

# Funding Guidance 2011/12

## Rates and Formula

**This document updates and replaces for 2011/12 the YPLA Funding Guidance 2010/11: Rates and Formula.**

**Of interest to local authorities, providers and other stakeholders involved in managing and delivering YPLA funded provision.**

July 2011

Version 1

**i For information**

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## Executive summary

July 2011

### Funding Rates and Formula

The Apprenticeship, Skills, Children and Learning Act (2009) established the context for the funding arrangements for young people.

This document is part of a series of booklets, under the main heading YPLA Funding Guidance 2011/12 (each separate revised document is listed below), and outlines the main features of the YPLA funding arrangements for 2011/12. Additional guidance on particular aspects of funding can be found in the other booklets in the series.

- Funding Rates and Formula (this book)
- Funding Regulations
- ILR Funding Returns

These booklets, as they are published, will be available from the YPLA website at: [www.ypla.gov.uk/aboutus/ourwork/guidance/funding/](http://www.ypla.gov.uk/aboutus/ourwork/guidance/funding/). For further information, please contact the appropriate local authority (for schools funded through their local authority) and for all directly-funded providers the contact details for each YPLA office can be found on the YPLA website.<sup>1</sup>

The body of this document provides information on the funding formula used in the 16 to 19 funding model, and the elements that make it up:

- a. standard learner number (SLN) values,
  - b. national funding rates,
  - c. provider factor.
- Annex A states the listed SLN values for the 16 to 18 learner-responsive funding model. Some learning aims delivered in the evening as well as in the daytime have rates dependent on delivery mode. These existed in the 2010/11 funding approach, continue in the 2011/12 funding approach, and are detailed in this annex.
  - Annex B describes the structure of the SLN values for the 14 to 19 Diplomas.
  - Annex C describes the funding values for foundation learning programmes.

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<sup>1</sup> [www.ypla.gov.uk](http://www.ypla.gov.uk)

- Annex D describes the methodology used to assign listed SLN values to qualifications.
- Annex E sets out the values of the area cost uplifts.

## Key points and changes

- The national rate per SLN for school sixth forms in 2011/12 has decreased (see table 2).
- The funding rate for the 16-18 entitlement is now 30 SLN glh (see paragraph 76), with a consequent change in the funding cap (see paragraph 31).
- The basic skills and Skills for Life weighting will continue to be F - 1.4 for provision funded by the YPLA; this is different to the Skills Funding Agency weighting for Skills for Life.
- Functional skills are unlisted, as in 2010/11.
- An additional £150 million has been reinvested in additional learning support (ALS) and disadvantage funding, resulting in changes to the funding formula for those elements.

## 16 to 18 learner-responsive funding model

### Scope of the model

- 1 The 16 to 18 model covers all provision (other than Apprenticeships) in colleges of further education, independent providers and maintained school and Academy sixth forms, for any learner starting a programme who is above the compulsory school leaving age but has not turned 19 on 31 August of the year in which they begin a specific episode of learning.

### Funding methodology

- 2 The funding methodology will be used to provide a nationally consistent method of calculating funding for all 16 to 18 providers based on the amount of learning delivered through the standard learner number (SLN), a national rate per SLN, and a provider factor.

### The formula

- 3 The YPLA learner-responsive funding formula is:

$$\text{Funding} = (\text{SLN} \times \frac{\text{National rate}}{\text{per SLN}} \times \text{Provider factor}) + \text{Additional learning support (ALS)}$$

### Standard learner numbers (SLN)

- 4 SLN is a measure of the volume of activity associated with a qualification, learning aim, learner, contract, or allocation.
- 5 Each learning aim has an SLN value that reflects the size of the learning aim, irrespective of its duration. Learning aims are either funded at a listed SLN value, or are unlisted.
- 6 The SLN values for all listed learning aims may be found in the Learning Aims Reference Application (LARA).
- 7 In classroom and other group-based environments, SLN values are directly related to guided learning hours (glh).
- 8 The national rate applied to SLN includes a contribution to the overheads of the provider, who needs to prioritise how this will be allocated to competing demands within the organisation.

### Conversion from glh to SLN

- 9 The SLN value for a learning aim is the SLN glh value divided by 450.
- 10 For example, an AS-level is listed as 150 glh; divided by 450, it has 0.333 SLN. A level 2 Diploma with an SLN glh of 600 has 1.333 SLN (600 divided by 450).

### Listed SLN values

- 11 Listed SLN values are used where there is a high degree of consistency amongst providers in the number of glh used to deliver the learning aim.

- 12 The value for an individually-listed learning aim is available for that aim, irrespective of the glh planned to be delivered and the glh actually taken. The same SLN value is payable irrespective of the duration of the learning aim.
- 13 An explanation of how learning aims are assigned listed SLN values in the 16 to 18 learner-responsive model can be found in annex D of this document.
- 14 The SLN values for all listed learning aims are found in LARA. Learning aims with specific listed rates are listed in annex A.
- 15 There are some exceptions to this method.
  - Access to Higher Education (HE), as identified by LARA, is assigned the listed SLN glh value from LARA if the planned glh in the relevant funding year is at least 450. If the planned glh is less than 450, then the aim is treated as unlisted.
  - If a learning aim is coded as a re-take, the learning aim is treated as unlisted. Re-sits of assessments that do not involve any guided learning are not eligible for funding.

### Unlisted learning aims

- 16 Where the number of glh that colleges and providers use to deliver a learning aim varies significantly, the SLN value is determined from the planned glh recorded in the individualised learner record (ILR). Unlisted learning aims will not have an SLN value in LARA.
- 17 Some types of learning aim (such as basic skills) are unlisted due to specific government and YPLA policies.
- 18 To determine the SLN value for a particular learning aim that is not individually listed, the provider should determine the total planned glh for the learning aim – this is the number of hours initially planned to deliver the learning aim, and will be recorded in the learning agreement and ILR.
- 19 However, for schools all learning aims are listed, as schools do not return data on glh. Unlisted learning aims delivered by schools will be collated as part of the school census data. Once this data has been received, a review will commence to set appropriate rates for any unlisted learning aims. As a general guide, rates will be set based on similar learning aims and qualification types.

### Changes to SLN values for specific aims

- 20 The YPLA has agreed changes to the SLN values for some individual learning aims, based on analysis of the ILR data from 2009/10.
  - a. 87 learning aims will have a change to their SLN value (change to listed value).
  - b. 17 learning aims that were unlisted have sufficiently consistent data to have a listed rate set (change from unlisted to listed).
  - c. 18 learning aims had inconsistent glh data, and will change from listed to unlisted to reflect this (change from listed to unlisted).

These changes are detailed in the briefing note already published on the YPLA website.<sup>2</sup>

## Annual SLN

- 21 Annual SLN is the measure used in the funding calculations for the purposes of calculating funding at a learning aim level in the 16 to 18 learner-responsive model.
- 22 Annual SLN is calculated separately for each academic year of each learner's programme. Therefore, when a learner is on a two-year programme, annual SLN will be calculated separately for each year, based on multiplying the SLN value for each learning aim by the proportion of the learning aim that occurs in each funding year.
- 23 The proportion of the learning aim delivered in the current funding year is calculated based on the number of days in the current funding year.
- 24 For learning aims completed before the planned end date, the number of days after the current funding year are added to the number of days within the current funding year to produce a balancing payment.
- 25 The same SLN value is earned irrespective of the time taken to complete the learning aim.
- 26 Annual SLNs are based on learner starts. Once the period to qualify as a start has passed, they are not affected by withdrawals, which are taken into account in the calculation of the provider factor.

## Definition of a start

- 27 A learner is deemed to have started a learning aim once they have remained on that learning aim within the current funding year for the period of time defined in table 1.
- 28 For learning aims that span more than one funding year, starts are determined separately for each year, in line with the approach of calculating annual SLN separately for each year.

Table 1: Criteria for learner-responsive SLN start purposes

Learning aim length in-year	Start period
>= 24 weeks	6 weeks
2 to 24 weeks	2 weeks
< 2 weeks	1 learning engagement

## Transfers

- 29 Where a learner transfers between learning aims (that is, when they withdraw from a learning aim and as a direct result, at the same time, start studying for another, usually related, learning aim within the same provider) funding is only available for the latter learner aim in that

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<sup>2</sup> [www.ypla.gov.uk/aboutus/ourwork/guidance/funding/](http://www.ypla.gov.uk/aboutus/ourwork/guidance/funding/)

academic year. The aim from which the learner transferred will be identified on the ILR by completion status = 4, and reason for withdrawal = 40. In this case the aim will not attract any funding even if the learner has completed the minimum learning period for the aim. This is to avoid double funding of provision. The first learning aims are also excluded from the success rates calculation.

- 30 Where a learner moves to a new provider or withdraws from the aim for other reasons, the aim will still be eligible for funding in the normal manner and will also be included in the success rates calculation.

### The funding cap

- 31 Annual SLN is capped by aggregating the values for individual learning aims to learner level and capping at a maximum of 1.56 annual SLN per learner.

### National funding rates

Table 2: National funding rates for 2011/12

Funding model	National funding rate per SLN
16 to 18 learner-responsive	£2,920
19 to 24 LLDD	£2,615

### Provider factor

- 32 While SLN gives a robust measure of volume of learning, the relative cost of that learning must also be taken into account by the funding formula. The provider factor (and component provider factor weightings, as described below) is the measure that reflects the relative cost of provision. It includes the following drivers of relative cost:

- programme weighting,
- disadvantage,
- area costs,
- short programme modifier,
- Care Standards (relates to residential accommodation for 16 and 17 year-olds),
- success factor.

### Provider factor weightings

- 33 In order to ensure that the provider factor has exactly the same effect on a provider's funding as applying the various weightings at learning aim level, the calculation of some provider factor elements must be carried out at learning aim level and then aggregated up, before being disaggregated into component parts.

- 34 The elements of the provider factor that must be calculated in this way are those elements that operate at learner or learning aim level. These are: the programme weighting factor, disadvantage uplift, and short programme modifier.
- 35 For the 16 to 18 learner-responsive model, the values for individual learning aims are weighted by the annual SLN of those learning aims when aggregating them to provider level to create a provider factor.

Programme weighting factors

- 36 Programme weightings recognise that some programmes are more costly to deliver than others. There are seven programme-weighting factors in the 16 to 18 model.

Table 3: Programme weighting factors

Weighting code	Weighting value
A	1.0
B	1.12
C	1.3
D	1.6
E	1.72
F (basic skills)	1.4
G (specialist resources)	1.92 (see paragraphs 40 to 43)

- 37 The programme weighting for basic skills and Skills for Life will continue to be F - 1.4 when these aims are funded by the YPLA. Functional skills aims in ICT do not receive the basic skills weighting; they are weighted B - 1.12.
- 38 The programme weighting for a learning aim is usually determined by its LearnDirect Classification System (LDCS) code. A table of most likely weightings by LDCS code will be made available on the YPLA website.

Specialist resources programme weightings

- 39 Certain learning aims in the land-based sector, when delivered in certain contexts, are particularly costly to deliver. The higher costs are reflected by the use of programme weighting factor G (1.92).
- 40 The qualifications that require specialist resources are identified by a working group with members from the YPLA, Skills Funding Agency, land-based providers, and the sector skills council (SSC) Lantra. The list is reviewed on an annual basis.
- 41 Only providers that have specialist resources are eligible for funding for the specialist learning aims at the higher programme weighting. When

delivered by providers without specialist resources, these aims will attract a 1.72 programme weighting.

- 42 Providers eligible for the higher weighting will be identified by the YPLA and Skills Funding Agency, advised by Lantra.

### Disadvantage uplift

- 43 In 2011/12, an additional £150 million was reinvested in additional learning support (ALS) and disadvantage to reflect government priorities. The disadvantage element of this was allocated to providers in proportion to their disadvantage uplift factor.
- 44 There are two types of disadvantage uplift: postcode and category. The postcode-based disadvantage uplift is based on the Index of Multiple Deprivation 2007 (IMD 2007) at lower super output area (LSOA).
- 45 There are also additional categories of disadvantaged learners who qualify for disadvantage uplift independent of IMD 2007.

### Index of Multiple Deprivation 2007

- 46 IMD 2007 gives a value of relative deprivation for every LSOA in the country, and is widely used in government. It is based on income deprivation (22.5 per cent), employment deprivation (22.5 per cent), health deprivation and disability (13.5 per cent), education, skills and training deprivation (13.5 per cent), barriers to housing and services (9.3 per cent), crime (9.3 per cent) and living environment deprivation (9.3 per cent).
- 47 The IMD 2007-based disadvantage uplift will mean the following.
- Funding for learners living in the 27 per cent most deprived super output areas of the country will be increased for disadvantage.
  - The funding uplift for these learners ranges from 8 to 32 per cent, depending on the level of deprivation recorded in IMD 2007.
- 48 The uplift values for individual postcodes will be published on both the YPLA website<sup>3</sup> and the Data Service website<sup>4</sup>.

### Disadvantage uplift categories

- 49 The IMD 2007-based disadvantage uplift applies to all providers, and represents the majority of disadvantage funding. However, providers who return ILR data can record disadvantage uplift for learners in the following categories as an alternative to using IMD 2007 for those learners.
- 50 The following categories of learners are eligible for the disadvantage uplift factor of 12 per cent:
- basic skills learners – it is expected that very few 16 to 18 learners will fall into this category, as they will not usually be doing a substantial programme of study based around adult basic skills qualifications. However, in the exceptional circumstances where

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<sup>3</sup> [www.ypla.gov.uk](http://www.ypla.gov.uk)

<sup>4</sup> [www.thedataservice.org.uk/](http://www.thedataservice.org.uk/)

they are doing so they are eligible for disadvantage uplift under this category,

- b. those living in hostels and residential centres,
  - c. those with mental health problems,
  - d. travellers,
  - e. those whose statutory education has been interrupted,
  - f. those in care or who have recently left care,
  - g. asylum seekers eligible for YPLA funding according to the *Learner Eligibility Guidance*,
  - h. refugees,
  - i. ex-offenders,
  - j. offenders serving their sentence in the community,
  - k. full-time carers,
  - l. those recovering from alcohol or drug dependency,
  - m. learners funded by the Single Regeneration Budget,
  - n. learners funded under the Offenders' Learning and Skills Service (OLASS) arrangements.
- 51 A higher disadvantage uplift of 14 per cent may be recorded for the following individuals:
- a. people living in supported accommodation provided by a registered social landlord (RSL) or housing association (HA) registered with the Housing Corporation, or provided by another non-profit-making organisation in a building owned by an RSL or HA,
  - b. people living in supported accommodation provided by a registered charity,
  - c. people living in supported accommodation registered with the local authority or National Housing Federation.
- 52 In this context, 'supported accommodation' means foyers, hostels and other forms of managed accommodation providing housing management support to the residents.
- 53 In addition to the disadvantage uplifts described above, offenders serving their sentence in the community who are studying either an approved Skills for Life qualification (excluding key skills and GCSEs) or a non-approved entry level Skills for Life qualification are eligible for an disadvantage uplift of 33 per cent in addition any other category-based disadvantage uplift. The usual category disadvantage uplift factor should be scaled up by this proportion for these learners (i.e. if the disadvantage uplift would otherwise be 12 per cent, then the value should be  $1.12 \times 1.33 = 1.4896$ ). Offenders on day release from Category D prisons are not eligible for the additional uplift.

54 The additional funding for disadvantage set out in the 16-19 Funding Statement<sup>5</sup> has been distributed in line with the existing disadvantage factor.

#### Area costs uplift

55 Previous research showed that there is a clearly marked difference in relative costs between London and the South East, and the rest of England.

56 The provider-level area costs uplift is normally determined by the geographical location of the provider's headquarters.

57 There is no change to area costs in 2011/12.

Table 4: Area costs uplift 2011/12

	Uplift 2011/12
London A (Inner London)	20%
London B (Outer London)	12%
Berkshire (fringe and non-fringe)	12%
Crawley	12%
Surrey	12%
Buckinghamshire fringe	10%
Hertfordshire fringe	10%
Buckinghamshire non-fringe	7%
Oxfordshire	7%
Essex fringe	6%
Kent fringe	6%
Bedfordshire	3%
Hertfordshire non-fringe	3%
Cambridgeshire	2%
Hampshire and Isle of Wight	2%
West Sussex non-fringe	1%
Rest of England	0%

58 The detailed area cost uplift factors are listed in annex F to this document.

#### Area costs uplift factors for merged institutions and geographically dispersed delivery

59 The area-costs uplift factor may change when institutions merge, or where provision is delivered across a wide geographical area. Where institutions merge, the area-costs uplift will be determined by the

<sup>5</sup> [www.ypla.gov.uk/aboutus/ourwork/16-19-funding-statement](http://www.ypla.gov.uk/aboutus/ourwork/16-19-funding-statement)

geographical location of the headquarters of the merged institution. However, each situation will be treated on its merits to ensure that no unanticipated outcome occurs as a consequence of applying the principle.

- 60 Where provision is delivered to a wide geographical area, the area-costs uplift will be calculated as a weighted average of the area-costs uplift for each delivery centre, using SLN as the key weighting and delivery location postcode, with a methodology consistent with the calculation of provider factors.

#### Short programme modifier

- 61 The short programme modifier is calculated from the learner-level annual SLN. It only applies to learners with both a total planned glh of less than 225 and an annual SLN of less than 0.5. The formula is as follows.

$$\text{Short programme modifier} = 1 + \left( 0.3 \times \left( 1 - \frac{\text{annual SLN}}{0.5} \right) \right)$$

#### Residential accommodation for 16 to 18 year-olds

- 62 The Care Standards Act 2000, and related regulations in 2002, placed further responsibilities on providers offering residential accommodation for learners under the age of 18.
- 63 Higher costs are associated with complying with the Care Standards regulations. These extra costs apply to young people aged under 18 who are living away from home and where the provider is considered in loco parentis.
- 64 Care standards funding is available to specialist colleges and other individual providers where learners are in residence primarily because similar provision is not available locally.
- 65 Providers registered with Ofsted for inspection under the Care Standards regulations will be eligible for an additional weighting in their provider factor. This will be calculated based on the amounts in Table 5 applied to learner-responsive provision for the appropriate year.

Table 5: Funding for providers with residential accommodation for 2011/12

Funding per learner	£817
Funding per provider	£12,252

- 66 This additional uplift will be calculated for those registered providers with a minimum of 12 YPLA-funded learners in residential accommodation on campus, as recorded in the ILR.
- 67 The YPLA will review the methodology for care standards funding in 2011/12, and may recommend changes for 2012/13.

#### Success factor

- 68 The success rate covers two elements: retention and achievement.

- 69 In calculating the success factor, the cost of delivering provision for learners who have not achieved is recognised, and therefore the minimum success factor will be 0.50 in recognition of the work the provider has done with those students.
- 70 Providers should be aware that students withdrawing once they are counted as a start (usually after six weeks) will have an effect on retention.
- 71 The success factor is then the mid-point between the success rate and 100 per cent. This is found from the formula:

$$\text{Success factor} = 50\% + \frac{\text{success rate}}{2}$$

### Additional learning support (ALS)

- 72 The formula for ALS is based on the GCSE points score for English and Mathematics for learners when they are recruited.
- 73 The ALS rates for 2011/12 are shown in the table below. The amount of funding generated by the formula can be found by taking the ALS rate for each learner, based on their GCSE points score, and multiplying it by the learner's total SLN for the year.
- 74 For school sixth forms the ALS allocation is entirely based on this formula. For other 16 to 18 learner-responsive providers, the rates are lower because there is also a discretionary element in their ALS allocations.

Table 6: 16-18 learner-responsive ALS per SLN rates

GCSE English and Mathematics		16-18 LR (School Sixth Forms)	16-18 LR (other providers) *
Points	typical grades		
0-15	No passes	£1,920.82	£1,392.98
16-31	1 G grade	£1,390.62	£1,008.47
32-43	2 G grades	£948.16	£687.61
44-55	2 F grades	£673.91	£488.73
56-67	2 E grades	£449.01	£325.63
68-79	2 D grades	£273.48	£198.33
80-91	2 C grades	£93.28	£52.80
92-103	2 B grades	£44.64	£25.27
104 +	2 A grades or better	£27.26	£15.42

\* Includes reduction for discretionary element.

75 These figures have been updated to reflect the additional funding for 2011/12 set out in the 16-19 Funding Statement.<sup>6</sup>

### Additional guidance on learner programmes

#### Entitlement

- 76 The 16 to 18 entitlement has a listed SLN value of 30 glh. This does not include any SLN value for key or functional skills, which are funded entirely outside of the entitlement.
- 77 The SLN value associated with entitlement is included in the learner-level SLN value before the application of the cap. That is, the sum of the learner's SLN including the entitlement value will be capped at 1.56 SLN in any one academic year.
- 78 All full-time 16 to 18 year-old learners receive funding for their entitlement, which covers tutorials and other enrichment activities.
- 79 For the purposes of entitlement funding, 'full-time' means that the learner is studying a programme of at least 450 glh in any period of a year, including the 30 glh assumed to be associated with the tutorials and enrichment – that is, the learner's planned glh across all their learning aims (excluding any tutorial and enrichment aims) for any period of a year would need to be at least 420.
- 80 Extra funding beyond the entitlement for these activities and enrichment 'lookalike' qualifications is not available.

#### Functional skills

- 81 Functional skills are funded separately from the entitlement.
- 82 Functional skills were rolled out across England in 2010/11, and replaced the key skill qualifications in communication, application of number and ICT at levels 1 and 2.
- 83 It is expected that providers will deliver functional skills to young people wherever possible. This means that new starts should no longer be necessary on the Certificates in Adult Literacy or Adult Numeracy, although there may be exceptional circumstances in which the adult learning aims are suitable for 16-18 learners.
- 84 Adult literacy and numeracy learning aims will continue to be eligible for funding in 2011/12, subject to the qualifications being approved on Section 96.<sup>7</sup> Eligibility beyond 2011/12 will be decided alongside the implementation of recommendations from the Wolf Review of Vocational Education.
- 85 Functional skills will continue to be unlisted in 2011/12, except in school sixth forms. This is to reflect the varied client group, and therefore the differential number of hours they will require to complete the qualification. Due to the requirement for all learning aims delivered in school sixth forms to have a listed rate, functional skills will be listed at 36 glh.

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<sup>6</sup> [www.ypla.gov.uk/aboutus/ourwork/16-19-funding-statement](http://www.ypla.gov.uk/aboutus/ourwork/16-19-funding-statement)

<sup>7</sup> [www.education.gov.uk/section96/](http://www.education.gov.uk/section96/)

- 86 Wider key skills will continue to be funded in 2011/12, subject to their continued regulation by Ofqual and their inclusion on Section 96.

### Funding outside the main formula

#### Teachers' pay grant

- 87 The teachers' pay grant (TPG) is paid to the local authority (LA). A consequence of the school funding arrangements is the consolidation of some standards fund money into mainstream school funding; one element of this is the TPG.
- 88 This funding has been transferred to the YPLA to distribute in respect of school sixth forms. The YPLA will pass this grant to the relevant LA for it to distribute according to its own criteria. The only stipulation the YPLA makes is that the distribution is transparent and separately identified.
- 89 The TPG for each LA has been reduced by 25% in the 2011-12 financial year.

#### Transitional protection

- 90 Transitional protection of funding has been applied to allocations on a per learner basis for all providers.
- 91 The purpose of transitional protection is two-fold:
- a. to ensure that providers do not lose more than an agreed amount in cash terms per learner compared with 2010/11,
  - b. to ensure that providers do not receive an inappropriately large increase in funding per learner between 2010/11 and 2011/12.
- 92 For 2011/12 the YPLA has moderated the effect by limiting the variation in funding per learner to no more than 10 per cent and less than 3 per cent.
- 93 The YPLA has informed providers of their funding rate per learner for 2011/12, along with their provider factor and other elements of the funding allocation.

#### Calculating transitional protection

- 94 Transitional protection has been calculated as follows.
- a. Using the national rate, calculate the 2011/12 pounds per learner figure.
  - b. Compare this figure to the pounds per learner allocated in 2010/11.
  - c. Calculate the percentage change.
  - d. Derive the transitionally-protected amount per learner to be allocated in 2011/12, as in Table 7.

Table 7: Transitionally-protected amount per learner

Percentage change (step c)	Transitionally-protected amount per learner
less than -3%	2011/12 pounds per learner = 2010/11 pounds per learner minus 3%
more than 10%	2011/12 pounds per learner = 2010/11 pounds per learner plus 10%
between -3% and 10%	2011/12 pounds per learner = as calculated in step a

- 95 Transitional protection was calculated on the funding per learner, before the addition of the extra £150 million funding for ALS and disadvantage, which was described in the 16-19 Funding Statement<sup>8</sup> and allocations letters.

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<sup>8</sup> [www.ypla.gov.uk/aboutus/ourwork/16-19-funding-statement](http://www.ypla.gov.uk/aboutus/ourwork/16-19-funding-statement)

## Annex A: Listed funding values

### 16 to 18 learner-responsive model

Table A1: Listed funding values for the 16 to 18 learner-responsive model – all providers

Qualification	SLN value (glh)	Listed evening value where applicable (glh)
GCE AS level or A2 level (except General Studies)	150	90
GCE AS level or A2 level in General Studies	36	36
Applied GCE A-Level Double Award (12 units)	900	540
Applied GCE AS-Level or A2-Level Double Award (6 units)	450	270
Applied GCE A-Level (6 units)	360	216
Applied GCE AS-Level or A2-Level (3 units)	180	108
GCSE	100	60
Short-course GCSE	50	30
Applied GCSE	200	120
Key skills qualifications (Application of Number, Communications and ICT)	36	
NVQ (delivered entirely at the provider in at least 450 glh)	520	
Each additional NVQ unit	30 per unit	
International Baccalaureate (Diploma)	1350	
Access to Higher Education (studied in at least 450 glh)	520	
Edexcel BTEC Diploma (level 2)	450	
Edexcel BTEC Subsidiary Diploma (level 3)	450	
OCR Level 3 National Extended Diploma (18 units)	1080	
OCR Level 3 National Diploma (12 units)	900	
OCR Level 1, Level 2 and Level 3 National Certificate (6 units)	450	

### National vocational qualifications

- 1 National vocational qualifications (NVQs) in the National Qualification Framework (NQF) get one of three listed SLN glh values, depending on the main delivery method. If a learning aim is planned over more than 1.5 years then the listed SLN glh value is doubled. In addition, if the delivery method is 'entirely at the provider' and the planned glh in the relevant funding year is less than 450, then the aim is treated as unlisted.

Table A2: Determination of occupational qualification SLN rates

Main delivery method	Rate
All components delivered by the provider, entirely at the provider	SLN value 1
Information, advice and guidance (IAG), support and assessment plus either underpinning knowledge and understanding or substantial skills development	SLN value 2
IAG, support and assessment only	SLN value 3

- 2 If an occupational qualification does not have a valid code in the main delivery method field, the learning aim is treated as unlisted.

## Annex B: Funding for 14 to 19 Diplomas

### Background

- 1 The YPLA's standard demand-led funding methodology is used to calculate funding for all Diplomas delivered post-16. This methodology uses the standard learner number (SLN) as the measure of size for qualifications for funding purposes, and the provider factor as the means by which various cost weightings will be applied. All YPLA guidance applies to 14 to 19 Diplomas as it does to any other aim.

### SLN values for Diplomas

- 2 The following tables give SLN values for the component parts of each of the Diplomas. The Diplomas will be funded at component level; however, the personal learning and thinking skills and the costs of collaboration are not accredited learning, and will be funded via the Diploma framework learning aim code at programme weighting A (1.0).
- 3 An additional 0.133 SLN (60 glh) is assigned to the Diploma framework aim for embedded personal learning and thinking skills (PLTS), and this is not associated with any particular component learning aim. Another additional allowance is made within the Diploma framework aim to contribute to the additional costs of collaboration and work experience; this is made as follows when the learner registers for the whole Diploma, and varies by level:
  - 0.067 SLN at foundation level,
  - 0.089 SLN at higher level,
  - 0.120 SLN at advanced level.
- 4 Funding for functional skills is calculated as it is for all other programmes, based on the planned glh recorded on the ILR. 36 glh is used as an example only.
- 5 In each example below, the minimum glh for the additional and specialist learning is given as the SLN value (tables B1 to B4). The actual funding for this element will depend upon the programme of study and the elements studied.

Table B1: Level 1 foundation Diploma

Diploma component	SLN value (glh)	SLN
Principal learning	240	0.533
Project	60	0.133
Functional skills - English	36	0.08
Functional skills - ICT	36	0.08
Functional skills - Mathematics	36	0.08
Additional and specialist learning	120	0.267
Personal learning and thinking skills (PLTS)	60	0.133
Costs of collaboration	30	0.067
Total	618	1.373

Table B2: Level 2 higher Diploma

Diploma component	SLN value (glh)	SLN
Principal learning	420	0.933
Project	60	0.133
Functional skills - English	36	0.08
Functional skills - Mathematics	36	0.08
Additional and specialist learning	180	0.4
Personal learning and thinking skills (PLTS)	60	0.133
Costs of collaboration/work experience	40	0.089*
Total	832	1.849

NB: This example assumes the learner has already attained functional skills in ICT. The total shown is affected by the rounding in the individual entries.

\* Where the Level 2 higher Diploma is delivered post-16 in one year, the cost of collaboration/work experience is funded outside the funding formula at a rate of £274 for each academic year.

Table B3: Level 3 progression Diploma

Diploma component	SLN value (glh)	SLN
Principal learning	540	1.2
Extended project	120	0.267
Personal learning and thinking skills (PLTS)	60	0.133
Costs of collaboration	36	0.08
Total	756	1.68

Table B4: Level 3 advanced Diploma

Diploma component	SLN value (glh)	SLN
Principal learning	540	1.2
Extended project	120	0.267
Additional and specialist learning	360	0.8
Personal learning and thinking skills (PLTS)	60	0.133
Costs of collaboration	54	0.12
Total	1134	2.52

## Annex C: Funding rates for foundation learning programmes

- 1 In 2011/12, the funding of foundation learning programmes falls into two distinct categories.
  - a. Foundation learning programmes drawn from the Foundation Learning Catalogue: These will be funded using SLN values associated with each learning aim that forms a part of the Foundation Learning programme.
  - b. Foundation learning weekly funding: This will be funded at an SLN value calculated by multiplying the weekly SLN value for foundation learning by the number of weeks' duration of the learning aim.

Table C1: Foundation learning rates 2011/12

	Learning aim SLN value	Weekly SLN glh value
Foundation learning weekly learning	n/a	12 SLN glh
Foundation learning individual programmes	As in LARA	n/a

- 2 Foundation learning includes neither entitlement funding nor ALS. Entitlement and ALS funding is available subject to the conditions relating to these elements of funding.

## Annex D: Rates methodology

### 16 to 18 learner-responsive models

- 1 Learning aims will either be listed (have a standard listed SLN value) or unlisted (the SLN value will be taken from providers' planned glh recorded the ILR). In exceptional cases that require prior written YPLA approval, learning aims may be funded using the distance learning SLN returned in the ILR which will be converted into a glh value.

### Listed SLN values

- 2 The listed SLN values table for 2011/12 is published in annex A of this document. It includes the SLN values for certain qualification types, such as GCE A-levels and GCSEs.
- 3 Many other learning aims also have listed SLN values. Listed SLN values are available in the Learning Aims Reference Application (LARA).

### Unlisted qualification types

- 4 Certain qualification types will not be given a listed SLN value, particularly where they are delivered in a diverse number of glh. In 2011/12, this includes functional skills, certain Skills for Life learning aims and the wider key skills qualifications.

### Recommended glh

- 5 A new learning aim that is not of a type in the listed aims table, and that is not of a type that is always unlisted will usually be assigned an SLN value on the basis of the glh recommended by the awarding body as listed on the National Database of Accredited Qualifications (NDAQ).
- 6 However, the YPLA may decide not to assign an SLN value on this basis if there are concerns about the robustness of the recommended glh.

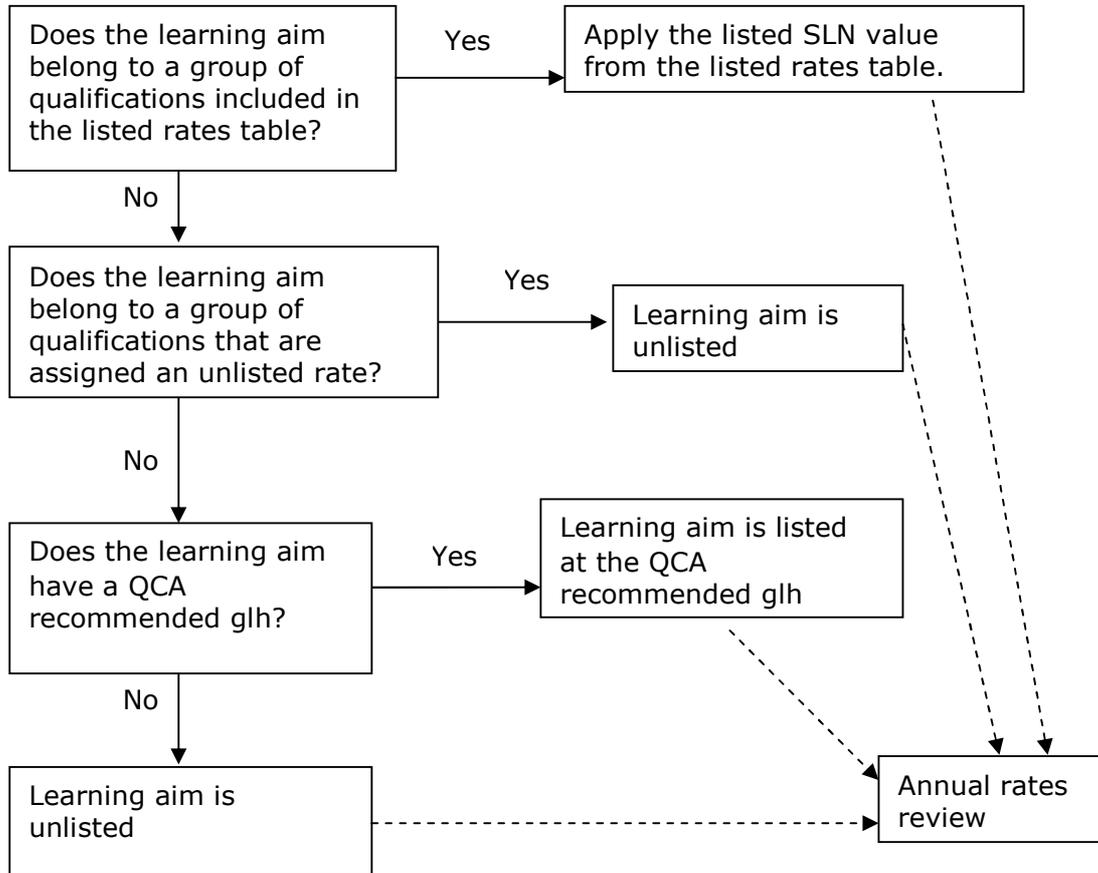
### All other learning aims

- 7 All learning aims not of a type in the listed aims table, with no recommended glh, and not of a type that is always unlisted, will be unlisted in the first instance. In the main, these will be learning aims that are not accredited by Ofqual.

### Annual rates review

- 8 Every autumn, the previous year's ILR data will be reviewed with changes made to the following year's SLN values for certain individual learning aims. The rate changes for 2011/12 are included in annex B.

Figure D1: General process for assigning SLN values for new learning aims



## Annex E: Area cost uplifts by region

Table E1: Area costs uplift by region

London A – 1.20	London B – 1.12
Camden	Barking and Dagenham
City of London	Barnet
Fulham	Bexley
Greenwich	Brent
Hackney	Bromley
Hammersmith	Croydon
Haringey	Ealing
Islington	Enfield
Kensington and Chelsea	Harrow
Lambeth	Havering
Lewisham	Hillingdon
Newham	Hounslow
Southwark	Kingston upon Thames
Tower Hamlets	Merton
Wandsworth	Redbridge
Westminster	Richmond upon Thames
	Sutton
	Waltham Forest

Bedfordshire and Hertfordshire non-fringe – 1.03	
Bedford	North Hertfordshire
Bedfordshire County Council	South Bedfordshire
Luton	Stevenage
Mid-Bedfordshire	

Berkshire, Surrey and West Sussex fringe – 1.12	
Bracknell Forest	Slough
Crawley	Spelthorne
Elmbridge	Surrey County Council
Epsom and Ewell	Surrey Heath
Guildford	Tandridge

Berkshire, Surrey and West Sussex fringe – 1.12	
Mole Valley	Waverley
Reigate and Banstead	Windsor and Maidenhead
Runnymede	Woking

Berkshire non-fringe – 1.12	
Reading	Wokingham
West Berkshire	

Buckinghamshire non-fringe – 1.07	
Aylesbury Vale	Wycombe
Milton Keynes	

Cambridgeshire – 1.02	
Cambridge	Huntingdonshire
East Cambridgeshire	Peterborough
Fenland	South Cambridgeshire

Hampshire and Isle of Wight – 1.02	
Basingstoke and Deane	Isle of Wight
East Hampshire	New Forest
Eastleigh	Portsmouth
Fareham	Rushmoor
Gosport	Southampton
Hampshire County Council	Test Valley
Hart	Winchester
Havant	

Hertfordshire and Buckinghamshire fringe – 1.10	
Broxbourne	South Buckinghamshire
Chiltern	St Albans
Dacorum	Three Rivers
East Hertfordshire	Watford
Hertsmere	Welwyn Hatfield

Kent and Essex fringe – 1.06	
Basildon	Harlow
Brentwood	Sevenoaks
Dartford	Thurrock
Epping Forest	

Oxfordshire – 1.07	
Cherwell	South Oxfordshire
Oxford	Vale of White Horse
Oxfordshire County Council	West Oxfordshire

West Sussex non-fringe – 1.01	
Adur	Horsham
Arun	Mid-Sussex
Chichester	Worthing

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