

# Funding Guidance 2010/11: Rates and Formula

**It updates and replaces for 2010/11 the former Learning and Skills Council (LSC) Funding Guidance 2009/10.**

**Of interest to local authorities, providers and other stakeholders involved in managing and delivering YPLA funded provision.**

June 2010

Version 2 (see page 4 for full explanation of version changes)

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## Executive summary

April 2010

### Funding Rates and Formula

The body of this document provides information on the funding formula used in the 16 to 19 funding model, and the elements that make it up:

- a. standard learner number (SLN) values,
  - b. national funding rates,
  - c. provider factor.
- Annex A states the listed SLN values for the 16 to 18 learner-responsive funding model. Some learning aims delivered in the evening as well as in the daytime have rates dependent on delivery mode. These existed in the 2009/10 funding approach, continue in the 2010/11 funding approach, and are detailed in this annex.
  - Annex B states the changes to SLN values following the annual review of guided learning hours.
  - Annex C describes the structure of the SLN values for the 14 to 19 Diplomas.
  - Annex D describes the funding values for foundation learning programmes.
  - Annex E describes the methodology used to assign listed SLN values to qualifications.
  - Annex F sets out the values of the area cost uplifts.

This document is an integral part of the YPLA's funding agreements, for reference and information. It is part of a series of booklets, under the main heading YPLA Funding Guidance 2010/11 (each separate document is listed below), and outlines the main features of the YPLA funding arrangements for 2010/11. Additional guidance on particular aspects of funding can be found in the other booklets in the series.

- Funding Rates and Formula (this book)
- Learner Eligibility Guidance
- Funding Regulations
- Additional Learning Support
- Funding Returns
- Partnership Provision Controls Guidance

These booklets, as they are published, will be available from the YPLA website at: <http://www.ypla.gov.uk/aboutus/ourwork/funding/df>.

For further information, please contact the appropriate Local Authority or YPLA office. Contact details for each YPLA office can be found on the YPLA website ([www.ypla.gov.uk](http://www.ypla.gov.uk)).

## Version control

This is version 2 of the 16 to 18 Funding Rates and Formula Guidance 2010/11. The previous version included no information on the funding formula and was titled '16 to 18 Funding Rates'.

<i>paragraph</i>	
2	New addition: funding methodology
9	New addition: conversion from glh to SLN
24	New addition: annual SLN
30	New addition: definition of a start
32	New addition: transfers
34	New addition: the funding cap
35	New addition: provider factor
36	New addition: provider factor weightings
59	New addition: short programme modifier
64	New addition: success factor
72	New addition: additional learning support
76	New addition: additional guidance on learner programmes
86	New addition: funding outside the main formula
Annex A	Additional entry level foundation learning aims included

## Key points and changes

- There is no increase to the national rate per SLN in 2010/11.
- The basic skills and Skills for Life weighting will continue to be F - 1.4 for provision funded by the YPLA; this is different to the Skills Funding Agency weighting for Skills for Life.
- The annual review of guided learning hours was carried out in autumn 2009, and the changes agreed are listed in Annex B.
- Replacements for the GNVQ successors will have SLN values based on their recommended guided learning hours (glh) and will not continue to have SLN values in the listed rates table.
- The E2E funding method is no longer available for new starts. Carry-over learners will be funded at the rates within this document until the end of the 2010/11 academic year.
- Foundation learning will receive either a rate for the learning aim as detailed in the Learning Aims Database (LAD) or a weekly rate.
- Functional skills are unlisted, as in 2009/10.

## 16 to 18 learner-responsive funding model

### Scope of the model

- 1 The 16 to 18 model covers all provision in colleges of further education, independent providers and school sixth forms, for any learner starting a programme who is above the compulsory school leaving age but has not turned 19 on 31 August of the year in which they begin a specific episode of learning. It covers all learners in that age range:
  - in school sixth forms,
  - in colleges and other providers following further education programmes, and
  - in independent providers.

### Funding methodology

- 2 The funding methodology will be used to provide a nationally consistent method of calculating funding for all 16 to 18 providers based on the amount of learning delivered through the standard learner number (SLN), a national rate per SLN, and a provider factor.

### The formula

- 3 The YPLA learner-responsive funding formula is:

$$\text{Funding} = (\text{SLN} \times \frac{\text{National rate}}{\text{per SLN}} \times \text{Provider factor}) + \text{Additional learning support (ALS)}$$

### Standard learner numbers (SLN)

- 4 SLN is a measure of the volume of activity associated with a qualification, learning aim, learner, contract, or allocation.
- 5 Each learning aim has an SLN value that reflects the size of the learning aim, irrespective of its duration. Learning aims are either funded at a listed SLN value, or are unlisted.
- 6 The SLN values for all listed learning aims may be found in the Learning Aims Database (LAD).
- 7 In classroom and other group-based environments, SLN values are directly related to glh.
- 8 The national rate applied to SLN includes a contribution to the overheads of the provider, who needs to prioritise how this will be allocated to competing demands within the organisation.

### Conversion from glh to SLN

- 9 The SLN value for a learning aim is the SLN glh value divided by 450.
- 10 For example, an AS-level is listed as 150 glh; divided by 450, it has 0.333 SLN. A Level 2 Diploma with an SLN glh of 600 has 1.333 SLN (600 divided by 450).

## Listed SLN values

- 11 Listed SLN values are used where there is a high degree of consistency amongst providers in the number of guided learning hours (glh) used to deliver the learning aim.
- 12 The values for individually-listed learning aims are available for a learner who completes the aim, irrespective of the time taken to complete. The same SLN value is payable irrespective of the duration of the learning aim.
- 13 An explanation of how learning aims are assigned listed SLN values in the 16 to 18 learner-responsive model can be found in Annex E of this document.
- 14 The SLN values for all listed learning aims are found in the LAD.
- 15 There are some exceptions to this method.
  - Access to Higher Education (HE), as identified by the LAD, is assigned the listed SLN glh value from the LAD if the planned glh in the relevant funding year is at least 450. If the planned glh is less than 450, then the aim is treated as unlisted.
  - If a learning aim is coded as a re-take, the learning aim is treated as unlisted. Re-sits of assessments that do not involve any guided learning are not eligible for funding.

## Unlisted learning aims

- 16 In the 16 to 18 learner-responsive model, where the number of glh that colleges and providers use to deliver a learning aim varies significantly, the SLN value is determined from the planned glh recorded in the individualised learner record (ILR). Unlisted learning aims will not have an SLN value in the LAD.
- 17 Some types of learning aim (such as basic skills) are unlisted due to specific government and YPLA policies.
- 18 To determine the SLN value for a particular learning aim that is not individually listed, the provider should determine the total planned glh for the learning aim – this is the number of hours initially planned to deliver the learning aim, and will be recorded in the learning agreement and ILR.
- 19 However, for schools all learning aims are listed, as schools do not return data on glh. Unlisted learning aims delivered by schools will be collated as part of the school census data. Once this data has been received, a review will commence to set appropriate rates for any unlisted learning aims. As a general guide, rates will be set based on similar learning aims and qualification types.

## Changes to SLN values for specific aims

- 20 The YPLA has agreed changes to the SLN values for some individual learning aims, based on analysis of the ILR data from 2008/09.
  - a. 52 learning aims will have a change to their SLN value (change to listed value).

- b. 70 learning aims that were unlisted in 2009/10 have sufficiently consistent data to have a listed rate set (change from unlisted to listed).
- c. 30 learning aims had inconsistent glh data in 2008/09, and will change from listed to unlisted to reflect this (change from listed to unlisted).

These changes are detailed in Annex B to this document.

### Replacements for GNVQ successors

- 21 SLN for the aims in the Qualifications and Curriculum Framework (QCF) that will replace GNVQ successors have also been considered, and the YPLA has agreed that for setting replacement aims' SLN the standard methodology be followed, using the recommended glh. Based on their current recommended glh, the replacement aims will have a lower SLN glh than the SLN glh for GNVQ successors.

### Qualifications not approved on section 96

- 22 The [16-19 Statement of Priorities 2010-11](#) announced that qualifications that are not accredited by Ofqual and that are not approved under Section 96 will not be eligible for funding from August 2010, except under exceptional circumstances.
- 23 A provisional list of the ineligible aims is [available online](#).

### Annual SLN

- 24 Annual SLN is the measure used in the funding calculations for the purposes of calculating funding at a learning aim level in the 16 to 18 learner-responsive model.
- 25 Annual SLN is calculated separately for each academic year of each learner's programme. Therefore, when a learner is on a two-year programme, annual SLN will be calculated separately for each year, based on multiplying the SLN value for each learning aim by the proportion of the learning aim that occurs in each funding year.
- 26 The proportion of the learning aim delivered in the current funding year is calculated based on the number of days in the current funding year.
- 27 For learning aims completed before the planned end date, the number of days after the current funding year are added to the number of days within the current funding year, thus producing a 'balancing payment'.
- 28 The same SLN value is payable irrespective of the time taken to complete the learning aim.
- 29 Annual SLNs are based on learner starts. Once the period to qualify as a start has passed, they are not affected by withdrawals, which are taken into account in the calculation of the provider factor.

## Definition of a start

- 30 A learner is deemed to have started a learning aim once they have remained on that learning aim within the current funding year for the period of time defined in Table 1.
- 31 For learning aims that span more than one funding year, starts are determined separately for each year, in line with the approach of calculating annual SLN separately for each year.

Table 1: Criteria for learner-responsive SLN start purposes

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

## Transfers

- 32 Where a learner transfers between learning aims (that is, when they withdraw from a learning aim and as a direct result, at the same time, start studying for another, usually related, learning aim within the same provider) funding is only available for the latter learner aim in that academic year. The aim that the learner transferred out of, which will be identified on the ILR by the code A34 = 4, will not attract any funding even if the learner has completed the minimum learning period for the aim. This is to avoid double funding of provision. These transferred aims are also excluded from the success rates calculation.
- 33 Where a learner moves to a new provider or withdraws from the aim for other reasons, as indicated on the ILR by code A34 = 3, the aim will still be eligible for funding in the normal manner and will also be included in the success rates calculation.

## The funding cap

- 34 Annual SLN is capped by aggregating the values for individual learning aims to learner level and capping at a maximum of 1.75 annual SLN per learner.

## National funding rates

Table 2: National funding rates for 2010/11

Funding model	National funding rate per SLN
16 to 18 learner-responsive – school sixth forms	£3,007
16 to 18 learner-responsive – all other providers	£2,920

## Provider factor

- 35 While SLN gives a robust measure of volume of learning, the relative cost of that learning must also be taken into account by the funding formula. The provider factor (and component provider factor weightings, as described below) is the measure that reflects the relative cost of provision. It includes the following drivers of relative cost:
- programme weighting,
  - disadvantage,
  - area costs,
  - short programme modifier,
  - Care Standards (relates to residential accommodation for 16 and 17 year-olds),
  - success factor.

## Provider factor weightings

- 36 In order to ensure that the provider factor has exactly the same effect on a provider's funding as applying the various weightings at learning aim level, the calculation of some provider factor elements must be carried out at learning aim level and then aggregated up, before being disaggregated into component parts.
- 37 The elements of the provider factor that must be calculated in this way are those elements that operate at learner or learning aim level. These are: the programme weighting factor, disadvantage uplift, and short programme modifier.
- 38 For the 16 to 18 learner-responsive model, the values for individual learning aims are weighted by the annual SLN of those learning aims when aggregating them to provider level to create a provider factor.

## Programme weighting factors

- 39 Programme weightings recognise that some programmes are more costly to deliver than others. There are seven programme-weighting factors in the 16 to 18 model.

Table 3: Programme weighting factors

Weighting code	Weighting value
A	1.0
B	1.12
C	1.3
D	1.6
E	1.72
F (basic skills)	1.4
G (specialist resources)	1.92 (see paragraphs 68 to 71)

- 40 Functional skills aims in ICT do not receive the basic skills weighting; they are weighted B - 1.12.
- 41 The programme weighting for basic skills and Skills for Life will continue to be F - 1.4 when these aims are funded by the YPLA.
- 42 The programme weighting for a learning aim is usually determined by its LearnDirect Classification System (LDCS) code. A table of most likely weightings by LDCS code will be made available on the [YPLA website](#).

#### Disadvantage uplift

- 43 There are two types of disadvantage uplift: postcode and category. The postcode-based disadvantage uplift is based on the Index of Multiple Deprivation 2004 (IMD2004) at lower level super output area (LLSOA).
- 44 There are also additional categories of disadvantaged learners who qualify for disadvantage uplift independent of IMD2004.

#### Index of Multiple Deprivation 2004

- 45 IMD 2004 gives a value of relative deprivation for every lower layer super-output area (SOA) in the country, and is widely used in government. It is based on income deprivation (22.5 per cent), employment deprivation (22.5 per cent), health deprivation and disability (13.5 per cent), education, skills and training deprivation (13.5 per cent), barriers to housing and services (9.3 per cent), crime (9.3 per cent) and living environment deprivation (9.3 per cent).
- 46 The IMD2004-based disadvantage uplift will mean the following.
  - a. Funding for learners living in the 27 per cent most deprived super-output areas of the country will be increased for disadvantage.
  - b. The funding uplift for these learners ranges from 8 to 32 per cent, depending on the level of deprivation recorded in IMD 2004.

- 47 The uplift values for individual postcodes will be published on both the [YPLA website](#) and the [Data Service website](#).

#### Disadvantage uplift categories

- 48 The IMD 2004-based disadvantage uplift applies to all providers, and represents the majority of disadvantage funding. However, providers who return ILR data can record disadvantage uplift for learners in the following categories as an alternative to using IMD 2004 for those learners.
- 49 The following categories of learners are eligible for the disadvantage uplift factor of 12 per cent:
- a. basic skills learners (refer to the companion document *Funding Regulations* document for clarification of when a basic skills learner is entitled to the disadvantage uplift),
  - b. those living in hostels and residential centres,
  - c. those with mental health problems,
  - d. travellers,
  - e. those whose statutory education has been interrupted,
  - f. those in care or who have recently left care,
  - g. asylum seekers eligible for YPLA funding according to the *Learner Eligibility Guidance*,
  - h. refugees,
  - i. ex-offenders,
  - j. offenders serving their sentence in the community,
  - k. full-time carers,
  - l. those recovering from alcohol or drug dependency,
  - m. learners funded by the Single Regeneration Budget,
  - n. learners funded under the Offenders' Learning and Skills Service (OLASS) arrangements.
- 50 A higher disadvantage uplift of 14 per cent may be recorded for the following individuals:
- a. people living in supported accommodation provided by a registered social landlord (RSL) or housing association (HA) registered with the Housing Corporation, or provided by another non-profit-making organisation in a building owned by an RSL or HA,
  - b. people living in supported accommodation provided by a registered charity,
  - c. people living in supported accommodation registered with the local authority or National Housing Federation.
- 51 In this context, 'supported accommodation' means foyers, hostels and other forms of managed accommodation providing housing management support to the residents.

- 52 In addition to the disadvantage uplifts described above, offenders serving their sentence in the community who are studying either an approved Skills for Life qualification (excluding key skills and GCSEs) or a non-approved entry level Skills for Life qualification are eligible for an disadvantage uplift of 33 per cent in addition any other category-based disadvantage uplift. The usual category disadvantage uplift factor should be scaled up by this proportion for these learners (i.e. if the disadvantage uplift would otherwise be 12 per cent, then the value should be  $1.12 \times 1.33 = 1.4896$ ). Offenders on day release from Category D prisons are not eligible for the additional uplift.

#### Area costs uplift

- 53 Previous research showed that there is a clearly marked difference in relative costs between London and the South East, and the rest of England.
- 54 The provider-level area costs uplift is normally determined by the geographical location of the provider's headquarters.
- 55 There is no change to area costs in 2010/11.

Table 4: Area costs uplift 2010/11

	Uplift 2010/11
London A (Inner London)	20%
London B (Outer London)	12%
Berkshire (fringe and non-fringe)	12%
Crawley	12%
Surrey	12%
Buckinghamshire fringe	10%
Hertfordshire fringe	10%
Buckinghamshire non-fringe	7%
Oxfordshire	7%
Essex fringe	6%
Kent fringe	6%
Bedfordshire	3%
Hertfordshire non-fringe	3%
Cambridgeshire	2%
Hampshire and Isle of Wight	2%
West Sussex non-fringe	1%
Rest of England	0%

- 56 The detailed area costs are listed in Annex F to this document.

### Area costs uplift factors for merged institutions and geographically dispersed delivery

- 57 The area-costs uplift factor may change when institutions merge, or where provision is delivered across a wide geographical area. Where institutions merge, the area-costs uplift will be determined by the geographical location of the headquarters of the merged institution. However, each situation will be treated on its merits to ensure that no unanticipated outcome occurs as a consequence of applying the principle.
- 58 Where provision is delivered to a wide geographical area, the area-costs uplift will be calculated as a weighted average of the area-costs uplift for each delivery centre, using SLN as the key weighting and delivery location postcode, with a methodology consistent with the calculation of provider factors.

### Short programme modifier

- 59 The short programme modifier is calculated from the learner-level annual SLN. It only applies to learners with both a total planned glh of less than 225 and an annual SLN of less than 0.5. The formula is as follows.

$$\text{Short programme modifier} = 1 + \left( 0.3 \times \left( 1 - \frac{\text{annual SLN}}{0.5} \right) \right)$$

### Residential accommodation for 16 to 18 year-olds

- 60 The Care Standards Act 2000, and related regulations in 2002, placed further responsibilities on providers offering residential accommodation for learners under the age of 18.
- 61 Higher costs are associated with complying with the Care Standards regulations. These extra costs apply to young people aged under 18 who are living away from home and where the college is considered in loco parentis.
- 62 Providers registered with Ofsted for inspection under the Care Standards regulations will be eligible for an additional weighting in their provider factor. This will be calculated based on the amounts in Table 5 applied to learner-responsive provision for the appropriate year.

**Table 5: Funding for providers with residential accommodation for 2010/11**

Funding per learner	£817
Funding per provider	£12,252

- 63 This additional uplift will be calculated for those registered providers with a minimum of 12 YPLA-funded learners in 'residential accommodation on campus' recorded in the ILR.

### Success factor

- 64 The success rate covers two elements: retention and achievement.

- 65 In calculating the success factor, the cost of delivering provision for learners who have not achieved is recognised, and therefore the minimum success factor will be 0.50 in recognition of the work the provider has done with those students.
- 66 Providers should be aware that students withdrawing once they are counted as a start (usually after six weeks) will have an effect on retention.
- 67 The success factor is then the mid-point between the success rate and 100 per cent. This is found from the formula:

$$\text{Success factor} = 50\% + \frac{\text{success rate}}{2}$$

#### Specialist resources programme weightings

- 68 Certain learning aims, when delivered in certain contexts, are particularly costly to deliver. The higher costs are reflected by the use of programme weighting factor G (1.92).
- 69 The qualifications that require specialist resources are identified by a working group with members from the YPLA, Skills Funding Agency, land-based providers, and the SSC Lantra. The list is reviewed on an annual basis.
- 70 Only providers that have specialist resources are eligible for funding for the specialist learning aims at the higher programme weighting. When delivered by providers without specialist resources, these aims will attract a 1.72 programme weighting.
- 71 Providers eligible for the higher weighting will be identified by the YPLA and Skills Funding Agency, advised by Lantra.

#### Additional learning support

- 72 The formula for additional learning support (ALS) is based on the GCSE points score for English and Mathematics for learners when they are recruited.
- 73 The full guidance on ALS is set out for 2010/11 in the separate YPLA funding publication *Additional Learning Support* and all providers returning ILR data must read the full guidance document. For the benefit of school sixth forms, the ALS allocation formula is also set out below.
- 74 The ALS rates for 2010/11 are shown in the table below. The amount of funding generated by the formula can be found by taking the ALS rate for each learner, based on their GCSE points score, and multiplying it by the learner's total SLN for the year.
- 75 For school sixth forms the ALS allocation is entirely based on this formula. For other 16 to 18 learner-responsive providers, the rates are lower because there is also a discretionary element in their ALS allocations.

Table 6: 16-18 learner-responsive ALS per SLN rates

GCSE English and Mathematics		16-18 LR (School Sixth Forms)	16-18 LR (other providers) *
Points	typical grades		
0-15	No passes	£1,076.40	£609.28
16-31	1 G grade	£779.28	£441.10
32-43	2 G grades	£531.34	£300.76
44-55	2 F grades	£377.65	£213.77
56-67	2 E grades	£251.62	£142.43
68-79	2 D grades	£153.26	£86.75
80-91	2 C grades	£82.55	£46.73
92-103	2 B grades	£39.50	£22.36
104 or more	2 A grades or better	£24.12	£13.65

### Additional guidance on learner programmes

#### Entitlement

- 76 The 16 to 18 entitlement has a listed SLN value of 114 glh. This does not include any SLN value for key skills, which are funded entirely outside of the entitlement.
- 77 The SLN value associated with entitlement is included in the learner-level SLN value before the application of the cap. That is, the sum of the learner's SLN including the entitlement value will be capped at 1.75 in any one academic year.
- 78 All full-time 16 to 18 year-old learners receive funding for their entitlement, which covers tutorials and other enrichment activities. The latter include, but are not limited to:
- sport,
  - music,
  - dance,
  - drama (non-examinable),
  - Young Enterprise,
  - Duke of Edinburgh Awards,
  - personal, social and health education (PSHE),
  - some religious education and Christian worship.
- 79 For the purposes of entitlement funding, 'full-time' means that the learner is studying a programme of at least 450 glh in any period of a year,

including the 114 glh assumed to be associated with the tutorials and enrichment – that is, the learner’s planned glh across all their learning aims (excluding any tutorial and enrichment aims) for any period of a year would need to be at least 336.

- 80 Extra funding beyond the entitlement for these activities and enrichment ‘lookalike’ qualifications is not available.

### Key skills and functional skills

- 81 Key skills and functional skills are funded separately from the entitlement funding.

- 82 Each core key skill has a listed SLN value based on 36 glh.

- 83 Functional skills are being rolled out across England in 2010/11, and replace the key skill qualifications in communication, application of number and ICT from September 2010 at levels 1 and 2. It is expected that providers will deliver functional skills to young people wherever possible. This means that new starts should no longer be necessary on the Certificates in Adult Literacy or Adult Numeracy. The number of young people taking those qualifications should reduce significantly in 2010/11, and they will not be funded after August 2011.

- 84 Functional skills will continue to be unlisted in 2010/11, except in school sixth forms. This is to reflect the varied client group, and therefore the differential number of hours they will require to complete the qualification. Due to the requirement for all learning aims delivered in school sixth forms to have a listed rate, functional skills will be listed at 36 glh.

- 85 Wider key skills will continue to be funded in 2010/11. They will be renewed at level 1 during 2010/11, and at level 2 during 2011/12.

### Funding outside the main formula

#### Employers’ pension contributions

- 86 An additional element to school sixth form allocations is the employers’ pension contributions.

- 87 As in previous years, the Department for Education (DfE) is devolving funding to the YPLA to meet additional employer contributions to teachers’ pensions.

- 88 This money has been separately allocated to schools. As with previous years, the relevant pension contribution allocations are based on pupil numbers and uplifted by the school’s area costs factor.

- 89 The formula is:

$$\text{pension rate} \times \text{learner numbers} \times \text{area cost factor}$$

- 90 The pension rate in 2010/11 is £125 per learner, as in 2009/10.

## Teachers' pay grant

- 91 The teachers' pay grant (TPG) is paid to the local authority (LA). A consequence of the school funding arrangements is the consolidation of some standards fund money into mainstream school funding; one element of this is the TPG.
- 92 This funding has been transferred to the YPLA to distribute in respect of school sixth forms. The YPLA will pass this grant to the relevant LA for it to distribute according to its own criteria. The only stipulation the YPLA makes is that the distribution is transparent and separately identified.
- 93 The TPG for each local authority is the same as the previous year's figure.

## Transitional protection

- 94 Transitional protection applies in two ways:
  - a. funding per SLN, limiting the maximum change to +/- 2.1% for providers (except outliers) other than schools,
  - b. funding per learner for schools, as described below.
- 95 Transitional protection of funding per learner only applies to schools. Its purpose is two-fold:
  - a. to ensure that schools do not lose more than an agreed amount in cash terms per learner compared with 2009/10,
  - b. to ensure that schools do not receive an inappropriately large increase in funding per learner between 2009/10 and 2010/11.
- 96 For 2010/11 the YPLA has moderated the effect by limiting the variation in funding per learner to +/- 2.1 per cent.
- 97 The YPLA will inform providers of their funding rate per learner for 2010/11 along with their provider factor and other elements of the funding allocation.

## Calculating transitional protection

- 98 As there was no increase in the national funding rate per SLN for 2010/11, transitional protection for each school has been calculated as follows.
  - a. Using the national rate, calculate the 10/11 pounds per learner figure.
  - b. Compare this figure to the pounds per learner allocated in 09/10.
  - c. Calculate the percentage change.
  - d. Derive the transitionally-protected amount per learner to be allocated in 10/11, as in Table 7.
  - e. If a school is classified as an outlier (see following section), a different percentage reduction will apply.

Table 7: Transitionally-protected amount per learner

Percentage change (step c)	Transitionally-protected amount per learner
less than -2.1%	10/11 pounds per learner = 09/10 pounds per learner minus 2.1%
more than 2.1%	10/11 pounds per learner = 09/10 pounds per learner plus 2.1%
between -2.1% and 2.1%	10/11 pounds per learner = as calculated in step a

#### Outliers

- 99 When demand-led funding was introduced in 2008/09, there were a number of schools with a rate per SLN over £4,000, primarily because they were funded at an inappropriately high per pupil rate as a consequence of the minimum funding floor and the Real Terms Guarantee.
- 100 If the policy that no school will have an increase were applied to all schools above the national rate, it would take a considerable time before these schools were on the national rate.
- 101 To increase the number of schools receiving the national rate, the rate which categorises a school as an outlier will be reduced. Outliers will have their rate per SLN reduced, irrespective of the impact on funding per learner. It is the intention that all schools would be on the national rate by 2012/13, and for this purpose the assumed rate for 2012/13 is £3,200.
- 102 The baseline for classifying a school as an outlier in 2010/11 is a rate of £3,600 per SLN. For these schools, a reduction of 33% of the difference between their rate and £3,200 would apply in that year and the two subsequent years.
- 103 The threshold for application of the outlier policy and the assumed rate for convergence will be reviewed for future years.

## Annex A: Listed funding values

### 16 to 18 learner-responsive model

Table A1: Listed funding values for the 16 to 18 learner-responsive model – all providers

Qualification	SLN value (glh)	Listed evening value where applicable (glh)
GCE AS level or A2 level (except General Studies)	150	90
GCE AS level or A2 level in General Studies	36	36
Applied GCE A-Level Double Award (12 units)	900	540
Applied GCE AS-Level or A2-Level Double Award (6 units)	450	270
Applied GCE A-Level (6 units)	360	216
Applied GCE AS-Level or A2-Level (3 units)	180	108
GCSE	100	60
Short-course GCSE	50	30
Applied GCSE	200	120
Key skills qualifications (Application of Number, Communications and ICT)	36	
NVQ (delivered entirely at the provider in at least 450 glh)	520	
Each additional NVQ unit	30 per unit	
International Baccalaureate (Diploma)	1350	
Access to Higher Education (studied in at least 450 glh)	520	
EDEXCEL National Diploma (18 units)	1080	
EDEXCEL National Certificate (12 units)	900	
EDEXCEL National Award (6 Units)	450	
Edexcel Level 1 Introductory Diplomas (6 units)	450	
Edexcel Level 2 First Diplomas (6 units)	450	
OCR Level 3 National Extended Diploma (18 units)	1080	
OCR Level 3 National Diploma (12 units)	900	
OCR Level 1, Level 2 and Level 3 National Certificate (6 units)	450	

## National vocational qualifications

- 1 National vocational qualifications (NVQs) in the National Qualification Framework get one of three listed SLN glh values, depending on the main delivery method. If a learning aim is planned over more than 1.5 years then the listed SLN glh value is doubled. In addition, if the delivery method is 'entirely at the provider' and the planned glh in the relevant funding year is less than 450, then the aim is treated as unlisted.

Table A2: Determination of occupational qualification SLN rates

Main delivery method	Rate
All components delivered by the provider, entirely at the provider	SLN value 1
Information, advice and guidance (IAG), support and assessment plus either underpinning knowledge and understanding or substantial skills development	SLN value 2
IAG, support and assessment only	SLN value 3

- 2 If an occupational qualification does not have a valid code in the main delivery method field, the learning aim is treated as unlisted.

## School sixth forms only

Table A3: Listed funding values for 16 to 18 learner-responsive funding – school sixth forms only

Qualification	SLN value (glh)
Edexcel Level 1 Introductory Certificates (3 units)	225
Edexcel Level 2 First Certificates (3 units)	225
Functional skills	36

- 3 Entitlement for 16-18 year old learners will be funded at 114 glh (0.253 SLN). This excludes key skills, which are funded separately.
- 4 GCE and GCSE double awards are funded at double the standard rate.

## Annex B: Changes to SLN values

Table B1: Changes to standard learner number (SLN) values in the 16 to 18 and adult learner-responsive models as a result of the 2009 review of guided learning hours (glh)

Learning aim reference	Learning aim title	Awarding body	Level	2009/10 SLN glh	2010/11 SLN glh
50033116	Additional Diploma in Teaching English (ESOL) in the Lifelong Learning Sector (QCF)	CG	4	120	110
5001724X	Advanced Diploma for IT Professionals	CG	3	450	Unlisted
1001830X	Advanced Graded Examination in Theatre Dance	GQAL	3	Unlisted	157
00231639	Army Proficiency Certificate Three Star	NCFE	2	Unlisted	66
00270777	Assessor Award	VTCT	3	Unlisted	140
00232014	Assessors Certificate	BICS	2	Unlisted	12
10022818	Award in Assessing Candidates' Performance Through Observation	EDEXCEL	3	Unlisted	22
10022661	Award in Assessing Candidates Using a Range of Methods	EMTA	3	Unlisted	25
10022739	Award in Assessing Candidates Using a Range of Methods	CACHE	3	Unlisted	95
50018875	Award in Child Care and Education	CACHE	2	120	Unlisted
10022752	Award in Conducting Internal Quality Assurance of the Assessment Process	CACHE	4	Unlisted	25
50018590	Award in Food Manufacture	CG	2	100	Unlisted
50054806	Award in Food Safety in Catering (QCF)	RSPH	2	8	9
50014183	Award in Healthier Food and Special Diets	CIEH	2	9	7
50047474	Award in Introductory Welding Skills (QCF)	CG	1	60	45
50039568	Award in Personal Progress (Entry 1) (QCF)	ASDAN	E	80	Unlisted
50063571	Award in Personal Progress (Entry 1) (QCF)	ASDAN	E	85	Unlisted
50064794	Award in Personal Progress (Entry 1) (QCF)	ASCENTIS	E	80	Unlisted
50064939	Award in Personal Progress (Entry 1) (QCF)	EDEXCEL	E	80	Unlisted
50068246	Award in Personal Progress (Entry 1) (QCF)	CG	E	80	Unlisted
50075226	Award in Personal Progress (Entry 1) (QCF)	NOCN	E	80	Unlisted

Learning aim reference	Learning aim title	Awarding body	Level	2009/10 SLN glh	2010/11 SLN glh
10049952	Award in Reading and Writing in Another Language (Entry 2 and 3)	ABC	E	15	23
50018838	Award in Supporting People with a Learning Disability (induction)	CG	3	80	Unlisted
50040133	Award in Text Processing (Business Professional) (QCF)	OCR	3	110	83
10046276	Award in Understanding Printing Technology Processes	ABC	3	60	Unlisted
50047462	Award in Welding Skills (QCF)	CG	2	60	45
50013476	Award in Workplace Hazard Awareness (Entry 3)	BSCAWARD	E	13	15
00271413	Book-keeping and Accounts	CG	X	27	30
00271066	Brushcutters/Trimmers - Maintenance and Operation	LANTRA	2	Unlisted	14
50029393	BTEC Award in 3D Design	EDEXCEL	3	120	108
1004081X	BTEC Award in Fashion and Clothing	EDEXCEL	2	120	108
50029563	BTEC Award in Photography	EDEXCEL	3	120	96
50029411	BTEC Award in Visual Arts	EDEXCEL	3	120	108
50040765	BTEC Award in WorkSkills (QCF)	EDEXCEL	2	25	30
5004073X	BTEC Award in WorkSkills (QCF)	EDEXCEL	1	25	30
50029435	BTEC Certificate in Visual Arts	EDEXCEL	3	240	238
00271414	Business Studies	CG	X	Unlisted	120
10056804	Certificate for iMedia Users	OCR	3	180	150
50027116	Certificate for IT Users (ITQ) (QCF)	BCS	1	193	107
50030784	Certificate for IT Users (ITQ) (QCF)	CG	2	193	Unlisted
10049447	Certificate for Progression	NOCN	3	210	Unlisted
50056153	Certificate for Trade Union Health and Safety Representatives (Next Steps) (QCF)	NOCN	3	Unlisted	120
50055720	Certificate for Trade Union Health and Safety Representatives (QCF)	NOCN	2	Unlisted	84
5005627X	Certificate for Trade Union Representatives (Stage 1) (QCF)	NOCN	2	Unlisted	84
10050255	Certificate in Accounting	ACCA	4	296	Unlisted
1001021X	Certificate in Art	WJEC	E	120	Unlisted
10016338	Certificate in Bilingual Skills	IOL	3	Unlisted	90
1003075X	Certificate in Book-keeping	AAT	2	75	Unlisted
10061046	Certificate in British Sign Language	SIGNAT	3	120	96

Learning aim reference	Learning aim title	Awarding body	Level	2009/10 SLN glh	2010/11 SLN glh
10010695	Certificate in Business Language Competence (Entry 3)	OCR	E	75	56
10027038	Certificate in Business Studies (Entry 2 and 3)	OCR	E	60	Unlisted
10056142	Certificate in Children's Care, Learning and Development	CG	2	210	Unlisted
10058229	Certificate in Coaching	FIRST	3	130	101
50032501	Certificate in Complementary and Alternative Therapies	ITEC	2	461	Unlisted
50012241	Certificate in Computer Aided Design (CAD) Parametric Modelling	CG	3	90	79
00271513	Certificate in Conflict Management	EDI	2	Unlisted	135
00270272	Certificate in Customer Relations	NCFE	2	Unlisted	120
50011807	Certificate in Delivering Basic Skills to Adults	CG	3	112	Unlisted
10035886	Certificate in Developing Personal Health and Fitness	ABC	1	Unlisted	60
10053268	Certificate in Digital Applications for IT Users	EDEXCEL	2	Unlisted	200
10027555	Certificate in Drama (Entry 1, 2 and 3)	WJEC	E	70	Unlisted
10010646	Certificate in English	EDEXCEL	E	Unlisted	100
50021151	Certificate in ESOL for Work	TCL	1	150	113
50021771	Certificate in ESOL for Work	UCLES	1	150	113
50021163	Certificate in ESOL for Work (Entry 3)	TCL	E	150	113
50032410	Certificate in Fabrication and Welding Practice	ABC	3	240	216
00290373	Certificate in Fire Safety and Risk Management	NEBOSH	3	Unlisted	35
50010992	Certificate in French Reading (Preliminary) (Asset Languages)	OCR	1	30	Unlisted
50010657	Certificate in French Speaking (Preliminary) (Asset Languages)	OCR	1	40	30
50011042	Certificate in German Listening (Preliminary) (Asset Languages)	OCR	1	40	30
50011893	Certificate in German Writing (Preliminary) (Asset Languages)	OCR	1	40	Unlisted
10043925	Certificate in Health and Safety for those Working in the Equine Industry	NPTC	2	188	150
10030281	Certificate in Health and Safety in the Workplace	ASCENTIS	2	75	56

Learning aim reference	Learning aim title	Awarding body	Level	2009/10 SLN glh	2010/11 SLN glh
50010281	Certificate in Italian Listening (Preliminary) (Asset Languages)	OCR	1	30	29
10033841	Certificate in Land-based Service Engineering	NPTC	2	200	Unlisted
10051867	Certificate in Language Skills	NOCN	3	150	105
10036052	Certificate in Life Skills (Entry 1 and 2)	ASCENTIS	E	80	275
00270281	Certificate in Logistics	NCFE	2	Unlisted	90
10010622	Certificate in Mathematics	EDEXCEL	E	Unlisted	26
10052033	Certificate in Mathematics (Entry 1, 2 and 3)	AQA	E	Unlisted	72
50039994	Certificate in Personal Progress (Entry 1) (QCF)	ASDAN	E	140	Unlisted
50063546	Certificate in Personal Progress (Entry 1) (QCF)	ASDAN	E	145	Unlisted
50064800	Certificate in Personal Progress (Entry 1) (QCF)	ASCENTIS	E	140	Unlisted
50064927	Certificate in Personal Progress (Entry 1) (QCF)	EDEXCEL	E	140	Unlisted
50067692	Certificate in Personal Progress (Entry 1) (QCF)	CG	E	140	Unlisted
50075238	Certificate in Personal Progress (Entry 1) (QCF)	NOCN	E	140	Unlisted
50019934	Certificate in Photo Image Capture and Printing	CG	3	130	Unlisted
10020512	Certificate in Preparation for Childcare	CACHE	E	180	Unlisted
10023069	Certificate in Preparation for Employment	CG	E	165	Unlisted
50040339	Certificate in Preparation for Employment in the Construction Industries (QCF)	ASCENTIS	1	230	173
10035229	Certificate in Retailing	CG	2	135	Unlisted
10035187	Certificate in Saddlery	NPTC	2	340	Unlisted
10020767	Certificate in Safer Moving and Handling (Including People)	NCFE	2	14	18
1001195X	Certificate in Spanish (Entry 2 and 3)	AQA	E	Unlisted	60
50010815	Certificate in Spanish Reading (Preliminary) (Asset Languages)	OCR	1	40	30
50010529	Certificate in Spanish Writing (Preliminary) (Asset Languages)	OCR	1	40	Unlisted
50012174	Certificate in Stage 2 Horse Knowledge and Care	EQL	2	60	Unlisted
10041138	Certificate in Support Work in Schools (Pilot)	OCR	2	Unlisted	30

Learning aim reference	Learning aim title	Awarding body	Level	2009/10 SLN glh	2010/11 SLN glh
50050692	Certificate in Supporting Teaching and Learning in Schools	NCFE	2	150	113
00272501	Certificate in Teaching Adult Learners	CG	3	Unlisted	60
10012588	Certificate in the Requirements for Electrical Installations (BS 7671 June 2001)	CG	3	Unlisted	21
00270787	Certificate in Thermal Auricular Activity	VTCT	2	Unlisted	12
10029722	Certificate in Using ICT (Entry 3)	OCR	E	450	246
00268754	Chainsaws - Maintenance and Cross-Cutting (Novice)	LANTRA	2	Unlisted	14
00267042	CIMA Advanced Diploma in Management Accounting	CIMA	X	Unlisted	414
00239194	Creative Arts & Media 1	NCFE	X	Unlisted	10
00235163	Creative Crafts	NCFE	X	75	Unlisted
00255214	Customer Communications	CIM	X	Unlisted	40
50018619	Diploma for IT Users (e-Quals) - Enhanced	CG	2	236	200
10052343	Diploma for Music Practitioners	RSL	2	480	455
00270786	Diploma for Reiki Practitioners	VTCT	3	Unlisted	69
10013076	Diploma in Accounting	OCR	2	125	94
10048108	Diploma in Art and Design	NOCN	1	270	Unlisted
10058795	Diploma in Beauty Therapy	CG	2	480	450
10013052	Diploma in Bookkeeping	OCR	1	125	94
10016284	Diploma in Counselling	AQA	3	Unlisted	180
10058667	Diploma in Hairdressing	CG	3	485	450
50010475	Diploma in Holistic Therapies	VTCT	3	530	450
50010086	Diploma in Introduction to Professional Cookery	CG	1	520	450
10019133	Diploma in Motor Vehicle Studies	ABC	1	480	450
50042099	Diploma in Motor Vehicle Studies (QCF)	ABC	1	525	468
10058813	Diploma in Nail Technology	CG	2	450	Unlisted
50064812	Diploma in Personal Progress (Entry 1) (QCF)	ASCENTIS	E	370	Unlisted
50064988	Diploma in Personal Progress (Entry 1) (QCF)	EDEXCEL	E	370	Unlisted
50065439	Diploma in Personal Progress (Entry 1) (QCF)	ASDAN	E	375	Unlisted
50067928	Diploma in Personal Progress (Entry 1) (QCF)	CG	E	370	Unlisted

Learning aim reference	Learning aim title	Awarding body	Level	2009/10 SLN glh	2010/11 SLN glh
5007524X	Diploma in Personal Progress (Entry 1) (QCF)	NOCN	E	370	Unlisted
50040480	Diploma in Plastering (QCF)	CSKILLS	2	970	719
1002766X	Diploma in Primary Care Management	AMSPAR	4	Unlisted	198
50010098	Diploma in Professional Cookery	CG	2	520	450
50019521	Diploma in Progression (QCF)	NOCN	1	388	396
50010335	Diploma in Remedial Massage	VTCT	3	170	128
50040388	Diploma in Site Carpentry (QCF)	CSKILLS	2	930	698
10062415	Diploma in Sports Massage Therapy	VTCT	3	204	153
10053335	Diploma in Support Work in Schools (Pilot)	CACHE	3	Unlisted	15
50034522	Diploma in Teaching English (ESOL) in the Lifelong Learning Sector (QCF)	UCLES	4	360	270
10027142	Diploma in Teaching English to Speakers of Other Languages (DELTA)	UCLES	5	Unlisted	216
00233003	Domestic Natural Gas Core Safety	CITB	3	Unlisted	18
00220842	Duke of Edinburgh's Award - Silver	DEA	2	Unlisted	70
00269360	EMarketing Award	CIM	X	Unlisted	63
00103212	Foundation Certificate in Carpentry and Joinery (Formerly Pre-Vocational)	ICARP	1	Unlisted	204
10043950	Foundation in Dance Instruction	ISTD	3	600	Unlisted
00270699	Fundamentals of Food Hygiene	RSPH	1	Unlisted	30
00237517	GMDSS Restricted Operator's Certificate	MCA	X	Unlisted	24
10019911	Graded Examination in Music Literacy	TVU	2	Unlisted	36
1001990X	Graded Examination in Music Literacy	TVU	1	Unlisted	36
00270006	Graphs and Charts (Beginner)	NIAT	X	Unlisted	12
00270012	Hardware (Beginner)	NIAT	X	Unlisted	12
00259821	Horse Owners Certificate - Level 1	EQL	1	25	Unlisted
00270914	Intermediate Certificate in Marketing	NCFE	2	Unlisted	75
10035448	Intermediate Certificate in Specialised Plant and Machinery Operations	LANTRA	2	35	Unlisted
10022491	Intermediate Graded Examination in Drama	LAMDA	2	Unlisted	35
00235450	Intro to Basic Skills (Short Course)	NONE	X	Unlisted	20

Learning aim reference	Learning aim title	Awarding body	Level	2009/10 SLN glh	2010/11 SLN glh
00290952	Lifeguard Trainer Assessor	IQL	3	Unlisted	40
00270442	Maintenance, Cross-Cutting and Felling Small Trees up to 380mm	LANTRA	U	Unlisted	30
00284028	MNTB Engineering Skills Operational Level	MCA	3	Unlisted	630
00270076	Mountain Leader Award (Summer)	MLTE	3	Unlisted	60
00268113	NAFAS Course in Floral Art and Design	NOCN	3	Unlisted	240
00274731	National Award in Introduction to Business	EDI	1	Unlisted	10
00274736	National Award in Personal Development	EDI	1	Unlisted	36
00289001	National Award in Practical Plumbing Skills	EDI	1	Unlisted	30
10062117	National First Award in ICT	OCR	2	105	124
00228762	New Road and Streetworks (Operators) (6156 scheme)	CG	2	Unlisted	28
00284035	NON STCW '95 Bridge Team Management Course	MCA	3	Unlisted	40
00230643	Pottery/Ceramics (City Literary Institute)	NONE	X	Unlisted	30
00259756	Practical Skills for Working with Children	NCFE	X	Unlisted	30
00254070	Pre-Access to HE	CAVA	3	Unlisted	24
00272160	Refrigeration Pipework and Brazing (Commercial)	CITB	X	Unlisted	35
00271424	Spreadsheet Processing Techniques	CG	X	Unlisted	24
00103610	Stage 1 Horse Knowledge and Riding	EQL	1	Unlisted	150
10021310	Trinity Guildhall Advanced Graded Examination in Drama	TCL	3	Unlisted	90
00270252	Using IT (ECDL Part 2 Unit E)	BCS	X	Unlisted	10
00268127	Visual Arts Programme	NOCN	2	Unlisted	60
00270020	Visually Impaired (Magnification Assessment)	NIAT	X	Unlisted	102
00270025	Word Processing (Visually Impaired) (Intermediate)	NIAT	X	Unlisted	102
00119893	Youth Award (Silver)	ASDAN	1	Unlisted	288

## Annex C: Funding for 14 to 19 Diplomas

### Background

- 1 The YPLA's standard demand-led funding methodology is used to calculate funding for all Diplomas delivered post-16. This methodology uses the standard learner number (SLN) as the measure of size for qualifications for funding purposes, and the provider factor as the means by which various cost weightings will be applied. All YPLA guidance applies to 14 to 19 Diplomas as it does to any other aim.

### SLN values for Diplomas

- 2 The following tables give SLN values for the component parts of each of the Diplomas. The Diplomas will be funded at component level; however, the personal learning and thinking skills and the costs of collaboration are not accredited learning, and will be funded via the Diploma framework learning aim code at programme weighting A (1.0).
- 3 An additional 0.133 SLN (60 glh) is assigned to the Diploma framework aim for embedded personal learning and thinking skills (PLTS), and this is not associated with any particular component learning aim. Another additional allowance is made within the Diploma framework aim to contribute to the additional costs of collaboration and work experience; this is made as follows when the learner registers for the whole Diploma, and varies by level:
  - 0.067 SLN at foundation level,
  - 0.089 SLN at higher level,
  - 0.120 SLN at advanced level.
- 4 Funding for functional skills is calculated as it is for all other programmes, based on the planned glh recorded on the ILR. 36 glh is used as an example only.
- 5 In each example below, the minimum glh for the additional and specialist learning is given as the SLN value (Tables B1 to B4). The actual funding for this element will depend upon the programme of study and the elements studied.

Table C1: Level 1 foundation Diploma

Diploma component	SLN value (glh)	SLN
Principal learning	240	0.533
Project	60	0.133
Functional skills - English	36	0.08
Functional skills - ICT	36	0.08
Functional skills - Mathematics	36	0.08
Additional and specialist learning	120	0.267

Diploma component	SLN value (glh)	SLN
Personal learning and thinking skills (PLTS)	60	0.133
Costs of collaboration	30	0.067
Total	618	1.373

Table C2: Level 2 higher Diploma

Diploma component	SLN value (glh)	SLN
Principal learning	420	0.933
Project	60	0.133
Functional skills - English	36	0.08
Functional skills - Mathematics	36	0.08
Additional and specialist learning	180	0.4
Personal learning and thinking skills (PLTS)	60	0.133
Costs of collaboration/work experience	40	0.089*
Total	832	1.849

NB: This example assumes the learner has already attained functional skills in ICT. The total shown is affected by the rounding in the individual entries.

\* Where the Level 2 higher Diploma is delivered post-16 in one year, the cost of collaboration/work experience is funded outside the funding formula at a rate of £274 for each academic year.

Table C3: Level 3 progression Diploma

Diploma component	SLN value (glh)	SLN
Principal learning	540	1.2
Extended project	120	0.267
Personal learning and thinking skills (PLTS)	60	0.133
Costs of collaboration	36	0.08
Total	756	1.68

Table C4: Level 3 advanced Diploma

Diploma component	SLN value (glh)	SLN
Principal learning	540	1.2
Extended project	120	0.267
Additional and specialist learning	360	0.8
Personal learning and thinking skills (PLTS)	60	0.133
Costs of collaboration	54	0.12
Total	1134	2.52

## Annex D: Funding rates for foundation learning programmes

- 1 In 2010/11, the funding of foundation learning programmes falls into three distinct categories.
  - a. Foundation learning programmes drawn from the Foundation Learning Catalogue: These will be funded using SLN values associated with each learning aim that forms a part of the Foundation Learning programme.
  - b. E2E carry-over learners (not available for new starts): These will be funded at a weekly rate with progression and qualification bonuses, as in previous years.
  - c. Foundation learning weekly funding: This will be funded at an SLN value calculated by multiplying the weekly SLN value for foundation learning by the number of weeks' duration of the learning aim.

Table D1: Foundation learning rates 2010/11

	Learning aim SLN value	Weekly SLN value	Weekly SLN glh value	Basic bonus SLN value	Enhanced bonus SLN value
E2E carry-over	n/a	0.034	n/a	0.056	0.115
Foundation learning weekly learning	n/a	n/a	12 SLN glh	n/a	n/a
Foundation learning individual programmes	As in the Learning Aims Database (LAD)	n/a	n/a	n/a	n/a

- 2 16 to 18 entitlement but not additional learning support (ALS) is embedded in E2E. Foundation learning includes neither entitlement funding nor ALS. Entitlement and ALS funding is available subject to the conditions relating to these elements of funding.

## Annex E: Rates methodology

### 16 to 18 learner-responsive models

- 1 Learning aims will either be listed (have a standard listed SLN value) or unlisted (the SLN value will be taken from providers' planned glh recorded the ILR). In exceptional cases that require prior written YPLA approval, learning aims may be funded via field A52 of the ILR (distance learning funding) which will be converted into a glh value. SLN will then be calculated using the methodology described in this document.

### Listed SLN values

- 2 The listed SLN values table for 2010/11 is published in Annex A of this document. It includes the SLN values for certain qualification types, such as GCE A-levels and GCSEs.
- 3 Many other learning aims also have listed SLN values. Listed SLN values are available in the Learning Aims Database (LAD).

### Unlisted qualification types

- 4 Certain qualification types will not be given a listed SLN value, particularly where they are delivered in a diverse number of glh. In 2010/11, this includes functional skills, certain Skills for Life learning aims and the wider key skills qualifications.

### QCA recommended glh

- 5 A new learning aim that is not of a type in the listed aims table, and that is not of a type that is always unlisted will usually be assigned an SLN value on the basis of the glh recommended by the awarding body as listed on the National Database of Accredited Qualifications (NDAQ).
- 6 However, the YPLA may decide not to assign an SLN value on this basis if there are concerns about the robustness of the recommended glh.

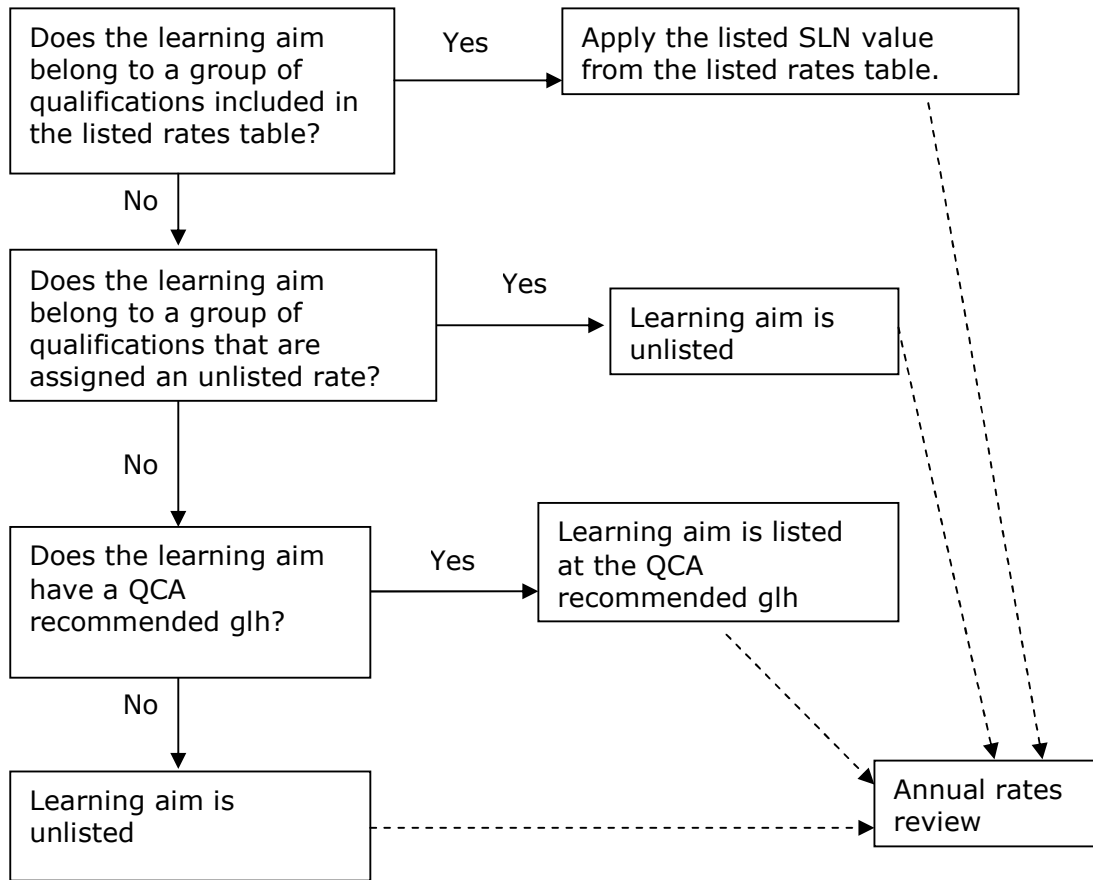
### All other learning aims

- 7 All learning aims not of a type in the listed aims table, and not of a type that is always unlisted, will be unlisted in the first instance. In the main, these will be learning aims that are not accredited by QCA.

### Annual rates review

- 8 Every autumn, the previous year's ILR data will be reviewed with changes made to the following year's SLN values for certain individual learning aims. The rate changes for 2010/11 are included in Annex B.

Figure E1: General process for assigning SLN values for new learning aims



## Annex F: Area cost uplifts by region

Table F1: Area costs uplift by region

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

Bedfordshire and Hertfordshire non-fringe – 1.03	
Bedford	North Hertfordshire
Bedfordshire County Council	South Bedfordshire
Luton	Stevenage
Mid-Bedfordshire	

Berkshire, Surrey and West Sussex fringe – 1.12	
Bracknell Forest	Slough
Crawley	Spelthorne
Elmbridge	Surrey County Council
Epsom and Ewell	Surrey Heath
Guildford	Tandridge

Mole Valley	Waverley
Reigate and Banstead	Windsor and Maidenhead
Runnymede	Woking

Berkshire non-fringe – 1.12	
Reading	Wokingham
West Berkshire	

Buckinghamshire non-fringe – 1.07	
Aylesbury Vale	Wycombe
Milton Keynes	

Cambridgeshire – 1.02	
Cambridge	Huntingdonshire
East Cambridgeshire	Peterborough
Fenland	South Cambridgeshire

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

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

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

Oxfordshire – 1.07	
Cherwell	South Oxfordshire
Oxford	Vale of White Horse
Oxfordshire County Council	West Oxfordshire

West Sussex non-fringe – 1.01	
Adur	Horsham
Arun	Mid-Sussex
Chichester	Worthing

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