



Skills Funding
Agency

Funding rates and formula

Version 1

This document sets out the details of the 2014 to 2015 funding system used to fund provision paid for from the Adult Skills Budget, as well as the funding of 16 to 18 Apprenticeships. The funding system is also used to fund Offender Learning and Skills Service (OLASS) and is used to calculate Loans Bursary funding.

March 2014

Of interest to providers and employers

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Foreword

The Skills Funding Agency uses a single demand-led funding system for the funding of provision paid for from the Adult Skills Budget, as well as the funding of 16 to 18 Apprenticeships. The funding system is also used to fund Offender Learning and Skills Service (OLASS) provision and the 24+ Advanced Learning Loans Bursary Fund.

This document sets out the principles that underpin our funding system and describes the features of the funding system for adult skills for the 2014 to 2015 funding year. To get a complete understanding of how the funding system works in practice, this document should be read along with our Funding Rules 2014 to 2015 and the Individualised Learner Record Specification (ILR) 2014 to 2015.

2014 to 2015 will be the second year of operating a single demand-led funding system. This funding system was developed with the close involvement of, and consultation with, the further education and skills sector. The aim was to review and simplify all aspects of the (then) existing funding system – rates, formula and earnings method – and to test and trial the new system as we developed it. Over a period of more than two years the sector worked with us to support us in simplifying the funding system. The result is a significant simplification in the way we fund adult skills provision; the benefits of which are now being realised by providers, employers and learners. We will continue to review how the funding system is working and refine it where that is sensible. In a parallel development, the publicly-funded qualification offer has been reviewed and streamlined to ensure it is more rigorous and relevant to learner and employer needs. Together, these developments prepare the way for the significant further reforms that are underway to the skills system.

Apprenticeship reforms are underway and the future funding system that underpins these changes will be developed to meet the needs of employers. In advance of these reforms we will keep stability for Apprenticeship funding and we will continue to protect existing delivery as we move to the new system. Future Apprenticeship funding arrangements will be developed and tested in parallel with the single demand-led funding system.

We will continue to work with the further education and skills sector to streamline the funding system where we can, and it makes sense to do so. **Transition factors put in place in 2013 to 2014 to support the introduction of the funding system will not be used in 2014 to 2015.**

The terms 'we' and 'Skills Funding Agency' refer to the Chief Executive of Skills Funding and her staff.

When we refer to 'you' or 'providers' this includes colleges, training organisations, local authorities and employers who receive funding from us, or through a Loans Facility, to deliver education and training.

Introduction

- 1 The Skills Funding Agency is a partner organisation of the Department for Business, Innovation and Skills. Our job is to fund and promote adult skills in England, including Traineeships and Apprenticeships, in a way that supports economic growth.
- 2 We contract with providers on the Register of Training Organisations for the delivery of publicly-funded adult skills provision. Depending on the type of provider, they operate through either a grant or a contract for services. Our Funding Rules form part of the terms and conditions of the grant or contract for services, and together they set out all the requirements providers have to meet in order to receive public funding.
- 3 In March of each year we confirm a provider's allocation or maximum contract value for the delivery of adult skills provision for the following funding year, which runs from August to July. Providers funded through a grant are paid their allocation by a set amount each month during the funding year, and at the end of the year we compare this against their earnings and make any necessary adjustments. Providers funded through a contract are paid on the basis of their actual delivery each month, within their maximum contract value.
- 4 Providers give us information about learners and their learning using a collection of data called the Individualised Learner Record (ILR) . Our funding system then calculates the funding the provider has earned for delivery of this learning, using this information.

The publicly-funded offer

- 5 We fund learning aims that have been approved for public funding. That is, the regulated qualifications and Qualifications and Credit Framework (QCF) units approved for public funding, as well as the non-regulated provision we continue to fund for particular learners. We also fund work placements that are part of Traineeship programmes.
- 6 In some cases we differentiate 'the offer' to address the particular needs of some groups of learners. For example, we fund QCF units and small qualifications (Awards) for unemployed learners, as well as larger qualifications to provide a flexible offer to help them get back into work. For other learners we require qualifications on offer to be of sufficient size to deliver learning and outcomes which have currency and transferability.
- 7 The list of regulated qualifications approved for public funding in 2014 to 2015 can be found in the Simplified Funding Rates Catalogue . This is updated each month as we add newly regulated qualifications to the catalogue that meet our rules for entering public funding.
- 8 The Qualifications Information Guide contains information on the regulated qualifications outside of Apprenticeships we approve for funding, as well as unit delivery, the Innovation Code, and the circumstances in which non-regulated provision is funded.

The Funding System

Principles

- 9 Our funding system is underpinned by the following principles.
- Fairness.
 - Transparency.
 - Recognition of the diverse needs of adults.
 - Protection of public funds
- 10 **Fairness** – it is designed to work for and is fair to all parts of the sector. It offers learning opportunities to the most disadvantaged, and improves the career prospects of those entering a new job or an Apprenticeship, and those looking to progress in their careers. The contribution the Government makes to support the choices of employers and learners reflects the relative costs of delivering provision to make sure we maximise the availability of adult learning on offer.
- 11 **Transparency** – it is simple and easy to understand. It is a single system that works for the benefit of all employers and learners. It ensures the contribution the Government makes to support learners' programmes is understood, which is particularly important to the operation of 24+ Advanced Learning Loans (Loans).
- 12 **Recognising the diverse needs of adults** – it supports qualifications and programmes that provide skills for employability and progression to more advanced skills. Learning support funding makes sure all learners can be supported to achieve their learning aims. This is particularly the case for learners with learning difficulties or disabilities, or both.
- 13 **Protecting public funds** – it aims to get the balance right between giving providers, including employers who are also providers, the freedom and flexibility they need to meet the needs of their employers and learners, and making sure that public funds are protected. We have set minimum requirements for the evidence providers must have. Providers must make sure they respond to the demands of employers and learners and work through local partnerships so that provision meets the needs of all local communities.
- 14 We will review whether education and training provided represents good value for money. If we consider that the funding we have provided is significantly more than the cost of the education and training, we may, after consultation, reduce the amount of funding we pay.

Features

- 15 Our funding system has the following key features.
- **The Funding Rates** for learning aims and work placements.
 - **The Funding Formula** that includes uplifts to the rates to take account of the extra costs that providers experience when delivering to some types of learners and in some locations.
 - **The Earnings Method**, linked to delivery and achievement, as and when it happens.

- **Learning Support** where it is needed to help learners achieve their learning aim
- 16 Providers also have access to learner support funds to help learners faced with financial hardship in accessing learning.
 - 17 The detailed features of the funding system are set out in the following sections. To get a complete understanding of how the funding system works in practice, you should read this along with our Funding Rules 2014/2015 and the Individualised Learner Record (ILR) 2014/2015 .

Funding Rates

Principles

- 18 The following principles apply to our rates for adult skills provision, including OLASS and the maximum Loan amounts applied to provision funded through a 24+ Advanced Learning Loan.
- Rates reflect the typical costs of delivering provision. Where a provider's costs are significantly lower than the published rate, then they must reduce the funding they earn using the mechanisms the Agency has provided.
 - Rates reflect the different sizes of qualifications (linked to QCF credit or Guided Learning Hours [GLH] where credit is not available) whilst certain qualifications have rates determined as a matter of policy.
 - Rates recognise the relative costs of delivering provision in different sectors and subject areas

Features

- 19 Each learning aim is funded at the rate that applies when the learner starts that learning aim. Learning aims that started before August 2013 are funded to completion at their 2012 to 2013 rates.
- 20 The Education Funding Agency (EFA) has published its funding arrangements for 16 to 19 study programmes. We will continue with our commitment to fund any 16- to 18-year-old who turns 19 in their second or subsequent year of a single programme of study. We will continue to fund these learners (not in Sixth Form Colleges, schools or Academies) at 16 to 19 rates using the EFA's 16 to 19 funding model, but the funding will be earned from the Adult Skills Budget.
- 21 When starting learners on a qualification, you must make sure that we have approved the qualification for funding and it appears on the Agency's list of those available for funding. All rates stated are fully funded rates for 19+ learners. These rates will be adjusted by the funding formula for different age cohorts in Apprenticeships and according to our policy (for example, where Government contributes only a proportion of the full rate) and can be found on [LARS](#).
- 22 All learning aims have a rate published in pounds (£) and includes any programme weighting, to take account of the relative costs of delivery in different sectors and subjects.
- 23 Rates, outside of Apprenticeships, are set using a simplified matrix approach (table) based on funding bands and programme weightings. A learning aim's funding band is determined either by credit (where available) or Guided Learning Hours (GLH), and Sector Subject Area (SSA).
- 24 Apprenticeship frameworks continue to have rates set based on activity costs information submitted to us by framework developers, as part of the framework approvals process.

The rates matrix

25 There is a single set of rates for all adult skills provision outside of Apprenticeships regardless of how it is delivered. The process of setting rates uses a 'matrix' (table). In the matrix, the rows represent the funding band and the columns represent the programme weighting. Funding bands reflect the different sizes of qualifications, and programme weightings reflect the relative costs of delivering in different sectors and subjects.

26 The rates matrix for 2014 to 2015 is set out below.

Funding Band (Credits)	Funding Band (Guided Learning Hours)	Programme Weighting (PW)				
		A – Base (unweighted rate)	B – Low	C – Medium	D – High	E or G* – Specialist
Small provision (1)	Up to 12	£50	£56	£65	£80	£86
Small provision (2)	13 to 20	£100	£112	£130	£160	£172
Small provision (3-5)	21 to 44	£150	£168	£195	£240	£258
Small provision (6-8)	45 to 68	£300	£336	£390	£480	£516
Small provision (9-11)	69 to 92	£450	£504	£585	£720	£774
Small provision (12)	93 to 100	£600	£672	£780	£960	£1,032
Certificate (13-24)	101 to 196	£724	£811	£941	£1,159	£1,246
Certificate (25-36)	197 to 292	£1,265	£1,417	£1,645	£2,025	£2,176
Diploma (37-48)	293 to 388	£1,987	£2,225	£2,583	£3,179	£3,417
Diploma (49-72)	389 to 580	£2,573	£2,882	£3,345	£4,117	£4,425
Diploma - Access to Higher Education	N/a	£3,022	£3,384	£3,928	£4,835	£5,197
Diploma (73-132)	581 to 1060	£4,170	£4,670	£5,421	£6,671	£7,172
Diploma (133+)	1061 +	£6,602	£7,395	£8,583	£10,564	£11,356

* Some specialist provision attracts an additional uplift where delivered by certain specialist providers

27 For the purpose of the funding rates matrix we will continue to define small provision as regulated qualifications of fewer than 13 QCF credits or (for non credit based qualifications) less than 101 guided learning hours. Please note this definition is for funding purposes only. For full information on how we approve regulated qualifications for funding and the size thresholds we apply the process can be found at: <https://www.gov.uk/government/collections/qualifications-approved-for-public-funding#funding-approval-decisions-process>

28 QCF qualifications have their funding band determined by their credit value. Non-credit-based qualifications have their funding band determined using their recommended Guided Learning Hours (GLH) available from the Register of Regulated Qualifications operated by Ofqual. Other learning aims have their funding band determined by providers' planned GLH as reported in the ILR using class codes.

29 Certain qualifications have their funding band determined as a matter of policy, including:

Qualification	Funding Band (credits)
GCE AS or A2 Level	Certificate (13-24)
GCE A Level	Diploma (37-48)
GCSE	Certificate (13-24)
GCSE short course	Small provision (6)
Adult Certificates in ESOL	Certificate (13-24)
Adult Certificates in ESOL (Speaking and listening)	Small provision (6)
Functional Skills in English and in maths	Certificate (13-24)
Functional Skills in IT	Small provision (6)

Programme Weightings

30 Programme weightings recognise the relative costs of delivery in different sectors and subjects, and are included within the published rates.

31 Programme weightings are determined with reference to Sector Subject Area (SSA), according to the table in Annex 1, along with a limited number of exceptions applied by us. For QCF and non-credit-based qualifications the SSA used is that determined by the awarding organisation as part of the accreditation or regulation process and available on the Register of Regulated Qualifications, operated by Ofqual. Full details of programme weightings are set out in Annex 1.

Traineeships - rates for work placements

32 As part of the Traineeship programme we also fund work placements to enable the learner to develop workplace skills, and provide a real employment experience.

- 33 Work placement rates are based on provider costs of involving employers, setting up work placements, carrying out monitoring and mentoring visits, and supporting exit interviews.
- 34 Work placement rates are set according to the number of hours an individual spends on a work placement.

Hour Bandings	Funding Rate
100-199 hrs	£500
200-499 hrs	£700
500+ hrs	£900

- 35 The rates for work placements are listed on LARS.

Funding formula

36 For most learners, the funding is simply the rate for the learning aim in pounds (£). Where appropriate, this rate is multiplied by the disadvantage uplift or the area cost uplift, or both using the formula:

Funding = rate x disadvantage uplift x area cost uplift - Non-government contribution.

Principles

37 The following principle applies to the uplift to the rate.

- The funding formula adjusts for differences in the relative cost of delivery that are related to factors other than the size and sector/subject of the learning aim being delivered

Disadvantage uplift

38 Disadvantage uplift provides extra funding to support the most disadvantaged learners, recognising that they can be more costly to recruit and retain. To calculate this uplift we use the Index of Multiple Deprivation (IMD) 2010. This results in a funding uplift for learners living in the 27% most deprived areas of the country (known as lower-layer super output areas - SOAs) and is based on a learner's home postcode. The uplift is between 1.08 and 1.32. If the uplift does not apply, for the formula above it will be considered to be 1. Definitive information is maintained by the Agency and can be found at [Postcode File](#).

39 We apply a single disadvantage uplift of 12 per cent across all OLASS-funded provision.

Area cost uplift

40 The area cost uplift reflects the higher cost of delivering provision in some parts of the country, such as London and the South East. It is consistently applied across all adult skills provision, including 16 to 18 and 19+ Apprenticeships, based on delivery location. The uplift is between 1.01 and 1.20. If the uplift does not apply, for the formula above, it will be considered to be 1. Annex 2 contains details of areas where an uplift is provided.

41 In OLASS, area costs are determined by the location of the prison.

42 Providers delivering provision funded through a Loan in higher cost areas will have their area costs met out of their Loans Bursary Fund. This is done automatically by us.

Financial Contributions

43 The contribution a learner or employer makes is calculated in a number of ways.

- Learners meeting the specified criteria for full funding, as detailed within the Funding Rules 2014 to 2015 will receive the fully funded rate in the matrix.
- For provision we fund that is not an Apprenticeship, learners who are not fully funded are expected to contribute fifty per cent of the unweighted base rate of the learning aim. (This is because the Government recognises that a learner should not be expected to contribute more for the same size of

qualification just because that qualification is more costly to deliver. This means that the Government will contribute more towards qualifications with higher operational and delivery costs, such as engineering.)

- For all 19+ Apprenticeships employers are expected to contribute fifty per cent of the Apprenticeship framework fully-funded rate. This contribution is calculated at fifty per cent of the weighted rate.
- For learners aged 24 or older wanting to study at level 3 and 4, they are able to apply for a 24+ Advanced Learning Loan for Loans eligible provision

Large employers

- 44 The funding formula reduces funding by 25 per cent for Apprenticeship provision for those aged 19 and over and other workplace provision delivered to employees of large employers. We define a large employer as one with 1000 employees or more. Employers with a direct grant contract with the Agency must apply the large employer rate reduction to all Apprenticeship and other workplace delivery, whether it is to their own employees or others outside the company or group.
- 45 This reduction does not apply to any apprentices who start an Apprenticeship before their 19th birthday.
- 46 We exclude registered charities, schools, colleges and universities from the reduction. OLASS provision is also excluded from the reduction.

Apprenticeship age bands

- 47 Apprenticeship funding is differentiated based on age. 16 to 18 Apprenticeships funding is increased by approximately 7 per cent. Funding for apprentices aged 24 or older is decreased by 20 per cent.

Recognition of Prior Learning

- 48 Where a provider records on the ILR that they are not delivering the full learning aim due to prior learning, the funding formula adjusts for this.
- 49 If the learning aim is a restart of an aim studied previously then the monthly instalments are reduced to take account of this, but the achievement funding remains 20 per cent of the full funding rate. However, if the learning aim is not a restart, the achievement funding is reduced as well - as the learner is assumed to have earned some achievement within the prior learning.

Earnings method

Principles

50 The following principles apply to our approach to providers earnings:

- Funding follows the learner, that is the choices they and, where appropriate, their employers make.
- Funding is distributed over the learner’s journey from starting the programme to achieving the expected outcome.
- Funding is directly linked to learner retention and achievement of both qualifications and jobs.
- Providers earn funding for what they deliver, when they deliver it

Qualifying period for funding

51 If a learner is in learning for at least the qualifying period, they are counted as a ‘funding start’ and funding will start to be earned by that learner.

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

Distribution of funding over time

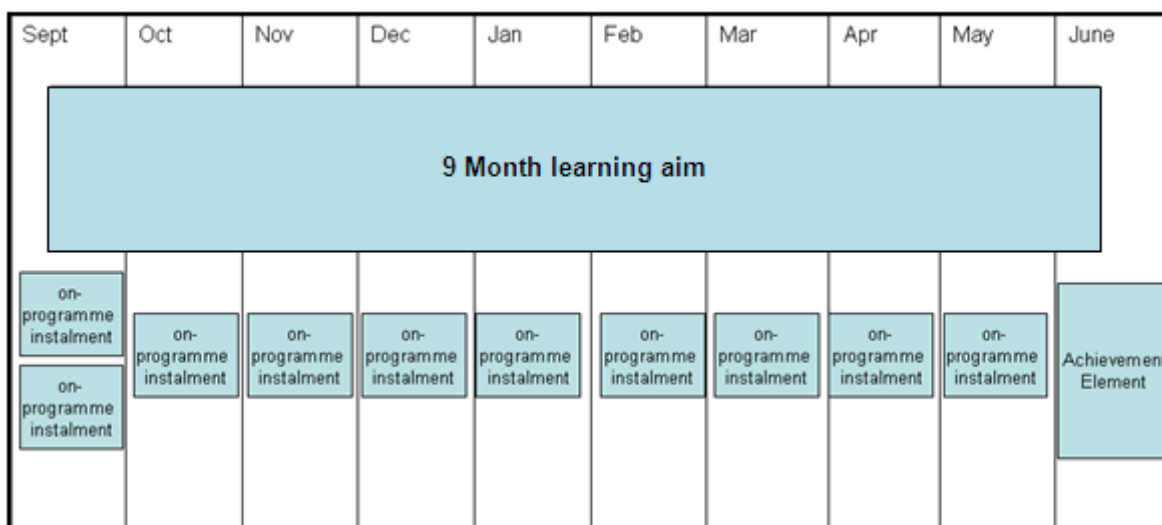
52 The earnings method has the following features.

- Earnings are based on monthly instalments (so that funding follows the learner for as long as they remain in learning) and an achievement element. This applies to all learning aims, including all component learning aims delivered within an Apprenticeship framework.
- For each learning aim we hold back 20 per cent of the funding, which we will only pay when the learner achieves their qualification or, for competence and knowledge components of Apprenticeships, when the framework is achieved. All achievement elements are earned on the actual end date.
- The monthly instalments are calculated once the achievement element has been removed. These are apportioned across 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.

- If the learner leaves early, the monthly instalments will stop. However, for eligible learners, providers will be paid a job outcome payment (equal to half of the achievement element) if the learner leaves early without achieving their qualification to enter work of 16 hours or more a week for at least four weeks in a row. If the learner subsequently goes on to achieve the learning aim, the provider will earn the outstanding monthly instalments and the remainder of the achievement element.

53 The following diagram shows the earnings method pictorially:



Funding Cap

- 54 A funding cap applies to each learner with the provider for each year across all Adult Skills Budget provision, except Apprenticeships.
- 55 The funding cap will be £4,400 per learner per year, before any weightings or government contribution calculations are applied. Providers whose planned provision would be above this cap will have their earnings reduced accordingly.
- 56 The Agency is introducing a monthly limit on earnings to reinforce the annual funding cap. The mechanism for applying this will be published in due course.

Learning support funding

- 57 Funding is available if a learner has a learning support need associated with an identified learning aim. This funding comes from the Adult Skills Budget for adult skills learners and the OLASS budget for offenders.
- 58 You will 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 you providing support to a learner goes above the total earned from the fixed monthly rate, and you retain evidence of the excess, you will be able to claim for this excess through the Earnings Adjustment Statement.
- 59 Some learners may need significant levels of support to start or continue learning. These learners are unlikely to be planning to take part in learning without careful consideration of their needs and the ability to meet them, and there will be other agencies involved in their care and support. These learners can get access to Exceptional Learning Support if their support costs more than £19,000. Details can be found in the Funding Rules 2014/2015.

Loans Bursary

60 Since 2013 to 2014 for learners aged 24 or over when they start their learning (excluding Apprenticeships) our funding for provision at level 3 and 4 has ended and been replaced with Loans.

Loans Bursary Fund

61 The Loans Bursary provides funding for:

- Discretionary Learner Support (DLS) type activity for hardship, childcare and residential support.
- Learning support type activity for 'in learning' support, such as support for teaching assistants or necessary adjustments under the Equality Act. You must make sure that you keep sufficient funding for this purpose.
- Providers' area costs, based on information in the ILR about where the learning takes place (the delivery location postcode). Annex 2 contains details of areas where an uplift is provided.
- Learners in custody or released on temporary licence who get a Loan from the Student Loans Company. However, support must only be provided for Learning Support activity

62 The claiming and earnings methodology is different for grant-funded providers and contract-funded providers.

Contract-funded providers

63 You will earn Loans Bursary funding based on the information recorded in the ILR.

64 You must claim the Loans Bursary using one of the three fixed rates shown below. These rates are shown in the learning delivery funding and monitoring fields of the ILR. You can only claim one rate per learner per month, but the rate you use each month can change to reflect the needs of the learner being supported. The rate you claim must reflect the criteria below and the value of the support provided.

- Rate 1 (£50) – Low-cost learner support, not including childcare and residential
- Rate 2 (£150) – Learning support recognising that the learner could have Learner Support needs as well.
- Rate 3 (£250) – Residential or childcare support recognising that the learner could have other learning support or Learner Support needs as well

65 Any excess claims incurred should be claimed through the Earning Adjustment Statement - please refer to the Funding Rules for details.

Grant-funded providers

- 66 You will be paid on profile for the Discretionary Learner Support element of your Loans Bursary Fund.
- 67 You will 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 you providing support to a learner goes above the total earned from the fixed monthly rate, and you retain evidence of the excess, you will be able to claim for this excess through the Earnings Adjustment Statement.

Annex 1

Programme Weightings by Sector Subject Area (SSA)

Programme weightings are determined with reference to Sector Subject Area (SSA), according to the following table, with a limited number of exceptions applied by us as detailed below. For QCF and non-credit-based qualifications the SSA used is that determined by the awarding organisation as part of the accreditation or regulation process and available on the Register of Regulated Qualifications, operated by Ofqual.

SSA Tier 1 (where the code does not have a '.' followed by another number) is only used where an aim does not have a Tier 2 SSA assigned.

SSA	SSA Tier 2 Description	Most 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 Well Being	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 +)
6.2	ICT for Users	A – Base (up to Level 1) B – Low (Level 2 +)
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
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

There are a small number of systematic exceptions to the above table:

- Waste Management and recycling in SSA 1.4 is weighted at B - Low
- Agriculture requiring specialist resources (as determined annually by Lantra) in SSA 3.1, 3.2 or 3.3 is weighted at G – Specialist (with an additional uplift for certain specialist providers)
- 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 Uplift Costs by Region

Definitive information is maintained by the Agency and can be found at [Postcode File](#) .

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	South Bedfordshire	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
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Buckinghamshire Non-fringe 1.07

Aylesbury Vale	Milton Keynes	Wycombe
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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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