



Education & Skills  
Funding Agency

# **Qualification achievement rates data extract guidance 2018 to 2019**

**Version 3: January 2020**

## Contents

<b>Introduction and purpose of this document</b> .....	<b>3</b>
<b>Understanding the terminology</b> .....	<b>3</b>
<b>Contents of the data extract</b> .....	<b>3</b>
<b>Further Information</b> .....	<b>3</b>
<b>Changes from version 2 of this document</b> .....	<b>4</b>
<b>Changes from version 1 of this document</b> .....	<b>4</b>
<b>Changes from the 2017 to 2018 guidance</b> .....	<b>4</b>
<b>Data file contents</b> .....	<b>4</b>
<b>Analysing rates using an excel pivot table</b> .....	<b>7</b>
Updating the data extract to replace codes with descriptions.....	7
Creating an achievement rates pivot table in Microsoft Excel .....	7
Creating the achievement rate field.....	8
Showing the overall rate in the pivot table.....	11
Showing the timely achievement rate in the pivot table.....	13
Examples of ways to configure the pivot table .....	14
<b>Analysing Minimum Standards using a pivot table</b> .....	<b>16</b>
Calculating the percentage of the cohort below the apprenticeship minimum standards threshold.....	16
Showing the leavers below minimum standards threshold.....	17
Showing the percentage below minimum standards threshold in the pivot table ..	18
Examples of ways to configure the pivot table .....	18

## Introduction and purpose of this document

1. This document supplies information about the 2018 to 2019 qualification achievement rate (QAR) provider data extracts. It explains how you can use the data extract to show achievement rates, pass rates and retention rates to match those in the QAR dashboard. It also supplies information about how we generate the data.
2. You should read this document alongside the [QAR business rules](#) and the [QAR technical specifications 2018 to 2019](#) that give more information about how we calculate QARs and minimum standards.

## Understanding the terminology

3. The terms 'we' and 'ESFA' refer to the 'Education and Skills Funding Agency' and associated staff.
4. When we refer to 'you' or 'providers', this includes colleges, sixth forms, training organisations, local authorities and employers that receive funding from us to deliver provision.
5. Unless otherwise stated, we refer to apprenticeship frameworks and standards in this document as an 'apprenticeship'.

## Contents of the data extract

6. The data extract is available for each provider that receives funding from us for the last 5 years, and had learners expected to complete, or that actually completed, between 2016 to 2017 and 2018 to 2019.
7. You can download your own data extract, in a zipped file from the Hub.

## Further Information

8. If you need more information you can phone the service desk on 0370 267 0001 or use the [online enquiry form](#). We have published a form for you to use to inform us of the data you are querying. This is on the [QAR and MS webpage](#).

## Changes from version 2 of this document

9. We have added these fields to the QAR data extracts:

- Achievement\_Year
- Framework\_Standard\_Filter
- Learning\_Achievement\_Date and
- LSD\_Before\_EFD\_Excl.

## Changes from version 1 of this document

10. We have added the 'Restart Indicator' to the QAR data extracts.

## Changes from the 2017 to 2018 guidance

11. We have merged the two data extract guidance documents into this document; however, the main principles have not changed. We have also merged the two data extracts that we produced previously into one data extract this year; combining the data we include and exclude in QARs. This will enable you to view all your data in one file rather than comparing two files.

## Data file contents

12. We provide the data we use to calculate and report on QARs as a CSV file. The file contains all your data.

13. The extract file for 2018 to 2019 will contain the following fields – please refer to the [QAR technical specifications 2018 to 2019](#) for description details.

Extract field name	Technical specification data item name	Apprenticeship	Education and Training
Provision_Type	Provision_Type	Yes	Yes
CL_WPL	CL_WPL	No	Yes
UKPRN	UKPRN	Yes	Yes
UKPRN_Orig	UKPRN_Orig	Yes	Yes
CampusID	CampusID	Yes	Yes
Learner_Reference	LearnRefNumber	Yes	Yes
ULN	ULN	Yes	Yes
Academic_Year	Year	Yes	Yes
Data_Source	Datasource	Yes	Yes
Age_Group	Age_Band	Yes	Yes

Extract field name	Technical specification data item name	Apprenticeship	Education and Training
Age_Aim_Start	D_AgeAimStart	Yes	Yes
Age_31AugStYr	Age_31AugStYr	No	Yes
Ethnicity	Ethnicity	Yes	Yes
Sex	Sex	Yes	Yes
Learning_Difficulties	LLDDHealthProb	Yes	Yes
PrimaryLLDD	PrimaryLLDD	Yes	Yes
Free_Meals	FreeMeals	Yes	Yes
High_Needs_Students	High_Needs_Students	Yes	Yes
PriorAttain	PriorAttain	Yes	Yes
Completion_Status	CompStatus	Yes	Yes
Learning_Outcome	Outcome	Yes	Yes
Outcome_Grade	OutGrade	No	Yes
Withdrawal_Reason	WithdrawalReason	Yes	Yes
Achievement_Rate_Status	D_AchieveRateStatus	Yes	Yes
Employment_Outcome_Code	EmpOutcome	No	Yes
Overdue_Continuing_Aim	Overdue_Continuing_Aim	Yes	Yes
Overdue_Planned_Break	Overdue_Planned_Break	Yes	Yes
Restart_Indicator	Restart_Indicator	Yes	Yes
Software_Supplier_Aim_ID	SWSupAimID	Yes	Yes
Learning_Aim_Reference	LearnAimRef	No	Yes
Learning_Aim_Description	LearnAimRefTitle	No	Yes
Learning_Aim_Type	LearnAimRefType	No	Yes
Programme_Type	ProgType	Yes	Yes
Framework_Standard_Filter	Framework_Standard_Filter	Yes	No
Framework_Code	FworkCode	Yes	No
Framework_Name	FworkName	Yes	No
Standard_Code	StdCode	Yes	No
Standard_Description	StdName	Yes	No
Apprenticeship_Level	Apprenticeship_Level	Yes	No
Pathway_Code	PathwayCode	Yes	No
Pathway_Name	PathwayName	Yes	No
Aim_Type	AimType	No	Yes
Map_Code	SuccessRateMapCode	No	Yes
Map_Code_Desc	SuccessRateMapCodeDesc	No	Yes
Notional_NVQ_Level	NotionalNVQLevel	No	Yes
Qualification_Type	Qualification_Type	No	Yes
Maths_English	Maths_English	No	Yes
Awarding_Organisation_Code	AwardingOrgCode	No	Yes
Basic_Skills	BasicSkills	No	Yes
Basic_Skills_Type	BasicSkillsType	No	Yes
Report_Level	Report_Level	No	Yes
Full_Level_2	D_FullLevel2	No	Yes
Full_Level_3	D_FullLevel3	No	Yes
Sector_Subject_Area_Tier_1	SectorSubjectAreaTier1	Yes	Yes

Extract field name	Technical specification data item name	Apprenticeship	Education and Training
Sector_Subject_Area_Tier_2	SectorSubjectAreaTier2	Yes	Yes
Subcontractor_UKPRN	Subcontractor_UKPRN	Yes	Yes
Subcontractor_Name	Subcontractor_Name	Yes	Yes
Learner_Home_Postcode	L_PriorPcode	Yes	Yes
Learner_Home_Region	L_PriorPcode_GOR	Yes	Yes
Learner_Home_LA	L_PriorPcode_LocalAuthority	Yes	Yes
Delivery_Location_Postcode	DelLocPostCode	Yes	Yes
Delivery_Region	DelLocPostCode_GOR	Yes	Yes
Delivery_LA	DelLocPostCode_LocalAuthority	Yes	Yes
Year_Aim_Submitted	YearAimSubmitted	Yes	Yes
Learning_Start_Date	LearnStartDate	Yes	Yes
Learning_Planned_End_Date	LearnPlanEndDate	Yes	Yes
Learning_Actual_End_Date	LearnActEndDate	Yes	Yes
Learning_Achievement_Date	AchDate	Yes	No
Achievement_Year	P_Achyr	Yes	No
Actual_End_Year	P_Actendyr	Yes	Yes
Expected_End_Year	P_Expendyr	Yes	Yes
Hybrid_End_Year	P_Hybridendyr	Yes	Yes
Start_Year	P_Startyr	Yes	Yes
Overall_Leaver	P_Count_Overall	Yes	Yes
Overall_Achiever	P_Ach_Overall	Yes	Yes
Overall_Completer	P_Complete_Overall	No	Yes
Leaver_Below_MS_Threshold	LearnAimBelowMS	Yes	Yes
Timely_Leaver	P_Count_Timely	Yes	Yes
Timely_Achiever	P_Ach_Timely	Yes	Yes
QAR_Status_Overall	QAR_Status_Overall	Yes	Yes
QAR_Status_Timely	QAR_Status_Timely	Yes	Yes
App_Stand_NoNetPay_Excl	App_Stand_NoNetPay_Excl	Yes	No
CL_Excl	CL_Excl	No	Yes
Component_Aim_Excl	Component_Aim_Excl	No	Yes
Diploma_Excl	Diploma_Excl	No	Yes
Direct_Funded_Excl	Direct_Funded_Excl	No	Yes
EOP_Excl	EOP_Excl	Yes	Yes
ESF_Excl	ESF_Excl	No	Yes
FLF_Excl	FLF_Excl	No	Yes
Fund_Qual_Excl	Fund_Qual_Excl	Yes	Yes
Innovation_Excl	Innovation_Excl	No	Yes
JSA_ESA_UC_Excl	JSA_ESA_UC_Excl	No	Yes
KeySkills_Excl	KeySkills_Excl	No	Yes
LSD_Before_EFD_Excl	LSD_Before_EFD_Excl	Yes	No
Non_Reg_ESOL_Excl	Non_Reg_ESOL_Excl	No	Yes
Not_Funded_Excl	Not_Funded_Excl	Yes	Yes
Pilot_Excl	Pilot_Excl	Yes	Yes
Sup_Intern_Excl	Sup_Intern_Excl	No	Yes

Extract field name	Technical specification data item name	Apprenticeship	Education and Training
Traineeship_Excl	Traineeship_Excl	No	Yes
Tutorial_Excl	Tutorial_Excl	No	Yes
Unitisation_Excl	Unitisation_Excl	No	Yes
Work_Exp_Excl	Work_Exp_Excl	No	Yes
Plan_Break_Overall_Excl	Plan_Break_Overall_Excl	Yes	Yes
Plan_Break_Timely_Excl	Plan_Break_Timely_Excl	Yes	Yes
Transfer_Overall_Excl	Transfer_Overall_Excl	Yes	Yes
Transfer_Timely_Excl	Transfer_Timely_Excl	Yes	Yes

## Analysing rates using an excel pivot table

### Updating the data extract to replace codes with descriptions

14. Some fields on the provider data extract file contain codes instead of descriptions. To make the contents of these fields easier to understand when shown in the pivot table, you can replace the codes by a description. Refer to the [ILR specification](#) for more information.

15. Fields where a description could replace codes are:

- The **Full\_Level\_2** field, which holds values of 1 and 0. 1 can be replaced by 'Full level 2' and 0 can be replaced by 'Not full level 2'.
- The **Full\_Level\_3** field, which holds values of 1 and 0. 1 can be replaced by 'Full level 3' and 0 can be replaced by 'Not full level 3'.
- The **Maths\_English** field, which holds the values 'E' and 'M'. 'E' can be replaced by 'English' and 'M' can be replaced by 'Mathematics'.

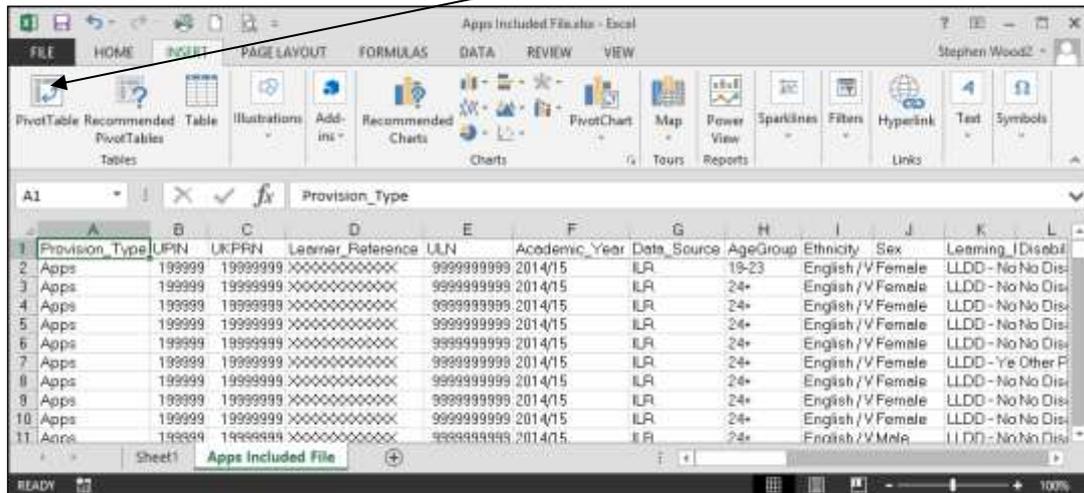
16. The **Expected\_End\_Year** and **Hybrid\_End\_Year** only contain the first year of a funding year, for example 2018. The year can be replaced by the full year name, for example, 2018 could be replaced by '2018/19'.

### Creating an achievement rates pivot table in Microsoft Excel

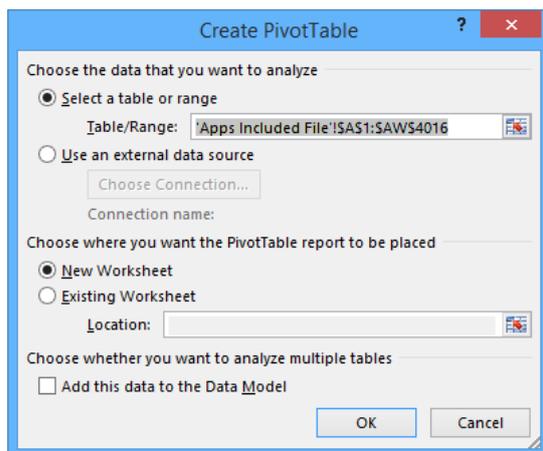
17. To view achievement rates using the data in the data extract in Microsoft Excel, you must create a pivot table using the steps below (shown using Excel 2010).

18. The data extract is in csv format. To create a pivot table, the file must be opened in Microsoft Excel and saved as a Microsoft Excel file.

19. Open the Microsoft Excel format file and select 'Pivot Table' from the Insert menu.



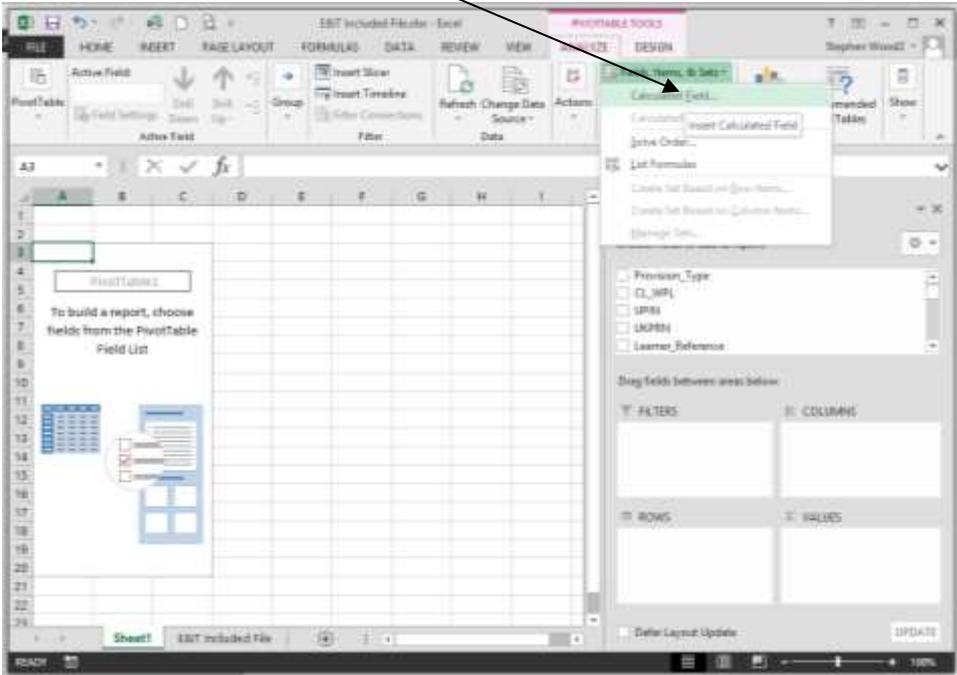
20. The Create Pivot Table dialog box appears. Click 'OK' to create the pivot table in a separate worksheet.



## Creating the achievement rate field

21. You must add the achievement rate, pass rate and retention rate to the pivot table as a calculated field using the steps below.

22. On the Pivot Table Tools menu, select 'Fields, Items & Sets' in the Calculate menu, and then select 'Calculated Field'.

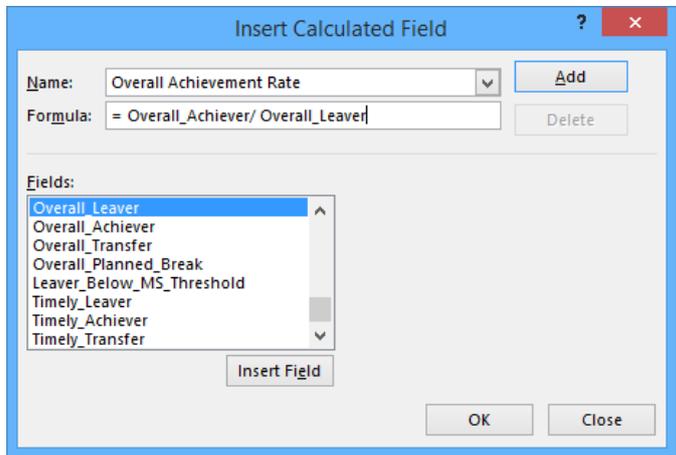


23. Using the 'Insert Calculated Field' dialog box, create calculated fields for both the rates as below:

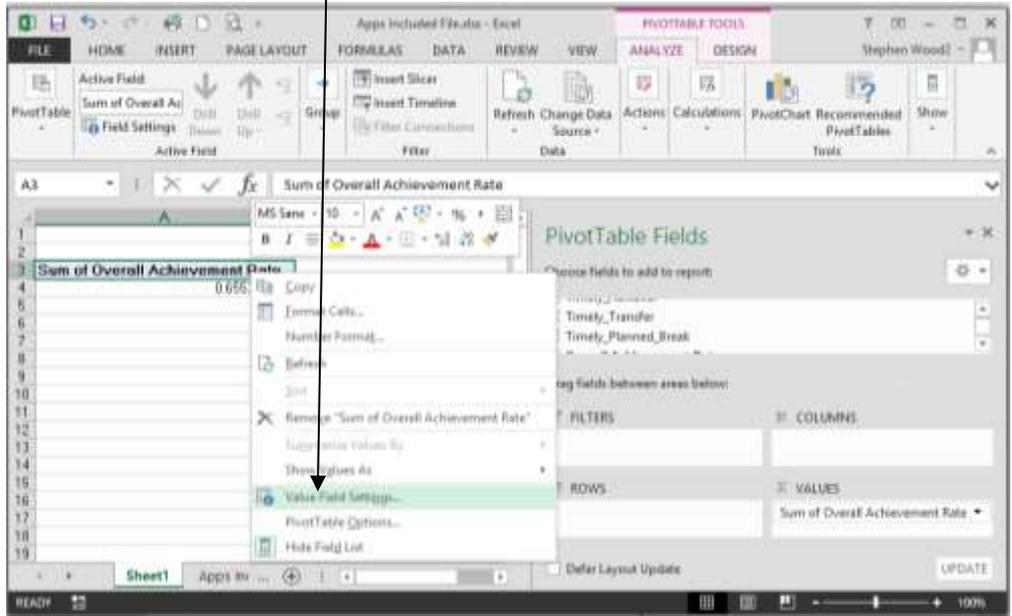
- 'Overall Achievement Rate' is 'Overall\_Achiever / Overall\_Leaver'
- 'Overall Pass Rate' is 'Overall\_Achiever / Overall\_Completer'
- 'Overall Retention Rate' is 'Overall\_Completer / Overall\_Leaver'
- 'Timely Achievement Rate' is 'Timely\_Achiever / Timely\_Leaver'

You can only create the 'Overall Pass Rate' and 'Overall Retention Rate' calculated fields for education and training.

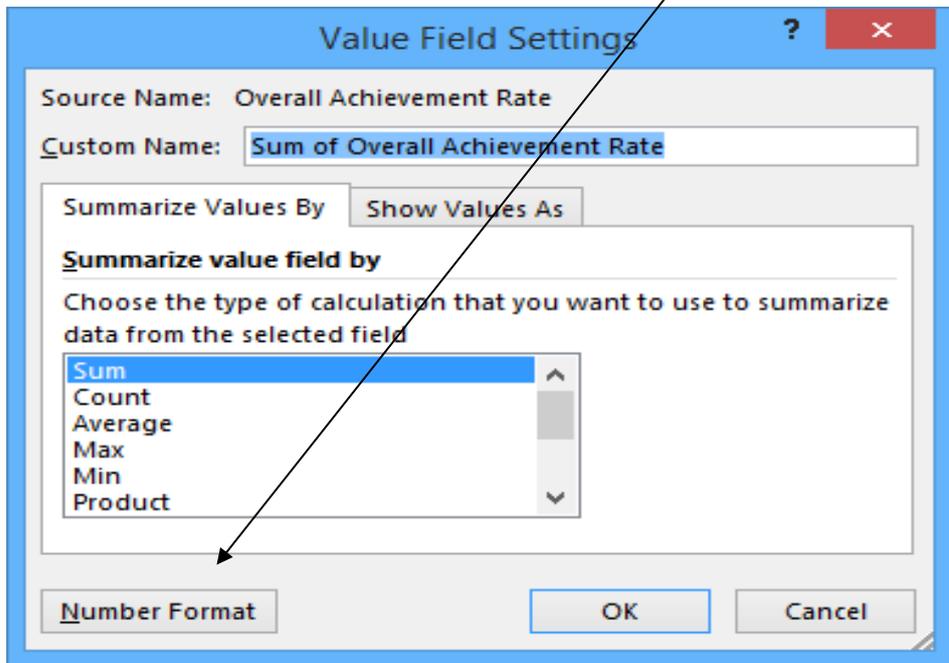
The dialog box shows the creation of the 'Overall Achievement Rate' field.

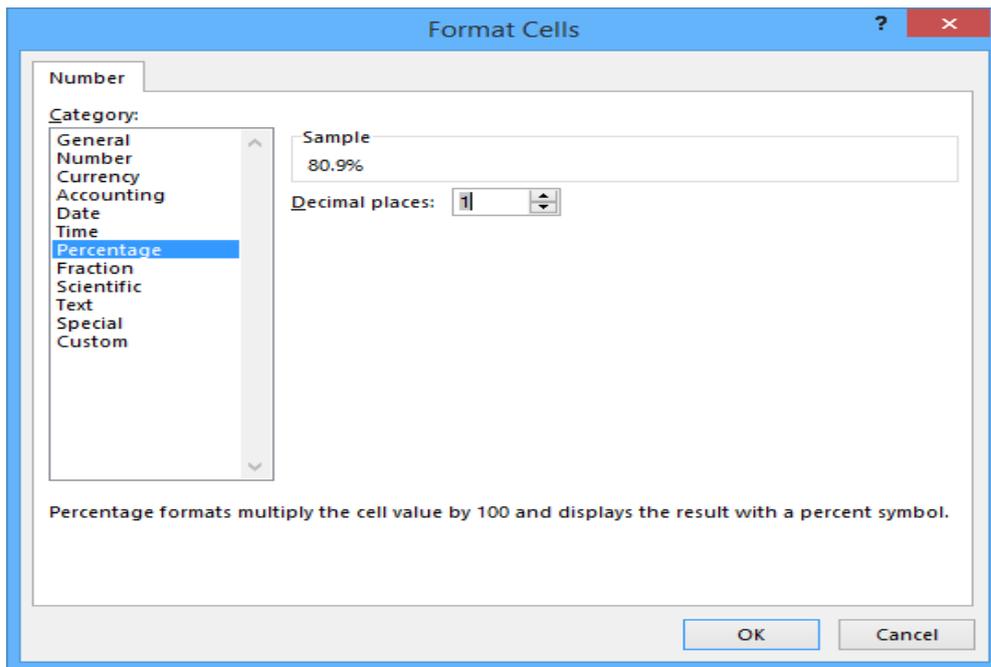


- 24. The calculated fields will appear at the end of the list of pivot table fields.
- 25. The fields are unformatted when output in the pivot table. You can format the fields using 'Value Field Settings', which is selected from the menu that is displayed by right clicking the rate value.



- 26. On the 'Value Field Settings dialog box select 'Number Format' and format the fields as percentages, to 1 decimal place.

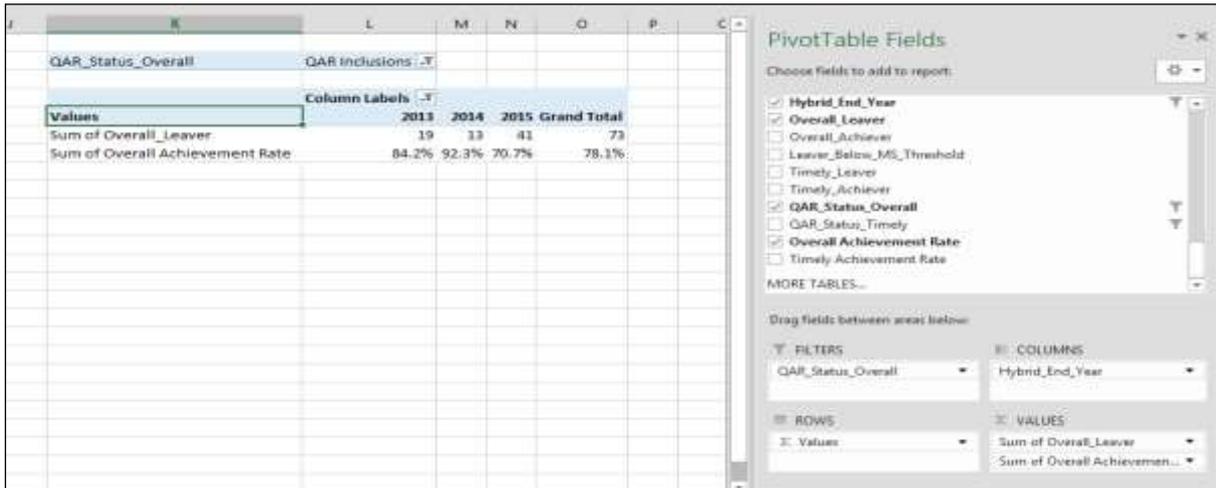




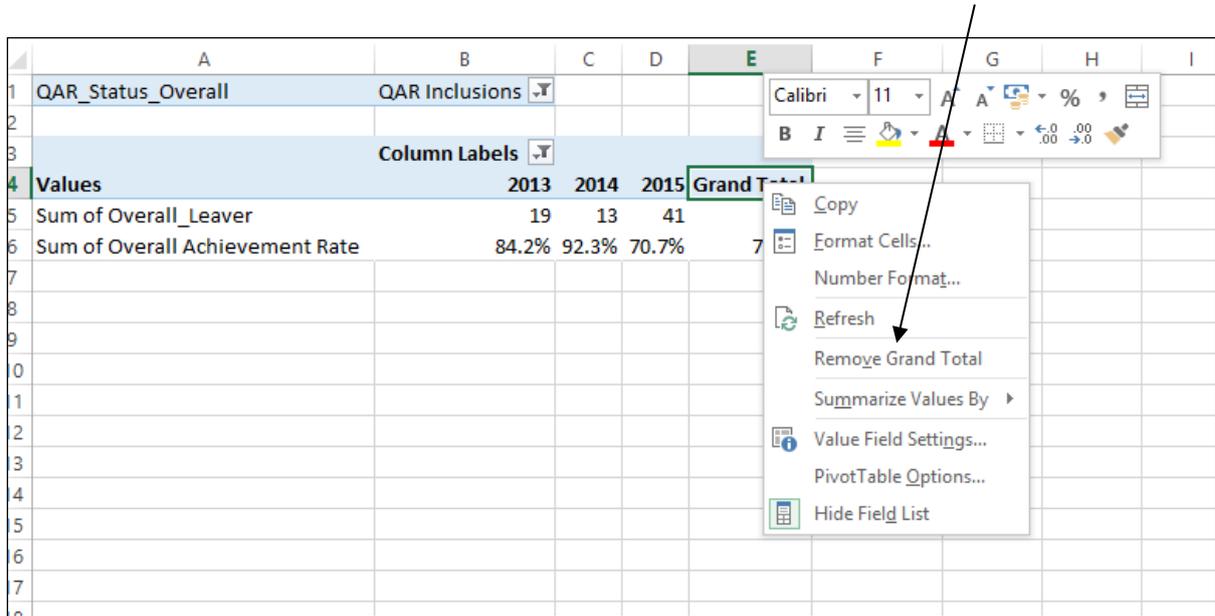
## Showing the overall rate in the pivot table

27. You must use the hybrid end year when showing the overall achievement rate, overall pass rate and overall retention rate. Continuing aims have a hybrid end date of 2018.5. Continuing aims are in the data extract as they are included in the timely achievement rate calculations where appropriate.
28. You must add the QAR\_Status\_Overall field to the pivot filter area and set this to 'QAR Inclusions' as shown below.
29. There are two ways of showing the three-year rate trend, as rows or as columns. The format chosen depends on the other dimensions you display.

30. To show trend data in columns the pivot table should be set up as shown below.



31. When data first appears in the pivot table, you will see a 'Grand Total' value. As a grand total is not relevant to QARs, you should remove it. The field is removed by right clicking on the 'Grand Totals' cell and selecting 'Remove Grand Total'.



32. To show trend data in rows the pivot table should be set up as shown below.

Row Labels	Sum of Overall Leaver	Sum of Overall Achievement Rate
2013	19	84.2%
2014	13	92.3%
2015	41	70.7%

## Showing the timely achievement rate in the pivot table

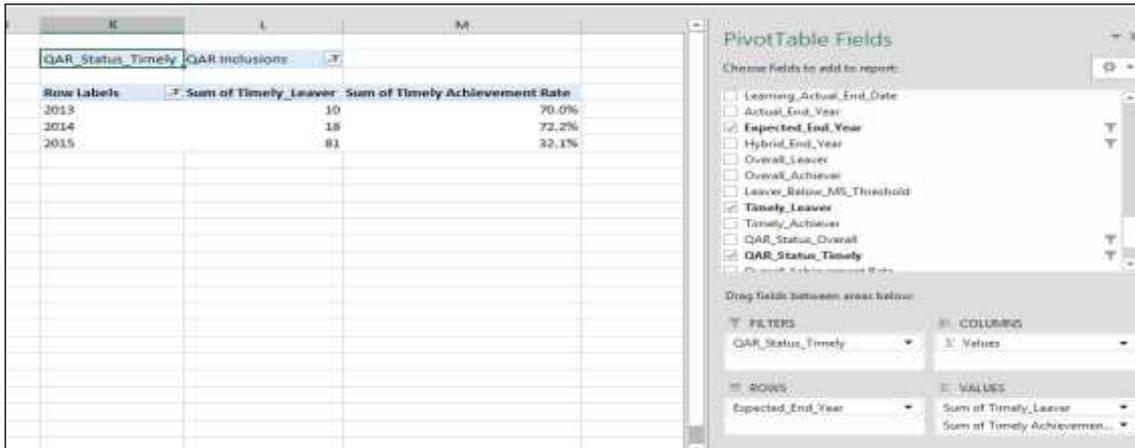
33. You must use the **expected end year** when showing the timely achievement rate.

34. There are two ways of showing the three-year rate trend, as rows or as columns. The format chosen depends on the other dimensions you display.

35. To show trend data in columns the pivot table should be set up as shown below. You must add the QAR\_Status\_Timely field to the pivot filter area and set this to 'QAR Inclusions'.

Values	Column Labels	2013	2014	2015
Sum of Timely Leaver		30	18	81
Sum of Timely Achievement Rate		70.0%	72.2%	32.1%

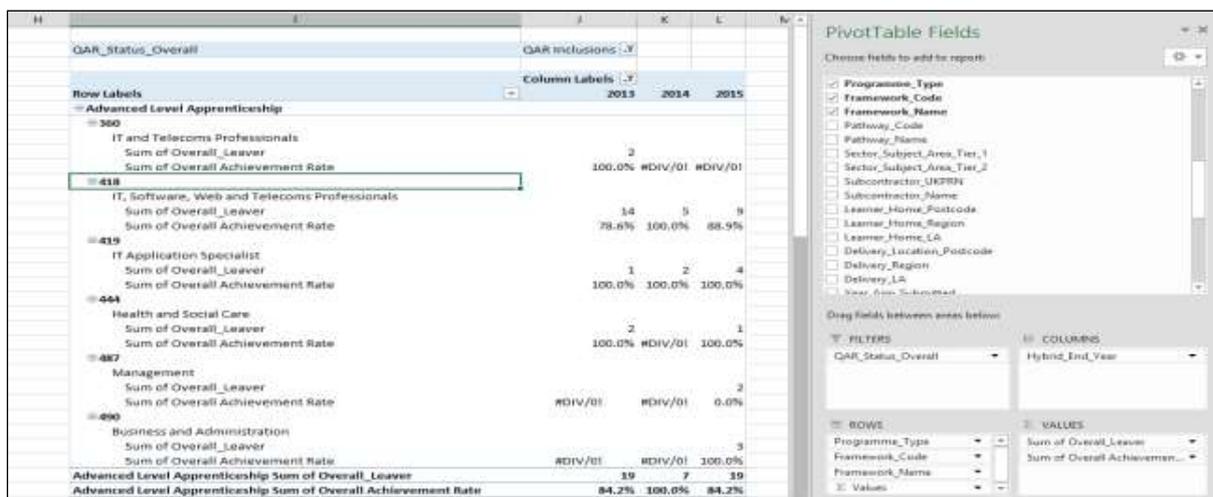
36. To show trend data in rows the pivot table should be set up as shown below.



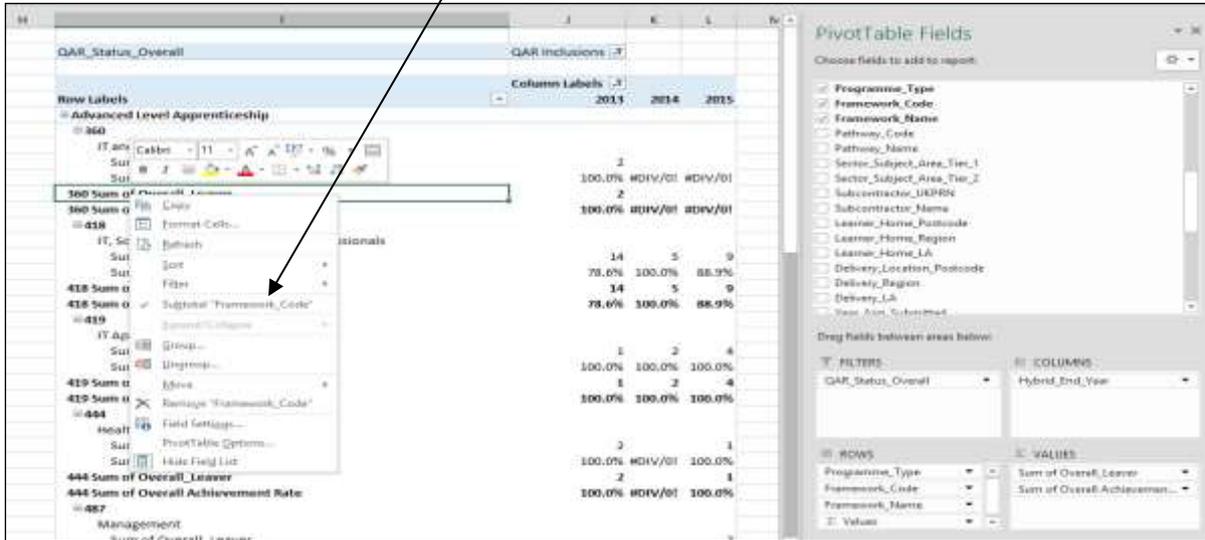
## Examples of ways to configure the pivot table

37. The following screenshot shows how to configure the pivot table to show overall leavers and overall achievement rates for various fields, we have used apprenticeship frameworks as an example but the same principle applies for education and training fields.

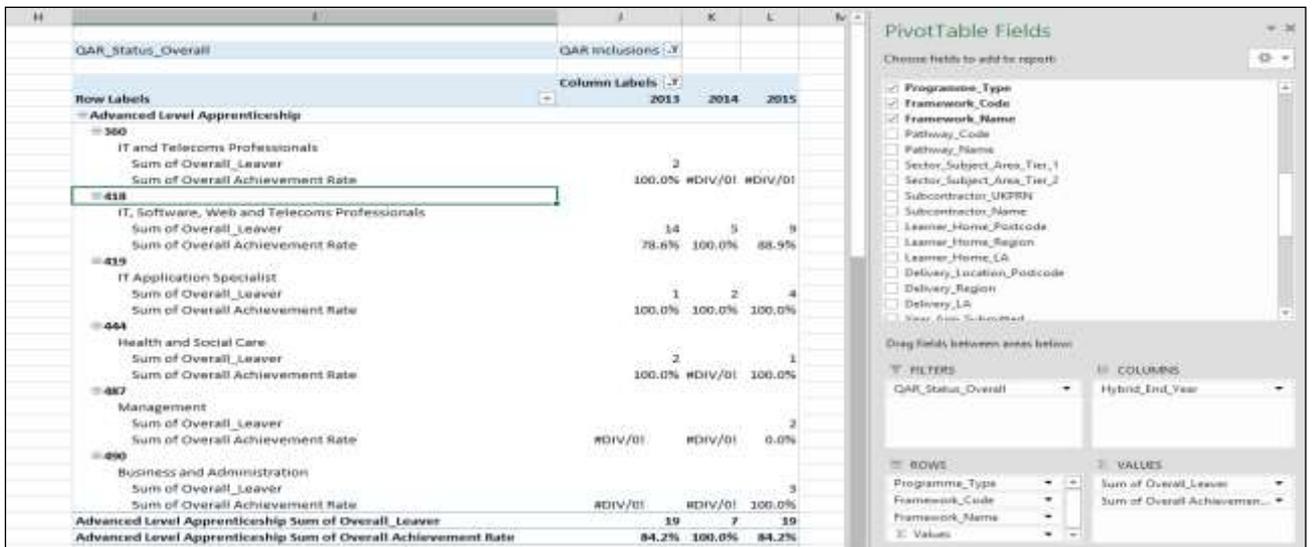
38. In the following screenshots, '#DIV/0!' appears in some of the overall achievement rate fields. This is because the number of overall leavers is zero and Excel is trying to divide by zero, which is not possible and therefore displays an error.



39. When showing framework code and name, subtotals will be output for the framework code. You can remove these by right clicking on the framework code field and clicking on the 'Subtotal Framework Code' entry. This will remove the subtotals for framework code. The same principles apply for standards; for these, use the standard code and name fields.



40. The resulting display is below with the subtotals now not showing.



# Analysing Minimum Standards using a pivot table

## Calculating the percentage of the cohort below the apprenticeship minimum standards threshold

41. Full details on the calculations are in the [Apprenticeship QAR technical specification 2018 to 2019](#).

42. The percentage of the cohort below the minimum standards threshold is:

$$\frac{\text{The total cohort below the minimum standards threshold}}{\text{The total cohort for the provider}} \times 100$$

43. We illustrate these calculations in the two scenarios below. In these scenarios, a provider delivers three cohorts of apprenticeships. These examples continue to use the thresholds for 2017 to 2018; we will confirm the 2018 to 2019 thresholds later in the year.

**Scenario 1** – The percentage of the cohort below the minimum standards threshold is less than the minimum standards tolerance.

			Overall		
			2017 to 2018		
Framework Level	Framework Code	Framework Name	Provider QAR	Cohort	Cohort Below Minimum Standards Threshold
Level 2	617	Community Safety	66.5%	35	0
Level 2	634	Vehicle Restoration	53.2%	25	25
Level 3	599	Journalism	65.3%	44	0
<b>TOTAL</b>				<b>104</b>	

In this scenario, the 2017 to 2018 all age QAR of only one of the three cohorts (634: Vehicle Restoration – Level 2) falls below the minimum standards threshold of 62%.

We classify the cohort of 25 for this apprenticeship as the cohort below the minimum standards threshold.

We calculate the percentage of the cohort below the minimum standards as:

$$\frac{\text{The total cohort below the minimum standards threshold}}{\text{The total cohort for the provider}} \times 100$$

Therefore, the percentage is 25 divided by 104, which is 24.0%.

The percentage of the provision that is below the minimum standards threshold is less than the minimum standards tolerance of 40%, so we will take no action.

**Scenario 2** – The percentage of the cohort below the minimum standards threshold is more than the minimum standards tolerance

			Overall		
			2017 to 2018		
Framework Level	Framework Code	Framework Name	Provider QAR	Cohort	Cohort Below Minimum Standards Threshold
Level 2	617	Community Safety	66.5%	35	0
Level 2	634	Vehicle Restoration	53.2%	25	25
Level 3	599	Journalism	45.3%	44	44
<b>TOTAL</b>				<b>104</b>	

In this scenario, the 2017 to 2018 all age overall QAR of two of the three cohorts (634: Vehicle Restoration – Level 2, and 599: Journalism – Level 3) falls below the minimum standards threshold of 62%.

We classify the cohort of 69 for these apprenticeships as leavers below the minimum standards threshold.

The percentage of the cohort below the minimum standards for this provider is:

$$\frac{\text{The total cohort below the minimum standards threshold}}{\text{The total cohort for the provider}} \times 100$$

Therefore, the percentage is 69 divided by 104 multiplied by 100, which is 66.3%.

The percentage of the provider’s provision that is below the minimum standards threshold is more than the minimum standards tolerance of 40%, so we will take action.

## Showing the leavers below minimum standards threshold in the pivot table

44. You must use the **hybrid end year** when showing the leavers below minimum standards threshold. We only populated the Leaver\_Below\_MS\_Threshold field for the 2018/19 hybrid end year.

## Showing the percentage below minimum standards threshold in the pivot table

45. You cannot calculate the percentage below minimum standards threshold with a calculated field because the denominator is the total number of learning aims for the provider. The calculation for the percentage below minimum standards is:

$$\frac{\text{Sum of Leaver\_Below\_MS\_Threshold}}{\text{Grand Total of Sum of Overall Leaver}} \times 100$$

46. In the example below, which shows minimum standards information by programme type, the formula for the Level 2 percentage below minimum standards threshold is C7/\$B\$10. \$ is used to ensure that when the formula is copied to the other cells it still references the Grand Total cell.

Row Labels	Sum of Overall Leaver	Sum of Leaver_Below_MS_Threshold	% Below Min Threshold
Level 2	70	9	=C7/\$B\$10
Level 3	49	4	2.6%
Level 4	32	0	0.0%
Grand Total	151	13	8.6%

## Examples of ways to configure the pivot table

47. The following screenshot shows how to configure the pivot table show overall cohort and learners below minimum standards threshold for Sector Subject Area Tier 1. You can replace this dimension with other available ones.

48. It is not valid to show the learners below minimum standards tolerance by any learner characteristic, or by any geography. This is because we do not use the learner and the geography when determining whether a learning aim is below minimum standards.

49. Remember to change the reference to the Grand Total of leavers in the formula for calculating the percentage below minimum standards.

Row Labels	Sum of Overall Leaver	Sum of Leaver Below MS Threshold	% Below MS Threshold
01 - Health, Public Services and Care	5	0	0.0%
06 - Information and Communication Technology	20	0	0.0%
15 - Business, Administration and Law	12	5	32.0%
<b>Grand Total</b>	<b>41</b>	<b>11</b>	



Education & Skills  
Funding Agency

© Crown copyright 2019

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit [www.nationalarchives.gov.uk/doc/open-government-licence/version/3](http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3)

email [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus)

download [www.gov.uk/government/publications](http://www.gov.uk/government/publications)



Follow us on

[Twitter: @educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:

[facebook.com/educationgovuk](https://facebook.com/educationgovuk)