



Skills Funding
Agency

Adult Education Budget Funding Rates and Formula 2017 to 2018

Version 1

This document sets out the details of the 2017 to 2018 funding system used to fund activity paid for from the Adult Education Budget and 16 to 18 traineeships.

January 2017

Of interest to colleges, other training organisations and employers.

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Introduction and purpose of the document

1. This document sets out the principles and features of our funding system for the 2017 to 2018 funding year (1 August to 31 July). We may make changes to these principles and features during the funding year.
2. This document describes how we calculate 'formula-funded' earnings for the Adult Education Budget (AEB), 16 to 18 traineeships and learning support for these programmes. All 'formula-funded' activity is recorded under Funding Model 35 in the Individualised Learner Record (ILR), unless specifically noted.
3. This document does not include or describe:
 - the 'non-formula-funded' activity within the AEB which is reconciled through the funding claims process, or the funding claim process. For more information on who has to submit a funding claim(s), refer to the [Funding Rules](#) and the [Advanced Learner Loans Funding Rules](#).
 - learners funded through an advanced learner loan.
 - apprenticeships - for apprenticeship framework starts before May 2017 refer to the [Funding Rates and Formula 2016 to 2017](#). For apprenticeship standard starts before May 2017 refer to the [Apprenticeship Standards Funding Rules](#). For all starts from May 2017 refer to the [Apprenticeship Technical Funding Guide](#).
 - offender learning in custody - the Ministry of Justice were responsible for these learners from October 2016.
4. To understand how the funding system works, read this document together with the following:
 - the suite of documents that comprise the [Funding Rules 2017 to 2018](#)
 - [Individualised Learner Record Specification](#)
 - [Maximum Loan Amounts for Advanced Learner Loans Designated Qualifications](#)

Understanding our terminology

5. The term 'we' refers to the Skills Funding Agency. When we refer to 'you' or 'providers', this includes colleges, Higher Education Institutions, training organisations, local authorities and employers that receive funding from us to deliver education and training.

Key changes from the 2016 to 2017 version to the 2017 to 2018 version

6. There are no significant changes to the funding calculation in the funding year 2017 to 2018. We will fund learning aims at the same rate as the funding year 2016 to 2017. If we did not fund the learning aim in the funding year 2016 to 2017, we will continue to use a Single Activity Matrix (SAM) to set rates for all new eligible learning activity, including eligible qualifications.
7. We have removed all references to apprenticeships as we are introducing a new funding model for apprenticeships, please refer to the [Apprenticeships technical funding guide](#) for starts from May 2017 for more information.
8. We have removed all references to offenders in custody as the Ministry of Justice took responsibility for these learners from October 2016.
9. We will no longer fund learners any 16- to 18-year-old who turned 19 in their second or subsequent funding year of a single programme of study. The EFA will be directly funding these learners in 2017 to 2018 (see paragraph 34).

The data we use to calculate funding

10. You give us information about learners and their learning using the [Individualised Learner Record \(ILR\)](#) and the Earnings Adjustment Statement (EAS). Our funding system uses this information to work out the funding you have earned for delivering this learning.

The funding system features

11. Our funding system has the following four features, which are set out in more detail throughout this document:
- i. **The funding formula**, including uplifts to the rates to account for the extra costs that you may experience when delivering learning to some types of learners and in some locations.
 - ii. **The funding rates** for learning aims and work placements.
 - iii. **The earnings method**, linked to delivery and achievement.
 - iv. **Support funding** where extra help is needed for learners to achieve.

Funding formula

Principle

12. The funding formula is:

Funding = rate x disadvantage uplift x area cost uplift

13. We adjust the funding formula to allow for differences in the relative cost of delivery. These differences are related to factors other than the size, sector or subject of the learning aim. Where appropriate, we adjust funding for 'disadvantage uplift' or 'area cost uplift', or both.
14. The basis for funding is the rate for the learning aim. We refer to rates as 'unweighted' before we apply programme weightings or any increase for disadvantaged learners or area cost. After we apply the programme weighting we refer to the rate as 'weighted'. After we apply the uplifts we refer to the 'aim value', as noted in the 'PFR Skills Budget Occupancy report'.
15. In some cases we expect learners and employers to share responsibility for investing in eligible provision. We expect them to part-fund the cost of learning, known as co-funding. For more information on co-funding, refer to the 'Provision and individuals we will fund' Section of the [Funding Rules](#).

Disadvantage uplift

16. The disadvantage uplift provides extra funding to support the most disadvantaged learners, recognising that they are sometimes more costly to recruit and retain. We apply this consistently across AEB 'formula-funded' provision.
17. To calculate the disadvantage uplift for new starts from 1 August 2017 we use the [Index of Multiple Deprivation](#) 2015 (IMD). This results in a funding increase for learners living in the most deprived areas of the country. It is based on a learner's postcode (based upon the 'Postcode Prior to Enrolment', as recorded in the 'Postcode' field on the ILR). If required the uplift factor is between 1.084 and 1.336, otherwise we default the factor to 1. The disadvantage uplift factors are available on the [Uplift Factors and Postcode Files](#) page of GOV.UK.
18. We will apply the same principles to the disadvantage uplift in the funding year 2017 to 2018 as we do with the funding rate. The disadvantage uplift factor at the start of the learning aim will apply throughout the duration of the learning aim. For the disadvantage factors used for starts before 1 August 2017 refer to the appropriate [Funding Rates and Formula document](#).

Area cost uplift

19. The area cost uplift reflects the higher cost of delivering training provision in some parts of the country, such as London and the South East. We apply this consistently across AEB 'formula-funded' provision.
20. If required the uplift factor is between 1.01 and 1.20, otherwise we default the factor to 1. This is based on the 'Delivery' location postcode recorded in the ILR. As the delivery location of distance and e-learning provision is not set, we default the area uplift factor to 1. Annex 2 contains details of areas where we provide an area cost increase using [Office of National Statistics Local Authority Codes](#) 2012. The area cost uplift factors are available on the [Uplift Factors and Postcode Files](#) page of GOV.UK.
21. We will apply the same principles to the area cost uplift in the funding year 2017 to 2018 as we do with the funding rate. The area cost uplift factor at the start of the learning aim will apply throughout the duration of the learning aim. The area cost factors in Annex 2 are the same in 2017 to 2018 compared to 2016 to 2017.

Financial contributions

22. If a learner meets the criteria for full funding (refer to the 'Provision and individuals we will fund' Section of the [Funding Rules](#) for more information), they will receive the fully-funded rate shown in the matrix. For co-funded learners, we expect the learner or employer to make a contribution, therefore we will reduce the funding by 50% of the un-weighted rate of the learning aim.
23. We reduce the funding using the un-weighted base rate. This is because a learner should not be expected to contribute more for the same size of the learning aim just because that learning aim is more costly to deliver. This means that the government will contribute more towards learning aims with higher operational and delivery costs, such as engineering.

Recognition of prior learning

24. If you record data in the 'Funding adjustment for prior learning' field on the ILR, we change the funding formula to reflect this. However, it does not change Learning Support funding.
25. If the learning aim is not recorded on the ILR as a restart, the achievement funding is reduced as well as the monthly instalments. This is because the learner is assumed to have earned some achievement within the prior learning.
26. If the learning aim is recorded in the ILR using the restart indicator, the monthly instalments are reduced to take account of this, but the achievement funding stays at 20% of the full funding rate.

Other funding adjustments

27. Where you have agreement with us to adjust funding for other reasons apart from prior learning, you must record it in the 'Other funding adjustment' field in the ILR. You must not use this ILR field if you do not have an agreement in place with us.
28. This 'Other funding adjustment' factor reduces the funding for that learning, including the achievement funding; however, it does not change Learning Support funding.

29. If there is also a factor for prior learning recorded, we multiply the prior learning factor by the 'Other funding adjustment' factor and apply it to the appropriate funding.

Funding rates

Principles

30. The list of regulated qualifications eligible for public funding are on the learning aims search on [the Hub](#). We update this regularly. For more information about what is eligible for public funding, refer to the [Funding Rules](#).

31. We fund each learning aim, whether it represents a qualification or other learning activity, at the rate that applies when the learner starts that learning aim. This principle is the same for a new start in the funding year 2017 to 2018 and a continuing learner from previous years. This rate will apply for the full duration of the learning aim and does not change between funding years.

32. The amount you earn recognises the relative costs of delivering provision in different sectors and subjects, and we set the rates using the following criteria:

- regulated guided learning hours (GLH) where the qualification is part of the Regulated Qualifications Framework (RQF)
- planned activity in hours – for non-qualification-bearing learning
- certain qualification types (refer to paragraph 44 for more information)

Funding rates for the Adult Education Budget

33. All rates shown on [the Hub](#) are fully-funded rates for learners aged 19 and above for qualifications or other learning aims. We adjust these rates through the funding formula according to our policy (for example, if the government contributes only part of the full rate).

34. In 2016 to 2017 we funded any 16- to 18-year-old who turned 19 in their second or subsequent funding year of a single programme of study. We funded these learners (not in sixth-form colleges, schools or academies) at 16 to 19 rates using the Education Funding Agency's (EFA's) 16 to 19 funding model. The EFA will be directly funding these learners in 2017 to 2018; there should be no impact to your funding. This does not apply where the learner is on a traineeship and you do not hold an EFA contract (see paragraph 52 for details).
35. We will continue to fund learners aged 25 or above with an Education, Health and Care plan in certain exceptional circumstances. Further details can be found in the [Funding Rules](#).
36. There is a single set of rates for all provision from the AEB, no matter how that training provision is delivered.
37. For new starts funded from the AEB in the funding year 2017 to 2018 and the learning aim was funded in 2016 to 2017 then the rate remains unchanged. If a rate was not set in 2016 to 2017, rates for qualifications are set using regulated GLH; where GLH is not supplied by the awarding organisation, we will assess the use of Total Qualification Time (TQT). For activity that is not a regulated qualification, rates are set using planned hours. For more information on planned hours, refer to the [Funding Rules](#).
38. We group GLH, TQT or planned hours into funding bands to generate a funding rate. The rates are held in the SAM, with the rows representing the funding band and the columns representing the programme weighting.
39. We record activity that is not a regulated qualification using generic learning aims called 'class codes' (refer to Appendix H in the [ILR specification](#) for more information).

Programme weightings

40. Programme weightings recognise the relative costs of delivering training in different sectors and subjects, and are included in the published rates.

41. Programme weightings are set by referring to the Sector Subject Area (SSA). For all regulated qualifications and components of qualifications, awarding organisations decide the SSA. These are recorded on the [Register of Regulated Qualifications](#) and the [Quality Assurance Agency](#) websites. We set the SSA where multiple SSAs are recorded for components of qualifications along with a limited number of exceptions available in Annex 1.

42. Agriculture courses that need specialist resources (decided each year with support from Lantra) attract an extra uplift in the AEB when delivered by providers with specialist resources.

The Single Activity Matrix

43. The SAM for the funding year 2017 to 2018 is set out in table 1:

Table 1: The single activity matrix for 2017 to 2018.

Funding band – hours	Activity type	Programme weighting (PW)				
		A – Base (unweighted)	B – Low	C – Medium	D – High	E or G* (specialist)
Up to 2	Very small provision (1)	£14	£16	£18	£22	£24
3 to 4	Very small provision (2)	£21	£24	£27	£34	£36
5 to 6	Very small provision (3)	£35	£39	£46	£56	£60
7 to 12	Small provision (1)	£50	£56	£65	£80	£86
13 to 20	Small provision (2)	£100	£112	£130	£160	£172
21 to 44	Small provision (3)	£150	£168	£195	£240	£258
45 to 68	Medium provision (1)	£300	£336	£390	£480	£516
69 to 92	Medium provision (2)	£450	£504	£585	£720	£774
93 to 100	Medium provision (3)	£600	£672	£780	£960	£1,032
101 to 196	Large provision (1)	£724	£811	£941	£1,159	£1,246
197 to 292	Large provision (2)	£1,265	£1,417	£1,645	£2,025	£2,176
293 to 388	Large provision (3)	£1,987	£2,225	£2,583	£3,179	£3,417
389 to 580	Very large provision (1)	£2,573	£2,882	£3,345	£4,117	£4,425
581 to 1060	Very large provision (2)	£4,170	£4,670	£5,421	£6,671	£7,172
1061 or more	Very large provision (3)	£6,602	£7,395	£8,583	£10,564	£11,356

*Some specialist provision receives an uplift if it is delivered by certain providers (paragraph 44)

44. Certain qualifications in table 2 have their funding band set as a matter of policy:

Table 2: The exceptions to the single activity matrix for 2017 to 2018.

Qualification type	Programme weighting (PW)				
	A – Base (unweighted)	B – Low	C – Medium	D – High	E or G* (specialist)
GCE AS-level	£724	£811	£941	£1,159	-
GCE A-level	£1,987	£2,225	£2,583	£3,179	-
GCSE	£724	£811	£941	£1,159	-
GCSE short course	£300	£336	£390	£480	-
Functional skills in English or maths	£724	-	£941	-	-
Functional skills in IT	-	£336	-	-	-
Access to HE	£3,022	£3,384	£3,928	£4,835	£5,197

45. To encourage enrolment of English and maths GCSE, AEB providers that deliver these qualifications to adults aged 19 and over will continue to receive a higher rate of £811. English and maths for apprentices cannot be funded through the AEB. The full list of fundable English and maths qualifications is available on the [English and maths entitlement list](#) or through [the Hub](#).

46. Providers offering English for Speakers of Other Languages (ESOL) qualifications may need to deliver additional learning to individual learners that incurs additional cost above the qualification rate. Where additional hours are required, you can record these on the ILR using the 'Additional delivery hours' field, as detailed in the [ILR specification](#) and the [Provider Support Manual](#).

47. To calculate the additional hours, subtract the maximum GLH value from the total GLH that are planned for the delivery of the qualification. The maximum GLH value refers to the funding band in the SAM for that qualification. For example, a qualification in the '21 to 44' band has a maximum GLH of 44.

48. We generate funding by matching the value of the additional hours to the SAM. The matrix value for that funding band is added to the original rate of the aim to give an overall rate for the learning aim. For the calculation of the additional amount, all ESOL aims are assumed to have the base programme weighting (A).

Traineeships

49. We will calculate funding in 2017 to 2018 using the same method as in the 2016 to 2017 funding year.
50. Where we have a contract with the provider, the funding follows our funding principles and we will calculate the earnings monthly.
51. Funding for 16 to 18 traineeships is calculated through the 16 to 19 EFA funding model. If the learner was 19 years old in the funding year 2016 to 2017, we will calculate the funding using the EFA's funding calculation and we will fund the learner from the AEB.
52. Where the provider does not have an EFA contract for 16 to 18 traineeships we will pay providers using the EFA funding model. If the learner reaches the age of 19, and is still on the traineeship, we will continue to fund this provision using the EFA's funding calculation.
53. There are three aspects of 19 to 24 traineeship funding:
 - i. The single work-placement and work-preparation rate of £970.
 - ii. GCSE English and maths (if required) or other qualifications to support progress towards GCSE English and maths at grades 4 to 9 (A* to C).
 - iii. A flexible element, designed to help the learner move into work or remove a barrier to them entering work.
54. We will fund English, maths and the flexible elements through the matrix using the same method as AEB-funded provision.

55. Work preparation learning aims do not generate funding as they are included within the single traineeship rate for work placement and work preparation. Work preparation learning aims are identified through the learning aims search on [the Hub](#) with a category of 'Work Preparation – SFA Traineeships'. This category is based upon the SSA 14.2 (Preparation for Work). For more information refer to the 'LARS Category Guidance' document on [the Hub](#).
56. You earn the achievement payment for the work-placement and work-preparation element when the learner has a successful outcome recorded on the ILR. For example, if the learner progresses to an apprenticeship, job or further learning as defined in the [Funding Rules](#).

Earnings method

Principles

57. The following principles apply to our approach to your earnings:
- funding is distributed over the duration of the learner's course, from starting the programme to achieving the expected outcome
 - funding is directly linked to the learner completing their course and them achieving either learning aims or gaining employment
 - you earn funding for what you deliver, when you deliver it

Qualifying period for funding

58. If a learner is in learning for at least the qualifying period, they are counted as a 'funding start'. We calculate this from the ILR 'Learning Start Date':

Length of the learning aim	Qualifying period
168 days	42 days
14 to 167 days	14 days
Fewer than 14 days	1 day

59. If the learner leaves before the qualifying period, you will not earn any funding. However, if you have already earned funding before the ILR 'Learning Actual End Date' is recorded we will reclaim the funding.

Distribution of funding over time

60. Earnings are based on monthly instalments (so that funding follows the learner for as long as they stay in learning) plus an achievement element applying to all learning aims except:

- 16 to 18 traineeships funded by the EFA, refer to the [EFA's funding guidance](#) for how funding is generated.
- traineeships we fund through the EFA's funding calculation, we generate funding using the on-programme funding value generated from the EFA's funding calculation for the current year. This amount is split equally across each month the learner is in-learning in the funding year between the start date and the planned end date (or the actual end date if this is earlier). We do not use census dates, so the learner only needs to be in learning for one day at the start or end of the month for funding to be apportioned to that month.
- non-traineeships funded through the EFA's funding calculation, we assign funding to the payment period as defined in the EFA's calculation, which will generally be August.

61. We spread these instalments equally over the number of planned months for the aim, based on whether the learner is in learning on each census date (the last calendar day of every month). The planned number of months is calculated from the 'Learning start date' and the 'Learning planned end date' in the ILR.

62. For each learning aim we hold back 20% of the weighted rate, which we will only pay when the learner achieves their learning aim. All achievement elements are earned on the learning actual end date recorded on the ILR, except for those in 19 to 24 traineeships, which are earned on the achievement date.

- 63. We work out the monthly instalments once we have removed the achievement element (20%). We spread out these instalments over the number of planned months for the learning aim, with a double payment in the first month. The instalment calculation uses the formula 'n+1', where 'n' is the number of planned months. The formula recognises the upfront costs associated with enrolling a learner on a learning aim.

- 64. If the learner leaves early, the monthly instalments stop. However, for eligible learners we will pay you a job outcome payment which is half of the achievement element. If the learner then goes on to achieve the learning aim, you will earn the outstanding monthly instalments and the rest of the achievement element. For more information on job outcomes, refer to the [Adult Education Budget Funding Rules](#).

- 65. Figure 1 is an example of the earnings method for a learner starting a course in September and achieving in June. It shows how a course with a total cost of £1,000 would be earned over the nine-month period: nine monthly on-programme payments (OPP) of £80, plus a double monthly OPP (that is, n+1) of £160 in the first month and an achievement payment of £200 upon completion.

Figure 1: Example of the earnings methodology.

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
	9-month learning aim											
Payment instalments		OPP	OPP	OPP	OPP	OPP	OPP	OPP	OPP	OPP	Achievement payment	
		OPP										
Payment example		£160	£80	£80	£80	£80	£80	£80	£80	£80	£200	

Annual funding cap

- 66. An annual funding cap applies to each learner you have for each year across all AEB-funded provision; it does not apply to apprenticeships.

- 67. The annual funding cap is £4,400 for each learner each year, before we apply any weightings or government contributions. If your planned training provision is above this cap, we will reduce your earnings in line with this.

Support funding

Learning Support

68. This funding comes from the AEB budget for eligible learners including traineeships.
69. If you are claiming Learning Support for a learner who is studying an apprenticeship learning aim and a non-apprenticeship learning aim in the same month, we will attribute the funding to the appropriate apprenticeships budget (16 to 18 or 19 and over). Refer to the [Provider support manual](#) for details on how to code the ILR to make a claim.
70. You earn Learning Support at a fixed monthly rate of £150 if it has been identified on the ILR against a learner's learning aim. We expect the total you earn from the monthly rate to be enough to cover your costs. If the cost of providing support to a learner exceeds the total earned from the fixed monthly rate, you can claim this excess through the [Earnings Adjustment Statement](#) (EAS).
71. If you plan to deliver the learning aim in less than one calendar month you must claim the value of the Learning Support as if it were all excess, using the EAS.
72. If Learning Support is more than £19,000 you can claim Exceptional Learning Support using the EAS. For more information, refer to the [Funding Rules](#).

Learner Support

73. This funding comes from the AEB budget for eligible learners studying traineeships. You claim this support funding using the EAS. For more information, refer to the [Funding Rules](#).

Prince's Trust Team Programme

74. The Prince's Trust Team Programme is for 16- to 25-year-olds. It is a 12-week course designed to improve confidence, motivation and skills. Each team aims to recruit a mix of 16- to 25-year-olds of different abilities and backgrounds, including employees sponsored by their employers. We fund the teams but providers in partnership with the Prince's Trust manage them locally.
75. We will continue to fund the Prince's Trust Team Programme at the same levels as in the funding year 2012 to 2013. As such, you will earn the matrix rates for the award or certificate in 'Employment, Teamwork and Community Skills'.
76. You can claim additional funding from the qualification rate up to the value of the programme rate, where applicable, using the 'Authorised Claims' section on the EAS. Table 3 shows the matrix funding rates and the maximum programme rate where appropriate:

Table 3: The rates for the Prince's Trust Team Programme 2017 to 2018.

	Award		Certificate	
	Fully-funded	Co-funded	Fully-funded	Co-funded
Matrix funding rate for aim	£450	£225	£1,265	£633
Maximum programme cost for				
...Unemployed learners	£2,670	£1,335	£2,670	£1,335
...Employed learners	£572	£286	£572	£286

Annex 1: Programme weightings by Sector Subject Area

Programme weightings are linked to the SSA. We only use SSA Tier 1 where an aim does not have a Tier 2 SSA assigned.

SSA	SSA Tier 2 description	Likely programme weighting
1	Health, public services and care	B – Low
1.1	Medicine and dentistry	B – Low
1.2	Nursing and subjects and vocations allied to medicine	B – Low
1.3	Health and social care	B – Low
1.4	Public services	A – Base
1.5	Child development and wellbeing	B – Low
2	Science and mathematics	A – Base
2.1	Science	B – Low
2.2	Mathematics and statistics	A – Base
3	Agriculture, horticulture and animal care	B – Low
3.1	Agriculture	E – Specialist
3.2	Horticulture and forestry	E – Specialist
3.3	Animal care and veterinary science	E – Specialist
3.4	Environmental conservation	B – Low
4	Engineering and manufacturing technologies	C – Medium
4.1	Engineering	C – Medium
4.2	Manufacturing technologies	C – Medium
4.3	Transportation operations and maintenance	C – Medium
5	Construction, planning and the built environment	C – Medium
5.1	Architecture	C – Medium
5.2	Building and construction	C – Medium
5.3	Urban, rural and regional planning	C – Medium
6	Information and communication technology	A – Base
6.1	ICT practitioners	B – Low (up to Level 1) C – Medium (Level 2 and over)
6.2	ICT for users	A – Base (up to Level 1) B – Low (Level 2 and over)
7	Retail and commercial enterprise	A – Base
7.1	Retailing and wholesaling	A – Base
7.2	Warehousing and distribution	A – Base
7.3	Service enterprises	B – Low
7.4	Hospitality and catering	C – Medium
8	Leisure, travel and tourism	A – Base
8.1	Sport, leisure and recreation	B – Low
8.2	Travel and tourism	A – Base
9	Arts, media and publishing	A – Base
9.1	Performing arts	B – Low
9.2	Crafts, creative arts and design	C – Medium
9.3	Media and communication	B – Low

SSA	SSA Tier 2 description	Likely programme weighting
9.4	Publishing and information services	A – Base
10	History, philosophy and theology	A – Base
10.1	History	A – Base
10.2	Archaeology and archaeological sciences	B – Low
10.3	Philosophy	A – Base
10.4	Theology and religious studies	A – Base
11	Social sciences	A – Base
11.1	Geography	B – Low
11.2	Sociology and social policy	A – Base
11.3	Politics	A – Base
11.4	Economics	A – Base
11.5	Anthropology	A – Base
12	Languages, literature and culture	A – Base
12.1	Languages, literature and culture of the British Isles	A – Base
12.2	Other languages, literature and culture	A – Base
12.3	Linguistics	A – Base
13	Education and training	B – Low
13.1	Teaching and lecturing	B – Low
13.2	Direct learning support	B – Low
14	Preparation for life and work	A – Base
14.1	Foundations for learning and life	A – Base
14.2	Preparation for work	A – Base
15	Business, administration and law	A – Base
15.1	Accounting and finance	A – Base
15.2	Administration	A – Base
15.3	Business management	A – Base
15.4	Marketing and sales	A – Base
15.5	Law and legal services	A – Base

The exceptions to this table are:

- Waste management and recycling in SSA 1.4 is weighted at ‘B – Low’
- Agriculture needing specialist resources in SSA 3.1, 3.2 or 3.3 is weighted at ‘G – Specialist’, with an extra uplift for certain specialist providers (paragraph 42)
- Hair and beauty in SSA 7.3 is weighted at ‘C – Medium’
- Music technology in SSA 9.1 is weighted at ‘D – High’
- Music practitioners in SSA 9.1 is weighted at ‘E – Specialist’
- Entry level Functional skills in maths is weighted at C – Medium
- Functional skills in ICT is weighted at ‘B – Low’

Annex 2: Area cost uplifts by region

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

Bedfordshire and Hertfordshire Non-fringe 1.03		
Central Bedfordshire	North Hertfordshire	Stevenage
Bedford	Luton	

Berkshire, Surrey and West Sussex Fringe 1.12		
Bracknell Forest	Runnymede	Reigate and Banstead
Crawley	Slough	Tandridge
Elmbridge	Spelthorne	Waverley
Epsom and Ewell	Surrey Heath	Windsor and Maidenhead
Guildford	Woking	Mole Valley

Berkshire Non-fringe 1.12		
Reading	Wokingham	West Berkshire

Buckinghamshire Non-fringe 1.07		
Aylesbury Vale	Milton Keynes	Wycombe

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

Cambridgeshire 1.02		
Cambridge	Huntingdonshire	South Cambridgeshire
East Cambridgeshire	Peterborough	Fenland

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

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

Oxfordshire 1.07		
Cherwell	Vale of White Horse	West Oxfordshire
Oxford	South Oxfordshire	

West Sussex Non-fringe 1.01		
Adur	Arun	Worthing
Chichester	Horsham	Mid-Sussex



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