



Scottish Funding Council  
Comhairle Maoinachaidh na h-Alba

## Credit Guidance for colleges AY 2022-23

# SFC Guidance

Issue Date: 31 May 2022

## Credit Guidance: student activity data guidance for colleges in AY 2022-23

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Summary: Guidance for colleges on eligibility for credit funding in Academic Year 2022-23

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## Credit Guidance: student activity data guidance for colleges in AY 2022-23

### Introduction

1. This guidance for the forthcoming Academic Year (AY) 2022-23 remains set in the context of the COVID-19 pandemic and the opportunity for colleges<sup>1</sup> to deliver more upskilling and reskilling courses to sustain social and economic recovery and wellbeing. Colleges also have a key role in helping to address disrupted learning during the pandemic years. 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 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 2022-23 to support economic and social recovery

2. **Priorities and flexibility:** For AY 2022-23 the overall aim is to provide flexibility to colleges in continuing 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 to address issues relating to disrupted learning, the guidance remains broadly unchanged from last year.
4. **Disrupted learning and deferred students:** We must mitigate the risk of reduced educational attainment and ensure that students whose studies were disrupted in recent AYs 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 secure employment opportunities or pursue further studies. 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 the course they began in the previous year. Deferred students should be recognised as a priority group to enable them to successfully complete their course in AY 2022-23.
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, while recognising that more school leavers will enrol

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<sup>1</sup> All references to 'college(s)' in this document relate to colleges/college regions/regional strategic bodies (as appropriate), unless specifically identified.

direct to a university this year or gain employment, in comparison to pre-pandemic years.

6. **Re-training and re-skilling:** 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 continues to recover. We expect colleges to make available relevant short courses to enable people to get quickly back into employment<sup>2</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:** 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. **Credits for full-time students:** The normal claim for a full-time Further Education (FE) course should be 16 Credits but colleges can claim up to 18 Credits to support employability and pathways to further study at a more advanced level. It is important that colleges are able to address disrupted learning for school leavers and continuing college students over the next AY. This may mean that individual students must undertake additional learning beyond the 18 credit limit. In these cases, colleges should complete a Personal Learning Support Plan that demonstrates the need for this additional learning. These should be retained for audit purposes.
9. **Guidance for full-time HE students:** SFC will continue to enable colleges to claim an additional 1 credit for full-time Higher National (HN) students who they deem would benefit from additional guidance and support in these challenging times.

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

10. 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

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<sup>2</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. An update to the Fee Waiver policy will be published in May 2022.

particular sectors such as hospitality, health and social care, and rural industries.

11. 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 pandemic. Local authority areas that are rural or mainly rural have a slightly higher relative proportion 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 impact of COVID-19 disproportionately affects young people, women, vulnerable groups, BAME communities, and those in disadvantaged areas and with lower skills. Colleges play an important role in responding to these social impacts and redressing inequalities.
13. We recognise the continuing challenges facing colleges in AY 2022-23 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, to ensure we can all make a difference for Scotland's recovery.

### **Guidance on eligibility for credit funding**

14. SFC provides funding to colleges 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 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.
16. 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.
17. Last year, the Scottish Government updated its [residency guidance](#) for colleges to reflect the UK's exit from the EU. In April 2022 further updates were added

to the guidance on support for Ukrainian students. The Scottish Government is now engaged in a consolidation exercise to streamline the residency regulations, which (subject to parliamentary approval) will result in further residency changes to be introduced from AY 2022-23. The planned changes include provisions for relocated Afghan Citizens and have been discussed with regional student support contacts at the FE Student Support Advisory Group. Updated residency guidance for AY 2022-23 will be issued in due course.

18. Credits should only be claimed for distance learning students who remain active and fully engaged with the course.
19. Colleges are funded using regional indicators of demand, with the assumption 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 wishes to deliver provision outwith its region, e.g. for nationally recognised activity, this should be discussed with the college's SFC Outcome Agreement Manager.
20. 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.

### ***Third party provision***

21. The number of credits claimed for third party provision, including distance learning, must be commensurate with the college staff time spent on developing and delivering the provision.

### ***Programmes fully funded from non-SFC sources***

22. 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 or the employer/collaborative partner received the fee.

### ***Students funded from multiple sources***

23. There will be occasions where colleges 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 (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.

### ***English for Speakers of Other Languages (ESOL) provision***

24. Colleges are expected to continue to fund ESOL provision from their core teaching allocation. Colleges and local authorities/Community Learning Partnerships should, as in previous years, discuss the provision in the region/community, how local need is to be met, and the funding contribution from each partner. This must be set out in joint delivery plans as stipulated in the Scottish Government's [Letter of Guidance](#) to SFC.

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

25. Colleges 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.
26. SFC is aware that colleges 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 subjects. SFC will therefore enable colleges to use up to 1.5% of their funded places for those pupils outwith the senior phase.

### ***Foundation Apprenticeships***

27. 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.
28. 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**

29. 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<sup>3</sup> over one year and a Higher

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<sup>3</sup> If colleges are engaged in piloting 'HN NextGen' courses, which involves additional learning activity, they can claim 15 credits.



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.

30. 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.
31. 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).
32. 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.
33. 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.
34. 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).
35. For work experience that is not accredited, colleges 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.

36. It can be difficult to achieve economically viable class sizes for Gaelic courses. SFC is therefore permitting colleges to claim additional credits to achieve a break-even position for these courses. For example, if a college needs a class of 10 to make a class viable but can only enrol 8 students it can increase the credit claim by 25% to achieve that break-even position. Colleges should inform their Outcome Agreement Manager where it is necessary to take this action.

### ***Re-skilling and upskilling programmes***

37. As set out in paragraph 6, we expect there to be an increasing demand for shorter re-skilling and upskilling programmes. Colleges should continue to claim credits for these courses based on the credit value/planned learning hours divided by 40 method.
38. We will also offer colleges additional discretion to deliver short courses (under 10 hours) to people who have been significantly affected by the pandemic and who would benefit from this learning to reskill, improve their employment prospects or to help them access more substantive learning opportunities in AY 2022-23.

### **Price groups**

39. 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.
40. 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:

<b>Price group 1</b>	<b>Price group 2</b>	<b>Price group 3</b>	<b>Price group 4</b>	<b>Price group 5</b>
£245.09	£277.62	£322.06	£411.35	£424.69

41. 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**

42. 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.

43. It should be noted that the definition of full-time study for student support purposes can be different in some cases from that outlined above. This is because student support relates to the Department for Work and Pensions rules on claiming social security benefits. The [student support guidance](#) contains more detail on this.

### **Credits per student and monitoring of college level activity**

44. Colleges should only claim a maximum of one full-time course/programme per year per student. Students can achieve full-time FE or 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 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.

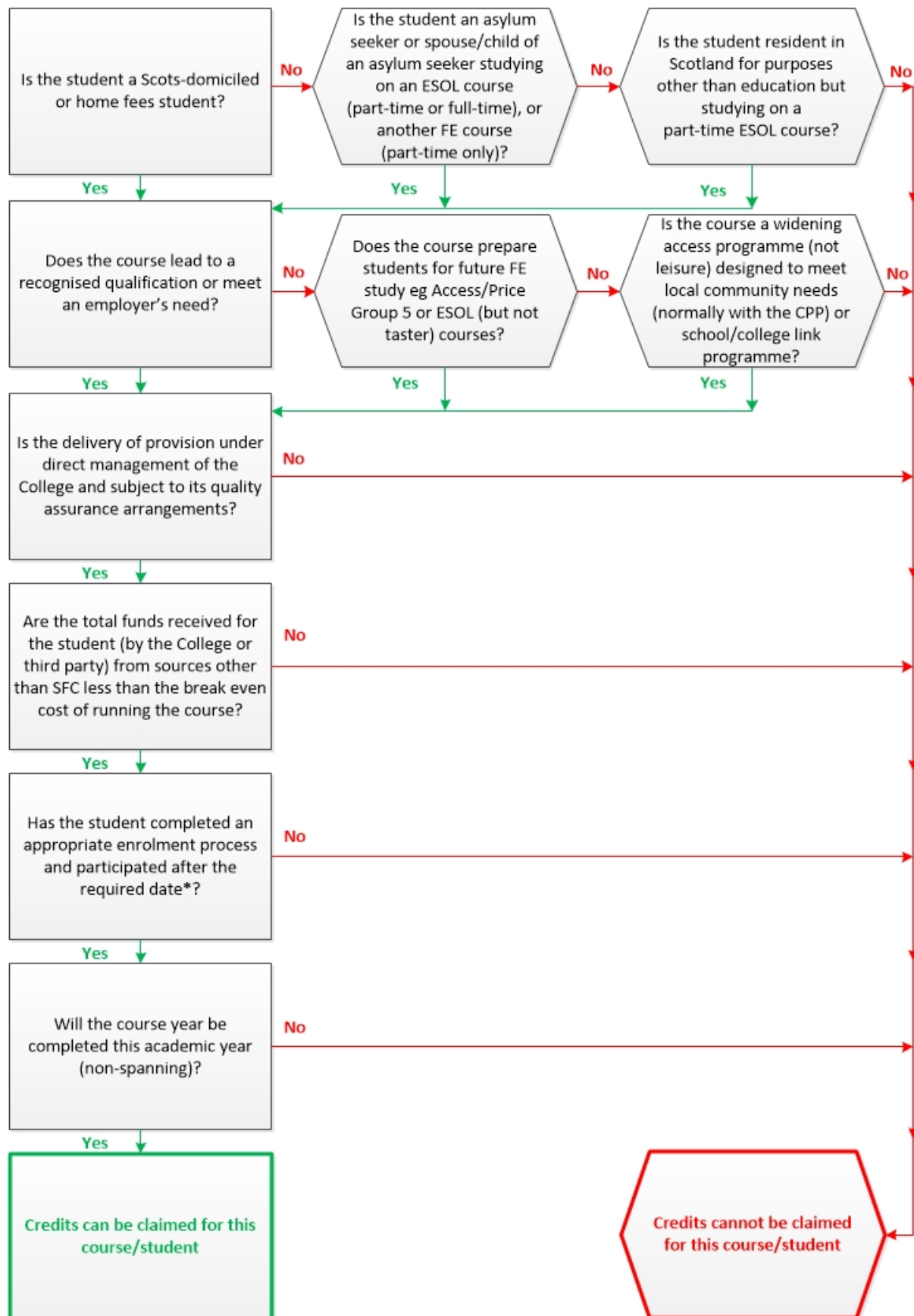
### ***Disrupted learning and deferred students***

46. Colleges will be able to claim additional credits for the learning carried over from AY 2019-20, 2020-21 or 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 2022-23, to allow students to be funded for their new course plus the learning carried over from AY 2021-22.

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

47. 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 2022-23 from earlier years as a result of COVID-19 should not be charged tuition fees for the same course in AY 2022-23.

## Annex A: Credit eligibility for AY 2022-23



\*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.

**Annex B: Number of credits colleges can claim for Foundation Apprenticeships**

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

## Annex C: Superclasses mapped to price groups

Superclass		Price group
	Dominant Programme Group 18	Price group 5
A	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