

MAYOR OF LONDON

GLA Adult Education Budget 2019-23

Funding Rates and Formula for All Providers

For the 2019 to 2020 funding year (1 August 2019 to 31 July 2020)

This document sets out details of the funding system used to fund activity paid for from the Adult Education Budget

Version 1



European Union
European
Social Fund

COPYRIGHT

Greater London Authority

August 2019

Published by

Greater London Authority

City Hall

The Queen's Walk

More London

London SE1 2AA

www.london.gov.uk

enquiries 020 7983 4000

minicom 020 7983 4458

Copies of this report are available

from www.london.gov.uk

**Contains public sector information licensed under the Open Government Licence
v3.0**

CONTENTS

Introduction and Purpose of the Document	4
Understanding our Terminology	5
The Data Used to Calculate Funding	5
The Funding System Features	6
Funding Formula	6
Principle	6
Disadvantage uplift	6
Area cost uplift	7
Financial contributions	8
Funding Rates	10
Principles	10
How the ESFA sets national funding rates for the AEB	10
Programme weightings	11
The Single Activity Matrix	12
Earnings Method	14
Principles	14
Qualifying period for funding	14
Recording late data in the ILR	14
Distribution of funding over time	14
Annual funding cap for AEB	16
Support Funding	17
Learning Support	17
Learner Support	17
Prince's Trust Team Programme	18
Procured Adult Education Budget Provision	19
Annex 1: Programme weightings by Sector Subject Area	20

Introduction and Purpose of the Document

1. This document sets out the principles and features of the Greater London Authority's (GLA) funding system for the Adult Education Budget (AEB) in the 2019 to 2020 funding year (1 August 2019 to 31 July 2020). These principles and features are primarily in line with those set nationally by the Education and Skills Funding Agency (ESFA). As such, this document may be amended from time to time, for example, to bring it in line with the national ESFA Funding Rates and Formula should these be changed.
2. In 2019 to 2020, the GLA's AEB programme will only pay an amount different to the ESFA's national programme under two circumstances. These relate to always fully funding some British Sign Language learning aims, which the ESFA may in some circumstances co-fund, as well as fully funding some in work learners that the ESFA would co-fund. These circumstances are laid out in more detail in the GLAs *Adult Education Budget Funding and Performance Management Rules* documents ('The Rules').
3. This document describes how the 'formula-funded' earnings for the Adult Education Budget and Learning Support for that delivery are calculated. 'Formula-funded' activity is defined as that recorded under Funding Model 35 ('Adult skills') unless specifically noted. GLA-funded provision must be recorded under Source of Funding (SOF) 116.
4. This document does not include or describe:
 - information relating to non-devolved AEB learner funding managed by the ESFA
 - information relating to AEB learner funding devolved to the other Mayoral Combined Authorities
 - the 'non-formula-funded' activity within the AEB which is reconciled through the funding claims process. For more information on who has to submit a funding claim(s), refer to The Rules documents
 - learners funded through an Advanced learner loan. For more information on these please refer to the national *Advanced learner loans funding and performance management rules*
5. To understand how the funding system works, read this document together with:

- GLA *Adult Education Budget Funding and Performance Management Rules* documents
- ESFA *Individualised Learner Record Specification (ILR) for 2019 to 2020*
- ESFA *Provider Support Manual for 2019 to 2020*
- Any [additional provider support guidance](#) issued by the GLA

Understanding our Terminology

6. The term 'we' refers to the Greater London Authority (GLA). 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.

The Data Used to Calculate Funding

7. You give us information about learners and their learning using the national ILR (recorded under SOF 116), the Earnings Adjustment Statement (EAS) and any other GLA data collections relevant to your type of provision. Our funding system uses this information to work out the funding you have earned for delivering this learning.
8. 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 Funding System Features

9. Our funding system has the following four features, which this document sets out in more detail:
- The **funding formula**, including uplifts to the funding 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.
 - The **earnings method** linked to delivery and achievement.
 - **Support funding** where extra help is needed for learners to achieve.

Funding Formula

Principle

10. The funding formula is:

Funding = rate x disadvantage uplift x area cost uplift

11. The funding formula is adjusted 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, funding is adjusted for 'disadvantage uplift' or 'area cost uplift', or both.
12. 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'.
13. 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 version of The Rules that relates to your provision.

Disadvantage uplift

14. The disadvantage uplift provides extra funding to support the most disadvantaged learners, recognising that they are sometimes more costly to recruit and retain. This principle is applied consistently across AEB 'formula-funded' provision.

15. To calculate the disadvantage uplift we use the [Index of Multiple Deprivation \(IMD\) 2015](#) for new starts from 1 August 2019.
16. This results in a funding increase for learners living in the most deprived areas of London. Uplift is based 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 factor is defaulted to 1. The disadvantage uplift factors are available at [Uplift Factors and Postcode Files](#).
17. The disadvantage uplift factor at the start of the learning aim will apply throughout the duration of the learning aim.
18. The disadvantage uplift factors are the same in 2019 to 2020 compared to 2018 to 2019.

Area cost uplift

19. The area cost uplift reflects the higher cost of delivering training provision in London.
20. Uplift is based on the 'Delivery location postcode' recorded in the ILR. As the delivery location of distance and e-learning provision is not set, the area uplift factor is defaulted to 1 for these delivery methods. The area cost uplift factors for London are:

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

21. The area cost uplift factors are available [at Uplift Factors and Postcode Files](#).
22. 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 the table above are the same in 2019 to 2020 compared to 2018 to 2019.

Financial contributions

23. If a learner meets the criteria for full funding (refer to the ‘Provision and individuals we fund’ section of the version of The Rules that relates to your provision for more information), they can claim the fully funded rate shown in the Single Activity Matrix detailed in paragraph 44. 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.
24. 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

25. If you record data in the 'Funding adjustment for prior learning' field on the ILR, we change the funding formula to reflect this. However, this does not change Learning Support funding.
26. 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.
27. 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

28. Where GLA funding rates for learning delivery differ to the national rates that would apply to provision funded by the ESFA, you must calculate a funding adjustment factor and record it in the 'Other funding adjustment' field in the ILR. We will monitor use of this field and you must retain evidence of how you have calculated the factor for audit purposes.
29. This 'Other funding adjustment' factor changes the funding for that learning, including the achievement funding; however, it does not change Learning Support funding.
30. 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.
31. As noted in the Introduction and Purpose of the Document in paragraph 2, the GLA will in only two circumstances pay a different amount for a learning aim than the ESFA's national programme. These differences in GLA and ESFA payment levels will be accounted for by using the 'Other funding adjustment' field. The GLA will publish guidance for providers on how to calculate funding adjustment factors.

Funding Rates

Principles

32. The list of regulated qualifications eligible for public funding are on the [learning aims search](#) on The Hub. The ESFA update this regularly. For information about what is eligible for public funding, refer to [Qualifications: eligible for public funding](#). For 2019 to 2020 onwards, the GLA will work with the ESFA to update this national list with any new qualifications developed to support AEB provision in London.
33. 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 will remain the same for a new start in the funding year 2019 to 2020 and for learners who continue on into later years. This rate will apply for the full duration of the learning aim and does not change between funding years.
34. The amount you earn recognises the relative costs of delivering provision in different sectors and subjects, and national rates are set by the ESFA 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 0 for more information).
 - programme weightings that recognise the relative costs of delivering training in different sectors and subjects.

How the ESFA sets national funding rates for the AEB

35. All rates shown on The Hub are fully funded rates for learners aged 19 and above for qualifications and non-regulated activity. These rates are adjusted through the funding formula according to national ESFA policy (for example, if the government contributes only part of the full rate).
36. 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.
37. National rates do not change depending on how you deliver the learning (for example, by delivering it online compared to in the classroom).

38. 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, planned hours are used to set the rates. For more information on planned hours, refer to The Rules documents.
39. The ESFA group GLH or planned hours into funding bands to generate a funding rate. The rates are recorded in a Single Activity Matrix (SAM), with the rows representing the funding band and the columns representing the programme weighting.
40. Non-regulated activity is recorded using generic learning aims called 'class codes'. For more information, refer to the [Learning aim class codes](#) document.

Programme weightings

41. Programme weightings recognise the relative costs of delivering training in different sectors and subjects and are included in the published rates.
42. 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. The ESFA set the SSA where there are multiple SSAs for components of qualifications, along with a limited number of exceptions listed in [Annex 1](#).
43. Agriculture courses that need specialist resources (decided each year with support from Lantra) attract an extra uplift in the AEB when delivered by providers with specialist resources.

The Single Activity Matrix

44. 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	B-Low	C-Med	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 43)

45. 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	B-Low	C-Med	D-High	E or G*
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

46. 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 AEB. The full list of fundable English and maths qualifications is available in [English and maths legal entitlement list](#), or on The Hub.
47. 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.
48. For example, 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 qualification is funded 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.

Earnings Method

Principles

49. 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

50. 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

51. If a learner is continuing learning at the final R14 data collection at the end of the year, but you record in a subsequent ILR year that they should have left in the previous ILR year, you will have earned funding that you need to pay back.

52. For example, at R14 in the 2019 to 2020 ILR you record a learner as starting on 10 July 2020 and continuing at R14. In the 2020 to 2021 ILR you record them as leaving on 16 July 2020. In this scenario, they will have earned a monthly on-programme payment in July 2020 from the 2019 to 2020 ILR that will need to be paid back. You can pay this funding back through the earnings adjustment statement by recording a negative figure in the ‘Authorised claims’ adjustment type. You do not need GLA permission to use this adjustment type to pay back funding, you only need permission to use this adjustment type to claim funding. For more information on claiming this through the earnings adjustment statement, refer to EAS guidance.

53. 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

54. We base your earnings on monthly instalments plus an achievement element.
55. 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 will earn all achievement elements on the learning actual end date recorded on the ILR.
56. 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.
57. 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.
58. 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 version of The Rules relevant to your provision.
59. Figure 1 is an example of the earnings methodology 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	

60. Payments to AEB grant funded providers are made on the standard national profile. AEB Procured providers will be paid on actuals on a monthly/quarterly basis. Please refer to the version of The Rules that relates to your provision for more detail.

Annual funding cap for AEB

61. An annual funding cap applies to each learner you have for each year across all AEB-funded provision.

62. 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

63. Learning Support is available to meet the cost of putting into place a reasonable adjustment, as set out in the Equality Act 2010, for learners who have an identified learning difficulty or disability, to achieve their learning goal.
64. You can access this funding through the AEB and you record this against a learner's learning aim in the ILR.
65. 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, funding will be attributed to the appropriate apprenticeships budget (16 to 18 or 19 and over), not your GLA-funded AEB budget. Refer to the ESFA's Provider Support Manual for details on how to code the ILR to make a claim.
66. If you record Learning Support against a learner's 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.
67. 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.
68. If Learning Support is more than £19,000, you can claim Exceptional Learning Support using the GLA AEB Exceptional Learning Support Cost Form, you do not claim this through the EAS. For more information, refer to the version of The Rules that relates to your provision.

Learner Support

69. Learner Support is available to provide financial support for learners with a specific financial hardship preventing them from taking part or continuing in learning.
70. Learner Support is not formula-funded. If you are a GLA AEB provider you must complete a mid-year funding forecast and a final funding claim. For further information, please see the GLA *Funding Claims Guidance*, when published.

Prince's Trust Team Programme

71. The Prince's Trust Team Programme is for 16- to 25-year-olds. It is a 12-week course designed to improve confidence, motivation and skills. Each team aims to recruit a mix of 16- to 25-year-olds of different abilities and backgrounds, including employees sponsored by their employers. We fund the teams but providers in partnership with the Prince's Trust manage them locally.
72. The Prince's Trust Team Programme will continue to be funded at the same levels as in the funding year 2018 to 2019. 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

73. You can claim additional funding from the qualification rate up to the value of the programme rate, where applicable, using the 'Prince's Trust' section on the EAS.
74. Table 4 shows the matrix funding rates and the maximum programme rate where appropriate.

Table 4: 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	£1265	£633
Matrix Programme Cost for				
...Unemployed Learners	£2,670	£1,335	£2,670	£1335
...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 Adult Education Budget Provision

75. You must use new Devolved Area Monitoring (DAM) code 002 to identify all learning aims delivered on GLA AEB Procured contracts for services. This code will distinguish between procured AEB delivery and grant-funded AEB delivery, to identify the agreement under which payments will be made.

Annex 1: Programme weightings by Sector

Subject Area

ESFA-set national programme weightings by SSA, excluding 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
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

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 40)
- 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'

Other formats and languages

For a large print, Braille, disc, sign language video or audio-tape version of this document, please contact us at the address below:

Greater London Authority
City Hall
The Queen's Walk
More London
London SE1 2AA

Telephone **020 7983 4000**
www.london.gov.uk

You will need to supply your name, your postal address and state the format and title of the publication you require.

If you would like a summary of this document in your language, please phone the number or contact us at the address above.