

# **WEST OF ENGLAND COMBINED AUTHORITY**

## **Adult Education Funding**

FUNDING RATES AND FORMULA 2020/2021

VERSION 2 – 18/06/21

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## Introduction and purpose of the document

1. This document sets out the principles and features of the West of England Combined Authority (WECA) funding system for the funding year 2020 to 2021 (1 August 2020 to 31 July 2021). WECA may make changes to these principles and features during the funding year. Any updates will be published on the WECA website.
2. For the funding year 2020/21, WECA will use the methodology described in the [ESFA Funding Rates and Formulas 2020 to 2021](#) document as the base calculations to fund the delivery of adult skills. WECA will then perform additional processes to validate the data to check it meets the WECA Funding Rules (See Paragraph 10)
3. This document describes how we calculate 'formula-funded' earnings for the WECA Adult Education Budget (AEB) and learning support for these programmes. We define 'formula-funded' activity as that recorded under Funding Model 35 ('Adult skills') unless specifically noted.
4. This document relates only to WECA AEB Formula Funded learning aims for West of England Combined Authority residents and does not include or describe:
  - The 'non-formula-funded' Community Learning activity within the WECA AEB which is reconciled through the funding claims process. For more information on who must submit a funding claim(s), refer to the WECA Funding & Performance Management Rules 2020-21.
  - Any other funded learning provision such as Apprenticeships, Traineeships, Advanced Learner Loans or funding for learners aged under 19, or under 24 with an Educational Health Care Plan.
5. To understand how the funding system works, read this document together with:
  - [WECA Adult Education Funding and Performance Management Rules](#)
  - The [ESFA 2020 to 2021 Individualised Learner Record Specification \(ILR\)](#)
  - The [ESFA 2020 to 2021 Provider Support Manual](#)
6. This document covers the period of 1 August 2020 to 31 July 2021 and is our current advice for the funding year. We know that providers are working through exceptional circumstances due to Coronavirus (COVID-19). We may publish further updates to this document about the impact of COVID-19 on our funding rates and formula as these become clear. We will tell you about any changes directly.

### Understanding our terminology

7. The term 'we' refers to the West of England Combined Authority (WECA). When we refer to 'you' or 'providers', this includes colleges, training organisation's, Local Authorities and employers that receive funding from WECA to deliver education and training to West of England Combined Authority residents.
8. The term ILR refers to the Individualised Learner Record produced to the ESFA [ILR Specification 2020/21](#). This is the mandatory data return submitted to the ESFA via Submit Learner Data by all funded providers on a monthly basis.

### The data we use to calculate funding

9. Information is provided to the ESFA about West of England Combined Authority learners and their learning in ILR and the Earnings Adjustment Statement (EAS) process.
10. The ESFA funding system uses this information to work out the funding you have earned for delivering this learning using their standard formula. This data is then reviewed and validated using WECA processes to work out the funding you have earned for West of England Combined Authority learners. You will be informed if any issues or concerns are highlighted during the WECA validation process.
11. WECA receives ILR derived data from the ESFA containing details of your delivery to West of England Combined Authority learners and this is used to inform our performance, payment and reconciliation processes.

### The funding system features

12. The funding system has the following 4 features, which are set out in more detail throughout this document:
  - I. The funding formula based on ESFA funding formulas
  - II. The funding rates for learning aims
  - III. The earnings method linked to delivery and achievement
  - IV. Support funding where extra help is needed for learners to achieve

## Funding formula

### Principle

13. The funding formula is:

**Funding** = rate x disadvantage uplift x area cost uplift

14. 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 will be adjusted for 'disadvantage uplift'.
15. The basis for funding is the rate for the learning aim. The rates are referred to as 'unweighted' before the programme weightings are applied or any increase for disadvantaged learners. After the programme weighting is applied, the rate is referred to as 'weighted.' After any uplifts are applied, this is referred to as the 'aim value', as noted in the 'Main Occupancy report.'
16. In some cases, learners and employers are expected to share responsibility for investing in eligible provision. WECA expect them to part-fund the cost of learning, in line with ESFA requirements, known as co-funding. For more information on co-funding, refer to the 'Provision and individuals we fund' section of the WECA 2020/21 AEB funding and performance management rules.

### Disadvantage uplift

17. The disadvantage uplift provides extra funding to support the most disadvantaged learners in the West of England, recognising that they are sometimes more costly to recruit and retain. We apply this consistently across WECA AEB 'formula-funded' provision.
18. To calculate the disadvantage uplift for new starts from 1 August 2020 we use the Index of Multiple Deprivation 2015 (IMD), in line with the ESFA. This results in a funding increase for learners living in the most deprived areas of the West of England Combined Authority. We base the uplift on the learner's postcode (based upon the 'Postcode Prior to Enrolment' [ILR](#) field). If required the uplift factor is between 1.084 and 1.336, otherwise we default the factor to 1. The disadvantage uplift factors are available at this link: [Uplift Factors and Postcode Files](#).
19. The disadvantage uplift factor at the start of the learning aim will apply throughout the duration of the learning aim.
20. The disadvantage uplift factors are the same in 2020 to 2021 compared to 2019 to 2020.

## Financial contributions

21. If a learner meets the criteria for full funding (refer to the 'Provision and individuals we fund' section of the [WECA Funding and Performance Management Rules](#) for more information), they can claim the fully funded rate shown in the matrix. For co-funded learners, we expect the learner or employer to contribute so we reduce the funding by 50% of the un-weighted rate of the learning aim.
22. We reduce the funding using the unweighted 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 WECA will contribute more towards learning aims with higher operational and delivery costs, such as engineering.

## Recognition of prior learning

23. If you record data in the 'Funding adjustment for prior learning' field on the [ILR](#), the funding formula will be changed to reflect this. However, it does not change the fixed monthly learning support funding.
24. If the learning aim does not use the restart indicator, the achievement funding will be reduced as well as the monthly instalments. This is because we assume the learner has earned some achievement within the prior learning.
25. If the learning aim uses the restart indicator, the monthly instalments are reduced, but the achievement funding stays at 20% of the full funding rate.

## Other funding adjustments

26. Where you have agreement with us to adjust funding for other reasons apart from prior learning, you must record it in the 'Other funding adjustment' field in the [ILR](#). You must not use this [ILR](#) field if you do not have an agreement in place with us and we will monitor its use.
27. This 'Other funding adjustment' factor reduces the funding for that learning, including the achievement funding, however, it does not change learning support funding.
28. If there is also a factor for prior learning recorded, we multiply the 'Funding adjustment for prior learning' factor by the 'Other funding adjustment' factor and apply it to the appropriate funding.

## Funding rates

### Principles

29. In 2020/21, WECA will continue to use the ESFA list of regulated qualifications eligible for public funding on the [learning](#) aims search on ESFA [the Hub](#). ESFA update this regularly. For information about what is eligible for public funding, refer to the ESFA publication - [Qualifications: eligible for public funding](#).

30. [WECA Adult Education Funding and Performance Management Rules](#) and the eligibility criteria are different to the ESFA's and this will be checked in the WECA validation of the Occupancy report.
31. WECA will fund each learning aim, as ESFA currently do, 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 2020/21 and a continuing learner from previous years. This rate will apply for the full duration of the learning aim and does not change between funding years.
32. In line with ESFA funding rates and formulas, the amount you earn recognises the relative costs of delivering provision in different sectors and subjects, and the rates are 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 [42](#) for more information)
  - programme weightings that recognise the relative costs of delivering training in different sectors and subjects

### **Funding rates for the AEB**

33. We group GLH or planned hours into funding bands to generate a funding rate. The rates are in single activity matrix (SAM), with the row representing the funding band and the columns represent the programme weighting.
34. All rates shown on the learning aim search 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 WECA policy (for example, if WECA contributes only part of the full rate).
35. All learners funded through the ESFA 16 to 19 funding model that turned 19 on their second or subsequent funding year of a single programme of study continue to be funded through the ESFA 16-19 funding model.
36. Funding rates do not change depending on how you deliver the learning (for example, by delivering it on-line compared to in the classroom).
37. Where a learning aim had a rate set in the previous funding year, this rate remains unchanged for 2020/21. Qualifications newly approved for funding are set using GLH. Where the awarding organisation does not supply the GLH, the use of Total Qualification Time (TQT) is assessed. For non-regulated activity, planned hours are

used to set the rates. For more information on planned hours, refer to the [AEB Funding and Performance Management Rules](#).

38. GLH, TQT or planned hours are grouped 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.
39. Non-regulated activity is recorded using generic learning aims called 'class codes.' For more information, refer to the [Learning Aim Class Codes](#) document in the [ILR specification](#). There may be some class codes that are not applicable for learning delivered to West of England Combined Authority learners as they are specific to another devolved area. These codes will start with Z110 to Z119. Please contact us the AEB Team at [AdultEducation@WestofEngland-ca.gov.uk](mailto:AdultEducation@WestofEngland-ca.gov.uk) if you are not sure.

### **Programme weightings**

40. Programme weightings recognise the relative costs of delivering training in different sectors and subjects and are included in the published rates.
41. Programme weightings are set 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](#) access to higher education websites record the SSAs. Where there are multiple SSAs for components of qualifications the SSA will be set by the ESFA and WECA will use this to determine the SSA when there are multiple SSAs for components of qualifications along with a limited number of exceptions available in Annex 1.
42. Agriculture courses that need specialist resources (decided by the ESFA each year with support from Lantra) attract an extra uplift in the WECA AEB when delivered by providers with specialist resources.
43. The SAM for the funding year 2020 to 2021 is set out in table 1:

**Table 1: The single activity matrix for 2020 to 2021.**

<b>Funding band (hours)</b>	<b>Activity type</b>	<b>PW A Base (unweighted)</b>	<b>PW B Low</b>	<b>PW C Medium</b>	<b>PW D High</b>	<b>PW E or G Specialist*</b>
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

\*Some specialist provision receives an uplift if delivered by certain providers (column E or G (specialist) on above table)

44. 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 2020 to 2021.**

<b>Qualification type</b>	<b>Programme weighting (PW)</b>				
	<b>A – Base (unweighted)</b>	<b>B – Low</b>	<b>C – Medium</b>	<b>D – High</b>	<b>E or G* (specialist)</b>
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

45. 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 WECA AEB. The full list of fundable English and Maths qualifications is available in the ESFA [English and Maths entitlement list](#) or on the [learning aims search](#).
46. 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 ESFA [Provider Support Manual](#). WECA will provide payment for any additional learning detailed and validated within the ILR for West of England combined authority residents.
47. A new digital entitlement for adults with low or no digital skills will be introduced from August 2020, supported by a suite of Essential Digital Skills qualifications (EDSQs) being developed at entry level and level 1. The ESFA will approve these new EDSQs as they are added to Ofqual's Register of Regulated Qualifications and meet their approval principles.
48. 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.
49. In 2020/21 WECA will adopt the ESFA's 2020/21 Earnings Method Methodology. The following principles will apply:

- 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

51. If the learner leaves before the qualifying period, you will not earn any funding. However, WECA will reclaim the funding if you have already earned funding before recording the ILR ‘Learning Actual End Date’.

### Distribution of funding over time

52. Your earnings will be based on monthly instalments plus an achievement element. This applies to all funded learning aims for adult delivery to West of England Combined Authority residents.
53. 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.
54. In line with the ESFA, WECA will hold back 20% of the weighted rate for each learning aim, which will only be generated when the learner achieves their learning aim. You earn all achievement elements on the learning actual end date recorded on the ILR.

55. Monthly instalments will be calculated once the achievement element (20%) has been removed. Instalments will be spread 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.
56. Instalments will be earned 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](#).
57. If the learner leaves early, the monthly instalments stop. However, in line with the ESFA for eligible learners WECA 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 [WECA Funding & Performance Management Rules 2020-21](#).

Figure 1: Example of the earnings methodology.

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
	9-month learning aim											
Payment instalments		OPP	OPP	OPP	OPP	OPP	OPP	OPP	OPP	OPP	Achievement payment	
		OPP										
Payment example		£160	£80	£80	£80	£80	£80	£80	£80	£80	£200	

### Annual funding cap for AEB

58. An annual funding cap applies to each learner you have for each year across all AEB-funded provision.
59. The annual funding cap is £4,400 for each learner each year, before any weightings are applied or any WECA contributions. If your planned training provision is above this cap, your earnings will be reduced in line with this.

### Recording late data in the ILR

60. 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.

61. 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 a 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 paying back. You can pay this funding back through the earnings adjustment statement (EAS) recording a negative figure in the 'Authorised claims' adjustment type. You do not need our permission to use this adjustment type to pay back funding, you only need permission to use this adjustment type for claiming funding. For more information on claiming this through the EAS, refer to the EAS.
62. For more information on recording late data in the ILR, please refer to section 3.3.3 'The impact of incomplete information' in the EAS.

### **High value courses for school and college leavers: a one-year offer for 19-year olds**

63. For starts from 1 September 2020 to 31 July 2021, we are offering additional funding for '[high value courses for school and college leavers: a one-year offer for 19-year olds](#)' as defined in the [WECA funded adult education budget funding rules](#).
64. Within the AEB this applies to learners who were or will be aged 19 on 31 August 2020.
65. We will fund this learning in line with other AEB delivery, with three exceptions:
  - learners eligible for this offer can be fully funded; we have changed the validation rules to allow this
  - We will increase the rate by £400 for eligible aims
  - any job outcomes achieved for learning under this offer will be funded to the full amount of the achievement element, rather than half the achievement element
66. You should use the Learning Delivery Monitoring (LDM) code 376 (COVID-19 skills offer) in the ILR to indicate your learning aims which are eligible within this offer.

### **National Skill Fund - Level 3 Adult Offer**

67. For starts from 1 April 2021, we are offering additional funding for [adults on their first level 3 course](#) as defined in [the WECA funded adult education budget funding rules](#).
68. Within the AEB this applies to learners who were aged 19 or older on 31 August 2020.
69. We will fund this learning like we fund other AEB delivery, with the following exceptions:

- learners eligible for this offer can be fully funded; we have 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

70. Learners aged 19 to 23 taking their first level 3 course utilising the level 3 adult offer will be funded through your WECA adult education budget funding lines.
71. Learners aged 24+ taking their first level 3 course utilising the Level 3 adult offer will be funded through your WECA adult education budget funding lines.
72. 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.

## Support funding

### Learning support

73. 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. Providers receive one payment which includes both Learner and Learning Support.
74. You can access this funding through the WECA AEB Budget for West of England Combined Authority learners and you record this against a learner's learning aim in the [ILR](#).
75. If you record learning support against a learner's learning aim in the ILR, you will earn a fixed monthly rate of £150 paid by WECA. 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 WECA [EAS](#).
76. 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 WECA [EAS](#).
77. If learning support is more than £19,000, you can claim exceptional learning Support using the WECA [EAS](#). For more information, refer to the [WECA Funding & Performance Management Rules 2020-21](#).

### Learner support

78. Learner Support is available from WECA to provide financial support for West of England Combined Authority learners with a specific financial hardship preventing them from taking part or continuing in learning.
79. Learner Support is not formula funded. You must complete a WECA Monthly Claim Form and submit it directly to the WECA AEB Team 2 days after the ILR submission date each month. For further information, please see the WECA [Performance Management Framework](#).

### Prince's Trust Team Programme

80. 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. ESFA and WECA fund the teams but providers in partnership with the Prince's Trust manage them locally. WECA will fund any 19+ Princes Trust West of England Combined Authority learner.
81. The Prince's Trust Team Programme will be funded as the same ESFA rates for 2019/2020. 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 2020to 2021**

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

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

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

**Table 4: The rates for the Prince's Trust Team Programme 2020 to 2021**

	Award		Certificate	
	Fully-funded	Co-funded	Fully-funded	Co-funded
<b>Matrix funding rate for aim</b>	<b>£450</b>	<b>£225</b>	<b>£1,265</b>	<b>£633</b>
<b>Maximum programme cost for</b>				
...Unemployed learners	£2,670	£1,335	£2,670	£1,335
...Employed learners	£572	£286	£572	£286
<b>Maximum additional funding for</b>				
...Unemployed learners	£2,220	£1,110	£1,405	£702
...Employed learners	£122	£61	N/A	N/A

### Annex 1: Programme weightings by Sector Subject Area

WECA set programme weightings in line with the ESFA by the SSA, with some exceptions.

SSA	SSA Tier 2 description	Likely programme weighting
<b>1</b>	<b>Health, public services and care</b>	
1.1	Medicine and dentistry	B – Low
1.2	Nursing and subjects and vocations allied to	B – Low
1.3	Health and social care	B – Low
1.4	Public services	A – Base
1.5	Child development and wellbeing	B – Low
<b>2</b>	<b>Science and mathematics</b>	
2.1	Science	B – Low
2.2	Mathematics and statistics	A – Base
<b>3</b>	<b>Agriculture, horticulture and animal care</b>	
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
<b>4</b>	<b>Engineering and manufacturing technologies</b>	
4.1	Engineering	C – Medium
4.2	Manufacturing technologies	C – Medium
4.3	Transportation operations and maintenance	C – Medium
<b>5</b>	<b>Construction, planning and the built environment</b>	

5.1	Architecture	C – Medium
5.2	Building and construction	C – Medium
5.3	Urban, rural and regional planning	C – Medium
<b>6</b>	<b>Information and communication technology</b>	
		B – Low (up to Level 1)
6.1	ICT practitioners	C – Medium (Level 2 and over)
		A – Base (up to Level 1)
6.2	ICT for users	B – Low (Level 2 and over)
<b>7</b>	<b>Retail and commercial enterprise</b>	
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
<b>8</b>	<b>Leisure, travel and tourism</b>	
8.1	Sport, leisure and recreation	B – Low
8.2	Travel and tourism	A – Base
<b>9</b>	<b>Arts, media and publishing</b>	
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

<b>10</b>	<b>History, philosophy and theology</b>	
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
<b>11</b>	<b>Social sciences</b>	
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
<b>12</b>	<b>Languages, literature and culture</b>	
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
<b>13</b>	<b>Education and training</b>	
13.1	Teaching and lecturing	B – Low

13.2	Direct learning support	B – Low
14	<b>Preparation for life and work</b>	
14.1	Foundations for learning and life	A – Base
14.2	Preparation for work	A – Base
15	<b>Business, administration and law</b>	
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 41)
- 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'

### Summary of Version 2 changes from 19/20 version

Section	Paragraph	Change
<b>Introduction and purpose of the document</b>	6	Included section on COVID19.
<b>Funding rates for AEB</b>	32	Added: “We group GLH or planned hours into funding bands to generate a funding rate. The rates are in a single activity matrix (SAM), with the rows representing the funding band and the columns representing the programme weighting.”
<b>Programme Weighting</b>	46	Added: “A new digital entitlement for adults with low or no digital skills will be introduced from August 2020, supported by a suite of Essential Digital Skills qualifications (EDSQs) being developed at entry level and level 1. We will approve these new EDSQs as they are added to Ofqual’s Register of Regulated Qualifications and meet our approval principles.”
<b>Recording late data in the ILR</b>	59-61	<p>Added 3 paragraphs:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 a 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 paying back. You can pay this funding back through the earnings adjustment statement (EAS) recording a negative figure in the ‘Authorised claims’ adjustment type. You do not need our permission to use this adjustment type to pay back funding, you only need permission to use this adjustment type for claiming funding. For more information on claiming this through the EAS, refer to the EAS.</li> <li>• For more information on recording late data in the ILR, please refer to section 3.3.3 ‘The impact of incomplete information’ in the EAS.</li> </ul>

<b>High value courses for school and college leavers: a one-year offer for 19-year olds</b>	63-66	Added how AEB will fund the high value courses for school and college leavers: a one year offer for 18 and 19-year olds, Please see the <a href="#">WECA AEB Funding Rules</a> for further information about eligibility.
<b>National Skill Fund - Level 3 Adult Offer</b>	67-72	Added how AEB will fund the Level 3 Adult offer. Please see the <a href="#">WECA AEB Funding Rules</a> for further information about eligibility.