

Adult Education Budget Academic Year 2022/23 (August-January)

21 April 2023

The Adult Education Budget (AEB) data publication contains summary statistics on Further Education and Skills in London, covering a range of data on learner participation, enrolment and achievement, including Mayoral areas of interest. This release is based on provisional data for the first two quarters of the 2022/23 academic year.

This note assists in interpreting the statistics and highlights some key points and data limitations. It should be noted that the Covid-19 pandemic has had 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 statistics on AEB-funded Further Education and Skills in London for the first half of the academic year 2022/23.

Learner participation

- From August 2022 to January 2023, there were 156,550 GLA-funded learners in London.
 - Total learner participation increased by 8 per cent compared to 144,870 in the same period in 2021/22.
 - Adult Skills covers the majority (around three quarters) of the total learner participation in London. Compared to the same period last year, Adult Skills participation increased by 12 per cent (education and training participation¹ increased by around 8 per cent nationally); and Community Learning participation decreased by 2 per cent (increased by around 11 per cent nationally).
- Amongst learners participating in the AEB programme²:
 - 70 per cent were female;

¹ Official Education and Training statistics include Adult Skills plus traineeships and learning funded by advanced learner loans.

² Based on Source of Funding reported for each learning aim.

- 60 per cent were from a Black, Asian or Minority Ethnic background (including Mixed, Asian, Black and Other Ethnic Group learners³);
- The majority were aged 24-49 (62%);
- 14 per cent consider themselves to have a learning difficulty and/or disability and/or health problem⁴;
- In Adult Skills learning, 48 per cent of learner participation were eligible for the disadvantage uplift funding⁵;
- 6 per cent of the total number of learners received learner support to enrol in 19,570 courses.

The background characteristics of learners in 2022/23 and 2021/22 are largely similar.

Aims enrolments

- Learners can take more than one aim during the academic year. There were 281,560 aims enrolments in London during the publication period.
 - Total aims enrolments increased by 6 per cent compared to 264,690 in the same period in 2021/22.
 - There were differences by funding stream. Enrolments decreased by 5 per cent in Community Learning; and increased by 10 per cent in Adult Skills.
- The most frequent course levels were Entry Level (in Adult Skills) and Other Level (in Community Learning)⁶, accounting for more than half of all aims.
- From August 2022 to January 2023, there were 54,000 courses at Level 2 and 9,800 enrolments at Level 3 (of which 4,910 were Free Courses for Jobs). Compared to the same period in 2021/22, aims enrolments at Level 2 and Level 3 increased by 3 and 43 per cent, respectively. In addition, there were 30 enrolments at Level 4 (flexibility introduced this academic year) in the first half of 2022/23.
- The most frequent sector subject area chosen was Preparation for Life and Work, which includes predominantly basic skills qualifications in English, Mathematics and English for Speakers of Other Languages, accounting for more than half (52 per cent) of all aims in the AEB programme. Compared to the same period in 2019/20, some subject areas have shown a significant rise in aims enrolments, for instance Preparation for Life and Work (+10,460), Health, Public Services and Care (+5,930) and Information and Communication Technology (+4,590). Conversely, Arts, Media and Publishing (-10,350) or Languages, Literature and Culture (-9,420) have not reached their pre-pandemic levels by the end of the reporting period.

³ Note that this excludes “Unknown” observations.

⁴ Based upon self-declaration by the learner. This excludes “Unknown” observations.

⁵ Disadvantage funding does not apply to Community Learning, so only Adult Skills learning is included.

⁶ Other level is recorded when another level is not applicable or if the aim cannot be classified at other levels.

Achievements (by 31st January 2023)

- Achievement statistics are counts of learning aims achieved. By 31st January 2023, when most of the learning is still ongoing, around 30 per cent of the qualifications were achieved (84,730).

Additional figures relating to specific Mayoral policy changes

From August 2022 to January 2023:

- There were 27,640 learners and 38,930 Entitlement enrolments, including English and Maths, Level 2 and Level 3 and Digital courses. The number of participants decreased by around 2 per cent compared to 2021/22.
- There were 18,970 learners in receipt of low wage that participated in the Adult Skills' stream of the AEB programme. They enrolled in 30,910 aims, which is an increase of around 17 per cent compared to the same period in 2021/22.
- Around 6,640 learners⁷ who are out of work and outside benefit arrangements (including asylum seekers) participated in the programme undertaking 10,430 AEB qualifications.
- Furthermore, 2,440 Londoners undertook 3,080 non-formula funded courses, which includes locally designed short courses which include units of qualifications and/or other non-accredited employability skill-related learning activities.
- The Level 3 flexibility⁸ supported 2,180 adult learners (or 2,230 Level 3 qualifications, an increase of 101 per cent compared to the same period last year). The Level 4 flexibility (available from August 2022) benefited 40 learners during the reporting period. These learners enrolled in approved non-prescribed vocational and technical (Level 4) qualifications of regional importance to London.
- During the reporting period, the Covid-19 Skills Recovery Package supported 2,490 learners that enrolled in 3,300 qualifications.
- In addition, 130 learners enrolled in British Sign Language courses⁹, 40 learners were funded through the SEND funding flexibility¹⁰, and 300 Londoners undertook learning linked to licence to practice accreditations in Construction and Hospitality sectors.

Further data breakdowns and additional information by provider, Sub-Regional Partnership and Local Authority District are [available in the data tables](#).

⁷ This figure includes asylum seekers.

⁸ The flexibility enables providers to fully fund Adult Skills fundable Level 3 vocational qualifications beyond the legal entitlements, on learning programmes of less than 12 months duration which are designed to provide progression into work.

⁹ 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.

¹⁰ The SEND funding flexibility enables providers to apply to the GLA for permission to fully fund delivery of learning that upskills teaching and learning support staff to deliver improved specialist provision for adult learners with Special Educational Needs and Disabilities (SEND).

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 first two quarters of the academic year 2022/23, and it is based on the Individualised Learner Records data (ILR R06) as provided to the GLA by the ESFA.
- 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. This data and subsequent publications are available here: <https://data.london.gov.uk/dataset/gla-adult-education-budget>

About this data release

This statistics publication includes London, Sub-regional and Borough level figures for the first half of the academic year 2022/23. It focuses on adult (aged 19+) GLA-funded Further Education, comprising Adult Skills, Free Courses for Jobs, and Community learning (excluding Skills Bootcamps, Multiply, 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

Unless otherwise stated, the statistics shown in this note on learner participation, aims enrolments and achievements are based on the Individualised Learner Record data for 2022/23 (August - January 2023)¹¹. The figures are restricted to GLA-devolved Adult Education Budget and Free Courses for Jobs.

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. Learner participation is the count of unique learners who meet the criteria for a given table cell. As a result, learners who meet the 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 data tables are described in this note¹²:

Table 1: Funding Model

Table 5: Learner Home Local Authority District

Table 6: Learner Characteristics

Table 7: Level of Learning

Table 8: Sector Subject Area

Table 14: Entitlements

Table 15: AEB Flexibilities

Table 16: AEB Covid-19 Skills Recovery Package

Table 17: Free Courses for Jobs

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

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.

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1. GLA's Adult Education Budget (August - January 2022/23)

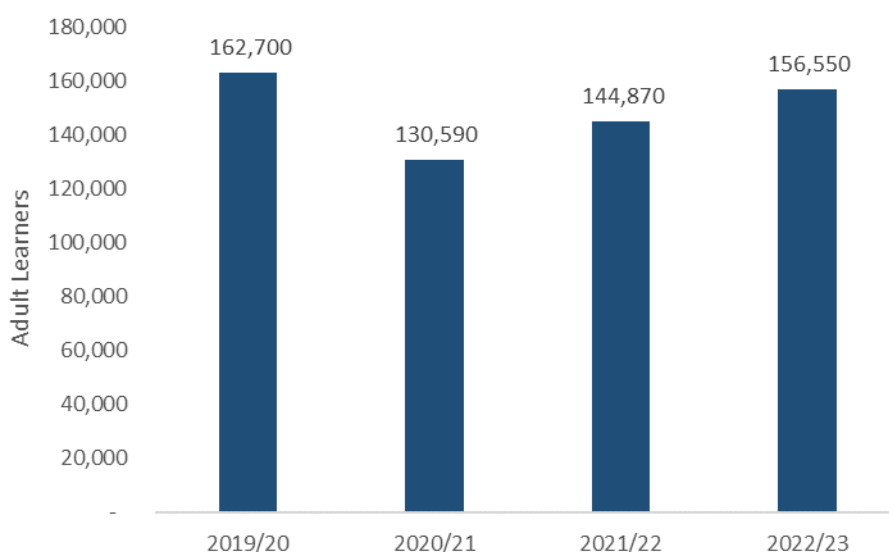
This release covers experimental statistics on AEB-funded Further Education and Skills in London based on administrative data for the first two quarters of the academic year 2022/23. In this section we show some headline statistics of the programme, such as AEB participation (learners and aims), demographic characteristics of the learners, course levels, sector subject areas chosen, achievements 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.

1.1 AEB participation, August - January 2022/23

There were 156,550 adult learners participating in the AEB programme in the first two quarters of 2022/23. In-year data (see Figure 1) shows that total learner participation increased by 8 per cent compared to 144,870 in the same period in 2021/22. It is now reaching its pre-pandemic level (162,700).

Figure 1: Learner participation, August - January, academic years 2019/20, 2020/21, 2021/22 and 2022/23



Source: R06 August - January 2022/23 ILR data, years 2019/20, 2020/21, 2021/22 and 2022/23.

Table 1 shows a significant rise in adult participation in 2022/23 compared to 2020/21, in both Community Learning and Adult Skills. In Community Learning, in-year growth relies on participation at Levels 1 and below. In Adult Skills, growth is supported mainly by learner participation at Entry Level and Level 3.

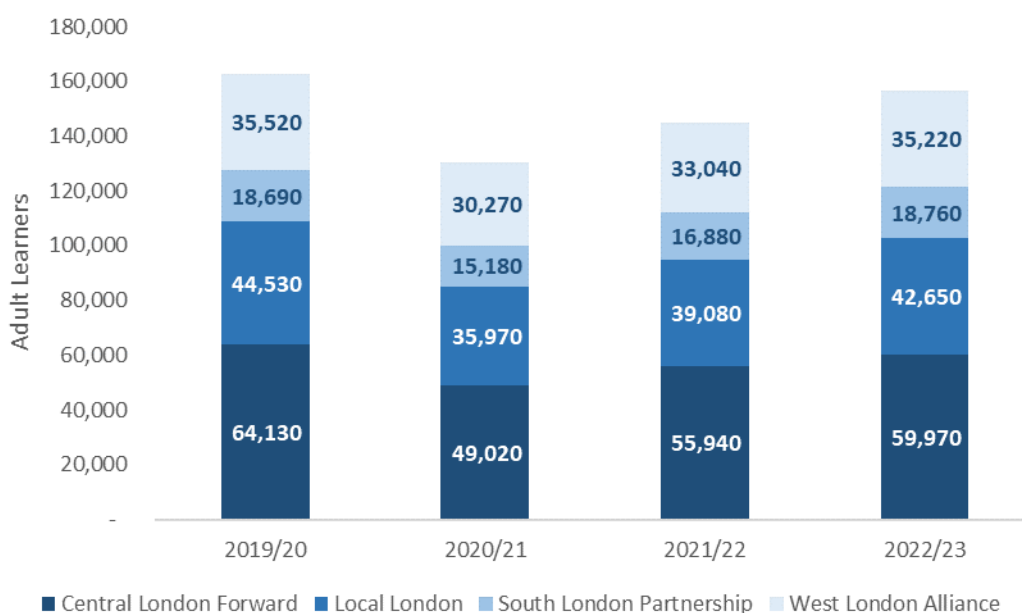
Table 1: Learner participation by funding category and level, August - January, academic years 2019/20, 2020/21, 2021/22 and 2022/23

	Learner participation, August to January							
	Community Learning				Adult Skills			
	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23
Other Level	56,680	31,470	36,820	36,260	20	20	1,720	3,560
Entry Level	4,420	2,500	3,010	2,820	54,330	39,980	50,360	57,210
Level 1	980	710	760	840	30,210	29,110	31,100	32,640
Level 2	880	750	670	520	36,740	42,450	38,970	41,320
Level 3	-	-	-	-	2,990	3,610	6,530	9,430
Level 4	-	-	-	-	-	-	-	30
Total	62,050	34,870	40,380	39,700	108,220	101,010	109,840	123,090

Source: R06 August - January 2022/23 ILR data, years 2019/20, 2020/21, 2021/22 and 2022/23.

All of the Sub-Regional Partnerships¹³ had more learners in 2022/23 compared to the previous year (Figure 2). Year-over-year participation growth fluctuated between 7 and 11 per cent by Sub Regional Partnership.

Figure 2: Learner participation by Sub-Regional Partnership, August - January, academic years 2019/20, 2020/21, 2021/22 and 2022/23

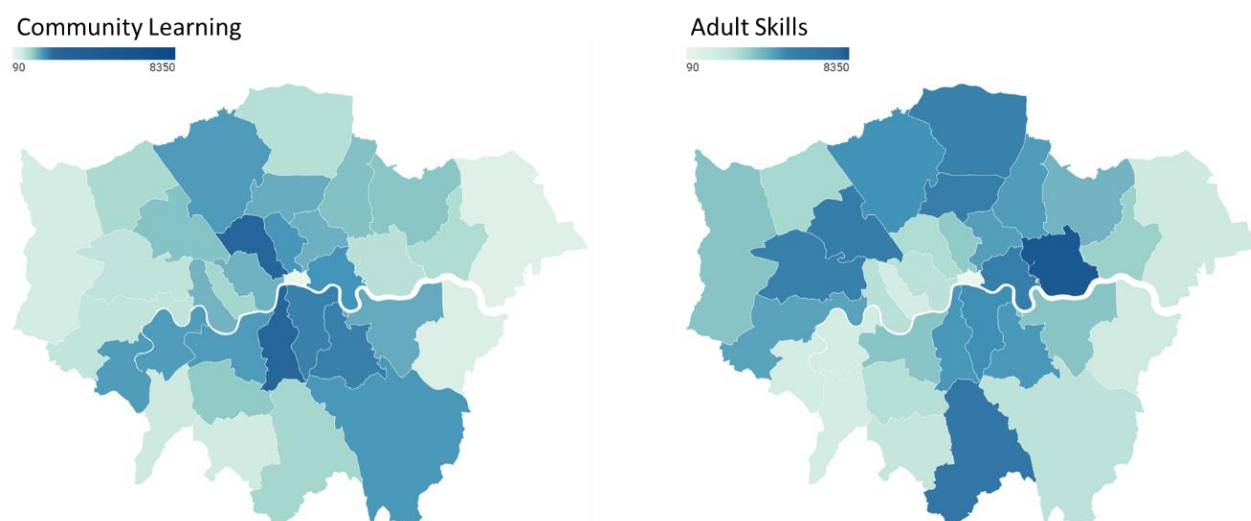


Source: R06 August - January 2022/23 ILR data, years 2019/20, 2020/21, 2021/22 and 2022/23.

¹³ 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 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.

The top 5 London Boroughs with the highest number of learners were Newham (9,070), Croydon (7,290), Tower Hamlets (7,100), Brent (6,800) and Haringey (6,740). The colour-coded map below (see Figure 3) shows the full distribution of learners by London Borough and funding model during the reporting period (where the darkest hue represents the greatest number of learners)¹⁴.

Figure 3: Learner participation by London Borough and funding model



Source: R06 August - January 2022/23 ILR data. Note: underlying data are based on learner's home postcode on the learning start date and excludes records without a valid postcode.

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

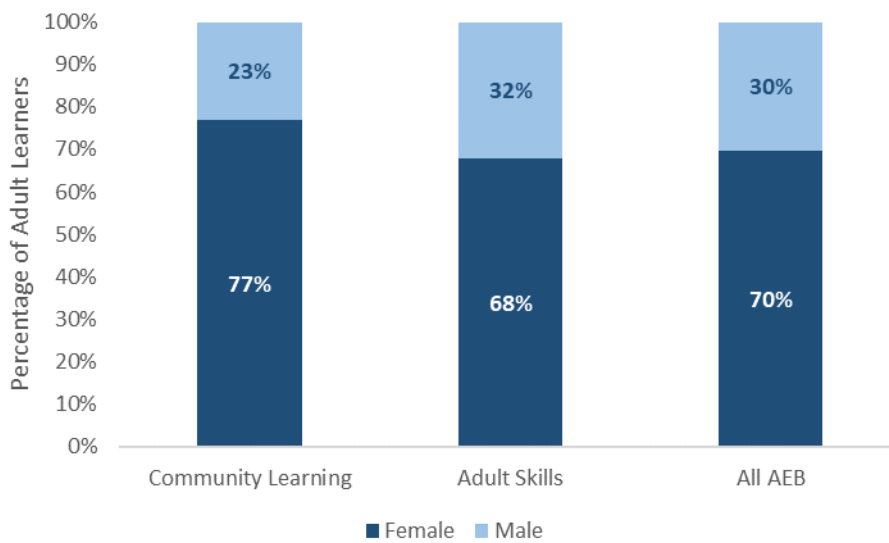
Figures 4, 5 and 6 show key demographic characteristics of the AEB learners. Of the total number of participants (156,550) in the first half of the academic year 2022/23:

- 70 per cent were female (109,230 learners) and 30 per cent were male (47,310);
- 60 per cent were from a Black, Asian or Minority Ethnic background (88,790 learners including Mixed, Asian, Black and Other Ethnic Group learners)¹⁵ and 40 per cent were from a White background (60,000);
- 10 per cent were aged 19-23 (16,080 learners), 62 per cent aged 24-49 (97,320), and 28 per cent aged 50+ (43,140).

¹⁴ Data breakdowns by Sub-Regional Partnerships are available online.

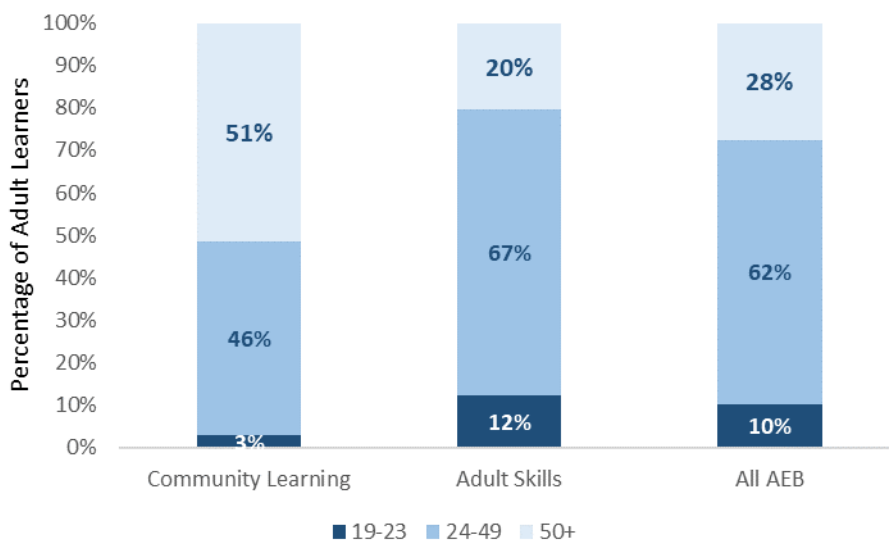
¹⁵ The percentage calculation for the Black, Asian and Minority Ethnic (BAME) and White measures here are based on excluding instances of unknown ethnicity.

Figure 4: Demographic characteristics, Sex



Source: R06 August - January 2022/23 ILR data. Notes: In the first half of 2022/23, there were 39,700 learners in Community Learning; 123,090 in Adult Skills; and 156,550 in the AEB.

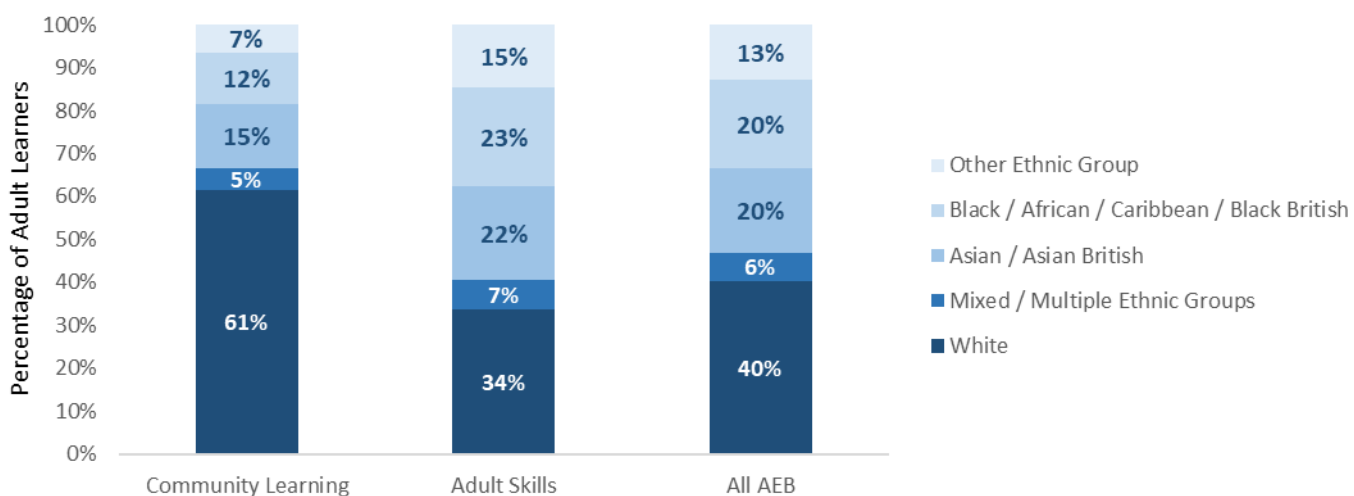
Figure 5: Demographic characteristics, Age



Source: R06 August - January 2022/23 ILR data.

Notes: Age is based on learner's age on 31st August of the academic year. In the first half of 2022/23, there were 39,700 learners in Community Learning; 123,090 in Adult Skills; and 156,550 in the AEB.

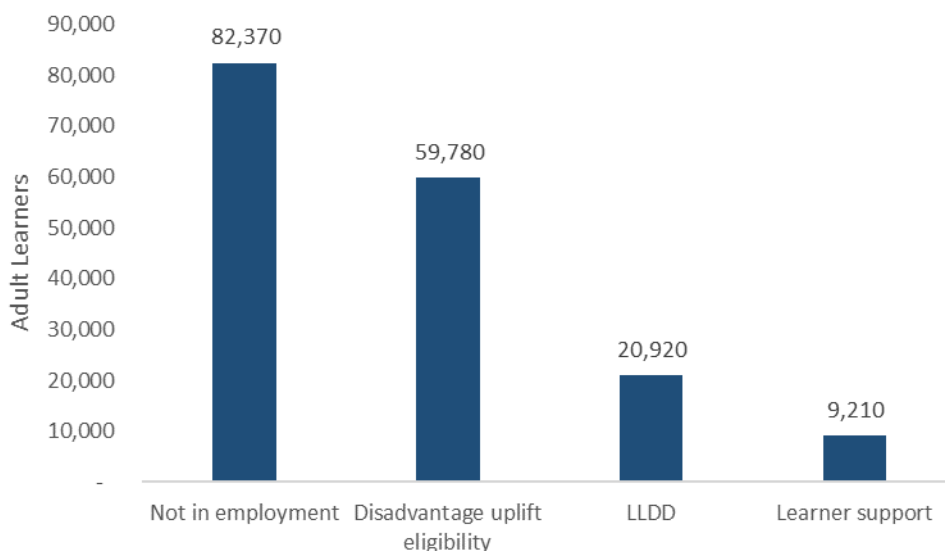
Figure 6: Demographic characteristics, Ethnicity



Source: R06 August - January 2022/23 ILR data. Notes: In the first half of 2022/23, there were 39,700 learners in Community Learning; 123,090 in Adult Skills; and 156,550 in the AEB. The figures above exclude unknowns.

There are some notable differences by Funding Model in terms of Ethnicity and Age. Compared to Community Learning, Adult Skills engaged a higher proportion of BAME and younger learners. The background characteristics of the learners compared to previous academic years are largely similar.

Figure 7: Other background characteristics



Source: R06 August - January 2022/23 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 7 are not mutually exclusive.

The GLA also monitors background characteristics that can be used to identify certain groups in need. Figure 7 shows these non-mutually exclusive fields, which represent a significant portion of delivery:

- Amongst those self-reporting employment status (around 132,740 learners mostly in Adult Skills funding category), 62 per cent declared that they are not in employment;
- In Adult Skills learning, around 48 per cent of the total number of learners were eligible for the disadvantage uplift funding¹⁶ (59,780 learners);
- 14 per cent (20,920 learners) consider themselves to have a learning difficulty and/or disability and/or health problem. This statistic excludes cases where the information was not collected (4 per cent of the total number of learners);
- 6 per cent (9,210 learners) of the total number of participants received learner support¹⁷.

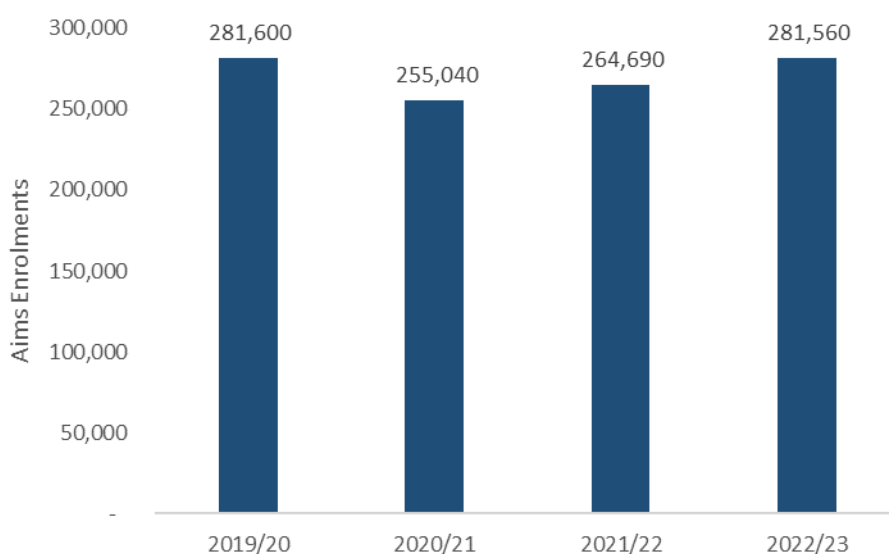
¹⁶ Disadvantage funding does not apply to Community Learning, so only Adult Skills learning is included.

¹⁷ 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 281,560 aims over the course of the first two quarters of the 2022/23 academic year (on average each learner undertakes around 2 aims). In-year data shows that the number of enrolments increased by 6 per cent compared to 264,690 in the same period in 2021/22. This statistic (enrolments) has now reached its pre-pandemic level (281,600).

Figure 8: Aims enrolments, August - January, academic years 2019/20, 2020/21, 2021/22 and 2022/23



Source: R06 August - January 2022/23 ILR data, years 2019/20, 2020/21, 2021/22 and 2022/23.

Table 2 shows aims enrolments in academic years 2019/20, 2020/21, 2021/22 and 2022/23. From August 2022 to January 2023, there were 62,540 active courses in Community Learning and 219,030 in Adult Skills. Aims enrolments in Community Learning decreased by 5 per cent compared to 65,830 in the same period in 2021/22. Conversely, enrolments increased by 10 per cent in Adult Skills compared to 198,870 courses in 2021/22.

Furthermore, Table 2 shows that the aim level composition differs between Adult Skills and Community Learning. Adults Skills delivery ranges between Entry Level and Level 4 (where a significant proportion is associated to Level 2 and 3 qualifications in 2022/23). Aims enrolments at Level 3 increased by 43 per cent compared to the same period in 2021/22. Conversely, provisional in-year data shows a significant drop in participation in Community Learning, compared to academic year 2019/20, which tends to be concentrated at Other Level (i.e. level not applicable).

Table 2: Aims enrolments by funding category and level, August – January, academic years 2019/20, 2020/21, 2021/22, and 2022/23

	Aims enrolments, August to January							
	Community Learning				Adult Skills			
	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23
<i>Other Level</i>	87,360	62,160	59,360	56,890	20	20	2,290	4,690
<i>Entry Level</i>	5,590	3,840	4,630	4,030	88,000	72,360	88,480	101,440
<i>Level 1</i>	1,160	910	990	980	46,490	48,020	49,670	49,430
<i>Level 2</i>	1,040	970	840	640	48,650	62,600	51,600	53,630
<i>Level 3</i>	-	-	-	-	3,330	4,180	6,830	9,800
<i>Level 4</i>	-	-	-	-	-	-	-	30
Total	95,150	67,870	65,830	62,540	186,490	187,170	198,870	219,030

Source: ILR R06 data, August - January 2019/20, 2020/21, 2021/22 and 2022/23. Note: Levels are based on the notional NVQ level version two

More than half of all AEB aims enrolments correspond to Preparation for Life and Work courses (the vast majority is funded via Adult Skills). Other popular subjects include Arts, Media and Publishing, Health, Public Services and Care, Information and Communication Technology (ICT), Languages, Literature and Culture, and Business, Administration, Finance and Law (see Table 3).

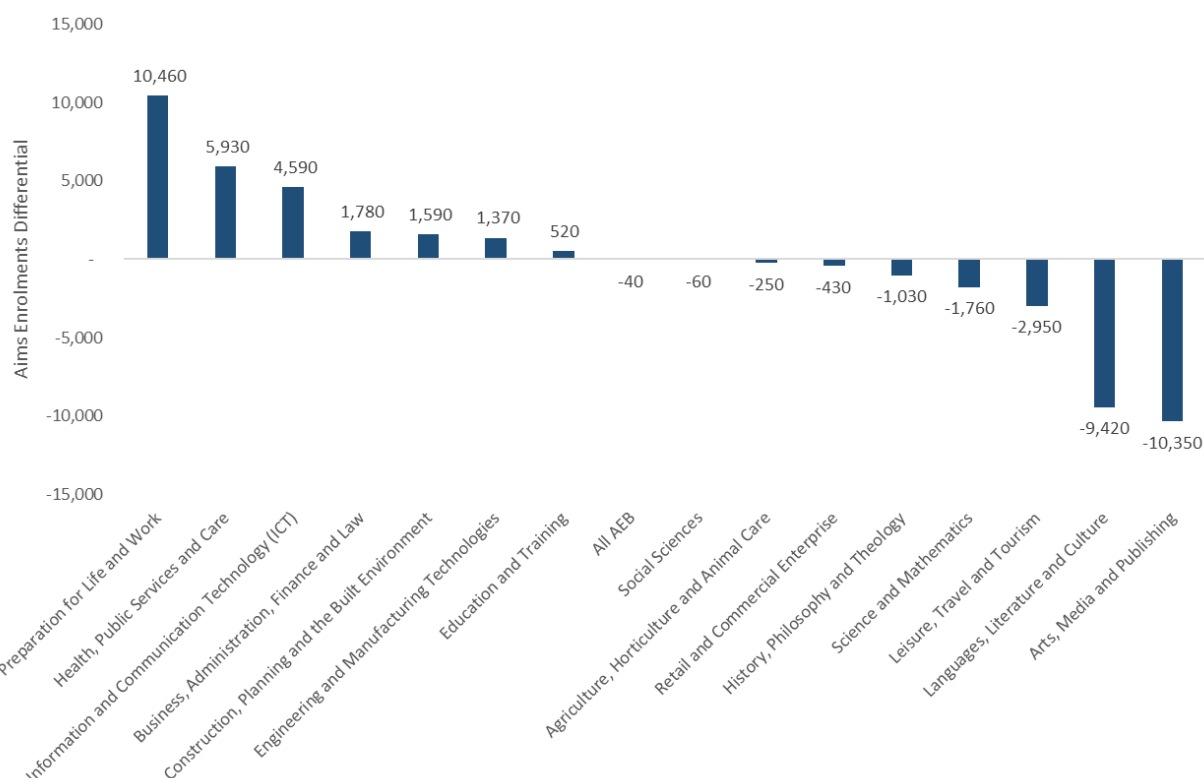
Table 3: Sector Subject Areas (Tier 1), August to January

Sector Subject Area (Tier 1)	Aims enrolments, August to January			
	2019/20	2020/21	2021/22	2022/23
<i>Preparation for Life and Work</i>	136,510	123,870	132,710	146,970
<i>Arts, Media and Publishing</i>	42,400	27,160	30,950	32,050
<i>Health, Public Services and Care</i>	17,110	20,020	21,160	23,040
<i>Information and Communication Technology (ICT)</i>	11,490	13,290	16,710	16,080
<i>Languages, Literature and Culture</i>	25,420	21,210	16,660	16,000
<i>Business, Administration, Finance and Law</i>	9,020	12,030	10,080	10,800
<i>Retail and Commercial Enterprise</i>	7,640	7,680	8,090	7,210
<i>Construction, Planning and the Built Environment</i>	5,330	5,530	6,140	6,920
<i>Leisure, Travel and Tourism</i>	9,240	5,690	6,390	6,290
<i>Science and Mathematics</i>	6,750	6,390	5,350	4,990
<i>Education and Training</i>	3,190	2,910	3,330	3,710
<i>Engineering and Manufacturing Technologies</i>	1,910	2,970	2,590	3,280
<i>History, Philosophy and Theology</i>	3,210	4,320	2,540	2,180
<i>Agriculture, Horticulture and Animal Care</i>	1,870	1,340	1,610	1,620
<i>Social Sciences</i>	490	620	410	430
Total	281,600	255,040	264,690	281,560

Source: ILR R06 data, August - January 2019/20, 2020/21, 2021/22 and 2022/23. Note: Subjects are based on the Sector Subject Areas tier one.

Figure 9 shows that some subject areas have shown a significant rise in aims enrolments compared to 2019/20, for instance, Preparation for Life and Work (+10,460), Health, Public Services and Care (+5,930) and Information and Communication Technology (+4,590). Conversely, Arts, Media and Publishing (-10,350) or Languages, Literature and Culture (-9,420) have not reached their pre-pandemic levels by the end of the reporting period. Detailed statistics, including additional breakdowns by level and background characteristics are available online.

Figure 9: Take up in academic year 2022/23 compared to 2019/20, August - January

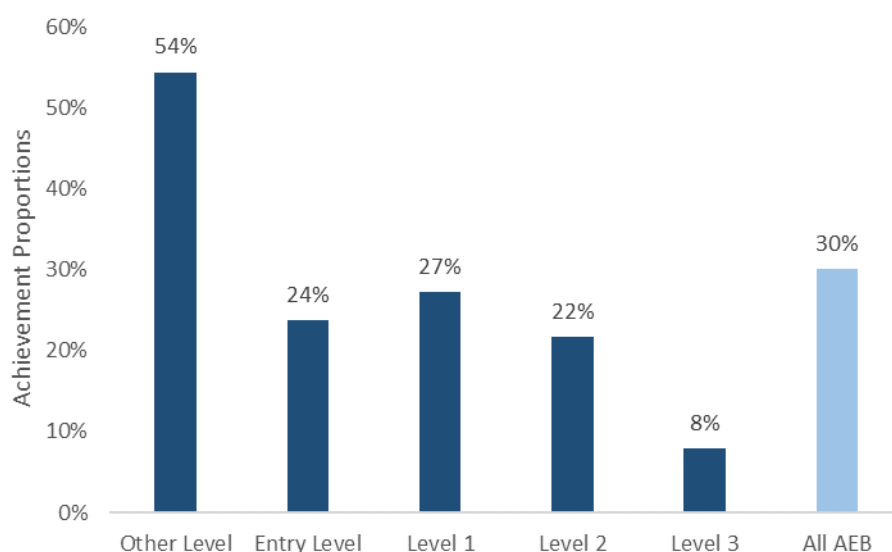


Source: ILR R06 data, August - January 2019/20 and 2022/23. Note: Subjects are based on the Sector Subject Areas tier one.

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

In this publication, achievement statistics are counts of achieved learning aims, not unique learners. By 31st January 2023, when most of the learning is still ongoing, around 30 per cent of the qualifications were achieved (84,730). As expected, provisional data suggests that achievement proportions vary by level of education (see Figure 10).

Figure 10: Provisional achievements by level in 2022/23 (in-year data August – January)



Source: R06 (August - January) 2022/23 ILR data

1.5 Additional figures relating to specific Mayoral policy changes

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.

Entitlements

Basics skills are essential in enabling people to function in society and progress in learning and employment. Therefore, the legal entitlements play a key role amongst eligible adult learners taking English and Maths, Digital and Level 2 and Level 3 learning. Table 4 shows that 27,640 learners participated in 38,930 courses, including Digital entitlements (with 3,410 enrolments) that were introduced in 2020/21 academic year. In terms of learner participation, entitlements increased by 6 per cent compared to 2020/21, but decreased by around 2 per cent compared to the same period in 2021/22.

Table 4: Entitlements

Entitlement	Learner Participation	Aims Enrolments
<i>English</i>	15,180	16,330
<i>Maths</i>	15,310	16,090
<i>Level 2</i>	600	690
<i>Level 3</i>	2,200	2,410
<i>Digital</i>	3,250	3,410
Total	27,640	38,930

Source: R06 August - January 2022/23 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, Digital and Level 2 and Level 3 learning¹⁸. Levels are based on the notional NVQ level version two.

Learners in Receipt of Low Wage

From August 2022 to January 2023, 18,970 learners in receipt of low wage participated in the Adult Skills' stream of the AEB programme (Table 5). They enrolled in 30,910 aims ranging from Entry Level to Level 3. It is worth noting that learner participation and enrolments increased by around 16 and 17 per cent, respectively, compared to the same period in 2021/22.

Table 5: AEB Flexibilities

Programme	Learner Participation	Aims Enrolments
<i>Learners in Receipt of Low Wage</i>	18,970	30,910
<i>Learners Out of Work and Outside Benefit Arrangements</i>	6,640	10,430
<i>London Recovery Flexibility - Non-Formula Funding</i>	2,440	3,080
<i>London Recovery Flexibility - Level 3</i>	2,180	2,230
<i>Licence to Practice</i>	300	340
<i>British Sign Language</i>	130	130
<i>Upskilling of Staff Delivering Specialist Provision to SEND Learners</i>	40	40
<i>Level 4 Qualifications</i>	30	30
Total	30,070	47,100

Source: R06 August - January 2022/23 ILR data

Learners Out of Work and Outside Benefit Arrangements (Including Asylum Seekers)

From August 2022, education providers may use their discretion to fully fund learners who are out of work and are not in receipt of benefits and who are evidenced as wanting to be employed, and/or are seeking exceptional support with social integration, including those

¹⁸ 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.

with no recourse to public funds. During the first half of the academic year 2022/23, 6,640 learners (or 10,430 qualifications) have been funded under this flexibility.

London Recovery Flexibility – Non-Formula Funding

The non-formula funded flexibility enables grant-funded providers to use up to 10% of their AEB formula-funded allocation to fund locally defined learning programmes designed to respond to skills needs and to enable Londoners to progress into work. From August to January 2023, 2,440 Londoners undertook 3,080 of these courses, which includes locally designed short courses which include units of qualifications and/or other non-accredited employability skill-related learning activities.

The London Recovery Flexibility for Level 3 and Level 4 Qualifications

The London Recovery Flexibility was introduced to support London recover with respect to the COVID-19 pandemic. The flexibility enables providers to fully fund Adult Skills fundable Level 3 vocational qualifications beyond the legal entitlements, on learning programmes of less than 12 months duration which are designed to provide progression into work. By 31st January 2023, 2,180 fully funded learners¹⁹ enrolled in a Level 3 qualification. In addition, the Level 4 flexibility (available from August 2022) benefited 40 learners during the reporting period. These learners enrolled in approved non-prescribed vocational and technical (Level 4) qualifications of regional importance to London.

Licence to Practice

For starts from 1 August 2022, GLA-funded providers have the flexibility to fund licence to practice accreditations for eligible learners completing and achieving a licence-linked Adult Skills funded qualification in the current academic year. This flexibility applies to two specific sectors, Construction and Hospitality, and is available for learners who are unemployed, out of work and outside benefit arrangements or are on a low wage, as defined in the GLA-AEB Funding Rules. From August 2022 to January 2023, 300 learners participated in the programme.

¹⁹ This figure refers to the London recovery flexibility for Level 3 only.

British Sign Language and Upskilling of Staff Delivering Specialist Provision to SEND Learners

In the aftermath of the Covid-19 pandemic, 130 learners enrolled in British Sign Language courses²⁰ and 40 learners were funded through the SEND funding flexibility during the reporting period.²¹

AEB Covid-19 Skills Recovery Package

The COVID-19 Skills Recovery Package made funding available to support London recovery by enabling providers to meet demand for learning and skills to protect, support and create jobs, under these programme strands. In academic year 2022/23, this includes Sector-based Work Academy Programmes and London Recovery Programmes. By 31st January 2023, 2,490 learners taking 3,300 courses participated in these programmes.

Table 6: Covid-19 Recovery Programmes

Programme	Learner Participation	Aims Enrolments
<i>Sector-based Work Academy Programmes</i>	1,710	2,340
<i>London Recovery Programmes</i>	820	960
Total	2,490	3,300

Source: R06 August - January 2022/23 ILR data

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

²⁰ 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.

²¹ The SEND funding flexibility enables providers to apply to the GLA for permission to fully fund delivery of learning that upskills teaching and learning support staff to deliver improved specialist provision for adult learners with Special Educational Needs and Disabilities (SEND).

2. Accompanying tables

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

Coverage of the data: This release includes data for the first two quarters of 2022/23 academic year (August 2022 to January 2023).

The following tables²² are available in Excel (xlsx) format here:
<https://data.london.gov.uk/dataset/gla-adult-education-budget>

- Table 1: Funding Model
- Table 2: Provider Type
- Table 3: Community Learning by Type
- Table 4: Provider
- Table 5: Learner Home Local Authority District
- Table 6: Learner Characteristics
- Table 7: Level of Learning
- Table 8: Sector Subject Area
- Table 9: Sector Subject Area by Level
- Table 10: Sector Subject Area by Sex
- Table 11: Sector Subject Area by Ethnicity
- Table 12: Sector Subject Area by Age
- Table 13: Basic Skills
- Table 14: Entitlements
- Table 15: AEB Flexibilities
- Table 16: AEB Covid-19 Skills Recovery Package
- Table 17: Free Courses for Jobs

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, level of learning 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/>

²² 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.

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.

All media enquiries should be emailed, and we will 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.

Please note: the Press Office is unable to assist with general queries or complaints. Members of the public can visit our Contact Us page (link below) for more details on contacting the Mayor and City Hall.

6.2 Other enquiries/feedback

Dr Héctor Espinoza, Supervisory Economist, Skills and Employment Unit, 169 Union Street, London SE1 0LL

Email: Hector.Espinoza@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>

For more information, please contact Dr Héctor Espinoza, Skills and Employment Unit
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