



Skills Funding Agency

Education and training qualification achievement rates 2015/2016 V1.2

Producing the dataset and data definitions

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Section 1 – Introduction

Purpose of document

1. This document provides technical information about how information provided in Individualised Learner Records is processed to produce the qualification achievement rates dataset which the education and training 2015/2016 qualification achievement-rate and minimum-standards dashboard is produced from. This document also provides information about where the information included with the qualification achievement-rate and minimum-standards dashboard comes from.
2. A number of changes have been made to the creation of the qualification achievement-rates dataset.

- i. The identification of planned breaks and transfers as exclusions.
- ii. The definition of hybrid end year has been changed to become the later of the expected end year, actual end year or reporting year
- iii. Aims with a completion status of 1 (learner continuing or intending to continue the learning activities leading to the learning aim) in the final return for an academic year, that did not have a corresponding record in the following academic year, are treated as a withdrawal for the overall methodology.

Where this occurs the reporting year will be the year after the last submitted file containing the learning aim.

- iv. Aims with a completion status of 6 (learner has temporarily withdrawn from the aim due to an agreed break in learning), are treated as a withdrawal for the overall methodology where:
 - they do not have a corresponding restart record in the same academic year;
 - they do not have a corresponding restart record in the following two academic years; or
 - if the planned break was recorded in the ILR R14 return for academic year 2014 to 2015, they do not have a corresponding restart record in the R04 ILR return of the academic year 2016 to 2017.

Where this occurs the reporting year will be the year after the later of the expected end year or actual end year.

- v. For aims with a completion status of 2 (learner has completed the learning activities leading to the learning aim) or 3 (learner has withdrawn from the learning activities leading to the learning aim) the reporting year will be the year of the first submitted file reporting the learning aim with a completion status of 2 or 3.
 - vi. Changes to the derivations for some fields.
3. The changes to the qualification achievement-rates dataset from that produced for the 2014/2015 qualification achievement-rates are explained in paragraphs 56 to 59.

Purpose of qualification achievement rates

4. Education and training qualification achievement rates, and the associated pass rates and retention rates, are a measure of the quality of the education and training courses that a provider ran in a particular academic year. Qualification achievement rates are used to identify provision that falls below the post-19 minimum quality standards. Provision which falls below that standard is one of the factors, as identified in the document 'New Challenges, New Chances' (at www.gov.uk/government/uploads/system/uploads/attachment_data/file/145449/11-1213-new-challenges-new-chances-implementing-further-education-reform.pdf), that will prompt us to take action under our Approach to Intervention process (at <https://www.gov.uk/government/publications/sfa-minimum-standards-2015-to-2016>).
5. Qualification achievement rates, retention rates and pass rates are used in National Achievement Rate Tables to show learners and employers the relative quality of provision. The Office for Standards in Education, Children's Services and Skills (Ofsted) also use them as part of its inspection process.

Education and training qualification achievement rate methodology

6. The Education and training qualification achievement-rate methodology has two qualification achievement-rate measures – the 'overall' qualification achievement-rate and the 'timely' qualification achievement-rate.
7. We use the overall qualification achievement rate to formally assess whether a provider meets minimum quality standards.
8. The overall qualification achievement rate is based on the hybrid end year (the later of the expected end year, actual end year or reporting year). The classroom learning and workplace learning aims considered for the 2015/2016 overall qualification achievement rate are those with a hybrid end year of 2015/2016.
9. The timely qualification achievement-rate is based on the planned academic end year of a learning aim. The learning aims considered for the 2015/2016 timely qualification achievement-rate measure are those with a planned end date in the academic year ending 31 July 2016. In the timely qualification achievement-rate measure a learning aim is counted as achieved if it is achieved:
 - on or before the planned end date; or
 - no more than 90 days after it.
10. There can be a delay between a learning aim being completed and the notification that the learning aim has been achieved. To make sure that all achievements that count towards the timely achievement rate are included, information from return R04 of the 2016/2017 Individualised Learner Record (ILR) is used to identify learning aims that have been achieved no more than 90 days after their planned end date but which could not be recorded in the final return of the 2015/2016 ILR.

Education and training business rules

11. We produce the qualification achievement-rate business rules (at <https://www.gov.uk/government/publications/sfa-qualification-achievement-rate-2015-to-2016-formerly-qsr>) that describe how the qualification achievement rates will be calculated, and which learning aims will not be included in the qualification achievement-rate calculations.

12. A number of learning aims are not included when calculating the qualification achievement rate. The main reasons for not including a particular learning aim are that it:

- relates to new activity that providers need time to get used to delivering;
- is delivered as part of a pilot programme;
- is not funded by us or the Education Funding Agency, or is not financed by an advanced learning loan;
- is not a qualification;
- is affected by circumstances beyond the provider's control (for example, if the learner is transferred to a new provider due to intervention from us or the Education Funding Agency).

Exclusions from education and training qualification achievement rates

13. A file is made available to providers containing the learning aims that are not included in the qualification achievement-rate calculations. This file also shows the reason they are not included.

14. The way that the learning aims that are not included in the calculations (excluded aims) are identified is described below.

Type of excluded aim	Rules for identifying the excluded aim
Learning aims where a learner has transferred to a new provider because of intervention from us.	Aims where the Withdrawal Reason is 7 or 41.
For the overall qualification achievement rate, learning aims where the learner has transferred to a different aim with the same provider.	Aims where the Completion Status is 3 and the Withdrawal Reason is 40.
For the timely qualification achievement rate, learning aims where the learner has transferred to a different aim with the same provider before the planned end date or no more than 90 days after it.	Aims where: <ul style="list-style-type: none"> • the Completion Status is 3; and • the Withdrawal Reason is 40 and the Learning Actual End Date is no more than 90 days after the planned end date.
For the overall qualification achievement rate, learning aims where the learner has temporarily withdrawn from the aim due to an agreed break in learning.	Aims where the Completion Status is 6. Under certain circumstances learning aims where the learner has temporarily withdrawn from the aim due to an agreed break in learning are not excluded. See paragraphs 30 to 37.
For the timely qualification achievement rate, learning aims where the learner has temporarily withdrawn from the aim due to an agreed break in learning before the planned end date or no more than 90 days after it.	Aims where the Completion Status is 6 and the Learning Actual End Date is no more than 90 days after the planned end date.
Learning aims where the learner has withdrawn from the learning aim within the funding qualifying period, and the learning aim is not achieved.	Aims where: <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 (withdrawal). Aims where: <ul style="list-style-type: none"> • the planned duration is between 14 and 167 days; • the actual duration is less than 14 days; and

Type of excluded aim	Rules for identifying the excluded aim
	<ul style="list-style-type: none"> the Completion Status is 3 (withdrawal). <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>
Additional units.	Aims where the Learning Aim Type is 'X901'.
Component aims, except for the component aims of traineeships, the component aims of diplomas, and the component aims of progression pathways, diplomas and foundation learning programmes in the ILR files for 2012/2013 and earlier.	<p>For ILR files for 2013/2014 onwards, aims where the Learning Delivery Aim Type is 3 and the Programme Type is not</p> <ul style="list-style-type: none"> 15 (Diploma – level 1 (foundation)); or 16 (Diploma – level 2 (higher)); or 17 (Diploma – level 3 (progression)); or 18 (Diploma – level 3 (advanced)); or 24 (Traineeship).
Diagnostic tests.	Aims where the Learning Aim Type is '8011'.
Programme aims, including Traineeship programme aims, diplomas and programme-led pathways.	For ILR files for 2011/2012 onwards, aims where the Aim Type is not 3, 4 or 5.
First Steps for years before 2013/2014.	<p>For ILR files for 2011/2012, aims where the Funding Model is 80 or 81 and the ASL Provision Type is 05.</p> <p>For ILR files for 2012/2013, aims where the Learning Delivery Funding and Monitoring Type is 'FSI'.</p> <p>First Steps for 2013/2014 onwards is included in the Adult Skills Budget.</p>
Foundation Learning weekly aims.	Aims where the Learning Aim Reference is 'ZFLW0001'.
Learning aims that have not been funded by us or the Education Funding Agency, or not financed by an advanced learning loan.	<p>For ILR files for 2011/2012 to 2012/2013, aims where A_To_Date_SLN_Payment is 0.</p> <p>For ILR files for 2013/2014 onwards, aims where if D_FEFund is not 1 (formula funded), not 2 (other funding) or not 3 (financed by a loan).</p>
Innovation Code learning aims.	<p>Aims where the Learning Aim Reference is:</p> <ul style="list-style-type: none"> 'ZINN0001' to 'ZINN0006'; or 'Z0004474' to 'Z0007833'.
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>For ILR files for 2011/2012 to 2013/2014, aims where:</p> <ul style="list-style-type: none"> the Completion Status is not 1; and the Outcome is not 1; and the Employment Outcome is 1 or 2; and the latest Individualised Learner Record for the learner has an Employment Status Monitoring Type of BSI and an Employment Status Monitoring Code of 1, 2 or 4. <p>For ILR files for 2014/2015 onwards, aims where:</p> <ul style="list-style-type: none"> the Completion Status is not 1; and the Outcome is not 1; and the Employment Outcome is 1 or 2; and a Learner Employment Status record exists with an Employment Status of 11 or 12 and a Date Employment Status Applies earlier than the Learning Aim Start Date; and the latest Individualised Learner Record for the learner has an Employment Status Monitoring Type of BSI and an Employment

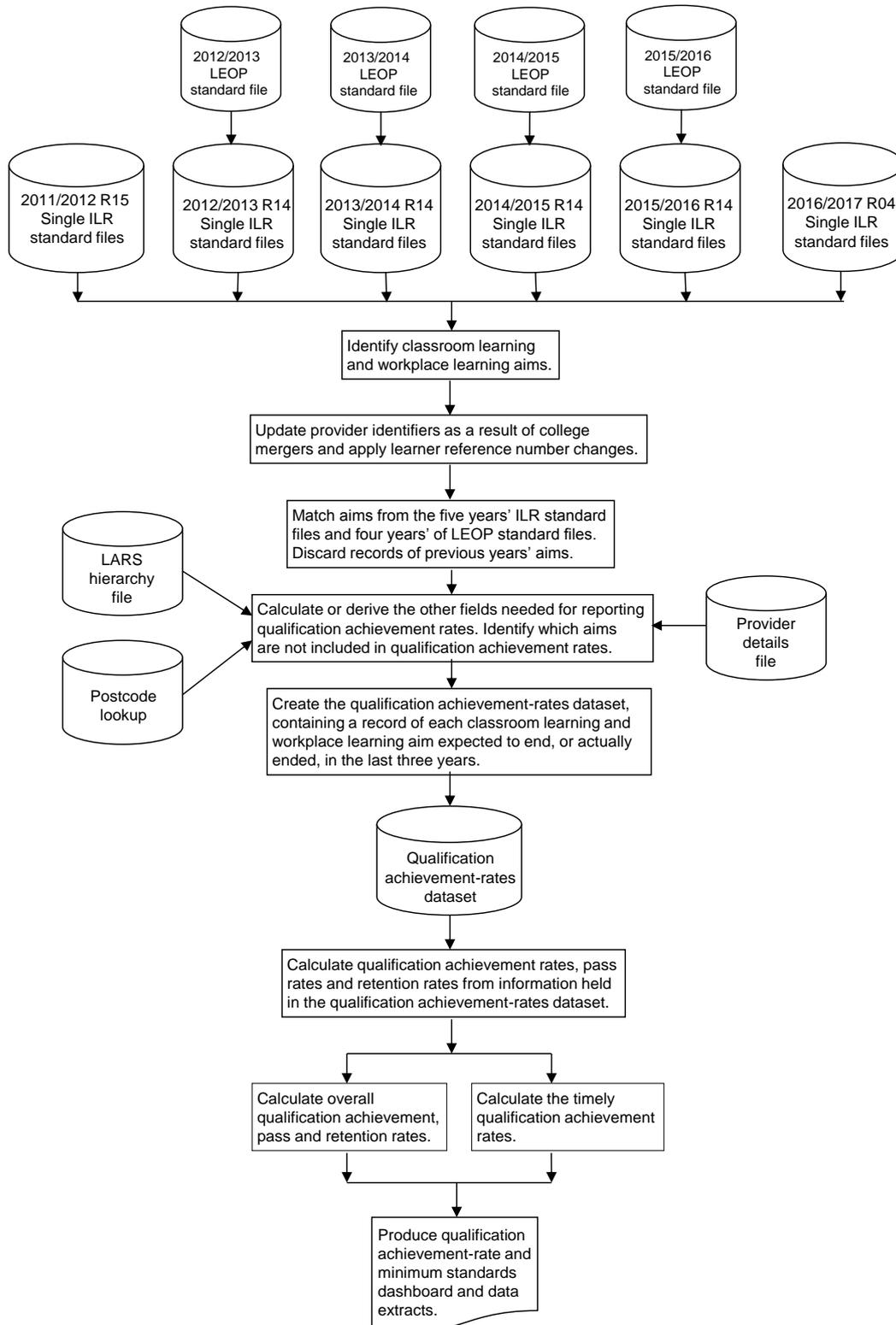
Type of excluded aim	Rules for identifying the excluded aim
	<p>Status Monitoring Code of 1 or 2 OR an Employment Status Monitoring Type of BSI and an Employment Status Monitoring Code 4 and any of the Learning Delivery Monitoring Codes is 318</p> <ul style="list-style-type: none"> any of the Learning Delivery Monitoring Codes is 318.
Joint Investment Programme aims.	Aims where Special Projects and Pilots is 'SP045'.
Key Skills.	Aims where the Learning Aim Type is '1327'.
Learners in mainstream further education funded by the LLDD Placement budget.	<p>For ILR files for 2011/2012, aims where Special Projects and Pilots is 'SP044'.</p> <p>For ILR files for 2012/2013 onwards, aims where any of the Learning Delivery Monitoring Codes is '317' or where Special Projects and Pilots is 'SP044'.</p>
Aims delivered through Learning Technologies Pilots and 18-21 work skills pilots.	For ILR files for 2014/2015 onwards, aims where any of the Learning Delivery Monitoring Codes is 332, 337 or 341.
Non regulated aims used to claim funding for additional ESOL learning needs.	For ILR files for 2013/2014 onwards, aims where the Learning Aim Reference is 'Z0004294' to 'Z00004341' and any of the Learning Delivery Monitoring Codes is 336.
OLASS aims for 2012/2013 or earlier	For ILR files for 2012/2013 and earlier, aims where any of the Learning Delivery Monitoring Codes is 34.
Supported internships.	Aims where the Learning Aim Reference is 'Z0002347'
<p>Traineeships where learners cannot continue their learning through to completion because they have started work.</p> <p>This exclusion is not applied to 16-18 year olds as an employment outcome is not collected for EFA funded provision.</p>	<p>For ILR files for 2013/2014, for learners aged 19 or over, aims where:</p> <ul style="list-style-type: none"> any of the Learning Delivery Monitoring Codes is 323; the Completion Status is not 1; the Outcome is not 1; and the Employment Outcome is 1 or 2. <p>For ILR files for 2014/2015 onwards, for learners aged 19 or over, aims where:</p> <ul style="list-style-type: none"> the Programme Type is 24 (traineeship); the Aim Type is 3; the Completion Status is not 1; the Outcome is not 1; and A Learner Destination and Progression record exists for the learner where Outcome Type is Outcome Type is EDU and outcome code is 2 OR Outcome Type is EMP and outcome code is 1, 3 or 4 the Outcome Start Date is on or after the Actual End Date of the aim. <p>the Employment Outcome is 1 or 2.</p>
Tutorial support and complementary studies.	Aims where the Learning Aim Reference is 'CMISC001' or 'XESF0001'.
Unitisation qualifications.	Aims where the Learning Aim Type is '8008' or '8009'.
Learning aims delivered to learners who are receiving Universal Credit and are mandated to skills training.	<p>For ILR files for 2013/2014 only, aims where:</p> <ul style="list-style-type: none"> the Learning Start Date of the learning aim is within the time period of an Individualised Learner Record for the learner that has an Employment Status Monitoring Type of BSI and an Employment Status Monitoring Code of 4; and any of the Learning Delivery Monitoring Codes is 318.
Work-experience or work-placement aims.	Aims where the Learning Aim Reference is 'Z0007834' to 'Z0007838'.
Changes to records previously	For aims reported in the 2015/16 ILR, that were previously

Type of excluded aim	Rules for identifying the excluded aim
<p data-bbox="177 172 635 208">submitted 2 or more years ago.</p> <p data-bbox="177 237 635 421">The example given is for aims reported in 2015/16. The exclusion also applies to aims reported in 2014/15 or 2013/14 that meet the same conditions for the corresponding earlier years.</p>	<p data-bbox="639 172 1422 237">reported in the 2013/14 or earlier ILR and not reported in the 2014/15 ILR.</p> <p data-bbox="639 266 1422 331">Where the actual or planned end dates are not in 2015/16 or later.</p> <p data-bbox="639 360 1422 396">The record was first reported complete in the 2015/16 ILR.</p> <p data-bbox="639 425 1422 512">The record is not an update to a record which would otherwise have been an overdue planned break counted in the 2015/16 hybrid end year.</p>

Section 2 – Processing Individualised Learner Records (ILRs)

Process flow diagram

15. This flow diagram below shows how ILR information for multiple academic years is processed to produce the qualification achievement-rates dataset, which is the source of the information used for the qualification achievement-rate and minimum-standards dashboard.



Identifying classroom learning and workplace learning aims

16. For the ILR files for 2011/2012 and 2012/2013, the learning aims chosen from the ILR are those where:
- the **Funding Model** is 21 or 22; or
 - (the **Funding Model** is 45; and the **Data Set Identifier Code** is not 35; and the **Programme Type** is not 2, 3, 10, 20 or 21).
17. For the ILR files for 2013/2014 onwards, the learning aims chosen from the ILR are those where:
- the **Aim Type** is not 1; and
 - the **Programme Type** is not 2, 3, 10, 20, 21, 22, 23 or 25 (apprenticeship standards)
18. The workplace learning aims from the LEOP 2012/2013 dataset are those where:
- the **Aim Type** is not 35; and
 - the **Programme Type** is not 2, 3, 10, 20 or 21.
19. The workplace learning aims from the LEOP 2013/2014 dataset onwards are those where:
- the **Aim Type** is not 1; and
 - the **Programme Type** is not 2, 3, 10, 20, 21, 22 or 23.

Processing further-education college mergers

20. In the academic year after two or more further-education colleges merge to form a new college, the qualification achievement-rate methodology combines the learning aims for both colleges in previous years under the new merged college and produces qualification achievement rates for the new college. This allows the new college to compare their current year's qualification achievement rate with a comparable qualification achievement rate for the previous years.
21. Learning aims are combined by changing the provider number (UKPRN) of the old colleges to be those of the new college's provider number. The original provider number is kept in the qualification achievement-rates dataset in the and UKPRN_orig field.
22. Note that this merger process only applies to further-education colleges. It does not apply to the mergers of any other types of provider (for example, private training providers).

Processing learner reference number changes

23. The learner reference number is used when matching learning aims across years. The learner reference number is assigned by the provider, and providers (or their software) will occasionally change them, either within an academic year or between years.
24. If the learner reference number is changed, the process of matching learning aims does not work correctly and two records are created in the qualification achievement-rates dataset for the same learning aim – one using the old learner reference number and one the new learner reference. As the learning aim from the earlier year's ILR file will not have any achievement data, it will reduce the provider's qualification achievement rate unless this matching issue is addressed.
25. To address this issue, we introduced the learner reference number mapping spreadsheet which allows a provider to provide a cross reference mapping from the old to the new learner reference numbers. For 2013/2014 the requirement to complete the spreadsheet

was replaced by a mechanism where the provider fills in the 'Learner reference in the previous year' field in the ILR.

26. The information in the learner reference number mapping spreadsheet and the 'Learner reference in the previous year' field is used to change the learner reference numbers for previous years to the latest learner reference number. The original learner reference number is kept in the qualification achievement-rates dataset in the LearnRefNumber_orig field.

Matching Individualised Learner Records across years

27. Many learning aims take more than one year to complete. This means that the same learning aims for a particular learner can appear on more than one ILR or LEOP file. Learning aims can be completed earlier than planned, and some learning aims are not marked as completed.
28. Various combinations of variables are used to make sure the correct records are matched across years. The matching process matches records by UKPRN, Learner Reference Number, and Aim Reference together with the following combinations, in the following sequence.
- Learning Start Date, Learning Planned End Date, Learning Actual End Date
 - Learning Start Date, Learning Planned End Date
 - Learning Start Date, Expected End Year (P_Expendyr), Learning Actual End Date
 - Learning Start Date, Expected End Year
29. Once the learning-aim records have been matched, those from previous years are discarded, leaving just the latest information for each learning aim in the qualification achievement-rates dataset.

Identifying overdue continuing aims and planned breaks

30. Continuing aims (aims with a completion status of 1) in the R14 ILR return for an academic year that do not have a corresponding record in the following academic year, are treated as a withdrawal for the overall methodology. ~~The aims this applies to are those where the year the record was submitted on the ILR (YearAimSubmitted) is '2013/14' or '2014/15' and the Completion Status is 1.~~

For example:

If the year the record was submitted on the ILR is '2013/14' and there is no corresponding record in 2014/2015 R14 ILR return.

- the ~~hybrid end year (P_Hybridendyr)~~ reporting year is set to 2014; and
- P_Count_Overall is set to 1; and
- P_Ach_Overall is set to 0.

If the year the record was submitted on the ILR is '2014/15' and there is no corresponding record in 2015/2016 R14 ILR return.

- the ~~hybrid end year (P_Hybridendyr)~~ reporting year is set to 2015; and
- P_Count_Overall is set to 1; and
- P_Ach_Overall is set to 0.

31. Aims where the learner is on a planned break (aims with a completion status of 6), are treated as a withdrawal for the overall methodology where:

- they do not have a corresponding restart record in the same academic year; or
 - they do not have a corresponding restart record in the following two academic years; or
 - if the planned break was recorded in the ILR R14 return for academic year 2014 to 2015, they do not have a corresponding restart record by the R04 ILR return of the academic year 2016 to 2017.
32. 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.
33. Restart records are matched 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 (to allow for situations where the planned break was itself a restart) of the planned break record.
34. For example an aim where the learner is on a planned break, that is submitted in the 2013/2014 ILR (YearAimSubmitted is '2013/14'), 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 2013/2014, 2014/2015 or 2015/16 ILR (YearAimSubmitted is '2013/14', '2014/15' or '2015/16')
35. For example where an aim where the learner is on a planned break that is submitted in the 2013/2014 ILR (YearAimSubmitted is '2013/14'), does not have a corresponding restart record:
- ~~the hybrid end year (P_Hybridendyr) is set to 2014; and~~
 - the reporting year is set to one year after the later of the expected end year or actual end year; and
 - P_Count_Overall is set to 1; and
 - P_Ach_Overall is set to 0.
36. An aim where the learner is on a planned break, that is submitted in the 2014/2015 ILR (YearAimSubmitted is '2014/15'), 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 2014/2015, 2015/2016 or 2016/2017 R04 ILR (YearAimSubmitted is '2014/15', '2015/16' or '2016/17')
37. Where an aim where the learner is on a planned break that is submitted in the 2014/2015 ILR (YearAimSubmitted is '2014/15'), does not have a corresponding restart record:
- ~~the hybrid end year (P_Hybridendyr) is set to 2015; and~~
 - the reporting year is set to one year after the later of the expected end year or actual end year; and

- P_Count_Overall is set to 1; and
- P_Ach_Overall is set to 0.

Key principles for qualification achievement-, pass- and retention-rate calculations

38. The key principles of calculating qualification achievement, pass and retention rates are as follows.

- Qualification achievement, pass and retention rates include only learning aims funded by us or the Education Funding Agency, or financed by an advanced learning loan.
- Learners who were under 16 on 31 August of the academic year when they started the learning aim are not included in qualification achievement, pass and retention rates unless they are 14- or 15-year-old students funded direct from the Education Funding Agency.
- Aims that are identified as exclusions from qualification achievement rates (as described in paragraph 14) are not included in qualification achievement, pass and retention rates.
- Uncashed AS levels are treated as non-achievement.

Overall qualification achievement-, pass- and retention-rate calculations

39. The fields from the qualification achievement-rates dataset that are used in calculating overall qualification achievement, pass and retention rates are as follows.

- Hybrid End Year (P_Hybridendyr)
This field is later of the actual learning end year (P_Actendyr), the expected learning end year (P_Expendyr), or the reporting year.
- P_Count_Overall
This field indicates whether a learning aim has ended (a learning aim has ended if a learning actual end date is present) or it is an overdue continuing learning aim or an overdue continuing planned break. Learning aims where P_Count_Overall is 1 are included in the overall qualification achievement-rate calculations.
- P_Ach_Overall
This field indicates whether a learning aim has been achieved (achieved learning aims have a Learning Outcome of 1 or 7).
- P_Complete_Overall
This field indicates whether a learning aim has been successfully completed (successfully completed learning aims have a Completion Status of 2).

40. For a given academic year the overall qualification achievement-rate percentage is calculated as follows.

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

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

$$\frac{\text{Number of learning aims where P_Ach_Overall is 1}}{\text{Number of learning aims where P_Count_Overall is 1}} \times 100$$

41. For a given academic year, the overall pass-rate percentage is calculated as follows.

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

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

$$\frac{\text{Number of learning aims where P_Ach_Overall is 1}}{\text{Number of learning aims where P_Complete_Overall is 1}} \times 100$$

42. For a given academic year, the overall retention-rate percentage 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 qualification achievement-rates dataset, for a given hybrid end year (P_Hybridendyr), the overall retention-rate percentage is calculated as follows.

$$\frac{\text{Number of learning aims where P_Complete_Overall is 1}}{\text{Number of learning aims where P_Count_Overall is 1}} \times 100$$

Timely qualification achievement-rate calculation

43. The fields from the qualification achievement-rates dataset that are used in calculating timely qualification achievement rates are as follows.

- Expected End Year (P_Expendyr)
This field is the first calendar year of the academic period which the Learning Planned End Date falls in.
- P_Count_Timely
This field indicates whether the learning aim was expected to be completed in a particular academic year. Learning aims where P_Count_Timely is 1 are included in the timely qualification achievement-rate calculations.
- P_Ach_Timely
This field indicates whether a learning aim has been achieved.

44. For a given academic year the timely qualification achievement-rate percentage is calculated as follows.

$$\frac{\text{Number of learning aims that have been achieved by their planned end date or no more than 90 days after it}}{\text{Number of learning aims expected to be completed}} \times 100$$

In terms of the variables on the qualification achievement-rates dataset, for a given expected end year (P_Expendyr) the timely qualification achievement-rate percentage is calculated as follows.

$$\frac{\text{Number of learning aims where P_Ach_Timely is 1}}{\text{Number of learning aims where P_Count_Timely is 1}} \times 100$$

Calculating the percentage of leavers below the minimum standards threshold

45. Only learners aged 19 and over are included in minimum standards. Minimum standards use the overall qualification achievement rate and use data for hybrid end year 2015/2016 only.
46. 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 a learning aim reference is below the minimum standards threshold for the qualification type (for example, A-level, Diploma). If the 19+ age band's qualification achievement rate of a learning aim reference is below the minimum standard threshold, all the aims for that learning aim reference are classified as being below the minimum standards threshold.
47. The table below shows the minimum standards threshold 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%

48. The aims below the minimum standard threshold for all qualification types are then added together to give a figure for the total number of aims below the minimum standards threshold for the provider.
49. The percentage of leavers below the minimum standard threshold is then calculated as follows.

$$\frac{\text{The total number of aims below the minimum standard threshold}}{\text{The total number of learning aims where P_Count_Overall is 1}} \times 100$$

50. The percentage of aims below the minimum standard threshold is then compared to the minimum standards tolerance level, which is 40%.
51. If the percentage of aims 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).

Further Information

52. 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 3 – Contents of the qualification achievement-rates dataset for records created from the ILR

Source or derivation of fields in the qualification achievement-rates dataset

53. Three reference files are used in some of the derivations.

- a) The 2015/2016 LARS Hierarchy file. This file holds the learning-aim data from the Learning Aims Reference System (LARS), as at the close of the 2015/2016 ILR data collection (20 October 2016).
- b) The 2015/2016 Provider Details file. This file holds providers' details from the Provider and Organisation Information Management System (PIMS), as at 31 July 2016.
- c) The look-up used to determine the delivery region and delivery local authority of a delivery location postcode will be obtained from the National Statistics Postcode Lookup (UK) May 2016. This will be available to download from the Office Of National Statistics website in May 2016.

Data item	Description	Data values	Source (ILR)	Derivation
Add_Unit_Excl	Indicates that the learning aim is an Additional Unit aim. Additional Unit aims are not included in qualification achievement rates.	0 or 1	Derived	Set to 1 if the LearnAimRefType for the learning aim, from the LARS hierarchy file, is 'X901'. Otherwise set to 0.
AdvLearnLoan	Indicates that the learning aim is financed by an advanced learning loan.	0 or 1	Derived	For ILR files for 2011/2012 to 2012/2013, set to 0. For ILR files for 2013/2014 onwards, set to 1 if D_FEFund is 3. Otherwise set to 0.
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. For OLASS aims this is based on the age of the learner at the start of the learning aim.	1 = learners aged 18 and under 2 = learners aged 19 or over, or whose age is not known 3 = learners aged 23 and under 4 = learners aged 24 or over, or whose age is not known	Derived	For classroom learning aims which are not OLASS aims (these are aims where D_Olass is 0) 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 workplace learning aims set to 2. For OLASS aims (these are learning aims where D_Olass is 1) set the value as follows: <ul style="list-style-type: none"> • set to 3 if D_AgeAimStart is 0 to 23. • set to 4 if D_AgeAimStart is 24 or greater, or unknown.

Data item	Description	Data values	Source (ILR)	Derivation
Age_31AugStYr	The age of the learner on 31 August of the year they started the learning aim in. Only calculated for classroom learning aims.		Derived	Calculate as the difference between the start year (P_Startyr) of the learning aim and the Date of Birth .
AimType	The type of aim.		ILR standard files	Set to AimType .
AwardingOrgCode	The awarding body associated with each learning aim record.		LARS hierarchy	Set to AwardingOrgCode for the aim, from the LARS hierarchy file.
BasicSkills	Indicates that the learning aim is considered to be a Basic Skill aim relating to achievements in literacy, numeracy and language.	0 or 1	LARS hierarchy	Set to 1 if BasicSkills for the learning aim, from the LARS hierarchy file, is 1. Otherwise set to 0.
BasicSkillsType	A sub-category of Basic Skill identifying the type of basic skill (for example, adult literacy, ESOL).		LARS hierarchy	Set to BasicSkillsType for the learning aim, from the LARS hierarchy file.
CL_Excl	Indicates that the learning aim is a Community Learning aim. Community Learning aims are not included in qualification achievement rates.	0 or 1	Derived	Set to 1 if Funding Model is 10. Otherwise set to 0.
Component_Aim_Excl	Indicates that the learning aim is a component aim that is not included in qualification achievement rates.	0 or 1	Derived	For ILR files for 2011/2012 to 2012/13 set to 0. For ILR files for 2013/2014 onwards, set the value as follows. <ul style="list-style-type: none"> Set to 0 if the Learning Delivery Aim Type is 3 and the Programme Type is 15, 16, 17, 18 or 24. Set to 0 if the Learning Delivery Aim Type is 4 or 5. Otherwise set to 1.
CompStatus	The completion status of the learning aim.		ILR standard files	Set to Completion Status .
D_AchieveRateStatus	The status of the learning aim for calculating qualification achievement rates.		ILR standard files / Derived	For ILR files for 2011/2012 to 2013/2014, set the value as follows. <ul style="list-style-type: none"> Set to 0 (continuing) if the Learning Actual End Date is not populated. Set to 1 (achieved) if the Learning Outcome is 1 or 7. Set to 11 (planned break) if the Completion Status is 6. Set to 10 (transfer to a new provider forced by Skills Funding Agency or EFA intervention) if the Withdrawal Reason is 7 or 41. Set to 8 (transfer to a new aim at the same provider) if the Completion Status is 3 and the Withdrawal Reason is 40. Set to 8 (transfer to a new aim at the same provider) if the Completion Status is 4.

Data item	Description	Data values	Source (ILR)	Derivation
				<ul style="list-style-type: none"> Set to 9 (not achieved) if the Withdrawal Reason is 2. If none of the above apply, set to 6 (not achieved). For ILR files for 2014/15 onwards set to D_SuccessRateStatus .
D_AgeAimStart	The age of the learner at the start of the learning aim. Only calculated for workplace learning aims and OLASS aims.		Derived	Calculated as the difference between the start date (Learning Start Date) of the learning aim and the Date of Birth .
D_FullLevel2	Identifies whether the learning aim is a full level 2.	0 or 1	ILR standard files	Set to 0 if FullLevel3EntitlementCategory from the LARS hierarchy file is 1, 2 or 3 and FullLevel3Percent from the LARS hierarchy file is 100 or more. Set to 1 if FullLevel2EntitlementCategory from the LARS hierarchy file is 1 or 4 and FullLevel2Percent from the LARS hierarchy file is 100 or more. Otherwise set to 0.
D_FullLevel3	Identifies whether the learning aim is a full level 3.	0 or 1	ILR standard files	Set to 1 if FullLevel3EntitlementCategory from the LARS hierarchy file is 1, 2 or 3 and FullLevel3Percent from the LARS hierarchy file is 100 or more. Otherwise set to 0.
D_Olass	Identifies whether the learning aim is an OLASS learning aim.	0 or 1	Derived	For ILR files for 2011/2012 onwards, set to 1 if there is a Learning Delivery Funding and Monitoring Type of 'LDM' with a Learning Delivery Funding and Monitoring Code which is 34. Otherwise set to 0.
D_TotalPayment	The total payments for the life of the learning aim.		Derived	The sum of the ILR-derived variables A_Total_Payment_Y2D (for years 2011/2012 to 2012/2013) and D_TotalPayment_Y2D (for years 2013/2014 onwards) for the years that the learning aim is on the ILR. (Note: for 2013/2014 onwards, the Education Funding Agency funds 16- to 18-year-old learners at a learner level not an aim level. This means that D_TotalPayment_Y2D will not be populated for the aims of 16- to 18-year-old learners.)
Datasource	The source of the record on the qualification achievement-rates dataset, which is either the ILR or the LEOP dataset.	ILR	Derived	Set to 'ILR'.
DelLocPostCode	The postcode of the delivery location.		ILR standard files	Set to Delivery Location Postcode .
DelLocPostCode_GOR	The delivery location postcode Government office region.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2016.

Data item	Description	Data values	Source (ILR)	Derivation
DelLocPostCode_LocalAuthority	The delivery location postcode local authority district.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2016.
Diagnostic_Excl	Indicates that the learning aim is a Diagnostic Test aim. Diagnostic Test aims are not included in qualification achievement rates.	0 or 1	Derived	Set to 1 if the LearnAimRefType for the learning aim, from the LARS hierarchy file, is '8011'. Otherwise set to 0.
Diploma_Excl	Indicates that the learning aim is a programme aim, such as those used for Traineeships, progression pathways, diplomas and foundation learning programmes. Programme aims are not included in qualification achievement rates.	0 or 1	Derived	For ILR files for 2011/2012 to 2012/2013, set to 1 if Aim Type is not 3 or 4. Otherwise set to 0. For ILR files for 2013/2014 onwards, set to 1 if Aim Type is not 3, 4 or 5. Otherwise set to 0.
EFA_Direct_Funded	Indicates that the learner is a 14- or 15-year-old full-time learner who has been recruited directly by a general further education (GFE) college or a sixth-form college.	0 or 1	Derived	Set to 1 if there is a Learning Delivery Funding and Monitoring Type of 'LDM' with a Learning Delivery Funding and Monitoring Code of 320. Otherwise set to 0.
EFA_Funded	Indicates that the learning aim has been funded by the Education Funding Agency at some point during the duration of the learning aim.	0 or 1	Derived	For ILR files for 2011/2012 and 2012/2013, set to 1 if A_Agency_Funding is 5 or 6 for any of the years the learning aim is on the ILR. Otherwise set to 0. For ILR files for 2013/2014 onwards, set to 1 if D_FundAgency is 5 or 6 for any of the years the learning aim is on the ILR. Otherwise set to 0.
EFA_Funded_Latest	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.	0 or 1	Derived	For ILR files for 2011/2012 and 2012/2013, set to 1 if A_Agency_Funding is 5 or 6 for the latest ILR record returned for the learning aim. Otherwise set to 0. For ILR files for 2013/2014 onwards, set to 1 if D_FundAgency is 5 or 6 for the latest ILR record returned for the learning aim. Otherwise set to 0.
EmpOutcome	Employment outcome		ILR standard files	Set to Employment Outcome .
ESF_Excl	Indicates that the learning aim is funded by the European Social Fund. Aims funded by the European Social Fund are not included in qualification achievement rates.	0 or 1	Derived	Set to 1 if Funding Model is 70. Otherwise set to 0.
Ethnicity	The learner's ethnic background.		ILR standard files	Set to Ethnicity .
FirstSteps_Excl	Indicates that the learning aim is a First Steps or Formal First Steps aim. First Steps and Formal First Steps aims are not included in qualification achievement rates.	0 or 1	Derived	For ILR files for 2011/2012, set to 1 if the Funding Model is 80 or 81 and the ASL Provision Type is 05. For ILR files for 2012/2013, aims where the Learning Delivery

Data item	Description	Data values	Source (ILR)	Derivation
				<p>Funding and Monitoring Type is 'FSI'.</p> <p>Otherwise set to 0.</p> <p>First Steps for 2013/2014 is included in the Adult Skills Budget.</p>
FoundationLearningWeekly_Excl	Indicates that the learning aim is a Foundation Learning Weekly aim. Foundation Learning Weekly aims are not included in qualification achievement rates.	0 or 1	Derived	Set to 1 if the Learning Aim Reference is 'ZFLW0001'. Otherwise set to 0.
FreeMeals	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	<p>For ILR files for 2011/2012 to 2013/2014, set to -1.</p> <p>For ILR files for 2014/2015 onwards if the Learner Funding and Monitoring Type is 'FME' and the Learner Funding and Monitoring Code is 1 or 2, set to the Learner Funding and Monitoring Code, otherwise set to -1.</p>
Fund_Qual_Excl	<p>Indicates that the learner has withdrawn from a learning aim before the qualifying number of days for funding has been met</p> <p>(Note: 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.)</p>	0 or 1	Derived	<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>Set to 1 if the planned duration is 168 days or more, the actual duration is less than 42 days and the Completion Status is 3 (withdrawal).</p> <p>Set to 1 If the planned duration is between 14 and 167 days, the actual duration is less than 14 days and the Completion Status is 3 (withdrawal).</p> <p>Otherwise set to 0.</p>
Innovation_Excl	Indicates that the learning aim is an Innovation Code aim. Innovation Code aims are not included in qualification achievement rates.	0 or 1	Derived	Set to 1 if the Learning Aim Reference is 'ZINN0001' to 'ZINN0006' or 'Z0004474' to 'Z0007833'. Otherwise set to 0.
JIP_Excl	Indicates that the learning aim is a Joint Investment Programme aim. Joint Investment Programme aims are not included in qualification achievement rates.	0 or 1	Derived	For ILR files for 2011/2012 onwards, set to 1 if there is a Learning Delivery Funding and Monitoring Type of 'SPP' and a Learning Delivery Funding and Monitoring Code of 'SP045'. Otherwise set to 0.
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	0 or 1	Derived	<p>For ILR files for 2011/2012 to 2013/2014, set to 1 if:</p> <ul style="list-style-type: none"> the Completion Status is not 1; the Outcome is not 1;

Data item	Description	Data values	Source (ILR)	Derivation
	activity group (WRAG) who cannot continue their learning through to completion because they have started working. Aims for these learners are not included in qualification achievement rates.			<ul style="list-style-type: none"> the Employment Outcome is 1 or 2; and the latest ILR for the learner has an Employment Status Monitoring Type of BSI and an Employment Status Monitoring Code of 1, 2 or 4. <p>For ILR files for 2014/2015 onwards, aims where:</p> <ul style="list-style-type: none"> the Completion Status is not 1; the Outcome is not 1; the Employment Outcome is 1 or 2; a Learner Employment Status record exists with an Employment Status of 11 or 12 and a Date Employment Status Applies earlier than the Learning Aim Start Date; the latest Individualised Learner Record for the learner has an Employment Status Monitoring Type of BSI and an Employment Status Monitoring Code of 1 or 2 OR an Employment Status Monitoring Type of BSI and an Employment Status Monitoring Code 4 and any of the Learning Delivery Monitoring Codes is 318 any of the Learning Delivery Monitoring Codes is 318. <p>Otherwise set to 0.</p>
KeySkills_Excl	Indicates that the learning aim is a Key Skills aim. Key Skills aims are not included in qualification achievement rates.	0 or 1	Derived	Set to 1 if LearnAimRefType for the learning aim, from the LARS hierarchy file, is '1327'. Otherwise set to 0.
L_PriorPcode	The learner's home postcode.		ILR standard files	Set to Postcode where Locator Type is 2 and Contact Type is 1.
L_PriorPcode_GOR	The learner's home postcode Government office region.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2016.
L_PriorPcode_LocalAuthority	The learner's home postcode local authority district.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2016.
LearnActEndDate	The learning actual end date (DDMMYYYY).		ILR standard files	Set to Learning Actual End Date .
LearnAimBelowMS	Indicates whether the learning aim is classified as being below the minimum standards threshold	0 or 1	Derived	See paragraphs 45 and 51 for details of how the classification below minimum standards is derived. Set to 1 if the learning aim is classified as being below minimum standards. Otherwise set to 0.
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

Data item	Description	Data values	Source (ILR)	Derivation
				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 .
LearnRefNumberAnon	The anonymised learner reference number		Derived	The processing that creates the qualification achievement rates dataset assigns a unique anonymised value to each learner.
LearnRefNumber_Orig	The learner reference number of the learning aim before the college merger process was applied to a provider's data.		Derived	See paragraphs 23 to 26 for how this field is set by the learner reference number change process.
LearnStartDate	The learning start date (DDMMYYYY).		ILR standard files	Set to Learning Start Date .
LLDDHealthProb	Whether the learner considers that they have a learning difficulty, disability or health problem.		ILR standard files	Set to LLDD and Health Problem .
LLDD_Placement_Excl	Indicates that the learning aim is funded by the LLDD Placement budget. Aims funded by the LLDD Placement budget are not included in qualification achievement rates.	0 or 1	Derived	<p>For ILR files for 2011/2012, set to 1 if the Learning Delivery Funding and Monitoring Type is 'SPP' and the Learning Delivery Funding and Monitoring Code is 'SP044'. Otherwise set to 0.</p> <p>For ILR files for 2012/2013 to 2014/2015,</p> <ul style="list-style-type: none"> Set to 1 if the Learning Delivery Funding and Monitoring Type is 'LDM' and the Learning Delivery Funding and Monitoring Code is '317'. Set to 1 if the Learning Delivery Funding and Monitoring Type is 'SPP' and the Learning Delivery Funding and Monitoring Code is 'SP044' <p>Otherwise set to 0.</p> <p>For ILR files for 2015/2016 onwards, set to 0.</p>
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.
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'.	E, M or blank	Derived	<p>Set to 'E' where:</p> <ul style="list-style-type: none"> Qualification_Type is 'GCSE Maths and English' and SuccessRateMapCode is B1220137; or Qualification_Type is 'GCSE Maths and English' and BasicSkillsType, from the LARS hierarchy file, is 33; or

Data item	Description	Data values	Source (ILR)	Derivation
				<ul style="list-style-type: none"> Qualification_Type is 'Basic Skills Maths and English' and BasicSkillsType, from the LARS hierarchy file, is 01, 20, 23 or 29. Set to 'M' where: <ul style="list-style-type: none"> Qualification_Type is 'GCSE Maths and English' and SuccessRateMapCode is B0220076; or Qualification_Type is 'GCSE Maths and English' and BasicSkillsType, from the LARS hierarchy file, is 34; or Qualification_Type is 'Basic Skills Maths and English' and BasicSkillsType, from the LARS hierarchy file, is 02, 19, 21 or 30. Otherwise blank.
Non_Reg_ESOL_Excl	Indicates that the learning aim is a non-regulated ESOL funding aim. Non-regulated ESOL funding aims are not included in qualification achievement rates.	0 or 1	Derived	For ILR files for 2011/2012 to 2012/2013, set to 0. For ILR files for 2013/2014 onwards, set to 1 if the Learning Aim Reference is 'Z0004294' to 'Z00004341' and any of the Learning Delivery Monitoring Codes is 336, otherwise set to 0.
Not_Funded_Excl	Indicates that the learning aim is non-funded (not funded or financed by an advanced learning loan). Non-funded aims are not included in qualification achievement rates.	0 or 1	Derived	For ILR files for 2011/2012 to 2012/2013, set to 0 if A_To_Date_SLN_Payment is 1 and Fund_Qual_Excl is 0. Otherwise set to 1. For ILR files for 2013/2014 onwards, set to 0 if D_FEFund is 1 (formula funded), 2 (other funding) or 3 (financed by a loan) and Fund_Qual_Excl is 0. For ILR files for 2013/2014 onwards, set to 0 if the Learning Delivery Funding and Monitoring Type is 'LDM' and the Learning Delivery Funding and Monitoring Code is 320 (14-16 EFA Direct Funded Students). Otherwise set to 1.
NotionalNVQLevel	A level on the NVQ scale for all learning aims. (This enables the learning aim to be analysed against the NVQ scale.)		LARS hierarchy	Set to NotionalNVQLevel for the learning aim, from the LARS hierarchy file.
OLASS_Excl	Indicates that the learning aim is an OLASS aim for 2012/2013 or earlier. OLASS aims for 2012/2013 and earlier are not included in qualification achievement rates.	0 or 1	Derived	For ILR files for 2011/2012 to 2012/2013, set to 1 if any of the Learning Delivery Monitoring Codes is 34. Otherwise set to 0. For ILR files for 2013/2014 onwards, set to 0.

Data item	Description	Data values	Source (ILR)	Derivation
OLASS_Establishment	An OLASS establishment		OLASS lookup	Obtained from an OLASS lookup.
OLASS_Establishment_Category	The category of an OLASS establishment		OLASS lookup	Obtained from an OLASS lookup.
OLASS_Establishment_Cluster	The cluster containing an OLASS establishment		OLASS lookup	Obtained from an OLASS lookup.
OLASS_Unit_of_Procurement	The unit of procurement for an OLASS establishment		OLASS lookup	Obtained from an OLASS lookup.
Outcome	The learning outcome of the learning aim.		ILR standard files	Set to Outcome .
OutGrade	The learning outcome grade of the learning aim.		ILR standard files	Set to Outcome Grade .
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 section 30), 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 sections 31 to 37), otherwise set to 0.
P_Ach_Overall	For the overall qualification achievement-rate measure, this indicates that the learner has achieved the learning aim.	0 or 1	Derived	<p>If Provision_Type is 'WPL' set to 1 if</p> <ul style="list-style-type: none"> • D_AchieveRateStatus is 1 (achieved); and • the Learning Actual End Date is no later than 31 July 2016. <p>If Provision_Type is 'CL' set to 1 if:</p> <ul style="list-style-type: none"> • (Age_31AugStYr is 16 or more; or the Learning Delivery Funding and Monitoring Type is 'LDM' and the Learning Delivery Funding and Monitoring Code is 320); • D_AchieveRateStatus is 1 (achieved); and • the Learning Actual End Date is no later than 31 July 2016. <p>Otherwise set to 0.</p>
P_Ach_Timely	For the timely qualification achievement-rate measure, this indicates that the learner has achieved the learning aim.	0 or 1	Derived	<p>If Provision_Type is 'WPL' set to 1 if</p> <ul style="list-style-type: none"> • D_AchieveRateStatus is 1 (achieved); • the Learning Planned End Date is no later than 31 July 2016; and • the Learning Actual End Date is on or before the Learning Planned End Date, or no more than 90 days after it. <p>If Provision_Type is 'CL' set to 1 if:</p> <ul style="list-style-type: none"> • (Age_31AugStYr is 16 or more; or the Learning Delivery Funding and Monitoring Type is 'LDM' and the Learning Delivery Funding and Monitoring Code is 320); • D_AchieveRateStatus is 1 (achieved);

Data item	Description	Data values	Source (ILR)	Derivation
				<ul style="list-style-type: none"> the Learning Planned End Date is no later than 31 July 2016; and the Learning Actual End Date is on or before the Learning Planned End Date, or no more than 90 days after it. <p>Otherwise set to 0.</p>
P_Actendyr	The actual end year of the learning aim (20_ _).		Derived	Set to the first calendar year of the academic period the Learning Actual End Date falls in. (For example, if the Learning Actual End Date falls within the 2013/2014 academic year, P_Actendyr has the value of 2013.)
P_Complete_Overall	For the overall qualification achievement-rate measure, this indicates that the learning aim has been completed.	0 = not completed 1 = completed	Derived	<p>If Provision_Type is 'WPL' set to 1 if</p> <ul style="list-style-type: none"> Completion Status is 2; and the Learning Actual End Date is no later than 31 July 2016. <p>If Provision_Type is 'CL' set to 1 if:</p> <ul style="list-style-type: none"> (Age_31AugStYr is 16 or more; or the Learning Delivery Funding and Monitoring Type is 'LDM' and the Learning Delivery Funding and Monitoring Code is 320); Completion Status is 2; and the Learning Actual End Date is no later than 31 July 2016. <p>Otherwise set to 0.</p>
P_Complete_Timely	For the timely qualification achievement-rate measure, this indicates that the learning aim has been completed.	0 = not completed 1 = completed	Derived	<p>If Provision_Type is 'WPL' set to 1 if</p> <ul style="list-style-type: none"> Completion Status is 2; the Learning Planned End Date is no later 31 July 2016; and the Learning Actual End Date is on or before the Learning Planned End Date, or no more than 90 days after it. <p>If Provision_Type is 'CL' set to 1 if:</p> <ul style="list-style-type: none"> (Age_31AugStYr is 16 or more; or the Learning Delivery Funding and Monitoring Type is 'LDM' and the Learning Delivery Funding and Monitoring Code is 320); Completion Status is 2; the Learning Planned End Date is no later 31 July 2016; and

Data item	Description	Data values	Source (ILR)	Derivation
				<ul style="list-style-type: none"> the Learning Actual End Date is on or before the Learning Planned End Date, or no more than 90 days after it. <p>Otherwise set to 0.</p>
P_Count_Overall	For the overall qualification achievement-rate measure, this indicates that the record should be counted towards the overall achievement rate.	0 or 1	Derived	<p>If Provision_Type is 'WPL' set to 1 if</p> <ul style="list-style-type: none"> (Learning Actual End Date is populated; and the Learning Actual End Date is no later 31 July 2016); or the aim is an overdue continuing learning aim (as identified in section 30); or the aim is an overdue planned break (as identified in sections 31 to 37). <p>If Provision_Type is 'CL' set to 1 if:</p> <ul style="list-style-type: none"> ((Age_31AugStYr is 16 or more; or the Learning Delivery Funding and Monitoring Type is 'LDM' and the Learning Delivery Funding and Monitoring Code is 320); and Learning Actual End Date is populated; and the Learning Actual End Date is no later 31 July 2016); or the aim is an overdue continuing learning aim (as identified in section 30); or the aim is an overdue planned break (as identified in sections 31 to 37) <p>Otherwise set to 0.</p>
P_Count_Timely	For the timely qualification achievement-rate measure, this indicates that the record should be counted towards the timely qualification achievement rate.	0 or 1	Derived	<p>If Provision_Type is 'WPL' set to 1 if</p> <ul style="list-style-type: none"> the Learning Planned End Date is no later 31 July 2016. <p>If Provision_Type is 'CL' set to 1 if:</p> <ul style="list-style-type: none"> (Age_31AugStYr is 16 or more; or the Learning Delivery Funding and Monitoring Type is 'LDM' and the Learning Delivery Funding and Monitoring Code is 320); the Learning Planned End Date is no later 31 July 2016. <p>Otherwise set to 0.</p>
P_Expendyr	The learning aim's expected end year (20__).		Derived	Set to the value of the first calendar year of the academic period the Learning Planned End Date falls in. For example, if the Learning Planned End Date falls within the 2014/2015 academic year, P_Expendyr has the value of 2014.

Data item	Description	Data values	Source (ILR)	Derivation
P_Hybridendyr	The hybrid end year of the learning aim (20_ _).		Derived	<p>If the aim is an overdue learning aim (as identified in section 30) set to the value shown in section 30.</p> <p>If the aim is an overdue planned break (as identified in sections 32 to 36) set to the value shown in section 34 or 36.</p> <p>Otherwise Set to:</p> <ul style="list-style-type: none"> the actual learning end year (P_Actendyr); or the expected learning end year (P_Expendyr); or the reporting year; <p>Whichever is higher.</p>
P_Startyr	The start year of the learning aim (20_ _).		Derived	Set to the value of the first calendar year of the academic period the Learning Start Date falls in. For example, if the Learning Start Date falls within the 2014/2015 academic year, P_Startyr is set to 2014.
Pilot_Excl	Indicates that the learning aim is learning technologies pilot aim or an 18-21 work skills pilot aim. Learning technologies pilot and work skills pilot aims are not included in qualification achievement rates.	0 or 1	Derived	<p>For ILR files for 2011/2012 to 2013/2014, set to 0.</p> <p>For ILR files for 2014/2015 onwards, set to 1 if any of the Learning Delivery Monitoring Codes is 332, 337 or 341 otherwise set to 0.</p>
Plan_Break_Overall_Excl	For the overall qualification achievement-rate measure, this indicates that the learner is on a planned break. Planned break aims are not included in qualification achievement rates.	0 or 1	Derived	<p>Set to 1 if:</p> <ul style="list-style-type: none"> D_AchieveRateStatus.is 11; the aim is not an overdue planned break (as identified in sections 32 to 37); and the Learning Actual End Date is no later than 31 July 2016. <p>Otherwise set to 0.</p>
Plan_Break_Timely_Excl	For the timely qualification achievement-rate measure, this indicates that the learner is on a planned break. Planned break aims are not included in qualification achievement rates.	0 or 1	Derived	<p>Set to 1 if:</p> <ul style="list-style-type: none"> D_AchieveRateStatus.is 11; the Learning Planned End Date is no later than 31 July 2016; and the Learning Actual End Date is on or before the Learning Planned End Date, or no more than 90 days after it. <p>Otherwise set to 0.</p>
PrimaryLLDD	The primary learner disability, learning difficulty or		ILR standard files	For ILR files for 2011/2012 to 2014/2015 the value is taken from

Data item	Description	Data values	Source (ILR)	Derivation
	<p>and health problem of the learner.</p> <p>For learners who are continuing from 2014/2015, who had both a learning difficulty and a learning disability a provider does not have to identify which is the primary category. When this occurs the PrimaryLLDD field will not be populated.</p>			<p>either disability (LLDD and Health Problem Code where the LLDD and Health Problem Type is 'DS') or from learning difficulty (LLDD and Health Problem Code where the LLDD and Health Problem Type is 'LD').</p> <p>If disability and learning difficulty both contain a value of 99, set to 99.</p> <p>If disability and learning difficulty both contain a value, and both values are not 99, the field is not populated.</p> <p>If only disability or learning difficulty contains a value set PrimaryLLDD as follows.</p> <p>Set to 1 if disability is 6. Set to 2 if disability is 90. Set to 3 if learning difficulty is 90. Set to 4 if disability is 1. Set to 5 if disability is 2. Set to 6 if disability is 3. Set to 7 if disability is 9. Set to 9 if disability is 7. Set to 10 if learning difficulty is 1. Set to 11 if learning difficulty is 2. Set to 12 if learning difficulty is 10. Set to 13 if learning difficulty is 11. Set to 14 if learning difficulty is 20. Set to 15 if disability is 10. Set to 16 if disability is 8. Set to 93 if disability is 4. Set to 94 if learning difficulty is 19. Set to 95 if disability is 5. Set to 96 if learning difficulty is 97. Set to 97 if disability is 97. Set to 99 if disability or learning difficulty is 99.</p> <p>For ILR files for 2015/2016 onwards set to LLDDCat where PrimaryLLDD is 1.</p>
PriorAttain	The learner's prior attainment level.		ILR standard files	Set to Prior Attainment .
ProgType	The type of programme which the learner is		ILR standard files	Set to ProgType .

Data item	Description	Data values	Source (ILR)	Derivation
	undertaking.			
Provision_Type	Indicates whether the aim is a classroom learning aim or a workplace learning aim.	CL or WPL	Derived	For ILR files for 2011/2012 and 2012/2013, if the Funding Model is 21 or 22 set to 'CL'. For ILR files for 2011/2012 and 2012/2013, if the Funding Model is 45, and any of the Learning Delivery Monitoring Codes is 125 set to 'CL'. For ILR files for 2011/2012 and 2012/2013, if the Funding Model is 45, and none of the Learning Delivery Monitoring Codes is 125 set to 'WPL'. For ILR files for 2013/2014 onwards, if there is a Learning Delivery Funding and Monitoring Type of 'WPL' set to 'WPL', otherwise set to 'CL'.
Prv_Group	The provider's provider group		ILR 2015/2016 provider-details file	Obtained from the ILR 2015/2016 provider-details file.
Prv_Name	The provider's name.		ILR 2015/2016 provider-details file	Obtained from the ILR 2015/2016 provider-details file.
Prv_Type	The type of provider.		ILR 2015/2016 provider-details file	Obtained from the ILR 2015/2016 provider-details file.
QAR_OLASS_Status_Overall	Indicates whether or not the record is included in the provider's OLASS overall qualification achievement-rate calculations.	QAR Inclusions QAR Exclusions	Derived	If D_Olass is 1 set to 'QAR Exclusions' if the aim is not included in the OLASS overall qualification achievement-rate calculations. Otherwise set to 'QAR Inclusions'. For most excluded aims, a specific exclusion flag will also be set. If D_Olass is 0 set to 'QAR Exclusions'.
QAR_OLASS_Status_Timely	Indicates whether or not the record is included in the provider's OLASS timely qualification achievement-rate calculations.	QAR Inclusions QAR Exclusions	Derived	If D_Olass is 1 set to 'QAR Exclusions' if the aim is not included in timely qualification achievement-rate calculations. Otherwise set to 'QAR Inclusions'. For most excluded aims, a specific exclusion flag will also be set. If D_Olass is 0 set to 'QAR Exclusions'.
QAR_Status_Overall	Indicates whether or not the record is included in	QAR Inclusions	Derived	If D_Olass is 0 set to 'QAR Exclusions' if the aim is not included

Data item	Description	Data values	Source (ILR)	Derivation
	the provider's education and training overall qualification achievement-rate calculations.	QAR Exclusions		in the education and training overall qualification achievement-rate calculations. Otherwise set to 'QAR Inclusions'. For most excluded aims, a specific exclusion flag will also be set. If D_Olass is 1 set to 'QAR Exclusions'.
QAR_Status_Timely	Indicates whether or not the record is included in the provider's education and training timely qualification achievement-rate calculations.	QAR Inclusions QAR Exclusions	Derived	If D_Olass is 0 set to 'QAR Exclusions' if the aim is not included in the education and training timely qualification achievement-rate calculations. Otherwise set to 'QAR Inclusions'. For most excluded aims, a specific exclusion flag will also be set. If D_Olass is 1 set to 'QAR Exclusions'.
Qualification_Type	A grouping of aims, based on the QCF sizes of 'unit', 'award', 'certificate' and 'diploma', used to categorise learning aims.		Derived	See paragraph 55 for how Qualification_Type is derived.
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 learner's sex.	F or M	ILR standard files	Set to Sex .
Subcontractor_Name	The subcontractor's name.		ILR 2015/2016 provider-details file	The name of the subcontracting provider, from the ILR 2015/2016 provider-details file.
Subcontractor_UKPRN	The UKPRN of the partner provider which delivered the learning aim. The subcontractor UKPRN is not entered in the ILR for most 16 to 19 year old provision.		ILR standard files	For ILR files for 2011/2012 onwards, set to the Subcontracted or Partnership UKPRN .
SuccessRateMapCode	A code used to group learning aims together in a hierarchy for the purpose of analysis and benchmarking.		LARS hierarchy file or derived	Set to SuccessRateMapCode for the learning aim, from the LARS hierarchy file, if a SuccessRateMapCode is populated for the learning aim. Otherwise set to LearnAimRef for the learning aim from the LARS hierarchy file.
SuccessRateMapCodeDesc	Map-code description		LARS hierarchy file or derived	Set to SuccessRateMapCodeDesc for the learning aim, from the LARS hierarchy file, if a SuccessRateMapCode is populated for the learning aim. Otherwise set to LearnAimRefTitle for the learning aim from the LARS hierarchy file.

Data item	Description	Data values	Source (ILR)	Derivation
Sup_Intern_Excl	Indicates that the learning aim is a Supported Internship. Supported Internships are not included in qualification achievement rates.	0 or 1	Derived	Set to 1 if the Learning Aim Reference is 'Z0002347'. Otherwise set to 0.
SWSupAimID	The software supplier's aim identifier of the aim.		ILR standard files	For ILR files for 2014/2015 onwards set to SWSupAimID . (This field is not present for ILR files for 2011/2012 to 2013/2014.)
Traineeship_Excl	Indicate that the learner is on a traineeship and cannot continue their learning through to completion because they have started work. This exclusion is not applied to 16–18 year olds as an employment outcome is not collected for EFA funded provision.	0 or 1	Derived	For ILR files for 2013/2014, for learners aged 19 or over, set to 1 if: <ul style="list-style-type: none"> any of the Learning Delivery Monitoring Codes is 323; Completion Status is not 1; Outcome is not 1; and Employment Outcome is 1 or 2. For ILR files for 2014/2015 onwards onwards, for learners aged 19 or over, set to 1 if: <ul style="list-style-type: none"> the Programme Type is 24; the Aim Type is 3; Completion Status is not 1; Outcome is not 1; and A Learner Destination and Progression record exists for the learner where Outcome Type is EDU and outcome code is 2 OR Outcome Type is EMP and outcome code is 1, 3 or 4 the Outcome Start Date is on or after the Actual End Date of the aim. Employment Outcome is 1 or 2. Otherwise set to 0.
Transfer_Overall_Excl	For the overall qualification achievement-rate measure, this indicates that the learner has transferred to another learning aim within the same provider. Transfer aims are not included in qualification achievement rates.	0 or 1	Derived	Set to 1 if: <ul style="list-style-type: none"> D_AchieveRateStatus is 8 or 10; and the Learning Actual End Date is no later than 31 July 2016. Otherwise set to 0.
Transfer_Timely_Excl	For the timely qualification achievement-rate measure, this indicates that the learner has transferred to another learning aim within the same provider. Transfer aims are not included in	0 or 1	Derived	Set to 1 if: <ul style="list-style-type: none"> D_AchieveRateStatus is 8 or 10; the Learning Planned End Date is no later than 31 July 2016; and

Data item	Description	Data values	Source (ILR)	Derivation
	qualification achievement rates.			<ul style="list-style-type: none"> the Learning Actual End Date is on or before the Learning Planned End Date, or no more than 90 days after it. Otherwise set to 0.
Tutorial_Excl	Indicates that the learning aim is a Tutorial Support and Complementary Studies aim. Tutorial Support and Complementary Studies aims are not included in qualification achievement rates.	0 or 1	Derived	Set to 1 if the Learning Aim Reference is 'CMISC001' or 'XESF0001'. Otherwise set to 0.
UC_Excl	Indicates that the learning aim is for a learner who is receiving Universal Credit and is mandated to skills training.	0 or 1	Derived	For ILR files for 2011/2012 to 2012/2013, set to 0. For ILR files for 2013/2014, set to 1 if: <ul style="list-style-type: none"> the Learning Start Date of the learning aim is within the time period of an ILR for the learner that has an Employment Status Monitoring Type of BSI and an Employment Status Monitoring Code of 4; and any of the Learning Delivery Monitoring Codes is 318. Otherwise set to 0. For ILR files for 2014/2015 onwards, set to 0.
UKPRN	UK provider reference number (UKPRN)		ILR standard files	Set to UK Provider Reference Number .
UKPRN_Orig	The UKPRN for the learning aim before the college merger process was applied to a provider's data.		Derived	See paragraphs 20 to 22 for how this field is set by the further-education college merger process.
ULN	Unique learner number		ILR standard files	Set to Unique Learner Number .
Unitisation_Excl	Indicates that the learning aim is a Unitisation qualification. Unitisation qualifications are not included in qualification achievement rates.	0 or 1	Derived	Set to 1 if the LearnAimRefType for the learning aim, from the LARS hierarchy file, is '8008' or '8009'. Otherwise set to 0.
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 qualification achievement rates.	0 or 1	Derived	Set to 1 if the Learning Aim Reference is 'Z0007834' to 'Z0007838'. Otherwise set to 0.
Year	The current academic year for the qualification achievement-rates dataset.	2014/15	Derived	Set to '2014/15'.
YearAimSubmitted	The academic year which the aim was submitted		Derived	Set to '2011/12' if the learning aim is taken from the 2011/2012

Data item	Description	Data values	Source (ILR)	Derivation
	in.			ILR. Set to '2012/13' if the learning aim is taken from the 2012/2013 ILR. Set to '2013/14' if the learning aim is taken from the 2013/2014 ILR. Set to '2014/15' if the learning aim is taken from the 2014/2015 ILR. Set to '2015/16' if the learning aim is taken from the 2015/2016 ILR. Set to '2016/17' if the learning aim is taken from the 2016/2017 ILR.

Section 4 – Contents of the qualification achievement-rates dataset for records created from the LEOP dataset

Source or derivation of fields in the qualification achievement-rates dataset

54. Three reference files are used in some of the derivations.

- a) The 2015/2016 LARS Hierarchy file. This file holds the learning-aim data from the Learning Aims Reference System (LARS), as at the close of the 2015/2016 ILR data collection (20 October 2016).
- b) The 2015/2016 Provider Details file. This file holds provider details from the Provider and Organisation Information Management System (PIMS), as at 31 July 2016.
- c) The look-up used to determine the delivery region and delivery local authority of a delivery location postcode will be obtained from the National Statistics Postcode Lookup (UK) May 2016. This will be available to download from the Office Of National Statistics website in May 2016.

Data item	Description	Data values	Source (LEOP)	Derivation
Add_Unit_Excl	Indicates that the learning aim is an Additional Unit aim. Additional Unit aims are not included in qualification achievement rates.	0 or 1	Derived	Set to 1 if the LearnAimRefType for the learning aim, from the LARS hierarchy file, is 'X901'. Otherwise set to 0.
AdvLearnLoan	Indicates that the learning aim is financed by an advanced learning loan.	0	Derived	Set to 0.
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. For OLASS aims this is based on the age of the learner at the start of the learning aim.	1 = learners aged 18 and under 2 = learners aged 19 or over, or whose age is not known 3 = learners aged 23 and under 4 = learners aged 24 or over, or whose age is not known	Derived	Set to 2.
Age_31AugStYr	The age of the learner on 31 August of the year	Not populated	–	–

Data item	Description	Data values	Source (LEOP)	Derivation
	they started the learning aim in. Only calculated for classroom learning aims.			
AimType	The type of aim.		LEOP standard file	Set to Aim Type .
AwardingOrgCode	The awarding body associated with the learning aim.		LARS hierarchy file	Set to AwardingOrgCode for the aim, from the LARS hierarchy file.
BasicSkills	Indicates that the learning aim is considered to be a Basic Skill aim relating to achievements in literacy, numeracy and language.	0 or 1	LARS hierarchy file	Set to 1 if BasicSkills for the learning aim, from the LARS hierarchy file, is 1. Otherwise set to 0.
BasicSkillsType	A sub-category of Basic Skill identifying the type of skill (for example, adult literacy, ESOL).		LARS hierarchy file	Set to BasicSkillsType for the learning aim, from the LARS hierarchy file.
CL_Excl	Indicates that the learning aim is a Community Learning aim. Community Learning aims are not included in qualification achievement rates.	0	Derived	Set to 0.
Component_Aim_Excl	Indicates that the learning aim is a component aim that is not included in qualification achievement rates.	0	Derived	Set to 0.
CompStatus	The completion status of the learning aim.		LEOP standard file	Set to Completion Status .
D_AchieveRateStatus	The status of the learning aim for calculating qualification achievement rates.		ILR standard files / Derived	Set the value as follows. <ul style="list-style-type: none"> Set to 0 (continuing) if the Learning Actual End Date is not populated. Set to 1 (achieved) if the Learning Outcome is 1 or 7. Set to 11 (planned break) if the Completion Status is 6. If none of the above apply, set to 6 (not achieved). (Note: as the LEOP dataset does not include a 'Reason Learning Ended' or a 'Withdrawal Reason' D_AchieveRateStatus values of 8 (transfer to a new aim at the same provider), 9 (Not Achieved) and 10 (transfer to a new provider after SFA or EFA intervention) cannot be determined.)
D_AgeAimStart	The age of the learner at the start of the learning aim. Only calculated for workplace learning aims.		Derived	Calculated as the difference between the start date (Learning Start Date .) of the learning aim and the Date of Birth .
D_FullLevel2	Identifies whether the learning aim is a full level 2.	0 or 1	LEOP standard file	Set to 0 if FullLevel3EntitlementCategory from the LARS hierarchy file is 1, 2 or 3 and FullLevel3Percent from the LARS hierarchy file is 100 or more.

Data item	Description	Data values	Source (LEOP)	Derivation
				Set to 1 if FullLevel2EntitlementCategory from the LARS hierarchy file is 1 or 4 and FullLevel2Percent from the LARS hierarchy file is 100 or more. Otherwise set to 0.
D_FullLevel3	Identifies whether the learning aim is a full level 3.	0 or 1	LEOP standard file	Set to 1 if FullLevel3EntitlementCategory from the LARS hierarchy file is 1, 2 or 3, and FullLevel3Percent from the LARS hierarchy file is 100 or more. Otherwise set to 0.
D_Olass	Identifies whether the learning aim is an OLASS learning aim.	0	Derived	Set to 0.
D_TotalPayment	The total payments for the life of the learning aim.	Not populated	–	–
Datasource	The source of the record on the qualification achievement-rates dataset, which is either the ILR or the LEOP dataset.	LEOP	Derived	Set to 'LEOP'.
DelLocPostCode	The postcode of the delivery location.		LEOP standard file	Set to Delivery Location Postcode .
DelLocPostCode_GOR	The delivery location postcode Government office region.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2016.
DelLocPostCode_LocalAuthority	The delivery location postcode local authority.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2016.
Diagnostic_Excl	Indicates that the learning aim is a Diagnostic Test aim. Diagnostic Test aims are not included in qualification achievement rates.	0 or 1	Derived	Set to 1 if the LearnAimRefType for the learning aim, from the LARS hierarchy file, is '8011'. Otherwise set to 0.
Diploma_Excl	Indicates that the learning aim is a programme aim, such as those used for Traineeships, progression pathways, diplomas and foundation learning programmes. Programme aims are not included in qualification achievement rates.	0	Derived	Set to 0.
EFA_Direct_Funded	Indicates that the learner is a 14- or 15-year-old full-time learner who has been recruited directly by a general further education (GFE) college or a sixth-form college.	Not populated	–	–
EFA_Funded	Indicates that the learning aim has been funded by the Education Funding Agency at some point during the duration of the learning aim.	Not populated	–	–
EFA_Funded_Latest	Indicates that the learning aim has been funded by the Education Funding Agency in the year of	Not populated	–	–

Data item	Description	Data values	Source (LEOP)	Derivation
	the latest ILR returned for the learning aim.			
EmpOutcome	Employment outcome	Not populated	–	–
ESF_Excl	Indicates that the learning aim is funded by the European Social Fund. Aims funded by the European Social Fund are not included in qualification achievement rates.	0	Derived	Set to 0.
Ethnicity	The learner's ethnic background.		LEOP standard file	Set to Learner Ethnicity .
FirstSteps_Excl	Indicates that the learning aim is a First Steps or Formal First Steps aim. First Steps and Formal First Steps aims are not included in qualification achievement rates	0	Derived	Set to 0.
FoundationLearningWeekly_Excl	Indicates that the learning aim is a Foundation Learning Weekly aim. Foundation Learning Weekly aims are not included in qualification achievement rates.	0 or 1	Derived	Set to 1 if the Learning Aim Reference is 'ZFLW0001'. Otherwise set to 0.
FreeMeals	Indicates that the learner is eligible for free meals.	Not populated	–	–
Fund_Qual_Excl	Indicates that the learner has withdrawn from a learning aim before the qualifying number of days for funding has been met. (Note: the qualifying period for funding aims with a planned duration of less than 14 days is one day. Fund_Qual_Excl is always set to 0 for aims with a planned duration of less than 14 days.)	0	Derived	Set to 0.
FundModel	The funding model of the learning aim.	Not populated	–	–
Innovation_Excl	Indicates that the learning aim is an Innovation Code aim. Innovation Code aims are not included in qualification achievement rates.	0 or 1	Derived	Set to 1 if the Learning Aim Reference is 'ZINN0001' to 'ZINN0006' or 'Z0004474' to 'Z0007833'. Otherwise set to 0.
JIP_Excl	Indicates that the learning aim is a Joint Investment Programme aim. Joint Investment Programme aims are not included in qualification achievement rates.	0	Derived	Set to 0.
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	0	Derived	Set to 0.

Data item	Description	Data values	Source (LEOP)	Derivation
	activity group (WRAG) who cannot continue their learning through to completion because they have started working. Aims for these learners are not included in qualification achievement rates.			
KeySkills_Excl	Indicates that the learning aim is a Key Skills aim. Key Skills aims are not included in qualification achievement rates.	0 or 1	Derived	Set to 1 if LearnAimRefType for the learning aim, from the LARS hierarchy file, is '1327'. Otherwise set to 0.
L_PriorPcode	The learner's home postcode.		LEOP standard file	Set to Learner Home Postcode .
L_PriorPcode_GOR	The learner's home postcode Government office region.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2016.
L_PriorPcode_LocalAuthority	The learner's home postcode local authority.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2016.
LearnActEndDate	The learning actual end date (DDMMYYYY).		LEOP standard file	Set to Learning Actual End Date .
LearnAimBelowMS	Indicates whether the learning aim is classified as being below the minimum standards threshold	0 or 1	Derived	See paragraphs 45 and 51 for details of how the classification below minimum standards is derived. Set to 1 if the learning aim is classified as being below minimum standards. Otherwise set to 0.
LearnAimRef	The learning-aim reference.		LEOP standard file	Set to Learning Aim Reference .
LearnAimRefTitle	The learning-aim description.		LARS hierarchy file	Set to LearnAimRefTitle for the learning aim, from the LARS hierarchy file.
LearnPlanEndDate	The learning planned end date (DDMMYYYY).		LEOP standard file	Set to Learning Planned End Date .
LearnRefNumber	The learner reference number.		LEOP standard file	Set to Learner Reference .
LearnRefNumberAnon	The anonymised learner reference number		Derived	The processing that creates the qualification achievement rates dataset assigns a unique anonymised value to each learner.
LearnRefNumber_Orig	The learner reference number of the learning aim before the college merger process was applied to a provider's data.		Derived	Set to the LearnRefNumber value.
LearnStartDate	The learning start date (DDMMYYYY).		LEOP standard file	Set to Learning Start Date .
LLDDHealthProb	Indicates whether the learner considers that they		LEOP standard	Set to LLDD and Health Problem Indicator .

Data item	Description	Data values	Source (LEOP)	Derivation
	have a learning difficulty, disability or health problem.		file	
LLDD_Placement_Excl	Indicates that the learning aim is funded by the LLDD Placement budget. Aims funded by the LLDD Placement budget are not included in qualification achievement rates.	0	Derived	Set to 0.
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 file	Set to LearnAimRefType for the learning aim, from the LARS hierarchy file.
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.	E, M or blank	Derived	Set to E where: <ul style="list-style-type: none"> • Qualification_Type is 'GCSE Maths and English' and SuccessRateMapCode is B1220137; or • Qualification_Type is 'GCSE Maths and English' and BasicSkillsType, from the LARS hierarchy file, is 33; or • Qualification_Type is 'Basic Skills Maths and English' and BasicSkillsType, from the LARS hierarchy file, is 01, 20, 23 or 29. Set to M where: <ul style="list-style-type: none"> • Qualification_Type is 'GCSE Maths and English' and SuccessRateMapCode is B0220076; or • Qualification_Type is 'GCSE Maths and English' and BasicSkillsType, from the LARS hierarchy file, is 34; or • Qualification_Type is 'Basic Skills Maths and English' and BasicSkillsType, from the LARS hierarchy file, is 02, 19, 21 or 30. Otherwise blank.
Non_Reg_ESOL_Excl	Indicates that the learning aim is a non-regulated ESOL funding aim. Non-regulated ESOL funding aims are not included in qualification achievement rates.	0	Derived	Set to 0.
Not_Funded_Excl	Indicate whether the learning aim is non-funded (that is, it is funded or is financed by an advanced learning loan). Non-funded aims are not included in qualification achievement rates.	0	Derived	Set to 0
NotionalNVQLevel	A level on the NVQ scale for all learning aims. (This allows the learning aim to be analysed		LARS hierarchy file	Set to NotionalNVQLevel for the learning aim, from the LARS hierarchy file.

Data item	Description	Data values	Source (LEOP)	Derivation
	against the NVQ scale.)			
OLASS_Excl	Indicates whether the learning aim is an OLASS aim for 2012/2013 or earlier. OLASS aims for 2012/2013 and earlier are not included in qualification achievement rates.	0	Derived	Set to 0.
OLASS_Establishment	An OLASS establishment	Not populated	–	–
OLASS_Establishment_Category	The category of an OLASS establishment	Not populated	–	–
OLASS_Establishment_Cluster	The cluster containing an OLASS establishment	Not populated	–	–
OLASS_Unit_of_Procurement	The unit of procurement for an OLASS establishment	Not populated	–	–
Outcome	The learning outcome of the learning aim.		LEOP standard file	Set to Outcome Indicator .
OutGrade	The learning outcome grade of the learning aim.	Not populated	–	–
Overdue_Continuing_Aim	Indicates whether the aim is an overdue continuing aim.	Not populated	–	–
Overdue_Planned_Break	Indicates whether the aim is an overdue planned break.	Not populated	–	–
P_Ach_Overall	For the overall qualification achievement-rate measure, this indicates that the learner has achieved the learning aim.	0 or 1	Derived	Set to 1 if: <ul style="list-style-type: none"> • D_AchieveRateStatus is 1 (achieved); and • the Learning Actual End Date is no later than 31 July 2016. Otherwise set to 0.
P_Ach_Timely	For the timely qualification achievement-rate measure, this indicates that the learner has achieved the learning aim.	0 or 1	Derived	Set to 1 if: <ul style="list-style-type: none"> • D_AchieveRateStatus is 1 (achieved); • the Learning Planned End Date is no later than 31 July 2016; and • the Learning Actual End Date is on or before the Learning Planned End Date, or no more than 90 days after it. Otherwise set to 0.
P_Actendyr	The actual end year of the learning aim (20_ _).		Derived	Set to the first calendar year of the academic period the Learning Actual End Date falls in. (For example, if the Learning Actual End Date falls within the 2013/2014 academic year, P_Actendyr has the value of 2013.)
P_Complete_Overall	For the overall qualification achievement-rate			Set to 1 if:

Data item	Description	Data values	Source (LEOP)	Derivation
	measure, this indicates that the learning aim has been completed.			<ul style="list-style-type: none"> • Completion Status is 2; and • the Learning Actual End Date is no later than 31 July 2016. Otherwise set to 0.
P_Complete_Timely	For the timely qualification achievement-rate measure, this indicates that the learning aim has been completed.			Set to 1 if: <ul style="list-style-type: none"> • Completion Status is 2; • the Learning Planned End Date is no later 31 July 2016; and • the Learning Actual End Date is on or before the Learning Planned End Date, or no more than 90 days after it. Otherwise set to 0.
P_Count_Overall	For the overall qualification achievement-rate measure, this indicates that the record should be counted towards the overall qualification achievement rate.	0 or 1	Derived	Set to 1 if: <ul style="list-style-type: none"> • Learning Actual End Date is populated; and • the Learning Actual End Date is no later than 31 July 2016. Otherwise set to 0.
P_Count_Timely	For the timely qualification achievement-rate measure, this indicates that the record should be counted towards the timely qualification achievement rate.	0 or 1	Derived	Set to 1 if: <ul style="list-style-type: none"> • the Learning Planned End Date is no later than 31 July 2016. Otherwise set to 0.
P_Expendyr	The learning aim's expected end year (20__).		Derived	Set to the value of the first calendar year of the academic period the Learning Planned End Date falls in. For example, if the Learning Planned End Date falls within the 2013/2014 academic year, P_Expendyr has the value of 2013.
P_Hybridendyr	The hybrid end year of the learning aim (20__).		Derived	Set to: <ul style="list-style-type: none"> • the actual learning end year (P_Actendyr); or • the expected learning end year (P_Expendyr); whichever is higher.
P_Startyr	The start year of the learning aim (20__).		Derived	Set to the value of the first calendar year of the academic period the Learning Start Date falls in. For example, if the Learning Start Date falls within the 2015/2016 academic year, P_Startyr is set to 2015.
Pilot_Excl	Indicates that the learning aim is a learning technologies pilot aim or an 18-21 works skill pilot	0	Derived	Set to 0.

Data item	Description	Data values	Source (LEOP)	Derivation
	aim. Learning technologies pilot and work skills pilot aims are not included in qualification achievement rates.			
Plan_Break_Overall_Excl	For the overall qualification achievement-rate measure, this indicates that the learner is on a planned break. Planned break aims are not included in qualification achievement rates.	0 or 1	Derived	Set to 1 if: <ul style="list-style-type: none"> • D_AchieveRateStatus is 11; and • the Learning Actual End Date is no later than 31 July 2016. Otherwise set to 0.
Plan_Break_Timely_Excl	For the timely qualification achievement-rate measure, this indicates that the learner is on a planned break. Planned break aims are not included in qualification achievement rates.	0 or 1	Derived	Set to 1 if: <ul style="list-style-type: none"> • D_AchieveRateStatus is 11; • the Learning Planned End Date is no later than 31 July 2016; and • the Learning Actual End Date is on or before the Learning Planned End Date, or no more than 90 days after it. Otherwise set to 0.
PrimaryLLDD	The primary learner disability, learning difficulty or and health problem of the learner.	Not populated	–	–
ProirAttain	The learner's prior attainment level.	Not populated	–	–
ProgType	The type of programme which the learner is undertaking.		LEOP standard file	Set to Programme Type .
Provision_Type	Indicates whether the aim is a classroom learning aim or a workplace learning aim.	CL or WPL	Derived	Set to 'WPL'.
Prv_Group	The provider's provider group.		ILR 2015/2016 provider-details file	Obtained from the ILR 2015/2016 provider-details file.
Prv_Name	The provider's name.		ILR 2015/2016 provider-details file	Obtained from the ILR 2015/2016 provider-details file.
Prv_Type	The type of provider.		ILR 2015/2016 provider-details file	Obtained from the ILR 2015/2016 provider-details file.
QAR_OLASS_Status_Overall	Indicates whether or not the record is included in the provider's OLASS overall qualification achievement-rate calculations.	QAR Inclusions QAR Exclusions	Derived	Set to QAR Exclusions.
QAR_OLASS_Status_Timely	Indicates whether or not the record is included in	QAR Inclusions	Derived	Set to QAR Exclusions.

Data item	Description	Data values	Source (LEOP)	Derivation
	the provider's OLASS timely qualification achievement-rate calculations.	QAR Exclusions		
QAR_Status_Overall	Indicates whether or not the record is included in the provider's overall qualification achievement-rate calculations.	QAR Inclusions QAR Exclusions	Derived	Set to 'QAR Exclusions' if the aim is not included in overall qualification achievement-rate calculations. Otherwise set to 'QAR Inclusions'. For most excluded aims, a specific exclusion flag will also be set.
QAR_Status_Timely	Indicates whether or not the record is included in the provider's timely qualification achievement-rate calculations.	QAR Inclusions QAR Exclusions	Derived	Set to 'QAR Exclusions' if the aim is not included in timely qualification achievement-rate calculations. Otherwise set to 'QAR Inclusions'. For most excluded aims, a specific exclusion flag will also be set.
Qualification_Type	A grouping of aims, based on the QCF sizes of 'unit', 'award', 'certificate' and 'diploma', used to categorise learning aims.		Derived	See paragraph 55 for details of how Qualification_Type is derived.
SectorSubjectAreaTier1	Sector subject area – the broad (tier 1) classification of the subject of the learning aim.		LARS hierarchy file	Set to SectorSubjectAreaTier1 for the learning aim, from the LARS hierarchy file.
SecectSubjectAreaTier2	The more specialised classification (tier 2) of the subject of the learning aim.		LARS hierarchy file	Set to SectorSubjectAreaTier2 for the learning aim, from the LARS hierarchy file.
Sex	The learner's sex.	F or M	LEOP standard file	Set to Gender .
Subcontractor_Name	The subcontractor's name.	Not populated	–	–
Subcontractor_UKPRN	The UKPRN of the subcontractor who delivered at least 50% of the learning aim.	Not populated	–	–
SuccessRateMapCode	A code used to group learning aims together for the purpose of analysis and benchmarking.		LARS hierarchy file or derived	Set to SuccessRateMapCode for the learning aim, from the LARS hierarchy file, if a SuccessRateMapCode is populated for the learning aim. Otherwise set to LearnAimRef for the learning aim from the LARS hierarchy file.
SuccessRateMapCodeDesc	Map-code description		LARS hierarchy file or derived	Set to SuccessRateMapCodeDesc for the learning aim, from the LARS hierarchy file, if a SuccessRateMapCode is populated for the learning aim. Otherwise set to LearnAimRefTitle for the learning aim from the LARS hierarchy file.
Sup_Intern_Excl	Indicates that the learning aim is a Supported Internship. Supported Internships are not included in qualification achievement rates.	0 or 1	Derived	Set to 1 if the Learning Aim Reference is 'Z0002347'. Otherwise set to 0.

Data item	Description	Data values	Source (LEOP)	Derivation
SWSupAimID	The software supplier's aim identifier of the aim.	Not populated	–	–
Traineeship_Excl	Indicates that the learner is on a traineeship and cannot continue their learning through to completion because they have started work. This exclusion is not applied to 16 – 18 year olds as an employment outcome is not collected for EFA funded provision.	0	Derived	Set to 0.
Transfer_Overall_Excl	For the overall qualification achievement-rate measure, this indicates that the learner has transferred to another learning aim within the same provider. Transfer aims are not included in qualification achievement rates.	0	Derived	Set to 0.
Transfer_Timely_Excl	For the timely qualification achievement-rate measure, this indicates that the learner has transferred to another learning aim within the same provider. Transfer aims are not included in qualification achievement rates.	0	Derived	Set to 0.
Tutorial_Excl	Indicates that the learning aim is a Tutorial Support and Complementary Studies aim. Tutorial Support and Complementary Studies aims are not included in qualification achievement rates.	0 or 1	Derived	Set to 1 if the Learning Aim Reference is 'CMISC001' or 'XESF0001'. Otherwise set to 0.
UC_Excl	Indicates that the learning aim is for a learner who is receiving Universal Credit and is mandated to skills training.	0	Derived	Set to 0.
UKPRN	UK provider reference number (UKPRN)		LEOP standard file	Set to UK Provider Reference Number .
UKPRN_Orig	The UKPRN for the learning aim before the college merger process was applied to a provider's data.		Derived	Set to UKPRN value.
ULN	Unique learner number.		LEOP standard file	Set to Unique Learner Number .
Unitisation_Excl	Indicates that the learning aim is a Unitisation qualification. Unitisation qualifications are not included in qualification achievement rates.	0 or 1	Derived	Set to 1 if the LearnAimRefType for the learning aim, from the LARS hierarchy file, is '8008' or '8009'. Otherwise set to 0.
WithdrawalReason	The reason learning ended.	Not populated	–	-

Data item	Description	Data values	Source (LEOP)	Derivation
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 qualification achievement rates.	0 or 1	Derived	Set to 1 if the Learning Aim Reference is 'Z0007834' to 'Z0007838'. Otherwise set to 0.
Year	The current academic year for the qualification achievement-rates dataset.	2015/16	Derived	Set to '2015/16'.
YearAimSubmitted	The academic year which the aim was submitted in.		Derived	Set to '2011/12' if the learning aim is taken from the 2011/2012 LEOP 'dataset. Set to '2012/13' if the learning aim is taken from the 2012/2013 LEOP dataset. Set to '2013/14' if the learning aim is taken from the 2013/2014 LEOP dataset. Set to '2014/15' if the learning aim is taken from the 2014/2015 LEOP dataset. Set to '2015/16' if the learning aim is taken from the 2015/2016 LEOP dataset. Set to '2016/17' if the learning aim is taken from the 2016/2017 LEOP dataset.

Derivation of the Qualification_Type field in the qualification achievement-rates dataset

55. Qualification_Type is derived from the **LearnAimRef**, **LearnAimRefType**, **BasicSkillsType**, **SuccessRateMapCode**, **RegulatedCreditValue** and **CreditBasedFwkType** fields held on the LARS hierarchy file.

a. For aims where **CreditBasedFwkType** is 1, 2 or 3 and **RegulatedCreditValue** is not zero, Qualification_Type is set as follows.

- Set to 'Basic Skills Maths and English' if **BasicSkillsType** is 29 or 30.
- Set to 'GCSE Maths and English' if **BasicSkillsType** is 33 or 34.
- Set to 'ESOL' if **BasicSkillsType** is 36, 37, 38 or 39.
- Set to 'QCF unit' if **LearnAimRefType** is 1448 (QCF Unit) and **BasicSkillsType** is not 29, 30, 33, 34, 36, 37, 38 or 39.
- Set to 'Award' if **RegulatedCreditValue** is 1 to 12, **LearnAimRefType** is not 1448 and **BasicSkillsType** is not 29, 30, 33, 34, 36, 37, 38 or 39.
- Set to 'Certificate' if **RegulatedCreditValue** is 13 to 36, **LearnAimRefType** is not 1448 and **BasicSkillsType** is not 29, 30, 33, 34, 36, 37, 38 or 39.
- Set to 'Diploma' if **RegulatedCreditValue** is 37 or more, **LearnAimRefType** is not 1448 and **BasicSkillsType** is not 29, 30, 33, 34, 36, 37, 38 or 39.

b. For aims where the **CreditBasedFwkType**:

- is -2; or
- is 1, 2 or 3 and the **RegulatedCreditValue** is less than 1, 0 or blank; or
- has no value;

Qualification_Type is set as follows.

- Set to 'Access to HE' if **LearnAimRefType** is 1440 or 1460.
- Set to 'A Level' if **LearnAimRefType** is 0002, 1413, 1414, 1415, 1417, 1418, 1430, 1431, 1434, 1435 or 1453.
- Set to 'AS Level' if **LearnAimRefType** is 0001, 1416, 1432 or 1433.
- Set to 'Basic Skills Maths and English' if **BasicSkillsType** is 01, 02, 19, 20, 21, 23, 29 or 30 and **LearnAimRefType** is not 0001, 0002, 0003, 1081, 1401, 1413, 1414, 1415, 1416, 1417, 1418, 1422, 1430, 1431, 1432, 1433, 1434, 1435, 1440, 1441, 1442, 1443, 1444, 1448, 1453, 1460 or 2999.
- Set to 'Diploma' if **LearnAimRefType** is 1401, 1441, 1442, 1443 or 1444.
- Set to 'ESOL' if **BasicSkillsType** is 22, 26, 27, 28, 36, 37, 38 or 39 and **LearnAimRefType** is not 0001, 0002, 0003, 1081, 1401, 1413, 1414, 1415, 1416, 1417, 1418, 1422, 1430, 1431, 1432, 1433, 1434, 1435, 1439, 1440, 1441, 1442, 1443, 1444, 1448, 1453, 1460 or 2999.
- Set to 'GCSE Maths and English' if **LearnAimRefType** is 0003, 1081, 1422 or 2999 and **SuccessRateMapCode** is B1220137 (English language) or B0220076 (mathematics).
- Set to 'GCSE Maths and English' if **BasicSkillsType** is 33 or 34 and **LearnAimRefType** is not 0001, 0002, 1401, 1413, 1414, 1415, 1416, 1417,

1418, 1430, 1431, 1432, 1433, 1434, 1435, 1440, 1441, 1442, 1443, 1444, 1448, 1453 or 1460.

- Set to 'GCSE Other' if **LearnAimRefType** is 0003, 1081, 1422 or 2999 and **SuccessRateMapCode** is not B1220137 (English language) or B0220076 (mathematics).

- c. Set to 'Other Reg' if the learning aim is not classified using the rules above and
- **LearnAimRefType** is 1328 or 1436; or
 - **CreditBasedFwkType** = 1, 2 or 3; or
 - the first character of **LearnAimRef** is 1, 5, 6 or Q; or
 - the first four characters of **LearnAimRef** are 'CUNA', 'ZUNA', 'ZUQA' or 'ZUXA'.

For any learning aim not classified using the rules above, set to 'Other Non-Reg'.

Changes from the 2014/2015 classroom learning document

56. The ILR mnemonics (for instance A10) have been removed as they are not used in the ILR specifications for the ILR files which are used for data matching.

57. There are extra reasons for not including some learning aims in the qualification achievement rates. These reasons are:

- In some circumstances continuing learning and planned breaks will be treated as failures for the overall measure.

58. The rules for choosing aims from the 2015/2016 ILR files have been added.

59. The changes made to the qualification achievement-rates dataset are listed below.

New fields

Field name	Reason for including it
FreeMeals	To allow reporting by free meal eligibility.
Overdue_Continuing_Aim	To allow overdue continuing aims to be identified.
Overdue_Planned_Break	To allow overdue planned breaks to be identified.
Plan_Break_Overall_Excl	To allow planned breaks to be excluded from overall qualification achievement-rate calculations.
Plan_Break_Timely_Excl	To allow planned breaks to be excluded from timely qualification achievement-rate calculations.
PrimaryLLDD	New field on the 2015/16 ILR which replaces the individual learning difficulty and learning disability fields.
QAR_Status_Overall	To identify the aims that are included in overall qualification achievement-rate calculations.
QAR_Status_Timely	To identify the aims that are included in timely qualification achievement-rate calculations.
QAR_OLASS_Status_Overall	To identify the aims that are included in OLASS overall qualification achievement-rate calculations.
QAR_OLASS_Status_Timely	To identify the aims that are included in OLASS timely qualification achievement-rate calculations.
SWSupAimID	To identify the identifier the provider's software gave to the aim.
Transfer_Overall_Excl	To allow transfers to be excluded from overall qualification achievement-rate calculations.

Field name	Reason for including it
Transfer_Timely_Excl	To allow transfers to be excluded from timely qualification achievement-rate calculations.
Outcome Type Outcome code	To calculate Traineeship component aims exclusions

Removed fields

Field name	Reason for removing it
AdultLearnerAccounts_Excl	Exclusion removed from the business rules as it is no longer applicable.
E2E_Excl	Exclusion removed from the business rules as it is no longer applicable.
L_Disability	Field removed from the 2015/16 ILR. Field replaced with PrimaryLLDD.
L_LearnDiff	Field removed from the 2015/16 ILR. Field replaced with PrimaryLLDD.
OLASS_Term_Early_Excl	The exclusion has been removed from the business rules.
P_Plan_Break_Overall	This has been replaced with Plan_Break_Overall_Excl.
P_Plan_Break_Timely	This has been replaced with Plan_Break_Timely_Excl.
QAR_Status	Has been replaced with QAR_Status_Overall and QAR_Status_Timely.
QAR_OLASS_Status	Has been replaced with QAR_OLASS_Status_Overall and QAR_OLASS_Status_Timely.
P_Trans_Overall	This has been replaced with Transfer_Overall_Excl.
P_Trans_Timely	This has been replaced with Transfer_Timely_Excl.
UFI_Excl	Exclusion removed from the business rules as it is no longer applicable.
UPIN	Field removed as the qualification achievement rate reports are no longer published on Provider Gateway.
UPIN_Orig	Field removed as the qualification achievement rate reports are no longer published on Provider Gateway.

Fields whose derivation has changed

Field name	Reason for the change
Diploma_Excl	Definition for 2011/2012 to 2012/2013 changed to use the field on the single ILR
P_Ach_Overall	The derivation has changed to not use P_Plan_Break_Overall or P_Trans_Overall .
P_Ach_Timely	The derivation has changed to not use P_Plan_Break_Overall or P_Trans_Overall .
P_Complete_Overall	The derivation has changed to not use P_Plan_Break_Overall or P_Trans_Overall .
P_Complete_Timely	The derivation has changed to not use P_Plan_Break_Overall or P_Trans_Overall .
P_Count_Overall	Rules added to cater for overdue continuing learning aims and overdue planned breaks. The derivation has changed to not use P_Plan_Break_Overall or P_Trans_Overall .
P_Count_Timely	The derivation has changed to not use P_Plan_Break_Overall or

Field name	Reason for the change
	P_Trans_Overall.
YearAimSubmitted	Derivation for year 2016/2017 added

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