courses do not just help those out of work, as mentioned previously, a third of Londoners accessing ASF funded adult education are already in employment. Therefore, it is important to consider progression within work as well as into work. When focusing on progression within work, the analysis is limited to those who were in employment or self-employment in both the baseline and follow-up surveys.

Slightly fewer than four in ten employed learners (38 per cent) progressed in work following their course, by either experiencing an increase in their pay, hours, or moving to a permanent contract. Detailed analysis of earnings, hours and the quality of work is presented below.

### ***3.3.1 Earnings***

Learners were asked to report their income in the baseline and follow-up surveys, based on banded groups. As a result, creating an average income for learners requires some approximation and modelling because we do not know exactly how much individuals are earning. This is particularly the case for those in the top band who are earning £66,000 or more a year. This is known as interval censored income data. To estimate it, a non-

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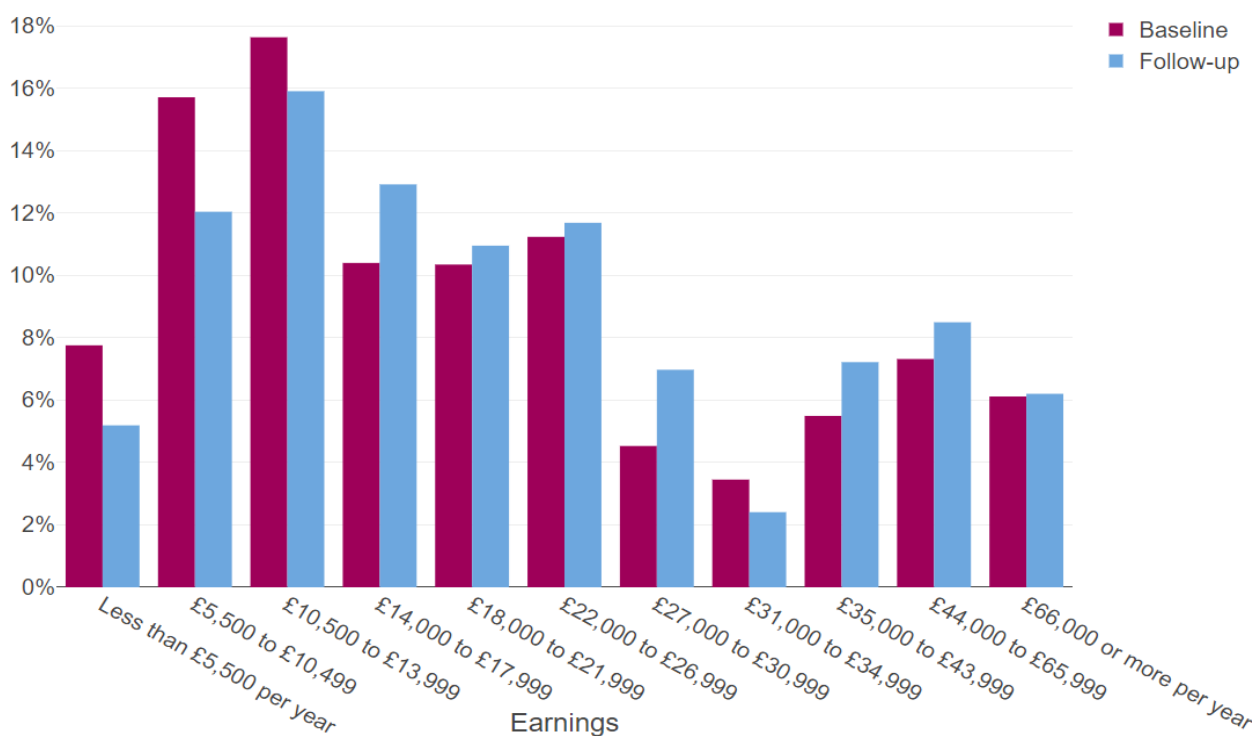
<sup>39</sup> Jobs and Skills for Londoners is a procured ASF programme which delivered ASF learning in academic years 2023/24 – 2025/26. The programme focused on delivery in areas with recognised skills shortages as well as a need to improve the representation of specific groups. JSFL providers were paid for delivery and for reporting job outcomes.

parametric kernel density algorithm was used, following the methodological approach of previous LLS releases.<sup>40</sup>

Income is one of the factors that impacts a Londoner’s eligibility for GLA-funded ASF learning. Therefore, learners on ASF courses tend to have lower earnings compared to the rest of London’s population. For the baseline survey, the model estimates that the average annual earnings of ASF learners in employment<sup>41</sup> were between £22,800 and £24,500. In comparison, median gross pay in 2025 for full-time workers resident in London was £47,000.<sup>42</sup>

As Figure 8 shows, nearly a quarter of learners (23 per cent) were earning under £10,500 in the baseline survey. This is partially a reflection of part-time work: the mean hours worked for those earning under £10,500 was 16 hours a week, compared to 31 hours for those earning over £10,500 a year.

**Figure 8: Earning distribution of respondents in baseline and follow-up surveys**



Source: GLA, Londoner Learner Survey, 2024/25

Note: Learner weight applied, unweighted sample size = 1,571 (those in employment who reported their earnings).

<sup>40</sup> This follows the methodology set out in [Walter et al \(2017\)](#), which incorporates the learner weighting. This method is shown to be robust even when there are a lower number of intervals; and allows direct estimation of mean income. In the analysis, the income data is presented as a range based on the 95 per cent confidence interval, where the standard errors have been estimated by a non-parametric bootstrap.

<sup>41</sup> Excluding those who did not report their incomes.

<sup>42</sup> ONS, Annual Survey of Hours and Earnings. 2025. Note: these values are not fully comparable because the LLS average earnings include those who are working part-time, whereas the estimate of average pay for all of London is based on full-time workers only.

There is some evidence that the ASF helped individuals to increase their earnings; a fifth (16 per cent) of those in employment reported their pay had increased between the baseline and follow-up surveys (an additional 68 per cent reported their pay remained the same which could reflect the relatively short time period for outcome collection). Overall, we would expect a large proportion of employed learners not to have changes in their earnings due to the relatively short period between the baseline and follow-up surveys. Figure 8 (above) shows that the number of learners in the bottom three earning groups (earning less than £13,999) fell significantly between the baseline and follow-up surveys.

Overall, modelling suggests that the average earnings rose to between £24,500 and £26,500 in the follow-up survey: an estimated 7.7 per cent increase. These increases cannot be seen as the returns to education, as other factors may be important – such as unobserved characteristics of the learners, increases in minimum wage, increases in time spent at an employer and greater experience. Additionally, reported earnings are in nominal terms and do not account for the impact of inflation on individuals' earnings.

Moreover, as shown in Table 1, 46 per cent of those earning less than £18,000 per year in the baseline had an increase in salary in the follow-up, compared to 38 per cent of those earning £18,000 - £34,999 and 11 per cent of those earning over £35,000.

**Table 1: Change in earnings compared to baseline by grouped salary band**

		<i>Percentage of learners with salary at the follow-up</i>			
		<i>Below baseline</i>	<i>Same as baseline</i>	<i>Above baseline</i>	<i>Total</i>
Baseline salary band	Less than £18,000 per year	11%	44%	46%	100%
	£18,000 – £34,999	29%	33%	38%	100%
	£35,000 or more per year	18%	71%	11%	100%

Source: GLA, Londoner Learner Survey, 2024/25.

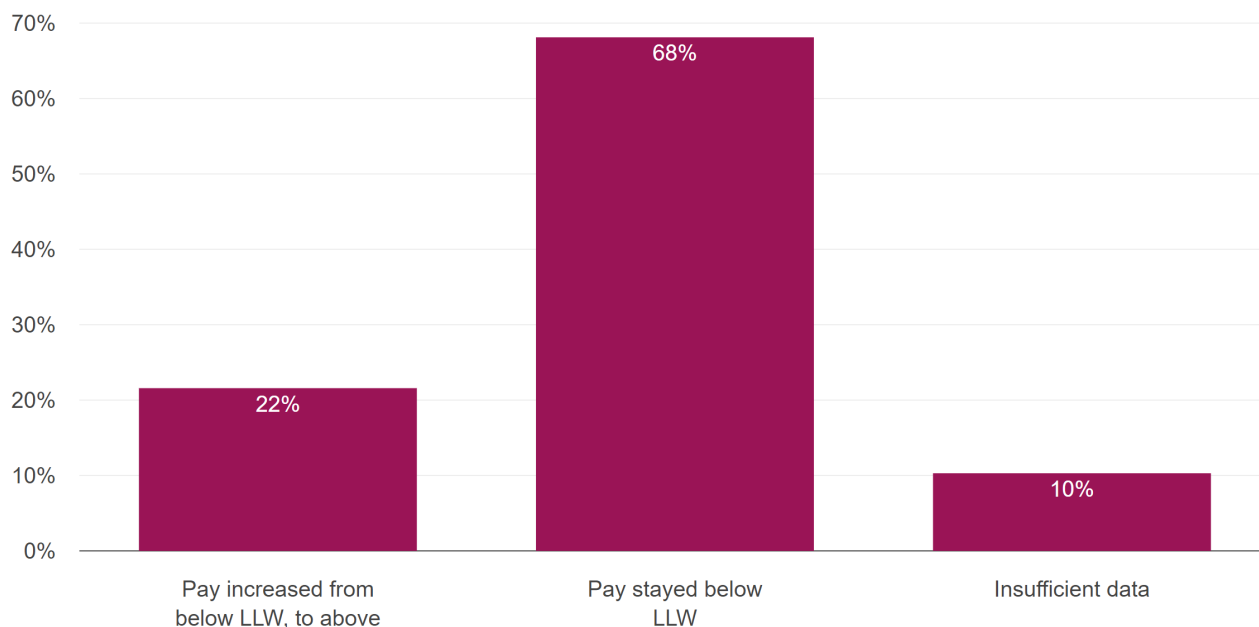
Note: Learner weight applied, unweighted sample size 1,599 (those in employment who reported their earnings).

There is evidence of positive but limited improvement in the share of learners earning below the London Living Wage (LLW).<sup>43</sup> In the baseline survey, almost a third (31 per cent) of learners in employment were earning below the LLW; amongst these learners, 22 per cent were earning above it in the follow-up (Figure 9). Starting a new a role that pays below the LLW could be a good first step into the labour market for many Londoners who are out of work. The share of learners earning below the LLW in the follow-up marginally

<sup>43</sup> For the baseline survey the LLW amount was £13.15 as of August 2024 and £13.85 as of November 2024. For the follow-up survey the LLW increased again to £14.80 per hour in October 2025.

increased to 32 per cent. In contrast, in 2025, 16.1 per cent of all Londoners were in jobs paying less than the LLW.<sup>44</sup>

**Figure 9: Change in earnings between baseline and follow-up relative to LLW for those earning below the LLW in baseline**



Source: GLA, Londoner Learner Survey, 2024/25.

Note: Learner weight applied, unweighted sample size 1,037.

### **By provision type**

The share of employed learners experiencing an increase in their income differs by funding model. Learners in Adult Skills Core are more likely to see an increase (18 per cent) than those in Tailored Learning (15 per cent). Learners taking Level 3 qualifications are much more likely to receive an increase in their income. Whilst 16 per cent of all ASF learners experienced an increase in their income, this rises to 27 per cent for learners who took a Level 3 course<sup>45</sup>, this could be due to an ability to work more hours following education or related to the type of occupations requiring higher level skills.

### **By learner demographic**

The data also shows differences by age: learners aged 50+ are significantly less likely to see their income increase compared to the ASF average (16 per cent average vs 13 per cent for those 50+). The share of learners experiencing an increase in their income is not significantly different by gender, ethnicity or LLDD status.

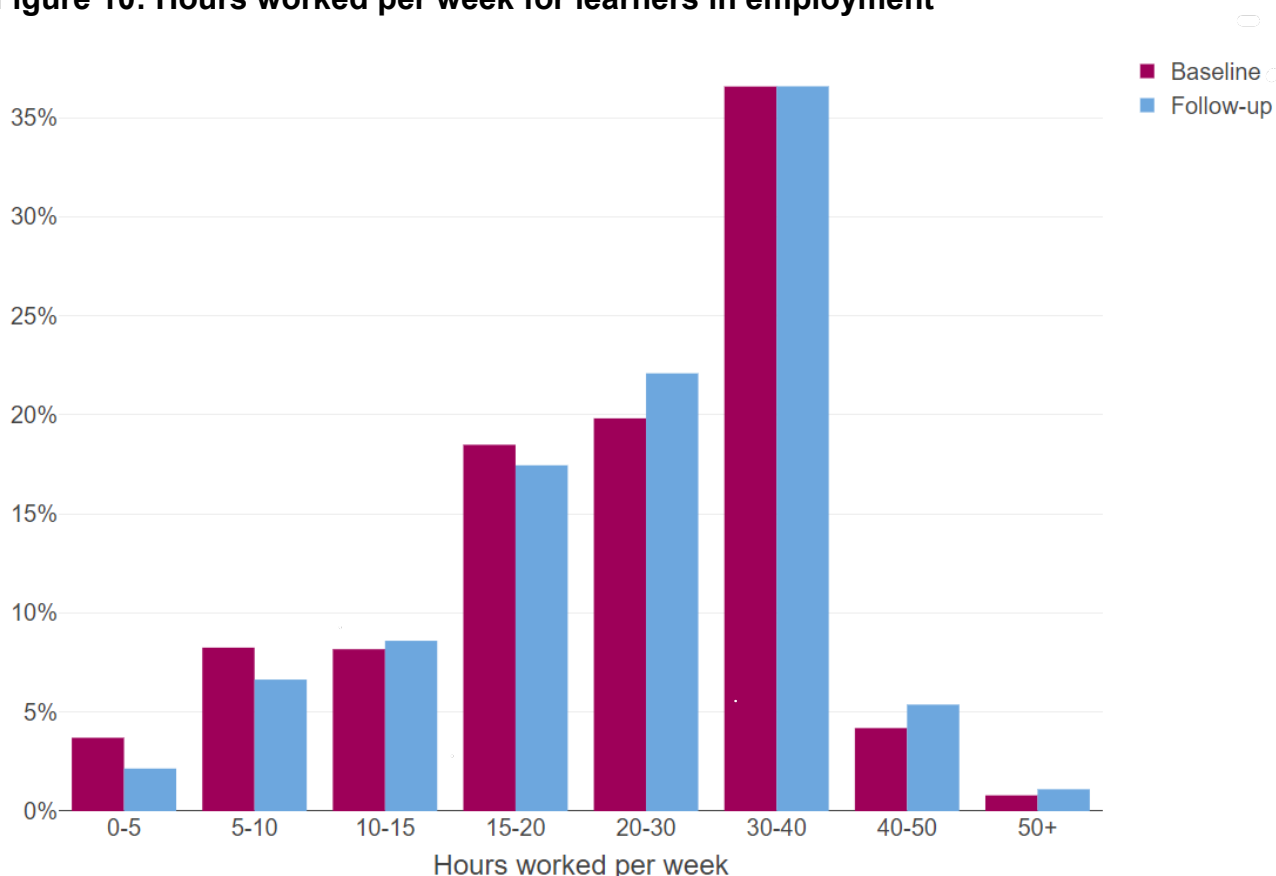
<sup>44</sup> ONS, Annual Survey of Hours and Earnings, 2025

<sup>45</sup> This includes FCFJ – Level 3 adult offer.

### 3.3.2 Hours worked

The survey shows that many learners accessing adult education work part-time; and that changes in earnings previously reported could be linked to hours-worked trends. In the baseline survey, those in employment worked an average of 27 hours per week, lower than the London average of 34 (or 37 as measured by the median).<sup>46</sup>

**Figure 10: Hours worked per week for learners in employment**



Source: GLA, Londoner Learner Survey, 2024/25.

Note: Learner weight applied. Unweighted sample size = 2,686 baseline, 3,195 in follow-up.

Amongst those employed in both the baseline and follow-up survey, the average hours of paid work increased from 28 to 29 hours per week (a 3.6 per cent increase). Between the baseline survey and follow up survey, 26 per cent of employed learners saw their hours of work increase and there was a reduction in the proportion of learners working 15 hours or fewer each week. In section 3.5, below, we discuss how many learners continue into further study at higher levels; therefore, it would not be expected that those learners increase their working hours, due to the time devoted to studying.

<sup>46</sup> Note that the average hours worked in London is based on the ONS Annual Survey of Hours and Earnings, which does not include self-employed hours. Self-employed hours are included in the LLS.

### ***By provision type***

There is no statistically significant difference in the share of employed learners increasing their hours by funding model, except for those on FCFJ courses where more than a third (37 per cent) of learners saw an increase in the number of working hours per week. For learners at Levels 2 and 3, a large share (28 per cent and 33 per cent, respectively) saw an increase in hours worked, compared to 26 per cent for all learners in the ASF. The rise in hours worked following higher-level qualifications could be explained by the time devoted to completing these courses; and could help to explain why these learners see a higher increase in earnings.

### ***By learner demographic***

The proportion of learners experiencing an increased in their hours worked does not appear to vary by demographic factors, except for age. Employed learners aged 50+ were marginally less likely than average to see an increase in their hours worked (21 per cent). This could reflect a preference for part-time work, or the motivations behind engaging in adult learning.<sup>47</sup>

### ***3.3.3 Quality of work***

Alongside information on hours and earnings, the LLS sheds some insight on the quality of work. In the baseline survey 63 per cent of learners in employment were in a permanent job and this increases marginally to 65 per cent in the follow-up survey. For those that moved from a temporary job to a permanent job more than half stated the course helped them get this job - three in ten (31 per cent) learners said the course helped a lot in them getting a permanent job; 23 per cent said it helped a little.

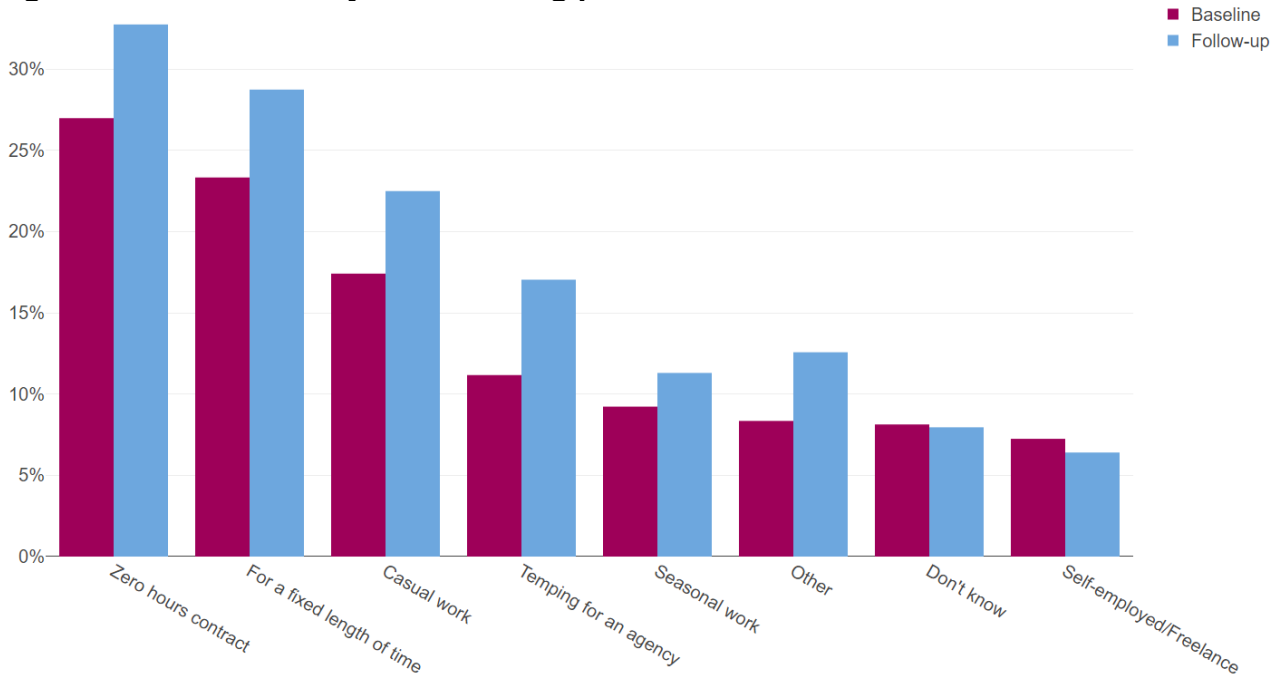
As shown in Figure 11, there are a variety of reasons for learners' jobs not being permanent including a zero-hours contract, a fixed-term contract and casual work. Learners can report more reasons for a job being temporary and therefore there are some changes in the types of temporary roles learners are working in between the surveys.

The survey also collects information about learners on zero-hour contracts. In the baseline survey there was the equivalent of nearly 15,000 learners (26 per cent of learners in employment) on zero-hour contracts, which increased to 18,800 (27 per cent of learners in employment) in the follow-up survey. Of the almost 15,000 learners who were on zero-hour contracts in the baseline survey, around 3,000 who remained in employment had moved off zero-hour contracts by the follow-up survey. As Figure 12 shows, 8 per cent of those in employment in both the baseline and follow-up survey moved off a zero-hour contract between the two surveys; this was offset by 6 per cent of those employed in the baseline moving onto a zero-hour contract. This suggests that ongoing support is needed for some learners, so it positive that learners can enrol onto further ASF courses.

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<sup>47</sup> In other words, changes were not significantly different across these demographics. However, this could partially be due to low sample size for some demographics.

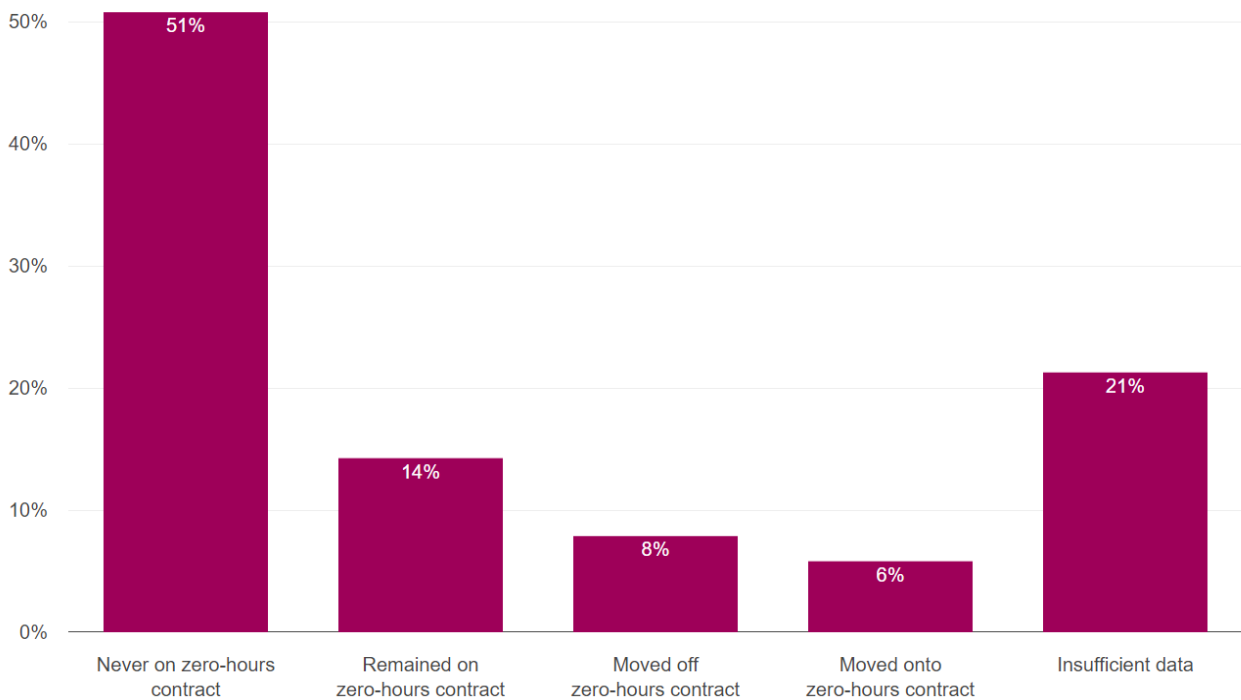
**Figure 11: Reasons for jobs not being permanent**



Source: GLA, Londoner Learner Survey, 2024/25.

Note: Learner weight applied. Unweighted sample size = 794 learners in a non-permanent job in the baseline and 970 in the follow-up. Respondents could choose multiple reasons and therefore total does not add to 100%.

**Figure 12: Change in contract for those in employment between baseline and follow-up**



Source: GLA, Londoner Learner Survey, 2024/25

Note: Learner weight applied, unweighted sample size 2,648. Includes learners employed in both the baseline and follow-up survey.

The survey also measured job satisfaction, which improved between the baseline and follow-up surveys overall; 35 per cent of learners in employment said their satisfaction increased.

By analysing a combination of quality-of-work metrics, we can see how many employed Londoners are in 'good work' across all of the ASF.

### **Definition: Good work**

A learner is defined as being in 'good work' if all of the following apply:

- paid above the LLW
- works more than 16 hours a week
- on a permanent, non-zero-hour contract.

Following their course, 29 per cent of learners (or 16,500) were employed in good work. This is an increase of nearly 3,600 learners compared to the baseline, where 12,800 learners were in good work.

### ***By provision type***

Employed learners in Adult Skills Core programmes are more likely to experience an increase in work satisfaction (39 per cent) compared to those in Tailored Learning programmes (30 per cent). Learners on Other Level courses are less likely than average to report increases in their work satisfactions.

In Tailored Learning, half of employed learners were in good work following their course, equivalent to 9,700 Londoners. Whilst, in Adult Skills Core only 18 per cent of learners were in good work following their course (6,800 learners).

### ***By learner demographic***

Learners aged 24 to 49 and males were the only demographic groups where the share of learners reporting an increase in their work satisfaction was significantly above the average across the ASF (37 per cent compared to 35 per cent).

## **3.4 Sector and occupation of employment**

At the beginning of the 2023/24 academic year, the London Local Skills Improvement Plan (LSIP) was published for London. Its goal was to set out the blueprint to help Londoners into better higher-paying jobs, by better matching training provision to employer demand. The LSIP identified four key sectors (creative; health and social care; built environment; and hospitality) and four cross-cutting themes (digital; green skills; transferable skills; and labour market inclusion).<sup>48</sup> The LSIP is being refreshed and will be published in July 2026.

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<sup>48</sup> Business London, [Local Skills Improvement Plan](#), 2023.

Whilst the LSIP sets out the priority sectors for skills needs and identifies where lower-level skills provision can be most impactful, it does not capture the employment opportunities London growth sectors bring. In February 2025, mid-way through the 2024/25 academic year, the Mayor of London launched the London Growth Plan (LGP), London’s 10-year ambition for growth, and the actions that will take to make it happen. It includes the sectors and places that London will grow. The sectors that are key to London’s growth, as set out in the LGP, are: financial, professional and business services and technology; creative industries and technologies; international education; experience economy; and frontier innovation.

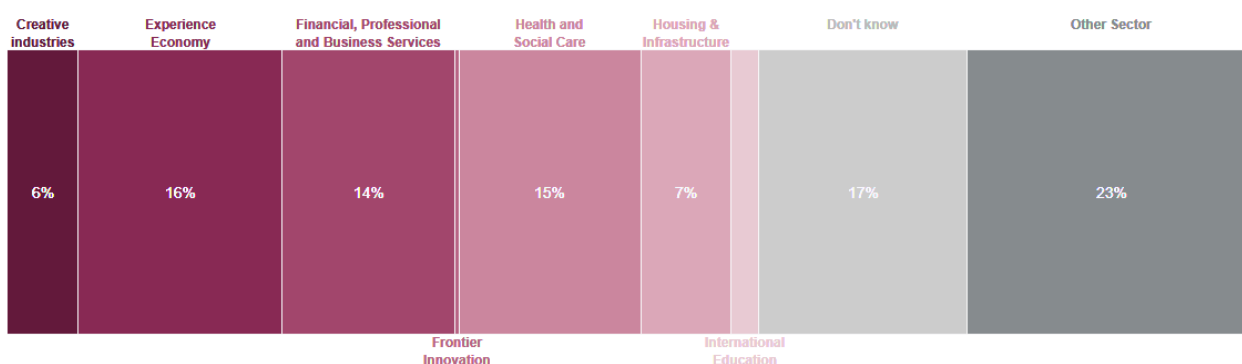
The LLS asks learners who are in employment to report their industry and occupation at the three-digit Standard Industrial Classification (SIC) and four-digit Standard Occupation Classification (SOC).<sup>49</sup> Therefore, through the detailed economic data collected, we can provide additional detail on the work situation of learners.

### 3.4.1 Industry

Focusing on the industry of employment, we can see that just over a third (34 per cent) of learners were employed in the three most common sectors: human health and social work activities; education; and administrative and support service activities. Many of these are public sector roles and demonstrate the economic contribution of the public sector in London.

Using the three-digit SIC code, we have mapped industry of employment to several of the priority sectors set out in the LSIP and the LGP. This shows that 60 per cent of employed learners (42,100 Londoners) were working in either a growth plan or an enabling sector following their course (Figure 13). The real share is likely to be higher due to the large proportion (17 per cent) of learners who do not know which sector they work in.

**Figure 13: Industry of employment matched to priority sectors**



Source: GLA, Londoner Learner Survey, 2024/25  
 Note: Learner weight applied, unweighted sample size 3,716.

<sup>49</sup> More information on SIC and SOC can be found at: ONS, [UK Standard Industrial Classification of Economic Activities](#); and ONS, [Standard Occupational Classification \(SOC\)](#).

The sector of employment does not always reflect the types of courses being delivered by providers. Instead, the GLA will use the ASF data publication to monitor delivery against priority areas. By mid-academic year 2025/26, around one third of enrolments were in areas related to London's priority sectors. Supporting more Londoners from diverse backgrounds to access growth-plan sectors will be a focus of the Inclusive Talent Strategy that was published at the beginning of the 2025/26 academic year (October 2025).

### *3.4.2 Occupation*

In addition to industry of employment, the LLS allows us to analyse occupation. In the follow-up survey, the top five occupations held by ASF learners in employment were: cleaners and domestics; care workers and home carers; kitchen and catering assistants; sales and retail assistants; and teaching assistants. These top five occupation account for a third of employed learners. Many of these are low-paying roles but an essential part of London's economy. The types of occupations held by learners demonstrates the level of qualifications held by those participating in ASF but also shows the important role of adult education in helping Londoners to continue progressing in work and education.

## **3.5 Progression to further learning**

The ASF funds learning from Entry Level through to Level 3 and above, which provides Londoners with a variety of different education pathways. By undertaking further learning at a higher level, it would be expected that learners experience more economic and social benefits. As mentioned within the ITS, developing higher level skills is essential to maintaining London's position as a global centre for innovation, creativity and growth.

Evidence shows that enrolling on an ASF course encourages learners to continue learning and upskilling. While only 20 per cent of learners enrolled with the intention of progressing to another course or training programme, 64 per cent ultimately pursued, or were planning to pursue, further education following their course.

### ***By provision type***

The likelihood of undertaking further education varies based on the type of course. Tailored Learning participants exhibit a higher likelihood (68 per cent) of continuing their education compared to those in Adult Skills Core (61 per cent). This is mainly due to Tailored Learners frequently choosing to do another Tailored Learning course – as Tailored Learning courses are shorter it can be easier to commit to multiple aims.

This trend persists across different levels of learning, with Other Level courses displaying the highest percentage of learners advancing to further education (68 per cent). Learners at higher levels are less likely to take on further learning. However, amongst those who did progress there is a large share moving onto higher levels, 46 per cent of Level 3 learners progressed onto a Level 4 qualification or higher (Table 2, below).

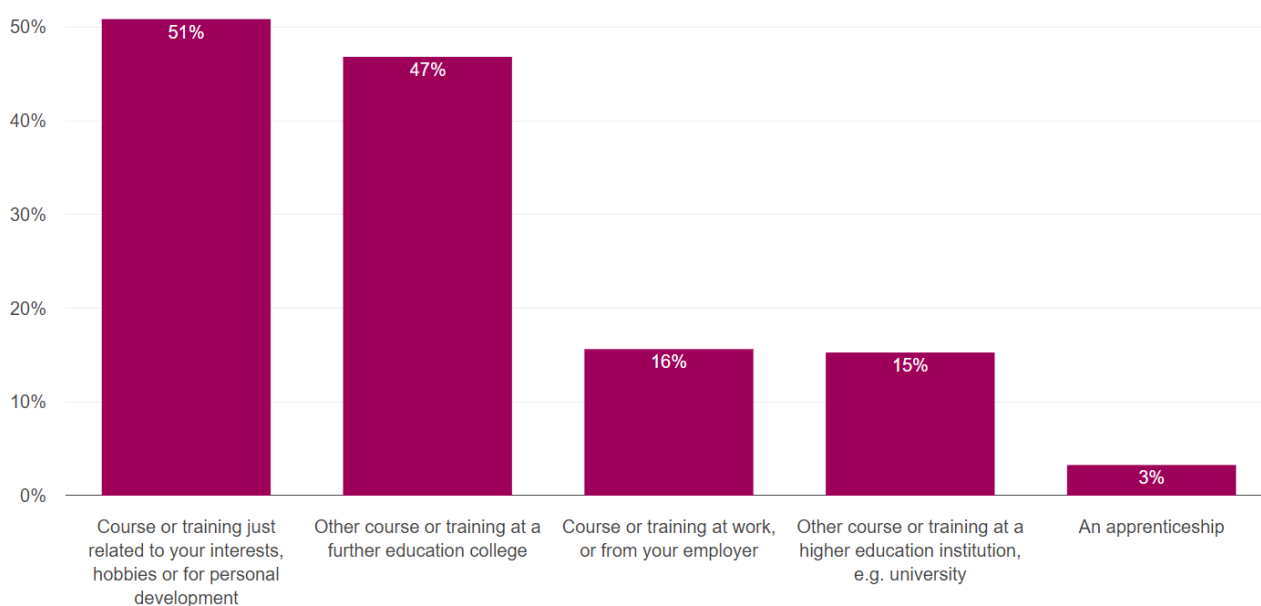
### By learner demographic

Certain demographic characteristics, such as being female, White, or over 50, correlate with a higher likelihood of progressing into further education. We also know these learners are more likely to take a Tailored Learning aim. The difference in the share of learners progressing onto further learning based on whether they report an LLDD is not significant.

#### 3.5.1 Type of further learning

A significant portion (47 per cent) of this further learning occurred at further education colleges (Figure 14); 3 per cent of learners who went onto further learning pursued apprenticeships.<sup>50</sup> Moreover, 15 per cent of further education and training was conducted in higher education institutions, involving approximately 18,200 learners, among whom 7,000 were enrolled in Level 4 or higher courses.

**Figure 14: Type of further training**



Source: GLA, Londoner Learner Survey, 2024/25.

Notes: Learner weight applied, unweighted sample size 7,926 (base all those doing further study). The categories are not mutually exclusive.

#### 3.5.2 Level of further learning

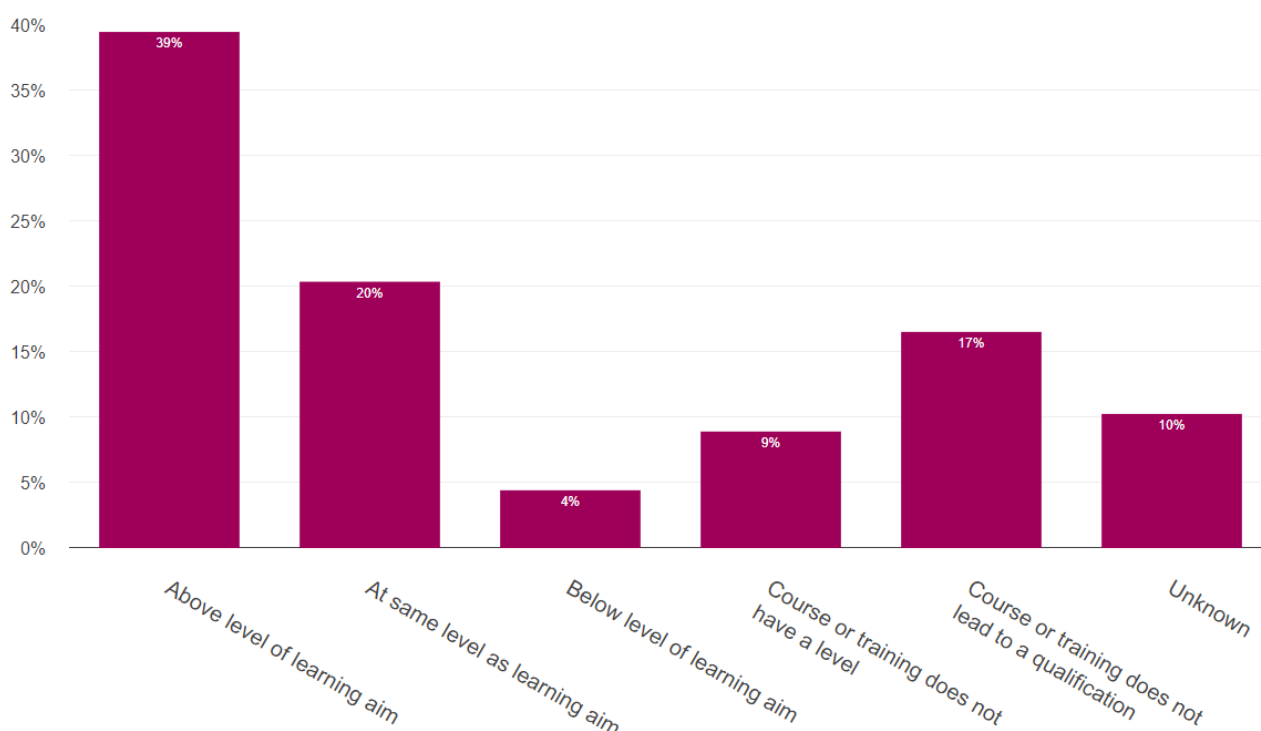
London’s ASF aims to equip learners with the skills and confidence necessary for advanced vocational training, apprenticeships or university courses, regardless of their

<sup>50</sup> This excludes learners who reported doing an apprenticeship, but the reported level of the qualification was too low to be considered an apprenticeship (the lowest level for an apprenticeship is Level 2, an intermediate apprenticeship).

backgrounds. Therefore, a critical metric for further education success is whether learners advance to higher-level courses.<sup>51</sup>

Amongst those taking further study, many learners are advancing in education. Specifically, 39 per cent of further learning occurred at a higher NVQ level than the ASF studies they completed the LLS for, with an additional 20 per cent remaining at the same level (Figure 15).

**Figure 15: Comparative level of learning for those undertaking further learning**



Source: GLA, Londoner Learner Survey, 2024/25.

Note: Learner weight applied, unweighted sample size 7,926.

Adult Skills Core learners who do further study tend to progress onto the same or a higher level (73 per cent); while 51 per cent of Tailored Learning learners progress onto courses without a level or that do not lead to a qualification (likely to be further Tailored Learning).

The majority of learners are continuing to a course which is at the same level or higher than their course. For those who took a Level 3 course, almost half (46 per cent) of those continuing to study are studying a qualification at Level 4 or above (Table 2), with 26 per cent doing a Level 6 qualification (which are commonly undergraduate degrees).

<sup>51</sup> As measured by the National Vocational Qualification (NVQ) classification

**Table 2: Share of further learning level by ASF qualification level**

Further learning level \ ASF course level	Entry Level	Level 1	Level 2	Level 3	Other level
Course does not have level	6%	6%	6%	5%	17%
Course does not lead to qualification	6%	6%	4%	3%	43%
Entry Level	34%	12%	3%	1%	5%
Level 1	14%	20%	8%	3%	4%
Level 2	11%	25%	26%	5%	4%
Level 3	9%	10%	25%	28%	4%
Level 4+	8%	11%	18%	46%	16%
Prefer not to say/don't know	13%	10%	10%	9%	7%
<b>Same or higher level</b>	<b>75%</b>	<b>66%</b>	<b>70%</b>	<b>74%</b>	<b>N/A</b>

Source: GLA, Londoner Learner Survey, 2024/25.

Note: Learner weight applied, unweighted sample size 7,926.

## 4. SOCIAL OUTCOMES FOR LONDON'S ASF LEARNERS

Adult learners engage in education and training for a variety of reasons, and not all of their motivations will be economic in nature. Through the LLS, the GLA can measure how education and training is not only equipping Londoners with the skills they need to secure a job or progress in work but also deliver social benefits such as improved levels of confidence and wellbeing. More than a third (37 per cent) of learners reported that one of the motivating reasons for doing their ASF course was to help them feel more confident and quarter (24 per cent) wanted to improve their physical or mental health.

The social outcome component of the LLS can be broken down into four themes which are health and wellbeing, self-efficacy, social integration, and volunteering.

### 4.1 Positive social outcome

In 2024/25, **most learners (95 per cent)** reported that participation in the ASF had led to a positive social outcome.

#### **Definition: Positive social outcome**

A positive social outcome is based on the responses to three questions, where the learner must report one of the following:

- the course had a positive impact on their wellbeing
- the course made them more confident
- the course helped them to meet new and different people.

#### ***By provision type***

There is no difference in the share of learners reporting a positive social outcome based on funding model, both learner groups have a positive social outcome rate of 95 per cent.

Similarly, there are small differences in the share of learners experiencing a positive social outcome by level of learning. Learners on Entry Level courses are the most likely to experience a positive social outcome (96 per cent) but the share is similar across all other levels of learning.

#### ***By learner demographic***

Learners aged 24 – 49 are marginally more likely to report a positive social outcome, in the following sections of this report we will discuss how the sub-outcomes vary by age. Women are two percentage points more likely to experience a positive social outcome compared to men (96 per cent vs 94 per cent).

When focusing on ethnicity, only Asian learners report a marginally higher social outcome rather than the ASF average. By reported LLDD status there is a two-percentage-point difference in the positive social outcomes share - 93 per cent of learners reporting an LLDD have a positive social outcome compared to 95 per cent for those without. The

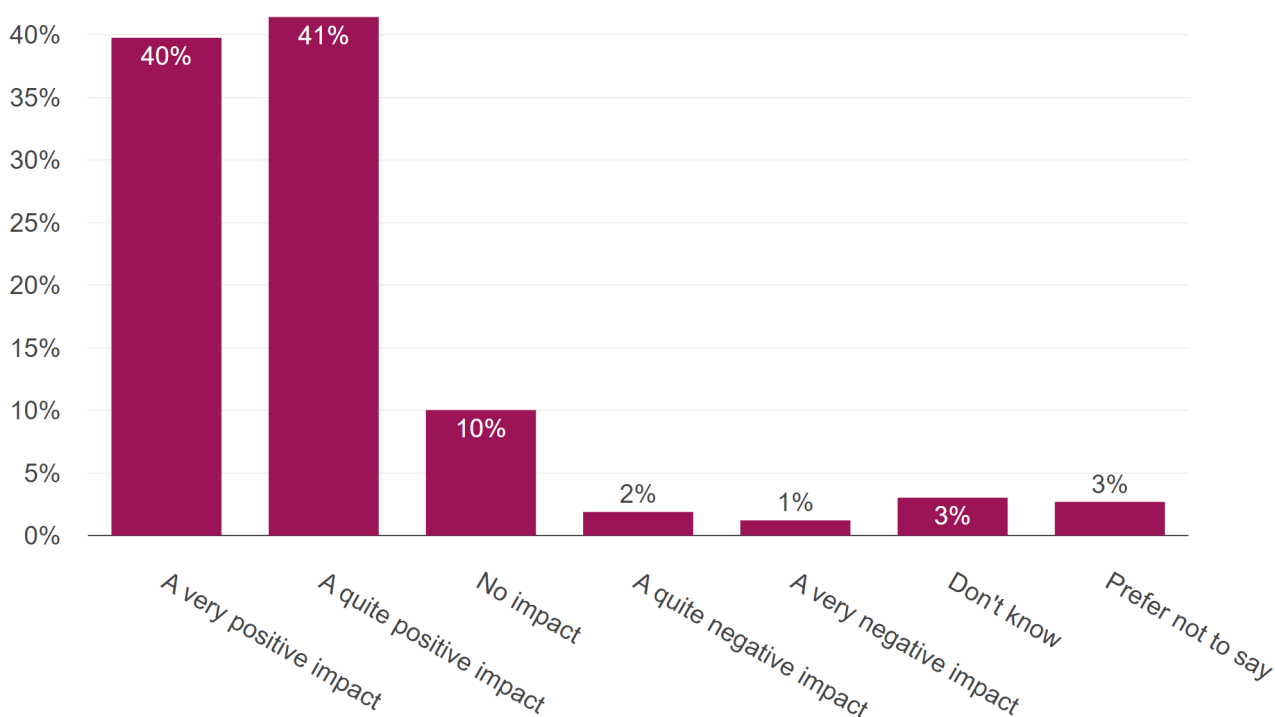
difference by LLDD could reflect the realities different learners face in terms of physical and mental wellbeing.

## 4.2 Health and wellbeing

The LLS assesses levels of personal wellbeing through monitoring metrics such as life satisfaction and levels of anxiety. The questions used in the LLS are in line with national personal wellbeing metrics used by the Office for National Statistics (ONS).<sup>52</sup>

Learners are asked to what extent the course has impacted their wellbeing. A large share (81 per cent) stated that their course had a positive<sup>53</sup> impact on their wellbeing; within this, 40 per cent reported that the course had a very positive impact (Figure 16).

**Figure 16: Impact of the course on wellbeing**



Source: GLA, Londoner Learner Survey, 2024/25.

Note: Learner weight applied, unweighted sample size 10,801.

At the baseline and follow-up surveys, learners are asked to report their levels of life satisfaction, feelings that things are worthwhile, happiness and anxiety on a scale of 0 to 10. Between the baseline and follow-up surveys, learners have experienced many positive and significant changes in their wellbeing (Table 3).

<sup>52</sup> ONS, [People, Population and Community: Wellbeing](#).

<sup>53</sup> Defined as total reporting 'A quite positive impact' and 'A very positive impact'.

**Table 3: Mean wellbeing scores for the baseline and follow-up surveys**

Wellbeing metric	Mean baseline score (0 to 10)	Mean follow-up score (0 to 10)	Percentage change
Life satisfaction	7.0	7.2	3.7%***
Feeling things in life are worthwhile	7.6	7.7	1.6%***
Happiness	7.2	7.3	2.0%***
Anxiety	4.1	4.0	-3.1%***

Source: GLA, Londoner Learner Survey, 2024/25.

Note: Learner weight applied, unweighted sample size 10,801. \*\*\* Results are significant at the 1 per cent level using a paired t-test.

The largest statistically significant change was with levels of life satisfaction. Average life satisfaction scores rose by 3.7 per cent – from an average of 7.0 out of 10 in the baseline survey, to 7.2 in the follow-up survey. Meanwhile, there was a 1.6 per cent increase in feelings of things being worthwhile, and a 2.0 per cent increase in happiness and a -3.1 per cent reduction in feelings of anxiety.

### **By provision type**

By funding model, there is a large difference in the share of learners reporting that the course led to an improvement in their wellbeing. In Adult Skills Core, just over three-quarters (79 per cent) of learners reported an improvement in their wellbeing due to their course, whilst 85 per cent of learners in Tailored Learning reported the same.

In addition, there are some differences in the share of learners reporting an improvement in their wellbeing based on the level of study. However, this is likely linked to provision type. Nearly nine in ten learners (87 per cent) studying Other Level courses reported an improvement in their wellbeing, compared to only 78 per cent of learners studying a course at Level 2.

### **By learner demographic**

By age, there are substantial differences in the share of learners reporting that the course led to improvements in their wellbeing. Older learners (50+) are the most likely to report improvements in their wellbeing because of their course (85 per cent) compared to 73 per cent of those aged 19-23. Women are three percentage points more likely than men to report a positive impact of the course on their wellbeing (82 per cent vs 79 per cent).

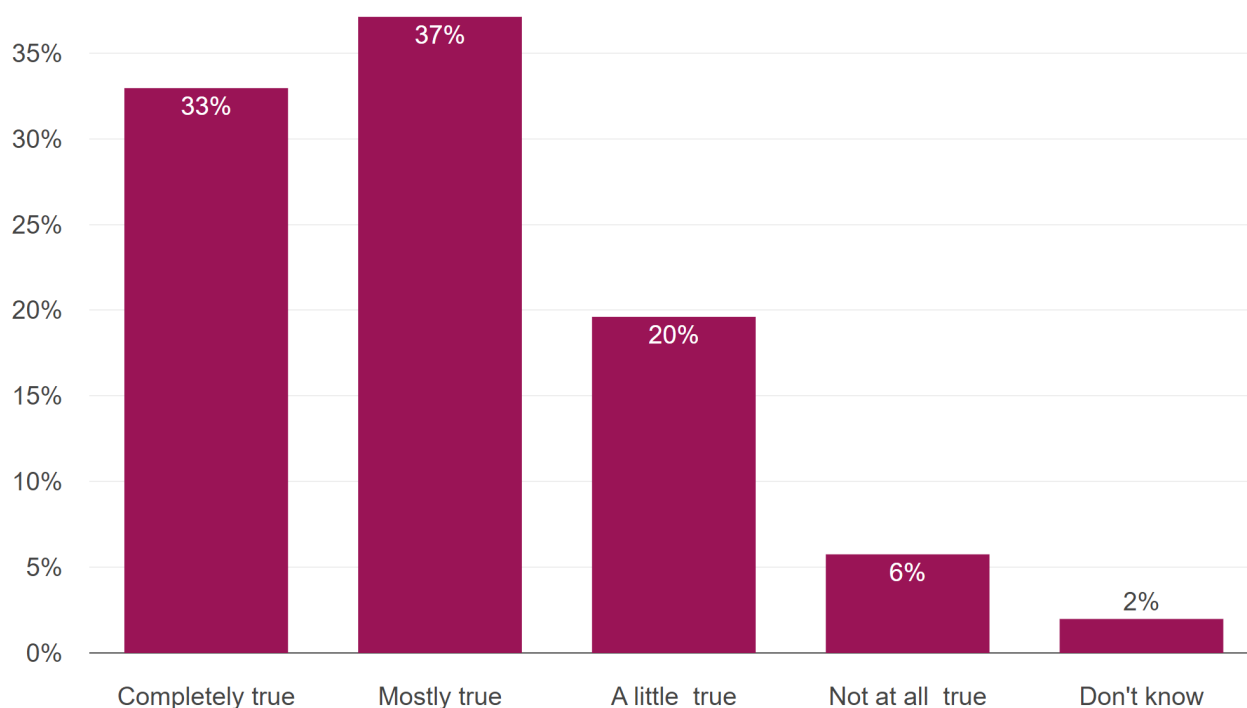
There are no significant differences in the impact of the course on a learner's wellbeing based on their ethnicity. Notably, more than three-quarters (78 per cent) of learners reporting an LLDD or health condition experienced an improvement in their wellbeing due to their participation on the course, but this remains four percentage points lower than those without an LLDD (82 per cent).

### 4.3 Self-efficacy

Self-efficacy is a person's belief in their ability to complete a task, their confidence in themselves to reach their goals, stay calm in difficult situations, and manage unexpected events. As previously mentioned, more than one third (37 percent) of learners reported wanting to increase their confidence as a reason for enrolling on their course.

However, nine in ten learners (90 per cent) stated that their ASF course contributed to an increase in their confidence (Figure 17).

**Figure 17: Impact of the course on confidence: responses to “the course has helped me to feel more confident”**



Source: GLA, Londoner Learner Survey, 2024/25.

Note: Learner weight applied, unweighted sample size 10,801.

#### **By provision type**

There are only minor differences in the share of learners reporting the course helped improve their confidence. Adult Skills Core are more likely to report that their course has led to improvements in their confidence (90 per cent compared to 89 per cent in Tailored Learning). Improvements in confidence by Level mirror the differences by funding model with only Other Level courses seeing a lower share of learners than average across the ASF reporting an increase in their confidence due to their ASF course.

#### **By learner demographic**

Older learners (50+) are the least likely to report improvements in their confidence due to their course (88 per cent), which could be associated with the type and level of learning

they undertake. In addition, male learners are statistically two percentage points less likely than women to report improvements in their confidence following the course (88 per cent compared to 90 per cent). Only Asian and Black learners are more likely than the ASF average to report an increase in their confidence due to the course (92 per cent each). LLDD learners are three percentage points less likely to report that the course improved their confidence compared to the ASF average (87 per cent vs 90 per cent).

## 4.4 Social integration

Social integration is about how we all live together. It is the extent to which people positively interact and connect with others from different backgrounds. It is shaped by:

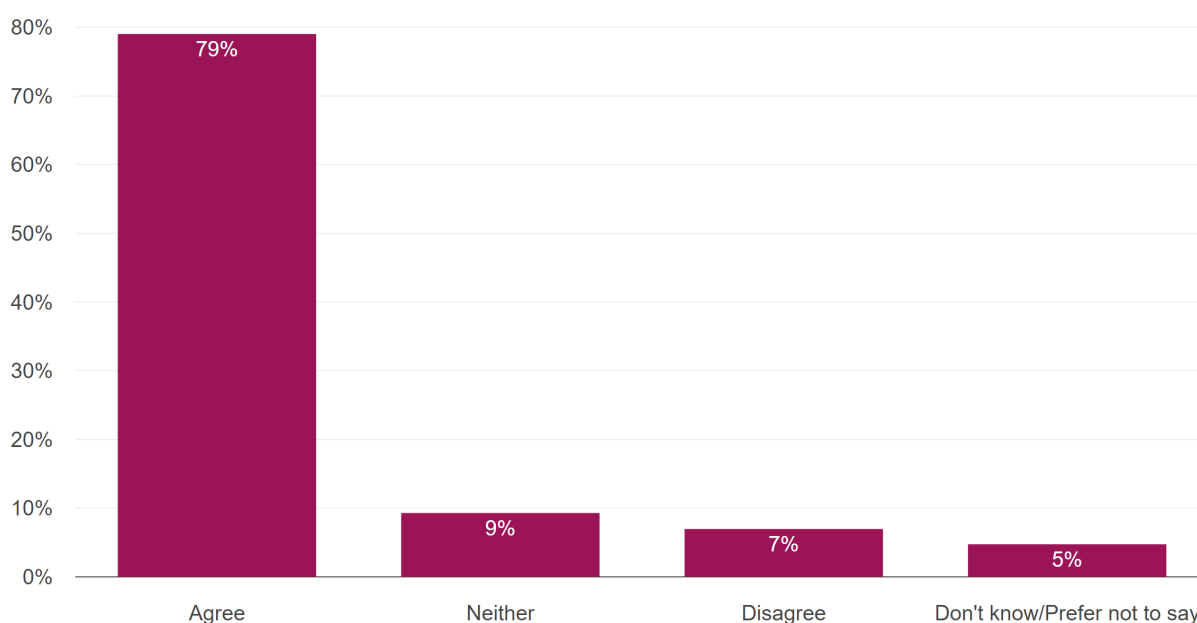
- the level of equality between people;
- the nature of our relationships; and
- our levels of community participation.

Improving London's social integration is one of the Mayor's top priorities. It means:

- helping Londoners to build meaningful and lasting relationships with each other;
- supporting them to be active in their communities and to play a part in the decisions that affect them; and
- reducing barriers and inequalities, so that Londoners can relate to each other as equals.

The ASF can play an important role in social integration in London due to the diversity of Londoners it brings together in one place. In fact, 79 per cent of learners feel that their ASF course helped them to meet different people (Figure 18).

**Figure 18: Impact of the course on helping you to meet different people**



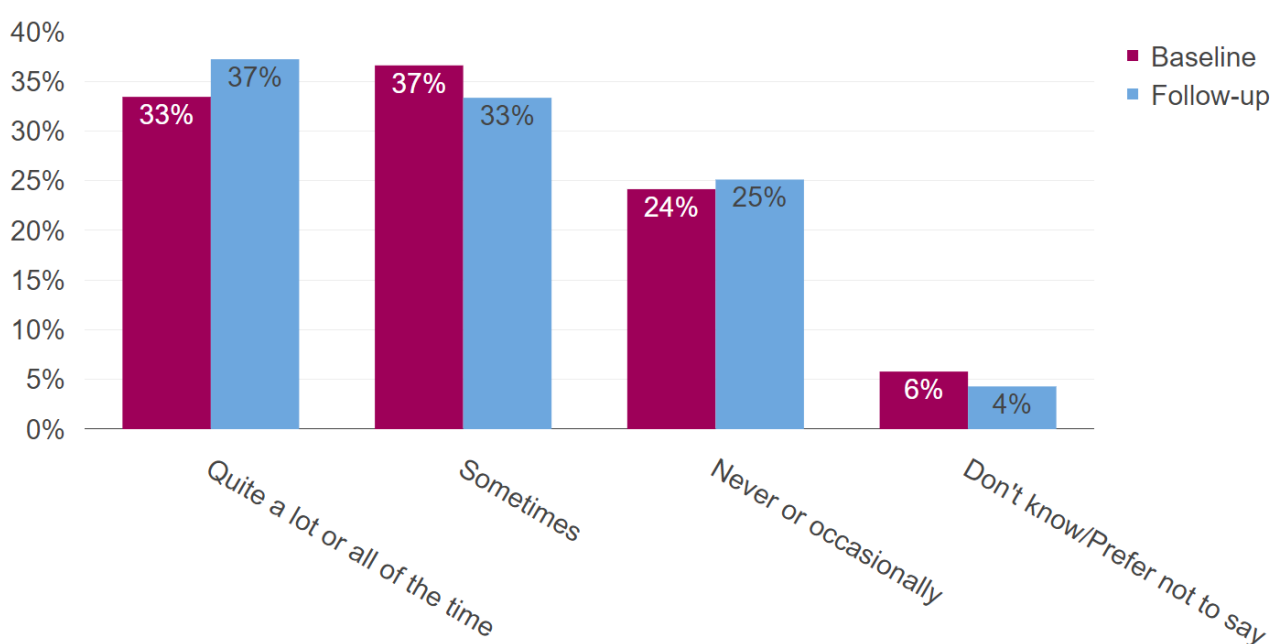
Source: GLA, Londoner Learner Survey, 2024/25.

Note: Learner weight applied, unweighted sample size 10,801.

Learners were also asked about the time they spend with adults whose age, social class or ethnicity is different to their own; and how they view this time.

At the baseline survey, a third of learners (33 per cent) spent quite a lot or all their time with learners of a different age. This had marginally increased to 37 per cent at the follow-up survey (Figure 19). A large share (79 per cent) of learners who spend time with people of different ages in the follow-up survey find this a positive experience (data not shown in graph).

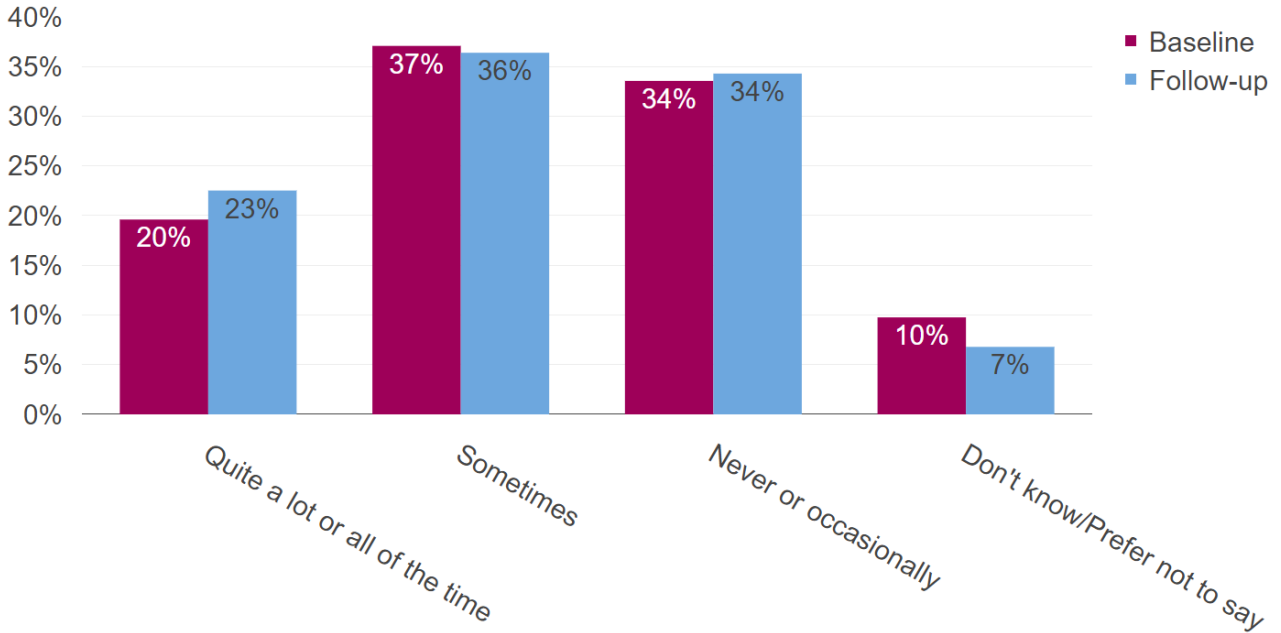
**Figure 19: How often learners spend time with adults of a different age**



Source: GLA, Londoner Learner Survey, 2024/25.  
 Note: Learner weight applied, unweighted sample size 10,801.

A similar pattern is true for the time people spend with adults from a different social class to themselves. Prior to ASF participation, one in five (20 per cent) learners spent quite a lot or all their time with adults from a different social class. However, this increased by three percentage points (23 per cent) following participation in ASF (Figure 20). The percentage of learners who spend time with people from different social class reporting that this experience was viewed as positive stood at 73 per cent at the follow-up survey (data not shown in graph).

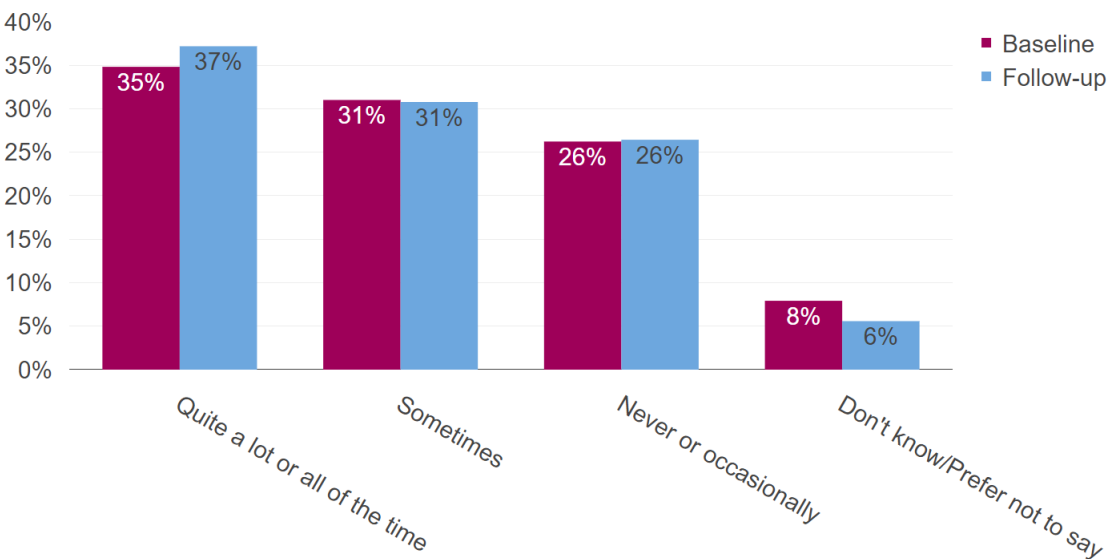
**Figure 20: As part of your wider social group, how often do you spend time with adults who are a different social class to you?**



Source: GLA, Londoner Learner Survey, 2024/25.  
 Note: Learner weight applied, unweighted sample size 10,801.

Finally, learners were asked about the time they spend with adults from a different ethnic background. There was a small increase in the percentage (35 per cent vs 37 per cent) who spend quite a lot or all their time with people from different ethnic backgrounds (Figure 21). Amongst learners who do spend time with people from a different ethnic background to themselves, 77 per cent view it as a positive (data not shown in graph).

**Figure 21: As part of your wider social group, how often do you spend time with adults who are a different ethnicity to you?**



Source: GLA, Londoner Learner Survey, 2024/25.  
 Note: Learner weight applied, unweighted sample size 10,801.

### ***By provision type***

More than three-quarters of learners' report meeting different people due to their course regardless of funding model (80 per cent in Adult Skills Core and 78 per cent in Tailored Learning). Entry Level learners are the most likely to report meeting different people as a result of their course (82 per cent), which could reflect the diversity of those requiring support with essential skills across London.

### ***By learner demographic***

Learners aged 50+ and men are the least likely to report meeting different people due to their course (77 per cent of men and 76 per cent of those aged 50+). Meanwhile, 80 per cent of women, and 81 per cent of learners aged 24 to 49, reported meeting different people due to their course.

As with many of the other social outcomes, Asian learners are statistically more likely than average to report meeting different people due to their course (83 per cent). There is a seven-percentage-point difference between learners based on their LLDD status: 73 per cent of learners with an LLDD reported meeting different people, compared to 80 per cent of those without an LLDD.

## **4.5 Volunteering**

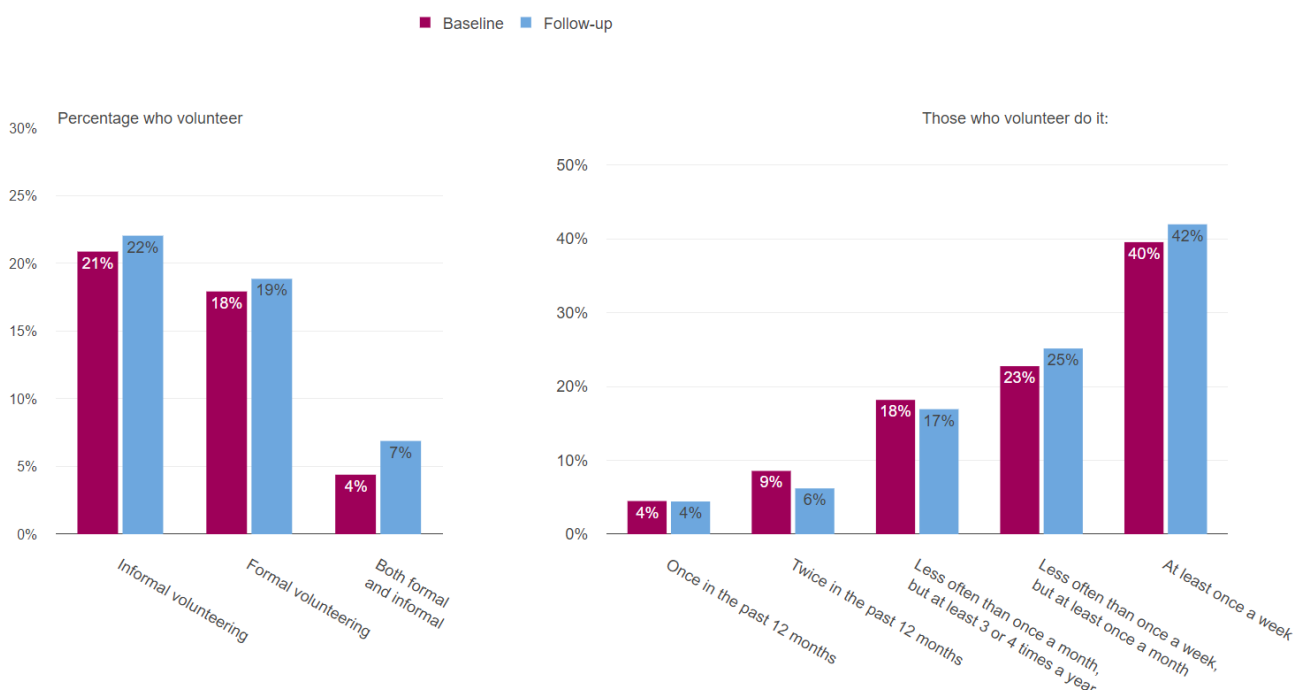
Volunteering helps Londoners to connect with people in their local communities who may be from different backgrounds and therefore it is an important pillar in furthering social cohesion and integration.

Almost half of ASF learners participate in volunteering (48 per cent) which is a slight increase compared to the baseline survey. Between the baseline and the follow-up survey there is an increase in the share of learners involved in informal volunteering, formal volunteering and those who participate in both. Informal volunteering is defined as helping a neighbour or friend, whereas formal volunteering involves a local organisation or charity.

In Figure 22, 18 per cent of learners took part in formal volunteering, such as helping at a local organisation or charity, during the baseline survey; this increases to 19 per cent in the follow-up. In contrast, 21 per cent undertook informal volunteering in the baseline, but this grows to 22 per cent in the follow-up. The share of learners taking part in both formal and informal volunteering has increased by three percentage points, to 7 per cent.

Amongst those who do volunteer, there was a two-percentage point increase in the share of learners volunteering at least once a week and the share who volunteer less than once a week but at least once a month between the baseline and the follow-up.

**Figure 22: Participation in volunteering**



Source: GLA, Londoner Learner Survey, 2024/25.

Note: Learner weight applied, unweighted sample size 10,801 for percentage who volunteer. Sample for volunteers: 4,948 in the baseline and 5,510 in the follow-up.

**By provision type**

In the follow-up survey, 48 per cent of learners across the ASF participated in volunteering. This rises to 52 per cent for those in Tailored Learning, compared to only 45 per cent in Adult Skills Core, although this likely reflects the age profile of learners (as seen below). More than half of learners (55 per cent) taking an Other Level qualification participated in volunteering during the follow-up survey. Entry Level learners are the least likely to engage in volunteering, with only 41 per cent of learners reporting that they do so.

**By learner demographic**

There is a considerable difference in the likelihood of volunteering by age. Learners aged 50 or above are 13 percentage points more likely to volunteer in the follow-up survey than learners aged 19 to 23 (55 per cent vs 42 per cent). Women are more likely than men to participate in volunteering (49 per cent vs 46 per cent).

By ethnicity, White ASF learners are the most likely to volunteer (53 per cent) whilst learners from Asian ethnic backgrounds are the least likely (44 per cent). Learners who report an LLDD are less likely to volunteer than the ASF average (46 per cent compared to 48 per cent).

## 5. CONCLUSION AND NEXT STEPS

The ITS and London Growth Plan are working together to ensure all Londoners can benefit from growth. Core components of this include ensuring employers can find the skills they need, Londoners can access skills training and boosting productivity. The LLS offers detailed and distinctive insights into learners' outcomes after participating in adult education in London. For many individuals, learning has helped them progress in employment, build their skills, and improve their overall wellbeing and quality of life.

Findings from the 2024/25 survey provide strong evidence that the ASF is making a meaningful impact on Londoners' lives, particularly for those facing barriers to entering or progressing in the labour market. It is estimated that over 72,000 learners were able to gain employment, move forward in their careers, or continue into further study after completing their course.

Through the detailed outcome of Londoners, we can see how we are supporting three core ambitions of the ASF:

### *Addressing skills gaps in London's economy and growth sectors:*

- Higher level and essential skills are key to address skills gaps in London. Learners taking courses at Levels 1, 2 and 3 courses experience higher outcomes (46 per cent, 48 per cent and 50 per cent respectively).
- The ASF provides the vital skills Londoners need to move into work and reduce skills gaps. Following their ASF course 21,400 (23 per cent) of learners out of work moved into employment by the follow-up survey.
- More than half (53 per cent) of employed learners were working in one of the five London Growth Plan sectors or enabling growth sectors, including Construction and Health and Social Care – equivalent to 42,100 learners.

### *Providing skills employers need to boost productivity:*

- Upskilling and reskilling are vital to boost productivity, especially in a labour market experiencing rapid technological change. Alongside supporting Londoners into work, almost 20,000 Londoners were able to progress in work following their course.
- Improvements in productivity could translate into wage increases – 16 per cent of in work ASF learners experienced an increase in their income, with modelling estimating that average salaries increased by 7.7 per cent.

### *Ensuring Londoners can find the right training and career path for them:*

- Through the LLS, we can see why learners engage in learning, four in ten (41 per cent) learners stated that one of the motivating factors for starting their ASF course was to help them get a job they want. Amongst those who moved into employment 48 per cent reported that their ASF course contributed to their new employment.

- Many learners engage with the ASF to improve their health or wellbeing. More than a third (37 per cent) of learners reported that one of the motivating reasons for doing their ASF course was to help them feel more confident and quarter (24 per cent) wanted to improve their physical or mental health. A significant number of Londoners, 167,800, reported that their course made them more confident and more than 150,000 Londoners reported an improvement in their wellbeing.

Overall, the analysis presented in this report suggests the changes learners experience following their engagement with adult education provision. However, it is important to note that, whilst this publication highlights the experiences of learners, it is not an evaluation or impact assessment of the ASF.<sup>54</sup>

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<sup>54</sup> For more information how the GLA evaluates the ASF can be found online.  
<https://www.london.gov.uk/programmes-strategies/jobs-and-skills/training-providers-teaching-skills/adult-skills-fund/measuring-impact-adult-skills-fund-and-skills-londoners-bootcamps>

## 6. GLOSSARY

Term	Definition
Adult Skills Fund	The ASF funds education and training for adults aged 19 and over, and includes qualifications such as basic English; maths and digital skills; and community based learning. Responsibility for the ASF in London was delegated to the Mayor of London in the 2019/20 academic year. In 2024/25, the ASF replaced the Adult Education Budget (AEB).
Adult Skills Core	Formula-funded strand of the Adult (19+) Skills Fund. It comprises formula funded regulated learning and non-regulated essential skills, ranging from Entry Level to Level 4, which are often delivered by further education colleges. More information is available in the <a href="#">2024 to 2025 ILR Specification</a> .
Apprenticeships	Apprenticeships are paid jobs that include at least 20 per cent off-the-job training (such as classroom learning) and lead to a nationally recognised qualification.  Apprenticeship levels are classified as intermediate (NVQ2), advanced (NVQ3) and higher (NVQ 4+).  Note: higher level includes degree-level apprenticeships (NVQ 6-7).
Tailored Learning	Tailored Learning brings together what was AEB community learning and delivery of previously formula-funded AEB non-regulated learning aims which are not part of the GLA's essential skills core offer. Most Tailored Learning provision is at Level 2 or below, including non-formal learning that does not lead to accreditation. It covers a wide range of areas including learning aimed at developing employability skills and well-being.
Employed	In the report, employed learners are defined as those who answered the question "Which of the following best describes your work situation at the moment?" with one of the options below: <ul style="list-style-type: none"> <li>• <b>employed (full or part-time)</b> (including temporarily not working due to, e.g., parental leave)</li> <li>• <b>self-employed</b></li> <li>• <b>waiting to start a new job you have been offered.</b></li> </ul>
Free Courses for Jobs	This initiative funds some Level 3 qualifications, which will support the development of new skills and improve the prospects of eligible adults in the labour market.

Higher-level skills	Generally used to refer to qualifications at Level 4 or above (this is often a university degree but also includes higher-level technical qualifications and higher education qualifications below degree level).
Inactive	In the report, inactive learners are defined as those who answered the question “Which of the following best describes your work situation at the moment?” with one of the options below: <ul style="list-style-type: none"> <li>• <b>retired</b></li> <li>• <b>looking after your family or home</b></li> <li>• <b>you can’t work because of a long-term health condition or disability</b></li> <li>• <b>volunteering</b></li> <li>• <b>asylum seeker</b></li> </ul>
Levels of learning	In England there are nine qualification levels (NVQs): <ul style="list-style-type: none"> <li>• <b>Entry level</b> (e.g., Skills for life, entry-level functional skills, entry-level ESOL)</li> <li>• <b>Level 1</b> (e.g., GCSE grades 3, 2, 1, or D, E, F, G)</li> <li>• <b>Level 2</b> (e.g., GCSE grades 9, 8, 7, 6, 5, 4 or A*, A, B, C; intermediate apprenticeship)</li> <li>• <b>Level 3</b> (e.g., A level, advanced apprenticeship, AS level, T level)</li> <li>• <b>Level 4</b> (e.g., certificate of higher education, higher apprenticeship)</li> <li>• <b>Level 5</b> (e.g., diploma of higher education, foundation degree)</li> <li>• <b>Level 6</b> (e.g., degree, degree apprenticeship, graduate diploma)</li> <li>• <b>Level 7</b> (e.g., master’s degree, postgraduate certificate)</li> <li>• <b>Level 8</b> (e.g., doctorate, level 8 diploma)</li> </ul>
Non-retired learners	For the purpose of analysing the LLS, non-retired learners are defined as all learners apart from those who described their work situation as retired in the follow-up survey.
Out of employment	In the analysis, those out of employment are all learners who are not in employment (using the definition above), and are not retired in the follow-up survey.
Student/studying	In the report learners who are studying are defined as those who answered the question “Which of the following best describes your work situation at the moment?” with “in full-time education or training”.

Unemployed	In the report unemployed learners are defined as those who answered question “Which of the following best describes your work situation at the moment?” with “unemployed”.
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## 7. APPENDIX

### Overall results by funding model (Adult Skills Core and Tailored Learning)

Overall	Percentage (%)			Sample Size		
	ASF	Adult Skills	Tailored Learning	ASF	Adult Skills	Tailored Learning
Positive Economic Outcome	44	45.1***	40***	9,070	7,152	1,977
Positive Social Outcome	95	95.2	94.9	10,801	7,332	3,534
Moved into employment	23	23.9**	19.1**	5,204	4,376	866
Share whose income increased	16	17.7**	14.7**	2,562	1,673	894
Share whose hours worked increased	26	26.8	23.9	2,611	1,715	901
Progressed in work	38	39*	37*	2,793	1,871	929
Share whose work satisfaction increased	35	38.8***	29.9***	2,648	1,740	913
Further learning	64	61.3***	67.7***	10,801	7,332	3,534
Increase in Wellbeing	81	78.8***	85.1***	10,801	7,332	3,534
Felt more confident	90	90.2***	88.8***	10,801	7,332	3,534
Met new people	79	79.6***	78.1***	10,801	7,332	3,534
Volunteering in Follow-up	48	45.1***	52.3***	10,801	7,332	3,534

Note:

\*\*\* Means the category is significantly different to the rest of survey results in the ASF at 0.001 level, \*\* at 0.01 level, \* at 0.05 level

### Overall results by funding line type

Overall	Percentage (%)					Sample Size				
	ASF	Adult Skills (grant)	Adult Skills (procured)	Free Courses for Jobs	Tailored Learning	ASF	Adult Skills (grant)	Adult Skills (procured)	Free Courses for Jobs	Tailored Learning
Positive Economic Outcome	44	44.4	48.7***	48.4**	40***	9,070	5,747	946	498	1,977
Positive Social Outcome	95	95.7***	92.4***	94.2	94.9	10,801	5,919	953	499	3,534
Moved into employment	23	21.7***	34***	30.2***	19.1**	5,204	3,507	649	241	866
Share whose income increased	16	15.8	22.7**	33***	14.7**	2,562	1,315	189	179	894
Share whose hours worked increased	26	25.8	27.7	37.3**	23.9	2,611	1,346	195	185	901
Progressed in work	38	37.6	39.5	56***	37*	2,793	1,474	217	193	929
Share whose work satisfaction increased	35	39.9***	31.4	38	29.9***	2,648	1,366	196	189	913
Further learning	64	63.1**	51.2***	57.5*	67.7***	10,801	5,919	953	499	3,534
Increase in Wellbeing	81	79.4***	75***	79.9	85.1***	10,801	5,919	953	499	3,534
Felt more confident	90	90.3***	89.3	90.3	88.8***	10,801	5,919	953	499	3,534
Met new people	79	82.4***	63.9***	74*	78.1***	10,801	5,919	953	499	3,534
Volunteering in Follow-up	48	44.8***	44.8*	52.5	52.3***	10,801	5,919	953	499	3,534

Note:

\*\*\* Means the category is significantly different to the rest of survey results in the ASF at 0.001 level, \*\* at 0.01 level, \* at 0.05 level

## Overall results by Sub-Regional Partnership

Overall	Percentage (%)					Sample Size				
	ASF	Central London Forward	Local London	South London Partnership	West London Alliance	ASF	Central London Forward	Local London	South London Partnership	West London Alliance
Positive Economic Outcome	44	42.5	45.3*	42.9	43.5	9,070	3,189	2,641	1,242	1,996
Positive Social Outcome	95	95.1	95.2*	94.8	95	10,801	3,896	2,992	1,513	2,398
Moved into employment	23	21.9	23.8	24.9	21.5	5,204	1,795	1,504	687	1,216
Share whose income increased	16	16.5	15.8	16.2	16.9	2,562	961	714	391	497
Share whose hours worked increased	26	26.1	25.4	23.6	25.8	2,611	977	733	402	500
Progressed in work	38	39.8	36.1	35.7	39.2	2,793	1,039	790	428	537
Share whose work satisfaction increased	35	36.6	30.9*	36	36	2,648	990	742	407	510
Further learning	64	63.4	63.1	64.4	64.4	10,801	3,896	2,992	1,513	2,398
Increase in Wellbeing	81	81.3	81.1	82	80.6	10,801	3,896	2,992	1,513	2,398
Felt more confident	90	89***	90.8**	89.4	89.6	10,801	3,896	2,992	1,513	2,398
Met new people	79	76.9***	80.7***	77.6	81.2**	10,801	3,896	2,992	1,513	2,398
Volunteering in Follow-up	48	47.9	44.6***	48.6	51.3***	10,801	3,896	2,992	1,513	2,398

Note:

\*\*\* Means the category is significantly different to the rest of survey results in the ASF at 0.001 level, \*\* at 0.01 level, \* at 0.05 level

## Overall results by NVQ level

Overall	Percentage (%)						Sample Size					
	ASF	Entry Level	Level 1	Level 2	Level 3	Other Level	ASF	Entry Level	Level 1	Level 2	Level 3	Other Level
Positive Economic Outcome	44	40.7***	45.9**	48.4***	49.9***	39.6***	9,070	3,033	1,758	2,261	772	1,395
Positive Social Outcome	95	95.9**	95	94.5	94.5	94.6	10,801	3,231	1,830	2,304	773	2,828
Moved into employment	23	16.9***	23.6	31.1***	33.6***	19.9	5,204	1,898	1,124	1,333	394	554
Share whose income increased	16	15	16.8	17.3*	27.4***	14.8**	2,562	612	396	642	239	696
Share whose hours worked increased	26	23	24.4	27.7	32.6*	25	2,611	629	405	656	246	700
Progressed in work	38	33.6*	38.3	41.2*	48.4**	37.7	2,793	688	445	709	258	721
Share whose work satisfaction increased	35	35.1	36.6	38.7	38.3	30.6***	2,648	639	411	661	251	710
Further learning	64	62.2***	60.7	62.9**	60	68.2***	10,801	3,231	1,830	2,304	773	2,828
Increase in Wellbeing	81	79.6**	79**	78.4***	79.7	86.6***	10,801	3,231	1,830	2,304	773	2,828
Felt more confident	90	90.2	89.2	90.3	89.5	88.9***	10,801	3,231	1,830	2,304	773	2,828
Met new people	79	81.9***	79.5*	76.6***	79.7	77.1***	10,801	3,231	1,830	2,304	773	2,828
Volunteering in Follow-up	48	40.8***	43.7***	51.3***	51.2	54.9***	10,801	3,231	1,830	2,304	773	2,828

Note:

\*\*\* Means the category is significantly different to the rest of survey results in the ASF at 0.001 level, \*\* at 0.01 level, \* at 0.05 level

## Overall results by age

Overall	Percentage (%)				Sample Size			
	ASF	19 to 23	24 to 49	50+	ASF	19 to 23	24 to 49	50+
Positive Economic Outcome	44	52.4***	44.8***	35.2***	9,070	887	5,749	2,445
Positive Social Outcome	95	93.6	95.5*	94.6	10,801	887	5,758	4,167
Moved into employment	23	33.2***	22.3	17.4***	5,204	560	3,373	1,278
Share whose income increased	16	19.7	17.4**	13.3**	2,562	130	1,557	875
Share whose hours worked increased	26	30	27**	21.1***	2,611	135	1,599	877
Progressed in work	38	36.5	40.1***	33.7***	2,793	161	1,715	919
Share whose work satisfaction increased	35	40.4	37***	28.7***	2,648	140	1,616	892
Further learning	64	56.1***	62.4***	68.7***	10,801	887	5,758	4,167
Increase in Wellbeing	81	73.3***	80.8**	84.6***	10,801	887	5,758	4,167
Felt more confident	90	88.5	90.8***	88***	10,801	887	5,758	4,167
Met new people	79	81.1	80.2***	75.9***	10,801	887	5,758	4,167
Volunteering in Follow-up	48	42***	44.9***	55.5***	10,801	887	5,758	4,167

Note:

\*\*\* Means the category is significantly different to the rest of survey results in the ASF at 0.001 level, \*\* at 0.01 level, \* at 0.05 level

## Overall results by gender

Overall	Percentage (%)			Sample Size		
	ASF	Male	Female	ASF	Male	Female
Positive Economic Outcome	44	47.8***	41.6***	9,070	2,412	6,658
Positive Social Outcome	95	93.8***	95.7***	10,801	2,924	7,877
Moved into employment	23	28.3***	20***	5,204	1,401	3,803
Share whose income increased	16	20.5	14.5	2,562	679	1,883
Share whose hours worked increased	26	26	25.3	2,611	689	1,922
Progressed in work	38	41.8	36.5	2,793	737	2,056
Share whose work satisfaction increased	35	38.8*	33.2*	2,648	700	1,948
Further learning	64	61.9*	64.5*	10,801	2,924	7,877
Increase in Wellbeing	81	78.7***	82.3***	10,801	2,924	7,877
Felt more confident	90	88***	90.5***	10,801	2,924	7,877
Met new people	79	77***	79.9***	10,801	2,924	7,877
Volunteering in Follow-up	48	45.8**	48.7**	10,801	2,924	7,877

Note:

\*\*\* Means the category is significantly different to the rest of survey results in the ASF at 0.001 level, \*\* at 0.01 level, \* at 0.05 level

## Overall results by ethnicity

Overall	Percentage (%)						Sample Size					
	ASF	Asian	Black	Mixed	Other Ethnic		ASF	Asian	Black	Mixed	Other Ethnic	
					Group	White					Group	White
Positive Economic Outcome	44	41.9	50.3***	44.6	44.9	40.7***	9,070	2,161	1,841	557	806	3,053
Positive Social Outcome	95	95.4*	96.1	95.9	94.9	94.2**	10,801	2,266	1,912	596	838	4,471
Moved into employment	23	18.7*	25.8***	25.8	20.3	26.6	5,204	1,416	1,087	324	503	1,464
Share whose income increased	16	15.3	18.2	17.2	16.1	16.9	2,562	371	498	143	194	1,230
Share whose hours worked increased	26	27.9	23.2	24.1	28.6	25	2,611	380	507	149	201	1,248
Progressed in work	38	36.6	35.7	41.3	40.5	38.7	2,793	426	550	165	216	1,297
Share whose work satisfaction increased	35	37.1	33	37	41.5	33.8	2,648	389	513	151	203	1,265
Further learning	64	63.3	63.7	59.7**	58.5***	65.8***	10,801	2,266	1,912	596	838	4,471
Increase in Wellbeing	81	79.3	81.4	83.1	80.2	82.3**	10,801	2,266	1,912	596	838	4,471
Felt more confident	90	91.7***	91.7*	89	85.7***	88.3***	10,801	2,266	1,912	596	838	4,471
Met new people	79	82.7***	80.7*	78	80.8	75.6***	10,801	2,266	1,912	596	838	4,471
Volunteering in Follow-up	48	44.3***	45.4***	45.3**	45	52.9***	10,801	2,266	1,912	596	838	4,471

Note:

\*\*\* Means the category is significantly different to the rest of survey results in the ASF at 0.001 level, \*\* at 0.01 level, \* at 0.05 level

## Overall results by LLDD status

Overall	Percentage (%)			Sample Size		
	ASF	LLDD Learner	Non-LLDD Learner	ASF	LLDD Learner	Non-LLDD Learner
Positive Economic Outcome	44	39.7*	44.4**	9,070	1,484	7,303
Positive Social Outcome	95	93**	95.5**	10,801	1,693	8,780
Moved into employment	23	15.2***	24.6***	5,204	1,011	4,038
Share whose income increased	16	18.8	16.3	2,562	251	2,227
Share whose hours worked increased	26	28.3	25.2	2,611	257	2,270
Progressed in work	38	40.4	37.9	2,793	281	2,425
Share whose work satisfaction increased	35	40.7	34.4	2,648	262	2,302
Further learning	64	61.6	63.9	10,801	1,693	8,780
Increase in Wellbeing	81	77.6***	81.8***	10,801	1,693	8,780
Felt more confident	90	87.4*	90.2*	10,801	1,693	8,780
Met new people	79	73.1***	80.2***	10,801	1,693	8,780
Volunteering in Follow-up	48	46.4*	48*	10,801	1,693	8,780

Note:

\*\*\* Means the category is significantly different to the rest of survey results in the ASF at 0.001 level, \*\* at 0.01 level, \* at 0.05 level

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