



Classroom learning qualification success rates 2012/2013

Producing the dataset and Data Definitions

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Section 1 – Introduction

Purpose of document

1. This document provides technical information about how information provided in Individualised Learner Records is processed to produce the success-rates dataset which the classroom learning 2012/2013 qualification success rate and minimum standards reports are produced from. This document also provides information about where the information included with the success rate and minimum standards reports comes from.

Purpose of success rates

2. Classroom learning success rates, and the associated achievement and retention rates, are a measure of the quality of the classroom learning courses that a provider ran in a particular academic year. Success rates are used to identify provision that falls below the post-19 minimum quality standards. Provision which falls below that standard is one of the factors, as identified in the document 'New Challenges, New Chances' (at www.gov.uk/government/uploads/system/uploads/attachment_data/file/145449/11-1213-new-challenges-new-chances-implementing-further-education-reform.pdf), that will prompt us to take action under our Approach to Intervention process (at readingroom.lsc.gov.uk/SFA/Intervention_Statement.pdf).
3. Success rates, achievement rates and retention rates are used in FE Choices and National Success 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.

Classroom learning success rate methodology

4. The classroom learning success rate methodology uses the Learning Planned End Date. For each academic year the methodology is based on those aims planned to be completed in the academic year and whether the learner has achieved the aim.
5. The methodology assumes that a reliable assessment is made of the learner's needs and capabilities, and that the appropriate course is delivered to the learner. These courses will tend to follow a set curriculum and the provider must support the learner through to successful achievement within that curriculum.

Classroom learning business rules

6. Each year we produce the business rules that describe how the success rate will be calculated, and the learning aims that will not be included in the success rate calculations. The classroom learning business rules are published on the Data Service website (www.thedataservice.org.uk/Statistics/success_rates/success_rates_2012-13/).
7. A number of learning aims are not included when calculating the success rate in order to make the results more credible and appropriate. The main reasons for not including a particular learning aim are that it:
 - relates to new activity that providers need time to get used to delivering;
 - is delivered as part of a pilot programme;
 - it is not funded by us or the Education Funding Agency;
 - is not a qualification;
 - would not be fair to the provider (for example, if success rates would be affected by circumstances beyond the provider's control).

Exclusions from classroom learning success rates

8. The report pack for the success-rate reports includes a file containing the data used in the success-rate calculations. This data file only contains learning aims that are used to calculate the success rate. Although key skills and functional skills are not included in the calculation, they are included in certain success-rate reports and so are on the success-rate data file, and are clearly marked as such.
9. The way that the learning aims that are not included in the calculations (excluded aims) are identified is described below.

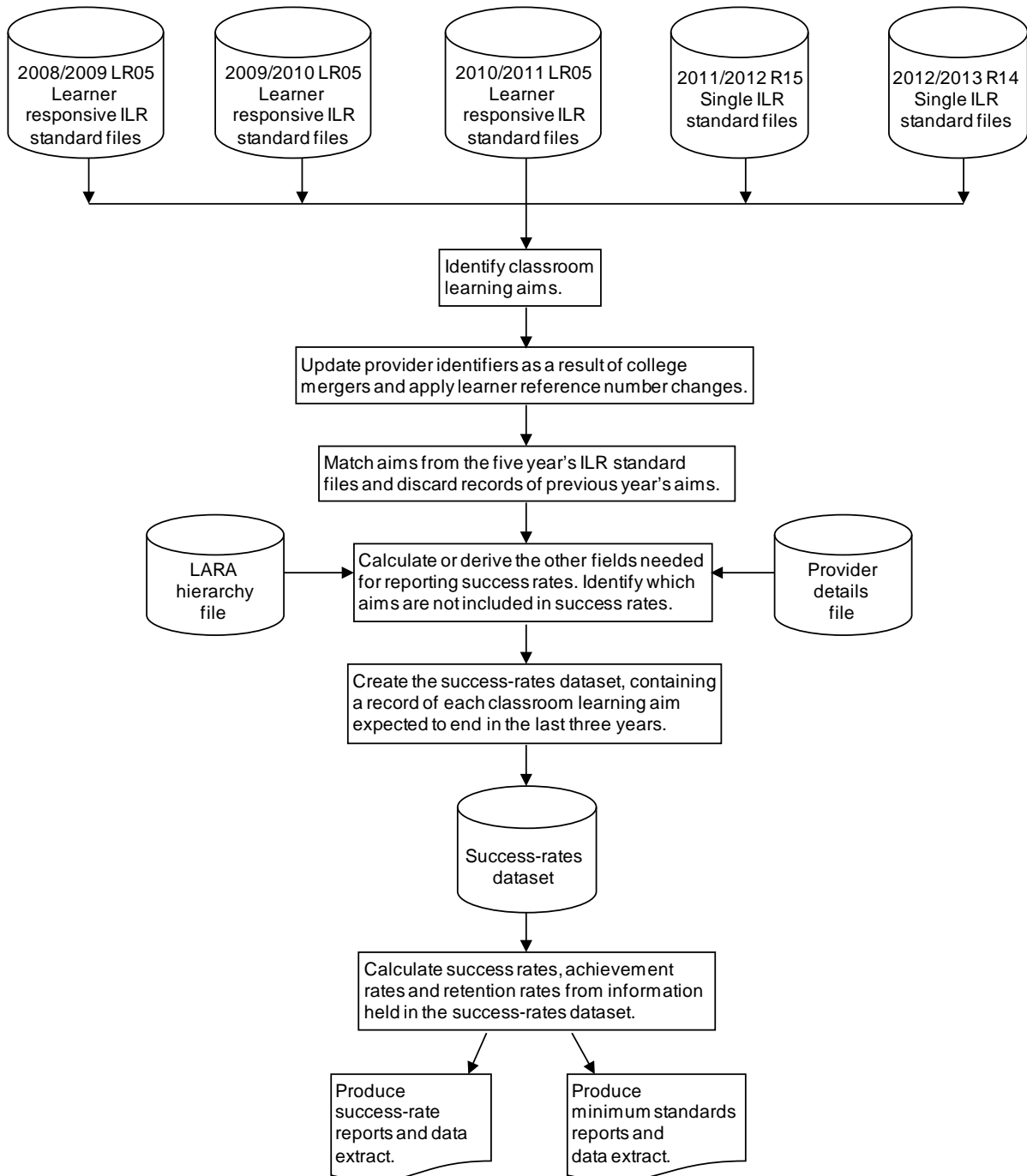
Type of excluded aim	Rules for identifying the excluded aim
Aims where a learner has transferred to a different programme with the same provider	Aims where the Completion Status (A34) is 4 and the Outcome (A35) is not either 1 or 7.
Aims where a learner has transferred to a new provider because of intervention from us or the Education Funding Agency	Aims where the Withdrawal Reason (A50) is 7 and the Outcome (A35) is not either 1 or 7.
Aims where a learner is under 16	Aims where the age of the learner on 31st August of the year they started the aim (A_Age_31AugStYr) is 15 or younger.
Aims which do not receive funding from us or the Education Funding Agency	Aims where A_To_Date_SLN_Payment is 0.
Long qualifications where the learner did not complete the qualifying period of 42 days (six weeks) for the aim	Aims where: <ul style="list-style-type: none"> the difference between the Learning Start Date (A27) and the Planned End Date (A31) is 168 days or more, but the difference between the Learning Start Date (A27) and the Actual End Date (A31) is less than 42 days (six weeks); and the learner has withdrawn from the learning aim (the Completion Status (A34) is 3).
QCF units	Aims where the Learning Aim Type Code is '1448'.
Functional skills	Aims where the Learning Aim Type Code is '1439'.
Key skills	Aims where the Learning Aim Type Code is '1327'.
Entry to Employment	Aims where the Programme Type (A15) is 9.
Employer Training Pilot (ETP)	Aims where either of the National Learning Aim Monitoring Codes (A46a or A46b) is 17.
National Voluntary Training Pathfinder (NVTP)	Aims where the: <ul style="list-style-type: none"> National Learning Aim Monitoring Code (A46a) is 102; and Learning Aim Monitoring Code (A46b) is 999; and Funding Model (A10) is 22; and Reason for Full Funding/Co-funding of Learning Aim (A14) is 15; and Current Employment Status (L47) is 2
Adult Learning Account (ALA)	Aims where any of the National Learning Aim Monitoring Codes (A46a, A46b or A46c) is 82, 88 or 89.
Diplomas and programme-led pathways	Aims where the Data Set Identifier Code (A04) is not 30
First Steps	Aims where the Funding Model (A10) is 80 and the ASL Provision Type (A58) is 05
Additional units	Aims where the Learning Aim Type is X901.
Unitisation qualifications	Aims where the Learning Aim Type is 8008 or 8009.
Diagnostic tests	Aims where the Learning Aim Type is 8011.
Tutorial support and complementary studies	Aims where the Learning Aim Reference (A09) is CMISC001 or XESF0001.

Type of excluded aim	Rules for identifying the excluded aim
Learners in mainstream further education funded by the LLDD Placement budget	Aims where the Special Projects and Pilots (A49) is 'SP044'.
Joint Investment Programme aims	Aims where the Special Projects and Pilots (A49) is 'SP045'.
Foundation Learning weekly aims	Aims where the Learning Aim Reference (A09) is 'ZFLW0001'.
University for Industry (Ufl)	Aims where either of the National Learning Aim Monitoring Codes (A46a or A46b) is 1. (Ufl aims in the 2010/2011 file are excluded aims if Learning Planned End Date is earlier than 1st August 2010.)
Innovation Code learning aims	Aims where the Learning Aim Reference (A09) is 'ZINN0001', 'ZINN0002', 'ZINN0003', 'ZINN0004', 'ZINN0005' or 'ZINN0006'.
Aims where there is a "fail" result after a learner transferred to an Apprenticeship under Government Strategy (as referenced in "Investing in Skills for Sustainable Growth" BIS, November 2010)	Aims where the Withdrawal Reason is 41.
Aims where learners claiming 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	For Individualised Learner Record files for 2011/2012 onwards, aims where the: <ul style="list-style-type: none"> • Planned End Date is later than 31st July 2012; • Completion Status is not 1; • Outcome is not 1; • Employment Outcome is 1 or 2; and • the latest Individualised Learner Record for the learner has an Employment Status Monitoring Type of BSI and an Employment Status Monitoring Code of 1, 2 or 4.
OLASS aims which ended early for reasons beyond the provider's control	Aims where: <ul style="list-style-type: none"> • A_OLASS is 1; • the Withdrawal Reason is 28; and • the Learning Planned End Date falls within the 2012/2013 academic year.
OLASS aims with an expected end date in 2010/2011 or 2011/2012	Aims where: <ul style="list-style-type: none"> • A_OLASS is 1; • either of the National Learning Aim Monitoring Codes (A46a or A46b) is 34; and • the Learning Planned End Date falls within the 2010/2011 or 2011/2012 academic year.

Section 2 – Processing Individualised Learner Records (ILRs)

Process flow diagram

10. This flow diagram below shows how ILR information for multiple academic years is processed to produce the success-rates dataset, which is the source of the information used for the success-rate and minimum standards reports.



Identifying classroom learning aims

11. The method of identifying classroom learning aims for 2008/2009 to 2010/2011 is different to that for 2011/2012 onwards. This is a result of the learner-responsive ILR collection being replaced with the single ILR for 2011/2012. The learner-responsive collection contained only classroom learning aims, whereas the single ILR also includes Apprenticeship learning aims and workplace learning aims.
12. For the ILR files for 2008/2009 to 2010/2011, all learning aims that have a planned end date of 1st September 2010 or later are included in the success-rate calculations.
13. For the ILR files for 2011/2012 onwards, all learning aims that have a planned end date of 1st September 2010 or later are included in the success-rate calculations, except for programme learning aims (aims where the Learning Delivery Aim Type is not 1).
14. The learning aims chosen include some workplace learning aims which are submitted under the ILR employer-responsive funding model. Some providers submit classroom learning aims using the ILR employer-responsive funding model. These are aims where Funding Model (A10) is 45, the Learning Delivery Funding and Monitoring Type is 'LDM' and the Learning Delivery Funding and Monitoring Code is 125.

Processing further-education college mergers

15. In the year after two further-education colleges merge to form a new college, the success rate methodology combines the learning aims for both colleges in the previous two years under the new merged college and produces success rates for the new college. This allows the new college to compare their current year's success rate with a comparable success rate for the previous two years.
16. Learning aims are combined by changing the provider numbers (UPIN and UKPRN) of the old colleges to be that of the new college's provider number. The original provider numbers are kept in the success rates dataset in the L01_orig and L46_orig fields.
17. Note that this merger process only applies to further-education colleges. It does not apply to the mergers of any other types of provider (for example, private training providers).

Processing learner reference number changes

18. As described below, the learner reference number (L03) is used when matching learning aims across years. The learner reference number is assigned by the provider, and providers (or their software) will occasionally change them, either within a year or between years.
19. If the learner reference number is changed, the process of matching learning aims does not work correctly and two records are created in the success-rates dataset for the same learning aim – one using the old learner reference number and one the new learner reference. As the learning aim from the earlier year's ILR file will not have any achievement data, it will reduce the provider's success rate unless this matching issue is addressed.
20. To address this issue, the Data Service introduced the learner reference number mapping spreadsheet (available on the Data Service website (www.thedataservice.org.uk/Statistics/success_rates/l03_change_process.htm)) which allows a provider to cross reference the old and new learner reference numbers.

21. The affected learner reference numbers are changed to those on the learner reference number mapping spreadsheet. The original learner reference number is kept in the success-rates dataset in the L03_orig field.

Merging Individualised Learner Records

22. Many learning aims take more than one year to complete. This means that the same learning aims for a particular learner can appear on more than one ILR file. Learning aims can be completed earlier than planned, and some learning aims are not marked as completed in the ILR.

23. As the classroom learning success rate is based on the learning aim's planned end date, the ILR files from all years have to be merged together in order to identify all the learning aims that are planned to be completed in the years being reported on.

24. Various combinations of variables are used to make sure the correct records are matched. The matching process uses Provider Number (L01), Learner Reference Number (L03), and Aim Reference (A09) together with the following combinations, in the following sequence.

- Learning Start Date (A27), Learning Planned End Date (A28), Learning Actual End Date (A31)
- Learning Start Date (A27), Learning Planned End Date (A28)
- Learning Start Date (A27), Expected End Year (P_Expendyr), Learning Actual End Date (A31)
- Learning Start Date (A27), Expected End Year (P_Expendyr)

25. For aims with a Learning Actual End Date (A31) before 1st September 2010, a lower level of matching is used that does not include Learning Start Date (A27).

26. 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 success-rates dataset.

Fields in the success-rates dataset

27. A number of the fields on the success-rates dataset come directly from the ILR files. The other fields are either derived or calculated. Section 3 – Contents of the success-rates dataset , gives full details of the source, derivation or calculation of the fields on the success-rates dataset.

28. The success-rate and minimum standards reports use two methods for classifying learning aims into qualification types.

29. The first method for classifying learning aims into qualification types, which is used by the success-rate reports, classifies learning aims into the following categories.

- A levels
- AS levels
- BTEC / OCR
- Functional skills
- GCSE
- International Baccalaureate
- Key skills
- NVQ
- Other

The classification is held in the QualificationType field. The derivation of the QualificationType field is described in section 37.

30. The second method for classifying learning aims into qualification types, which is used by the minimum standards reports, classifies learning aims into the following categories.

- QCF unit
- Award
- Certificate
- Diploma
- A level
- AS level
- GCSE maths and English
- GCSE other
- Skills for Life qualification
- Skills for Life unit
- Diploma (14-19)
- International Baccalaureate
- Other

The classification is held in the QCF_Size field. The derivation of the QCF_Size field is described in section 38.

31. Two reference files are used in some of the derivations.

- a) The 2012/2013 LARA Hierarchy file. This file holds the learning-aim data from the Learning Aims Reference Application (LARA), as at the close of the 2012/2013 ILR data collection (25th October 2013).
- b) The 2012/2013 Provider Details file. This file holds provider details from the Provider and Organisation Information Management System (PIMS), as at 31st July 2013.

Success-, retention- and achievement-rate calculations

32. The key principles of calculating success, retention and achievement rates are as follows.

- Success, retention and achievement rates include only learning aims funded by us or the Education Funding Agency.
- Learners who were under 16 on 31 August of the academic year when they started the learning aim are not included in success, retention and achievement rates.
- Long qualifications where the learner did not complete the qualifying period of 42 days (six weeks) for the aim, are not included in success, retention and achievement rates.
- Aims that are identified as exclusions from success rates (as described in section 1) are not included in success, retention and achievement rates.
- Key skills and functional skills qualifications are not included in the main calculations and reports, but they are shown in some reports for illustrative purposes only.
- Uncashed AS levels are treated as non-achievement.

33. The main fields from the success-rates dataset that are used in calculating success, retention and achievement rates are as follows.

- The Expected End Year (P_Expendyr)
This field will be the first calendar year of the academic period the Learning Planned End Date (A28) falls in. For example, if the Learning Planned End Date falls within the 2012/2013 academic year, P_Expendyr is '2012'.
- P_Count_Funded
This field indicates whether a learning aim is funded and the learner is 16 or older. On the success-rate and minimum standards reports, the 'Starts' field refers to the number of aims where P_Count_Funded is 1.
- P_Achieved_Funded
This field indicates whether a funded learning aim has been achieved. The field is set to 1 if P_Count_Funded is 1 and Learning Outcome (A35) is 1 (Achieved (non AS level aims)) or 7 (Achieved and cashed (AS levels only)).
- P_Complete_Funded
This field indicates whether a funded learning aim has been completed. The field is set to 1 if P_Count_Funded is 1 and Completion Status (A34) is 2 (the learner has completed the learning activities leading to the learning aim).

34. For a given academic year the qualification success rate percentage is calculated as follows.

$$\frac{\text{Number of funded learning aims successfully achieved}}{\text{Number of funded learning aims that were planned be completed}} \times 100$$

In terms of the variables on the success-rates dataset, for a given academic year (P_Expendyr) the qualification success rate percentage is calculated as follows.

$$\frac{\text{The number of aims where P_Achieved_Funded is 1}}{\text{The number of aims where P_Count_Funded is 1}} \times 100$$

35. For a given academic year, the retention-rate percentage is calculated as follows.

$$\frac{\text{Number of funded learning aims successfully completed}}{\text{Number of funded learning aims that were planned be completed}} \times 100$$

In terms of the variables on the success-rates dataset, for a given academic year (P_Expendyr), the retention-rate percentage is calculated as follows.

$$\frac{\text{The number of aims where P_Complete_Funded is 1}}{\text{The number of aims where P_Count_Funded is 1}} \times 100$$

36. For a given academic year, the achievement-rate percentage is calculated as follows.

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

In terms of the variables on the success-rates dataset, for a given academic year (P_Expendyr), the achievement-rate percentage is calculated as follows.

$$\frac{\text{The number of aims where P_Achieved_Funded is 1}}{\text{The number of aims where P_Complete_Funded is 1}} \times 100$$

Section 3 – Contents of the success-rates dataset

Source or derivation of fields in the success-rates dataset

Data item	Description	Data values	Source	Derivation
A_Age_31AugStYr	The age of the learner on 31st August of the year in which they started the learning aim		Derived	Calculated as the difference between the start year (P_Startyr) of the learning aim and the Date of Birth (L11)
A_Age_31AugStYr_Band	A banding of the age of the learner on 31st August of the year in which the learning aim starts	1 (learners aged 18 and under) 2 (learners aged 19 or over, or whose age is not known)	Derived	Set to 1 if A_Age_31AugStYr is 0 to 18 Set to 2 if A_Age_31AugStYr is 19 or greater
A_Duration	The expected duration of the learning aim		Derived	<p>A P_Years variable is calculated to be used in the calculation of the A_Duration variable. P_Years is calculated as the Expected End Year (P_Expendyr) minus the Start Year (P_Startyr) plus one year – capped at a maximum of four years.</p> <p>A_Duration holds the duration of the learning aim over the academic years. The difference between the Learning Planned End Date (A28) and the Learning Start Date (A27) is calculated, and A_Duration is set as follows.</p> <ul style="list-style-type: none"> • If the difference is less than or equal to 24 weeks, A_Duration is set to 1 (short). • If the difference is less than or equal to one year and P_Years is equal to 1, A_Duration is set to 2. • If the difference is less than or equal to one year and P_Years is equal to two years, A_Duration is set to 3. • If the difference is less than or equal to two years and P_Years is equal to two years, A_Duration is set to 4. • If the difference is less than or equal to two years and P_Years is equal to three years, A_Duration is set to 5. • If the difference is less than or equal to three years and P_Years is equal to three years, A_Duration is set to 6. • If the difference is less than or equal to three years and P_Years is equal to four years, A_Duration is set to 7. • If the difference is greater than three years, A_Duration is

Data item	Description	Data values	Source	Derivation
				set to 8.
A_FullLevel2	Identifies whether the learning aim is a full level 2	0 or 1	ILR standard files	Set to 0 if Level3_Entitlement_Cat_Code is 1, 2, or 3 and Level3_Percentage is equal to or greater than 100 A_FullLevel2 . Set to 1 if Level2_Entitlement_Cat_Code equals 1 or 4 and Level2_Percentage is equal to or greater than 100. Otherwise set to 0.
A_FullLevel3	Identifies whether the learning aim is a full level 3	0 or 1	ILR standard files	Set to 1 if Level3_Entitlement_Cat_Code equals 1, 2, or 3, and Level3_Percentage is equal to or greater than 100. Otherwise set to 0.
A_Functional_Skills	Identifies whether the learning aim is a functional skills learning aim	0 or 1	Derived	Set to 1 if the Learning_Aim_Type_Code from the LARA hierarchy file equals 1439. Otherwise set to 0.
A_Inyr_Expected_GLH	Expected guided learning hours in the current year		ILR standard files	Set to the value of the ILR derived variable A_Inyr_Expected_GLH .
A_Keyskills	Identifies whether the learning aim is a key skills learning aim	0 or 1	Derived	If the Learning_Aim_Type_Code from the LARA hierarchy file equals 1327, set to 1. Otherwise set to 0.
A_OLASS	Identifies whether the learning aim is an OLASS learning aim	0 or 1	Derived	For years 2008/2009 to 2010/2011, set to 1 if either of the National Learning Aim Monitoring Codes (A46a or A46b) equals 34. Otherwise set to 0. For years 2011/2012 and 2012/2013, set to 1 if there is a Learning Delivery Funding and Monitoring Type of 'LDM' with a Learning Delivery Funding and Monitoring Code which equals 34. Otherwise set to 0.
A_QCF_Unit	Identifies whether the learning aim is a QCF unit (QCF units are not included in success rates.)	0 or 1	Derived	Set to 1 if the Learning_Aim_Type_Code from the LARA hierarchy file is equal to '1448'. Otherwise set to 0.
A_To_Date_SLN_Payment	Indicates whether the learning aim generates a standard learner number or receives an in-year payment in this year or previous years	0 or 1	DLF aim lookup	Set to the value of the ILR derived variable A_To_Date_SLN_Payment .
A_Todate_Qualifying_SLN_Period	Indicates whether the learning aim passes the qualifying period in any year to be eligible to generate a standard learner number (For long course this is 42 days (6 weeks).)	0 or 1	ILR standard files	Set to the value of the ILR derived variable A_Todate_Qualifying_SLN_Period .
A_Total_Inyr_Expected_GLH	The total guided learning hours over the life of the learning aim		Derived	The sum of the ILR derived variable A_Inyr_Expected_GLH for the years that the learning aim is on the ILR.
A_Total_Payment	The total payments for the life of the learning		Derived	The sum of the ILR derived variable A_Total_Payment_Y2D

Data item	Description	Data values	Source	Derivation
	aim			for the years that the learning aim is on the ILR.
A_Total_Payment_Y2D	The total payment for the learning aim for the current year		DLF aim lookup	Set to the value of the ILR derived variable A_Total_Payment_Y2D .
A05	Learning-aim dataset sequence		ILR standard files	For ILR files for 2008/2009 to 2010/2011, set to Learning Aim Data Set Sequence (A05) . For ILR files for 2011/2012 onwards, set to Aim Sequence Number .
A09	The learning-aim reference		ILR standard files	Set to Learning Aim Reference (A09) .
A10	The funding model of the learning aim		ILR standard files	Set to Funding Model (A10) .
A14	Reason for full funding or co-funding the learning aim		ILR standard files	For ILR files for 2008/2009 to 2010/2011, set to Reason for Full/Co-Funding of Learning Aim (A14) . (This field is not present for ILR files for 2011/2012 onwards.)
A23	Postcode of the delivery location		ILR standard files	Set to Delivery Location Postcode (A23) .
A27	Learning start date (DDMMYYYY)		ILR standard files	Set to Learning Start Date (A27) .
A28	Learning planned end date (DDMMYYYY)		ILR standard files	Set to Learning Planned End Date (A28) .
A31	Learning actual end date (DDMMYYYY)		ILR standard files	Set to Learning Actual End Date (A31) .
A32	The guided learning hours of the learning aim		ILR standard files	Set to Guided Learning Hours (A32) .
A34	The completion status of the learning aim		ILR standard files	Set to Completion Status (A34) .
A35	The learning outcome of the learning aim		ILR standard files	Set to Learning Actual End Date (A35) .
A36	The learning outcome grade of the learning aim		ILR standard files	Set to Outcome Grade (A36) .
A46a	National learning-aim monitoring – A		ILR standard files	For ILR files for 2008/2009 to 2010/2011, set to National Learning Aim Monitoring Code A (A46a) . For ILR files for 2011/2012 onwards, set to the first Learning Delivery Funding and Monitoring Code where the Learning Delivery Funding and Monitoring Type equals 'LDM'.
A46b	National learning-aim monitoring – B		ILR standard files	For ILR files for 2008/2009 to 2010/2011, set to National Learning Aim Monitoring Code B (A46b) . For ILR files for 2011/2012, onwards set to the second Learning Delivery Funding and Monitoring Code where the Learning Delivery Funding and Monitoring Type equals 'LDM'.
A46c	National learning-aim monitoring – C		ILR standard files	For ILR files for 2008/2009 to 2011/2012, set to null. For ILR files for 2012/2013 onwards, set to the third Learning Delivery Funding and Monitoring Code where the Learning

Data item	Description	Data values	Source	Derivation
				Delivery Funding and Monitoring Type equals 'LDM'.
A49A	Special projects and pilots		ILR standard files	For ILR files for 2008/2009 to 2010/2011, set to A49 . For ILR files for 2011/2012 onwards, set to the Learning Delivery Funding and Monitoring Code where the Learning Delivery Funding and Monitoring Type equals 'SPP'.
A50	Reason learning ended		ILR standard files	Set to Withdrawal Reason (A50).
A68	Employment outcome		ILR standard files	Set to Employment Outcome (A68)
Academic_Year_Code	The teaching year the annual values relate to		Derived	Set to '1213'.
Awarding_Body_Code	The awarding body associated with each learning aim record		LARA hierarchy	Set to Awarding_Body_Code for the aim, from the LARA hierarchy file.
BSI_Emp_Status_Monitor_Code	The BSI employment-status monitoring code	1 to 4	ILR standard files	For ILR files for 2011/2012 onwards, set from the latest ILR record submitted for the learner. Set to the Employment Status Monitoring Code where the Employment Status Monitoring Type equals BSI. (Does not apply to ILR files for 2008/2009 to 2010/2011, where the field will be set to 0.)
Collection	The collection the data was sourced from		ILR standard files	Set to the snapshot number of the ILR standard file (for example, SN14).
Curr_Empl_Stat	The current employment status of the aim		ILR standard files	Set to Employment Status (L47).
EFA_Funded	Indicates that the learning aim has been funded by the Education Funding Agency at some point during the duration of the learning aim	0 or 1		For ILR files for 2008/2009 to 2009/2010, set to 0. For ILR files for 2010/2011, set to 1 if the Funding Model (A10) is 21 or 82, or the Source of Funding (A11a, A11b) is 107 for any of the years the learning aim is on the ILR. Otherwise set to 0. For ILR files for 2011/2012 onwards, set to 1 if A_Agency_Funding is 5 or 6 for any of the years the learning aim is on the ILR. Otherwise set to 0.
EFA_Funded_Latest	Indicates that the learning aim has been funded by the Education Funding Agency in the year of the latest ILR returned for the learning aim	0 or 1		For ILR files for 2008/2009 to 2009/2010, set to 0. For ILR files for 2010/2011, set to 1 if the Funding Model (A10) is 21 or 82 or the Source of Funding (A11a, A11b) is 107 for the latest ILR record returned for the learning aim. Otherwise set to 0. For ILR files for 2011/2012 onwards, set to 1 if A_Agency_Funding is 5 or 6 for the latest ILR record returned

Data item	Description	Data values	Source	Derivation
				for the learning aim. Otherwise set to 0.
In_LR_0809	The learning aim is in the learner-responsive dataset for 2008/2009	0 or 1	Derived	Set to 1 if the learning aim is taken from the 2008/2009 ILR. Otherwise set to 0.
In_LR_0910	The learning aim is in the learner-responsive dataset for 2009/2010	0 or 1	Derived	Set to 1 if the learning aim is taken from the 2009/2010 ILR. Otherwise set to 0.
In_LR_1011	The learning aim is in the learner-responsive dataset for 2010/2011	0 or 1	Derived	Set to 1 if the learning aim is taken from the 2010/2011 ILR. Otherwise set to 0.
In_LR_1112	The learning aim is in the single ILR dataset for 2011/2012	0 or 1	Derived	Set to 1 if the learning aim is taken from the 2011/2012 ILR. Otherwise set to 0.
In_LR_1213	The learning aim is in the single ILR dataset for 2012/2013	0 or 1	Derived	Set to 1 if the learning aim is taken from the 2012/2013 ILR. Otherwise set to 0.
L01	Provider number	(For example, 105000)	ILR standard files	For ILR files for 2008/2009 to 2010/2011, set to Provider Number (L01). For ILR files for 2011/2012 onwards, set to UPIN from PIMS that corresponds to the UK Provider Reference Number .
L01_Orig	The UPIN of the learning aim before the college merger process was applied to a provider's data		Derived	See paragraphs 15 to 17 for how this field is set by the further-education college merger process.
L03	Learner reference number		ILR standard files	Set to Learner Reference Number (L03).
L03_Orig	The learner reference number of the learning aim before the college merger process was applied to a provider's data		Derived	See paragraphs 18 to 21 for how this field is set by the learner reference number change process.
L11	The learner's date of birth (DDMMYYYY)		ILR standard files	Set to Date of Birth (L11).
L12	The learner's ethnic background		ILR standard files	Set to Ethnicity (L12).
L13	The learner's sex	F or M	ILR standard files	Set to Sex (L13).
L14	Whether the learner considers that they have a learning difficulty, disability or health problem		ILR standard files	Set to LLDD and Health Problem (L14).
L15	The learner's disability		ILR standard files	For ILR files for 2008/2009 to 2010/2011, set to Disability (L15). For ILR files for 2011/2012 onwards, set to LLDD and Health Problem Code where the LLDD and Health Problem Type equals 'DS',
L16	The learner's learning difficulty		ILR standard files	For ILR files for 2008/2009 to 2010/2011, set to Learning Difficulty (L16). For ILR files for 2011/2012 onwards, set to LLDD and Health Problem Code where the LLDD and Health Problem Type

Data item	Description	Data values	Source	Derivation
				equals 'LD'.
L17	The learner's home postcode		ILR standard files	For ILR files for 2008/2009 to 2010/2011, set to Home Postcode (L17). For ILR files for 2011/2012 onwards, set to Postcode where Locator Type equals 2 and Contact Type equals 1.
L35	The learner's prior attainment level		ILR standard files	Set to Prior Attainment (L35).
L46	UK provider reference number (UKPRN)		ILR standard files	Set to UK Provider Reference Number (L46).
L46_Orig	The UKPRN for the learning aim before the college merger process was applied to a provider's data		Derived	See paragraphs 15 to 17 for how this field is set by the further-education college merger process.
Learning_Aim_Desc	Learning-aim description		LARA hierarchy	Set to Learning_Aim_Ref_Title for the learning aim, from the LARA hierarchy file.
Learning_Aim_Type_Code	Code used by the Learner Aims Reference Application to assign learning aims to certain listed types of learning aim (for example, NVQs and GNVQs)		LARA hierarchy	Set to Learning_Aim_Type_Code for the learning aim, from the LARA hierarchy file.
Level2_Entitlement_Cat_Code	A code to indicate the category or family the learning aim belongs to for the purpose of assessing how far the aim contributes to a full level 2		LARA hierarchy	Set to Level2_Entitlement_Cat_Code for the learning aim, from the LARA hierarchy file.
Level2_Percentage	The percentage of full level 2 that a learning aim provides		LARA hierarchy	Set to Level2_Percentage for the learning aim, from the LARA hierarchy file.
Level3_Entitlement_Cat_Code	A code to indicate the category or family the learning aim belongs to for the purpose of assessing how far the aim contributes to a full level 3		LARA hierarchy	Set to Level3_Entitlement_Cat_Code for the learning aim, from the LARA hierarchy file.
Level3_Percentage	The percentage of full level 3 that a learning aim provides		LARA hierarchy	Set to Level3_Percentage for the learning aim, from the LARA hierarchy file.
Map_Code_Code	A code used to group learning aims together in a hierarchy for the purpose of analysis and benchmarking		LARA hierarchy	Set to Map_Code_Code for the learning aim, from the LARA hierarchy file. (A Map_Code_Code is only created for some learning aims.)
Map_Code_Desc	Map-code description		LARA hierarchy	Set to Map_Code_Desc for the learning aim, from the LARA hierarchy file. (A Map_Code_Desc is only created for some learning aims.)
Notional_NVQ_Level_Code	A level on the NVQ scale for all learning aims (This enables the learning aim to be analysed		LARA hierarchy	Set to Notional_NVQ_Level_Code for the learning aim from the LARA hierarchy file.

Data item	Description	Data values	Source	Derivation
	against the NVQ scale.)			
P_Achieved	Indicates whether a learning aim has been achieved (For the given year, learning aims that are expected to have been completed but are not yet completed will be considered as not being achieved.) (Uncashed AS levels (cases where Learning Aim Type is '0001', '1432' or '1433' and the Learning Outcome (A35) is 6) are treated as not being achieved.)	0 = not achieved 1 = achieved	Derived	Set to 1 if Outcome (A35) is 1 or 7. Otherwise set to 0.
P_Achieved_Funded	Indicates whether a funded learning aim has been achieved	0 = not achieved 1 = achieved	Derived	Set to 1 if P_Count_Funded is 1 and Outcome (A35) is 1 or 7. Otherwise set to 0.
P_Actendyr	The actual end year of the learning aim (20_ _)		Derived	Set to the first calendar year of the academic period the Learning Actual End Date (A31) falls in. (For example, if the Learning Actual End Date falls within the 2010/2011 academic year, P_Actendyr has the value of 2010.)
P_Complete	Indicates whether the learning aim has been completed	0 = not completed 1 = completed	Derived	Set to 1 if Completion Status (A34) is 2. Otherwise set to 0.
P_Complete_Funded	Indicates whether a funded learning aim has been completed	0 = not completed 1 = completed	Derived	Set to 1 if P_Count_Funded is 1 and Completion Status (A34) is 2. Otherwise set to 0.
P_Count_Funded	Indicates whether a learning aim is funded and the learner is 16 or older	0 = not funded 1 = funded	Derived	Set to 1 if the age of the learner on 31st August of the year the learning aim starts is 16 or greater and the learning aim is funded. A learning aim is counted as funded if A_To_Date_SLN_Payment is 1. (In order to take account of anomalies in the way that ILR data is returned, learning aims that: <ul style="list-style-type: none"> • are expected to last at least 168 days; • the learner withdraws from within 42 days; are considered to be not funded .)
P_Expendyr	The learning aim's expected end year (20_ _)		Derived	Set to the value of the first calendar year of the academic period the Learning Planned End Date (A28) falls in. For example, if the Learning Planned End Date falls within the

Data item	Description	Data values	Source	Derivation
				2012/2013 academic year, P_Expendyr has the value of 2012.
P_Leavers	Indicates whether the learner has left the learning aim	0 = not a leaver 1 = leaver	Derived	Set to 1 if a date is entered in the Learning Actual End Date (A31). Otherwise set to 0.
P_Startyr	The start year of the learning aim (20_ _)		Derived	Set to the value of the first calendar year of the academic period the Learning Start Date (A27) falls in. For example, if the Learning Start Date falls within the 2009/2010 academic year, P_Startyr is set to 2009.
P_Trans	Indicates whether a learner's transfer to another learning aim should not be included in success rates (These are learning aims for learners who have: <ul style="list-style-type: none"> • withdrawn from their learning aim and started studying for another learning aim with the same provider; or • transferred between providers due to intervention by us or the Education Funding Agency.) 	0 or 1	Derived	Set to 1 if the Completion Status (A34) is 4, or if the Withdrawal Reason (A50) is 7 or 41. Otherwise set to 0.
Provider_GOR	The provider's Government office region		ILR 2012/2013 provider-details file	Obtained from the ILR 2012/2013 provider-details file.
Provider_LocalAuthority	The provider's local authority		ILR 2012/2013 provider-details file	Obtained from the ILR 2012/2013 provider-details file.
Prv_Name	Provider's name		ILR 2012/2013 provider-details file	Obtained from the ILR 2012/2013 provider-details file.
Prv_Type	Type of provider		ILR 2012/2013 provider-details file	Obtained from the ILR 2012/2013 provider-details file.
QCF_Size	A grouping of aims, based on the QCF sizes of 'unit', 'award', 'certificate' and 'diploma', used to categorise learning aims on the minimum standards reports		Derived	See paragraph 37 for how QSF_Size is derived.
QualificationType	A grouping of aims used to categorise learning aims on the success-rate reports		Derived	See paragraph 38 for how QualificationType is derived.
Shortdur	The duration of learning aims	0 = very short (less than five weeks) 1 = short (5 to 24 weeks)	Derived	Shortdur is determined from the difference between the Learning Planned End Date (A28) and the Learning Start Date (A27). Set to 0 (very short) if the difference is less than or equal to 34 days (five weeks).

Data item	Description	Data values	Source	Derivation
		2 = long (more than 24 weeks)		Set to 1 (short) If the difference is greater than 34 days and less than 168 days (between five to 24 weeks). Set to 2 (long) If the difference is equal to or greater than 168 days (24 weeks).
Skills_For_Life	Indicates that the learning aim is considered to be a skill for life aim relating to achievements in literacy, numeracy and language	0 or 1	LARA hierarchy	Set to 1 if Skills_For_Life_Type_Code for the learning aim, from the LARA hierarchy file, is not 'X', 'U' or Null. Otherwise set to 0.
Skills_For_Life_Type_Code	A sub-category of skills for life identifying the type of basic skill (for example, adult literacy, ESOL)		LARA hierarchy	Set to Skills_For_Life_Type_Code for the learning aim, from the LARA hierarchy file.
Source_Year	The year the learning aim is sourced from (For example, if the record is from the 2010/2011 ILR dataset the source year is 2010/2011.)	(For example, 2010/2011)	Derived	If the field In_LR_1213 is equal to 1, the Source_Year is set to '2012/13'. Otherwise: <ul style="list-style-type: none"> If the field In_LR_1112 is equal to 1, Source_Year is set to '2011/12'. If the field In_LR_1011 is equal to 1, Source_Year is set to '2010/11'. If the field In_LR_0910 is equal to 1, Source_Year is set to '2009/10'. If the field In_LR_0809 is equal to 1, Source_Year is set to '2008/09'.
SSA_Tier1_Code	Sector subject area – the broad (tier 1) classification of the subject of the learning aim		LARA hierarchy	Set to SSA_Tier1_Code for the learning aim, from the LARA hierarchy file.
SSA_Tier2_Code	The more specialised classification (tier 2) of the subject of the learning aim		LARA hierarchy	Set to SSA_Tier2_Code for the learning aim, from the LARA hierarchy file.
Subcontractor_Name	Subcontractor's name		ILR 2012/2013 provider-details file	The name of the subcontracting provider, from the ILR 2012/2013 provider-details file.
Subcontractor_UKPRN	The UKPRN of the subcontractor who delivered at least 50% of the learning aim		ILR standard files	For ILR files for 2011/2012 onwards, set to the Subcontracted or Partnership UKPRN . (This field is not present for ILR files for 2008/2009 to 2010/2011.)
Transaction_ID	The unique reference number assigned to a record		Derived	The processing that creates the success rates dataset assigns a unique number to each record.
ULN	Unique learner number		ILR standard files	Set to Unique Learner Number (L45) .
Year	The current academic year for the success-rates	2012/13	Derived	Set to '2012/13'.

Data item	Description	Data values	Source	Derivation
	dataset			

Derivation of the QualificationType field in the success-rates dataset

37. **QualificationType** is determined from the **Learning_Aim_Type_Code** and **Awarding_Organisation_Code** from the LARA hierarchy file, as follows.

Learning_Aim_Type_Code equals 0002, 1413, 1414*, 1415*, 1417*, 1418*, 1430, 1431, 1434, 1435, 1453	Set to 'A Levels'
Learning_Aim_Type_Code equals 0001, 1416*, 1432, 1433	Set to 'AS Levels'
Learning_Aim_Type_Code equals 1421, 1423, 1424, 1425 Or Awarding_Organisation_Code equals OCR and Learning_Aim_Type_Code equals 0017, 0030, 1428	Set to 'BTEC/OCR'
Learning_Aim_Type_Code equals 1439	Set to 'Functional Skills'
Learning_Aim_Type_Code equals 0003, 1081* 1422, 2999	Set to 'GCSE'
Learning_Aim_Type_Code equals 1401	Set to 'International Baccalaureate'
Learning_Aim_Type_Code equals 1327	Set to 'Key Skills'
equals 0036	Set to 'NVQ'
Learning_Aim_Type_Code not classified above	Set to 'Other'

Note: Codes marked with an asterisk (*) are not current types of learning aim. They apply to years 2010/2011 and earlier. They are not present in LARA but were present in LAD.

Note: A number of providers are moving to the QCF versions of BTECs, which have a Learning Aim Type Code of 0006 (Award). These aims are classified as 'Other', not as 'BTEC / OCR'.

Derivation of the QCF_Size field in the success-rates dataset

38. **QCF_Size** categorises learning aims based on the QCF sizes of 'Unit', 'Award', 'Certificate' and 'Diploma'. It is determined from the **Learning_Aim_Type_Code**, **Map_Code** and **Credit_Based_Type_Code** fields held on the Learning Aim table in LARA, and the **Regulated_Credit_Value** field held on the All Annual Values table in LARA.

a. For aims with a **Credit_Based_Type_Code** of 1, 2 or 3 and where **Regulated_Credit_Value** is non zero, **QCF_Size** is determined as follows.

Learning_Aim_Type_Code equals 1448 (QCF Unit)	Set to 'QCF unit'
Regulated_Credit_Value of 1 to 12 and Learning_Aim_Type_Code not equal 1448 (QCF Unit)	Set to 'Award'
Regulated_Credit_Value of 13 to 36 and Learning_Aim_Type_Code not equal 1448 (QCF Unit)	Set to 'Certificate'
Regulated_Credit_Value of 37 or more and Learning_Aim_Type_Code not equal 1448 (QCF Unit)	Set to 'Diploma'

b. For aims where the **Credit_Based_Type_Code**:

- is X;
- is 1, 2 or 3 and the **Regulated_Credit_Value** is 0 or blank; or
- has no value;

QCF_Size is determined as follows.

Learning_Aim_Type_Code equals 0002, 1413, 1414, 1415, 1417, 1418, 1430, 1431, 1434, 1435, 1453	Set to 'A Level'
Learning_Aim_Type_Code equals 0001, 1416, 1432, 1433	Set to 'AS Level'
Learning_Aim_Type_Code equals 0003, 1081, 1422, 2999 and Map_Code_Code equals B1220137 (English language) or B0220076 (mathematics)	Set to 'GCSE Maths and English'
Learning_Aim_Type_Code equals 0003, 1081, 1422, 2999 and Map_Code_Code not equal to B1220137 (English language) or B0220076 (mathematics)	Set to 'GCSE Other'
Skills for Life Type Code field on the All Annual Values table in LARA is 1, 2, 19, 20, 27, 29, 30 and Learning_Aim_Type_Code is not equal to 0001, 0002, 0003, 1081, 1401, 1413, 1414, 1415, 1416, 1417, 1418, 1422, 1430, 1431, 1432, 1433, 1434, 1435, 1441, 1442, 1443, 1444, 1453, 2999	Set to 'Skills for Life Qualification'
Skills for Life Type Code field on the All Annual Values table in LARA is 21, 22, 23, 28, 31, 32 and Learning_Aim_Type_Code is not equal to 0001, 0002, 0003, 1081, 1401, 1413, 1414, 1415, 1416, 1417, 1418, 1422, 1430, 1431, 1432, 1433, 1434, 1435, 1441, 1442, 1443, 1444, 1453, 2999	Set to 'Skills for Life Unit'
Learning_Aim_Type_Code is 1441, 1442, 1443 and 1444	Set to 'Diploma (14-19)'
Learning_Aim_Type_Code is 1401	Set to 'International Baccalaureate'

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

Changes from version 1.2

39. Paragraph 9 - 6 week exclusion - whether a payment has been made and whether the qualifying period for generating a standard learner number has passed have been removed from the test for the qualifying period (six weeks) exclusion.
40. Paragraph 32 - third bullet - whether a payment has been made have been removed from the test for the qualifying period.
41. Section 3 - derivation of P_Count_Funded - whether a payment has been made and whether the qualifying period for generating a standard learner number has passed have been removed from the derivation.

Further information

42. The Data Service is responsible for producing the success-rate dataset in line with the methodology approved by us and the Education Funding Agency.
43. If you need more information, you can phone the Data Service on 0870 267 0001 or email servicedesk@thedataservice.org.uk. Please provide a detailed explanation of your query.

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