



Education & Skills
Funding Agency

ESFA Funded Adult Education Budget Funding Rates and Formula 2019 to 2020

Version 1

This document sets out the details of the 2019 to 2020 ESFA funding system used to fund activity paid for from the ESFA funded Adult Education Budget and 16 to 18 traineeships

March 2019

Of interest to colleges, other training organisations and employers.

Contents

Introduction and purpose of the document.....	3
Understanding our terminology.....	4
Changes to the funding system from the 2019 to 2020 funding year.....	4
Devolution of the adult education budget.....	4
The data we use to calculate funding	5
The funding system features.....	5
Funding formula.....	5
Principle	5
Disadvantage uplift.....	6
Area cost uplift	6
Financial contributions.....	7
Recognition of prior learning	7
Other funding adjustments	8
Funding rates	8
Principles.....	8
Funding rates for the ESFA funded AEB.....	9
Programme weightings.....	9
The Single Activity Matrix.....	10
Traineeships.....	12
Earnings method.....	13
Principles.....	13
Qualifying period for funding	13
Distribution of funding over time.....	14
Annual funding cap for the ESFA funded AEB	16
Support funding	16
Learning support	16
Learner support.....	16
Prince's Trust Team Programme	17
Procured ESFA funded AEB provision	18
Annex 1: Programme weightings by Sector Subject Area.....	19
Annex 2: Area cost uplifts by region	21

Introduction and purpose of the document

1. This document sets out the principles and features of our funding system for the 2019 to 2020 funding year (1 August to 31 July) for ESFA funded Adult Education Budget (AEB) delivery. We may make changes to these principles and features during the funding year.
2. This document describes how we calculate 'formula-funded' earnings for ESFA funded AEB, 16 to 18 traineeships (funded under adult contracts) and learning support for these programmes. We define 'formula-funded' activity as that recorded under Funding Model 35 ('Adult skills') unless specifically noted.
3. This document does not include or describe:
 - devolved delivery, refer to the 'Devolution of the adult education budget' section.
 - the 'non-formula-funded' activity within the ESFA funded AEB which is reconciled through the funding claims process. For more information on funding claim(s), refer to the [ESFA funded adult education budget funding rules 2019 to 2020](#).
 - learners funded through an [Advanced learner loan](#) or the career learning pilot. For more information on these, please refer to the [Advanced learner loans funding and performance management rules](#) and the [Career learning pilot technical guidance](#).
 - apprenticeships. For more information on apprenticeships, refer to the [Apprenticeship funding and performance management rules](#) and the [Apprenticeship technical funding guide for starts from May 2017](#)
 - offender learning in custody - the Ministry of Justice is responsible for these learners.
 - details of the [16 to 19 funding model](#) unless specifically stated.
4. To understand how our funding system works, read this document together with:
 - the [ESFA funded adult education budget funding rules 2019 to 2020](#)
 - the [2019 to 2020 Individualised Learner Record Specification \(ILR\)](#)
 - the [2019 to 2020 Provider Support Manual](#).

Understanding our terminology

5. The term 'we' refers to the Education and 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.

Changes to the funding system from the 2019 to 2020 funding year

6. There are no changes to how we set funding rates or the funding calculation in the funding year 2019 to 2020.
7. We have developed the funding system to account for the devolution of the AEB – see the next section for more information.

Devolution of the adult education budget

8. The government agreed a series of devolution deals between central government and local areas (combined authorities or CAs) in England. The combined authorities will take on responsibility to ensure eligible learners aged 19 and over who reside in their area have appropriate education and training. Traineeships remain a national programme and are not devolved.
9. Providers with funding for devolved delivery from a CA area will use the ILR in the 2019 to 2020 academic year. We have added new Source of Funding (SOF) codes for you to identify the CA whose contract is funding these devolved learners.
10. We will provide two new funding reports for devolved delivery using our funding calculation. The detailed occupancy report will include the appropriate funding line type for the CA using the SOF field from the ILR collection. This report may form the basis on which the CA funds you which could differ in amount or delivery methodology than that we use. Each CA will use their own systems and processes to pay you.
11. We will continue to fund delivery in devolved areas where the learning aim started before 1 August 2019. In our funding reports, we will combine this delivery with all ESFA funded AEB starts from 1 August 2019.

12. Please refer to the [2019 to 2020 Individualised Learner Record Specification \(ILR\)](#) and the [2019 to 2020 Provider Support Manual](#) for further details on recording devolved delivery.

The data we use to calculate funding

13. You give us information about learners and their learning using the [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

14. 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

15. The funding formula is:

$$\text{Funding} = \text{rate} \times \text{disadvantage uplift} \times \text{area cost uplift}$$

16. We adjust the funding formula to allow for differences in the relative cost of delivery. These differences relate 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.

17. 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 'Main Occupancy report'.
18. 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 fund' section of the [ESFA funded adult education budget funding rules 2019 to 2020](#).

Disadvantage uplift

19. 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 ESFA 'formula-funded' AEB provision.
20. To calculate the disadvantage uplift for new starts from 1 August 2019 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. We base the uplift on the learner's postcode (based upon the 'Postcode Prior to Enrolment' [ILR](#) field). 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 at [Uplift Factors and Postcode Files](#).
21. 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 2019, refer to the appropriate [Funding Rates and Formula document](#).
22. The disadvantage uplift factors are the same in 2019 to 2020 compared to 2018 to 2019.

Area cost uplift

23. 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 ESFA 'formula-funded' AEB provision.

24. If required the uplift factor is between 1.01 and 1.20, otherwise we default the factor to 1. We base the uplift 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. The area cost uplift factors are available at [Uplift Factors and Postcode Files](#).
25. 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 2019 to 2020 compared to 2018 to 2019.

Financial contributions

26. If a learner meets the criteria for full funding (refer to the 'Provision and individuals we fund' section of the [ESFA funded adult education budget funding rules 2019 to 2020](#) for more information), you can claim the fully funded rate shown in the matrix. For co-funded learners, we expect the learner or employer to contribute so we reduce the funding by 50% of the un-weighted rate of the learning aim.
27. We reduce the funding using the un-weighted base rate because a learner should not 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

28. 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 the fixed monthly learning support funding.
29. If the learning aim does not use the restart indicator, we reduce the achievement funding as well as the monthly instalments. This is because we assume the learner has earned some achievement within the prior learning.
30. If the learning aim uses the restart indicator, we reduce the monthly instalments, but the achievement funding stays at 20% of the full funding rate.

Other funding adjustments

31. 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 and we will monitor its use.
32. This 'Other funding adjustment' factor reduces the funding for that learning, including the achievement funding; however, it does not change learning support funding.
33. If there is also a factor for prior learning recorded, we multiply the 'Funding adjustment for prior learning' factor by the 'Other funding adjustment' factor and apply it to the appropriate funding.

Funding rates

Principles

34. The list of regulated qualifications eligible for public funding are on the [learning aims search](#) that we update regularly. For information about what is eligible for public funding, refer to [Qualifications: eligible for public funding](#).
35. 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 2019 to 2020 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.
36. 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:
 - guided learning hours (GLH) where the qualification is part of the Regulated Qualifications Framework (RQF).
 - planned activity in hours – for non-regulated activity.
 - certain qualification types (refer to paragraph 47 for more information).
 - programme weightings that recognise the relative costs of delivering training in different sectors and subjects.

Funding rates for the ESFA funded AEB

37. All rates shown on [the learning aim search](#) are fully funded rates for learners aged 19 and above for qualifications and non-regulated activity. We adjust these rates through the funding formula according to our policy (for example, if the government contributes only part of the full rate).
38. All learners funded through the 16 to 19 funding model that turned 19 in their second or subsequent funding year of a single programme of study continue to be funded through the 16-19 funding model. The only exception is traineeships where you do not hold a 16-19 contract (see paragraph 53 for details).
39. Our rates do not change depending on how you deliver the learning (for example, by delivering it on-line compared to in the classroom).
40. Where a learning aim had a rate set in the previous funding year, this rate remains unchanged for 2019 to 2020. Qualifications newly approved for funding are set using GLH. For non-regulated activity, we use planned hours to set the rates. For more information on planned hours, refer to the [ESFA funded adult education budget funding rules 2019 to 2020](#).
41. We group GLH or planned hours into funding bands to generate a funding rate. The rates are in a Single Activity Matrix (SAM), with the rows representing the funding band and the columns representing the programme weighting.
42. We record non-regulated activity using generic learning aims called 'class codes'. For more information, refer to the [Learning Aim Class Codes document](#).

Programme weightings

43. Programme weightings recognise the relative costs of delivering training in different sectors and subjects, and are included in the published rates.
44. We set programme weightings by referring to the Sector Subject Area (SSA). For all regulated qualifications and components of qualifications, awarding organisations decide the SSA. The [Register of Regulated Qualifications](#) and the [Quality Assurance Agency](#) websites record the SSAs. We set the SSA where there are multiple SSAs for components of qualifications, along with a limited number of exceptions available in [Annex 1](#).

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

The Single Activity Matrix

46. The SAM for the funding year 2019 to 2020 is set out in table 1:

Table 1: The single activity matrix for 2019 to 2020.

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 delivered by certain providers (see paragraph 45)

47. 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 2019 to 2020.

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 Higher Education	£3,022	£3,384	£3,928	£4,835	£5,197

48. If you deliver English and maths GCSEs to adults aged 19 and over you will receive a higher rate of £811. You cannot fund English and maths for **apprentices** through the ESFA funded AEB. The full list of fundable English and maths qualifications is available in the [English and maths entitlement list](#) or on [the Learning aims search](#).

49. If you offer English for Speakers of Other Languages (ESOL) qualifications, you may need to deliver additional learning to individual learners that incurs additional costs 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](#).

50. The key steps for claiming top-up for an ESOL qualification that is planned to be delivered in 60 hours are:

- Identify the original funding band of the ESOL qualification. For example, if we fund the qualification at £150, this equates to the ‘21 to 44’ hours funding band in the SAM.
- Calculate the additional hours. This is the 60 planned hours minus the maximum GLH value of the ESOL qualification’s funding band from the SAM. In this example, the maximum GLH from the ‘21 to 44’ hours band is 44, therefore the additional hours you need to record in the ILR are 60 minus 44 = 16.

- The funding calculation automatically assigns the additional hours recorded on the ILR to the SAM to allocate a funding band, which then generates a top-up rate. The 16 additional hours equates to the '13 to 20' hours funding band. The '13 to 20' hours funding band generates £100 for the top up (all ESOL aims have programme weighting A).
- The overall rate is then the original rate (£150) plus the top up amount (£100) which is £250.

Traineeships

51. We will calculate funding in 2019 to 2020 using the same method as in the 2018 to 2019 funding year.
52. We calculate funding for all 16 to 18 traineeships through the 16 to 19 funding model. If you do not have a 16 to 19 contract for 16 to 18 traineeships, we will pay you using a specific adult contract; in which case, the funding follows our funding principles and we will calculate the earnings monthly.
53. For 16-18 traineeships funded through a specific adult contract, if the learner was 18 years old on 31 August 2018 and is continuing a traineeship on 1 August 2019, we will fund the remainder of the traineeship from that specific contract rather than the AEB.
54. 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.
55. We will fund English, maths and the flexible elements through the matrix using the same method as ESFA funded AEB provision. This may include job outcome payments in some cases, as described in paragraph 68.

56. Work preparation learning aims do not generate funding, as they are included within the single work-placement rate for work placement and work preparation.
57. We identify work preparation learning aims through [the learning aims search](#) with a category of 'Work Preparation – SFA Traineeships'. We base the category upon the SSA 14.2 (Preparation for Work). For more information, refer to the 'LARS Category Guidance' document on the [Learning Aims Search page](#).
58. 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 [ESFA funded adult education budget funding rules 2019 to 2020](#).

Earnings method

Principles

59. 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, further learning or gaining employment.
 - you earn funding for what you deliver, when you deliver it.

Qualifying period for funding

60. If a learner is in learning for at least the qualifying period, we count them 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

Recording late data in the ILR

61. If a learner is continuing learning at the final R14 collection at the end of the year, but you record in the subsequent ILR year that they should have left in the previous ILR year, you will have earned funding that you need to pay back.
62. For example, at R14 in the 2018 to 2019 ILR you record a learner as starting on 10 July 2019 and continuing at R14. In the 2019 to 2020 ILR you record them as a leaving on 16 July 2019. In this scenario, they will have earned a monthly on-programme payment in July 2019 from the 2018 to 2019 ILR that will need paying back. You can pay this funding back through the [EAS](#) recording a negative figure in the 'Authorised claims' adjustment type. You do not need our permission to use this adjustment type to pay back funding, you only need permission to use this adjustment type for claiming funding. For more information on claiming this through the [EAS](#), refer to the [EAS guidance](#).
63. For more information on recording late data in the ILR, please refer to section 3.3.3 'The impact of incomplete information' in the [Provider Support Manual](#).

Distribution of funding over time

64. We base your earnings on monthly instalments plus an achievement element. This applies to all learning aims except some traineeship exceptions:
 - For 16-18 traineeships funded through a 16 to 19 contract, refer to the [16 to 19 funding guidance](#) for how funding is generated.
 - For 16-18 traineeships funded through a specific adult contract we generate funding using the on-programme funding value generated from the 16-19 funding calculation for the current year, subject to a qualifying period. This also applies to those 16-18 traineeships funded through a specific adult contract who were 18 years old on 31 August 2018 and continue a traineeship on 1 August 2019. 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 to earn funding in that month.

65. We hold back 20% of the weighted rate for each learning aim, which we will only generate when the learner achieves their learning aim. You earn all achievement elements on the learning actual end date recorded on the ILR, except for those in 19 to 24 traineeships, which you earn on the achievement date.
66. We calculate 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.
67. You earn the instalments if 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](#).
68. 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 [ESFA funded adult education budget funding rules 2019 to 2020](#).
69. Figure 1 is an example of the earnings method for a learner starting a course in September and achieving in June. It shows how you earn funding for a course with a total cost of £1,000 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 for the ESFA funded AEB

70. An annual funding cap applies to each learner you have for each year across all ESFA funded AEB provision.
71. 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

72. You can access this funding through the ESFA funded AEB and you record this against a learner's learning aim in the [ILR](#). This includes learning support for traineeships where we calculate your funding using the 16 to 19 funding model through a specific adult contract; in this instance, you should use the [EAS](#) to claim learning support instead of the [ILR](#).
73. 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.
74. If you record learning support against a learning aim in the ILR, you will earn a fixed monthly rate of £150. 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 [EAS](#).
75. 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](#).
76. If learning support is more than £19,000, you can claim exceptional learning Support using the [cost form](#); you do not claim this through the EAS. For more information, refer to the [ESFA funded adult education budget funding rules 2019 to 2020](#).

Learner support

77. Learner Support is available to provide financial support for learners with a specific financial hardship preventing them from taking part or continuing in learning.

78. Learner Support is not formula funded. If you are a grant provider (i.e. we pay you on profile each month and reconcile you at the end of the year), you must complete a mid-year funding forecast and a final funding claim. For further information, please see the [Funding Claims guidance](#).
79. If you do not have an allocation of learner support, you can claim learner support for 19 to 24-year-old learners on traineeships through the [EAS](#) as described in the [ESFA funded adult education budget funding rules 2019 to 2020](#). For more information on recording and claiming this funding, please see the [EAS](#) guidance.

Prince's Trust Team Programme

80. We will continue to fund the Prince's Trust Team Programme at the same levels as in the funding year 2018 to 2019.
81. You will earn the matrix rates for the award or certificate in 'Employment, Teamwork and Community Skills'. The qualifications you can use are in table 3. You must also record the learners on the ILR using the Learning Delivery Monitoring (LDM) code 331.

Table 3: Qualifications for the Prince's Trust Team Programme 2019 to 2020.

Qualification Title	Learning Aim Reference
Certificate in Employment, Teamwork and Community Skills	60023995
Certificate in Employment, Teamwork and Community Skills (Entry 3)	60027629
Award in Employment, Teamwork and Community Skills	60032121
Award in Employment, Teamwork and Community Skills	60032868
Award in Employment, Teamwork and Community Skills (Entry 3)	60033344
Certificate in Employment, Teamwork and Community Skills	60027307

82. If the matrix rate is lower than the programme rate, you can claim additional funding from the qualification rate up to the value of the programme rate. To claim this additional funding you must use the 'Prince's Trust' section on the [EAS](#).

83. Table 4 shows the matrix funding rates, the maximum programme rate and the maximum additional funding you can claim where appropriate:

Table 4: The rates for the Prince's Trust Team Programme 2019 to 2020.

	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
Maximum additional funding for				
...Unemployed learners	£2,220	£1,110	£1,405	£702
...Employed learners	£122	£61	N/A	N/A

Procured ESFA funded AEB provision

84. You must continue to use the Learning Delivery Monitoring (LDM) code 357 for all learning aims delivered on the procured ESFA funded AEB contracts. We awarded these contracts in July 2017 and they started in November 2017. This code distinguishes between the procured and the allocated ESFA contracts so we can identify which contract will pay for it.

Annex 1: Programme weightings by Sector Subject Area

We set programme weightings by the SSA, with some exceptions.

SSA	SSA Tier 2 description	Likely programme weighting
1	Health, public services and care	
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	
2.1	Science	B – Low
2.2	Mathematics and statistics	A – Base
3	Agriculture, horticulture and animal care	
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	
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	
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	
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	
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	
8.1	Sport, leisure and recreation	B – Low
8.2	Travel and tourism	A – Base
9	Arts, media and publishing	
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

SSA	SSA Tier 2 description	Likely programme weighting
10	History, philosophy and theology	
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	
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	
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	
13.1	Teaching and lecturing	B – Low
13.2	Direct learning support	B – Low
14	Preparation for life and work	
14.1	Foundations for learning and life	A – Base
14.2	Preparation for work	A – Base
15	Business, administration and law	
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 45)
- 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
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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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