



## **Classroom learning qualification success rates 2013/2014**

### **Producing the dataset and data definitions**

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A partner organisation of the Department for Business, Innovation & Skills

## 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 qualification success-rates dataset which the classroom learning 2013/2014 qualification success-rate and minimum-standards reports are produced from. This document also provides information about where the information included with the qualification success-rate and minimum-standards reports comes from.
2. A number of changes have been made to the qualification success-rates dataset for the following reasons.
  - To reflect the change to using an overall and timely qualification success-rate methodology.
  - To allow qualification success rates to be calculated only for funded aims, and aims financed by a 24+ advanced learning loan.
  - To allow qualification success rates to be calculated for functional skills and funded QCF units.
  - To include a field to identify each type of excluded aim. These will be used when creating the excluded aims data file, which will accompany the 2013/2014 qualification success rate reports.
  - To rename fields to match those in the 2013/2014 ILR standard files.
  - To allow learning aims financed by a 24+ advanced learning loan, and learning aims for 14- or 15-year-old EFA students funded by the Education Funding Agency, to be identified.
  - To change derivations for some fields.
3. The changes to the qualification success-rates dataset produced for the 2012/2013 qualification success rates are explained in paragraphs 41 to 50.

### Purpose of qualification success rates

4. Classroom learning qualification 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. Qualification 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](http://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 [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/280862/Intervention\\_Statement.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/280862/Intervention_Statement.pdf)).
5. Qualification 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 its inspection process.

## Classroom learning qualification success rate methodology

6. The classroom learning qualification success-rate methodology has two qualification success-rate measures – the ‘overall’ qualification success rate and the ‘timely’ qualification success rate.
7. We use the overall qualification success rate to formally assess whether a provider meets minimum quality standards.
8. The overall qualification success rate is based on the hybrid end year (the actual end year or the planned end year of the learning aim, whichever is later). The classroom learning aims considered for the 2013/2014 overall qualification success rate are those that ended, or were planned to end, in the academic year ending 31 July 2014.
9. The timely qualification success rate is based on the planned academic end year of a learning aim. The learning aims considered for the 2013/2014 timely qualification success-rate measure are those with a planned end date up to 31 July 2014. In the timely qualification success-rate 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.

## Classroom learning business rules

10. We produce the qualification success-rate business rules (at [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/299574/qualification\\_success\\_rates\\_business\\_rules\\_13\\_14.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299574/qualification_success_rates_business_rules_13_14.pdf)) that describe how the qualification success rates will be calculated, and which learning aims will not be included in the qualification success-rate calculations.
11. A number of learning aims are not included when calculating the qualification success rate. 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;
  - is not funded by us or the Education Funding Agency, or is not financed by a 24+ advanced learning loan;
  - is 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 or the Education Funding Agency).

## Exclusions from classroom learning qualification success rates

12. The report pack for the qualification success-rate reports includes a file containing the learning aims that are not included in the qualification success-rate calculations. This file also shows the reason they are not included.
13. 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
Learning aims where a learner has transferred to a new provider because of intervention from us	Aims where the <b>Withdrawal Reason</b> (A50) is 7 or 41.
For the overall qualification success	Aims where the <b>Completion Status</b> (A34) is 4 or 5 3 and the

Type of excluded aim	Rules for identifying the excluded aim
rate, learning aims where the learner has transferred to a different aim with the same provider	<b>Withdrawal Reason</b> (A50) is 40.
For the timely qualification success rate, 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"> <li>the <b>Completion Status</b> (A34) is 4 or 5; or 3;</li> <li>the <b>Withdrawal Reason</b> (A50) is 40 and the <b>Learning Actual End Date</b> (A31) is no more than 90 days after the planned end date.</li> </ul>
For the overall qualification success rate, learning aims where the learner has temporarily withdrawn from the aim due to an agreed break in learning	Aims where the <b>Completion Status</b> (A34) is 6.
For the timely qualification success rate, 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 <b>Completion Status</b> (A34) is 6 and the <b>Learning Actual End Date</b> (A31) 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"> <li>the planned duration is 168 days or more;</li> <li>the actual duration is less than 42 days; and</li> <li>the <b>Completion Status</b> (A34) is 3 (withdrawal).</li> </ul> Aims where: <ul style="list-style-type: none"> <li>the planned duration is between 14 and 167 days;</li> <li>the actual duration is less than 14 days; and</li> <li>the <b>Completion Status</b> (A34) is 3 (withdrawal).</li> </ul> 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 <b>Learning Start Date</b> (A27) and the <b>Learning Planned End Date</b> (A28). The actual duration of the aim, in days, is the difference between the <b>Learning Start Date</b> (A27) and the <b>Learning Actual End Date</b> (A31).
Additional units	Aims where the <b>Learning Aim Type</b> is 'X901'.
Adult Learning Account (ALA)	Aims where any of the <b>Learning Delivery Monitoring Codes</b> (A46a, A46b or A46c) is 82, 88 or 89.
Diagnostic tests	Aims where the <b>Learning Aim Type</b> is '8011'.
Diplomas and programme-led pathways	For ILR files for 2009/2010 to 2010/2011, aims where the <b>Data Set Identifier Code</b> (A04) is not 30. For ILR files for 2011/2012 onwards, aims where the <b>Aim Type</b> is not 3, 4 or 5.
Entry to Employment	Aims where the <b>Programme Type</b> (A15) is 9.
First Steps for years before 2013/2014	For ILR files for 2009/2010 to 2011/2012, aims where the <b>Funding Model</b> (A10) is 80 or 81 and the <b>ASL Provision Type</b> (A58) is 05. For ILR files for 2012/2013, aims where the <b>Learning Delivery Funding and Monitoring Type</b> is 'FSI'. First Steps for 2013/2014 is included in the Adult Skills Budget.
Foundation Learning weekly aims	Aims where the <b>Learning Aim Reference</b> (A09) is 'ZFLW0001'.
Innovation Code learning aims	Aims where the <b>Learning Aim Reference</b> (A09) is:

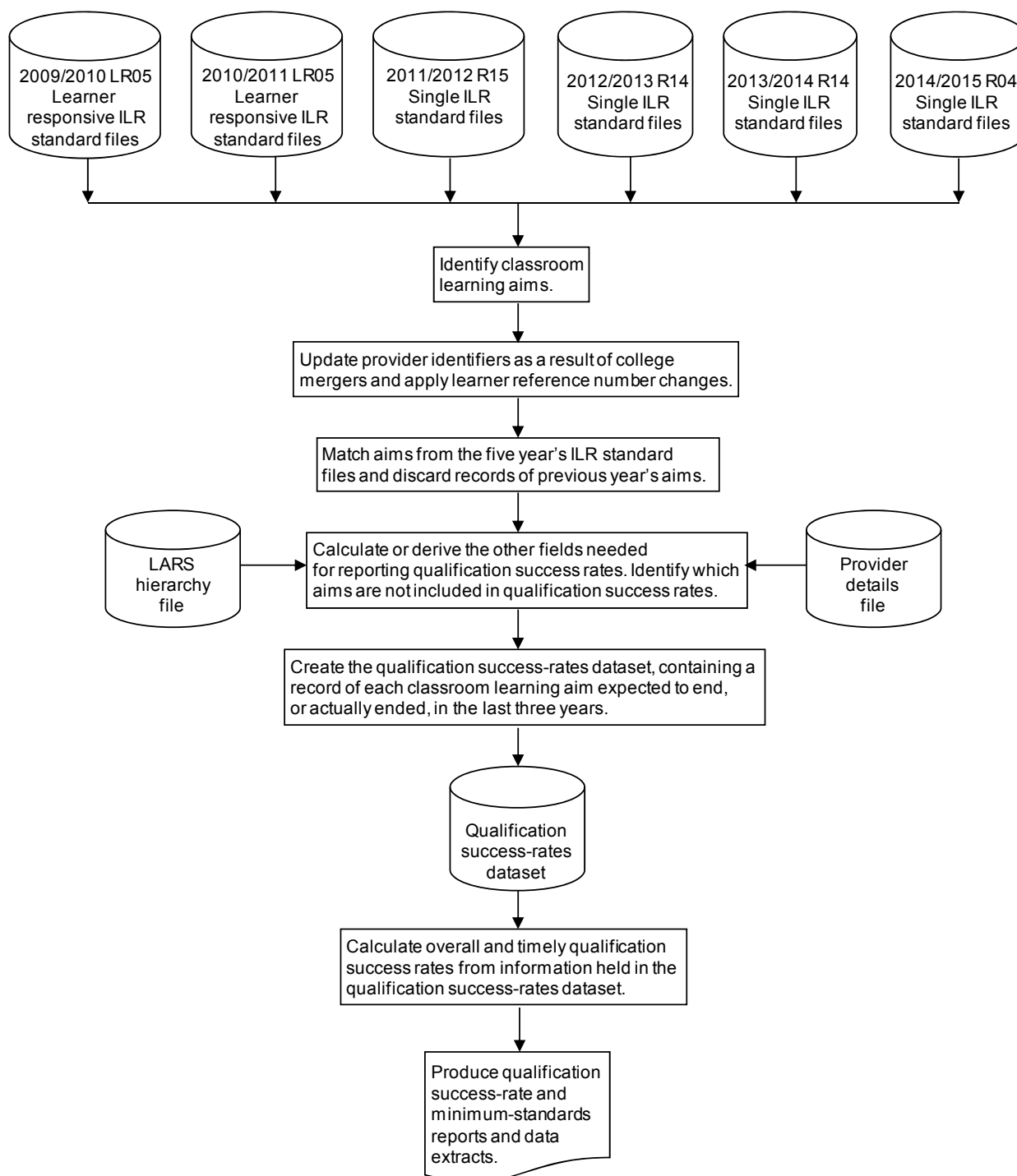
Type of excluded aim	Rules for identifying the excluded aim
	<ul style="list-style-type: none"> <li>• 'ZINN0001' to 'ZINN0006'; or</li> <li>• 'Z0004474' to 'Z0007833'.</li> </ul>
<p>Aims where learners claiming Jobseeker's Allowance (JSA) or Employment and Support Allowance (ESA) in the Work Related Activity Group (WRAG) cannot continue their learning through to successful completion because they have started work</p>	<p>For ILR files for 2011/2012 and 2012/2013, aims where:</p> <ul style="list-style-type: none"> <li>• the <b>Planned End Date</b> is later than 31 July 2012;</li> <li>• the <b>Completion Status</b> is not 1;</li> <li>• the <b>Outcome</b> is not 1;</li> <li>• the <b>Employment Outcome</b> is 1 or 2; and</li> <li>• the latest Individualised Learner Record for the learner has an <b>Employment Status Monitoring Type</b> of BSI and an <b>Employment Status Monitoring Code</b> of 1, 2 or 4.</li> </ul> <p>For ILR files for 2013/2014 onwards, aims where:</p> <ul style="list-style-type: none"> <li>• the <b>Planned End Date</b> is later than 31 July 2012;</li> <li>• the <b>Completion Status</b> is not 1;</li> <li>• the <b>Outcome</b> is not 1;</li> <li>• the <b>Employment Outcome</b> is 1 or 2; and</li> <li>• the latest Individualised Learner Record for the learner has an <b>Employment Status Monitoring Type</b> of BSI and an <b>Employment Status Monitoring Code</b> of 1 or 2.</li> </ul>
<p>Joint Investment Programme aims</p>	<p>Aims where <b>Special Projects and Pilots</b> (A49) is 'SP045'.</p>
<p>Key Skills</p>	<p>Aims where the <b>Learning Aim Type</b> is '1327'.</p>
<p>Learners in mainstream further education funded by the LLDD Placement budget</p>	<p>For ILR files for 2009/2010 to 2011/2012, aims where <b>Special Projects and Pilots</b> (A49) is 'SP044'.</p> <p>For ILR files for 2012/2013 onwards, aims where any of the <b>Learning Delivery Monitoring Codes</b> (A46a, A46b, A46c or A46d) equals '317' or where <b>Special Projects and Pilots</b> (A49) is 'SP044'.</p>
<p>OLASS aims not funded by the Adult Skills Budget</p>	<p>Aims where any of the <b>Learning Delivery Monitoring Codes</b> (A46a, A46b, A46c or A46d) is 34.</p>
<p>OLASS aims which were funded by the Adult Skills Budget and that ended early for reasons beyond the provider's control</p>	<p>Aims where:</p> <ul style="list-style-type: none"> <li>• any of the <b>Learning Delivery Monitoring Codes</b> (A46a, A46b, A46c or A46d) is 34119; and</li> <li>• the <b>Withdrawal Reason</b> is 28.</li> </ul>
<p>Supported internships</p>	<p>Aims where the <b>Learning Aim Reference</b> (A09) is 'Z0002347'</p>
<p>Traineeships where learners cannot continue their learning through to completion because they have started work</p> <p>This exclusion is not applied to 16 – 18 year olds as an employment outcome is not collected for EFA funded provision.</p>	<p>For ILR files for 2013/2014 onwards, for learners aged 16 to 18, aims where:</p> <ul style="list-style-type: none"> <li>• any of the <b>Learning Delivery Monitoring Codes</b> (A46a, A46b, A46c or A46d) is 323;</li> <li>• the <b>Completion Status</b> is 3;</li> <li>• the learner has a work placement aim (an aim where the <b>Learning Aim Reference</b> (A09) is 'Z0007834' to 'Z0007838'; and</li> <li>• the <b>Outcome</b> of the work placement aim is 1.</li> </ul> <p>For ILR files for 2013/2014 onwards, for learners aged 19 or over, aims where:</p> <ul style="list-style-type: none"> <li>• any of the <b>Learning Delivery Monitoring Codes</b> (A46a, A46b, A46c or A46d) is 323;</li> <li>• the <b>Completion Status</b> is not 1;</li> <li>• the <b>Outcome</b> is not 1; and</li> <li>• the <b>Employment Outcome</b> is 1 or 2.</li> </ul>
<p>Tutorial support and complementary studies</p>	<p>Aims where the <b>Learning Aim Reference</b> (A09) is 'CMISC001' or 'XESF0001'.</p>
<p>Unitisation qualifications</p>	<p>Aims where the <b>Learning Aim Type</b> is '8008' or '8009'.</p>

Type of excluded aim	Rules for identifying the excluded aim
Learning aims delivered to learners who are receiving Universal Credit and are mandated to skills training	<p>For ILR files for 2013/2014 onwards, aims where:</p> <ul style="list-style-type: none"> <li>the latest the <b>Learning Start Date (A27)</b> of the learning aim is within the time period of an Individualised Learner Record for the learner that has an <b>Employment Status Monitoring Type</b> of BSI and an <b>Employment Status Monitoring Code</b> of 4; and</li> <li>any of the <b>Learning Delivery Monitoring Codes (A46a, A46b, A46c or A46d)</b> is 318.</li> </ul>
Work-experience or work-placement aims	Aims where the <b>Learning Aim Reference (A09)</b> is 'Z0007834' to 'Z0007838'.
Learning aims that have not been funded by us or the Education Funding Agency, or not financed by a 24+ advanced learning loan	<p>For ILR files for 2009/2010 to 2012/2013, aims where <b>A_To_Date_SLN_Payment</b> is 0 and <b>Fund_Qual_Excl</b> is 0.</p> <p>For ILR files for 2013/2014, aims where if <b>D_FEFund</b> is not 1 (formula funded), not 2 (other funding) or not 3 (financed by a loan) and <b>Fund_Qual_Excl</b> is 0.</p>

## Section 2 – Processing Individualised Learner Records (ILRs)

### Process flow diagram

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



### Identifying classroom learning aims

15. The method of identifying classroom learning aims for 2009/2010 and 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.

16. For the ILR files for 2009/2010 and 2010/2011, all learning aims from the learner responsive collection are chosen.
17. For the ILR files for 2011/2012 and 2012/2013, all learning aims with a Funding Model of 21 or 22 are chosen, except for programme learning aims (aims where the Learning Delivery Aim Type is 1) and component learning aims within a programme (aims where the Learning Delivery Aim Type is 3).
18. For the ILR files for 2011/2012 and 2012/2013, some providers reported classroom learning aims using the ILR employer-responsive funding model. These are aims where Funding Model is 45, the Learning Delivery Funding and Monitoring Type is 'LDM' and the Learning Delivery Funding and Monitoring Code is 125. These aims are also chosen.
19. For the ILR files for 2013/2014 onwards, all learning aims which are not marked as workplace learning (that is, do not have a Learning Delivery Funding and Monitoring Type of 'WPL' with a Learning Delivery Funding and Monitoring Code of 1), and which are not programme learning aims (aims where the Learning Delivery Aim Type is 1) or component learning aims within a programme (aims where the Learning Delivery Aim Type is 3) are chosen. The chosen learning aims include learning aims financed by a 24+ advanced learning loan.

#### **Processing further-education college mergers**

20. In the academic year after two or more further-education colleges merge to form a new college, the qualification success-rate methodology combines the learning aims for both colleges in previous years under the new merged college and produces qualification success rates for the new college. This allows the new college to compare their current year's qualification success rate with a comparable qualification success rate for the previous years.
21. 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 qualification success-rates dataset in the UPIN\_orig and UKPRN\_orig fields.
22. 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**

23. The learner reference number 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 an academic year or between years.
24. If the learner reference number is changed, the process of matching learning aims does not work correctly and two records are created in the qualification 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 qualification success rate unless this matching issue is addressed.
25. To address this issue, we introduced the learner reference number mapping spreadsheet which allows a provider to provide a cross reference mapping from the old to the new learner reference numbers. For 2013/2014 the requirement to complete the spreadsheet



was replaced by a mechanism where the provider fills in the 'Learner reference in the previous year' field in the ILR.

26. 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. The original learner reference number is kept in the qualification success-rates dataset in the LearnRefNumber\_orig field.

### **Matching Individualised Learner Records across years**

27. 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.

28. Various combinations of variables are used to make sure the correct records are matched across years. The matching process matches records by 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, Learning Planned End Date
- Learning Start Date, Expected End Year (P\_Expendyr), Learning Actual End Date
- Learning Start Date, Expected End Year

29. For aims with a Learning Actual End Date before 1 August 2010, the criteria above are used, followed by the two below, in that order.

- Start Year (P\_Startyr), Expected End Year, Learning Actual End Date
- Start Year, Expected End Year

30. 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 qualification success-rates dataset.

### **Key principles for qualification success-, retention- and achievement-rate calculations**

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

- Qualification success, retention and achievement rates include only learning aims funded by us or the Education Funding Agency, or financed by a 24+ advanced learning loan.
- Learners who were under 16 on 31 August of the academic year when they started the learning aim are not included in qualification success, retention and achievement rates unless they are 14- or 15-year-old students funded direct from the Education Funding Agency.
- Aims that are identified as exclusions from qualification success rates (as described in paragraph 13) are not included in qualification success, retention and achievement rates.
- Uncashed AS levels are treated as non-achievement.

## Overall qualification success-, retention- and achievement-rate calculations

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

- Hybrid End Year (P\_Hybridndyr)  
This field is the actual learning end year (P\_Actendyr) or the expected learning end year (P\_Expendyr), whichever is later.
- P\_Count\_Overall  
This field indicates that a learning aim has been included in the qualification success-rate calculations. In the qualification success-rate and minimum-standards reports, the 'Overall Leavers' field refers to the number of aims where P\_Count\_Overall is 1.
- P\_Ach\_Overall  
This field indicates whether a learning aim has been achieved.
- P\_Complete\_Overall  
This field indicates whether a learning aim has been successfully completed (Completion Status =2).

33. For a given academic year the overall qualification success-rate percentage is calculated as follows.

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

In terms of the variables on the qualification success-rates dataset, for a given hybrid end year (P\_Hybridndyr) the overall qualification success-rate percentage is calculated as follows.

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

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

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

In terms of the variables on the qualification success-rates dataset, for a given hybrid end year (P\_Hybridndyr), the overall retention-rate percentage is calculated as follows.

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

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

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

In terms of the variables on the qualification success-rates dataset, for a given hybrid end year (P\_Hybridendyr), the overall achievement-rate percentage is calculated as follows.

$$\frac{\text{Number of learning aims where P\_Ach\_Overall is 1}}{\text{Number of learning aims where P\_Complete\_Overall is 1}} \times 100$$

### Timely qualification success-rate calculation

36. The fields from the qualification success-rates dataset that are used in calculating timely qualification success rates are as follows.

- Expected End Year (P\_Expendyr)  
This field is the first calendar year of the academic period which the Learning Planned End Date (A28) falls in.
- P\_Count\_Timely  
This field indicates that a learning aim has been included in the qualification success-rate calculation. In the qualification success-rate reports, the 'Timely Leavers' field refers to the number of aims where P\_Count\_Timely is 1.
- P\_Ach\_Timely  
This field indicates whether a learning aim has been achieved.

37. For a given academic year the timely qualification success-rate percentage is calculated as follows.

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

In terms of the variables on the qualification success-rates dataset, for a given expected end year (P\_Expendyr) the timely qualification success-rate percentage is calculated as follows.

$$\frac{\text{Number of learning aims where P\_Ach\_Timely is 1}}{\text{Number of learning aims where P\_Count\_Timely is 1}} \times 100$$

### Further Information

38. If you need more information you can phone the service desk on 0370 267 0001 or email [servicedesk@sfa.bis.gov.uk](mailto:servicedesk@sfa.bis.gov.uk) . Please provide a detailed explanation of your query.

## Section 3 – Contents of the qualification success-rates dataset

### Source or derivation of fields in the qualification success-rates dataset

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

- a) The 2013/2014 LARS Hierarchy file. This file holds the learning-aim data from the Learning Aims Reference System (LARS), as at the close of the 2013/2014 ILR data collection (24 October 2014).
- b) The 2013/2014 Provider Details file. This file holds providers' details from the Provider and Organisation Information Management System (PIMS), as at 31 July 2014.

Data item	Description	Data values	Source	Derivation
Add_Unit_Excl	Indicates that the learning aim is an Additional Unit aim. Additional Unit aims are not included in qualification success rates.	0 or 1	Derived	Set to 1 if the <b>LrnAimRefType</b> for the learning aim, from the LARS hierarchy file, is 'X901'. Otherwise set to 0.
AdultLearnerAccounts_Excl	Indicates that the learner aim is an Adult Learner Account. Adult Learner Account aims are not included in qualification success rates.	0 or 1	Derived	For ILR files for 2008/09 to 2010/11, set to 1 if either of the <b>Learning Delivery Monitoring Codes</b> (A46a or A46b) equals 82, 88 or 89. Otherwise set to 0.  For ILR files for 2011/12 onwards, set to 1 if the <b>Learning Delivery Funding and Monitoring Type</b> is 'LDM' and the <b>Learning Delivery Funding and Monitoring Code</b> is 82, 88 or 89. Otherwise set to 0.
AdvLearnLoan	Indicates that the learning aim is financed by a 24+ advanced learning loan.	0 or 1	Derived	For ILR files for 2008/2009 to 2012/2013, set to 0.  For ILR files for 2013/2014, set to 1 if <b>D_FEFund</b> is 3.  Otherwise set to 0.
Age_Band	A banding of the learner's age 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	<del>Set to 1 if <b>L_Age</b> is 0 to 18.</del> <del>Set to 2 if <b>L_Age</b> is 19 or more, or unknown.</del>  Set to 1 if <b>Age_31AugStYr</b> is 0 to 18 Set to 2 if <b>Age_31AugStYr</b> is 19 or greater, or unknown
Age_31AugStYr	The age of the learner on 31 August of the year they started the learning aim in.		Derived	Calculate as the difference between the start year ( <b>P_Startyr</b> ) of the learning aim and the <b>Date of Birth</b> (L11).

Data item	Description	Data values	Source	Derivation
AimSeqNumber	Learning aim dataset sequence	-	ILR standard files	For ILR files for 2009/2010 to 2010/2011, set to <b>Learning Aim Data Set Sequence (A05)</b> . For ILR files for 2011/2012 onwards, set to <b>Aim Sequence Number</b> .
AwardingOrgResp	The awarding body associated with each learning aim record.		LARS hierarchy	Set to <b>AwardingOrgResp</b> 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 <b>BasicSkill</b> for the learning aim, from the LARS hierarchy file, is not 'X', 'U' or 'Null'. Otherwise set to 0.
BasicSkillsType	A sub-category of Basic Skill identifying the type of basic skill (for example, adult literacy, ESOL).		LARS hierarchy	Set to <b>BasicSkillType</b> for the learning aim, from the LARS 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 <b>Employment Status Monitoring Code</b> where the <b>Employment Status Monitoring Type</b> equals 'BSI'. (Does not apply to ILR files for 2009/2010 to 2010/2011, where the field will be set to 0.)
CL_Excl	Indicates that the learning aim is a Community Learning aim. Community Learning aims are not included in qualification success rates.	0 or 1	Derived	Set to 1 if <b>Funding Model</b> is 10. Otherwise 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).
CompStatus	The completion status of the learning aim.		ILR standard files	Set to <b>Completion Status (A34)</b> .
D_AgeAimStart	The age of the learner on 31 August of the year they started the learning aim in.	-	Derived	Calculate as the difference between the start year ( <b>P_Startyr</b> ) of the learning aim and the <b>Date of Birth (L11)</b> .
D_AgeAimStart_Band	A banding of the age of the learner on 31 August of the year the learning aim started in.		Derived	Set to 1 if <b>D_AgeAimStart</b> is 0 to 15. Set to 2 if <b>D_AgeAimStart</b> is 16 to 18. Set to 3 if <b>D_AgeAimStart</b> is 19 to 20. Set to 4 if <b>D_AgeAimStart</b> is 21 to 23. Set to 5 if <b>D_AgeAimStart</b> is 24 to 59. Set to 6 if <b>D_AgeAimStart</b> is 60 to 120. Set to 9 for any other value of <b>D_AgeAimStart</b> .
D_FullLevel2	Identifies whether the learning aim is a full level 2.	0 or 1	ILR standard files	Set to 0 if <b>FullLevel3EntitCat</b> from the LARS hierarchy file is 1, 2 or 3 and <b>FullLevel3Pct</b> from the LARS hierarchy file is 100 or more. Set to 1 if <b>FullLevel2EntitCat</b> from the LARS hierarchy file is 1

Data item	Description	Data values	Source	Derivation
				or 4 and <b>FullLevel2Pct</b> 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	ILR standard files	Set to 1 if <b>FullLevel3EntitCat</b> from the LARS hierarchy file is 1, 2 or 3 and <b>FullLevel3Pct</b> from the LARS hierarchy file is 100 or more. Otherwise set to 0.
D_Olass	Identifies whether the learning aim is an OLASS learning aim.	0 or 1	Derived	For ILR files for 2009/2010 to 2010/2011, set to 1 if either of the <b>Learning Delivery Monitoring Codes</b> (A46a or A46b) equals 34. Otherwise set to 0.  For ILR files for 2011/2012 onwards, set to 1 if there is a <b>Learning Delivery Funding and Monitoring Type</b> of 'LDM' with a <b>Learning Delivery Funding and Monitoring Code</b> which equals 34. Otherwise set to 0.
D_TotalPayment	The total payments for the life of the learning aim.		Derived	The sum of the ILR-derived variables <b>A_Total_Payment_Y2D</b> (for years 2009/2010 to 2012/2013) and <b>D_TotalPayment_Y2D</b> (for years 2013/2014 onwards) for the years that the learning aim is on the ILR.  (Note: for 2013/2014 onwards, the Education Funding Agency funds 16- to 18-year-old learners at a learner level not an aim level. This means that <b>D_TotalPayment_Y2D</b> will not be populated for the aims of 16- to 18-year-old learners.)
DateOfBirth	The learner's date of birth (DDMMYYYY).		ILR standard files	Set to <b>Date of Birth</b> (L11).
DelLocPostCode	The postcode of the delivery location.		ILR standard files	Set to <b>Delivery Location Postcode</b> (A23).
Diagnostic_Excl	Indicates that the learning aim is a Diagnostic Test aim. Diagnostic Test aims are not included in qualification success rates.	0 or 1	Derived	Set to 1 if the <b>LrnAimRefType</b> for the learning aim, from the LARS hierarchy file, is '8011'. Otherwise set to 0.
Diploma_Excl	Indicates that the learning aim is a programme aim, such as those used for Diplomas and Programme-led Pathways. Programme aims are not included in qualification success rates.	0 or 1	Derived	For ILR files for 2009/2010 to 2012/2013, set to 1 if the <b>Data Set Identifier Code</b> (A04) is not 30. Otherwise set to 0.  For ILR files for 2013/2014 onwards, set to 1 if <b>Aim Type</b> is not 3, 4 or 5. Otherwise set to 0.
E2E_Excl	Indicates that the learning aim is an Entry to Employment aim. Entry to Employment aims are not included in qualification success rates.	0 or 1	Derived	Set to 1 if the <b>Programme Type</b> (A15) is 9. 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	0 or 1	Derived	Set to 1 if there is a <b>Learning Delivery Funding and Monitoring Type</b> of 'LDM' with a <b>Learning Delivery Funding</b>

Data item	Description	Data values	Source	Derivation
	by a general further education (GFE) college or a sixth-form college.			<b>and Monitoring Code</b> of 320. Otherwise set to 0.
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	Derived	For ILR files for 2009/2010, set to 0.  For ILR files for 2010/2011, set to 1 if the <b>Funding Model</b> (A10) is 21 <b>and the Source of Funding (A11a, A11b) is not 105, or the Funding Model (A10) is 82</b> , or the <b>Source of Funding</b> (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 and 2012/2013, set to 1 if <b>A_Agency_Funding</b> is 5 or 6 for any of the years the learning aim is on the ILR. Otherwise set to 0.  For ILR files for 2013/2014 onwards, set to 1 if <b>D_FundAgency</b> 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	Derived	For ILR files for 2009/2010, set to 0.  For ILR files for 2010/2011, set to 1 if the <b>Funding Model</b> (A10) is 21 <b>and the Source of Funding (A11a, A11b) is not 105, or the Funding Model (A10) is 82</b> or the <b>Source of Funding</b> (A11a, A11b) is 107 for the latest ILR record returned for the learning aim. Otherwise set to 0.  For ILR files for 2011/2012 and 2012/2013, set to 1 if <b>A_Agency_Funding</b> is 5 or 6 for the latest ILR record returned for the learning aim. Otherwise set to 0.  For ILR files for 2013/2014 onwards, set to 1 if <b>D_FundAgency</b> is 5 or 6 for the latest ILR record returned for the learning aim. Otherwise set to 0.
EmpOutcome	Employment outcome		ILR standard files	Set to <b>Employment Outcome</b> (A68)
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 qualification success rates.	0 or 1	Derived	Set to 1 if <b>Funding Model</b> is 70. Otherwise set to 0.
Ethnicity	The learner's ethnic background.		ILR standard files	Set to <b>Ethnicity</b> (L12).
FirstSteps_Excl	Indicates that the learning aim is a First Steps or Formal First Steps aim. First Steps and Formal	0 or 1	Derived	For ILR files for 2009/2010 to 2011/2012, set to 1 if the <b>Funding Model</b> (A10) is 80 or 81 and the <b>ASL Provision Type</b>

Data item	Description	Data values	Source	Derivation
	First Steps aims are not included in qualification success rates.			(A58) is 05. For ILR files for 2012/2013, aims where the <b>Learning Delivery Funding and Monitoring Type</b> is 'FSI'. Otherwise set to 0. First Steps for 2013/2014 is included in the Adult Skills Budget.
FoundationLearningWeekly_Excl	Indicates that the learning aim is a Foundation Learning Weekly aim. Foundation Learning Weekly aims are not included in qualification success rates.	0 or 1	Derived	Set to 1 if the <b>Learning Aim Reference</b> (A09) is 'ZFLW0001'. Otherwise set to 0.
FullLevel2EntitCat	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.		LARS hierarchy	Set to <b>FullLevel2EntitCat</b> for the learning aim, from the LARS hierarchy file.
FullLevel2Pct	The percentage of full level 2 that a learning aim provides.		LARS hierarchy	Set to <b>FullLevel2Pct</b> for the learning aim, from the LARS hierarchy file.
FullLevel3EntitCat	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.		LARS hierarchy	Set to <b>FullLevel3EntitCat</b> for the learning aim, from the LARS hierarchy file.
FullLevel3Pct	The percentage of full level 3 that a learning aim provides.		LARS hierarchy	Set to <b>FullLevel3Pct</b> for the learning aim, from the LARS hierarchy file.
Fund_Qual_Excl	Indicates that the learner has withdrawn from a learning aim before the qualifying number of days for funding has been met  (Note: 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 <b>Learning Start Date</b> (A27) and the <b>Learning Planned End Date</b> (A28).  The actual duration of the aim, in days is the difference between the <b>Learning Start Date</b> (A27) and the <b>Learning Actual End Date</b> (A31).  Set to 1 if the planned duration is 168 days or more, the actual duration is less than 42 days and the <b>Completion Status</b> (A34) 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 <b>Completion Status</b> (A34) is 3 (withdrawal).  Otherwise set to 0.



Data item	Description	Data values	Source	Derivation
FundModel	The funding model of the learning aim.		ILR standard files	Set to <b>Funding Model</b> (A10).
Innovation_Excl	Indicates that the learning aim is an Innovation Code aim. Innovation Code aims are not included in qualification success rates.	0 or 1	Derived	Set to 1 if the <b>Learning Aim Reference</b> (A09) 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 qualification success rates.	0 or 1	Derived	For ILR files for 2009/2010 to 2010/2011, set to 1 if <b>Special Projects and Pilots</b> (A49) is 'SP045'.  For ILR files for 2011/2012 onwards, set to 1 if there is a <b>Learning Delivery Funding and Monitoring Type</b> of 'SPP' and a <b>Learning Delivery Funding and Monitoring Code</b> of 'SP045'. Otherwise set to 0.
JSA_ESA_Excl	Indicates that the learning aim is for a learner claiming Jobseeker's Allowance (JSA) or Employment and Support Allowance (ESA) in the work-related activity group (WRAG) and cannot continue their learning through to completion because they have started working. Aims for these learners are not included in qualification success rates.	0 or 1	Derived	For ILR files for 2009/2010 to 2010/2011, set to 0.  For ILR files for 2011/2012 and 2012/2013, set to 1 if: <ul style="list-style-type: none"> <li>the <b>Planned End Date</b> is later than 31 July 2012;</li> <li>the <b>Completion Status</b> is not 1;</li> <li>the <b>Outcome</b> is not 1;</li> <li>the <b>Employment Outcome</b> is 1 or 2; and</li> <li>the latest ILR for the learner has an <b>Employment Status Monitoring Type</b> of BSI and an <b>Employment Status Monitoring Code</b> of 1, 2 or 4.</li> </ul> For ILR files for 2013/2014 onwards, set to 1 if: <ul style="list-style-type: none"> <li>the <b>Planned End Date</b> is later than 31 July 2012;</li> <li>the <b>Completion Status</b> is not 1;</li> <li>the <b>Outcome</b> is not 1;</li> <li>the <b>Employment Outcome</b> is 1 or 2; and</li> <li>the latest ILR for the learner has an <b>Employment Status Monitoring Type</b> of BSI and an <b>Employment Status Monitoring Code</b> of 1 or 2.</li> </ul> Otherwise set to 0.
KeySkills_Excl	Indicates that the learning aim is a Key Skills aim. Key Skills aims are not included in qualification success rates.	0 or 1	Derived	Set to 1 if <b>LrnAimRefType</b> for the learning aim, from the LARS hierarchy file, is '1327'. Otherwise set to 0.
L_Disability	The learner's disability..		ILR standard files	For ILR files for 2009/2010 to 2010/2011, set to <b>Disability</b> (L15).  For ILR files for 2011/2012 onwards, set to <b>LLDD and Health</b>

Data item	Description	Data values	Source	Derivation
				<b>Problem Code</b> where the <b>LLDD and Health Problem Type</b> equals 'DS'.
L_LearnDiff	The learner's learning difficulty.		ILR standard files	For ILR files for 2009/2010 to 2010/2011, set to <b>Learning Difficulty</b> (L16). For ILR files for 2011/2012 onwards, set to <b>LLDD and Health Problem Code</b> where the <b>LLDD and Health Problem Type</b> equals 'LD'.
L_PriorPcode	The learner's home postcode.		ILR standard files	For ILR files for 2009/2010 to 2010/2011, set to <b>Home Postcode</b> (L17). For ILR files for 2011/2012 onwards, set to <b>Postcode</b> where <b>Locator Type</b> equals 2 and <b>Contact Type</b> equals 1.
LDM_1	National learning-aim monitoring – A		ILR standard files	For ILR files for 2009/2010 to 2010/2011, set to <b>National Learning Aim Monitoring Code A</b> (A46a). For ILR files for 2011/2012 onwards, set to the first <b>Learning Delivery Funding and Monitoring Code</b> where the <b>Learning Delivery Funding and Monitoring Type</b> equals 'LDM'.
LDM_2	National learning-aim monitoring – B		ILR standard files	For ILR files for 2009/2010 to 2010/2011, set to <b>National Learning Aim Monitoring Code B</b> (A46b). For ILR files for 2011/2012, onwards set to the second <b>Learning Delivery Funding and Monitoring Code</b> where the <b>Learning Delivery Funding and Monitoring Type</b> equals 'LDM'.
LDM_3	National learning-aim monitoring – C		ILR standard files	For ILR files for 2009/2010 to 2011/2012, set to null. For ILR files for 2012/2013 onwards, set to the third <b>Learning Delivery Funding and Monitoring Code</b> where the <b>Learning Delivery Funding and Monitoring Type</b> equals 'LDM'.
LDM_4	National learning-aim monitoring – D		ILR standard files	For ILR files for 2009/2010 to 2012/2013, set to Null. For ILR files for 2013/2014 onwards, set to the fourth <b>Learning Delivery Funding and Monitoring Code</b> if the <b>Learning Delivery Funding and Monitoring Type</b> is 'LDM'.
LearnActEndDate	The learning actual end date (DDMMYYYY).		ILR standard files	Set to <b>Learning Actual End Date</b> (A31).
LearnAimRef	The learning-aim reference.		ILR standard files	Set to <b>Learning Aim Reference</b> (A09).
LearnPlanEndDate	The learning planned end date (DDMMYYYY).		ILR standard files	Set to <b>Learning Planned End Date</b> (A28).
LearnRefNumber	The learner reference number.		ILR standard files	Set to <b>Learner Reference Number</b> (L03).
LearnRefNumber_Orig	The learner reference number of the learning aim		Derived	See paragraphs 23 to 26 for how this field is set by the learner

Data item	Description	Data values	Source	Derivation
	before the college merger process was applied to a provider's data.			reference number change process.
LearnStartDate	The learning start date (DDMMYYYY).		ILR standard files	Set to <b>Learning Start Date</b> (A27).
LLDDHealthProb	Whether the learner considers that they have a learning difficulty, disability or health problem.		ILR standard files	Set to <b>LLDD and Health Problem</b> (L14).
LearnAimRefTitle	Learning-aim description		LARS hierarchy	Set to <b>LearnAimRefTitle</b> for the learning aim, from the LARS hierarchy file.
LrnAimRefType	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 <b>LrnAimRefType</b> for the learning aim, from the LARS hierarchy file.
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 qualification success rates.	0 or 1	Derived	<p>For ILR files for 2009/2010 to 2010/2011, set to 1 if <b>Special Projects and Pilots</b> (A49) is 'SP044'. Otherwise set to 0.</p> <p>For ILR files for 2011/2012, set to 1 if the <b>Learning Delivery Funding and Monitoring Type</b> is 'SPP' and the <b>Learning Delivery Funding and Monitoring Code</b> is 'SP044'. Otherwise set to 0.</p> <p>For ILR files for 2012/2013 onwards,</p> <ul style="list-style-type: none"> <li>Set to 1 if the <b>Learning Delivery Funding and Monitoring Type</b> is 'LDM' and the <b>Learning Delivery Funding and Monitoring Code</b> is '317'.</li> <li>Set to 1 if the <b>Learning Delivery Funding and Monitoring Type</b> is 'SPP' and the <b>Learning Delivery Funding and Monitoring Code</b> is 'SP044'</li> </ul> <p>Otherwise set to 0.</p>
Minimum_Standards_Group	A grouping of qualifications used when determining whether a provider is below the minimum standard.			<p>Set to 'A' if Qualification_Size is 'Access to HE', 'A-Levels', 'AS-Levels', 'Certificate', 'Diploma', 'GCSE Maths and English' or 'GCSE Other'.</p> <p>Set to 'B' if Qualification_Size is 'Award', 'ESOL', Functional Skills SfL, 'QCF Unit', Other Reg' or 'Other Non-Reg'.</p>
Not_Funded_Excl	Indicates that the learning aim is non-funded (not funded or financed by a 24+ advanced learning loan). Non-funded aims are not included in	0 or 1	Derived	For ILR files for 2009/2010 to 2012/2013, set to 0 if <b>A_To_Date_SLN_Payment</b> is 1 and <b>Fund_Qual_Excl</b> is 0. Otherwise set to 1.

Data item	Description	Data values	Source	Derivation
	qualification success rates.			For ILR files for 2013/2014, set to 0 if <b>D_FEFund</b> is 1 (formula funded), 2 (other funding) or 3 (financed by a loan) and <b>Fund_Qual_Excl</b> is 0. Otherwise set to 1.
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 <b>NotionalNVQLevel</b> for the learning aim, from the LARS hierarchy file.
OLASS_Excl	Indicates that the learning aim is an OLASS aim not funded by the Adult Skills Budget. OLASS aims not funded by the Adult Skills Budget are not included in qualification success rates.	0 or 1	Derived	Set to 1 if any of the <b>Learning Delivery Monitoring Codes</b> (A46a, A46b, A46c or A46d) is 34. Otherwise set to 0.
OLASS_ASB_Term_Early_Excl	Indicates that the learning aim is an OLASS aim <del>funded by the Adult Skills Budget</del> and has ended early due to circumstances beyond the provider's control. These aims are not included in qualification success rates.	0 or 1	Derived	Set to 1 if any of the <b>Learning Delivery Monitoring Codes</b> (A46a, A46b, A46c or A46d) is <del>34</del> 419 and the <b>Withdrawal Reason</b> is 28. Otherwise set to 0.
Outcome	The learning outcome of the learning aim.		ILR standard files	Set to <b>Outcome</b> (A35).
OutGrade	The learning outcome grade of the learning aim.		ILR standard files	Set to <b>Outcome Grade</b> (A36).
P_Ach_Overall	For the overall qualification success-rate 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"> <li>• <b>ValidAge</b> is 1;</li> <li>• <b>P_Trans_Overall</b> is 0;</li> <li>• <b>P_Plan_Break_Overall</b> is 0;</li> <li>• <b>P_ProgStatus</b> is 1 (achieved); and</li> <li>• the <b>Learning Actual End Date</b> (A31) is no later than the end of the overall period (<b>P_Period_End_Overall</b>).</li> </ul> Otherwise set to 0.
P_Ach_Timely	For the timely qualification success-rate 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"> <li>• <b>ValidAge</b> is 1;</li> <li>• <b>P_Trans_Timely</b> is 0;</li> <li>• <b>P_Plan_Break_Timely</b> is 0;</li> <li>• <b>P_ProgStatus</b> is 1 (achieved);</li> <li>• the <b>Learning Actual-Planned End Date</b> (A31/A28) is no later than the end of the timely period (<b>P_Period_End_Timely</b>); and</li> <li>• the <b>Learning Actual End Date</b> (A31) is on or before the <b>Learning Planned End Date</b> (A28), or no more than 90 days after it.</li> </ul> Otherwise set to 0.

Data item	Description	Data values	Source	Derivation
P_Actendyr	The actual end year of the learning aim (20_ _).		Derived	Set to the first calendar year of the academic period the <b>Learning Actual End Date</b> (A31) falls in. (For example, if the <b>Learning Actual End Date</b> falls within the 2010/2011 academic year, <b>P_Actendyr</b> has the value of 2010.)
P_Complete_Overall	For the overall qualification success-rate 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"> <li>• <b>ValidAge</b> is 1;</li> <li>• <b>P_Trans_Overall</b> is 0;</li> <li>• <b>P_Plan_Break_Overall</b> is 0;</li> <li>• <b>Completion Status</b> (A34) is 2; and</li> <li>• the <b>Learning Actual End Date</b> (A31) is no later than the end of the overall period (<b>P_Period_End_Overall</b>).</li> </ul> Otherwise set to 0.
P_Complete_Timely	For the timely qualification success-rate 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"> <li>• <b>ValidAge</b> is 1;</li> <li>• <b>P_Trans_Timely</b> is 0;</li> <li>• <b>P_Plan_Break_Timely</b> is 0;</li> <li>• <b>Completion Status</b> (A34) is 2;</li> <li>• the <b>Learning Actual Planned End Date</b> (A31A28) is no later than the end of the timely period (<b>P_Period_End_Timely</b>); and</li> <li>• the <b>Learning Actual End Date</b> (A31) is on or before the <b>Learning Planned End Date</b> (A28), or no more than 90 days after it.</li> </ul> Otherwise set to 0.
P_Count_Overall	For the overall qualification success-rate measure, this indicates that the record should be counted towards the overall qualification success rate.	0 or 1	Derived	Set to 1 if: <ul style="list-style-type: none"> <li>• <b>ValidAge</b> is 1;</li> <li>• <b>Learning Actual End Date</b> (A31) is populated;</li> <li>• <b>P_Trans_Overall</b> is 0;</li> <li>• <b>P_Plan_Break_Overall</b> is 0; and</li> <li>• the <b>Learning Actual End Date</b> (A31) is no later than the end of the overall period (<b>P_Period_End_Overall</b>).</li> </ul> Otherwise set to 0.
P_Count_Timely	For the timely qualification success-rate measure, this indicates that the record should be counted towards the timely qualification success rate.	0 or 1	Derived	Set to 1 if: <ul style="list-style-type: none"> <li>• <b>ValidAge</b> is 1;</li> <li>• <b>P_Trans_Timely</b> is 0;</li> <li>• <b>P_Plan_Break_Timely</b> is 0; and</li> </ul>

Data item	Description	Data values	Source	Derivation
				<ul style="list-style-type: none"> <li>the <b>Learning Actual-Planned End Date (A31A28)</b> is no later than the end of the timely period (<b>P_Period_End_Timely</b>).</li> </ul> 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 academic period the <b>Learning Planned End Date (A28)</b> falls in. For example, if the <b>Learning Planned End Date</b> falls within the 2012/2013 academic year, <b>P_Expendyr</b> has the value of 2012.
P_Hybridendyr	The hybrid end year of the learning aim (20__).		Derived	Set to: <ul style="list-style-type: none"> <li>the actual learning end year (<b>P_Actendyr</b>); or</li> <li>the expected learning end year (<b>P_Expendyr</b>);</li> </ul> whichever is higher.
P_In_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.
P_In_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.
P_In_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.
P_In_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.
P_In_1314	The learning aim is in the single ILR dataset for 2013/2014.	0 or 1	Derived	Set to 1 if the learning aim is taken from the 2013/2014 ILR. Otherwise set to 0.
P_In_1415	The learning aim is in the single ILR dataset for 2015/2015.	0 or 1	Derived	Set to 1 if the learning aim is taken from the 2014/2015 ILR. Otherwise set to 0.
P_Period_End_Overall	Last day of the overall reporting period (DDMMYYYY).		Derived	Set to the last day of the overall reporting period. (For example, if the reporting period for the overall qualification success rate for 2013/2014 is return 14, set <b>P_Period_End_Overall</b> to 31072014.)
P_Period_End_Timely	Last day of the timely reporting period (DDMMYYYY).		Derived	Set to the last day of the timely reporting period. (For example, if the reporting period for the timely qualification success rate for 2013/2014 is return 14, set <b>P_Period_End_Timely</b> to 31072014.)
P_Plan_Break_Overall	For the overall qualification success-rate measure, this indicates that the learner is on a planned break.	0 or 1	Derived	Set to 1 if: <ul style="list-style-type: none"> <li><b>P_ProgStatus</b> is 11; and</li> <li>the <b>Learning Actual End Date (A31)</b> is no later than the end of the overall period (<b>P_Period_End_Overall</b>).</li> </ul>

Data item	Description	Data values	Source	Derivation
				Otherwise set to 0.
P_Plan_Break_Timely	For the timely qualification success-rate measure, this indicates that the learner is on a planned break.	0 or 1	Derived	Set to 1 if: <ul style="list-style-type: none"> <li>• <b>P_ProgStatus</b> is 11;</li> <li>• the <b>Learning Actual-Planned End Date</b> (A31A28) is no later than the end of the timely period (<b>P_Period_End_Timely</b>); and</li> <li>• the <b>Learning Actual End Date</b> (A31) is on or before the <b>Learning Planned End Date</b> (A28), or no more than 90 days after it.</li> </ul> Otherwise set to 0.
P_ProgStatus	The status of the learning aim for calculating qualification success rates.		Derived	Set the value as follows. <ul style="list-style-type: none"> <li>• Set to 0 (continuing) if the <b>Learning Actual End Date</b> (A31) is not populated.</li> <li>• Set to 1 (achieved) if the <b>Learning Outcome</b> (A35) is 1 or 7.</li> <li>• Set to 11 (planned break) if the <b>Completion Status</b> (A34) is 6.</li> <li>• Set to 10 (transfer to a new provider forced by Skills Funding Agency or EFA intervention) if the <b>Withdrawal Reason</b> (A50) is 7.</li> <li>• Set to 10 (transfer to a new provider forced by Skills Funding Agency or EFA intervention)8 (transfer to a new aim at the same provider) if the <b>Withdrawal Reason</b> (A50) is 41.</li> <li>• Set to 8 (transfer to a new aim at the same provider) if the <b>Completion Status</b> (A34) is 3 and the <b>Withdrawal Reason</b> (A50) is 40.</li> <li>• Set to 8 (transfer to a new aim at the same provider) if the <b>Completion Status</b> (A34) is 4.</li> <li>• Set to 9 (not achieved) if the <b>Withdrawal Reason</b> (A50) is 2.</li> </ul> If none of the above apply, set to 6 (not achieved).
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 <b>Learning Start Date</b> (A27) falls in. For example, if the <b>Learning Start Date</b> falls within the 2011/2012 academic year, <b>P_Startyr</b> is set to 2011.
P_Trans_Overall	For the overall qualification success-rate	0 or 1	Derived	Set to 1 if:

Data item	Description	Data values	Source	Derivation
	measure, this indicates that the learner has transferred to another learning aim.			<ul style="list-style-type: none"> <li>• <b>P_ProgStatus</b> is 8 or 10; and</li> <li>• the <b>Learning Actual End Date</b> (A31) is no later than the end of the overall period (<b>P_Period_End_Overall</b>).</li> </ul> Otherwise set to 0.
P_Trans_Timely	For the timely qualification success-rate measure, this indicates that the learner has transferred to another learning aim.	0 or 1	Derived	Set to 1 if: <ul style="list-style-type: none"> <li>• <b>P_ProgStatus</b> is 8 or 10;</li> <li>• the <b>Learning Actual Planned End Date</b> (A31A28) is no later than the end of the timely period (<b>P_Period_End_Timely</b>); and</li> <li>• the <b>Learning Actual End Date</b> (A31) is on or before the <b>Learning Planned End Date</b> (A28), or no more than 90 days after it.</li> </ul> Otherwise set to 0.
PriorAttain	The learner's prior attainment level.		ILR standard files	Set to <b>Prior Attainment</b> (L35).
Provider_GOR	The provider's Government office region.		ILR 2013/2014 provider-details file	Obtained from the ILR 2013/2014 provider-details file.
Provider_LocalAuthority	The provider's local authority.		ILR 2013/2014 provider-details file	Obtained from the ILR 2013/2014 provider-details file.
Prv_Name	The provider's name.		ILR 2013/2014 provider-details file	Obtained from the ILR 2013/2014 provider-details file.
Prv_Type	The type of providers		ILR 2013/2014 provider-details file	Obtained from the ILR 2013/2014 provider-details file.
QSR_Status	Indicates whether or not the record is included in the qualification success-rate calculations.	QSR Inclusions QSR Exclusions	Derived	Set to 'QSR Exclusions' if the aim is not included in qualification success-rate calculations. Otherwise set to 'QSR Inclusions'.  For most excluded aims, a specific exclusion flag will also be set.
Qualification_Size	A grouping of aims, based on the QCF sizes of 'unit', 'award', 'certificate' and 'diploma', used to categorise learning aims.		Derived	See paragraph 40 for how <b>Qualification_Size</b> is derived.
SecSubjAreaTier1	Sector subject area – the broad (tier 1) classification of the subject of the learning aim.		LARS hierarchy	Set to <b>SecSubjAreaTier1</b> for the learning aim, from the LARS hierarchy file.
SecSubjAreaTier2	The more specialised classification (tier 2) of the		LARS hierarchy	Set to <b>SecSubjAreaTier2</b> for the learning aim, from the LARS



Data item	Description	Data values	Source	Derivation
	subject of the learning aim.			hierarchy file.
Sex	The learner's sex.	F or M	ILR standard files	Set to <b>Sex</b> (L13).
Shortdur	The duration of the learning aim.	0 = very short (less than five weeks)  1 = short (5 to 24 weeks)  2 = long (more than 24 weeks)	Derived	<b>Shortdur</b> is determined from the difference between the <b>Learning Planned End Date</b> (A28) and the <b>Learning Start Date</b> (A27).  Set to 0 (very short) If the difference is less than or equal to 34 days (five 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).
SPP	Special projects and pilots		ILR standard files	For ILR files for 2009/2010 to 2010/2011, set to <b>Special Projects and Pilots</b> (A49).  For ILR files for 2011/2012 onwards, set to the <b>Learning Delivery Funding and Monitoring Code</b> where the <b>Learning Delivery Funding and Monitoring Type</b> equals 'SPP'.
Subcontractor_Name	The subcontractor's name.		ILR 2013/2014 provider-details file	The name of the subcontracting provider, from the ILR 2013/2014 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 <b>Subcontracted or Partnership UKPRN</b> .  (This field is not present for ILR files for 2009/2010 to 2010/2011.)
SuccRateMAPCode	A code used to group learning aims together in a hierarchy for the purpose of analysis and benchmarking.		LARS hierarchy or derived	Set to <b>SuccRateMAPCode</b> for the learning aim, from the LARS hierarchy file, if a <b>SuccRateMAPCode</b> is populated for the learning aim. Otherwise set to <b>LearnAimRef</b> .
SuccRateMAPCodeDesc	Map-code description		LARS hierarchy / derived	Set to <b>SuccRateMAPCodeDesc</b> for the learning aim, from the LARS hierarchy file, if a <b>SuccRateMAPCode</b> is populated for the learning aim. Otherwise set to <b>LearningAimRefTitle</b> 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 qualification success rates.	0 or 1	Derived	Set to 1 if the <b>Learning Aim Reference</b> (A09) is 'Z0002347'. Otherwise set to 0.
Traineeship_Excl	Indicate that the learner is on a traineeship and cannot continue their learning through to	0 or 1	Derived	For ILR files for 2009/2010 to 2012/2013, set to 0.  For ILR files for 2013/2014 onwards, for learners aged 16

Data item	Description	Data values	Source	Derivation
	<p>completion because they have started work.</p> <p>This exclusion is not applied to 16 – 18 year olds as an employment outcome is not collected for EFA funded provision.</p>			<p>to 18, aims where:</p> <ul style="list-style-type: none"> <li>any of the <b>Learning Delivery Monitoring Codes</b> (A46a, A46b, A46c or A46d) is 323;</li> <li>the <b>Completion Status</b> is 3; and</li> <li>the learner has a work placement aim (an aim where the <b>Learning Aim Reference</b> (A09) is 'Z0007834' to 'Z0007838'; and</li> <li>the <b>Outcome</b> of the work placement aim is 1.</li> </ul> <p>For ILR files for 2013/2014 onwards, for learners aged 19 or over, set to 1 if:</p> <ul style="list-style-type: none"> <li>any of the <b>Learning Delivery Monitoring Codes</b> (A46a, A46b, A46c or A46d) is 323;</li> <li><b>Completion Status</b> is not 1;</li> <li><b>Outcome</b> is not 1; and</li> <li><b>Employment Outcome</b> is 1 or 2.</li> </ul> <p>Otherwise set to 0.</p>
Transaction_ID	The unique reference number assigned to a record.		Derived	The processing that creates the qualification success rates dataset assigns a unique number to each record.
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 qualification success rates.	0 or 1	Derived	Set to 1 if the <b>Learning Aim Reference</b> (A09) 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	For ILR files for 2013/2014 onwards, aims where: <ul style="list-style-type: none"> <li>the latest the <b>Learning Start Date</b> (A27) of the learning aim is within the time period of an Individualised Learner Record for the learner that has an <b>Employment Status Monitoring Type</b> of BSI and an <b>Employment Status Monitoring Code</b> of 4; and</li> <li>any of the <b>Learning Delivery Monitoring Codes</b> (A46a, A46b, A46c or A46d) is 318.</li> </ul>
UFI_Excl	Indicates that the learning aim is a University for Industry (Ufi) aim. Ufi aims with a Learning Planned End Date earlier than 01/08/2010 are not included in qualification success rates.	0 or 1	Derived	Set to 1 if either of the <b>Learning Delivery Monitoring Codes</b> (A46a or A46b) is 1 and the <b>Learning Planned End Date</b> is earlier than 1 August 2010. Otherwise set to 0.
UKPRN	UK provider reference number (UKPRN)		ILR standard files	Set to <b>UK Provider Reference Number</b> (L46).

Data item	Description	Data values	Source	Derivation
UKPRN_Orig	The UKPRN for the learning aim before the college merger process was applied to a provider's data.		Derived	See paragraphs 20 to 22 for how this field is set by the further-education college merger process.
ULN	Unique learner number		ILR standard files	Set to <b>Unique Learner Number</b> (L45).
Unitisation_Excl	Indicates that the learning aim is a Unitisation qualification. Unitisation qualifications are not included in qualification success rates.	0 or 1	Derived	Set to 1 if the <b>LrnAimRefType</b> for the learning aim, from the LARS hierarchy file, is '8008' or '8009'. Otherwise set to 0.
UPIN	Provider number	(For example, 105000)	ILR standard files	For ILR files for 2009/2010 to 2010/2011, set to <b>Provider Number</b> (L01). For ILR files for 2011/2012 onwards, set to <b>UPIN</b> from PIMS that corresponds to the <b>UK Provider Reference Number</b> .
UPIN_Orig	The UPIN of the learning aim before the college merger process was applied to a provider's data.		Derived	See paragraphs 20 to 22 for how this field is set by the further-education college merger process.
Version	The version of the software used to produce the dataset.		Derived	Set to the version number of the software that created the dataset.
WithdrawalReason	The reason learning ended.		ILR standard files	Set to <b>Withdrawal Reason</b> (A50).
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 qualification success rates.	0 or 1	Derived	Set to 1 if the <b>Learning Aim Reference</b> (A09) is 'Z0007834' to 'Z0007838'. Otherwise set to 0.
ValidAge	Indicates that the learner is 16 or over at the start of the learning aim, or is a 14-or 15-year-old student funded by the Education Funding Agency.	0 or 1	Derived	Set to 1 if <b>D_AgeAimStart Age_31AugStYr</b> is 16 or more. Set to 1 if the <b>Learning Delivery Funding and Monitoring Type</b> is 'LDM' and the <b>Learning Delivery Funding and Monitoring Code</b> is 320. Otherwise set to 0.
Year	The current academic year for the qualification success-rates dataset.	2013/14	Derived	Set to '2013/14'.

## Derivation of the Qualification\_Size field in the qualification success-rates dataset

40. Qualification\_Size is derived from the **LearnAimRef**, **LrnAimRefType**, **BasicSkillsType**, **SuccRateMAPCode**, **RgltdCreditVal** and **CreditBasedFwkType** fields held on the LARS hierarchy file.

a. For aims where **CreditBasedFwkType** is 1, 2 or 3 and **RgltdCreditVal** is not zero, Qualification\_Size is set as follows.

- Set to 'QCF unit' if **LrnAimRefType** is 1448.
- Set to 'Award' if **RgltdCreditVal** is 1 to 12 and **LrnAimRefType** is not 1448.
- Set to 'Certificate' if **RgltdCreditVal** is 13 to 36 and **LrnAimRefType** is not 1448.
- Set to 'Diploma' if **RgltdCreditVal** is 37 or more and **LrnAimRefType** is not 1448.

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

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

Qualification\_Size is set as follows.

- Set to 'A Level' if **LrnAimRefType** is 0002, 1413, 1414, 1415, 1417, 1418, 1430, 1431, 1434, 1435 or 1453.
- Set to 'AS Level' if **LrnAimRefType** is 0001, 1416, 1432 or 1433.
- Set to 'ESOL' if **BasicSkillsType** is 22, 26, 27 or 28 and **LrnAimRefType** 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 or 2999.
- Set to 'Functional Skills SfL' if **BasicSkillsType** is 1, 2, 19, 20, 21, 23, and **LrnAimRefType** 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 or 2999.
- Set to 'Diploma' if **LrnAimRefType** is 1401, 1441, 1442, 1443 or 1444.
- Set to 'Access to HE' if **LrnAimRefType** is 1440.
- Set to 'GCSE Maths and English' if **LrnAimRefType** is 0003, 1081, 1422 or 2999 and **SuccRateMAPCode** is B1220137 (English language) or B0220076 (mathematics).
- Set to 'GCSE Other' if **LrnAimRefType** is 0003, 1081, 1422 or 2999 and **SuccRateMAPCode** is not B1220137 (English language) or B0220076 (mathematics).
- Set to 'Other Reg' if the learning aim is not classified using the rules above and
  - **LrnAimRefType** is 1328 or 1436 or 1440; 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'.

## Changes from the 2012/2013 document

41. The classroom learning qualification success-rate methodology has changed. Two qualification success-rate measures are now calculated – the ‘overall’ qualification success rate and the ‘timely’ qualification success rate.
42. Extra aims are included in the qualification success-rate calculations. These are:
  - functional skills;
  - stand-alone QCF units that are eligible to receive public funding;
  - learning aims financed by a 24+ advanced learning loan; and
  - learning aims for 14- or 15-year-old students funded by the Education Funding Agency.
43. There are extra reasons for not including some learning aims in the qualification success rates. These reasons are:
  - where the learner has withdrawn from the learning aim within the funding qualifying period;
  - where the learning aim is a Key Skills aim; and
  - where the learner is on a traineeship and cannot continue their learning because they have started work.
44. The rules for not including some learning aims have changed. The changes are that:
  - learning aims in the range ‘Z0004474’ to ‘Z0007833’ have been added to the list of Innovation Code learning aims; and
  - the employer training pilot and national voluntary training pathfinder exclusions have been removed as no learning aims fall into these categories.
45. The method of categorising learning aims has changed. The QCF\_Size field has been replaced with the Qualification\_Size field.
46. The rules for choosing learning aims from the 2013/2014 ILR files have been added.
47. The rules for choosing learning aims from the 2009/2010 to 2012/2013 ILR files have been changed to remove the selection on planned end date and to exclude community learning and learning aims funded by the European Social Fund.
48. The combination of fields used for matching ILR records (paragraph 28) has been extended.
49. The references to qualification type have been removed as this method of categorising learning aims is no longer used in the qualification success rate reports.
50. The changes made to the qualification success-rates dataset are listed below.

### New fields

Field name	Reason for including it
24PlusLoanAdvLearnLoan	To allow learning aims financed by a 24+ advanced learning loan to be identified.
CL_Excl	To allow Community Learning aims to be excluded from qualification success-rate calculations.
D_AgeAimStart_Band	To place the learner’s age into a band.
Diagnostic_Excl	To allow Diagnostic Test aims to be excluded from the

Field name	Reason for including it
	qualification success-rate calculations.
Diploma_Excl	To allow programme aims, such as those used for diplomas and programme-led pathways, to be excluded from the qualification success-rate calculations.
E2E_Excl	To allow Entry to Employment aims to be excluded from the qualification success-rate calculations.
EFA_Direct_Funded	To allow learning aims for 14- or 15-year-old full-time learners funded by the Education Funding Agency to be identified.
ESF_Excl	To allow aims funded by the European Social Fund to be excluded from qualification success-rate calculations.
FirstSteps_Excl	To allow First Steps aims to be excluded from the qualification success-rate calculations.
FoundationLearningWeekly_Excl	To allow Foundation Learning Weekly aims to be excluded from the qualification success-rate calculations.
Fund_Qual_Excl	To allow aims which have not passed the qualifying period for funding to be excluded from the qualification success-rate calculations.
Innovation_Excl	To allow Innovation Code aims to be excluded from the qualification success-rate calculations.
JIP_Excl	To allow Joint Investment Programme aims to be excluded from the qualification success-rate calculations.
JSA_ESA_Excl	To allow learning aims for learners who are claiming Jobseeker's Allowance or Employment and Support Allowance in the work-related activity group, and who cannot continue their learning through to completion because they have started work, to be excluded from the qualification success-rate calculations.
KeySkills_Excl	To allow Key Skills aims to be excluded from the qualification success-rate calculations.
LDM_4	Because this field has been added to the 2013/2014 ILR.
Minimum_Standards_Group	To allow learning aims to be grouped when determining whether a provider is below the minimum standard.
Non_Funded_Excl	To allow non-funded aims to be excluded from the qualification success-rate calculations.
OLASS_ASB_Excl	To allow OLASS aims which are funded by the Adult Skills Budget and have ended early due to circumstances beyond the provider's control to be excluded from the qualification success-rate calculations.
OLASS_Excl	To allow OLASS aims to be excluded from the qualification success-rate calculations.
P_Ach_Overall	This is needed for the overall qualification success-rate methodology.
P_Ach_Timely	This is needed for the timely qualification success-rate methodology.
P_Complete_Overall	This is needed for the overall qualification success-rate methodology.
P_Complete_Timely	This is needed for the timely qualification success-rate methodology.
P_Count_Overall	This is needed for the overall qualification success-rate methodology.
P_Count_Timely	This is needed for the timely qualification success-rate methodology.
P_Hybridendyr	This is needed for the overall qualification success-rate methodology.

Field name	Reason for including it
P_In_0910	To replace In_LR_0910.
P_In_1011	To replace In_LR_1011.
P_In_1112	To replace In_LR_1112.
P_In_1213	To replace In_LR_1213.
P_In_1314	To cater for 2013/2014 data.
P_In_1415	To cater for 2014/2015 data.
P_Period_End_Overall	This is needed for the overall qualification success-rate methodology.
P_Period_End_Timely	This is needed for the timely qualification success-rate methodology.
P_Plan_Break_Overall	This is needed for the overall qualification success-rate methodology.
P_Plan_Break_Timely	This is needed for the timely qualification success-rate methodology.
P_ProgStatus	This is needed for the overall and timely qualification success-rate methodologies.
P_Trans_Overall	This is needed for the overall qualification success-rate methodology.
P_Trans_Timely	This is needed for the timely qualification success-rate methodology.
Qualification_Size	To replace QCF_Size.
Traineeship_Excl	To allow aims for learners who are on traineeships, and who cannot continue their learning through to completion because they have started work, to be excluded from the qualification success-rate calculations.
Tutorial_Excl	To allow Tutorial Support and Complementary Studies aims to be excluded from the qualification success-rate calculations.
UC_Excl	To allow the learning aims for a learner receiving Universal Credit and mandated to skills training to be excluded from the qualification success-rate calculations.
UFI_Excl	To allow University for Industry aims to be excluded from the qualification success-rate calculations.
Unitisation_Excl	To allow Unitisation qualifications to be excluded from the qualification success-rate calculations.
Version	To identify the version of the software used to create the file.
ValidAge	To allow aim for learners who are under 16, but are not funded by the Education Funding Agency, to be excluded from the qualification success-rate calculations.

### Removed fields

Field name	Reason for removing it
A_Duration	The duration of a learning aim is no longer used in qualification success-rate and minimum-standards reporting.
A_Functional_Skills	It is no longer necessary to be able to identify functional skills as they are now included in qualification success rates.
A_Inyr_Expected_GLH	The field cannot be populated as derived variable A_Inyr_Expected_GLH is not present for the 2013/2014 ILR.
A_Keyskills	This has been replaced by KeySkills_Excl.
A_QCF_Unit	It is no longer necessary to be able to identify QCF Units as

Field name	Reason for removing it
	funded QCF Units are now included in the qualification success rates.
A_Todate_Qualifying_SLN_Period	This field is not used for the overall and timely qualification success-rate methodologies.
A_Total_Inyr_Expected_GLH	The field cannot be populated as derived variable A_Total_Inyr_Expected_GLH is not present for the 2013/2014 ILR.
A_Total_Payment_Y2D	This is only used to calculate D_TotalPayment.
A14 (reason for full funding or co-funding)	Reason for full funding or co-funding is not in the 2013/2014 ILR.
A32 (guided learning hours)	Guided learning hours is not in the 2013/2014 ILR.
Academic_Year_Code	This duplicated information in the Year field.
Curr_Empl_Stat	Employment status is not in the 2013/2014 ILR.
IA_Return	This duplicated information in the Collection field.
In_LR_0809	Information from 2008/2009 is not used to produce the 2013/2014 qualification success-rate dataset.
In_LR_0910	This has been replaced by P_In_0910.
In_LR_1011	This has been replaced by P_In_1011.
In_LR_1112	This has been replaced by P_In_1112.
In_LR_1213	This has been replaced by P_In_1213.
P_Achived	This was only used for the previous qualification success-rate methodology.
P_Achieved_Funded	This was only used for the previous qualification success-rate methodology.
P_Complete	This was only used for the previous qualification success-rate methodology.
P_Complete_Funded	This was only used for the previous qualification success-rate methodology.
P_Count_Funded	This was only used for the previous qualification success-rate methodology.
P_Leavers	This was only used for the previous qualification success-rate methodology.
P_Trans	This was only used for the previous qualification success-rate methodology.
QCF_Size	This has been replaced by Qualification_Size.
Qualification_Type	This is no longer used for qualification success-rate reporting.
Source_Year	This is not needed for qualification success-rate reporting.

### Renamed fields

Old field name	New field name
A_Age_31AugStYr	D_AgeAimStart
A_Age_31AugStYr_Band	AgeBand
A_OLASS	D_OLASS
A05	AimSeqMumber
A09	LearnAimRef
A10	FundModel
A23	DelLocPostCode



Old field name	New field name
A27	LearnStartDate
A28	LearnPlanEndDate
A34	CompStatus
A35	Outcome
A36	OutGrade
A46a	LDM_1
A46b	LDM_2
A46c	LDM_3
A49A	SPP
A50	WithdrawalReason
A68	EmpOutcome
A_Total_Payment	D_TotalPayment
Awarding_Body_Code	AwardingOrgResp
L01	UPIN
L01_orig	UPIN_orig
L03	LearnRefNumber
L03_orig	LearnRefNumber_orig
L11	DateofBirth
L12	Ethnicity
L13	Sex
L14	LLDDHealthProb
L15	L_Disability
L16	L_LearnDiff
L17	L_PriorPcode
L35	PriorAttain
L46	UKPRN
L46_orig	UKPRN_orig
Learning_Aim_Desc	LearnAimRefTitle
Learning_Aim_Type_Code	LearnAimRefType
Level2_Entitlement_Cat_Code	FullLevel2EntitCat
Level2_Percentage	FullLevel2Pct
Level3_Entitlement_Cat_Code	FullLevel3EntitCat
Level3_Percentage	FullLevel3Pct
Map_Code_Code	SuccRateMAPCode
Map_Code_Desc	SuccRateMAPCodeDesc
Notional_NVQ_Level_Code	NotionalNVQLevel
SSA_Tier1_Code	SecSubjAreaTier1
SSA_Tier2_Code	SecSubjAreaTier2
Skills_For_Life	BasicSkills
Skills_For_Life_Type_Code	BasicSkillsType

### Fields whose derivation has changed

Field name	Reason for the change
EFA_Funded	To include the source of 2013/2014 ILR data.
EFA_Funded_Latest	To include the source of 2013/2014 ILR data.
JSA_ESA_Excl	To include a change of derivation for 2013/2014 ILR data.
LLDD_Placement_Excl	To change the Learning Delivery Funding and Monitoring Type and Code fields for 2012/2013 onwards.
OLASS_Excl	To only identify whether an aim is an OLASS aim.

## Changes made from version 1.3 (published 05 September 2014)

Changes from version 1.3 are highlighted in yellow

Fields whose derivation has changed

Field name	Reason for the change
EFA_Funded	Derivation changed to check whether a learning aim with funding model 21 (16-18 learner responsive) has the Skills Funding Agency as its source of funding.
EFA_Funded_Latest	Derivation changed to check whether a learning aim with funding model 21 (16-18 learner responsive) has the Skills Funding Agency as its source of funding.
OLASS_ASB_Term_Early_Excl	The purpose of the field has been changed to identify OLASS aims, not OLASS aims funded by the Adult Skills Budget. Field renamed OLASS_Term_Early_Excl. Derivation changed to select for aims where the Learning Delivery Monitoring Codes (A46a, A46b, A46c or A46d) is 34.
P_Ach_Timely	Derivation changed to check whether the Learning Planned End Date (A28) is no later than the end of the timely period.
P_Complete_Timely	Derivation changed to check whether the Learning Planned End Date (A28) is no later than the end of the timely period.
P_Count_Timely	Derivation changed to check whether the Learning Planned End Date (A28) is no later than the end of the timely period.
P_Plan_Break_Timely	Derivation changed to check whether the Learning Planned End Date (A28) is no later than the end of the timely period.
P_ProgStatus	Derivation changed to set P_ProgStatus to 10 if the Withdrawal Reason (A50) is 41.
P_Trans_Timely	Derivation changed to check whether the Learning Planned End Date (A28) is no later than the end of the timely period.
Qualification_Size	Derivation of the 'Functional Skills Sfl' category in paragraph 40 changed to remove 1439 from the LrnAimRefType list.
Traineeship_Excl	Derivation changed to remove the check on work placement aims. Work placement aims are not included in qualification success rates (see field Work_Exp_Excl).

## Removed fields

Field name	Reason for removing it
AimSeqNumber	Field not required.

## Changes made from version 1.4 (published 21 October 2014)

### Changes from version 1.4 are highlighted in green

Section 13. The Completion Status values used to identify transferred learners have changed.

Inclusion of section 38 that gives the contact details for the service desk.

### New fields

Field name	Reason for including it
Age_31AugStYr	Age for classroom learning aims is calculated as at 31 <sup>st</sup> August of the year the learning aim started in

### Fields whose derivation has changed

Field name	Reason for the change
Age_Band	Derivation changed to use Age_31AugStYr
LLDD_Placement_Excl	Derivation changed for ILR files for 2012/2013 onwards to also check for a <b>Learning Delivery Funding and Monitoring Type</b> of 'SPP' with a <b>Learning Delivery Funding and Monitoring Code</b> of 'SP044'
Traineeship_Excl	Derivation changed to remove the check for 16 – 18 year olds
UC_Excl	Derivation changed to check that the learner is receiving Universal Credit on the start date of the learning aim
ValidAge	Derivation changed to reference Age_31AugStYr' instead of D_AgeAimStart

### Removed fields

Field name	Reason for removing it
D_AgeAimStart	Field not required.
D_AgeAimStart_Band	Field not required.

## Changes made from version 1.5 (published 09 December 2014)

### Changes from version 1.5 are highlighted in purple

Section 13. The rules for identifying non funded aims have been added to the table in this section. These rules are the same as those used to derive the Not\_Funded\_Excl field.

Section 40. The rules for identifying a Qualification\_Size of 'Other Reg' have been clarified.

### Fields whose derivation has changed

Field name	Reason for the change
FirstSteps_Excl	Derivation changed to use the FSI Learning Delivery Funding and Monitoring Type for 2012/2013

## Changes made from version 1.6 (published 18 December 2014)

### Changes from version 1.6 are highlighted in blue

Section 13. The rules for identifying non funded aims have been corrected.

Section 40. The qualification size derivation has been amended to include an access to higher education diploma category.

### Fields whose derivation has changed

Field name	Reason for the change
Minimum_Standards_Group	Derivation changed to put 'Access to HE' into group A



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