



department for  
**children, schools and families**

Department for  
**Innovation,  
Universities &  
Skills**

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18

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Dear *Chris*

#### **LSC GRANT LETTER: 2009-10**

Making the best use of everyone's talent, and enabling and exploiting innovation is crucial to our success in meeting the challenges of the current economic climate and ensuring success in the future. Creating a strong economy, and enabling everyone to take part in it, also provides the best chance of achieving social justice. Our two Departments have a central role in supporting some of the most important pillars of a strong economy – skills, science and research, and innovation – as well as directly supporting individuals and hard working families. This focus is vital for building economic resilience and providing firm foundations for growth as the economy recovers; and means that we must flex our policies to meet the needs of the most vulnerable and to ensure that our investment is used as effectively as possible.

We are determined to build a world class skills base for a competitive future, ensuring that all young people and adults have the skills needed for employment and progression, and supporting stronger, more productive and more competitive businesses. Investing in our future is even more important as we move into a more challenging economic climate. The work you have done over the last few years puts us in a good position to now escalate our plans to support those who need education and skills the most. We look to the Council to play a leading role both in meeting the current skills challenges and driving up performance on adult and young people's learning, whilst also working with us to develop the new delivery arrangements, and to support local authorities as we build their capacity to fulfil their new role and duties.

#### Priorities for 2009-10

This grant letter sets out the overall post 16 financial package for the Council for 2009-10 and should be read in conjunction with the DIUS and DCSF investment strategy. In summary, the funding for 09-10 will be £12,157,882,000 (£12.157bn), which is a 4.5% increase compared with 2008-09. This increase will fulfil our ambition and support our young people's learning and adult skills ambitions.

## 14-19

The 14-19 reform programme remains a key priority for Government, and the Council must ensure that we remain on track to deliver our targets to increase participation and reduce the proportion of young people not in education, employment or training (NEET); to raise attainment across all providers and to narrow achievement gaps; to build the capacity of 14-19 partnerships locally to deliver our priorities; and to secure progress towards the delivery of an entitlement for all young people to access the new curriculum and qualifications from 2013, putting us on track to raise the participation age.

It is especially important, in the context of the work to ensure a successful transition of 16-19 funding to local authorities, that the Council continues to ensure there is a strong focus on delivering for all young people in the system now. We look to the Council to prioritise the actions agreed through the Joint Targets Delivery Plan for delivering higher participation and attainment, as well as continuing to support implementation of the *NEET Strategy* published in November 2007 and the priority review recommendations into NEET and attainment at Level 3.

The Council must continue to work with Local Authorities to deliver the right provision for all young people, including the most vulnerable. Continued support for those with learning difficulties and disabilities (LLDD) must remain a priority for the Council and it will be important to maintain progress in partnership working to improve support and progression.

A key aspect will be ensuring that providers prepare early and that the September Guarantee for 16 and 17 year olds is fully implemented; and to support the development of the Entry to Learning pilots, which will be starting in four local authorities from this autumn. It will be important to make further progress in promoting and securing flexible and responsive provision in all areas, including flexible start dates, so that learners who drop out can be re-engaged quickly.

The Council must also work closely with local authorities and 14-19 Partnerships to ensure sufficient supply of Diploma places through the phased build up to the National Entitlement in 2013. This is a critical component of our strategy to improve the participation and attainment of young people by providing an innovative style of learning, designed by employers and HE and combining theoretical study and practical experience.

We also look to the Council to support participation and achievement by continuing to secure the effective delivery of Entry 2 Employment, the Foundation Learning Tier, Young Apprenticeships and Key Stage 4 engagement programme. The Council will also be expected to work with the Qualifications and Curriculum Development Agency to establish and run the new Joint Advisory Committee on Qualifications Approval which will recommend to the Secretary of State appropriate qualifications for public funding.

The Council must continue to work in partnership with Her Majesty's Prison Service and the Youth Justice Board to deliver appropriate education and training for young people in youth detention and to improve outcomes for this group of young people. The Council's contribution to transferring responsibilities for juvenile education in young offender institutions is critical to the success of this change programme, and we look to the Council to continue to work with us and other partners to help support and implement these reforms.

Ensuring young people are supported to choose the appropriate course for them is crucial to the achievement of the PSA targets. We expect the Council as part of the local 14-19 Partnership to agree strategies with schools, colleges and other learning providers to ensure all learners have access to high quality, comprehensive and impartial information, advice and guidance. The 14-19 Prospectus is a key part of this, and the Council must continue to support its delivery, and the introduction from 2010 of a Common Application Process, working with DCSF and 14-19 Partnerships to develop and secure delivery of a Forward Action Plan.

We also look to the Council to deliver an effective, high quality package of learner support programmes for those 16-19 year olds in greatest financial need, ensuring that these are focused on increasing participation, reducing drop out and ensuring progression in learning, and that issues relating to delivery of learner support this year are resolved.

Ensuring that young people can access education and training through effective transport provision is also a priority. The Council must continue to carry out the responsibilities set out in the 2007 Statutory Instrument, to produce and publish guidance on the development of transport policy statements, informed by good practice and complaints investigation, reporting monthly to DCSF and where necessary mediating in disputes.

Increasing success rates across all forms of provision and a focus on quality in every setting is crucial to raising achievement and narrowing gaps across all learning pathways. The Council must drive improvement in the quality of school sixth forms through their challenge and support role with local authorities. This will involve a greater focus on the use of data so that schools and local authorities recognise underperformance, and develop specific action plans to deliver better outcomes for learners. The Council must also continue to work with both Departments and other key stakeholders to develop a common performance management system across all post-16 providers so that it can be piloted for use in school sixth forms by September 2009.

In addition to prioritising the actions needed to drive higher participation and attainment for those in the system now, the Council must build the capacity of 14-19 Partnerships to secure progress towards delivery of the entitlement to the new curriculum and qualifications from 2013. At a national level, this will involve helping to shape and communicate clear messages about the roles and responsibilities of key players in the changing landscape, in order to provide clarity and a sound basis for effective partnership working; and contributing to good practice sharing and wider support for 14-19 Partnerships including through guidance on effective 14-19 Partnerships and 14-19 Plans.

### Apprenticeships

The Council must continue to drive up progress on apprenticeships, in line with the ambitions in 'World Class Apprenticeships' and support delivery of the 2013 young people's apprenticeship entitlement. Key priorities in 2009-10 will be to establish the new National Apprenticeship Service (NAS) and national vacancy matching service. The NAS should be fully in place by April 2009. Strong measures are also needed to protect existing apprentices, including through support for sector and group approaches, and by building on the regional network of co-ordinators established by the Council to identify apprentices at risk of redundancy and to source new employer places or training.

We also look to the Council to support the Government's drive to take forward skills based approaches to procurement. The Council will need to ensure that as part of the

DIUS and DCSF college and school building programmes, successful contractors have a formal training plan in place and provide access to apprenticeships for their project workforce.

### Adult Skills

The Government continues to be committed to the 2020 ambition for world-class skills, and to making progress towards the interim measures for 2011, established through the skills Public Service Agreement. However, we recognise that in the current economic climate the Council needs flexibility in the way it allocates resources, so that it can respond quickly and effectively to help businesses and individuals through this downturn; and to help those made redundant to develop the skills they need to get back into work quickly, and then to gain further skills once they are in a job. We have already announced proposals to support small and medium sized enterprises (SMEs) in the private sector, through Train to Gain, from autumn 2008, building on the core Train to Gain offer, and the flexibilities already being introduced through compacts. This support should last for as long as it is needed, by agreement with DIUS, and we must be ready to further flex the service to meet changing employer needs. The SME package must be implemented quickly, effectively and with the absolute minimum of bureaucracy.

The impact of these short-term flexibilities will make progress against the skills PSA indicators more challenging to achieve. However, it is still important that we focus on the programmes of learning and qualifications that will deliver most benefit to individuals and the economy. So the Council must maintain its focus on developing a demand-led system and aligning funding with Government's key priorities; and continue work to increase overall investment levels so that public funding can be targeted at those who need it most, while at the same time increasing flexibility so that providers are able to offer what is needed to support employers and help individuals back into sustainable employment.

The Council must continue to respond to strategic demand, in line with the messages set out in John Denham's speech to the CBI of 24 October 2008. This includes direct intervention to tackle skills bottlenecks and a strengthened approach to strategic skills, including through continued support for major infrastructure projects such as Cross-rail and the Thames Gateway, and for the 2011 WorldSkills and 2012 Olympic and Paralympic Games. The Council will need to work with the UK Commission for Employment (UKCES), Regional Development Agencies (RDAs), employers and others to understand the impact of these developments on employer demand for skills, to boost levels of employer investment in skills, and open up new opportunities for those affected by the economic downturn. Capital investment will need to support specialisation to ensure that businesses and training providers are able to access the training opportunities they need for both their current and future employees.

The Council must continue its work with Jobcentre Plus (JCP) to develop approaches to integrating employment and skills (IES) to help jobless people into sustainable employment. This will include maximising the potential from existing European Social Fund resource, aligning it with economic priorities and ensuring that it complements all public investment in learning and skills.

The £100m announced in October 2008 by DWP and DIUS will support this approach, providing targeted support to individuals affected by the economic downturn, including through skills health checks to assess immediate skills needs, and personalised training and re-skilling. The requirements on "firstness" for those who are unemployed will be relaxed; and we look to the Council to flex the content and delivery of training, and to provide this training free. We aim to help at least 80,000 people in England gain the

skills and training needed to move back into work quickly.

Securing the smooth transfer of skills brokerage to the RDAs / Business Link from April 2009 will be essential. Sector-based approaches are also being explored by the new Labour Market Task Force, and we will look to the Council to reflect these in its work, and to work closely with the UK Commission for Employment and Skills to deliver a response that is consistent with the broader UK-wide approach.

Higher level skills remain vital to our competitiveness, and the Council must continue to engage with HEFCE where sector compact proposals have a higher level skills element, and to implement the proposals in *Higher Education at Work*. Continuing to work with HEFCE to secure more flexible routes to higher education and higher vocational learning, including supporting the Higher Education Diploma and working with the Quality Assurance Agency will also be important. The Council must also continue to support the work of the Joint Forum for Higher Levels on establishing areas of commonality between further and higher education credit frameworks, and work with HEFCE to assess and report progress on this to the Joint Progression Strategic Forum.

For those young adults who choose not to go to University, we announced in "Work Skills" an additional £60 million to give a clear entitlement to vocational training at Level 3 for those aged 19-25. The Council has an important role in implementing this.

Skills Accounts will provide a core part of our support package for individual learners, building on the entitlements to education and training, and our proposed Time to Train legislation. Helping those in work to succeed remains a top priority for keeping the economy moving in the right direction, and we look to the Council to continue the roll out of trials across all nine regions from September 2009, building on those in the South East and East Midlands. Close integration with the adult advancement and careers service is essential. We must ensure that the new Service is fully operational from September 2010, and is shaped within an integrated employment and skills system, building on the trials currently underway.

Responsibility for delivering the Qualifications and Credit Framework (QCF) will transfer to the LSC from April 2009. The QCF must support the reform of vocational qualifications, ensuring that they all have real economic value, that learners can progress through building units to gain full qualifications, and that the system is clear and simple for learners and employers to use, with clear links to Skills Accounts and the Adult Advancement and Careers Service. The Council must continue to work closely with the Qualifications and Curriculum Authority, Ofqual, Awarding Bodies and Sector Skills Councils to deliver that; and to ensure that the full range of units is available from the QCF from early in the New Year.

The Council must also continue to play a central role in delivering the Government's Skills for Life strategy. To realise our Skills for Life ambitions, we need a renewed effort on numeracy, and we must realise the commitment made in *Work Skills* to focus support on those with the greatest need to progress, and to refocus mainstream Skills for Life provision on what people need to help them find and progress in work. The Council will need to build on the success of the 'Get On' campaign to raise demand for Skills for Life provision as part of its contribution to our Skills for Life strategy.

The Council must continue to build on the Foundation Learning Tier pilots, and plan for the effective roll-out of progression pathways to adult learners working at Entry and level 1 from August 2009, working towards full implementation in 2010.

The Council must also continue to support offender learning, recognising their particular needs and delivery requirements. We expect the Council to work with the National Offender Management Service and Offender Learning and Skills Service (OLASS) to ensure offender learning is focussed on employability, and that the needs of offenders are recognised in integrated employment and skills services; and to help colleges shape and strengthen their services to offenders in the community, building on lessons from the two Reducing Re-offending test bed regions.

We have set an ambitious new vision for Informal Adult Learning, and look to the Council to work with partners to maximise the full range of opportunities available, including new approaches with public, private, voluntary and self-organised learning organisations, and coordinating better information about the opportunities that are available. This must be linked to our drive to encourage people to become more actively engaged in their communities, including through the citizenship agenda in further education colleges and through our English for speakers of other languages (ESOL) strategy. Following our recent consultation, we will be setting out the next steps for the development of ESOL, building on the trials in 2008/09, and will expect the Council to work with local authorities and other strategic partners to identify priorities and align funding to ensure that provision supports both our PSA targets and our goals for community cohesion.

The LSC must continue to support colleges and other providers to use benchmarking and best practice guidance in order to increase value for money. In particular the Council must continue to support colleges and other providers to be more efficient in the way they generate and collect fee income from learners and employers who are expected to contribute towards the costs of learning. This will facilitate colleges to continue to offer a full range of adult learning while continuing to support learners who need the most help.

It is vital that we have an infrastructure which can respond quickly and effectively to changing education and skill needs, including through increased specialisation. In July 2008 we published our organisational policy framework which set out our expectations for the future shape of the FE landscape. We expect the Council to support colleges as they assess these business models and to take forward the new strengthened process by which organisational proposals are developed and assessed.

Colleges also have an important role in driving forward equality and diversity, and supporting community cohesion. Following the consultation on the role of FE providers in promoting community cohesion, we will be actively working with the sector to look for ways to strengthen their role in these aspects of their work. We look to the Council to identify work it can do with the sector in addition to the current programme on equality and diversity that will help colleges to maintain and build their role in community leadership and cohesion, promoting tolerance and shared values, and preventing violent extremism.

The UK Commission for Employment and Skills has made proposals to simplify the skills system in England which have been accepted by the Government. The programme fits with the direction of work already in hand to establish a more employer responsive system, and we propose to deliver this through existing delivery arrangements wherever possible. The Council should work constructively with the Government and the Commission to develop the programme and to implement this effectively to an agreed timetable. The Council must also support the work of the Information Authority and FE Data Service to the agreed levels.

Conclusion:

Maintaining the capacity of the Learning and Skills Council and the sector more widely will be vital to the delivery of this challenging agenda. We look forward to continuing to work with you on this, and to develop the new delivery arrangements that are needed to support the further achievements of all young people and to build a strong and lasting world class skills base.

Handwritten signature of John Denham in black ink, consisting of a checkmark-like flourish above the name 'John'.

**John Denham**

Secretary of State for  
Innovation, Universities and Skills

Handwritten signature of Ed Balls in blue ink, with the name 'Ed Balls' written above a large, stylized 'A'.

**Ed Balls**

Secretary of State for  
Children, Schools and Families

## KEY TARGETS

The Public Service Agreements (PSAs) announced in the 2007 CSR continue to set the priority outcomes that the Government wants to achieve in the remainder of this current spending period (2008-11).

The PSA targets and underpinning performance indicators which are most relevant to the LSC are:

### Young People's PSA targets:

**To raise the educational achievement** of all children and young people so that by 2010/11:

- 82% of young people achieve L2 by the age of 19;
- 54% of young people achieve L3 by the age of 19.

**To narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers:**

- The gap between the initial participation in full time higher education rates for young people aged 18, 19 and 20 from the top three and bottom four socio-economic classes.

In addition the LSC to lead on:

- increasing the numbers of 17 year olds in education or training so that 86% are participating in 2010/11;
- reducing the inequality gap in attainment at levels 2 and 3 so that, by 2010/11, 62% of those in receipt of free school meals at 16 achieve L2 by the age of 19 and to reduce the gap in attainment at L3 by age 19 between those young people who were in receipt of free school meals and those who were not by 1.8 percentage points.

**Increase the number of children and young people on the path to success** so that everyone achieves their full potential, makes a positive contribution and makes a successful transition to adulthood. In particular by:

- reducing the proportion of young people NEET by two percentage points by 2010 (from a baseline of 9.6 per cent at end 2004).

The LSC is also expected to contribute to increasing the take up of Diplomas in every local authority area; and to work towards the target of 1 in 5 young people participating in an Apprenticeship.

## PSA Targets for adults

### To improve the skills of the population, on the way to ensuring a world-class skills base by 2020

Working towards this target, the Government has set the following interim targets<sup>1</sup>. By 2010/11:

- 597,000 people of working age (defined as all adults aged 16-64 inclusive) to achieve a first level 1 or above literacy qualification, and 390,000 to achieve a first entry level 3 or above numeracy qualification.
- 79% of working age adults (men and women aged 19 to state pension age, including both economically active and inactive) are qualified to at least full Level 2 qualification; and 56% to at least full level 3 qualification<sup>2</sup>.
- 130,000 apprentices to complete the full apprenticeship framework in 2010/11<sup>3</sup>.

The Council is also expected to help **increase the number of people moving into sustainable employment and progressing**. In particular, the Council must support a new joint target which is being developed with the Department for Work and Pensions (DWP) and Jobcentre Plus to move more people into sustainable employment; and the ambition set out in 'Work Skills', the Government Command Paper published in June 2008, for supporting 100,000 people into sustainable employment and the achievement of a recognised qualification in 2010.

**Science and Innovation:** help achieve the Government's ambition to deliver world class science and innovation in the UK through:

- The number of young people in England taking "A" Levels in mathematics, physics, chemistry and biological sciences.

The Council is expected to lead on these targets.

We also expect the Council to support the higher education sector to achieve the HE PSA participation target by encouraging many more young people from all backgrounds to gain the qualifications and aspiration for higher education.

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<sup>1</sup> We remain committed to making progress towards the interim measures for 2011, but recognise that the flexibilities set out in this letter will make progress against the skills PSA indicators more challenging to achieve.

<sup>2</sup> In working towards the 2011 target, the Council will be expected to make progress towards the CSR 2004 Level 2 target for 2010.

<sup>3</sup> Further detail on measurement and definitions relating to this set of skills indicators is contained in the measurement annexes to the skills PSA Delivery Agreement.

In addition, we expect the LSC to lead on delivery of agreed key indicators, including:

- An apprenticeship completion success rate target for 2008-9 of 65%<sup>4</sup>.
- An FE Learner Success Rate of 80% for FE colleges by 2010/11, while also continuing to drive improvements in success rates of key priority areas, including functional literacy and numeracy, full Level 2 qualifications and full Level 3 qualifications.
- A balanced scorecard for FE, being developed through the CSR period through the Framework for Excellence, covering (once data is available):
  - employer and learner satisfaction
  - employer engagement with FE
  - student success rates and employment outcomes

and to contribute to the indicator to:

- Increase the proportion of low-skilled into employment and increase their wages (to be developed over the CSR period).

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<sup>4</sup> Although the apprenticeships completion target of 65% is reasonable on an historic basis, we cannot yet properly factor in the effects of the current economic downturn and recognise that apprentices made redundant could suppress completion rates.

## LSC 2009-10 budget

Budget Line	2008-09 £000's	2009-10 £000's
<b>Youth Participation</b>		
of which for planning purposes:		
School Sixth Forms	2,085,184	2,095,837
16-19 FE	3,290,280	3,519,295
16-18 Apprenticeships	628,021	675,054
Entry to Employment	171,365	180,780
Specialist Provision for Learners with Learning Disabilities and/or Difficulties	204,311	221,311
<b>TOTAL YOUTH PARTICIPATION (DCSF)</b>	<b>6,379,161</b>	<b>6,692,277</b>
<b>Adult Learner Responsive</b>	<b>1,735,508</b>	<b>1,699,888</b>
of which for planning purposes:		
<i>Foundation Learning Tier</i>	220,652	222,481
<i>Skills for Life</i>	562,219	608,899
<i>Full Level 2</i>	237,212	259,172
<i>Full Level 3</i>	339,084	378,889
<i>Developmental Learning</i>	376,340	230,447
<b>Employer Responsive</b>		
Apprenticeships	328,323	366,514
Train to Gain (including FE NVQs)	797,281	925,661
<b>Employer Responsive Sub Total</b>	<b>1,125,604</b>	<b>1,292,175</b>
of which for planning purposes:		
<i>Foundation Learning Tier</i>	9,229	6,818
<i>Skills for Life</i>	35,410	57,688
<i>Full Level 2</i>	525,673	625,737
<i>Full Level 3</i>	119,275	161,496
<i>Apprenticeships</i>	328,323	366,514
<i>Developmental Learning</i>	19,769	14,921
<b>Adult Safeguarded Learning</b>	<b>210,000</b>	<b>210,000</b>
<b>Offender Learning &amp; Skills Service</b>	<b>122,203</b>	<b>124,770</b>
<b>TOTAL ADULT PARTICIPATION (DIUS)</b>	<b>3,193,315</b>	<b>3,326,833</b>
<b>Block A - Total Participation</b>	<b>9,572,476</b>	<b>10,019,110</b>

<b>Block B - Learner Support and Development</b>		
LSC DCSF non-participation	<b>771,030</b>	<b>730,429</b>
LSC DIUS non-participation	<b>382,424</b>	<b>378,372</b>
Block B - Total Learner Support and Development	<b>1,153,454</b>	<b>1,108,801</b>
<b>Block C - Capital Grants</b>		
14-19 Capital Grants (DCSF)	210,000	210,000
19+ Capital Grants (DIUS)	484,400	609,800
Block C - Total Capital Grants	<b>694,400</b>	<b>819,800</b>
Block D - Administration (DIUS)	<b>214,775</b>	<b>210,171</b>
TOTAL DCSF FUNDING	7,360,191	7,632,706
TOTAL DIUS FUNDING	4,274,914	4,525,176
<b>GRAND TOTAL</b>	<b>11,635,105</b>	<b>12,157,882</b>
European Social Fund	240,800	250,100

Note 1. The Adult Learner Responsive budget for 2009-10 includes just over £145m per annum to support Ufl/Learndirect provision.

Note 2. Tailored more intensive support for those requiring employability skills is included within the Adult Learner Responsive budget, this amounts to £36.5m in 08-09, £48.6m in 09-10 .

Note 3. The Train to Gain budget includes FE NVQs and brokerage costs of £37m. For 2009-10 brokerage costs will transfer to the Regional Development Agencies

Note 4. Apprenticeship funding includes £17m per year for Skills for Life delivered as part of the Apprenticeship Framework

Note 5. Around £8m per year is available to support level 4 within Train to Gain

Note 6. European Social Fund provided to the LSC is used to support two priorities; (1) extending employment opportunities; and (2) developing a skilled and adaptable workforce – both of which are match funded from appropriate LSC budgets.

Note 7. The adult skills budget for the London Region in 2009-10 is £635m and is subject to the delivery of targets agreed as part of the London Employment and Skills Board strategy.

Note 8. The School Sixth Form budget detailed above does not include funding for Sixth Form Academies of £72m in 08-09 and £113m in 09-10 which is routed directly from DCSF.

Note 9. The LSC cannot vire between DIUS and DCSF programmes or between Budget Blocks without the agreement of the Departments.

Note 10. The European Social Fund budgets do not include the additional funding available following the revaluation of the ESF programme.

Note 11. £15m of the Specialist Provision for Learners with Learning Disabilities and/or Difficulties funding is now being categorised as capital and is included within 14-19 capital grants

## LSC Planned Outputs/Volumes

Budget Line	2008/09	2009/10
<b>Block A - Participation</b>		
of which for planning purposes:		
School Sixth Forms	383,000	372,000
Academies	16,000	27,000
16-19 FE	786,000	786,000
16-18 Apprenticeships	213,000	223,000
Entry to Employment	75,000	75,000
<b>Total Youth Participation</b>	<b>1,474,000</b>	<b>1,484,000</b>
<b>Adult Learner Responsive Sub Total</b>	<b>1,626,000</b>	<b>1,469,000</b>
of which for planning purposes:		
Foundation Learning Tier	370,000	373,000
Skills for Life	839,000	866,000
Full Level 2	125,000	133,000
Full Level 3	121,000	123,000
Developmental Learning	551,000	271,000
<b>Employer Responsive</b>		
Apprenticeships	243,000	254,000
Train to Gain (includes FE NVQs)	900,000	949,000
<b>Employer Responsive Sub Total</b>	<b>1,143,000</b>	<b>1,203,000</b>
of which for planning purposes:		
Foundation Learning Tier	10,000	9,000
Skills for Life	357,000	382,000
Full Level 2 (Excluding Apprenticeships)	689,000	702,000
Full Level 3 (Excluding Apprenticeships)	118,000	130,000
Apprenticeships	243,000	254,000
Developmental Learning	12,000	12,000
<b>Safeguarded Adult Learning</b>	<b>630,000</b>	<b>605,000</b>
<b>Total Adult and Employer Responsive including Safeguarded Adult Learning</b>	<b>3,399,000</b>	<b>3,277,000</b>
<b>Total European Social Fund Learners</b>	<b>124,000</b>	<b>117,000</b>
<i>Of which estimated additional ESF learners</i>	<i>50,000</i>	<i>47,000</i>

Note 1. The learner number figures are based on national assumptions of what our investment would deliver in terms of learner volumes in each of these areas. These figures are indicative on the assumption that colleges and providers have flexibility to deliver a different mix of priority activity in responding to local demand, this includes responding to meet the needs of private SMEs.

Note 2. Employer Responsive and Adult Learner Responsive sub totals do not total to the planning totals as they include learners who may be included in more than one category. For instance a learner could be undertaking a Full Level 2 and a Skills for Life course.

Note 3. Apprenticeship Learner numbers are presented in this table for consistency with other areas of provision. However, the expectations of the Apprenticeship programme in terms of starts and completions are set out in the Annex D

Note 4. The total learner numbers cannot be directly compared with those published in the 2008-09 Grant Letter as some are calculated on a different basis. In particular – FE NVQ provision is now integrated into Train to Gain (in 2007/08 it was part of the Adult Learner Responsive provision).

Note 5. The number of learners supported through European Social Funds does not take account of the impact of the revaluation of the ESF programme. Total ESF funding will support additional activity for some learners already accessing mainstream provision. These learners will already be included in the total learner numbers supported by LSC funding. However, there is an estimated proportion of learners shown in the table who are supported by ESF funding who are not included in the other categories and are therefore additional.

Note 6. Extra volumes of 16-18 learners were funded in 2008/09 above plan. This is not reflected in the 2008-09 budget as shown above as FE colleges received some of this funding in the 2007-08 financial year.

Note 7. Funding for Academies is not routed through the LSC. However, as Academies volumes contribute to overall participation they have been included.

## Apprenticeships

<b>Apprenticeship Starts</b>	<b>2008/09</b>	<b>2009/10</b>
16-18	108,000	116,000
19-24	91,000	93,000
25+	29,000	29,000
<b>Total</b>	<b>227,000</b>	<b>237,000</b>
<b>Apprenticeship Completions</b>		
16-18	68,000	72,000
19-24	47,000	49,000
25+	4,000	8,000
<b>Total</b>	<b>118,000</b>	<b>129,000</b>

Note 1. The numbers in the table above may not sum due to rounding.