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Comhairle Maoinachaidh na h-Alba

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Credit Guidance for Colleges AY 2020-21

SFC Guidance

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Credit Guidance: student activity data guidance for colleges in AY 2020-21

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Summary: Guidance for colleges on eligibility for credit funding in Academic Year 2020-21

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Credit Guidance: student activity data guidance for colleges in AY 2020-21

Introduction

1. This guidance for the forthcoming academic year (AY) 2020-21 is set in the context of the COVID-19 pandemic and the need to focus efforts on recovering from the health and economic crisis. We recognise that different parts of Scotland and particular sectors of the economy will face their own specific challenges. This guidance aims to provide colleges with sufficient national-level direction, coupled with the flexibility to respond to the regional needs of learners, business and local communities, and to align provision and activity to the recovery mission, with urgency. SFC has also been asked by Scottish Ministers to review how we can fulfil our mission of securing coherent provision by post-16 education bodies. This review is very likely to result in further changes to the credit guidance to be implemented from AY 2021-22.

Context for the changes for AY 2020-21 to support economic and social recovery

2. **Priorities and flexibility:** To enable colleges to shift provision towards economic recovery we are making changes to the credit guidance for AY 2020-21. The overall aim is to provide flexibility, so that colleges can adapt to the needs of their region, but also to be clear on national priorities that we would want the sector to deliver. These changes will support colleges in the delivery of the general recommendations from the Advisory Group on Economic Recovery and the report by the Enterprise and Skills Strategic Board sub-group on measures to mitigate the labour market impacts from COVID-19. We have taken advice and evidence from the college sector in developing this guidance.
3. **Learning loss and deferred students:** We must mitigate the risk of reduced educational attainment and ensure that students whose studies were disrupted in the last AY have the opportunity to complete their studies, build their skills and achieve their qualifications. We know that colleges will want to ensure that these students have the opportunity to secure employment opportunities and further study. Our guidance, therefore, recognises that in this coming AY, unlike any previous year, a significant number of students will need to re-attend at least part of their course. This is mainly as a result of practical elements that could not be delivered remotely during lockdown. Deferred students should be recognised as a priority group in order to allow them to successfully complete their course in AY 2020-21.
4. **Continued provision of full-time places:** Although there is current uncertainty about the level of demand for full-time further and higher education provision at colleges we expect that demand will be high. As a result of reduced employment opportunities there is likely to be high demand from young people for college places to which we want our colleges to be able to respond.

5. **Re-training and re-skilling:** We recognise that there is significant uncertainty about how the labour market may recover. But we should anticipate the effects of the health crisis being with us for some time. Even with significant efforts to keep people in jobs, there is likely to be an increase in unemployment that will require a significant response from the education and skills system. We expect there will be a need across the country for re-training, up-skilling and re-skilling to equip people for new employment opportunities as the economy begins to recover. We expect colleges to make available relevant short courses to enable people to get quickly back into employment.
6. **Prioritising school engagement:** As the college sector has achieved the credit target in previous years, the capacity to respond to these additional economic recovery requirements needs to be coupled with de-prioritising other areas. Colleges have built important links with local schools and those connections are as important as ever. However, given the need to focus resources we expect colleges in this coming AY, to prioritise activity with senior phase school pupils. We expect colleges to de-prioritise school/college links and activity outwith the senior phase, while recognising the particular circumstances outlined further in this guidance
7. **Additional units:** Over a number of years there has been a fairly substantial increase in the number of additional units for full-time further education students. While these are valuable additional units, and we recognise the need to support employability and pathways to higher education, they are not always necessary for the successful completion of a course. Reducing the level of additional units for full-time students will free-up activity for other priorities.
8. **Flexibility in credit claims:** To provide flexibility and in particular address issues relating to deferred students, we are making changes to our credit guidance:
 - To enable colleges to claim credits for students who need to repeat units as a result of COVID-19 (deferred students).
 - As a consequence we have removed references to “one-plus”.
 - To enable colleges to claim for timetabled guidance on full-time HE courses, which brings this into line with full-time FE courses.
9. **Prioritising credit activity:** To help colleges shift their provision to allow for additional demand for mainstream provision aimed at future skills areas and provide shorter re-training, re-skilling and upskilling courses we require colleges to deprioritise:
 - School college activity outwith senior phase.
 - Additional units to full-time FE students, unless they are in response to COVID-19 i.e. deferred units or deemed essential in terms of future employability or progress to higher education.

- Colleges will also be able to provide skills training through the Flexible Workforce Development Fund. As this is funded separately and not associated with credits we will continue to provide separate guidance on this.

Skills alignment and Curriculum planning

10. Overall, recent reports and the plans of enterprise agencies, highlight that the critical skills needs of employers and the general vision of inclusive economic growth for Scotland involves a shift towards digital, automation, artificial intelligence, the transition to a net zero carbon economy, life sciences, health and social care, early years, construction and technical STEM-D. Our exit from the European Union highlights our need to consider the impact on particular sectors, such as hospitality, health and social care, and rural industries.
11. The industries and key areas that anticipate skills shortages, either pre-existing or COVID-related, include construction; digital tech; food, drink and agriculture; health and social care; and early years. It is likely that re-skilling and upskilling programmes may need to prioritise these particular sectors. There will be differential impacts across geographies and in society generally from the COVID-19 crisis. Local authority areas that are rural or mainly rural have a slightly higher share of jobs in the most exposed sectors; although the number of jobs in the most exposed sectors is highest in Glasgow, Edinburgh and Fife.
12. We also know that the COVID-19 crisis will disproportionately affect young people, women, vulnerable groups, BAME communities, and those in disadvantaged areas and with lower skills. Colleges can play an important role in responding to these social impacts and redressing inequalities.
13. To understand the regional and particular dimensions of what might be required to tackle the economic and employment situation, Skills Development Scotland and SFC will work with colleges to undertake demand and provision analysis across economic regions, drawing on enhanced labour market intelligence. This should help our collective understanding of the gaps or future pressures in provision arising from the COVID-19 crisis, and help us all to make choices about how best to align our resources and activities to overcome the challenges presented during this crisis.
14. We recognise the challenges facing colleges in AY 2020-21, in terms of the choices to be made, the existing curriculum plans in place, and the need to return balanced budgets. We will continue to work with colleges and our partner agencies to support colleges through this difficult time, to ensure we can all make a difference for Scotland's recovery.

Detailed guidance on eligibility for credit funding for colleges

15. SFC provides grants to colleges and college regions that undertake to deliver a specified volume of activity measured in credits (1 credit is equivalent to 40 hours of learning). This guidance sets out our core principles for eligibility for credit funding, and the programmes and students eligible for credit funding.
16. Funding is provided to colleges/regions to help improve the employment prospects and/or personal progression of students. Students should only be enrolled on programmes that are suitable for their needs and abilities, and all programmes should make an appropriate addition to students' ongoing development. Funding is provided for Scottish or European Union students (but not students from the rest of the UK), refugees and asylum seekers who have been properly enrolled with the college/region, and whose learning is being supported and individual educational requirements are being met by the college/region. There should, therefore, be a suitable level of engagement with the student which is pro-active, managed by the college/region, and relates to the funding implicitly being claimed in respect of that student from SFC.
17. The number of credits claimed for distance learning provision should be commensurate with the college staff time spent on developing and delivering the course. Credits should only be claimed for distance learning students who remain active and fully engaged with the course.
18. Colleges/regions are funded using regional indicators of demand, with the assumption being that student recruitment will take place primarily within the respective college region, and the expectation that the vast majority of provision is delivered within each college's region. If a college/region wishes to deliver provision outwith its region, e.g. for nationally recognised activity, this must be agreed with the college/region's SFC Outcome Agreement Manager.
19. The flowchart at **Annex A** sets out the eligibility criteria to determine whether credits can be claimed for a student and/or programme of study.

Programmes fully funded from non-SFC sources

20. Programmes of learning which are fully funded from non-SFC sources are not eligible for funding. For example, where students or a sponsor (such as their employer or collaborative partner) have paid for the full cost of their programme of study, the students are regarded as non-fundable and credits should not be claimed, regardless of whether the college/region or the employer/collaborative partner received the fee.

Students funded from multiple sources

21. There will be occasions where colleges/regions receive funding for students

from SFC and/or other bodies that, put together, fully fund the cost of delivering the programme of study, for example, SFC and/or Skills Development Scotland, employers, other industry bodies, etc. Colleges should ensure the totality of funding they receive for these programmes from the multiple sources is reasonable and justifiable within the audit process.

ESOL provision

22. SFC issued a briefing note to college Principals in September 2017 regarding the transfer of £1.45 million from strategic funds to core teaching funds for English for Speakers of Other Languages (ESOL) provision from AY 2018-19. All ESOL provision continues to be funded from core teaching in AY 2020-21.
23. To ensure provision meets the needs of the region, colleges/regions must continue to work with local authorities and Community Planning Partnerships (CPP) and discuss the provision and funding of ESOL – whether that be delivered in the college or in the community. To demonstrate this collaborative working, colleges/regions must prepare joint delivery plans with local authorities/CPPs and share them with the relevant Outcome Agreement Manager. The joint plan should include detail of:
 - The ESOL need for the region and how local need is being met by the college/region and the local authority/CPP.
 - Credit bearing and non-credit bearing activity and funding allocated to each category of activity by the college and local authority/CPP.
 - How ESOL activity in the region fits into a learner journey/pathway, i.e. the pipeline of provision which supports progression into formal accredited college courses, where that is appropriate.
24. SFC has previously agreed that there could be a small amount of flexibility to use the funds for colleges/regions to continue to work with local authorities/CPPs on some non-credit bearing activity. However, the majority of activity should remain credit bearing as the activity contributes to the circa 116,000 FTE target. We have intentionally not quantified the amount of non-credit bearing activity as this will vary from region to region, but it should be a marginal amount. If colleges/regions are unsure of what is an acceptable amount of non-credit bearing activity, they should approach their Outcome Agreement Manager.
25. SFC will monitor the levels of uptake of courses through the data returns from colleges/regions. For provision that is agreed and delivered in the community using credit funding, the learner must be enrolled at the college.
26. Colleges must ensure their data returns comply to the [FES 1 Guidance Notes for AY 2020-21](#) with regard to ESOL courses that are delivered as part of a

collaboration between colleges/regions and CPPs. The levels of ESOL activity and its impact will also be reviewed as part of the Outcome Agreement process.

School/college engagement

27. Colleges/regions work closely with schools across the whole curriculum and all levels. A key element of the Scottish Government's 'Developing the Young Workforce' programme is to provide vocational education to pupils in the senior phase of secondary school. SFC's Outcome Agreement measures include credits delivered to senior phase pupils studying vocational qualifications and credits delivered to learners at S3 and above.
28. SFC is aware that colleges/regions also work with school pupils at other levels and deliver credit bearing activity. This activity helps to address gender imbalance in learning and the needs of STEM. However, for AY 2020-21 we expect colleges to deprioritise this activity in order to focus on provision that addresses the needs of the economy in the post COVID-19 recovery period.
29. SFC expects, therefore, that credits claimed for school college activity in this coming year will be for senior phase (S4 to S6) including vocational courses and Highers and Advanced Highers. There may also be some additional activity for learners at S3 that relates to vocational pathways.
30. We appreciate that there may be curriculum plans already in place and that, particularly in rural and remote areas, this may ensure school pupils have access to a range of subjects. We therefore expect that there may still be some delivery to school pupils at other levels but we would expect this to reduce nationally.

Assessing how many credits can be claimed for SFC funded programmes

31. Where SFC is the sole source of funding (excluding tuition fees), the credits to be claimed will be equal to the number of planned SQA (or other awarding body) credits to be delivered, except for students enrolled on programmes designed for students with educational support needs. For example, a Higher National Certificate (HNC) is worth 12 credits over one year and a Higher National Diploma (HND) is worth 30 credits over two years. A National Certificate (NC) is typically worth 12 credits but colleges often choose to deliver additional units on these programmes.
32. In cases where colleges enrol students on programmes that lead to multiple awards, the SFC credits claimed should be based on the planned learning hours and the claim reduced to take account of teaching overlap across the awards.
33. In cases where the units delivered do not have a credit value, the fundable credits should be derived on the basis of the planned learning hours divided by

40 (1 credit = 40 hours of learning).

34. If a student has greater difficulty in learning than the majority of other students and they have been assessed by the college or an external agency as requiring additional support, they should be enrolled on a programme designed to meet their educational support needs and claimed against Price Group 5. Credit claims for these programmes should always be calculated on the basis of planned learning hours divided by 40, irrespective of whether the units delivered have a credit value or not.
35. For programmes containing a mix of credits and other activity, the credit claim should be based on the total credits plus the planned learning hours divided by 40 (1 credit = 40 learning hours) for the non-credited units.
36. Planned learning hours should represent a realistic and sensible estimation of the number of hours that students will normally be required to undertake in their programme of learning. Examples of what may be counted as planned learning hours include:
 - Class contact time.
 - Supported study time.
 - Supported learning (online learning, blended learning, e-assessment and open learning).
 - Tutorial time.
 - Any additional time which the college requires for delivering the course and/or supporting the student (e.g. assessment time).
37. For work experience that is not accredited, colleges/regions can claim 1 credit for every 80 hours of work experience. The hours claimed for non-accredited work experience/placement should be reasonable and justifiable within the audit process. For programmes of study where SFC is not the sole source of funding, the credits to be claimed should be calculated as above but then reduced to take account of the non-SFC income. Total funding (from all sources) received for such programmes should be reasonable and justifiable within the audit process.

Re-skilling and upskilling programmes

38. We expect that there will be a high demand for short re-skilling and upskilling programmes as unemployment rises as a result of the COVID-19 economic downturn. The industries and key areas that anticipate skills shortages, either pre-existing or COVID-related, include construction; digital tech; food, drink and agriculture; health and social care; and early years.
39. Colleges should continue to claim credits for these courses based on the credit value/planned learning hours divided by 40 method.

Price groups

40. SFC recognises that some subject areas are more expensive to deliver than others. For example, an engineering course may cost more to deliver than a business course, as it requires specialist equipment and can only be safely delivered to small classes because of health and safety considerations.
41. For this reason SFC has worked with the sector to categorise all programmes across five individual price groups, based on the course subject classification ('superclass'). The price for each price group is shown below:

Price group 1	Price group 2	Price group 3	Price group 4	Price group 5
£236.91	£269.44	£313.88	£403.17	£416.51

42. A mapping from superclass subject areas to price group is provided in **Annex B**. The mapping is based on the superclass coding for the course which should best describe the academic subject area.
43. Table 1 below provides three examples of the price group profile for 'Region A' that has been targeted to deliver 100,000 credits. The credits for each price group, multiplied by the price of that group, derive the total credit funding.

Table 1: Price groups and price paid per credit								
Price group	1	2	3	4	5	Credits delivered	Gross credit funding	Average funding per credit
Price per credit	£236.91	£269.44	£313.88	£403.17	£416.51			
Profile A	20,000	35,000	22,000	1,000	22,000	100,000	£30,640,374	£306.40
Profile B	19,000	30,000	28,000	0	23,000	100,000	£30,952,922	£309.53
Profile C	26,000	31,000	26,000	2,000	15,000	100,000	£29,727,247	£297.27

Definition of full-time

44. Any student that undertakes 15 credits or more, on a single programme of study, in a single AY – including spanning courses – should be considered full-time. In addition, HNC students undertaking 12 credits on a single programme in a single AY should also be considered full-time.

Credits per student and monitoring of college level activity

45. Colleges/regions should only claim a maximum of one full-time

course/programme per year per student. Students are able to achieve full-time further education (FE) or higher education (HE) qualifications, such as an NC or HNC, by completing 12 Credits. However, a student's employment prospects are often improved if they complete additional units that better prepare them for the workplace.

46. Colleges/regions should determine at the start of a course the number of planned credits and this should represent a realistic and sensible estimation of the number of hours that students will normally undertake in their programme of learning. SFC does not expect the number of planned credits to increase in-year. If students undertake additional units that were not planned at the course outset then these should be reported under a separate programme for which the students should complete a separate enrolment form.
47. To help colleges shift their provision to allow for additional demand for mainstream provision aimed at future skills areas and provide shorter re-training, re-skilling and upskilling courses we require colleges to deprioritise additional units for full-time further education courses. We expect the norm to be 16 credits for full-time FE provision. Additional credits beyond 16 would need to be justified on the basis that they were deemed essential in terms of future employability, progress to higher education or because they included deferred units.

Deferred students

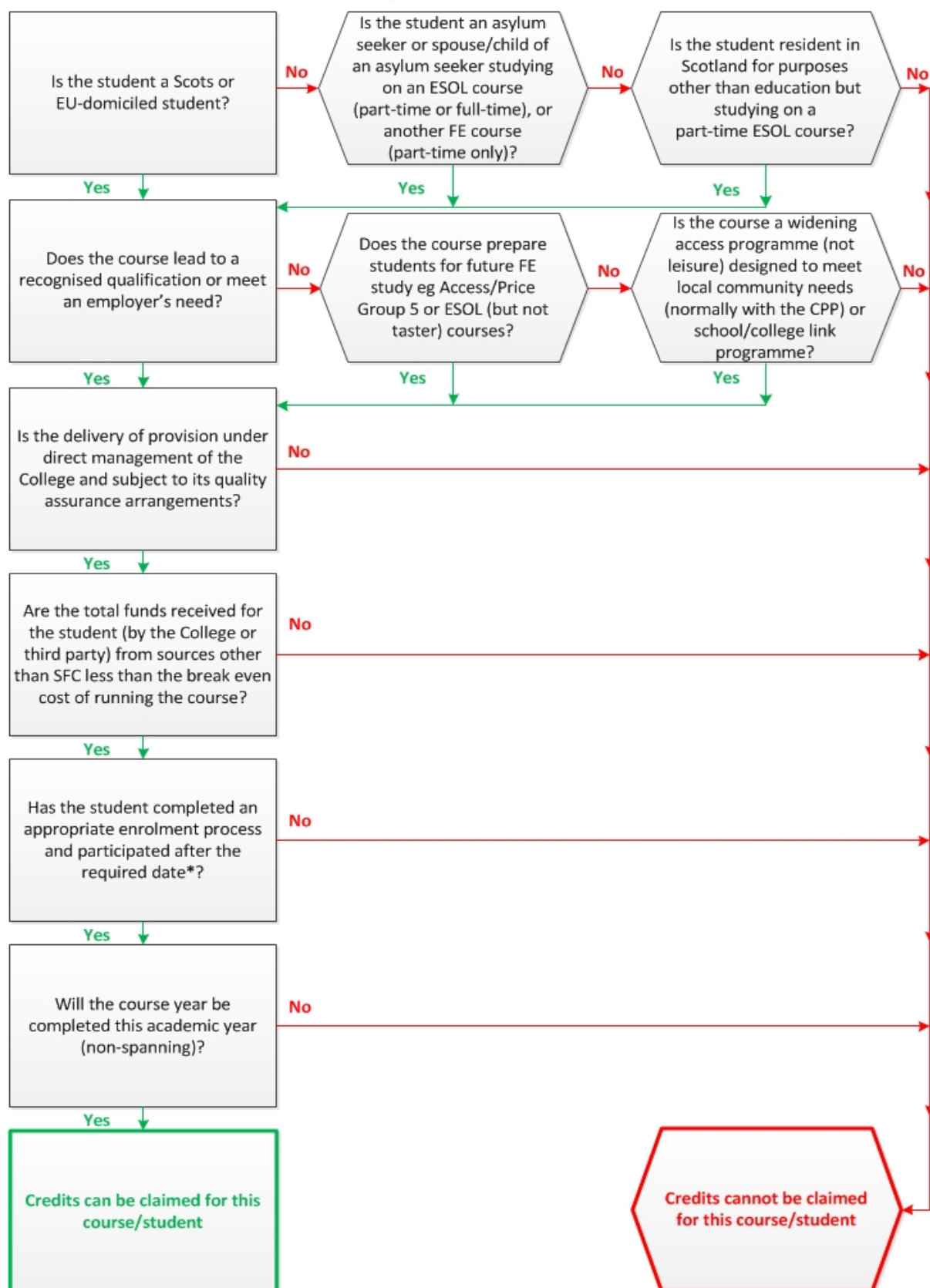
48. As a result of current COVID-19 restrictions, there will be students who need to complete part of their AY 2019-20 course in AY 2020-21 (deferred students). Colleges will be able to claim credits for this activity commensurate with the additional resource requirements to complete the students learning from 2019-20.
49. Many of these students completing courses from AY 2019-20 will also enrol on new programmes in AY 2020-21. As a result the overall claim for these students in AY 2020-21 is likely to exceed 'normal' levels. As a result of this we have removed the guidance relating to additional units (otherwise known as one plus activity).
50. SFC will continue to monitor the overall credit claims for individual students in AY 2020-21. Notwithstanding the additional credits for deferred students or essential units for employability or progress to higher education, we would expect the number of credits claimed for students on FE programmes would be 16 credits and for HE to be 15 unless additional timetabled guidance is added.

Fee waivers and tuition fees

51. Although SFC will not cap the number of credits that can be claimed for an

individual, each student will only be eligible to have the equivalent of one full-time fee waiver per year, irrespective of whether the tuition fee is payable by SFC, SAAS or another government body. Students completing courses from AY 2019-20 as a result of COVID-19 should not be charged tuition fees for the same course in AY 2020-21.

Credit eligibility for AY 2020-21



*The required date is 1 November for full-time programmes starting at the summer term. For other programmes the date will be the day on which 25% of the total calendar days between the course start and end have passed.

Superclasses mapped to price groups

Superclass		Price group
	Dominant Programme Group 18	Price group 5
AA	Business (General)	Price group 1
AB	Management (General)	Price group 1
AC	Public Administration	Price group 1
AD	International Business Studies/Briefings	Price group 1
AE	Enterprises	Price group 1
AF	Management Skills (Specific)	Price group 1
AG	Management Planning and Control Systems	Price group 1
AJ	Human Resources Management	Price group 1
AK	Financial Management/Accounting	Price group 1
AL	Financial Services	Price group 1
AM	Call Centres	Price group 1
AY	Administration/Office Skills	Price group 2
AZ	Typing/Shorthand/Secretarial Skills	Price group 2
BA	Marketing/PR	Price group 1
BB	Export/Import/European Sales	Price group 1
BC	Retailing/Wholesaling/Distributive Trades	Price group 1
BD	Retailing: Specific Types	Price group 1
BE	Sales Work	Price group 1
BF	E-Commerce	Price group 1
CA	Information and Communications Technology (General)	Price group 2
CB	Computer Science	Price group 2
CC	Using Software	Price group 2
CD	Information Work/Information Use	Price group 2
CE	Libraries/Librarianship	Price group 2
DA	Humanities/General Studies/Combined Studies	Price group 1
DB	History	Price group 1
DC	Archaeology	Price group 1
DD	Religion	Price group 1
DE	Philosophy	Price group 1
DF	Classics	Price group 1
EA	Government/Politics	Price group 1
EB	Economics	Price group 1
EC	Law	Price group 1
ED	Social Sciences	Price group 1

EE	Social Studies	Price group 1
FB	Culture/Gender/Folklore	Price group 1
FC	Literature	Price group 1
FJ	Linguistic Studies	Price group 1
FM	Area/Diaspora Studies	Price group 1
FN	Languages	Price group 2
GA	Education/Training/Learning (Theory)	Price group 1
GB	Teaching/Training	Price group 1
GC	Teaching/Training: Specific Subjects	Price group 1
GD	Education/School Administration	Price group 1
GF	Careers/Education Guidance Work	Price group 1
HB	Personal and Self Development	Price group 1
HC	Career Change/Access	Price group 1
HD	Basic Skills	Price group 1
HE	Personal Finance/Consumerism/Rights	Price group 1
HF	Parenting/Carers	Price group 1
HG	People with Disabilities: Skills/Facilities	Price group 1
HH	Crisis/Illness Self Help	Price group 1
HJ	Personal Health/Fitness/Appearance	Price group 2
HK	Therapeutic Personal Care	Price group 2
HL	Hair/Personal Care Services	Price group 3
JA	Art Studies	Price group 2
JB	Art Techniques/Practical Art	Price group 2
JC	Design (Non-industrial)	Price group 2
JD	Museum/Gallery/Conservation Skills and Studies	Price group 2
JE	Collecting/Antiques	Price group 2
JF	Arts and Crafts Leisure/Combined	Price group 2
JG	Decorative Crafts	Price group 2
JH	Decorative Metal Crafts/Jewellery	Price group 2
JK	Fashion/Textiles/Clothing (Craft)	Price group 2
JL	Fabric Crafts/Soft Furnishings	Price group 2
JP	Wood Cane and Furniture Crafts	Price group 2
JR	Glass/Ceramics/Stone Crafts	Price group 2
KA	Communication/Media	Price group 1
KB	Communication Skills	Price group 1
KC	Writing (Authorship)	Price group 1
KD	Journalism	Price group 1
KH	Print and Publishing	Price group 3
KJ	Moving Image/Photography/Media Production	Price group 2
LA	Performing Arts (General)	Price group 2
LB	Dance	Price group 2
LC	Theatre and Dramatic Arts	Price group 2

LD	Variety Circus and Modelling	Price group 2
LE	Theatre Production	Price group 2
LF	Music Studies	Price group 2
LG	Music of Specific Kinds/Cultures	Price group 2
LH	Music Performance/Playing	Price group 2
LJ	Musical Instrument Making/Repair	Price group 2
LK	Music Technology/Production	Price group 2
MA	Sports Studies/Combined Sports	Price group 2
MB	Air Sports	Price group 2
MC	Water Sports	Price group 2
MD	Athletics Gymnastics and Combat Sports	Price group 2
ME	Wheeled Sports	Price group 2
MF	Winter Sports	Price group 2
MG	Ball and Related Games	Price group 2
MH	Country/Animal Sports	Price group 2
MJ	Indoor Games	Price group 2
NA	Hospitality/Catering	Price group 3
NB	Food/Drink Services	Price group 3
NC	Catering Services	Price group 3
ND	Hospitality Operations	Price group 3
NE	Baking/Dairy/Food and Drink Processing	Price group 3
NF	Cookery	Price group 3
NG	Home Economics	Price group 3
NH	Food Sciences/Technology	Price group 2
NK	Tourism/Travel	Price group 2
NL	Leisure/Sports Facilities Work	Price group 2
NM	Country Leisure Facilities Work	Price group 2
NN	Arts/Culture/Heritage Administration	Price group 1
PA	Health Care Management/Health Studies	Price group 2
PB	Medical Sciences	Price group 2
PC	Complementary Medicine	Price group 2
PD	Paramedical Services/Supplementary Medicine	Price group 2
PE	Medical Technology/Pharmacology	Price group 2
PF	Dental Services	Price group 2
PG	Ophthalmic Services	Price group 2
PH	Nursing	Price group 2
PJ	Semi-medical/Physical/Psycho/Therapies	Price group 2
PK	Psychology	Price group 1
PL	Health and Safety	Price group 1
PR	Social/Family/Community Work	Price group 2
PS	Counselling/Advice Work/Crisis Support	Price group 2
PT	Caring Skills	Price group 2

PV	First Aid	Price group 2
QA	Environmental Protection/Conservation	Price group 1
QB	Energy Economics/Management/Conservation	Price group 1
QC	Pollution/Pollution Control	Price group 1
QD	Environmental Health/Safety	Price group 1
QE	Cleansing	Price group 1
QG	Funerary Services	Price group 2
QH	Security/Police/Armed Forces	Price group 1
QJ	Fire and Rescue Services	Price group 2
RA	Science	Price group 2
RB	Mathematics	Price group 1
RC	Physics	Price group 2
RD	Chemistry	Price group 2
RE	Astronomy/Space Science	Price group 2
RF	Earth Sciences	Price group 2
RG	Land and Sea Surveying/Cartography	Price group 2
RH	Life Sciences	Price group 2
RJ	Materials Science	Price group 2
RK	Agricultural Science	Price group 4
SA	Agriculture/Horticulture (General)	Price group 4
SC	Crop Protection/Fertilisers/By products	Price group 4
SD	Crop Husbandry	Price group 4
SE	Gardening/Floristry	Price group 2
SF	Amenity Horticulture	Price group 2
SG	Forestry/Timber Production	Price group 4
SH	Animal Husbandry	Price group 4
SJ	Fish Production/Fisheries	Price group 4
SK	Agricultural/Horticultural Engineering/Farm Machinery	Price group 4
SL	Agricultural/Horticultural Maintenance	Price group 4
SM	Rural/Agricultural Business Organisation	Price group 1
SN	Veterinary Services	Price group 4
SP	Pets/Domestic Animal Care	Price group 2
SQ	Land Based Studies	Price group 4
TA	Built Environment (General)	Price group 3
TC	Property: Surveying/Planning/Development	Price group 3
TD	Building Design/Architecture	Price group 3
TE	Construction	Price group 3
TF	Construction Management	Price group 1
TG	Building/Construction Operations	Price group 3
TH	Building Maintenance/Services	Price group 3
TJ	Interior/Fitting/Decoration	Price group 3

TK	Construction Site Work	Price group 3
TL	Civil Engineering	Price group 3
TM	Structural Engineering	Price group 3
VD	Quality and Reliability Management	Price group 1
VE	Industrial Control/Monitoring	Price group 1
VF	Industrial Design/Research and Development	Price group 1
VG	Engineering Services	Price group 3
VH	Facilities Management	Price group 1
VJ	Contracting (Business/Industry)	Price group 1
WA	Manufacturing (General)	Price group 2
WB	Manufacturing/Assembly	Price group 2
WC	Instrument Making/Repair	Price group 2
WD	Testing Measurement and Inspection	Price group 2
WE	Chemical Products	Price group 2
WF	Glass/Ceramics/Concretes Manufacture	Price group 2
WG	Polymer Processing	Price group 2
WH	Textiles/Fabrics (Industrial)	Price group 2
WJ	Leather Footwear and Fur	Price group 2
WK	Woodworking/Furniture Manufacture	Price group 2
WL	Paper Manufacture	Price group 2
WM	Food/Drink/Tobacco (Industrial)	Price group 2
XA	Engineering/Technology (General)	Price group 3
XD	Metals Working/Finishing	Price group 3
XE	Welding/Joining	Price group 3
XF	Tools/Machining	Price group 3
XH	Mechanical Engineering	Price group 3
XJ	Electrical Engineering	Price group 3
XK	Power/Energy Engineering	Price group 3
XL	Electronic Engineering	Price group 3
XM	Telecommunications	Price group 3
XN	Electrical/Electronic Servicing	Price group 3
XP	Aerospace/Defence Engineering	Price group 3
XQ	Ship and Boat Building/Marine/Offshore Engineering and Maintenance	Price group 3
XR	Road Vehicle Engineering	Price group 3
XS	Vehicle Maintenance/Repair/Servicing	Price group 3
XT	Rail Vehicle Engineering	Price group 3
YA	Mining/Quarrying/Extraction	Price group 2
YB	Oil and Gas Operations	Price group 3
YC	Chemicals/Materials Engineering	Price group 3
YD	Metallurgy/Metals Production	Price group 3
YE	Polymer Science/Technology	Price group 2

ZM	Logistics	Price group 3
ZN	Purchasing/Procurement and Sourcing	Price group 1
ZP	Distribution	Price group 3
ZQ	Transport Services	Price group 3
ZR	Aviation	Price group 3
ZS	Marine Transport	Price group 3
ZT	Rail Transport	Price group 3
ZV	Road Transport	Price group 3
ZX	Driving/Road Safety	Price group 3