



Education
Funding
Agency

Funding guidance for young people 2012/13

Rates and formula

This document updates and replaces for 2012/13 the YPLA funding guidance 2011/12: rates and formula.

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

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Executive summary

June 2012

Funding Rates and Formula

This document is part of a series of booklets, under the main heading Education Funding Agency (EFA) Funding guidance for young people 2012/13 (each separate document is listed below), and outlines the main features of the EFA funding arrangements for 2012/13. 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 [Department for Education \(DfE\) website](#).¹

The EFA's general approach and strategic priorities for funding for all providers in 2012/13 are set out in the 16-19 Funding Statement and Statutory Guidance 2012/13. To reduce duplication the EFA does not intend to restate the policy framework and imperatives in funding guidance for young people 2012/13 and therefore all funding guidance documents should be read in conjunction with those documents.

This document, Funding rates and formula, is an integral part of the EFA's funding agreements for young people aged 16-19 and those aged 19-24 by the EFA. All guidance in the documents should be read in that context, unless specifically stated otherwise.

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:

- standard learner numbers (SLN),
- national funding rates,
- provider factor.
- Annex A states the listed SLN values for the 16 to 19 learner-responsive funding model. Some learning aims delivered in the evening as well as in the daytime have rates dependent on delivery model.
- 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.
- Annex D describes the methodology used to assign listed SLN values to qualifications.
- Annex E sets out the values of the area cost uplifts.

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www.education.gov.uk/childrenandyoungpeople/youngpeople/studentsupport/funding/a00209794/fundingguidance2012to13

1: 16 to 19 learner-responsive funding model

Scope of the model

1. The 16 to 19 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 19 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 EFA 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 Aim Reference Application ([LARA](#)).²
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 SLN 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.

² gateway.imservices.org.uk/sites/LARA

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 19 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.
 - a. 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.
 - b. 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 EFA 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.

Changes to SLN values for specific aims

20. The EFA has agreed changes to the SLN values for some individual learning aims, based on analysis of the ILR data from 2010/11.
 - a. 75 learning aims will have a change to their SLN value (change to listed value).
 - b. 3 learning aims that were unlisted have sufficiently consistent data to have a listed rate set (change from unlisted to listed).
 - c. 2 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 published on the [EFA website](#).³

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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 19 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 in total 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 success factor element 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 academic year. 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. Similarly, only the latter learning aim is included in the success rate 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 rate 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 2012/13

Funding line	National funding rate per SLN
16 to 19 learner-responsive	£2,920
19 to 24 learners with high cost ALS	£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 cost uplift,
 - short programme modifier,
 - Care Standards (relates to residential accommodation for 16 and 17 year-olds),
 - success factor, and
 - adjustment 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 19 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 19 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)	1.72/1.92 (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 EFA using the 16 to 19 learner responsive model. 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 is published on the [EFA website](#).⁴

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 EFA, 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 EFA and Skills Funding Agency, advised by Lantra.

Disadvantage uplift

43. There are two types of disadvantage uplift: postcode and category. The postcode-based disadvantage uplift is based on the Index of Multiple Deprivation 2010 (IMD 2010) at lower layer super output area (LSOA).
44. There are also additional categories of disadvantaged learners who qualify for disadvantage uplift independent of IMD 2010.

⁴ Weightings by LDCS subject classification, media.education.gov.uk/assets/files/pdf/w/weightings%20by%20ldcs%20subject%20classification.pdf

Index of Multiple Deprivation 2010

45. IMD 2010 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).
46. The IMD 2010-based disadvantage uplift will mean the following.
 - a. Funding for learners living in the 27 per cent most deprived super output areas of the country will be increased for disadvantage.
 - b. The funding uplift for these learners ranges from 8.4 to 33.6 per cent, depending on the level of deprivation recorded in IMD 2010.
47. The uplift values for individual postcodes will be published on the [Data Service website](#).⁵

Disadvantage uplift categories

48. The IMD 2010-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 2010 for those learners.
49. The following categories of learners are eligible for the disadvantage uplift factor of 12 per cent:
 - a. basic skills learners - it is expected that very few 16 to 19 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 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 EFA funding according to the Funding regulations 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,

⁵ www.thedataservice.org.uk/Services/DataCollection/software/disadvantaged-uplift/

- n. learners funded under the Offenders' Learning and Skills Service (OLASS) arrangements.
50. 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.
51. In this context, 'supported accommodation' means foyers, hostels and other forms of managed accommodation providing housing management support to the residents.
52. 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 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.

Area costs uplift

53. Previous research showed that there is a clearly marked difference in relative costs between London and the South East, and the rest of England.
54. The provider-level area costs uplift is normally determined by the geographical location of the provider's headquarters.
55. There is no change to area costs in 2012/13, except that Bedfordshire County Council, Mid-Bedfordshire and South Bedfordshire have merged to form Central Bedfordshire. This does not affect the area cost uplift.

Table 4: Area costs uplift 2012/13

	Uplift 2012/13
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%

	Uplift 2012/13
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%

56. The detailed area cost uplift factors are listed in annex E to this document.

Area costs uplift factors for merged institutions and geographically dispersed delivery

57. 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 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.

58. 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

59. 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.

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

Residential accommodation for 16 to 18 year-olds

60. 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.

61. 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.

62. 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.

63. 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 2012/13

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

64. This additional uplift will be calculated for those registered providers with a minimum of 12 EFA-funded learners in residential accommodation on campus, as recorded in the ILR.
65. The EFA will review the methodology for care standards funding, and may recommend changes.

Success factor

66. The success factor covers two elements: retention and achievement.
67. A single aggregated success rate is calculated by averaging published success rates for long, short and very short courses, weighted by the provider's annual SLN for learning aims in each of these three categories.
68. 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.
69. 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)

70. The formula for ALS is based on the GCSE points score for English and Mathematics for learners when they are recruited.
71. The ALS rates for 2012/13 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.
72. For school sixth forms the ALS allocation is entirely based on this formula. For other 16 to 19 learner-responsive providers, the rates are lower because there is also a discretionary element in their ALS allocations.

Table 6: 16-19 learner-responsive ALS per SLN rates

GCSE English and Mathematics		16-19 LR (School Sixth Forms)	16-19 LR (other providers) *
Points	typical grades		
0-15	No passes	£2,060.56	£1,532.76
16-31	1 G grade	£1,491.78	£1,109.67
32-43	2 G grades	£1,017.15	£756.61

GCSE English and Mathematics		16-19 LR (School Sixth Forms)	16-19 LR (other providers) *
Points	typical grades		
44-55	2 F grades	£722.94	£537.77
56-67	2 E grades	£481.68	£358.30
68-79	2 D grades	£293.39	£218.24
80-91	2 C grades	£108.46	£67.99
92-103	2 B grades	£51.90	£32.53
104 +	2 A grades or better	£31.69	£19.86

* Includes reduction for discretionary element.

73. In 2012/13, 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.
74. These figures have been updated to reflect the additional ALS funding for 2012/13 set out in the [16-19 Funding Statement](#).⁶

Adjustment factor

75. An adjustment factor is used to account for policy changes that are not covered by the other elements in the provider factor.
76. In 2012/13, the adjustment factor is used to allow providers to earn the additional disadvantage funding that was allocated, so that this funding is included in LIS reporting.
77. A [briefing note](#) describing the adjustment factor is available on the EFA website.⁷

Additional guidance on learner programmes

Entitlement

78. The 16 to 19 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.
79. 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 any entitlement value will be capped at 1.56 SLN in any one academic year.
80. All full time 16 to 19 year-old learners receive funding for their entitlement, which covers tutorials and other enrichment activities.

⁶ www.education.gov.uk/childrenandyoungpeople/youngpeople/studentsupport/funding/b00203354/efa-funding-guidance-2011-12/funding-statement

⁷

www.education.gov.uk/childrenandyoungpeople/youngpeople/studentsupport/funding/a00209794/fundingguidance2012to13

81. 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 any time spent in tutorials and enrichment activity.
82. Extra funding beyond the entitlement for these activities and enrichment 'lookalike' qualifications is not available.

Functional skills

83. Functional skills are funded separately from the entitlement.
84. Functional skills will continue to be unlisted in 2012/13, except in school sixth forms. 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.
85. The national test bank to support key skill and adult basic skill (ABS) qualifications will not be available in 2012/13, which means that new starts will not be possible on the following qualifications:
 - a. key skills at all levels,
 - b. Certificates in Adult Numeracy at levels 1 and 2, and
 - c. Certificates in Adult Literacy at levels 1 and 2.
86. Qualifications that do not use the national tests (such as wider key skills and ABS qualifications at entry level) will continue to be available in 2012/13, subject to their continued regulation by Ofqual and their inclusion on [Section 96](#).⁸
87. Some ABS qualifications may be available at entry level. However, the EFA expects that providers will deliver functional skills to young people wherever possible, although there may be exceptional circumstances in which the adult learning aims are suitable for 16-19 learners.

Funding outside the main formula

Teachers' pay grant

88. The teachers' pay grant (TPG) is paid to the local authority (LA).
89. This funding has been transferred to the EFA to distribute in respect of school sixth forms. The EFA will pass this grant to the relevant LA for it to distribute according to its own criteria. The only stipulation the EFA makes is that the distribution is transparent and separately identified.
90. The TPG for each LA has been reduced by a further 25% of the 2010-11 baseline in the 2012-13 financial year. This is in line with the plans to remove the TPG completely by 2014-15, so that the last year in which TPG will be paid is 2013-14.

Transitional protection

91. Transitional protection of funding was introduced in 2011/12 on a per learner basis for all providers. It ensures that providers do not lose more than an agreed amount in cash terms per learner compared with the 2010/11 baseline.
92. We are continuing to pay transitional protection for 2012/13. It will be based on the 2011/12 transitional protection per learner, and will be reduced each year. The EFA

⁸ www.education.gov.uk/section96

has informed providers of their funding rate per learner for 2012/13, along with their provider factor and other elements of the funding allocation.

93. Transitional protection is based on each provider's 2011/12 transitional protection per learner, and is calculated as follows.
 - a. Calculate 3% of the total funding per learner in 2011/12.
 - b. Calculate 25% of the 2011/12 transitional protection per learner.
 - c. The 2011/12 transitional protection per learner is then reduced by the greater of the values in a. and b. to give the 2012/13 transitional protection per learner.
94. 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](#)⁹ and allocations letters.

⁹ www.education.gov.uk/childrenandyoungpeople/youngpeople/studentsupport/funding/b00203354/efa-funding-guidance-2011-12/funding-statement

Annex A: Listed funding values

16 to 19 learner-responsive model

Table A1: Listed funding values for the 16 to 19 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
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	

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

- 14-19 Diplomas are funded at component level, and where the components are regulated qualifications in their own right, they may be offered outside the Diploma. The personal learning and thinking skills and the costs of collaboration are not regulated, and will be funded via the Diploma framework learning aim.

Table B1: Diploma component values

Embedded personal learning and thinking skills (PLTS) – all levels	0.133 SLN
Costs of collaboration and work experience	
Foundation level	0.067 SLN
Higher level	0.089 SLN
Advanced level	0.120 SLN

Annex C: Funding rates for foundation learning programmes

- In 2012/13, the funding of foundation learning programmes falls into two distinct categories.
 - Foundation learning programmes: These will be funded using SLN values associated with each learning aim that forms a part of the foundation learning programme.
 - 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 Mondays in the period of learning.

Table C1: Foundation learning rates 2012/13

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

- These values include 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 19 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).
2. Unlisted learning aims delivered by distance learning will be funded at the same rate as the average guided learning hours (WAGLH), using the distance learning SLN returned in the ILR. Where the WAGLH does not give an appropriate rate, providers must obtain prior written approval from their EFA territorial office to use another SLN value.

Listed SLN values

3. The listed SLN values table for 2012/13 is published in annex A of this document. It includes the SLN values for certain qualification types, such as GCE A-levels and GCSEs.
4. Many other learning aims also have listed SLN values. Listed SLN values are available in the Learning Aim Reference Application (LARA).

Unlisted qualification types

5. Certain qualification types will not be given a listed SLN value, particularly where they are delivered in a diverse number of glh. In 2012/13, this includes functional skills, certain Skills for Life learning aims and the wider key skills qualifications.

Recommended glh

6. 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 [Ofqual Register of Regulated Qualifications](#).¹⁰
7. However, the EFA 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

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

Annual rates review

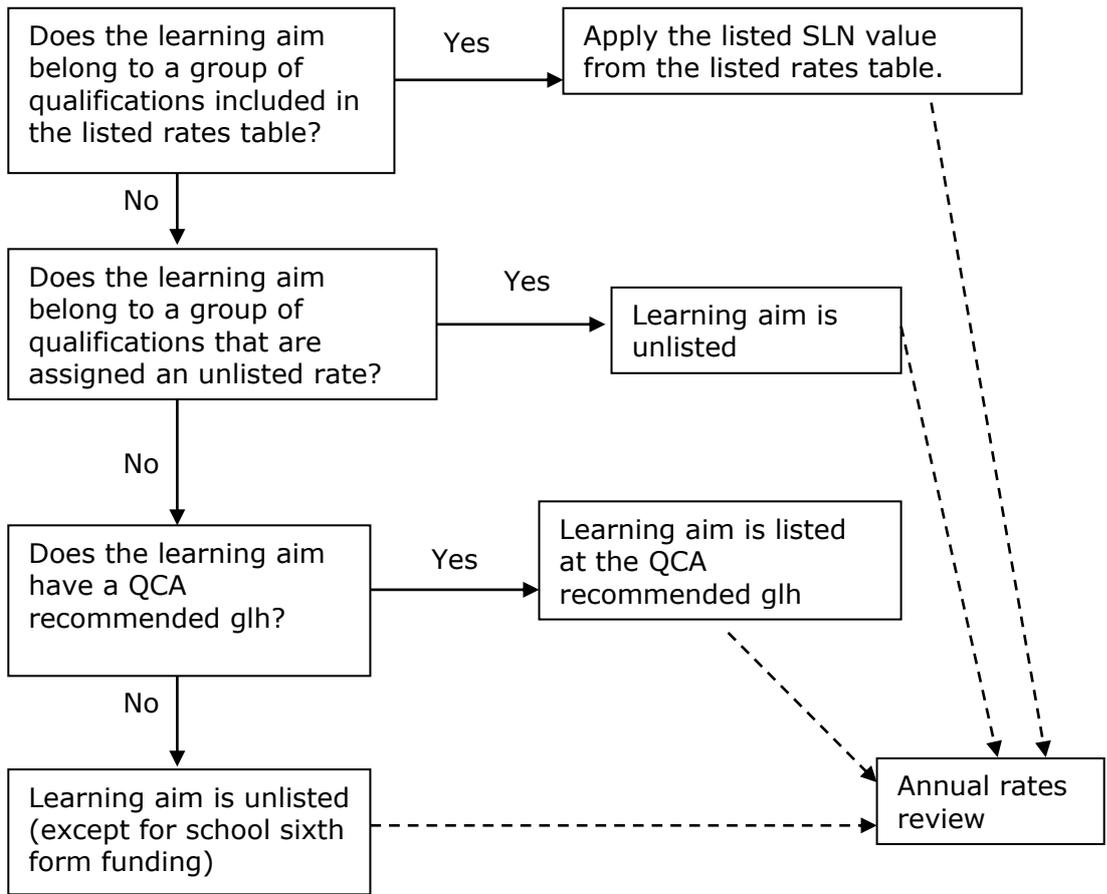
9. Every autumn, the previous year's ILR data will be reviewed with changes made to the following year's SLN values for certain individual learning aims. The rate changes for 2012/13 have been published on the [EFA website](#).¹¹

¹⁰ register.ofqual.gov.uk/

¹¹

www.education.gov.uk/childrenandyoungpeople/youngpeople/studentsupport/funding/a00209794/fundingguidance2012to13

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	
Central Bedfordshire		Stevenage	
Luton			
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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