Skills Funding Agency

Education & training qualification achievement rates 2015/2016

Guidance notes for the use of the qualification achievement-rate data extracts

Date of issue   01 February 2017

Contents

Section 1 – Introduction

Purpose of this document

1. This document provides information about the 2015/2016 education & training qualification achievement-rate provider data extracts and how the included aims dataset can be pivoted to show achievement rate, pass rate and retention rate for the fields on the dataset. These include those that are shown in the achievement rates dashboard. It also provides information about where the data in the datasets comes from.

Purpose of qualification achievement rates

2. Qualification achievement 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.

Purpose of minimum standards

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

4. 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 qualification achievement rate provider data extracts

5. The qualification achievement rates provider data extracts will be provisionally released on the Hub no later than 22 December 2016. They will be confirmed as final following the publication of the National QAR data in the Statistical First Release.

Distribution of qualification achievement rate provider data extracts

6. Qualification achievement rates provider data extracts are available for each provider of education & training that receives funding from us. Providers download their own provider data extracts, in a zipped file, from the Hub. The zipped file contains three files relating to education & training.

    i. A file containing details of all learning aims relating to this provider that were expected to complete, or that actually completed, in 2013/2014, 2014/2015 or 2015/2016, that are included in the qualification achievement rate calculations (subject to the value in the QAR_Status_Overall and QAR_Status_Timely columns)

    ii. A file containing details for all learning aims relating to this provider that were expected to complete, or that actually completed, in 2013/2014, 2014/2015 or 2015/2016, but that were excluded from the qualification achievement-rate calculations.

    iii. This document.

Exclusions from qualification achievement rates

7. Some learning aims are not included in calculations of the qualification achievement 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 education & training dataset production and data definitions document (at https://www.gov.uk/government/publications/sfa-qualification-achievement-rate-2015-to-2016-formerly-qsr).

Provider mergers and changes to learner reference numbers

8. Any mergers of further-education colleges, and changes to learner reference numbers, reported to us by 25 October 2016 using the learner reference number mapping document, or recorded in the 2013/2014, 2014/2015 or 2015/2016 ILR, have been applied to the final datasets.

Further Information

9. 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 achievement-rate and minimum-standards calculations

Calculating qualification achievement-rate, pass-rate and retention-rate percentages

10. The fields from the qualification achievement-rates provider data extract that are used in calculating overall qualification achievement, pass and retention rates are as follows.

- Hybrid_End_Year
  This field is the actual learning end year (Actual_End_Year), the expected learning end year (Expected_End_Year) or the reporting year (Year_Aim_Submitted) whichever is later.

- Overall_Leaver
  This field indicates whether a learning aim has ended (a learning aim has ended if a learning actual end date is present). Learning aims where Overall_Leaver is 1 are included in the overall qualification achievement-rate calculations.

- Overall_Achiever
  This field indicates whether a learning aim has been achieved (achieved learning aims have a Learning Outcome of 1 or 7).

- Overall_Completer
  This field indicates whether a learning aim has been successfully completed (successfully completed learning aims have a Completion Status of 2).

- QAR_Status_Overall

This indicates whether or not the record is included in the provider's education and training overall qualification achievement-rate calculations. Included aims have a setting of 'QAR Inclusions'.

11. For a given hybrid end year, the **overall** qualification achievement-rate percentage is calculated as follows.

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

In terms of the fields on the provider data extract, for a given hybrid end year (Hybrid_End_Year) the overall qualification achievement-rate percentage is calculated as follows.

$$\frac{\text{Number of learning aims where Overall\_Achiever is 1 And QAR\_Status\_Overall = 'QAR Inclusions'}}{\text{Number of learning aims where Overall\_Leaver is 1 And QAR\_Status\_Overall = 'QAR Inclusions'}} \times 100$$

12. For a given hybrid end year, the overall pass 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 fields on the provider data extract, for a given hybrid end year (Hybrid_End_Year), the overall pass-rate percentage is calculated as follows.

$$\frac{\text{Number of learning aims where Overall\_Achiever is 1 And QAR\_Status\_Overall = 'QAR Inclusions'}}{\text{Number of learning aims where Overall\_Completer is 1 And QAR\_Status\_Overall = 'QAR Inclusions'}} \times 100$$

13. For a given hybrid end year, the overall retention rate is calculated as follows.

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

In terms of the variables on the provider data extract, for a given hybrid end year (Hybrid_End_Year), the overall retention-rate percentage is calculated as follows.

$$\frac{\text{Number of learning aims where Overall\_Completer is 1 And QAR\_Status\_Overall = 'QAR Inclusions'}}{\text{Number of learning aims where Overall\_Leaver is 1 And QAR\_Status\_overall = 'QAR Inclusions'}} \times 100$$

14. The fields from the provider data extract that are used in calculating timely qualification achievement rates are as follows.

   - Expected_End_Year
     This field is the first calendar year of the academic period which the Learning Planned End Date falls in.

   - Timely_Leaver
     This field indicates whether a learning aim has been included in the qualification achievement-rate calculation. Learning aims where Timely_Leaver is 1 are included in the overall qualification achievement-rate calculations.

   - Timely_Achiever
     This field indicates whether a learning aim has been achieved.

   - QAR_Status_Timely
     This indicates whether or not the record is included in the provider's education and training timely qualification achievement-rate calculations. Included aims have a setting of 'QAR Inclusions'.

15. For a given expected end year the **timely** qualification achievement-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 provider data extract, for a given expected end year (Expected_End_Year) the timely qualification achievement-rate percentage is calculated as follows.

$$\frac{\text{Number of learning aims where Timely\_Achiever is 1 And QAR\_Status\_Timely = 'QAR Inclusions'}}{\text{Number of learning aims where Timely\_Leaver is 1 And QAR\_Status\_Timely = 'QAR Inclusions'}} \times 100$$

16. Pass rate and retention rate are not calculated for the timely measure.

Calculating the percentage of the cohort below the minimum standard threshold

17. Minimum standards use the overall qualification achievement rate and uses data for 2015/2016 only.

18. In the qualification achievement rates dataset an aim has been classified as below minimum standards if Leaver_Below_MS_Threshold is 1.

19. 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 achievement rate for individual learning aim references is below the minimum standards threshold for the qualification type (for example, A-level, Diploma).

20. If the 19+ age band's qualification achievement rate of a learning aim reference is below the minimum standard threshold, all the cohort for that learning aim reference are classified as being below the minimum standards threshold. The cohort number and the qualification achievement rate are highlighted in red in the minimum standards aim details page of the QAR dashboard. An example of this is shown below.

Qualification Type	Level	Learning Aim Reference	Learning Aim Title	Overall 2014/15 Provider QAR ▲	Cohort	Cohort Below Minimum Standards Threshold
AS Level	Level 3	50022222	GCE AS Level in General Studies A	0.0%	1	1
Award	Entry Level	50061197	Award in Personal and Social Development (Entry 3) (QCF)	0.0%	1	1

21. The table below shows the minimum standards tolerance for each qualification type.

Qualification type	Minimum standards threshold
Access to HE	70%
A-levels	75%
AS-levels	63%
Award	80%
Basic skills maths and English	63%
Certificate	80%
Diploma	70%
ESOL	70%
GCSE maths and English	75%
GCSE other	75%
QCF unit	85%
Other regulated	70%
Other non-regulated	85%

22. The cohort below the minimum standard threshold are then added together to give a figure for the total cohort below the minimum standards threshold for the provider.

23. The percentage of the cohort below the minimum standard threshold is then calculated as follows.

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

24. The percentage of the cohort below the minimum standard threshold is then compared to the minimum standards tolerance level, which is 40%.

25. If the percentage of the cohort below the minimum standard threshold is equal to or greater than the minimum standards tolerance, the provider's 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).

26. When provision is below minimum standards, the total percentage of the cohort below the minimum standards threshold highlighted in red on the summary page of the QAR dashboard. An example of this is shown below.

Minimum Standards	Cohort	Below Threshold	% Below Threshold
Apprenticeships	1,562	658	■ 42.1%
Education & Training	8,294	4875	■ 58.7%

27. 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 the cohort below the minimum standards threshold is less than the minimum standards tolerance.

| Qualification Type | Level | Learning Aim Reference | Learning Aim Title | Overall 2014/15 | | |
				Provider QAR	Cohort	Cohort Below Minimum Standards Threshold
Diploma	Level 2	50098160	Diploma in Vehicle Fitting Principles (QCF)	51.3%	40	40
Diploma	Level 2	50098184	Diploma in Light Vehicle Maintenance and Repair Principles (QCF)	73.6%	111	0
Diploma	Level 2	50098366	NVQ Diploma in Performing Engineering Operations (QCF)	85.3%	56	0

In this scenario, the qualification achievement rate of only one of the three learning aim references (50098160: Diploma in Vehicle Fitting Principles) falls below the minimum standard threshold for Diploma, which is 70%. The 40 cohort for this learning aim are classified as cohort below the minimum standards threshold.

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

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

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 the cohort below the minimum standards threshold is more than the minimum standards tolerance.

Qualification Type	Level	Learning Aim Reference	Learning Aim Title	Overall		
				2014/15		
				Provider QAR	Cohort	Cohort Below Minimum Standards Threshold
Diploma	Level 2	50098160	Diploma in Vehicle Fitting Principles (QCF)	51.3%	40	40
Diploma	Level 2	50098184	Diploma in Light Vehicle Maintenance and Repair Principles (QCF)	73.6%	111	0
Diploma	Level 2	50098366	NVQ Diploma in Performing Engineering Operations (QCF)	65.3%	56	56

In this scenario, the qualification achievement rate of two of the three learning aim references (50098160: Diploma in Vehicle Fitting Principles and 50098366: NVQ Diploma in Performing Engineering Operations) fall below the minimum standard threshold for Diploma, which is 70%. The 96 cohort for these learning aims are classified as cohort below the minimum standards threshold.

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

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

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 –Data file contents

Extract of qualification achievement-rate data used for producing the QAR dashboard

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

29. The file contains the following data fields.

Data field in included aims file	Description	Data item on the qualification achievement-rate dataset
Provision_Type	Type of provision in the file.	Set to 'E & T'.
CL_WPL	Indicates whether the aim is a classroom learning aim or a workplace learning aim.	Set to 'CL' or 'WPL'.
UKPRN	UK provider reference number (UKPRN).	UKPRN
Learner_Reference	Learner reference number.	LearnRefNumber

Data field in included aims file	Description	Data item on the qualification achievement-rate dataset
ULN	The unique learner number.	ULN
Academic_Year	The academic year.	Set to 2015/16.
Data_Source	The source of the record on the qualification achievement-rates dataset, which is the ILR or the LEOP dataset.	Set to 'ILR' .
Age_Group	A banding of the learner's age used for reporting.	Set to '16-18' or '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 health problem.	LLDDHealthProb
PrimaryLLDD	The primary learner disability, learning difficulty or and heath problem of the learner.	PrimaryLLDD
Free_Meals	Indicates that the learner is eligible for free meals, or is eligible and receiving free meals. 19+ learners are not eligible for free meals.	FreeMeals
EFA_Direct_Funded	Indicates that the learning aim has been funded by the Education Funding Agency in the year of the latest ILR returned for the learning aim.	EFA_Direct_Funded. Set to 1 if the aim is directly funded by the EFA, otherwise set to 0.
PriorAttain	The learner's prior attainment level. This field holds a code. The description of the code can be found in the ILR specification, which is available from the Skills Funding Agency website (at https://www.gov.uk/government/organisations/skills-funding-agency).	PriorAttain
Completion_Status	The completion status of the learning aim. This field holds a code. The description of the code can be found in the ILR specification.	CompStatus
Learning_Outcome	The learning outcome of the learning aim. This field holds a code. The description of the code can be found in the ILR specification.	Outcome
Outcome_Grade	The learning outcome grade of the learning aim.	OutGrade
Withdrawal_Reason	The reason learning ended. This field holds a code. The description of the code can be found in the ILR specification.	WithdrawalReason
Achievement_Rate_Status	The status of the learning aim for calculating qualification achievement rates. This field holds a code. The description of the code can be found in the 2014/2015 education and training dataset production specification (at Education and training QAR production specification 2015 to 2016 at (https://www.gov.uk/government/publications/sfa-qualification-achievement-rate-2015-to-2016-formerly-qsr)	D_AchieveRateStatus

Data field in included aims file	Description	Data item on the qualification achievement-rate dataset
Overdue_Continuing_Aim	Indicates whether the aim is an overdue continuing aim.	Overdue_Continuing_Aim
Overdue_Planned_Break	Indicates whether the aim is an overdue planned break.	Overdue_Planned_Break
Software_Supplier_Aim_ID	System generated globally unique identifier for the learning aim to enable data included on reports created by FIS and the Hub to be matched back to data in provider MIS.	SWSupAimID
Learning_Aim_Reference	The learning aim reference.	LearnAimRef
Learning_Aim_Description	The learning aim description.	LearnAimRefTitle
Programme_Type	The type of programme which the learner is undertaking. This field holds a code. The description of the code can be found in the ILR specification.	ProgType
Aim_Type	The type of aim. This field holds a code. The description of the code can be found in the ILR specification.	AimType
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. The categories are: • Access to HE • A-levels • AS-levels • Basic skills maths and English • Certificate • Diploma • GCSE maths and English • GCSE other • Award • ESOL • QCF unit • Other regulated • Other non-regulated	Qualification_Size
Maths_English	Indicates whether a learning aim is a mathematics or English learning aim. Only set for qualification types of 'GCSE Maths and English' and 'Basic Skills Maths and English'.	Maths_English. Set to 'E' or 'M'.
Report_Level	The levels used on the qualification achievement-rate dashboard. • Set to 'Entry and 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.

Data field in included aims file	Description	Data item on the qualification achievement-rate dataset
Full_Level_2	Identifies whether the learning aim is a full level 2.	D_Fulllevel2. Set to 1 if the aim is a full level 2, otherwise set to 0.
Full_Level_3	Identifies whether the learning aim is a full level 3.	D_Fullllevel3. Set to 1 if the aim is a full level 3, otherwise set to 0.
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
Learner_Home_Region	The name of the region which contains the learner's home postcode.	L_PriorPcode_GOR
Learner_Home_LA	The name of the local authority district which contains the learner's home postcode.	L_PriorPcode_LocalAuthority
Delivery_Location_Postcode	The postcode of the delivery location.	DelLocPostCode
Delivery_Region	The name of the region which contains the delivery location postcode.	Derived from DelLocPostCode_GOR
Delivery_LA	The name of the local authority district which contains the delivery location postcode.	Derived from DelLocPostCode_LocalAuthority
Year_Aim_Submitted	The academic year which the aim was submitted in.	YearAimSubmitted
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. The field contains only the first year in an academic year. For instance 2012 refers to academic year 2012/13.	P_Actendyr
Expected_End_Year	Expected end year – the academic year the learning aim is expected to be completed in. The field contains only the first year in an academic year. For instance 2013 refers to academic year 2013/14.	P_Expendyr.
Hybrid_End_Year	Hybrid end year, which is the expected end year, the actual end year or reporting year, whichever is later. The field contains only the first year in an academic year. For instance 2014 refers to academic year 2014/15.	P_Hybridendyr
Overall_Leaver	For the overall qualification achievement-rate measure, this indicates whether the learning	P_Count_Overall

Data field in included aims file	Description	Data item on the qualification achievement-rate dataset
	aim counts towards the overall qualification achievement rate. If Overall_Leaver is 1 and QAR_Status_Overall is 'QAR Inclusions', the learning aim counts towards the overall qualification achievement rate.	
Overall_Achiever	For the overall qualification achievement-rate measure, this indicates whether the learning aim has been achieved. If Overall_Leaver is 1 and QAR_Overall_Status is 'QAR Inclusions', the learning aim has been achieved.	P_Ach_Overall
Overall_Completer	For the overall qualification achievement-rate measure, this indicates that the learning aim has been completed. If Overall_Completer is 1 and QAR_Overall_Status is 'QAR Inclusions', the learning aim has been completed.	P_Complete_Overall
Leaver_Below_MS_Threshold	This indicates whether the overall qualification achievement rate for a learning aim is lower than the minimum standards threshold. If Leaver_Below_MS_Threshold is 1 and QAR_Status_Overall is 'QAR Inclusions', the overall qualification achievement rate for the learning aim is below the minimum standards threshold.	This is derived, as described in paragraphs 17 to 25.
Timely_Leaver	For the timely qualification achievement-rate measure, this indicates whether the learning aim should be counted towards the timely qualification achievement rate. If Timely_Leaver is 1 and QAR_Status_Timely is 'QAR Inclusions', the learning aim will be counted towards the timely qualification achievement rate.	P_Count_Timely
Timely_Achiever	For the timely qualification achievement-rate measure, this indicates whether the learning aim has been achieved. If Timely_Leaver is 1 and QAR_Status_Timely is 'QAR Inclusions', the learning aim has been achieved.	P_Ach_Timely
QAR_Status_Overall	Indicates whether or not the record is included in the provider's education and training overall qualification achievement-rate calculations. Either 'QAR Inclusions' or 'QAR Exclusions'	QAR_Status_Overall
QAR_Status_Timely	Indicates whether or not the record is included in the provider's education and training timely qualification achievement-rate calculations. Either 'QAR Inclusions' or 'QAR Exclusions'	QAR_Status_Timely

Learning aims excluded from qualification achievement rates

30. The data not used to work out qualification achievement rates is provided as a CSV file. The file contains all the learning aims that are not included in the qualification achievement-rate calculations.

31. The file contains the following data fields.

Data field in excluded aims file	Description	Data item on the qualification achievement-rate dataset
Provision_Type	The type of provision in the file.	Set to 'E & T'.
CL_WPL	Indicates whether the aim is a classroom learning aim or a workplace learning aim.	Set to 'CL' or 'WPL'.
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 2015/16.
Data_Source	The source of the record on the qualification achievement-rates dataset, which is the ILR dataset.	Set to 'ILR'.
Age_Group	A banding of the learner's age used for reporting.	Set to '16-18' or '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 health problem.	LLDDHealthProb
PrimaryLLDD	The primary learner disability, learning difficulty or and heath problem of the learner.	PrimaryLLDD
Free_Meals	Indicates that the learner is eligible for free meals, or is eligible and receiving free meals. 19+ learners are not eligible for free meals.	FreeMeals
EFA_Direct_Funded	Indicates that the learning aim has been funded by the Education Funding Agency in the year of the latest ILR returned for the learning aim.	EFA_Direct_Funded. Set to 1 if the aim is directly funded by the EFA, otherwise set to 0.
PriorAttain	The learner's prior attainment level. This field holds a code. The description of the code can be found in the ILR specification, which is available from the Skills Funding Agency website (at https://www.gov.uk/government/organisations/skills-funding-agency).	PriorAttain
Completion_Status	The completion status of the learning aim. This field holds a code. The description of the code can be found in the ILR specification.	CompStatus
Learning_Outcome	The learning outcome of the learning aim. This field holds a code. The description of the code can be found in the ILR specification.	Outcome
Outcome_Grade	The learning outcome grade of the learning aim.	OutGrade

Data field in excluded aims file	Description	Data item on the qualification achievement-rate dataset
Withdrawal_Reason	The reason learning ended. This field holds a code. The description of the code can be found in the ILR specification.	WithdrawalReason
Achievement_Rate_Status	The status of the learning aim for calculating qualification achievement rates. This field holds a code. The description of the code can be found in the Education and training QAR production specification 2015 to 2016 at (https://www.gov.uk/government/publications/sfa-qualification-achievement-rate-2015-to-2016-formerly-qsr)	D_AchieveRateStatus
Overdue_Continuing_Aim	Indicates whether the aim is an overdue continuing aim.	Overdue_Continuing_Aim
Overdue_Planned_Break	Indicates whether the aim is an overdue planned break.	Overdue_Planned_Break
Software_Supplier_Aim_ID	The status of the learning aim for calculating qualification achievement rates.	SWSupAimID
Learning_Aim_Reference	The learning aim reference.	LearnAimRef
Learning_Aim_Description	The learning aim description.	LearnAimRefTitle
Programme_Type	The type of programme which the learner is undertaking. This field holds a code. The description of the code can be found in the ILR specification.	ProgType
Aim_Type	The type of aim. This field holds a code. The description of the code can be found in the ILR specification.	AimType
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. The categories are: • Access to HE • A-levels • AS-levels • Basic skills maths and English • Certificate • Diploma • GCSE maths and English • GCSE other • Award • ESOL • QCF unit • Other regulated • Other non-regulated	Qualification_Size
Maths_English	Indicates whether a learning aim is a mathematics or English learning aim. Only set for qualification types of 'GCSE Maths and English' and 'Basic Skills Maths and English'.	Maths_English

Data field in excluded aims file	Description	Data item on the qualification achievement-rate dataset
Report_Level	The levels used on the qualification achievement rate dashboard. • Set to 'Entry and 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	Indicates whether the learning aim is a full level 2.	D_Fulllevel2. Set to 1 if the aim is a full level 2, otherwise set to 0.
Full_Level_3	Indicates whether the learning aim is a full level 3.	D_Fulllevel3. Set to 1 if the aim is a full level 3, otherwise set to 0.
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
Learner_Home_Region	The name of the region which contains the learner's home postcode.	L_PriorPcode_GOR
Learner_Home_LA	The name of the local authority district which contains the learner's home postcode.	L_PriorPcode_LocalAuthority
Delivery_Location_Postcode	The postcode of the delivery location.	DelLocPostCode
Delivery_Region	The name of the region which contains the delivery location postcode.	Derived from DelLocPostCode_GOR
Delivery_LA	The name of the local authority district which contains the delivery location postcode.	Derived from DelLocPostCode_LocalAuthority
Year_Aim_Submitted	The academic year which the aim was submitted in.	YearAimSubmitted
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. The field contains only the first year in an academic year. For instance 2012 refers to academic year 2012/13.	P_Actendyr
Expected_End_Year	Expected end year – the academic year the	P_Expendyr

Data field in excluded aims file	Description	Data item on the qualification achievement-rate dataset
	learning aim is expected to be completed in. The field contains only the first year in an academic year. For instance 2013 refers to academic year 2013/14.	
Hybrid_End_Year	Hybrid end year, which is the expected end year, the actual end year or the reporting year, whichever is later. The field contains only the first year in an academic year. For instance 2014 refers to academic year 2014/15.	P_Hybridendyr
The following fields identify the reasons why the learning aim was not included in the qualification achievement-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
CL_Excl	Indicates that the learning aim is funded by the Community Learning budget.	CL_Excl
Component_Aim_Excl	Indicates that the learning aim is a component aim that is not included in qualification achievement rates.	Component_Aim_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
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 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 Investment Programme aim.	JIP_Excl
JSA_ESA_UC_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_UC_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
Non_Reg_ESOL_Excl	Indicates that the learning aim is a non-regulated ESOL funding aim.	Non_Reg_ESOL_Excl
Not_Funded_Excl	Indicates that the learning aim is not funded. Learning aims financed by a 24+ advanced	Not_Funded_Excl

Data field in excluded aims file	Description	Data item on the qualification achievement-rate dataset
	learning loan are considered as funded.	
Pilot_Excl	Indicates that the learning aim is learning technologies pilot aim or a work skills aim.	Pilot_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
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 4 – Analysing Achievement Rates using an Excel Pivot Table

Updating the provider data extract files to replace codes with descriptions

32. Some fields on the provider data extract file contain codes instead of descriptions. To make the contents of these fields easier to understand when shown in the pivot table the codes should be replaced by a description. Refer to the ILR specification, which is available from the Skills Funding Agency website (at https://www.gov.uk/government/organisations/skills-funding-agency).

33. Fields where codes could be replaced by a description are:

    - The **Full_Level_2** field, which contains values of 1 and 0. 1 should be replaced by 'Full level 2' and 0 should be replaced by 'Not full level 2'.
    - The **Full_Level_3** field, which contains values of 1 and 0. 1 should be replaced by 'Full level 3' and 0 should be replaced by 'Not full level 3'.
    - The **Maths_English** field, which contains the values 'E' and 'M'. 'E' should be replaced by 'English' and 'M' should be replaced by 'Mathematics'.

34. The **Expected_End_Year** and **Hybrid_End_Year** only contain the first year of an academic year, for example 2013. The year should be replaced by the full year name, for example, 2013 should be replaced by 2013/14.

Creating an achievement rates pivot table in Microsoft Excel

35. In order to view achievement rates, pass rates and retention rates using the data on the provider data extract file it is necessary to create a pivot table in Excel. The steps required to do this are shown below.

36. The provider data extract file is in csv format. In order to create a pivot table the file must be opened in Microsoft Excel and saved as an Excel file.

37. Open the Excel format file and select 'Pivot Table' from the Insert menu.
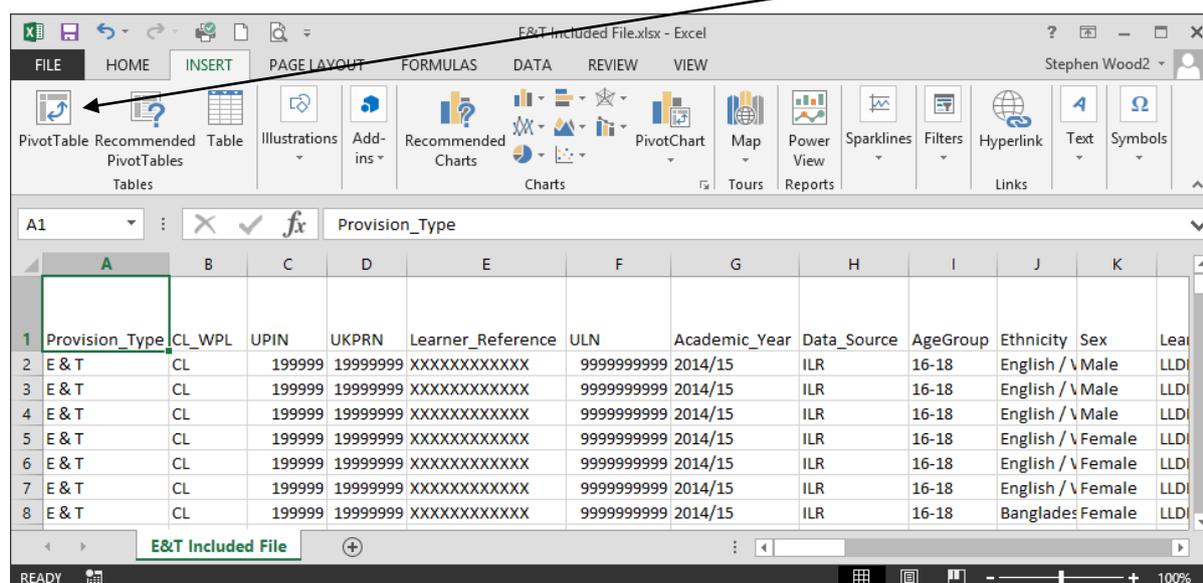
38. The Create Pivot Table dialog box will be shown. Click 'OK' to create the pivot table in a separate worksheet.
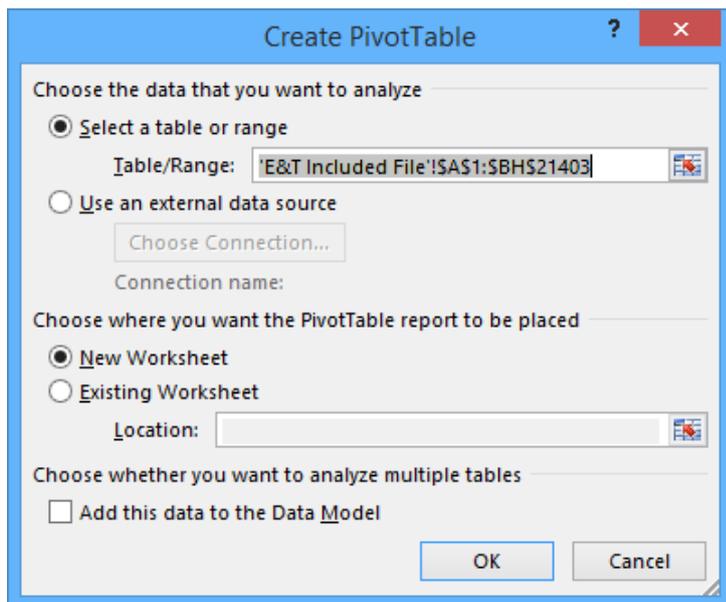
Creating the achievement rate, pass rate and retention rate fields

39. The achievement rate, pass rate and retention rate have to be added to the pivot table as calculated fields. The steps to do this are shown below.

40. On the Pivot Table Tools menu select 'Fields, Items & Sets' in the Calculate menu, and then select 'Calculated Field'.
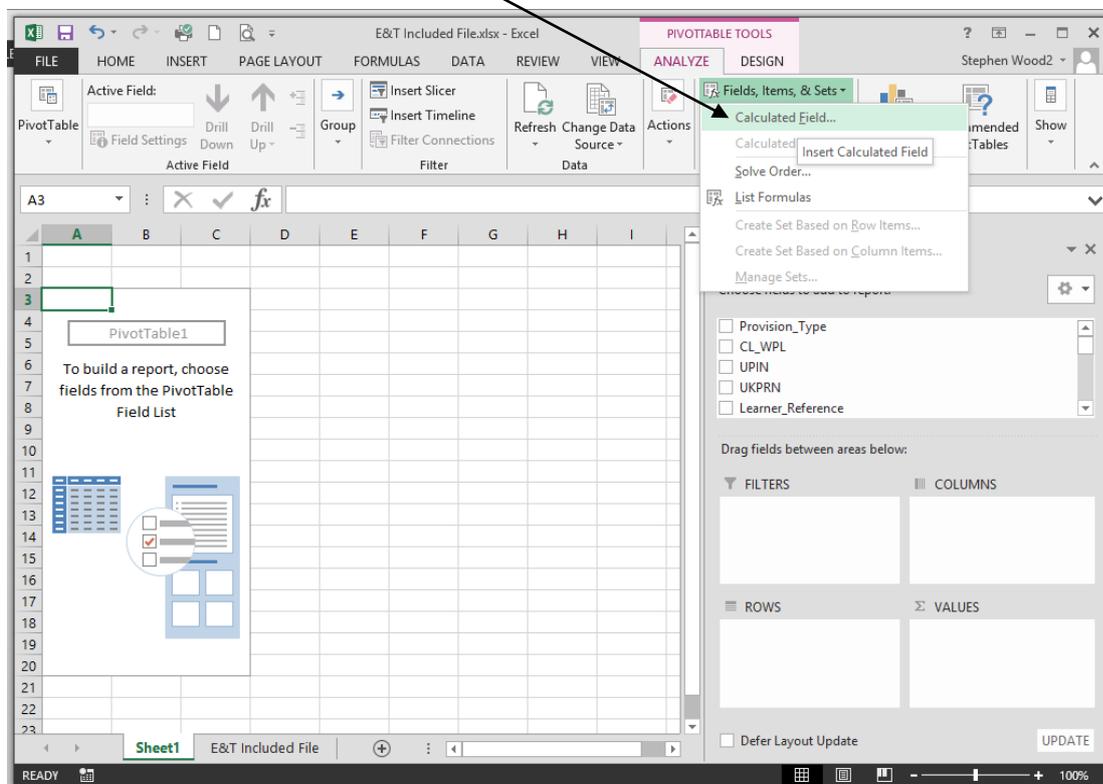
41. Using the 'Insert Calculated Field' dialog box create calculated fields for overall achievement rate, overall pass rate, overall retention rate and timely achievement rate. The calculations are shown below.

- Overall achievement rate is 'Overall_Achiever / Overall_Leaver'
- Overall pass rate is 'Overall_Achiever / Overall_Completer'
- Overall retention rate is 'Overall_Completer / Overall_Leaver'
- Timely achievement rate is 'Timely_Achiever / Timely_Leaver'

The dialog box shows the creation of the overall achievement rate field.
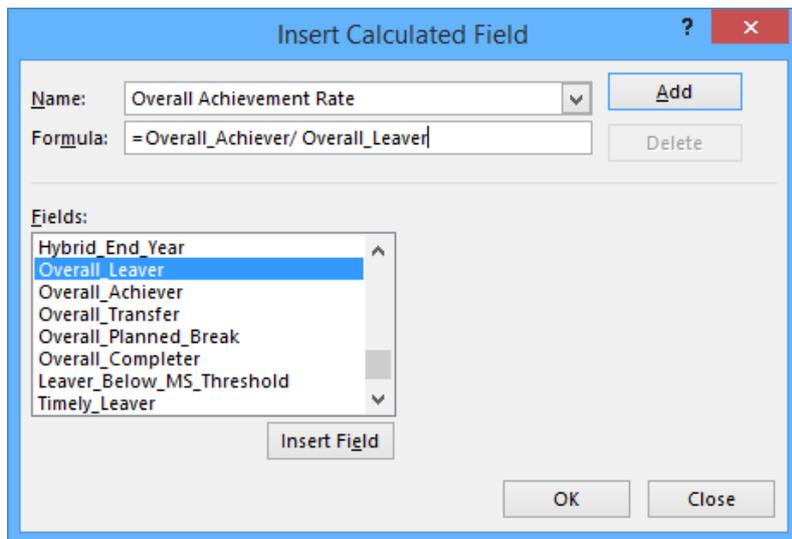
42. The overall achievement rate, overall pass rate, overall retention rate and timely achievement rate fields will appear at the end of the list of pivot table fields.
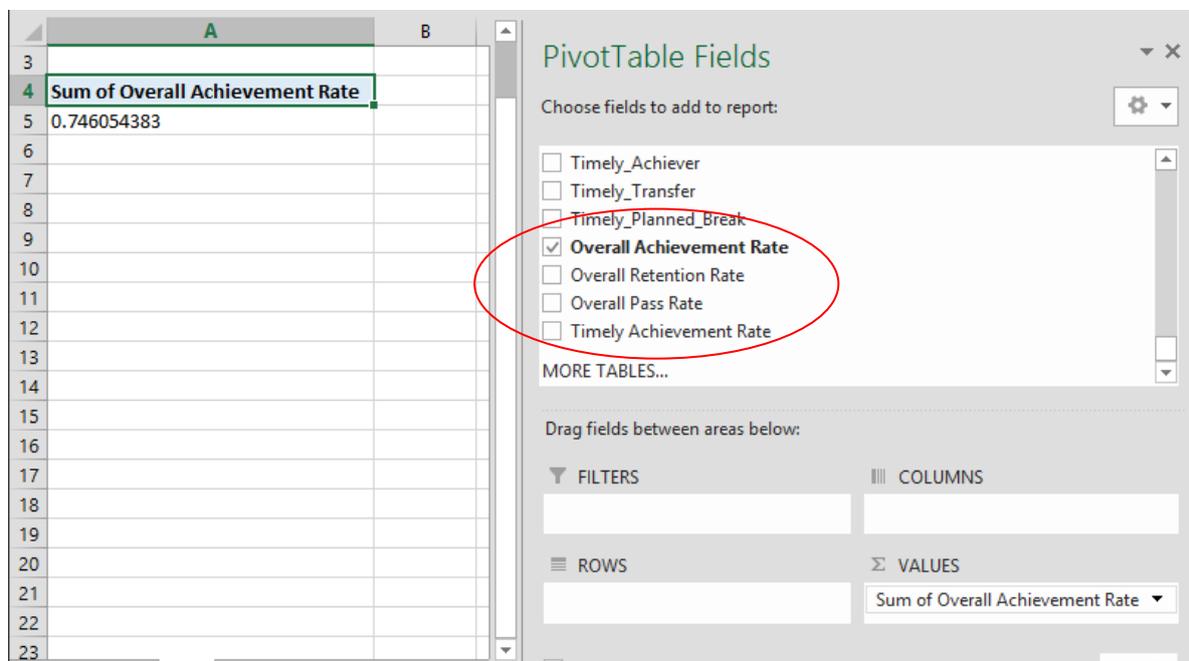
43. The fields are unformatted when output in the pivot table. The fields are formatted using 'Value Field Settings', which is selected from the menu displayed by right clicking the rate value.
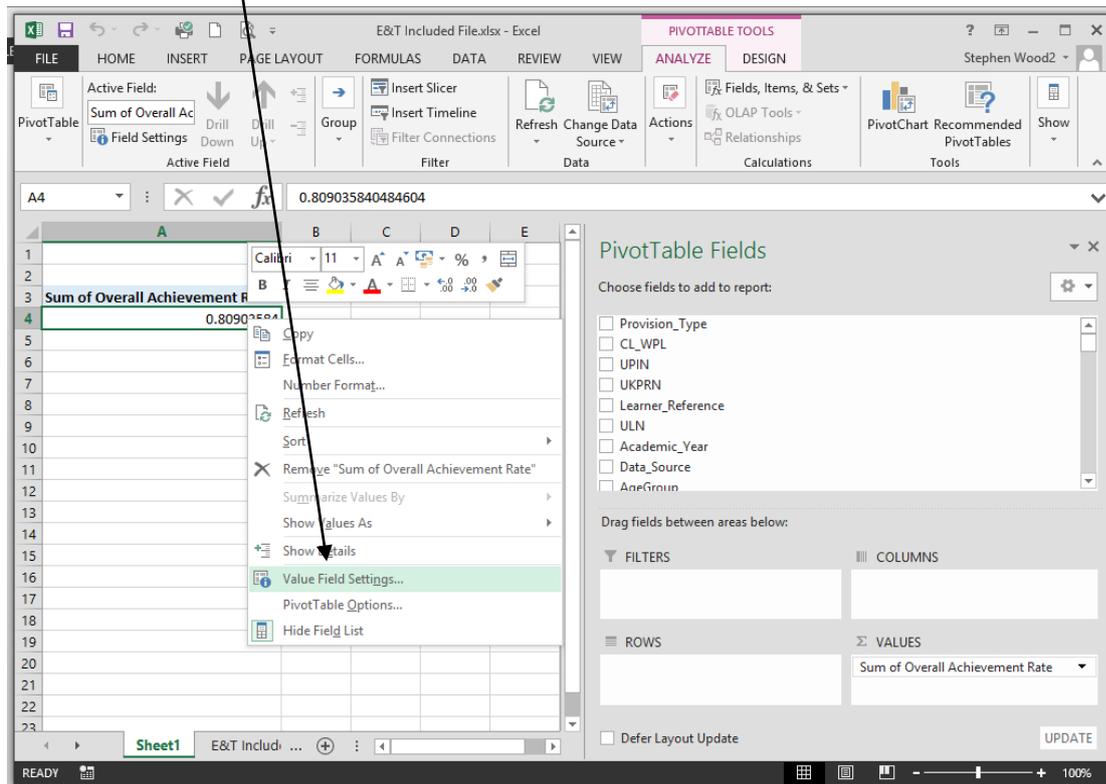
44. On the 'Value Field Settings dialog box select 'Number Format' and format the fields as percentages, to 1 decimal place.
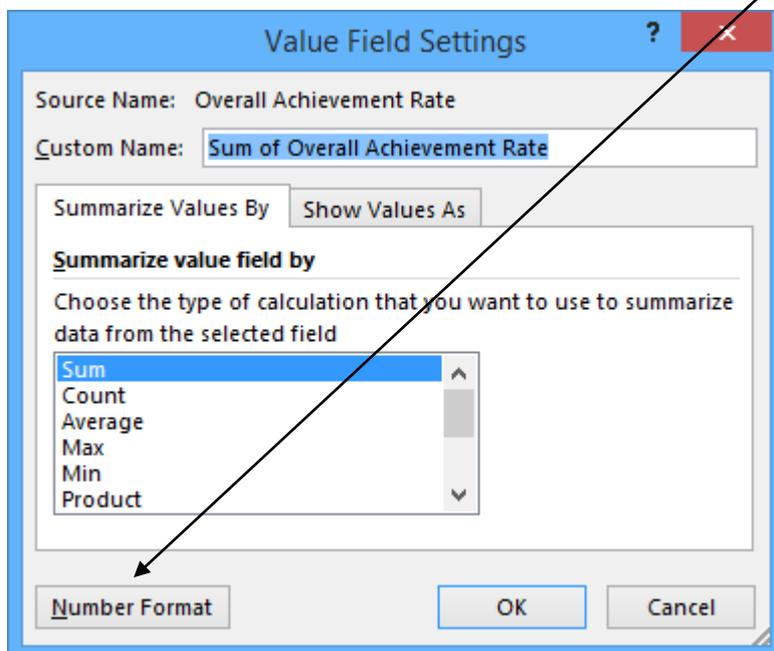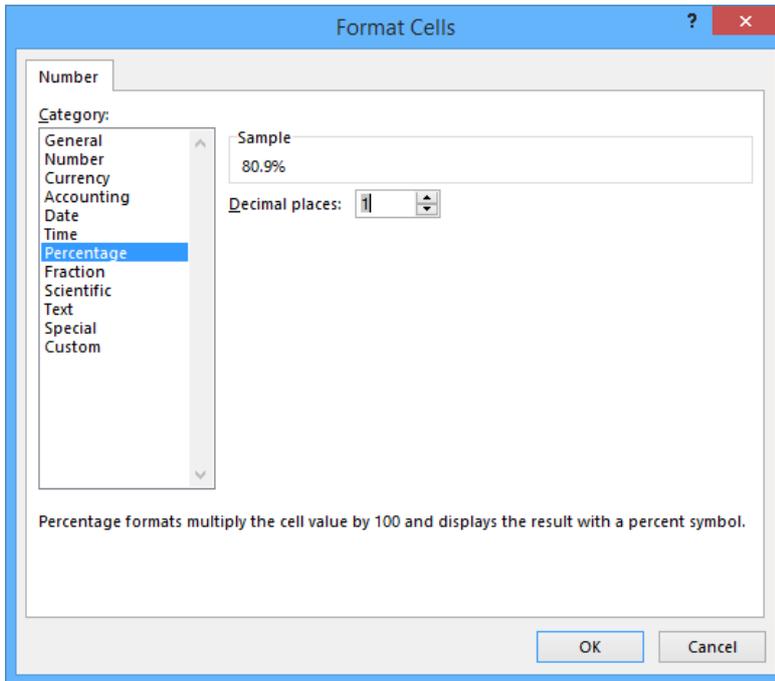
Showing the overall achievement, pass and retention rates in the pivot table

45. The **hybrid end year** must be used when showing the overall achievement rate, overall pass rate and overall retention rate. Note that that continuing aims have a hybrid end date of 2015.5. Continuing aims are present in the provider data extract as they are included in the timely achievement rate calculation. Please note that you must add the QAR_Status_Overall field to the pivot filter area and set this to 'QAR Inclusions'

46. There are two ways of showing the three year rate trend, as rows or as columns. The format chosen will depend on the other dimensions being displayed.

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

48. When data is first shown in the pivot table a 'Grand Total' value will be shown. As a grand total is not relevant to qualification achievement rates it should be removed. The field is removed by right clicking on the 'Grand Totals' cell and selecting 'Remove Grand Total'

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

Showing the timely achievement rate in the pivot table

50. The **expected end year** must be used when showing the timely achievement rate.

51. There are two ways of showing the three year rate trend, as rows or as columns. The format chosen will depend on the other dimensions being displayed.

52. To show trend data in columns the pivot table should be set up as shown. Please note that you must add the QAR_Status_Timely field to the pivot filter area and set this to 'QAR Inclusions'

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

Examples of ways to configure the pivot table

54. The following screenshots show how to configure the pivot table to show overall cohort and overall achievement rates for a number of dimensions. These are:

- Sector subject area tier 1
- Sector subject area tier 2
- Level
- Qualification type
- Qualification type and level
- Map code description by qualification type and level
- Maths and English qualification types split by English and mathematics
- Full level 2
- Full level 3
- Age group
- Ethnicity
- Sex
- Learning difficulties (LLDD)
- Subcontractor
- Learner home region and learner home local authority district
- Delivery region and delivery local authority district

55. In the following screenshots '#DIV/0!' is shown in some of the overall achievement rate fields. This is because the number of overall cohort is zero and Excel is trying to divide by zero.

Sector subject area tier 1

		Column Labels		
Row Labels		2013	2014	2015
01 - Health, Public Services and Care				
Sum of Overall_Leaver		13	3	10
Sum of Overall Achievement Rate		84.6%	66.7%	90.0%
06 - Information and Communication Technology				
Sum of Overall_Leaver		547	315	290
Sum of Overall Achievement Rate		89.4%	84.4%	89.0%
07 - Retail and Commercial Enterprise				
Sum of Overall_Leaver		39	9	66
Sum of Overall Achievement Rate		89.7%	66.7%	98.5%
13 - Education and Training				
Sum of Overall_Leaver		3		2
Sum of Overall Achievement Rate		100.0%	#DIV/0!	0.0%
14 - Preparation for Life and Work				
Sum of Overall_Leaver		278	640	556
Sum of Overall Achievement Rate		96.8%	88.3%	93.3%
15 - Business, Administration and Law				
Sum of Overall_Leaver		34	36	71
Sum of Overall Achievement Rate		94.1%	83.3%	80.3%

QAR_Status_Overall — QAR Inclusions

PivotTable Fields

Choose fields to add to report:

- ☐ Map_Code
- ☐ Map_Code_Desc
- ☐ Notional_NVQ_Level
- ☐ Qualification_Type
- ☐ Maths_English
- ☐ Report_Level
- ☐ Full_Level_2
- ☐ Full_Level_3
- ☑ Sector_Subject_Area_Tier_1
- ☐ Sector_Subject_Area_Tier_2
- ☐ Subcontractor_UKPRN

Drag fields between areas below:

FILTERS: QAR_Status_Overall
COLUMNS: Hybrid_End_Year
ROWS: Sector_Subject_Area_Tier_1 / Σ Values
VALUES: Sum of Overall_Leaver / Sum of Overall Achievemen...

Sector subject area tier 2

		Column Labels		
Row Labels		2013	2014	2015
01.3 - Health and Social Care				
Sum of Overall_Leaver		13	3	10
Sum of Overall Achievement Rate		84.6%	66.7%	90.0%
06.1 - ICT Practitioners				
Sum of Overall_Leaver		215	143	162
Sum of Overall Achievement Rate		88.8%	81.8%	85.8%
06.2 - ICT for Users				
Sum of Overall_Leaver		332	172	128
Sum of Overall Achievement Rate		89.8%	86.6%	93.0%
07.1 - Retailing and Wholesaling				
Sum of Overall_Leaver		39	9	66
Sum of Overall Achievement Rate		89.7%	66.7%	98.5%
13.1 - Teaching and Lecturing				
Sum of Overall_Leaver		3		2
Sum of Overall Achievement Rate		100.0%	#DIV/0!	0.0%
14.1 - Foundations for Learning and Life				
Sum of Overall_Leaver		56	400	436
Sum of Overall Achievement Rate		87.5%	86.0%	91.7%
14.2 - Preparation for Work				
Sum of Overall_Leaver		222	240	120
Sum of Overall Achievement Rate		99.1%	92.1%	99.2%
15.2 - Administration				

QAR_Status_Overall — QAR Inclusions

PivotTable Fields

Choose fields to add to report:

- ☐ Map_Code
- ☐ Map_Code_Desc
- ☐ Notional_NVQ_Level
- ☐ Qualification_Type
- ☐ Maths_English
- ☐ Report_Level
- ☐ Full_Level_2
- ☐ Full_Level_3
- ☐ Sector_Subject_Area_Tier_1
- ☑ **Sector_Subject_Area_Tier_2**
- ☐ Subcontractor_UKPRN
- ☐ Subcontractor_Name

Drag fields between areas below:

FILTERS: QAR_Status_Overall
COLUMNS: Hybrid_End_Year
ROWS: Sector_Subject_Area_Tier_2 / Σ Values
VALUES: Sum of Overall_Leaver / Sum of Overall Achievemen...

Level

Row Labels		Column Labels		
		2013	2014	2015
Entry and Level 1				
Sum of Overall_Leaver		437	678	572
Sum of Overall Achievement Rate		95.4%	88.8%	95.1%
Level 2				
Sum of Overall_Leaver		339	192	228
Sum of Overall Achievement Rate		91.2%	80.7%	92.1%
Level 3				
Sum of Overall_Leaver		96	110	161
Sum of Overall Achievement Rate		81.3%	84.5%	82.0%
Level 4 or Higher				
Sum of Overall_Leaver		42	23	34
Sum of Overall Achievement Rate		83.3%	82.6%	64.7%

Qualification type

Row Labels		Column Labels		
		2013	2014	2015
Award				
Sum of Overall_Leaver		215	129	64
Sum of Overall Achievement Rate		92.6%	91.5%	93.8%
Basic Skills Maths and English				
Sum of Overall_Leaver		24	122	117
Sum of Overall Achievement Rate		87.5%	84.4%	81.2%
Certificate				
Sum of Overall_Leaver		419	327	176
Sum of Overall Achievement Rate		93.3%	87.5%	93.8%
Diploma				
Sum of Overall_Leaver		216	147	192
Sum of Overall Achievement Rate		88.9%	82.3%	81.8%
ESOL				
Sum of Overall_Leaver		32	278	319
Sum of Overall Achievement Rate		87.5%	86.7%	95.6%
Other Non-Regulated				
Sum of Overall_Leaver				21
Sum of Overall Achievement Rate		#DIV/0!	#DIV/0!	100.0%
Other Regulated				
Sum of Overall_Leaver				4
Sum of Overall Achievement Rate		#DIV/0!	#DIV/0!	100.0%
QCF Unit				

Qualification type and level

J	K	L	M
	QAR_Status_Overall	QAR Inclusions	
		Column Labels	
	Row Labels	2013	2014
	⊟ Award		
	Entry and Level 1		
	Sum of Overall_Leaver	212	129
	Sum of Overall Achievement Rate	92.5%	91.5%
	Level 4 or Higher		
	Sum of Overall_Leaver	3	
	Sum of Overall Achievement Rate	100.0%	#DIV/0!
	Award Sum of Overall_Leaver	215	129
	Award Sum of Overall Achievement Rate	92.6%	91.5%
	⊟ Basic Skills Maths and English		
	Entry and Level 1		
	Sum of Overall_Leaver	9	71
	Sum of Overall Achievement Rate	88.9%	85.9%
	Level 2		
	Sum of Overall_Leaver	15	51
	Sum of Overall Achievement Rate	86.7%	82.4%
	Basic Skills Maths and English Sum of Overall_Leaver	24	122
	Basic Skills Maths and English Sum of Overall Achievement Rate	87.5%	84.4%
	⊟ Certificate		
	Entry and Level 1		
	Sum of Overall_Leaver	198	202
	Sum of Overall Achievement Rate	99.0%	91.1%
	Level 2		

PivotTable Fields

Choose fields to add to report:

- ☐ Programme_Type
- ☐ Aim_Type
- ☐ Map_Code
- ☐ Map_Code_Desc
- ☐ Notional_NVQ_Level
- ☑ Qualification_Type
- ☐ Maths_English
- ☑ Report_Level
- ☐ Full_Level_2
- ☐ Full_Level_3
- ☐ Sector_Subject_Area_Tier_1
- ☐ Sector_Subject_Area_Tier_2

Drag fields between areas below:

▼ FILTERS	‖‖ COLUMNS
QAR_Status_Overall	Hybrid_End_Year

≡ ROWS	Σ VALUES
Qualification_Type	Sum of Overall_Leaver
Report_Level	Sum of Overall Achievemen...
Σ Values	

Map code description by qualification type and level

J	K
	QAR_Status_Overall
	Row Labels
	⊟ Award
	⊟ Entry and Level 1
	Award in Computer and Online Basics (ITQ) (Entry 3) (QCF)
	Sum of Overall_Leaver
	Sum of Overall Achievement Rate
	Award in Digital Skills (ITQ) (Entry 3) (QCF)
	Sum of Overall_Leaver
	Sum of Overall Achievement Rate
	Award in IT User Skills (ECDL Essentials) (ITQ) (QCF)
	Sum of Overall_Leaver
	Sum of Overall Achievement Rate
	Award in Preparing for Employment (QCF)
	Sum of Overall_Leaver
	Sum of Overall Achievement Rate
	BTEC 6-credit Award in WorkSkills (QCF)
	Sum of Overall_Leaver
	Sum of Overall Achievement Rate
	ECDL Award in IT User Skills (QCF)
	Sum of Overall_Leaver
	Sum of Overall Achievement Rate
	Entry and Level 1 Sum of Overall_Leaver
	Entry and Level 1 Sum of Overall Achievement Rate
	⊟ Level 4 or Higher
	Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF)

PivotTable Fields

Choose fields to add to report:

- ☐ Programme_Type
- ☐ Aim_Type
- ☐ Map_Code
- ☑ Map_Code_Desc
- ☐ Notional_NVQ_Level
- ☑ Qualification_Type
- ☐ Maths_English
- ☑ Report_Level
- ☐ Full_Level_2
- ☐ Full_Level_3
- ☐ Sector_Subject_Area_Tier_1
- ☐ Sector_Subject_Area_Tier_2

Drag fields between areas below:

▼ FILTERS	‖‖ COLUMNS
QAR_Status_Overall	Hybrid_End_Year

≡ ROWS	Σ VALUES
Qualification_Type	Sum of Overall_Leaver
Report_Level	Sum of Overall Achievemen...
Map_Code_Desc	
Σ Values	

Maths and English qualification types split by English and mathematics

56. In order to select just the 'Basic Skills Maths and English' and 'GCSE Maths and English' qualification types a filter needs to be applied. Click the downward arrow to display the filter pop-up screen and select the required qualification types.

Full level 2

If you have not changed codes to a more meaningful description as described at the beginning of this section the pivot will show the codes.

QAR_Status_Overall	QAR Inclusions			
	Column Labels			
Row Labels		**2013**	**2014**	**2015**
0				
Sum of Overall_Leaver		612	864	906
Sum of Overall Achievement Rate		91.8%	87.7%	90.8%
1				
Sum of Overall_Leaver		302	139	89
Sum of Overall Achievement Rate		91.7%	79.9%	95.5%

PivotTable Fields

Choose fields to add to report:

- ☐ Notional_NVQ_Level
- ☐ Qualification_Type
- ☐ Maths_English
- ☐ Report_Level
- ☑ **Full_Level_2**
- ☐ Full_Level_3
- ☐ Sector_Subject_Area_Tier_1
- ☐ Sector_Subject_Area_Tier_2
- ☐ Subcontractor_UKPRN
- ☐ Subcontractor_Name
- ☐ Learner_Home_Postcode

Drag fields between areas below:

▼ FILTERS	||| COLUMNS
QAR_Status_Overall ▼	Hybrid_End_Year ▼

≡ ROWS	Σ VALUES
Full_Level_2 ▼	Sum of Overall_Leaver ▼
Σ Values ▼	Sum of Overall Achievemen... ▼

You can of course edit the pivot labels directly

QAR_Status_Overall	QAR Inclusions			
	Column Labels			
Row Labels		**2013**	**2014**	**2015**
Not Full Level 2				
Sum of Overall_Leaver		612	864	906
Sum of Overall Achievement Rate		91.8%	87.7%	90.8%
Full Level 2				
Sum of Overall_Leaver		302	139	89
Sum of Overall Achievement Rate		91.7%	79.9%	95.5%

PivotTable Fields

Choose fields to add to report:

- ☐ Notional_NVQ_Level
- ☐ Qualification_Type
- ☐ Maths_English
- ☐ Report_Level
- ☑ **Full_Level_2**
- ☐ Full_Level_3
- ☐ Sector_Subject_Area_Tier_1
- ☐ Sector_Subject_Area_Tier_2
- ☐ Subcontractor_UKPRN
- ☐ Subcontractor_Name
- ☐ Learner_Home_Postcode

Drag fields between areas below:

▼ FILTERS	||| COLUMNS
QAR_Status_Overall ▼	Hybrid_End_Year ▼

≡ ROWS	Σ VALUES
Full_Level_2 ▼	Sum of Overall_Leaver ▼
Σ Values ▼	Sum of Overall Achievemen... ▼

Full level 3

Row Labels	Column Labels	2013	2014	2015
Not Full Level 3				
Sum of Overall_Leaver		839	910	865
Sum of Overall Achievement Rate		92.6%	86.8%	92.9%
Full Level 3				
Sum of Overall_Leaver		75	93	130
Sum of Overall Achievement Rate		82.7%	84.9%	80.0%

QAR_Status_Overall — QAR Inclusions

PivotTable Fields

Choose fields to add to report:

- Qualification_Type
- Maths_English
- Report_Level
- Full_Level_2
- ☑ **Full_Level_3**
- Sector_Subject_Area_Tier_1
- Sector_Subject_Area_Tier_2
- Subcontractor_UKPRN
- Subcontractor_Name
- Learner_Home_Postcode
- Learner_Home_Region

Drag fields between areas below:

FILTERS: QAR_Status_Overall
COLUMNS: Hybrid_End_Year
ROWS: Full_Level_3 / Σ Values
VALUES: Sum of Overall_Leaver / Sum of Overall Achievemen...

Age group

Row Labels	Column Labels	2013	2014	2015
16-18				
Sum of Overall_Leaver		34	73	95
Sum of Overall Achievement Rate		91.2%	93.2%	95.8%
19+				
Sum of Overall_Leaver		880	930	900
Sum of Overall Achievement Rate		91.8%	86.1%	90.8%

QAR_Status_Overall — QAR Inclusions

PivotTable Fields

Choose fields to add to report:

- UKPRN
- Learner_Reference
- ULN
- Academic_Year
- Data_Source
- ☑ **AgeGroup**
- Ethnicity
- Sex
- Learning_Difficulties
- PrimaryLLDD
- Free_Meals

Drag fields between areas below:

FILTERS: QAR_Status_Overall
COLUMNS: Hybrid_End_Year
ROWS: AgeGroup / Σ Values
VALUES: Sum of Overall_Leaver / Sum of Overall Achievemen...

Ethnicity

Row Labels		2013	2014	2015
African				
Sum of Overall_Leaver		171	170	232
Sum of Overall Achievement Rate		88.9%	87.1%	92.2%
Any other Asian Background				
Sum of Overall_Leaver		29	69	72
Sum of Overall Achievement Rate		89.7%	84.1%	97.2%
Any other Black/African/Caribbean Background				
Sum of Overall_Leaver		34	19	28
Sum of Overall Achievement Rate		82.4%	84.2%	92.9%
Any other ethnic group				
Sum of Overall_Leaver		45	50	89
Sum of Overall Achievement Rate		86.7%	88.0%	93.3%
Any other Mixed / multiple ethnic background				
Sum of Overall_Leaver		8	11	15
Sum of Overall Achievement Rate		87.5%	81.8%	93.3%
Any Other White Background				
Sum of Overall_Leaver		140	248	184
Sum of Overall Achievement Rate		92.1%	87.9%	94.6%
Arab				
Sum of Overall_Leaver		9	21	20
Sum of Overall Achievement Rate		100.0%	81.0%	80.0%
Bangladeshi				

QAR_Status_Overall — QAR Inclusions

Column Labels

PivotTable Fields

Choose fields to add to report:

- UKPRN
- Learner_Reference
- ULN
- Academic_Year
- Data_Source
- AgeGroup
- ☑ Ethnicity
- Sex
- Learning_Difficulties
- PrimaryLLDD
- Free_Meals
- EFA_Direct_Funded

Drag fields between areas below:

FILTERS: QAR_Status_Overall
COLUMNS: Hybrid_End_Year
ROWS: Ethnicity / Σ Values
VALUES: Sum of Overall_Leaver / Sum of Overall Achievemen...

Sex

Row Labels	2013	2014	2015
Female			
Sum of Overall_Leaver	391	445	428
Sum of Overall Achievement Rate	92.6%	89.2%	91.6%
Male			
Sum of Overall_Leaver	523	558	567
Sum of Overall Achievement Rate	91.2%	84.6%	91.0%

QAR_Status_Overall — QAR Inclusions

Column Labels

PivotTable Fields

Choose fields to add to report:

- Learner_Reference
- ULN
- Academic_Year
- Data_Source
- AgeGroup
- Ethnicity
- ☑ Sex
- Learning_Difficulties
- PrimaryLLDD
- Free_Meals
- EFA_Direct_Funded
- PriorAttain

Drag fields between areas below:

FILTERS: QAR_Status_Overall
COLUMNS: Hybrid_End_Year
ROWS: Sex / Σ Values
VALUES: Sum of Overall_Leaver / Sum of Overall Achievemen...

Learning difficulties (LLDD)

	K	L	M
QAR_Status_Overall		QAR Inclusions	
		Column Labels	
Row Labels		2013	2014
Learner considers himself or herself to have a learning difficulty and/or disability and/or health problem			
Sum of Overall_Leaver		187	210
Sum of Overall Achievement Rate		91.4%	89.5% 8
Learner does not consider himself or herself to have a learning difficulty and/or disability and/or health problem			
Sum of Overall_Leaver		720	783
Sum of Overall Achievement Rate		91.8%	85.8% 9
No Information Provided By The Learner			
Sum of Overall_Leaver		7	10
Sum of Overall Achievement Rate		100.0%	90.0% 5

PivotTable Fields

Choose fields to add to report:

- [ ] ULN
- [ ] Academic_Year
- [ ] Data_Source
- [ ] AgeGroup
- [ ] Ethnicity
- [ ] Sex
- [x] **Learning_Difficulties**
- [ ] PrimaryLLDD
- [ ] Free_Meals
- [ ] EFA_Direct_Funded
- [ ] PriorAttain
- [ ] Completion Status

Drag fields between areas below:

▼ FILTERS	‖‖ COLUMNS
QAR_Status_Overall ▼	Hybrid_End_Year ▼

≡ ROWS	Σ VALUES
Learning_Difficulties ▼	Sum of Overall_Leaver ▼
Σ Values ▼	Sum of Overall Achievemen... ▼

Subcontractor

	K	L	M	N	O
QAR_Status_Overall		QAR Inclusions			
		Column Labels			
Row Labels		2013	2014	2015	
Subcontractor 1					
Sum of Overall_Leaver		18	19	26	
Sum of Overall Achievement Rate		72.2%	89.5%	88.5%	
Subcontractor 2					
Sum of Overall_Leaver		864	962	937	
Sum of Overall Achievement Rate		92.2%	86.7%	91.4%	
Subcontractor 3					
Sum of Overall_Leaver			22	32	
Sum of Overall Achievement Rate		#DIV/0!	81.8%	90.6%	
Subcontractor 4					
Sum of Overall_Leaver		32			
Sum of Overall Achievement Rate		90.6%	#DIV/0!	#DIV/0!	

PivotTable Fields

Choose fields to add to report:

- [ ] Sector_Subject_Area_Tier_2
- [ ] Subcontractor_UKPRN
- [x] **Subcontractor_Name**
- [ ] Learner_Home_Postcode
- [ ] Learner_Home_Region
- [ ] Learner_Home_LA
- [ ] Delivery_Location_Postcode
- [ ] Delivery_Region
- [ ] Delivery_LA
- [ ] Year_Aim_Submitted
- [ ] Learning_Start_Date
- [ ] Learning Planned End Date

Drag fields between areas below:

▼ FILTERS	‖‖ COLUMNS
QAR_Status_Overall ▼	Hybrid_End_Year ▼

≡ ROWS	Σ VALUES
Subcontractor_Name ▼	Sum of Overall_Leaver ▼
Σ Values ▼	Sum of Overall Achievemen... ▼

Learner home region and learner home local authority district

Row Labels	Column Labels	2013	2014	2015
QAR_Status_Overall	QAR Inclusions			
East of England				
Basildon				
Sum of Overall_Leaver				1
Sum of Overall Achievement Rate		#DIV/0!	100.0%	#DIV/0!
Broxbourne				
Sum of Overall_Leaver			3	
Sum of Overall Achievement Rate		100.0%	#DIV/0!	#DIV/0!
Hertsmere				
Sum of Overall_Leaver			4	1
Sum of Overall Achievement Rate		#DIV/0!	25.0%	100.0%
Ipswich				
Sum of Overall_Leaver				1
Sum of Overall Achievement Rate		#DIV/0!	#DIV/0!	100.0%
Luton				
Sum of Overall_Leaver				2
Sum of Overall Achievement Rate		#DIV/0!	#DIV/0!	100.0%
Southend on Sea				
Sum of Overall_Leaver				1
Sum of Overall Achievement Rate		#DIV/0!	#DIV/0!	100.0%
Thurrock				
Sum of Overall_Leaver				2
Sum of Overall Achievement Rate		#DIV/0!	#DIV/0!	100.0%
Watford				

PivotTable Fields

Choose fields to add to report:

- [ ] Subcontractor_Name
- [ ] Learner_Home_Postcode
- [x] **Learner_Home_Region**
- [x] **Learner_Home_LA**
- [ ] Delivery_Location_Postcode
- [ ] Delivery_Region
- [ ] Delivery_LA
- [ ] Year_Aim_Submitted
- [ ] Learning_Start_Date
- [ ] Learning_Planned_End_Date
- [ ] Learning_Actual_End_Date

Drag fields between areas below:

▼ FILTERS	||| COLUMNS
QAR_Status_Overall	Hybrid_End_Year

≡ ROWS	Σ VALUES
Learner_Home_Region	Sum of Overall_Leaver
Learner_Home_LA	Sum of Overall Achievemen...
Σ Values	

Delivery region and delivery local authority district

Row Labels	Column Labels	2013	2014	2015
QAR_Status_Overall	QAR Inclusions			
London				
Barnet				
Sum of Overall_Leaver		102	230	172
Sum of Overall Achievement Rate		91.2%	90.0%	86.0%
Brent				
Sum of Overall_Leaver			22	32
Sum of Overall Achievement Rate		#DIV/0!	81.8%	90.6%
Enfield				
Sum of Overall_Leaver		294	289	288
Sum of Overall Achievement Rate		98.0%	85.8%	95.8%
Haringey				
Sum of Overall_Leaver		319	252	329
Sum of Overall Achievement Rate		86.8%	84.9%	90.3%
Newham				
Sum of Overall_Leaver		55		
Sum of Overall Achievement Rate		90.9%	#DIV/0!	#DIV/0!
Redbridge				
Sum of Overall_Leaver		144	210	174
Sum of Overall Achievement Rate		91.0%	86.7%	90.8%
London Sum of Overall_Leaver		**914**	**1003**	**995**
London Sum of Overall Achievement Rate		**91.8%**	**86.6%**	**91.3%**

PivotTable Fields

Choose fields to add to report:

- [ ] Subcontractor_Name
- [ ] Learner_Home_Postcode
- [ ] Learner_Home_Region
- [ ] Learner_Home_LA
- [ ] Delivery_Location_Postcode
- [x] **Delivery_Region**
- [x] **Delivery_LA**
- [ ] Year_Aim_Submitted
- [ ] Learning_Start_Date
- [ ] Learning_Planned_End_Date
- [ ] Learning_Actual_End_Date

Drag fields between areas below:

▼ FILTERS	||| COLUMNS
QAR_Status_Overall	Hybrid_End_Year

≡ ROWS	Σ VALUES
Delivery_Region	Sum of Overall_Leaver
Delivery_LA	Sum of Overall Achievemen...
Σ Values	

Section 5 – Analysing Minimum Standards using an Excel Pivot Table

Showing the leavers below minimum standards threshold in the pivot table

57. The **hybrid end year** must be used when showing the leavers below minimum standards threshold. The Leaver_Below_MS_Threshold field is only populated for the 2015/16 hybrid end year.

Showing the percentage below minimum standards threshold in the pivot table

58. The calculation for percentage below minimum standards threshold cannot be done with a calculated field because the denominator is the total number of learning aims for the provider. The calculation for percentage below minimum standards threshold uses a formula.

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

Where QAR_Status_Overall = 'QAR Inclusions'

59. In the example below, which shows minimum standards information by qualification type, the formula for the Award percentage below minimum standards threshold is C5/$B$13. Note the use of $ to ensure that when the formula is copied to the other cells it still references the Grand total cell.

| IFERROR | ▼ | ⋮ | ✕ | ✓ | fx | =C5/$B$13 |

|	A	B	C	D
1	QAR_Status_Overall	QAR Inclusions		
2	Hybrid_End_Year	2015		
3				
4	Row Labels	Sum of Overall_Leaver	Sum of Leaver_Below_MS_Threshold	% Below Min Standards
5	Award	64	0	=C5/$B$13
6	Basic Skills Maths and English	117	0	0.0%
7	Certificate	176	13	1.3%
8	Diploma	192	40	4.0%
9	ESOL	319	2	0.2%
10	Other Non-Regulated	21	0	0.0%
11	Other Regulated	4	0	0.0%
12	QCF Unit	102	0	0.0%
13	Grand Total	995	55	5.5%
14				

Examples of ways to configure the pivot table

60. The following screenshots show how to configure the pivot table to show overall cohort and learners below minimum standards threshold for a number of dimensions. These are:

- Sector subject area tier 1
- Sector subject area tier 2
- Level

- Qualification type
- Qualification type and level
- Learning aim description by qualification type and level
- Full level 2
- Full level 3

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

Sector subject area tier 1

QAR_Status_Overall	QAR Inclusions		
Hybrid_End_Year	2015		
Row Labels	Sum of Overall_Leaver	Sum of Leaver_Below_MS_Threshold	% Below Min Standards
01 - Health, Public Services and Care	10	0	0.0%
06 - Information and Communication Technology	290	43	4.3%
07 - Retail and Commercial Enterprise	66	0	0.0%
13 - Education and Training	2	2	0.2%
14 - Preparation for Life and Work	556	2	0.2%
15 - Business, Administration and Law	71	8	0.8%
Grand Total	995	55	5.5%

PivotTable Fields

Choose fields to add to report:

- ☐ Notional_NVQ_Level
- ☐ Qualification_Type
- ☐ Maths_English
- ☐ Report_Level
- ☐ Full_Level_2
- ☐ Full_Level_3
- ☑ Sector_Subject_Area_Tier_1
- ☐ Sector_Subject_Area_Tier_2
- ☐ Subcontractor_UKPRN
- ☐ Subcontractor_Name
- ☐ Learner_Home_Postcode
- ☐ Learner_Home_Region
- ☐ Learner_Home_LA
- ☐ Delivery_Location_Postcode
- ☐ Delivery_Region

Drag fields between areas below:

▼ FILTERS
QAR_Status_Overall
Hybrid_End_Year

III COLUMNS
Σ Values

≡ ROWS
Sector_Subject_Area_Tier_1

Σ VALUES
Sum of Overall_Leaver
Sum of Leaver_Below_MS_T...

Sector subject area tier 2

QAR_Status_Overall	QAR Inclusions		
Hybrid_End_Year	2015		
Row Labels	Sum of Overall_Leaver	Sum of Leaver_Below_MS_Threshold	% Below Min Standards
01.3 - Health and Social Care	10	0	0.0%
06.1 - ICT Practitioners	162	32	3.2%
06.2 - ICT for Users	128	11	1.1%
07.1 - Retailing and Wholesaling	66	0	0.0%
13.1 - Teaching and Lecturing	2	2	0.2%
14.1 - Foundations for Learning and Life	436	2	0.2%
14.2 - Preparation for Work	120	0	0.0%
15.2 - Administration	41	4	0.4%
15.3 - Business Management	30	4	0.4%
Grand Total	995	55	5.5%

PivotTable Fields

Choose fields to add to report:

- ☐ Notional_NVQ_Level
- ☐ Qualification_Type
- ☐ Maths_English
- ☐ Report_Level
- ☐ Full_Level_2
- ☐ Full_Level_3
- ☐ Sector_Subject_Area_Tier_1
- ☑ Sector_Subject_Area_Tier_2
- ☐ Subcontractor_UKPRN
- ☐ Subcontractor_Name
- ☐ Learner_Home_Postcode
- ☐ Learner_Home_Region
- ☐ Learner_Home_LA
- ☐ Delivery_Location_Postcode
- ☐ Delivery_Region

Drag fields between areas below:

▼ FILTERS
QAR_Status_Overall
Hybrid_End_Year

III COLUMNS
Σ Values

≡ ROWS
Sector_Subject_Area_Tier_2

Σ VALUES
Sum of Overall_Leaver
Sum of Leaver_Below_MS_T...

Level

		K	L	
QAR_Status_Overall	QAR Inclusions			
Hybrid_End_Year	2015			
Row Labels	Sum of Overall_Leaver	Sum of Leaver_Below_MS_Threshold	% Below Min Standards	
Entry and Level 1	572	2	0.2%	
Level 2	228	0	0.0%	
Level 3	161	19	1.9%	
Level 4 or Higher	34	34	3.4%	
Grand Total	995	55	5.5%	

PivotTable Fields

Choose fields to add to report:

- [ ] Overdue_Continuing_Aim
- [ ] Overdue_Planned_Break
- [ ] Software_Supplier_Aim_ID
- [ ] Learning_Aim_Reference
- [ ] Learning_Aim_Description
- [ ] Programme_Type
- [ ] Aim_Type
- [ ] Map_Code
- [ ] Map_Code_Desc
- [ ] Notional_NVQ_Level
- [ ] Qualification_Type
- [ ] Maths_English
- [x] **Report_Level**
- [ ] Full_Level_2
- [ ] Full_Level_3
- [ ] Sector_Subject_Area_Tier_1

Drag fields between areas below:

▼ FILTERS
- QAR_Status_Overall ▼
- Hybrid_End_Year ▼

III COLUMNS
- Σ Values ▼

≡ ROWS
- Report_Level ▼

Σ VALUES
- Sum of Overall_Leaver ▼
- Sum of Leaver_Below_MS_T... ▼

Qualification type

		J	K	
QAR_Status_Overall	QAR Inclusions			
Hybrid_End_Year	2015			
Row Labels	Sum of Overall_Leaver	Sum of Leaver_Below_MS_Threshold	% Below Min Standards	
Award	64	0	0.0%	
Basic Skills Maths and English	117	0	0.0%	
Certificate	176	13	1.3%	
Diploma	192	40	4.0%	
ESOL	319	2	0.2%	
Other Non-Regulated	21	0	0.0%	
Other Regulated	4	0	0.0%	
QCF Unit	102	0	0.0%	
Grand Total	995	55	5.5%	

PivotTable Fields

Choose fields to add to report:

- [ ] Achievement_Rate_Status
- [ ] Overdue_Continuing_Aim
- [ ] Overdue_Planned_Break
- [ ] Software_Supplier_Aim_ID
- [ ] Learning_Aim_Reference
- [ ] Learning_Aim_Description
- [ ] Programme_Type
- [ ] Aim_Type
- [ ] Map_Code
- [ ] Map_Code_Desc
- [ ] Notional_NVQ_Level
- [x] **Qualification_Type**
- [ ] Maths_English
- [ ] Report_Level
- [ ] Full_Level_2

Drag fields between areas below:

▼ FILTERS
- QAR_Status_Overall ▼
- Hybrid_End_Year ▼

III COLUMNS
- Σ Values ▼

≡ ROWS
- Qualification_Type ▼

Σ VALUES
- Sum of Overall_Leaver ▼
- Sum of Leaver_Below_MS_T... ▼

Qualification type and level

QAR_Status_Overall	QAR Inclusions	
Hybrid_End_Year	2015	

Row Labels	Sum of Overall_Leaver	Sum of Leaver_Below_MS_Threshold	% Below Min Standards
Award	64	0	0.0%
Entry and Level 1	64	0	0.0%
Basic Skills Maths and English	117	0	0.0%
Entry and Level 1	54	0	0.0%
Level 2	63	0	0.0%
Certificate	176	13	1.3%
Entry and Level 1	94	0	0.0%
Level 2	29	0	0.0%
Level 3	51	11	1.1%
Level 4 or Higher	2	2	0.2%
Diploma	192	40	4.0%
Level 2	56	0	0.0%
Level 3	104	8	0.8%
Level 4 or Higher	32	32	3.2%
ESOL	319	2	0.2%
Entry and Level 1	319	2	0.2%
Other Non-Regulated	21	0	0.0%
Entry and Level 1	21	0	0.0%
Other Regulated	4	0	0.0%
Level 2	4	0	0.0%
QCF Unit	102	0	0.0%
Entry and Level 1	20	0	0.0%
Level 2	76	0	0.0%
Level 3	6	0	0.0%
Grand Total	995	55	5.5%

PivotTable Fields

Choose fields to add to report:

- Achievement_Rate_Status
- Overdue_Continuing_Aim
- Overdue_Planned_Break
- Software_Supplier_Aim_ID
- Learning_Aim_Reference
- Learning_Aim_Description
- Programme_Type
- Aim_Type
- Map_Code
- Map_Code_Desc
- Notional_NVQ_Level
- ☑ Qualification_Type
- Maths_English
- ☑ Report_Level
- Full_Level_2

Drag fields between areas below:

FILTERS: QAR_Status_Overall, Hybrid_End_Year
COLUMNS: Σ Values
ROWS: Qualification_Type, Report_Level
VALUES: Sum of Overall_Leaver, Sum of Leaver_Below_MS_T...

Learning aim description by qualification type and level

QAR_Status_Overall	QAR Inclusions	
Hybrid_End_Year	2015	

Row Labels	Sum of Overall_Leaver	Sum of Leaver_Below_MS_Threshold	% Below Min Standards
Award	64	0	0.0%
Entry and Level 1	64	0	0.0%
Award in Digital Skills (ITQ) (Entry 3) (QCF)	36	0	0.0%
Award in IT User Skills (ECDL Essentials) (ITQ) (QCF)	20	0	0.0%
BTEC 6-credit Award in WorkSkills (QCF)	5	0	0.0%
ECDL Award in IT User Skills (QCF)	3	0	0.0%
Basic Skills Maths and English	117	0	0.0%
Entry and Level 1	54	0	0.0%
Functional Skills qualification in English	27	0	0.0%
Functional Skills qualification in Mathematics	27	0	0.0%
Level 2	63	0	0.0%
Functional Skills qualification in English	35	0	0.0%
Functional Skills qualification in Mathematics	28	0	0.0%
Certificate	176	13	1.3%
Entry and Level 1	94	0	0.0%
Certificate in Occupational Studies for the Workplace (QCF)	62	0	0.0%
Certificate in WorkSkills (QCF)	32	0	0.0%
Level 2	29	0	0.0%
Certificate in Business and Administration Knowledge (QCF)	4	0	0.0%
Certificate in IT User Skills (ECDL Extra) (ITQ) (QCF)	21	0	0.0%
ECDL Certificate in IT User Skills (QCF)	4	0	0.0%
Level 3	51	11	1.1%
BTEC Certificate in Business (QCF)	26	0	0.0%
Certificate in ICT Systems and Principles (QCF)	5	0	0.0%
Certificate in IT User Skills (ECDL Advanced) (ITQ) (QCF)	3	0	0.0%
Certificate in IT User Skills (ITQ) (QCF)	11	11	1.1%
Certificate in Preparing to Work in Adult Social Care (QCF)	1	0	0.0%
Certificate in Principles of Business and Administration (QCF)	5	0	0.0%
Level 4 or Higher	2	2	0.2%
Certificate in Education and Training (QCF)	2	2	0.2%

PivotTable Fields

Choose fields to add to report:

- Achievement_Rate_Status
- Overdue_Continuing_Aim
- Overdue_Planned_Break
- Software_Supplier_Aim_ID
- Learning_Aim_Reference
- ☑ Learning_Aim_Description
- Programme_Type
- Aim_Type
- Map_Code
- Map_Code_Desc
- Notional_NVQ_Level
- ☑ Qualification_Type
- Maths_English
- ☑ Report_Level
- Full_Level_2

Drag fields between areas below:

FILTERS: QAR_Status_Overall, Hybrid_End_Year
COLUMNS: Σ Values
ROWS: Qualification_Type, Report_Level, Learning_Aim_Description
VALUES: Sum of Overall_Leaver, Sum of Leaver_Below_MS_T...

Full level 2

QAR_Status_Overall	QAR Inclusions			
Hybrid_End_Year	2015			
Row Labels	Sum of Overall_Leaver	Sum of Leaver_Below_MS_Threshold	% Below Min Standards	
Not Full Level 2	906	55	5.5%	
Full Level 2	89	0	0.0%	
Grand Total	995	55	5.5%	

PivotTable Fields

Choose fields to add to report:

- ☐ Overdue_Planned_Break
- ☐ Software_Supplier_Aim_ID
- ☐ Learning_Aim_Reference
- ☐ Learning_Aim_Description
- ☐ Programme_Type
- ☐ Aim_Type
- ☐ Map_Code
- ☐ Map_Code_Desc
- ☐ Notional_NVQ_Level
- ☐ Qualification_Type
- ☐ Maths_English
- ☐ Report_Level
- ☑ **Full_Level_2**
- ☐ Full_Level_3
- ☐ Sector_Subject_Area_Tier_1

Drag fields between areas below:

FILTERS
- QAR_Status_Overall
- Hybrid_End_Year

COLUMNS
- Σ Values

ROWS
- Full_Level_2

VALUES
- Sum of Overall_Leaver
- Sum of Leaver_Below_MS_T...

Full level 3

QAR_Status_Overall	QAR Inclusions			
Hybrid_End_Year	2015			
Row Labels	Sum of Overall_Leaver	Sum of Leaver_Below_MS_Threshold	% Below Min Standards	
Not Full Level 3	865	47	4.7%	
Full Level 3	130	8	0.8%	
Grand Total	995	55	5.5%	

PivotTable Fields

Choose fields to add to report:

- ☐ Overdue_Planned_Break
- ☐ Software_Supplier_Aim_ID
- ☐ Learning_Aim_Reference
- ☐ Learning_Aim_Description
- ☐ Programme_Type
- ☐ Aim_Type
- ☐ Map_Code
- ☐ Map_Code_Desc
- ☐ Notional_NVQ_Level
- ☐ Qualification_Type
- ☐ Maths_English
- ☐ Report_Level
- ☐ Full_Level_2
- ☑ **Full_Level_3**
- ☐ Sector_Subject_Area_Tier_1

Drag fields between areas below:

FILTERS
- QAR_Status_Overall
- Hybrid_End_Year

COLUMNS
- Σ Values

ROWS
- Full_Level_3

VALUES
- Sum of Overall_Leaver
- Sum of Leaver_Below_MS_T...

Produced by:	Skills Funding Agency
Date created:	20 January 2017
Document ref:	Education and training QAR data extract - guidance notes for 2015/2016
Version:	1.1