

Agenda – Children, Young People and Education Committee

Meeting Venue:

Committee Room 1 – Senedd

Meeting date: 12 December 2018

Meeting time: 09.15

For further information contact:

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Private Pre-meeting

(09.15 – 09.30)

1 Introductions, apologies, substitutions and declarations of interest

(09.30)

2 Inquiry into the status of the Welsh Baccalaureate Qualification – evidence session 5

(09.30 – 11.00)

(Pages 1 – 23)

Kirsty Williams AM, Cabinet Secretary for Education

Kevin Palmer, Deputy Director, Pedagogy, Leadership and Professional Learning

Andrew Clark, Deputy Director, Further Education & Apprenticeships Division

Attached Documents:

Research Brief

CYPE(5)–36–18 – Paper 1



3 Papers to note

(11.00)

3.1 Letter from the Llywydd to the First Minister – The role of the Assembly in the process of legislating for Brexit

(Pages 24 – 25)

Attached Documents:

CYPE(5)-36-18 – Paper to note 1

3.2 Letter from the Cabinet Secretary for Education and Minister for Welsh Language and Lifelong Learning – Additional information following the meeting on 8 November

(Pages 26 – 30)

Attached Documents:

CYPE(5)-36-18 – Paper to note 2

4 Motion under Standing Order 17.42(ix) to resolve to exclude the public for the remainder of the meeting.

(11.00)

5 Inquiry into the status of the Welsh Baccalaureate Qualification – consideration of the evidence

(11.00 – 11.30)

6 Committee Forward Work Programme – Additional Learning Needs (ALN) Code

11.30 – 11.45

(Pages 31 – 33)

Attached Documents:

CYPE(5)-36-18 – Private paper 2

Document is Restricted

Children, Young People and Education Committee

From: Welsh Government

Date: 10 October 2018

Venue: Senedd Cardiff Bay

Title: Evidence paper on Inquiry into the status of the Welsh Baccalaureate

Introduction

In September 2015, a new, more rigorous Welsh Baccalaureate (Welsh Bacc) was introduced for teaching at Foundation, National and Advanced levels, based on recommendations from the Review of Qualifications for 14 to 19-year-olds in Wales.

The new Welsh Bacc is a composite qualification made up of the Skills Challenge Certificate (SCC), which is a graded qualification and supporting qualifications. The SCC is a standalone qualification. It can still be achieved and awarded even without the other qualifications that make up the Welsh Bacc.

A student is awarded the Welsh Bacc by achieving a specified combination of qualifications.

At Key Stage 4 (KS4) there are two levels; Foundation and National. The SCC is equivalent to a GCSE. To obtain the Welsh Bacc at KS4, learners have to achieve:

- the Skills Challenge Certificate;
- GCSEs in English or Welsh Language, and Mathematics or Mathematics-Numeracy; and
- 3 more GCSEs of which 2 can be vocational equivalents.

At post-16 / Key Stage 5 (KS5) there are three levels; Post-16 National, Post-16 Foundation and Advanced level. The Advanced level SCC carries UCAS tariff points and is equivalent to an A level. As with KS4, in order to gain either the Post-16 or Advanced level Welsh Bacc, learners will have to achieve:

- the Skills Challenge Certificate;
- GCSEs in English or Welsh Language, and Mathematics or Mathematics-Numeracy (or Essential Communication and Number Skill at Level 1 or 2); and
- a choice of Level 1, 2 or 3 or A levels (dependent on the level of the Welsh Bacc)

The Welsh Bacc, as a revised qualification, is relatively young and will continue to develop over time. At this point there have only been two sets of results since its implementation in September 2015.

The extent to which the Welsh Baccalaureate Qualification is understood and valued by learners, parents, education professionals in schools and colleges, higher education institutions and employers

The Welsh Bacc is a wide-ranging qualification that embraces the teaching of fundamental learning skills. It enables pupils to become more independent, more critical in their thinking and more flexible in the way they work.

The development of the Welsh Bacc involved higher education institutions (HEIs), employers and experts from across the UK, and the content of the specification

presents schools with a choice of delivery models, so a creative approach to curriculum requirements can be taken.

The Welsh Bacc provides learners with the opportunity to develop their knowledge and understanding of society, the community in which they live and an awareness of global issues, events and perspectives. The emphasis in the Welsh Bacc is on applied learning i.e. acquiring and applying a range of transferable skills. Learners will develop skills in the context of purposeful tasks and appropriate knowledge and understanding.

The recent review of the Welsh Bacc, commissioned by Qualifications Wales, found that “learners and teachers reported many rewarding elements of the SCC. There were many instances where learners told us that they had enjoyed specific aspects of the SCC, such as going out into the community or learning business skills.” However, “teachers reported that the documentation to support the delivery of the SCC is not always clear and consistent, leading to difficulties in implementation. Many learners also pointed towards what they perceived to be a lack of consistent information and messaging about the SCC.”

The review recommended that Qualifications Wales, WJEC and Welsh Government should review the information available about the SCC and the Welsh Bacc to ensure that it is clear, consistent and accessible. This work is being taken forward.

The extent to which the Welsh Baccalaureate is considered by learners, education professionals in schools and colleges, employers and higher education to be an equivalent, rigorous qualification

The revised Welsh Bacc has a renewed focus on developing the skills that all learners need and issues associated with the rigour of the assessment of the previous Bacc have been addressed. The revised assessment focusses on real life contexts that will engage learners.

However, the Qualifications Wales review of the SCC found that the volume of assessment is too high and that some teachers spend a disproportionate amount of time assessing and standardising learners’ work. The Design Group that has been established to take forward the recommendations of the review will be giving due consideration to the assessment model amongst other matters.

A 2018 UCAS report provides findings on institutions offering and understanding of the Welsh Bacc¹:

- 85% of respondents offer the Advanced SCC. Of those respondents, 69% offer it alongside two A levels, and 24% alongside three.

¹ UCAS (2018) UCAS qualification provision survey
https://www.ucas.com/file/171231/download?token=Bhu10d_s

- 69% felt that universities and colleges had a good to reasonable understanding of the Welsh Bacc, with 3% feeling they have no understanding at all.

The WJEC website includes information about Universities that accept the SCC. The current situation is that all Welsh Universities will include the Advanced SCC in their offers. Most other universities and most courses within other universities also accept the Advanced SCC. Even the most competitive courses such as Medicine, Dentistry and Veterinary Science will accept it as an alternative to an A level grade:

e.g. Medicine – Cardiff, Exeter, Leicester, Manchester, Plymouth, Southampton
 Veterinary Science/Medicine – Bristol, Liverpool, Nottingham
 Dentistry – Bristol, Cardiff

Offers for other courses can take on the following formats:

- Accepted in a 3 grade offer as an alternative to an A level or vocational qualification. e.g. Birmingham, Bristol, Edinburgh, Exeter, Lancaster, Leeds, Leicester, Liverpool, LSE, Loughborough, Manchester, Newcastle, Nottingham, Sheffield, Southampton, UCL, York
- Accepted as fourth grade (B or C) alongside a reduced 3 grade offer. e.g. Bath, Warwick
- Accepted in tariff points offer. e.g. Brighton, Chester, Edge Hill, Harper Adams, Hull, Liverpool John Moores, Manchester Met, Oxford Brookes, Plymouth, UWE.

Oxford and Cambridge Universities may take a different approach. In their consideration of assessment for admission, they assess applicants holistically. Students are encouraged to draw upon relevant SCC experiences when writing their personal statement and should refer to them at interview, even taking a copy of their Individual Project with them. Generally the SCC is not included in their 3 A level grade offers, however, it may be used as part of an offer.

The status of the Welsh Baccalaureate Qualification in schools and colleges, including the Welsh Government’s target for universal adoption and the potential impact of this approach

As I outlined in my letter to the committee in January this year, we will expect the Welsh Bacc to be offered in the programmes of learning for all 16-19 learners with a view of achieving full adoption for enrolment in 2019/20.

Headteachers and principals are expected to use their professional judgement in determining the right learning programme for their learners, which will include considerations of the young person’s well-being and their ability to reach their potential. There are no criteria that can accurately determine who these apply to beyond the exemptions in the guidance, and school and college leaders are best placed to reach those decisions.

In terms of future encouragement, as part of the new suite of post-16 performance measures, we will be including measures for Welsh Bacc, although no final decision

has yet been made on when these will be published for individual schools and colleges.

The wider impact of studying the Welsh Baccalaureate on other curriculum subjects and education provision

Schools are best placed to plan a local curriculum offer that meets their specific requirements, the selection of courses offered to learners for their GCSE options is determined by the individual school, working in partnership with the local authority and is not decided by the Welsh Government.

The Learning and Skills Wales (Measure) 2009 requires schools to offer learners a minimum of 25 courses with at least 3 vocational qualifications in their KS4 local curriculum offers. Learners who are 16-18 are able to choose from 30 courses, of which 5 must be vocational. This ensures all learners have a broad and balanced curriculum.

Schools and colleges should be providing opportunities that are in the best interest of the learner and we would expect them to use their professional judgement in determining which learners should be undertaking the Welsh Bacc.

The Welsh Bacc has seven essential and employability skills for development at its core, these are:

- literacy
- numeracy
- digital literacy
- critical thinking and problem solving
- planning and organisation
- creativity and innovation
- personal effectiveness.

In *Successful Futures*, Professor Donaldson noted that these skills should be embedded within the Areas of Learning and Experience and introduced at the beginning of a child's education and developed throughout their time in school, providing clear routes for skills progression from Foundation Phase through to the Welsh Bacc. The Welsh Bacc therefore provides an opportunity to assess learners' progress in developing and applying these skills.

The benefits and disadvantages of the Welsh Baccalaureate Qualification to learners, schools and colleges, higher education institutions and employers.

The benefits of undertaking the SCC can be found in the case studies available on the WJEC website and in their newsletters. Some of the examples are:

- A learner who wanted to study History at Oxford University. The offer was an A* in History and an A* and A grade in two other subjects. They achieved an A* in History the Skills Challenge Certificate provided the second A*. In addition the work undertaken on the Global Citizenship topic helped with their

Geography A level. Their individual project was based on Welsh history and the Welsh language which they were able to discuss at their interview.

- A learner applying for a place to study Law in Cardiff University achieved an A* in the Skills Challenge Certificate which contributed to the entrance requirements for the course. They were able to discuss their individual project at their interview as it was law based.
- A learner who took up an apprenticeship with an employer said that the SCC had taught them employability and time management skills that would be invaluable in the workplace.

Whilst the qualification has clearly helped learners progress to higher education and employment, the Qualifications Wales review of the SCC found that it may be criticised in its potential for repetition and overlap. All three Challenges involve the development of essential and employability skills, regardless of whether discrete skills are a specific assessment focus. The benefits of pursuing all three Challenges as separate tasks, as opposed to fewer in a more focused and consolidated way, are not clear. This is compounded for those who follow the SCC at Post-16 Foundation, National or Advanced levels after completing the SCC at KS4. They therefore complete a further three Challenges of a very similar type, albeit at a potentially different level with a new brief deemed appropriate for Post-16 learners. The design of the Welsh Bacc is being reviewed based on the recommendation of the report, with a view to addressing some of these issues.

The Seren Network and the Welsh Baccalaureate

The Seren Network seeks to engage young people who have the aspiration and academic excellence required to pursue highly competitive academic courses of higher education. Seren provides master-classes and other enrichment opportunities designed to stimulate participants' own further study and engagement beyond A-levels and Welsh Baccalaureate. Seren also seeks to provide information, advice and support to both young people and professionals within the schools and colleges, equipping them to navigate through what can be complex and demanding application procedure.

Oxbridge Universities recognise that the Advanced Welsh Baccalaureate provides applicants with the opportunity to develop their research and academic skills, particularly through the independent research project. Both universities encourage candidates to make their research project relevant to their chosen course of study and to draw upon their relevant Welsh Baccalaureate experience when writing their personal statement and during their interview.

Elin Jones AC, Llywydd

Cynulliad Cenedlaethol Cymru

Elin Jones AM, Presiding Officer

National Assembly for Wales

Rt Hon Carwyn Jones AM
First Minister of Wales
Welsh Government
Cardiff Bay
CF99 1NA

Your ref:
Our ref: EJ/CE

4 December 2018

Dear Carwyn

At the Chairs' Forum meeting, on 28 November 2018, we discussed the role of the Assembly and its committees in scrutinising Brexit-related legislation. Chairs raised an emerging concern about the role of the Assembly in the process of legislating for Brexit.

Chairs reported that the Welsh Government has sought delegated powers for Welsh Ministers in a number of Brexit-related UK Bills, rather than bringing forward its own Bills for scrutiny by the Assembly. In terms of the subordinate legislation needed to correct the statute book ahead of leaving the European Union, I understand that you have agreed to a significant proportion of this legislation being made by UK Ministers, using concurrent powers on behalf of Welsh Ministers.

Whilst I, and the Chairs' Forum, understand that you have made these decisions on the grounds of efficiency for the governments involved in the process, the concern expressed by Chairs is that this comes at a cost of the Assembly's role and therefore Members' ability to effectively represent the interests of the people of Wales in the process of legislating for Brexit.

In representing the views expressed to me by Chairs, and acting in the interests of the Assembly's position in the Brexit process, I have concerns that the cumulative effect of these Welsh Government decisions is an inadvertent bypassing of the Assembly's role.

Croesewir gohebiaeth yn Gymraeg neu Saesneg / We welcome correspondence in Welsh or English

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Elin Jones AC, Llywydd

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Elin Jones AM, Presiding Officer

National Assembly for Wales

I am sure that you would agree that the scrutiny of legislation that falls within the competence of the Assembly or Welsh Ministers, particularly relating to important areas of policy affecting citizens, benefits from far greater Wales-specific scrutiny when considered by the Assembly.

The limited opportunity for scrutiny offered by legislative consent conventions and associated procedures is incomparable with the Assembly's full legislative scrutiny processes.

Further, legislative scrutiny by the Assembly offers a more accessible and transparent process for Welsh stakeholders and the public, and also ensures the law is made in both of our official languages.

Just as you have striven to ensure a role for the Welsh Government in the Brexit process, I must ensure that the Assembly, and its Members, are enabled to play the full role they were elected to perform.

I understand that Assembly committees are planning to undertake further work in this area and I am sure that they will continue to raise issues with you and the Welsh Ministers.

In the meantime, I ask that you consider the concerns that have been raised and I would be grateful for your thoughts on how you might ensure that the Welsh Government does all it can to enable the Assembly to play its full part in legislating for Brexit.

I have copied this letter to Chairs of the Assembly's committees, the Leader of the House, and the Cabinet Secretary for Finance (in light of his role in the Brexit process).

Yours sincerely

Elin Jones AM
Llywydd

Kirsty Williams AC/AM
Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education

Eluned Morgan AC/AM
Gweinidog y Gymraeg a Dysgu Gydol Oes
Minister for Welsh Language and Lifelong Learning



Llywodraeth Cymru
Welsh Government

Lynne Neagle AM
Chair
Children, Young People and Education Committee

5 December 2018

Dear Lynne

During our attendance at the Children, Young People and Education Committee on 8 November, we agreed to provide further information to the Committee on the areas outlined below.

Infant Class Sizes

With regards to the impact of the spending utilised to reduce infant class sizes, as we previously advised the committee, there is a lead in time whilst additional teachers are appointed and particularly where new classrooms are being created.

Local authorities are required to submit progress reports by the end of the calendar year. Once all progress reports have been received and we have had an opportunity to analyse progress against individual proposals, we will be in a position to provide a progress report during the spring term of 2019.

Regional Consortia School Improvement Grant

The regional consortia funding letter, issued in December 2017, provided an indicative allocation to consortia for 2018-19, with a number of revisions agreed in March 2018. On 22 November, a variation letter was issued to consortia which outlined additional funding in 2018-19, including £9m for professional learning, to enable school practitioners to engage with professional learning opportunities to prepare practitioners for the implementation of the new curriculum, and a further £3m for:

- School Improvement;
- Professional Teaching Awards Cymru (PTAC);
- National Professional Qualification for Headship (NPQH);

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

- Digital Competence Framework (DCF);
- Modern Foreign Languages – building capacity in the primary sector;
- Curriculum Pioneer Partnership Schools and Additional Capacity for Areas of Learning and Experience (AoLE) Groups;
- Part time and Work Based Initial Teacher Education (ITE);
- More Able and Talented; and
- National Academy for Educational Leadership - Associates Programme.

The latest breakdown of the components of the Regional Consortia Improvement Grant for 2018-19 is set out at **Annex A**. The breakdown for 2019-20 is being finalised against the enabling objectives in *Our National Mission*. We will write to the Committee with a breakdown once available.

There is no specific requirement for Consortia to ring-fence this funding. However, as part of the funding agreement, Consortia are required to ensure that funding is used to deliver against our national priorities for Education. In addition, Consortia are required to evidence a clear commitment to passporting the majority of funding to schools when planning activity and setting business plans.

Diamond Review

As I have outlined previously, analysis of the budget implications of the Welsh Government response to the Diamond Review is based on forecasts based on a range of assumptions and forecasts that span several years into the future. Whilst these assumptions are agreed and managed through well-established governance procedures within the Welsh Government, forecasts and assumptions are subject to continual review and change, as more data becomes available. The macro-economic assumptions underlying these forecasts (e.g. projections of future inflation and earnings growth by the Office for Budget Responsibility) will also be subject to change.

Further information detailing the Welsh Government forecast of the total sum expected to be transferred to HEFCW and further education as a result of the full implementation of the Diamond review, together with a forecast as to when this funding is currently expected to be released to the sectors by financial year can be found at **Annex B**.

Post-16 Education Action

We are unable to provide a note to the Committee with each allocation of funding (Sixth Form, FEC, ACL, and other material allocations) within the Post-16 Education Action as the specific amounts of funding per activity for 2019-20 have not yet been agreed. We are happy to write to the Committee with the allocations as soon as this is known.

We hope this response provides clarification on the additional points raised.

Yours sincerely



Kirsty Williams AC/AM
Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education



Eluned Morgan AC/AM
Gweinidog y Gymraeg a Dysgu Gydol Oes
Minister for Welsh Language and Lifelong
Learning

Breakdown of the All Wales allocations to Consortia 2018-19

Objective	Funding Description	2018-19 (Wales) £
Curriculum & Assessment - Supporting a national curriculum with equity & excellence at its core that sets high standards for all learners	Digital Pioneer Schools	390,000
	Core Consortia Support for Design & Development of the new Curriculum	2,225,000
	Curriculum - Pioneer Schools - Additional funding for curriculum partnership schools	660,000
	Curriculum - Pioneer Schools	2,760,000
	Assessment for Learning (AfL)	400,000
	Welsh Language Use Framework incl. Welsh Language Charter (Welsh-medium Schools)	581,066
	Digital Competence Framework	100,000
	Modern Foreign Languages – building capacity for MFL in the primary sector	188,000
	Curriculum Pioneer Partnership Schools and Additional Capacity for AoLE Groups	990,000
	Support for AoLE	100,000
	More Able and Talented (MAT)	500,000
Developing a high-quality education profession - improving the teaching & learning in our schools	Education Improvement Grant for Schools (EIG)	118,137,000
	New GCSE - GCSE Support Programme Grant	1,000,000
	Modern Foreign Languages (Global Futures)	432,000
	National Numeracy Test Support	20,000
	Literacy & Numeracy Grant	500,000
	Professional Learning - Pioneer Schools	1,860,000
	Learning in a Digital Wales (LiDW) - Phase II CPD	450,000
	Coding & Digital Skills	300,000
	Primary LNF Oracy Scheme for Wales	700,000
	Higher Level Teaching Assistants (HLTA)	920,000
	Professional Teaching Standards	80,000
	National Network for Excellence in Science & Technology (NNEST)	900,000
	Foundation Phase Network (FPEN)	200,000
	Welsh - Recruitment Campaign to attract more teachers to the Welsh-medium sector & to teach Welsh as a subject (ERW)	30,000
	Welsh - Professional Development - Consortia Funding (some lines combined)	2,600,000
	Digital Competence - Professional Learning Offer (PLO)	400,000
	A Level Improvement	280,000
	Teacher/Workforce Supply (ITET) incl. ITE partnership pilots	300,000
	Welsh Medium & Graduate Teacher Programme (GTP)	200,000
	Professional Teaching Awards Cymru	20,000
Part time and Work Based ITE	200,000	
Professional learning to support and raise the quality of our teachers.	9,000,000	
Leadership - supporting inspirational leaders working collaboratively to raise standards. Includes future leadership & professional networks	Future Leadership (Aspiring, middle leaders including Coaching & Mentoring support)	1,000,000
	Support Professional Networks	60,000
	Mentoring & Network Support for Head Teachers	90,000
	National Professional Qualification for Headship (NPQH)	780,000
	National Academy for Educational Leadership - Associates programme	40,000
Strong & inclusive schools committed to excellence, equity & well-being	Pupil Development Grant (PDG)	91,133,200
	Pupil Development Grant (PDG) - Attainment Advisors	400,000
Supporting a self improving	Extend the impact and depth of collaborative working, including	800,000

Objective	Funding Description	2018-19 (Wales) £
system - supporting a system in which the education profession have the skills, capacity & agency to continually learn & improve their practice	through federation	
	Support collaborative working & help develop capacity in consortia - Criteria 3 Funding	580,000
	Collaborative Research & Evaluation , supporting evidence-based practice across regions	240,000
	Develop schools as learning organisations - Criteria 3 Funding	500,000
	School Improvement	122,668
	Capacity Building expertise	70,000
	Total (excluding PDG) - Regional Consortia School Improvement Grant	151,705,734
	Total (including PDG)	243,238,934

CYPE Committee action point to provide:

A note detailing the Welsh Government forecast of the total sum expected to be transferred to HEFCW and further education as a result of the full implementation of the Diamond Review and a forecast as to when this funding is currently expected to be released to the sectors by financial year

The analysis of the budget implications of the Welsh Government response to the Diamond Review is based on forecasts based on a range of assumptions and forecasts that span several years into the future. Whilst these assumptions are agreed and managed through well-established governance procedures within the Welsh Government, forecasts and assumptions are subject to continual review and change, as more data becomes available. The macro-economic assumptions underlying these forecasts (e.g. projections of future inflation and earnings growth by the Office for Budget Responsibility) will also be subject to change.

In addition it is also important to consider the principle of cohort protection, which means that the reforms will apply only to new students, and previous policies will continue to be funded for students already in the system. Forecasts reflect the 'phase-in' of the post-Diamond reforms for new students, as well as the 'phase-out' of previous arrangements, where applicable. The projected implications for HEFCW's budget are presented in the table below.

HEFCW budget projections, by financial year

	2018-19	2019-20	2020-21	2021-22
Revenue planning assumption	£115m	£125m	£155m	£170m
Additional revenue allocations (commitments)				
Front-loading into 2017-18 [1]	-£6m			
Postgraduate interim bursary scheme	£5m	£5m	£1m	
Tuition fee mitigation funding	£5m	£5m		
Degree apprenticeships	£3m	£5m		
Global Wales II		£1m		
Total revenue funding	£122m	£141m	£156m	£170m
Capital funding	£10m	£10m	£10m	?
Total budget projection	£132m	£151m	£166m	£170m

Source: Higher Education Division internal analysis, Welsh Government

All figures are rounded to the nearest £1m

[1] £6.241m brought forward into the 2017-18 allocation to enable HEFCW to deal with any short-term implications arising from demographic changes and the initial implications of Brexit.

The projection is a reflection of planning assumptions that have been shared with HEFCW following development of the Welsh Government response to the Diamond Review, as well as additional allocations announced subsequently. Given the caveats outlined in the paragraphs above, it is very important to stress that the figures should be seen as forecasts and not a commitment. We would expect similar figures to be available for the 2 financial years, once the next budgeting round has been completed.

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