



Education & Skills
Funding Agency

Traineeship qualification achievement rates technical specification 2020 to 2021

Version 1.4: April 2022

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Introduction and purpose of the document

1. This document provides technical information about how we process information provided in the Individualised Learner Record (ILR) data collection to produce the new traineeships qualification achievement rates (QAR) dataset.
2. This dataset produces the traineeship 2020 to 2021 QAR products. This document also provides information about how we generate the information in the QAR dashboard.
3. Please read this document alongside the [ILR standard file specifications and reference data documents](#) and the [2020 to 2021 QAR business rules](#).

Understanding the terminology

4. The terms 'we' and 'ESFA' refer to the 'Education and Skills Funding Agency' and associated staff.
5. When we refer to 'you' or 'providers', this includes colleges, sixth forms, training organisations, local authorities and employers that receive funding from us to deliver education and training.

Changes since the publication of 2020 to 2021 version 1.3 in January 2022

6. Amendment to the contents table of the QAR dataset at paragraph 41 to clarify the derivation to the P_Hybridendyr.

Traineeship QAR methodology

7. The traineeship QAR methodology has 3 measures – one programme level QAR and 2 component level QARs ('English and maths' and 'Flexible learning').

- the programme level QAR identifies whether the learner has progressed onto a positive outcome following their traineeship
- the component level QARs are identical to the methodology used in the 2018 to 2019 education and training QAR data set for traineeship component aims. We have excluded all traineeship delivery from the education and training QAR

We will not use historical trend data (presented in your traineeship dashboard and data extracts) for performance management purposes.

8. We base the programme level QAR on the hybrid end year. The hybrid end year is the later of:

- the programme actual end year
- the outcome start year
- the planned end year
- the reporting year

We base the component level QAR hybrid end year on the later of:

- the actual end year of a learning aim
- the planned end year of a learning aim
- the reporting year

We include the reporting year to capture those overdue continuing learning aims, overdue planned breaks or late completions recorded in the following academic year (up to R04). See paragraph 42 for further details on how we calculate the hybrid end year.

9. The learning aims included in the 2020 to 2021 QAR are those with a hybrid end year of 2020 to 2021.

10. There can be a delay between completing a learning aim and the notification of the achievement. To account for this delay and ensure all relevant leavers are included, we use information from the 2021 to 2022 R04 ILR return to identify learning aims with a planned end date in 2020 to 2021. If you update records in your 2021 to 2022 R04 return that you submitted in your 2020 to 2021 R14 return, then we will use the R04 record to determine your QAR.

Traineeship definitions

11. We identify learning aims where the Programme Type is 24 (Traineeship).

12. We identify programme aims as having a positive outcome if the record has an associated destination or progression record, with an outcome of

- EDU 2 (Education – Apprenticeship)
- EDU 4 (Education – Other FE* (Full-time))
- EDU 5 (Education – Other FE* (Part-time))
- EMP 1 (In Paid Employment – In paid employment for 16 hours or more per week)
- EMP 3 (In Paid Employment – Self-employed)
- EMP 4 (In Paid Employment - Self-employed for 16 hours or more per week)

Exclusions from traineeship QARs

13. The business rules describe how we calculate the QARs, and which learning aims will not be included in the QAR calculations.

14. We exclude some learning aims from QARs to ensure the results are more credible and appropriate. The reasons include (and this is not an exhaustive list):

15. if we do not fund the qualification

16. if it is affected by circumstances where we have agreed an exception (for example, if the learner is transferred to a new provider due to intervention from us)

17. The table below describes the scenarios where we exclude learning aims. The definition of the derived variables below are in the ILR standard file specifications and reference data documents.

Description	Rules for identifying the excluded aim
A learner has transferred to a new provider due to a college merger.	<p>Aims where the Withdrawal Reason is 47 (Learner has transferred to another provider due to a college merger), and the Learning Actual End Date is less than the Learning Start Date on the new UKPRN (matching on Unique Learner Number).</p> <p>The Learning Start Date on the new UKPRN must be within 30 days or less than the Learning Actual End Date on the original UKPRN.</p>
Learning aims where the learner has transferred to a different aim with the same provider.	<p>Aims where:</p> <ul style="list-style-type: none"> • the Completion Status is 3 (Learner has withdrawn from the learning activities leading to the learning aim); and • the Withdrawal Reason is 40 (Learner has transferred to a new learning aim with the same provider); and • a new aim is recorded (matching on Unique Learner Number and UKPRN) with a Learning Start Date that is 120 days or less after the Learning Actual End Date of the original aim.
Learning aims where the learner has temporarily withdrawn from the aim due to an agreed break in learning.	<p>Aims where the Completion Status is 6 (Learner has temporarily withdrawn from the aim due to an agreed break in learning).</p> <p>Under certain circumstances, we do not exclude learning aims where the learner has temporarily withdrawn from the aim due to an agreed break in learning. See paragraphs 28 to 35.</p>
Learning aims where a learner has transferred to a new provider because of intervention from us.	<p>Aims where the Withdrawal Reason is 7 or 41 (Learner has transferred between providers due to intervention by or with the written agreement of the Education and Skills Funding Agency OR Learner has transferred to another provider to undertake learning that meets a specific government strategy).</p>

Description	Rules for identifying the excluded aim
<p>Learning aims where the learner has withdrawn from the learning aim within the funding qualifying period, and the learning aim is not achieved.</p> <p>We exclude learners who restarted with the same provider in this exclusion rule, as the original instance of learning will have passed the funding qualifying period.</p>	<p>Aims where:</p> <ul style="list-style-type: none"> • the planned duration is 168 days or more • the actual duration is less than 42 days • the Completion Status is 3 (Learner has withdrawn from the learning activities leading to the learning aim) • the Restart Indicator is 0 (Not a Restart) <p>Aims where:</p> <ul style="list-style-type: none"> • the planned duration is 168 days or more • the actual duration is less than 42 days • the Completion Status is 3 (Learner has withdrawn from the learning activities leading to the learning aim) • the Restart Indicator is 1 (Restart); and <ul style="list-style-type: none"> ○ the new Learning Start Date is greater than the original Learning Actual End Date of the traineeship on the original UKPRN <p>Aims where:</p> <ul style="list-style-type: none"> • the planned duration is between 14 and 167 days • the actual duration is less than 14 days • the Completion Status is 3 (Learner has withdrawn from the learning activities leading to the learning aim) • the Restart Indicator is 0 (Not a Restart) <p>Aims where:</p> <ul style="list-style-type: none"> • the planned duration is between 14 and 167 days • the actual duration is less than 14 days • the Completion Status is 3 (Learner has withdrawn from the learning activities leading to the learning aim) • the Restart Indicator is 1 (Restart); and <ul style="list-style-type: none"> ○ the new Learning Start Date is greater than the original Learning Actual End Date of the traineeship on the original UKPRN <p>There is no qualifying period for aims with a planned duration of less than 14 days.</p> <p>The planned duration of the aim, in days, is the difference between the Learning Start Date and the Learning Planned End Date.</p> <p>The actual duration of the aim, in days, is the difference between the Learning Start Date and the Learning Actual End Date.</p>
<p>Aims where unemployed learners claiming Universal Credit, Jobseeker's Allowance (JSA) or Employment and Support Allowance (ESA) in the Work Related Activity Group (WRAG) cannot continue their learning through to successful completion because they have started work</p>	<p>For ILR files for 2016 to 2017 onwards, aims where:</p> <ol style="list-style-type: none"> 1. the Completion Status is not 1 (Learner is continuing or intending to continue the learning activities leading to the learning aim); 2. the Outcome is not 1 (Achieved); 3. the Employment Outcome is 1 or 2 (Employment outcome (with training) gained on eligible funded programme OR Employment outcome (without training) gained on eligible funded programme); 4. a Learner Employment Status record exists with an Employment Status of 11 or 12 (Not in paid employment, looking for work and available to start work OR Not in paid employment, not looking for

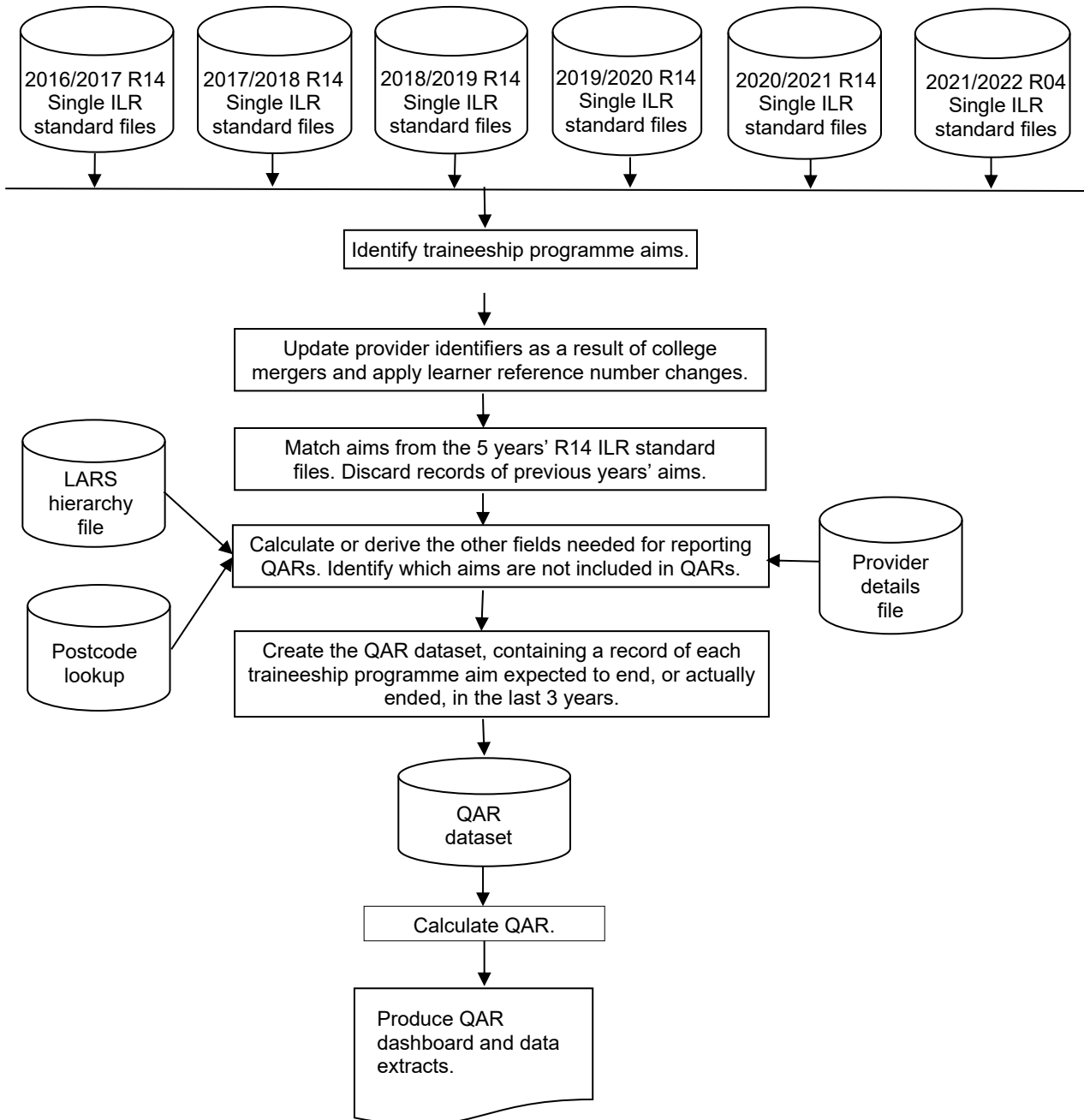
Description	Rules for identifying the excluded aim
	<p>work and/or not available to start work) and a Date Employment Status Applies earlier than the Learning Aim Start Date; and</p> <ul style="list-style-type: none"> o the latest ILR for the learner has an Employment Status Monitoring Type of BSI (Benefit status indicator) and an Employment Status Monitoring Code of 1 or 2 (Learner is in receipt of Job Seekers Allowance (JSA) OR Learner is in receipt of Employment and Support Allowance - Work Related Activity Group (ESA WRAG)); or o (the latest ILR for the learner has an Employment Status Monitoring Type of BSI (Benefit status indicator) and an Employment Status Monitoring Code 4 (Learner is in receipt of Universal Credit); and <p>the Employment Status on the first day of learning is 11 (Not in paid employment, looking for work and available to start work); and</p> <p>there is a valid length of unemployment)</p>
Learning aims that have not been funded by us, or not financed by an advanced learner loan	Aims where if D_FEFund is not 1 (ESFA formula funding), not 2 (ESFA non formula funding).

Description	Rules for identifying the excluded aim
Supported internships	Aims where the Learning Aim Reference is 'Z0002347'
Work experience or work placement aims	Aims where the Learning Aim Reference is 'Z0007834' to 'Z0007838', or 'ZWRKX001' to 'ZWRKX009'.
<p>Changes to records previously submitted 2 or more years ago.</p> <p>The example given is for aims reported in 2019 to 2020. The exclusion also applies to aims reported in 2018 to 2019 or 2017 to 2018 that meet the same conditions for the corresponding earlier years.</p>	<p>For aims reported in the 2019 to 2020 ILR, that were previously reported in the 2017 to 2018 ILR or earlier, and not reported in the 2018 to 2019 ILR. Where</p> <ul style="list-style-type: none"> • the actual or planned end dates are not in 2019 to 2020 or later, • the record was first reported complete in the 2019 to 2020 ILR <p>The record is not an update to a learning aim, which would otherwise have been an overdue planned break, counted in the 2019 to 2020 hybrid end year.</p>
<p>Component aims that learners could not complete as they progressed to further learning</p>	<p>Traineeship Component aims where the learner has one of the following in the Learner Destination and Progression entity:</p> <ul style="list-style-type: none"> • EDU 2 (Education – Apprenticeship) • EDU 4 (Education – Other FE* (Full-time)) • EDU 5 (Education – Other FE* (Part-time)) • EMP 1 (In Paid Employment – In paid employment for 16 hours or more per week) • EMP 3 (In Paid Employment – Self-employed) • EMP 4 (In Paid Employment - Self-employed for 16 hours or more per week) <p>And the Learning Planned End Date of the component aim is greater than the Outcome Start Date of the progression record.</p>
SILR exclusion	Aims in the QAR business rules that do not meet the definition of a Traineeship Programme or Traineeship Component aims.

Processing standard files

Process flow diagram

18. This flow diagram below shows how ILR information for multiple funding years is processed to produce the QARs dataset, which is the source of the information used for the QAR dashboard.



Processing learner reference number changes

19. Providers assign the Learner reference number and we use this number to match aims across years.

20. If, for any reason, a learner's Learner reference number changes, either within a funding year or between years, then you must record this using the Learner reference number in previous year field.

21. We use the information in the Learner reference number in the previous year field to change the Learner reference numbers for previous years to the latest Learner reference number. We keep the original Learner reference number in the QAR dataset in the LearnRefNumber_orig field.

22. If you do not return the Learner reference number in previous year field when there has been a change, then the process of matching aims does not work correctly. This creates 2 records in the QAR dataset for the same aim: one using the old Learner reference number and one using the new Learner reference number. Where the aim from the earlier year's ILR file does not have any achievement data, this will reduce your QAR.

23. If you use the Learner reference number in previous year field when there **has not** been a change in the learner's Learner reference number, then this will prevent us from correctly matching that learner's aims.

24. You **must** remove the data from this field between years, as detailed in the [ILR specification](#), otherwise the learners will not match correctly.

Example:

Learner A has a Learner reference number of 'LNA1234' in 2018 to 2019. Due to a change in the provider's management information system, Learner A has a new Learner reference number in 2019 to 2020 of 'LRA9876'. For the QAR to match correctly, you must record this as follows:

- In 2018 to 2019:
 - Learner reference number = LNA1234
 - Learner reference number in previous year is not returned
- In 2019 to 2020:
 - Learner reference number = LRA9876
 - Learner reference number in previous year = LNA1234
- In 2020 to 2021:
 - Learner reference number = LRA9876
 - Learner reference number in previous year is not returned (2019/20 QAR cannot match if reported in R04)

Matching learning aims across years

25. Many learning aims take more than one year to complete, meaning that the same learning aims for a learner can appear on more than one ILR file.

26. We use various combinations of variables to ensure we match the correct records across years. We match the UKPRN, Learner reference number, Aim reference and Programme type together with the following combinations, in the following sequence.

- Learning start date, Learning planned end date, Learning actual end date
- Learning start date and Learning planned end date
- Learning start date and Learning actual end date
- Learning start date

27. Once we have matched the learning aim records, we discard those from previous years, leaving just the latest information for each learning aim in the QAR dataset.

Identifying overdue continuing aims and planned breaks

28. Continuing learning aims (with a Completion status of 1 'The learner is continuing or intending to continue the learning activities leading to the learning aim') in the R14 ILR return for a funding year, that do not have a corresponding record in the following funding year, are treated as a withdrawal.

For example, if the year you submitted the record on the ILR is '2019/2020' and there is no corresponding record in 2020 to 2021 R14 ILR return:

- the hybrid end year (P_Hybridendyr) is set to 2020; and
- P_Count is set to 1; and
- P_Ach is set to 0

If you subsequently return the record in the ILR in any of the years after, we will exclude it from your QAR so that the same record is not counted against QARs in two different years.

29. Aims where the learner is on a planned break (aims with a Completion status of 6 'Learner has temporarily withdrawn from the aim due to an agreed break in learning), are treated as a withdrawal where:

- they do not have a corresponding restart record in the same funding year
- they do not have a corresponding restart record in the following funding year
- if the planned break was recorded in the ILR R14 return for funding year 2018 to 2019, they do not have a corresponding restart record by the R04 ILR return of the funding year 2021 to 2022

30. An ILR record is a restart record if it has a Learning Delivery Funding and Monitoring Type of 'RES' with a Learning Delivery Funding and Monitoring Code of 1 (Learning aim restarted).

31. We match restart records to planned break records by matching on UKPRN, Learner reference number and Learning aim reference where the Original learning start date on the restart record matches the Learning start date or Original learning start date of the planned break record; this allows for situations where the planned break was itself a restart.

32. For example, an aim where the learner is on a planned break, that is submitted in the 2018 to 2019 ILR (YearAimSubmitted is '2018/19'), has a corresponding restart record if:

- the UKPRN, Learner reference number and Learning aim reference number on the planned break record is the same as the UKPRN, Learner reference number and Learning aim reference number on a restart record; and
- either the Learning start date or the Original learning start date on the planned break record is the same as the Original learning start date on the restart record; and
- the restart record was submitted in the 2018 to 2019, 2019 to 2020 or 2020 to 2021 ILR (YearAimSubmitted is '2018/19', '2019/20', or '2020/21')

33. If an aim where the learner is on a planned break that is submitted in the 2018 to 2019 ILR (YearAimSubmitted is '2018/19'), **does not have** a corresponding restart record:

- the reporting year is set to one year after the later of the expected end year or actual end year; and
- P_Count is set to 1; and
- P_Ach is set to 0

34. An aim where the learner is on a planned break, that is submitted in the 2019 to 2020 ILR (YearAimSubmitted is '2019/20'), **has** a corresponding restart record if:

- the UKPRN, Learner reference number and Learning aim reference number on the planned break record is the same as the UKPRN, Learner reference number and Learning aim reference number on a restart record; and
- either the Learning start date or the Original learning start date on the planned break record is the same as the Original learning start date on the restart record; and
- the restart record was submitted in the 2019 to 2020 or 2020 to 2021 ILR, or the 2021 to 2022 R04 ILR (YearAimSubmitted is '2019/20', '2020/21' or '2021/22')

35. Where an aim where the learner is on a planned break that is submitted in the 2019 to 2020 ILR (YearAimSubmitted is '2019/20'), **does not have** a corresponding restart record:

- the reporting year is set to one year after the later of the expected end year or actual end year; and
- P_Count is set to 1; and
- P_Ach is set to 0

Qualification achievement rate calculations

36. We use the following fields from the QAR dataset to calculate QARs.

- **Hybrid end year (P_Hybridendyr)** - This field is later of the programme actual learning end year (P_Actendyr), the expected learning end year (P_Expendyr), the outcome start year (P_Outstartyr), or the reporting year.
- **P_Count** - This field indicates whether a learning aim has ended (a Learning actual end date is present) or it is an overdue continuing learning aim or an overdue continuing planned break
- **P_Ach** - This field indicates whether a learning aim has been achieved (achieved learning aims have an Outcome of 1) and moved onto positive progression within 6 months of the programme actual end date (learners with a record in the Learner Destination and Progression entity that shows positive progression)

37. For each funding year the QAR percentage is:

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

38. For each hybrid end year (P_Hybridendyr) the QAR percentage is:

$$\frac{\text{Number of learning aims where P_Ach is 1}}{\text{Number of learning aims where P_Count is 1}} \times 100$$

Further Information

39. If you have any queries in relation to QAR, please contact us via our [online enquiry form](#), select the QAR query type, and ask us to assign your query to 'ESFA Business Operations QAR'. Where the enquiry relates to specific learner queries, please also complete and submit the data query form which can be downloaded from [Qualification achievement rates \(QAR\) 2020 to 2021 - GOV.UK \(www.gov.uk\)](#)..

40. Please also use the [QAR collections page](#) that has links to the relevant QAR rules and technical specifications.

Contents of the QAR dataset

41. Three reference files are used in some of the derivations:

- a) The 2020/2021 LARS Hierarchy file – this file holds the learning aim data from the Learning Aims Reference System (LARS), as at the hard close of the 2020 to 2021 ILR data collection (21 October 2021)
- b) The 2020/2021 Provider Details file – this file holds providers' details from the Provider and Organisation Information Management System (PIMS), as at 31 July 2021
- c) We obtain the lookup used to determine the delivery region and delivery local authority of a delivery location postcode from the National Statistics Postcode Lookup (UK) May 2021. This will be available to download from the Office of National Statistics website in May 2021.

Data item	Description	Data values	Source (ILR)	Derivation
Age_Band	A banding of the learner's age used for reporting. For classroom learning this is based on the age at the learner on 31 August of the year they started the learning aim in. For workplace learning this is based on the age of the learner at the start of the learning aim.	1 = 18 and under 2 = 19 or over, or whose age is not known	Derived	For aims formally identified as classroom learning aims set the value as follows: <ul style="list-style-type: none"> • set to 1 if Age_31AugStYr is 0 to 18 • set to 2 if Age_31AugStYr is 19 or greater, or unknown For aims formally identified as workplace learning aims set to 2.
Achieve_Rate_Status	The status of the learning aim for calculating QARs.		ILR standard files	Set to the value of the ILR derived variable D_SuccessRateStatus .
Age_Aim_Start	The age of the learner on the start date of the programme aim.		ILR standard files	Set to the value of the ILR derived variable D_AgeAimStart .
Age_31AugStYr	The age of the learner on 31 st August of the start year		ILR standard files	
Aim_Type	Aim Type code to identify type of aim		ILR standard files	1 = programme aim, 3 = component aims, 4 = core aim, 5 = other (see ILR tech spec for details)
Campus_ID	The campus identifier of the programme aim.		ILR standard files	Set to Campus ID .
Completion_Status	The completion status of the programme aim.		ILR standard files	Set to 4 if the Completion Status is 3 and the Withdrawal Reason is 40. Otherwise, set to Completion Status .

Data item	Description	Data values	Source (ILR)	Derivation
Data_Source	The source of the record on the QARs dataset.	ILR	Derived	Set to 'ILR'.
Delivery_Location_Postcode	The postcode of the delivery location.		ILR standard files	Set to Delivery Location Postcode .
Delivery_Region	The delivery location postcode Government office region.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2021.
Delivery_LA	The delivery location postcode local authority district.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2021.
Ethnicity	The learners ethnic background.		ILR standard files	Set to Ethnicity .
Expected_End_Year	The year that the aim is due to end in		ILR standard files	Derived from Planned_End_Date, set to 2020.5 if planned end data is after 31 st July 2021
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.		Derived	If the Learner Funding and Monitoring Type is 'FME' and the Learner Funding and Monitoring Code is 1 or 2 (14-15 year old learner is eligible for free meals OR 16-19 year old learner is eligible for and in receipt of free meals), set to the Learner Funding and Monitoring Code , otherwise set to -1.
Fund_Qual_Excl	Indicates that the learner has withdrawn from a learning aim before the qualifying number of days for funding has been met. (The qualifying period for funding aims with a planned duration of less than 14 days is 1 day. Fund_Qual_Excl is always set to 0 for aims with a planned duration of less than 14 days.) This does not apply to trailblazer pilot standards.	0 or 1	Derived	The planned duration of the aim, in days, is the difference between the Learning Start Date and the Learning Planned End Date. The actual duration of the aim, in days is the difference between the Learning Start Date and the Learning Actual End Date. Set to 1 if the Programme Type is not 25, or the Programme Type is 25 and the Funding Model is not 81; and <ul style="list-style-type: none"> the planned duration is 168 days or more, the actual duration is less than 42 days and the Completion Status is 3 (Withdrawn); or the planned duration is between 14 and 167 days, the actual duration is less than 14 days and the Completion Status is 3 (Withdrawn) And

Data item	Description	Data values	Source (ILR)	Derivation
				<ul style="list-style-type: none"> • the Restart Indicator is 0 (Not a Restart); or • the Restart Indicator is 1 (Restart) and <ul style="list-style-type: none"> o the original UKPRN does not equal the new UKPRN o the original Learning Actual End Date is less than the new Learning Start Date o we can find an traineeship on the same ULN at the original UKPRN <p>Otherwise set to 0.</p>
High_Needs_Students	Indicates that the learner is a high needs student in receipt of element 3 'top-up' funding from the local authority	0 or 1	ILR standard files	Set to L_HNS
JSA_ESA_UC_Excl	Indicates that the learning aim is for an unemployed learner claiming Universal Credit, Jobseeker's Allowance (JSA) or Employment and Support Allowance (ESA) in the work-related activity group (WRAG) who cannot continue their learning through to completion because they have started working. Aims for these learners are not included in QAR.	0 or 1	Derived	
L_PriorPcode	The learners home postcode.		ILR standard files	Set to L_PriorPcode (Postcode prior to enrolment)
L_PriorPcode_GOR	The learners home postcode Government office region.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2021.
L_PriorPcode_LocalAuthority	The learners home postcode local authority district.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2021.
LearnActEndDate	The learning actual end date (DDMMYYYY).		ILR standard files	Set to Learning Actual End Date .

Data item	Description	Data values	Source (ILR)	Derivation
LearnAimRef	The learning aim reference.		ILR standard files	Set to Learning Aim Reference .
LearnAimRefTitle	Learning aim description		LARS hierarchy	Set to LearnAimRefTitle for the learning aim, from the LARS hierarchy file.
LearnAimRefType	Code used by the Learner Aims Reference System to assign learning aims to certain listed types of learning aim (for example, NVQs and GNVQs).		LARS hierarchy	Set to LearnAimRefType for the learning aim, from the LARS hierarchy file.
LearnPlanEndDate	The learning planned end date (DDMMYYYY).		ILR standard files	Set to Learning Planned End Date .
LearnRefNumber	The learner reference number.		ILR standard files	Set to Learner Reference Number .
LearnStartDate	The learning start date (DDMMYYYY).		ILR standard files	Set to Learning Start Date .
LLDDHealthProb	Indicates whether the learner considers that they have a learning difficulty, disability, or health problem.		ILR standard files	Set to LLDD and Health Problem .
Not_Funded_Excl	Indicates that the learning aim is non-funded (not funded or financed by an advanced learner loan). Non-funded aims are not included in QAR.	0 or 1	Derived	Set to 0 if D_FEFund is 1 (ESFA formula funded), 2 (ESFA non formula funding) or 3 (No ESFA funding financed by Advanced Learner Loan) and Fund_Qual_Excl is 0, and <ul style="list-style-type: none"> ProgType is 24, and AimType is not 3 (Component learning aim); or ProgType is 24, the AimType is 3, and D_TrainAimType from ILR standard files is not 'Work Placement'; or ProgType is not 24 Otherwise set to 1.
Orig_Learn_Start_Date	The original date that the learner commenced the learning on the original aim. This is only applicable where the aim is a restart (DDMMYYYY)		ILR standard files	
Outcome	The learning outcome of the programme aim.		ILR standard files	Set to Outcome .
Outcome_Code	The type of destination or progression outcome being recorded.	NA = -1 Not Applicable	ILR standard files	Set to Outcome_Code

Data item	Description	Data values	Source (ILR)	Derivation
		EDU = 2 Apprenticeship EDU = 4 Other FE* (Full-time) EDU = 5 Other FE* (Part-time) EMP = 1 In paid employment for 16 hours or more per week EMP = 4 Self- employed for 16 hours or more per week		
Outcome_Start_Date	The date that the learner commenced the destination or progression outcome recorded. (DDMMYYYY)		ILR standard files	Set to Outcome_Start_Date
Outcome_Start_Year	The year that the learner commenced the destination or progression outcome recorded. (YYYY)		Derived from Outcome_Start_Date	Set to Outcome_Start_Year
Outcome_Type	The type of destination or progression outcome being recorded.		EDU = Education EMP = In Paid Employment NA = Not Applicable	Set to Outcome_Type
Overdue_Continuing_Aim	Indicates whether the aim is an overdue continuing aim.	0 or 1	Derived	Set to 1 if the aim is an overdue continuing learning aim (as identified in paragraph 28), otherwise set to 0.
Overdue_Planned_Break	Indicates whether the aim is an overdue planned break.	0 or 1	Derived	Set to 1 if the aim is an overdue planned break (as identified in paragraphs 28 to 35), otherwise set to 0.
P_Ach_Overall	For the overall QAR measure, this indicates whether the aim has been achieved.	0 or 1	Derived	Set to 1 if: <ul style="list-style-type: none"> • D_AchieveRateStatus is 1 (Achieved); and • the Achievement Date is not later than 31 July 2021 (where returned on the ILR for learners on

Data item	Description	Data values	Source (ILR)	Derivation
				<p>Programme Type of 25 and a Funding Model of 36); or</p> <ul style="list-style-type: none"> the Learning Actual End Date is not later than 31 July 2021 (for all other records that do not meet the above criteria) <p>Otherwise set to 0.</p>
P_Actendyr	The actual end year of the programme aim (20__).		Derived	Set to the first calendar year of the funding period the Learning Actual End Date falls in. (For example, if the Learning Actual End Date falls in the 2020 to 2021 funding year, P_Actendyr has the value of 2020)
P_Count_Overall	For the overall QAR measure, this indicates whether the record should be counted towards the overall QAR.	0 or 1	Derived	Set to 1 if: <ul style="list-style-type: none"> (Learning Actual End Date is present; and the Learning Actual End Date is no later than 31 July 2021); or (Achievement Date is present; and the Achievement Date is no later than 31 July 2021 – where returned on the ILR for learners on Programme Type of 25 and a Funding Model of 36); or Overdue_Continuing_Aim = 1; or Overdue_Planned_Break = 1 <p>Otherwise set to 0.</p>
P_Expendyr	The expected end year of the programme aim (20__).		Derived	Set to the value of the first calendar year of the funding period the Learning Planned End Date falls in. (For example, if the Learning Planned End Date falls in the 2020 to 2021 funding year, P_Expendyr has the value of 2020)
P_Hybridendyr	The hybrid end year of the programme aim (20__).		Derived	Set to:

Data item	Description	Data values	Source (ILR)	Derivation
				<ul style="list-style-type: none"> the achievement year (P_Outstartyr); or the actual learning end year (P_Actendyr); or the expected learning end year (P_Expendyr); the reporting year <p>whichever is higher.</p>
P_Startyr	The start year of the programme aim (20__).		Derived	Set to the value of the first calendar year of the funding period the Learning Start Date falls in. (For example, if the Learning Start Date falls in the 2020 to 2021 funding year, P_Startyr is set to 2020)
Plan_Break_Overall_Excl	For the overall QAR measure, this indicates that the traineeship aim is on a planned break. Planned break aims are excluded from QAR.	0 or 1	Derived	Set to 1 if: <ul style="list-style-type: none"> D_AchieveRateStatus is 11 or 12; Overdue_Plan_Break = 0; and the Learning Actual End Date is no later than 31 July 2021 <p>Otherwise set to 0.</p>
PrimaryLLDD	The primary learner disability, learning difficulty or and health problem of the learner.		ILR standard files	Set to LLDDCat where PrimaryLLDD is 1.
PriorAttain	The learner's prior attainment level.		ILR standard files	Set to Prior Attainment .
Provision_Type	Identified as traineeship aim	Traineeships	Derived	Set to 'Traineeships'.
Restart_Indicator	Indicates whether the learner restarted the traineeship programme.	0 or 1	ILR standard files	Set to D_Restart .
QAR_Status_Overall	Indicates whether or not the record is included in the provider's overall QAR calculations.	QAR Inclusions QAR Exclusions	Derived	Set to 'QAR Exclusions' if the aim is not included in overall QAR calculations. Otherwise set to 'QAR Inclusions'. For most excluded aims, a specific exclusion flag will also be set.

Data item	Description	Data values	Source (ILR)	Derivation
SectorSubjectAreaTier1	Sector subject area – the broad (tier 1) classification of the subject of the learning aim.		LARS hierarchy	Set to SectorSubjectAreaTier1 for the learning aim, from the LARS hierarchy file.
SectorSubjectAreaTier2	The more specialised classification (tier 2) of the subject of the learning aim.		LARS hierarchy	Set to SectorSubjectAreaTier2 for the learning aim, from the LARS hierarchy file.
Sex	The learners sex.		ILR standard files	Set to Sex .
Subcontractor_Name	The subcontractor's name.		ILR 2020 to 2021 provider details file	The name of the subcontracting provider, from the ILR 2020 to 2021 provider details file.
Subcontractor_UKPRN	The UKPRN of the partner provider that delivered the learning aim..		Derived	Set to the Subcontracted or Partnership UKPRN .
SWSupAimID	The software supplier's aim identifier of the aim.		ILR standard files	Set to SWSupAimID .
Traineeship_Aim_Type	Identifies the aim type when programme type is '24'		ILR standard files	-1 = Not applicable 1 = Programme aim 2 = Work Placement 3 = Work Preparation 4 = English 5 = Maths 6 = Flexible content

Data item	Description	Data values	Source (ILR)	Derivation
Transfer_Overall_Excl	For the overall QAR measure, this indicates that the learner has transferred to another learning aim within the same provider. Transfer aims are not included in QAR.	0 or 1	Derived	Set to 1 if: <ul style="list-style-type: none"> (D_AchieveRateStatus is 8 and a later record exists with a Learning Start Date no more than 120 days after the Learning Actual End Date of the aim with D_AchieveRateStatus is 8 and matching ULN and UKPRN), or (D_AchieveRateStatus is 10), or (WithdrawalReason is 47 and an Education and Training aim exists with a Learning Start Date no more than 30 days after the Learning Actual End Date of the original aim matching ULN and a different UKPRN); and the Learning Actual End Date is no later than 31 July 2021 Otherwise set to 0.
UKPRN	The UK provider reference number (UKPRN).		ILR standard files	Set to UK Provider Reference Number .
UKPRN_orig	The UKPRN of the programme aim before the college merger process was applied to a provider's data.		Derived	Further detail on college structural change can be found in the QAR business rules
ULN	Unique learner number.		ILR standard files	Set to Unique Learner Number .
WithdrawalReason	The reason learning ended.		ILR standard files	Set to Withdrawal Reason .
Work_Exp_Excl	Indicates that the learning aim is a work experience or work placement aim. Work experience and work placement aims are not included in QAR.	0 or 1	Derived	Set to 1 if the Learning Aim Reference is 'Z0007834' to 'Z0007838' or 'ZWRKX001' to 'ZWRKX009'. Otherwise set to 0.
Year	The current funding year for the QARs dataset.	2017/18	Derived	Set to '2020/21'.
YearAimSubmitted	The funding year which the aim was submitted in.		Derived	Set to '2016/17' if the learning aim is taken from the 2016 to 2017 ILR; '2017/18' if from the 2017 to 2018 ILR; '2018/19' if from the 2018 to 2019 ILR; '2019/20' if from the 2019 to 2020 ILR or '2020/21' if from the 2020 to 2021 ILR.

Calculating the hybrid end year field in the QAR dataset

42. To understand the logic that hybrid end year uses, it is important to highlight the key QAR derived variables that we use to calculate the hybrid end year, and then how we use these in the calculation. The following examples relate to the 2020 to 2021 QAR data set and we refer to this as the current QAR.

43. The key derived variables are:

- Programme Actual End Year – this is the same as **LearnActEndDate** in the ILR standard files
- Outcome Start Year – this is the same as **OutStartDate** in the Learner Destination and Progression entity in the ILR standard files
- Planned End Year – this is the same as **LearnPlanEndDate** in the ILR standard files
- Reporting Year – this refers to the academic year you submitted the learning aim to us. If the academic year is after the current QAR year, then we set this variable to 2020.5 (for example, if you report the learning aim in 2021 to 2022)
- Overdue Continuing Aim
- Overdue Planned Break
- Year First Reported Completed – this refers to the academic year you first reported the record with a Completion status of code 2 ('Complete') or 3 ('Withdrawn'). If the academic year you first reported the record with a Completion status of code 2 or 3 is after the current QAR year, then we set this variable to 2019.5 (for example, if you report the learning aim in 2021 to 2022)

44. We then implement 2 steps to calculate the hybrid end year:

Step 1

45. We assign all records an initial value in step 1, based on the Programme Actual End Year, Outcome Start Year and Planned End Year derived variables. The table below explains the conditions we use to set the values. If the data does not meet the first condition, then we apply the second condition. If the data does not meet the second condition, then we apply the third condition.

Condition	Outcome	Example
If the programme actual end year is unpopulated...	...we set hybrid end year to 2020.5.	
If the planned end year is greater than or equal to the programme actual end year and outcome start year...	...we set hybrid end year to equal the planned end year.	<p>The programme actual end date is 31/10/2019 and the outcome start date is 01/04/2020. The planned end date is 31/08/2020.</p> <p>The programme actual end year is 2020 and the outcome start year is 2020. The planned end year is 2021.</p> <p>2021 is greater than 2020, so the hybrid end year is set to 2021.</p>
If the outcome start year is greater than or equal to the programme actual end year...	...we set hybrid end year to equal the outcome start year.	<p>The programme actual end date is 01/06/2020. The outcome start date is 31/08/2020.</p> <p>The programme actual end year is 2020. The outcome start year is 2021.</p> <p>2021 is greater than 2020, so the hybrid end year is set to 2021.</p>
If the programme actual end date is between February and July, and there is no positive outcome within 6 months...	...we set hybrid end year to the equal following year.	<p>The programme actual end date is 01/05/2020. There is no positive outcome between the actual end date and 01/11/2020.</p> <p>The programme actual end year is 2020. As there is no positive outcome before 2021, the hybrid end year is set to 2021.</p>
Else...	...we set hybrid end year to equal the programme actual end year.	

Step 2

46. We use the output from step 1 for step 2, when we account for the other derived variables.

Condition	Outcome	Example
If the record is marked as an overdue continuing aim...	...we set the hybrid end year to the maximum value recorded in the programme actual end year, outcome start year, planned end year and reporting year derived variables.	We mark the record as an overdue continuing aim, the reporting year is 2019, the actual end years are unpopulated and the planned end year is 2021. The hybrid end year is set to 2021.
If the record is marked as an overdue planned break and the hybrid end year from step 1 is after the current QAR year...	...we set the hybrid end year to 2021.5.	
If the record is marked as an overdue planned break and the hybrid end year from step 1 is not after the current QAR year...	...we set the hybrid end year to the hybrid end year from step 1 plus one year.	The record is marked as an overdue planned break, the planned end year is 2020 and the actual end year is 2019. The hybrid end year from step 1 is 2020, the hybrid end year in step 2 is set to 2020 plus one year, so the hybrid end year is set to 2021.
If the year first reported completed is after the hybrid end year from step 1...	...we set the hybrid end year to equal the first year reported complete.	The planned end year is 2021, the actual end year is 2020, the year first reported complete is 2022. The hybrid end year from step 1 is 2020, the year first reported complete is after this, so the hybrid end year is set to 2021.
Else...	...hybrid end year is set to the value from step 1.	



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