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FURTHER EDUCATION, WORK BASED LEARNING FOR YOUNG PEOPLE AND ADULT AND COMMUNITY LEARNING – LEARNER NUMBERS IN ENGLAND 2004/05

INTRODUCTION

1. This Statistical First Release (SFR) presents information on learner numbers in post-16 education and training in England funded by the Learning and Skills Council (LSC) for the whole academic year 2004/05.
2. This SFR updates early year figures published on 22 March 2005, "Further Education and Work Based Learning for Young People – Learner Numbers in England on 1 October 2004".
3. This SFR includes data on Adult and Community Learning, and incorporates data from Further Education (FE) and Work Based Learning (WBL) for young people, and Adult and Community Learning in one place.
4. The content of the SFR is similar to that of previous SFRs on learner numbers, with the exception of table 4 which gives a detailed breakdown of age group by gender for all three data sets.
5. The source data for this SFR is the Individualised Learner Record (ILR) 2004/05.

KEY POINTS

Further Education

6. There were 4.21 million learners in Council-funded FE in 2004/05. This is an increase of 1.2% on the 2003/04 figure.
7. The number of learners aged under 19 increased by 4.3% between 2003/04 and 2004/05 from 699,000 to 729,000. The number of adults (aged 19 and over) increased by 0.6% to 3.48 million.
8. The total number of adults on level 2 programmes increased by 9.4% per cent in 2004/05 compared to 2003/04. The number on full level 2 programmes – 5 GCSEs, an NVQ level 2 or the equivalent – increased by 6.2%. The numbers of adult learners on programmes contributing to the Skills for Life target increased by 22.3%, while those on programmes where the level was not specified decreased by 10.1%.
9. The most popular areas of learning followed by learners in 2004/05 continued to be Information and Communication Technology (17.8%) and Health, Social Care and Public Services (16.1%).
10. 79.8% of learners in FE were recorded as being of white ethnicity and 16% from ethnic minorities. Information on ethnicity was not available for the remaining 4.2% of learners, this percentage with unknown ethnicity decreasing from 4.9% in 2003/04.
11. 59% of learners in FE in 2004/05 were female, 41% were male.

Work Based Learning

12. A total of 519,000 people participated in WBL during 2004/05. The average number in learning was 300,000, a 2.3% decrease over 2003/04.
13. The average number in learning on apprenticeships in 2004/05 was 154,000, an increase of 7.6% over 2003/04. The trend away from NVQ learning and towards apprenticeships has continued. An average of 26,000 were in learning on Entry to Employment (E2E) programmes, a decrease over the numbers on equivalent programmes in 2003/04.
14. The most popular area of learning continues to be Engineering, Technology and Manufacturing (20%). There was a small increase in those learners without a specific area of learning.
15. 92.1% of learners in WBL were recorded as being of white ethnicity and 6.9% from ethnic minorities. Information on ethnicity was not available for the remaining 1% of learners.
16. 43% of WBL learners were female, and 57% male.

Adult and Community Learning

17. A total of 915,000 learners were enrolled on Adult and Community Learning programmes in 2004/05. This is a decrease of 0.8% on the previous figure.
18. The most popular areas of learning for Adult and Community Learning continued to be Visual and Performing Arts and Media (28%) and Hospitality, Sports, Leisure and Travel (22%).
19. 81.9% of learners in Adult and Community Learning were recorded as being of white ethnicity and 10% from ethnic minorities. Information on ethnicity was not available for the remaining 8.1% of learners.
20. 77% of learners in Adult and Community Learning were female, and 23% male.

TABLES

Further Education, Work Based Learning and Adult and Community Learning

The tables are based on ILR data for 2003/04 and 2004/05

Table 1: Learners on Council-funded FE and WBL provision in 2003/04 and 2004/05 analysed by highest qualification level and by age group

Table 2. Learners on Council-funded FE and WBL provision in 2003/04 and 2004/05, and in Adult and Community Learning in 2003/04, analysed by area of learning and by gender

Table 3. Learners on Council-funded FE and WBL provision in 2003/04 and 2004/05, and in Adult and Community Learning in 2003/04, by ethnicity and gender

Table 4. Learners on Council-funded FE and WBL provision in 2003/04 and 2004/05, and in Adult and Community Learning in 2003/04, by age group and gender

Table 5. Work-Based Learning – Learners on WBL provision from October 2000 to July 2005 at the end of each quarter by programme

Table 6. Work-Based Learning – Starts on WBL provision from October 2000 to July 2005 at the end of each quarter by programme

Table 7. Further Education - Learners on Council-funded FE provision in 2003/04 and 2004/05 by institution type, mode of attendance, and age

Table 8. Further Education – Learners on Council-funded FE provision in 2003/04 and 2004/05 by age band and key LSC programmes

Table 9. FE - Learners enrolled in further education sector colleges and external institutions in England from 1996/97 to 2004/05 by institution type, age, mode of attendance and gender.

FUTURE STATISTICAL FIRST RELEASES

21. The LSC publishes three Statistical First Releases each year:

- Early in-year information on learner numbers, derived from the ILR return relating to learners enrolled on 1 November, published in March.
- Whole-year information on learner numbers, derived from the ILR return relating to the end of the relevant academic year, published in December.
- Outcomes, derived from the ILR return relating to 31 December following the end of the relevant academic year for FE and most recently available data for WBL, published in June.

Statistical First Releases are available on the LSC website at:

<http://www.lsc.gov.uk/National/Partners/Data/Statistics/LearnerStatistics/LearnerNumbers>

NATIONAL STATISTICS

22. This Statistical First Release is a National Statistics publication. National Statistics are produced to high professional standards set out in the National Statistics Code of Practice. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference.
23. For general enquires about National Statistics contact: The National Statistics Public Enquiry Service on 0207 7533 588, minicom: 01633 812399, E-mail: info@statistics.gov.uk, Fax: 01633 652747, Letters: Room DG/18, 1 Drummond Gate, London, SW1V 2QQ. You can also find National Statistics on the internet: www.statistics.gov.uk.

NOTES TO EDITORS

1. This SFR contains statistics on further education, work based learning, and adult and community learning. LSC took over responsibility for funding all three of these areas on 1 April 2001.
2. Further education provision was formerly funded by the Further Education Funding Council (FEFC), when it was termed 'schedule 2' provision. It takes place primarily in colleges of further education (including sixth form colleges) and in a range of other organisations, known as 'external institutions'.
3. Work Based Learning for young people is a major programme of government-supported training, comprising Advanced Apprenticeships, Apprenticeships at level 2, NVQ Learning and Entry to Employment (E2E).
4. Adult and Community Learning describes the activity formerly designated 'non schedule 2' and includes a diverse range of community-based and outreach learning opportunities, primarily taking place through local education authorities.

Source of Data

5. The source for the data for 2003/04 and 2004/05 in this SFR is the Individualised Learner Record (ILR). For the small number of institutions for which 2004/05 data was not available, data for 2003/04 has been used instead.

Classification of Data

Further Education

6. University for industry (UFI) provision is included with the data for further education in this SFR.
7. The distribution of FE learners by areas of learning (table 3) takes into account all the aims followed by the learner population.
8. The level assigned to a learner in table 1 corresponds to the level of the highest-level qualification undertaken by that learner. The qualification type assigned to the learner in table 1 is that of the learner's qualification aim with the highest guided learning hours.
9. FE students classified for statistical purposes as full-time are defined as those enrolled on programmes of at least 450 guided learning hours per year, or for at least 150 guided learning hours per tri-annual period or more than 16 guided learning hours per week for shorter courses.

10. Full-time students who enrol on a programme of at least 450 guided learning hours per year are classified as full-time full-year. This includes those students who withdraw from the programme during the year and actually attend for less than 450 guided learning hours. Also counted as full-time full-year are students who enrol on programmes of less than 450 guided learning hours but stay longer than expected and actually attend for more than 450 guided learning hours. Full-time students who are not classified as full-time full-year are classified as other full-time. All other students are classified as part-time.
11. Table 8 shows the numbers of FE learners participating in some of the LSC's priority areas. These learners could contribute to the government's PSA targets for young people and adult skills. The table shows learners enrolled on:
 - full level 2 learning aims – 5 GCSEs, an NVQ level 2 or the equivalent
 - full level 3 learning aims – 2 A levels, an NVQ level 3 or equivalent; and
 - Skills for Life programmes.
12. The figures in table 9 for 2002/03 onwards are on a different basis from those for earlier years, so are not directly consistent with the figures for years up to 2001/02. The figures for 2002/03 onwards are more comprehensive, as they include some institutions (such as specialist designated institutions) previously excluded from statistical publications, and also take account of changes to funding arrangements made by the LSC since taking over responsibility for FE funding. Figures are included on both the old and new basis for 2002/03 for comparative purposes.

Work Based Learning

13. The total in-learning volume for work-based learning (table 1) is a measure of total learning activity in the academic year.
14. Table 5 shows the numbers in learning over a five year time period. The definition of in-learning changed in 2003/04; figures for 2002/03 are presented on both the new and the old basis to show a true picture of the year-on-year change

Adult and Community Learning

15. 2004/05 is the second year in which individual learner data for Adult and Community Learning has been collected by the LSC in the ILR. Previously, aggregate data was collected by DfES through the AE1 form, and published by DfES in the statistical first release series "Adult Education Enrolments in England" (available on the DfES website: <http://www.dfes.gov.uk/rsgateway/>). Data for 2003/04 and earlier years are not comparable due to these changes in the data collection systems.

General Notes

16. In the tables, numbers may not add up exactly to totals because of differential rounding. FE numbers are shown in thousands and the symbol '-' represents fewer than 50 learners. WBL numbers have been rounded to the nearest 100.

Table 1. WBL and FE combined table
Learners (in 000's) on LSC-funded FE provision and WBL provision in 2003/04 and 2004/05
analysed by highest qualification level and by age group

Age	Qualification Level	2003/04			2004/05			% change 2003/04 to 2004/05
		WBL total volume	FE	Total	WBL total volume	FE	Total	
Under 19	Level 1 and entry	76.6	124.5	201.1	74.4	134.3	208.6	3.7%
	Level 2	168.4	184.0	352.4	165.4	191.5	356.9	1.3%
	Level 3	55.0	372.4	427.4	52.0	383.9	435.9	2.0%
	Level 4, 5 and HE	0.2	1.9	2.0	0.1	1.6	1.8	-14.0%
	Level not specified	0.0	16.4	16.4	0.0	18.0	18.0	9.5%
	All levels	300.2	699.2	999.4	291.9	729.3	1,021.2	2.2%
19 plus *	Level 1 and entry	3.2	1,512.2	1,515.4	3.0	1,489.3	1,492.3	-1.5%
	Level 2	120.5	872.5	993.0	117.7	967.8	1,085.5	9.3%
	Level 3	109.3	470.5	579.7	103.2	474.7	577.8	-0.3%
	Level 4, 5 and HE	2.7	72.1	74.8	2.7	69.8	72.5	-3.1%
	Level not specified	0.0	528.8	528.8	0.0	475.3	475.3	-10.1%
	All levels	235.7	3,456.1	3,691.8	226.5	3,476.9	3,703.5	0.3%
All Ages	535.9	4,155.3	4,691.2	518.5	4,206.2	4,724.7	0.7%	

* includes unknown age

WBL figures are 'total in-learning volume' - ie the total number of learners who have participated in WBL during the year

Table 2. WBL, ACL and FE table
Learners (in 000's) on LSC-funded FE, WBL and ACL provision in 2003/04 and 2004/05
by area of learning and gender

Area Of Learning	Work Based Learning								% change 2003/04 to 2004/05
	2003/04				2004/05				
	Female	Male	All	% of Total	Female	Male	All	% of Total	
Business administration, Management and Professional	42.9	15.4	58.3	10.9%	38.1	14.2	52.3	10.1%	-10.3%
Construction	0.4	51.8	52.2	9.7%	0.5	55.2	55.7	10.7%	6.7%
Engineering, Technology and Manufacturing	3.0	97.2	100.1	18.7%	2.8	98.3	101.1	19.5%	1.0%
English, Languages and Communications	0.0	0.0	0.0	0.0%	0.0	0.0	0.1	0.0%	0.0%
Foundation programmes	0.0	0.0	0.0	0.0%	0.0	0.0	0.0	0.0%	0.0%
Hairdressing and Beauty Therapy	31.8	2.5	34.4	6.4%	33.2	2.9	36.1	7.0%	5.1%
Health, Social Care and Public Services	53.5	8.1	61.6	11.5%	49.3	6.1	55.4	10.7%	-10.1%
Hospitality, Sports, Leisure and Travel	26.9	26.1	53.1	9.9%	22.4	23.5	45.9	8.9%	-13.4%
Humanities	0.0	0.0	0.0	0.0%	0.0	0.0	0.0	0.0%	-60.0%
Information & Communications and Technology	2.1	10.4	12.4	2.3%	1.8	8.6	10.4	2.0%	-16.7%
Land based provision	5.2	6.1	11.3	2.1%	5.1	6.0	11.1	2.1%	-1.5%
Retailing, Customer Service and Transportation	41.3	29.7	71.0	13.2%	34.3	25.4	59.8	11.5%	-15.8%
Science and Mathematics	0.2	0.3	0.4	0.1%	0.2	0.2	0.4	0.1%	-4.8%
Visual and Performing Arts and Media	0.2	1.2	1.4	0.3%	0.1	1.0	1.1	0.2%	-19.6%
Not known	30.4	49.4	79.7	14.9%	33.4	55.7	89.1	17.2%	11.8%
Total	237.7	298.2	535.9	100.0%	221.3	297.1	518.5	100.0%	

Area Of Learning	Further Education								% change 2003/04 to 2004/05
	2003/04				2004/05				
	Female	Male	All	% of Total	Female	Male	All	% of Total	
Business administration, Management and Professional	256.1	131.1	387.2	9.3%	236.8	134.0	370.8	8.8%	-4.2%
Construction	6.6	109.4	115.9	2.8%	5.7	103.6	109.3	2.6%	-5.7%
Engineering, Technology and Manufacturing	14.4	117.7	132.1	3.2%	20.9	137.4	158.3	3.8%	19.9%
English, Languages and Communications	156.7	94.2	250.8	6.0%	159.2	91.8	251.0	6.0%	0.1%
Foundation programmes	294.3	217.3	511.6	12.3%	355.0	257.0	612.0	14.5%	19.6%
Hairdressing and Beauty Therapy	105.3	9.3	114.6	2.8%	106.7	8.4	115.1	2.7%	0.5%
Health, Social Care and Public Services	453.0	235.0	688.0	16.6%	444.1	231.1	675.2	16.1%	-1.9%
Hospitality, Sports, Leisure and Travel	204.5	136.9	341.4	8.2%	200.3	137.6	337.9	8.0%	-1.0%
Humanities	109.2	50.2	159.4	3.8%	99.3	45.9	145.2	3.5%	-8.9%
Information & Communications and Technology	459.1	311.3	770.4	18.5%	446.7	302.4	749.0	17.8%	-2.8%
Land based provision	34.7	24.6	59.3	1.4%	32.7	23.7	56.5	1.3%	-4.7%
Retailing, Customer Service and Transportation	35.6	27.1	62.7	1.5%	34.4	28.0	62.4	1.5%	-0.5%
Science and Mathematics	88.8	54.7	143.4	3.5%	91.1	56.5	147.6	3.5%	2.9%
Visual and Performing Arts and Media	193.0	96.6	289.5	7.0%	186.6	94.6	281.1	6.7%	-2.9%
Not known	76.0	52.6	128.6	3.1%	76.6	58.1	134.7	3.2%	4.7%
Total	2487.2	1667.8	4155.0	100.0%	2496.2	1710.0	4206.2	100.0%	

Area Of Learning	Adult and Community Learning								% change 2003/04 to 2004/05
	2003/04				2004/05				
	Female	Male	All	% of Total	Female	Male	All	% of Total	
Business administration, Management and Professional	7.6	2.4	10.0	1.1%	9.1	2.6	11.7	1.3%	16.9%
Construction	4.9	7.5	12.4	1.3%	4.3	7.5	11.7	1.3%	-5.1%
Engineering, Technology and Manufacturing	1.6	2.5	4.1	0.4%	1.4	2.1	3.5	0.4%	-15.0%
English, Languages and Communications	57.3	30.2	87.5	9.5%	58.5	30.5	89.0	9.7%	1.8%
Foundation programmes	80.7	19.9	100.6	10.9%	106.1	25.4	131.5	14.4%	30.8%
Hairdressing and Beauty Therapy	26.1	2.8	29.0	3.1%	24.0	2.5	26.4	2.9%	-8.7%
Health, Social Care and Public Services	39.2	8.3	47.4	5.1%	38.9	8.3	47.2	5.2%	-0.5%
Hospitality, Sports, Leisure and Travel	182.0	39.9	221.9	24.0%	166.9	36.0	202.9	22.2%	-8.5%
Humanities	15.8	6.3	22.1	2.4%	15.5	6.3	21.8	2.4%	-1.2%
Information & Communications and Technology	56.6	32.0	88.6	9.6%	54.2	30.7	84.9	9.3%	-4.2%
Land based provision	14.7	2.8	17.6	1.9%	14.3	2.7	17.0	1.9%	-3.4%
Retailing, Customer Service and Transportation	1.2	1.6	2.7	0.3%	1.1	1.5	2.6	0.3%	-6.7%
Science and Mathematics	2.8	1.3	4.1	0.4%	2.8	1.3	4.1	0.5%	1.0%
Visual and Performing Arts and Media	214.8	59.3	274.0	29.7%	204.0	55.6	259.6	28.4%	-5.3%
Not known	0.7	0.1	0.9	0.1%	0.8	0.2	1.0	0.1%	18.1%
Total	705.9	216.8	922.7	100.0%	701.8	213.1	914.9	100.0%	

Table 3. WBL, ACL and FE table
Learners (in 000's) on LSC-funded FE, WBL and ACL provision in 2003/04 and 2004/05
by ethnicity and gender

Ethnicity	Work Based Learning								% change 2003/04 to 2004/05
	2003/04				2004/05				
	Female	Male	All	% of Total	Female	Male	All	% of Total	
Asian or Asian British - Bangladeshi	1.6	1.6	3.2	0.6%	1.8	1.6	3.4	0.7%	6.09%
Asian or Asian British - Indian	1.9	1.8	3.8	0.7%	1.8	1.8	3.6	0.7%	-3.91%
Asian or Asian British - Pakistani	3.6	2.7	6.3	1.2%	3.3	2.5	5.8	1.1%	-7.70%
Asian or Asian British - any other Asian background	0.5	0.8	1.3	0.2%	0.5	0.9	1.3	0.3%	-0.15%
Black or Black British - African	1.4	1.8	3.2	0.6%	1.4	1.8	3.2	0.6%	0.28%
Black or Black British - Caribbean	2.8	3.6	6.4	1.2%	2.6	3.5	6.1	1.2%	-5.37%
Black or Black British - any other Black background	1.0	1.3	2.3	0.4%	0.9	1.1	2.0	0.4%	-14.66%
Chinese	0.2	0.2	0.4	0.1%	0.2	0.2	0.4	0.1%	1.10%
Mixed - White and Asian	0.4	0.4	0.8	0.2%	0.4	0.5	0.9	0.2%	10.13%
Mixed - White and Black African	0.4	0.4	0.8	0.1%	0.4	0.5	0.9	0.2%	11.74%
Mixed - White and Black Caribbean	1.6	1.7	3.2	0.6%	1.8	2.0	3.8	0.7%	17.54%
Mixed - any other Mixed background	0.9	0.9	1.7	0.3%	1.0	0.9	1.8	0.4%	6.52%
White - British	214.5	272.8	487.3	90.9%	199.1	272.3	471.4	90.9%	-3.26%
White - Irish	0.7	0.8	1.5	0.3%	0.6	0.9	1.5	0.3%	-0.85%
White - any other White background	2.1	2.0	4.2	0.8%	2.2	2.1	4.3	0.8%	3.91%
any other	1.2	1.8	3.0	0.6%	1.1	1.7	2.8	0.5%	-8.52%
Not known/not provided	2.8	3.6	6.5	1.2%	2.4	2.9	5.3	1.0%	-18.40%
Total	237.7	298.2	535.9	100.0%	221.3	297.1	518.5	100.0%	

Ethnicity	Further Education								% change 2003/04 to 2004/05
	2003/04				2004/05				
	Female	Male	All	% of Total	Female	Male	All	% of Total	
Asian or Asian British - Bangladeshi	16.3	15.5	31.8	0.8%	17.4	16.1	33.4	0.8%	5.17%
Asian or Asian British - Indian	57.1	37.6	94.7	2.3%	56.4	37.1	93.5	2.2%	-1.32%
Asian or Asian British - Pakistani	53.0	34.9	88.0	2.1%	54.6	36.9	91.4	2.2%	3.96%
Asian or Asian British - any other Asian background	23.9	24.5	48.4	1.2%	25.8	25.2	51.1	1.2%	5.42%
Black or Black British - African	63.0	47.9	110.9	2.7%	69.7	53.7	123.4	2.9%	11.20%
Black or Black British - Caribbean	44.9	27.6	72.6	1.7%	46.6	29.9	76.5	1.8%	5.40%
Black or Black British - any other Black background	12.4	9.2	21.6	0.5%	13.9	10.6	24.4	0.6%	12.89%
Chinese	14.9	8.6	23.5	0.6%	15.2	8.2	23.3	0.6%	-0.57%
Mixed - White and Asian	5.9	5.1	11.0	0.3%	6.6	5.8	12.3	0.3%	12.05%
Mixed - White and Black African	6.6	5.1	11.6	0.3%	7.4	5.7	13.1	0.3%	12.26%
Mixed - White and Black Caribbean	11.3	7.3	18.6	0.4%	12.7	8.8	21.6	0.5%	15.63%
Mixed - any other Mixed background	9.0	5.7	14.8	0.4%	10.3	6.8	17.0	0.4%	15.19%
White - British	1901.2	1245.3	3,146.5	75.7%	1,870.0	1,256.9	3,126.9	74.3%	-0.62%
White - Irish	18.9	12.9	31.8	0.8%	18.7	13.0	31.7	0.8%	-0.33%
White - any other White background	87.5	50.9	138.4	3.3%	121.7	75.5	197.2	4.7%	42.55%
any other	47.6	40.2	87.8	2.1%	50.8	43.5	94.3	2.2%	7.41%
Not known/not provided	113.9	89.4	203.3	4.9%	98.5	76.6	175.2	4.2%	-13.85%
Total	2487.4	1667.9	4155.3	100.0%	2496.2	1710.0	4206.2	100.0%	

Ethnicity	Adult and Community Learning								% change 2003/04 to 2004/05
	2003/04				2004/05				
	Female	Male	All	% of Total	Female	Male	All	% of Total	
Asian or Asian British - Bangladeshi	3.2	1.0	4.1	0.4%	4.0	1.2	5.2	0.6%	25.7%
Asian or Asian British - Indian	12.4	3.4	15.8	1.7%	13.3	3.4	16.7	1.8%	6.1%
Asian or Asian British - Pakistani	9.7	1.9	11.7	1.3%	11.1	2.0	13.1	1.4%	12.4%
Asian or Asian British - any other Asian background	4.9	1.4	6.3	0.7%	5.7	1.6	7.3	0.8%	15.5%
Black or Black British - African	6.4	2.4	8.8	1.0%	7.4	2.6	10.1	1.1%	14.6%
Black or Black British - Caribbean	7.8	2.3	10.0	1.1%	7.9	2.2	10.2	1.1%	1.3%
Black or Black British - any other Black background	2.2	0.9	3.1	0.3%	2.5	0.9	3.4	0.4%	9.3%
Chinese	3.1	1.0	4.2	0.5%	3.4	1.0	4.4	0.5%	4.7%
Mixed - White and Asian	1.1	0.3	1.4	0.2%	1.2	0.4	1.6	0.2%	13.8%
Mixed - White and Black African	0.8	0.3	1.1	0.1%	1.0	0.3	1.3	0.1%	15.5%
Mixed - White and Black Caribbean	1.4	0.4	1.7	0.2%	1.5	0.4	2.0	0.2%	13.0%
Mixed - any other Mixed background	1.8	0.5	2.3	0.3%	2.0	0.6	2.6	0.3%	13.4%
White - British	557.5	170.6	728.1	78.9%	546.9	166.1	713.0	77.9%	-2.1%
White - Irish	5.7	1.7	7.4	0.8%	5.9	1.8	7.7	0.8%	4.5%
White - any other White background	21.6	5.6	27.2	3.0%	23.3	6.2	29.5	3.2%	8.2%
any other	9.4	3.1	12.5	1.4%	10.2	3.0	13.2	1.4%	5.8%
Not known/not provided	56.9	20.0	77.0	8.3%	54.4	19.4	73.8	8.1%	-4.1%
Total	705.9	216.8	922.7	100.0%	701.8	213.1	914.9	100.0%	-0.8%

Table 4. WBL, ACL and FE table
Learners (in 000's) on LSC-funded FE, WBL and ACL provision in 2003/04 and 2004/05
by age group and gender

Work Based Learning									
Age	2003/04				2004/05				% change 2003/04 to 2004/05
	Female	Male	All	% of Total	Female	Male	All	% of Total	
Under 19	127.6	172.5	300.2	56.0%	120.4	171.5	291.9	56.3%	-2.8%
19-24	108.7	124.0	232.7	43.4%	97.2	122.1	219.3	42.4%	-5.8%
25-29	1.4	1.6	3.0	0.6%	3.5	3.5	6.9	1.3%	130.9%
30-34	0.0	0.0	0.0	0.0%	0.0	0.0	0.1	0.0%	0.0%
35-39	0.0	0.0	0.0	0.0%	0.0	0.0	0.1	0.0%	0.0%
40-44	0.0	0.0	0.0	0.0%	0.1	0.0	0.1	0.0%	0.0%
45-49	0.0	0.0	0.0	0.0%	0.0	0.0	0.1	0.0%	0.0%
50-54	0.0	0.0	0.0	0.0%	0.0	0.0	0.0	0.0%	0.0%
55-59	0.0	0.0	0.0	0.0%	0.0	0.0	0.0	0.0%	0.0%
60+	0.0	0.0	0.0	0.0%	0.0	0.0	0.0	0.0%	0.0%
Unknown	0.0	0.0	0.0	0.0%	0.0	0.0	0.0	0.0%	0.0%
Total	237.7	298.2	535.9	100.0%	221.3	297.2	518.5	100.0%	

Further Education									
Age	2003/04				2004/05				% change 2003/04 to 2004/05
	Female	Male	All	% of Total	Female	Male	All	% of Total	
Under 19	356.4	342.8	699.2	16.8%	371.7	357.6	729.3	17.3%	4.3%
19-24	289.6	218.8	508.4	12.2%	310.6	241.0	551.6	13.1%	8.5%
25-29	233.8	158.9	392.7	9.5%	246.0	171.6	417.6	9.9%	6.3%
30-34	267.9	168.7	436.7	10.5%	260.5	169.5	430.0	10.2%	-1.5%
35-39	291.4	168.8	460.2	11.1%	285.7	170.5	456.2	10.8%	-0.9%
40-44	267.8	147.6	415.4	10.0%	271.1	151.9	423.0	10.1%	1.8%
45-49	212.8	114.0	326.8	7.9%	214.7	117.4	332.2	7.9%	1.6%
50-54	175.5	95.0	270.5	6.5%	168.5	93.5	262.0	6.2%	-3.2%
55-59	143.6	85.5	229.1	5.5%	138.0	83.8	221.8	5.3%	-3.2%
60+	234.2	158.7	392.9	9.5%	217.6	145.5	363.2	8.6%	-7.6%
Unknown	14.5	9.1	23.7	0.6%	11.7	7.8	19.5	0.5%	-17.5%
Total	2487.5	1668.0	4155.5	100.0%	2496.2	1710.0	4206.2	100.0%	

Adult and Community Learning									
Age	2003/04				2004/05				% change 2003/04 to 2004/05
	Female	Male	All	% of Total	Female	Male	All	% of Total	
Under 19	17.4	9.5	26.9	2.9%	16.4	8.7	25.1	2.7%	-6.8%
19-24	34.8	10.0	44.9	4.9%	36.4	10.1	46.5	5.1%	3.6%
25-29	50.3	12.1	62.4	6.8%	53.6	12.4	66.0	7.2%	5.7%
30-34	70.6	16.7	87.3	9.5%	72.4	16.6	89.0	9.7%	2.0%
35-39	75.7	19.2	95.0	10.3%	76.7	18.9	95.6	10.5%	0.7%
40-44	65.7	18.7	84.3	9.1%	67.4	19.1	86.5	9.5%	2.6%
45-49	54.9	16.7	71.6	7.8%	54.4	16.7	71.0	7.8%	-0.8%
50-54	57.9	16.9	74.9	8.1%	54.7	16.4	71.1	7.8%	-5.0%
55-59	65.5	19.8	85.3	9.2%	63.3	19.5	82.8	9.0%	-3.0%
60+	179.5	65.9	245.4	26.6%	175.5	64.6	240.0	26.2%	-2.2%
Unknown	33.6	11.2	44.8	4.9%	31.1	10.2	41.3	4.5%	-7.7%
Total	705.9	216.8	922.7	100.0%	701.8	213.1	914.9	100.0%	

Table 5. WBL Table
Learners (in 000's) on WBL provision at the end of each quarter from October 2001 to July 2005
by programme

Year	Quarter ending	Advanced Apprenticeship	Apprenticeship	NVQ Learning	Entry to Employment*	WBL Total
2000/01	October-00	133.6	89.4	57.0	6.8	286.7
	January-01	131.7	90.7	50.9	7.4	280.6
	April-01	118.4	79.6	42.5	6.4	246.9
	July-01	115.0	87.0	43.1	8.0	253.1
	Year average	125.7	86.6	49.5	7.0	268.8
2001/02	October 2001	117.6	101.3	47.1	7.8	273.8
	January 2002	113.8	102.7	49.0	7.8	273.2
	April 2002	108.8	103.1	50.7	7.7	270.3
	July 2002	102.5	105.8	54.3	10.1	272.7
	Year average	111.8	101.6	49.2	8.0	270.7
2002/03	October 2002	114.2	116.0	39.2	10.2	279.6
	<i>Revised in learning method October 2002</i>	114.6	122.2	41.2	12.0	290.0
	January 2003	111.5	117.7	38.6	10.8	278.7
	<i>Revised in learning method January 2003</i>	112.3	122.9	40.2	12.8	288.3
	April 2003	106.8	119.0	37.6	11.4	274.8
	<i>Revised in learning method April 2003</i>	108.7	124.5	39.9	13.6	286.7
	July 2003	101.4	121.3	37.0	14.8	274.5
	<i>Revised in learning method July 2003</i>	106.5	130.1	41.3	17.4	295.4
	year average	108.5	116.0	38.0	11.0	273.5
Revised in learning method year average	110.6	123.1	40.6	13.4	287.8	
2003/04**	October 2003	109.5	146.5	31.0	29.9	316.8
	January 2004	106.7	146.2	28.5	31.7	313.2
	April 2004	103.1	144.1	26.4	31.8	305.5
	July 2004	100.3	144.4	24.7	32.8	302.2
	Year average	104.8	143.1	27.9	30.6	306.5
2004/05	October 2004	105.5	160.0	21.1	26.9	313.5
	January 2005	104.0	158.5	18.0	26.9	307.3
	April 2005	100.3	152.1	14.8	24.2	291.4
	July 2005	99.1	153.2	12.0	25.6	289.8
	Year average	101.8	154.0	17.4	26.3	299.5

* Entry to Employment was previously referred to as Life Skills and includes Work Based Learning Below Level 2

**2003/04 Onwards Using Revised Methodology

Table 6. WBL Table
Starts (in 000's) on WBL provision at the end of each quarter year from October 2000 to July 2005
by programme

Year		Advanced Apprenticeship	Apprenticeship	NVQ Learning	Entry to Employment*	WBL Total	FE Programme Led Pathway Apprenticeships**
2000/01	31 Jul 2000 - 29 Oct 2000	28.2	33.5	18.5	6.9	87.2	
	30 Oct 2000 - 28 Jan 2001	16.1	20.2	9.6	6.0	51.9	
	29 Jan 2001 - 29 Apr 2001	14.2	23.9	10.4	6.4	54.9	
	30 May 2001 - 29 Jul 2001	13.8	26.5	11.7	7.1	59.0	
	Total	72.4	104.1	50.1	26.3	252.9	
2001/02	30 Jul 2001 - 28 Oct 2001	23.7	38.3	14.5	9.0	85.5	
	29 Oct 2001 - 27 Jan 2002	11.2	21.6	10.2	6.7	49.7	
	28 Jan 2002 - 28 Apr 2002	9.8	22.8	13.1	7.2	52.8	
	28 Apr 2002 - 28 Jul 2002	9.4	25.6	16.2	8.3	59.5	
	Total	54.0	108.3	54.0	31.1	247.5	
2002/03	29 Jul 2002 - 27 Oct 2002	24.3	47.4	13.1	9.4	94.2	
	28 Oct 2002 - 26 Jan 2003	9.8	23.3	8.8	7.6	49.5	
	27 Jan 2003 - 27 Apr 2003	8.3	24.5	9.4	8.4	50.6	
	28 Apr 2002 - 31 Jul 2003	7.9	27.1	10.5	11.1	56.6	
	Total	50.4	122.2	41.7	36.5	250.8	
2003/04	1 Aug 2003 - 31 Oct 2003	26.0	54.4	9.8	22.3	112.5	
	1 Nov 2003 - 31 Jan 2004	11.1	26.6	5.9	12.5	56.1	
	1 Feb 2004 - 30 Apr 2004	10.1	27.8	6.0	12.4	56.3	
	1 May 2004 - 31 Jul 2004	9.7	27.9	5.0	13.9	56.6	
	Total	57.0	136.6	26.8	61.1	281.5	
2004/05	1 Aug 2004 - 31 Oct 2004	24.6	56.9	4.9	15.7	102.1	
	1 Nov 2004 - 31 Jan 2005	10.0	25.6	2.0	11.9	49.5	
	1 Feb 2005 - 30 Apr 2005	8.4	21.4	1.2	10.2	41.1	
	1 May 2005 - 31 Jul 2005	10.9	30.6	0.8	14.1	56.5	
	Total	53.9	134.5	8.9	51.8	249.1	31.7

* Entry to Employment was previously referred to as Life Skills and includes Work Based Learning Below Level 2

** Following recommendations in the report Modern Apprenticeships: The Way to Work, the LSC introduced, in 2004/05, Programme Led Pathways of Apprenticeships funded through colleges of further education. In order to provide year on year consistency of data these are shown in FE data. A total of 31,700 such Apprentices started in 2004/05, which when added to the number of Apprenticeships in Work-Based Learning gives a total number of 220,100 Apprenticeships started in that year.

Table 7. FE table
Learners (in 000's) on LSC-funded FE provision in academic year 2003/04 and 2004/05
by institution type, mode of attendance and age

				2003/04	2004/05	% change 2003/04 to 2004/05
General FE and tertiary colleges	by mode of attendance and age	Full-time full-year	Under 19	383.5	402.0	4.8%
			19-24	74.9	76.9	2.8%
			25-59	86.5	81.9	-5.4%
			60 and over	2.3	2.0	-10.1%
			unknown	0.1	0.1	-3.3%
		Other full-time	Under 19	19.9	19.4	-2.9%
			19-24	38.4	36.3	-5.5%
			25-59	145.9	128.2	-12.2%
			60 and over	5.2	4.6	-11.7%
			unknown	1.1	0.6	-46.7%
		Part-time	Under 19	128.2	132.2	3.1%
			19-24	327.1	366.9	12.2%
			25-59	1,811.1	1,862.0	2.8%
			60 and over	248.8	231.6	-6.9%
			unknown	10.1	7.0	-30.4%
Total			3,283.2	3,351.7	2.1%	
Sixth form colleges	by mode of attendance and age	Full-time full-year	Under 19	129.5	136.2	5.2%
			19-24	2.4	2.6	8.7%
			25-59	1.5	1.5	0.3%
			60 and over	0.0	0.0	8.8%
			unknown	0.0	0.0	-33.3%
		Other full-time	Under 19	0.6	0.5	-8.8%
			19-24	1.1	1.1	7.2%
			25-59	3.6	4.3	18.6%
			60 and over	0.1	0.2	52.4%
			unknown	0.0	0.0	11.1%
		Part-time	Under 19	5.1	4.9	-2.8%
			19-24	10.2	9.4	-8.2%
			25-59	64.9	55.6	-14.3%
			60 and over	11.8	9.4	-20.3%
			unknown	0.7	0.3	-52.1%
Total			231.4	226.0	-2.3%	
Other Colleges	by mode of attendance and age	Full-time full-year	Under 19	11.1	12.1	8.4%
			19-24	2.1	2.1	2.8%
			25-59	2.1	2.2	2.9%
			60 and over	0.1	0.1	32.5%
			unknown	0.0	0.0	100.0%
		Other full-time	Under 19	0.4	0.4	-15.4%
			19-24	1.1	1.0	-8.3%
			25-59	6.8	5.6	-18.5%
			60 and over	0.5	0.4	-20.0%
			unknown	0.2	0.2	-10.7%
		Part-time	Under 19	3.6	3.4	-4.7%
			19-24	13.2	11.7	-11.5%
			25-59	114.5	101.6	-11.3%
			60 and over	52.6	48.4	-7.8%
			unknown	3.9	4.4	11.9%
Total			212.2	193.5	-8.8%	
External Institutions	by mode of attendance and age	Full-time full-year	Under 19	1.2	1.2	-1.4%
			19-24	1.5	1.1	-26.4%
			25-59	3.1	3.0	-0.6%
			60 and over	0.2	0.2	14.2%
			unknown	0.0	0.0	-33.3%
		Other full-time	Under 19	0.9	0.8	-6.7%
			19-24	1.7	2.0	16.7%
			25-59	7.0	7.5	6.7%
			60 and over	0.4	0.3	-14.2%
			unknown	0.3	0.2	-22.9%
		Part-time	Under 19	15.2	16.3	7.2%
			19-24	34.8	40.4	16.2%
			25-59	284.3	289.4	1.8%
			60 and over	70.8	65.8	-7.0%
			unknown	7.4	6.7	-8.3%
Total			428.6	435.0	1.5%	
All Institutions	Total		4,155.3	4,206.2	1.2%	

Table 8. FE table
Learners (in 000's) on LSC-funded FE provision in academic years 2003/04 and 2004/05
by age band and key LSC programmes

Age	Type of programme	2003/04	2004/05	% change 2003/04 to 2004/05
Under 19	Total learners	699.2	729.3	4.3%
	...of which			
	Skills for Life	256.4	271.3	5.8%
	Full level 2	115.3	122.6	6.4%
	Full level 3	255.5	270.9	6.0%
19 plus	Total learners	3,455.8	3,476.9	0.6%
	...of which			
	Skills for Life	210.7	257.8	22.3%
	Full level 2	162.6	172.8	6.2%
	Full level 3	122.0	125.3	2.8%
All ages	Total learners	4,155.0	4,206.2	1.2%
	...of which			
	Skills for Life	467.1	529.1	13.3%
	Full level 2	277.9	295.4	6.3%
	Full level 3	377.5	396.3	5.0%

Note: some learners will be in more than one sub-category
Skills for Life: Learners participating on Skills for Life
programmes that count towards the PSA target.

Table 9. FE table

**Learners (in 000's) enrolled on LSC-funded FE provision from 1996/97 to 2004/05
by age, mode of attendance and gender**

			1996/97	1997/98	1998/99	1999/2000	2000/01	2001/02	2002/03	2003/04	2004/05	% change 2003/04 to 2004/05
Original basis ¹	age	under 19	676.3	672.0	645.8	634.1	625.0	647.1	668.0	-	-	-
		19-59	2,585.2	2,599.9	2,500.6	2,408.8	2,503.3	2,873.0	2,923.0	-	-	-
		60 and over	113.1	122.3	129.2	165.7	234.4	313.9	347.8	-	-	-
		Age unknown	71.8	52.4	39.7	37.1	39.8	33.9	23.9	-	-	-
	by mode of attendance	Full-time full-year	716.8	689.8	669.5	667.0	637.8	636.0	667.3	-	-	-
		Other full-time	232.7	246.7	232.6	205.1	212.8	246.0	226.1	-	-	-
		Part-time	2,496.8	2,510.1	2,413.1	2,373.7	2,551.9	2,986.0	3,069.3	-	-	-
	by sex	Female	1,951.5	1,934.8	1,898.9	1,886.5	2,006.5	2,288.2	2,349.3	-	-	-
		Male	1,494.7	1,511.7	1,416.3	1,359.3	1,396.0	1,579.8	1,613.4	-	-	-
	Total		3,446.2	3,446.6	3,315.3	3,245.7	3,402.4	3,868.0	3,962.7	-	-	-
New basis ²	age	under 19	-	-	-	-	-	-	687.1	699.2	729.3	4.3%
		19-59	-	-	-	-	-	-	3,091.3	3,039.8	3,094.2	1.8%
		60 and over	-	-	-	-	-	-	401.5	392.6	363.2	-7.5%
		Age unknown	-	-	-	-	-	-	27.9	23.7	19.5	-17.6%
	by mode of attendance	Full-time full-year	-	-	-	-	-	-	691.1	702.0	725.2	3.3%
		Other full-time	-	-	-	-	-	-	236.7	235.3	213.4	-9.3%
		Part-time	-	-	-	-	-	-	3,280.2	3,218.1	3,267.6	1.5%
	by sex	Female	-	-	-	-	-	-	2,514.1	2,487.4	2,496.2	0.4%
		Male	-	-	-	-	-	-	1,693.8	1,667.9	1,710.0	2.5%
	Total		-	-	-	-	-	-	4,207.9	4,155.3	4,206.2	1.2%

Note:

1. Figures for 1996/97 to 2002/03 are based on a first census date of 1 November and exclude learners in specialist designated institutions
2. Figures for 2002/03 to 2004/05 are based on a first census date of 1 October and include learners in specialist designated institutions