



Education & Skills
Funding Agency

Education and training qualification achievement rates specification 2016 to 2017

Version 3

This document sets out how we calculate education and training qualification achievement rates in 2016 to 2017.

January 2018

Of interest to colleges, training organisations and employers.

Contents

Introduction and purpose of the document	3
Understanding the terminology	3
Changes from version 2 of this document	3
Changes from version 1 of this document	3
About qualification achievement rates	4
Purpose of qualification achievement rates	4
Education and training qualification achievement rate methodology	4
Education and training business rules	5
Exclusions from education and training qualification achievement rates	5
Processing Individualised Learner Records	11
Process flow diagram	11
Processing further education college mergers	12
Processing learner reference number changes	13
Matching Individualised Learner Records across years	13
Identifying overdue continuing aims and planned breaks	13
Key principles for QAR, pass rate and retention rate calculations	15
Overall qualification achievement, pass and retention rate calculations	15
Timely QAR calculation	16
Calculating the percentage of leavers below the minimum standards threshold	17
Further Information	17
Contents of the QAR dataset for records created from the ILR	18
Source or derivation of fields in the QAR dataset	18
Contents of the QAR dataset for records created from the LEOP dataset	36
Source or derivation of fields in the QAR dataset	36
Derivation of the Qualification_Type field in the qualification achievement rates dataset	47

Introduction and purpose of the document

1. This document provides technical information about how information provided in the Individualised Learner Record (ILR) and Large Employer Outcome Pilot (LEOP) data collections are processed to produce the qualification achievement rates (QAR) dataset.
2. This dataset produces the education and training 2016 to 2017 QAR and minimum standards dashboard. This document also provides information about how we generate the information in the QAR and minimum standards dashboard.
3. Please read this document alongside the [ILR standard file specifications and reference data documents](#).

Understanding the terminology

4. The terms 'we' and 'ESFA' refer to the 'Education and Skills Funding Agency' and associated staff.
5. When we refer to 'you' or 'providers', this includes colleges, training organisations, local authorities and employers that receive funding from us, or Advanced Learner Loans (loans) payments from the Student Loans Company (SLC) on behalf of learners, to deliver education and training.

Changes from version 2 of this document

6. We have changed paragraph 15 to clarify how the reporting year is used within the hybrid end year. We have also changed paragraph 21 (the exclusions table) and 63 (the ILR contents table) for the 2016 to 2017 part of the exclusion rule for 'where unemployed learners claiming Universal Credit, Jobseeker's Allowance (JSA) or Employment and Support Allowance (ESA) in the Work Related Activity Group (WRAG) cannot continue their learning through to successful completion because they have started work'.

Changes from version 1 of this document

7. We have made the following changes:
 - i. paragraph 15 - updated the wording for the hybrid end year definition to include overdue continuing learning aims and overdue planned breaks
 - ii. paragraph 21 (the exclusions table):
 - added Traineeships to the other programme aims being excluded
 - added new fields for Unitisation qualifications and an SILR exclusion
 - iii. paragraphs 63 and 64 (the content tables):
 - **added** these fields: CL_WPL, Report level, QAR_Status_Overall and QAR_Status_Timely
 - **removed** these fields as they are not included in the final dataset: Adv_Learn_Loan , D_TOTAL PAYMENT, EFA_Funded, EFA_Funded_Latest, FundModel, LearnRefNum Orig, P_Complete_Timely, Planned Break Overall Exc, Planned break timely exc, Prv_Group and Transfer Overall Exc
 - **updated** the definitions of these fields: FirstSteps_Excl, Traineeship_Excl, P_Ach_Overall, P_Ach_Timely, P_Complete_Overall, P_Count_Overall and P_Count_Timely.

Changes from the 2015 to 2016 document

8. Classroom learning and workplace learning have been replaced as education and training.
9. The changes to the creation of the QAR dataset are:
 - i. excluded non-formula funded community learning provision (Funding model 10 'Community Learning').
 - ii. excluded all Offender Learning and Skills Service (OLASS) learning aims (identified by Learning Delivery Monitoring code 34).
 - iii. included the reformed AS levels that are decoupled from the A level and also any legacy AS levels that were cashed.
 - iv. included the new GCSE grading structure (1 - 9 rather than A* - H). The calculations will use both the old A* - H grades and the new 1-9 grades, depending on which grades were relevant when the learning aims started.
 - v. Changes to the derivations for some fields.

About qualification achievement rates

Purpose of qualification achievement rates

10. Education and training QARs, and the associated pass rates and retention rates, are a measure of the quality of the education and training courses that a provider ran in a particular funding year.
11. QARs are used to identify provision that falls below the minimum quality standards. Provision which falls below the minimum quality standards is one of the factors identified in [New Challenges New Chances](#) that prompts us to take action under our [Approach to Intervention process](#).
12. QARs are used in the National Achievement Rate Tables to show learners and employers the relative quality of provision. The Office for Standards in Education, Children's Services and Skills (Ofsted) also use them as part of their inspection process.

Education and training qualification achievement rate methodology

13. The Education and training QAR methodology has two QAR measures – the 'overall' QAR and the 'timely' QAR.
14. We use the overall QAR to formally assess whether a provider meets minimum quality standards.
15. The overall QAR is based on the hybrid end year. The hybrid end year is the latter of:
 - the actual end year of a learning aim
 - the planned end year of a learning aim
 - the reporting year

The reporting year is included to capture those overdue continuing learning aims, overdue planned breaks or late completions recorded in the following academic year (up to R04).

The learning aims included in the 2016 to 2017 overall QAR are those with a hybrid end year of 2016 to 2017.

16. The timely QAR is based on the planned end year of a learning aim. The learning aims considered for the 2016 to 2017 timely QAR measure are those with a planned end date in the funding year ending 31 July 2017. In the timely QAR measure a learning aim is counted as achieved if it is achieved:
- on or before the planned end date; or
 - no more than 90 days after it.
17. There can be a delay between a learning aim being completed and the notification that the learning aim has been achieved. To ensure all achievements that count towards the timely achievement rate are included, we use information from the 2017 to 2018 R04 ILR return to identify learning aims that have been achieved no more than 90 days after their planned end date but which could not be recorded in the final return of the 2016 to 2017 ILR.

Education and training business rules

18. We produce the [QAR business rules](#) that describe how the QARs will be calculated, and which learning aims will not be included in the QAR calculations.
19. We do not include some learning aims when calculating the QAR; the main reasons are these learning aims are:
- part of a new programme of learning, such as a new pilot, that providers need time to get used to delivering
 - not funded by us, or is not financed by an advanced learner loan
 - not a qualification
 - is affected by circumstances beyond the provider's control (for example, if the learner is transferred to a new provider due to intervention from us).

Exclusions from education and training qualification achievement rates

20. We produce a file for you that contains the learning aims that are not included in the QAR calculations. This file also shows the reason they are not included.
21. The table below describes the scenarios where we exclude learning aims. The definition of the derived variables below can be found in the [ILR standard file specifications and reference data document](#).

Type of excluded aim	Rules for identifying the excluded aim
Learning aims where a learner has transferred to a new provider because of intervention from us	Aims where the Withdrawal Reason is 7 or 41 (Learner has transferred between providers due to intervention by or with the written agreement of the Education and Skills Funding Agency OR Learner has transferred to another provider to undertake learning that meets a specific government strategy).

Type of excluded aim	Rules for identifying the excluded aim
For the overall QAR, learning aims where the learner has transferred to a different aim with the same provider	Aims where the Completion Status is 3 (Learner has withdrawn from the learning activities leading to the learning aim) and the Withdrawal Reason is 40 (Learner has transferred to a new learning aim with the same provider).
For the timely QAR, learning aims where the learner has transferred to a different aim with the same provider before the planned end date or no more than 90 days after it	Aims where: <ul style="list-style-type: none"> the Completion Status is 3 (Learner has withdrawn from the learning activities leading to the learning aim); and the Withdrawal Reason is 40 (Learner has transferred to a new learning aim with the same provider) and the Learning Actual End Date is no more than 90 days after the planned end date
For the overall QAR, learning aims where the learner has temporarily withdrawn from the aim due to an agreed break in learning	Aims where the Completion Status is 6 (Learner has temporarily withdrawn from the aim due to an agreed break in learning). Under certain circumstances learning aims where the learner has temporarily withdrawn from the aim due to an agreed break in learning are not excluded. See paragraphs 36 to 43.
For the timely QAR, learning aims where the learner has temporarily withdrawn from the aim due to an agreed break in learning before the planned end date or no more than 90 days after it	Aims where the Completion Status is 6 (Learner has temporarily withdrawn from the aim due to an agreed break in learning) and the Learning Actual End Date is no more than 90 days after the planned end date.
Learning aims where the learner has withdrawn from the learning aim within the funding qualifying period, and the learning aim is not achieved	Aims where: <ul style="list-style-type: none"> the planned duration is 168 days or more the actual duration is less than 42 days the Completion Status is 3 (Learner has withdrawn from the learning activities leading to the learning aim). Aims where: <ul style="list-style-type: none"> the planned duration is between 14 and 167 days the actual duration is less than 14 days the Completion Status is 3 (Learner has withdrawn from the learning activities leading to the learning aim) There is no qualifying period for aims with a planned duration of less than 14 days. The planned duration of the aim, in days, is the difference between the Learning Start Date and the Learning Planned End Date . The actual duration of the aim, in days, is the difference between the Learning Start Date and the Learning Actual End Date .
Additional units	Aims where the Learning Aim Type is 'X901' (NVQ/GNVQ additional units).
Component aims (except for those in traineeships, diplomas, progression pathways and foundation learning programmes) in the ILR files for 2012 to 2013 and earlier	For ILR files for 2013 to 2014 onwards, aims where the Learning Delivery Aim Type is 3 (Component learning aim within a programme) and the Programme Type is not <ul style="list-style-type: none"> 15 (Diploma – level 1 (foundation)) 16 (Diploma – level 2 (higher))

Type of excluded aim	Rules for identifying the excluded aim
	<ul style="list-style-type: none"> 17 (Diploma – level 3 (progression)) 18 (Diploma – level 3 (advanced)) 24 (Traineeship)
Diagnostic tests	Aims where the Learning Aim Type is '8011' (Diagnostic Test).
Programme aims, such as those for Traineeships, diplomas, foundation learning programmes and progression pathways	Aims where the Aim Type is not 3, 4 or 5 (Component learning aim within a programme, 4 Learning aim that is not part of a programme or Core aim - EFA funded learning aims only respectively).
First Steps for years before 2013 to 2014	For ILR files for 2012 to 2013, aims where the Learning Delivery Funding and Monitoring Type is 'FSI'. First Steps for 2013 to 2014 onwards was included in the Adult Skills Budget.
Foundation Learning weekly aims	Aims where the Learning Aim Reference is 'ZFLW0001'.
Learning aims that have not been funded by us, or not financed by a loan	For ILR files for 2013 to 2014 onwards, aims where if D_FEFund is not 1 (Formula funded), not 2 (Other funding) or not 3 (Financed by a loan).
Innovation Code learning aims	Aims where the Learning Aim Reference is: <ul style="list-style-type: none"> 'ZINN0001' to 'ZINN0006'; or 'Z0004474' to 'Z0007833'.
Aims where unemployed learners claiming Universal Credit, Jobseeker's Allowance (JSA) or Employment and Support Allowance (ESA) in the Work Related Activity Group (WRAG) cannot continue their learning through to successful completion because they have started work	<p>For ILR files for 2012 to 2013 and 2013 to 2014, aims where:</p> <ul style="list-style-type: none"> the Completion Status is not 1 (Learner is continuing or intending to continue the learning activities leading to the learning aim) the Outcome is not 1 (Achieved) the Employment Outcome is 1 or 2 (Employment Outcome (With Training) Gained On Eligible Funded Programme OR Employment Outcome (Without Training) Gained On Eligible Funded Programme) the latest ILR for the learner has an Employment Status Monitoring Type of BSI and an Employment Status Monitoring Code of 1 (Employed more than 16hrs or more per week), 2 (Employed less than 16 hours) or 4 (Self-Employed more than 16hrs or more per week) <p>For ILR files for 2014 to 2015 and 2015 to 2016, aims where:</p> <ul style="list-style-type: none"> the Completion Status is not 1 (Learner is continuing or intending to continue the learning activities leading to the learning aim) the Outcome is not 1 (Achieved) the Employment Outcome is 1 or 2 (Employment Outcome (With Training) Gained On Eligible Funded Programme OR Employment Outcome (Without Training) Gained On Eligible Funded Programme) a Learner Employment Status record exists with an Employment Status of 11 or 12 (Not in paid employment and not looking for work – other benefit OR Not in paid employment and not looking for work – no benefit) and a Date Employment Status applies earlier than the Learning Aim Start Date the latest Individualised Learner Record for the learner has an Employment Status Monitoring Type of BSI (Benefit status indicator) and an Employment Status Monitoring

Type of excluded aim	Rules for identifying the excluded aim
	<p>Code of 1 or 2 (Learner is in receipt of Job Seekers Allowance (JSA) OR Learner is in receipt of Employment and Support Allowance - Work Related Activity Group (ESA WRAG)) OR an Employment Status Monitoring Type of BSI (Benefit status indicator) and an Employment Status Monitoring Code 4 (Learner is in receipt of Universal Credit) and any of the Learning Delivery Monitoring Codes is 318 (Mandation to Skills Training)</p> <p>For ILR files for 2016 to 2017 onwards, aims where:</p> <ul style="list-style-type: none"> • the Completion Status is not 1 (Learner is continuing or intending to continue the learning activities leading to the learning aim) • the Outcome is not 1 (Achieved) • the Employment Outcome is 1 or 2 (Employment Outcome (With Training) Gained On Eligible Funded Programme OR Employment Outcome (Without Training) Gained On Eligible Funded Programme) • a Learner Employment Status record exists with an Employment Status of 11 or 12 (Not in paid employment and not looking for work – other benefit OR Not in paid employment and not looking for work – no benefit) and a Date Employment Status applies earlier than the Learning Aim Start Date • the latest Individualised Learner Record for the learner has an Employment Status Monitoring Type of BSI (Benefit status indicator) and an Employment Status Monitoring Code of 1 or 2 (Learner is in receipt of Job Seekers Allowance (JSA) OR Learner is in receipt of Employment and Support Allowance - Work Related Activity Group (ESA WRAG)) OR an Employment Status Monitoring Type of BSI (Benefit status indicator) and an Employment Status Monitoring Code 4 (Learner is in receipt of Universal Credit) • where there is a valid length of unemployment and • the Employment Status on the first day of learning is 17 (Not in paid employment, looking for work and available to start work)
Joint Investment Programme aims	Aims where Special Projects and Pilots is 'SP045' (Joint Investment Programme).
Key Skills	Aims where the Learning Aim Type is '1327' (NVQ/GNVQ Key Skills Unit).
Learners in mainstream further education funded by the LLDD Placement budget	Aims where any of the Learning Delivery Monitoring Codes is '317' (FE funded by LLDD) or where Special Projects and Pilots is 'SP044' (FE funded by LLDD).
Aims delivered through Learning Technologies Pilots and 18 to 21 work skills pilots	For ILR files for 2014 to 2015 onwards, aims where any of the Learning Delivery Monitoring Codes is 332 (18-21 Work Skills Pilot), 337 (Learning Technologies pilots-online learning) or 341 (18-21 Work Skills Pilot).
Non regulated aims used to claim funding for additional ESOL learning needs	For ILR files for 2013 to 2014 onwards, aims where the Learning Aim Reference is 'Z0004294' to 'Z00004341' and any of the Learning Delivery Monitoring Codes is 336 (ESOL QCF additional learning).

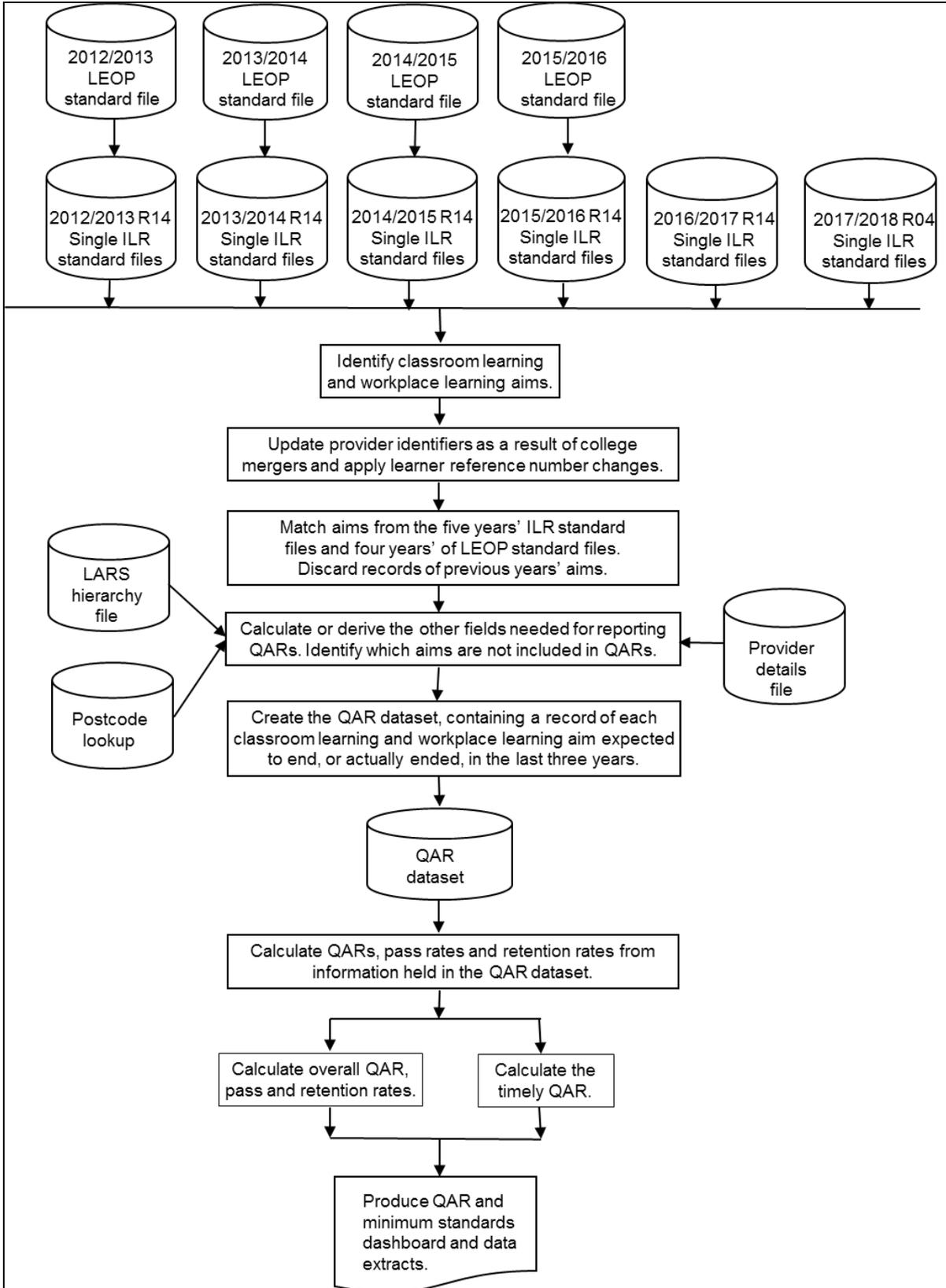
Type of excluded aim	Rules for identifying the excluded aim
Supported internships	Aims where the Learning Aim Reference is 'Z0002347'
Traineeships where learners cannot continue their learning through to completion because they have started work	<p>For ILR files for 2013 to 2014, for learners aged 19 or over, aims where:</p> <ul style="list-style-type: none"> • any of the Learning Delivery Monitoring Codes is 323 (Traineeships); • the Completion Status is not 1 (Learner is continuing or intending to continue the learning activities leading to the learning aim); • the Outcome is not 1 (Achieved); and • the Employment Outcome is 1 or 2 (Employment outcome (with training) gained on eligible funded programme). <p>For ILR files for 2014 to 2015 onwards aims where:</p> <ul style="list-style-type: none"> • the Programme Type is 24 (Traineeship); • the Aim Type is 3 (Component learning aim within a programme); • the Completion Status is not 1 (Learner is continuing or intending to continue the learning activities leading to the learning aim); • the Outcome is not 1 (Achieved); and • A Learner Destination and Progression record exists for the learner where Outcome Type is Outcome Type is EDU (Education) and Outcome Code is 2 (Apprenticeship) OR Outcome Type is EMP (in paid employment) and outcome code is 1, 3 or 4 (In paid employment for 16 hours or more per week, self-employed or self-employed for 16 hours or more per week) • the Outcome Start Date is on or after the Actual End Date of the aim.
Tutorial support and complementary studies	Aims where the Learning Aim Reference is 'CMISC001' or 'XESF0001'.
Unitisation qualifications	Aims where the Learning Aim Type is '8008' or '8009'
Learning aims delivered to learners who are receiving Universal Credit and are mandated to skills training	<p>For ILR files for 2013 to 2014 only, aims where:</p> <ul style="list-style-type: none"> • the Learning Start Date of the learning aim is within the time period of an Individualised Learner Record for the learner that has an Employment Status Monitoring Type of BSI and an Employment Status Monitoring Code of 4 (Learner is in receipt of Universal Credit); and • any of the Learning Delivery Monitoring Codes is 318 (Mandation to Skills Training)
Work-experience or work-placement aims	Aims where the Learning Aim Reference is 'Z0007834' to 'Z0007838'.
Changes to records previously submitted 2 or more years ago. The example given is for aims reported in 2015 to 2016. The exclusion also applies to aims	For aims reported in the 2015 to 2016 ILR, that were previously reported in the 2013 to 2014 or earlier ILR and not reported in the 2014 to 2015 ILR.

Type of excluded aim	Rules for identifying the excluded aim
reported in 2014 to 2015 or 2013 to 2014 that meet the same conditions for the corresponding earlier years.	<p>Where the actual or planned end dates are not in 2015 to 2016 or later.</p> <p>The record was first reported complete in the 2015 to 2016 ILR. The record is not an update to a record which would otherwise have been an overdue planned break counted in the 2015 to 2016 hybrid end year.</p>
Non-formula funded community learning provision	Aims identified by Funding Model 10 (Community Learning)
Offender Learning and Skills Service (OLASS) learning aims	Aims identified by Learning Delivery Monitoring code 34 (OLASS Offenders in custody).
SILR exclusion	Aims where the FE and Skills Statistical First Release corporate definition does not define the aim as Workplace Learning, Education and Training or Traineeship Component.

Processing Individualised Learner Records

Process flow diagram

22. This flow diagram below shows how ILR information for multiple funding years is processed to produce the QARs dataset, which is the source of the information used for the QAR and minimum standards dashboard.



Identifying Education and Training Aims

23. The method for choosing learning aims from the 2012 to 2013 ILR files are:

- the **Funding Model** is 21 or 22 (16-18 Learner Responsive Provision or Adult Learner Responsive Provision)
- the **Funding Model** is 45 (Employer Responsive Provision); and the Data Set Identifier Code is not 35 (For programme aims in the learning aim data set); and the Programme Type is not 2, 3, 10, 20 or 21 (Advanced level apprenticeship, Intermediate Level Apprenticeship, Higher Apprenticeship, Higher Apprenticeship - level 4, Higher Apprenticeship - level 5 respectively)

24. The method for choosing learning aims from the 2013 to 2014 ILR files onwards are:

- the **Aim Type** is not 1 (Programme aim)
- the **Programme Type** is not 2, 3, 10, 20, 21, 22, 23 or 25 (Advanced level apprenticeship, Intermediate Level Apprenticeship, Higher Apprenticeship, Higher Apprenticeship - level 4, Higher Apprenticeship - level 5, Higher Apprenticeship – level 6, Higher Apprenticeship – level 7+, Apprenticeship standard respectively)

25. The workplace learning aims from the LEOP 2012 to 2013 dataset are those where:

- the **Aim Type** is not 35 (Programme Aims)
- the **Programme Type** is not 2, 3, 10, 20 or 21 (Advanced level apprenticeship, Intermediate Level Apprenticeship, Higher Apprenticeship, Higher Apprenticeship - level 4, Higher Apprenticeship - level 5 respectively)

26. The workplace learning aims from the LEOP 2013 to 2014 and 2014 to 2015 dataset are those where:

- the **Aim Type** is not 1 (Programme aim)
- the **Programme Type** is not 2, 3, 10, 20, 21, 22 or 23 (Advanced level apprenticeship, Intermediate Level Apprenticeship, Higher Apprenticeship, Higher Apprenticeship - level 4, Higher Apprenticeship - level 5, Higher Apprenticeship – level 6, Higher Apprenticeship – level 7+ respectively)

Processing further education college mergers

27. For Further Education college mergers that took place up to and including 31 July 2017, the ILR learning aims from any pre-merger UKPRNs will be combined and the QAR for the 2016 to 2017 reporting year will be produced for the post-merger UKPRN. Where the Further Education college merger took place on or after 1 August 2017, this falls in the new funding year, therefore QAR for the 2016 to 2017 reporting year will be produced under the pre-merger UKPRNs.

28. Programme aims are combined by changing the merged college's provider number (UKPRN) to the new college's provider number. The original provider number is kept in the QAR dataset in the UKPRN_orig field.

29. This merger process only applies to colleges. It does not apply to the mergers of any other types of provider (for example, private training providers).

Processing learner reference number changes

30. We use the learner reference number to match programme aims across years. The learner reference number is assigned by providers, and providers (or their software) will occasionally change them, either within a funding year or between years.
31. If the learner reference number is changed, the process of matching programme aims does not work correctly and two records are created in the QAR dataset for the same programme aim – one using the old learner reference number and one the new learner reference. As the programme aim from the earlier year's ILR file will not have any achievement data, it will reduce the provider's QAR unless we can match the references; either through:
- The learner reference number mapping spreadsheet which allowed a provider to provide a cross reference mapping from the old and new learner reference numbers for ILR records from 2012 to 2013 or earlier.
 - The 'Learner reference in the previous year' field in the ILR. In 2013 to 2014 we replaced the interim solution above and developed the ILR to include this field to enable matching between years.
32. The information in the learner reference number mapping spreadsheet and the 'Learner reference in the previous year' field is used to change the learner reference numbers for previous years to the latest learner reference number.

Matching Individualised Learner Records across years

33. Many learning aims take more than one year to complete meaning that the same learning aims for a particular learner can appear on more than one ILR or LEOP file.
34. We use various combinations of variables to ensure the correct records are matched across years. The matching process matches records by UKPRN, Learner Reference Number, and Aim Reference together with the following combinations, in the following sequence.
- Learning Start Date, Learning Planned End Date, Learning Actual End Date
 - Learning Start Date, Learning Planned End Date
 - Learning Start Date, Expected End Year (P_Expendyr), Learning Actual End Date
 - Learning Start Date, Expected End Year
35. Once the learning aim records have been matched, those from previous years are discarded, leaving just the latest information for each learning aim in the QAR dataset.

Identifying overdue continuing aims and planned breaks

36. Continuing learning aims (aims with a completion status of 1 'The learner is continuing or intending to continue the learning activities leading to the learning aim') in the R14 ILR return for a funding year, that do not have a corresponding record in the following funding year, are treated as a withdrawal for the overall methodology.

For example, if the year the record was submitted on the ILR is '2015/2016' and there is no corresponding record in 2016 to 2017 R14 ILR return:

- the hybrid end year (P_Hybridendyr) is set to 2016
- P_Count_Overall is set to 1
- P_Ach_Overall is set to 0

37. Aims where the learner is on a planned break (Aims with a completion status of 6 'Learner has temporarily withdrawn from the aim due to an agreed break in learning'), are treated as a withdrawal for the overall methodology where:
- they do not have a corresponding restart record in the same funding year; or
 - they do not have a corresponding restart record in the following two funding years; or
 - if the planned break was recorded in the ILR R14 return for funding year 2015 to 2016, they do not have a corresponding restart record by the R04 ILR return of the funding year 2017 to 2018.
38. An ILR record is a restart record if it has a Learning Delivery Funding and Monitoring Type of 'RES' with a Learning Delivery Funding and Monitoring Code of 1 (Learning aim restarted).
39. We match restart records to planned break records by matching on UKPRN, learner reference number and learning aim reference where the original learning start date on the restart record matches the learning start date or original learning start date (to allow for situations where the planned break was itself a restart) of the planned break record. Only the UKPRN, learner reference and learning aim reference need to match for planned breaks that had an actual end date before 1 August 2013.
40. For example, an aim where the learner is on a planned break, that is submitted in the 2014 to 2015 ILR (YearAimSubmitted is '2014/15'), has a corresponding restart record if:
- the UKPRN, learner reference number and learning aim reference number on the planned break record is the same as the UKPRN, learner reference number and learning aim reference number on a restart record
 - either the learning start date or the original learning start date on the planned break record is the same as the original learning start date on the restart record
 - the restart record was submitted in the 2014 to 2015, 2015 to 2016 or 2016 to 2017 ILR (YearAimSubmitted is '2013/14', '2014/15', '2015/16' or '2016/17')
41. Where an aim where the learner is on a planned break that is submitted in the 2014 to 2015 ILR (YearAimSubmitted is '2014/15'), does not have a corresponding restart record:
- the reporting year is set to one year after the later of the expected end year or actual end year
 - P_Count_Overall is set to 1
 - P_Ach_Overall is set to 0
42. An aim where the learner is on a planned break, that is submitted in the 2015 to 2016 ILR (YearAimSubmitted is '2015/16'), has a corresponding restart record if:
- the UKPRN, Learner Reference Number and Learning Aim Reference Number on the planned break record is the same as the UKPRN, Learner Reference Number and Learning Aim Reference number on a restart record
 - either the Learning Start Date or the Original Learning Start Date on the planned break record is the same as the original Learning Start Date on the restart record
 - the restart record was submitted in the 2015/2016, 2016/2017 or 2017/2018 R04 ILR (YearAimSubmitted is '2015/16', '2016/17' or '2017/18')

43. Where an aim where the learner is on a planned break that is submitted in the 2015 to 2016 ILR (YearAimSubmitted is '2015/16'), does not have a corresponding restart record:
- the reporting year is set to one year after the later of the expected end year or actual end year
 - P_Count_Overall is set to 1
 - P_Ach_Overall is set to 0

Key principles for QAR, pass rate and retention rate calculations

44. The key principles of calculating QARs, pass rate and retention rates are as follows.
- We only include learning aims funded by us or a loan.
 - We exclude the aims described in paragraph 21.
 - We class uncashed AS levels as non-achievement.

Overall qualification achievement, pass and retention rate calculations

45. We use the following fields from the QAR dataset to calculate overall QARs, pass rates and retention rates.

- Hybrid End Year (P_Hybridendyr)
This field is later of the actual learning end year (P_Actendyr), the expected learning end year (P_Expendyr), or the reporting year.
- P_Count_Overall
This field indicates whether a learning aim has ended (Learning aim has ended if a learning actual end date is present) or it is an overdue continuing learning aim or an overdue continuing planned break. Learning aims where P_Count_Overall is 1 are included in the overall QAR calculations.
- P_Ach_Overall
This field indicates whether a learning aim has been achieved (Achieved learning aims have a Learning Outcome of 1 or 7 (Achieved or Achieved and cashed (AS-levels only))).
- P_Complete_Overall
This field indicates whether a learning aim has been successfully completed (Successfully completed learning aims have a Completion Status of 2 (The learner has completed the learning activities leading to the learning aim)).

46. For a given funding year the overall QAR percentage is:

$$\frac{\text{Number of learning aims that have achieved}}{\text{Number of learning aims that have ended}} \times 100$$

47. For a given hybrid end year (P_Hybridendyr) the overall QAR percentage is:

$$\frac{\text{Number of learning aims where P_Ach_Overall is 1}}{\text{Number of learning aims where P_Count_Overall is 1}} \times 100$$

48. For a given funding year, the overall pass-rate percentage is:

$$\frac{\text{Number of learning aims that have achieved}}{\text{Number of learning aims that have been successfully completed}} \times 100$$

49. For a given hybrid end year (P_Hybridendyr), the overall pass rate percentage is:

$$\frac{\text{Number of learning aims where P_Ach_Overall is 1}}{\text{Number of learning aims where P_Complete_Overall is 1}} \times 100$$

50. For a given funding year, the overall retention rate percentage is:

$$\frac{\text{Number of learning aims that have successfully completed}}{\text{Number of learning aims that have ended}} \times 100$$

51. For a given hybrid end year (P_Hybridendyr), the overall retention rate percentage is:

$$\frac{\text{Number of learning aims where P_Complete_Overall is 1}}{\text{Number of learning aims where P_Count_Overall is 1}} \times 100$$

Timely QAR calculation

52. We use the following fields from the QARs dataset to calculate timely QARs:

- Expected End Year (P_Expendyr)
This field is the first calendar year of the funding period which the Learning Planned End Date falls in.
- P_Count_Timely
This field indicates whether the learning aim was expected to be completed in a particular funding year. Learning aims where P_Count_Timely is 1 are included in the timely QAR calculations.
- P_Ach_Timely
This field indicates whether a learning aim has been achieved.

53. For a given funding year the timely QAR percentage is:

$$\frac{\text{Number of learning aims that have been achieved by their planned end date or no more than 90 days after it}}{\text{Number of learning aims expected to be completed}} \times 100$$

54. For a given expected end year (P_Expendyr) the timely QAR percentage is:

$$\frac{\text{Number of learning aims where P_Ach_Timely is 1}}{\text{Number of learning aims where P_Count_Timely is 1}} \times 100$$

Calculating the percentage of leavers below the minimum standards threshold

55. We only include learners aged 19 and over (19+) in minimum standards. Minimum standards use the overall QAR and only use data for the hybrid end year 2016/2017.
56. The first stage in calculating the percentage of provision that is below minimum standards is to identify whether the 19+ age band's overall QAR for a learning aim reference is below the minimum standards threshold for the qualification type (for example, A-level, Diploma). If the 19+ age band's QAR of a learning aim reference is below the minimum standard threshold, all the aims for that learning aim reference are classified as being below the minimum standards threshold.
57. The table below shows the minimum standards threshold for each qualification type

Qualification Type	Threshold (%)
Access to HE	70
A-Levels	75
AS-Levels	63
Award	80
Certificate	80
Diploma	70
ESOL	70
Basic Skills Maths and English	63
GCSE Maths and English	75
GCSE Other	75
Other non-Regulated	85
Other Regulated	70
QCF Unit	85

58. The aims below the minimum standard threshold for all qualification types are added together to give a figure for the total number of aims below the minimum standards threshold for the provider.
59. The percentage of leavers below the minimum standard threshold is:

$$\frac{\text{The total number of aims below the minimum standard threshold}}{\text{The total number of learning aims where P_Count_Overall is 1}} \times 100$$

60. The percentage of aims below the minimum standard threshold is then compared to the minimum standards tolerance level, which is 40%.
61. If the percentage of aims below the minimum standard threshold is equal to or greater than the minimum standards tolerance, the provider's provision is below minimum standards and there may be formal intervention by us, as set out in the [Approach to Intervention process](#).

Further Information

62. If you need more information you can phone the service desk on 0370 267 0001 or email SDE.SERVICEDESK@education.gov.uk. Please provide a detailed explanation of your query.

Contents of the QAR dataset for records created from the ILR

Source or derivation of fields in the QAR dataset

63. Three reference files are used in some of the derivations.

- a) The 2016/2017 LARS Hierarchy file. This file holds the learning-aim data from the Learning Aims Reference System (LARS), as at the close of the 2016 to 2017 ILR data collection (19 October 2017).
- b) The 2016/2017 Provider Details file. This file holds providers' details from the Provider and Organisation Information Management System (PIMS), as at 31 July 2017.
- c) The look-up used to determine the delivery region and delivery local authority of a delivery location postcode will be obtained from the National Statistics Postcode Lookup (UK) May 2017. This will be available to download from the Office of National Statistics website in May 2017.

Data item	Description	Data values	Source (ILR)	Derivation
Add_Unit_Excl	Indicates that the learning aim is an Additional Unit aim. Additional Unit aims are not included in QAR.	0 or 1	Derived	Set to 1 if the LearnAimRefType for the learning aim, from the LARS hierarchy file, is 'X901'. Otherwise set to 0.
Age_Band	A banding of the learner's age used for reporting. For classroom learning this is based on the age at the learner on 31 August of the year they started the learning aim in. For workplace learning this is based on the age of the learner at the start of the learning aim.	1 = 18 and under 2 = 19 or over, or whose age is not known	Derived	For aims formally identified as classroom learning aims (Excluding OLASS aims where D_Olass = 0) set the value as follows: <ul style="list-style-type: none"> • set to 1 if Age_31AugStYr is 0 to 18. • set to 2 if Age_31AugStYr is 19 or greater, or unknown. For aims formally identified as workplace learning aims set to 2.
Age_31AugStYr	The age of the learner on 31 August of the year they started the learning aim in. Only calculated for classroom learning aims.		Derived	Calculate as the difference between the start year (P_Startyr) of the learning aim and the Date of Birth .
AimType	The type of aim.		ILR standard files	Set to AimType .
AwardingOrgCode	The awarding body associated with each learning aim record.		LARS hierarchy	Set to AwardingOrgCode for the aim, from the LARS hierarchy file.
BasicSkills	Indicates that the learning aim is considered to be a Basic Skill aim relating to achievements in literacy, numeracy and language.	0 or 1	LARS hierarchy	Set to 1 if BasicSkills for the learning aim, from the LARS hierarchy file, is 1. Otherwise set to 0.

Data item	Description	Data values	Source (ILR)	Derivation
BasicSkillsType	A sub-category of Basic Skill identifying the type of basic skill (for example, adult literacy, ESOL).		LARS hierarchy	Set to BasicSkillsType for the learning aim, from the LARS hierarchy file.
CL_Excl	Indicates that the learning aim is a Community Learning aim. Community Learning aims are not included in QAR.	0 or 1	Derived	Set to 1 if Funding Model is 10 (Community Learning). Otherwise set to 0.
CL_WPL	Indicates whether the learning aim was either the former classroom learning aim or workplace learning aim.	CL or WPL	Derived	Set to 'CL' if the FE and Skills Statistical First Release corporate definition is Education and Training or Traineeship Component. Set to 'WPL' if the FE and Skills Statistical First Release corporate definition is Workplace Learning.
Component_Aim_Excl	Indicates that the learning aim is a component aim that is not included in QAR.	0 or 1	Derived	For ILR files for 2012 to 2013 set to 0. For ILR files for 2013 to 2014 onwards, set the value as follows. <ul style="list-style-type: none"> Set to 0 if the Learning Delivery Aim Type is 3 (Component learning aim within a programme) and the Programme Type is 15, 16, 17, 18 or 24 (Diploma – level 1 (foundation), Diploma – level 2 (higher), Diploma – level 3 (advanced), Diploma – level 3 (progression) or Traineeship respectively). Set to 0 if the Learning Delivery Aim Type is 4 or 5 (Learning aim that is not part of a programme OR Core aim - EFA funded learning aims only). Otherwise set to 1.
CompStatus	The completion status of the learning aim.		ILR standard files	Set to Completion Status .
D_AchieveRateStatus	The status of the learning aim for calculating QAR.		ILR standard files / Derived	For ILR files for 2012 to 2013 and 2013 to 2014, set the value as follows. <ul style="list-style-type: none"> Set to 0 (Continuing) if the Learning Actual End Date is not populated. Set to 1 (Achieved) if the Outcome is 1 or 7 (Achieved OR Achieved and cashed (AS-levels only)). Set to 11 (Planned break) if the Completion Status is 6 (Learner has temporarily withdrawn from the aim due to an agreed break in learning).

Data item	Description	Data values	Source (ILR)	Derivation
				<ul style="list-style-type: none"> Set to 10 (Transfer to a new provider forced by Education and Skills Funding Agency intervention) if the Withdrawal Reason is 7 or 41 (Learner has transferred between providers due to intervention by or with the written agreement of the Skills Funding Agency OR Learner has transferred to another provider to undertake learning that meets a specific government strategy). Set to 8 (Transfer to a new aim at the same provider) if the Completion Status is 3 (Learner has withdrawn from the learning activities leading to the learning aim) and the Withdrawal Reason is 40 (Learner has transferred to a new learning aim with the same provider). Set to 8 (Transfer to a new aim at the same provider) if the Completion Status is 4 (Learner has transferred to a new learning aim. That is, the learner has withdrawn from this learning aim and as a direct result has at the same time started studying for another learning aim within the same provider). Set to 9 (Not achieved) if the Withdrawal Reason is 2 (Learner has transferred to another provider). If none of the above apply, set to 6 (Not achieved). <p>For ILR files for 2014 to 2015 onwards set to D_SuccessRateStatus.</p>
D_AgeAimStart	The age of the learner at the start of the learning aim. Only calculated for workplace learning aims (now included in Education and Training provision)		Derived	Calculated as the difference between the start date (Learning Start Date) of the learning aim and the Date of Birth .
D_FullLevel2	Identifies whether the learning aim is a full level 2.	0 or 1	ILR standard files	<p>Set to 0 if FullLevel3EntitlementCategory from the LARS hierarchy file is 1, 2 or 3 and FullLevel3Percent from the LARS hierarchy file is 100 or more.</p> <p>Set to 1 if FullLevel2EntitlementCategory from the LARS hierarchy file is 1 or 4 and FullLevel2Percent from the LARS hierarchy file is 100 or more.</p> <p>Otherwise set to 0.</p>

Data item	Description	Data values	Source (ILR)	Derivation
D_FullLevel3	Identifies whether the learning aim is a full level 3.	0 or 1	ILR standard files	Set to 1 if FullLevel3EntitlementCategory from the LARS hierarchy file is 1, 2 or 3 and FullLevel3Percent from the LARS hierarchy file is 100 or more. Otherwise set to 0.
Datasource	The source of the record on the QAR dataset, which is either the ILR or the LEOP dataset.	ILR	Derived	Set to 'ILR'.
DelLocPostCode	The postcode of the delivery location.		ILR standard files	Set to Delivery Location Postcode .
DelLocPostCode_GOR	The delivery location postcode Government office region.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2017.
DelLocPostCode_LocalAuthority	The delivery location postcode local authority district.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2017.
Diagnostic_Excl	Indicates that the learning aim is a Diagnostic Test aim. Diagnostic Test aims are not included in QAR.	0 or 1	Derived	Set to 1 if the LearnAimRefType for the learning aim, from the LARS hierarchy file, is '8011' (Diagnostic Test). Otherwise set to 0.
Diploma_Excl	Indicates that the learning aim is a programme aim, such as those used for Traineeships, progression pathways, diplomas and foundation learning programmes. Programme aims are not included in QAR.	0 or 1	Derived	For ILR files for 2012 to 2013, set to 1 if Aim Type is not 3 or 4 (Component learning aim within a programme OR Learning aim that is not part of a programme). Otherwise set to 0. For ILR files for 2013 to 2014 onwards, set to 1 if Aim Type is not 3, 4 or 5 ((Component learning aim within a programme, Learning aim that is not part of a programme or Core aim - EFA funded learning aims only)). Otherwise set to 0.
EFA_Direct_Funded	Indicates that the learner is a 14- or 15-year-old full-time learner who has been recruited directly by a general further education (GFE) college or a sixth-form college.	0 or 1	Derived	Set to 1 if there is a Learning Delivery Funding and Monitoring Type of 'LDM' with a Learning Delivery Funding and Monitoring Code of 320 (14-16 Direct Funded Students in FE). Otherwise set to 0.
EmpOutcome	Employment outcome		ILR standard files	Set to Employment Outcome .
ESF_Excl	Indicates that the learning aim is funded by the European Social Fund. Aims funded by the European Social Fund are not included in QAR.	0 or 1	Derived	Set to 1 if Funding Model is 70 (ESF). Otherwise set to 0.
Ethnicity	The learner's ethnic background.		ILR standard files	Set to Ethnicity .
FirstSteps_Excl	Indicates that the learning aim is a First Steps or Formal First Steps aim. First Steps and Formal First Steps aims are not included in QAR.	0 or 1	Derived	For ILR files for 2012 to 2013, set to 1 if the ASL Provision Type is 5 (Non-Safeguarded Learning – Formal First Step). Otherwise set to 0. First Steps for 2013/2014 is included in the Adult Skills Budget.

Data item	Description	Data values	Source (ILR)	Derivation
FoundationLearningWeekly_Excl	Indicates that the learning aim is a Foundation Learning Weekly aim. Foundation Learning Weekly aims are not included in QAR.	0 or 1	Derived	Set to 1 if the Learning Aim Reference is 'ZFLW0001'. Otherwise set to 0.
FreeMeals	Indicates that the learner is eligible for free meals, or is eligible and receiving free meals. 19+ learners are not eligible for free meals.		Derived	For ILR files for 2012 to 2013 and 2013 to 2014, set to -1. For ILR files for 2014 to 2015 onwards if the Learner Funding and Monitoring Type is 'FME' and the Learner Funding and Monitoring Code is 1 or 2 (14-15-year-old learner is eligible for free meals OR 16-19-year-old learner is eligible for and in receipt of free meals, set to the Learner Funding and Monitoring Code , otherwise set to -1.
Fund_Qual_Excl	Indicates that the learner has withdrawn from a learning aim before the qualifying number of days for funding has been met (The qualifying period for funding aims with a planned duration of less than 14 days is 1 day. Fund_Qual_Excl is always set to 0 for aims with a planned duration of less than 14 days.)	0 or 1	Derived	The planned duration of the aim, in days, is the difference between the Learning Start Date and the Learning Planned End Date . The actual duration of the aim, in days is the difference between the Learning Start Date and the Learning Actual End Date . Set to 1 if the planned duration is 168 days or more, the actual duration is less than 42 days and the Completion Status is 3 (Withdrawal). Set to 1 if the planned duration is between 14 and 167 days, the actual duration is less than 14 days and the Completion Status is 3 (Withdrawal). Otherwise set to 0.
Innovation_Excl	Indicates that the learning aim is an Innovation Code aim –these aims are not included in QAR.	0 or 1	Derived	Set to 1 if the Learning Aim Reference is 'ZINN0001' to 'ZINN0006' or 'Z0004474' to 'Z0007833'. Otherwise set to 0.
JIP_Excl	Indicates that the learning aim is a Joint Investment Programme aim. Joint Investment Programme aims are not included in QAR.	0 or 1	Derived	Set to 1 if there is a Learning Delivery Funding and Monitoring Type of 'SPP' (Special projects and pilots) and a Learning Delivery Funding and Monitoring Code of 'SP045' (Joint Investment Programme). Otherwise set to 0.

Data item	Description	Data values	Source (ILR)	Derivation
JSA_ESA_UC_Excl	Indicates that the learning aim is for an unemployed learner claiming Universal Credit, Jobseeker's Allowance (JSA) or Employment and Support Allowance (ESA) in the work-related activity group (WRAG) who cannot continue their learning through to completion because they have started working. Aims for these learners are not included in QAR.	0 or 1	Derived	<p>For ILR files for 2012 to 2013 and 2013 to 2014, set to 1 if:</p> <ul style="list-style-type: none"> • the Completion Status is not 1 (Learner is continuing or intending to continue the learning activities leading to the learning aim); • the Outcome is not 1 (Achieved); • the Employment Outcome is 1 or 2 (Employment outcome (with training) gained on eligible funded programme OR Employment outcome (without training) gained on eligible funded programme; and • the latest ILR for the learner has an Employment Status Monitoring Type of BSI and an Employment Status Monitoring Code of 1, 2 or 4 (Learner is in receipt of Job Seekers Allowance (JSA), Learner is in receipt of Employment and Support Allowance - Work Related Activity Group (ESA WRAG) OR Learner is in receipt of another state benefit other than JSA, Universal Credit or ESA (WRAG)). <p>For ILR files for 2014 to 2015 and 2015 to 2016, aims where:</p> <ul style="list-style-type: none"> • the Completion Status is not 1 (Learner is continuing or intending to continue the learning activities leading to the learning aim); • the Outcome is not 1 (Achieved); • the Employment Outcome is 1 or 2 (Employment outcome (with training) gained on eligible funded programme OR Employment outcome (without training) gained on eligible funded programme; • a Learner Employment Status record exists with an Employment Status of 11 or 12 (Not in paid employment, looking for work and available to start work OR Not in paid employment, not looking for work and/or not available to start work) and a Date Employment Status Applies earlier than the Learning Aim Start Date; • the latest ILR for the learner has an Employment Status Monitoring Type of BSI and an Employment Status Monitoring Code of 1 or 2 (Learner is in receipt of Job Seekers Allowance (JSA) OR Learner is in receipt of Employment and Support Allowance - Work Related

Data item	Description	Data values	Source (ILR)	Derivation
				<p>Activity Group (ESA WRAG)) OR an Employment Status Monitoring Type of BSI and an Employment Status Monitoring Code 4 and any of the Learning Delivery Monitoring Codes is 318 (Mandation to Skills Training)</p> <p>For ILR files for 2016 to 2017 onwards, aims where:</p> <ul style="list-style-type: none"> • the Completion Status is not 1 (Learner is continuing or intending to continue the learning activities leading to the learning aim) • the Outcome is not 1 (Achieved) • the Employment Outcome is 1 or 2 (Employment Outcome (With Training) Gained On Eligible Funded Programme OR Employment Outcome (Without Training) Gained On Eligible Funded Programme) • a Learner Employment Status record exists with an Employment Status of 11 or 12 (Not in paid employment and not looking for work – other benefit OR Not in paid employment and not looking for work – no benefit) and a Date Employment Status applies earlier than the Learning Aim Start Date • the latest Individualised Learner Record for the learner has an Employment Status Monitoring Type of BSI (Benefit status indicator) and an Employment Status Monitoring Code of 1 or 2 (Learner is in receipt of Job Seekers Allowance (JSA) OR Learner is in receipt of Employment and Support Allowance - Work Related Activity Group (ESA WRAG)) OR an Employment Status Monitoring Type of BSI (Benefit status indicator) and an Employment Status Monitoring Code 4 (Learner is in receipt of Universal Credit) • where the Length of Unemployment is not -1 (Not applicable/Not Known) and not 98 (Unknown) and • The Employment Status on the First Day of Learning is 17 (Not in paid employment, looking for work and available to start work) <p>Otherwise set to 0.</p>

Data item	Description	Data values	Source (ILR)	Derivation
KeySkills_Excl	Indicates that the learning aim is a Key Skills aim. Key Skills aims are not included in QAR.	0 or 1	Derived	Set to 1 if LearnAimRefType for the learning aim, from the LARS hierarchy file, is '1327 (NVQ/GNVQ Key Skills Unit)'. Otherwise set to 0.
L_PriorPcode	The learner's home postcode.		ILR standard files	Set to Postcode where Locator Type is 2 (Postcode) and Contact Type is 1 (Prior to enrolment (the permanent or home postcode of the learner prior to enrolling at the provider)).
L_PriorPcode_GOR	The learner's home postcode Government office region.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2017.
L_PriorPcode_LocalAuthority	The learner's home postcode local authority district.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2017.
LearnActEndDate	The learning actual end date (DDMMYYYY).		ILR standard files	Set to Learning Actual End Date .
LearnAimBelowMS	Indicates whether the learning aim is classified as being below the minimum standards threshold	0 or 1	Derived	See paragraphs 55 to 61 for details of how the classification below minimum standards is derived. Set to 1 if the learning aim is classified as being below minimum standards. Otherwise set to 0.
LearnAimRef	The learning aim reference.		ILR standard files	Set to Learning Aim Reference .
LearnAimRefTitle	Learning aim description		LARS hierarchy	Set to LearnAimRefTitle for the learning aim, from the LARS hierarchy file.
LearnPlanEndDate	The learning planned end date (DDMMYYYY).		ILR standard files	Set to Learning Planned End Date .
LearnRefNumber	The learner reference number.		ILR standard files	Set to Learner Reference Number .
LearnRefNumberAnon	The anonymised learner reference number		Derived	The processing that creates the QAR dataset assigns a unique anonymised value to each learner.
LearnStartDate	The learning start date (DDMMYYYY).		ILR standard files	Set to Learning Start Date .
LLDDHealthProb	Whether the learner considers that they have a learning difficulty, disability or health problem.		ILR standard files	Set to LLDD and Health Problem .

Data item	Description	Data values	Source (ILR)	Derivation
LLDD_Placement_Excl	Indicates that the learning aim is funded by the LLDD Placement budget. Aims funded by the LLDD Placement budget are not included in QAR.	0 or 1	Derived	<p>For ILR files for 2012 to 2013 to 2014 to 2015,</p> <ul style="list-style-type: none"> Set to 1 if the Learning Delivery Funding and Monitoring Type is 'LDM' and the Learning Delivery Funding and Monitoring Code is '317' (Learners in mainstream FE funded by the LLDD Placement budget). Set to 1 if the Learning Delivery Funding and Monitoring Type is 'SPP' and the Learning Delivery Funding and Monitoring Code is 'SP044' (Learners in mainstream FE funded by the LLDD Placement budget). <p>Otherwise set to 0.</p> <p>For ILR files for 2015 to 2016 onwards, set to 0.</p>
LearnAimRefType	Code used by the Learner Aims Reference System to assign learning aims to certain listed types of learning aim (for example, NVQs and GNVQs).		LARS hierarchy	Set to LearnAimRefType for the learning aim, from the LARS hierarchy file.
Maths_English	Indicates whether a learning aim is a mathematics or English learning aim. Only set for qualification types of 'GCSE Maths and English' and 'Basic Skills Maths and English'.	E, M or blank	Derived	<p>Set to 'E' where:</p> <ul style="list-style-type: none"> Qualification_Type is 'GCSE Maths and English' and SuccessRateMapCode is B1220137 (GCSE English); or Qualification_Type is 'GCSE Maths and English' and BasicSkillsType, from the LARS hierarchy file, is 33 (International GCSE in English Language); or Qualification_Type is 'Basic Skills Maths and English' and BasicSkillsType, from the LARS hierarchy file, is 01, 20, 23 or 29 (Certificate in Adult Literacy, Functional Skills in English, Units of the Certificate in Adult Literacy or QCF Basic Skills English Language respectively). <p>Set to 'M' where:</p> <ul style="list-style-type: none"> Qualification_Type is 'GCSE Maths and English' and SuccessRateMapCode is B0220076 (GCSE in Mathematics); or Qualification_Type is 'GCSE Maths and English' and BasicSkillsType, from the LARS hierarchy file, is 34 (International GCSE in Mathematics); or

Data item	Description	Data values	Source (ILR)	Derivation
				<ul style="list-style-type: none"> Qualification_Type is 'Basic Skills Maths and English' and BasicSkillsType, from the LARS hierarchy file, is 02, 19, 21 or 30 (Certificate in Adult Numeracy, Functional Skills in Mathematics, Units of the Certificate in Adult Numeracy or QCF Basic Skills Maths respectively). <p>Otherwise blank.</p>
Non_Reg_ESOL_Excl	Indicates that the learning aim is a non-regulated ESOL funding aim. Non-regulated ESOL funding aims are not included in QAR.	0 or 1	Derived	<p>For ILR files for 2012 to 2013, set to 0.</p> <p>For ILR files for 2013 to 2014 onwards, set to 1 if the Learning Aim Reference is 'Z0004294' to 'Z00004341' and any of the Learning Delivery Monitoring Codes is 336 (ESOL QCF additional learning), otherwise set to 0.</p>
Not_Funded_Excl	Indicates that the learning aim is non-funded (not funded or financed by an advanced learner loan). Non-funded aims are not included in QAR.	0 or 1	Derived	<p>For ILR files for 2012 to 2013, set to 0 if A_To_Date_SLN_Payment is 1 and Fund_Qual_Excl is 0. Otherwise set to 1.</p> <p>For ILR files for 2013 to 2014 onwards, set to 0 if D_FEFund is 1 (Formula funded), 2 (Other funding) or 3 (Financed by a loan) and Fund_Qual_Excl is 0.</p> <p>For ILR files for 2013 to 2014 onwards, set to 0 if the Learning Delivery Funding and Monitoring Type is 'LDM' and the Learning Delivery Funding and Monitoring Code is 320 (1416 EFA Direct Funded Students).</p> <p>Otherwise set to 1.</p>
NotionalNVQLevel	A level on the NVQ scale for all learning aims. (This enables the learning aim to be analysed against the NVQ scale)		LARS hierarchy	Set to NotionalNVQLevel for the learning aim, from the LARS hierarchy file.
Outcome	The learning outcome of the learning aim.		ILR standard files	Set to Outcome .
OutGrade	The learning outcome grade of the learning aim.		ILR standard files	Set to Outcome Grade .
Overdue_Continuing_Aim	Indicates whether the aim is an overdue continuing aim.	0 or 1	Derived	Set to 1 if the aim is an overdue continuing learning aim (See paragraph 36), otherwise set to 0.
Overdue_Planned_Break	Indicates whether the aim is an overdue planned break.	0 or 1	Derived	Set to 1 if the aim is an overdue planned break (See paragraphs 37 to 43), otherwise set to 0.

Data item	Description	Data values	Source (ILR)	Derivation
P_Ach_Overall	For the overall QAR measure, this indicates that the learner has achieved the learning aim.	0 or 1	Derived	Set to 1 if: <ul style="list-style-type: none"> • Age_31AugStYr is 16 or more; or the Learning Delivery Funding and Monitoring Type is 'LDM' and the Learning Delivery Funding and Monitoring Code is 320 (14-16 Direct Funded Students in FE) • D_AchieveRateStatus is 1 (Achieved); and • the Learning Actual End Date is no later than 31 July 2017. Otherwise set to 0.
P_Ach_Timely	For the timely QAR measure, this indicates that the learner has achieved the learning aim.	0 or 1	Derived	Set to 1 if: <ul style="list-style-type: none"> • Age_31AugStYr is 16 or more; or the Learning Delivery Funding and Monitoring Type is 'LDM' and the Learning Delivery Funding and Monitoring Code is 320 (14-16 Direct Funded Students in FE); and • D_AchieveRateStatus is 1 (Achieved); and • the Learning Planned End Date is no later than 31 July 2017; and • the Learning Actual End Date is on or before the Learning Planned End Date, or no more than 90 days after it. Otherwise set to 0.
P_Actendyr	The actual end year of the learning aim (20_ _).		Derived	Set to the first calendar year of the funding period the Learning Actual End Date falls in. (For example, if the Learning Actual End Date falls within the 2013 to 2014 funding year, P_Actendyr has the value of 2013)
P_Complete_Overall	For the overall QAR measure, this indicates that the learning aim has been completed.	0 = not completed 1 = completed	Derived	Set to 1 if: <ul style="list-style-type: none"> • (Age_31AugStYr is 16 or more; or the Learning Delivery Funding and Monitoring Type is 'LDM' and the Learning Delivery Funding and Monitoring Code is 320 (14-16 Direct Funded Students in FE)); • Completion Status is 2 (Learner has completed the learning activities leading to the learning aim); and • the Learning Actual End Date is no later than 31 July 2017. Otherwise set to 0.

Data item	Description	Data values	Source (ILR)	Derivation
P_Count_Overall	For the overall QAR measure, this indicates that the record should be counted towards the overall achievement rate.	0 or 1	Derived	<p>Set to 1 if:</p> <ul style="list-style-type: none"> • ((Age_31AugStYr is 16 or more; or the Learning Delivery Funding and Monitoring Type is 'LDM' and the Learning Delivery Funding and Monitoring Code is 320 (14-16 Direct Funded Students in FE)); and • Learning Actual End Date is populated; and • the Learning Actual End Date is no later 31 July 2017); or • the aim is an overdue continuing learning aim (See paragraph 36); or • the aim is an overdue planned break (See paragraphs 37 to 43) <p>Otherwise set to 0.</p>
P_Count_Timely	For the timely QAR measure, this indicates that the record should be counted towards the timely QAR.	0 or 1	Derived	<p>Set to 1 if:</p> <ul style="list-style-type: none"> • (Age_31AugStYr is 16 or more; or the Learning Delivery Funding and Monitoring Type is 'LDM' and the Learning Delivery Funding and Monitoring Code is 320 (14-16 Direct Funded Students in FE)); • the Learning Planned End Date is no later 31 July 2017. <p>Otherwise set to 0.</p>
P_Expendyr	The learning aim's expected end year (20_ _).		Derived	Set to the value of the first calendar year of the funding period the Learning Planned End Date falls in. For example, if the Learning Planned End Date falls within the 2016 to 2017 funding year, P_Expendyr has the value of 2016.
P_Hybridendyr	The hybrid end year of the learning aim (20_ _).		Derived	<p>Set to:</p> <ul style="list-style-type: none"> • the actual learning end year (P_Actendyr); or • the expected learning end year (P_Expendyr); or • the reporting year; <p>Whichever is higher.</p>
P_Startyr	The start year of the learning aim (20_ _).		Derived	Set to the value of the first calendar year of the funding period the Learning Start Date falls in. For example, if the Learning Start Date falls within the 2016 to 2017 funding year, P_Startyr is set to 2016.

Data item	Description	Data values	Source (ILR)	Derivation
Pilot_Excl	Indicates that the learning aim is learning technologies pilot aim or an 18-21 work skills pilot aim. Learning technologies pilot and work skills pilot aims are not included in QAR.	0 or 1	Derived	<p>For ILR files for 2012 to 2013 and 2013 to 2014, set to 0.</p> <p>For ILR files for 2014 to 2015 onwards, set to 1 if any of the Learning Delivery Monitoring Codes is 332, 337 or 341 (18-21 Work Skills Pilot, Learning Technologies pilots-online learning or 18-21 Work Skills Pilot - Black Country) otherwise set to 0.</p>
PrimaryLLDD	<p>The primary learner disability, learning difficulty or and heath problem of the learner.</p> <p>For learners who are continuing from 2014/2015, who had both a learning difficulty and a learning disability a provider does not have to identify which is the primary category. When this occurs the PrimaryLLDD field will not be populated.</p>		ILR standard files	<p>For ILR files for 2012 to 2013 to 2014 to 2015 the value is taken from either disability (LLDD and Health Problem Code where the LLDD and Health Problem Type is 'DS') or from learning difficulty (LLDD and Health Problem Code where the LLDD and Health Problem Type is 'LD').</p> <p>If disability and learning difficulty both contain a value of 99 (Not Known/Information Not Provided), set to 99.</p> <p>If disability and learning difficulty both contain a value, and both values are not 99 (Not Known/Information Not Provided), the field is not populated.</p> <p>If only disability or learning difficulty contains a value set PrimaryLLDD as follows.</p> <p>Set to 1 if disability is 6. Set to 2 if disability is 90. Set to 3 if learning difficulty is 90. Set to 4 if disability is 1. Set to 5 if disability is 2. Set to 6 if disability is 3. Set to 7 if disability is 9. Set to 9 if disability is 7. Set to 10 if learning difficulty is 1. Set to 11 if learning difficulty is 2. Set to 12 if learning difficulty is 10. Set to 13 if learning difficulty is 11. Set to 14 if learning difficulty is 20. Set to 15 if disability is 10. Set to 16 if disability is 8.</p>

Data item	Description	Data values	Source (ILR)	Derivation
				<p>Set to 93 if disability is 4. Set to 94 if learning difficulty is 19. Set to 95 if disability is 5. Set to 96 if learning difficulty is 97. Set to 97 if disability is 97. Set to 99 if disability or learning difficulty is 99.</p> <p>For ILR files for 2015 to 2016 onwards set to LLDDCat where PrimaryLLDD is 1.</p>
PriorAttain	The learner's prior attainment level.		ILR standard files	Set to Prior Attainment .
ProgType	The type of programme which the learner is		ILR standard files	Set to ProgType .
Provision_Type	Identified as Education and Training learning aim	ET	Derived	<p>Set to ET if:</p> <p>For the ILR files for 2012 to 2013, the learning aims chosen from the ILR are those where:</p> <ul style="list-style-type: none"> • the Funding Model is 21 or 22 (16-18 Learner Responsive Provision OR Adult Learner Responsive Provision); or • (the Funding Model is 45 (Employer Responsive Provision); and the Data Set Identifier Code is not 35; and the Programme Type is not 2, 3, 10, 20 or 21(Advanced level apprenticeship, Intermediate Level Apprenticeship, Higher Apprenticeship, Higher Apprenticeship - level 4, Higher Apprenticeship - level 5 respectively). <p>For the ILR files for 2013 to 2014 onwards, the learning aims chosen from the ILR are those where:</p> <ul style="list-style-type: none"> • the Aim Type is not 1 (Programme aim); and the Programme Type is not 2, 3, 10, 20, 21, 22, 23 (Advanced level apprenticeship, Intermediate Level Apprenticeship, Higher Apprenticeship, Higher Apprenticeship - level 4, Higher Apprenticeship - level 5, Higher Apprenticeship – level 6, Higher Apprenticeship – level 7+ respectively) or 25 (Apprenticeship standards)
Qualification_Type	A grouping of aims, based on the QCF sizes of 'unit', 'award', 'certificate' and 'diploma', used to categorise learning aims.		Derived	See paragraph 65 for how Qualification_Type is derived.

Data item	Description	Data values	Source (ILR)	Derivation
QAR_Status_Overall	Indicates whether or not the record is included in the provider's education and training overall qualification achievement-rate calculations.	QAR Exclusions		If D_Olass is 0 set to 'QAR Exclusions' if the aim is not included in the education and training overall qualification achievement rate calculations. Otherwise set to 'QAR Inclusions'. For most excluded aims, a specific exclusion flag will also be set. If D_Olass is 1 set to 'QAR Exclusions'
QAR_Status_Timely	Indicates whether or not the record is included in the provider's education and training timely qualification achievement-rate calculations.	QAR Inclusions QAR Exclusions	Derived	If D_Olass is 0 set to 'QAR Exclusions' if the aim is not included in the education and training timely qualification achievement rate calculations. Otherwise set to 'QAR Inclusions'. For most excluded aims, a specific exclusion flag will also be set. If D_Olass is 1 set to 'QAR Exclusions'
Report_Level	Derived from NotionalNVQLevel		LARS hierarchy	Set to 'Entry and Level 1' if the Notional NVQ Level Code is either 1 or E. Set to 'Level 2' if the Notional NVQ Level Code is 2. Set to 'Level 3' if the Notional NVQ Level Code is 3. Set to 'Level 4 or Higher' if the Notional NVQ Level Code is 4, 5 or H. Set to 'Level Unknown' if the Notional NVQ Level Code is M, U or X.
SectorSubjectAreaTier1	Sector subject area – the broad (tier 1) classification of the subject of the learning aim.		LARS hierarchy	Set to SectorSubjectAreaTier1 for the learning aim, from the LARS hierarchy file.
SectorSubjectAreaTier2	The more specialised classification (tier 2) of the subject of the learning aim.		LARS hierarchy	Set to SectorSubjectAreaTier2 for the learning aim, from the LARS hierarchy file.
Sex	The learner's sex.	F or M	ILR standard files	Set to Sex .
Subcontractor_Name	The subcontractor's name.		ILR 2016/2017 provider-details file	The name of the subcontracting provider, from the ILR 2016 to 2017 provider details file.
Subcontractor_UKPRN	The UKPRN of the partner provider which delivered the learning aim. The subcontractor UKPRN is not entered in the ILR for most 16 to 19-year-old provision.		ILR standard files	Set to the Subcontracted or Partnership UKPRN .

Data item	Description	Data values	Source (ILR)	Derivation
SuccessRateMapCode	A code used to group learning aims together in a hierarchy for the purpose of analysis and benchmarking.		LARS hierarchy file or derived	Set to SuccessRateMapCode for the learning aim, from the LARS hierarchy file, if a SuccessRateMapCode is populated for the learning aim. Otherwise set to LearnAimRef for the learning aim from the LARS hierarchy file.
SuccessRateMapCodeDesc	Map-code description		LARS hierarchy file or derived	Set to SuccessRateMapCodeDesc for the learning aim, from the LARS hierarchy file, if a SuccessRateMapCode is populated for the learning aim. Otherwise set to LearnAimRefTitle for the learning aim from the LARS hierarchy file.
Sup_Intern_Excl	Indicates that the learning aim is a Supported Internship. Supported Internships are not included in QAR.	0 or 1	Derived	Set to 1 if the Learning Aim Reference is 'Z0002347'. Otherwise set to 0.
SWSupAimID	The software supplier's aim identifier of the aim.		ILR standard files	For ILR files for 2014 to 2015 onwards set to SWSupAimID . (This field is not present for ILR files for 2012 to 2013 and to 2013 to 2014)
Traineeship_Excl	Indicate that the learner is on a traineeship and cannot continue their learning through to completion because they have started work.	0 or 1	Derived	For ILR files up to 2013 to 2014, for learners aged 19 or over, set to 1 if: any of the Learning Delivery Monitoring Codes is 323 (Traineeships); <ul style="list-style-type: none"> Completion Status is not 1 (Learner is continuing or intending to continue the learning activities leading to the learning aim); Outcome is not 1 (Achieved) or when the Outcome is not 7 (Achieved and Cashed (AS Levels only)); and Employment Outcome is 1 or 2 (Employment outcome (with training) gained on eligible funded programme OR Employment outcome (without training) gained on eligible funded programme).

Data item	Description	Data values	Source (ILR)	Derivation
				<p>For ILR files for 2014 to 2015 onwards, set to 1 if:</p> <ul style="list-style-type: none"> the Programme Type is 24 (Traineeship); the Aim Type is 3 (Component learning aim within a programme); Completion Status is not 1 (Learner is continuing or intending to continue the learning activities leading to the learning aim); Outcome is not 1 (Achieved) or when the Outcome is not 7 (Achieved and Cashed (AS Levels only)); and A Learner Destination and Progression record exists for the learner where Outcome Type is EDU and outcome code is 2 (education) OR Outcome Type is EMP and outcome code is 1, 3 or 4 (in paid employment for 16 hours or more per week, self-employed OR Self-employed for 16 hours or more per week). the Outcome Start Date is on or after the Actual End Date of the aim. <p>Otherwise set to 0.</p>
Tutorial_Excl	Indicates that the learning aim is a Tutorial Support and Complementary Studies aim. Tutorial Support and Complementary Studies aims are not included in QAR.	0 or 1	Derived	Set to 1 if the Learning Aim Reference is 'CMISC001' or 'XESF0001'. Otherwise set to 0.
UC_Excl	Indicates that the learning aim is for a learner who is receiving Universal Credit and is mandated to skills training.	0 or 1	Derived	<p>For ILR files for 2012 to 2013, set to 0.</p> <p>For ILR files for 2013 to 2014, set to 1 if:</p> <ul style="list-style-type: none"> the Learning Start Date of the learning aim is within the time period of an ILR for the learner that has an Employment Status Monitoring Type of BSI and an Employment Status Monitoring Code of 4; and any of the Learning Delivery Monitoring Codes is 318 (Mandation to Skills Training). <p>Otherwise set to 0.</p> <p>For ILR files for 2014 to 2015 onwards, set to 0.</p>

Data item	Description	Data values	Source (ILR)	Derivation
UKPRN	UK provider reference number (UKPRN)		ILR standard files	Set to UK Provider Reference Number .
UKPRN_Orig	The UKPRN for the learning aim before the college merger process was applied to a provider's data.		Derived	See paragraphs 27 to 29 for how this field is set by the further-education college merger process.
ULN	Unique learner number		ILR standard files	Set to Unique Learner Number .
WithdrawalReason	The reason learning ended.		ILR standard files	Set to Withdrawal Reason .
Unitisation_Excl	Indicates that the learning aim is a Unitisation qualification. Unitisation qualifications are not included in qualification achievement rates.	0 or 1	Derived	Set to 1 if the LearnAimRefType for the learning aim, from the the LARS hierarchy file, is '8008' (Second Stage Unitisation Pilot) or '8009' (Unitisation Provision). Otherwise set to 0.
Work_Exp_Excl	Indicates that the learning aim is a work experience or work placement aim. Work experience and work placement aims are not included in QAR.	0 or 1	Derived	Set to 1 if the Learning Aim Reference is 'Z0007834' to 'Z0007838'. Otherwise set to 0.
Year	The current funding year for the QAR dataset.	2016/17	Derived	Set to '2016/17'.
YearAimSubmitted	The funding year which the aim was submitted in.		Derived	Set to '2012/13' if the learning aim is taken from the 2012 to 2013 ILR, '2013/14' if from the 2013 to 2014 ILR, '2014/15' if from the 2014/2015 ILR, '2015/16' if from the 2015 to 2016 ILR or '2016/17' if from the 2016 to 2017 ILR.

Contents of the QAR dataset for records created from the LEOP dataset

Source or derivation of fields in the QAR dataset

64. Three reference files are used in some of the derivations.

- a) The 2016/2017 LARS Hierarchy file. This file holds the learning aim data from the Learning Aims Reference System (LARS), as at the close of the 2016 to 2017 ILR data collection (19 October 2017).
- b) The 2016/2017 Provider Details file. This file holds provider details from the Provider and Organisation Information Management System (PIMS), as at 31 July 2017.
- c) The look-up used to determine the delivery region and delivery local authority of a delivery location postcode will be obtained from the National Statistics Postcode Lookup (UK) May 2017. This will be available to download from the Office of National Statistics website in May 2017.

Data item	Description	Data values	Source (LEOP)	Derivation
Add_Unit_Excl	Indicates that the learning aim is an Additional Unit aim. Additional Unit aims are not included in QAR.	0 or 1	Derived	Set to 1 if the LearnAimRefType for the learning aim, from the LARS hierarchy file, is 'X901' (NVQ/GNVQ additional units). Otherwise set to 0.
Age_Band	A banding of the learner's age used for reporting. For classroom learning this is based on the age at the learner on 31 August of the year they started the learning aim in. For workplace learning this is based on the age of the learner at the start of the learning aim. For OLASS aims this is based on the age of the learner at the start of the learning aim.	1 = learners aged 18 and under 2 = learners aged 19 or over, or whose age is not known	Derived	Set to 2.
Age_31AugStYr	The age of the learner on 31 August of the year they started the learning aim in. Only calculated for classroom learning aims.	Not populated	–	–
AimType	The type of aim.		LEOP standard file	Set to Aim Type .
AwardingOrgCode	The awarding body associated with the learning aim.		LARS hierarchy file	Set to AwardingOrgCode for the aim, from the LARS hierarchy file.

Data item	Description	Data values	Source (LEOP)	Derivation
BasicSkills	Indicates that the learning aim is considered to be a Basic Skill aim relating to achievements in literacy, numeracy and language.	0 or 1	LARS hierarchy file	Set to 1 if BasicSkills for the learning aim, from the LARS hierarchy file, is 1 (Certificate in Adult Literacy). Otherwise set to 0.
BasicSkillsType	A sub-category of Basic Skill identifying the type of skill (for example, adult literacy, ESOL).		LARS hierarchy file	Set to BasicSkillsType for the learning aim, from the LARS hierarchy file.
CL_Excl	Indicates that the learning aim is a Community Learning aim. Community Learning aims are not included in QAR.	0	Derived	Set to 0.
CL_WPL	Indicates whether the learning aim was either the former classroom learning aim or workplace learning aim.	CL or WPL	Derived	Set to 0.
Component_Aim_Excl	Indicates that the learning aim is a component aim that is not included in QAR.	0	Derived	Set to 0.
CompStatus	The completion status of the learning aim.		LEOP standard file	Set to Completion Status .
D_AchieveRateStatus	The status of the learning aim for calculating QAR.		ILR standard files / Derived	<p>Set the value as follows.</p> <ul style="list-style-type: none"> Set to 0 (Continuing) if the Learning Actual End Date is not populated. Set to 1 (Achieved) if the Learning Outcome is 1 or 7 (Achieved OR Achieved and cashed (AS-levels only). Set to 11 (Planned break) if the Completion Status is 6 (Learner has temporarily withdrawn from the aim due to an agreed break in learning). <p>If none of the above apply, set to 6 (Not achieved).</p> <p>(As the LEOP dataset does not include a 'Reason Learning Ended' or a 'Withdrawal Reason' D_AchieveRateStatus values of 8 (Transfer to a new aim at the same provider), 9 (Not Achieved) and 10 (Transfer to a new provider after ESFA intervention) cannot be determined.)</p>
D_AgeAimStart	The age of the learner at the start of the learning aim. Only calculated for workplace learning aims.		Derived	Calculated as the difference between the start date (Learning Start Date .) of the learning aim and the Date of Birth .

Data item	Description	Data values	Source (LEOP)	Derivation
D_FullLevel2	Identifies whether the learning aim is a full level 2.	0 or 1	LEOP standard file	Set to 0 if FullLevel3EntitlementCategory from the LARS hierarchy file is 1, 2 or 3 (Full Level 3 Qualification, AS/A2 or A Level) and FullLevel3Percent from the LARS hierarchy file is 100 or more. Set to 1 if FullLevel2EntitlementCategory from the LARS hierarchy file is 1 or 4 and FullLevel2Percent from the LARS hierarchy file is 100 or more. Otherwise set to 0.
D_FullLevel3	Identifies whether the learning aim is a full level 3.	0 or 1	LEOP standard file	Set to 1 if FullLevel3EntitlementCategory from the LARS hierarchy file is 1, 2 or 3 (Full Level 3 Qualification, AS/A2 or A Level), and FullLevel3Percent from the LARS hierarchy file is 100 or more. Otherwise set to 0.
Datasource	The source of the record on the qualification achievement-rates dataset, which is either the ILR or the LEOP dataset.	LEOP	Derived	Set to 'LEOP'.
DelLocPostCode	The postcode of the delivery location.		LEOP standard file	Set to Delivery Location Postcode .
DelLocPostCode_GOR	The delivery location postcode Government office region.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2017.
DelLocPostCode_LocalAuthority	The delivery location postcode local authority.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2017.
Diagnostic_Excl	Indicates that the learning aim is a Diagnostic Test aim. Diagnostic Test aims are not included in QAR.	0 or 1	Derived	Set to 1 if the LearnAimRefType for the learning aim, from the LARS hierarchy file, is '8011' (Diagnostic Test). Otherwise set to 0.
Diploma_Excl	Indicates that the learning aim is a programme aim, such as those used for Traineeships, progression pathways, diplomas and foundation learning programmes. Programme aims are not included in QAR.	0	Derived	Set to 0.
EFA_Direct_Funded	Indicates that the learner is a 14- or 15-year-old full-time learner who has been recruited directly by a general further education (GFE) college or a sixth-form college.	Not populated	–	–
EmpOutcome	Employment outcome	Not populated	–	–

Data item	Description	Data values	Source (LEOP)	Derivation
ESF_Excl	Indicates that the learning aim is funded by the European Social Fund. Aims funded by the European Social Fund are not included in QAR.	0	Derived	Set to 0.
Ethnicity	The learner's ethnic background.		LEOP standard file	Set to Learner Ethnicity .
FirstSteps_Excl	Indicates that the learning aim is a First Steps or Formal First Steps aim. First Steps and Formal First Steps aims are not included QAR.	0	Derived	Set to 0.
FoundationLearningWeekly_Excl	Indicates that the learning aim is a Foundation Learning Weekly aim. Foundation Learning Weekly aims are not included QAR.	0 or 1	Derived	Set to 1 if the Learning Aim Reference is 'ZFLW0001'. Otherwise set to 0.
FreeMeals	Indicates that the learner is eligible for free meals.	Not populated	–	–
Fund_Qual_Excl	Indicates that the learner has withdrawn from a learning aim before the qualifying number of days for funding has been met. (The qualifying period for funding aims with a planned duration of less than 14 days is one day. Fund_Qual_Excl is always set to 0 for aims with a planned duration of less than 14 days).	0	Derived	Set to 0.
Innovation_Excl	Indicates that the learning aim is an Innovation Code aim. Innovation Code aims are not included in QAR.	0 or 1	Derived	Set to 1 if the Learning Aim Reference is 'ZINN0001' to 'ZINN0006' or 'Z0004474' to 'Z0007833'. Otherwise set to 0.
JIP_Excl	Indicates that the learning aim is a Joint Investment Programme aim. Joint Investment Programme aims are not included in QAR.	0	Derived	Set to 0.
JSA_ESA_UC_Excl	Indicates that the learning aim is for an unemployed learner claiming Universal Credit, Jobseeker's Allowance (JSA) or Employment and Support Allowance (ESA) in the work-related activity group (WRAG) who cannot continue their learning through to completion because they have started working. Aims for these learners are not included in QAR.	0	Derived	Set to 0.
KeySkills_Excl	Indicates that the learning aim is a Key Skills aim. Key Skills aims are not included in QAR.	0 or 1	Derived	Set to 1 if LearnAimRefType for the learning aim, from the LARS hierarchy file, is '1327'. Otherwise set to 0.

Data item	Description	Data values	Source (LEOP)	Derivation
L_PriorPcode	The learner's home postcode.		LEOP standard file	Set to Learner Home Postcode .
L_PriorPcode_GOR	The learner's home postcode Government office region.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2017.
L_PriorPcode_LocalAuthority	The learner's home postcode local authority.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2017.
LearnActEndDate	The learning actual end date (DDMMYYYY).		LEOP standard file	Set to Learning Actual End Date .
LearnAimBelowMS	Indicates whether the learning aim is classified as being below the minimum standards threshold	0 or 1	Derived	See paragraphs 55 to 61 for details of how the classification below minimum standards is derived. Set to 1 if the learning aim is classified as being below minimum standards. Otherwise set to 0.
LearnAimRef	The learning aim reference.		LEOP standard file	Set to Learning Aim Reference .
LearnAimRefTitle	The learning aim description.		LARS hierarchy file	Set to LearnAimRefTitle for the learning aim, from the LARS hierarchy file.
LearnPlanEndDate	The learning planned end date (DDMMYYYY).		LEOP standard file	Set to Learning Planned End Date .
LearnRefNumber	The learner reference number.		LEOP standard file	Set to Learner Reference .
LearnRefNumberAnon	The anonymised learner reference number		Derived	The processing that creates the QAR dataset assigns a unique anonymised value to each learner.
LearnStartDate	The learning start date (DDMMYYYY).		LEOP standard file	Set to Learning Start Date .
LLDDHealthProb	Indicates whether the learner considers that they have a learning difficulty, disability or health problem.		LEOP standard file	Set to LLDD and Health Problem Indicator .
LLDD_Placement_Excl	Indicates that the learning aim is funded by the LLDD Placement budget. Aims funded by the LLDD Placement budget are not included in QAR.	0	Derived	Set to 0.

Data item	Description	Data values	Source (LEOP)	Derivation
LearnAimRefType	Code used by the Learner Aims Reference System to assign learning aims to certain listed types of learning aim (for example, NVQs).		LARS hierarchy file	Set to LearnAimRefType for the learning aim, from the LARS hierarchy file.
Maths_English	Indicates whether a learning aim is a mathematics or English learning aim. Only set for qualification types of GCSE Maths and English and Basic Skills Maths and English.	E, M or blank	Derived	<p>Set to E where:</p> <ul style="list-style-type: none"> • Qualification_Type is 'GCSE Maths and English' and SuccessRateMapCode is B1220137 (GCSE English); or • Qualification_Type is 'GCSE Maths and English' and BasicSkillsType, from the LARS hierarchy file, is 33 ((International GCSE in English Language); or • Qualification_Type is 'Basic Skills Maths and English' and BasicSkillsType, from the LARS hierarchy file, is 01, 20, 23 or 29 (Certificate in Adult Literacy, Functional Skills in English, Units of the Certificate in Adult Literacy or QCF Basic Skills English Language respectively). <p>Set to M where:</p> <ul style="list-style-type: none"> • Qualification_Type is 'GCSE Maths and English' and SuccessRateMapCode is B0220076 (GCSE in Mathematics); or • Qualification_Type is 'GCSE Maths and English' and BasicSkillsType, from the LARS hierarchy file, is 34 (International GCSE in Mathematics); or • Qualification_Type is 'Basic Skills Maths and English' and BasicSkillsType, from the LARS hierarchy file, is 02, 19, 21 or 30 (Certificate in Adult Numeracy, Functional Skills in Mathematics, Units of the Certificate in Adult Numeracy or QCF Basic Skills Maths respectively). <p>Otherwise blank.</p>
Non_Reg_ESOL_Excl	Indicates that the learning aim is a non-regulated ESOL funding aim. Non-regulated ESOL funding aims are not included in QAR.	0	Derived	Set to 0.
Not_Funded_Excl	Indicate whether the learning aim is non-funded (that is, it is funded or is financed by an advanced learner loan). Non-funded aims are not included in QAR.	0	Derived	Set to 0

Data item	Description	Data values	Source (LEOP)	Derivation
NotionalNVQLevel	A level on the NVQ scale for all learning aims. (This allows the learning aim to be analysed against the NVQ scale.)		LARS hierarchy file	Set to NotionalNVQLevel for the learning aim, from the LARS hierarchy file.
Outcome	The learning outcome of the learning aim.		LEOP standard file	Set to Outcome Indicator .
OutGrade	The learning outcome grade of the learning aim.	Not populated	–	–
Overdue_Continuing_Aim	Indicates whether the aim is an overdue continuing aim.	Not populated	–	–
Overdue_Planned_Break	Indicates whether the aim is an overdue planned break.	Not populated	–	–
P_Ach_Overall	For the overall QAR measure, this indicates that the learner has achieved the learning aim.	0 or 1	Derived	Set to 1 if: <ul style="list-style-type: none"> • D_AchieveRateStatus is 1 (Achieved); and • the Learning Actual End Date is no later than 31 July 2017. Otherwise set to 0.
P_Ach_Timely	For the timely QAR measure, this indicates that the learner has achieved the learning aim.	0 or 1	Derived	Set to 1 if: <ul style="list-style-type: none"> • D_AchieveRateStatus is 1 (Achieved); • the Learning Planned End Date is no later than 31 July 2017; and • the Learning Actual End Date is on or before the Learning Planned End Date, or no more than 90 days after it. Otherwise set to 0.
P_Actendyr	The actual end year of the learning aim (20_ _).		Derived	Set to the first calendar year of the funding period the Learning Actual End Date falls in. (For example, if the Learning Actual End Date falls within the 2016 to 2017 funding year, P_Actendyr has the value of 2016.)
P_Complete_Overall	For the overall QAR measure, this indicates that the learning aim has been completed.			Set to 1 if: <ul style="list-style-type: none"> • Completion Status is 2 (Learner has completed the learning activities leading to the learning aim); and • the Learning Actual End Date is no later than 31 July 2017. Otherwise set to 0.

Data item	Description	Data values	Source (LEOP)	Derivation
P_Count_Overall	For the overall QAR measure, this indicates that the record should be counted towards the overall QAR.	0 or 1	Derived	Set to 1 if: <ul style="list-style-type: none"> • Learning Actual End Date is populated; and • the Learning Actual End Date is no later than 31 July 2017. Otherwise set to 0.
P_Count_Timely	For the timely QAR measure, this indicates that the record should be counted towards the timely qualification achievement rate.	0 or 1	Derived	Set to 1 if: <ul style="list-style-type: none"> • the Learning Planned End Date is no later than 31 July 2017. Otherwise set to 0.
P_Expendyr	The learning aim's expected end year (20__).		Derived	Set to the value of the first calendar year of the funding period the Learning Planned End Date falls in. For example, if the Learning Planned End Date falls within the 2016 to 2017 funding year, P_Expendyr has the value of 2016.
P_Hybridendyr	The hybrid end year of the learning aim (20__).		Derived	Set to: <ul style="list-style-type: none"> • the actual learning end year (P_Actendyr); or • the expected learning end year (P_Expendyr); whichever is higher.
P_Startyr	The start year of the learning aim (20__).		Derived	Set to the value of the first calendar year of the funding period the Learning Start Date falls in. For example, if the Learning Start Date falls within the 2016 to 2017 funding year, P_Startyr is set to 2016.
Pilot_Excl	Indicates that the learning aim is a learning technologies pilot aim or an 18-21 works skill pilot aim. Learning technologies pilot and work skills pilot aims are not included in QAR.	0	Derived	Set to 0.
PrimaryLLDD	The primary learner disability, learning difficulty or health problem of the learner.	Not populated	–	–
ProirAttain	The learner's prior attainment level.	Not populated	–	–
ProgType	The type of programme which the learner is undertaking.		LEOP standard file	Set to Programme Type .

Data item	Description	Data values	Source (LEOP)	Derivation
Provision_Type	Identified as Education and Training learning aim	ET	Derived	Set to 'ET' if: For 2012 to 2013 dataset <ul style="list-style-type: none"> the Aim Type is not 35; and the Programme Type is not 2, 3, 10, 20 or 21. or For 2013/2014 and 2014/2015 dataset <ul style="list-style-type: none"> the Aim Type is not 1; and the Programme Type is not 2, 3, 10, 20, 21, 22 or 23.
PrimaryLLDD	The primary learner disability, learning difficulty or health problem of the learner.	Not populated	–	–
Report_Level	Derived from NotionalNVQLevel		LARS hierarchy	Set to 'Entry and Level 1' if the Notional NVQ Level Code is either 1 or E Set to 'Level 2' if the Notional NVQ Level Code is 2 Set to 'Level 3' if the Notional NVQ Level Code is 3 Set to 'Level 4 or Higher' if the Notional NVQ Level Code is 4, 5 or H Set to 'Level Unknown' if the Notional NVQ Level Code is M, U or X.
Qualification_Type	A grouping of aims, based on the QCF sizes of 'unit', 'award', 'certificate' and 'diploma', used to categorise learning aims.		Derived	See paragraph 65 for details of how Qualification_Type is derived.
QAR_Status_Overall	Indicates whether or not the record is included in the provider's overall qualification achievement rate calculations.	QAR Inclusions QAR Exclusions	Derived	Set to 'QAR Exclusions' if the aim is not included in overall qualification achievement rate calculations. Otherwise set to 'QAR Inclusions'. For most excluded aims, a specific exclusion flag will also be set.
QAR_Status_Timely	Indicates whether or not the record is included in the provider's timely qualification achievement rate calculations.	QAR Inclusions QAR Exclusions	Derived	Set to 'QAR Exclusions' if the aim is not included in timely qualification achievement rate calculations. Otherwise set to 'QAR Inclusions'. For most excluded aims, a specific exclusion flag will also be set.
SectorSubjectAreaTier1	Sector subject area – the broad (tier 1) classification of the subject of the learning aim.		LARS hierarchy file	Set to SectorSubjectAreaTier1 for the learning aim, from the LARS hierarchy file.
SecectSubjectAreaTier2	The more specialised classification (tier 2) of the subject of the learning aim.		LARS hierarchy file	Set to SectorSubjectAreaTier2 for the learning aim, from the LARS hierarchy file.

Data item	Description	Data values	Source (LEOP)	Derivation
Sex	The learner's sex.	F or M	LEOP standard file	Set to Gender .
Subcontractor_Name	The subcontractor's name.	Not populated	–	–
Subcontractor_UKPRN	The UKPRN of the subcontractor who delivered at least 50% of the learning aim.	Not populated	–	–
SuccessRateMapCode	A code used to group learning aims together for the purpose of analysis and benchmarking.		LARS hierarchy file or derived	Set to SuccessRateMapCode for the learning aim, from the LARS hierarchy file, if a SuccessRateMapCode is populated for the learning aim. Otherwise set to LearnAimRef for the learning aim from the LARS hierarchy file.
SuccessRateMapCodeDesc	Map-code description		LARS hierarchy file or derived	Set to SuccessRateMapCodeDesc for the learning aim, from the LARS hierarchy file, if a SuccessRateMapCode is populated for the learning aim. Otherwise set to LearnAimRefTitle for the learning aim from the LARS hierarchy file.
Sup_Intern_Excl	Indicates that the learning aim is a Supported Internship. Supported Internships are not included in QAR.	0 or 1	Derived	Set to 1 if the Learning Aim Reference is 'Z0002347'. Otherwise set to 0.
SWSupAimID	The software supplier's aim identifier of the aim.	Not populated	–	–
Traineeship_Excl	Indicates that the learner is on a traineeship and cannot continue their learning through to completion because they have started work.	0	Derived	Set to 0.
Tutorial_Excl	Indicates that the learning aim is a Tutorial Support and Complementary Studies aim. Tutorial Support and Complementary Studies aims are not included in QAR.	0 or 1	Derived	Set to 1 if the Learning Aim Reference is 'CMISC001' or 'XESF0001'. Otherwise set to 0.
UC_Excl	Indicates that the learning aim is for a learner who is receiving Universal Credit and is mandated to skills training.	0	Derived	Set to 0.
UKPRN	UK provider reference number (UKPRN)		LEOP standard file	Set to UK Provider Reference Number .
UKPRN_Orig	The UKPRN for the learning aim before the college merger process was applied to a provider's data.		Derived	Set to UKPRN value.
ULN	Unique learner number.		LEOP standard file	Set to Unique Learner Number .

Data item	Description	Data values	Source (LEOP)	Derivation
WithdrawalReason	The reason learning ended.	Not populated	–	-
Unitisation_Excl	Indicates that the learning aim is a Unitisation qualification. Unitisation qualifications are not included in qualification achievement rates.	0 or 1	Derived	Set to 1 if the LearnAimRefType for the learning aim, from the the LARS hierarchy file, is '8008' (Second Stage Unitisation Pilot) or '8009' (Unitisation Provision). Otherwise set to 0.
Work_Exp_Excl	Indicates that the learning aim is a work-experience or work-placement aim. Work-experience and work-placement aims are not included in QAR.	0 or 1	Derived	Set to 1 if the Learning Aim Reference is 'Z0007834' to 'Z0007838'. Otherwise set to 0.
Year	The current funding year for the QAR dataset.	2016/17	Derived	Set to '2016/17'.
YearAimSubmitted	The funding year which the aim was submitted in.		Derived	Set to '2012/13' if the learning aim is taken from the 2012 to 2013 LEOP dataset, '2013/14' if from the 2013 to 2014 LEOP dataset, '2014/15' if from the 2014 to 2015 LEOP dataset.

Derivation of the **Qualification_Type** field in the qualification achievement rates dataset

65. **Qualification_Type** is derived from the **LearnAimRef**, **LearnAimRefType**, **BasicSkillsType**, **SuccessRateMapCode**, **RegulatedCreditValue** and **CreditBasedFwkType** fields held on the LARS hierarchy file.

- a. For aims where **CreditBasedFwkType** is 1, 2 or 3 and **RegulatedCreditValue** is not zero, **Qualification_Type** is set as follows.
 - Set to 'Basic Skills Maths and English' if **BasicSkillsType** is 29 or 30.
 - Set to 'GCSE Maths and English' if **BasicSkillsType** is 33 or 34.
 - Set to 'ESOL' if **BasicSkillsType** is 36, 37, 38 or 39.
 - Set to 'QCF unit' if **LearnAimRefType** is 1448 (QCF Unit) and **BasicSkillsType** is not 29, 30, 33, 34, 36, 37, 38 or 39.
 - Set to 'Award' if **RegulatedCreditValue** is 1 to 12, **LearnAimRefType** is not 1448 and **BasicSkillsType** is not 29, 30, 33, 34, 36, 37, 38 or 39.
 - Set to 'Certificate' if **RegulatedCreditValue** is 13 to 36, **LearnAimRefType** is not 1448 and **BasicSkillsType** is not 29, 30, 33, 34, 36, 37, 38 or 39.
 - Set to 'Diploma' if **RegulatedCreditValue** is 37 or more, **LearnAimRefType** is not 1448 and **BasicSkillsType** is not 29, 30, 33, 34, 36, 37, 38 or 39.
- b. For aims where the **CreditBasedFwkType**:
 - is -2; or
 - is 1, 2 or 3 and the **RegulatedCreditValue** is less than 1, 0 or blank; or
 - has no value;

Qualification_Type is set as follows.

- Set to 'Access to HE' if **LearnAimRefType** is 1440 or 1460.
- Set to 'A Level' if **LearnAimRefType** is 0002, 1413, 1414, 1415, 1417, 1418, 1430, 1431, 1434, 1435 or 1453.
- Set to 'AS Level' if **LearnAimRefType** is 0001, 1416, 1432 or 1433.
- Set to 'Basic Skills Maths and English' if **BasicSkillsType** is 01, 02, 19, 20, 21, 23, 29 or 30 and **LearnAimRefType** is not 0001, 0002, 0003, 1081, 1401, 1413, 1414, 1415, 1416, 1417, 1418, 1422, 1430, 1431, 1432, 1433, 1434, 1435, 1440, 1441, 1442, 1443, 1444, 1448, 1453, 1460 or 2999.
- Set to 'Diploma' if **LearnAimRefType** is 1401, 1441, 1442, 1443 or 1444.
- Set to 'ESOL' if **BasicSkillsType** is 22, 26, 27, 28, 36, 37, 38 or 39, 40, 41, 42 and **LearnAimRefType** is not 0001, 0002, 0003, 1081, 1401, 1413, 1414, 1415, 1416, 1417, 1418, 1422, 1430, 1431, 1432, 1433, 1434, 1435, 1439, 1440, 1441, 1442, 1443, 1444, 1448, 1453, 1460 or 2999.
- Set to 'GCSE Maths and English' if **LearnAimRefType** is 0003, 1081, 1422 or 2999 and **SuccessRateMapCode** is B1220137 (English language) or B0220076 (mathematics).

- Set to 'GCSE Maths and English' if **BasicSkillsType** is 33 or 34 and **LearnAimRefType** is not 0001, 0002, 1401, 1413, 1414, 1415, 1416, 1417, 1418, 1430, 1431, 1432, 1433, 1434, 1435, 1440, 1441, 1442, 1443, 1444, 1448, 1453 or 1460.
 - Set to 'GCSE Other' if **LearnAimRefType** is 0003, 1081, 1422 or 2999 and **SuccessRateMapCode** is not B1220137 (English language) or B0220076 (mathematics).
- c. Set to 'Other Reg' if the learning aim is not classified using the rules above and **LearnAimRefType** is 1328 or 1436; or
- **CreditBasedFwkType** = 1, 2 or 3; or
 - the first character of **LearnAimRef** is 1, 5, 6 or Q; or
 - the first four characters of **LearnAimRef** are 'CUNA', 'ZUNA', 'ZUQA' or 'ZUXA'

For any learning aim not classified using the rules above, set to 'Other Non-Reg'.

© Crown copyright 2017

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence.

To view this licence, visit <http://www.nationalarchives.gov.uk/doc/open-government-licence/> or email: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This document is also available from our website gov.uk/esfa.

If you have any enquiries regarding this publication or require an alternative format, please contact us sde.servicedesk@education.gov.uk.