Department for Education

Survey report: further education funding for high cost and high value provision

September 2022

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Executive Summary

In 2021, Department for Education (DfE) circulated an online survey to all colleges, schools and other education and training providers ('providers') funded by Education and Skills Funding Agency (ESFA) to deliver further education (FE) and training[1]. The purpose of the survey was to investigate the cost weightings used in FE funding to support the delivery of high cost provision. It also asked about the impact of the value premiums used in FE funding targeted at high value provision.

Cost weightings provide an uplift in FE funding to recognise that subjects with practical content (e.g. engineering) cost more to deliver than subjects with only theory-based provision. ESFA uses a separate funding formula for calculating FE funding for delivering to 16 to 19 year olds ('16-19') and those aged 19 and over ('adults').[2] Both 16-19 and adult education funding formulas use cost weightings, referred to as Programme Cost Weightings (PCWs)[3], as one of the core elements to provide uplifts for subjects that cost more to deliver. The purpose of the survey was to assess the cost weightings used by the ESFA for calculating FE funding. This includes the adult education delivered through the non-devolved Adult Education Budget (AEB), the Level 3 Free Courses for Jobs offer and the maximum loan amounts for Advanced Learner Loans (ALL)[4], and for 16-19 education in the national funding formula.

DfE announced research about the cost weightings used in the 16-19 funding formula in the now closed T Level funding consultation and the scope of this research has been widened to also examine the cost weightings used in adult education funding. DfE made some increases to the cost weightings in 16-19 funding for 2020 to 2021 based on earlier research on cost weightings, and for 2022 to 2023 based on the interim findings of this research. These cost weightings increases were introduced as interim changes to be checked by this report.

To examine the cost weightings, DfE conducted a survey of FE providers in 2021 that collected data about the class sizes, proportion of practical lessons needed, course running costs, and equipment costs for delivering a sample of different subjects. The survey had 120 responses across a range of provider types, although mainly from FE

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[1] FE includes any study after secondary education (students aged 16 and over) that's not part of higher education. FE includes sixth form college and school sixth forms delivering 16-19 education. Education and training is mainly classroom-based FE that is not classed as an apprenticeship, community learning or workplace learning.

[2] 16-19 funding formula is also used for students up to the age of 25 when they have an education, health and care plan (EHCP)

[3] Cost weightings are referred to as Programme Weightings in calculating the funding rates for the non-devolved AEB and the maximum loan amount for Advanced Learner Loans.

[4] The same cost weightings used in the non-devolved AEB were also used in calculating funding rates in the procurement of the European Social Fund to fund any learning activity using the Single Activity Matrix.

colleges. Although the sample of 120 is only a small percentage of the around 3,200 ESFA funded education and training providers delivering 16-19 and adult education, because the responses included those providers delivering to large volumes of students, we estimate the sample represents providers delivering to around 20% of the overall education and training in FE.

The purpose of cost weightings is not to weight every episode of learning (i.e. qualification) individually instead each episode of learning is categorised into subject areas and assigned a shared cost weighting based on the typical average relative delivery costs needed for each subject area. Cost weightings are based mainly on 50 Sectors Subject Areas (SSAs) and qualifications assigned to these SSAs by awarding organisations. The survey asked about the typical costs of delivering provision in each of the 50 tier 2 SSAs. It also separately examined typical costs for a sample of A/AS levels subjects as A/AS levels are assigned cost weightings differently in the 16-19 funding formula.

We have developed a cost model as a means of providing an analysis to the survey responses. The purpose of the cost model is not to provide an exact cost of delivering each SSA or A/AS level subject. It is only to approximately measure on a relative basis the increased costs for delivering each SSA or A/AS level to estimate the funding uplift they require to compare this with the funding uplift they currently receive from the cost weightings in FE funding. All the raw data collected from the survey and calculated data for the cost model have been provided in the annexes to provide transparency to the cost model estimates.

There are several assumptions and limitations within the cost model that have also been acknowledged in this report and how a different interpretation of the survey responses (and therefore a different approach to the cost model) might have altered the cost model estimates and the report findings. To acknowledge the assumptions and limitations within the cost model, we have analysed other sources of evidence to corroborate the cost model outputs where this is possible. Any cost weighting changes suggested in this report are based on the overall assessment of the cost model outputs and the other sources of evidence.

Cost weightings operate as multipliers to the base rate, so for example an SSA assigned the base (1.0) weighting will get no funding uplift and a medium (1.3) will get a 30% funding uplift. The cost model outputs (based on the analysis of the survey responses) have estimated the increased costs for delivering each SSA or A/AS level subject and then made assessment about the most suitable cost weighting. Our findings have proposed all the SSAs and learning aims are assigned to one of the following six cost

weighting bands: base (1.0), low (1.1 for 16-19/1.12 for adults), medium (1.2), high (1.3), very high (1.4), and specialist (1.72 for 16-19/1.75 for adults).[5]

Due to the differences in the way the 16-19 and adult funding systems are configured, in some cases a higher weighting is considered more suitable in adult funding. This is because the cost weightings are used to support with the higher costs of delivering a specific subject area. Cost weightings in 16-19 funding are applied on a per-student basis to a study programme with a mix of learning activity and not all this learning activity will be related to a single subject area. The cost model has been designed to reflect this difference in how cost weightings are applied in the 16-19 and adult funding systems.

No change

The survey responses broadly agreed that 19 of the 50 tier 2 SSAs and the A/AS levels subjects categorised within these 19 tier 2 SSAs should continue to be assigned the base weighting (1.0) for both 16-19 and adults. It also found the current cost weightings for A/AS levels are broadly suitable for around two-thirds of the overall A/AS level provision being delivered to 16-19 students.[6]

In 2020 to 2021, an interim cost weighting increase from base (1.0) to low (1.1/1.12) was introduced in 16-19 funding for any core learning activity in the Science SSA or a study programme with two or more Science A levels. The survey found evidence to support the low (1.1/1.12) weighting for Applied Science courses and Science A/AS levels in Physics, Chemistry or Biology in both 16-19 and adult funding.

This evidence indicated the specialist (1.75/1.92) weighting used in 16-19 and adult funding to be suitable. The specialist (1.75/1.92) weighting is for land-based providers with specialist resources[7] when they deliver provision in the Agriculture SSA, Horticulture and forestry SSA or Animal care and veterinary science SSA. However, due to the specialist nature of this provision, the survey did not examine all the exceptional costs of land-based providers with specialist resources to make a full assessment about the specialist (1.75/1.92) weighting.

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[5] 1.3 weighting is described as medium in adult funding, but high in 16-19 funding. Medium has been used for describing the 1.3 weighting across both funding systems in this report.

[6] The survey found the base (1.0) weighting is suitable for those A/AS levels being delivered in the 19 SSAs listed in Table 3. It also found the low (1.1/1.12) weighting is suitable for Physics, Biology and Chemistry A levels when two or more are studied together. The A/AS levels in the 19 SSAs in Table 3 and the Physics, Biology and Chemistry A levels make-up around two-thirds of the overall A/AS level provision being delivered at 16-19.

[7] This specialist land-based provision involves plant and/or animal production and management that will normally entail using a significant area of land, estates and gardens.

The evidence found a low (1.1/1.12) weighting to be appropriate for the Medicine and Dentistry SSA and Nursing and Subjects Vocations Allied to Medicine SSA in 16-19 and adult funding. This supports the increases announced for these SSAs in 16-19 funding for 2022 to 2023. These SSAs are already assigned a low (1.1/1.12) weighting in adult funding.

Higher cost weighting for 16-19 only

A/AS levels in Art and Design, Music, Dance, Drama, Electronics, Design and Technology, and Computer Science were found to require increased costs to deliver. The survey responses indicated these A/AS levels could be considered for either a low (1.1/1.12) or medium (1.2) weighting in 16-19 funding when studied together or alongside those Science A/AS levels in Physics, Chemistry or Biology, also identified as requiring increased costs to deliver. As most 16-19 students' study three A/AS levels, it is proposed only those studying two or more high cost A/AS levels (indicating the majority of the study is high cost) should attract a cost weighting in 16-19 funding. No change is needed for the cost weightings applied to these A/AS levels in adult funding as they are already assigned the same cost weighting as the SSA they are categorised within.

The survey suggested a low (1.1/1.12) weighting is needed for the Sport, leisure and recreation SSA and the Media and communication SSA instead of a base (1.0) weighting. These SSAs already get a low (1.1/1.12) weighting in adult funding.

Higher cost weighting for 16-19 and lower cost weighting for adults

Most of the courses in Agriculture SSA, Horticulture and forestry SSA and/or Animal care and veterinary science SSA are delivered by land-based providers with specialist resources and attract a specialist (1.75/1.92) weighting. However, courses in these land-based SSAs can also be delivered by providers without specialist resources such by general FE colleges. These land-based SSAs when delivered by non-specialist providers are assigned a high (1.3) weighting in 16-19 funding, and a 1.72 weighting in adults. The survey found a very high (1.4) weighting in both 16-19 and adult funding to be more suitable for these land-based SSAs when delivered by providers without specialist resources. This would mean a higher weighting in 16-19 funding but a lower weighting in adult funding.

Higher cost weighting for adults only

The evidence indicates the Engineering SSA, Manufacturing Technologies SSA, Transportation operations and maintenance SSA and Building and construction SSA need a very high (1.4) weighting in 16-19 and adult funding. This supports the increases already announced in 16-19 funding for these SSAs. These SSAs currently only get a high (1.3) weighting in adult funding and so this means the evidence has found these SSAs need an increase to the very high (1.4) weighting in adult funding.

Service Enterprises SSA is currently assigned a low (1.1/1.12) weighting in adult funding although it assigns a higher weighting for certain courses in the SSA. The evidence found the Service Enterprises SSA to need a high (1.3) weighting in adult funding. It found the current medium (1.2) weighting assigned to this SSA in 16-19 funding to be sufficient.

High (1.3) weighting for the Hospitality and catering SSA was found to be suitable in 16-19 funding supporting the increase made to this SSA for 2020 to 2021 in 16-19 funding. A very high (1.4) weighting was found to be more appropriate in adult funding for the Hospitality and catering SSA and this would mean an increased weighting is needed for this SSA in adult funding.

Lower cost weighting for adults only

The evidence indicates the Public Service SSA, Health and Social Care SSA and Child Development and Well Being SSA to be borderline between the base (1.0) and low (1.1/1.12) weighting. These SSAs are currently assigned a base (1.0) weighting in 16-19 funding and a low (1.1/1.12) weighting in adult funding. This report did not find sufficient evidence to support an increase for these SSAs to a low (1.1/1.12) weighting in 16-19 funding and considered the base (1.0) weighting to be most suitable for these SSAs.

The survey found the Archaeology and Archaeological Sciences SSA and Geography SSA to be mainly theory-based provision indicating a base (1.0) weighting. This means these SSAs do not need a low (1.1/1.12) weighting in adult funding as a base (1.0) weighting would be sufficient for these SSAs. These SSAs already get a base (1.0) weighting in 16-19 funding.

There are five SSAs assigned the high (1.3) weighting in adult funding, but the evidence found the costs of these to be closer to a medium (1.2) weighting. These are the Architecture SSA, Urban, Rural and Regional Planning SSA, ICT Practitioners SSA[8], Performing arts SSA and Crafts, creative arts and design SSA. These SSAs are already assigned a medium (1.2) weighting in 16-19 funding.

Lower cost weighting for both adults and 16-19

The survey found Applied Psychology courses and A/AS levels in Geology and Environmental Science in the Science SSA to mainly theory-based provision. This means the low (1.1/1.12) weighting applied to these courses as part of the Science SSA is too high for both 16-19 and adults, and the base (1.0) weighting would be more appropriate. The survey also found Teaching and lecturing SSA to be also mainly theory-based

[8] Only Level 2 and over courses in the ICT practitioners SSA are assigned the 1.3 weighting in adult funding

provision. This means this SSA only needs a base (1.0) weighting and does not need a medium (1.2) weighting in 16-19 funding or a low (1.1/1.12) in adult funding.

Lower cost weighting for 16-19 only

The survey found a low (1.1/1.12) weighting would be more suitable for the Direct learning support SSA. A low (1.1/1.12) weighting is already used in adult funding for this SSA, but it is assigned a medium (1.2) in 16-19 funding. This means a lower weighting is found to be more appropriate in 16-19 funding for this SSA.

Retailing and wholesaling SSA was found to only incur baseline costs implying only a base (1.0) weighting is needed for this SSA. Retailing and wholesaling SSA is already assigned the base (1.0) weighting in adult funding but is assigned medium (1.2) weighting in 16-19, meaning a lower weighting is suggested in 16-19 funding.

Lower cost weighting for 16-19 and higher cost weighting for adults

Environmental Conservation SSA is assigned the low (1.1/1.12) weighting in adults and can attract a specialist (1.75/1.92) weighting in 16-19 funding. This report found the specialist weighting is not needed for this SSA as specialist resources are not required to deliver this SSA. A very high (1.4) weighting is proposed in 16-19 funding and adult funding as a more appropriate weighting for the Environmental Conservation SSA for both specialist and non-specialist providers delivering this SSA.

Higher cost weighting for both 16-19 and adults

ICT for Users SSA is currently assigned a base (1.0) weighting in 16-19 funding and assigned a low (1.1/1.12) weighting in adult funding.[9] The evidence found a low (1.1/1.12) weighting to be more suitable for the ICT for Users SSA in both 16-19 funding and adult funding. The evidence suggests a low (1.1/1.12) weighting is needed in both 16-19 and adult funding for all provision in the ICT for Users SSA.

Foundations for learning and life SSA and Preparation for work SSA are assigned the base (1.0) weighting in both 16-19 and adults (barring some exceptions in adult funding). The survey responses found a higher weighting is needed for these SSAs due to the smaller class sizes rather than due to increased costs from practical provision. Most, but not all the provision in these SSAs, is for students with additional needs and the survey identified these SSAs to be mainly theory-based provision with increased costs due to smaller class sizes. In 16-19 funding, there are other funding mechanisms already in place to support students with additional needs. Adult funding also already applies a higher cost weighting for certain Functional Skills courses in these SSAs. It is suggested

[9] Only courses Level 2 and above in the ICT for Users SSA attract the low (1.1/1.12) in adult funding

that a closer examination is needed about the learning aims being delivered in these SSAs, and whether cost weightings are an appropriate funding mechanism in 16-19 and adult funding for supporting the provision in these SSAs.

The report also examined the costs of the Prince's Trust Team Programme. It had found a high (1.3) weighting is needed for the Prince's Trust Team Programme to reflect the small group sizes and high running costs of the programme in both 16-19 and adult funding.

Recruitment and retention issues

Recruitment and retention issues were reported in the survey across a range of SSAs. Around 95% or more of the survey responses reported issues in the Engineering SSA, Manufacturing Technologies SSA, Building and Construction SSA and Architecture SSAs, with 60% or more of providers indicating they paid teachers more in these SSAs to address this.

Over 70% also reported recruitment and retention issues in Nursing and subjects and vocations allied to medicine SSA, Medicine and dentistry SSA, Transportation Operations and Maintenance SSA, Urban, rural and regional planning SSA and A/AS level in Electronics, with 25% or more indicating they paid teachers more in these SSAs to address this. A majority of survey responses also reported recruitment and retention issues in A/AS level in Computer Science, Physics, Chemistry and Biology, ICT practitioners SSA, Archaeology and archaeological sciences SSA, Applied Science courses and the land-based SSAs.

Impact of the value premiums used in FE funding

The survey also asked about the extent to which providers agreed or disagreed with several statements about the impact of the value premiums in FE funding. These statements included for example whether the value premiums had allowed providers to grow provision or increase investment in those SSAs or courses targeted by the value premiums. The most popular response was either agree or, neither agree or disagree, about the positive impact of the value premiums used in FE funding. The survey responses were therefore broadly positive or neutral about the impact of the value premiums being used in FE funding.

Background

Cost weightings are used in the FE funding formulas for 16-19 and adult education and training to recognise that subjects with practical content cost more to deliver than subjects with only theory-based provision. The principle of providing funding uplifts to reflect the different costs for delivering certain high cost provision has been a continuous part of calculating FE funding for over 25 years.

The established need for cost weightings stems from FE providers delivering a diverse mix of curriculums with certain provider types such as FE colleges delivering more provision in practical subjects. It is not reasonable to fund all FE providers based on an assumed average base rate of funding. The use of cost weightings in calculating funding allocations is to ensure FE providers delivering a large proportion of high cost provision are sufficiently compensated with extra funding.

Prior to academic year 2013 to 2014, both the 16-19 and adult funding systems were funded on a per-qualification basis[10] and the cost weightings used in both funding formulas were broadly the same. There were previous reviews commissioned by the government into cost weightings in 2002 and 2009, and these examined broadly the same cost weightings being used in 16-19 and adult funding.

Then in 2013 to 2014, both 16-19 and adult funding systems underwent significant reform. Following the recommendations of the Wolf Report 2011[11] the funding for 16-19 students moved to a per-student basis. New cost weightings values were designed for the 16-19 funding formula to operate with per-student funding of study programmes. The previous cost weighting review in 2013[12] examined the validity of these new cost weightings. The adult funding system was simplified at the same time with a new single set of rates introduced for all adults from 2013 to 2014.[13] Adults continued to be funded on a per-qualification basis with broadly the same cost weighting values. These reforms to the 16-19 and adult funding systems has meant since 2013 to 2014 the cost weightings used in 16-19 and adult funding are different.

This report has examined the cost weightings used for the non-devolved AEB and the maximum loan amounts for ALL for adults, and the national funding formula for 16-19. Since 1 August 2019, the AEB has been devolved to certain mayoral combined authorities and the Greater London Authority. It is for these authorities to decide the

[10] This meant each qualification or separate episode of learning ('learning aim') was funded separately with a cap on the total funding than can be generated per student per annum.
[11] The Wolf Report (2011), Review of Vocational Education
[12] acl consulting (2013), 16-19 Funding Formula Programme Cost Weightings Review
[13] Skills Funding Agency (2013), A New Streamlined Funding System for Adult Skills

funding rates including the cost weightings to be used for their devolved area. The ESFA are responsible for AEB in the non-devolved areas.

In October 2017, the government set out proposals for T Levels. The T Level funding consultation[14] ran from November 2018 to February 2019 about how these T Levels would be funded. This included a proposal to use the same cost weightings for T Levels to those used for funding typical 16-19 study programmes. There was broad agreement in the responses to the T level funding consultation about using the same cost weightings for T Levels. However, some responses raised concerns about whether some of the cost weighting uplifts were sufficient to support the costs of delivering T Levels in certain subjects. The government response to the consultation in 2019 committed to review the cost weightings to consider these concerns.

On 21 January 2021, the government published the Skills for Jobs White Paper[15] setting out proposals for reforming FE, including reforming adult funding and FE accountability. A consultation on reforms to FE funding and accountability[16] ran from July 2021 to October 2021 including proposals to move adult funding rates to a small number of funding bands which would reflect both an assessment of relative cost (i.e. cost weightings) and relative value (i.e. high value provision). On 21 July 2022, the government published a response to the first consultation[17] and also launched a second consultation[18] on these proposals, due to close on 21 September 2022. The findings from this report have helped to inform the assessment of relative cost used for these proposals.

16-19 funding currently uses the advanced maths premium (AMP) and high value course premium (HVCP) to support high value provision. These premiums are intended to support FE providers to build their capacity to deliver high value provision to more students to a high standard. The survey also asked FE providers for their views on their impact of these value premiums used in 16-19 funding. It also asked about the funding uplifts used in adult funding for Level 3 qualifications included in the Level 3 Free Courses for Jobs offer, which is part of the Lifetime Skills Guarantee.[19]

Prior to the publication of this report, DfE announced some increases to the cost weightings used in the 16-19 funding formula. These changes were announced as interims changes based on earlier research on cost weightings and the interim findings

[14] DfE (2019), Consultation outcome: Funding for the delivery of T Levels
[15] DfE (2021), Skills for jobs: lifelong learning for opportunity and growth
[16] DfE (2021), Consultation document: A new FE funding and accountability system
[17] DfE (2022), Consultation outcome: Reforms to FE funding and accountability
[18] DfE (2022), Consultation document: Implementing a new FE funding and accountability system
[19] DfE (2021), Launch of free qualifications marks a major milestone in government's Lifetime Skills Guarantee

from this research. These changes have already been implemented in 16-19 funding for 2020 to 2021[20] and 2022 to 2023[21]. This report has examined all the cost weightings used in both adult and 16-19 funding systems. It has identified possible adjustments (increases or decreases) to the current cost weightings used in 16-19 and adult funding, including to check those interim cost weighting changes already implemented in 16-19 funding.

FE funding formulas

The ESFA use a separate FE funding formula for 16-19 and adults to calculate funding for each FE provider, each academic year. Both funding formulas use a base rate of funding (also referred to as the national funding rate in 16-19), with the base rate varying depending on the size of the study programme (number of learning hours). The base rate in both these funding formulas provides around 80% of the funding for 16-19 and adults. Both funding formulas use three other core elements to uplift the base rate to calculate overall provider funding. These are cost weightings, disadvantage uplifts, and area cost uplifts. These three elements make up all the overall funding uplifts to the base rate for adult funding and 95% of the core programme funding uplifts for 16-19. 16-19 funding formula has other elements making up the remaining 5% of core programme funding and there are also additional elements of 16-19 funding outside the core programme funding.

The purpose of the base rate is to provide an average rate of programme funding to meet the general cost of delivering education and training. Other elements of the main funding formula are multipliers or additions on top of the base rate to provide targeted funding uplifts to support specific increased delivery costs, such as cost weightings for delivering high cost provision. Disadvantage uplift is provided to help with the increased cost from supporting students with additional needs. The area cost uplift is for the higher costs incurred by providers delivering education in London and the South East.

There are also other sources of funding available to providers to support with increased costs outside the main programme funding formulas such as capital funding, high needs funding, learning and learner support funding for adults and 16-19 Bursary Funding. We have considered the remit of the extra funding provided by cost weightings alongside the other main elements in the funding formulas (base rate, the area cost and disadvantage uplifts), and other relevant sources of funding to avoid any potential overlaps and double funding for the same increased costs.

[20] DfE (2019), FE funding guidance, 16 to 19 funding: programme cost weighting changes for 2020 to 2021
[21] DfE (2021), FE funding guidance, 16 to 19 funding: programme cost weighting changes for 2022 to 2023

Sector Subject Areas

The ESFA calculates funding using the 16-19 and adult funding formulas based on learning aims. Learning aims are a single episode of learning which could be a regulated qualification, a component of a regulated qualification or non-regulated learning.

The purpose of cost weightings is not to weight every learning aim individually instead learning aims are categorised into subject areas and assigned a shared cost weighting based on the typical average of delivery costs needed for each subject area. The categorisation systems used for learning aims in FE and the cost weightings values have evolved over the past 25 years as different approaches have been taken to strike a balance between a funding system with a larger number of subject categories and cost weightings for more precision, and a smaller number of subject categories and cost weightings for simplicity.

The current system used for categorising learning aims is the Sector Subject Area Classification System (SSAC) which is owned by the Office of Qualifications and Examinations Regulation (Ofqual).[22] The SSAC system is primarily a classification system for regulated qualifications and has existed since 2001. SSAs for regulated qualifications, are set by the owning awarding organisation. There are 15 broad tier 1 SSAs (for instance Engineering and Manufacturing Technologies). These are then broken down into 50 tier 2 SSAs which are more specific descriptors (for instance Engineering, Manufacturing Technologies, Transportation Operations and Maintenance). The ESFA use the SSAC system for assigning cost weightings with the 50 tier 2 SSAs used to determine the cost weighting for each learning aim apart from a limited number of exceptions. A list of the SSAs and the cost weightings assigned to each SSA in 16-19 and adults, including any exceptions, is at Annex A.

Non-regulated learning aims (learning aim class codes[23]) are made available for each notional level and SSA by the ESFA and funded institutions record the most appropriate one for the non-regulated provision delivered. T Levels and T Level Transition Programmes do not directly map onto a single SSA, but the ESFA has worked with the Institute for Apprenticeships and Technical Education to produce a mapping of T Levels to Apprenticeship standards to apply a consistent link to SSA and cost weighting and allocate a single cost weighting to each specialism for each T level, and to each corresponding T level route for the T Level Transition Programme.

[22] Ofqual (2013), Guidance on the different descriptions of regulated qualifications
[23] ESFA (2020), Guidance on learning aim class codes

Weighting values

There are currently ten cost weighting values across six cost weighting bands used in 16-19 and adult funding as shown in Table 1. These cost weighting values are assigned to each of the 50 tier 2 SSAs and in some instances to individual learning aims or programmes that are funded differently to the SSA they are assigned. There are different cost weightings values used in 16-19 and adult funding.

The cost weighting values operate as multipliers to the base rate, so for example a learning aim assigned a weighting value of 1.3 will get 30% uplift in funding. A learning aim assigned the base (1.0) weighting will get no funding uplift and will be funded mainly at the base rate.[24] These cost weighting bands provide an approximate rather a precise funding uplift to meet the increased costs related to a subject area. The use of an approximate funding uplift recognises that it is difficult to identify a precise set of increased relative costs for different subjects.

Cost weighting bands	Cost weighting value used in 16-19 funding	Cost weighting value used in adult funding
Base	1.0	1.0
Low	1.1	1.12
Medium	1.2	1.3
High	1.3	1.6
Very high	1.4	-
Specialist	1.75	1.72/1.92

Table 1: Cost weighting values used in the 16-19 and adult funding formulas

19 of the 50 tier 2 SSA are assigned the base (1.0) weighting. 31 of the 50 tier 2 SSAs are assigned a cost weighting above 1.0 or have learning aims categorised within them assigned a cost weighting value above 1.0 in either 16-19 or adult funding.[25] The survey focused on the increased costs for those 31 SSAs and the A/AS levels categorised within those 31 SSAs.

[24] Study programmes or learning aims assigned the base (1.0) weighting may still attract funding uplifts from other parts of the 16-19 or adult funding formula such as from the disadvantage uplift and area cost uplift. For co-funded adult learners, learners are only expected to contribute 50% of the unweighted rate of funding. This means the government contributes more to co-funded adults on learning aims with a cost weighting above 1.0.

[25] Some of these 31 SSAs might be assigned a base (1.0) weighting in adults funding but include certain exceptions for learning aims categorised within them that are assigned cost weighting of 1.12 or above (see Annex A for details).

It is estimated that around half of the funded learner hours of adult provision[26], and around two-thirds of 16-19 overall provision are funded at the base (1.0) weighting. This means the need for a cost weighting value above 1.0 in the 16-19 and adult funding formulas, is estimated to be for only half of the funded learner hours for adult provision and a third of 16-19 provision.

Study programmes and learning aims

The vast majority of 16-19 students are full-time[27] whereas most adult learners are part-time. This has informed the different approach to fund adults on a per-qualification basis and 16-19 students on a per-student basis.

16-19 funding is allocated for providers to deliver a comprehensive study programme to each 16-19 student. When the survey was conducted, the expectation on providers was to deliver study programmes of 600 hours per year to 16-19 full time students and the funding rate was set on that basis.[28] A full-time 16-19 programme typically consists of a substantive qualification or work experience supplemented by a non-qualification or non-regulated learning hours known as employability, enrichment and pastoral (EEP) hours. The EEP hours will typically make up around 20% to 30% of a 16-19 study programme with 20% being the average for most full-time 16-19 students.

Cost weightings are applied in 16-19 funding to a mixed programme of learning activity, which could include learning activity categorised across multiple SSAs, with some components of non-regulated learning not assigned to a specific SSA such as for EEP hours. 16-19 funding formula uses a core learning aim to determine the SSA and cost weighting. The core learning aim of a 16-19 study programme will usually be the component with the largest amount of timetabled activity. If no core aim is selected for a 16-19 programme it will be assigned a base (1.0) weighting. There is an exception to this as 16-19 students studying two or more Science A levels attracted a low (1.1) weighting. Two or more Science A levels acting as a proxy for a core aim in the Science SSA.

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[26] Adult funding rates are determined by assigning learning activity to funding bands based on the regulated Guided Learning Hours (GLH) of the qualification or planned activity in hours for non-regulated activity. The estimate has been calculated based on the data about the volumes of learning activity recorded in each funding band at the base (1.0) weighting and the mid-point for the hours for each funding band. A funding band could include learning activity with a higher or lower number of hours than the mid-point, so this estimate is not based on the actual delivered learning hours funded at base (1.0) weighting

[27] Duty to Participate in Education or Training (Miscellaneous Provisions) Regulations 2013 defines 'full time' as at least 540 hours so any student who participates in a programme of hours of 540 or more would be complying with that duty.

[28] Providers are expected to deliver an additional 40 hours from academic year 2022 to 2023 for full-time students and additional funding is allocated to deliver this.

The cost of delivering EEP hours is not related to a student's core aim activity. For example, a study programme with core aim activity in the Engineering SSA will be assigned a very high (1.4) weighting in 16-19 funding, but the EEP hours studied alongside this will not also cost 40% more to deliver. The cost of delivering EEP hours may be costly to deliver for some students and will vary for each student, but the 16-19 base rate is intended to provide an average base rate of funding to meet the costs of delivering the EEP hours. This means the costs for delivering EEP hours is assumed to be a general cost built into the base rate, whereas cost weightings are targeted funding uplifts for only those students studying high cost subjects to meet the increased costs related to this.

The cost weighting values in 16-19 funding are adjusted to reflect that the increased cost being uplifted by the cost weighting is only for the non-EEP learning activity, which is typically around 80% of a full-time 16-19 study programme. The EEP learning activity (typically around 20% of a full-time 16-19 study programme) should not receive a funding uplift from any cost weighting applied in 16-19 funding. There is an adjustment to the cost weighting values used in 16-19 funding to reflect this. When the cost weightings for 16-19 funding were established in 2013 to 2014 on a per student basis, they were rebased and adjusted to reflect that cost weightings are applied to mixed programme of learning activity including EEP, but only intended to uplift the core aim activity.[29]

For adults, the cost weighting is applied on a per-qualification basis[30] directly to each learning aim rather than to a mixed programme of learning activity, so no adjustment is required to the cost weighting in adult funding. There is an annual funding cap which applies to each adult learner that can reduce funding, but this does not alter the cost weightings applied to each learning aim.

Vocational and academic programmes

16-19 funding distinguishes between "academic programmes" and "vocational programmes". Table 2 lists the type of learning aims that are classified as academic for funding purposes in the 16-19 funding formula. Those study programmes with an academic learning aim (as listed in Table 2) as a core aim or without a core aim are categorised as academic programmes. Those who are not on an academic programme are, for 16-19 funding purposes, categorised as vocational programmes.

[29] ESFA (2012), Update on the 16-19 Funding Formula 2013/14

[30] Each learning aim is funded separately in adult funding although there is a cap on the total funding that can be generated per student per annum.

Around 40% of the programmes delivered in 16-19 are recorded as academic programmes and the other 60% are recorded as vocational programmes. For the academic programmes delivered in 16-19, around 90% are A/AS level based study programmes with the majority of these students studying three A/AS levels. The survey asked only about the cost of delivering A/AS levels as these represent the majority of academic programmes being delivered in 16-19.

Learning aims that are classified as academic in the 16-19 funding formula
• GCEs: A levels, AS levels, A with AS levels; double awards count as 2 academic qualifications (General Studies and Critical Thinking are excluded) • International Baccalaureate (IB) Diploma • IB Certificates • Cambridge Pre-U Diploma • Access to HE Diploma • Core maths • GCSEs – including vocational • GCSE short courses • Level 2 free standing maths qualifications (FSMQs)

Table 2: Academic learning aims in the 16-19 funding formula

In the 16-19 funding formula, academic programmes are assigned a base (1.0) weighting meaning no funding uplift regardless of the SSA. There is one exception to this as students studying 2 or more Science A levels are assigned a low (1.1) weighting. The introduction of a low (1.1) weighting for students studying 2 or more Science A levels was an interim cost weighting changes announced for 2020 to 2021. This survey has collected information about the costs of delivering different Science A/AS levels and other A/AS levels to check this interim change and consider whether any other study programmes containing A/AS levels should be considered for a cost weighting value above the base (1.0) weighting.

Most 16-19 students studying an academic programme are studying three A/AS levels from different SSAs. For example, a 16-19 study programme could consist of one A level in Science, one A level in Maths and one A level in History. All these A levels would be categorised within different SSAs. A levels are of equal size so it is not possible to determine a single SSA, and a suitable cost weighting when A levels are studied together. For vocational programmes, the core aim will normally be the majority of the learning activity and so it is straightforward to assign a single SSA and a cost weighting to a 16-19 study programme based on the SSA of the core aim.

Adults funding does not distinguish between vocational and academic learning aims for funding purposes. Adult funding is on a per-qualification basis so does not have the same issues with applying a suitable cost weighting to a study programme with mix of learning activity from different equally sized academic learning aims across different SSAs.

Land-based providers

There are four SSAs focused on land-based studies; Agriculture SSA, Horticulture and forestry SSA, Animal care and veterinary science SSA and Environmental conservation SSA. Learning aims being delivered in these SSA can attract a specialist (1.75 in 16-19 funding/1.92 in adult funding) weighting when delivered by land-based providers with specialist resources. The ESFA publish the criteria to identify land-based providers with specialist resources in the 16-19 funding rates and formula guidance.[31] The same criteria are used for determining specialist land-based providers for 16-19 and adults.

In summary, land-based providers with specialist resources are those delivering land-based provision involving plant and/or animal production and management that will normally entail using a significant area of land, estates and gardens all year round. They also need to deliver at least six land-based occupational areas to qualify amongst several other criteria. The specialist (1.75/1.92) weighting is not automatically applied for all provision at land-based providers with specialist resources. It only applies when land-based provision is delivered at the specialist provider's land-based site. For example, when land-based providers merge with non-specialist providers, the resulting provider will only receive the specialist weighting for qualifying delivery at the land-based provider's premises, as identified by the recorded delivery location postcode.

Those providers delivering the land-based SSAs that do not meet the criteria for the specialist (1.75/1.92) weighting are assigned a high (1.4) weighting in 16-19 funding and a 1.72 weighting in adult funding. There are only low volumes of provision being delivered in the Agriculture SSA, Horticulture and forestry SSA and Environmental conservation SSA by providers not meeting the criteria for the specialist (1.75/1.92) weighting. Animal care and veterinary science SSA is the only one of the land-based SSAs being delivered in a non-specialist land-based setting in significant volumes for both 16-19 and adults.

The specialist (1.75/1.92) weighting provided in FE funding for land-based providers with specialist resources is intended to support higher direct and indirect delivery costs. The indirect delivery costs (i.e. overhead costs) are those associated with operating a land-based site 24 hours a day for 365 days a year to care for the livestock and plants necessary to deliver specialist land-based provision. A full assessment of the specialist (1.75/1.92) weighting for land-based providers with specialist resources is out of scope of this research. This is because the survey focused on collecting data about direct cost variations as this is sufficient to examine all the cost weighting used in FE funding for

[31] ESFA (2022), Funding guidance for young people 2022 to 2023 rates and formula

non-specialist provision. The survey did not collect data about indirect costs to minimise the data collection.

The report has separately examined the survey responses from land-based providers with specialist resources and those providers without specialist resources. This is because the cost weighting for providers without specialist resources delivering the land-based SSAs is based only on direct costs so the suitability of the cost weighting can be examined based on the survey responses from those providers without specialist resources. This report has also presented the survey responses from land-based providers with specialist resources for delivering the land-based SSAs whilst acknowledging the survey did not ask about indirect costs so cannot provide a full assessment about the specialist (1.75/1.92) weighting.

Prince's Trust Team Programme

The Prince's Trust Team Programme is an intensive, twelve-week personal development course involving work experience, qualifications, practical skills, community projects and a residential week. The Prince's Trust Team Programme is assigned a medium (1.2) weighting in 16-19 funding. Providers can also claim for additional funding for delivering the Prince's Trust Team Programme in adult funding. The survey collected information about the costs of the programme separately from the main survey due to the uniqueness of the programme.

Methodology

On 26 May 2021 an online survey was circulated across all ESFA funded 16-19 and adult education and training providers. The ESFA published a URL link to the online survey on their ESFA weekly updated newsletter page published on GOV.UK and encouraged providers to participate in the survey.

ESFA funded 16-19 and adult education and training providers will have received an email notifying them about the survey launch via the ESFA weekly update newsletter on 26 May 2021.[32] ESFA weekly update newsletter on 30 June 2021 also provided a further prompt for providers to complete the survey.[33] The main FE providers associations were also notified about the survey and were asked to promote the survey with their members. Some of the main FE providers associations then circulated a link to the survey within their internal newsletters to their members.

The survey was open for responses from 26 May 2021 to 30 July 2021. The data collected from this survey is the primary source of information for this report. A copy of the online survey can be found at Annex B. In summary, the online survey consisted of 25 questions.

- Five questions about provider details. Providers were asked to either provide identifying details or if they would prefer to prefer to respond anonymously. For those wishing to respond anonymously, the survey asked providers to supply their provider type, the region they were located within and approximately how many 16-19 and adults they delivered education and training to each year.
- Five questions about the SSAs and learning aims delivered by the provider.
- Ten multiple choice questions about the approximate delivery costs for each of those SSAs and learning aims the providers reported they deliver.
- Five multiple choice questions asking for views about the impact of cost weighting changes and values premiums used in the FE funding formulas.

To examine the increased costs related to the Prince's Trust Team Programme, an email was sent to a small sample of specific providers delivering the programme. This included questions about the costs of delivering the programme using the same multiple choice format as the main survey.

We developed a cost model to analyse the reported delivery costs in the survey for each of the SSAs and learning aims sampled to examine whether the cost weighting used in

[32] ESFA (2021), ESFA update for further education: 26 May 2021
[33] ESFA (2021), ESFA update for further education: 30 June 2021

FE funding are suitable. The research also examined other research to corroborate any findings derived from the survey responses using the cost model.

Designing the online survey

A number of providers and the FE provider associations were consulted to help with the design and the format of the online survey. This included attending the policy working groups of provider associations to test out ideas and discuss the most effective approach to collect data about relative cost variations for delivering different subjects.

This engagement with providers and an analysis of previous research conducted on costs in FE showed that in most instances costs are not routinely monitored by providers at learning aim level. Costs are more routinely monitored at departmental or faculty level for example with cost centre codes. In order to collect data on the delivery costs for individual learning aims, a provider usually needs to examine the costs reported at the departmental level and then apportion costs to individual learning aims. In this context, the pilot research was conducted to test out different methods for collecting gradular cost data and indentify the most effective approach. For the pilot research, a sample of four FE colleges completed a spreadsheet proforma about the delivery costs for a small number of learning aims in different subject areas.

The pilot research identified how resource intensive it was to collect detailed gradular cost data for even a small number of learning aims. This survey initially aimed to collect detailed cost data to examine all the cost weightings being used in 16-19 and adult funding, but the pilot research found it was not feasible to collect detailed cost data about a large number of learning aims. The pilot research helped to develop a simplified approach to collecting data on delivery costs, whereby instead of requesting exact cost data for specific learning aims, approximate costings are collected about the key cost drivers for delivering different subject areas.

The pilot research informed the design of the survey using multiple choice questions. The survey asked providers to answer multiple choice options that most appropriately represented their costs using best estimates. This approach meant providers did not need to make detailed calculations for answering each survey question and could instead supply best estimates. The survey was designed to collect approximate general costings across a wide sample of SSAs and learning aims rather than exact detailed costings on a smaller more focused sample. The aim of collecting approximate cost data on a wide sample of SSAs and learning aims was to examine the full range of relative cost variations across all the different types of the provision being delivered across FE to provide a more comprehensive assessment of the cost weightings used in FE funding.

Sample chosen for survey

Although the survey aimed to collect data across a wide sample of FE provision, it was considered to still be too burdensome to collect data on all the different learning aims or

qualifications being delivered to 16-19 and adults. The survey instead focused on A/AS levels and more generally on vocational or non-A levels learning aims as the two main distinct groups of learning aims types being delivered in FE.

A/AS levels were examined separately as these are assigned cost weightings differently in 16-19 funding as described in the background. By asking about A/AS levels and non-A/AS levels separately any differences in the costs to deliver these could be identified. Vocational or non-A level learning aims can be various types of qualifications and vary in size, to simplify the request the survey asked providers to respond based on delivering a typical non-A level learning aim and typical size learning aim within each SSA.

The previous cost weighting review in 2013 conducted a survey of FE providers. It found consensus (85% or more) that 19 of the 50 tier 2 SSAs should continue to be funded at the base (1.0) weighting.[34] These survey responses from 2013 are shown in Table 3. This informed our approach to not collect specific cost data about these 19 SSAs to reduce the data requested in the survey.

SSA tier 2 code and description	% of all providers in 2013 survey conducted for the previous cost weighting review agreed these SSAs should be funded at the base (1.0) weighting
2.2 Mathematics and Statistics	86%
7.2 Warehousing and Distribution	91%
8.2 Travel and Tourism	93%
9.4 Publishing and Information Services	92%
10.1 History	95%
10.3 Philosophy	96%
10.4 Theology and religious studies	95%
11.2 Sociology and Social Policy	96%
11.3 Politics	96%
11.4 Economics	95%
11.5 Anthropology	96%

[34] Over 85% of responses in the 2013 survey also agreed the Public Services SSA, Archaeology and Archaeological Sciences SSA and Geography SSA should be assigned the base (1.0) weighting in 16-19 funding but these SSAs are considered separately as they contain learning aims assigned a low (1.1/.1.12) weighting in adult funding. For SSA 1.4 Public Services, only waste management and recycling in the SSA is assigned low (1.1/.1.12) weighting.

SSA tier 2 code and description	% of all providers in 2013 survey conducted for the previous cost weighting review agreed these SSAs should be funded at the base (1.0) weighting
12.1 Languages, Literature and Culture of the British Isles	93%
12.2 Other Languages, Literature and Culture	90%
12.3 Linguistics	93%
15.1 Accounting and finance	95%
15.2 Administration	96%
15.3 Business management	95%
15.4 Marketing and sales	95%
15.5 Law and legal services	94%

Table 3: SSAs agreed as only needing a base (1.0) weighting in the 2013 survey

To recheck the findings of previous cost weighting review in 2013, the survey included a single question in the online survey asking about these 19 SSAs and the A/AS levels within these SSAs collectively. It asked providers whether they agreed that the typical A/AS levels and non-A level learning aims within these 19 SSAs should continue to be assigned the base (1.0) weighting as they do not typically need significant additional costs to deliver. 72% of respondents agreed with this in the survey. This supported the approach taken prior to the survey to not collect specific cost data about these SSAs.

As you can see from the SSA descriptions in Table 3, these 19 SSAs are mainly academic subjects and so it is assumed these incur only the general costs needed for theory-based provision. The survey also collected specific cost information about the Business management SSA and GCE A/AS level in Business to act as a control sample to compare the reported costs for these against the other SSAs or learning aims sampled.

Having decided not to collect data on the 19 tier 2 SSAs listed in Table 3, the survey collected cost data about the other 31 tier 2 SSAs, not in Table 3, that have learning aims categorised within them that attract a cost weighting value above 1.0 in 16-19 or adult funding. It also asked about the 15 broad A/AS level subjects within these 31 SSAs and about 2 other non-A level learning aims. The survey asked upfront about the learning aims or SSAs delivered by the provider and then the following survey questions were tailored to only ask about these. Similarly, there were some questions specific to those providers delivering to 16-19 students or adults only. A copy of the survey at Annex B indicates where questions were hidden or changed based on previous responses.

A/AS Levels

Around half of all A/AS level 16-19 provision being delivered in 16-19 is within those 19 tier 2 SSAs in Table 3. As there is evidence of broad agreement for a base (1.0) weighting for the A/AS levels within those 19 SSAs, the survey only collected cost data only about the other half of A/AS level 16-19 provision categorised within the other 31 tier 2 SSAs.

Only 9 of the 31 SSAs have A/AS levels categorised within them. The half of overall A/AS level 16-19 provision delivered in these 9 SSAs breaks down as follows:

- one-third are 9 broad A/AS level subjects split across 8 SSAs as shown in Table 4
- two-thirds are Science A/AS levels in the Science SSA (e.g. A/AS level in Chemistry, Biology, Physics, Psychology etc.) as shown in Table 5

The survey requested cost information about the 9 broad A/AS level subjects (across 8 SSAs) in Table 4 and the 6 A/AS levels in Science as shown in Table 5.

SSA tier 2 code and description	GCE A/AS Levels within this SSA
4.1 Engineering	GCE A/AS level in Electronics
4.2 Manufacturing Technologies	GCE A/AS level in Design and Technology (Produced Design / Design Engineering / Fashion and Textiles)
6.2 ICT Practitioners	GCE A/AS level in Computer Science
8.1 Sport, Leisure and Recreation	GCE A Level in Physical Education
9.1 Performing Arts	GCE A/AS level in Dance / Drama and Theatre Studies and GCE A/AS level in Music / Music Technology
9.2 Crafts, Creative Arts and Design	GCE A/AS level in Art and Design (3D Design / Fine Art / Graphics / Photography)
9.3 Media and Communication	GCE A/AS level in Media Studies / Film Studies
11.1 Geography	GCE A/AS level in Geography

Table 4: List of A/AS levels in SSAs with a cost weighting uplift

Science SSA

Due to the significant volumes of A/AS levels and non-A level learning aims being delivered in the Science SSA, a different approach was taken to sample each of the main learning aims in the Science SSA separately. The survey asked about the different learning aims in the Science SSA to compare typical costs for the 6 Science A/AS levels and the two main non-A level learning aims. The 6 A/AS levels and 2 non-A level learning aims listed in Table 5 represent around 97% of all the 16-19 provision being delivered in Science SSA.

By sampling these learning aims separately, this report has been able to consider the different costs of the main learning aims being delivered in the Science SSA. Although this more in-depth approach was decided as needed for the Science SSA, it would have been too burdensome to do this for every SSA.

SSA tier 2 code and description	Learning aim description
2.1 Science	Certificate/Diploma/Extended Diploma in Applied Science
	Extended Certificate in Applied Psychology
	GCE A/AS level in Biology
	GCE A/AS level in Chemistry
	GCE A/AS level in Environmental Science
	GCE A/AS level in Geology
	GCE A/AS level in Physics
	GCE A/AS level in Psychology

Table 5: Main learning aims within the Science SSA

Cost drivers sampled

The previous cost weightings reviews and pilot research identified two main baseline cost drivers and six main variable cost drivers associated with the direct delivery of learning aims. Average teaching costs and the maximum class size are two of the main baseline direct cost drivers (see Annex C & D for a summary of the survey responses about these). The six main variable costs drivers are:

1. Smaller class sizes (a breakdown of the survey responses is at Annex E)
2. Time needed for practical-based provision (Annex F)
3. Technician staff needed for practical-based provision (Annex G & H)
4. Increased course running costs (Annex I)
5. Increased equipment costs (Annex J)
6. Increased staffing costs due to recruitment and retention issues (Annex K)

The survey asked providers to supply approximate costings for each of these cost drivers for each of the SSAs or learning aims they reported they deliver by answering a set of multiple choice questions.

Teacher costs

The survey asked providers what their estimated notional average hourly rate including on-costs (e.g. national insurance and employer pension contributions) for their teaching staff. They were instructed to answer based on their average across all the teachers they employed. The pilot research conducted for this report identified that providers wanted to supply data on teaching costs as a notional hourly rate. This notional hourly rate includes on-costs and reflects the hours of contact time for a teacher per annum with students.

The survey provided guidance and a worked example for FE providers about how to calculate the average notional hourly rate for teaching staff including on-costs (see copy of the survey at Annex B for more details). The approach to calculating a notional hourly rate and the worked example was tested with some FE providers to ensure it would be understood and that FE providers would be able to provide an answer about teaching costs on this notional hourly basis. The survey listed seven multiple choice options to collect information about the average notional hourly rate for teaching staff. An assumed mid-point, high and low value has been used to analyse the survey responses as shown in Table 6. A summary of the survey responses for this question is at Annex D.

Multiple choice option for the average notional hourly rate for teaching staff	Assumed mid-point, high or low value for each multiple choice option
£39 to £44	£41.50
£45 to £49	£47.00
£50 to £54	£52.00

Multiple choice option for the average notional hourly rate for teaching staff	Assumed mid-point, high or low value for each multiple choice option
£55 to £59	£57.00
£60 to £64	£62.00
£65 to £69	£67.00
£70+	£72.00

Table 6: Multiple choice options for teaching staff costs and assumed values

Maximum class size

The survey asked providers to report their maximum class size when delivering theory-based provision at full course capacity. The survey advised the typical maximum classroom size will usually be the maximum capacity for the room sizes in the provider's estate or the maximum group size for effective classroom provision. The purpose of collecting data on maximum possible class sizes was to provide a baseline class size to identify when a smaller class size is needed for certain subjects. There were nine multiple choice options for the maximum class size question in the survey with an assumed mid-point, high and low value for each option shown in Table 7. A summary of the survey responses for this question is at Annex C.

Multiple choice option for maximum class size	Assumed mid-point or high or low value for each multiple choice option
1-10	8
10-12	11
13-15	14
16-18	17
19-21	20
22-24	23
25-27	26
28-30	29
30+	32

Table 7: Multiple choice options for maximum class size and assumed values

There is an important distinction between the maximum possible class size and the actual class sizes. Actual class sizes will vary across different learning aims and different providers types and will often be below the maximum possible class size. Each provider will have a distinct set of circumstances determining their actual class sizes, the survey requested providers to give us their maximum classroom size at full course capacity instead of requesting actual class sizes to isolate variations in the class size from other factors.

The demographics of students in a local area and competition with other providers to enrol the students alongside the student demand for certain learning aims will determine actual class sizes. The timetabling of staff and students across different sites across a provider's estate can also be a barrier to delivering learning aims at maximum class size. DfE commissioned report on A level class sizes published in 2017[35] explained in more detail some of the barriers that providers face in maximising class sizes. Although this report is about class sizes for A levels the findings of this report about the barriers to delivering maximum class sizes are applicable to delivering all types of learning aims in FE.

Smaller class sizes

Cost weightings are used to help meet the costs of provision when smaller classes are needed. Smaller classes are usually needed for practical lessons due to restrictions on the size of the workshop, amount of equipment and/or health and safety reasons. Smaller classes might also be needed for the effective teaching of a learning aim.

The survey asked providers for each of the SSAs or learning aims sampled whether they needed to be delivered in smaller class sizes and the average maximum class size when delivering in smaller class sizes. The survey asked about the theoretical maximum possible class size and not the actual class sizes to isolate for when smaller class sizes are needed due to the nature of the type of provision such as for health and safety reasons when delivering workshop-based provision for practical lessons against other factors such as low student demand for a subject or learning aim.

The previous reviews of cost weighting review in 2013 agreed in consultation with providers that cost weightings should not help with the costs of smaller class sizes when this was due to other factors such as student demand for a particular SSA or learning aim. There was some suggestion in the cost weighting review in 2013 that temporary additional funding could be used to support providers to put on new areas of provision or support a subject area with low student demand. The cost weighting review in 2013 review did not consider cost weighting as a suitable funding mechanism for supporting areas of low student demand and this report continues to support this conclusion.

There were five multiple choice options for the question about the typical class sizes needed for each SSA or learning aim, with an assumed mid-point, high and low value for each option as shown in Table 8. The multiple choice options were developed from the pilot research which showed 17 or less was the common maximum class size for

[35] Isos Partnership (2017), Understanding costs of A level provision via the decision making process behind class sizes

practical lessons with above 17 more common for theory-based provision. A summary of the survey responses on smaller class sizes is at Annex E.

Multiple choice option for smaller class sizes	Assumed mid-point or high or low value for each multiple choice option
21 or more	22
18 to 20	19
15 to 17	16
11 to 14	12.5
10 or less	10

Table 8: Multiple choice options for smaller class sizes and assumed values

Time needed for practical lessons

Another key cost driver is the proportion of time needed for practical lessons due to the higher associated costs of delivering practical lessons. The survey asked about the proportion of practical lessons needed for each SSA or learning aim. It was implied in the multiple choice answers for this question that practical lessons will usually need to be delivered in smaller classes.

There were four multiple choice options for this question with an assumed mid-point, high and low value shown in Table 9. A summary of the responses about the time needed for practical lessons is at Annex F.

Multiple choice options about the proportion of time needed for practical lessons	Assumed mid-point or high or low value for each multiple choice option
100% theory-based provision delivered in a classroom based setting	0%
Up to 35% of provision delivered as practical-based provision outside the classroom setting usually to smaller groups	17.5%
35% to 65% of provision delivered as practical-based provision outside the classroom setting usually to smaller groups	50%
Over 65% of provision to be delivered as practical-based provision outside the classroom setting usually to smaller groups	82.5%

Table 9: Multiple choice options for the time needed for practical and assumed values

Technician staff

The need for a teaching support technician ('technician staff') is an expensive element of delivering practical lessons due the extra staffing costs arising for this. Technician staff are needed for preparing equipment and materials for practical provision, and sometimes directly involved in delivering practical lessons with a teacher.

The survey asked whether technician staff were usually needed to deliver practical lessons for each SSA or learning aim. This was a simple yes or no question as shown in Table 10. A summary of the survey responses about the need for technician staff for each SSA or learning aim is at Annex G.

Multiple choice options about the need for technician staff
No – learning aim or typical learning aim within subject area does not usually need teaching support technicians to deliver practical provision
Yes – learnings aim or typical learning aim within subject area usually needs teaching support technicians to deliver practical provision

Table 10: Multiple choice options about the need for technician staff

The survey also requested providers to estimate the average notional hourly rate including on-costs (e.g. national insurance and employer pension contributions) for technician staff and supplied guidance within the survey for how this notional hourly rate should be calculated.

There were seven multiple choice options about the costs for technician staff with an assumed mid-points, high or low value for each at Table 11. A summary of the responses about the hourly cost for technician staff is at Annex H.

Multiple choice option on the average notional hourly rate for technician staff	Assumed mid-point or high or low value for each multiple choice option
Less than £10	£7
£10 to £14	£12
£15 to £19	£17
£20 to £24	£22
£25 to £29	£27
£30 to £34	£32
£35+	£37

Table 11: Multiple choice options for the cost of technician staff and assumed values

Increased course running costs

Certain SSAs or learning aims incur increased course running costs such as additional course material costs. These costs are usually described as consumable costs and include costs of buying material such as bricks and mortar, chemicals, electrical components, protective clothing, food supplies and specialist software licences for delivering vocational and technical provision. The survey also asked for equipment maintenance and repair costs to be reported here as increased course running costs.

The survey asked for course running costs rather than consumable costs to allow providers to capture all types of extra course running costs. For example, the survey advised increased course running cost could also be additional costs for school trips or invigilation costs if these are significant extra course running costs associated with essential delivery of the learning aim or typical learning in the subject area. The base rate should be meeting the usual course running costs, such as books, stationery, licenses, printing, photocopying, and exam fees needed for the delivery of most classroom provision. The survey asked providers to only report significant course running costs over and above these usual course running costs.

The survey requested providers give their best estimate of the increased course running costs apportioned on a per student per annum basis for each SSA or learning aim. Five multiple choice options were given for this question with an assumed mid-point, high or low value for each option as shown in Table 12. A summary of the survey responses for course running costs at Annex I.

Multiple choice option for additional course running costs	Assumed mid-point, high or low value for each multiple choice option
No significant additional course running costs	£0
Course running costs of between £50 to £150 per student per annum	£100
Course running costs of up to £150 to £300 per student per annum	£225
Course running costs of over £300 per student per annum	£350

Table 12: Multiple choice options for course running costs and assumed values

Increased equipment costs

The survey asked about any significant additional upfront equipment costs needed for delivering each SSA or learning aim aside from the usual equipment, such as student and teacher computers, projectors and whiteboards etc. The assumption being for general equipment costs to be met by the base rate. The survey question advised equipment costs may be shared across different SSAs or learning aims. Providers were

asked to report equipment costs as the upfront costs to purchase workstations or kitchen facilities and the essential equipment needed for each student for practical lessons such as hand tools, or specialist IT equipment.

To simplify the data request in the survey, the survey did not request for the equipment costs to be apportioned on a per student basis and did not ask for depreciation rate of the equipment to be reflected in the response. The survey only requested for a best estimate of the combined upfront costs for the essential equipment needed for the essential delivery of each SSA or learning aim. This question intended to capture the capital expenditure costs arising from delivering SSA or learning aims with expensive equipment. This is distinct from operating costs for equipment maintenance and repair costs that the survey indicated to be covered in the course running costs question.

There are other sources of capital funding available to providers, but these do not cover the recurrent equipment costs. For example, the FE Capital Transformation Fund and the Post-16 Capacity Fund focusses on improving building condition in FE College or expanding the Post 16 estate respectively, and equipment is not eligible for funding. [36] The T Levels capital fund also provides a one-off allocation for specialist equipment for 16-19 funding when providers first deliver a T Level route to help with set up, but the ongoing equipment costs would be supported by the general programme funding including cost weightings.

The survey provided five multiple choice options about additional equipment costs with an assumed mid-point, high or low value for each at Table 13. A summary of the survey responses for equipment costs is at Annex J.

Multiple choice option for additional equipment costs	Assumed mid-point, high or low value for each multiple choice option
No significant additional equipment costs	£0
Additional upfront equipment costs of between £20,000 to £50,000	£35,000
Additional upfront equipment costs of between £50,000 and £200,000	£125,000
Additional upfront equipment costs of between £200,000 to £500,000	£350,000
Additional upfront equipment costs of over £500,000	£1,000,000

Table 13: Multiple choice options for increased equipment costs and assumed values

[36] There may be some exceptions to this relating to fixed equipment necessary for the operation of buildings, but in general FE Capital Transformation Fund does not fund equipment costs.

It is recognised that there are a number of different ways of interpreting the assumed value for providers reporting additional upfront equipment costs of over £500,000. FE providers could be indicating higher or lower approximate costs than the assumed value of £1,000,000. The assumed high value of £1,000,000 was felt to be suitable to reflect the significant costs from providers selecting this multiple choice option whilst also being in proportion to the assumed values for the other multiple choice options.

This multiple choice option for equipment costs over £500,000 was not commonly selected in the survey apart from for the land-based SSAs, Engineering and Manufacturing Technologies SSAs, Building and Construction SSA, and Hospitality and Catering SSA. A higher or lower assumed value for this multiple choice option would have mainly impacted the average equipment costs calculated for these SSAs.

Recruitment and retention issues

Previous research has shown the teachers needed to deliver certain subject areas are facing greater recruitment and retention issues. Some providers are paying increased salary, enhanced pay packages or other increased benefits for the teachers to deliver certain subject areas. The survey aimed to capture this so cost weightings could be considered to help with supporting these increased costs.

The survey asked providers for each of the SSAs and learning aims they reported they deliver whether any of them have recruitment and retention issues, and whether they pay more to address this. There were three multiple choice options for this question as shown in Table 14. Details of the responses provided about the recruitment and retention issues reported for each SSA or learning aim is at Annex K.

Multiple choice selection on recruitment or retention issues for teaching staff
Learning aim or subject area does not have any recruitment or retention issues for teaching staff
Learning aim or subject area has recruitment or retention issues for teaching staff, but we do not pay increased salary, enhanced pay packages or other increased pay benefits to address this
Learning aims or subject area has recruitment or retention issues for teaching staff and we do pay increased salary, enhanced pay packages or other increased benefits for the teaching staff needed to deliver this learning aim or subject area to address this.

Table 14: Multiple choice options for recruitment and retention issues

Survey sample size

The survey received 120 complete responses made up of the following provider types:

- 56 FE colleges (including 4 agricultural and horticulture colleges)
- 18 sixth form colleges
- 16 independent training providers (ITPs)
- 22 local authorities
- 4 higher education providers
- 4 academies

There are currently around 3,200[37] ESFA funded education and training providers in FE for 16-19 and adults so the survey response rate was less than 1% of these. However, due to engagement with the main FE provider bodies, the survey did have a higher response from FE colleges and sixth form colleges who deliver to large volumes of students. Their volume of delivery may have made the survey both more relevant for these institutions, and easier for them to complete, compared to smaller providers.

The survey had responses from 56 out of 182 of FE colleges in 2020 to 2021 (31% response rate) and 18 out of 50 sixth form colleges in 2020 to 2021 (36% response rate). It is estimated FE colleges deliver to around half of all 16-19 and adult students, and sixth form colleges deliver to 8% of all 16-19 and adults, as shown in Table 16. The survey also asked providers to supply their details or indicate approximately how many 16-19 and adult students they deliver education and training to each year. Using this data reported in the survey, it is estimated the survey sample covers providers delivering around 20% of the overall education and training provision delivered to 16-19 and adults.

16-19 and adults funding formula both use an area cost uplift to recognise the extra cost of delivering provision in London and the South East. In the funding formulas the area cost uplift is a multiplication after the base rate has been multiplied by the cost weighting. This means providers in London and the South East will be supported by a combination of the funding uplift from both the area cost uplift and cost weighting when delivering high cost provision. The locations of the providers from the survey sample are shown in Table 15.

[37] ESFA transparency data (2021), 16 to 19 allocation data: 2020 to 2021 academic year and DfE statistics release (2021), Underlying data - FE and skills learner participation

Region	Number of survey responses from this region
London	13 (11%)
South East	25 (21%)
East Midlands	10 (8%)
East of England	11 (9%)
North East	8 (7%)
North West	16 (13%)
South West	12 (10%)
West Midlands	7 (6%)
Yorkshire and Humber	18 (15%)

Table 15: Survey sample size from providers in different regions

To simplify the analysis of the survey responses, we have not made adjustments for the costs reported in the survey from those providers in the London and the South East. The purpose of the survey is not to estimate an exact cost of delivery for delivering different subjects. It is only to estimate on a relative basis how much more certain subjects cost to deliver compared with others. The survey sample is also considered to be from a diverse range of locations for any reported costs to be averaged out within the broad range of approximate costs being reported within the survey data.

Cost model methodology

There are two main parts of the cost model methodology used to analyse the survey responses. The first part has calculated an average reported cost for each cost driver for each SSA or learning aim using the assumed values from the multiple choice options selected in the survey as shown in Table 8 to 13 (see Annexes C to J). The reported costs for each cost driver have then been converted into an estimated unit cost of delivery on a cost per student per hour basis. A different method has been used to do this for each cost driver as summarised in Figures 1, 2, 3, 4 and 5.

In the second part of the methodology, we totalled the estimated unit cost of delivery (cost per student per hour) for each cost driver for each SSA or learning aims, made adjustments needed for EEP and A/AS levels for 16-19 funding, and then compared this total against an assumed baseline unit cost of delivery. The percentage increase needed on the baseline unit cost of delivery to get to the total increased unit cost of delivery calculated for each SSA or learning aim provides an estimate for the cost weighting uplift needed. This estimated cost weighting uplift needed for each SSA or learning aim has then been compared against the current cost weightings used in the 16-19 and adult funding formulas to identify any possible cost weighting changes that might be needed.

It is recognised that there will be different ways of interpreting the survey responses. A breakdown of the survey data for each question is provided within Annexes C to K. The calculation using the cost model methodology applied to this survey data is at Annex L to Q. This gives full transparency to the cost model methodology and how it has been applied to the survey data. There are several assumptions and limitations within the cost model that have also been acknowledged in this report and how a different approach in the model might have altered our findings derived from the data. Although the cost model outputs derived from the survey responses is the primary source of evidence for this report, we have also analysed other sources of evidence to corroborate any findings derived from survey responses using the cost model where this is possible.

Weighting responses by provider type

The staffing costs and class sizes reported in the survey varied significantly by provider type. The methodology has weighted the survey responses for those provider types delivering a larger proportion of education and training in FE. This is to ensure the survey responses are representative of the typical delivery models being used to deliver provision to 16-19 and adults. There is published data about the total 16-19 students and adult learners enrolled on education and training for each FE provider type.

Adult learners are mostly part-time, and 16-19 students are mostly full-time. An internal analysis of ESFA data suggests adult learners are on average funded for around a third

of the learner hours of a typical 16-19 student.[38] On this basis, the published adult learner figures in 2020 to 2021 have been divided by a three to estimate an approximate figure for the amount provision being delivered to adults when compared to 16-19 students.

The estimated volumes of 16-19 and adult provision being delivered by each provider type in 2020 to 2021 is set out in Table 16. The percentage breakdown of these volumes for each FE provider type have then been used to calculate weighted averages from the survey responses about teacher costs, technician staff costs and class sizes. For simplicity in applying the weighted averages to the survey responses, the five FE provider types listed below have been grouped into three broader provider type groupings. A detailed description about the each of the provider types is at Annex C.

[38] Adult funding rates are determined by assigning learning activity to funding bands based on the regulated GLH of the qualification or planned activity in hours for non-regulated activity. The estimate for the average number of funded hours for each adult learner is calculated based on data for the volumes of learning activity recorded in each funding band and the mid-point for the hours for each funding band. A funding band could include learning activity with a higher or lower number of hours than the mid-point, so the estimate is not based on the actual delivered hours for each adult learner. The estimate has accounted for adults that are studying more than one learning aim or qualification. The estimate for the average number of funded hours for each adult learner has been compared against a full-time 16-19 student typically funded for 600 hours in 2020 to 2021 (although providers may also deliver more hours than they are funded to deliver to a full-time 16-19 student).

Broader provider type group	Provider type	Adult (19+) education and training learners in 2020 to 2021[39] (both devolved and non-devolved AEB)	Adult learners divided by a three (estimated as equivalent funded hours compared with a full-time 16-19 student)	16-19 students in 2020 to 2021[40]	Estimated volumes of provision delivered to 16-19 and adults in 2020 to 2021	Proportion of 16-19 and adult provision estimated to be delivered by each provider type (rounded)
General FE College and Specialist Colleges	General FE College and Specialist Colleges	566,832	188,944	510,836	699,780	49%
Sixth Form Colleges, Academies and Schools	Sixth Form Colleges	7,182	2,394	105,704	108,098	8%
	Schools and Academies	565	188	468,776	468,964	33%
Other Public or Private Sector Public Funded	Private Sector Public Funded	194,190	64,730	40,263	104,993	7%
	Other Public Funded	100,794	33,598	11,011	44,609	3%
Total		**883,932**	**291,699**	**1,136,590**	**1,431,234**	**100%**

Table 16: Estimated volumes of 16-19 and adult provision delivered by each provider type

Baseline maximum class size

The average maximum class sizes reported across all 120 responses was 17.9 with the reported maximum class size varying significantly by provider type. The provider grouping 'Other Public or Private Sector Public Funded' (e.g. ITPs, Local Authority and HE providers) reported significantly lower maximum class sizes in the survey than other provider types, but as shown in Table 16 this providers type is estimated to only deliver to

[39] DfE statistics release (2021): Underlying data - FE and skills learner participation.

[40] ESFA transparency data (2021), 16 to 19 allocation data: 2020 to 2021 academic year

around 10% of the total 16-19 and adult education and training. The methodology has calculated an average maximum class size by weighting the survey responses based on the estimated volume of 16-19 and adult education and training being delivered by each of the three main provider type groupings (using the percentage weightings in Table 16).

The weighted average maximum class size calculated is 20.4 as set out at Table 17 with a full breakdown of the survey responses at Annex C. This average has been rounded down to 20 and used as the baseline class size for determining when an SSA or learning aims requires a smaller class size. This means the cost model assumes when a subject needs a maximum class size under this baseline of 20, due to the type of provision needed for that SSA or learning aim, a cost weighting may be needed to support with the increased costs arising from needing this smaller class size.

Provider type group	Average maximum class size indicated by each provider type group	Weighting as set out in Table 16	Weighted average
General FE College and Specialist Colleges	19.7	49%	9.7
Schools, Academies and Sixth Form Colleges	23.0	41%	9.4
Other Public and Private Sector Public Funded	12.8	10%	1.3
		Total weighted average	**20.4 (rounded to 20)**

Table 17: Weighted average for maximum class size

Baseline teaching costs

The average reported notional hourly teaching cost also varied by provider type as shown in Table 18. A weighted average for teaching hourly costs has also been calculated using the weightings calculated in Table 16. The weighted average for notional hourly teaching cost is £54.79 (rounded to the nearest penny) as set out in Table 18 with the full breakdown of the responses on this at Annex D. To simplify the cost model, we have calculated an average across all survey responses about teaching costs and not made any adjustments for those survey responses from providers in different regions such as London and the South East.

Provider type group	Average hourly teaching costs indicated by each provider type	Weighting as set out in Table 16	Weighted average (rounded)
General FE College and Specialist Colleges	£53.29	49%	£26.11
Schools, Academies and Sixth Form Colleges	£57.89	41%	£23.73
Other Public and Private Sector Public Funded	£49.44	10%	£4.94
		Total weighted average	**£54.79**

Table 18: Weighted average for notional hourly teaching costs

Baseline direct and indirect hourly costs

The cost model needs to determine an appropriate baseline unit cost of delivery to compare the increased unit cost of delivery against for each SSA or learning aim. A baseline hourly unit cost can be calculated from the survey data by dividing the reported average teaching costs of £54.79 per hour (Table 18) by the reported maximum class size of 20 (Table 17). This gives an estimate baseline direct unit cost of delivery of £2.74 per student per hour. However, this calculated baseline unit cost of delivery does not provide a sufficient baseline unit cost of delivery as it only reflects the costs for the teacher to deliver to our assumed baseline class size.

The baseline unit cost of delivery used in the cost model also needs to also include indirect costs often referred to as overhead costs. As cost weightings are a multiplication of the base rate, and the base rate is provided for both the direct and indirect costs, it is important to reflect both direct and indirect costs in the cost model for the baseline unit cost of delivery. Indirect costs can be categorised as institutional based and student based costs, examples of these cost are provided in Table 19.

Example of institutional based costs	Examples of student based costs
• Premises or estates costs • Utilities • Senior managers • Information Technology costs • Marketing and publicity • Human resources, finance and other central admin • Library	• Student registration • Tutorials, pastoral support, enrichment, welfare services. • Special educational needs (SEN) support • Careers guidance

Table 19: Examples of indirect costs when delivering education and training

We decided not to collect data on indirect costs within the survey to limit the amount of data being requested and simplify the data collection exercise. Previous studies have shown collecting data on indirect costs is challenging as providers have a variety of ways in which they organise, control, and report their costs. The cost model has instead assumed a baseline indirect cost unit cost of delivery based on other sources of published data and research.

Indirect costs will also vary significantly by provider type in a similar way to what has been shown from the survey responses for teaching costs and class sizes. The previous cost weighting review in 2013 found providers reporting their percentage of expenditure on direct costs compared with indirect costs to range between 10% to 100%. This significant variation will be due to differences in how provider perceive and organise direct costs but also because some provider types will have different delivery models. For example, some provider types will not have large premises and will deliver some provision on-site within workplaces so will have lower indirect costs.

Most survey responses were from FE colleges and sixth form colleges. These together represent around 56% of provision delivered to 16-19 and adults as shown in Table 16. If the sixth form college costs are considered representative of schools and academies in terms of them both delivering mainly A/AS level provision, then FE colleges and sixth form colleges represent the delivery models for around 90% of the provision being delivered to 16-19 and adults.

There are sources of data and research about the indirect costs for FE colleges and sixth form colleges that can be drawn upon. The previous cost weighting review in 2013 found FE colleges on average reported 60% on direct costs and 40% on indirect costs. Research conducted by the Association of Colleges (AoC) on costs suggested that typically around 50% of income is spent on direct costs and 50% on indirect costs. [41]

DfE commissioned research by acl consulting[42] to investigate the costs incurred by FE providers. The research included an examination of costs on a per student per hour basis in general FE colleges. It found the per student per hour costs for delivering classroom-based vocational provision to be between £6.00 to £7.00 per student per hour for FE colleges. This research also looked at two specific examples of general FE colleges with a detailed breakdown of costs and found its direct teaching costs were between £2.00 to £3.00 for classroom-based provision. The overall indirect or overhead costs in these two instances were estimated to be £3.00 to £5.00 per student per hour.

[41] Association of Colleges (2019), Skills shortages and funding gaps

[42] acl Consulting (2020), Costs and cost drivers in the further education sector

FE colleges and sixth form colleges report an annual breakdown of their expenditure[43]. The latest published college accounts show teaching staff costs represent on average 37% of total expenditure for these two provider types. Sixth form colleges deliver primarily theory-based provision to full-time students, so they are more representative of baseline costs on a standardised basis. The teacher costs for sixth form colleges in the colleges accounts are reported to be around 50% of total college expenditure on average.

These sources of evidence suggest indirect costs are typically 40% to 60% of overall delivery costs, with the evidence suggesting teaching costs make up most but not all the direct costs. This would imply our estimated teacher costs of £2.74 per hour per student from the survey data requires indirect costs of between £2.00 to £4.00 per student per hour. This would mean a baseline unit cost of delivery ranging between £4.74 to £6.74 per student per hour is needed.

Costs weightings are related mainly to variations in increased direct costs, but a provider delivering a high proportion of high cost subjects could also mean higher indirect costs. For example, smaller classes from delivering more practical provision might mean more floor space is needed for fewer students contributing to higher overhead costs and reduced economies of scale from having fewer students to contribute to utilities and premises costs. This means indirect costs are not fixed and can rise as a result of higher direct costs. This is difficult to reflect in the cost model based on the survey responses and other available data.

To recognise the uncertainty with estimating indirect costs in the cost model, the lower estimate for the baseline unit cost of delivery of £4.74 has been used in the cost model. Measuring increased costs against a lower baseline will mean higher cost weighting are estimated as needed by the cost model. This means the uncertainty about indirect costs is acknowledged by the cost model using an underestimate for indirect costs. If the cost model used a higher baseline cost of £6.74 (or £7.00 rounded), this would reduce the cost model outputs by around 5% on average for non-specialist provision and lead to a more significant reduction for the land-based SSAs, Engineering and Manufacturing Technologies SSAs, Building and Construction SSA, and Hospitality and Catering SSA.

For simplicity, the baseline unit cost of delivery in the cost model has been rounded up from £4.74 to £5.00 and been assumed as a reasonable rounded minimal baseline unit cost of delivery across all types of provision to measure increased costs against. The suitability of the £5.00 baseline unit cost of delivery is also supported by the base rate of funding used in the 16-19 and adult funding formulas, which is generally around £5.00 to

[43] ESFA (2020), ESFA financial management: college accounts

£7.00 per student per hour depending on the delivery hours needed for the size of the programme.[44]

Increased hourly cost for smaller class sizes

The average class size reported in the survey for each SSA and learning aim have been calculated as a weighted average by examining the responses for each main provider type group using the weightings in Table 16. The weighted average class size for each provider group for each SSA and learning aim is at Annex E. A full disaggregated breakdown of the responses about the class sizes needed each SSA or learning aim for each provider type group for has not been provided at Annex E to protect the anonymity of the survey responses.

Two methods have been used for calculating the increased costs arising from smaller classes. The first is summarised at Figure 1, a unit cost of delivering to smaller class sizes has been calculated by dividing the average reported teaching hourly cost of £54.79 (Table 18) by the average reported class size for each SSA or learning aim. This method assumes smaller classes are needed for delivering all the learning aim activity related to the subject area. This method has been calculated as an increased cost above the baseline by subtracting this from the baseline class size of 20 divided by £54.79 as shown in the brackets in Figure 1.

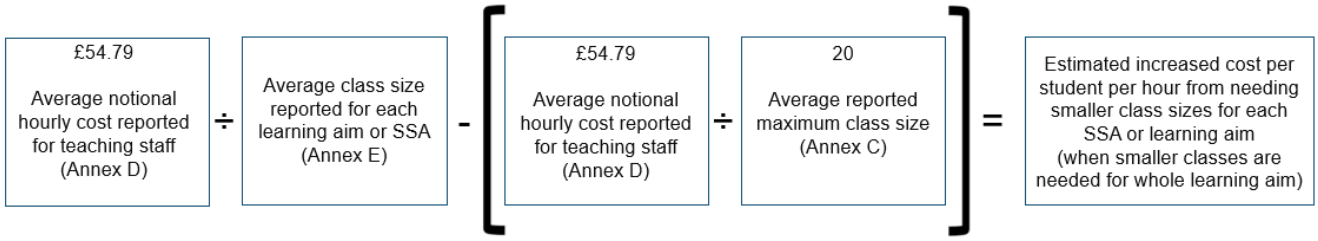

Figure 1: First method for calculating the increased hourly cost from smaller classes

The first method set out in Figure 1 is based on smaller class sizes being needed to deliver the whole learning aim in a subject area, but this is not always the case. Smaller classes sizes are sometimes only needed for practical lessons with larger class size delivered for the theory-based provision. This refers only to the direct delivery of the learning aim hours, the EEP hours for 16-19 programmes have been considered separately in the methodology. The cost model has considered three main scenarios for delivering a learning aim in a subject area needing smaller classes.

In the first example scenario, a class size of 10 has been indicated for land-based provision and it was reported in the survey that land-based provision usually needs 50% practical-based provision and 50% theory-based provision. In this scenario ideally the

[44] There are some limited exceptions to this in the current adult funding rates.

two groups would be taught separately for practical lessons and then could be brought into one bigger class size for the theory-based provision. It would be assumed a baseline class size of up to 20 could hypothetically be delivered for the theory-based provision in this scenario to reduce costs. This would mean the increased cost from the smaller class of 10 will only apply in this scenario to the 50% of the time needed for practical lessons.

In the second example scenario, the class size for a learning aim or SSA is indicated as being 16 or 17 for practical lessons as is often reported as the limit for a group size for workshop-based provision within FE colleges. In this scenario, bringing two classes together for the theory-based provision will be more difficult than in the first scenario as two groups of 16 and 17 cannot easily be combined into one class as the class with be too big. As a result, the FE college might need to run the delivery of the class size of 16 or 17 for the whole learning aim for both practical and theory-based elements. This means the cost of delivering the smaller classes will be incurred for delivering the whole learning aim both practical and theory elements.

In the third example scenario, the survey data shows some SSAs are reporting smaller class sizes but without the need for any practical provision. It is assumed these SSAs are being reported as requiring smaller classes for small group tuition for effective teaching. For these SSAs, small classes are needed for delivering the whole learning aim even if this it is theory-based provision only.

To reflect the first scenario described above in the cost model, a second method has also been used in the cost model for calculating the increased hourly cost for smaller classes, whereby the smaller classes reported in the survey are only needed for practical lessons and bigger classes are assumed for theory-based provision. Within this second method, as shown in Figure 2, the unit cost of delivery for estimating the smaller class sizes (see Figure 1) has been multiplied by the average practical time indicated as needed for each SSA or learning aim. Figures 1 and 2 then provide a high and low range in the cost model outputs for estimating the extra costs from smaller class sizes (to reflect the different scenarios) with the calculation for each at Annex L.

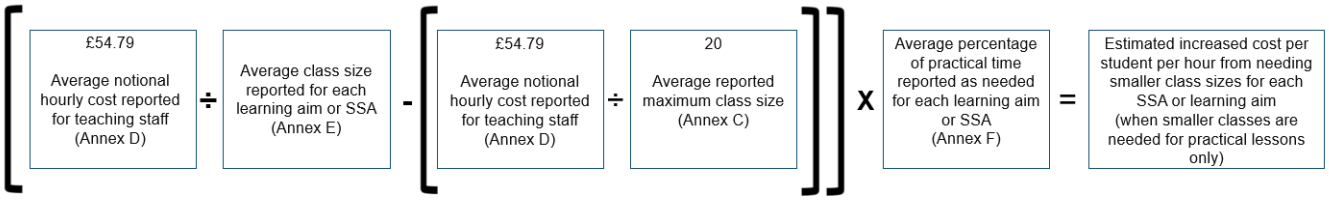

Figure 2: Second method for calculating increased hourly cost from smaller classes

Increased hourly cost from technician staff

As the average notional hourly technician staffing costs varied by provider type, the weightings in Table 16 have been used to give a weighted average for the notional hourly cost of technician staff. The weighted average as set out in Table 20 is £18.07 with the full breakdown of the survey data at Annex H.

Provider type group	Average hourly cost for technician staff indicated by each provider type	Rounded weightings as set out in Table 16	Weighted average
General FE College and Specialist Colleges	£19.09	49%	£9.35
Schools, Academies and Sixth Form Colleges	£16.38	41%	£6.71
Other Public Funded and Private Sector Public Funded	£20.00	10%	£2.00
		Total weighted average	**£18.07**

Table 20: Weighted average hourly cost for technician staff

Alongside the question asking about hourly cost for technician staff, the survey asked whether technician staff were needed to deliver each SSA or learning aim. The question in the survey was clear this only related to technician staff needed to support with delivering practical lessons.

Technician staff will not always be present for the practical lessons and may only be involved only preparing equipment and materials before the lessons. In some instances, they might have more hands-on involvement in delivering practical lessons. The survey did not collect data about the levels of involvement of technician staff in delivering practical lessons for each SSA or learning aim. The methodology considers the percentage of reported practical lessons reported as needed for each SSA or learning aim to be a suitable proxy for the proportion of time technician staff are needed to support with delivering each SSA or learning aim.

There was also no consensus about whether technician staff were needed for delivering each SSAs or learning aims. This might be due to different perceptions about whether technician staff are essential or optional when delivering each SSAs or learning aim sampled. The methodology has used the average percentage response for those indicating ‘yes’ technician staff are needed for delivering each SSA or learning aim in calculating an average increased unit cost of deliver for needing a technician staff. It also used the class size reported for each learning aim or SSA in the calculation for the increased unit cost of delivery from needing technician staff. This is because ratio between technician staff to students in a class also has a cost implication.

As shown in Figure 3, a unit cost per student per hour for technician staff has been calculated by dividing the £18.07 figure (see Table 20) by the reported average class size for each SSA or learning aim. This has then been multiplied by the average practical time reported as needed (Annex F) and then multiplied by the average percentage of survey responses reporting the need for a teaching staff (Annex G). An estimated increase cost

per student per hour of needing technician staff for delivering each SSA or learning aim using the calculation shown in Figure 3 is at Annex M.

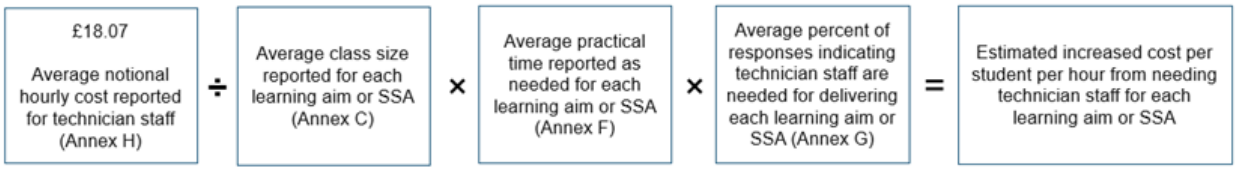

Figure 3: Method for calculating the increased hourly cost from needing technician staff

Hourly cost from increased course running costs

The course running costs in the survey were reported on a per student per annum basis. These reported costs need to be calculated as a unit cost of delivery in the cost model on a per student per hour cost basis so they can be compared alongside the calculations for the other cost drivers in the cost model. An analysis of the survey sample suggests on average each provider delivers 70% of its FE provision to 16-19 students compared with 30% to adults. Around 85% of 16-19 students are full-time and as most of the survey sample is delivering to mainly 16-19 students, it has been assumed most survey responses about course running costs are based on the costs of delivering to full-time 16-19 students.

When the survey was conducted the expectation on providers was to deliver study programmes of 600 hours per year to 16-19 full time students and the funding rate set on that basis. The cost model has, therefore, assumed the course running costs on a per student per annum basis to be shared across 600 funded hours. For example, if the course running costs are reported as £150 per student per annum, the cost would be £0.25 per student per hour when divided by 600 hours. Using the baseline unit cost of £5.00, a cost weighting uplift of 5% would be needed to provide a £5.25 hourly rate of funding. Across 600 funded hours per annum, a £5.25 rate of funding would provide an extra £150 per student per annum course running costs compared with a £5.00 rate of funding.[45]

Some of the increased consumable costs reported in the survey could be met by the students themselves with funds separately available from the learning and learner support funding for adults and 16-19 Bursary Funding to help some students with

[45] The base rate of funding used in the 16-19 and adult funding formulas is generally around £5.00 to £7.00 per student per hour depending on the delivery hours needed for the size of the programme (there are some limited exceptions to this in the current adult funding rates). The cost model uses a baseline unit cost of delivery of £5.00 per student per hour at the lower range of the bate rate of funding used in both 16-19 and adult funding so the cost model should estimate a sufficient funding uplift needed for the increased course running or equipment costs.

meeting these costs. The methodology did not consider this overlap to be significant enough to make any adjustments to the reported increased course running costs.

As shown in Figure 4, the average reported increased course running costs for each SSA and learning aim has been divided this by 600 to estimate these costs on a per hour per student basis for each SSA and learning aim. This calculation applied to the average survey responses for each SSA and learning is detailed at Annex N.

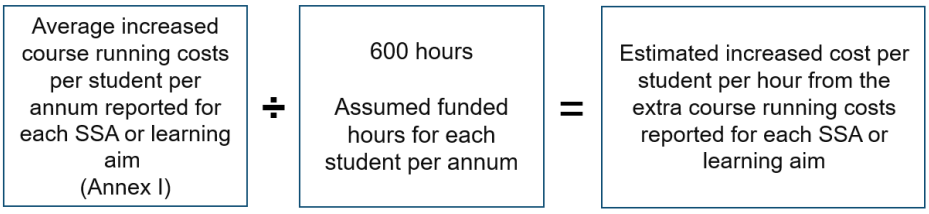

Figure 4: Method for calculating the hourly cost from increased course running costs

Hourly cost from increased equipment costs

The pilot research showed it was difficult for providers to apportion equipment costs on a per student basis or per learning aims basis. To take account of this, the survey only asked providers to supply the combined upfront equipment costs needed for delivering a learning aim or typical learning aim in an SSA. The survey advised these reported upfront equipment costs to be shared across multiple SSAs or learning aims. Several broad assumptions have been needed to convert the reported annual equipment costs for each SSA or learning aim to a per student per hour basis.

The survey did not ask providers to consider the depreciation rate of the equipment but only to provide a best estimate of the upfront costs to purchase essential equipment at current prices. The pilot research did collect data on depreciation rates for individual items of equipment. The pilot research showed providers indicating depreciation rates for more expensive machining equipment as 10 to 20 years with the rates for less expensive items such as tools reported as 4 to 6 years. Based on this information supplied in the pilot study, the cost model has assumed an average depreciation rate of 7 years to reflect the range of depreciation rates for different items of equipment. The methodology has taken the average reported overall equipment costs for each SSA or learning aim and divided this by 7 to estimate the equipment costs being reported in the survey on a per annum basis.

The survey also asked for providers to report their equipment costs based on these costs being shared across multiple classes and subject area. As a result, an assumption about how many classes the equipment costs are being shared between on a per annum basis also needs to be factored into calculation. The information collected from the pilot research suggested around 10 classes were using equipment over a year in the some of the practical subjects sampled.

An internal analysis has been undertaken of the ESFA learner record data for FE colleges for three of the broader SSA tier 1 categories with the highest reported equipment costs in the survey. These three SSA tier 1 categories are ‘SSA 3 - Agriculture, Horticulture and Animal Care’, ‘SSA 4 - Engineering and Manufacturing Technologies’, and ‘SSA 5 - Construction, Planning and the Built Environment’.

FE colleges have been used for this analysis as an appropriate benchmark as they deliver most of the vocational and technical provision with higher equipment costs. As equipment costs are shared across different subject areas, this analysis has estimated the total number of classes for those tier 1 SSAs with the highest reported equipment costs in the survey. This analysis of the ESFA learner record data examined enrolments on separate learning aims at each delivery postcode to isolate the classes being delivered at the same FE college but at different sites. This analysis suggested a range of 8 to 11 classes are being delivered on average at individual sites across all FE college for each of three SSA tier 1 categories sampled. Based on this analysis, the cost model has used an average of 10 classes as a benchmark for estimating how many classes the reported equipment costs are being shared across for each SSA or learning aim.

The cost model has divided the average reported equipment costs by 7 and then by 10 classes to estimate equipment costs on a cost per class per annum basis. This estimate has then been divided by the average class size reported for each SSA or learning aim and then divided by 600 hours. The number of hours has been assumed on the same basis as course running costs with the increased equipment costs shared across the typical 600 funded hours for full-time 16-19 student. This calculation then gives an estimated unit cost of delivery on a per student per hour basis for increased equipment costs. We recognise estimating equipment costs as a unit cost of delivery on a per student per hour basis is the most challenging and has the greatest scope of different interpretation in the cost model. As a result, a sensitivity analysis has been done to test the assumptions used within the cost model for equipment costs.

Using a lower depreciation rate shared across a lower number of classes in the cost model would have the biggest impact on the estimate for those SSAs reporting equipment costs of £200,000 or more. These are mainly the land based SSAs, Engineering and Manufacturing Technologies SSAs, Building and construction SSA and the Hospitality and Catering SSA. For example, using a depreciation rate of 5 years would increase the estimated cost weighting needed in the cost model for these SSAs by 10% to 20%. There are also around 6 other SSAs and A/AS levels reporting equipment costs of between £100,000 to £200,000. Using a lower depreciation rate shared across a lower number of classes would increase the cost model estimates mainly for these SSAs and A/AS levels. For example, using a depreciation rate of 5 years would increase the cost model estimates by around 5% on average.

Figure 5 summarises how the reported equipment costs are calculated on a per student per hour basis. Annex O gives the full breakdown of the equipment costs calculated on a per hour per student basis using the Figure 5 calculation for each SSA and learning aim.

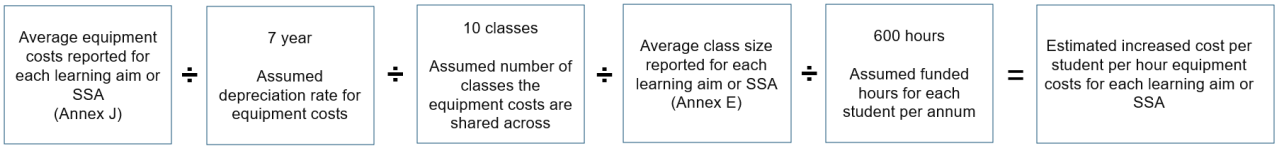

Figure 5: Method for calculating the hourly cost from increased equipment costs

Increased costs from recruitment and retention issues

We have used the majority of responses (50% or more) as a threshold to identify those SSAs and learning aims with recruitment and retention issues. Table 21 has listed those SSAs or learning aims identified using this thresholding as having reported recruitment and retention issues. There was a low sample size for some of these SSAs and learning aims as indicated in Table 21 due to the low enrolments on these SSAs, but we have still included these as to not overlook these survey responses.

SSA tier 2 code and description or learning aim	% of survey responses reporting recruitment and retention issues
SSA 4.1 Engineering SSA 4.2 Manufacturing Technologies SSA 5.1 Architecture (low sample size) SSA 5.2 Building and Construction SSA 5.3 Urban, rural and regional planning (low sample size) SSA 10.2 Archaeology and archaeological sciences (low sample size)	90% or more
SSA 3.1 Agriculture SSA 4.3 Transportation Operations and Maintenance GCE A/AS level in Physics GCE A/AS level in Computer Science GCE A/AS level in Electronics	70% to 90%
SSA 1.2 Nursing and subjects and vocations allied to medicine SSA 1.1 Medicine and dentistry (low sample size) SSA 3.4 Environmental conservation (low sample size) SSA 6.1 ICT practitioners GCE A/AS level in Chemistry	60% to 70%
SSA3.2 Horticulture and forestry SSA 3.3 Animal care and veterinary science GCE A/AS level in Biology Diploma in Applied Science	50% to 60%

Table 21: SSAs and learning aims identified as having recruitment and retention issues

There was a mixed approach across the survey responses about whether providers paid increased salary, enhanced pay packages or other increased pay benefits to address the recruitment and retention issues. 69% to 76% of providers reported they paid teachers more in Engineering SSA, Manufacturing Technologies SSA, Building and Construction SSA and Architecture SSA. Fewer than 45% of providers reported they paid teachers more in the other learning aims or SSAs listed in Table 21 to address the recruitment and retention issues.

It is difficult for the cost model to estimate the extra costs arising from a recruitment and retention issue as the survey did not collect cost data from providers about how much more providers are paying teachers to address any reported recruitment and retention issues. The survey responses also found providers are taking different approaches to address any recruitment and retention issues. Nevertheless, the need to pay teachers more in certain subjects can significantly increase costs for delivering certain subject areas. To recognise the potential increased costs from recruitment and retention issues in certain subjects, when SSAs or learning aims listed in Table 21 are borderline between two weighting bands, we have suggested the higher weighting is needed to help address these issues. For example, if the cost model estimated a 6%-7% increase in cost for an SSA or learning aim in Table 21, a low (1.1/1.12) is considered more suitable than base (1.0) to reflect the potential extra costs arising from the recruitment and retention issues.

As the survey focused only on those subjects with practical content attracting a cost weighting value above 1.0, it did not collect specific data on this issue across all 50 tier 2 SSAs and all A/AS levels. It should be acknowledged that 39%-46% of providers also reported issues in the Business Management SSA and A/AS level in Business. There were also some responses mentioning recruitment and retention issues in the Accounting and Finance SSA, Law and Legal Services SSA and Economics SSA. This indicates recruitment and retention issues are not confined to practical subject areas.

Adjustment for EEP hours

As explained in the background, an adjustment needs to be made to the 16-19 costs weighting values to reflect that the 16-19 cost weightings are being applied to a mixed study programme of learning activity involving EEP hours.

The cost model has assumed that EEP hours are in effect assigned a weighting value of 1.0 as a general cost to be met by the 16-19 base rate. This approach was tested with providers as part of the pilot research, and providers indicated they were content with the notion that EEP hours incur costs not related to the cost weighting uplifts. The cost model has also assumed 20% of a programme is EEP hours, based on this being the average for a full-time 16-19 student and most 16-19 students being full-time.

Although the course running and equipment costs were reported as fixed extra costs, the extra costs arising from technician staff and smaller class sizes will need to be adjusted to reflect EEP hours. This is because the costs arising from smaller class sizes and

teaching support technicians are calculated based on the proportion of time needed for them across a 16-19 study programme. For example, if practical lessons were reported as being needed for 50% of a typical learning aim, across a study programme with 20% EEP this will mean practical lessons are 40% of a typical study programme of full-time 16-19 student (e.g. 40% theory, 40% practical and 20% EEP). So, in this instance, once EEP is also factored in, it would be assumed the technician staff is only needed for 40% of a study programme rather than 50%. To reflect this in the cost model estimated for 16-19 funding, the methodology has multiplied the estimated the increased costs for technician staff by the percentage of practical time indicated as needed and then by 80%.

The methodology also assumes in 16-19 funding that the smaller classes reported for each SSA or learning aim are only needed for the non-EEP activity. The methodology has also multiplied the estimated increased cost arising from smaller classes by 80% to reflect this. Due to this adjustment to reflect the EEP hours in 16-19 funding, the cost weighting estimated to be needed for 16-19 funding will often be lower than the cost weighting estimated to be needed for adult funding.

Adjustment for A/AS levels

On the same basis as the EEP adjustment, an adjustment for A/AS levels in 16-19 funding also needs to be made in the cost model. Most A/AS levels will be studied alongside two A/AS levels and alongside EEP hours in a 16-19 study programme. One A/AS level will typically be one third of non-EEP activity, with non-EEP activity usually 80% of a 16-19 study programme. This means one A/AS level will typically be around 27% of a 16-19 study programme. For example, a typical A/AS level study programme will be around 27% first A/AS level, around 27% second A/AS level, around 27% third A/AS level and around 20% EEP.

Again, the course running, and equipment are reported as fixed costs, so we have not made an adjustment for these in the cost model. The estimated costs for technician staff and smaller class sizes for A/AS levels are estimated based on the proportion of time they are needed. On the same basis as described above, the estimates for the increased costs for technician staff and smaller class sizes have been multiplied by 27% for A/AS levels to reflect the increased costs reported for each A/AS levels are only incurred for around this proportion of a typical A/AS level study programme.

This adjustment in the cost model for A/AS levels means the cost model is only estimating the increased costs for each A/AS level individually in 16-19 funding. This means the cost model estimates for each of the different A/AS levels sampled need to be added together to estimate the increased costs in 16-19 funding for when A/AS levels are studied together. For example, the cost model estimates the increased costs in 16-19 funding for an A/AS level in Biology to be 6% to 8% and an A/AS level in Physics to be 7% to 8%. This means the cost model estimates these A/AS levels when studied together in a typical 16-19 study programme have increased cost of between 13%-14%.

Estimating the total increased cost for each SSA and learning aim

The overall cost model formula used to total up all the estimated unit costs of delivery for each cost driver and then compare this against the assumed baseline unit cost of delivery is at Figure 6. This formula incorporates the two methods for the estimating the increased unit costs of delivery for smaller class sizes, one assuming smaller classes are needed for delivering all the learning aim and one assuming smaller classes are needed for the practical lessons part of the learning aim only. These two methods provide high and low ranges in the cost estimates for each SSA and learning aim. The mid-points from these ranges calculated by the cost model have then been considered for each SSA and learning aims.

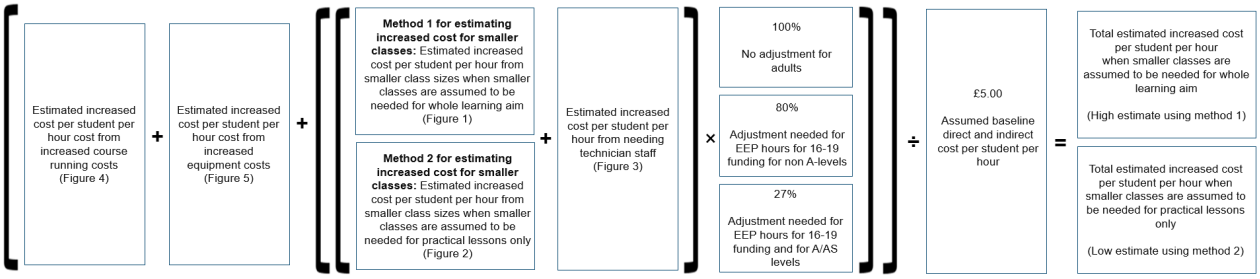

Figure 6: Diagram explaining overall cost model methodology

Assumptions and limitations

Although the survey collected nearly ten thousand data points, there are still inherent limitations with the survey data as it has only collected approximate costings derived from responses to multiple choice questions. The use of multiple choice questions means the survey data is derived from assumed values for each of the multiple choice options as set out in Table 6 to 13. The use of multiple choice questions was to simplify the data collection exercise for providers as explained in the background. The more accurate approach would have been to collect precise cost data from providers rather than use multiple choice questions, but as set out in the background it was felt collecting precise cost data would have been too burdensome and might have also reduced the overall response rate. It was also considered based on the pilot research, that it would have been difficult for providers to supply precise costings in a standardised format.

Most of the multiple choice questions had an upper limit such as “over £350” or “over £500,000”. An assumed value from these upper limits has effectively put a cap on the maximum costs that could be reported. Providers may have wanted to report costs significantly higher than the upper limits allowed by the multiple choice options. The upper limits were established from the pilot research and in consultation with providers so were felt to be proportionate as maximum costs that could be reported for each cost driver, but the upper limits could mean some costs being reported are underestimated in the data. The survey data shows the upper limit multiple choice options were only frequently selected for certain high costs SSAs such for specialist land-based provision

so this means the assumed upper limits will only have limited the increased costs reported for those high cost SSAs and not all the learning aims or SSA sampled.

Providers have a variety of ways in which they organise, control, and report their costs. There is also a very diverse range of provider types with different cost bases and delivery models in FE. Alongside this, as with any survey the effect of response bias is an issue, and these different influences will mean providers will have reported costs differently for the same SSA and learning aims. For most SSAs or learning aims, we consider a sample size of around 20 or more should have helped average out any variances in survey responses. A larger sample size and higher response rate in the survey would have further helped average out any variances in the survey responses.

For those SSAs or learning aims with a low sample size, one response significantly different to the rest of the sample could radically alter the calculated average. Most of the low sample sizes for certain SSAs or learning aims could not be mitigated against due to the low number of students enrolments and providers delivering the SSA or learning aim. Due to the diverse range of delivery models in FE, the analysis of the survey data used weighted averages to ensure the calculated averages from the survey responses are representative of typical delivery models. However, the weighted averages will mean some of the survey responses might have been overrepresented or underrepresented.

Although there are limitations with the survey data and the assumptions needed to analyse the survey data in the cost model, it is felt the cost model has been able to effectively determine those SSAs or learning aims with increased costs and those with the highest and lowest increased costs. The cost model is only intended to measure differences on a relative cost basis, and the costs outputs are broadly aligned most of the current weightings used in either 16-19 or adult funding.

The purpose of the cost model is not to provide an exact unit cost of delivery needed for each SSA or learning aim as this will vary significantly for each provider. The cost model has needed to make several broad assumptions to arrive at a unit cost of delivery even on a relative cost basis. A description of each of these assumptions has been acknowledged in the explanation of the cost model in the report. Using different assumptions to the ones we have taken in the cost model, would lead to changes in the cost model outputs and potentially the findings. To mitigate against this, an analysis of other sources of evidence has been used to corroborate the findings from the cost model where this is possible.

Other research

This report has examined other research to corroborate the cost model outputs derived from the survey responses where this is possible. As part of the previous cost weighing review in 2013, providers were surveyed about their views on the cost weightings introduced in 16-19 funding for 2013 to 2014. This survey asked providers whether they felt any SSAs were assigned to the wrong cost weightings and to select the appropriate cost weighting they felt the SSAs should assigned instead. As shown in Table 3, 85% or more of all providers in the 2013 survey reported the base (1.0) weighting to be correct for 19 of the 50 tier 2 SSAs in 16-19 funding.[46] The results of the 2013 survey responses for the other 31 SSAs are shown in Table 22.

Although these 2013 survey results are now nine years old, this was the last comprehensive study of the cost weightings used in 16-19 funding. Apart from the SSAs highlighted in grey in Table 22 and the specialist cost weighting for the land-based SSAs, all the other cost weighting used in 16-19 funding are unchanged since this 2013 survey was conducted so the findings still have relevance. Those SSAs highlighted in grey in Table 22 are cost weightings we have announced increases for in 16-19 funding for 2020 to 2021 and 2022 to 2023.

These 2013 survey results are presented in Table 22 as the net percentage of survey responses selecting a higher 16-19 cost weighting for each SSA minus those selecting a lower cost weighting (based on the cost weightings introduced in 2013 to 2014). For example, 22% of all providers in the 2013 survey indicated a higher cost weighting was needed than the one assigned to the Building and Construction SSA in 2013 to 2014 and 3% indicated a lower weighting was needed, resulting in a net percentage of 19% of providers reported a higher weighting. A minus percentage in Table 22 means more providers indicated a lower weighting than the one assigned to that SSA in 2013 to 2014.

The 2013 survey report separated out responses for FE colleges only from all the other different provider types. FE colleges deliver higher volumes of provision in vocational and technician subjects so their responses will be more relevant for most of these SSAs. FE colleges also provided stronger indications in survey about the need for a higher or lower cost weighting than other provider types. We have listed the responses from the 2013 survey separately for the FE colleges in Table 22. Table 22 has ranked the 2013 survey responses from highest to lowest using an average across the two groups of all provider types and those from FE colleges only.

[46] Over 85% of responses in the 2013 survey also agreed the Public Services SSA, Archaeology and Archaeological Sciences SSA and Geography SSA should be assigned the base (1.0) weighting in 16-19 funding but these SSAs are considered separately as they contain learning aims assigned a low (1.1/.1.12) weighting in adult funding. For SSA 1.4 Public Services, only waste management and recycling in the SSA is assigned low (1.1/.1.12) weighting.

We consider those responses with around 30% or more of either all providers or FE colleges indicating the need for a higher weighting to be of significance. We also consider those percentages for SSA 13.1 and SSA 7.1 to be of significance as it shows around 15% or 20% of all providers or FE colleges on average selecting a lower weighting and these responses are noticeable as most providers reported the need for higher weightings rather than a lower weighting for most SSAs.

SSA tier 2 code	SSA description	% of FE college responses in 2013 indicating a higher cost weighting minus to those indicating a lower cost weighting for the 16-19 cost weightings introduced in 2013 to 2014	% of all provider survey responses in 2013 indicating a higher cost weighting minus those indicating a lower cost weighting for the 16-19 cost weightings introduced in 2013 to 2014	Average of responses from all provider and FE college responses in 2013 indicating a higher cost weighting is needed minus those indicating a lower cost weighting for the 16-19 cost weightings introduced in 2013 to 2014
2.1	Science	63%	63%	63%
1.1	Medicine and Dentistry	49%	37%	43%
5.2	Building and Construction	61%	19%	40%
8.1	Sport, Leisure and Recreation	44%	32%	38%
1.2	Nursing and Subjects and Vocations Allied to Medicine	40%	29%	35%
1.3	Health and Social Care	36%	24%	30%
9.3	Media and Communication	34%	25%	30%
6.2	ICT for Users	30%	28%	29%
7.4	Hospitality and Catering	45%	11%	28%
14.1	Foundations for Learning and Life	33%	17%	25%
14.2	Preparation for Work	28%	18%	23%
1.5	Child Development and Well Being	28%	17%	23%
1.4	Public Services	24%	12%	18%
4.1	Engineering	20%	5%	13%

SSA tier 2 code	SSA description	% of FE college responses in 2013 indicating a higher cost weighting minus to those indicating a lower cost weighting for the 16-19 cost weightings introduced in 2013 to 2014	% of all provider survey responses in 2013 indicating a higher cost weighting minus those indicating a lower cost weighting for the 16-19 cost weightings introduced in 2013 to 2014	Average of responses from all provider and FE college responses in 2013 indicating a higher cost weighting is needed minus those indicating a lower cost weighting for the 16-19 cost weightings introduced in 2013 to 2014
10.2	Archaeology and Archaeological Sciences	8%	11%	10%
4.3	Transportation Operations and Maintenance	17%	1%	9%
11.1	Geography	6%	10%	8%
3.3	Animal Care and Veterinary Science (without specialist resources)	9%	3%	6%
4.2	Manufacturing Technologies	11%	1%	6%
9.1	Performing Arts	14%	-3%	6%
9.2	Crafts, Creative Arts and Design	10%	1%	6%
3.1	Agriculture (without specialist resources)	7%	2%	5%
3.2	Horticulture and Forestry (without specialist resources)	7%	2%	5%
12.1	Languages, Literature and Culture of the British Isles	2%	7%	5%
13.2	Direct Learning Support	-3%	10%	4%
3.4	Environmental Conservation (without specialist resources)	6%	1%	4%
6.1	ICT Practitioners	6%	-2%	2%
5.1	Architecture	6%	-4%	1%

SSA tier 2 code	SSA description	% of FE college responses in 2013 indicating a higher cost weighting minus to those indicating a lower cost weighting for the 16-19 cost weightings introduced in 2013 to 2014	% of all provider survey responses in 2013 indicating a higher cost weighting minus those indicating a lower cost weighting for the 16-19 cost weightings introduced in 2013 to 2014	Average of responses from all provider and FE college responses in 2013 indicating a higher cost weighting is needed minus those indicating a lower cost weighting for the 16-19 cost weightings introduced in 2013 to 2014
13.1	Teaching and Lecturing	-18%	15%	-2%
7.3	Service Enterprises	2%	-10%	-4%
3.1	Agriculture (land-based providers with specialist resources)	-4%	-6%	-5%
3.3	Animal Care and Veterinary Science (land-based providers with specialist resources)	-4%	-6%	-5%
3.2	Horticulture and Forestry (land-based providers with specialist resources)	-4%	-7%	-6%
3.4	Environmental Conservation (land-based providers with specialist resources)	-5%	-7%	-6%
7.1	Retailing and Wholesaling	-3%	-15%	-9%

Table 22: 2013 survey responses about the 16-19 cost weightings

As previously noted, in 2018 DfE commissioned acl consulting to carry out research into the delivery costs of FE providers and in particular how these costs vary across different subject areas. This research collected data about the expenditure at departmental (or equivalent) level in general FE colleges. It identified common department names onto which most FE colleges' departments could be mapped and into which cost data could be grouped. acl consulting then estimated from this data the average costs for different departments in FE colleges.

Because of the data available, the research was not able to distinguish quantitatively between different cost drivers. For example, it was not possible to differentiate between a department with low class sizes due to lack of demand, and one with low maximum class

sizes because of the nature of delivery irrespective of demand. Both would tend to increase the department's costs relative to its income, but only the latter would be evidence of a need for higher cost weighting.

As we recognise Business Studies to be a department delivering a subject area with baseline costs, we have used the findings of the acl consulting research to compare the average costs estimated for Business Studies against the estimated average costs for the other departments sampled. Table 23 shows this comparison.

Common department name	Comparison between the average costs estimated for the data collected from this common department name and the average cost estimated for Business Studies departments in the acl consulting research from 2018	Assumed SSA from common department name
Public & Uniformed Service	Average costs estimated to be around 10% lower than Business Studies departments.	SSA 1.4 Public services
Travel & Tourism		SSA 8.2 Travel and tourism
Sports & Recreation		SSA 8.1 Sport, leisure and recreation
Health & Social Care	Average costs estimated to be broadly the same as Business Studies departments.	SSA 1.3 Health and social care
Information Technology		SSA 9.1 ICT practitioners and SSA 9.2 ICT for Users
Media & Design		SSA 9.3 Media and communication
Science	Average costs estimated to be around 10% higher than Business Studies departments.	SSA 2.1 Science
Performing Arts	Average costs estimated to be around 25% higher than Business Studies departments.	SSA 9.1 Performing arts
Hair & Beauty Therapy	Average costs estimated to be around 30% higher than Business Studies departments.	SSA 7.3 Service enterprises
Motor Vehicle	Average costs estimated to be around 40% higher than Business Studies departments.	SSA 4.3 Transportation operations and maintenance and SSA 5.2 Building and construction
Construction		
Engineering	Average costs estimated to be around 45% higher than Business Studies departments.	SSA 4.1 Engineering

Common department name	Comparison between the average costs estimated for the data collected from this common department name and the average cost estimated for Business Studies departments in the acl consulting research from 2018	Assumed SSA from common department name
Agriculture	Average costs estimated to be around 75% higher than Business Studies departments.	SSA 3.1 Agriculture, SSA 3.2 Horticulture and forestry, SSA 3.3 Animal care and veterinary science and SSA 3.4 Environmental conservation
Hospitality & Catering	Average costs estimated to be around 90% higher than Business Studies departments.	SSA 7.4 Hospitality and catering

Table 23: acl consulting research on the costs for different departments in FE colleges

The AoC published a report about skills shortages and funding gaps in 2019.[47] This research collected data on delivery costs for FE colleges in five broad subject areas. It found Engineering needed a higher weighting than 1.3, Construction needed a weighting higher than 1.2 and Science needed a weighting higher than 1.0. It found the 1.2 weighting for digital and 1.0 for business administration to be sufficient with ideal maximum class sizes.

Gatsby Foundation also undertook a similar study on behalf of the AoC about the cost of delivering T level routes in five broad subject areas. A summary of this research was published by the AoC in their response to the T level funding consultation.[48] The Gatsby Foundation study found a cost weighting increase to 1.4 was needed in 16-19 funding for Engineering and Construction, with a cost weighting increase to 1.25 needed for Science. It also found a 1.2 weighting as needed for the digital subject area. We have assumed the digital subject area in both the AoC and Gatsby studies to relates mainly to the ICT Practitioners SSA. 157 Group conducted research supported by the Gatsby Foundation, and AoC in 2012 that examined cost weightings used in FE funding. [49] This research found A levels in Physics, Biology and Chemistry to cost significantly more to deliver than other lower cost A levels.

[47] Association of Colleges (2019), Skills shortages and funding gaps

[48] Association of Colleges (2019), Response to T Level Funding Consultation

[49] 157 Group (2012), The Challenges of STEM Provision for Further Education Colleges

Survey findings

As explained in the background section, to simplify the 16-19 and adults funding system, SSAs and learning aims are assigned to a small number of cost weighting bands to provide an approximate funding uplift rather than a precise funding uplift. The cost model found most non-specialist provision has increased costs between 0% to 40% meaning a cost weighting value between 1.0 and 1.4 is needed. It found specialist land-based provision to have significantly higher increased costs of between 70% to 100% meaning a cost weighting value between 1.7 and 2.0 is needed. Table 24 sets out the cost weighting bands and weighting values we propose are assigned to each SSA and learning aim based on the cost model outputs in the report findings.

Cost weighting band	Cost weighting value proposed for 16-19 funding	Cost weighting value proposed for adult funding
Base	1.0	
Low	1.1	1.12
Medium	1.2	
High	1.3	
Very high	1.4	
Specialist	1.75	1.92

Table 24: Proposed cost weighting bands and values for report findings

The cost weighting bands and weighting values we propose are assigned to each SSA or learning aim in the report findings set out in Table 24 are broadly aligned with the current approach to the cost weightings values used in 16-19 and adult funding (see Table 1). It mainly replicates the current 16-19 weighting bands, but for consistency means the cost weighting bands used in 16-19 funding are also applied in adult fundings. The findings have aimed to align the cost weightings bands and values being applied in 16-19 and adult funding where this is suggested by the cost model and other evidence to provide consistency in both funding systems.

As the 1.2 and 1.4 cost weighting values do not currently exist in adult funding, our findings propose these would need to be introduced in adult funding as we have found a 1.2 and 1.4 weighting to be the most suitable weighting for certain SSAs and learning aims. There is also a 1.6 and 1.72 weighting used in adult funding for non-specialist provision that we do not consider to be needed as the cost model has found most non-specialist provision only needs a weighting value of between 1.0 and 1.4.

Beyond the 1.4 weighting value, the specialist weighting of 1.75 for 16-19 and 1.92 for adults has been found to be typically only needed for land-based provision delivered by providers with specialist resources. We have identified a few SSAs with estimated costs above 40% in adult funding, but for simplicity we have proposed all non-specialist

provision is assigned a weighting of between 1.0 and 1.4. We have also examined the specialist (1.75/1.92) weighting in the report findings, but as mentioned in the background section due to its specialist nature, we have not been able to collect data about the all the costs underpinning the specialist (1.75/1.92) weighting to make a full assessment about its suitability.

There are currently different descriptions of the cost weighting bands being used across the 16-19 and adults funding formulas as shown in Table 1. The cost weighting value of 1.3 is described as medium in the adult funding formula, but in the 16-19 funding formula the cost weighting value of 1.3 is described as high. The cost weighting value of 1.2 is described as medium and the cost weighting value of 1.3 is described as high across both funding systems in the report findings so there is a consistent approach.

When the evidence suggests certain SSAs or learning aims are borderline between two cost weighting bands, we have made a judgement about the most appropriate weighting based on the reported recruitment and retention issues in the SSA or learning aim (that were not included in the cost model outputs) and the other evidence. Those SSAs and learning aims listed in Table 21 identified to have recruitment and retention issues have been considered for a higher weighting in the findings.

Survey responses for each SSA or learning aim are summarised in Table 27, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65 and 68. Analysis of the cost model outputs derived from these survey responses alongside any other relevant evidence set out in Table 28, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63 and 66. We have considered other evidence to examine if it corroborates the cost model outputs in these tables. We have then compared the cost weighting suggested by the cost model outputs and other evidence with the current weightings used in 16-19 and adult funding in Tables 31, 34, 37, 40, 43, 46, 49, 52, 55, 58, 61, 64, 67 and 69. We have identified any changes needed to the current cost weighting from this comparison. For brevity, we have often referred to the SSA tier 2 code rather than the SSA description in the findings.

19 SSAs assigned no cost weighting uplift

The previous cost weighting review in 2013 found broad agreement that 19 tier 2 SSAs only require base (1.0) weighting in 16-19 funding as shown in Table 3. Therefore, the survey did not collect specific cost data about these 19 SSAs listed at Table 25 including any of the A/AS levels categorised within these 19 SSAs to reduce the data collection burden. The survey instead collectively asked one question about these 19 SSAs and the A/AS levels categorised within these SSAs for both 16-19 and adults.

SSA tier 2 code	SSA description	Cost weighting value in 16-19 funding	Cost weighting value in adults funding

2.2	Mathematics and statistics	1.0	1.0
7.2	Warehousing and distribution	1.0	1.0
8.2	Travel and tourism	1.0	1.0
9.4	Publishing and information services	1.0	1.0
10.1	History	1.0	1.0
10.3	Philosophy	1.0	1.0
10.4	Theology and religious studies	1.0	1.0
11.2	Sociology and social policy	1.0	1.0
11.3	Politics	1.0	1.0
11.4	Economics	1.0	1.0
11.5	Anthropology	1.0	1.0
12.1	Languages, literature and culture of the British Isles	1.0	1.0
12.2	Other languages, literature and culture	1.0	1.0
12.3	Linguistics	1.0	1.0
15.1	Accounting and finance	1.0	1.0
15.2	Administration	1.0	1.0
15.3	Business management	1.0	1.0
15.4	Marketing and sales	1.0	1.0
15.5	Law and legal services	1.0	1.0

Table 25: 19 SSAs assigned no cost weighting uplift in 16-19 and adult funding

As shown in Table 26, 72% of survey responses agreed these 19 SSAs and the A/AS levels categorised within these 19 SSAs do not require significant extra costs to deliver and should continue to be assigned the base (1.0) weighting for both 16-19 and adults. This is lower than the previous 2013 survey responses for these SSAs that showed 85% or more agreeing with the base (1.0) weighting in 16-19 funding for these 19 SSAs but is still felt to represent a broad consensus.

Provider type group	Yes	%	No	%	No answer provided
General FE College and Specialist Colleges	41	75%	14	25%	1
Schools, Academies and Sixth Form Colleges	13	62%	8	38%	1
Other Public Funded and Private Sector Public Funded	30	75%	10	25%	2

Total	**84**	**72%**	**32**	**28%**	**4**

Table 26: Survey responses about the 19 SSAs without a cost weighting uplift

The survey asked a follow-up question for those 32 providers who disagreed to ask which of the 19 SSAs they felt needed a higher than the base (1.0) weighting and the reasons why. These 32 responses have been examined and summarised.

Around 13 responses indicated there were higher costs of delivering Warehousing and Distribution SSA with some of these mentioning the need for specialist staff and equipment including access to forklifts for this SSA. Around 12 responses indicated the higher costs of Travel and Tourism SSA with some mentioning the need for specialist equipment (e.g. aircraft fuselage) and time spent off-site in industry settings.

There were also 6 to 12 responses reporting either Accounting and Finance SSA, Business Management SSA, Law and Legal Services SSA and Economics SSA needed a cost weighting increase with increased staffing costs cited as common reason. The need to attract professionals who are paid higher salaries in industry was mentioned as the explanation for this. It was also mentioned these SSAs along with Publishing and Information Sciences SSA need specialist software and incur increased IT costs.

Other Languages, Literature and Culture SSA was also mentioned by six responses as needing a cost weighting uplift citing smaller group sizes with some referring to the need for an employment of a language assistant for conversation classes. It was indicated the smaller class sizes are due to low demand for the subject rather than the type of provision limiting the class size. We do not consider cost weightings are the appropriate funding mechanism for supporting smaller class sizes due to low student demand as explained in the background section of the report.

Business Management (control sample)

SSA tier 2 code	SSA description	Sample size	Average class size reported compared against the baseline class size	Average % of time reported as needed for practical lessons	Average % of responses indicating the need for technician staff	Average reported increased course running costs	Average reported increased equipment costs
15.3	Business management	73	19.2 (-0.8)	3%	11%	£18	£2,319
	GCE A/AS level in Business	44	20.2 (+0.2)	0%	0%	£5	£0

Table 27: Survey findings for Business Management (control sample)

Business management SSA and A/AS level in Business were included in the survey sample to act as a control sample. These are recognised to have only baseline costs with other SSAs or learning aims needing a cost weighting above the base (1.0) weighting if

they have increased delivery costs when compared against these. Providers reported no significant increased cost for delivering these as shown in Table 27, and the cost model outputs reflect this as shown in Table 28. This means the control sample has provided assurance to the basis of the cost model for identifying the increased costs for the other SSAs and learning aims sampled.

SSA tier 2 code	SSA description	Current cost weighting value in 16-19 funding	Current cost weighting value in adult funding	Cost weighting suggested by cost model for 16-19 funding	Cost weighting suggested by cost model for adults funding
15.3	Business management	1.0	1.0	0%-1%	0%-1%
	GCE A/AS level in Business	1.0	1.0	0%	0%

Table 28: Analysis of the evidence for Business Management SSA (control sample)

The cost model outputs from the survey responses for the Business management SSA and GCE A/AS level in Business are 0%-1% as shown in Table 27. This supports the current base (1.0) weighting for these in both 16-19 adults funding. There is also evidence in Table 3 and Table 26 to support the current base (1.0) weighting for this SSA and A/AS level.

Health, Public Services and Care

SSA tier 2 code	SSA description	Sample size	Average class size reported compared against the baseline class size	Average % of time reported as needed for practical lessons	Average % of responses indicating the need for technician staff	Average reported increased course running costs	Average reported increased equipment costs
1.1	Medicine and Dentistry	6	19.0 (-1.0)	39%	50%	£146	£85,000
1.2	Nursing and Subjects and Vocations Allied to Medicine	38	19.4 (-0.6)	22%	44%	£89	£63,611
1.3	Health and Social Care	89	19.0 (-1.0)	15%	6%	£46	£26,646
1.4	Public Services	61	18.6 (-1.4)	20%	13%	£58	£16,842
1.5	Child Development and Well Being	77	18.4 (-1.6)	19%	8%	£47	£11,959

Table 29: Survey findings for the Health, Public Services and Care SSAs

Providers did not report these SSAs need to be delivered in significantly smaller classes. SSA 1.1 reported the need for 40% practical provision, with 15%-22% practical provision reported for the other SSAs. SSA 1.1 and SSA 1.2 indicated comparatively higher course running and equipment costs with 44%-50% of responses reporting the need for technician staff. There is a low sample size for SSA 1.1 as this reflects the low number of students enrolled on this SSA. Comparatively low course running, and equipment costs were reported for SSA 1.3, 1.4 and 1.5, with only a low number of responses reporting the need for technician staff for these SSAs.

SSA tier 2 code and description	Cost weighting suggested by the cost model for 16-19 funding	Cost weighting suggested by the cost model for adults funding	Survey responses suggest recruitment and retention issues in this SSA	Other relevant research about this SSA or learning aim	Cost weighting indicated by the cost model and other evidence
SSA 1.1 Medicine and Dentistry	11%-12%	12%-14%	Yes	Around 30%-40% of all providers in the 2013 survey indicated the need for a higher weighting than base (1.0).	Low (1.1/1.12) for both 16-19 and adults
SSA 1.2 Nursing and Subjects and Vocations Allied to Medicine	6%-7%	7%-8%	Yes		
SSA 1.3 Health and Social Care	3%-5%	3%-5%	No	acl consulting research found the departments related to these SSAs have only baseline costs.	Base (1.1/1.2) both 16-19 and adults
SSA 1.4 Public Services	3%-6%	4%-7%	No	Around 10% to 25% of all providers in the 2013 survey indicated these SSAs needed for a higher weighting than base (1.0).	
SSA 1.5 Child Development and Well Being	3%-6%	3%-7%	No	17% of all providers in the previous 2013 indicated this SSA needed a higher weighting than base (1.0).	

Table 30: Analysis of the evidence for Health, Public Services and Care SSAs

There is strong evidence to support a low (1.1/1.12) weighting in 16-19 and adult funding for SSA 1.1. Although the cost model output for SSA 1.2 is marginally below the low (1.1/1.2) weighting, we consider the reported recruitment issues and other evidence supports a low (1.1/1.12) weighting rather than a base (1.0) weighting for SSA 1.2.

The mid-points of the cost model outputs for SSA 1.3, SSA 1.4 and SSA 1.5 are borderline between a base (1.0) and low (1.12) weighting but without sufficient supporting evidence such as from reported recruitment issues to suggest the need for a higher weighting for these SSAs. On balance, we consider a base (1.0) weighting is most suitable for these SSAs from the evidence for both 16-19 and adult funding.

SSA tier 2 code	SSA description	Current cost weighting value in 16-19 funding	Current cost weighting value in adult funding	Cost weighting indicated by the cost model and other evidence
1.1	Medicine and Dentistry	1.1 (from 2022 to 2023)	1.12	Low (1.1/1.12) for both 16-19 and adults
1.2	Nursing and Subjects and Vocations Allied to Medicine	1.1 (from 2022 to 2023)	1.12	
1.3	Health and Social Care	1.0	1.12	Base (1.0) for both 16-19 and adults
1.4	Public Services	1.0	1.0 (exception for waste management and recycling that is assigned a 1.12 weighting)	
1.5	Child Development and Well Being	1.0	1.12	

Table 31: Summary of findings for Health, Public Services and Care SSAs

An increase from base (1.0) to the low (1.1/1.12) weighting in 16-19 funding for SSA 1.1 and 1.2 has been announced from 2022 to 2023. This report has presented the evidence to support this change in 16-19 funding. SSA 1.1 and SSA 1.2 is already assigned a low (1.12) weighting in adult funding.

SSA 1.4 is already assigned a base (1.0) weighting in 16-19 and adults (barring exceptions) and the evidence broadly supports this. The evidence also supports a base (1.0) weighting for SSA 1.3 and SSA 1.5. This supports the current cost weighting for these SSAs in 16-19 funding but would mean a lower weighting for these SSAs in adult funding. It is, however, recognised this is finely balanced as there is evidence of increased costs above the baseline for these SSAs (SSA 1.3, SSA 1.4 and SSA 1.5).

Science including A/AS levels

Learning aim	Sample size	Average class size reported compared against the baseline class size	Average % of practical provision reported as needed	Average responses reporting technician staff needed for practical lessons	Average reported increased course running costs	Average reported increased equipment costs
Certificate/Diploma/Extended Diploma in Applied Science	50	18.1 (-1.9)	27%	90%	£130	£87,700
Extended Certificate in Applied Psychology	15	19.7 (-0.3)	6%	33%	£30	£2,500
GCE A/AS level in Psychology	47	20.4 (+0.4)	0%	0%	£2	£0
GCE A/AS level in Biology	47	17.9 (-2.1)	25%	100%	£121	£51,818
GCE A/AS level in Physics	48	17.6 (-2.4)	22%	91%	£104	£47,556
GCE A/AS level in Chemistry	47	17.9 (-2.1)	25%	100%	£127	£58,977
GCE A/AS level in Environmental Studies	14	20.0 (0.0)	9%	80%	£61	£7,500
GCE A/AS level in Geology	13	18.9 (-1.1)	8%	67%	£83	£24,615

Table 32: Survey findings for learning aims sampled in the Science SSA

Certificate/Diploma/Extended Diploma in Applied Science, A/AS level in Chemistry, Physics and Biology reported similar increased costs. A/AS level in Environmental Studies and Geology reported comparatively lower costs with most responses reporting no practical lessons are needed. The survey responses for A/AS level in Psychology and the Extended Certificate in Applied Psychology indicated these learning aims to be theory-based provision with no significant increased costs across all cost drivers.

Leaning aim	Cost weighting suggested by the cost model for 16-19 funding	Cost weighting suggested by the cost model for adults funding	Survey responses suggest recruitment and retention issues in this SSA	Other relevant research about this SSA or learning aim	Cost weighting indicated by the cost model and other evidence
Certificate/Diploma /Extended Diploma in Applied Science	12%-15%	13%-17%	Yes	Learning aims not specifically covered by other research.	Low (1.1/1.12) for both 16-19 and adults
Extended Certificate in Applied Psychology	1%-2%	1%-2%	No		Base (1.0) for both 16-19 and adults
GCE A/AS level in Psychology	0%	0%	No		
GCE A/AS level in Environmental Studies	3%	3%	No		
GCE A/AS level in Geology	4%-5%	5%-8%	No		
GCE A/AS level in Biology	7%-8%	12%-17%	Yes	157 Group research found a higher weighting than a base (1.0) is needed for these A levels.	Low (1.1/1.12) for both 16-19 and adults
GCE A/AS level in Physics	6%-8%	10%-16%	Yes		
GCE A/AS level in Chemistry	8%-9%	12%-17%	Yes		

Table 33: Analysis of evidence for learning aims sampled in the Science SSA

As shown in Table 33, the cost model and other evidence supports a low (1.1/1.12) weighting for both 16-19 and adults funding for A/AS levels in Biology, Physics and Chemistry. The cost model also found a low (1.1/1.12) weighting is needed for a Certificate/Diploma/Extended Diploma in Applied Science for both 16-19 and adults. In contrast, the cost model found A/AS levels and non-A level learning aims in Psychology and A/AS level in Environmental Studies only require a base (1.0) weighting.

The cost model outputs for A/AS level in Geology are more borderline as they are only marginally lower than the low (1.1/ 1.12) weighting for adult funding but without any supporting evidence for a higher weighting. Most survey responses also reported A/AS level in Geology needed only theory-based provision. We consider the base (1.0)

weighting to be the most suitable for A/AS level in Geology for both 16-19 and adults from the evidence.

<table>
<tr><th>Learning aim</th><th>Current cost weighting value in 16-19 funding</th><th>Current cost weighting value in adult funding</th><th>Cost weighting indicated by the cost model and other evidence</th></tr>
<tr><td>GCE A/AS level in Biology</td><td rowspan="3">1.1 (from 2020 to 2021 when two or more Science A levels are studied together)</td><td rowspan="8">1.12</td><td rowspan="3">Low (1.1/1.12) for both 16-19 and adults</td></tr>
<tr><td>GCE A/AS level in Physics</td></tr>
<tr><td>GCE A/AS level in Chemistry</td></tr>
<tr><td>Certificate/Diploma/
Extended Diploma in Applied Science</td><td rowspan="2">1.1
(from 2020 to 2021 when a study programme has a core aim in the Science SSA)</td><td rowspan="5">Base (1.0)
for both 16-19 and adults</td></tr>
<tr><td>Extended Certificate in Applied Psychology</td></tr>
<tr><td>GCE A/AS level in Psychology</td><td rowspan="3">1.1 (from 2020 to 2021 when two or more Science A levels are studied together)</td></tr>
<tr><td>GCE A/AS level in Environmental Studies</td></tr>
<tr><td>GCE A/AS level in Geology</td></tr>
</table>

Table 34: Summary of findings for learning aims sampled in the Science SSA

A cost weighting increase to the low (1.1/1.12) weighting was introduced in 16-19 funding for the Science SSA in 2020 to 2021 as an interim change to be checked by this report. The cost weighting increase in 16-19 funding in 2020 to 2021 for the Science SSA aligned it with adult funding that already assigned the low (1.1/1.12) to the Science SSA.

The evidence indicates the low (1.1/1.12) weighting for A/AS levels in Biology, Physics and Chemistry, and Certificate/Diploma/Extended Diploma in Applied Science is suitable for both 16-19 and adult funding. Only a base (1.0) weighting is found to be needed for GCE A/AS level in Geology, Psychology and Environmental Studies, and Extended Certificate in Applied Psychology. This would mean lowering the cost weighting for these learning aims in the Science SSA from low (1.1/1.12) to base (1.0) in both 16-19 and adult funding.

We have identified from the evidence that only the A/AS levels in Biology, Chemistry and Physics should attract the low (1.1/1.12) weighting in the Science SSA. A low (1.1/1.12) weighing currently applies in 16-19 funding to a A/AS level study programme with two or

more of any Science A level. Most 16-19 students' study three A/AS levels. Two A/AS levels is used as a proxy to indicate the majority of a student's learning activity is in the Science SSA to attract the low (1.1/1.12) weighting.

The cost model outputs for the Science A/AS levels in Table 34 are estimated based on the increased costs for each individual A/AS level in a study programme. This means we need to add together the cost model outputs to determine a suitable cost weighting for when A/AS levels in Biology, Chemistry and Physics are studied together. The cost model outputs added together for two of either Biology, Chemistry or Physics A/AS levels give a range of 13% to 17%. This would suggest the low (1.1/1.12) weighting applied in 16-19 funding to a study programme with two or more of A/AS levels in Biology, Chemistry and Physics is broadly suitable.

Agriculture, Horticulture and Animal Care (land-based providers with specialist resources)

As explained in the background section, a specialist (1.75/1.92) weighting is assigned to land-based providers with specialist resources for delivering these SSAs. This specialist (1.75/1.92) weighting is intended to meet the higher increased costs from both direct and indirect delivery costs. We have examined the findings from the survey responses from those land-based providers with specialist resources about their reported direct costs for delivering these land-based SSAs. A further investigation would be needed to examine the overall costs (both direct and indirect costs) incurred by land-based providers with specialist resources to make a full assessment about the specialist (1.75/1.92) weighting assigned to these land-based SSAs.

SSA tier 2 code	SSA description	Sample size	Average class size reported compared against the baseline class size	Average % of time reported as needed for practical lessons	Average % of responses indicating the need for technician staff	Average reported increased course running costs	Average reported increased equipment costs
3.1	Agriculture	12	11.7 (-8.3)	61%	92%	£350	£792,500
3.2	Horticulture and Forestry	11	11.6 (-8.4)	62%	100%	£350	£504,545
3.3	Animal Care and Veterinary Science	12	13.5 (-6.5)	50%	100%	£350	£818,750
3.4	Environmental Conservation	6	11.7 (-8.3)	55%	83%	£225	£293,333

Table 35: Survey findings for delivering land-based SSAs with specialist resources

There is only a small sample size of survey responses from land-based providers with specialist resources. Land-based providers with specialist resources mainly reported maximum costs from the available multiple choice options in the survey for delivering these land-based SSAs as shown in Table 35. They also reported small class sizes with a high proportion (50%-60%) of practical provision needed. There were comparatively lower costs reported for SSA 3.4 compared with the other land-based SSAs.

SSA tier 2 code and description	Cost weighting suggested by the cost model for 16-19 funding	Cost weighting suggested by the cost model for adults funding	Survey responses suggest recruitment and retention issues in this SSA	Other relevant research about this SSA or learning aim	Cost weighting indicated by the cost model and other evidence
SSA 3.1 Agriculture	76%-89%	85%-100%	Yes	Not covered by the other research. acl consulting research indicated the agriculture departments they sampled were from FE colleges without specialist resources	Specialist (1.75 for 16-19/1.92 for adults)
SSA 3.2 Horticulture and Forestry	67%-79%	76%-91%	Yes		
SSA 3.3 Animal Care and Veterinary Science	62%-72%	67%-80%	Yes		
SSA 3.4 Environmental Conservation	48%-62%	55%-73%	Yes		

Table 36: Analysis of evidence for land-based SSAs with specialist resources

If we use the mid-points of the cost model outputs for these SSAs, the specialist (1.75/1.92) weighting is found to be suitable for SSA 3.1 and 3.2. The mid-points for the cost model output for 16-19 funding for SSA 3.3 is also found to be broadly aligned with specialist weighting used in 16-19 funding of 1.75. The mid-point for the cost model outputs for SSA 3.3 in adults funding is around 74% so lower than the specialist weighting used in adults funding of 1.92, but the costs are still shown to be substantially higher than non-specialist provision.

The mid-points of the cost model output for SSA 3.4 indicate increased costs of around 55% for 16-19 and around 64% for adults. This means the estimated costs for SSA 3.4 are considerably lower than the specialist (1.75/1.92) weighting.

SSA tier 2 code	SSA description	Current cost weighting value in 16-19 funding for land-based providers with specialist resources	Current cost weighting value in adult funding for land-based providers with specialist resources	Cost weighting indicated by the cost model and other evidence
3.1	Agriculture	1.75	1.92	Specialist (1.75/1.92)
3.2	Horticulture and Forestry	1.75	1.92	
3.3	Animal Care and Veterinary Science	1.75	1.92	
3.4	Environmental Conservation	1.75	1.12	

Table 37: Summary of findings for land-based SSAs with specialist resources

The specialist (1.75/1.92) cost weighting is felt to be suitable for SSA 3.1, SSA 3.2 and SSA 3.3 in 16-19 and adult funding from the available evidence. However, this is based only on an assessment of the direct costs for these SSAs and as mentioned the specialist (1.75/1.92) weighting is also intended to also support with higher indirect costs. The survey did not collect data about indirect costs.

A different approach is needed for SSA 3.4. This is not assigned the specialist weighting in adult funding but is assigned the specialist weighting in 16-19 funding. The cost model has found lower costs for SSA 3.4 compared with the other land-based SSAs. Land-based providers have also informed us that specialist resources are not needed to deliver SSA 3.4. On this basis, it is proposed that SSA 3.4 does not attract the specialist weighting in 16-19 funding. This would align the approach taken for SSA 3.4 across both funding systems to consider this SSA as non-specialist provision. We suggest the cost weighting for SSA 3.4 should be assigned the same cost weighting as the one assigned to land-based providers without specialist resources delivering SSA 3.4 (see Table 40).

Agriculture, Horticulture and Animal Care (land-based providers without specialist resources)

SSA tier 2 code	SSA description	Sample size	Average class size reported compared against the baseline class size	Average % of time reported as needed for practical lessons	Average % of responses indicating the need for technician staff	Average reported increased course running costs	Average reported increased equipment costs
3.1	Agriculture	14	14.2 (-5.8)	58%	100%	£238	£422,857

3.2	Horticulture and Forestry	23	12.9 (-7.1)	61%	100%	£190	£189,783
3.3	Animal Care and Veterinary Science	24	16.5 (-3.5)	51%	100%	£253	£492,500
3.4	Environmental Conservation	3	14.7 (-5.3)	50%	67%	£308	£375,500

Table 38: Survey findings for land-based SSAs delivered without specialist resources

As explained in the background section, apart from SSA 3.3, there are low volumes of provision being delivered in these SSAs by land-based providers without specialist resources such as general FE colleges. This reflects the low sample sizes particularly for SSA 3.1 and 3.4. This means there is more uncertainty about the survey findings for these SSAs. The survey responses show the very high costs and small class sizes needed for delivering these land-based SSAs even by land-based providers without specialist resources. The costs are not as high as those being reported by land-based providers with specialist resources as shown in Table 35, but are still high.

SSA tier 2 code and description	Cost weighting suggested by the cost model for 16-19 funding	Cost weighting suggested by the cost model for adults funding	Survey responses suggest recruitment and retention issues in this SSA	Other relevant research about this SSA or learning aim	Cost weighting indicated by the cost model output and evidence
SSA 3.1 Agriculture	44%-52%	50%-59%	Yes	acl consulting research found agriculture departments sampled from FE colleges without specialist resources to have 75% increased costs.	Very high (1.4) in 16-19 and adults
SSA 3.2 Horticulture and Forestry	42%-51%	49%-61%	Yes		
SSA 3.3 Animal Care and Veterinary Science	36%-41%	40%-45%	Yes		
SSA 3.4 Environmental Conservation	37%-45%	41%-50%	Yes		

Table 39: Analysis of evidence for land-based SSAs delivered without specialist resources

The cost model suggests at least a very high (1.4) weighting is needed for SSA 3.1, 3.2 3.3 and SSA 3.4 when delivered by land-based providers without specialist resources for both 16-19 and adults from the available cost weighting bands. A higher 1.5 weighting could also be considered for SSA 3.1 and 3.2.

SSA tier 2 code	SSA description	Current cost weighting value in 16-19 funding for providers without specialist resources	Current cost weighting value in adult funding	Cost weighting indicated by the cost model and other evidence
3.1	Agriculture	1.3	1.72	Very high (1.4) in 16-19 and adults
3.2	Horticulture and Forestry	1.3	1.72	
3.3	Animal Care and Veterinary Science	1.3	1.72	
3.4	Environmental Conservation	1.3	1.12	

Table 40: Summary of findings for land-based SSAs delivered without specialist resources

The evidence supports at least a very high (1.4) weighting for these land-based SSAs when delivered by providers without specialist resources. This would mean a higher weighting is needed in 16-19 funding for providers without specialist resources delivering these SSAs as they current only receive a high (1.3) weighting. This change would mean a significantly lower weighting in adult funding for providers without specialist resources delivering SSA 3.1, SSA 3.2 and SSA 3.2 as they currently only receive a weighting of 1.72 for these SSAs. A very high (1.4) weighting for SSA 3.4 in adult funding would mean an increased weighting for SSA 3.4 in adult funding.

Engineering and Manufacturing Technologies

SSA tier 2 code	SSA description	Sample size	Average class size reported compared against the baseline class size	Average % of time reported as needed for practical lessons	Average % of responses indicating the need for technician staff	Average reported increased course running costs	Average reported increased equipment costs
4.1	Engineering	60	16.4 (-3.6)	48%	98%	£264	£447,288
4.2	Manufacturing technologies	32	15.9 (-4.1)	52%	90%	£262	£480,000
4.3	Transportation operations and maintenance	44	15.6 (-4.4)	53%	93%	£239	£407,907

Table 41: Survey findings for Engineering and Manufacturing Technologies SSAs

As shown in Table 41, the survey found these SSAs need smaller classes of around 15 to 16 with around 50% practical provision. It also found substantial course running and equipment costs needed for delivering these SSAs.

SSA tier 2 code and description	Cost weighting suggested by the cost model for 16-19 funding	Cost weighting suggested by the cost model for adults funding	Survey responses suggest recruitment and retention issues in this SSA	Other relevant research about this SSA or learning aim	Cost weighting indicated by the cost model and other evidence
SSA 4.1 Engineering	35%-39%	38%-44%	Yes	acl consulting research found Engineering and Motor Vehicle departments in FE colleges to have 40-45% increased costs. Gatsby (2019) and AoC (2019) research implied a very high (1.4) weighting is needed for Engineering.	Very high (1.4) for both 16-19 and adults
SSA 4.2 Manufacturing technologies	37%-43%	41%-47%	Yes		
SSA 4.3 Transportation operations and maintenance	36%-42%	40%-47%	Yes		

Table 42: Analysis of evidence for Engineering and Manufacturing Technologies SSAs

The cost model outputs and other evidence support a very high (1.4) weighting for SSA 4.1, SSA 4.2 and SSA 4.3 in both 16-19 and adult funding.

SSA tier 2 code	SSA description	Current cost weighting value in 16-19 funding	Current cost weighting value in adult funding	Cost weighting indicated by the cost model and other evidence
4.1	Engineering	1.4 (from 2019 to 2020)	1.3	Very high (1.4) for both 16-19 and adults
4.2	Manufacturing technologies	1.4 (from 2019 to 2022)	1.3	
4.3	Transportation operations and maintenance	1.4 (from 2022 to 2023)	1.3	

Table 43: Summary of findings for Engineering and Manufacturing Technologies SSAs

The evidence supports the cost weighting increases already announced in 16-19 funding for these SSAs to a very high (1.4) weighting. It also found these SSAs need to be increased from the current high (1.3) weighting to a very high (1.4) weighting in adult funding. This would then align the cost weightings being used across both funding systems for these SSAs.

Construction, Planning and the Built Environment

SSA tier 2 code	SSA description	Sample size	Average class size reported compared against the baseline class size	Average % of time reported as needed for practical lessons	Average % of responses indicating the need for technician staff	Average reported increased course running costs	Average reported increased equipment costs
5.1	Architecture	9	14.4 (-5.6)	36%	40%	£109	£72,500
5.2	Building and Construction	55	15.3 (-4.7)	64%	96%	£271	£427,222
5.3	Urban, Rural and Regional Planning	5	15.1 (-4.9)	37%	40%	£115	£21,000

Table 44: Survey findings for Construction, Planning and the Built Environment SSAs

As shown in Table 44, the survey found the need for small class sizes with the need for 40% or more practical provision for all these SSAs. The survey found the delivery costs for SSA 5.2 are high and similar to SSA 4.1, SSA 4.2 and SSA 4.3. Lower course running and equipment costs and practical time were reported as needed for SSA 5.1 and 5.3, when compared with SSA 5.2. There is small sample size for SSA 5.1 and SSA 5.3 due to the low number of students enrolled on these SSAs.

SSA tier 2 code and description	Cost weighting suggested by the cost model for 16-19 funding	Cost weighting suggested by the cost model for adults funding	Survey responses suggest recruitment and retention issues in this SSA	Other relevant research about this SSA or learning aim	Cost weighting indicated by the cost model and other evidence
5.1 Architecture	15%-26%	17%-31%	Yes	Not covered by other research.	Medium (1.2) for both 16-19 and adults
5.2 Building and Construction	42%-47%	47%-53%	Yes	acl consulting research found Construction departments in FE colleges to have around 40% increased costs.	Very high (1.2) for both 16-19 and adults
5.3 Urban, Rural and Regional Planning	13%-22%	15%-26%	Yes	Not covered by other research.	Medium (1.2) for both 16-19 and adults

Table 45: Analysis of evidence for Construction, Planning and the Built Environment SSAs

When using the mid-points of cost model outputs for these SSAs alongside the reported recruitment issues and other evidence, it indicates at least a very high (1.4) weighting for SSA 5.2 from the available weighting bands, and a medium (1.2) weighting for SSA 5.1 and 5.3 across both 16-19 and adults. A higher weighting of 1.5 could also be considered in adult funding for SSA 5.2.

SSA tier 2 code	SSA description	Current cost weighting value in 16-19 funding	Current cost weighting value in adult funding	Cost weighting indicated by the cost model and other evidence
5.1	Architecture	1.2	1.3	Medium (1.3) for both 16-19 and adults
5.2	Building and Construction	1.4 (from 2022 to 2023)	1.3	Very high (1.4) for both 16-19 and adults
5.3	Urban, Rural and Regional Planning	1.2 (from 2022 to 2023)	1.3	Medium (1.3) for both 16-19 and adults

Table 46: Summary of findings for Construction, Planning and the Built Environment SSAs

The current medium (1.2) weighting for SSA 5.1 and SSA 5.3 used in 16-19 funding is found to be suitable from the evidence. This supports the increase to the medium (1.2) weighting announced in 16-19 funding for SSA 5.3. The evidence suggests the high (1.3) weighting for SSA 5.1 and SSA 5.2 in adult funding to be too high, and a lower medium (1.2) weighting would be more appropriate.

The evidence also supports the increases in 16-19 funding to a very high (1.4) weighting for SSA 5.2 from 2022 to 2023. It also found evidence for the need for an increase from high (1.3) to the very high (1.4) weighting for SSA 5.2 in adult funding.

Information and Communication Technology

SSA tier 2 code	SSA description	Sample size	Average class size reported compared against the baseline class size	Average % of time reported as needed for practical lessons	Average % of responses indicating the need for technician staff	Average reported increased course running costs	Average reported increased equipment costs
6.1	ICT Practitioners	66	18.2 (-1.8)	23%	48%	£120	£121,641
6.2	ICT for Users	63	18.5 (-1.6)	22%	36%	£98	£77,016

Table 47: Survey findings for ICT SSAs

There is a large sample size for these SSAs. The survey shows increased course running and equipment costs, with 20% practical provision, and 36%-48% indicating the need for technician staff.

SSA tier 2 code and description	Cost weighting suggested by the cost model for 16-19 funding	Cost weighting suggested by the cost model for adults funding	Survey responses suggest recruitment and retention issues in this SSA	Other relevant research about this SSA or learning aim	Cost weighting indicated by the cost model and other evidence
6.1 ICT Practitioners	10%-13%	11%-14%	Yes	acl consulting research found Information Technology departments in FE colleges to have only baseline costs. Gatsby (2019) and AoC (2019) research indicated a medium (1.2) weighting for the digital subject area assumed to relate to SSA 6.1. 2013 survey results found around 30% of providers felt SSA 6.2 needed a higher weighting than base (1.0).	Medium (1.2) for both 16-19 and adults
6.2 ICT for Users	7%-10%	8%-11%	No		Low (1.1/1.12) for both 16-19 and adults

Table 48: Analysis of evidence for ICT SSAs

The SSAC system makes a delineation in the ICT subject area. SSA 6.1 is for learning aims leading to practice of a specialised profession in ICT. SSA 6.2 is for general skills for ICT users. This has implications for the qualification level of the learning aims in these SSAs. Most of the 16-19 students studying a core aim in SSA 6.2 is at Level 3, with most of the students studying a core aim in SSA 6.1 is at Level 2 or below.

There is mixed evidence about the delivery costs for these SSAs. The cost model indicates a low (1.1/1.12) weighting for SSA 6.1 and SSA 6.2 for both 16-19 and adult funding. There are marginally higher costs being reported for SSA 6.1. AoC and Gatsby research from 2019 suggests a medium (1.2) weighting for the digital subject area that

we assume to relate to SSA 6.1. There is also high recruitment and retention issues reported in SSA 6.1. We consider, on balance, the current medium (1.2) weighting for SSA 6.1 to be suitable when considering the cost model and other evidence.

For SSA 6.2, the only evidence specifically for this SSA is from the 2013 survey and the cost model. These both suggest a higher cost weighting is needed. On balance, a low (1.1/1.12) weighting is considered suitable for SSA 6.2 in both 16-19 and adult funding.

SSA tier 2 code	SSA description	Current cost weighting value in 16-19 funding	Current cost weighting value in adult funding	Cost weighting indicated by the cost model and other evidence
6.1	ICT Practitioners	1.2	1.3 for Level 2 and above 1.12 for up to Level 1	Medium (1.2) for both 16-19 and adults
6.2	ICT for Users	1.0	1.12 for Level 2 and above 1.0 for up to Level 1	Low (1.1/1.12) for both 16-19 and adults

Table 49: Summary of findings for ICT SSAs

It is proposed from these findings that a medium (1.2) weighting is needed for SSA 6.1 and a low (1.1/1.12) weighting for SSA 6.2 for both 16-19 and adult funding. This means a higher weighting is assigned in adult funding for all the provision in these SSAs. This also means an increase in the cost weighting from base (1.0) to low (1.1/1.12) in 16-19 funding for SSA 6.2.

Retail and Commercial Enterprise

SSA tier 2 code	SSA description	Sample size	Average class size reported compared against the baseline class size	Average % of time reported as needed for practical lessons	Average % of responses indicating the need for technician staff	Average reported increased course running costs	Average reported increased equipment costs
7.1	Retailing and Wholesaling	24	18.6 (-1.4)	13%	17%	£36	£25,625
7.3	Service Enterprises	51	16.1 (-3.9)	55%	77%	£177	£164,286
7.4	Hospitality and catering	54	15.9 (-4.1)	61%	86%	£234	£303,654

Table 50: Survey findings for Retail and Commercial Enterprise SSAs

Most providers reported no practical lessons with low course running and equipment cost for SSA 7.1. The survey results show SSA 7.3 has substantial course running costs and equipment costs with smaller classes and the need for 50% practical provision. The survey found SSA 7.4 to incur high costs across all cost drivers with a high proportion of practical provision needed.

SSA tier 2 code and description	Cost weighting suggested by the cost model for 16-19 funding	Cost weighting suggested by the cost model for adults funding	Survey responses suggest recruitment and retention issues in this SSA	Other relevant research about this SSA or learning aim	Cost weighting indicated by the cost model and other evidence
7.1 Retailing and Wholesaling	2%-5%	3%-6%	No	2013 survey found 15% of all providers indicating a lower weighting than a medium (1.2) needed for this SSA.	Base (1.0) for both 16-19 and adults
7.2 Service Enterprises	24%-29%	27%-33%	No	acl consulting found Hair & Beauty Therapy departments in FE colleges to have around 30% increased costs 2013 survey found 10% of all providers indicating a lower weighting than a medium (1.2) is needed for this SSA.	Medium (1.2) in 16-19 High (1.3) in adults
7.3 Hospitality and catering	33%-37%	37%-42%	No	acl consulting research found Hospitality and Catering departments to have 90% increased costs. 2013 survey found 45% of FE colleges reporting increased costs for this SSA.	High (1.3) in 16-19 Very high (1.4) in adults

Table 51: Analysis of evidence for Retail and Commercial Enterprise SSAs

A base (1.0) weighting has found to be most appropriate for SSA 7.1. The evidence indicates SSA 7.2 needs a medium (1.2) weighting for 16-19 funding, and a high (1.3) for adult funding. SSA 7.3 has been found to need a high (1.3) weighting in 16-19 funding and very high (1.4) weighting in adult funding.

SSA tier 2 code	SSA description	Current cost weighting value in 16-19 funding	Current cost weighting value in adult funding	Cost weighting indicated by the cost model and other evidence
7.1	Retailing and Wholesaling	1.2	1.0	Base (1.0) for both 16-19 and adults
7.3	Service Enterprises	1.2	1.12 (exception of hair and beauty that is weighted 1.3)	Medium (1.2) in 16-19 High (1.3) in adults
7.4	Hospitality and catering	1.3 (from 2020 to 2021)	1.3	High (1.3) in 16-19 funding Very high (1.4) in adult funding

Table 52: Summary of findings for Retail and Commercial Enterprise SSAs

The evidence suggests the medium (1.2) weighting used in 16-19 funding for SSA 7.1 is too high and a base (1.0) weighting would be more suitable. Lowering the 16-19 cost weighting used in 16-19 funding for SSA 7.1 to the base (1.0) weighting would align it with the current cost weighting for SSA 7.1 used in adult funding. For SSA 7.3, the current medium (1.2) weighting used in 16-19 funding is felt to be suitable. These findings suggest the high (1.3) weighting is needed in adult funding for all provision in SSA 7.3.

The findings provide the evidence to support the increase in 2020 to 2021 for SSA 7.4 to the high (1.3) weighting in 16-19 funding. The cost model suggests the current high (1.3) weighting used in adult funding for SSA 7.4 should be increased to a very high (1.4) weighting.

Leisure, Travel and Tourism

SSA tier 2 code	SSA description	Sample size	Average class size reported compared against the baseline class size	Average % of time reported as needed for practical lessons	Average % of responses indicating the need for technician staff	Average reported increased course running costs	Average reported increased equipment costs
8.1	Sport, leisure and recreation	18.8 (-1.2)	68	32%	38%	£112	£183,308

Table 53: Survey findings for Sport, leisure and recreation SSA

The survey findings did not show significantly smaller class sizes are needed for SSA 8.1 with practical provision needed a third of the time. Technician staff might also be needed for SSA 8.1 with some increased course running and equipment costs reported.

SSA tier 2 code and description	Cost weighting suggested by the cost model for 16-19 funding	Cost weighting suggested by the cost model for adults funding	Survey responses suggest recruitment and retention issues in this SSA	Other relevant research about this SSA or learning aim	Cost weighting indicated by the cost model and other evidence
8.1 Sport, leisure and recreation	11%-13%	12%-14%	No	acl consulting research found Sports & Recreation departments in FE colleges to have only baseline costs 2013 survey found 30% of all providers indicating a higher weighting than base (1.0).	Low (1.0/1.12) for both 16-19 and adults

Table 54: Analysis of evidence for Sport, leisure and recreation SSA

A low (1.1/1.12) weighting is suggested for SSA 8.1 in both 16-19 and adult funding by the cost model.

SSA tier 2 code	SSA description	Current cost weighting value in 16-19 funding	Current cost weighting value in adult funding	Cost weighting indicated by the cost model and other evidence
8.1	Sport, leisure and recreation	1.2	1.12	Low (1.0/1.12) for both 16-19 and adults

Table 55: Summary of findings for the Sport, leisure and recreation SSA

The evidence suggests a low (1.1/1.12) weighting is needed for SSA 8.1 in both 16-19 and adult funding. SSA 8.1 already receives a low (1.1/1.12) weighting in adult funding. A cost weighting increase in 16-19 funding would align it with the current cost weighting used in adult funding. However, as the acl consulting research identified Sports & Recreation departments in FE colleges to be very low cost departments implying a base (1.0) weighting, a further investigation is proposed to understand more about the costs for SSA 8.1.

Arts, Media and Publishing

SSA tier 2 code	SSA description	Sample size	Average class size reported compared against the baseline class size	Average % of time reported as needed for practical lessons	Average % of responses indicating the need for technician staff	Average reported increased course running costs	Average reported increased equipment costs
9.1	Performing arts	63	17.1 (-2.9)	46%	71%	£131	£165,833
9.2	Crafts, creative arts and design	78	17.5 (-2.5)	50%	84%	£176	£88,468
9.3	Media and communication	78	18.3 (-1.7)	24%	69%	£120	£87,063

Table 56: Survey findings for Arts, Media and Publishing SSAs

The responses for SSA 9.1 and 9.2 in the survey were similar. There was a lower proportion of practical provision indicated to be needed for SSA 9.3 with slightly higher classes sizes when compared with SSA 9.1 and SSA 9.2.

SSA tier 2 code and description	Cost weighting suggested by the cost model for 16-19 funding	Cost weighting suggested by the cost model for adults funding	Survey responses suggest recruitment and retention issues in this SSA	Other relevant research about this SSA or learning aim	Cost weighting indicated by the cost model and other evidence
9.1 Performing arts	18%-22%	20%-25%	No	acl consulting research found Performing Arts departments in FE colleges to have increased cost of 25%	Medium (1.2) for both 16-19 and adults

SSA tier 2 code and description	Cost weighting suggested by the cost model for 16-19 funding	Cost weighting suggested by the cost model for adults funding	Survey responses suggest recruitment and retention issues in this SSA	Other relevant research about this SSA or learning aim	Cost weighting indicated by the cost model and other evidence
9.2 Crafts, creative arts and design	18%-21%	20%-24%	No	acl consulting research found Media and Design department in FE colleges to have baseline costs. 2013 survey response found 25% of providers indicating a higher weighting than base (1.0) for SSA 9.3	
9.3 Media and communication	10%-13%	11%-14%	No		Low (1.0/1.12) for both 16-19 and adults

Table 57: Analysis of evidence for Arts, Media and Publishing SSAs

The evidence supports a medium (1.2) weighting for SSA 9.1 and SSA 9.2 in 16-19 and adult funding. The cost model outputs suggest a low (1.1/1.12) weighting for SSA 9.3. However, the acl consulting research found Media and Design departments in FE colleges to be low cost which we assume to relate to SSA 9.2 and SSA 9.3.

SSA tier 2 code	SSA description	Current cost weighting value in 16-19 funding	Current cost weighting value in adult funding	Cost weighting indicated by the cost model and other evidence
9.1	Performing arts	1.2	1.12 (exception for music technology weighted at 1.6 and for music practitioners weighted at 1.72)	Medium (1.2) for both 16-19 and adults
9.2	Crafts, creative arts and design	1.2	1.3	
9.3	Media and communication	1.0	1.12	Low (1.0/1.12) for both 16-19 and adults

Table 58: Summary of findings for Arts, Media and Publishing SSAs

The evidence indicates a medium (1.2) weighting is needed for SSA 9.1 in both 16-19 and adult funding. 16-19 funding already assigns a medium (1.2) to SSA 9.1. A medium (1.2) weighting for adult funding would mean an increase to the cost weighting currently assigned to SSA 9.1 but would mean a lower weighting for those current exceptions in the SSA.

The evidence suggests a medium (1.2) weighting for SSA 9.2. This is aligned with the current weighting used in 16-19 funding but would mean a lower weighting for SSA 9.2 in adult funding. A low (1.1/1.12) weighting is suggested for SSA 9.3. This is aligned with the current weighting used in adults funding for SSA 9.3 but would mean a higher weighting for 16-19 funding.

Archaeology and Geography

SSA tier 2 code	SSA description	Sample size	Average class size reported compared against the baseline class size	Average % of time reported as needed for practical lessons	Average % of responses indicating the need for technician staff	Average reported increased course running costs	Average reported increased equipment costs
10.2	Archaeology and Archaeological Sciences	3	21.0 (+1.0)	0%	0%	£50	£17,500
11.1	Geography	7	18.9 (-1.1)	0%	0%	£14	£0

Table 59: Survey findings for Archaeology and Geography SSAs

There are a low number of students enrolled on non-A level learning aims for these SSAs and this has fed through to a low sample size. This means there is more uncertainty about the survey findings for these SSAs. The findings for SSA 11.1 are, however, similar to what has been reported for A/AS level in Geography. In summary, there are no significant increased costs being reported for delivering these SSAs.

SSA tier 2 code and description	Cost weighting suggested by the cost model for 16-19 funding	Cost weighting suggested by the cost model for adults funding	Survey responses suggest recruitment and retention issues in this SSA	Other relevant research about this SSA or learning aim	Cost weighting indicated by the cost model and other evidence
10.1 Archaeology and Archaeological Sciences	2%	2%	No	2013 survey found 89% of providers indicating a	Base (1.0) for both 16-19 and adults
11.1 Geography	0%-3%	0%-4%	No		

SSA tier 2 code and description	Cost weighting suggested by the cost model for 16-19 funding	Cost weighting suggested by the cost model for adults funding	Survey responses suggest recruitment and retention issues in this SSA	Other relevant research about this SSA or learning aim	Cost weighting indicated by the cost model and other evidence
				base (1.0) for these SSAs.	

Table 60: Analysis of evidence for Archaeology and Geography SSAs

The evidence indicates these SSAs should be funded at base (1.0) weighting in 16-19 and adult funding.

SSA tier 2 code	SSA description	Current cost weighting value in 16-19 funding	Current cost weighting value in adult funding	Cost weighting indicated by the cost model and other evidence
10.2	Archaeology and Archaeological Sciences	1.0	1.12	Base (1.0) in 16-19 and adults
11.1	Geography	1.0	1.12	Base (1.0) in 16-19 and adults

Table 61: Summary of findings for Archaeology and Geography SSAs

A base (1.0) weighting for these SSAs, means the current 16-19 weighting is suitable, but a lower weighting in more appropriate in adult funding.

Education and Training

SSA tier 2 code	SSA description	Sample size	Average class size reported compared against the baseline class size	Average % of time reported as needed for practical lessons	Average % of responses indicating the need for technician staff	Average reported increased course running costs	Average reported increased equipment costs
13.1	Teaching and lecturing	46	17.7 (-2.3)	13%	11%	£16	£3,478
13.2	Direct learning support	75	14.5 (-5.5)	5%	29%	£34	£4,324

Table 62: Survey findings for Education and Training SSAs

The survey found smaller class sizes are needed for SSA 13.2 and 13.2 with the majority of responses (60% for SSA 13.1 and 80% for SSA 13.2) suggesting practical lessons as not being required. Low course running cost and equipment costs were also reported for

these SSAs. The survey results for these SSA are difficult to interpret despite the large sample size. Although there is a large sample size for these SSAs, there are low numbers of 16-19 students studying a core aim or component learning aim in SSA 13.1 or SSA 13.2. There are proportionately more adult learners studying these SSAs, but still only a small percentage of AEB learners.

The learning aims in these SSAs seem to be theory-based provision and this is reflected with most survey responses reporting there is no need for practical lessons with low course running and equipment costs. It is not clear what is meant by the need for technician staff for these SSAs without the reported need for practical lessons. The survey responses might be referring to teaching assistants or the need for another additional staff member rather than technician staff.

SSA tier 2 code and description	Cost weighting suggested by the cost model for 16-19 funding	Cost weighting suggested by the cost model for adults funding	Survey responses suggest recruitment and retention issues in this SSA	Other relevant research about this SSA or learning aim	Cost weighting indicated by the cost model and other evidence
13.1 Teaching and lecturing	2%-7%	2%-8%	No	2013 survey found 18% of all providers suggesting a lower weighting than medium (1.2) for SSA 13.1.	Base (1.0) for both 16-19 and adults
13.2 Direct learning support	3%-18%	3%-23%	No		Low (1.1/.12) for both 16-19 and adults

Table 63: Analysis of evidence for Education and Training SSAs

The cost model outputs and other evidence suggest a base (1.0) weighting for SSA 13.1 in both 16-19 and adult funding. The mid-point of the cost model suggests a low (1.1/1.12) weighting for SSA 13.2 in both 16-19 and adult funding.

SSA tier 2 code	SSA description	Current cost weighting value in 16-19 funding	Current cost weighting value in adult funding	Cost weighting indicated by the cost model and other evidence
13.1	Teaching and lecturing	1.2	1.12	Base (1.0) for both 16-19 and adults
13.2	Direct learning support	1.2	1.12	Low (1.12) for both 16-19 and adults

Table 64: Summary of findings for Education and Training SSAs

A base (1.0) weighting has been found to be most suitable for SSA 13.1, this would mean a lower weighting in both 16-19 and adults. A low (1.1/1.12) weighting has been indicated as needed for SSA 13.2 for 16-19 funding. This would mean a decrease in the cost weighting for SSA 13.2 in 16-19 funding. A low (1.1/.1.12) weighting is already applied to SSA 13.2 in adult funding.

Preparation for Life and Work

SSA tier 2 code	SSA description	Sample size	Average class size reported compared against the baseline class size	Average % of time reported as needed for practical lessons	Average % of responses indicating the need for technician staff	Average reported increased course running costs	Average reported increased equipment costs
14.1	Foundations for learning and life	65	12.3 (-7.7)	16%	29%	£78	£30,714
14.2	Preparation for work	75	13.3 (-6.7)	15%	31%	£40	£12,986

Table 65: Survey findings for Preparation for Life and Work SSAs

The survey results show significantly smaller class sizes are needed for delivering these SSAs with around a third also indicating technician staff are needed. As with SSA 13.1 and 13.2, this is without the need for practical lessons according to most respondents so providers might be referring to teaching assistants or the need for another additional staff member rather than technician staff.

SSA tier 2 code and description	Cost weighting suggested by the cost model for 16-19 funding	Cost weighting suggested by the cost model for adults funding	Survey responses suggest recruitment and retention issues in this SSA	Other relevant research about this SSA or learning aim	Cost weighting indicated by the cost model and other evidence
14.1 Foundations for learning and life	9%-32%	11%-39%	No	Around 30% of FE colleges from the 2013 survey responses indicated the need for a higher weighting in 16-19 funding	Medium (1.2) for both 16-19 and adults
14.2 Preparation for work	6%-25%	7%-31%	No		Low (1.1/1.12) for both 16-19 and adults

Table 66: Analysis of evidence for Preparation for Life and Work SSAs

The mid-points of the cost model for these SSAs suggest a medium (1.2) weighting for SSA 14.1 and a low (1.1/1.12) weighting for SSA 14.2.

SSA tier 2 code	SSA description	Current cost weighting value in 16-19 funding	Current cost weighting value in adult funding	Cost weighting indicated by the cost model and other evidence
14.1	Foundations for learning and life	1.0	1.0 (exception for entry level Functional skills in maths is weighted at 1.3 and functional skills in ICT is weighted at 1.12)	Medium (1.2) for both 16-19 and adults
14.2	Preparation for work			Low (1.1/1.12) for both 16-19 and adults

Table 67: Summary of findings for Preparation for Life and Work SSAs

SSA 14.1 and SSA 14.2 are currently assigned a base (1.0) in 16-19 and adult funding. Adult funding provides a higher cost weighting for entry level Functional Skills in maths and Functional Skills in ICT that are categorised within these SSAs. The survey responses suggest a higher weighting for these SSAs due to the smaller class sizes rather than due to significant increased costs from delivering practical provision in these SSAs.

Unlike the other SSAs, the learning aims categorised within these SSAs do not fit into a specific subject area (i.e. field of study or branch of knowledge). These SSAs have a mix of different learning aims categorised within them. This includes learning aims for English for Speakers of Other Languages (ESOL) and Functional Skills for Maths, English and ICT within SSA 14.1. International Baccalaureate Diploma is also categorised within SSA 14.1. 16-19 study programmes with a core aim in work experience are also categorised within SSA 14.2. Both these SSAs also contain a high proportion of non-regulated provision. Although it is recognised some of the learning aims in these SSAs will need low class sizes, it is expected some learning aims categorised in these SSAs such as work experience and the International Baccalaureate will not.

Around 60% of the provision for SSA 14.2 is at Entry Level and Level 1 and around 90% of the provision for SSA 14.1 is at Entry Level and Level 1 for 16-19 students where the qualifications in these SSAs are the core aim of the programme. For 16-19 students, around 73%-78% of students studying SSA 14.1 and 14.2 have low prior attainment in maths and English. There is also a considerably higher proportion of 16-19 students with high needs within SSA 14.1 and 14.2 when compared with the other SSAs.

It is recognised there are additional costs with delivering Entry Level and Level 1 education to students with additional needs and this is the typical type of provision in these SSAs. The cost model has identified the increased costs from significantly smaller class sizes reported as needed for SSAs. There is, however, overlap with other elements of the funding formula. For 16-19 funding, there is the disadvantage block 2 funding available to support students with low prior attainment. There is also a disadvantage uplift in both 16-19 and adults to provide funding increases for learners living in the most deprived areas of the country. These disadvantage uplifts are intended to provide extra

funding for delivering to students with additional needs. A high proportion of the students enrolled on learning aims within these SSAs are students with additional needs. The adult funding already also makes an exception within these SSAs and provides a cost weighting for certain Functional Skills programmes.

It is suggested that a closer examination is needed for each of the learning aims being delivered in these SSAs to identify which ones are particularly high cost due to them being delivered to students with additional needs. It should then be considered whether cost weightings are an appropriate mechanism in 16-19 and adult funding for supporting certain learning aims in SSAs that are high cost or if they are already sufficiently supported by other funding elements.

A/AS levels in an SSA with a cost weighting uplift

Learning aim	Sample size	Average class size reported compared against the baseline class size	Average % of time reported as needed for practical lessons	Average % of responses indicating the need for technician staff	Average reported increased course running costs	Average reported increased equipment costs
GCE A/AS level in Dance / Drama and Theatre Studies	29	17.6 (-2.4)	40%	77%	£117	£163,269
GCE A/AS level in Music / Music Technology	27	16.0 (-4.0)	39%	100%	£179	£92,400
GCE A/AS level in Art and Design	41	17.2 (-2.8)	45%	97%	£191	£69,737
GCE A/AS level in Electronics	9	17.8 (-2.2)	23%	100%	£147	£86,111
GCE A/AS level in Design and Technology	22	17.4 (-2.6)	45%	95%	£205	£103,261
GCE A/AS level in Computer Science	35	18.5 (-1.5)	27%	45%	£103	£55,000
GCE A/AS level in Media Studies / Film Studies	36	18.8 (-1.2)	23%	70%	£100	£36,892
GCE A/AS level in Physical Education	30	18.5 (-1.5)	22%	38%	£73	£88,281
GCE A/AS level in Geography	36	19.9 (-0.1)	2%	20%	£24	£0

Table 68: Survey findings for A/AS levels in SSAs with a cost weighting uplift

The survey responses for 9 A/AS levels sampled listed in Table 68 are mixed, but all apart from Geography, show the need for smaller classes, with 20% or more practical provision needed with moderate increased course running and equipment costs.

Learning aim	Cost weighting suggested by the cost model for 16-19 funding	Cost weighting suggested by the cost model for adults funding	Survey responses suggest recruitment and retention issues in this SSA	Cost weighting indicated by the cost model and other evidence
GCE A/AS level in Electronics	9%-10%	14%-19%	Yes	Low (1.1/1.12) for both 16-19 and adults
GCE A/AS level in Computer Science	6%-7%	8%-12%	Yes	
GCE A/AS level in Design and Technology	13%-14%	22%-27%	Yes	Low (1.1/1.12) for 16-19 Medium (1.2) for adults
GCE A/AS level in Dance / Drama and Theatre Studies	11%-12%	18%-22%	No	
GCE A/AS level in Music / Music Technology	13%-15%	23%-31%	No	
GCE A/AS level in Art and Design (3D Design / Fine Art / Graphics / Photography)	12%-13%	22%-27%	No	
GCE A/AS level in Media Studies / Film Studies	5%-6%	8%-11%	No	Base (1.0) or Low (1.1/1.12) for 16-19 Low (1.1/1.12) for adults
GCE A/AS level in Physical Education	5%-6%	7%-11%	No	
GCE A/AS level in Geography	1%	1%	No	Base (1.0) for both 16-19 and adults

Table 69: Summary of findings for A/AS levels in SSAs with a cost weighting uplift

As explained in the background section, because adult funding is on a per-qualification basis, the cost weightings applied to A/AS levels are based on the SSA they are categorised within. The cost model outputs for adult funding for the A/AS levels in Table 69 found most to be aligned with the findings for their SSAs. For example, the cost model indicated a medium (1.2) weighting is most suitable for the Performing arts SSA and we have also found A/AS level in Music and A/AS level in Dance (categorised within the

Performing arts SSA) to also need a medium (1.2) weighting in adult funding. We propose the cost weightings for A/AS levels in adults funding continue to be determined by the SSA they are categorised within.

A different approach is needed for applying cost weighting to A/AS levels in 16-19 funding as cost weightings are applied on a per-student basis. Most 16-19 A/AS level students are studying three A/AS levels of equal size. When the low (1.1/1.12) weighting was introduced for the Science SSA in 2020 to 2021, only those study programmes consisting of 2 or more Science A levels attracted the low (1.1/.1.12) weighting. Two or more A levels acting as a proxy for the majority a student's activity.

We propose continuing with the approach for the cost weightings for A/AS levels study programmes to be based on the increased costs of two A/AS levels as these will typically represent the majority of students learning activity for most A/AS levels based study programmes. This approach is consistent with the approach for non-A level study programmes in 16-19 funding as the cost weightings for non-A level study programmes are based on the costs associated with the core learning aim (with the core learning aim indicating the majority of learning activity for the study programme).

The cost model outputs for the A/AS levels in Table 69 are estimated based on the increased costs for each A/AS level individually. This means the cost model outputs for each of the A/AS levels in Table 69 need to be added together to estimate the combined increased costs when two of the A/AS levels are studied together. When two of the cost model outputs in Table 69 are added together for those A/AS level identified as incurring increased costs, it suggests either a low (1.1/1.12) or medium (1.2) weighting is suitable for a study programmes with two high cost A/AS levels. We propose that a further investigation is needed to decide the most effective way to apply costs weighting to the different mixes of A/AS study programmes from different SSAs.

Prince's Trust Team Programme

A different approach has been taken to examine the costs of the Prince's Trust Team Programme due to the uniqueness of the programme. A small sample of 9 providers were asked about the costs of delivering the programme using the same multiple choice format as the survey. Some direct conversations also took place with providers to understand more about the delivery model for the programme. Only one of the providers sampled reported increased equipment costs and so we consider these not to be an increased cost driver for the programme.

Of the 9 providers sampled, seven chose additional course running costs over £350 per student per annum and two chose costs of between £150 and £300 per student per annum. Using the same assumed values from these multiple choice options used in the main survey, we have estimated average course running costs of £363 per student per annum. One provider gave use a detailed itemised list of the course running costs

showing costs of at least £350 per student per annum needed for delivering the programme.

The group size for the programme was mainly reported as 11 to 14 from the available multiple choice options. Some providers supplied us with more details about the group size and informed us 14 was the ideal maximum group size for the programme. A group size of up to 14 is also what is indicated as the group size for the Team Programme on the Prince's Trust website. A group size of 14 has been used for the purposes of estimating the cost of the programme in the cost model.

The providers spoken to directly about the programme told us the group size of 14 is needed for the whole programme to provide effective additional support to the students. The majority of the students enrolled on the Team Programme have low prior attainment in either English and/or maths. This supports the need for a low group size to provide support for those students with additional needs. Providers informed us the group size is also limited by the number of students that be taken on the residential week part of the programme.

Most providers reported the programme needed about 50% practical time. This represents the amount of time needed outside of the classroom setting for example for the residential week and community projects, rather than for practical lessons. The delivery model for the programme is not the same as most typical learning aims. Providers told us a group size of 14 is delivered for the whole programme and groups are not brought together to deliver elements of the programme to reduce costs.

Around half of the providers sampled indicated technician staff to be needed for the programme, but after speaking with some of the providers about their answers it emerged those reporting technician staff were reporting the need for teaching assistants or other extra staff members. As cost weightings are used to recognise that subjects with practical content cost more to deliver, the survey focused on the need for technician staff for delivering practical lessons in certain subjects to examine the cost weightings rather than any general need for other staff members such as teaching assistants.

We have focused on the increased costs of the smaller group size and high course running costs to consider a suitable cost weighting for the Team Programme. The cost model estimates a group size of 14 needed for delivering the whole programme alongside course running costs of £363 requires an uplift of 31% in 16-19 funding and 36% in adult funding. Although the EEP hours are embedded within the Team Programme rather than a distinct part of it, to make a fair comparison about the costs for the Team Programme against other 16-19 study programmes it seems proportionate to also apply the EEP adjustment in the cost model for estimating the uplift needed for the programme in 16-19 funding. For example, work experience is part of the Team Programme, but a typical 16-19 study programme can also contain a work experience element as part of the EEP hours.

On balance, it is felt there is evidence from survey responses about the costs of delivering the Prince's Trust Team Programme to suggest the current medium (1.2) weighting assigned to the programme needs to be increased to a high (1.3) weighting in both 16-19 and adult funding.

Views about cost weighting changes and value premiums

The survey found that around 45% providers agreed or strongly agreed the funding uplifts introduced in adult funding for qualifications included in the Lifetime Skills Guarantee had enabled them to enrol more adults onto those qualifications included in the offer. The survey suggested providers should select the neither agree or disagree option if they felt it was too early to tell the impact of this funding, around 40% of providers selected this option.

On average around 30% to 50% of providers agreed about the positive impact of the cost weighting increases announced in 2020 to 2021, and the introduction of the HVCP for 16-19 in 2020 to 2021. 30% to 40% of responses were neutral on the impact of the cost weighting increases and HVCP.

The responses about the impact of the AMP were broadly positive but more mixed. AMP is funded on a marginal rate of funding so only providers growing their advanced maths provision benefit from the premium. As would be expected, those benefiting from the premium broadly agreed with its positive impact and those not benefiting were mostly neutral with some disagreeing with it having a positive impact.

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Annex A – Cost weightings used in 16-19 and adult funding

SSA tier 2 code	SSA description	Cost weighting value in 16-19 funding (see exceptions)	Cost weighting value in adult funding (see exceptions)
1	**Health, Public Services and Care**		
1.1	Medicine and dentistry	1.0	1.12
1.2	Nursing, and subjects and vocations allied to medicine	1.0	1.12
1.3	Health and social care	1.0	1.12
1.4	Public services	1.0	1.0[a]
1.5	Child development and well being	1.0	1.12
2	**Science and Mathematics**		
2.1	Science	1/1.1[b]	1.12
2.2	Mathematics and statistics	1.0	1.0
3	**Agriculture, Horticulture and Animal Care**		
3.1	Agriculture	1.3/1.75[c]	1.72/1.92[d]
3.2	Horticulture and forestry	1.3/1.75[c]	1.72/1.92[d]
3.3	Animal care and veterinary science	1.3/1.75[c]	1.72/1.92[d]
3.4	Environmental conservation	1.3/1.75[c]	1.12
4	**Engineering and Manufacturing Technologies**		
4.1	Engineering	1.4	1.3
4.2	Manufacturing technologies	1.4	1.3
4.3	Transportation operations and maintenance	1.4	1.3
5	**Construction, Planning and the Built Environment**		
5.1	Architecture	1.2	1.3
5.2	Building and construction	1.3	1.3
5.3	Urban, rural and regional planning	1.0	1.3
6	**Information and Communication Technology (ICT)**		
6.1	ICT practitioners	1.2	1.12/1.3[e]
6.2	ICT for users	1.0	1/1.12[f]
7	**Retail and Commercial Enterprise**		
7.1	Retailing and wholesaling	1.2	1.0
7.2	Warehousing and distribution	1.0	1.0
7.3	Service enterprises	1.2	1.12[g]

SSA tier 2 code	SSA description	Cost weighting value in 16-19 funding (see exceptions)	Cost weighting value in adult funding (see exceptions)
7.4	Hospitality and catering	1.3	1.3
8	**Leisure, Travel and Tourism**		
8.1	Sport, leisure and recreation	1.0	1.12
8.2	Travel and tourism	1.0	1.0
9	**Arts, Media and Publishing**		
9.1	Performing arts	1.2	1.12[h]
9.2	Crafts, creative arts and design	1.2	1.3
9.3	Media and communication	1.0	1.12
9.4	Publishing and information services	1.0	1.0
10	**History, Philosophy and Theology**		
10.1	History	1.0	1.0
10.2	Archaeology and archaeological sciences	1.0	1.12
10.3	Philosophy	1.0	1.0
10.4	Theology and religious studies	1.0	1.0
11	**Social Sciences**		
11.1	Geography	1.0	1.12
11.2	Sociology and social policy	1.0	1.0
11.3	Politics	1.0	1.0
11.4	Economics	1.0	1.0
11.5	Anthropology	1.0	1.0
12	**Languages, Literature and Culture**		
12.1	Languages, literature and culture of the British Isles	1.0	1.0
12.2	Other languages, literature and culture	1.0	1.0
12.3	Linguistics	1.0	1.0
13	**Education and Training**		
13.1	Teaching and lecturing	1.2	1.12
13.2	Direct learning support	1.2	1.12
14	**Preparation for Life and Work**		
14.1	Foundations for learning and life	1.0	1.0
14.2	Preparation for work	1.0	1.0
15	**Business, Administration, Finance and Law**		
15.1	Accounting and finance	1.0	1.0

SSA tier 2 code	SSA description	Cost weighting value in 16-19 funding (see exceptions)	Cost weighting value in adult funding (see exceptions)
15.2	Administration	1.0	1.0
15.3	Business management	1.0	1.0
15.4	Marketing and sales	1.0	1.0
15.5	Law and legal services	1.0	1.0

Exceptions:

a. The low (1.12) weighting applies to waste management and recycling learning aims in SSA 1.4 for adults.
b. The low (1.1) weighting applies to vocational science learning aim and academic programmes of 2 or more science A levels for 16-19. Other programmes get the base weighting (1.0).
c. The specialist (1.75) weighting applies to providers meeting the criteria for being a land-based provider with specialist resources for 16-19.
d. The specialist (1.92) weighting applies to providers meeting the criteria for being a land-based provider with specialist resources for adults.
e. The low (1.12) weighting applies for programmes up to Level 1 and the medium (1.3) weighting applies to programmes Level 2 and over for adults.
f. The base (1.0) weighting applies for up to Level 1 and the low (1.12) weighting applies to programmes Level 2 and over for adults.
g. The medium (1.3) weighting applies to hair and beauty in SSA 7.3 in adults funding.
h. The high (1.6) weighting applies to music technology and 1.72 weighting applies to music practitioners in SSA 7.3 for adults.
i. Entry level Functional skills in maths is assigned a medium (1.3) weighting in adult funding and Functional skills in ICT is assigned low (1.12) weighting in adult funding.

Annex B – Copy of the online survey

Introduction

Thank you for agreeing to take part in this survey, which is being carried out by the PCW Review team, Further Education (FE) at the Department for Education (DfE).

Purpose of the survey

The primary purpose of this research is to provide valuable information to allow the DfE to evaluate whether the current programme cost weightings (PCWs) used in the 16 to 19 and adult funding formulas are suitable to support the delivery of high cost provision. DfE announced plans to review the PCWs used in the 16 to 19 funding formula in the now closed T level funding consultation and we have widened the review to also examine the PCWs used in the adult funding formulas.

This research also aims to evaluate the impact of the advanced maths premium (AMP) and high value courses premium (HVCP) in supporting high value provision in 16 to 19 education. The AMP was first included in 16 to 19 funding allocations in 2019 to 2020 to support the sector to grow the number of students studying high quality maths courses to level 3. The HVCP was first included in 16 to 19 funding allocations in 2020 to 2021 to encourage and support the delivery of selected level 3 courses in subjects that are crucial for the labour market.

About this survey

This survey asks about the cost of delivering provision at the course or subject level. We acknowledge that in most instances costs will not be routinely monitored at this level. Therefore, we recognise the information requested in this survey will require time to complete and may involve input from several different staff members.

We have aimed to keep this survey simple by providing multiple choice options and guiding you to select the option you think most appropriately represents your costs using your best estimates. We are not asking for exact costing.

It is not compulsory for you to complete this survey. We have, however, identified the information being requested in this survey about course or subject level data as an evidence gap. We are seeking to gather this evidence for the next Spending Review and to support the implementation of the Skills for Jobs White Paper. This is your opportunity to submit your evidence to help shape this work.

Guidance for completing this survey

When you click on the URL link for this survey and open it in your web browser, it creates a survey response unique to your computer or device. Qualtrics will automatically save your answers as you complete the survey. You should be able to close your web browser

and reopen the URL link in the same web browser on the same computer or device with your previous answers saved.

We would suggest a single member of staff overseeing the Management Information System or Finances and Resources leads on completing this survey for the whole institution. This person may need to speak to other staff members across their institution and the different sites the institution operates from to get the information needed to complete the survey.

As a new computer or device creates a new survey response, it is not possible for several people to collaborate on a survey response by forwarding the URL link to other staff members to answer certain questions. If the person coordinating your institution's response needs to speak with different staff members to gather information, they can answer the questions in the survey in several stages as they gather the information needed from different staff members. They can continue to add more answers to the survey until they click to confirm that they are ready to submit a final survey response at the end of the survey**.**

After you have clicked through to the next page of this survey, you can navigate through the survey to familiarise yourself with questions and the information you need to gather using the forward and backwards buttons to skip through the questions in the survey. You will only need to indicate at the end of the survey you are ready to submit a final survey response. A PDF version of the survey can also be viewed at the following link. This PDF version will allow you to print a copy of the survey and allow you to easily view all the survey questions and multiple choice answers in one document.

How we will use your information

The participant data is obtained via the DfE's Qualtrics account, the URL link to which we send out to lead FE providers who we fund to deliver 16 to 19 or adult education. We may link your data from this survey to other data that DfE holds. We may contact you to ask for further information about the answers you provide in the survey. The information you provide will be stored securely and your answers will remain confidential and anonymised in any reporting. Comments you provide may be published anonymously within an evaluation report.

How long we will keep your personal data

We will only keep your personal data for as long as we need it for the purpose(s) of this piece of work, after which point it will be securely destroyed. Please note that, under Data Protection legislation, and in compliance with the relevant data processing conditions, personal data can be kept for longer periods of time when processed purely for archiving purposes in the public interest, scientific or historical research, and statistical purposes.

How to contact us

If you have any further questions about this survey, or to access the information we hold on you, please email PCW.Review@education.gov.uk.

The survey is open from Wednesday 26th May 2021 until Friday 25th June 2021. Please complete the survey within this time.

Do you agree with the above?

- [ ] Yes, I agree
- [ ] No, I do not agree

To which age groups do you deliver Education and Skills Funding Agency (ESFA) funded education?

- [ ] 16 to 19 only
- [ ] Adults (19+) only
- [ ] Both 16 to 19 and adults (19+)

What is your estimated average notional hourly rate including on-costs for a teacher?

For example, if the average teacher full-time salary (average across all the teachers you employ) was £30,000 per annum, then to this salary you would add on-costs of c.35% for employer national insurance and employer pension contributions, resulting in an estimated full-time salary per annum with on-costs of c.£40,500. If your teachers had an average of 850 hours contact time with students per annum, the total per annum salary with on-costs of £40,500 divided by 850 hours would give a notional hourly rate of £47.67. This would mean the '£45 to £49' option would be selected in this example.

- ○ £39 to £44
- ○ £45 to £49
- ○ £50 to £54
- ○ £55 to £59
- ○ £60 to £64

- £65 to £69
- £70+

What is your typical maximum class size when delivering classroom based academic provision at full course capacity?

This is the typical maximum number of students that can be enrolled on a course for classroom based academic provision, such as Business, Administration, Finance, Law or History. This typical maximum will usually be the maximum capacity for the room sizes within your estate to accommodate students or the maximum group size for effective classroom provision.

- 1-10
- 10-12
- 13-15
- 16-18
- 19-21
- 22-24
- 25-27
- 28-30
- 30+

Do you deliver any GCE A / AS Levels as part of your curriculum to either 16 to 19 year olds or adults?

- Yes
- No

[Question only needs answering if answer to question above is 'Yes'] Do you deliver any of the following GCE A / AS levels as part of your curriculum to either 16 to 19 year olds or adults?

- [ ] GCE A/AS level in Business
- [ ] GCE A/AS level in Geography
- [ ] GCE A/AS level in Psychology
- [ ] GCE A/AS level in Biology
- [ ] GCE A/AS level in Physics
- [ ] GCE A/AS level in Chemistry
- [ ] GCE A/AS level in Environmental Studies
- [ ] GCE A/AS level in Geology
- [ ] GCE A/AS level in Art and Design (3D Design / Fine Art / Graphics / Photography)
- [ ] GCE A/AS level in Dance / Drama and Theatre Studies
- [ ] GCE A/AS level in Media Studies / Film Studies
- [ ] GCE A/AS level in Computer Science
- [ ] GCE A/AS level in Physical Education
- [ ] GCE A/AS level in Music / Music Technology
- [ ] GCE A/AS level in Electronics
- [ ] GCE A/AS level in Design and Technology (Produced Design / Design Engineering / Fashion and Textiles)

Do you deliver any vocational learning aims (i.e. non-A levels) such as Diplomas, Certificates or Awards as part of your curriculum to either 16 to 19 year olds or adults?

- ○ Yes
- ○ No

[Question only needs answering if answer to question above is 'Yes'] Do you deliver vocational learning aims (i.e. non-A levels) in any of the following tier Sector Subject Areas?

☐ 1.1 Medicine and dentistry (e.g. Diploma in Dental Nursing, Diploma in Dental Technology)

☐ 1.2 Nursing and subjects and vocations allied to medicine (e.g. Access to HE Diploma Nursing and Healthcare Professions)

☐ 1.3 Health and Social Care (e.g. Diploma in Health and Social Care)

☐ 1.4 Public Services (e.g. Diploma in Public Services, Diploma for Entry to the Uniformed Services)

☐ 1.5 Child development and wellbeing (e.g. Diploma for the Early Years Practitioner, Diploma in Childcare and Education, Diploma in Caring for Children)

☐ 3.1 Agriculture (e.g. Diploma in Agriculture, Diploma in Land-based Studies)

☐ 3.2 Horticulture and forestry (e.g. Diploma in Practical Horticulture Skills, Diploma in Forestry and Arboriculture, Diploma in Floristry)

☐ 3.3 Animal care and veterinary science (e.g. Diploma in Animal Care, Diploma in Animal Management, Diploma in Equine Management, Diploma in Horse Management)

☐ 3.4 Environmental conservation (e.g. Diploma in Environmental Sustainability)

☐ 4.1 Engineering (e.g. Diploma in Engineering, Diploma in Electrical Installation)

☐ 4.2 Manufacturing Technologies (e.g. Diploma in Professional Bakery, Diploma in Furniture Making, Diploma in Machining)

☐ 4.3 Transportation Operations and Maintenance (e.g. Diploma in Light Vehicle Maintenance and Repair Principles, Diploma in Transport Maintenance)

☐ 5.1 Architecture (e.g. Award in Designing the Built Environment)

☐ 5.2 Building and Construction (e.g. Diploma in Plumbing Studies, Diploma in Electrical Installations, Diploma in Bricklaying, Diploma in Carpentry and Joinery)

☐ 5.3 Urban, rural and regional planning (e.g. Award in Planning and Maintaining the Built Environment)

- [ ] 6.1 ICT practitioners (e.g. Extended Diploma in IT, Diploma in Computing)

- [ ] 6.2 ICT for users (e.g. Introductory Diploma in IT, Award in Awareness of Social Media and Online Safety)

- [ ] 7.1. Retailing and wholesaling (e.g. Diploma in Fashion Business and Retail, Certificate in Retail Knowledge)

- [ ] 7.3 Service enterprises (e.g. Diploma in Beauty Therapy, Diploma in Women's Hairdressing, Diploma in Hair and Media Make-up)

- [ ] 7.4 Hospitality and catering (e.g. Diploma in Professional Cookery, Diploma in Food Science and Nutrition, Diploma in Culinary Skills)

- [ ] 8.1 Sport, leisure and recreation (e.g. Diploma in Sport, Diploma in Sports Coaching and Development)

- [ ] 9.1 Performing arts (e.g. Diploma in Performing and Production Arts, Diploma in Music Performance and Production)

- [ ] 9.2 Crafts, creative arts and design (e.g. Diploma in Art and Design, Diploma in Creative Practice: Art, Design and Communication)

- [ ] 9.3 Media and communication (e.g. Diploma in Creative Media Production & Technology, Diploma in Creative Media Practice, Diploma in Digital Media)

- [ ] 10.2 Archaeology and archaeological sciences (e.g. Access to HE Archaeology and Ancient History)

- [ ] 11.1 Geography (e.g. Certificate in Geography)

- [ ] 13.1 Teaching and lecturing (e.g. Diploma in Youth Work Practice, Award in Principles of Safeguarding in a Learning Environment, Access to HE Diploma Education)

- [ ] 13.2 Direct learning support (e.g. Award in Prevent Duty Awareness, Certificate in Supporting Teaching and Learning)

- [ ] 14.1 Foundations for learning and life (e.g. Award in ESOL Skills for Life, Award for Developing Effective Thinking Skills)

- [ ] 14.2 Preparation for work (e.g. Certificate in Employability Skills)

- [ ] 15.3 Business Management (e.g. Diploma in Business Management)

Do you deliver any of these learnings aims within the '2.1 Science' tier 2 Sector Subject Areas as part of your curriculum to either 16 to 19 year olds or adults?

☐ Certificate/Diploma/Extended Diploma in Applied Science

☐ Extended Certificate in Applied Psychology

For the learning aims or subject areas you deliver to either 16 to 19 year olds or adults, do any of them require some or all of the provision to be delivered in smaller class sizes (i.e. for practical-based provision) and what is your average maximum class size for when delivering to them in smaller class sizes?

This is usually when the smaller class sizes are needed for practical provision due to restrictions on the size of the workshop, amount of equipment and/or health and safety reasons. Smaller class sizes might also be needed for the effective teaching of the subject area. The need for smaller class sizes only relates to the direct delivery of the learning aim or typical learning aim within each subject area.

For 16 to 19 years education, this does not relate to the wider delivery of a 16 to 19 study programme such as the delivery of employability, enrichment and pastoral (EEP) hours.

Please drag and drop all listed learning aims and subject areas into the group that most appropriately represents the delivery of that learning aim or subject area.

	Learning aim or typical learning aim in subject area usually needs provision to be delivered in class sizes of 21 or more	**Learning aim or typical learning aim in subject area usually needs some or all of the provision to be delivered in smaller class sizes of 18 to 20**
[List of subject areas, GCE A/AS Levels and learning aims that are selected as being delivered as part of curriculum]		
	Learning aim or typical learning aim in subject area usually needs some or all of the provision to be delivered in smaller class sizes of 15 to 17	**Learning aim or typical learning aim in subject area usually needs some or all of the provision to be delivered in smaller class sizes of 11 to 14**

	Learning aim or typical learning aim in subject area usually needs some or all of the provision to be delivered in smaller class sizes of 10 or less	

For the learning aims or subject areas you deliver to either 16 to 19 year olds or adults, what proportion of time is typically needed for theory-based provision delivered in a classroom and what proportion of time is typically needed for practical-based provision delivered outside the classroom setting (i.e. workshop)? Please drag and drop all listed learning aims and subject areas into the group that most appropriately represents the delivery of that learning aim or subject area.

	Learning aim or typical learning aim for this subject area is typically theory-based provision delivered in a classroom based setting	**Learning aim or typical learning aim for this subject area typically needs up to 35% of provision to be delivered as practical-based provision outside the classroom setting usually to smaller groups (i.e. workshop)**
[List of subject areas, GCE A/AS Levels and learning aims that are selected as being delivered as part of curriculum]		
	Learning aim or typical learning aim for this subject area on average typically needs between 35% to 65% of provision to be delivered as practical-based provision outside the classroom setting usually to smaller groups (i.e. workshop)	**Learning aim or typical learning aim for this subject area on average typically needs over 65% of provision to be delivered as practical-based provision outside the classroom setting usually to smaller groups (i.e. workshop)**

[Question only needs answering if any subject areas or learnings aims are indicated as needing practical-based provision in the questions above] For the learning aims or subject areas you have indicated need practical-based provision, are teaching support technicians (e.g. a lab technician) needed to help support with this practical-based provision?

Please drag and drop all listed learning aims and subject areas into the group that most appropriately represents the delivery of that learning aim or subject area.

	No – learning aim or typical learning aim within subject area does not usually need teaching support technicians to deliver practical provision	**Yes – learnings aim or typical learning aim within subject area usually needs teaching support technicians to deliver practical provision**
[List of subject areas, GCE A/AS Levels and learning aims that are selected as being delivered as part of curriculum needing some or all provision to be as practical-based provision]		

[Question only needs answering if any subject areas or learnings aims are indicated as requiring teaching support technicians for practical provision in the questions above] What is your estimated average hourly rate including on-costs for a teaching support technician needed to support with the delivery of practical provision?

For example, if your average teaching support technician full-time salary (average across all the teaching support technician you employ) was £20,000 per annum, then to this salary you would add on-costs of c.35% for employer national insurance and employer pension contributions resulting is an estimated full-time salary per annum with on-costs of c.£27,000. If the teaching support technician was employed for around 2,080 hours per annum as a full-time employee, the total per annum salary with on-costs of £27,000 would be divided by 2,080 hours to give an hourly rate of £12.98. This would mean the '£10 to £14' option would be selected in this example.

☐ Less than £10 ☐ £10 to £14 ☐ £15 to £19 ☐ £20 to £24 ☐ £25 to £29

☐ £30 to £34 ☐ £35+

Do you have any recruitment or retention issues for the teaching staff in any subject areas, and do you pay increased salary, enhanced pay packages or other increased benefits to address this?

Please drag and drop all listed learning aims and subject areas into the most appropriate group.

	Learning aim or subject area does not have any recruitment or retention issues for teaching staff	**Learning aim or subject area has recruitment or retention issues for teaching staff, but we <u>do not pay</u> increased salary, enhanced pay packages or other increased pay benefits to address this**
[List of subject areas, GCE A/AS Levels and learning aims that are selected as being delivered as part of curriculum]		
	Learning aims or subject area has recruitment or retention issues for teaching staff and <u>we do pay</u> increased salary, enhanced pay packages or other increased benefits for the teaching staff needed to deliver this learning aim or subject area to address this.	

Aside from the usual course running costs, such as books, stationery, licenses, printing, photocopying, exam fees etc., needed for the delivery of most classroom provision, does the essential delivery of the learning aims or subject areas incur

significant additional course running costs, such as course material costs, equipment maintenance and repair costs, or equipment hire costs?

For example, significant increased course material costs to deliver practical workshop based provision such as the costs of buying bricks and mortar, chemicals, electrical components, protective clothing, food supplies or specialist software licences or other additional material costs (i.e. significant costs above the usual costs needed to deliver most classroom based academic provision).

These course running costs could also be the additional costs for school trips or invigilation costs if these are significant extra cost associated with essential delivery of the learning aim or typical learning in the subject area.

We acknowledge the annual course running costs will often be shared across different learning aims or subject areas and may only be monitored at a faculty or departmental level. We are requesting you provide your best estimate of these annual average course running costs apportioned on a per student basis.

Please drag and drop all listed learning aims and subject areas into the group that most appropriately represents the course running costs for that learning aim or subject area.

		Aside from the usual course running costs (books, stationery, licenses, printing, photocopying, exam fees etc.) needed to deliver most classroom based academic provision, there are usually no significant additional course running costs incurred for delivering this learning aim or a typical learning aim in this subject area (i.e. less than £50 per student per annum on average above the usual course running costs)	**There are significant additional course running costs of between £50 to £150 per student per annum on average, as a best estimate, for delivering this learning aim or a typical learning aim in this subject area (i.e. estimated additional cost would be between £1000 to £3000 per annum for delivering a learning aim or typical sized learning aim in this subject area to a class size of 20)**
[List of subject areas, GCE A/AS Levels or learning aims that are selected as being delivered as			
		There are significant additional course running costs of £150 to £300 per student per annum on	**There are significant additional course running costs of over £300 per student per annum on average, as a best estimate, for**

part of curriculum]	**average, as a best estimate, for delivering this learning aim or a typical sized learning aim in this subject area (i.e. estimated additional cost would be between £3000 to £6000 per annum for delivering a learning aim or typical sized learning aim in this subject area to a class size of 20)**	**delivering this learning aim or a typical learning aim in this subject area (i.e. estimated cost additional would be over £6000 per annum for delivering a learning aim or typical sized learning aim in this subject area to a class size of 20)**

Aside from the usual equipment, such as student and teacher computers, projectors and whiteboards etc. needed for the delivery of most classroom based academic provision, does the essential delivery of any of the subject areas or learning aims incur significant additional upfront equipment costs?

This includes the costs of equipping and setting up a single workshop, laboratory or other setting to deliver each subject area. This consists of the upfront costs to purchase workstations or kitchen facilities and the essential equipment needed for each student for practical provision such as hand tools, lathe or specialist IT equipment.

We acknowledge these equipment costs may be shared across different learning aims or subject areas, but to simplify the request we are not asking for these equipment costs to be apportioned on a per student basis. We are only requesting for a best estimate of the combined upfront costs for the essential equipment needed for the delivery of a typical class in each learning aim or typical learning aim in each subject area.

We are also not asking you to take into consideration the depreciation rate of the equipment but only for you to provide a best estimate of the upfront costs to purchase essential equipment at current prices.

Please drag and drop all listed learning aims and subject areas into the group that most appropriately represents the equipment costs for that learning aim or subject area.

	Aside from the usual equipment costs needed to deliver most provision (student and teacher computers, projectors, and whiteboards etc.) there are usually no significant additional equipment costs for delivering this learning aim or a typical learning aim in this subject area (less	**There are significant additional upfront equipment costs of between £20,000 to £50,000 above the usual equipment costs for delivering this learning aim or a typical learning aim in this subject area**

	than £20,000 above the usual equipment costs)	
[List of subject areas, GCE A/AS Levels or learning aims that are selected as being delivered as part of curriculum]		
	There are significant additional upfront equipment costs of between £50,000 and £200,000 above the usual equipment costs for delivering this learning aim or a typical learning aim in this subject area	**There are significant additional upfront equipment costs of between £200,000 to £500,000 above the usual equipment costs for delivering this learning aim or a typical learning aim in this subject area**
	There are significant additional upfront equipment costs of over £500,000 above the usual equipment costs for delivering this learning aim or typical learning aim in this subject area	

Vocational learning aims and GCE A/AS Levels within the tier 2 Sector Subject Areas listed below are assigned the base rate (unweighted/1.0 PCW factor) as they are recognised in the 16 to 19 or adult funding systems as not typically needing significant additional costs to deliver (i.e. they do not need smaller class sizes for practical provision, teaching support technicians, increased additional course running or equipment costs).

Tier 2 Sector Subject Area description	Example vocational learning aim for this tier 2 Sector Subject Area	Example GCE AS/S Levels for this tier 2 Sector Subject Area
2.2 Mathematics and statistics	Certificate in Mathematical Studies	GCE A/AS level in Mathematics/Further Mathematics

7.2 Warehousing and Distribution	Certificate in Warehousing and Storage	
8.2 Travel and Tourism	Diploma in Travel and Tourism	
9.4 Publishing and Information Services	Diploma in Journalism	
10.1 History	Certificate in History	GCE A/AS level in History
10.3 Philosophy		GCE A/AS level in Philosophy
10.4 Theology and religious studies	Award in Religious Education	GCE A/AS level in Religious Studies
11.2 Sociology and Social Policy	Diploma in Criminology	GCE A/AS level in Sociology
11.3 Politics		GCE A/AS level in Politics
11.4 Economics		GCE A/AS level in Economics
11.5 Anthropology	Certificate in Social and Cultural Anthropology	
12.1 Languages, Literature and Culture of the British Isles		GCE A/AS level in English Literature/Language
12.2 Other Languages, Literature and Culture	Certificate in Practical Japanese	GCE A/AS level in French/Spanish/Classical Civilisation
12.3 Linguistics		

15.1 Accounting and finance	Certificate in Financial Studies	GCE A/AS level in Accounting
15.2 Administration	Certificate in Customer Service	
15.3 Business management	Diploma in Business	GCE A/AS level in Business
15.4 Marketing and sales	Award in Social Media for Business	
15.5 Law and legal services	Certificate in Applied Law	GCE A/AS level in Law

Do you agree that it is right for the vocational learning aims and GCE A/AS level within these tier 2 Sector Subject Areas to be assigned the base rate (unweighted/1.0 PCW factor) as they do not typically incur significant additional costs to deliver?

- Yes
- No

[Question only needs answering if 'No' is selected for the question above] **Please indicate if you think any of these subject(s) incur significant additional costs to deliver and should be considered for a higher PCW factor?**

- 7.2 Warehousing and Distribution
- 8.2 Travel and Tourism
- 9.4 Publishing and Information Sciences
- 10.1 History
- 10.3 Philosophy
- 10.4 Theology and Religious Studies
- 11.2 Sociology and Social Policy
- 11.3 Politics

- [ ] 11.4 Economics
- [ ] 11.5 Anthropology
- [ ] 12.1 Languages, Literature and Culture of the British Isles
- [ ] 12.2 Other Languages, Literature and Culture
- [ ] 12.3 Linguistics
- [ ] 15.1 Accounting and Finance
- [ ] 15.2 Administration
- [ ] 15.3 Business Management
- [ ] 15.4 Marketing and Sales
- [ ] 15.5 Law and Legal Services

[Question only needs answering if 'No' is selected for the question above] Please indicate which of these cost factor(s) the subject area(s) incurs significant increased delivery costs from?

Smaller class room sizes needed	Technician teaching support needed	Increased staffing costs	Increased course running costs	Increased equipment costs
☐	☐	☐	☐	☐

Please provide a brief explanation of any other increased costs.

[Question only needs answering if ESFA funded education is delivered to 16 to 19 year olds] For academic year 2020 to 2021, we increased the PCW factors for six subject areas. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
We increased our resource allocations in the six subject areas because of the PCW factor increases.	☐	☐	☐	☐	☐
The PCW factor increases enabled us grow provision in the six subject areas.	☐	☐	☐	☐	☐
The PCW factor increases enabled us to improve the quality of the provision in the six subject areas.	☐	☐	☐	☐	☐

[Question only needs answering if ESFA funded education is delivered to 16 to 19 year olds] In the 2020 to 2021 academic year the high value courses premium (HVCP) was introduced to support the sector to grow the number of students studying selected substantial level 3 study programmes. The premium is paid at a rate of £400 per student per year. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
The additional funding from the HVCP has enabled us to grow how many places we are able to offer for the subject areas attracting the premium.	☐	☐	☐	☐	☐
The additional funding from HVCP has enabled us to increase investment in the facilities, equipment, or pay more to recruit/retain expert staff to deliver the subject areas attracting the premium.	☐	☐	☐	☐	☐

The additional funding from the introduction of the HVCP has incentivised us to grow our level 3 offer in those subject areas attracting the premium.	☐	☐	☐	☐	☐

[Question only needs answering if ESFA funded education is delivered to 16 to 19 year olds] The advanced maths premium (AMP) was paid for the first time in 2019 to 2020 provider allocations and will continue to be paid in the 2021 to 2022 provider allocations.

	Yes	No
Are you on course to gain AMP i.e. do you currently have more A level, AS level, and core maths students than your calculated baseline? (The premium pays £600 for each student above a baseline level).	☐	☐

[Question only needs answering ESFA funded education is delivered to 16 to 19 year olds] To what extent do you agree or disagree with the following statements about the advanced maths premium?

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
The additional funding from AMP has enabled us to grow our level 3 maths offer.	☐	☐	☐	☐	☐
We recognise our calculated baseline for the AMP and have aimed to increase enrolments on advanced maths courses against this baseline to attract the premium.	☐	☐	☐	☐	☐

[Question only needs answering if ESFA funded education is delivered to adults] As part of the Lifetime Skills Guarantee announced in September 2020, Government funding is available to give adults access to a large number of level 3 qualifications for free. This includes a funding uplift for the qualifications included in the offer: £600 for courses of 360 Guided Learning Hours (GLH) or higher, and £150 for courses of 359 GLH or lower. To what extent do you agree or disagree

with the following statement (if you think it is too early to tell the impact of this funding please answer 'neither agree or disagree')?

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
The additional funding uplift for qualifications included in the Lifetime Skills Guarantee will enable us to enrol more adults onto those qualifications included in the offer.	☐	☐	☐	☐	☐

Are you happy to provide identifying details (specifically provider name, provider UPIN and provider UKPRN)?

☐ Yes

☐ No, I would prefer to respond anonymously

[If yes is selected in to question above]

Please supply your provider name	
Please supply your provider UPIN	
Please supply your provider UKPRN	

[If no is selected in to question above]

Instead of supplying identifying details**,** please supply your provider type: (drop down box)

- Academy, Multi-academy trust, Local authority, Local authority funded or maintained school , Further education college, Sixth form college, Independent learning provider, Other education institution or provider

Instead of supplying identifying details, please supply your provider regional area (drop down box)

- East Midlands, East of England, London, North East, North West, South East, South West, West Midlands, Yorkshire and Humber

Instead of supplying identifying details, please supply your approximate number of 16 to 19 ESFA funded students

Instead of supplying identifying details, please supply your approximate number of adult (19+) ESFA funded students

You have reached the end of the questionnaire.

If you have answered all of the questions and are ready to submit your response, then please confirm this by selecting the option below.

Please note after you click to submit your survey return you will not be able to revise you answers and will begin a new survey when clicking on the URL link again.

If you have not answered all of the questions and are not ready to submit your response, then please close your web browser or press the back button to go back to the previous questions.

If you close your web browser, Qualtrics will automatically save the responses you have given so far, so you will not have to start the survey from scratch. This function will only work so long as you use the same web browser on the same computer or device to re-access and complete the survey.

☐ I confirm that I am ready to submit my survey response

Annex C – Maximum class size reported by survey responses

Provider type group	Multiple choice option	1-10	10-12	13-15	16-18	19-21	22-24	25-27	28-30	31+	Average reported maximum class size	Weighting (Table 16)	Weighted average for maximum class size
	Assumed mid-point, high or low value	8	11	14	17	20	23	26	29	32			
General FE College and Specialist Colleges [j]		0	3	5	19	7	16	2	3	1	19.7	49%	9.7
Schools, Academies and Sixth Form Colleges		0	0	0	1	1	17	3	0	0	23.0	41%	9.4
Private Sector Public Funded [k] and Other Public Funded [l]		13	10	12	2	2	1	0	2	0	12.8	10%	1.3
												Total weighted average	**20.4**

[j] **Special Colleges** include Agriculture and Horticulture Colleges; Art, Design and Performing Arts Colleges and Specialist Designated Colleges.

[k] **Other Public Funded** includes Central Government Department, Central Government NDPB, Public Corporations & Trading Funds, Social Services, Other Local Authority, Police Authority, Fire Authority, Local Authority Dept, Local Authority, NHS-English Foundation Trust, NHS-English Non Foundation Trust, NHS-Other Organisations, Independent school or college, UFI Directly Funded Hub, Dance and Drama School, External Institution, Higher Education Organisation, School Sixth Form (not college), Special learning needs establishment, Other Public Organisation, Charitable, Non-Charitable, Other Voluntary Organisation, LSC Region, Special College, Academies, External Institution, Institution funded by other Govt Dept, University Technology College.

[l] **Private Sector Public Funded** includes Community Interest Company, Company Incorporated by Royal Charter (England/Wales), Employer Association, Independent Association, Industrial/Provident (England/Wales), Limited Liability Partnership, Limited Partnership,

PRI/LBG/NSC/S.30, PRI/LTD BY GUAR/NSC, Private Limited Company, Private Unlimited Company, Public Limited Company, Sole Trader, Trade Union, Chamber of Commerce / Trade, Organisation in Business in its own right, Other Private Organisation, Business Link.

Annex D – Notional hourly cost for teaching staff reported by survey responses

Provider type group	Multiple choice option	£39 to £44	£45 to £49	£50 to £54	£55 to £54	£60 to £64	£65 to £69	£70+	Average reported hourly rate for teaching staff	Weighting (Table 16)	Weighted average hourly rate for teaching staff
	Assumed mid-point, high or low value	£41.50	£47.00	£52.00	£57.00	£62.00	£67.00	£72.00			
General FE College and Specialist Colleges (including Agricultural and Horticulture colleges)		5	13	16	14	3	2	3	£53.29	49%	£26.11
Schools, Academies and Sixth Form Colleges		1	3	3	5	4	6	0	£57.89	41%	£23.73
Private Sector Public Funded and Other Public Funded		15	10	6	7	1	1	2	£49.44	10%	£4.94
										Total weighted average	**£54.79**

Annex E(a) – Average class sizes reported for each SSA and learning aim

SSA tier 2 code and description, or learning aim	Number of responses for this survey question	Number of responses reporting smaller class sizes of 10 or less	Number of responses reporting smaller class sizes of 11 to 14	Number of responses reporting smaller class sizes of 15 to 17	Number of responses reporting smaller class sizes of 18 to 20	Number of responses reporting class sizes of 21 or more	Number providing no response for this survey question	Average reported class sizes indicated from all responses
Assumed mid-point, high or low value from response		10	12.5	16	19	21		
1.1 Medicine and dentistry	6	0	0	2	1	3	0	19.0
1.2 Nursing and subjects and vocations allied to medicine	35	0	0	10	14	11	3	18.8
1.3 Health and Social Care	84	5	16	10	21	32	5	17.6
1.4 Public Services	58	2	6	7	18	25	3	18.5
1.5 Child development and wellbeing	75	6	14	14	21	20	2	17.0
3.1 Agriculture (land-based providers with specialist resources)	12	4	6	1	1	0	0	12.5
3.1 Agriculture (providers without specialist resources)	13	3	6	2	1	1	1	13.6
3.2 Horticulture and forestry (land-based providers with specialist resources)	11	5	4	2	0	0	0	12.0
3.2 Horticulture and forestry (providers without specialist resources)	23	7	11	3	2	0	0	12.8

SSA tier 2 code and description, or learning aim	Number of responses for this survey question	Number of responses reporting smaller class sizes of 10 or less	Number of responses reporting smaller class sizes of 11 to 14	Number of responses reporting smaller class sizes of 15 to 17	Number of responses reporting smaller class sizes of 18 to 20	Number of responses reporting class sizes of 21 or more	Number providing no response for this survey question	Average reported class sizes indicated from all responses
Assumed mid-point, high or low value from response		10	12.5	16	19	21		
3.3 Animal care and veterinary science (land-based providers with specialist resources)	12	4	3	2	2	1	0	14.0
3.3 Animal care and veterinary science (providers without specialist resources)	24	3	6	8	5	2	0	15.4
3.4 Environmental conservation (land-based providers with specialist resources)	6	3	3	0	0	0	0	11.3
3.4 Environmental conservation (providers without specialist resources)	3	1	1	0	1	0	0	13.8
4.1 Engineering	58	2	14	25	15	2	2	15.9
4.2 Manufacturing Technologies	29	2	7	15	5	0	3	15.3
4.3 Transportation Operations and Maintenance	42	0	10	22	9	1	2	15.9
5.1 Architecture	7	1	2	1	3	0	2	15.4
5.2 Building and Construction	54	4	15	25	8	2	1	15.2

SSA tier 2 code and description, or learning aim	Number of responses for this survey question	Number of responses reporting smaller class sizes of 10 or less	Number of responses reporting smaller class sizes of 11 to 14	Number of responses reporting smaller class sizes of 15 to 17	Number of responses reporting smaller class sizes of 18 to 20	Number of responses reporting class sizes of 21 or more	Number providing no response for this survey question	Average reported class sizes indicated from all responses
Assumed mid-point, high or low value from response		10	12.5	16	19	21		
5.3 Urban, rural and regional planning	5	1	1	2	0	1	0	15.1
6.1 ICT practitioners	63	2	7	9	34	11	3	17.9
6.2 ICT for users	61	7	7	6	29	12	2	17.3
7.1. Retailing and wholesaling	24	4	4	2	7	7	0	16.8
7.3 Service enterprises	47	2	8	19	14	4	4	16.5
7.4 Hospitality and catering	53	6	26	14	6	1	1	14.0
8.1 Sport, leisure and recreation	65	2	5	7	26	25	3	18.7
9.1 Performing arts	60	2	8	19	22	9	3	17.2
9.2 Crafts, creative arts and design	63	2	13	22	19	7	15	16.5
9.3 Media and communication	63	1	5	16	23	18	15	18.2
10.2 Archaeology and archaeological sciences	1	0	0	0	0	1	1	21.0
11.1 Geography	7	0	1	0	3	3	2	18.9
13.1 Teaching and lecturing	46	5	10	7	9	15	2	16.8
13.2 Direct learning support	75	19	26	10	6	14	5	14.4

SSA tier 2 code and description, or learning aim	Number of responses for this survey question	Number of responses reporting smaller class sizes of 10 or less	Number of responses reporting smaller class sizes of 11 to 14	Number of responses reporting smaller class sizes of 15 to 17	Number of responses reporting smaller class sizes of 18 to 20	Number of responses reporting class sizes of 21 or more	Number providing no response for this survey question	Average reported class sizes indicated from all responses
Assumed mid-point, high or low value from response		10	12.5	16	19	21		
14.1 Foundations for learning and life	65	31	24	5	1	4	1	12.2
14.2 Preparation for work	75	28	29	13	2	3	1	12.7
15.3 Business Management	69	4	9	13	13	30	4	17.9
Diploma in Applied Science	48	0	5	14	21	8	2	17.8
Certificate in Applied Psychology	14	0	1	0	5	8	1	19.7
GCE A/AS level in Business	39	0	1	1	9	28	5	20.2
GCE A/AS level in Geography	36	1	0	2	10	23	5	19.9
GCE A/AS level in Psychology	42	0	0	1	10	31	5	20.4
GCE A/AS level in Biology	44	1	4	11	21	7	3	17.8
GCE A/AS level in Physics	45	1	7	10	18	9	3	17.5
GCE A/AS level in Chemistry	44	1	4	12	19	8	3	17.8
GCE A/AS level in Environmental Studies	13	0	0	2	3	8	1	19.8
GCE A/AS level in Geology	12	0	1	1	4	6	1	19.2
GCE A/AS level in Art and Design	38	1	6	10	17	4	3	17.2

SSA tier 2 code and description, or learning aim	Number of responses for this survey question	Number of responses reporting smaller class sizes of 10 or less	Number of responses reporting smaller class sizes of 11 to 14	Number of responses reporting smaller class sizes of 15 to 17	Number of responses reporting smaller class sizes of 18 to 20	Number of responses reporting class sizes of 21 or more	Number providing no response for this survey question	Average reported class sizes indicated from all responses
Assumed mid-point, high or low value from response		10	12.5	16	19	21		
GCE A/AS level in Dance	26	0	3	6	14	3	3	17.8
GCE A/AS level in Media Studies	36	0	4	3	16	13	3	18.8
GCE A/AS level in Computer Science	35	1	2	5	17	10	4	18.5
GCE A/AS level in Physical Education	30	1	3	2	12	12	2	18.7
GCE A/AS level in Music	24	2	5	8	4	5	3	16.3
GCE A/AS level in Electronics	9	0	0	4	4	1	0	17.9
GCE A/AS level in Design and Technology	22	0	4	5	9	4	2	17.5

Annex E(b) – Weighted average class sizes for each SSA and learning aim

SSA tier 2 code and description, or learning aim	Average of reported class size from General FE Colleges and Specialist Colleges	Weighted average class size from General FE Colleges and Specialist Colleges	Average of reported class size from Schools, Academies and Sixth Form Colleges	Weighted average class size for Schools, Academies and Sixth Form Colleges	Average of reported class size for Private Sector Public Funded and Other Public Funded	Weighted average class size for Private Sector Public Funded and other Public Funded	Weighted average class size for each SSA or learning aim
1.1 Medicine and dentistry	19.0	19.0	-	-	-	-	19.0
1.2 Nursing and subjects and vocations allied to medicine	18.7	9.2	21.0	8.6	16.0	1.6	19.4
1.3 Health and Social Care	19.2	9.4	20.4	8.4	12.6	1.3	19.0
1.4 Public Services	18.6	9.1	19.8	8.1	13.8	1.4	18.6
1.5 Child development and wellbeing	18.7	9.2	19.4	8.0	12.9	1.3	18.4
3.1 Agriculture (land-based providers with specialist resources)	12.1	9.9	-	-	10.0	1.8	11.7
3.1 Agriculture (providers without specialist resources)	13.8	11.4	-	-	16.0	2.9	14.2
3.2 Horticulture and forestry (land-based providers with specialist resources)	11.6	11.6	-	-	-	-	11.6
3.2 Horticulture and forestry (providers without specialist resources)	13.3	10.9	-	-	11.3	2.0	12.9

SSA tier 2 code and description, or learning aim	Average of reported class size from General FE Colleges and Specialist Colleges	Weighted average class size from General FE Colleges and Specialist Colleges	Average of reported class size from Schools, Academies and Sixth Form Colleges	Weighted average class size for Schools, Academies and Sixth Form Colleges	Average of reported class size for Private Sector Public Funded and Other Public Funded	Weighted average class size for Private Sector Public Funded and other Public Funded	Weighted average class size for each SSA or learning aim
3.3 Animal care and veterinary science (land-based providers with specialist resources)	14.3	11.7	-	-	10.0	1.8	13.5
3.3 Animal care and veterinary science (providers without specialist resources)	15.4	7.6	19.0	7.8	12.5	1.3	16.6
3.4 Environmental conservation (land-based providers with specialist resources)	11.5	9.4	-	-	12.5	2.3	11.7
3.4 Environmental conservation (providers without specialist resources)	11.3	6.2	19.0	8.6	-	-	14.7
4.1 Engineering	15.7	7.7	18.4	7.5	12.8	1.3	16.5
4.2 Manufacturing Technologies	15.6	7.6	17.5	7.2	12.1	1.2	16.0
4.3 Transportation Operations and Maintenance	16.0	7.8	16.0	6.6	12.5	1.3	15.7
5.1 Architecture	15.9	8.8	12.5	5.6	-	-	14.4
5.2 Building and Construction	15.6	7.7	15.8	6.5	12.4	1.2	15.4
5.3 Urban, rural and regional planning	15.1	15.1	-	-	-	-	15.1

SSA tier 2 code and description, or learning aim	Average of reported class size from General FE Colleges and Specialist Colleges	Weighted average class size from General FE Colleges and Specialist Colleges	Average of reported class size from Schools, Academies and Sixth Form Colleges	Weighted average class size for Schools, Academies and Sixth Form Colleges	Average of reported class size for Private Sector Public Funded and Other Public Funded	Weighted average class size for Private Sector Public Funded and other Public Funded	Weighted average class size for each SSA or learning aim
6.1 ICT practitioners	18.2	8.9	19.9	8.1	13.1	1.3	18.4
6.2 ICT for users	18.5	9.1	20.0	8.2	12.8	1.3	18.5
7.1. Retailing and wholesaling	18.6	9.1	21.0	8.6	10.8	1.1	18.8
7.3 Service enterprises	16.9	8.3	16.0	6.6	13.4	1.3	16.2
7.4 Hospitality and catering	14.2	7.0	19.3	7.9	11.2	1.1	16.0
8.1 Sport, leisure and recreation	18.3	9.0	20.4	8.4	14.5	1.5	18.8
9.1 Performing arts	16.8	8.2	18.7	7.6	13	1.3	17.2
9.2 Crafts, creative arts and design	16.4	8.0	19.8	8.1	14.55	1.5	17.6
9.3 Media and communication	18.2	8.9	20.0	8.2	13.3	1.3	18.4
10.2 Archaeology and archaeological sciences	21.0	21.0	-	-	-	-	21.0
11.1 Geography	18.9	18.9	-	-	-	-	18.9
13.1 Teaching and lecturing	17.9	8.8	18.6	7.6	13.0	1.3	17.7
13.2 Direct learning support	15.0	7.3	14.1	5.8	13.5	1.4	14.5
14.1 Foundations for learning and life	11.9	5.8	12.7	5.2	12.9	1.3	12.3
14.2 Preparation for work	12.6	6.2	14.4	5.9	12.5	1.2	13.3

SSA tier 2 code and description, or learning aim	Average of reported class size from General FE Colleges and Specialist Colleges	Weighted average class size from General FE Colleges and Specialist Colleges	Average of reported class size from Schools, Academies and Sixth Form Colleges	Weighted average class size for Schools, Academies and Sixth Form Colleges	Average of reported class size for Private Sector Public Funded and Other Public Funded	Weighted average class size for Private Sector Public Funded and other Public Funded	Weighted average class size for each SSA or learning aim
15.3 Business Management	19.0	9.3	20.8	8.5	13.1	1.3	19.2
Diploma in Applied Science	17.0	9.4	19.5	8.8	-	-	18.1
Certificate in Applied Psychology	19.4	9.5	19.8	8.1	21.0	2.1	19.7
GCE A/AS level in Business	19.8	10.9	20.6	9.3	-	-	20.2
GCE A/AS level in Geography	19.4	10.6	20.5	9.2	-	-	19.9
GCE A/AS level in Psychology	20.2	11.1	20.6	9.3	-	-	20.4
GCE A/AS level in Biology	16.7	9.2	19.4	8.7	-	-	17.9
GCE A/AS level in Physics	16.6	9.1	19.0	8.5	-	-	17.6
GCE A/AS level in Chemistry	16.7	9.2	19.4	8.7	-	-	17.9
GCE A/AS level in Environmental Studies	20.5	11.3	19.4	8.8	-	-	20.0
GCE A/AS level in Geology	18.4	10.1	19.6	8.8	-	-	18.9
GCE A/AS level in Art and Design	16.0	8.8	18.6	8.4	-	-	17.2
GCE A/AS level in Dance	16.7	9.2	18.8	8.4	-	-	17.6
GCE A/AS level in Media Studies	17.7	9.7	20.2	9.1	-	-	18.8
GCE A/AS level in Computer Science	17.7	9.7	19.4	8.7	-	-	18.5

SSA tier 2 code and description, or learning aim	Average of reported class size from General FE Colleges and Specialist Colleges	Weighted average class size from General FE Colleges and Specialist Colleges	Average of reported class size from Schools, Academies and Sixth Form Colleges	Weighted average class size for Schools, Academies and Sixth Form Colleges	Average of reported class size for Private Sector Public Funded and Other Public Funded	Weighted average class size for Private Sector Public Funded and other Public Funded	Weighted average class size for each SSA or learning aim
GCE A/AS level in Physical Education	17.9	9.9	19.3	8.7	-	-	18.5
GCE A/AS level in Music	15.0	8.2	17.3	7.8	-	-	16.0
GCE A/AS level in Electronics	17.5	9.6	18.2	8.2	-	-	17.8
GCE A/AS level in Design and Technology	17.0	9.3	18.0	8.1	-	-	17.4

Annex F – Amount of practical provision reported as needed for each SSA and learning aim

SSA tier 2 code and description, or learning aim	Number of responses for this survey question	Number of responses reporting 100% theory	Number of responses reporting 0% to 35% practical	Number of responses reporting 35% to 65% practical	Number of responses reporting 65% to 100% practical	Number providing no response for this survey question	Average time reported as needed for practical for each SSA or learning aim
Assumed mid-point, high or low value from response		0%	17.5%	50%	82.5%		
1.1 Medicine and dentistry	6	0	3	2	1	0	39.2%
1.2 Nursing and subjects and vocations allied to medicine	36	9	18	8	1	2	22.2%
1.3 Health and Social Care	84	33	40	11	0	5	14.9%
1.4 Public Services	57	11	36	10	0	4	19.8%
1.5 Child development and wellbeing	74	24	34	16	0	3	18.9%
3.1 Agriculture (land-based providers with specialist resources)	12	0	1	6	5	0	60.8%
3.1 Agriculture (providers without specialist resources)	13	0	2	6	5	1	57.5%
3.2 Horticulture and forestry (land-based providers with specialist resources)	11	0	1	5	5	0	61.8%
3.2 Horticulture and forestry (providers without specialist resources)	22	1	2	8	11	1	61.0%
3.3 Animal care and veterinary science	12	0	2	8	2	0	50.0%

SSA tier 2 code and description, or learning aim	Number of responses for this survey question	Number of responses reporting 100% theory	Number of responses reporting 0% to 35% practical	Number of responses reporting 35% to 65% practical	Number of responses reporting 65% to 100% practical	Number providing no response for this survey question	Average time reported as needed for practical for each SSA or learning aim
Assumed mid-point, high or low value from response		0%	17.5%	50%	82.5%		
(land-based providers with specialist resources)							
3.3 Animal care and veterinary science (providers without specialist resources)	23	0	6	10	7	1	51.4%
3.4 Environmental conservation (land-based providers with specialist resources)	6	0	0	5	1	0	55.4%
3.4 Environmental conservation (providers without specialist resources)	3	0	1	1	1	0	50.0%
4.1 Engineering	59	4	11	30	14	1	48.3%
4.2 Manufacturing Technologies	30	0	4	20	6	2	52.2%
4.3 Transportation Operations and Maintenance	43	1	6	24	12	1	53.4%
5.1 Architecture	7	2	1	3	1	2	35.7%
5.2 Building and Construction	53	2	3	19	29	2	64.1%
5.3 Urban, rural and regional planning	5	0	3	1	1	0	37.0%
6.1 ICT practitioners	63	32	13	9	9	3	22.5%
6.2 ICT for users	61	33	9	11	8	2	22.4%
7.1. Retailing and wholesaling	24	12	9	3	0	0	12.8%

SSA tier 2 code and description, or learning aim	Number of responses for this survey question	Number of responses reporting 100% theory	Number of responses reporting 0% to 35% practical	Number of responses reporting 35% to 65% practical	Number of responses reporting 65% to 100% practical	Number providing no response for this survey question	Average time reported as needed for practical for each SSA or learning aim
Assumed mid-point, high or low value from response		0%	17.5%	50%	82.5%		
7.3 Service enterprises	48	4	5	21	18	3	54.6%
7.4 Hospitality and catering	53	3	4	19	27	1	61.3%
8.1 Sport, leisure and recreation	66	5	34	22	5	2	31.9%
9.1 Performing arts	61	6	16	21	18	2	46.1%
9.2 Crafts, creative arts and design	64	7	13	21	23	14	49.6%
9.3 Media and communication	63	18	28	11	6	15	24.4%
10.2 Archaeology and archaeological sciences	1	1	0	0	0	1	0.0%
11.1 Geography	7	7	0	0	0	2	0.0%
13.1 Teaching and lecturing	46	27	12	6	1	2	12.9%
13.2 Direct learning support	77	62	11	4	0	3	5.1%
14.1 Foundations for learning and life	63	36	14	10	3	3	15.8%
14.2 Preparation for work	72	43	16	8	5	4	15.2%
15.3 Business Management	70	61	8	1	0	3	2.7%
Diploma in Applied Science	50	11	23	11	5	0	27.3%
Certificate in Applied Psychology	14	11	2	1	0	1	6.1%
GCE A/AS level in Business	41	40	1	0	0	3	0.4%

SSA tier 2 code and description, or learning aim	Number of responses for this survey question	Number of responses reporting 100% theory	Number of responses reporting 0% to 35% practical	Number of responses reporting 35% to 65% practical	Number of responses reporting 65% to 100% practical	Number providing no response for this survey question	Average time reported as needed for practical for each SSA or learning aim
Assumed mid-point, high or low value from response		0%	17.5%	50%	82.5%		
GCE A/AS level in Geography	38	33	5	0	0	3	2.3%
GCE A/AS level in Psychology	44	43	1	0	0	3	0.4%
GCE A/AS level in Biology	45	11	22	8	4	2	24.8%
GCE A/AS level in Physics	46	13	23	6	4	2	22.4%
GCE A/AS level in Chemistry	45	11	22	8	4	2	24.8%
GCE A/AS level in Environmental Studies	14	9	4	1	0	0	8.6%
GCE A/AS level in Geology	13	7	6	0	0	0	8.1%
GCE A/AS level in Art and Design	38	6	8	13	11	3	44.7%
GCE A/AS level in Dance	26	4	9	6	7	3	39.8%
GCE A/AS level in Media Studies	37	17	11	3	6	2	22.6%
GCE A/AS level in Computer Science	36	16	8	5	7	3	26.9%
GCE A Level in Physical Education	32	7	18	6	1	0	21.8%
GCE A/AS level in Music	25	6	6	6	7	2	39.3%
GCE A/AS level in Electronics	9	3	4	1	1	0	22.5%
GCE A/AS level in Design and Technology	23	3	7	5	8	1	44.9%

Annex G – Technician staff reported as needed for each SSA and learning aim

SSA tier 2 code and description, or learning aim	Number of responses for this survey question	Number of responses reporting SSA or learning aims usually needs teaching support technicians to deliver practical provision	Number of responses reporting SSA or learning aims does not usually need teaching support technicians to deliver practical provision	Number providing no response for this survey question	% of responses reporting technician staff needed for each SSA or learning aim
1.1 Medicine and dentistry	6	3	3	0	50.0%
1.2 Nursing and subjects and vocations allied to medicine	27	12	15	11	44.4%
1.3 Health and Social Care	83	5	78	6	6.0%
1.4 Public Services	46	6	40	15	13.0%
1.5 Child development and wellbeing	50	4	46	27	8.0%
3.1 Agriculture (land-based providers with specialist resources)	12	11	1	0	91.7%
3.1 Agriculture (providers without specialist resources)	13	13	0	1	100.0%
3.2 Horticulture and forestry (land-based providers with specialist resources)	11	11	0	0	100.0%
3.2 Horticulture and forestry (providers without specialist resources)	23	23	0	0	100.0%
3.3 Animal care and veterinary science (land-based providers with specialist resources)	12	12	0	0	100.0%
3.3 Animal care and veterinary science (providers without specialist resources)	23	23	0	1	100.0%

SSA tier 2 code and description, or learning aim	Number of responses for this survey question	Number of responses reporting SSA or learning aims usually needs teaching support technicians to deliver practical provision	Number of responses reporting SSA or learning aims does not usually need teaching support technicians to deliver practical provision	Number providing no response for this survey question	% of responses reporting technician staff needed for each SSA or learning aim
3.4 Environmental conservation (land-based providers with specialist resources)	6	5	1	0	83.3%
3.4 Environmental conservation (providers without specialist resources)	3	2	1	0	66.7%
4.1 Engineering	55	54	1	5	98.2%
4.2 Manufacturing Technologies	30	27	3	2	90.0%
4.3 Transportation Operations and Maintenance	42	39	3	2	92.9%
5.1 Architecture	5	2	3	4	40.0%
5.2 Building and Construction	51	49	2	4	96.1%
5.3 Urban, rural and regional planning	5	2	3	0	40.0%
6.1 ICT practitioners	31	15	16	35	48.4%
6.2 ICT for users	28	10	18	35	35.7%
7.1. Retailing and wholesaling	12	2	10	12	16.7%
7.3 Service enterprises	44	34	10	7	77.3%
7.4 Hospitality and catering	50	43	7	4	86.0%
8.1 Sport, leisure and recreation	61	23	38	7	37.7%

SSA tier 2 code and description, or learning aim	Number of responses for this survey question	Number of responses reporting SSA or learning aims usually needs teaching support technicians to deliver practical provision	Number of responses reporting SSA or learning aims does not usually need teaching support technicians to deliver practical provision	Number providing no response for this survey question	% of responses reporting technician staff needed for each SSA or learning aim
9.1 Performing arts	55	39	16	8	70.9%
9.2 Crafts, creative arts and design	56	47	9	22	83.9%
9.3 Media and communication	45	31	14	33	68.9%
10.2 Archaeology and archaeological sciences	0	0	0	2	0.0%
11.1 Geography	0	0	0	9	0.0%
13.1 Teaching and lecturing	19	2	17	29	10.5%
13.2 Direct learning support	70	20	50	10	28.6%
14.1 Foundations for learning and life	65	19	46	1	29.2%
14.2 Preparation for work	29	9	20	47	31.0%
15.3 Business Management	9	1	8	64	11.1%
Diploma in Applied Science	39	35	4	11	89.7%
Certificate in Applied Psychology	3	1	2	12	33.3%
GCE A/AS level in Business	1	0	1	43	0.0%
GCE A/AS level in Geography	5	1	4	36	20.0%
GCE A/AS level in Psychology	1	0	1	46	0.0%
GCE A/AS level in Biology	34	34	0	13	100.0%

SSA tier 2 code and description, or learning aim	Number of responses for this survey question	Number of responses reporting SSA or learning aims usually needs teaching support technicians to deliver practical provision	Number of responses reporting SSA or learning aims does not usually need teaching support technicians to deliver practical provision	Number providing no response for this survey question	% of responses reporting technician staff needed for each SSA or learning aim
GCE A/AS level in Physics	33	30	3	15	90.9%
GCE A/AS level in Chemistry	34	34	0	13	100.0%
GCE A/AS level in Environmental Studies	5	4	1	9	80.0%
GCE A/AS level in Geology	6	4	2	7	66.7%
GCE A/AS level in Art and Design	32	31	1	9	96.9%
GCE A/AS level in Dance	22	17	5	7	77.3%
GCE A/AS level in Media Studies	20	14	6	19	70.0%
GCE A/AS level in Computer Science	20	9	11	19	45.0%
GCE A/AS level in Physical Education	24	9	15	8	37.5%
GCE A/AS level in Music	19	19	0	8	100.0%
GCE A/AS level in Electronics	6	6	0	3	100.0%
GCE A/AS level in Design and Technology	20	19	1	4	95.0%

Annex H – Technician staff reported average notional hourly cost

Provider type group	Number of responses for this survey question	Survey option for notional hourly technician staff costs							Number providing no response for this survey question	Average hourly rate for technician staff	Weighting (Table 16)	Weighted average hourly rate for technician staff
		Less than £10	£10 to £14	£15 to £19	£20 to £24	£25 to £29	£30 to £34	£35+				
Assumed mid-point, high or low value		£7	£12	£17	£22	£27	£32	£37				
General FE College and Specialist Colleges	55	1	16	19	5	7	6	1	1	£19.11	49%	£9.36
Schools, Academies and Sixth Form Colleges	16	0	6	7	2	1	0	0	6	£16.38	41%	£6.71
Private Sector Public Funded and other Public Funded	15	1	2	5	4	1	1	1	27	£20.07	10%	£2.01
											Total weighted average	**£18.07**

Annex I – Course running costs reported for each SSA and learning aim

SSA tier 2 code and description, or learning aim	Number of responses for this survey question	No significant additional course running costs	Number of responses reporting additional course running costs of between £50 to £150 per student per annum	Number of responses reporting additional course running costs of between £150 to £300 per student per annum	Number of responses reporting additional course running costs of over £300 per student per annum	Number providing no response for this survey question	Average additional course running costs indicated for each SSA or learning aim
Assumed mid-point, high or low value		**£0**	**£100**	**£225**	**£350**		
1.1 Medicine and dentistry	6	1	3	1	1	0	£146
1.2 Nursing and subjects and vocations allied to medicine	36	14	17	2	3	2	£89
1.3 Health and Social Care	83	51	28	3	1	6	£46
1.4 Public Services	56	31	20	4	1	5	£58
1.5 Child development and wellbeing	74	48	21	3	2	3	£47
3.1 Agriculture (land-based providers with specialist resources)	12	0	0	0	12	0	£350
3.1 Agriculture (providers without specialist resources)	13	2	1	4	6	1	£238
3.2 Horticulture and forestry (land-based providers with specialist resources)	11	0	0	0	11	0	£350
3.2 Horticulture and forestry (providers without specialist resources)	22	4	5	7	6	1	£190

SSA tier 2 code and description, or learning aim	Number of responses for this survey question	No significant additional course running costs	Number of responses reporting additional course running costs of between £50 to £150 per student per annum	Number of responses reporting additional course running costs of between £150 to £300 per student per annum	Number of responses reporting additional course running costs of over £300 per student per annum	Number providing no response for this survey question	Average additional course running costs indicated for each SSA or learning aim
Assumed mid-point, high or low value		**£0**	**£100**	**£225**	**£350**		
3.3 Animal care and veterinary science (land-based providers with specialist resources)	12	0	0	0	12	0	£350
3.3 Animal care and veterinary science (providers without specialist resources)	23	1	6	3	13	1	£253
3.4 Environmental conservation (land-based providers with specialist resources)	6	0	2	2	2	0	£225
3.4 Environmental conservation (providers without specialist resources)	3	0	0	1	2	0	£308
4.1 Engineering	58	1	10	17	30	2	£264
4.2 Manufacturing Technologies	31	1	3	13	14	1	£262
4.3 Transportation Operations and Maintenance	42	3	6	17	16	2	£239
5.1 Architecture	8	3	2	3	0	1	£109
5.2 Building and Construction	53	2	4	20	27	2	£271

SSA tier 2 code and description, or learning aim	Number of responses for this survey question	No significant additional course running costs	Number of responses reporting additional course running costs of between £50 to £150 per student per annum	Number of responses reporting additional course running costs of between £150 to £300 per student per annum	Number of responses reporting additional course running costs of over £300 per student per annum	Number providing no response for this survey question	Average additional course running costs indicated for each SSA or learning aim
Assumed mid-point, high or low value		**£0**	**£100**	**£225**	**£350**		
5.3 Urban, rural and regional planning	5	3	0	1	1	0	£115
6.1 ICT practitioners	62	14	31	13	4	4	£120
6.2 ICT for users	60	20	27	11	2	3	£98
7.1. Retailing and wholesaling	23	16	6	1	0	1	£36
7.3 Service enterprises	48	7	15	17	9	3	£177
7.4 Hospitality and catering	52	4	8	21	19	2	£234
8.1 Sport, leisure and recreation	65	20	28	12	5	3	£112
9.1 Performing arts	60	14	25	16	5	3	£131
9.2 Crafts, creative arts and design	62	4	26	23	9	16	£176
9.3 Media and communication	63	15	29	16	3	15	£120
10.2 Archaeology and archaeological sciences	2	1	1	0	0	0	£50
11.1 Geography	7	6	1	0	0	2	£14
13.1 Teaching and lecturing	45	38	7	0	0	3	£16
13.2 Direct learning support	74	60	8	3	3	6	£34
14.1 Foundations for learning and life	63	34	17	8	4	3	£78

SSA tier 2 code and description, or learning aim	Number of responses for this survey question	No significant additional course running costs	Number of responses reporting additional course running costs of between £50 to £150 per student per annum	Number of responses reporting additional course running costs of between £150 to £300 per student per annum	Number of responses reporting additional course running costs of over £300 per student per annum	Number providing no response for this survey question	Average additional course running costs indicated for each SSA or learning aim
Assumed mid-point, high or low value		£0	£100	£225	£350		
14.2 Preparation for work	71	54	10	5	2	5	£40
15.3 Business Management	69	58	10	1	0	4	£18
Diploma in Applied Science	49	8	27	10	4	1	£130
Certificate in Applied Psychology	14	11	2	1	0	1	£30
GCE A/AS level in Business	41	39	2	0	0	3	£5
GCE A/AS level in Geography	38	30	7	1	0	3	£24
GCE A/AS level in Psychology	44	43	1	0	0	3	£2
GCE A/AS level in Biology	44	7	27	7	3	3	£121
GCE A/AS level in Physics	45	12	25	5	3	3	£104
GCE A/AS level in Chemistry	44	7	25	9	3	3	£127
GCE A/AS level in Environmental Studies	14	8	4	2	0	0	£61
GCE A/AS level in Geology	13	6	5	1	1	0	£83
GCE A/AS level in Art and Design	38	4	9	19	6	3	£191
GCE A/AS level in Dance	26	8	12	2	4	3	£117
GCE A/AS level in Media Studies	37	15	12	8	2	2	£100

SSA tier 2 code and description, or learning aim	Number of responses for this survey question	No significant additional course running costs	Number of responses reporting additional course running costs of between £50 to £150 per student per annum	Number of responses reporting additional course running costs of between £150 to £300 per student per annum	Number of responses reporting additional course running costs of over £300 per student per annum	Number providing no response for this survey question	Average additional course running costs indicated for each SSA or learning aim
Assumed mid-point, high or low value		**£0**	**£100**	**£225**	**£350**		
GCE A/AS level in Computer Science	36	14	13	6	3	3	£103
GCE A/AS level in Physical Education	32	15	14	1	2	0	£73
GCE A/AS level in Music	25	4	7	9	5	2	£179
GCE A/AS level in Electronics	9	2	3	3	1	0	£147
GCE A/AS level in Design and Technology	23	2	5	11	5	1	£205

Annex J – Equipment costs reported for each SSA and learning aim

SSA tier 2 code and description, or learning aim	Number of responses for this survey question	Number of responses no significant equipment costs (less than £20,000)	Number of responses reporting equipment costs of between £20,000 to £50,000	Number of responses reporting equipment costs of between £50,000 and £200,000	Number of responses reporting equipment costs of between £200,000 to £500,000	Number of responses reporting equipment costs over £500,000	Number providing no response for this survey question	Average equipment costs indicated for each SSA or learning aim
Assumed mid-point		**£0**	**£35,000**	**£125,000**	**£350,000**	**£1,000,000**		
1.1 Medicine and dentistry	6	3	1	1	1	0	0	£85,000
1.2 Nursing and subjects and vocations allied to medicine	36	13	14	6	3	0	2	£63,611
1.3 Health and Social Care	82	60	16	5	0	1	7	£26,646
1.4 Public Services	57	45	6	6	0	0	4	£16,842
1.5 Child development and wellbeing	74	59	11	4	0	0	3	£11,959
3.1 Agriculture (land-based providers with specialist resources)	12	0	1	1	1	9	0	£792,500
3.1 Agriculture (providers without specialist resources)	14	2	2	4	1	5	0	£422,857
3.2 Horticulture and forestry (land-based providers with specialist resources)	11	0	0	4	3	4	0	£504,545
3.2 Horticulture and forestry (providers without specialist resources)	23	8	4	7	1	3	0	£189,783

SSA tier 2 code and description, or learning aim	Number of responses for this survey question	Number of responses no significant equipment costs (less than £20,000)	Number of responses reporting equipment costs of between £20,000 to £50,000	Number of responses reporting equipment costs of between £50,000 and £200,000	Number of responses reporting equipment costs of between £200,000 to £500,000	Number of responses reporting equipment costs over £500,000	Number providing no response for this survey question	Average equipment costs indicated for each SSA or learning aim
Assumed mid-point		**£0**	**£35,000**	**£125,000**	**£350,000**	**£1,000,000**		
3.3 Animal care and veterinary science (land-based providers with specialist resources)	12	0	0	1	2	9	0	£818,750
3.3 Animal care and veterinary science (providers without specialist resources)	24	0	2	8	5	9	0	£492,500
3.4 Environmental conservation (land-based providers with specialist resources)	6	0	1	3	1	1	0	£293,333
3.4 Environmental conservation (providers without specialist resources)	3	1	0	1	0	1	0	£375,000
4.1 Engineering	59	5	9	9	17	19	1	£447,288
4.2 Manufacturing Technologies	31	3	3	5	9	11	1	£480,000
4.3 Transportation Operations and Maintenance	43	2	4	12	14	11	1	£407,907
5.1 Architecture	8	3	3	1	1	0	1	£72,500
5.2 Building and Construction	54	5	7	13	12	17	1	£427,222

SSA tier 2 code and description, or learning aim	Number of responses for this survey question	Number of responses no significant equipment costs (less than £20,000)	Number of responses reporting equipment costs of between £20,000 to £50,000	Number of responses reporting equipment costs of between £50,000 and £200,000	Number of responses reporting equipment costs of between £200,000 to £500,000	Number of responses reporting equipment costs over £500,000	Number providing no response for this survey question	Average equipment costs indicated for each SSA or learning aim
Assumed mid-point		**£0**	**£35,000**	**£125,000**	**£350,000**	**£1,000,000**		
5.3 Urban, rural and regional planning	5	2	3	0	0	0	0	£21,000
6.1 ICT practitioners	64	13	26	17	5	3	2	£121,641
6.2 ICT for users	62	20	25	12	4	1	1	£77,016
7.1. Retailing and wholesaling	24	18	4	1	1	0	0	£25,625
7.3 Service enterprises	49	11	15	11	9	3	2	£164,286
7.4 Hospitality and catering	52	6	9	9	21	7	2	£303,654
8.1 Sport, leisure and recreation	65	21	19	12	5	8	3	£183,308
9.1 Performing arts	60	12	20	14	10	4	3	£165,833
9.2 Crafts, creative arts and design	62	19	21	16	5	1	16	£88,468
9.3 Media and communication	63	20	21	16	5	1	15	£87,063
10.2 Archaeology and archaeological sciences	2	1	1	0	0	0	0	£17,500
11.1 Geography	7	7	0	0	0	0	2	£0
13.1 Teaching and lecturing	46	44	1	1	0	0	2	£3,478
13.2 Direct learning support	74	70	2	2	0	0	6	£4,324

SSA tier 2 code and description, or learning aim	Number of responses for this survey question	Number of responses no significant equipment costs (less than £20,000)	Number of responses reporting equipment costs of between £20,000 to £50,000	Number of responses reporting equipment costs of between £50,000 and £200,000	Number of responses reporting equipment costs of between £200,000 to £500,000	Number of responses reporting equipment costs over £500,000	Number providing no response for this survey question	Average equipment costs indicated for each SSA or learning aim
Assumed mid-point		**£0**	**£35,000**	**£125,000**	**£350,000**	**£1,000,000**		
14.1 Foundations for learning and life	63	45	11	4	3	0	3	£30,714
14.2 Preparation for work	72	62	6	3	1	0	4	£12,986
15.3 Business Management	69	67	1	1	0	0	4	£2,319
Diploma in Applied Science	50	14	16	17	2	1	0	£87,700
Certificate in Applied Psychology	14	13	1	0	0	0	1	£2,500
GCE A/AS level in Business	41	41	0	0	0	0	3	£0
GCE A/AS level in Geography	38	38	0	0	0	0	3	£0
GCE A/AS level in Psychology	44	44	0	0	0	0	3	£0
GCE A/AS level in Biology	44	11	23	9	1	0	3	£51,818
GCE A/AS level in Physics	45	16	19	9	1	0	3	£47,556
GCE A/AS level in Chemistry	44	11	22	9	2	0	3	£58,977
GCE A/AS level in Environmental Studies	14	11	3	0	0	0	0	£7,500
GCE A/AS level in Geology	13	9	2	2	0	0	0	£24,615
GCE A/AS level in Art and Design	38	6	20	10	2	0	3	£69,737

SSA tier 2 code and description, or learning aim	Number of responses for this survey question	Number of responses no significant equipment costs (less than £20,000)	Number of responses reporting equipment costs of between £20,000 to £50,000	Number of responses reporting equipment costs of between £50,000 and £200,000	Number of responses reporting equipment costs of between £200,000 to £500,000	Number of responses reporting equipment costs over £500,000	Number providing no response for this survey question	Average equipment costs indicated for each SSA or learning aim
Assumed mid-point		**£0**	**£35,000**	**£125,000**	**£350,000**	**£1,000,000**		
GCE A/AS level in Dance	26	10	7	2	5	2	3	£163,269
GCE A/AS level in Media Studies	37	16	14	7	0	0	2	£36,892
GCE A/AS level in Computer Science	36	9	18	8	1	0	3	£55,000
GCE A/AS level in Physical Education	32	18	10	1	1	2	0	£88,281
GCE A/AS level in Music	25	4	11	7	3	0	2	£92,400
GCE A/AS level in Electronics	9	1	5	2	1	0	0	£86,111
GCE A/AS level in Design and Technology	23	4	10	5	4	0	1	£103,261

Annex K – Recruitment and retention issues reported for each SSA or learning aim

SSA tier 2 code and description or learning aim	Sample size	No - Learning aim or subject area does not have any recruitment or retention issues for teaching staff	%	Yes - Learning aim or subject area has recruitment or retention issues for teaching staff, but we do not pay increased salary, enhanced pay packages or other increased pay benefits to address this	%	Yes - Learning aims or subject area has recruitment or retention issues for teaching staff and we do pay increased salary, enhanced pay packages or other increased benefits for the teaching staff needed to deliver this learning aim or subject area to address this.	%	Total responses reporting recruitment or retention issues for teaching staff needed to deliver this learning aim for this learning aim or subject area	%
1.1 Medicine and dentistry	6	2	33%	2	33%	2	33%	4	67%
1.2 Nursing and subjects and vocations allied to medicine	37	12	32%	16	43%	9	24%	25	68%
1.3 Health and Social Care	84	49	58%	29	35%	6	7%	35	42%
1.4 Public Services	58	46	79%	9	16%	3	5%	12	21%
1.5 Child development and wellbeing	75	48	64%	26	35%	1	1%	27	36%
3.1 Agriculture	26	7	27%	14	54%	5	19%	19	73%
3.2 Horticulture and forestry	34	15	44%	13	38%	6	18%	19	56%
3.3 Animal care and veterinary science	36	17	47%	17	47%	2	6%	19	53%
3.4 Environmental conservation	9	3	33%	5	56%	1	11%	6	67%

SSA tier 2 code and description or learning aim	Sample size	No - Learning aim or subject area does not have any recruitment or retention issues for teaching staff	%	Yes - Learning aim or subject area has recruitment or retention issues for teaching staff, but we do not pay increased salary, enhanced pay packages or other increased pay benefits to address this	%	Yes - Learning aims or subject area has recruitment or retention issues for teaching staff and we do pay increased salary, enhanced pay packages or other increased benefits for the teaching staff needed to deliver this learning aim or subject area to address this.	%	Total responses reporting recruitment or retention issues for teaching staff needed to deliver this learning aim for this learning aim or subject area	%
4.1 Engineering	58	1	2%	13	22%	44	76%	57	98%
4.2 Manufacturing Technologies	31	2	6%	6	19%	23	74%	29	94%
4.3 Transportation Operations and Maintenance	42	9	21%	16	38%	17	40%	33	79%
5.1 Architecture	8	0	0%	3	38%	5	63%	8	100%
5.2 Building and Construction	54	3	6%	14	26%	37	69%	51	94%
5.3 Urban, rural and regional planning	5	0	0%	3	60%	2	40%	5	100%
6.1 ICT practitioners	64	24	38%	23	36%	17	27%	40	63%
6.2 ICT for users	61	34	56%	21	34%	6	10%	27	44%
7.1. Retailing and wholesaling	24	21	88%	3	13%	0	0%	3	13%
7.3 Service enterprises	48	37	77%	10	21%	1	2%	11	23%

SSA tier 2 code and description or learning aim	Sample size	No - Learning aim or subject area does not have any recruitment or retention issues for teaching staff	%	Yes - Learning aim or subject area has recruitment or retention issues for teaching staff, but we do not pay increased salary, enhanced pay packages or other increased pay benefits to address this	%	Yes - Learning aims or subject area has recruitment or retention issues for teaching staff and we do pay increased salary, enhanced pay packages or other increased benefits for the teaching staff needed to deliver this learning aim or subject area to address this.	%	Total responses reporting recruitment or retention issues for teaching staff needed to deliver this learning aim for this learning aim or subject area	%
7.4 Hospitality and catering	53	39	74%	14	26%	0	0%	14	26%
8.1 Sport, leisure and recreation	65	58	89%	6	9%	1	2%	7	11%
9.1 Performing arts	60	52	87%	8	13%	0	0%	8	13%
9.2 Crafts, creative arts and design	64	52	81%	11	17%	1	2%	12	19%
9.3 Media and communication	64	42	66%	16	25%	6	9%	22	34%
10.2 Archaeology and archaeological sciences	1	0	0%	1	100%	0	0%	1	100%
13.1 Teaching and lecturing	47	31	66%	12	26%	4	9%	16	34%
13.2 Direct learning support	74	62	84%	9	12%	3	4%	12	16%
14.1 Foundations for learning and life	64	45	70%	15	23%	4	6%	19	30%
14.2 Preparation for work	73	55	75%	13	18%	5	7%	18	25%

SSA tier 2 code and description or learning aim	Sample size	No - Learning aim or subject area does not have any recruitment or retention issues for teaching staff	%	Yes - Learning aim or subject area has recruitment or retention issues for teaching staff, but we do not pay increased salary, enhanced pay packages or other increased pay benefits to address this	%	Yes - Learning aims or subject area has recruitment or retention issues for teaching staff and we do pay increased salary, enhanced pay packages or other increased benefits for the teaching staff needed to deliver this learning aim or subject area to address this.	%	Total responses reporting recruitment or retention issues for teaching staff needed to deliver this learning aim for this learning aim or subject area	%
15.3 Business Management	69	42	61%	22	32%	5	7%	27	39%
Certificate in Applied Psychology	14	8	57%	4	29%	2	14%	6	43%
Diploma in Applied Science	49	24	49%	18	37%	7	14%	25	51%
GCE A/AS level in Business	41	22	54%	14	34%	5	12%	19	46%
GCE A/AS level in Geography	37	28	76%	8	22%	1	3%	9	24%
GCE A/AS level in Psychology	43	32	74%	9	21%	2	5%	11	26%
GCE A/AS level in Biology	44	21	48%	17	39%	6	14%	23	52%
GCE A/AS level in Physics	46	14	30%	24	52%	8	17%	32	70%
GCE A/AS level in Chemistry	44	16	36%	21	48%	7	16%	28	64%
GCE A/AS level in Environmental Studies	21	13	62%	7	33%	1	5%	8	38%
GCE A/AS level in Geology	13	9	69%	3	23%	1	8%	4	31%

SSA tier 2 code and description or learning aim	Sample size	No - Learning aim or subject area does not have any recruitment or retention issues for teaching staff	%	Yes - Learning aim or subject area has recruitment or retention issues for teaching staff, but we do not pay increased salary, enhanced pay packages or other increased pay benefits to address this	%	Yes - Learning aims or subject area has recruitment or retention issues for teaching staff and we do pay increased salary, enhanced pay packages or other increased benefits for the teaching staff needed to deliver this learning aim or subject area to address this.	%	Total responses reporting recruitment or retention issues for teaching staff needed to deliver this learning aim for this learning aim or subject area	%
GCE A/AS level in Art and Design	37	32	86%	4	11%	1	3%	5	14%
GCE A/AS level in Dance	25	24	96%	1	4%	0	0%	1	4%
GCE A/AS level in Media Studies	36	31	86%	2	6%	3	8%	5	14%
GCE A/AS level in Computer Science	35	9	26%	18	51%	8	23%	26	74%
GCE A/AS level in Physical Education	30	30	100%	0	0%	0	0%	0	0%
GCE A/AS level in Music	24	16	67%	7	29%	1	4%	8	33%
GCE A/AS level in Electronics	9	1	11%	4	44%	4	44%	8	89%
GCE A/AS level in Design and Technology	22	15	68%	4	18%	3	14%	7	32%

Annex L – Estimated increased hourly cost for smaller class sizes

SSA tier 2 code and description or learning aim	Average notional hourly cost reported for teaching staff (Annex D)	Average reported maximum class (Annex C)	Estimated baseline teaching staff cost per student per hour for a maximum class size of 20 (£54.79 divided by 20)	Weighted average class size for this SSA or learning aim (Annex E)	Estimated teaching staff cost per student per hour from the smaller class size (£54.79 divided by the reported class size for this SSA or learning aim)	Estimated increased teaching staff cost per student per hour for the smaller class size	Average percentage of practical time reported as needed for this learning aim or SSA (Annex D)	Estimated increased hourly cost per student per hour from the smaller class size (when smaller classes are needed for practical lessons only)
1.1 Medicine and dentistry	£54.79	20.0	£2.74	19.0	£2.88	£0.14	39.2%	£0.05
1.2 Nursing and subjects and vocations allied to medicine	£54.79	20.0	£2.74	19.4	£2.82	£0.08	22.2%	£0.02
1.3 Health and Social Care	£54.79	20.0	£2.74	19.0	£2.88	£0.14	14.9%	£0.02
1.4 Public Services	£54.79	20.0	£2.74	18.6	£2.95	£0.21	19.8%	£0.04
1.5 Child development and wellbeing	£54.79	20.0	£2.74	18.4	£2.98	£0.24	18.9%	£0.05
3.1 Agriculture (land-based providers with specialist resources)	£54.79	20.0	£2.74	11.7	£4.68	£1.94	60.8%	£1.18
3.1 Agriculture (providers without specialist resources)	£54.79	20.0	£2.74	14.2	£3.86	£1.12	57.5%	£0.64
3.2 Horticulture and forestry (land-based providers with specialist resources)	£54.79	20.0	£2.74	11.6	£4.72	£1.98	61.8%	£1.22

SSA tier 2 code and description or learning aim	Average notional hourly cost reported for teaching staff (Annex D)	Average reported maximum class (Annex C)	Estimated baseline teaching staff cost per student per hour for a maximum class size of 20 (£54.79 divided by 20)	Weighted average class size for this SSA or learning aim (Annex E)	Estimated teaching staff cost per student per hour from the smaller class size (£54.79 divided by the reported class size for this SSA or learning aim)	Estimated increased teaching staff cost per student per hour for the smaller class size	Average percentage of practical time reported as needed for this learning aim or SSA (Annex D)	Estimated increased hourly cost per student per hour from the smaller class size (when smaller classes are needed for practical lessons only)
3.2 Horticulture and forestry (providers without specialist resources)	£54.79	20.0	£2.74	12.9	£4.25	£1.51	61.0%	£0.92
3.3 Animal care and veterinary science (land-based providers with specialist resources)	£54.79	20.0	£2.74	13.5	£4.06	£1.32	50.0%	£0.66
3.3 Animal care and veterinary science (providers without specialist resources)	£54.79	20.0	£2.74	16.6	£3.30	£0.56	51.4%	£0.29
3.4 Environmental conservation (land-based providers with specialist resources)	£54.79	20.0	£2.74	11.7	£4.68	£1.94	55.4%	£1.07
3.4 Environmental conservation (providers without specialist resources)	£54.79	20.0	£2.74	14.7	£3.73	£0.99	50.0%	£0.50
4.1 Engineering	£54.79	20.0	£2.74	16.5	£3.32	£0.58	48.3%	£0.28
4.2 Manufacturing Technologies	£54.79	20.0	£2.74	16.0	£3.42	£0.68	52.2%	£0.35

SSA tier 2 code and description or learning aim	Average notional hourly cost reported for teaching staff (Annex D)	Average reported maximum class (Annex C)	Estimated baseline teaching staff cost per student per hour for a maximum class size of 20 (£54.79 divided by 20)	Weighted average class size for this SSA or learning aim (Annex E)	Estimated teaching staff cost per student per hour from the smaller class size (£54.79 divided by the reported class size for this SSA or learning aim)	Estimated increased teaching staff cost per student per hour for the smaller class size	Average percentage of practical time reported as needed for this learning aim or SSA (Annex D)	Estimated increased hourly cost per student per hour from the smaller class size (when smaller classes are needed for practical lessons only)
4.3 Transportation Operations and Maintenance	£54.79	20.0	£2.74	15.7	£3.49	£0.75	53.4%	£0.40
5.1 Architecture	£54.79	20.0	£2.74	14.4	£3.80	£1.06	35.7%	£0.38
5.2 Building and Construction	£54.79	20.0	£2.74	15.4	£3.56	£0.82	64.1%	£0.53
5.3 Urban, rural and regional planning	£54.79	20.0	£2.74	15.1	£3.63	£0.89	37.0%	£0.33
6.1 ICT practitioners	£54.79	20.0	£2.74	18.4	£2.98	£0.24	22.5%	£0.05
6.2 ICT for users	£54.79	20.0	£2.74	18.5	£2.96	£0.22	22.4%	£0.05
7.1. Retailing and wholesaling	£54.79	20.0	£2.74	18.8	£2.91	£0.17	12.8%	£0.02
7.3 Service enterprises	£54.79	20.0	£2.74	16.2	£3.38	£0.64	54.6%	£0.35
7.4 Hospitality and catering	£54.79	20.0	£2.74	16.0	£3.42	£0.68	61.3%	£0.42
8.1 Sport, leisure and recreation	£54.79	20.0	£2.74	18.8	£2.91	£0.17	31.9%	£0.05
9.1 Performing arts	£54.79	20.0	£2.74	17.2	£3.19	£0.45	46.1%	£0.21
9.2 Crafts, creative arts and design	£54.79	20.0	£2.74	17.6	£3.11	£0.37	49.6%	£0.18
9.3 Media and communication	£54.79	20.0	£2.74	18.4	£2.98	£0.24	24.4%	£0.06

SSA tier 2 code and description or learning aim	Average notional hourly cost reported for teaching staff (Annex D)	Average reported maximum class (Annex C)	Estimated baseline teaching staff cost per student per hour for a maximum class size of 20 (£54.79 divided by 20)	Weighted average class size for this SSA or learning aim (Annex E)	Estimated teaching staff cost per student per hour from the smaller class size (£54.79 divided by the reported class size for this SSA or learning aim)	Estimated increased teaching staff cost per student per hour for the smaller class size	Average percentage of practical time reported as needed for this learning aim or SSA (Annex D)	Estimated increased hourly cost per student per hour from the smaller class size (when smaller classes are needed for practical lessons only)
10.2 Archaeology and archaeological sciences	£54.79	20.0	£2.74	21.0	£2.61	-£0.13	0.0%	£0.00
11.1 Geography	£54.79	20.0	£2.74	18.9	£2.90	£0.16	0.0%	£0.00
13.1 Teaching and lecturing	£54.79	20.0	£2.74	17.7	£3.10	£0.36	12.9%	£0.05
13.2 Direct learning support	£54.79	20.0	£2.74	14.5	£3.78	£1.04	5.1%	£0.05
14.1 Foundations for learning and life	£54.79	20.0	£2.74	12.3	£4.45	£1.71	15.8%	£0.27
14.2 Preparation for work	£54.79	20.0	£2.74	13.3	£4.12	£1.38	15.2%	£0.21
15.3 Business Management	£54.79	20.0	£2.74	19.2	£2.85	£0.11	2.7%	£0.00
Diploma in Applied Science	£54.79	20.0	£2.74	18.1	£3.03	£0.29	27.3%	£0.08
Certificate in Applied Psychology	£54.79	20.0	£2.74	19.7	£2.78	£0.04	6.1%	£0.00
GCE A/AS level in Business	£54.79	20.0	£2.74	20.2	£2.71	-£0.03	0.4%	£0.00
GCE A/AS level in Geography	£54.79	20.0	£2.74	19.9	£2.75	£0.01	2.3%	£0.00
GCE A/AS level in Psychology	£54.79	20.0	£2.74	20.4	£2.69	-£0.05	0.4%	£0.00
GCE A/AS level in Biology	£54.79	20.0	£2.74	17.9	£3.06	£0.32	24.8%	£0.08

SSA tier 2 code and description or learning aim	Average notional hourly cost reported for teaching staff (Annex D)	Average reported maximum class (Annex C)	Estimated baseline teaching staff cost per student per hour for a maximum class size of 20 (£54.79 divided by 20)	Weighted average class size for this SSA or learning aim (Annex E)	Estimated teaching staff cost per student per hour from the smaller class size (£54.79 divided by the reported class size for this SSA or learning aim)	Estimated increased teaching staff cost per student per hour for the smaller class size	Average percentage of practical time reported as needed for this learning aim or SSA (Annex D)	Estimated increased hourly cost per student per hour from the smaller class size (when smaller classes are needed for practical lessons only)
GCE A/AS level in Physics	£54.79	20.0	£2.74	17.6	£3.11	£0.37	22.4%	£0.08
GCE A/AS level in Chemistry	£54.79	20.0	£2.74	17.9	£3.06	£0.32	24.8%	£0.08
GCE A/AS level in Environmental Studies	£54.79	20.0	£2.74	20.0	£2.74	£0.00	8.6%	£0.00
GCE A/AS level in Geology	£54.79	20.0	£2.74	18.9	£2.90	£0.16	8.1%	£0.01
GCE A/AS level in Art and Design	£54.79	20.0	£2.74	17.2	£3.19	£0.45	44.7%	£0.20
GCE A/AS level in Dance	£54.79	20.0	£2.74	17.6	£3.11	£0.37	39.8%	£0.15
GCE A/AS level in Media Studies	£54.79	20.0	£2.74	18.8	£2.91	£0.17	22.6%	£0.04
GCE A/AS level in Computer Science	£54.79	20.0	£2.74	18.5	£2.96	£0.22	26.9%	£0.06
GCE A/AS level in Physical Education	£54.79	20.0	£2.74	18.5	£2.96	£0.22	21.8%	£0.05

Annex M – Estimated increased hourly cost for technician staff

SSA tier 2 code and description or learning aim	Weighted average class size for this SSA or learning aim (Annex E)	Estimated technician staff cost per student per hour (£18.07 divided by reported class size for SSA or learning aim)	Average percentage of practical time reported as needed for each learning aim or SSA (Annex F)	Estimated increased cost per student per hour from needing technician staff for the practical lessons	Average percentage of survey responses reporting technician staff are needed for delivering each learning aim or SSA (Annex G)	Estimated hourly increased cost for needing a technician staff for each SSA reflecting the proportion of survey responses indicating technician staff are needed
1.1 Medicine and dentistry	19.0	£0.95	39.2%	£0.37	50.00%	£0.19
1.2 Nursing and subjects and vocations allied to medicine	19.4	£0.93	22.2%	£0.21	44.40%	£0.09
1.3 Health and Social Care	19.0	£0.95	14.9%	£0.14	6.00%	£0.01
1.4 Public Services	18.6	£0.97	19.8%	£0.19	13.00%	£0.02
1.5 Child development and wellbeing	18.4	£0.98	18.9%	£0.19	8.00%	£0.02
3.1 Agriculture (land-based providers with specialist resources)	11.7	£1.54	60.8%	£0.94	91.70%	£0.86
3.1 Agriculture (providers without specialist resources)	14.2	£1.27	57.5%	£0.73	100.00%	£0.73
3.2 Horticulture and forestry (land-based providers with specialist resources)	11.6	£1.56	61.8%	£0.96	100.00%	£0.96
3.2 Horticulture and forestry (providers without specialist resources)	12.9	£1.40	61.0%	£0.85	100.00%	£0.85

SSA tier 2 code and description or learning aim	Weighted average class size for this SSA or learning aim (Annex E)	Estimated technician staff cost per student per hour (£18.07 divided by reported class size for SSA or learning aim)	Average percentage of practical time reported as needed for each learning aim or SSA (Annex F)	Estimated increased cost per student per hour from needing technician staff for the practical lessons	Average percentage of survey responses reporting technician staff are needed for delivering each learning aim or SSA (Annex G)	Estimated hourly increased cost for needing a technician staff for each SSA reflecting the proportion of survey responses indicating technician staff are needed
3.3 Animal care and veterinary science (land-based providers with specialist resources)	13.5	£1.34	50.0%	£0.67	100.00%	£0.67
3.3 Animal care and veterinary science (providers without specialist resources)	16.6	£1.09	51.4%	£0.56	100.00%	£0.56
3.4 Environmental conservation (land-based providers with specialist resources)	11.7	£1.54	55.4%	£0.85	83.30%	£0.71
3.4 Environmental conservation (providers without specialist resources)	14.7	£1.23	50.0%	£0.62	66.70%	£0.41
4.1 Engineering	16.5	£1.10	48.3%	£0.53	98.20%	£0.52
4.2 Manufacturing Technologies	16.0	£1.13	52.2%	£0.59	90.00%	£0.53
4.3 Transportation Operations and Maintenance	15.7	£1.15	53.4%	£0.61	92.90%	£0.57
5.1 Architecture	14.4	£1.25	35.7%	£0.45	40.00%	£0.18
5.2 Building and Construction	15.4	£1.17	64.1%	£0.75	96.10%	£0.72
5.3 Urban, rural and regional planning	15.1	£1.20	37.0%	£0.44	40.00%	£0.18
6.1 ICT practitioners	18.4	£0.98	22.5%	£0.22	48.40%	£0.11

SSA tier 2 code and description or learning aim	Weighted average class size for this SSA or learning aim (Annex E)	Estimated technician staff cost per student per hour (£18.07 divided by reported class size for SSA or learning aim)	Average percentage of practical time reported as needed for each learning aim or SSA (Annex F)	Estimated increased cost per student per hour from needing technician staff for the practical lessons	Average percentage of survey responses reporting technician staff are needed for delivering each learning aim or SSA (Annex G)	Estimated hourly increased cost for needing a technician staff for each SSA reflecting the proportion of survey responses indicating technician staff are needed
6.2 ICT for users	18.5	£0.98	22.4%	£0.22	35.70%	£0.08
7.1. Retailing and wholesaling	18.8	£0.96	12.8%	£0.12	16.70%	£0.02
7.3 Service enterprises	16.2	£1.12	54.6%	£0.61	77.30%	£0.47
7.4 Hospitality and catering	16.0	£1.13	61.3%	£0.69	86.00%	£0.59
8.1 Sport, leisure and recreation	18.8	£0.96	31.9%	£0.31	37.70%	£0.12
9.1 Performing arts	17.2	£1.05	46.1%	£0.48	70.90%	£0.34
9.2 Crafts, creative arts and design	17.6	£1.03	49.6%	£0.51	83.90%	£0.43
9.3 Media and communication	18.4	£0.98	24.4%	£0.24	68.90%	£0.17
10.2 Archaeology and archaeological sciences	21.0	£0.86	0.0%	£0.00	0.00%	£0.00
11.1 Geography	18.9	£0.96	0.0%	£0.00	0.00%	£0.00
13.1 Teaching and lecturing	17.7	£1.02	12.9%	£0.13	10.50%	£0.01
13.2 Direct learning support	14.5	£1.25	5.1%	£0.06	28.60%	£0.02
14.1 Foundations for learning and life	12.3	£1.47	15.8%	£0.23	29.20%	£0.07

SSA tier 2 code and description or learning aim	Weighted average class size for this SSA or learning aim (Annex E)	Estimated technician staff cost per student per hour (£18.07 divided by reported class size for SSA or learning aim)	Average percentage of practical time reported as needed for each learning aim or SSA (Annex F)	Estimated increased cost per student per hour from needing technician staff for the practical lessons	Average percentage of survey responses reporting technician staff are needed for delivering each learning aim or SSA (Annex G)	Estimated hourly increased cost for needing a technician staff for each SSA reflecting the proportion of survey responses indicating technician staff are needed
14.2 Preparation for work	13.3	£1.36	15.2%	£0.21	31.00%	£0.07
15.3 Business Management	19.2	£0.94	2.7%	£0.03	11.10%	£0.00
Diploma in Applied Science	18.1	£1.00	27.3%	£0.27	89.70%	£0.24
Certificate in Applied Psychology	19.7	£0.92	6.1%	£0.06	33.30%	£0.02
GCE A/AS level in Business	20.2	£0.89	0.4%	£0.00	0.00%	£0.00
GCE A/AS level in Geography	19.9	£0.91	2.3%	£0.02	20.00%	£0.00
GCE A/AS level in Psychology	20.4	£0.89	0.4%	£0.00	0.00%	£0.00
GCE A/AS level in Biology	17.9	£1.01	24.8%	£0.25	100.00%	£0.25
GCE A/AS level in Physics	17.6	£1.03	22.4%	£0.23	90.90%	£0.21
GCE A/AS level in Chemistry	17.9	£1.01	24.8%	£0.25	100.00%	£0.25
GCE A/AS level in Environmental Studies	20.0	£0.90	8.6%	£0.08	80.00%	£0.06
GCE A/AS level in Geology	18.9	£0.96	8.1%	£0.08	66.70%	£0.05
GCE A/AS level in Art and Design	17.2	£1.05	44.7%	£0.47	96.90%	£0.46

SSA tier 2 code and description or learning aim	Weighted average class size for this SSA or learning aim (Annex E)	Estimated technician staff cost per student per hour (£18.07 divided by reported class size for SSA or learning aim)	Average percentage of practical time reported as needed for each learning aim or SSA (Annex F)	Estimated increased cost per student per hour from needing technician staff for the practical lessons	Average percentage of survey responses reporting technician staff are needed for delivering each learning aim or SSA (Annex G)	Estimated hourly increased cost for needing a technician staff for each SSA reflecting the proportion of survey responses indicating technician staff are needed
GCE A/AS level in Dance	17.6	£1.03	39.8%	£0.41	77.30%	£0.32
GCE A/AS level in Media Studies	18.8	£0.96	22.6%	£0.22	70.00%	£0.15
GCE A/AS level in Computer Science	18.5	£0.98	26.9%	£0.26	45.00%	£0.12
GCE A Level in Physical Education	18.5	£0.98	21.8%	£0.21	37.50%	£0.08
GCE A/AS level in Music	16.0	£1.13	39.3%	£0.44	100.00%	£0.44
GCE A/AS level in Electronics	17.8	£1.02	22.5%	£0.23	100.00%	£0.23
GCE A/AS level in Design and Technology	17.4	£1.04	44.9%	£0.47	95.00%	£0.45

Annex N – Estimated increased hourly cost for course running costs

SSA tier 2 code and description or learning aim	Average additional course running costs indicated for each SSA or learning aim (Annex I)	Estimated increased course running costs per student per hours (course running costs indicated for each SSA or learning aim divided by 600)
1.1 Medicine and dentistry	£146	£0.24
1.2 Nursing and subjects and vocations allied to medicine	£89	£0.15
1.3 Health and Social Care	£46	£0.08
1.4 Public Services	£58	£0.10
1.5 Child development and wellbeing	£47	£0.08
3.1 Agriculture (land-based providers with specialist resources)	£350	£0.58
3.1 Agriculture (providers without specialist resources)	£238	£0.40
3.2 Horticulture and forestry (land-based providers with specialist resources)	£350	£0.58
3.2 Horticulture and forestry (providers without specialist resources)	£190	£0.32
3.3 Animal care and veterinary science (land-based providers with specialist resources)	£350	£0.58
3.3 Animal care and veterinary science (providers without specialist resources)	£253	£0.42
3.4 Environmental conservation (land-based providers with specialist resources)	£225	£0.38
3.4 Environmental conservation (providers without specialist resources)	£308	£0.51
4.1 Engineering	£264	£0.44
4.2 Manufacturing Technologies	£262	£0.44

SSA tier 2 code and description or learning aim	Average additional course running costs indicated for each SSA or learning aim (Annex I)	Estimated increased course running costs per student per hours (course running costs indicated for each SSA or learning aim divided by 600)
4.3 Transportation Operations and Maintenance	£239	£0.40
5.1 Architecture	£109	£0.18
5.2 Building and Construction	£271	£0.45
5.3 Urban, rural and regional planning	£115	£0.19
6.1 ICT practitioners	£120	£0.20
6.2 ICT for users	£98	£0.16
7.1. Retailing and wholesaling	£36	£0.06
7.3 Service enterprises	£177	£0.30
7.4 Hospitality and catering	£234	£0.39
8.1 Sport, leisure and recreation	£112	£0.19
9.1 Performing arts	£131	£0.22
9.2 Crafts, creative arts and design	£176	£0.29
9.3 Media and communication	£120	£0.20
10.2 Archaeology and archaeological sciences	£50	£0.08
11.1 Geography	£14	£0.02
13.1 Teaching and lecturing	£16	£0.03
13.2 Direct learning support	£34	£0.06
14.1 Foundations for learning and life	£78	£0.13
14.2 Preparation for work	£40	£0.07

SSA tier 2 code and description or learning aim	Average additional course running costs indicated for each SSA or learning aim (Annex I)	Estimated increased course running costs per student per hours (course running costs indicated for each SSA or learning aim divided by 600)
15.3 Business Management	£18	£0.03
Diploma in Applied Science	£130	£0.22
Certificate in Applied Psychology	£30	£0.05
GCE A/AS level in Business	£5	£0.01
GCE A/AS level in Geography	£24	£0.04
GCE A/AS level in Psychology	£2	£0.00
GCE A/AS level in Biology	£121	£0.20
GCE A/AS level in Physics	£104	£0.17
GCE A/AS level in Chemistry	£127	£0.21
GCE A/AS level in Environmental Studies	£61	£0.10
GCE A/AS level in Geology	£83	£0.14
GCE A/AS level in Art and Design	£191	£0.32
GCE A/AS level in Dance	£117	£0.20
GCE A/AS level in Media Studies	£100	£0.17
GCE A/AS level in Computer Science	£103	£0.17
GCE A/AS level in Physical Education	£73	£0.12
GCE A/AS level in Music	£179	£0.30
GCE A/AS level in Electronics	£147	£0.25
GCE A/AS level in Design and Technology	£205	£0.34

Annex O – Estimated increased hourly cost for equipment costs

SSA tier 2 code and description or learning aim	Average equipment costs indicated for each learning aim or SSA (Annex J)	Average equipment costs divided by assumed depreciation costs for equipment costs (7 years)	Average equipment costs divided by assumed number of classes equipment costs are shared across (10 classes)	Weighted average class size for this SSA or learning aim (Annex E)	Estimated equipment costs per student per annum	Estimated equipment costs per student per hour (per student cost divided by 600)
1.1 Medicine and dentistry	£85,000	£12,143	£1,214	19.0	£64	£0.11
1.2 Nursing and subjects and vocations allied to medicine	£63,611	£9,087	£909	19.4	£47	£0.08
1.3 Health and Social Care	£26,646	£3,807	£381	19.0	£20	£0.03
1.4 Public Services	£16,842	£2,406	£241	18.6	£13	£0.02
1.5 Child development and wellbeing	£11,959	£1,708	£171	18.4	£9	£0.02
3.1 Agriculture (land-based providers with specialist resources)	£792,500	£113,214	£11,321	11.7	£968	£1.61
3.1 Agriculture (providers without specialist resources)	£422,857	£60,408	£6,041	14.2	£425	£0.71
3.2 Horticulture and forestry (land-based providers with specialist resources)	£504,545	£72,078	£7,208	11.6	£621	£1.04
3.2 Horticulture and forestry (providers without specialist resources)	£189,783	£27,112	£2,711	12.9	£210	£0.35
3.3 Animal care and veterinary science (land-based providers with specialist resources)	£818,750	£116,964	£11,696	13.5	£866	£1.44

SSA tier 2 code and description or learning aim	Average equipment costs indicated for each learning aim or SSA (Annex J)	Average equipment costs divided by assumed depreciation costs for equipment costs (7 years)	Average equipment costs divided by assumed number of classes equipment costs are shared across (10 classes)	Weighted average class size for this SSA or learning aim (Annex E)	Estimated equipment costs per student per annum	Estimated equipment costs per student per hour (per student cost divided by 600)
3.3 Animal care and veterinary science (providers without specialist resources)	£492,500	£70,357	£7,036	16.6	£424	£0.71
3.4 Environmental conservation (land-based providers with specialist resources)	£293,333	£41,905	£4,191	11.7	£358	£0.60
3.4 Environmental conservation (providers without specialist resources)	£375,000	£53,571	£5,357	14.7	£364	£0.61
4.1 Engineering	£447,288	£63,898	£6,390	16.5	£387	£0.65
4.2 Manufacturing Technologies	£480,000	£68,571	£6,857	16.0	£429	£0.72
4.3 Transportation Operations and Maintenance	£407,907	£58,272	£5,827	15.7	£371	£0.62
5.1 Architecture	£72,500	£10,357	£1,036	14.4	£72	£0.12
5.2 Building and Construction	£427,222	£61,032	£6,103	15.4	£396	£0.66
5.3 Urban, rural and regional planning	£21,000	£3,000	£300	15.1	£20	£0.03
6.1 ICT practitioners	£121,641	£17,377	£1,738	18.4	£94	£0.16
6.2 ICT for users	£77,016	£11,002	£1,100	18.5	£59	£0.10
7.1. Retailing and wholesaling	£25,625	£3,661	£366	18.8	£19	£0.03
7.3 Service enterprises	£164,286	£23,469	£2,347	16.2	£145	£0.24
7.4 Hospitality and catering	£303,654	£43,379	£4,338	16.0	£271	£0.45

SSA tier 2 code and description or learning aim	Average equipment costs indicated for each learning aim or SSA (Annex J)	Average equipment costs divided by assumed depreciation costs for equipment costs (7 years)	Average equipment costs divided by assumed number of classes equipment costs are shared across (10 classes)	Weighted average class size for this SSA or learning aim (Annex E)	Estimated equipment costs per student per annum	Estimated equipment costs per student per hour (per student cost divided by 600)
8.1 Sport, leisure and recreation	£183,308	£26,187	£2,619	18.8	£139	£0.23
9.1 Performing arts	£165,833	£23,690	£2,369	17.2	£138	£0.23
9.2 Crafts, creative arts and design	£88,468	£12,638	£1,264	17.6	£72	£0.12
9.3 Media and communication	£87,063	£12,438	£1,244	18.4	£68	£0.11
10.2 Archaeology and archaeological sciences	£17,500	£2,500	£250	21.0	£12	£0.02
11.1 Geography	£0	£0	£0	18.9	£0	£0.00
13.1 Teaching and lecturing	£3,478	£497	£50	17.7	£3	£0.01
13.2 Direct learning support	£4,324	£618	£62	14.5	£4	£0.01
14.1 Foundations for learning and life	£30,714	£4,388	£439	12.3	£36	£0.06
14.2 Preparation for work	£12,986	£1,855	£186	13.3	£14	£0.02
15.3 Business Management	£2,319	£331	£33	19.2	£2	£0.00
Diploma in Applied Science	£87,700	£12,529	£1,253	18.1	£69	£0.12
Certificate in Applied Psychology	£2,500	£357	£36	19.7	£2	£0.00
GCE A/AS level in Business	£0	£0	£0	20.2	£0	£0.00
GCE A/AS level in Geography	£0	£0	£0	19.9	£0	£0.00
GCE A/AS level in Psychology	£0	£0	£0	20.4	£0	£0.00

SSA tier 2 code and description or learning aim	Average equipment costs indicated for each learning aim or SSA (Annex J)	Average equipment costs divided by assumed depreciation costs for equipment costs (7 years)	Average equipment costs divided by assumed number of classes equipment costs are shared across (10 classes)	Weighted average class size for this SSA or learning aim (Annex E)	Estimated equipment costs per student per annum	Estimated equipment costs per student per hour (per student cost divided by 600)
GCE A/AS level in Biology	£51,818	£7,403	£740	17.9	£41	£0.07
GCE A/AS level in Physics	£47,556	£6,794	£679	17.6	£39	£0.07
GCE A/AS level in Chemistry	£58,977	£8,425	£843	17.9	£47	£0.08
GCE A/AS level in Environmental Studies	£7,500	£1,071	£107	20.0	£5	£0.01
GCE A/AS level in Geology	£24,615	£3,516	£352	18.9	£19	£0.03
GCE A/AS level in Art and Design	£69,737	£9,962	£996	17.2	£58	£0.10
GCE A/AS level in Dance	£163,269	£23,324	£2,332	17.6	£133	£0.22
GCE A/AS level in Media Studies	£36,892	£5,270	£527	18.8	£28	£0.05
GCE A/AS level in Computer Science	£55,000	£7,857	£786	18.5	£42	£0.07
GCE A/AS level in Physical Education	£88,281	£12,612	£1,261	18.5	£68	£0.11
GCE A/AS level in Music	£92,400	£13,200	£1,320	16.0	£83	£0.14
GCE A/AS level in Electronics	£86,111	£12,302	£1,230	17.8	£69	£0.12
GCE A/AS level in Design and Technology	£103,261	£14,752	£1,475	17.4	£85	£0.14

Annex P – Total estimated increased hourly cost

SSA tier 2 and description or learning aim title	Estimated increased cost per student per hour cost from extra course running costs (Annex N)	Estimated increased cost per student per hour cost from extra equipment costs (Annex O)	Estimated increased cost per student per hour from needing technician staff (Annex M)	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for practical lessons only	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for practical lesson only added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when small classes are assumed to be needed for practical lessons only when compared with £5.00 per student per hour baseline cost	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons)	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for whole learning aim added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) when compared with the £5.00 per student per hour baseline
1.1 Medicine and dentistry	£0.24	£0.11	£0.19	£0.05	£5.59	12%	£0.14	£5.68	14%
1.2 Nursing and subjects and vocations allied to medicine	£0.15	£0.08	£0.09	£0.02	£5.34	7%	£0.08	£5.40	8%
1.3 Health and Social Care	£0.08	£0.03	£0.01	£0.02	£5.14	3%	£0.14	£5.26	5%
1.4 Public Services	£0.10	£0.02	£0.02	£0.04	£5.18	4%	£0.21	£5.35	7%

SSA tier 2 and description or learning aim title	Estimated increased cost per student per hour cost from extra course running costs (Annex N)	Estimated increased cost per student per hour cost from extra equipment costs (Annex O)	Estimated increased cost per student per hour from needing technician staff (Annex M)	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for practical lessons only	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for practical lesson only added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when small classes are assumed to be needed for practical lessons only when compared with £5.00 per student per hour baseline cost	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons)	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for whole learning aim added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) when compared with the £5.00 per student per hour baseline
1.5 Child development and wellbeing	£0.08	£0.02	£0.02	£0.05	£5.17	3%	£0.24	£5.36	7%
3.1 Agriculture (land-based providers with specialist resources)	£0.58	£1.61	£0.86	£1.18	£9.23	85%	£1.94	£9.99	100%
3.1 Agriculture (non-land land based providers)	£0.40	£0.71	£0.73	£0.64	£7.48	50%	£1.12	£7.96	59%
3.2 Horticulture and forestry (land-based providers with specialist resources)	£0.58	£1.04	£0.96	£1.22	£8.80	76%	£1.98	£9.56	91%

SSA tier 2 and description or learning aim title	Estimated increased cost per student per hour cost from extra course running costs (Annex N)	Estimated increased cost per student per hour cost from extra equipment costs (Annex O)	Estimated increased cost per student per hour from needing technician staff (Annex M)	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for practical lessons only	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for practical lesson only added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when small classes are assumed to be needed for practical lessons only when compared with £5.00 per student per hour baseline cost	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons)	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for whole learning aim added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) when compared with the £5.00 per student per hour baseline
3.2 Horticulture and forestry (providers without specialist resources)	£0.32	£0.35	£0.85	£0.92	£7.44	49%	£1.51	£8.03	61%
3.3 Animal care and veterinary science (land-based providers with specialist resources)	£0.58	£1.44	£0.67	£0.66	£8.35	67%	£1.32	£9.01	80%
3.3 Animal care and veterinary science (providers without specialist resources)	£0.42	£0.71	£0.56	£0.29	£6.98	40%	£0.56	£7.25	45%

SSA tier 2 and description or learning aim title	Estimated increased cost per student per hour cost from extra course running costs (Annex N)	Estimated increased cost per student per hour cost from extra equipment costs (Annex O)	Estimated increased cost per student per hour from needing technician staff (Annex M)	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for practical lessons only	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for practical lesson only added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when small classes are assumed to be needed for practical lessons only when compared with £5.00 per student per hour baseline cost	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons)	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for whole learning aim added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) when compared with the £5.00 per student per hour baseline
3.4 Environmental conservation (land-based providers with specialist resources)	£0.38	£0.60	£0.71	£1.07	£7.76	55%	£1.94	£8.63	73%
3.4 Environmental conservation (providers without specialist resources)	£0.51	£0.61	£0.41	£0.50	£7.03	41%	£0.99	£7.52	50%
4.1 Engineering	£0.44	£0.65	£0.52	£0.28	£6.89	38%	£0.58	£7.19	44%
4.2 Manufacturing Technologies	£0.44	£0.72	£0.53	£0.35	£7.04	41%	£0.68	£7.37	47%

SSA tier 2 and description or learning aim title	Estimated increased cost per student per hour cost from extra course running costs (Annex N)	Estimated increased cost per student per hour cost from extra equipment costs (Annex O)	Estimated increased cost per student per hour from needing technician staff (Annex M)	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for practical lessons only	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for practical lesson only added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when small classes are assumed to be needed for practical lessons only when compared with £5.00 per student per hour baseline cost	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons)	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for whole learning aim added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) when compared with the £5.00 per student per hour baseline
4.3 Transportation Operations and Maintenance	£0.40	£0.62	£0.57	£0.40	£6.99	40%	£0.75	£7.34	47%
5.1 Architecture	£0.18	£0.12	£0.18	£0.38	£5.86	17%	£1.06	£6.54	31%
5.2 Building and Construction	£0.45	£0.66	£0.72	£0.53	£7.36	47%	£0.82	£7.65	53%
5.3 Urban, rural and regional planning	£0.19	£0.03	£0.18	£0.33	£5.73	15%	£0.89	£6.29	26%
6.1 ICT practitioners	£0.20	£0.16	£0.11	£0.05	£5.52	10%	£0.24	£5.71	14%
6.2 ICT for users	£0.16	£0.10	£0.08	£0.05	£5.39	8%	£0.22	£5.56	11%

SSA tier 2 and description or learning aim title	Estimated increased cost per student per hour cost from extra course running costs (Annex N)	Estimated increased cost per student per hour cost from extra equipment costs (Annex O)	Estimated increased cost per student per hour from needing technician staff (Annex M)	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for practical lessons only	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for practical lesson only added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when small classes are assumed to be needed for practical lessons only when compared with £5.00 per student per hour baseline cost	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons)	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for whole learning aim added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) when compared with the £5.00 per student per hour baseline
7.1 Retailing and wholesaling	£0.06	£0.03	£0.02	£0.02	£5.13	3%	£0.17	£5.28	6%
7.3 Service enterprises	£0.30	£0.24	£0.47	£0.35	£6.36	27%	£0.64	£6.65	33%
7.4 Hospitality and catering	£0.39	£0.45	£0.59	£0.42	£6.85	37%	£0.68	£7.11	42%
8.1 Sport, leisure and recreation	£0.19	£0.23	£0.12	£0.05	£5.59	12%	£0.17	£5.71	14%
9.1 Performing arts	£0.22	£0.23	£0.34	£0.21	£6.00	20%	£0.45	£6.24	25%
9.2 Crafts, creative arts and design	£0.29	£0.12	£0.43	£0.18	£6.02	20%	£0.37	£6.21	24%

SSA tier 2 and description or learning aim title	Estimated increased cost per student per hour cost from extra course running costs (Annex N)	Estimated increased cost per student per hour cost from extra equipment costs (Annex O)	Estimated increased cost per student per hour from needing technician staff (Annex M)	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for practical lessons only	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for practical lesson only added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when small classes are assumed to be needed for practical lessons only when compared with £5.00 per student per hour baseline cost	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons)	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for whole learning aim added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) when compared with the £5.00 per student per hour baseline
9.3 Media and communication	£0.20	£0.11	£0.17	£0.06	£5.54	11%	£0.24	£5.72	14%
10.2 Archaeology and archaeological sciences	£0.08	£0.02	£0.00	£0.00	£5.10	2%	£0.00	£5.10	2%
11.1 Geography	£0.02	£0.00	£0.00	£0.00	£5.02	0%	£0.16	£5.18	4%
13.1 Teaching and lecturing	£0.03	£0.01	£0.01	£0.05	£5.10	2%	£0.36	£5.41	8%
13.2 Direct learning support	£0.06	£0.01	£0.02	£0.05	£5.14	3%	£1.04	£6.13	23%
14.1 Foundations for learning and life	£0.13	£0.06	£0.07	£0.27	£5.53	11%	£1.71	£6.97	39%

SSA tier 2 and description or learning aim title	Estimated increased cost per student per hour cost from extra course running costs (Annex N)	Estimated increased cost per student per hour cost from extra equipment costs (Annex O)	Estimated increased cost per student per hour from needing technician staff (Annex M)	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for practical lessons only	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for practical lesson only added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when small classes are assumed to be needed for practical lessons only when compared with £5.00 per student per hour baseline cost	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons)	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for whole learning aim added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) when compared with the £5.00 per student per hour baseline
14.2 Preparation for work	£0.07	£0.02	£0.07	£0.21	£5.37	7%	£1.38	£6.54	31%
15.3 Business Management	£0.03	£0.00	£0.00	£0.00	£5.03	1%	£0.11	£5.14	3%
Diploma in Applied Science	£0.22	£0.12	£0.24	£0.08	£5.66	13%	£0.29	£5.87	17%
Certificate in Applied Psychology	£0.05	£0.00	£0.02	£0.00	£5.07	1%	£0.04	£5.11	2%
GCE A/AS level in Business	£0.01	£0.00	£0.00	£0.00	£5.01	0%	£0.00	£5.01	0%

SSA tier 2 and description or learning aim title	Estimated increased cost per student per hour cost from extra course running costs (Annex N)	Estimated increased cost per student per hour cost from extra equipment costs (Annex O)	Estimated increased cost per student per hour from needing technician staff (Annex M)	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for practical lessons only	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for practical lesson only added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when small classes are assumed to be needed for practical lessons only when compared with £5.00 per student per hour baseline cost	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons)	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for whole learning aim added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) when compared with the £5.00 per student per hour baseline
GCE A/AS level in Geography	£0.04	£0.00	£0.00	£0.00	£5.04	1%	£0.01	£5.05	1%
GCE A/AS level in Psychology	£0.00	£0.00	£0.00	£0.00	£5.00	0%	£0.00	£5.00	0%
GCE A/AS level in Biology	£0.20	£0.07	£0.25	£0.08	£5.60	12%	£0.32	£5.84	17%
GCE A/AS level in Physics	£0.17	£0.07	£0.21	£0.08	£5.53	11%	£0.37	£5.82	16%
GCE A/AS level in Chemistry	£0.21	£0.08	£0.25	£0.08	£5.62	12%	£0.32	£5.86	17%

SSA tier 2 and description or learning aim title	Estimated increased cost per student per hour cost from extra course running costs (Annex N)	Estimated increased cost per student per hour cost from extra equipment costs (Annex O)	Estimated increased cost per student per hour from needing technician staff (Annex M)	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for practical lessons only	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for practical lesson only added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when small classes are assumed to be needed for practical lessons only when compared with £5.00 per student per hour baseline cost	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons)	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for whole learning aim added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) when compared with the £5.00 per student per hour baseline
GCE A/AS level in Environmental Studies	£0.10	£0.01	£0.06	£0.00	£5.17	3%	£0.00	£5.17	3%
GCE A/AS level in Geology	£0.14	£0.03	£0.05	£0.01	£5.23	5%	£0.16	£5.38	8%
GCE A/AS level in Art and Design	£0.32	£0.10	£0.46	£0.20	£6.08	22%	£0.45	£6.33	27%
GCE A/AS level in Dance	£0.20	£0.22	£0.32	£0.15	£5.89	18%	£0.37	£6.11	22%
GCE A/AS level in Media Studies	£0.17	£0.05	£0.15	£0.04	£5.41	8%	£0.17	£5.54	11%

SSA tier 2 and description or learning aim title	Estimated increased cost per student per hour cost from extra course running costs (Annex N)	Estimated increased cost per student per hour cost from extra equipment costs (Annex O)	Estimated increased cost per student per hour from needing technician staff (Annex M)	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for practical lessons only	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for practical lesson only added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when small classes are assumed to be needed for practical lessons only when compared with £5.00 per student per hour baseline cost	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons)	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for whole learning aim added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) when compared with the £5.00 per student per hour baseline
GCE A/AS level in Computer Science	£0.17	£0.07	£0.12	£0.06	£5.42	8%	£0.22	£5.58	12%
GCE A/AS level in Physical Education	£0.12	£0.11	£0.08	£0.05	£5.36	7%	£0.22	£5.53	11%
GCE A/AS level in Music	£0.30	£0.14	£0.44	£0.27	£6.15	23%	£0.68	£6.56	31%
GCE A/AS level in Electronics	£0.25	£0.12	£0.23	£0.08	£5.68	14%	£0.34	£5.94	19%
GCE A/AS level in Design and Technology	£0.34	£0.14	£0.45	£0.18	£6.11	22%	£0.41	£6.34	27%

Annex Q – Total estimated increased hourly cost with adjustment for EEP and A/AS levels

SSA tier 2 code and description or learning aim	Estimated increased cost per student per hour cost from both course running costs and equipment costs (Annex N and O)	Estimated increased cost per student per hour from needing technician staff (Annex M) with adjustment applied for EEP and A/AS levels	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for practical lessons only with EEP and A/AS level adjustment applied	Total estimated increased hourly cost per student per hour for when small classes are needed for practical only with EEP and A/AS level adjustment applied added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when small classes are assumed to be needed for practical lessons only with EEP and A/AS level adjustment applied then compared with £5.00 per student per hour baseline cost	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) with EEP and A/AS level adjustment applied	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for whole learning aim with EEP and A/AS level adjustment applied then added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) with EEP and A/AS level adjustment applied then compared with £5.00 per student per hour baseline
1.1 Medicine and dentistry	£0.35	£0.15	£0.04	£5.55	11%	£0.11	£5.61	12%
1.2 Nursing and subjects and vocations allied to medicine	£0.23	£0.07	£0.01	£5.32	6%	£0.06	£5.37	7%
1.3 Health and Social Care	£0.11	£0.01	£0.02	£5.13	3%	£0.11	£5.23	5%
1.4 Public Services	£0.12	£0.02	£0.03	£5.17	3%	£0.17	£5.30	6%

SSA tier 2 code and description or learning aim	Estimated increased cost per student per hour cost from both course running costs and equipment costs (Annex N and O)	Estimated increased cost per student per hour from needing technician staff (Annex M) with adjustment applied for EEP and A/AS levels	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for practical lessons only with EEP and A/AS level adjustment applied	Total estimated increased hourly cost per student per hour for when small classes are needed for practical only with EEP and A/AS level adjustment applied added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when small classes are assumed to be needed for practical lessons only with EEP and A/AS level adjustment applied then compared with £5.00 per student per hour baseline cost	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) with EEP and A/AS level adjustment applied	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for whole learning aim with EEP and A/AS level adjustment applied then added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) with EEP and A/AS level adjustment applied then compared with £5.00 per student per hour baseline
1.5 Child development and wellbeing	£0.10	£0.02	£0.04	£5.15	3%	£0.19	£5.31	6%
3.1 Agriculture (land-based providers with specialist resources)	£2.19	£0.69	£0.94	£8.82	76%	£1.55	£9.43	89%
3.1 Agriculture (non-land land based providers)	£1.11	£0.58	£0.52	£7.21	44%	£0.90	£7.59	52%
3.2 Horticulture and forestry (land-based providers with specialist resources)	£1.62	£0.77	£0.98	£8.37	67%	£1.58	£8.97	79%

SSA tier 2 code and description or learning aim	Estimated increased cost per student per hour cost from both course running costs and equipment costs (Annex N and O)	Estimated increased cost per student per hour from needing technician staff (Annex M) with adjustment applied for EEP and A/AS levels	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for practical lessons only with EEP and A/AS level adjustment applied	Total estimated increased hourly cost per student per hour for when small classes are needed for practical only with EEP and A/AS level adjustment applied added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when small classes are assumed to be needed for practical lessons only with EEP and A/AS level adjustment applied then compared with £5.00 per student per hour baseline cost	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) with EEP and A/AS level adjustment applied	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for whole learning aim with EEP and A/AS level adjustment applied then added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) with EEP and A/AS level adjustment applied then compared with £5.00 per student per hour baseline
3.2 Horticulture and forestry (providers without specialist resources)	£0.67	£0.68	£0.74	£7.09	42%	£1.21	£7.56	51%
3.3 Animal care and veterinary science (land-based providers with specialist resources)	£2.02	£0.54	£0.53	£8.08	62%	£1.06	£8.61	72%
3.3 Animal care and veterinary science	£1.13	£0.45	£0.23	£6.81	36%	£0.45	£7.03	41%

SSA tier 2 code and description or learning aim	Estimated increased cost per student per hour cost from both course running costs and equipment costs (Annex N and O)	Estimated increased cost per student per hour from needing technician staff (Annex M) with adjustment applied for EEP and A/AS levels	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for practical lessons only with EEP and A/AS level adjustment applied	Total estimated increased hourly cost per student per hour for when small classes are needed for practical only with EEP and A/AS level adjustment applied added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when small classes are assumed to be needed for practical lessons only with EEP and A/AS level adjustment applied then compared with £5.00 per student per hour baseline cost	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) with EEP and A/AS level adjustment applied	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for whole learning aim with EEP and A/AS level adjustment applied then added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) with EEP and A/AS level adjustment applied then compared with £5.00 per student per hour baseline
(providers without specialist resources)								
3.4 Environmental conservation (land-based providers with specialist resources)	£0.98	£0.57	£0.86	£7.41	48%	£1.55	£8.10	62%
3.4 Environmental conservation (providers without specialist resources)	£1.12	£0.33	£0.40	£6.84	37%	£0.79	£7.24	45%
4.1 Engineering	£1.09	£0.42	£0.22	£6.73	35%	£0.46	£6.97	39%

SSA tier 2 code and description or learning aim	Estimated increased cost per student per hour cost from both course running costs and equipment costs (Annex N and O)	Estimated increased cost per student per hour from needing technician staff (Annex M) with adjustment applied for EEP and A/AS levels	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for practical lessons only with EEP and A/AS level adjustment applied	Total estimated increased hourly cost per student per hour for when small classes are needed for practical only with EEP and A/AS level adjustment applied added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when small classes are assumed to be needed for practical lessons only with EEP and A/AS level adjustment applied then compared with £5.00 per student per hour baseline cost	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) with EEP and A/AS level adjustment applied	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for whole learning aim with EEP and A/AS level adjustment applied then added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) with EEP and A/AS level adjustment applied then compared with £5.00 per student per hour baseline
4.2 Manufacturing Technologies	£1.16	£0.42	£0.28	£6.87	37%	£0.54	£7.13	43%
4.3 Transportation Operations and Maintenance	£1.02	£0.46	£0.32	£6.80	36%	£0.60	£7.08	42%
5.1 Architecture	£0.30	£0.14	£0.30	£5.75	15%	£0.85	£6.29	26%
5.2 Building and Construction	£1.11	£0.58	£0.42	£7.11	42%	£0.66	£7.34	47%
5.3 Urban, rural and regional planning	£0.22	£0.14	£0.26	£5.63	13%	£0.71	£6.08	22%
6.1 ICT practitioners	£0.36	£0.09	£0.04	£5.49	10%	£0.19	£5.64	13%

SSA tier 2 code and description or learning aim	Estimated increased cost per student per hour cost from both course running costs and equipment costs (Annex N and O)	Estimated increased cost per student per hour from needing technician staff (Annex M) with adjustment applied for EEP and A/AS levels	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for practical lessons only with EEP and A/AS level adjustment applied	Total estimated increased hourly cost per student per hour for when small classes are needed for practical only with EEP and A/AS level adjustment applied added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when small classes are assumed to be needed for practical lessons only with EEP and A/AS level adjustment applied then compared with £5.00 per student per hour baseline cost	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) with EEP and A/AS level adjustment applied	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for whole learning aim with EEP and A/AS level adjustment applied then added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) with EEP and A/AS level adjustment applied then compared with £5.00 per student per hour baseline
6.2 ICT for users	£0.26	£0.06	£0.04	£5.36	7%	£0.18	£5.50	10%
7.1 Retailing and wholesaling	£0.09	£0.02	£0.02	£5.12	2%	£0.14	£5.24	5%
7.3 Service enterprises	£0.54	£0.38	£0.28	£6.20	24%	£0.51	£6.43	29%
7.4 Hospitality and catering	£0.84	£0.47	£0.33	£6.65	33%	£0.54	£6.86	37%
8.1 Sport, leisure and recreation	£0.42	£0.10	£0.04	£5.56	11%	£0.14	£5.65	13%
9.1 Performing arts	£0.45	£0.27	£0.17	£5.89	18%	£0.36	£6.08	22%

SSA tier 2 code and description or learning aim	Estimated increased cost per student per hour cost from both course running costs and equipment costs (Annex N and O)	Estimated increased cost per student per hour from needing technician staff (Annex M) with adjustment applied for EEP and A/AS levels	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for practical lessons only with EEP and A/AS level adjustment applied	Total estimated increased hourly cost per student per hour for when small classes are needed for practical only with EEP and A/AS level adjustment applied added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when small classes are assumed to be needed for practical lessons only with EEP and A/AS level adjustment applied then compared with £5.00 per student per hour baseline cost	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) with EEP and A/AS level adjustment applied	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for whole learning aim with EEP and A/AS level adjustment applied then added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) with EEP and A/AS level adjustment applied then compared with £5.00 per student per hour baseline
9.2 Crafts, creative arts and design	£0.41	£0.34	£0.15	£5.90	18%	£0.30	£6.05	21%
9.3 Media and communication	£0.31	£0.14	£0.05	£5.49	10%	£0.19	£5.64	13%
10.2 Archaeology and archaeological sciences	£0.10	£0.00	£0.00	£5.10	2%	£0.00	£5.10	2%
11.1 Geography	£0.02	£0.00	£0.00	£5.02	0%	£0.13	£5.15	3%
13.1 Teaching and lecturing	£0.04	£0.01	£0.04	£5.09	2%	£0.29	£5.34	7%

SSA tier 2 code and description or learning aim	Estimated increased cost per student per hour cost from both course running costs and equipment costs (Annex N and O)	Estimated increased cost per student per hour from needing technician staff (Annex M) with adjustment applied for EEP and A/AS levels	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for practical lessons only with EEP and A/AS level adjustment applied	Total estimated increased hourly cost per student per hour for when small classes are needed for practical only with EEP and A/AS level adjustment applied added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when small classes are assumed to be needed for practical lessons only with EEP and A/AS level adjustment applied then compared with £5.00 per student per hour baseline cost	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) with EEP and A/AS level adjustment applied	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for whole learning aim with EEP and A/AS level adjustment applied then added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) with EEP and A/AS level adjustment applied then compared with £5.00 per student per hour baseline
13.2 Direct learning support	£0.07	£0.02	£0.04	£5.13	3%	£0.83	£5.92	18%
14.1 Foundations for learning and life	£0.19	£0.06	£0.22	£5.46	9%	£1.37	£6.61	32%
14.2 Preparation for work	£0.09	£0.06	£0.17	£5.31	6%	£1.10	£6.25	25%
15.3 Business Management	£0.03	£0.00	£0.00	£5.03	1%	£0.09	£5.12	2%
Diploma in Applied Science	£0.34	£0.19	£0.06	£5.60	12%	£0.23	£5.76	15%

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Certificate in Applied Psychology	£0.05	£0.02	£0.00	£5.07	1%	£0.03	£5.10	2%
GCE A/AS level in Business	£0.01	£0.00	£0.00	£5.01	0%	£0.00	£5.01	0%
GCE A/AS level in Geography	£0.04	£0.00	£0.00	£5.04	1%	£0.00	£5.04	1%
GCE A/AS level in Psychology	£0.00	£0.00	£0.00	£5.00	0%	£0.00	£5.00	0%
GCE A/AS level in Biology	£0.27	£0.07	£0.02	£5.36	7%	£0.09	£5.42	8%

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GCE A/AS level in Physics	£0.24	£0.06	£0.02	£5.32	6%	£0.10	£5.40	8%
GCE A/AS level in Chemistry	£0.29	£0.07	£0.02	£5.38	8%	£0.09	£5.44	9%
GCE A/AS level in Environmental Studies	£0.11	£0.02	£0.00	£5.13	3%	£0.00	£5.13	3%
GCE A/AS level in Geology	£0.17	£0.01	£0.00	£5.19	4%	£0.04	£5.23	5%
GCE A/AS level in Art and Design	£0.42	£0.12	£0.05	£5.60	12%	£0.12	£5.67	13%

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GCE A/AS level in Dance	£0.42	£0.09	£0.04	£5.55	11%	£0.10	£5.61	12%
GCE A/AS level in Media Studies	£0.22	£0.04	£0.01	£5.27	5%	£0.05	£5.31	6%
GCE A/AS level in Computer Science	£0.24	£0.03	£0.02	£5.29	6%	£0.06	£5.33	7%
GCE A/AS level in Physical Education	£0.23	£0.02	£0.01	£5.26	5%	£0.06	£5.31	6%
GCE A/AS level in Music	£0.44	£0.12	£0.07	£5.63	13%	£0.18	£5.74	15%

SSA tier 2 code and description or learning aim	Estimated increased cost per student per hour cost from both course running costs and equipment costs (Annex N and O)	Estimated increased cost per student per hour from needing technician staff (Annex M) with adjustment applied for EEP and A/AS levels	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for practical lessons only with EEP and A/AS level adjustment applied	Total estimated increased hourly cost per student per hour for when small classes are needed for practical only with EEP and A/AS level adjustment applied added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when small classes are assumed to be needed for practical lessons only with EEP and A/AS level adjustment applied then compared with £5.00 per student per hour baseline cost	Estimated increased cost per student per hour from smaller classes for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) with EEP and A/AS level adjustment applied	Total estimated increased hourly cost per student per hour for when small classes are assumed to be needed for whole learning aim with EEP and A/AS level adjustment applied then added to the assumed £5.00 per student per hour baseline cost	Estimated increased percentage cost per student per hour for when smaller classes are assumed to be needed for delivering the whole learning aim (practical and theory lessons) with EEP and A/AS level adjustment applied then compared with £5.00 per student per hour baseline
GCE A/AS level in Electronics	£0.37	£0.06	£0.02	£5.45	9%	£0.09	£5.52	10%
GCE A/AS level in Design and Technology	£0.48	£0.12	£0.05	£5.65	13%	£0.11	£5.71	14%

Annex R – Survey responses about the impact of cost weightings, HVCP and LSG

Provider were asked to what extent do you agree or disagree with the following statements	Sample size	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
The Programme Cost Weighting increases announced for 2021 to 2022 enabled us to grow provision in the 6 subject areas.	99	9 (9.1%)	39 (39.4%)	34 (34.3%)	15 (15.2%)	2 (2.0%)
We increased our resource allocations in the 6 subject areas because of the Programme Cost Weighting increases announced for 2021 to 2022.	98	10 (10.2%)	28 (28.6%)	42 (42.9%)	13 (13.3%)	5 (5.1%)
Programme Cost Weighting increases announced for 2021 to 2022 have enabled us to improve the quality of the provision in the six subject areas.	99	14 (14.4%)	42 (42.4%)	32 (32.3%)	10 (10.1%)	1 (1.0%)
The additional funding from the HVCP has enabled us to grow how many places we are able to offer the subject areas attracting the premium.	97	5 (5.2%)	27 (27.8%)	43 (44.3%)	15 (15.5%)	7 (7.2%)
The additional funding from the HVCP has enabled us to increase investment in the facilities, equipment, or pay more to recruit / retrain expert staff to deliver the subject areas attracting the premium.	97	8 (8.2%)	38 (39.2%)	30 (30.9%)	12 (12.4%)	9 (9.3%)
The additional funding from the introduction of the HVCP has incentivised us to grow our level 3 offer in those subject areas attracting the premium.	96	6 (6.3%)	38 (39.6%)	35 (36.5%)	10 (10.4%)	7 (7.3%)
The additional funding uplift for qualifications included in the Lifetime Skills Guarantee will enable us to enrol more adults onto those qualifications included in the offer.	102	19 (18.6%)	26 (25.5%)	40 (39.2%)	13 (12.7%)	4 (3.9%)

Annex S – Survey responses about the impact of the AMP

Statement providers were asked whether they agreed or disagreed with.	Sample size	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Responses from those indicating they are in receipt of the AMP						
The additional funding from AMP has enabled us to grow our level 3 maths offer.	31	4 (12.9%)	17 (54.8%)	7 (22.6%)	3 (9.7%)	0 (0.0%)
We recognise our calculated baseline for the AMP and have aimed to increase enrolments on advanced maths courses against this baseline to attract the premium.	31	2 (6.5%)	14 (45.2%)	13 (41.9%)	2 (6.5%)	0 (0.0%)
Responses from those indicating they are not in receipt of the AMP						
The additional funding from AMP has enabled us to grow our level 3 maths offer.	59	0 (0.0%)	0 (0.0%)	38 (64.4%)	13 (22.0%)	8 (13.6%)
We recognise our calculated baseline for the AMP and have aimed to increase enrolments on advanced maths courses against this baseline to attract the premium.	59	0 (0.0%)	3 (5.1%	41 (69.5%)	8 (13.6%)	7 (11.9%)

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