

West Yorkshire Combined Authority (the Authority)

Adult Education Budget Funding Rates and Formula 2021 to 2022

Version 1

August 2021

Contents

- Introduction and purpose of the document..... 3
- Understanding our terminology 3
- Individual Learner Record and Source of Funding Code 3
- The data we use to calculate funding..... 4
- Our funding system features 4
 - The funding formula..... 4
 - Principle 4
 - Disadvantage uplift..... 5
 - Area cost uplift 5
 - Financial contributions..... 6
 - Recognition of prior learning..... 6
 - Other funding adjustments 6
- Funding rates..... 7
 - Principles..... 7
 - Programme weightings..... 8
 - The Single Activity Matrix 9
 - Level 3 Adult Offer 24+..... 10
- Earnings method 11
 - Principles..... 11
 - Qualifying period for funding..... 11
 - Distribution of funding over time 11
 - Annual funding cap..... 13
 - Recording late data in the ILR..... 13
 - Funding Claims 13
- Support funding 13
 - Learning support 13
 - Learner support..... 14
- Prince’s Trust Team Programme 14
- Annex 1: Programme weightings by Sector SubjectArea..... 16
- Annex 2: Area cost uplifts by region..... 18

Introduction and purpose of the document

1. This document sets out the principles and features of our funding system for the 2021 to 2022 funding year (1 August to 31 July) for the Authority's Adult Education Budget (AEB) delivery including the level 3 adult offer. We may make changes to these principles and features during the funding year.
2. This document describes how we calculate 'formula-funded' earnings for Authority-funded AEB plus learner support. We define 'formula-funded' activity as that recorded under Funding Model 35 ('Adult skills') unless specifically noted.
3. 'Non-formula-funded' activity funded by the Authority is reconciled through the funding claims process. For more information on how this is funded please refer to 2021/22 [Authority's Funding and Performance Management Rules](#).
4. To understand how our funding system works, read this document together with:
 - the [2021/22 Authority's Funding and Performance Management Rules](#)
 - the [2021 to 2022 Individualised Learner Record Specification \(ILR\) and provider support manual](#).

Understanding our terminology

5. The term 'we' is used in this document when referring to the Combined Authority (the Authority).
6. When we refer to 'you' or 'Providers', this includes colleges, Higher Education Institutions, Training Organisations, Local Authorities and other organisations who will receive funding from us to deliver education and training to residents of the Combined Authority. We will use the generic term 'you' or 'Provider' unless the requirements only apply to a specific Provider type.

Individual Learner Record and Source of Funding Code

7. To claim funding you must accurately complete all ILR fields as required in the Individualised Learner Record link even if they are not required for funding purposes [insert link](#).
8. The ILR must accurately reflect the learning and support (where applicable) you have identified, planned and delivered to eligible residents. You must not report inaccurate information that would result in an inflated claim for funding. Where your data does not support the funding you have claimed, we will take action to get this corrected and could recover funds you have claimed.
9. In completing the ILR please use the Authority's Source of Funding code which is 119 and must be used to claim any provision delivered to Combined Authority residents.

10. The Authority will be provided with funding reports from the ESFA for devolved delivery using the ESFA funding calculation. The detailed occupancy report will include the appropriate funding line type for our delivery based on the SOF field from the ILR collection. This report will form the basis on which we will pay you.

11. Please refer to the [ESFA's 2021 to 2022 Individualised Learner Record Specification\(ILR\)](#) and our 2021/22 Funding and performance management rules and framework to record devolved delivery.

The data we use to calculate funding

12. You will provide information about learners and their learning using the [Individualised Learner Record](#) (ILR) and the [Earnings Adjustment Statement](#) (EAS). The ESFA funding system will then provide a report to the Authority, it will use this Occupancy report to decide how much funding you earned and pay you based on that information.

13. You must make an ILR return every month.

Our funding system features

14. We are adopting the ESFA national funding system which has the following four features, which are set out in more detail throughout this document:

- **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
- **The funding rates** for learning aims and work placements
- **The earnings method**, linked to delivery and achievement
- **Support funding** where extra help is needed for learners to achieve

The funding formula

Principle

15. The funding formula is:

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

16. The ESFA 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, it adjusts funding for 'disadvantage uplift' or 'area cost uplift', or both.

17. The basis for funding is the rate for the learning aim. The ESFA refer to rates as 'unweighted' before it applies programme weightings or any increase for disadvantaged learners or area cost. After it applies the programme weighting, it refers to the rate as 'weighted'. After it applies the uplifts, it refers 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 Who we fund section of our funding and performance management rules.

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. The ESFA apply this consistently across 'formula-funded' AEB provision.

20. To calculate the disadvantage uplift for new starts from 1 August 2021 the ESFA use the 2019 (IMD). This results in a funding increase for learners living in the most deprived areas of the country. The ESFA 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 the ESFA 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 2021, refer to the appropriate [Funding Rates and Formula document](#).

22. The disadvantage uplift factors are the same in 2021 to 2022 compared to 2020 to 2021.

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. The ESFA apply this consistently across ESFA 'formula-funded' AEB provision.

24. If required the uplift factor is between 1.01 and 1.20, otherwise the ESFA default the factor to 1. The ESFA 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, the ESFA default the area uplift factor to 1. [Annex 2](#) contains details of areas where the ESFA 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 2021 to 2022 compared to 2020 to 2021.

Financial contributions

26. If a learner meets the criteria for full funding (refer to the 'What and Who we fund we fund' section of our Funding and Performance Management Rules (formore 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 the ESFA funding calculation will reduce the funding by 50% of the un-weighted rate of the learning aim.

27. The reduction to funding using the un-weighted base rate is 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 Authority 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](#), the ESFA 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, the ESFA calculation reduces the achievement funding as well as the monthly instalments. This is because an assumption is made that the learner has earned some achievement within the prior learning.

30. If the learning aim uses the restart indicator, the ESFA calculation will 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 the Authority 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, the ESFA calculation multiplies 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 Authority is adopting the ESFA's national funding rates. The list of regulated qualifications approved for public funding are on the Find a Learning Aim, which is updated regularly. For information about what is eligible for public funding, refer to [Qualifications: eligible for public funding](#).

35. The ESFA 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 2021 to 2022 and a continuing learner from previous years (noting that the Authority is not responsible for funding continuing learners in 2021/22, this funding will be provided by the ESFA). 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 the ESFA 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 52 for more information)
- programme weightings that recognise the relative costs of delivering training in different sectors and subjects
- level 3 life time skills guarantee

37. The ESFA 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.

38. All rates shown on [the learning aim search](#) are fully funded rates for learners aged 19 and above for qualifications and non-regulated activity. The ESFA adjust these rates through the funding formula accordingly.

39. 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 to 19 funding model.

40. The ESFA rates do not change depending on how you deliver the learning (for example, by delivering it on-line compared to in the classroom).

41. Where a learning aim had a rate set in the previous funding year, this rate remains unchanged for 2021 to 2022. Qualifications newly approved for funding are set using GLH. For non-regulated activity, the ESFA use planned hours to set the rates. For more information on planned hours, refer to the [ESFA funded adult education budget funding rules](#).

42. The ESFA 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. The ESFA 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 2021 to 2022 is set out in table 1:

Table 1: The single activity matrix for 2021 to 2022.

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 47)

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 2021 to 2022.

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 Functional skills in Entry level 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 Authority's funded AEB. The full list of fundable English and maths qualifications is available in the [English and maths entitlement list](#) or on [Find a learning aim \(fasst.org.uk\)](#).

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 Funding and performance management rules and framework.

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 the ESFA 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

Level 3 Adult Offer 19 to 23 and 24+

51. Learners aged 19 to 23 taking their first level 3 course utilising the level 3 adult offer must not be funded using your Level 3 Adult Offer 24+ funding. You must use your allocated "core" AEB funding to deliver this activity.

52. Within the AEB this applies to learners who were aged 24+ on 31 August 2021. We are offering additional funding for adults on their first level 3 course as defined in our Funding and Performance Management Rules.

53. We will fund this learning like we fund other AEB delivery, with the following exceptions:

- learners eligible for this offer can be fully funded; the ESFA has changed the validation rules to allow this, for learners who are not already eligible for full-funding
- we will increase the rate by £600 for eligible aims in [category code 45](#) National Skills Fund level 3 adult offer rate 1
- we will increase the rate by £150 for eligible aims in [category code 46](#): National Skills Fund level 3 adult offer rate 2

54. Learners aged 24+ taking their first level 3 course utilising the Level 3 adult offer will be funded through the National Skills Fund non procured.

55. You should use the Learning Delivery Monitoring (LDM) code 378 (Level 3 Adult offer) in the ILR to indicate your learning aims that are eligible within this offer.

Earnings method

Principles

56. 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

57. If a learner is in learning for at least the qualifying period, the ESFA count them as a ‘funding start’. The ESFA 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

Distribution of funding over time

58. Your earnings are based on monthly instalments plus an achievement element. This applies to all learning aims except some traineeship exceptions:

59. 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. The ESFA calculate the monthly instalments once it has removed the achievement element (20%). It then spreads 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.

60. 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](#).

61. 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 our Funding and Performance Management Rules

62. 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

63. The Authority is applying the national annual funding cap to each learner you have for each year across all Authority funded AEB provision.

64. The annual funding cap is £4,400 for each learner each year, before the ESFA apply any weightings or Authority contributions. If your planned training provision is above the cap, the ILR funding calculation will reduce your earnings in line with this.

Recording late data in the ILR

The Authority is only funding new starts from the 1st August 2021

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

65. For more information on recording late data in the ILR, please refer to section on 'The impact of incomplete information' in the [EAS](#) guidance.

Funding Claims

66. In addition to Commissioning Reviews and Compliance Visits, there will be a requirement on providers to supply Funding Claims which will set out your actual delivery to date and provide a forecast for the remainder of the year. The dates for these returns are below:

- Mid-year February 2022 – R06
- year-end June 2022 including forecast – R10
- October 2022 funding claim – R14

Support funding

Learning support

67. The Authority expect to see LSF claimed through the ILR rather than through the EAS. You can access this funding through the Authority's funded AEB and you record this against a learner's learning aim in the [ILR](#).

68. 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](#).

69. 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](#).

70. 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 our performance and funding management rules.

Learner support

71. Learner support is available to Grant providers to support learners with a specific financial hardship preventing them from taking part or continuing in learning.

72. Learner support is not formula funded. You must complete a mid-year funding forecast and a final funding claim to receive funding for learner support. For further information, please see Funding Claims (paragraph 68)

Prince’s Trust Team Programme

73. We will continue to fund the Prince’s Trust Team Programme at the same levels as in the funding year 2020 to 2021.

74. 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 2021 to 2022.

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

75. 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](#).

76. 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 2021 to 2022.

	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

Annex 1: Programme weightings by Sector SubjectArea

The ESFA 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

SSA	SSA Tier 2 description	Likely programme weighting
9.3	Media and communication	B – Low
9.4	Publishing and information services	A – Base
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 50)
- 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