Skills Funding Agency

Classroom learning qualification success rates 2013/2014

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

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Contents

Section 1 – Introduction

Purpose of this document

1. This document provides information about the 2013/2014 classroom 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.

Reasons for changes to the classroom learning qualification success-rate methodology used from 2013/2014

2. The changing nature of the funding and how data is collected means that we can take a consistent approach to measuring qualification success rates (QSR) across the Adult Skills Budget (ASB) provision. The 2012/2013 calculation for classroom learning had limitations. The approach to simplifying qualification success rates is to use the overall and timely methods currently used to calculate rates for Apprenticeship and workplace learning (as these are well known and understood), but to extend the methods consistently across all ASB-funded provision.

3. Introducing flexibility for providers to deliver ASB provision has created a situation where an increasing amount of classroom learning is being delivered by private providers. So we needed a solution that was flexible enough for all types of delivery. Use of the method of calculating overall success rates is more appropriate as currently uncounted (late) achievements will now be counted as successes in the actual end-year. The delivery of courses in colleges, usually following timed syllabuses, also means that using a time period beyond the planned end date within the method of calculating timely success rates doesn't affect results significantly.

4. There is more information on the changes to the classroom-learning methodology in the Qualification success rates – rationale for the method to be used from 2013 to 2014 document (at www.gov.uk/government/publications/sfa-qualification-success-rates-rationale-for-2013-to-2014).

Changes to the reports from 2012/2013

5. Changes have been made to the way QSR results are presented. The main categories of provision have changed from being based on planned length of duration (that is, long, short and very short courses) to being based on qualification types. This improves clarity for users, helps to improve minimum standards for 2013/ 2014 and is more in line with simplified and unified funding, skills strategy and regulatory framework that brings together the following.

   a. The simplified funding method
   b. The skills strategy around vocational, academic, English and maths provision
   c. Improvements in comparisons between providers delivering complex qualifications currently not recognised for provision with a long or short duration
   d. Making minimum standards and the approach to intervention more relevant to key areas of performance in the FE sector

6. Other 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 and does not include the 2010/2011 qualification success-rate data.

   b) The qualification success-rate reports show both the overall qualification success rate and the timely qualification success rate.

c) Functional skills are included within the qualification success rate. The reports which previously showed the qualification success rates including functional skills have been removed.

d) The reports showing qualification success rates for key skills and skills for life have been removed.

e) The headline performance page has been changed to give a summary, by age band, for the overall and timely qualification success rates, retention rates, achievement rates and minimum standards.

f) New reports have been included to show the proportion of GCSE passes by grade for both the overall and timely qualification success-rate measures.

g) 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.

h) A report showing subcontractor retention and achievement rates has been included.

i) The way qualification type is derived has changed. This has introduced a number of new categories. See section 52 for the new qualification-type derivation.

j) The map code has been added to the learning aims reports.

k) The national qualification success, retention and achievement rate percentile information has been removed from the report header. Percentile information will be included in the 2013/2014 Education & Training National Success Rate Tables.

l) The data file that accompanies the reports has been changed to include information about the overall and timely qualification success rates, and to include a field to identify whether the learning aim is below minimum standards.

m) A new exclusions data file has been included with the reports. This file 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

7. 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

8. We use the minimum standards to assess whether a training provider is delivering provision that makes efficient and effective use of public funds.

9. 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).

Availability of QSR reports

10. The classroom 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 and ILR return 04 for 2014/2015.

Distribution of QSR reports

11. QSR reports are available for each provider of classroom learning training that receives funding from us. Providers download their own reports in a zipped file from the Provider Gateway. The zipped file contains nine files.

   1. Reports on overall qualification success rates, which include a headline performance report.

   2. Reports on overall qualification success rates for learning aims.

   3. Reports on classroom learning and workplace learning minimum standards, based on the overall qualification success-rate measure.

   4. Reports on achievement and retention rates, based on the overall qualification success-rate measure.

   5. Reports on timely qualification success rates.

   6. Reports on timely qualification success rates for learning aims.

   7. 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.

   8. A 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.

   9. This document.

Exclusions from qualification success rates

12. 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.

   e) Aims that are key skills aims.

   f) Aims that are innovation code learning aims.

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

Provider mergers and changes to learner reference numbers

13. 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

14. If you need more information you can phone the service desk on 0370 267 0001 or email 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-rate, achievement-rate and retention-rate percentages

15. 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.

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

16. For a given hybrid end year, the overall achievement rate is calculated as follows.

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

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

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

17. For a given hybrid end year, the overall retention rate 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 (Hybrid_End_Year), the overall retention-rate percentage is calculated as follows.

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

18. 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

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

20. 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.

21. 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, A-level, Diploma). If the 19+ age band's 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 the qualification success rate are highlighted in red in the totals column in report 16 (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
Diploma						
Level 2	50098160	Diploma in Vehicle Fitting Principles (QCF)	Leavers	29	11	40
			Success Rate	51.3%	48.2%	50.0%

22. 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%

23. 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.

24. The percentage of leavers below the minimum standard threshold is then calculated for each qualification-type group as follows.

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

25. 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%.

26. 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).

27. 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%

28. The total percentage of leavers below the minimum standards threshold (% Leavers Below MS Threshold) for the qualification-type group is also highlighted in red in report 17 (Combined minimum standards section), 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
Qualification Type Group A Total	Leavers	319	219	538
	Success Rate	52.6%	52.6%	52.6%
	Leavers Below MS Threshold	189	189	378
	% Leavers Below MS Threshold	59.2%	86.3%	70.3%

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

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

50098160: Diploma in Vehicle Fitting Principles (QCF)
50098184: Diploma in Light Vehicle Maintenance and Repair Principles (QCF)
50098366; NVQ Diploma in Performing Engineering Operations (QCF)

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

| | | | | Overall | | |
| | | | | Provider Full Year 2013/14 | | |
				Classroom Learning	Workplace Learning	Total
Diploma						
Level 2	50098160	Diploma in Vehicle Fitting Principles (QCF)	Leavers	29	11	40
			Success Rate	51.3%	48.2%	50.0%
Level 2	50098184	Diploma in Light Vehicle Maintenance and Repair Principles (QCF)	Leavers	90	21	111
			Success Rate	73.6%	80.6%	76.7%
Level 2	50098366	NVQ Diploma in Performing Engineering Operations (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 (50098160: Diploma in Vehicle Fitting Principles) falls below the minimum standard threshold for Diploma, 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
Diploma							
Level 2	50098160	Diploma in Vehicle Fitting Principles (QCF)		Leavers	29	11	40
				Success Rate	51.3%	48.2%	50.0%
Level 2	50098184	Diploma in Light Vehicle Maintenance and Repair Principles (QCF)		Leavers	90	21	111
				Success Rate	73.6%	80.6%	76.7%
Level 2	50098366	NVQ Diploma in Performing Engineering Operations (QCF)		Leavers	56		56
				Success Rate	65.3%		65.3%

In this scenario, the qualification success rate of two of the three learning aims (50098160: Diploma in Vehicle Fitting Principles and 50098366: NVQ Diploma in Performing Engineering Operations) falls below the minimum standard threshold for Diploma, 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 – Classroom learning QSR reports

Contents of the QSR report

30. A provider's QSR report is in six sections;

   a) an overall summaries section;

   b) an overall aims section;

   c) an overall combined minimum standards section;

   d) an overall supplementary section;

   e) a timely summaries section; and

   f) a timely aims section.

a) Overall summaries section

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

32. 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, the overall achievement and retention rates, 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.

33. Other reports in the section show overall qualification success rates by the following.

   - Qualification type and level for the 16-18 age band (report 2).
   - Qualification type and level for the 19+ age band (report 3). This report also shows, for each qualification type, the number of leavers below the minimum standards threshold.
   - Age band and sector subject area tier 1 and 2 (report 4). This report also shows the number of leavers in each sector subject area tier 1 who are below the minimum standards threshold.
   - Age band and qualification level (report 5). This report also shows the number of age 19+ leavers for each level below the minimum standards threshold.
   - Stand-alone full level-2 or full level-3 qualifications by age band (report 6).
   - Age band and ethnic background (report 7).
   - Age band and sex (report 8).
   - Age band and learning difficulties and disabilities (report 9).
   - Age band and disability (report 10).
   - Age band and learning difficulty (report 11).
   - Subcontractor and age band (report 13). This report is only present for providers using subcontractors to deliver learning aims.

34. This section also contains a report of the proportion of GCSE passes by age band and grade (report 12). This report is only produced for providers delivering English GCSE or maths GCSE provision.

b) Overall aims section

35. This section holds the learning-aim level qualification success-rate, achievement-rate and retention-rate reports based on the overall qualification success rates.

36. The reports in this section show qualification success-, achievement- and retention-rates for learning aims by the following.

   - Sector subject area tier 1, sector subject area tier 2, qualification type, map code and qualification level for the 16-18 age band (report 14). Map codes are only shown for those learning aims with a map code.
   - Sector subject area tier 1, sector subject area tier 2, qualification type, map code and qualification level for the 19+ age band (report 15). Map codes are only shown for those learning aims with a map code. The qualification success rate for 2013/2014 is highlighted in orange if it is below the minimum standards threshold for the qualification type.

c) Overall combined minimum standards section

37. 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.

38. The combined classroom-learning and workplace-learning minimum standards reports are also included in the set of workplace-learning reports. For training providers that deliver both classroom learning and workplace learning, the information on both sets of reports is the same.

39. There are two reports in this section – minimum standards by qualification for the 19+ age band (report 16) and minimum standards by qualification type and level for the 19+ age band (report 17).

40. Report 16 (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 both 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.

41. 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.

42. Report 17 (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.

43. 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.

d) Overall supplementary section

44. This section holds the achievement-rate and retention-rate reports based on the overall qualification success-rates methodology.

45. The reports in this section show overall achievement-rate and retention-rate by the following.

- Qualification type and level for the 16-18 age band (report 18).
- Qualification type and level for the 19+ age band (report 19).
- Age band and sector subject area tier 1 and tier 2 (report 20).
- Age band and qualification level (report 21).
- Stand-alone full level-2 or full level-3 qualifications by age band (report 22).
- Subcontractor and age band (report 23). This report is only present for providers using subcontractors to deliver learning aims.

e) Timely summaries section

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

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

- Qualification type and level for the 16-18 age band (report 24).
- Qualification type and level for the 19+ age band (report 25).
- Age band and sector subject area tier 1 and 2 (report 26).
- Age band and qualification level (report 27).

- Stand-alone full level-2 or full level-3 qualifications by age band (report 28).
- Age band and ethnic background (report 29).
- Age band and sex (report 30).
- Age band and learning difficulties and disabilities (report 31).
- Age band and disability (report 32).
- Age band and learning difficulty (report 33).
- Subcontractor and age band (report 35). This report is only present for providers using subcontractors to deliver learning aims.

48. This section also contains a report of the proportion of GCSE passes by age band and grade (report 34). This report is only produced for providers delivering English GCSE or maths GCSE provision.

e) Timely aims section

49. This section holds the learning-aim level qualification success-rate, achievement-rate and retention-rate reports, based on the timely qualification success-rates methodology.

50. The reports in this section show qualification success rates, achievement rates and retention rates for learning aims by the following.

- Sector subject area tier 1, sector subject area tier 2, qualification type, map code and qualification level for the 16-18 age band (report 36). Map codes are only shown for those learning aims with a map code.
- Sector subject area tier 1, sector subject area tier 2, qualification type, map code and qualification level for the 19+ age band (report 37). Map codes are only shown for those learning aims with a map code.

Suppressing information and rounding figures for provider group and national values

51. 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, achievement and retention rates, if there are fewer than five leavers, the qualification success, achievement and retention rates have been replaced with a dash (–).

   d) The qualification success rates are calculated using unrounded values.

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

52. 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: • the learning-aim type is 1328 or 1436; or • the credit-based framework type is 1, 2 or 3; or • the first character of the learning-aim reference is 1, 5, 6 or Q; or • the first four characters of the learning-aim reference are 'CUNA', 'ZUNA', 'ZUQA' or 'ZUXA'.
Other non-regulated	Any learning aim not classified using the rules above.

Section 4 – Classroom learning data file contents

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

53. 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.

54. Apart from an extra field (Overall_Completer) at the end, this file is the same format as the workplace-learning file. This is to allow training providers and software developers to produce a combined classroom-learning and workplace-learning file if necessary.

55. The file contains the following data fields.

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

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	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 the ILR dataset.	Set to 'ILR'.
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. • Set to 'Level 1' if NotionalNVQLevel is 1 or E. • Set to 'Level 2' if NotionalNVQLevel is 2. • Set to 'Level 3' if NotionalNVQLevel is 3. • Set to 'Level 4 or Higher' if NotionalNVQLevel is 4, 5 or H. • Set to 'Level Unknown' if NotionalNVQLevel is M, U or X.	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 band the learner was in at the start of the learning aim, which will be '16-18' or '19+'. • Set to '16-18' if **Age_31AugStYr** is 0 to 18. • Set to '19+' if **Age_31AugStYr** is 19 or more, or is not known.	Derived from **Age_31AugStYr**.
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

Data field in file	Description	Data item on the qualification success-rate dataset
	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 file	Description	Data item on the qualification success-rate dataset
	aim is continuing beyond this academic year. If Overall_Continuing is equal to 1, the learning aim is continuing beyond this academic year. Continuing learners are not included in 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 19 to 26.
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
Overall_Completer	For the overall qualification success-rate measure, this indicates that the learning aim has been completed.	P_Complete_Overall

Learning aims excluded from qualification success rates

56. 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.

57. This file is the same format as the workplace-learning file. This is to allow training providers and software developers to produce a combined classroom-learning and workplace-learning file if necessary.

58. 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 'Classroom 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-rates dataset, which is the ILR dataset.	Set to 'ILR'.
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. • Set to 'Level 1' if NotionalNVQLevel is 1 or E. • Set to 'Level 2' if NotionalNVQLevel is 2. • Set to 'Level 3' if NotionalNVQLevel is 3. • Set to 'Level 4 or Higher' if NotionalNVQLevel is 4, 5 or H. • Set to 'Level Unknown' if NotionalNVQLevel is M, U or X.	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 band the learner was in at the start of the learning aim, which will be '16-18' or '19+'. • Set to '16-18' if **Age_31AugStYr** is 0 to 18. • Set to '19+' if **Age_31AugStYr** is 19 or more, or is not known.	Derived from **Age_31AugStYr**.
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

Data field in file	Description	Data item on the qualification success-rate dataset
	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
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.	CL_Excl
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.	ESF_Excl
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.	FoundationLearning Weekly_Excl
Fund_Qual_Excl	Indicates that the learner has withdrawn from a learning aim before the qualifying number of	Fund_Qual_Excl

Data field in file	Description	Data item on the qualification success-rate dataset
	days for funding has been met.	
Innovation_Excl	Indicates that the learning aim is an Innovation Code aim.	Innovation_Excl
JIP_Excl	Indicates that the learning aim is a Joint Investment Programme aim.	JIP_Excl
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.	JSA_ESA_Excl
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.	Traineeship_Excl
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.	UFI_Excl
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 classroom-learning reports

Using the data extract to replicate the information on QSR reports

59. 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.
Age_Group (For example, 16-18)	Filtering for a specific age group will restrict the data to that age group.
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.
Subcontractor_Name	Filtering for a specific subcontractor's name will restrict the data to that subcontractor.
Calculations	
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 Completers (For example, Sum(Overall_Completer))	Adding up the figures in the Overall_Completer field will give the total number of successfully completed learning aims used to work out the overall achievement rate and retention rate.
Overall Qualification Success Rate (For example, Sum(Overall_Achiever) / Sum(Overall_Leaver) x 100)	This is the calculation for the overall qualification success rate.
Overall Achievement Rate (For example, Sum(Overall_Achiever) / Sum(Overall_Completer) x 100)	This is the calculation for the overall achievement rate.

Filters	Description
Overall Retention Rate (For example, Sum(Overall_Completer) / Sum(Overall_Leaver) x 100)	This is the calculation for the overall retention 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, Sum(Timely_Achiever) / Sum(Timely_Leaver) x 100)	This is the calculation for the timely qualification success rate.

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