



Education & Skills
Funding Agency

Qualification achievement rates data extract guidance 2018 to 2019

Version 2: August 2019

Contents

| | |
|--|-----------|
| Introduction and purpose of this document | 3 |
| Understanding the terminology | 3 |
| Contents of the data extract | 3 |
| Further Information | 3 |
| Changes from version 1 of this document | 3 |
| Changes from the 2017 to 2018 guidance | 4 |
| Data file contents | 4 |
| Analysing rates using an excel pivot table | 6 |
| Updating the data extract to replace codes with descriptions..... | 6 |
| Creating an achievement rates pivot table in Microsoft Excel | 7 |
| Creating the achievement rate field..... | 8 |
| Showing the overall rate in the pivot table..... | 11 |
| Showing the timely achievement rate in the pivot table..... | 13 |
| Examples of ways to configure the pivot table | 14 |
| Analysing Minimum Standards using a pivot table | 16 |
| Calculating the percentage of the cohort below the apprenticeship minimum standards threshold..... | 16 |
| Showing the leavers below minimum standards threshold in the pivot table..... | 17 |
| Showing the percentage below minimum standards threshold in the pivot table .. | 18 |
| Examples of ways to configure the pivot table | 18 |

Introduction and purpose of this document

1. This document supplies information about the 2018 to 2019 qualification achievement rate (QAR) provider data extracts. It explains how you can use the data extract to show achievement rates, pass rates and retention rates to match those in the QAR dashboard. It also supplies information about how we generate the data.
2. You should read this document alongside the [QAR business rules](#) and the [QAR technical specifications 2018 to 2019](#) that give more information about how we calculate QARs and minimum standards.

Understanding the terminology

3. The terms 'we' and 'ESFA' refer to the 'Education and Skills Funding Agency' and associated staff.
4. 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 provision.
5. Unless otherwise stated, we refer to apprenticeship frameworks and standards in this document as an 'apprenticeship'.

Contents of the data extract

6. The data extract is available for each provider that receives funding from us for the last 5 years, and had learners expected to complete, or that actually completed, between 2016 to 2017 and 2018 to 2019.
7. You can download your own data extract, in a zipped file from the Hub.

Further Information

8. If you need more information you can phone the service desk on 0370 267 0001 or use the [online enquiry form](#). We have published a form for you to use to inform us of the data you are querying. This is on the [QAR and MS webpage](#).

Changes from version 1 of this document

9. We have added the 'Restart Indicator' to the QAR data extracts.

Changes from the 2017 to 2018 guidance

10. We have merged the two data extract guidance documents into this document; however, the main principles have not changed. We have also merged the two data extracts that we produced previously into one data extract this year; combining the data we include and exclude in QARs. This will enable you to view all your data in one file rather than comparing two files.

Data file contents

11. We provide the data we use to calculate and report on QARs as a CSV file. The file contains all your data.

12. The extract file for 2018 to 2019 will contain the following fields – please refer to the [QAR technical specifications 2018 to 2019](#) for description details.

| Extract field name | Technical specification data item name | Apprenticeship | Education and Training |
|-------------------------|--|----------------|------------------------|
| Provision_Type | Provision_Type | Yes | Yes |
| CL_WPL | CL_WPL | No | Yes |
| UKPRN | UKPRN | Yes | Yes |
| UKPRN_Orig | UKPRN_Orig | Yes | Yes |
| CampusID | CampusID | Yes | Yes |
| Learner_Reference | LearnRefNumber | Yes | Yes |
| ULN | ULN | Yes | Yes |
| Academic_Year | Year | Yes | Yes |
| Data_Source | Datasource | Yes | Yes |
| Age_Group | Age_Band | Yes | Yes |
| Age_Aim_Start | D_AgeAimStart | Yes | Yes |
| Age_31AugStYr | Age_31AugStYr | No | Yes |
| Ethnicity | Ethnicity | Yes | Yes |
| Sex | Sex | Yes | Yes |
| Learning_Difficulties | LLDDHealthProb | Yes | Yes |
| PrimaryLLDD | PrimaryLLDD | Yes | Yes |
| Free_Meals | FreeMeals | Yes | Yes |
| High_Needs_Students | High_Needs_Students | Yes | Yes |
| PriorAttain | PriorAttain | Yes | Yes |
| Completion_Status | CompStatus | Yes | Yes |
| Learning_Outcome | Outcome | Yes | Yes |
| Outcome_Grade | OutGrade | No | Yes |
| Withdrawal_Reason | WithdrawalReason | Yes | Yes |
| Achievement_Rate_Status | D_AchieveRateStatus | Yes | Yes |
| Employment_Outcome_Code | EmpOutcome | No | Yes |
| Overdue_Continuing_Aim | Overdue_Continuing_Aim | Yes | Yes |

| Extract field name | Technical specification data item name | Apprenticeship | Education and Training |
|----------------------------|---|-----------------------|-------------------------------|
| Overdue_Planned_Break | Overdue_Planned_Break | Yes | Yes |
| Restart_Indicator | Restart_Indicator | Yes | Yes |
| Software_Supplier_Aim_ID | SWSupAimID | Yes | Yes |
| Learning_Aim_Reference | LearnAimRef | No | Yes |
| Learning_Aim_Description | LearnAimRefTitle | No | Yes |
| Learning_Aim_Type | LearnAimRefType | No | Yes |
| Programme_Type | ProgType | Yes | Yes |
| Framework_Code | FworkCode | Yes | No |
| Framework_Name | FworkName | Yes | No |
| Standard_Code | StdCode | Yes | No |
| Standard_Description | StdName | Yes | No |
| Pathway_Code | PathwayCode | Yes | No |
| Pathway_Name | PathwayName | Yes | No |
| Aim_Type | AimType | No | Yes |
| Map_Code | SuccessRateMapCode | No | Yes |
| Map_Code_Desc | SuccessRateMapCodeDesc | No | Yes |
| Notional_NVQ_Level | NotionalNVQLevel | No | Yes |
| Qualification_Type | Qualification_Type | No | Yes |
| Maths_English | Maths_English | No | Yes |
| Awarding_Organisation_Code | AwardingOrgCode | No | Yes |
| Basic_Skills | BasicSkills | No | Yes |
| Basic_Skills_Type | BasicSkillsType | No | Yes |
| Report_Level | Report_Level | No | Yes |
| Full_Level_2 | D_FullLevel2 | No | Yes |
| Full_Level_3 | D_FullLevel3 | No | Yes |
| Sector_Subject_Area_Tier_1 | SectorSubjectAreaTier1 | Yes | Yes |
| Sector_Subject_Area_Tier_2 | SectorSubjectAreaTier2 | Yes | Yes |
| Subcontractor_UKPRN | Subcontractor_UKPRN | Yes | Yes |
| Subcontractor_Name | Subcontractor_Name | Yes | Yes |
| Learner_Home_Postcode | L_PriorPcode | Yes | Yes |
| Learner_Home_Region | L_PriorPcode_GOR | Yes | Yes |
| Learner_Home_LA | L_PriorPcode_LocalAuthority | Yes | Yes |
| Delivery_Location_Postcode | DelLocPostCode | Yes | Yes |
| Delivery_Region | DelLocPostCode_GOR | Yes | Yes |
| Delivery_LA | DelLocPostCode_LocalAuthority | Yes | Yes |
| Year_Aim_Submitted | YearAimSubmitted | Yes | Yes |
| Learning_Start_Date | LearnStartDate | Yes | Yes |
| Learning_Planned_End_Date | LearnPlanEndDate | Yes | Yes |
| Learning_Actual_End_Date | LearnActEndDate | Yes | Yes |
| Actual_End_Year | P_Actendyr | Yes | Yes |
| Expected_End_Year | P_Expendyr | Yes | Yes |
| Hybrid_End_Year | P_Hybridendyr | Yes | Yes |
| Start_Year | P_Startyr | Yes | Yes |
| Overall_Leaver | P_Count_Overall | Yes | Yes |

| Extract field name | Technical specification data item name | Apprenticeship | Education and Training |
|---------------------------|--|----------------|------------------------|
| Overall_Achiever | P_Ach_Overall | Yes | Yes |
| Overall_Completer | P_Complete_Overall | No | Yes |
| Leaver_Below_MS_Threshold | LearnAimBelowMS | Yes | Yes |
| Timely_Leaver | P_Count_Timely | Yes | Yes |
| Timely_Achiever | P_Ach_Timely | Yes | Yes |
| QAR_Status_Overall | QAR_Status_Overall | Yes | Yes |
| QAR_Status_Timely | QAR_Status_Timely | Yes | Yes |
| App_Stand_NoNetPay_Excl | App_Stand_NoNetPay_Excl | Yes | No |
| CL_Excl | CL_Excl | No | Yes |
| Component_Aim_Excl | Component_Aim_Excl | No | Yes |
| Diploma_Excl | Diploma_Excl | No | Yes |
| Direct_Funded_Excl | Direct_Funded_Excl | No | Yes |
| EOP_Excl | EOP_Excl | Yes | Yes |
| ESF_Excl | ESF_Excl | No | Yes |
| FLF_Excl | FLF_Excl | No | Yes |
| Fund_Qual_Excl | Fund_Qual_Excl | Yes | Yes |
| Innovation_Excl | Innovation_Excl | No | Yes |
| JSA_ESA_UC_Excl | JSA_ESA_UC_Excl | No | Yes |
| KeySkills_Excl | KeySkills_Excl | No | Yes |
| Non_Reg_ESOL_Excl | Non_Reg_ESOL_Excl | No | Yes |
| Not_Funded_Excl | Not_Funded_Excl | Yes | Yes |
| Pilot_Excl | Pilot_Excl | Yes | Yes |
| Sup_Intern_Excl | Sup_Intern_Excl | No | Yes |
| Traineeship_Excl | Traineeship_Excl | No | Yes |
| Tutorial_Excl | Tutorial_Excl | No | Yes |
| Unitisation_Excl | Unitisation_Excl | No | Yes |
| Work_Exp_Excl | Work_Exp_Excl | No | Yes |
| Plan_Break_Overall_Excl | Plan_Break_Overall_Excl | Yes | Yes |
| Plan_Break_Timely_Excl | Plan_Break_Timely_Excl | Yes | Yes |
| Transfer_Overall_Excl | Transfer_Overall_Excl | Yes | Yes |
| Transfer_Timely_Excl | Transfer_Timely_Excl | Yes | Yes |

Analysing rates using an excel pivot table

Updating the data extract to replace codes with descriptions

13. 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, you can replace the codes by a description. Refer to the [ILR specification](#) for more information.

14. Fields where a description could replace codes are:

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

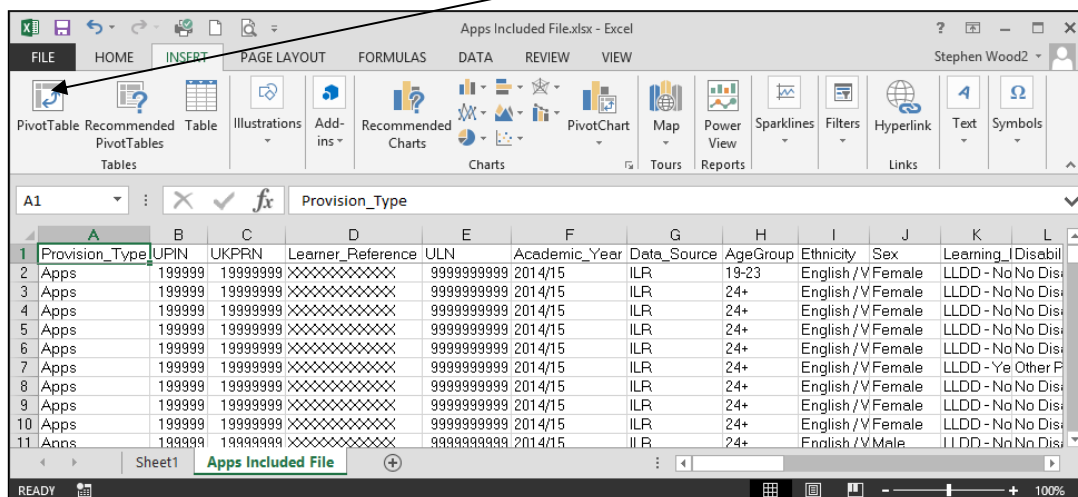
15. The **Expected_End_Year** and **Hybrid_End_Year** only contain the first year of a funding year, for example 2018. The year can be replaced by the full year name, for example, 2018 could be replaced by '2018/19'.

Creating an achievement rates pivot table in Microsoft Excel

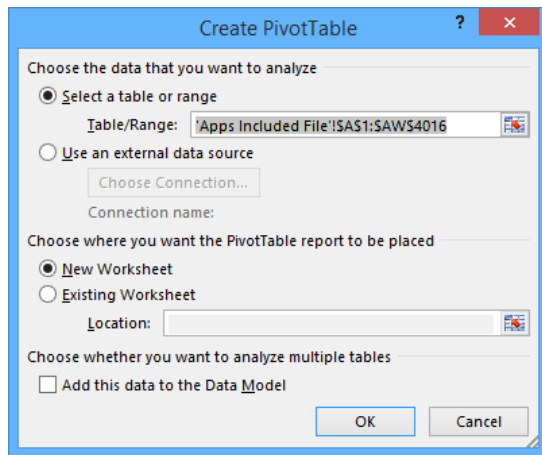
16. To view achievement rates using the data in the data extract in Microsoft Excel, you must create a pivot table using the steps below (shown using Excel 2010).

17. The data extract is in csv format. To create a pivot table, the file must be opened in Microsoft Excel and saved as a Microsoft Excel file.

18. Open the Microsoft Excel format file and select 'Pivot Table' from the Insert menu.



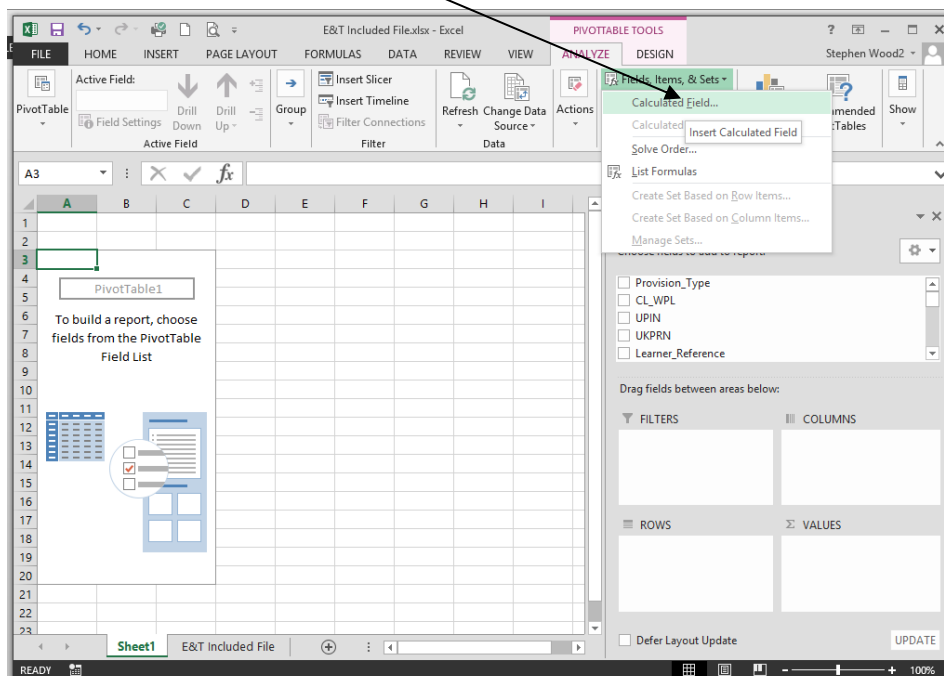
19. The Create Pivot Table dialog box appears. Click 'OK' to create the pivot table in a separate worksheet.



Creating the achievement rate field

20. You must add the achievement rate, pass rate and retention rate to the pivot table as a calculated field using the steps below.

21. On the Pivot Table Tools menu, select 'Fields, Items & Sets' in the Calculate menu, and then select 'Calculated Field'.

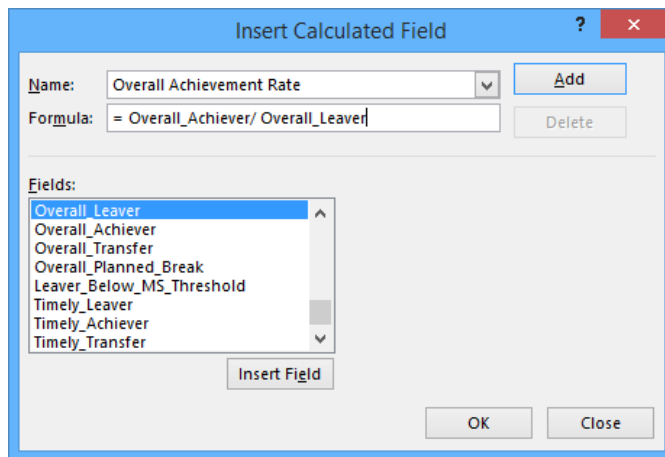


22. Using the 'Insert Calculated Field' dialog box, create calculated fields for both the rates as below:

- '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'

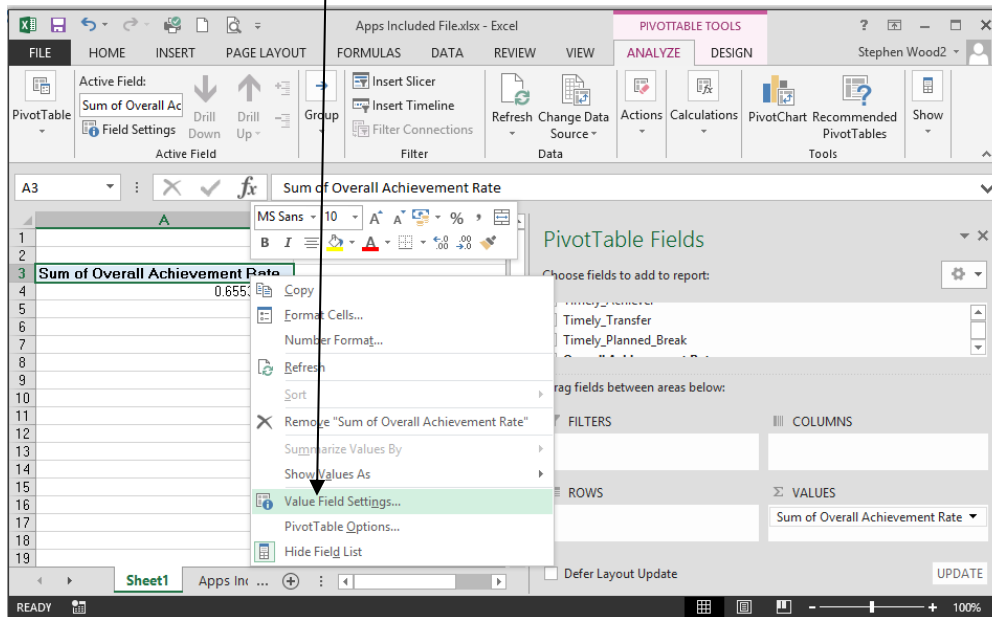
You can only create the 'Overall Pass Rate' and 'Overall Retention Rate' calculated fields for education and training.

The dialog box shows the creation of the 'Overall Achievement Rate' field.

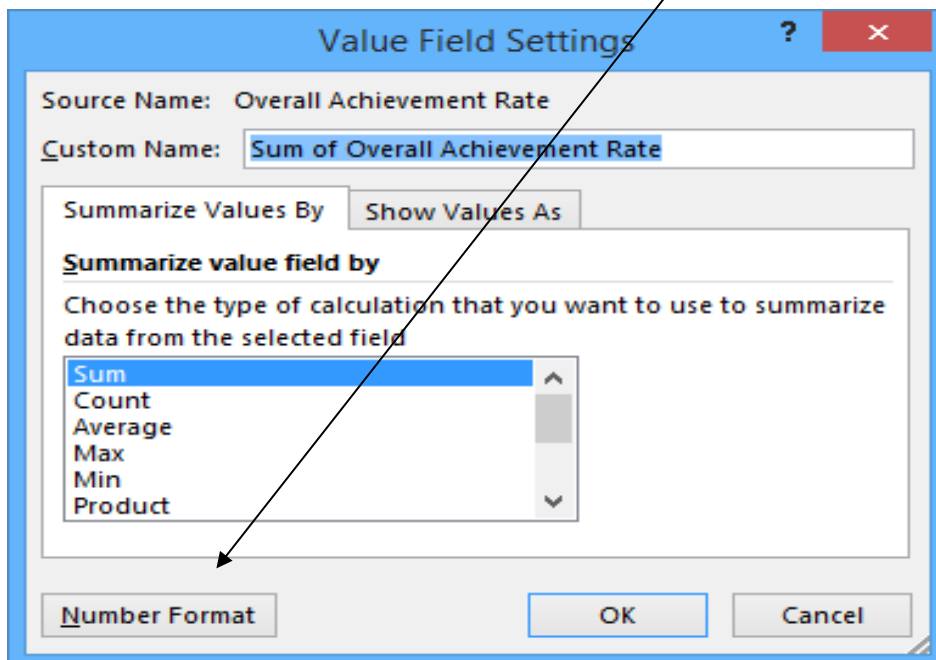


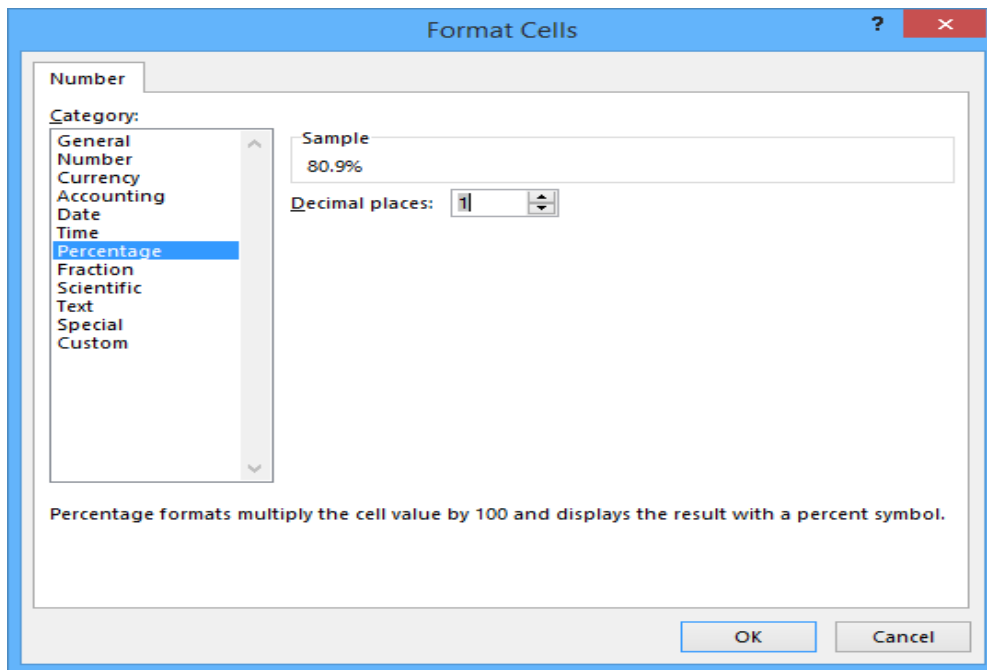
23. The calculated fields will appear at the end of the list of pivot table fields.

24. The fields are unformatted when output in the pivot table. You can format the fields using 'Value Field Settings', which is selected from the menu that is displayed by right clicking the rate value.



25. On the 'Value Field Settings dialog box select 'Number Format' and format the fields as percentages, to 1 decimal place.





Showing the overall rate in the pivot table

26. You must use the hybrid end year when showing the overall achievement rate, overall pass rate and overall retention rate. Continuing aims have a hybrid end date of 2018.5. Continuing aims are in the data extract as they are included in the timely achievement rate calculations where appropriate.
27. You must add the QAR_Status_Overall field to the pivot filter area and set this to 'QAR Inclusions' as shown below.
28. There are two ways of showing the three-year rate trend, as rows or as columns. The format chosen depends on the other dimensions you display.

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

The screenshot shows an Excel PivotTable with the following data:

| Values | 2013 | 2014 | 2015 | Grand Total |
|---------------------------------|-------|-------|-------|-------------|
| Sum of Overall_Leaver | 19 | 13 | 41 | 73 |
| Sum of Overall Achievement Rate | 84.2% | 92.3% | 70.7% | 78.1% |

The PivotTable Fields task pane is configured as follows:

- Choose fields to add to report:**
 - Hybrid_End_Year
 - Overall_Leaver
 - Overall_Achiever
 - Leaver_Below_MS_Threshold
 - Timely_Leaver
 - Timely_Achiever
 - QAR_Status_Overall
 - QAR_Status_Timely
 - Overall_Achievement_Rate
 - Timely_Achievement_Rate
- Drag fields between areas below:**
 - FILTERS:** QAR_Status_Overall
 - COLUMNS:** Hybrid_End_Year
 - ROWS:** Values
 - VALUES:** Sum of Overall_Leaver, Sum of Overall Achievem...

30. When data first appears in the pivot table, you will see a 'Grand Total' value. As a grand total is not relevant to QARs, you should remove it. The field is removed by right clicking on the 'Grand Totals' cell and selecting 'Remove Grand Total'.

The screenshot shows the same PivotTable as in question 29, but with a context menu open over the 'Grand Total' cell. The menu options are:

- Copy
- Format Cells...
- Number Format...
- Refresh
- Remove Grand Total** (highlighted)
- Summarize Values By >
- Value Field Settings...
- PivotTable Options...
- Hide Field List

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

| Row Labels | Sum of Overall_Leaver | Sum of Overall Achievement Rate |
|------------|-----------------------|---------------------------------|
| 2013 | 19 | 84.2% |
| 2014 | 13 | 92.3% |
| 2015 | 41 | 70.7% |

Showing the timely achievement rate in the pivot table

32. You must use the **expected end year** when showing the timely achievement rate.

33. There are two ways of showing the three-year rate trend, as rows or as columns. The format chosen depends on the other dimensions you display.

34. To show trend data in columns the pivot table should be set up as shown below. You must add the QAR_Status_Timely field to the pivot filter area and set this to 'QAR Inclusions'.

| Values | Column Labels | 2013 | 2014 | 2015 |
|--------------------------------|---------------|-------|-------|-------|
| Sum of Timely_Leaver | | 10 | 18 | 81 |
| Sum of Timely Achievement Rate | | 70.0% | 72.2% | 32.1% |

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

| QAR Status Timely | QAR Inclusions | | |
|-------------------|----------------|-----------------------------|---------------------------------------|
| | | Sum of Timely Leaver | Sum of Timely Achievement Rate |
| | | 2013 | 10 70.0% |
| | | 2014 | 18 72.2% |
| | | 2015 | 81 32.1% |

Examples of ways to configure the pivot table

36. The following screenshot shows how to configure the pivot table to show overall leavers and overall achievement rates for various fields, we have used apprenticeship frameworks as an example but the same principle applies for education and training fields.

37. In the following screenshots, '#DIV/0!' appears in some of the overall achievement rate fields. This is because the number of overall leavers is zero and Excel is trying to divide by zero, which is not possible and therefore displays an error.

| QAR Status Overall | QAR Inclusions | | | | |
|--------------------|----------------|--|--------------|---------------|--------------|
| | | Column Labels | 2013 | 2014 | 2015 |
| | | Row Labels | | | |
| | | Advanced Level Apprenticeship | | | |
| | | 360 IT and Telecoms Professionals | | | |
| | | Sum of Overall Leaver | 2 | | |
| | | Sum of Overall Achievement Rate | 100.0% | #DIV/0! | #DIV/0! |
| | | 418 IT, Software, Web and Telecoms Professionals | | | |
| | | Sum of Overall Leaver | 14 | 5 | 9 |
| | | Sum of Overall Achievement Rate | 78.6% | 100.0% | 88.9% |
| | | 419 IT Application Specialist | | | |
| | | Sum of Overall Leaver | 1 | 2 | 4 |
| | | Sum of Overall Achievement Rate | 100.0% | 100.0% | 100.0% |
| | | 444 Health and Social Care | | | |
| | | Sum of Overall Leaver | 2 | | 1 |
| | | Sum of Overall Achievement Rate | 100.0% | #DIV/0! | 100.0% |
| | | 487 Management | | | |
| | | Sum of Overall Leaver | | | 2 |
| | | Sum of Overall Achievement Rate | #DIV/0! | #DIV/0! | 0.0% |
| | | 490 Business and Administration | | | |
| | | Sum of Overall Leaver | | | 3 |
| | | Sum of Overall Achievement Rate | #DIV/0! | #DIV/0! | 100.0% |
| | | Advanced Level Apprenticeship Sum of Overall Leaver | 19 | 7 | 19 |
| | | Advanced Level Apprenticeship Sum of Overall Achievement Rate | 84.2% | 100.0% | 84.2% |

38. When showing framework code and name, subtotals will be output for the framework code. You can remove these by right clicking on the framework code field and clicking on the 'Subtotal Framework Code' entry. This will remove the subtotals for framework code. The same principles apply for standards; for these, use the standard code and name fields.

The screenshot shows an Excel PivotTable with the following data:

| Row Labels | 2013 | 2014 | 2015 |
|---|---------|---------|---------|
| IT and Telecoms Professionals | 2 | | |
| Sum of Overall_Leaver | 100.0% | #DIV/0! | #DIV/0! |
| IT, Software, Web and Telecoms Professionals | 2 | | |
| Sum of Overall_Leaver | 100.0% | #DIV/0! | #DIV/0! |
| IT Application Specialist | 14 | 5 | 9 |
| Sum of Overall_Leaver | 78.6% | 100.0% | 88.9% |
| IT Application Specialist | 14 | 5 | 9 |
| Sum of Overall_Leaver | 78.6% | 100.0% | 88.9% |
| IT Application Specialist | 1 | 2 | 4 |
| Sum of Overall_Leaver | 100.0% | 100.0% | 100.0% |
| IT Application Specialist | 1 | 2 | 4 |
| Sum of Overall_Leaver | 100.0% | 100.0% | 100.0% |
| Health and Social Care | 2 | | 1 |
| Sum of Overall_Leaver | 100.0% | #DIV/0! | 100.0% |
| Health and Social Care | 2 | | 1 |
| Sum of Overall_Leaver | 100.0% | #DIV/0! | 100.0% |
| Management | | | 2 |
| Sum of Overall_Leaver | #DIV/0! | #DIV/0! | 0.0% |
| Management | | | 3 |
| Sum of Overall_Leaver | #DIV/0! | #DIV/0! | 100.0% |
| Advanced Level Apprenticeship Sum of Overall_Leaver | 19 | 7 | 19 |
| Advanced Level Apprenticeship Sum of Overall Achievement Rate | 84.2% | 100.0% | 84.2% |

39. The resulting display is below with the subtotals now not showing.

The screenshot shows the same Excel PivotTable after removing subtotals for Framework Code. The data is now as follows:

| Row Labels | 2013 | 2014 | 2015 |
|---|-------|--------|-------|
| IT and Telecoms Professionals | 2 | | |
| IT, Software, Web and Telecoms Professionals | 14 | 5 | 9 |
| IT Application Specialist | 1 | 2 | 4 |
| Health and Social Care | 2 | | 1 |
| Management | | | 2 |
| Business and Administration | | | 3 |
| Advanced Level Apprenticeship Sum of Overall_Leaver | 19 | 7 | 19 |
| Advanced Level Apprenticeship Sum of Overall Achievement Rate | 84.2% | 100.0% | 84.2% |

Analysing Minimum Standards using a pivot table

Calculating the percentage of the cohort below the apprenticeship minimum standards threshold

40. Full details on the calculations are in the [Apprenticeship QAR technical specification 2018 to 2019](#).

41. The percentage of the cohort below the minimum standards threshold is:

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

42. We illustrate these calculations in the two scenarios below. In these scenarios, a provider delivers three cohorts of apprenticeships. These examples continue to use the thresholds for 2017 to 2018; we will confirm the 2018 to 2019 thresholds later in the year.

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

| | | | Overall | | |
|-----------------|----------------|---------------------|--------------|------------|--|
| | | | 2017 to 2018 | | |
| Framework Level | Framework Code | Framework Name | Provider QAR | Cohort | Cohort Below Minimum Standards Threshold |
| Level 2 | 617 | Community Safety | 66.5% | 35 | 0 |
| Level 2 | 634 | Vehicle Restoration | 53.2% | 25 | 25 |
| Level 3 | 599 | Journalism | 65.3% | 44 | 0 |
| TOTAL | | | | 104 | |

In this scenario, the 2017 to 2018 all age QAR of only one of the three cohorts (634: Vehicle Restoration – Level 2) falls below the minimum standards threshold of 62%.

We classify the cohort of 25 for this apprenticeship as the cohort below the minimum standards threshold.

We calculate the percentage of the cohort below the minimum standards as:

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

Therefore, the percentage is 25 divided by 104, which is 24.0%.

The percentage of the provision that is below the minimum standards threshold is less than the minimum standards 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

| | | | Overall | | |
|-----------------|----------------|---------------------|--------------|------------|--|
| | | | 2017 to 2018 | | |
| Framework Level | Framework Code | Framework Name | Provider QAR | Cohort | Cohort Below Minimum Standards Threshold |
| Level 2 | 617 | Community Safety | 66.5% | 35 | 0 |
| Level 2 | 634 | Vehicle Restoration | 53.2% | 25 | 25 |
| Level 3 | 599 | Journalism | 45.3% | 44 | 44 |
| TOTAL | | | | 104 | |

In this scenario, the 2017 to 2018 all age overall QAR of two of the three cohorts (634: Vehicle Restoration – Level 2, and 599: Journalism – Level 3) falls below the minimum standards threshold of 62%.

We classify the cohort of 69 for these apprenticeships as leavers below the minimum standards threshold.

The percentage of the cohort below the minimum standards for this provider is:

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

Therefore, the percentage is 69 divided by 104 multiplied by 100, which is 66.3%.

The percentage of the provider’s provision that is below the minimum standards threshold is more than the minimum standards tolerance of 40%, so we will take action.

Showing the leavers below minimum standards threshold in the pivot table

43. You must use the **hybrid end year** when showing the leavers below minimum standards threshold. We only populated the Leaver_Below_MS_Threshold field for the 2018/19 hybrid end year.

Showing the percentage below minimum standards threshold in the pivot table

44. You cannot calculate the percentage below minimum standards threshold with a calculated field because the denominator is the total number of learning aims for the provider. The calculation for the percentage below minimum standards is:

$$\frac{\text{Sum of Leaver_Below_MS_Threshold}}{\text{Grand Total of Sum of Overall Leaver}} \times 100$$

45. In the example below, which shows minimum standards information by programme type, the formula for the Level 2 percentage below minimum standards threshold is C7/\$B\$10. \$ is used to ensure that when the formula is copied to the other cells it still references the Grand Total cell.

| QAR_Overall_Status (All) | | | |
|--------------------------|-----------------------|----------------------------------|-----------------------|
| Row Labels | Sum of Overall_Leaver | Sum of Leaver_Below_MS_Threshold | % Below Min Threshold |
| Level 2 | 70 | 9 | =C7/\$B\$10 |
| Level 3 | 49 | 4 | 2.6% |
| Level 4 | 32 | 0 | 0.0% |
| Grand Total | 151 | 13 | 8.6% |

Examples of ways to configure the pivot table

46. The following screenshot shows how to configure the pivot table show overall cohort and learners below minimum standards threshold for Sector Subject Area Tier 1. You can replace this dimension with other available ones.

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

48. Remember to change the reference to the Grand Total of leavers in the formula for calculating the percentage below minimum standards.

| Row Labels | Sum of Overall_Leaver | Sum of Leaver_Below_MS_Threshold | % Below MS Threshold |
|---|-----------------------|----------------------------------|----------------------|
| 01 - Health, Public Services and Care | 3 | 2 | 4.9% |
| 06 - Information and Communication Technology | 26 | 0 | 0.0% |
| 15 - Business, Administration and Law | 12 | 9 | 22.0% |
| Grand Total | 41 | 11 | |

PivotTable Fields

Choose fields to add to report:

- Framework_Name
- Pathway_Code
- Pathway_Name
- 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

COLUMNS

Values

ROWS

Sector_Subject_Area_Tier_1

VALUES

Sum of Overall_Leaver
Sum of Leaver_Below_MS_T...



Education & Skills
Funding Agency

© Crown copyright 2019

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

Enquiries: visit our [online form](#)

download www.gov.uk/government/publications



Follow us on

[Twitter: @educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:

facebook.com/educationgovuk