



Education & Skills  
Funding Agency

# Education and training qualification achievement rates data extract guidance 2017 to 2018

Version 2

This document sets out how to use the data extracts for Education and Training qualification achievement rates in 2017 to 2018.

**November 2018**

Of interest to colleges, training organisations and employers.

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## Introduction and purpose of this document

1. This document provides information about the 2017 to 2018 education and training qualification achievement rate (QAR) provider data extracts ('data extracts').
2. It explains how you can use the data extracts to show achievement rates, pass rates and retention rates to match those in the achievement rates report. It also provides information about how we generate the data.
3. This document should be read alongside the [QAR business rules](#) and the [education and training qualification achievement rates specification 2017 to 2018](#), which give more information about QARs and minimum standards (MS).

## Understanding the terminology

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

## Changes from version 1 of this document

6. We have:
  - a. added the High Needs flag into the datasets to enable you to identify and analyse these learners (see paragraphs 24 and 25)
  - b. excluded all Employer Ownership Pilot aims in the exclusion rules (see paragraph 24)

## Contents of the data extracts

7. The data extracts are available for each education and training provider that receives funding from us for the last 5 years, and had learners expected to complete, or that actually completed, between 2015 to 2016 and 2017 to 2018.
8. You can download your own data extracts, in a zipped file, from the Hub. The zipped file contains:
  - i. A file containing details of all your education and training expected to complete, or that actually completed, between 2015 to 2016 and 2017 to 2018, that are **included** in the QAR calculations.
  - ii. A file containing details for all your apprenticeships expected to complete, or that actually completed, between 2015 to 2016 and 2017 to 2018, but we **excluded** them from the QAR calculations.

## Further Information

9. If you need more information you can phone the service desk on 0370 267 0001 or email [sde.servicedesk@education.gov.uk](mailto:sde.servicedesk@education.gov.uk). We have published a form for you to use to inform us of the data you are querying. This is on the [QAR and MS collections page](#).

## Qualification achievement rate and minimum standards calculations

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

10. Full details on the calculations are in the [education and training qualification achievement rates specification 2017 to 2018](#).
11. The calculation for the **overall** QAR in the data extract for a hybrid end year (Hybrid\_End\_Year) is:

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

12. The calculation for the **overall pass rate** percentage in the data extract for a hybrid end year (Hybrid\_End\_Year) is:

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

13. The calculation for the **overall retention rate** percentage in the data extract for a hybrid end year (Hybrid\_End\_Year) is:

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

14. The calculation for the **timely** QAR in the data extract for an expected end year (Expected\_End\_Year) is:

$$\frac{\text{Number of learning aims where Timely_Achiever} = 1 \text{ and QAR\_Status\_Timely} = \text{'QAR Inclusions'}}{\text{Number of learning aims where Timely_Leaver} = 1 \text{ and QAR\_Status\_Timely} = \text{'QAR Inclusions'}} \times 100$$

15. We do not calculate the pass rate and retention rate for the timely measure.

### **Calculating the percentage of the cohort below the minimum standard threshold**

16. Full details on the calculations are in the [education and training qualification achievement rates specification 2017 to 2018](#).

17. If the 19+ age band's QAR of a learning aim reference is below the minimum standard threshold, all the cohort for that learning aim reference are classified as being below the minimum standards threshold.

18. The cohorts below the minimum standard threshold are added together to give a figure for the total cohort below the minimum standards threshold.

19. The percentage of the cohort below the minimum standard threshold is:

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

20. We then compare the percentage of the cohort below the minimum standard threshold to the minimum standards tolerance level, which is 40%.

21. If the percentage of the cohort below the minimum standard threshold is equal to or greater than the minimum standards tolerance, the provider's provision is below minimum standards and there may be formal intervention by us, as set out in the [Approach to Intervention process](#).

22. We illustrate these calculations in the two scenarios below.

In these scenarios, a training provider only delivers three level 2 qualifications:

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

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

				Overall		
				2017 to 2018		
Qualification Type	Level	Learning Aim Reference	Learning Aim Title	Provider QAR	Cohort	Cohort Below Minimum Standards Threshold
Diploma	Level 2	50098160	Diploma in Vehicle Fitting Principles (QCF)	51.3%	40	40
Diploma	Level 2	50098184	Diploma in Light Vehicle Maintenance and Repair Principles (QCF)	73.6%	111	0
Diploma	Level 2	50098366	NVQ Diploma in Performing Engineering Operations (QCF)	85.3%	56	0
<b>TOTAL</b>					<b>207</b>	

In this scenario, the QAR of only one of the three learning aim references (50098160: Diploma in Vehicle Fitting Principles) falls below the minimum standard threshold for Diplomas, which is 70%.

We classify the cohort for this learning aim (of 40) as the cohort below the minimum standards threshold.

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

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

The percentage is equal to 40 divided by 207, which is 19.3%.

The percentage of the provider's provision that is below the minimum standards threshold is less than the minimum standard tolerance of 40%, so we will take no action.

**Scenario 2** – The percentage of the cohort below the minimum standards threshold is more than the minimum standards tolerance.

Qualification Type	Level	Learning Aim Reference	Learning Aim Title	Overall		
				Provider QAR	Cohort	Cohort Below Minimum Standards Threshold
Diploma	Level 2	50098160	Diploma in Vehicle Fitting Principles (QCF)	51.3%	40	40
Diploma	Level 2	50098184	Diploma in Light Vehicle Maintenance and Repair Principles (QCF)	73.6%	111	0
Diploma	Level 2	50098366	NVQ Diploma in Performing Engineering Operations (QCF)	65.3%	56	56
<b>TOTAL</b>					<b>207</b>	

In this scenario, the QAR of two of the three learning aim references (50098160: Diploma in Vehicle Fitting Principles and 50098366: NVQ Diploma in Performing Engineering Operations) fall below the minimum standard threshold for Diplomas, which is 70%.

We classify the cohort for these learning aims (of 96) as the cohort below the minimum standards threshold.

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

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

The percentage is equal to 96 divided by 207, which is 46.4%.

The percentage of the provider's provision that is below the minimum standards threshold is more than the minimum standard tolerance of 40%, so we will take action as set out in the [Approach to Intervention process](#).

## Data file contents

### Extract of data used for producing the QAR report

23. We provide the data used to calculate and report on QARs as a CSV file. The file contains all your learning aims that are included in the QAR report.
24. The main extract file for 2017 to 2018 will contain the following fields – please refer to the [education and training qualification achievement rates specification 2017 to 2018](#) for description details.

Main extract field names	Technical specification data item name
Provision_Type	Provision_Type
CL_WPL	CL_WPL
UKPRN	UKPRN
UKPRN_Orig	UKPRN_Orig
Learner_Reference	LearnRefNumber
ULN	ULN
Academic_Year	Year
Data_Source	Datasource
Age_Group	Age_Band
Age_31AugStYr	Age_31AugStYr
Age_Aim_Start	D_AgeAimStart
Ethnicity	Ethnicity
Sex	Sex
Learning_Difficulties	LLDDHealthProb
PrimaryLLDD	PrimaryLLDD
Free_Meals	FreeMeals
High_Needs_Students	High_Needs_Students
PriorAttain	PriorAttain
Completion_Status	CompStatus
Learning_Outcome	Outcome
Outcome_Grade	OutGrade
Withdrawal_Reason	WithdrawalReason
Achievement_Rate_Status	D_AchieveRateStatus
Employment_Outcome_Code	EmpOutcome
Overdue_Continuing_Aim	Overdue_Continuing_Aim
Overdue_Planned_Break	Overdue_Planned_Break
Software_Supplier_Aim_ID	SWSupAimID
Learning_Aim_Reference	LearnAimRef
Learning_Aim_Description	LearnAimRefTitle
Learning_Aim_Type	LearnAimRefType
Programme_Type	ProgType
Aim_Type	AimType
Map_Code	SuccessRateMapCode
Map_Code_Desc	SuccessRateMapCodeDesc



Main extract field names	Technical specification data item name
Notional_NVQ_Level	NotionalNVQLevel
Qualification_Type	Qualification_Type
Maths_English	Maths_English
Awarding_Organisation_Code	AwardingOrgCode
Basic_Skills	BasicSkills
Basic_Skills_Type	BasicSkillsType
Report_Level	Report_Level
Full_Level_2	D_FullLevel2
Full_Level_3	D_FullLevel3
Sector_Subject_Area_Tier_1	SectorSubjectAreaTier1
Sector_Subject_Area_Tier_2	SectorSubjectAreaTier2
Subcontractor_UKPRN	Subcontractor_UKPRN
Subcontractor_Name	Subcontractor_Name
Learner_Home_Postcode	L_PriorPcode
Learner_Home_Region	L_PriorPcode_GOR
Learner_Home_LA	L_PriorPcode_LocalAuthority
Delivery_Location_Postcode	DelLocPostCode
Delivery_Region	DelLocPostCode_GOR
Delivery_LA	DelLocPostCode_LocalAuthority
Year_Aim_Submitted	YearAimSubmitted
Learning_Start_Date	LearnStartDate
Learning_Planned_End_Date	LearnPlanEndDate
Learning_Actual_End_Date	LearnActEndDate
Actual_End_Year	P_Actendyr
Expected_End_Year	P_Expendyr
Hybrid_End_Year	P_Hybridendyr
Start_Year	P_Startyr
Overall_Leaver	P_Count_Overall
Overall_Achiever	P_Ach_Overall
Overall_Completer	P_Complete_Overall
Leaver_Below_MS_Threshold	LearnAimBelowMS
Timely_Leaver	P_Count_Timely
Timely_Achiever	P_Ach_Timely
QAR_Status_Overall	-
QAR_Status_Timely	-

## Learning aims excluded from qualification achievement rates

25. We provide the data that we do not use to calculate QARs as a CSV file. The file contains all the learning aims that are not included in the QAR calculations. The file contains the following data fields.

Exclusion extract field name	Technical specification data item
Provision_Type	Provision_Type
CL_WPL	CL_WPL
UKPRN	UKPRN
UKPRN_Orig	UKPRN_Orig
Learner_Reference	LearnRefNumber
ULN	ULN
Academic_Year	Year
Data_Source	Datasource
Age_Group	Age_Band
Age_31AugStYr	Age_31AugStYr
Age_Aim_Start	D_AgeAimStart
Ethnicity	Ethnicity
Sex	Sex
Learning_Difficulties	LLDDHealthProb
PrimaryLLDD	PrimaryLLDD
Free_Meals	FreeMeals
High_Needs_Students	High_Needs_Students
PriorAttain	PriorAttain
Completion_Status	CompStatus
Learning_Outcome	Outcome
Outcome_Grade	OutGrade
Withdrawal_Reason	WithdrawalReason
Achievement_Rate_Status	D_AchieveRateStatus
Employment_Outcome_Code	EmpOutcome
Overdue_Continuing_Aim	Overdue_Continuing_Aim
Overdue_Planned_Break	Overdue_Planned_Break
Software_Supplier_Aim_ID	SWSupAimID
Learning_Aim_Reference	LearnAimRef
Learning_Aim_Description	LearnAimRefTitle
Learning_Aim_Type	LearnAimRefType
Programme_Type	ProgType
Aim_Type	AimType
Map_Code	SuccessRateMapCode
Map_Code_Desc	SuccessRateMapCodeDesc
Notional_NVQ_Level	NotionalNVQLevel
Qualification_Type	Qualification_Type
Maths_English	Maths_English
Awarding_Organisation_Code	AwardingOrgCode
Basic_Skills	BasicSkills
Basic_Skills_Type	BasicSkillsType

<b>Exclusion extract field name</b>	<b>Technical specification data item</b>
Report_Level	Report_Level
Full_Level_2	D_FullLevel2
Full_Level_3	D_FullLevel3
Sector_Subject_Area_Tier_1	SectorSubjectAreaTier1
Sector_Subject_Area_Tier_2	SectorSubjectAreaTier2
Subcontractor_UKPRN	Subcontractor_UKPRN
Subcontractor_Name	Subcontractor_Name
Learner_Home_Postcode	L_PriorPcode
Learner_Home_Region	L_PriorPcode_GOR
Learner_Home_LA	L_PriorPcode_LocalAuthority
Delivery_Location_Postcode	DelLocPostCode
Delivery_Region	DelLocPostCode_GOR
Delivery_LA	DelLocPostCode_LocalAuthority
Year_Aim_Submitted	YearAimSubmitted
Learning_Start_Date	LearnStartDate
Learning_Planned_End_Date	LearnPlanEndDate
Learning_Actual_End_Date	LearnActEndDate
Actual_End_Year	P_Actendyr
Expected_End_Year	P_Expendyr
Hybrid_End_Year	P_Hybridendyr
Start_Year	P_Startyr
CL_Excl	CL_Excl
Component_Aim_Excl	Component_Aim_Excl
Diploma_Excl	Diploma_Excl
Direct_Funded_Excl	Direct_Funded_Excl
ESF_Excl	ESF_Excl
Fund_Qual_Excl	Fund_Qual_Excl
Innovation_Excl	Innovation_Excl
JIP_Excl	JIP_Excl
JSA_ESA_UC_Excl	JSA_ESA_UC_Excl
KeySkills_Excl	KeySkills_Excl
LLDD_Placement_Excl	LLDD_Placement_Excl
Non_Reg_ESOL_Excl	Non_Reg_ESOL_Excl
Not_Funded_Excl	Not_Funded_Excl
Pilot_Excl	Pilot_Excl
Sup_Intern_Excl	Sup_Intern_Excl
Traineeship_Excl	Traineeship_Excl
Tutorial_Excl	Tutorial_Excl
UC_Excl	UC_Excl
Unitisation_Excl	Unitisation_Excl
Work_Exp_Excl	Work_Exp_Excl
EOP_Excl	EOP_Excl

## Analysing Achievement Rates using an Excel Pivot Table

### Updating the provider data extract files to replace codes with descriptions

26. Some fields on the provider data extract file contain codes instead of descriptions. To make the contents of these fields easier to understand when shown in the pivot table, you can replace the codes by a description. Refer to the [ILR specification](#).

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

- The **Full\_Level\_2** field, which contains values of 1 and 0. 1 can be replaced by 'Full level 2' and 0 can be replaced by 'Not full level 2'.
- The **Full\_Level\_3** field that contains values of 1 and 0. 1 can be replaced by 'Full level 3' and 0 can be replaced by 'Not full level 3'.
- The **Maths\_English** field, which contains the values 'E' and 'M'. 'E' can be replaced by 'English' and 'M' can be replaced by 'Mathematics'.

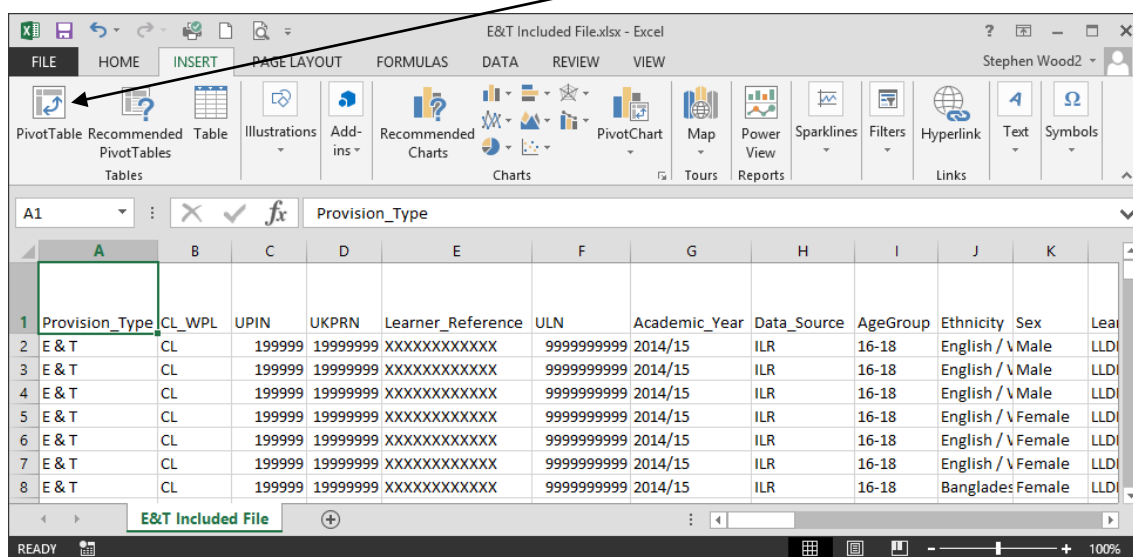
28. The **Expected\_End\_Year** and **Hybrid\_End\_Year** only contain the first year of a funding year, for example 2017. You could replace the year with the full year name, for example, you could replace 2017 with 2017 to 2018.

### Creating an achievement rates pivot table in Microsoft Excel

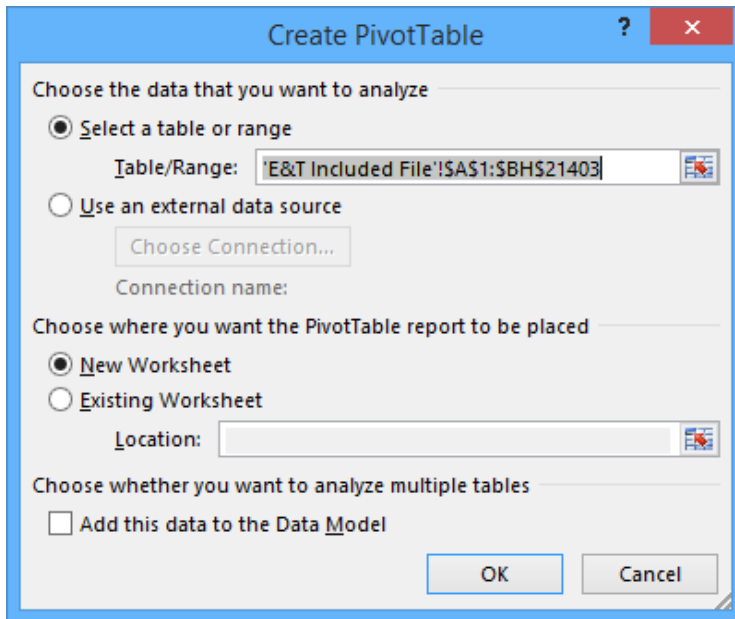
29. To view achievement rates using the data in the data extract in Microsoft Excel, you need to create a pivot table using the steps below (shown using the 2010 version).

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

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

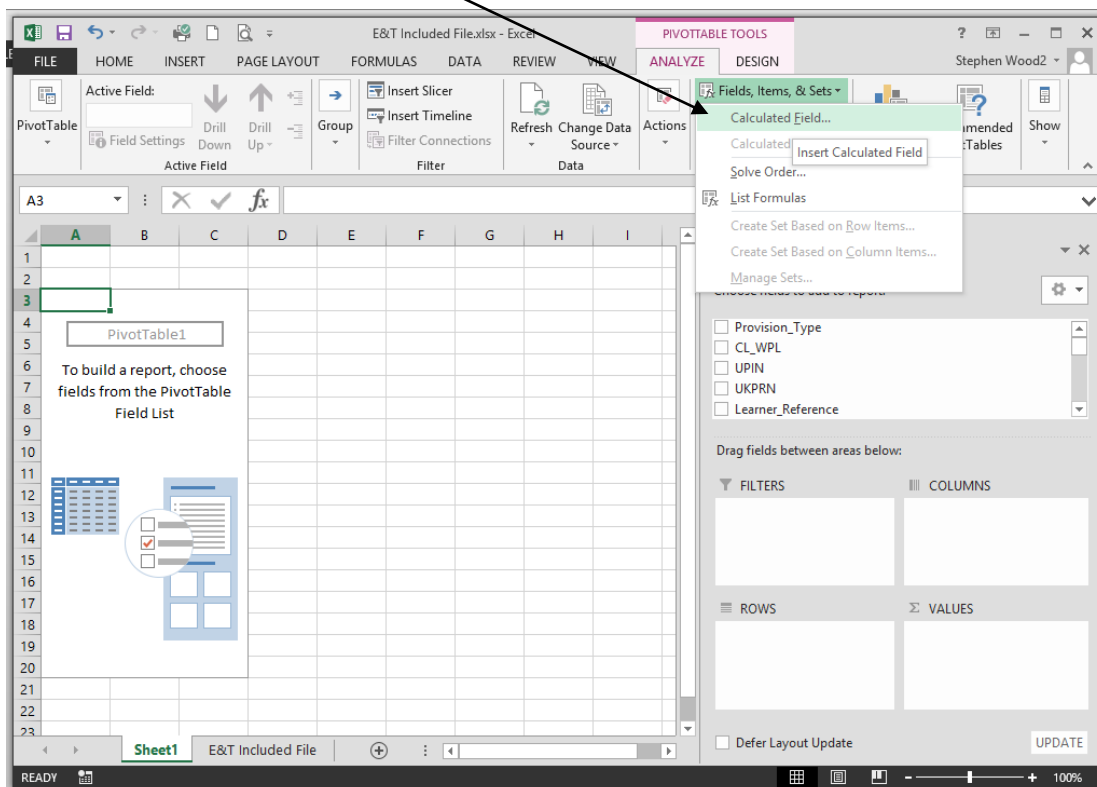


32. The Create Pivot Table dialog box appears. Click 'OK' to create the pivot table in a separate worksheet.



### Creating the achievement rate, pass rate and retention rate fields

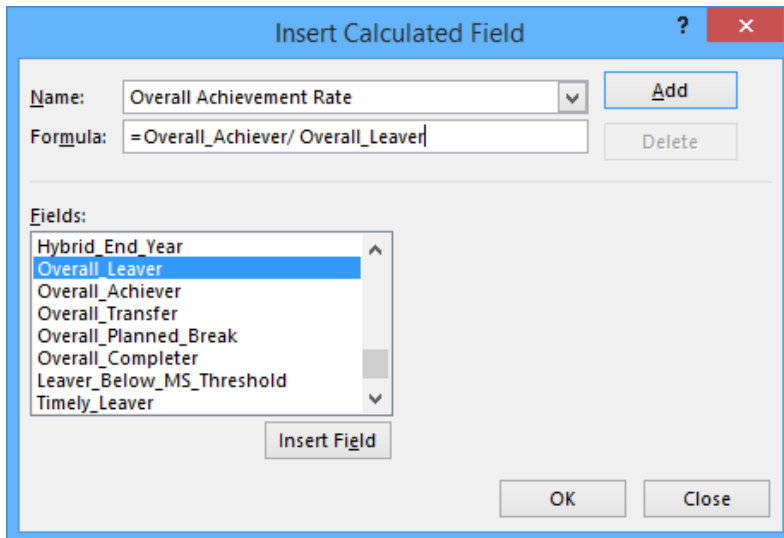
33. You need to add the achievement rate, pass rate and retention rate to the pivot table as calculated fields. The steps to do this are below.
34. On the Pivot Table Tools menu, select 'Fields, Items & Sets' in the Calculate menu, and then select 'Calculated Field'.



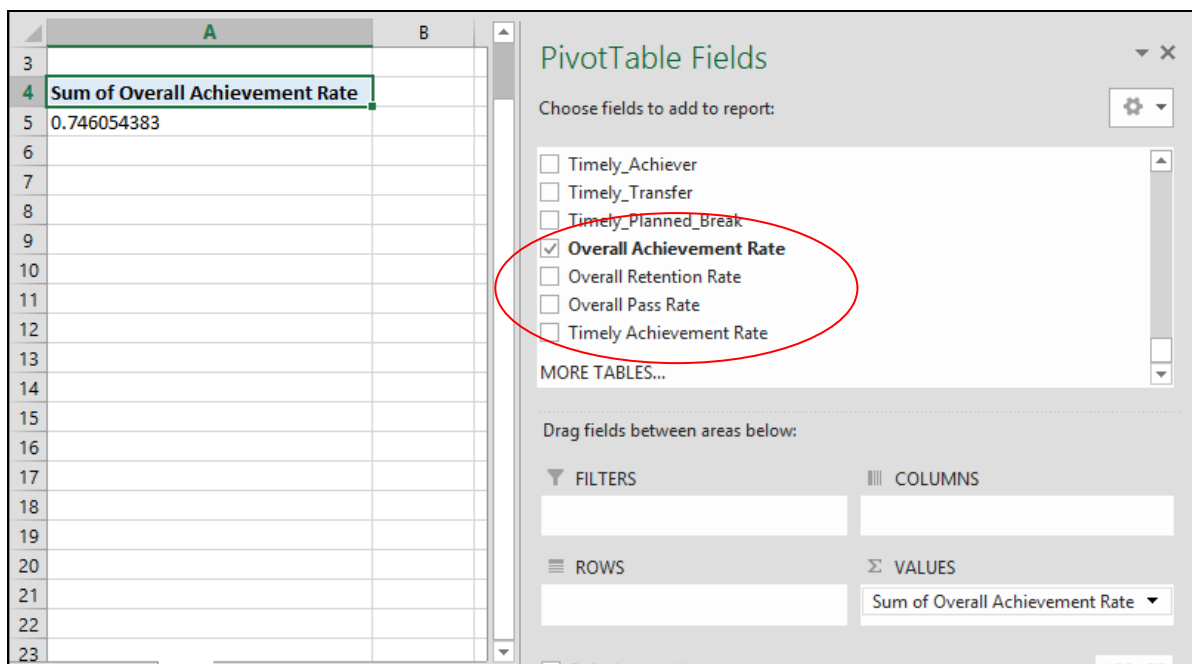
35. Using the 'Insert Calculated Field' dialog box, create calculated fields for overall achievement rates, overall pass rates, overall retention rates and timely achievement rates. The calculations are below.

- 'Overall Achievement Rate' is 'Overall\_Achiever / Overall\_Leaver'
- 'Overall Pass Rate' is 'Overall\_Achiever / Overall\_Completer'
- 'Overall Retention Rate' is 'Overall\_Completer / Overall\_Leaver'
- 'Timely Achievement Rate' is 'Timely\_Achiever / Timely\_Leaver'

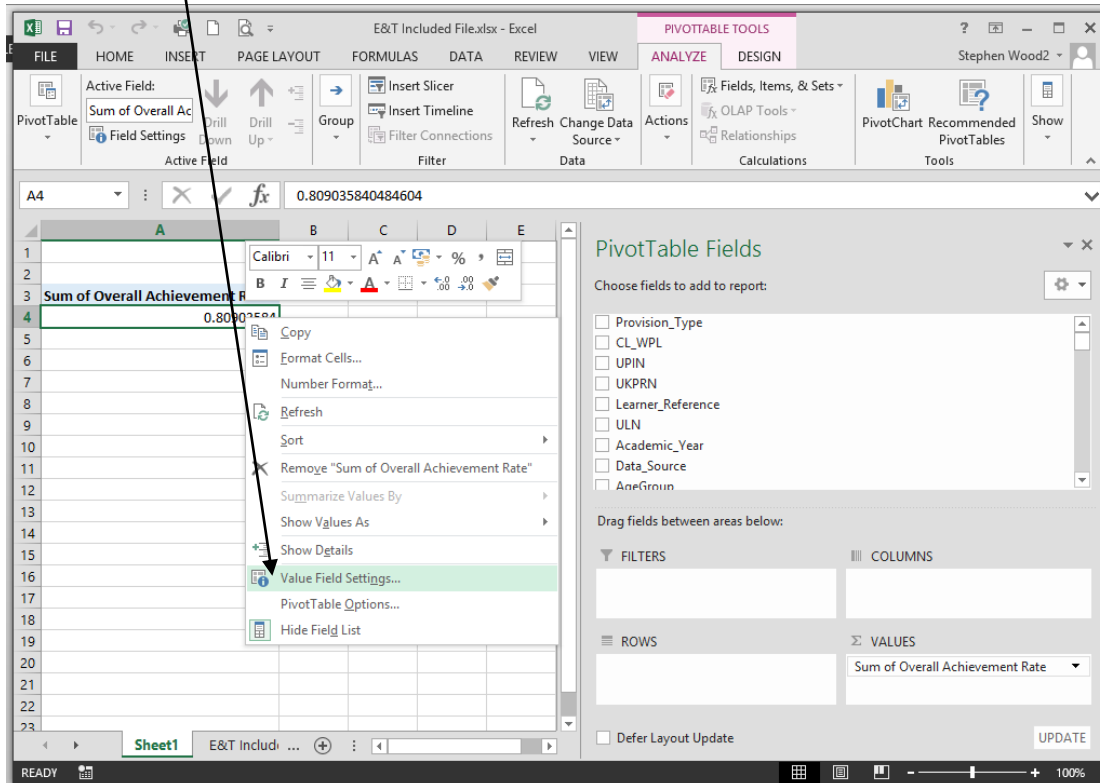
The dialog box shows the creation of the 'Overall Achievement Rate' field.



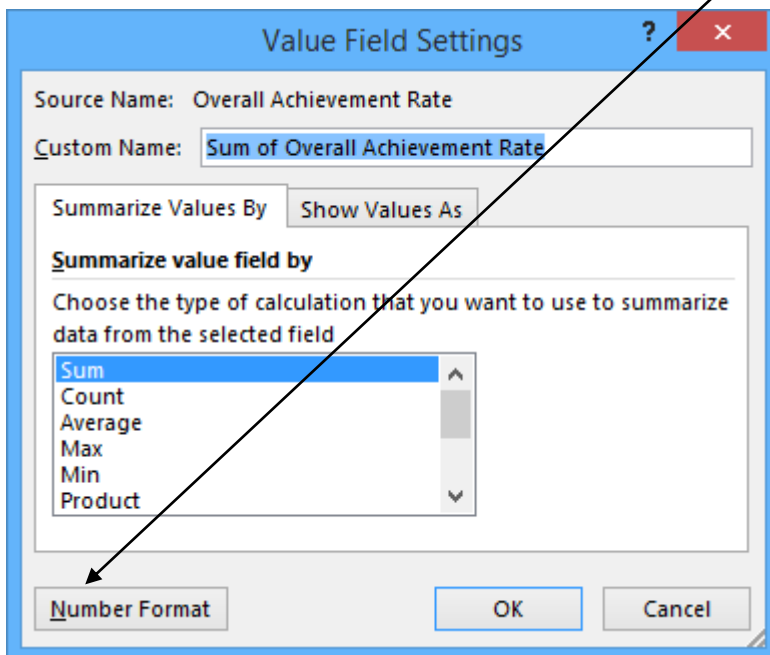
36. The 'Overall Achievement Rate', 'Overall Retention Rate', 'Overall Pass Rate' and 'Timely Achievement Rate' fields will appear at the end of the list of pivot table fields.

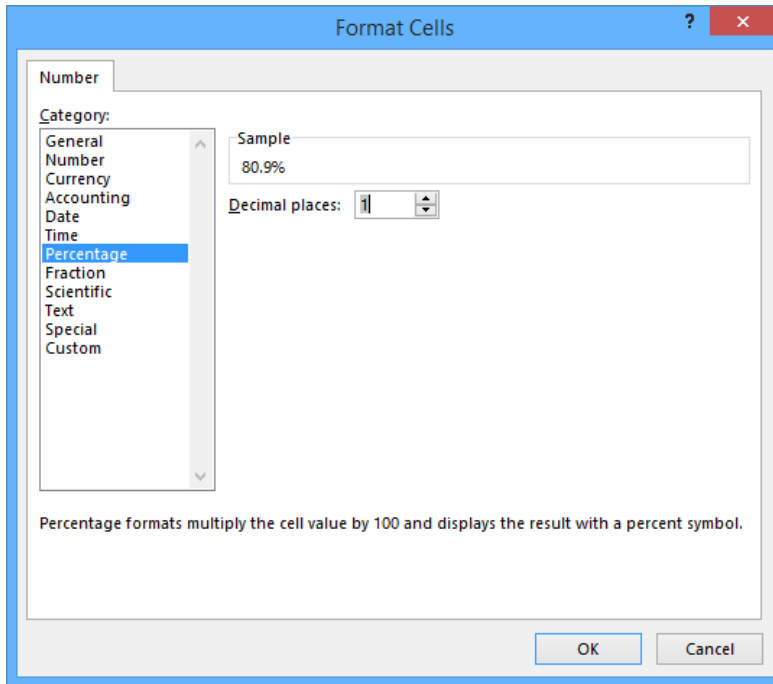


37. The fields are unformatted when output in the pivot table. You format the fields using 'Value Field Settings', which is selected from the menu displayed by right clicking the rate value.



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





### Showing the overall achievement, pass and retention rates in the pivot table

39. You must use the **hybrid end year** when showing the overall achievement rate, overall pass rate and overall retention rate. Continuing aims have a hybrid end date of 2017.5. Continuing aims are present in the data extract as they are included in the timely achievement rate calculation. You must add the QAR\_Status\_Overall field to the pivot filter area and set this to 'QAR Inclusions'

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

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

QAR_Status_Overall	QAR Inclusions				
		Column Labels			
Values		2013	2014	2015	Grand Total
Sum of Overall_Leaver		914	1003	995	2912
Sum of Overall Achievement Rate		91.8%	86.6%	91.3%	89.8%
Sum of Overall Pass rate		100.0%	98.4%	98.9%	99.1%
Sum of Overall Retention rate		91.8%	88.0%	92.3%	90.7%



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

The screenshot shows a pivot table with the following data:

Values	2013	2014	2015	Grand Total
Sum of Overall_Leaver	914	1003	995	
Sum of Overall Achievement Rate	91.8%	86.6%	91.3%	
Sum of Overall Pass rate	100.0%	98.4%	98.9%	
Sum of Overall Retention rate	91.8%	88.0%	92.3%	

The PivotTable Fields task pane on the right shows the following configuration:

- Filters:** QAR\_Status\_Overall
- Columns:** Hybrid\_End\_Year
- Rows:** Values
- Values:** Sum of Overall\_Leaver, Sum of Overall Achievement Rate, Sum of Overall Pass rate, Sum of Overall Retention rate

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

The screenshot shows a pivot table with the following data:

Row Labels	Sum of Overall_Leaver	Sum of Overall Achievement Rate	Sum of Overall Pass rate	Sum of Overall Retention rate
2013	914	91.8%	100.0%	91.8%
2014	1003	86.6%	98.4%	88.0%
2015	995	91.3%	98.9%	92.3%
<b>Grand Total</b>	<b>2912</b>	<b>89.8%</b>	<b>99.1%</b>	<b>90.7%</b>

The PivotTable Fields task pane on the right shows the following configuration:

- Filters:** QAR\_Status\_Overall
- Columns:** Σ Values
- Rows:** Hybrid\_End\_Year
- Values:** Sum of Overall\_Leaver, Sum of Overall Achievement Rate, Sum of Overall Pass rate, Sum of Overall Retention rate

## Showing the timely achievement rate in the pivot table

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

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

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

Column Labels	2013	2014	2015
Sum of Timely_Leaver	959	991	988
Sum of Timely Achievement Rate	86.7%	82.8%	88.2%

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

Row Labels	Sum of Timely_Leaver	Sum of Timely Achievement Rate
2013	959	86.7%
2014	991	82.8%
2015	988	88.2%
<b>Grand Total</b>	<b>2938</b>	<b>85.9%</b>

## Examples of ways to configure the pivot table

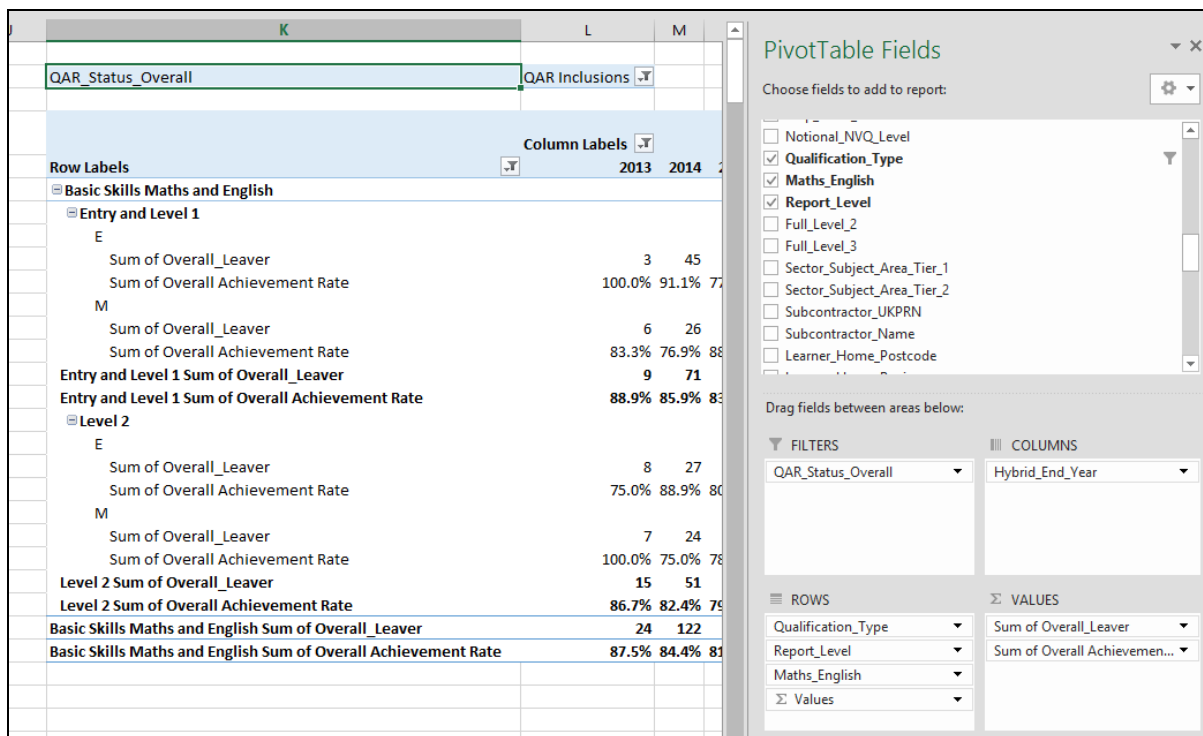
48. The following screenshots show how to configure the pivot table to show overall cohort and overall achievement rates for various fields, we have used Sector Subject Area Tier 1 as an example.

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

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

50. To select only the 'Basic Skills Maths and English' and 'GCSE Maths and English' qualification types, you must apply a filter. Click the downward arrow to display the filter pop-up screen and select the required qualification types.

The first screenshot shows the PivotTable Fields task pane with 'Qualification\_Type' selected in the 'VALUES' area. The second screenshot shows the filter pop-up for 'Qualification\_Type' with 'Basic Skills Maths and English' and 'GCSE Maths and English' selected.



## Analysing Minimum Standards using an Excel Pivot Table

### Showing the leavers below minimum standards threshold in the pivot table

51. You must use the **hybrid end year** when showing the leavers below minimum standards threshold. We only populate the Leaver\_Below\_MS\_Threshold field is only populated for the 2017/18 hybrid end year.

### Showing the percentage below minimum standards threshold in the pivot table

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

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

Where QAR\_Status\_Overall = 'QAR Inclusions'.

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

Row Labels	Sum of Overall_Leaver	Sum of Leaver_Below_MS_Threshold	% Below Min Standards
Award	64	0	=C5/\$B\$13
Basic Skills Maths and English	117	0	0.0%
Certificate	176	13	1.3%
Diploma	192	40	4.0%
ESOL	319	2	0.2%
Other Non-Regulated	21	0	0.0%
Other Regulated	4	0	0.0%
QCF Unit	102	0	0.0%
<b>Grand Total</b>	<b>995</b>	<b>55</b>	<b>5.5%</b>

### Examples of ways to configure the pivot table

54. The following screenshot shows how to configure the pivot table to show overall cohort and learners below minimum standards threshold for Sector Subject Area Tier 1 as an example.

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

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

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