

**GLASGOW KELVIN COLLEGE**

**Learning and Teaching Committee – 22 September 2021**

**2021-22 Scottish Funding Council Credit Guidance**

**Report by Vice Principal Curriculum and Quality Enhancement**

**1. Introduction**

On 2 August 2021, the Scottish Funding Council published the attached student activity data guidance for colleges for 2021-22. This report highlights key elements of the new SFC guidance for the forthcoming academic year.

**2. SFC 2021-22 Student Activity Data Guidance**

The attached SFC guidance document sets out an overview of the criteria for using SFC core funds for teaching. Much of the guidance is unchanged from previous years, however there are some differences which the college must comply with to secure funding.

In particular, the ongoing impact of COVID-19 on the economy continues to impact on the SFC's approach to use of Credit activity. Colleges are specifically asked to deprioritise school/college activity outwith senior phase (S4-S6). This type of activity previously formed a substantial part of the Glasgow Kelvin College curriculum offer but has been reduced for 2021-22 in line with SFC guidance.

The SFC guidance also states that there should not be additional units allocated to full-time FE students unless they are deferred units or deemed essential in terms of future employability or progress to higher education. The SFC guidance states that they expect the norm to be 16 credits for full-time FE provision. At Glasgow Kelvin College all full-time FE programmes were based on 18 Credits so a move to 16 Credits represents a significant change. The main reason College courses are more than 16 Credits is due to a 'class tutor' role which was agreed when the College merged in 2013. This class tutor role supports learners to complete a double guidance unit each year. Therefore, in terms of the guidance around FT unit volumes, for 2021-22 we plan to reduce most FT FE courses from 18 to 17 Credits as reducing to 16 would significantly reduce the quality of support for students.

The guidance also states that the SFC assumes 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.

The College still plans to continue to deliver some distance learning provision in areas where we have expertise or where this is the most appropriate method of meeting learner needs. This is particularly the case in the areas of digital, business and entrepreneurship. For example, we have continued to strengthen our partnership with Young Enterprise Scotland, co-delivering and accrediting the company programme for Senior Phase pupils, where we have invested in the digital infrastructure and staffing required to deliver a high-quality college experience for around 500 Senior Phase pupils

across Scotland with a passion for running a business. Resource for this activity has been drawn in part from a reduction in S3 programmes and the Class Tutor Credit claim in line with the SFC guidance.

As outlined in a previous paper on curriculum planning for 2021-22, the College continues to develop curriculum which meets new and merging needs of students, employers, and stakeholders. As we progress through the year, we will continue to identify meet new learner and employer needs and opportunities to reprioritise resources to meet these.

### **3. Resource Implications**

If the College does not comply satisfactorily with the SFC Credit Guidance, there is a risk that the College is not funded for activity undertaken.

### **4. Equalities**

There are no equality implications arising directly from this report.

### **5. Risk and Assurance**

The actions taken by the College highlighted within this report seek to reduce the risk that College is not fully funded for activity undertaken.

### **6. Data Protection**

There are no data protection implications arising directly from this report

### **7. Recommendations**

Members are recommended to:

- i. note the contents of the report and the attached SFC Credit guidance.

### **8. Further Information**

Members can obtain additional information on the contents of this report from Robin Ashton, Vice Principal Curriculum and Quality Enhancement.

Glasgow Kelvin College  
RA  
05/09/2021

**Credit Guidance for Colleges  
AY 2021-22**

## Credit Guidance: student activity data guidance for colleges in AY 2021-22

Issue date: 2 August 2021

Reference: SFC/GD/16/2021

Summary: Guidance for colleges on eligibility for credit funding in Academic Year 2021-22

FAO: Principals/Finance Directors of Scotland's colleges

Further information: **Contact:** Gordon McBride  
**Job title:** Assistant Director, Analysis  
**Department:** Policy, Insight, and Analytics  
**Tel:** 0131 313 6575  
**Email:** [gmcbride@sfc.ac.uk](mailto:gmcbride@sfc.ac.uk)

or

**Contact:** Gavin Bruce  
**Job title:** Assistant Director, Funding  
**Department:** Finance  
**Tel:** 0131 313 6585  
**Email:** [gbruce@sfc.ac.uk](mailto:gbruce@sfc.ac.uk)

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## Credit Guidance: student activity data guidance for colleges in AY 2021-22

### Introduction

1. This guidance for the forthcoming AY 2021-22 remains set in the context of the COVID-19 pandemic and the continued need to focus efforts on recovering from the resulting health and economic crisis. SFC recognises that different parts of Scotland and particular sectors of the economy will face their own specific challenges. This guidance continues 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.

### Context for AY 2021-22 to support economic and social recovery

2. **Priorities and flexibility:** For AY 2021-22 the overall aim is to provide flexibility, so that colleges can continue to adapt to the needs of their region at a time of significant economic and social turmoil, and provide learning opportunities to sustain a pipeline of educated and skilled people who will be critical to our recovery and to upskill the existing workforce.
3. To maintain this flexibility and, in particular, address issues relating to deferred students, the guidance remains broadly unchanged from last year.
4. **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 or further study. Our guidance therefore continues to recognise that in this coming AY, similar to the previous year, some students will need to complete at least part of their course. This is mainly as a result of practical elements that could not be delivered remotely in AY 2020-21. Deferred students should be recognised as a priority group to allow them to successfully complete their course in AY 2021-22.
5. **Continued provision of full-time places:** Although there is uncertainty, we expect the level of demand for full-time further and higher education provision at colleges to be high. As a result of reduced employment opportunities there is likely to be increased demand from young people for college places, to which we want our colleges to be able to respond.
6. **Re-training and re-skilling:** We recognise that uncertainty remains about how the labour market may recover from the pandemic. But we should anticipate the effects of COVID-19 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 continued 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<sup>1</sup>. 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.

7. ***Prioritising senior phase school engagement:*** As the sector has achieved its 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 continue 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.
8. ***Reduction of 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.

### **Skills alignment and curriculum planning**

9. 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.
10. The industries and key areas that anticipate skills shortages, either pre-COVID 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

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<sup>1</sup> Colleges should also note that the [2021-22 Fee Waiver Policy](#) includes additional flexibility so that fee waivers can be claimed for short-full time provision.

pandemic. 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.

11. We also know that the impact of COVID-19 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.
12. To understand the regional and particular dimensions of what might be required to tackle the economic and employment situation, Skills Development Scotland (SDS) 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 pandemic, and help us all to make choices about how best to align our resources and activities to overcome the challenges presented during this time.
13. We recognise the continuing challenges facing colleges in AY 2021-22, 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**

14. 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.
15. 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-domiciled or 'home fee' students, refugees and asylum seekers who have been properly enrolled, and whose learning is being supported and individual educational requirements are being met by the college. There should, therefore, be a suitable level of engagement with the student which is pro-active, managed by the college, and relates to the funding implicitly being claimed in respect of that student from SFC. The Scottish Government is currently updating its Residency Guidance for colleges to reflect post-Brexit changes. Until this is available, colleges should use the interim guidance shared by SAAS to establish the fee status of students from the rest of the UK (rUK), Republic of Ireland and the European Union (EU)



or consult the Education after Brexit – EU students section of the [Student Information Scotland website](#).

16. 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.
17. 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.
18. 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***

19. 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 or another public body) 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***

20. 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 SDS, 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***

21. English for Speakers of Other Languages (ESOL) provision continues to be funded from core teaching in AY 2021-22.
22. 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, each college/region and local authority/CPP must prepare joint

delivery plans 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 the funding being provided 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.
23. SFC has previously agreed that there could be a small amount of flexibility for colleges/regions to use their core teaching funds 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 credit and FTE targets. 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. In addition, colleges should not use core teaching funding for non-credit activity where other sources of funding are available, for example student support or childcare funds. If colleges/regions are unsure of what is an acceptable amount of non-credit bearing activity or acceptable use of funds, they should approach their Outcome Agreement Manager for advice.
24. SFC will monitor the 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.
25. Colleges must ensure their data returns comply to the [FES Guidance Notes for AY 2021-22](#) with regard to ESOL courses that are delivered as part of a collaboration between colleges/regions and CPPs.

### ***School/college engagement***

26. 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.
27. 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 2021-22 we expect colleges to continue to deprioritise this activity to focus on provision that addresses the needs of the economy in the post COVID-19 recovery period.

28. SFC expects, therefore, that credits claimed for school college activity in AY 2021-22 will continue to be for senior phase (S4 to S6), including vocational courses and Highers/Advanced Highers. There may also be some additional activity for learners at S3 that relates to vocational pathways.
29. 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.

### ***Foundation Apprenticeships***

30. As announced in March 2021 and confirmed in the [Final College Funding Allocations for AY 2021-22](#) (published at the end of May 2021), SFC is responsible for the funding of Foundation Apprenticeships (FAs) delivered directly through Scotland's colleges from AY 2021-22. FAs that are delivered through local authorities or independent training providers will continue to be funded by SDS. Additional funding was made available to support the transition of college FAs from SDS to SFC. Separate more detailed guidance relating to this transition year will be published shortly.
31. Colleges claiming funding for FAs are expected to comply with this credit guidance and record this activity in FES and comply with the relevant FES guidance. The number of credits that colleges can claim for an FA can be found in [Annex B](#).

### **Assessing how many credits can be claimed for SFC-funded programmes**

32. 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.
33. 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.
34. 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).

35. 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 SFC 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.
36. 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.
37. 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).
38. 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/placements 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***

39. As set out in paragraphs 9 to 13, we expect there to be an increasing demand for shorter re-skilling and upskilling programmes as unemployment rises as a result of the COVID-19 economic downturn. 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
£245.09	£277.62	£322.06	£411.35	£424.69

42. A mapping from superclass subject areas to price group is provided in [Annex C](#). The mapping is based on the superclass coding for the course which should best describe the academic subject area.

### **Definition of full-time**

43. 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**

44. 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.
45. 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.
46. 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 FE 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 HE or because they included deferred units.

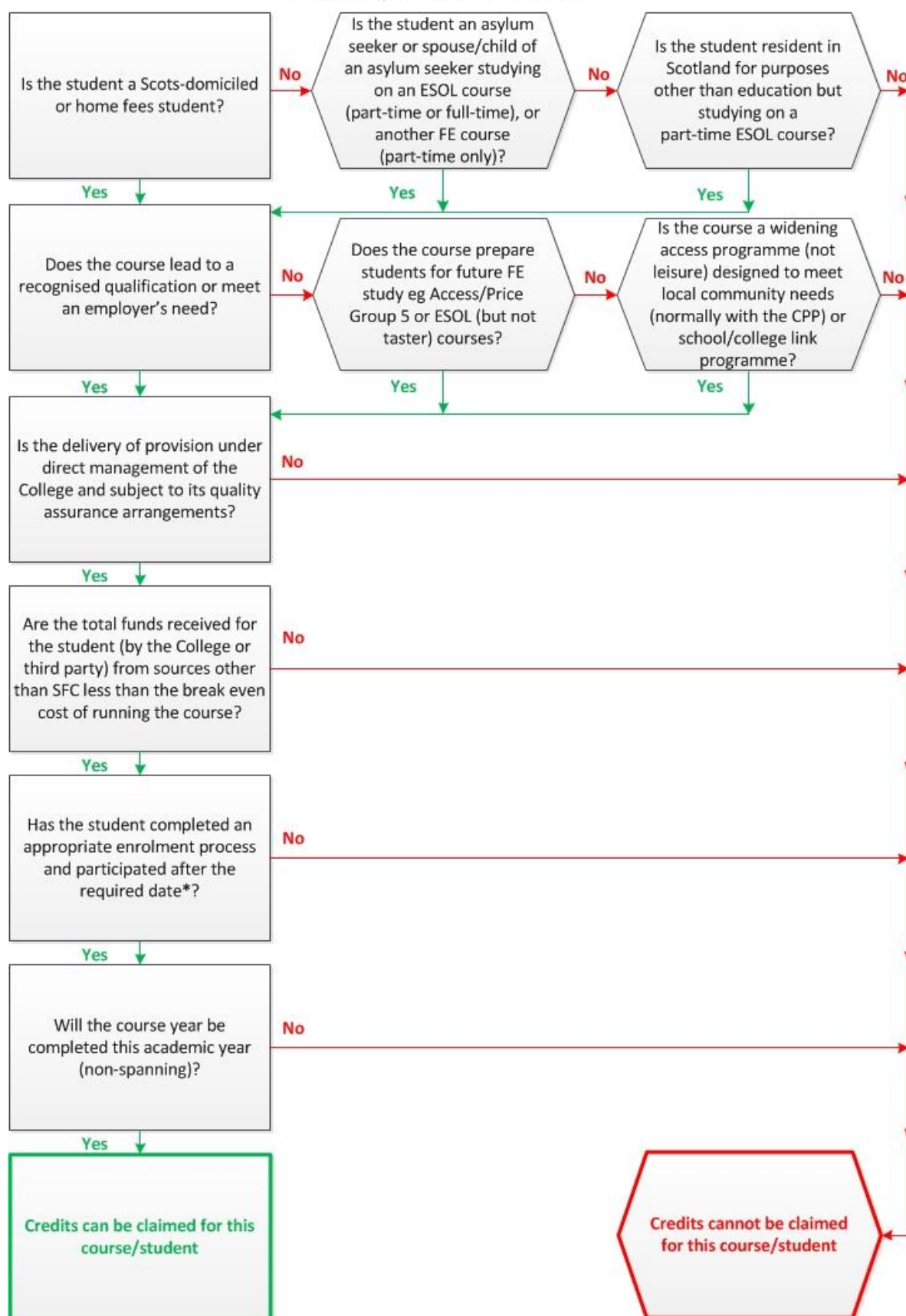
### ***Deferred students***

47. As a result of COVID-19 restrictions during AY 2020-21, there will be students who need to complete part of their AY 2020-21 course in AY 2021-22 (deferred students). Colleges will be able to claim additional credits for the learning carried over from AY 2020-21 into AY 2021-22. We expect colleges to use this flexibility responsibly and reasonably. For example, if a student only has to complete part of a unit, the claim should reflect that circumstance. For students progressing under these circumstances, we will enable colleges to claim more than one FTE place for students in AY 2021-22, to allow students to be funded for their new course plus the learning carried over from AY 2020-21.
48. Additional ring-fenced credit funding has been made available for AY 2021-22 with an associated credit target. (As set out in the [final college funding allocations for AY 2021-22](#), the current distribution of these credits/funding is provisional and subject to change, depending on the actual outturn of deferred student numbers at each college.)
49. In recent years colleges have been delivering 18 credits to full-time FE students. In light of the impact of COVID-19, SFC requires colleges to return to delivering 16 credits to full-time FE students and 15 credits to full-time HE students, to help fund those students carrying over learning from AY 2020-21, and also to support those who become unemployed when furlough ends. We recognise in our guidance that some courses may need more than 16 credits, but this should be the exception rather than the rule. SFC will continue to monitor the overall credit claims for individual students in AY 2021-22.

### **Fee waivers and tuition fees**

50. 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, Student Awards Agency Scotland (SAAS) or another government body. Students completing courses in AY 2021-22 from AY 2020-21 as a result of COVID-19 should not be charged tuition fees for the same course in AY 2021-22.

## Credit eligibility for AY 2021-22



\*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.



Number of credits colleges can claim for Foundation Apprenticeships

Starts by FA framework	Credits	14	12.5	17	14.7	26	13	13	12.8	13	12	13.2	13													7	6.25	8.5	7.35	13	6.5	6.5	6.4	6.5	6	6.6	6.5				7.0	7.0	7.0			7.0	7.0
	Price group	1	1	3	2	3	1	2	2	2	2	2	2	1	1	3	2	3	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3								
		Accounting	Business Skills	Civil Engineering	Creative & Digital Media	Engineering	Financial Services	Food and Drink Operations	IT: Hardware and System Support	IT: Software Development	Scientific Technologies	Social Services & Healthcare	Social Services (Children & Young People)	Accounting	Business Skills	Civil Engineering	Creative & Digital Media	Engineering	Financial Services	Food and Drink Operations	IT: Hardware and System Support	IT: Software Development	Scientific Technologies	Social Services & Healthcare	Social Services (Children & Young People)	Automotive (level 4)	Construction (level 4)	Hospitality (level 4)	Construction (level 5)	Hospitality (level 5)																	

The Foundation Apprenticeships can be delivered over one or two years, which is why some of the frameworks repeat.



## 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

**Useful information – SFC Guidance documents**

[2021-22 National policy: Childcare funds for college students](#)

[The National Policy for FE Bursaries 2021-22](#)

[FE Discretionary Fund AY 2021-22](#)

[Fee Waiver Policy AY 2021-22](#)

[FES Guidance notes 2021-22](#)