

Adult Education Budget Academic Year 2019/20 (August-July)

8 March 2021

The Adult Education Budget (AEB) data publication contains summary statistics on Further Education and Skills in London, covering a range of data on participation, achievements and spend, including Mayoral areas of interest. This release is based on data for the full 2019/20 academic year.

This note assists in interpreting the experimental statistics and highlights some key points and data limitations. It should be noted that the Covid-19 pandemic has taken an impact on the FE sector in London during the reporting period. Thus, extra care should be taken in interpreting this data.

For a fuller understanding of the data please reference the accompanying Methodology and Table footnotes.

Summary Statistics

This release includes experimental statistics on AEB-funded Further Education and Skills in London based on data for the full academic year 2019/20.

Learner participation

- From August 2019 to July 2020, there were 213,480 GLA-funded learners in London.
- Amongst learners participating in the AEB programme¹:
 - 70 per cent were female;
 - 55 per cent were from a Black or Minority Ethnic background (including Mixed, Asian, Black and Other Ethnic Group learners²);
 - The majority were aged 24-49 (62%);
 - 14 per cent consider themselves to have a learning difficulty and/or disability and/or health problem³;
 - In Adult Skills learning, 50 per cent of learner participation were eligible for the disadvantage uplift funding⁴;
 - 7 per cent of the total number of learners received learner support to enrol in 38,420 courses.

¹ Based on Source of Funding reported for each learning aim.

² Note that this excludes "Unknown" observations.

³ Based upon self-declaration by the learner. This excludes "Unknown" observations.

⁴ Disadvantage funding does not apply to Community Learning, so only Adult Skills learning is included.

Aims enrolments

- There were 424,750 aims enrolments in London during the publication period.
- The most frequent course levels were Entry Level and Other Level⁵, accounting for roughly two thirds of all aims.
- The most frequent sector subject area chosen was Preparation for Life and Work, accounting for nearly half of all aims in the AEB programme.

Achievements (by 31st July 2020)

- Of the total number of aims (424,750), the data shows that⁶:
 - 81 per cent of the qualifications were achieved (345,830)⁷;
 - 4 per cent of the aims were recorded as “study continuing” (14,990);
 - 15 per cent were not achieved (61,880);
 - A very small percentage (less than 1%) have been completed, but with outcome unknown.

Delivery value (£)

- AEB delivery for the full academic year of 2019/20 amounted to £260,317,000⁸. Some 59 per cent of that corresponded to General Further Education (FE) Colleges (including Tertiary).

Mayoral areas of interest

- There were 34,560 learners enrolled in 52,480 English and Maths Entitlement learning courses⁹;
- 300 people participated in British Sign Language courses¹⁰;
- In AEB learning, there were 19,980 fully funded learners due to receipt of low wage.

Further data breakdowns and additional information by provider, Sub-Regional Partnership and Local Authority District are available in the data tables: <https://data.london.gov.uk/dataset/gla-adult-education-budget>

⁵ Other level is recorded when another level is not applicable or if the aim cannot be classified at other levels.

⁶ Note that these are not achievement rates and are not meant as a performance measure of providers.

⁷ This includes a tiny fraction of aims that were partially achieved.

⁸ Greater London Authority payments are in accordance with the Standard National Profile for Adult Education Budget Grant-Funded Providers and final reconciliation applies at the end of the academic year subject to the arrangements agreed by the Mayor for that year. Note that in 2019/20 academic year, the data reconciliation process encompasses the impact of Covid-19 pandemic on Adult Education. Therefore, delivery values during this period should not be considered a financial statement of the Greater London Authority payments for the year. For more information on grant or procured payment and reconciliation processes, please see the Greater London Authority Adult Education Budget resources for providers: <https://www.london.gov.uk/what-we-do/skills-and-employment/skills-londoners/adult-education-budget/information-gla-aeb-providers>.

⁹ This includes English and Maths AEB entitlement learners only.

¹⁰ The GLA fully funds any learner aged 19+ whose first or preferred language is British Sign Language (BSL), or who cannot access spoken language because of their deafness and would benefit from BSL, to study for qualifications in BSL, up to and including level 2.

About this release

- This document provides summary information on current adult (19+) GLA funded Further Education (FE) in London. It covers learners who are studying a course in an FE College, training provider or within their local community.
- This release contains data for the full academic year data for 2019/20, and it is based on the Individualised Learner Records data (ILR R14) as provided to the GLA by the ESFA, Funding Summary Report (R14) as provided to the GLA by the ESFA, and Funding Claim (R14) as reported to the GLA by providers.
- The data in this release should be treated as Experimental Statistics as the methodologies used to produce them are still in their developmental phase.

Background information

The AEB aims to engage adults and provide the skills and learning they need to equip them for work or other learning. The overarching aim is to make adult education in London even more accessible, impactful and locally relevant

From 1 August 2019, the Secretary of State for Education delegated responsibility for the commissioning, delivery and management of London's AEB to the Mayor.

In early 2020, the AEB Mayoral Board agreed that AEB programme data should be published following the Department for Education's Further Education and Skills data publication and in line with the UK Code of Practice for Official Statistics (which the GLA has signed up to on a voluntary basis).

The GLA published AEB programme data for the first time in June 2020. The data released is available here: <https://data.london.gov.uk/dataset/gla-adult-education-budget>

The GLA's third AEB release

This statistics publication includes London, Sub-regional and Borough level figures for the full academic year. It focuses on adult (aged 19+) GLA-funded Further Education, comprising Education and training and Community learning (excluding apprenticeships, traineeships, advanced learner loans, the offender learning and skills service, and education and training services funded by the Education and Skills Funding Agency). It also has an extensive breakdown on learner characteristics as well detailed information on the nature of learnings aims and subjects studied.

Data sources used in this publication

The statistics shown in this note on learner participation, aims enrolments, achievements and expenditure are based on the Individualised Learner Record data for 2019/20 (August- July 2020)¹¹. Figures are restricted to GLA-devolved Adult Education Budget.

It should be noted that this release presents figures for the full 2019/20 academic year. This is the first GLA data publication release capturing a full academic year. This release therefore provides the most comprehensive picture of delivery to date.

For completeness, additional data sources used are the AEB Funding Claims made to the GLA and Funding Summary Reports as provided to the GLA by the ESFA.

All data has been rounded and totals have been produced from unrounded data so may not equal the sum of rounded breakdowns.

Figures include learners and learning that is active at any point during the publication period (August 2019 to July 2020). Learner participation is the count of unique learners who meet the criteria for a given table cell. As a result, learners who meet criteria for multiple cells will be counted in each cell. Therefore, a single learner may be counted more than once in a learner participation table and the cells may not sum to the total count of unique learners.

Aims enrolments is the count of the relevant learning aims reported in the Individualised Learner Record (ILR). Learners may be enrolled in more than one learning aim.

The following tables are described in this note¹²:

Table 1.3: Funding Profile, Provider Type

Table 2.2: Learner Home Local Authority District, Volumes

Table 2.3: Learner Characteristics, Volumes

Table 2.4: Level of Learning, Volumes

Table 2.6: Sector Subject Area, Volumes

Table 3.1: Provider, Achievements

Table 3.2: Learner Home Local Authority District, Achievements

Table 3.3: Learner Characteristics, Achievements

Table 3.9: Sector Subject Area by Sex, Achievements

Table 4.1: British Sign Language, Volumes

Table 4.3: Learners in Receipt of Low Wage by Level of Learning, Volumes

Table 4.7: English and Maths, Volumes

¹¹ The GLA, DfE and Education and Skills Funding Agency (ESFA) maintain a Data Sharing Agreement (DSA) permitting the monthly transfer of AEB delivery data collected by providers in the Individualised Learner Record (ILR).

¹² Table numbering differs slightly between London, Sub-regional and London Boroughs tables. The table numbers shown here correspond to the London level tables only and are included here as a reference.

The accompanying technical document provides information on the data sources, their coverage and quality and explains the methodology used in producing the data.

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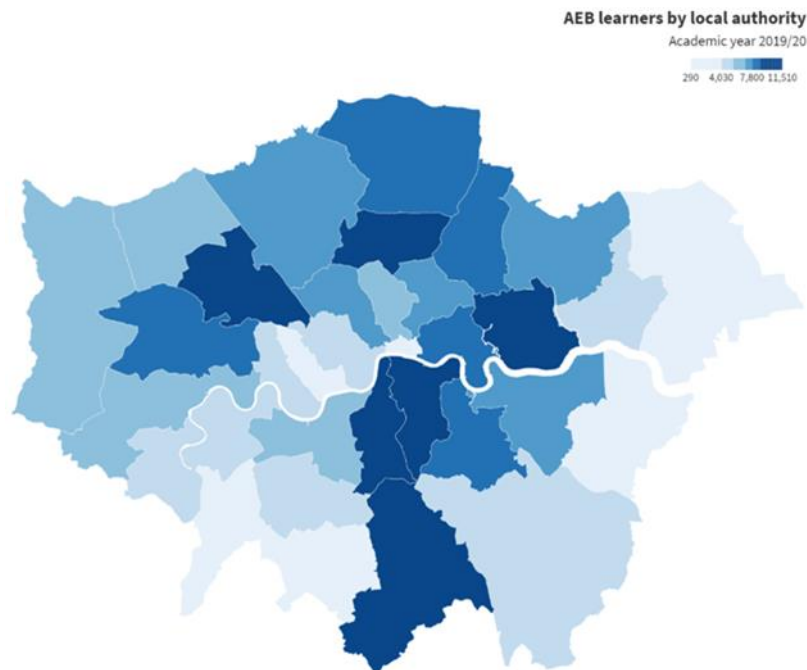
1. GLA's Adult Education Budget (August-July 2019/20)

This release covers experimental statistics on AEB-funded Further Education and Skills in London based on administrative data for the full academic year 2019/20. In this section we show some headline statistics of the programme, such as AEB participation (learners and aims), demographic characteristics of the learners, course levels, sector subject areas chosen, achievements, delivery value (£), and some of the Mayoral areas of interest.

It should be noted that the pandemic has had an impact on the education sector in London. Therefore, extra care should be taken in interpreting this data. Note that comparisons with the same period last year are not feasible as this is the first year of AEB delivery after devolution¹³.

1.1 AEB participation 2019/20

Figure 1: Learner participation by London Borough



Source: R14 (August-July) ILR data

Note: Figures are based on learner's home postcode on the learning start date and excludes records without a valid postcode

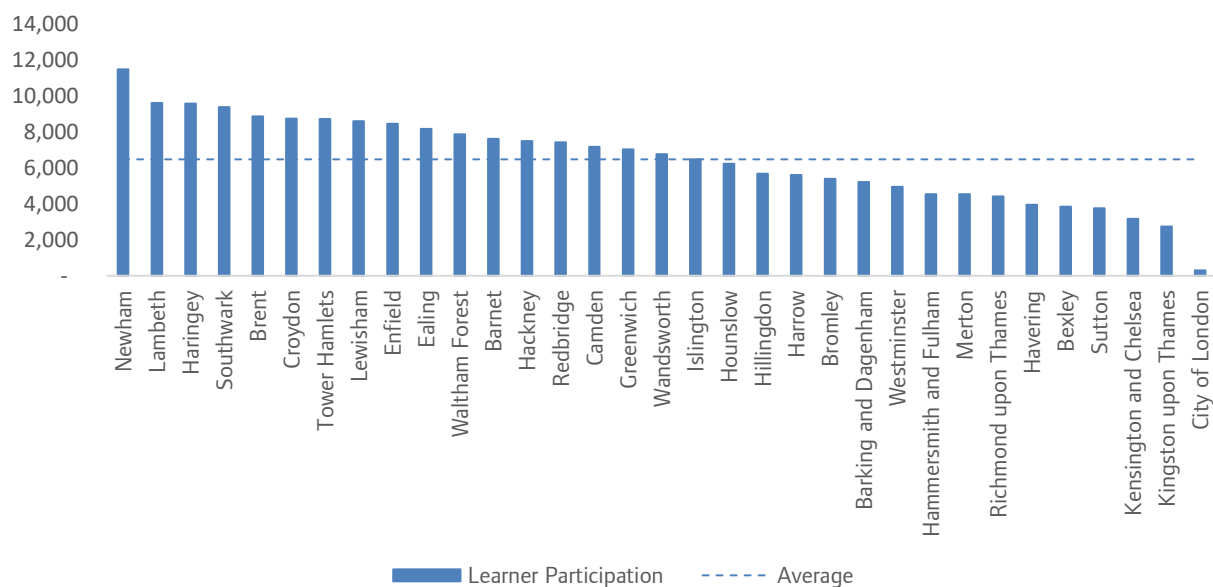
In the 19/20 academic year, there were 213,480 learners participating in the AEB programme. All of the Sub-Regional Partnerships¹⁴ and London Boroughs showed significant activity (above

¹³ Current GLA-funded adult education is not equivalent to Further Education and Skills in London in previous years (which was administered by the DfE). Compared to present GLA-delivery, the later includes additional courses, such as Offenders' learning provision and Traineeships. Therefore, comparisons would not be consistent.

¹⁴ Central London Forward includes all learning matched to LADs of Camden, the City of London, Hackney, Haringey, Islington, Kensington and Chelsea, Lambeth, Lewisham, Southwark, Tower Hamlets, Wandsworth and Westminster. Local London includes all learning matched to LADs of Barking and Dagenham, Bexley, Bromley, Enfield, Greenwich, Havering, Newham, Redbridge and Waltham Forest. South London Partnership comprises all

2,500 learners¹⁵) during the publication period. The top 5 London Boroughs with the highest number of learners were Newham (11,510), Lambeth (9,630), Haringey (9,600), Southwark (9,400), and Brent (8,880). The full distribution of learners by London Boroughs is shown in Figures 1 (spatial distribution) and 2 (frequency distribution)¹⁶.

Figure 2: Learner participation by London Borough



Source: R14 (August-July) ILR data

1.2 Adult (19+) Demographic Summary of FE and Skills Participation

Table 1: Demographic characteristics

Background characteristics		Learner participation	
		Frequency	%
Sex	Male	64,160	30
	Female	149,310	70
Ethnicity group	White	92,200	45
	Mixed / Multiple Ethnic Groups	11,820	6
	Asian / Asian British	39,270	19
	Black / African / Caribbean / Black British	40,970	20
	Other Ethnic Group	21,740	11
Age	19-23	21,560	10
	24-49	131,330	62
	50+	60,590	28
Total		213,480	100

learning matched to LADs of Croydon, Kingston upon Thames, Merton, Richmond upon Thames and Sutton. West London Alliance comprises all learning matched to LADs of Barnet, Brent, Ealing, Hammersmith & Fulham, Harrow, Hillingdon and Hounslow.

¹⁵ The exception is the City of London that, with a relatively small population, is a historic financial district.

¹⁶ Further breakdowns by Sub-regional partnerships are available online.

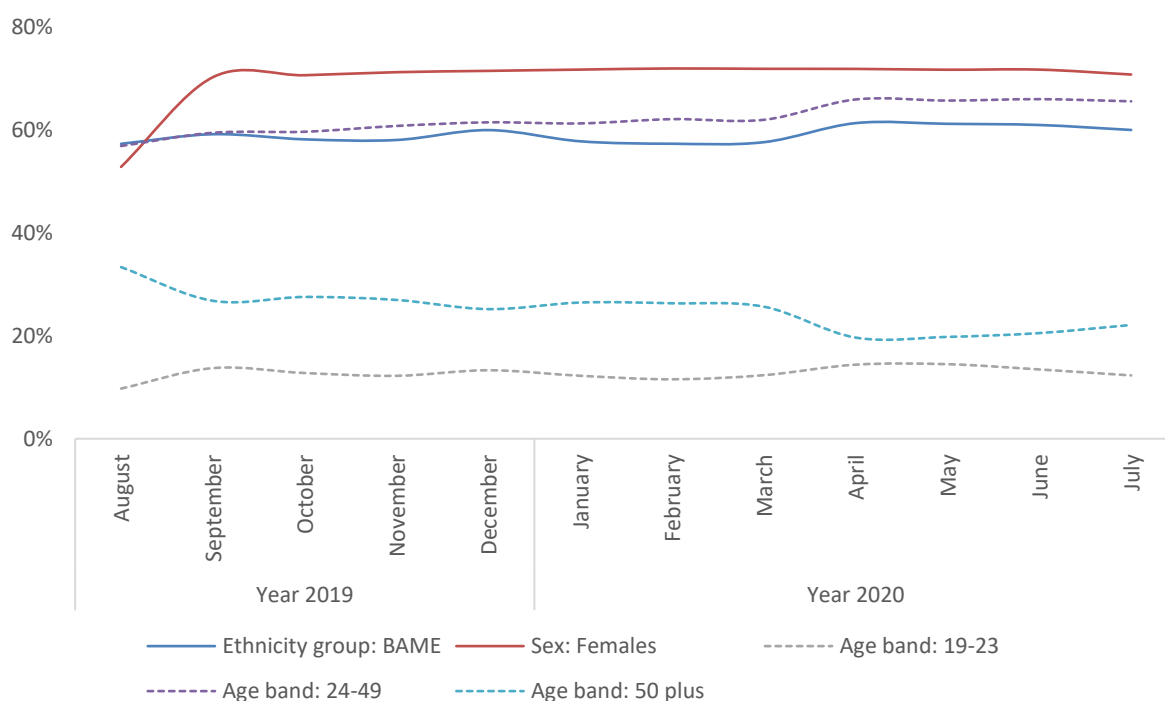
Source: R14 (August-July) ILR data

Note: Age is based on learner's age on 31st August of the academic year.

Table 1 shows key demographic characteristics of the AEB learners. Of the 213,480 participants in the full academic year 2019/20:

- 70 per cent were female (149,310 learners) and 30 per cent were male (64,160);
- 55 per cent were from a Black or Minority Ethnic background (113,800 learners including Mixed, Asian, Black and Other Ethnic Group learners)¹⁷ and 45 per cent were from White background (92,400);
- 10 per cent were aged 19-23 (21,560 learners), 62 per cent aged 24-49 (131,330), and 28 per cent 50+ (60,590).

Figure 3: Proportion of Females, Black or Minority Ethnic background and Young/Mature people in the AEB, August-July 2019/20

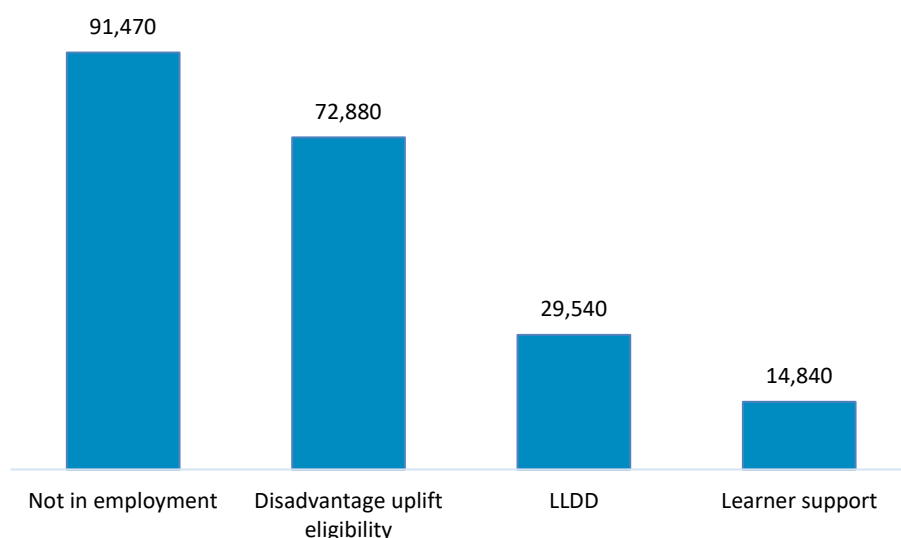


Source: R14 (August-July) ILR data

The proportion of females, Black or Minority Ethnic background and young/mature learners in the AEB is relatively stable during the reporting period (see Figure 3 based on active learners). After a brief adjusting time that takes place at the beginning of the academic year, these groups start to show some stability in terms of participation (%). Only the share of young/mature learners changed slightly during the Covid-19 pandemic (in the short term, younger learners increased their share of the AEB).

¹⁷ The percentage calculation for the Black, Asian and Minority Ethnic (BAME) and White measures here are based on excluding instances of unknown ethnicity.

Figure 4: Other background characteristics



Source: R14 (August-July) ILR data

Note: Employment status prior to enrolment is based on self-declaration by the learner, as reported in the Individualised Learner Record (ILR). This variable is an indicative measure of employment status but is not sufficient to adequately deduce whether a person is employed, unemployed, or economically inactive, since the full suite of contextual questions needed to do so are not asked. Further, this data is not required for learners enrolled only in Community Learning. LLDD stands for learning difficulty and/or disability and/or health problem. Learning difficulty and/or disability and/or health problem is based on self-declaration by the learner. Categories in Figure 4 are not mutually exclusive.

The GLA also monitors background characteristics that can be used to identify certain groups in need. Figure 4 shows these non-mutually exclusive fields, which represent a significant portion of delivery:

- Amongst those self-reporting employment status (around 162,790 learners mostly in Adult Skills funding category), 56 per cent declared to be not in employment;
- In Adult Skills learning, 50 per cent of provision in terms of funding were eligible for the disadvantage uplift funding¹⁸, this comprised of (72,880 learners);
- 14 per cent (29,540 learners) consider themselves to have a learning difficulty and/or disability and/or health problem. Note that this statistic excludes cases where the information was not collected (4 per cent of the total number of learners);
- 7 per cent (14,840 learners) of the total number of participants received learner support¹⁹.

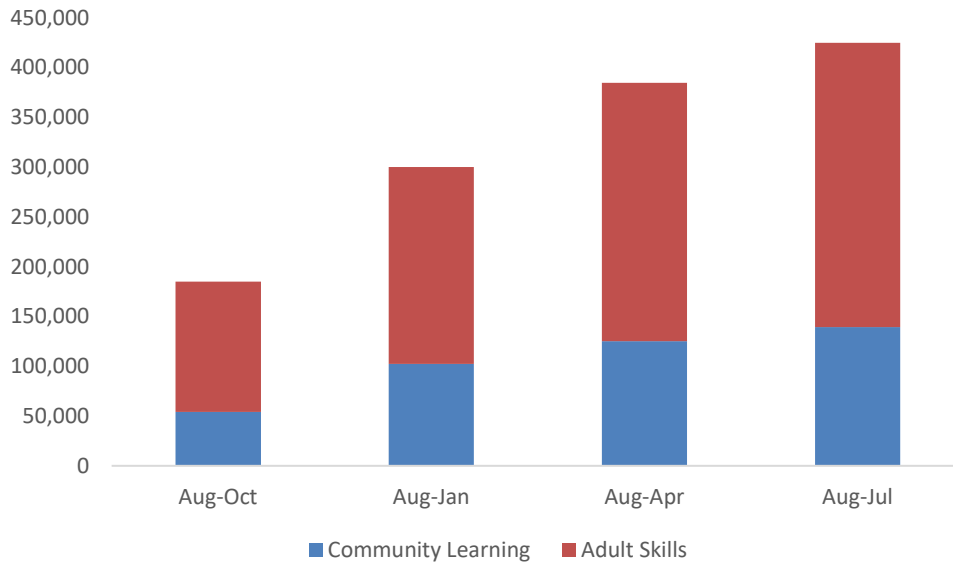
¹⁸ Disadvantage funding does not apply to Community Learning, so only Adult Skills learning is included.

¹⁹ These are learners who are reported to receive the types of learner support included in the GLA's AEB funding rules (<https://www.london.gov.uk/what-we-do/skills-and-employment/skills-londoners/adult-education-budget/information-gla-aeb-providers>).

1.3 Aims enrolments

Learners can take more than one aim during the academic year. There were 424,750 aims over the course of the 19/20 academic year (on average each learner undertakes 1.99 aims).

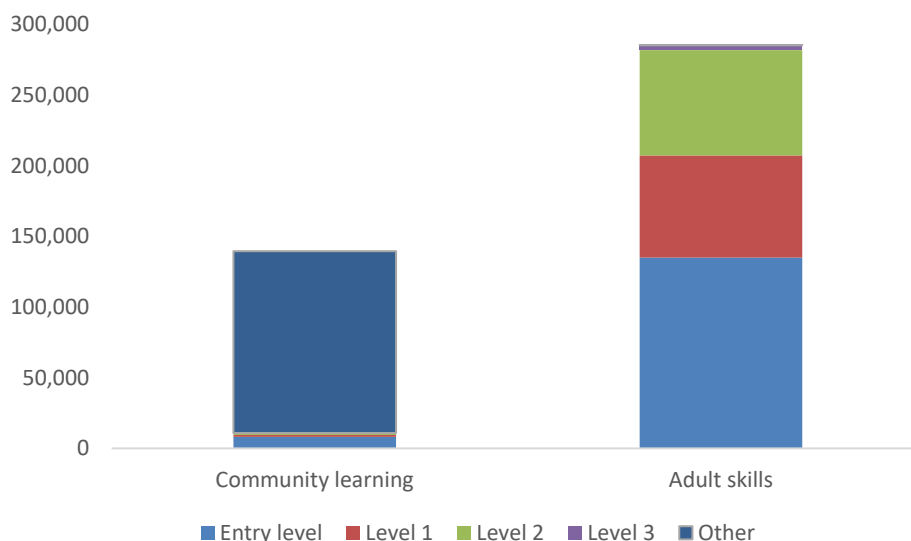
Figure 5: Cumulative aims enrolments by funding category



Source: R14 (August-July 2019/20) ILR data

Figure 5 shows cumulative enrolments (starts) until the end of the academic year. By 31st July 2020, the majority of these aim enrolments for the AEB (67%) belong to funding category Adult Skills (285,250). 139,500 aims were funded under community learning.

Figure 6: AEB provision by funding model (i.e. Adult Skills or Community Learning) and level

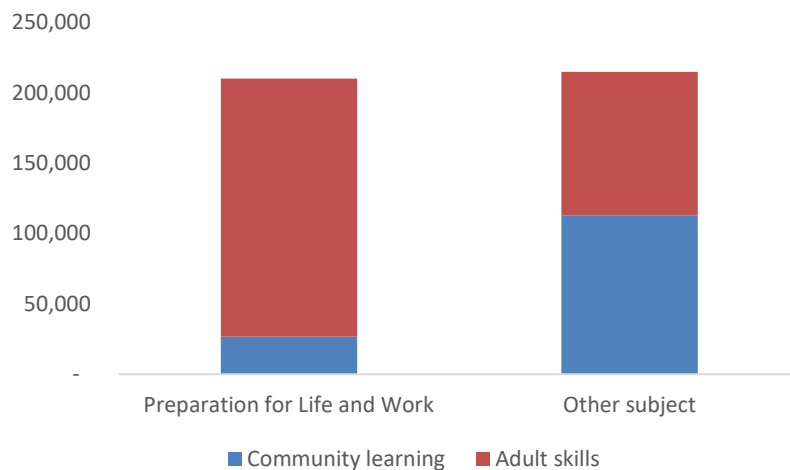


Source: R14 (August-July) ILR data

Note: Levels are based on the notional NVQ level version two

Figure 6 shows that the aim level composition differs between Adult Skills and Community Learning. Adults Skills delivery range between Entry Level and Level 3 with entry level accounting for just under half (47%) of this provision. On the other hand, Community Learning tends to be concentrated at Other Level (i.e. level not applicable). This suggests complementarities between the two funding streams, which is confirmed by the analysis of sector subject areas.

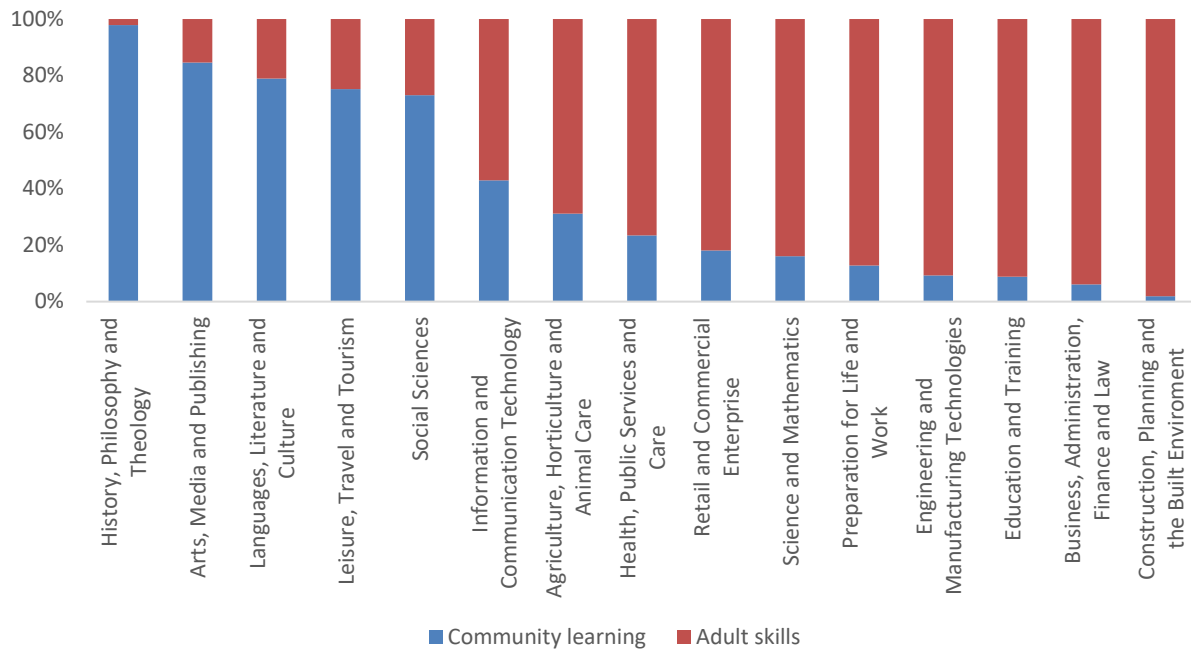
Figure 7: AEB provision by funding model (i.e. Adult Skills or Community Learning) and sector subject area



Source: R14 (August-July) ILR data

Almost half of all aims enrolments correspond to Preparation for Life and Work courses, and as shown in Figure 7, the vast majority is in funding category Adult Skills. In general, there is a strong correlation between sector subject area and funding model. For instance, Construction, Business, Education and Engineering are strongly associated with Adult Skills. Conversely, Languages, Arts and History and Philosophy clearly correlate with Community Learning (see Figure 8). Detailed statistics, including additional breakdowns by level and background characteristics are available online.

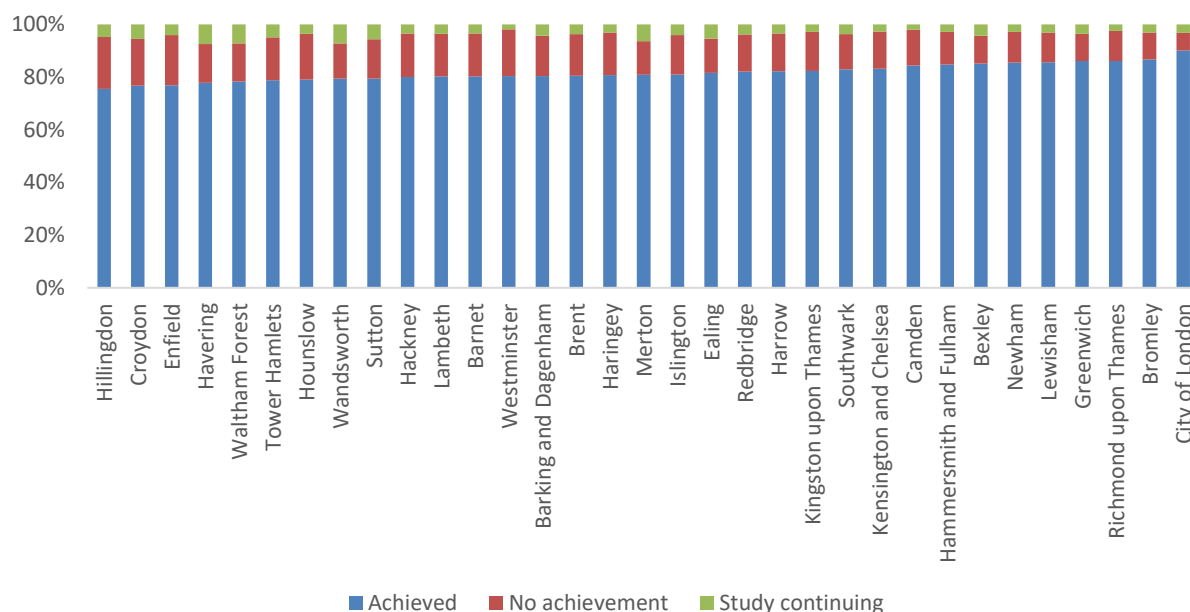
Figure 8: AEB provision by funding model (i.e. Adult Skills or Community Learning) and sector subject area



Source: R14 (August-July) ILR data

1.4 Adult (19+) achievements in AEB-funded Further Education

Figure 9: Achievements²⁰ in AEB-funded Further Education²¹



Source: R14 (August-July) ILR data

Note: Achievement statistics are counts of learning aims, not unique learners.

Figure 9 shows end of the year achievements data reported for the 19/20 academic year London Borough. Of the total number of aims (424,750), the end of academic year ILR data shows on average that:

- 81 per cent of the qualifications were achieved;
- 15 per cent were not achieved;
- Around 4 per cent of the aims were recorded as “study continuing”.

It should be noted that there is a trade-off between achievers and continuing learners, which might be more relevant this year in the context of the pandemic.

Figure 10 illustrates learning outcomes by sex, age and ethnicity. The percentage of aims achieved is high and similar between various key groups. As expected, the 19–23 age group that focus on higher level qualifications (e.g. more complex and demanding Level 2 and 3 qualifications) shows notably a lower proportion of achievements (72%, in the context that around 5 per cent of this group are still in education).

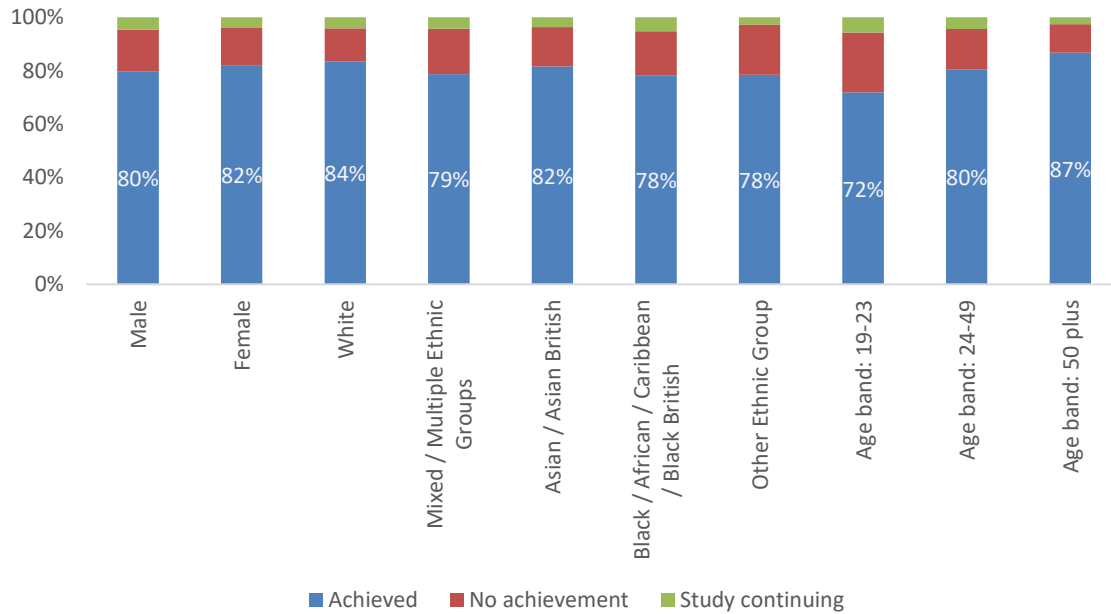
²⁰ Figures below show counts of achievements. Partial achievement represents less than 1 per cent of the total and has been omitted in this chart. Completers with outcome unknown have been included in category study continuing.

²¹ Achievement statistics are counts of learning aims, not unique learners; Figures are restricted to GLA-devolved Adult Education Budget; This release reflects provider R14 data submissions.

The 19/20 achievement data also shows that out of the 345,010 achievements over the academic year:

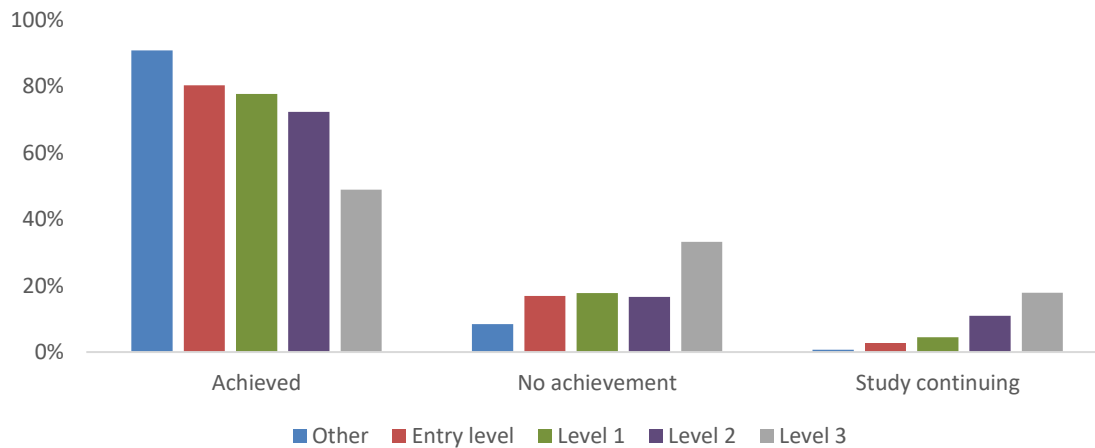
- 71 per cent of learning aims achieved were attributed to females (244,240 aims)
- 54 per cent of achievements were attributed to Black, Asian and Minority Ethnic (185,690 learners)
- 60 per cent of learning aims achieved were attributed to learners aged 24-49 (207,700), whilst 31 per cent of learnings aims achieved were attributed to learners aged 50+ (107,900).

Figure 10: Achievements by learner characteristics



Source: R14 (August-July) ILR data

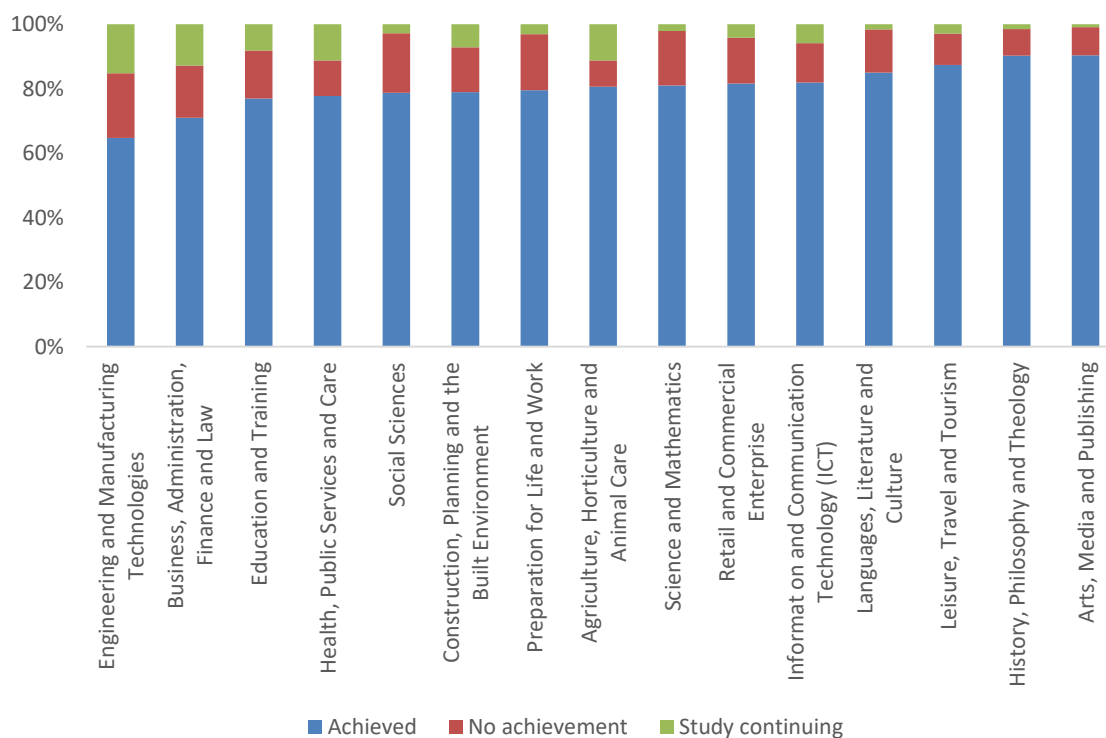
Figure 11: Achievements by Level



Source: R14 (August-July) ILR data

Unsurprisingly, Figure 11 highlights that achievement proportions drop the higher the level of the learning aims. Around 80% and 78% of the Entry level and Level 1 courses have been achieved, respectively. Whereas, Level 2 and Level 3 have lower achievement proportions at 72% and 49%. Other Level, on the other hand, has the highest achievement proportion of 91%. Level 2 and Level 3 courses also have a higher proportion of enrolments which are continuing study, 10% and 18% respectively, when compared with Entry level and Level 1.

Figure 12: Achievements by SSA

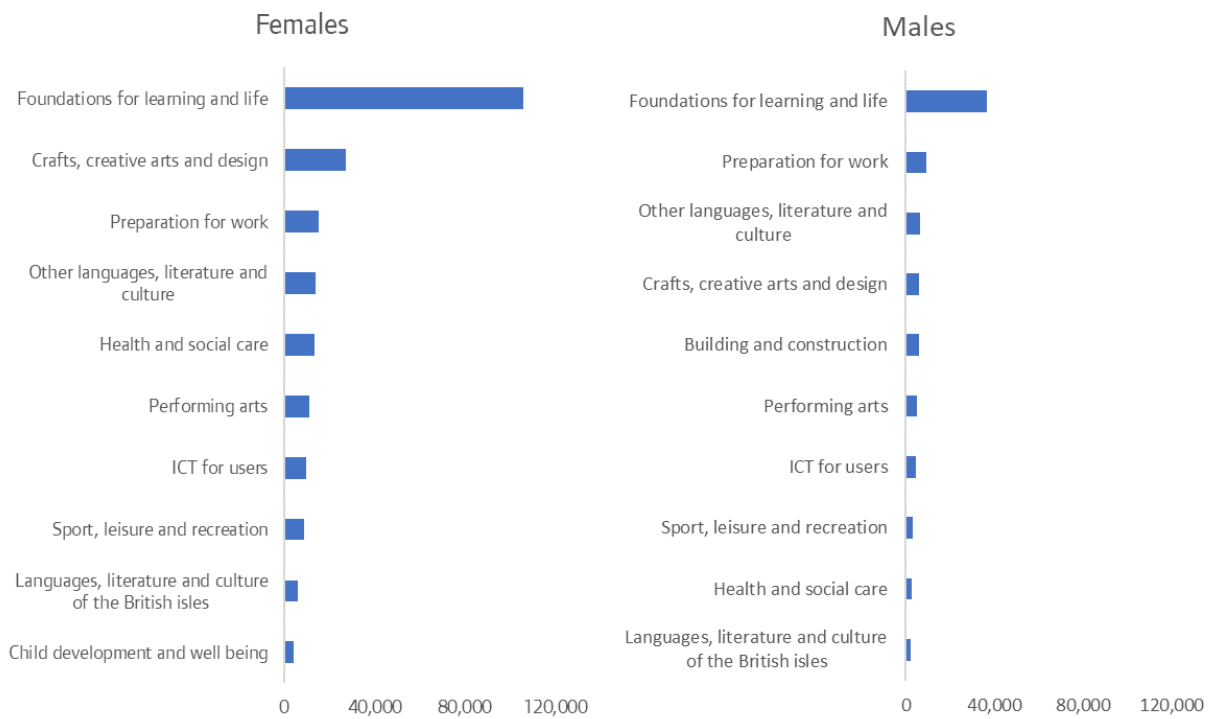


Source: R14 (August-July) ILR data

Figure 12 shows that achievement proportions by Subject sector area vary significantly. Subjects such as Arts & media, History & philosophy, Leisure, travel and tourism have the highest achievement proportions whereas subjects like Engineering & Manufacturing, Business and & training have lower achievement proportions partly due to increased rates of continuing study.

Figure 13 takes a closer look at Tier 2 Sector Subject Areas by sex. It shows that Foundations for Learning and Life was by the far the highest achieved course with 142,470 learning aims achieved. This was followed by Crafts, Creative Arts and Design (33,550), and Preparation for Work (24,310). Notably, Figure 13 also shows some preferences by gender, for example Building and Construction was the 5th highest achieved subject by men whereas it didn't feature in the top 10 for women. On the other hand, Child Development featured the 10th highest achieved course for women but didn't feature in the top 10 for men.

Figure 13: Top Tier 2 Sector Subject areas achieved for males and females



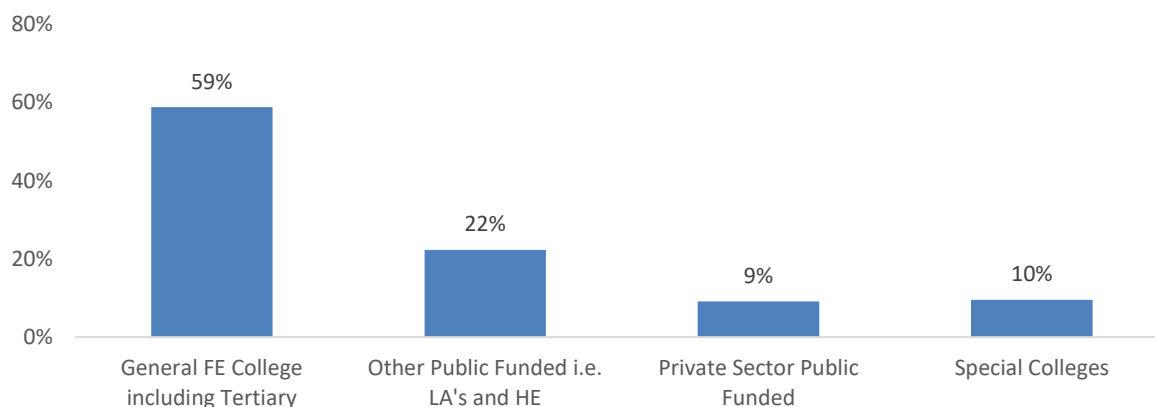
Source: R14 (August-July) ILR data

Note that the percentages presented above are not achievement rates and should not be considered as a performance measure of providers. A more complete source for achievements data is made available by the DfE in March each year and can be used as a complement to understand the impact of the pandemic on the FE sector in London²². The National Achievement Rate Tables (NARTs) are published a full eight months after the end of delivery for any academic year, which is a result of the complexity of the calculation and the need to join up a range of different data sets. It is worth noting that the GLA does not currently receive the same data, consequently equivalent statistics cannot be produced.

²² Note that the Department for Education has cancelled temporarily this release due to the Covid-19 pandemic.

1.5 Funding profile by provider type

Figure 14: AEB funding profile by provider type (%), Delivery value



Source: R14 (August-July) ILR data, Funding Claims, and Funding Summary Report (FSR R14)

AEB delivery value in the full academic year 2019/20 reached £260,506,000. Figure 14 shows AEB expenditure broken down by provider type:

- 59 per cent correspond to General FE Colleges (including Tertiary);
- 22 per cent has been claimed by Other Public Funded²³;
- 10 per cent by Special Colleges²⁴, and
- 9 per cent by Private Sector Public Funded²⁵;
- 0.2 per cent correspond to Sixth Form Colleges (not shown here).

It should be noted that these financial estimates differ from some of the other monetary estimates in the published tables on the proportion of funding to date for adult skills. These estimates are based solely on the ILR, which contains funding calculated by the ESFA's funding formula for Adult Skills (FM35) learners. This includes formula programme and learning support funding. It does not include any Earnings Adjustment Statement (EAS) Claims or learner support in the Funding Claim that may be associated with Adult Skills provision. Full details are provided in the notes of the published tables.

²³ Other Public Funded includes Central Government Department, Central Government NDPB, Public Corporations & Trading Funds, Local Education Authority (LEA), Social Services, Other Local Authority, Police Authority, Fire Authority, Local Authority Dept, Local Authority, NHS-English Foundation Trust, NHS-English Non Foundation Trust, NHS-Other Organisations, Independent school or college, UFI Directly Funded Hub, Dance and Drama School, External Institution, Higher Education Organisation, School Sixth Form (not college), Special learning needs establishment, Other Public Organisation, Charitable, Non-Charitable, Other Voluntary Organisation, LSC Region, Special College, Academies, External Institution, Institution funded by other Govt Dept, University Technology College.

²⁴ Special Colleges include Agriculture and Horticulture Colleges; Art, Design and Performing Arts Colleges and Specialist Designated Colleges.

²⁵ Private Sector Public Funded includes Community Interest Company, Company Incorporated by Royal Charter (England/Wales), Employer Association, Independent Association, Industrial/Provident (England/Wales), Limited Liability Partnership, Limited Partnership, PRI/LBG/NSC/S.30, PRI/LTD BY GUAR/NSC, Private Limited Company, Private Unlimited Company, Public Limited Company, Sole Trader, Trade Union, Chamber of Commerce / Trade, Organisation in Business in its own right, Other Private Organisation, Business Link.

Greater London Authority payments are in accordance with the Standard National Profile for Adult Education Budget Grant-Funded Providers and final reconciliation applies at the end of the academic year subject to the arrangements agreed by the Mayor for that year. Note that in 2019/20 academic year, the data reconciliation process encompasses the impact of COVID-19 pandemic on Adult Education. Therefore, delivery values during this period should not be considered a financial statement of the Greater London Authority payments for the year. For more information on grant or procured payment and reconciliation processes, please see the Greater London Authority Adult Education Budget resources for providers: <https://www.london.gov.uk/what-we-do/skills-and-employment/skills-londoners/adult-education-budget/information-gla-aeb-providers>.

This data also should be treated with caution as the COVID-19 impact on London's FE sector is likely to be reflected in these figures.

1.6 Mayoral areas of interest

The Adult Education Budget aims to be a diverse and inclusive programme that offers more opportunities for all. Aligned with this objective, the Mayor of London is particularly interested in some qualifications and learners that require more attention and support. These are, English and Maths (basic skills) and British Sign Language courses and learners in receipt of low wage.

Table 2: English and Maths (Entitlements)

Entitlement	Level	Learner Participation	Aims Enrolments	Funding to Date
<i>English</i>	<i>Entry Level</i>	11,510	13,260	£9,526,000
	<i>Level 1</i>	5,570	5,970	£4,234,000
	<i>Level 2</i>	7,930	8,010	£6,769,000
	Total	24,380	27,240	£20,530,000
<i>Maths</i>	<i>Entry Level</i>	11,090	11,940	£11,977,000
	<i>Level 1</i>	5,450	5,580	£4,049,000
	<i>Level 2</i>	7,610	7,720	£6,590,000
	Total	23,390	25,240	£22,617,000
Total		34,560	52,480	£43,147,000

Source: R14 (August-July) ILR data

Note: Entitlement learning is learning taken as part of the legal entitlements to full funding for eligible adult learners for English and Maths and Level 2 and Level 3 learning²⁶. Levels are based on the notional NVQ level version two.

²⁶ See the GLA's Adult Education Budget funding rules for further information on entitlements (<https://www.london.gov.uk/what-we-do/skills-and-employment/skills-londoners/adult-education-budget/information-gla-aeb-providers>) and the methodology note for details on how entitlement learning has been identified.

English and Maths Entitlement

Basics skills, such as English and Maths skills are essential in enabling people to function in society and progress in learning and employment. Table 2 shows, in total, 34,560 learners participated in 52,480 courses. Out of this total, 30% of these aims are taken at Level 2.

In terms of achievements, out of the 52,480 enrolments, 69% of basic skills were achieved (36,390 aims) in 19/20 academic year, 24% had no achievement (12,470) and 6% continued study (3,380). Less than 1% were either partially achieved or complete or unknown.

British Sign Language

During the full 19/20 academic year, 300 people participated in 330 British Sign Language courses²⁷. In the context of the pandemic, 33% of these enrolments were achieved (110), 48% were not achieved (160) whereas 12% completed the course but outcome unknown (40) and 6% were continuing study (20).

Learners in receipt of low wage

From August 2019 to July 2020, 19,980 learners in receipt of low wage participated in the Adult Skills' stream of the AEB programme, which is equivalent to £25,405,000 in spend.

In terms of achievements, out of the 34,460 enrolments, 27,050 were achieved, 5,500 had no achievement, 1,670 were still progressing (study continuing).

Further breakdowns and more information about Mayoral areas of interest are available in <https://data.london.gov.uk/dataset/gla-adult-education-budget>

²⁷ The GLA fully fund any learner aged 19+ whose first or preferred language is British Sign Language (BSL), or who cannot access spoken language because of their deafness and would benefit from BSL, to study for qualifications in BSL, up to and including level 2.

2. Accompanying tables

Data source: Individualised Learner Records (ILR), except where stated.

Coverage of the data: This release includes data for the full 2019/20 academic year (August 2019 to July 2020).

The following tables²⁸ are available in Excel (xlsx) format here:
<https://data.london.gov.uk/dataset/gla-adult-education-budget>

1. Funding

Table 1.1: Funding Profile

Table 1.2: Funding Profile, Entitlement

Table 1.3: Funding Profile, Provider Type

2. Volumes

Table 2.1: Provider, Volumes

Table 2.2: Learner Home Local Authority District, Volumes

Table 2.3: Learner Characteristics, Volumes

Table 2.4: Level of Learning, Volumes

Table 2.5: Level of Learning by Entitlement, Volumes

Table 2.6: Sector Subject Area, Volumes

Table 2.7: Sector Subject Area by Level of Learning, Volumes

Table 2.8: Sector Subject Area by Entitlement, Volumes

Table 2.9: Sector Subject Area by Sex, Volumes

Table 2.10: Sector Subject Area by BAME, Volumes

Table 2.11: Sector Subject Area by Age, Volumes

Table 2.12: Basic Skills, Volumes

Table 2.13: Community Learning by Type, Volumes

3. Achievements

Table 3.1: Provider, Achievements

Table 3.2: Learner Home Local Authority District, Achievements

Table 3.3: Learner Characteristics, Achievements

Table 3.4: Level of Learning, Achievements

Table 3.5: Level of Learning by Entitlement, Achievements

Table 3.6: Sector Subject Area, Achievements

Table 3.7: Sector Subject Area by Level of Learning, Achievements

Table 3.8: Sector Subject Area by Entitlement, Achievements

Table 3.9: Sector Subject Area by Sex, Achievements

Table 3.10: Sector Subject Area by BAME, Achievements

Table 3.11: Sector Subject Area by Age, Achievements

Table 3.12: Basic Skills, Achievements

Table 3.13: Community Learning by Type, Achievements

4. Other

Table 4.1: British Sign Language, Volumes

Table 4.2: British Sign Language, Achievements

Table 4.3: Learners in Receipt of Low Wage by Level of Learning, Volumes

Table 4.4: Learners in Receipt of Low Wage by Employment Status, Volumes

²⁸ Table numbering differs slightly between London, Sub-regional and London Boroughs tables. The table numbers shown here correspond to the London level tables only and are included here as a reference.

Table 4.5: Learners in Receipt of Low Wage by Level of Learning, Achievements
Table 4.6: Learners in Receipt of Low Wage by Employment Status, Achievements
Table 4.7: English and Maths Entitlement, Volumes
Table 4.8: English and Maths Entitlement, Achievements

3. Further information

For more information about the Adult Education Budget please see:

<https://www.london.gov.uk/what-we-do/skills-and-employment/skills-londoners/adult-education-budget>

Additional breakdowns of AEB further education statistics, not covered in this note, are published online. These include for instance, breakdowns by funding model, entitlement and background characteristics, and detailed figures by Sector Subject Area (Tier 1 and Tier 2).

Please see the London Datastore Library here:

<https://data.london.gov.uk/>

4. Official Statistics

These experimental statistics are produced in accordance with the UK Code of Practice for Official Statistics and in agreement with the Department for Education (DfE).

Please note that DfE statistics (GOV.UK) continues as the first place that national and local authority headline statistics are published.

5. Technical information

A methodology information document accompanies this note. This provides further information on the data sources, their coverage and quality and explains the methodology used in producing the data, including how it is validated and processed.

More technical information here: <https://data.london.gov.uk/dataset/gla-adult-education-budget>

6. Get in touch

6.1 Media enquiries

These contact details are for journalist enquiries only.

Following the latest instructions from the Government to limit non-essential travel to help control the spread of the COVID-19 virus the Mayor of London's press office is currently working remotely.

During this time all media enquiries should be emailed and we will continue to respond as quickly as possible.

Email: mayorspressoffice@london.gov.uk

For urgent media enquiries outside office hours and at weekends please call: 020 7983 4000 and ask for the duty press officer.

6.2 Other enquiries/feedback

GLA Economics, City Hall, The Queen's Walk, London SE1 2AA
Email: glaeconomics@london.gov.uk

Melisa Wickham, Supervisory Economist GLA Economics, City Hall, The Queen's Walk, London SE1 2AA
Email: Melisa.Wickham@london.gov.uk

Contact us form

We aim to respond to all written communication as quickly as possible and within 20 working days. See our [service standards](#) for more information on how we manage your correspondence. Before contacting us, please take a look at our [contacting City Hall and the Mayor](#) pages, where you may find the answer to your query.

<https://www.london.gov.uk/contact-us-form>

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