



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

### **Guidance notes for the qualification success-rate and minimum-standards reports**

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#### **Contents**

<b>Section 1 – Introduction .....</b>	<b>2</b>
Purpose of this document .....	2
Changes to the reports from 2012/2013 .....	2
Purpose of qualification success rates.....	2
Purpose of minimum standards .....	3
Availability of QSR reports .....	3
Distribution of QSR reports .....	3
Exclusions from qualification success rates.....	3
Provider mergers and changes to learner reference number changes.....	4
Further Information .....	4
<b>Section 2 – Qualification success-rate and minimum-standards calculations.....</b>	<b>4</b>
Calculating qualification success rates .....	4
Calculating the percentage of leavers below the minimum standard threshold.....	4
<b>Section 3 – Workplace learning QSR reports.....</b>	<b>8</b>
Contents of the QSR report .....	8
Suppressing information and rounding figures for provider group and national values ....	10
Derivation of qualification type used in the 2013/2014 reports .....	10
<b>Section 4 – Workplace learning data file contents .....</b>	<b>11</b>
Extract of qualification success-rate data used for producing QSR reports.....	11
Learning aims excluded from qualification success rates.....	14
<b>Section 5 – Reproducing workplace-learning reports.....</b>	<b>17</b>
Using the data extract to replicate the information on QSR reports.....	17

## **Section 1 – Introduction**

### **Purpose of this document**

1. This document provides information about the 2013/2014 workplace learning qualification success-rate and minimum-standards reports (QSR Reports). It also provides information about where the data that accompanies the qualification success-rate reports comes from.

### **Changes to the reports from 2012/2013**

2. The changes made to the 2013/2014 (QSR) reports since 2012/2013 are as follows.
  - a) The scope of the QSR report includes 2013/2014 qualification success-rate data.
  - b) The reports have been reformatted into the same style as the classroom-learning reports.
  - c) The separate sets of regional reports have been removed. Workplace learning qualification success rates are no longer reported by region.
  - d) Separate reports have been produced for overall qualification success rates and timely qualification success rates.
  - e) A headline performance page has been introduced to give a summary of the overall and timely qualification success rates and minimum standards.
  - f) Minimum standards information is included in the reports. Performance against minimum standards is calculated on combined classroom-learning and workplace-learning aims. There are no separate minimum-standards reports.
  - g) Reports by disability and learning difficulty have been included.
  - h) A comparison by provider group has been included on all reports.
  - i) The number of achievers has been removed from all reports.
  - j) The way the aims are classified has changed. They are now classified in the same way as classroom-learning aims. See section 40 for how the qualification type is derived.
  - k) The 'comparison of actual and expected end dates' report section has been removed.
  - l) The national qualification success-rate information for all providers has been removed from the report header, and the yellow and blue column colouring has been removed from the body of the reports.
  - m) The data file that accompanies the reports has been changed to include the qualification type, qualification-type group and a field to identify whether the learning aim is below minimum standards.
  - n) A new exclusions data file has been included with the reports. This contains details of all the learning aims that have been excluded from the qualification success-rate calculations, and the reason for this.

### **Purpose of qualification success rates**

3. Qualification success rates help training providers to assess the quality of the courses they provide, and the Office for Standards in Education, Children's Services and Skills (Ofsted) uses them in their inspections. The data feeds into minimum standards, which we use to identify and manage underperformance. The qualification success rates are also used as one of the performance indicators of FE Choices.

## **Purpose of minimum standards**

4. We use the minimum standards to assess whether a training provider is delivering provision that makes efficient and effective use of public funds.
5. We will take action if a training provider's performance is below the minimum standard. The action we will take is set out in our Approach to Intervention document (at [www.gov.uk/government/publications/sfa-when-and-how-the-sfa-will-formally-intervene-with-providers](http://www.gov.uk/government/publications/sfa-when-and-how-the-sfa-will-formally-intervene-with-providers)).

## **Availability of QSR reports**

6. The workplace learning QSR reports will be provisionally released on 18 December 2014. They will be confirmed as final no later than 15 January 2015. The reports will be based on data provided from ILR return 14 for 2013/2014, ILR return 04 for 2014/2015 and LEOP return 12 for 2013/2014.

## **Distribution of QSR reports**

7. QSR reports are available for each provider of workplace-learning training that receives funding from us. Providers download their own reports in a zipped file from the Provider Gateway. The zipped file contains six or seven files.
  1. Reports on overall qualification success rates, which include a headline performance report, a learning aim level report and a subcontractor report.
  2. Reports on classroom learning and workplace learning minimum standards, based on the overall qualification success-rate measure.
  3. Reports on timely qualification success rates.
  4. Reports on overall qualification success rates for the Large Employer Outcome Pilot. This file is only present for providers in the Large Employer Outcome Pilot.
  5. A file containing details of all learning aims relating to this provider that were expected to complete, or that actually completed in 2011/2012, 2012/2013 or 2013/2014.
  6. A CSV file containing details for all learning aims relating to this provider that were expected to complete, or that actually completed, in 2011/2012, 2012/2013 or 2013/2014, but that were not included in the qualification success-rate calculations.
  7. This document.

## **Exclusions from qualification success rates**

8. Some learning aims are not included in calculations of the qualification success rates. The main reasons for exclusion are as follows.
  - a) Aims where the learner has withdrawn within the funding qualifying period, and the learning aim is not achieved.
  - b) Aims where a learner has transferred to a different learning aim with the same provider or is on a planned break.
  - c) Aims where a learner transferred to a new provider due to intervention by us or the Education Funding Agency.
  - d) Aims that are not funded by us or the Education Funding Agency.

Full details on all exclusions are given in the workplace learning dataset production and data definitions document (at [www.gov.uk/government/publications/sfa-qualification-success-rates-business-rules](http://www.gov.uk/government/publications/sfa-qualification-success-rates-business-rules)).

## Provider mergers and changes to learner reference number changes

- Any mergers of further-education colleges, and changes to learner reference numbers, reported to us by 25 October 2013 using the learner reference number mapping document, or recorded in the 2013/2014 ILR, have been applied to the final reports.

## Further Information

- 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 2 – Qualification success-rate and minimum-standards calculations

### Calculating qualification success rates

- For a given hybrid end year (the actual end year, or expected end year, of the learning aim, whichever is later) the **overall** qualification success rate percentage is calculated as follows.

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

In terms of the fields on the dataset that accompanies the reports, for a given hybrid end year (Hybrid\_End\_Year) the overall qualification success-rate percentage is calculated as follows.

$$\frac{\text{Number of learning aims where Overall\_Achiever is 1}}{\text{Number of learning aims where Overall\_Leaver is 1}} \times 100$$

- For a given expected end year the **timely** qualification success-rate percentage is calculated as follows.

$$\frac{\text{Number of learning aims that have been achieved by their planned end date or within 90 days after it}}{\text{Number of learning aims expected to be finished}} \times 100$$

In terms of the fields on the dataset that accompanies the reports, for a given expected end year (Expected\_End\_Year) the timely qualification success-rate percentage is calculated as follows.

$$\frac{\text{Number of learning aims where Timely\_Achiever is 1}}{\text{Number of learning aims where Timely\_Leaver is 1}} \times 100$$

### Calculating the percentage of leavers below the minimum standard threshold

- In this section, the term 'leavers' is used as shorthand for 'learning aims completed by, or expected to be completed by, learners'.

14. Minimum standards are worked out on a combined total of classroom-learning aims for age 19+ and workplace-learning aims. Minimum standards use the overall qualification success rate and uses data for 2013/2014 only.
15. The first stage in working out the percentage of provision that is below minimum standards is to identify whether the 19+ age band's overall qualification success rate for individual learning aims is below the minimum standards threshold for the qualification type (for example, Award, Diploma). If the 19+ qualification success rate of a learning aim is below the minimum standard threshold, all the leavers for that learning aim are classified as being below the minimum standards threshold. The number of leavers and qualification success rate are highlighted in red in the totals column in report 13 (Combined minimum standards section) for the particular learning aim, in the QSR report files on the Provider Gateway. An example of this is shown below.

				Overall		
				Provider Full Year 2013/14		
				Classroom Learning	Workplace Learning	Total
<b>Diploma</b>						
Level 2	5008625X	NVQ Certificate in Customer Service (QCF)	Leavers	29	11	40
			Success Rate	51.3%	48.2%	50.0%

16. The table below shows the minimum standards threshold and the minimum standards tolerance for each qualification-type group and for each qualification type in the qualification-type group.

Qualification type group	Minimum standards tolerance	Qualification type	Minimum standards threshold
Group A	40%	Access to HE	70%
		A levels	75%
		AS levels	63%
		Certificate	70%
		Diploma	70%
		GCSE maths and English	75%
		GCSE other	75%
Group B	40%	Award	75%
		ESOL	63%
		Functional skills SfL	63%
		QCF unit	75%
		Other regulated	65%
		Other non-regulated	75%

17. The leavers below the minimum standard threshold are then added together for each qualification-type group to give a figure for the total number of leavers below the minimum standards threshold for the provider.
18. The percentage of leavers below the minimum standard threshold is then calculated for each qualification-type group as follows.

$$\frac{\text{The total number of leavers below the minimum standard threshold in the qualification-type group}}{\text{The total number of leavers in the qualification-type group}} \times 100$$

19. The percentage of leavers below the minimum standard threshold for the qualification-type group is then compared to the minimum standards tolerance level, which is 40%.
20. If the percentage of leavers below the minimum standard threshold for a qualification-type group is equal to or greater than the minimum standards tolerance, the provider's qualification-type group provision is below minimum standards and there may be formal intervention by us, as set out in the Approach to Intervention process (at [www.gov.uk/government/publications/sfa-when-and-how-the-sfa-will-formally-intervene-with-providers](http://www.gov.uk/government/publications/sfa-when-and-how-the-sfa-will-formally-intervene-with-providers)).
21. When provision is below minimum standards, the total percentage of leavers below the minimum standards threshold for the qualification-type group is highlighted in red in report 1 (the headline report – Overall summaries section), in the QSR report files on the Provider Gateway. An example of this is shown below.

Qualification Type Group	Classroom Learning Age 19+		Workplace Learning		Total		
	Leavers	Leavers Below MS Threshold	Leavers	Leavers Below MS Threshold	Leavers	Leavers Below MS Threshold	% Leavers Below MS Threshold
Group A	77	45	46	15	123	60	48.8%
Group B	109	20	28	5	137	25	18.2%

22. The total percentage leavers below the minimum standards threshold (% Leavers Below MS Threshold) for the qualification-type group is also highlighted in red in report 14 (Combined minimum standards section), in the QSR report files on the Provider Gateway. An example of this is shown below.

Qualification Type Group A Total	Overall		
	Provider Full Year 2013/14		
	Classroom Learning	Workplace Learning	Total
<b>Leavers</b>	<b>319</b>	<b>219</b>	<b>538</b>
<b>Success Rate</b>	<b>52.6%</b>	<b>52.6%</b>	<b>52.6%</b>
<b>Leavers Below MS Threshold</b>	<b>189</b>	<b>189</b>	<b>378</b>
<b>% Leavers Below MS Threshold</b>	<b>59.2%</b>	<b>86.3%</b>	<b>70.3%</b>

23. These calculations are illustrated in the two scenarios below.

In these scenarios, a training provider only delivers three level-2 qualifications. These qualifications are:

- 5008625X: NVQ Certificate in Customer Service (QCF)
- 50090112: NVQ Certificate in Administration (QCF)
- 50093009: NVQ Certificate in Business and Administration (QCF)

Scenario 1 - The percentage of leavers below the minimum standards threshold is less than the minimum standards tolerance.

				<b>Overall</b>		
				Provider Full Year 2013/14		
				Classroom Learning	Workplace Learning	Total
<b>Certificate</b>						
Level 2	5008625X	NVQ Certificate in Customer Service (QCF)	Leavers	29	11	40
			Success Rate	51.3%	48.2%	50.0%
Level 2	50090112	NVQ Certificate in Administration (QCF)	Leavers	90	21	111
			Success Rate	73.6%	80.6%	76.7%
Level 2	50093009	NVQ Certificate in Business and Administration (QCF)	Leavers		56	56
			Success Rate		85.3%	85.3%

In this scenario, the qualification success rate of only one of the three learning aims (5008625X: NVQ Certificate in Customer Service) falls below the minimum standard threshold for Certificate, which is 70%. The 40 leavers for this learning aim are classified as leavers below the minimum standards threshold.

The percentage of leavers below the minimum standards for this provider is calculated as follows.

$$\frac{\text{The total number of leavers below the minimum standard threshold in the qualification-type group}}{\text{The total number of leavers in the qualification-type group}} \times 100$$

In this scenario, the percentage is equal to 40 divided by 207, which is 19.3%.

In this scenario, the percentage of the provider's provision that is below the minimum standards threshold is less than the minimum standard tolerance of 40%, so we will take no action.

Scenario 2 - The percentage of leavers below the minimum standards threshold is more than the minimum standards tolerance

			Overall			
			Provider Full Year 2013/14			
			Classroom Learning	Workplace Learning	Total	
<b>Diploma</b>						
Level 2	5008625X	NVQ Certificate in Customer Service (QCF)	Leavers	29	11	40
			Success Rate	51.3%	48.2%	50.0%
Level 2	50090112	NVQ Certificate in Administration (QCF)	Leavers	90	21	111
			Success Rate	73.6%	80.6%	76.7%
Level 2	50093009	NVQ Certificate in Business and Administration (QCF)	Leavers		56	56
			Success Rate		65.3%	65.3%

In this scenario, the qualification success rate of two of the three learning aims (5008625X: NVQ Certificate in Customer Service and 50093009: NVQ Certificate in Business and Administration) falls below the minimum standard threshold for Certificate, which is 70%. The 96 leavers for these learning aims are classified as leavers below the minimum standards threshold.

The percentage of leavers below the minimum standards for this provider is calculated as follows.

$$\frac{\text{The total number of leavers below the minimum standard threshold in the qualification-type group}}{\text{The total number of leavers in the qualification-type group}} \times 100$$

In this scenario, the percentage is equal to 96 divided by 207, which is 46.4%.

In this scenario the percentage of the provider's provision that is below the minimum standards threshold is more than the minimum standard tolerance of 40%, so we will take action as set out in the Approach to Intervention process.

## Section 3 – Workplace learning QSR reports

### Contents of the QSR report

24. A provider's QSR report is in four sections:

- a) an overall summaries section;
- b) an overall combined minimum standards section;
- c) a timely summaries section; and
- d) an overall LEOP section (if the provider is involved in the Large Employer Outcome Pilot).

#### a) Overall summaries section

25. This section holds the qualification success-rate reports for the overall qualification success-rates methodology.



26. The first report is the headline performance report. This is a summary of the information for the overall qualification success rate, the timely qualification success rate and the minimum standards for each qualification-type group. The total percentage of leavers below the minimum standards threshold for a qualification-type group is highlighted in red if it is more than the minimum standards tolerance.
27. Other reports in the section show overall qualification success rates by the following.
- Qualification type and level (report 2). This report also shows, for each qualification type, the number of leavers below the minimum standards threshold.
  - Sector subject area tier 1 and 2 (report 3). This report also shows the number of leavers in each sector subject area tier 1 that are below the minimum standards threshold.
  - Qualification level (report 4). This report also shows the number of leavers for each qualification level that are below the minimum standards threshold.
  - Stand-alone full level-2 or full level-3 qualifications (report 5).
  - Ethnic background (report 6).
  - Sex (report 7).
  - Learning difficulties and disabilities (report 8).
  - Disability (report 9).
  - Learning difficulty (report 10).
  - Learning aims by sector subject area tier 1, sector subject area tier 2, qualification type, map code and qualification level (report 11). Map codes are only shown for those learning aims with a map code. The 2013/2014 qualification success rate is highlighted in orange if it is below the minimum standards threshold for the qualification type.
  - Subcontractor and age band (report 12). This report is only present for providers using subcontractors to deliver learning aims.

#### **b) Combined minimum standards section**

28. This section holds the combined classroom-learning and workplace-learning minimum standards reports. The qualification success rates shown in these reports are based on the overall qualification success-rates methodology.
29. The combined classroom-learning and workplace-learning minimum standards reports are also included in the set of classroom-learning reports. For training providers that deliver both classroom learning and workplace learning, the information on both sets of reports is the same.
30. There are two reports in this section – minimum standards by qualification for the 19+ age band (report 13) and minimum standards by qualification type and level for the 19+ age band (report 14).
31. Report 13 (minimum standards by qualification for the 19+ age band) lists each learning aim delivered by the training provider, the number of leavers and the qualification success rate for classroom learning and for workplace learning, and a total for classroom learning and workplace learning. Learning aims are listed in order of sector subject area tier 1, sector subject area tier 2, qualification type, map code and qualification level.
32. If the qualification success rate for the total of classroom learning and workplace learning is less than the minimum standards tolerance for the qualification type, the total number of leavers and the total qualification success rate are highlighted in red.
33. Report 14 (minimum standards by qualification type and level for the 19+ age band) shows the number of leavers below the minimum standards threshold and the

percentage of leavers below the minimum standards threshold for each qualification type within a qualification-type group.

34. If the percentage of leavers below the minimum standards threshold for the qualification-type group is greater than the minimum standards tolerance, the value is highlighted in red.

### **c) Timely summaries section**

35. This section holds the qualification success-rate reports based on the timely qualification success-rates methodology.

36. The reports in this section show timely qualification success rates by the following.

- Qualification type and level (report 15).
- Sector subject area tier 1 and 2 (report 16).
- Qualification level (report 17).
- Stand-alone full level-2 or full level-3 qualifications (report 18).
- Ethnic background (report 19).
- Sex (report 20).
- Learning difficulties and disabilities (report 21).
- Disability (report 22).
- Learning difficulty (report 23).
- Learning aims by sector subject area tier 1, sector subject area tier 2, qualification type, map code and level (report 24). Map codes are only shown for those learning aims with a map code.
- Subcontractor and age band (report 25). This report is only present for providers using subcontractors to deliver learning aims.

### **d) Overall LEOP section**

37. This section holds the QSR report for learning aims in the Large Employer Outcome Pilot (LEOP). This section is only present for providers in the Large Employer Outcome Pilot.

38. The report shows the overall qualification success rates of LEOP provision for 2011/2012, 2012/2013 and 2013/2014 and the training provider's qualification success rate excluding LEOP aims for 2013/2014 (report 26).

### **Suppressing information and rounding figures for provider group and national values**

39. Suppression and rounding rules apply to the provider group and national values to protect individuals from the possibility that they could be identified, and to make sure the statistics reported are reliable.

- a) If there are fewer than 30 leavers, the value has been replaced with a dash (–).
- b) The number of leavers is rounded to the nearest 10.
- c) When calculating the qualification success rate, if there are fewer than five leavers, the qualification success rate has been replaced with a dash (–).
- d) The qualification success rates are calculated using unrounded values.

### **Derivation of qualification type used in the 2013/2014 reports**

40. The qualification type is derived from fields held in the Learning Aims Reference System (LARS).

For aims where the credit-based framework type is 1, 2 or 3 and the regulated credit value is not zero, qualification type is set as follows.

Qualification type	Derivation
QCF unit	The learning aim type is 1448.
Award	The regulated credit value is 1 to 12 and the learning-aim type is not 1448.
Certificate	The regulated credit value is 13 to 36 and the learning-aim type is not 1448.
Diploma	The regulated credit value is 37 or more and the learning-aim type is not 1448.

For aims where the credit-based framework type:

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

the qualification type is set as follows.

Qualification type	Derivation
A-level	The learning-aim type is 0002, 1413, 1414, 1415, 1417, 1418, 1430, 1431, 1434, 1435 or 1453.
AS-level	The learning-aim type is 0001, 1416, 1432 or 1433.
Diploma	The learning-aim type is 1401, 1441, 1442, 1443 or 1444.
Access to HE	The learning-aim type is 1440
ESOL	The basic-skills type is 22, 26, 27 or 28 and the learning-aim type 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.
Functional skills SfL	The basic-skills type is 1, 2, 19, 20, 21, 23 and the learning-aim type is not 0001, 0002, 0003, 1081, 1401, 1413, 1414, 1415, 1416, 1417, 1418, 1422, 1430, 1431, 1432, 1433, 1434, 1435, 1440, 1441, 1442, 1443, 1444, 1448, 1453 or 2999.
GCSE maths and English	The learning-aim type is 0003, 1081, 1422 or 2999 and the success-rate map code is B1220137 (English) or B0220076 (maths).
GCSE other	The learning-aim type is 0003, 1081, 1422 or 2999 and the success-rate map code is not B1220137 (English) or B0220076 (maths).
Other regulated	The learning aim is not classified using the rules above and: <ul style="list-style-type: none"> <li>• the learning-aim type is 1328 or 1436; or</li> <li>• the credit-based framework type is 1, 2 or 3; or</li> <li>• the first character of the learning-aim reference is 1, 5, 6 or Q; or</li> <li>• the first four characters of the learning aim reference are 'CUNA', 'ZUNA', 'ZUQA' or 'ZUXA'.</li> </ul>
Other non-regulated	Any learning aim not classified using the rules above.

## Section 4 – Workplace learning data file contents

### Extract of qualification success-rate data used for producing QSR reports

41. The data used to work out and report on qualification success rates is provided as a CSV file. The file contains all the provider's learning aims that are included in the qualification success-rate reports.

42. Apart from not having an extra field (Overall\_Completer) at the end, this file is the same format as the classroom-learning file. This is to allow training providers and software

developers to produce a combined classroom-learning and workplace-learning file if necessary.

43. The file contains the following data fields.

Data field in the file	Description	Data item on the qualification success-rate dataset
Provision_Type	Type of provision in the file.	Set to 'Workplace Learning'.
UPIN	Provider number.	UPIN
UKPRN	The UK provider reference number (UKPRN).	UKPRN
Learner_Reference	Learner reference number.	LearnRefNumber
ULN	The unique learner number.	ULN
Academic_Year	The academic year.	Set to 2013/14.
Data_Source	The source of the record on the qualification success-rates dataset, which is either the ILR or the LEOP dataset.	Datasource
Learning_Aim_Reference	The learning aim reference.	LearnAimRef
Learning_Aim_Description	The learning aim description.	LearnAimRefTitle
Map_Code	A code used to group learning aims together in a hierarchy for the purpose of analysis.	SuccRateMAPCode
Map_Code_Desc	Map code description.	SuccRateMAPCodeDesc
Notional_NVQ_Level	A level on the NVQ scale.	NotionalNVQLevel
Qualification_Type	A categorisation of learning aims.	Qualification_Size
Qualification_Type_Group	A grouping of qualification types used when determining whether a provider is below the minimum standard.	Minimum_Standards_Group
Report_Level	The NVQ levels used on the qualification success-rate reports. <ul style="list-style-type: none"> <li>Set to 'Level 1' if NotionalNVQLevel is 1 or E.</li> <li>Set to 'Level 2' if NotionalNVQLevel is 2.</li> <li>Set to 'Level 3' if NotionalNVQLevel is 3.</li> <li>Set to 'Level 4 or Higher' if NotionalNVQLevel is 4, 5 or H.</li> <li>Set to 'Level Unknown' if NotionalNVQLevel is M, U or X.</li> </ul>	Derived from NotionalNVQLevel.
Full_Level_2	Identifies whether the learning aim is a full level 2.	D_Fulllevel2
Full_Level_3	Identifies whether the learning aim is a full level 3.	D_Fulllevel3
Completion_Status	The completion status of the learning aim.	CompStatus
Learning_Outcome	The learning outcome of the learning aim.	Outcome
Withdrawal_Reason	The reason learning ended.	WithdrawalReason
Age_Group	The age of the learner at the start of the learning aim.	Set to 19+.
Ethnicity	The learner's ethnic background.	Ethnicity
Sex	The learner's sex.	Sex
Learning_Difficulties	Indicates whether the learner considers that they have a learning difficulty, disability or	LLDDHealthProb

<b>Data field in the file</b>	<b>Description</b>	<b>Data item on the qualification success-rate dataset</b>
	health problem.	
Disability	The learner's disability.	L_Disability
Learning_Difficulty	The learner's learning difficulty.	L_LearnDiff
Sector_Subject_Area_Tier_1	Sector subject area – the broad (tier 1) classification of the subject of the learning aim.	SectSubAreaTier1 plus the description of the SSA tier 1.
Sector_Subject_Area_Tier_2	The more specialised (tier 2) classification of the subject of the learning aim.	SectSubAreaTier2 plus the description of the SSA tier 2.
Subcontractor_UKPRN	The UKPRN of the subcontractor delivering this learning aim.	Subcontractor_UKPRN
Subcontractor_Name	The subcontractor's name.	Subcontractor_Name
Learner_Home_Postcode	The learner's home postcode.	L_PriorPcode
Delivery_Location_Postcode	The postcode of the delivery location.	DelLocPostCode
Learning_Start_Date	The date the learning began.	LearnStartDate
Learning_Planned_End_Date	The date the learning aim is due to be completed.	LearnPlanEndDate
Learning_Actual_End Date	The date the learning aim was actually completed.	LearnActEndDate
Actual_End_Year	Actual end year – the academic year the learning aim was actually completed in.	P_Actendyr
Expected_End_Year	Expected end year – the academic year the learning aim is expected to be completed in.	P_Expendyr
Hybrid_End_Year	Hybrid end year, which is the expected end year or the actual end year, whichever is later.	P_Hybridendyr
Overall_Leaver	For the overall qualification success-rate measure, this indicates whether the learning aim counts towards the overall qualification success rate.  If Overall_Leaver is 1, the learning aim counts towards the overall qualification success rate.	P_Count_Overall
Overall_Achiever	For the overall qualification success-rate measure, this indicates whether the learning aim has been achieved.  If Overall_Leaver is 1, the learning aim has been achieved.	P_Frm_Ach_Overall
Overall_Transfer	For the overall qualification success-rate measure, this indicates whether a learner has transferred to another learning aim.  If Overall_Transfer is 1, the learner has transferred to another learning aim.	P_Trans_Overall
Overall_Planned_Break	For the overall qualification success-rate measure, this indicates whether the learner is on a planned break.  If Overall_Plan_Break is 1, the learner is on a planned break.	P_Plan_Break_Overall
Overall_Continuing	For the overall qualification success-rate measure, this indicates whether the learning	This is derived from Actual_End_Year.

Data field in the file	Description	Data item on the qualification success-rate dataset
	aim is continuing beyond this academic year. If Overall_Continuing is 1 the learning aim is continuing beyond this academic year. Continuing learners are excluded from the overall qualification success rate.	
Leaver_Below_MS_Threshold	This indicates whether the overall qualification success rate for a learning aim is lower than the minimum standards threshold.  If Leaver_Below_MS_Threshold is 1, the overall qualification success rate for the learning aim is below the minimum standards threshold.	This is derived, as described in paragraphs 13 to 20.
Timely_Leaver	For the timely qualification success-rate measure, this indicates whether the learning aim should be counted towards the timely qualification success rate.  If Timely_Leaver is 1, the learning aim will be counted towards the timely qualification success rate.	P_Count_Timely
Timely_Achiever	For the timely qualification success-rate measure, this indicates whether the learning aim has been achieved.  If Timely_Leaver is 1, the learning aim has been achieved.	P_Frm_Ach_Timely
Timely_Transfer	For the timely qualification success-rate measure, this indicates whether a learner has transferred to another learning aim.  If Timely_Transfer is 1 the learner has transferred to another learning aim.	P_Trans_Timely
Timely_Planned_Break	For the timely qualification success-rate measure, this indicates whether the learner is on a planned break.  If Timely_Plan_Break is 1, the learner is on a planned break.	P_Plan_Break_Timely

### Learning aims excluded from qualification success rates

44. The data not used to work out qualification success rates is provided as a CSV file. The file contains all the learning aims that are not included in the qualification success-rate calculations.
45. This file is the same format as the classroom-learning file. This is to allow training providers and software developers to produce a combined classroom-learning and workplace-learning file if necessary.
46. The file contains the following data fields.

Data field in file	Description	Data item on the qualification success-rate dataset
Provision_Type	The type of provision in the file.	Set to 'Workplace

Data field in file	Description	Data item on the qualification success-rate dataset
		Learning'.
UPIN	Provider number.	UPIN
UKPRN	UK provider reference number (UKPRN).	UKPRN
Learner_Reference	Learner reference number.	LearnRefNumber
ULN	Unique learner number.	ULN
Academic_Year	The academic year.	Set to 2013/14.
Data_Source	The source of the record on the qualification success-rate dataset, which is either the ILR dataset or the LEOP dataset.	Datasource
Learning_Aim_Reference	The learning aim reference.	LearnAimRef
Learning_Aim_Description	The learning aim description.	LearnAimRefTitle
Map_Code	A code used to group learning aims together for the purpose of analysis.	SuccRateMAPCode
Map_Code_Desc	Map code description.	SuccRateMAPCodeDesc
Notional_NVQ_Level	A level on the NVQ scale.	NotionalNVQLevel
Qualification_Type	A categorisation of learning aims.	Qualification_Size
Qualification_Type_Group	A grouping of qualification types used when determining whether a provider is below the minimum standard.	Minimum_Standards_Group
Report_Level	The NVQ levels used on the qualification success-rate reports. <ul style="list-style-type: none"> <li>Set to 'Level 1' if NotionalNVQLevel is 1 or E.</li> <li>Set to 'Level 2' if NotionalNVQLevel is 2.</li> <li>Set to 'Level 3' if NotionalNVQLevel is 3.</li> <li>Set to 'Level 4 or Higher' if NotionalNVQLevel is 4, 5 or H.</li> <li>Set to 'Level Unknown' if NotionalNVQLevel is M, U or X.</li> </ul>	Derived from NotionalNVQLevel.
Full_Level_2	Identifies whether the learning aim is a full level 2.	D_Fulllevel2
Full_Level_3	Identifies whether the learning aim is a full level 3.	D_Fulllevel3
Completion_Status	The completion status of the learning aim.	CompStatus
Learning_Outcome	The learning outcome of the learning aim.	Outcome
Withdrawal_Reason	The reason learning ended.	WithdrawalReason
AgeGroup	The age of the learner at the start of the learning aim.	Set to 19+.
Ethnicity	The learner's ethnic background.	Ethnicity
Gender	The learner's sex.	Sex
Learning_Difficulties	Indicates whether the learner considers that they have a learning difficulty, disability or health problem.	LLDDHealthProb
Disability	The learner's disability.	L_Disability
Learning_Difficulty	The learner's learning difficulty.	L_LearnDiff
Sector_Subject_Area_Tier_1	Sector subject area – the broad (tier 1) classification of the subject of the learning aim.	SectSubAreaTier1 plus the description of the

<b>Data field in file</b>	<b>Description</b>	<b>Data item on the qualification success-rate dataset</b>
		SSA tier 1.
Sector_Subject_Area_Tier_2	The more specialised (tier 2) classification of the subject of the learning aim.	SectSubAreaTier2 plus the description of the SSA tier 2.
Subcontractor_UKPRN	The UKPRN of the subcontractor delivering this learning aim.	Subcontractor_UKPRN
Subcontractor_Name	The subcontractor's name.	Subcontractor_Name
Learner_Home_Postcode	The learner's home postcode.	L_PriorPcode
Delivery_Location_Postcode	The postcode of the delivery location.	DelLocPostCode
Learning_Start_Date	The date the learning began.	LearnStartDate
Learning_Planned_End_Date	The date the learning aim is due to be completed.	LearnPlanEndDate
Learning_Actual_End_Date	The date the learning aim was actually completed.	LearnActEndDate
Actual_End_Year	Actual end year – the academic year the learning aim was actually completed in.	P_Actendyr
Expected_End_Year	Expected end year – the academic year the learning aim is expected to be completed in.	P_Expendyr
Hybrid_End_Year	Hybrid end year, which is the expected end year or the actual end year, whichever is later.	P_Hybridendyr
The following fields identify the reasons why the learning aim was not included in the qualification success-rate calculations. A learning aim can be excluded for several reasons.		
Add_Unit_Excl	Indicates that the learning aim is an Additional Unit aim.	Add_Unit_Excl
AdultLearnerAccounts_Excl	Indicates that the learning aim is an Adult Learner Account aim.	AdultLearnerAccounts_Excl
CL_Excl	Indicates that the learning aim is funded by the Community Learning budget.	Does not apply to workplace learning. Set to 0.
Diagnostic_Excl	Indicates that the learning aim is a Diagnostic Test aim.	Diagnostic_Excl
Diploma_Excl	Indicates that the learning aim is a programme aim, such as those used for Diplomas and Programme-led Pathways.	Diploma_Excl
E2E_Excl	Indicates that the learning aim is an Entry to Employment aim.	E2E_Excl
ESF_Excl	Indicates that the learning aim is funded by the European Social Fund.	Does not apply to workplace learning. Set to 0.
FirstSteps_Excl	Indicates that the learning aim is a First Steps or Formal First Steps aim.	FirstSteps_Excl
FoundationLearningWeekly_Excl	Indicates that the learning aim is a Foundation Learning Weekly aim.	FoundationLearningWeekly_Excl
Fund_Qual_Excl	Indicates that the learner has withdrawn from a learning aim before the qualifying number of days for funding has been met.	Fund_Qual_Excl
Innovation_Excl	Indicates that the learning aim is an Innovation Code aim.	Innovation_Excl
JIP_Excl	Indicates that the learning aim is a Joint	JIP_Excl



Data field in file	Description	Data item on the qualification success-rate dataset
	Investment Programme aim.	
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.	Does not apply to workplace learning. Set to 0.
KeySkills_Excl	Indicates that the learning aim is a Key Skills aim.	KeySkills_Excl
LLDD_Placement_Excl	Indicates that the learning aim is funded by the LLDD Placement budget.	LLDD_Placement_Excl
Not_Funded_Excl	Indicates that the learning aim is not funded. Learning aims financed by a 24+ advanced learning loan are considered as funded.	Not_Funded_Excl
OLASS_Excl	Indicates that the learning aim is an OLASS aim not funded by the Adult Skills Budget.	OLASS_Excl
OLASS_Term_Early_Excl	Indicates that the learning aim is an OLASS aim funded by the Adult Skills Budget and has ended early due to circumstances beyond the provider's control.	OLASS_Term_Early_Excl
Sup_Intern_Excl	Indicates that the learning aim is a Supported Internship.	Sup_Intern_Excl
Traineeship_Excl	Indicates that the learner is on a traineeship and cannot continue their learning through to completion because they have started work.	Does not apply to workplace learning. Set to 0.
Tutorial_Excl	Indicates that the learning aim is a Tutorial Support and Complementary Studies aim.	Tutorial_Excl
UC_Excl	Indicates that the learning aim is for a learner who is receiving Universal Credit and has to take skills training.	UC_Excl
UFI_Excl	Indicates that the learning aim is a University for Industry (Ufi) aim with a Learning Planned End Date earlier than 01/08/2010.	Does not apply to workplace learning. Set to 0.
Unitisation_Excl	Indicates that the learning aim is a Unitisation qualification.	Unitisation_Excl
Work_Exp_Excl	Indicates that the learning aim is a work-experience or work-placement aim.	Work_Exp_Excl

## Section 5 – Reproducing workplace-learning reports

### Using the data extract to replicate the information on QSR reports

47. Below are some guidelines to help you replicate the figures in QSR reports and to help match the data in your systems.

Filters	Description
Hybrid_End_Year (For example, 2012)	Filtering for a specific hybrid end year will restrict the overall qualification success rate data to that year.
Expected_End_Year (For example, 2013)	Filtering for a specific expected end year will restrict the timely qualification success rate data to that year.

<b>Filters</b>	<b>Description</b>
Full_Level_2 (For example, 1)	Filtering for a full level 2 will restrict the data to full level-2 aims.
Full_Level_3 (For example, 1)	Filtering for a full level 3 will restrict the data to full level-3 aims.
Level (For example, Level 2)	Filtering for a specific level will restrict the data to that level.
Qualification_Type (For example, Award)	Filtering for a specific qualification type will restrict the data to that qualification type.
Qualification_Type_Group (For example, Award)	Filtering for a specific qualification-type group will restrict the data to a qualification-type group used to group together aims for minimum standards.
Sector_Subject_Area_Tier_1 (For example, SSA 4. Engineering and Manufacturing Technologies)	Filtering for a specific SSA tier 1 will restrict the data to that sector subject area tier 1.
Sector_Subject_Area_Tier_2 (For example, SSA 4.3. Transportation Operations and Maintenance)	Filtering for a specific SSA tier 2 will restrict the data to that sector subject area tier 2.
Date_Source	Filtering for the data source will restrict data to that gathered from either the ILR or LEOP, as appropriate.
Subcontractor_Name	Filtering for a specific subcontractor's name will restrict the data to that subcontractor.
<b>Calculations</b>	
Overall Leavers (For example, Sum(Overall_Leaver))	Adding up the figures in the Overall_Leaver field will give the total number of completed learning aims used to work out the overall qualification success rate.
Overall Achievers (For example, Sum(Overall_Achiever))	Adding up the figures in the Overall_Achiever field will give the total number of achieved learning aims used to work out the overall qualification success rate.
Overall Qualification Success Rate (For example, $\text{Sum(Overall\_Achiever)} / \text{Sum(Overall\_Leaver)} \times 100$ )	This is the calculation for the overall qualification success rate.
Timely Leavers (For example, Sum(Timely_Leaver))	Adding up the figures in the Timely_Leaver field will give the total number of completed learning aims used to work out the timely qualification success rate.
Timely Achievers (For example, Sum(Timely_Achiever))	Adding up the figures in the Timely_Achiever field will give the total number of achieved learning aims used to work out the timely qualification success rate.
Timely Qualification Success Rate (For example, $\text{Sum(Timely\_Achiever)} / \text{Sum(Timely\_Leaver)} \times 100$ )	This is the calculation for the timely qualification success rate.



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