Education and training qualification achievement rates technical specification 2018 to 2019

Version 2: August 2019

Contents

Introduction and purpose of the document

1.   This document provides technical information about how we process information provided in the Individualised Learner Record (ILR) data collection to produce the qualification achievement rates (QAR) dataset.

2.   This dataset produces the education and training 2018 to 2019 QAR and minimum standards dashboard. This document also provides information about how we generate the information in the QAR dashboard.

3.   Please read this document alongside the [ILR standard file specifications and reference data documents](#) and the [2018 to 2019 QAR business rules](#).

Understanding the terminology

4.   The terms 'we' and 'ESFA' refer to the 'Education and Skills Funding Agency' and associated staff.

5.   When we refer to 'you' or 'providers', this includes colleges, sixth forms, training organisations, local authorities and employers that receive funding from us, or Advanced Learner Loans (loans) payments from the Student Loans Company (SLC) on behalf of learners, to deliver education and training.

Changes from version 1 of this document

6.   We have made these changes to the QAR dataset:

- excluded records recorded as withdrawn because they were part of a merger (Withdrawal Reason code 47 which is 'Learner has transferred to another provider due to merger')
- updated the rule for the qualifying period exclusion, to exclude restarts where the original instance of learning was with a different provider

Changes from the 2017 to 2018 technical specification document

7.   There are no key methodology changes. However, we have made these changes to the QAR dataset:

- removed all references to Large Employer Outcome Pilot (LEOP)
- excluded flexible learning fund students, recorded using the Learning Delivery Monitoring (LDM) code 360 ('Flexible Learning Fund')
- included the rules for adding aims from the 2018 to 2019 ILR data
- added more information about calculating the hybrid end year

Changes from the 2017 to 2018 QAR dataset

8.	The changes to the QAR dataset are below, for the detailed technical details please refer to the table in paragraph 21. We have updated this section from version 1 of this document:

- FLF_Excl – added to identify Flexible Learning Fund provision that we exclude from the QAR measures
- Fund_Qual_Excl – restarts withdrawn in the funding qualifying period are no longer excluded. In version 2 of this document we have updated the rule and only restarts on aims originally delivered by the same provider are no longer excluded.
- Work_Exp_Excl – we now exclude learning aim reference 'ZWRKX002'
- Restart_Indicator – we have added this to the dataset specification and the data extracts. This in new in version 2 of this document.

9.	We have removed these fields as they are no longer required:

- LLDD_Placement_Excl
- JIP_Excl
- UC_Excl

About QARs

Purpose of QARs

10.	Education and training QARs, 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 funding year.

11.	We use QARs in the National Achievement Rate Tables to show apprentices 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 their inspection process.

Education and training QAR methodology

12.	The education and training QAR methodology has two measures – the 'overall' QAR and the 'timely' QAR.

13.	We use the overall QAR to assess whether a provider meets minimum quality standards.

14.   We base the overall QAR on the hybrid end year. The hybrid end year is the latter of:

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

The reporting year is included to capture those overdue continuing learning aims, overdue planned breaks or late completions recorded in the following academic year (up to R04). See paragraph 63 for further details on how we calculate the hybrid end year.

15.   The learning aims included in the 2018 to 2019 overall QAR are those with a hybrid end year of 2018 to 2019.

16.   We base the timely QAR on the planned end year of a learning aim. The learning aims considered for the 2018 to 2019 timely QAR measure are those with a planned end date in the funding year ending 31 July 2019. In the timely QAR 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 the planned end date

17.   There can be a delay between completing a learning aim and the notification of the achievement. To account for this delay and ensure all relevant achievements are included, we use information from the 2019 to 2020 R04 ILR return to identify completed and achieved learning aims with a planned end date in 2018 to 2019 that were not recorded in the final return of the 2018 to 2019 ILR. The aim must be achieved no more than 90 days after the planned end date to be included in the timely achievement rate.

18.   We will automatically redact data from the published National Achievement Rates Tables (NARTs) where you do not return valid ILR data after the R11 ILR return. Because you did not submit at either the R12, R13 or R14 ILR returns, we cannot be sure of your data accuracy. However we will publish the headline data separately in the NARTs transparency tables.

Education and training business rules

19.   We produce the business rules that describe how we calculate the QARs, and which learning aims will not be included in the QAR calculations.

20.   We do not include some learning aims when calculating the QAR, the main reasons for exclusions are where the learning aims are:

- part of a new programme of learning, such as a new pilot, that providers need time to get used to delivering
- not funded by us, or is not financed by an advanced learner loan
- not a qualification
- affected by circumstances where we have agreed an exception (for example, if the learner is transferred to a new provider due to intervention from us)

Exclusions from education and training QARs

21.   The table below describes the scenarios where we exclude learning aims. Last year we provided a separate file for the exclusions, however this year we have combined the data we include in the calculations with the data we exclude. The definition of the derived variables below are in the [ILR standard file specifications and reference data documents](#).

Type of excluded aim	Rules for identifying the excluded aim
A learner has transferred to a new provider due to merger.	Aims where the **Withdrawal Reason** is 47 (Learner has transferred to another provider due to merger), and the **Learning Actual End Date** is less than the **Learning Start Date** on the new UKPRN (matching on Unique Learner Number). The **Learning Start Date** on the new UKPRN must be within 30 days or less than the **Learning Actual End Date** on the original UKPRN.
For the overall QAR, learning aims where the learner has transferred to a different aim with the same provider.	Aims where: • the Completion Status is 3 (Learner has withdrawn from the learning activities leading to the learning aim); and • the Withdrawal Reason is 40 (Learner has transferred to a new learning aim with the same provider); and • a new aim is recorded (matching on Unique Learner Number and UKPRN) with a **Learning Start Date** that is 120 days or less after the **Learning Actual End Date** of the original aim.
For the timely QAR, 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: • the **Completion Status** is 3 (Learner has withdrawn from the learning activities leading to the learning aim); and • the **Withdrawal Reason** is 40 (Learner has transferred to a new learning aim with the same provider) and the **Learning Actual End Date** is no more than 90 days after the **Learning Planned End Date**; and • a new aim is recorded (matching on Unique Learner Number and UKPRN) with a **Learning Start Date** that is 120 days or less after the **Learning Actual End Date** of the original aim.

Type of excluded aim	Rules for identifying the excluded aim
For the overall QAR, 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 (Learner has temporarily withdrawn from the aim due to an agreed break in learning). Under certain circumstances, we do not exclude learning aims where the learner has temporarily withdrawn from the aim due to an agreed break in learning. See paragraphs 36 to 43.
For the timely QAR, 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 (Learner has temporarily withdrawn from the aim due to an agreed break in learning) and the **Learning Actual End Date** is no more than 90 days after the **Learning Planned End Date**.
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 (Learner has transferred between providers due to intervention by or with the written agreement of the Education and Skills Funding Agency **OR** Learner has transferred to another provider to undertake learning that meets a specific government strategy).

Learning aims where the learner has withdrawn from the learning aim within the funding qualifying period, and the learning aim is not achieved.
 	
We exclude learners who restarted with the same provider in this exclusion rule, as the original instance of learning will have passed the funding qualifying period.
	Aims where:
	• the planned duration is 168 days or more
	• the actual duration is less than 42 days
	• the **Completion Status** is 3 (Learner has withdrawn from the learning activities leading to the learning aim)
	• the **Restart Indicator** is 0 (Not a Restart)
	
	Aims where:
	• the planned duration is between 14 and 167 days
	• the actual duration is less than 14 days
	• the **Completion Status** is 3 (Learner has withdrawn from the learning activities leading to the learning aim)
	• the **Restart Indicator** is 0 (Not a Restart)
	
	Aims where:
	• the planned duration is 168 days or more
	• the actual duration is less than 42 days
	• the **Completion Status** is 3 (Learner has withdrawn from the learning activities leading to the learning aim)
	• the **Restart Indicator** is 1 (Restart); and
	    o the new Learning Start Date is greater than the original Learning Actual End Date of the apprenticeship on the original UKPRN
	Aims where:
	• the planned duration is between 14 and 167 days
	• the actual duration is less than 14 days
	• the **Completion Status** is 3 (Learner has withdrawn from the learning activities leading to the learning aim)
	• the **Restart Indicator** is 1 (Restart); and
	    o the new Learning Start Date is greater than the original Learning Actual End Date of the apprenticeship on the original UKPRN
	
	There is no qualifying period for aims with a planned duration of less than 14 days.
	The planned duration of the aim, in days, is the difference between the **Learning Start Date** and the **Learning Planned End Date**.
	The actual duration of the aim, in days, is the difference between the **Learning Start Date** and the **Learning Actual End Date**.

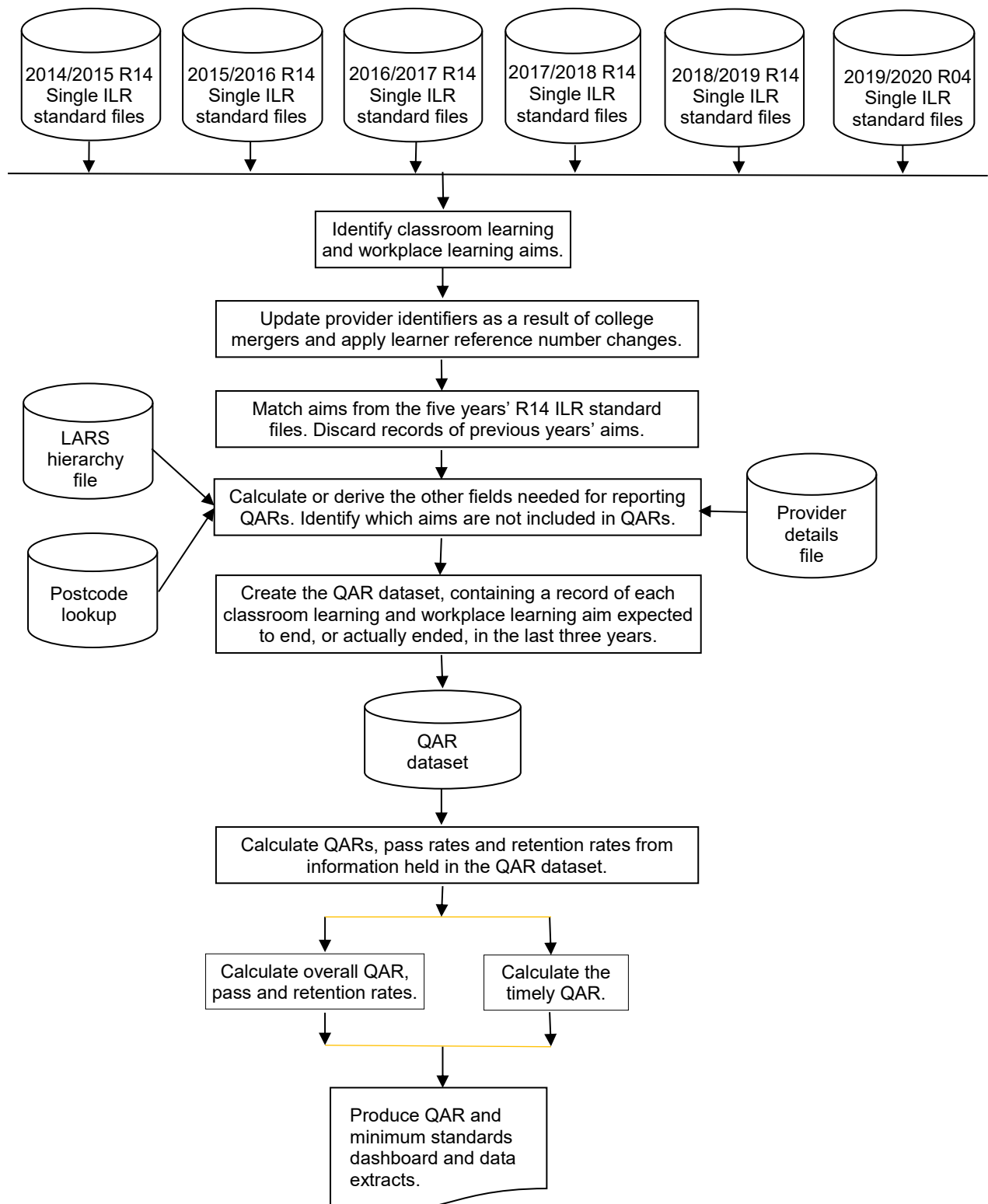| Type of excluded aim	Rules for identifying the excluded aim
Component aims (except for those in traineeships, diplomas, progression pathways and foundation learning programmes)	Aims where the **Learning Delivery Aim Type** is 3 (Component learning aim within a programme) and the **Programme Type** is not • 15 (Diploma – level 1 (foundation)) • 16 (Diploma – level 2 (higher)) • 17 (Diploma – level 3 (progression)) • 18 (Diploma – level 3 (advanced)) • 24 (Traineeship)
Programme aims, such as those for Traineeships, diplomas, foundation learning programmes and progression pathways	Aims where the **Aim Type** is not 3, 4 or 5 (Component learning aim within a programme, Learning aim that is not part of a programme, or Core aim – 16-19 (excluding Apprenticeships) funded learning aims only respectively).
Learning aims that have not been funded by us, or not financed by an advanced learner loan	Aims where if **D_FEFund** is not 1 (ESFA formula funding), not 2 (ESFA non formula funding) or not 3 (No ESFA funding financed by Advanced Learner Loan).
Innovation Code learning aims	Aims where the **Learning Aim Reference** is: • 'ZINN0001' to 'ZINN0006'; or • 'Z0004474' to 'Z0007833'
Key Skills	Aims where the **Learning Aim Type** is '1327' (NVQ/GNVQ Key Skills Unit).
Aims delivered through Learning Technologies Pilots and 18 to 21 work skills pilots	Aims where any of the **Learning Delivery Monitoring Codes** is 332 (18-21 Work Skills Pilot), 337 (Learning Technologies pilots-online learning) or 341 (18-21 Work Skills Pilot).
Non regulated aims used to claim funding for additional ESOL learning needs	Aims where the **Learning Aim Reference** is 'Z0004294' to 'Z00004341' and any of the **Learning Delivery Monitoring Codes** is 336 (ESOL QCF additional learning).
Supported internships	Aims where the **Learning Aim Reference** is 'Z0002347'

Type of excluded aim	Rules for identifying the excluded aim

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	For ILR files for 2014 to 2015 and 2015 to 2016, aims where:
	• the **Completion Status** is not 1 (Learner is continuing or intending to continue the learning activities leading to the learning aim);
	• the **Outcome** is not 1 (Achieved);
	• the **Employment Outcome** is 1 or 2 (Employment outcome (with training) gained on eligible funded programme **OR** Employment outcome (without training) gained on eligible funded programme);
	• a Learner Employment Status record exists with an **Employment Status** of 11 or 12 (Not in paid employment, looking for work and available to start work **OR** Not in paid employment, not looking for work and/or not available to start work) and a **Date Employment Status Applies** earlier than the **Learning Start Date**; and
	• the latest ILR for the learner has an **Employment Status Monitoring Type** of BSI (Benefit status indicator) and an **Employment Status Monitoring Code** of 1 or 2 (Learner is in receipt of Job Seekers Allowance (JSA) **OR** Learner is in receipt of Employment and Support Allowance - Work Related Activity Group (ESA WRAG)) OR
	
	an **Employment Status Monitoring Type** of BSI (Benefit status indicator) and an **Employment Status Monitoring Code** of 4 (Learner is in receipt of Universal Credit) and any of the **Learning Delivery Monitoring Codes** is 318 (Mandation to Skills Training)
	
	For ILR files for 2016 to 2017 onwards, aims where:
	• the **Completion Status** is not 1 (Learner is continuing or intending to continue the learning activities leading to the learning aim);
	• the **Outcome** is not 1 (Achieved);
	• the **Employment Outcome** is 1 or 2 (Employment outcome (with training) gained on eligible funded programme **OR** Employment outcome (without training) gained on eligible funded programme);
	• a Learner Employment Status record exists with an **Employment Status** of 11 or 12 (Not in paid employment, looking for work and available to start work **OR** Not in paid employment, not looking for work and/or not available to start work) and a **Date Employment Status Applies** earlier than the **Learning Aim Start Date**; and
	  o the latest ILR for the learner has an **Employment Status Monitoring Type** of BSI (Benefit status indicator) and an **Employment Status Monitoring Code** of 1 or 2 (Learner is in receipt of Job Seekers Allowance (JSA) **OR** Learner is in receipt of Employment and Support Allowance - Work Related Activity Group (ESA WRAG)); or
	  o (the latest ILR for the learner has an **Employment Status Monitoring Type** of BSI (Benefit status indicator) and an **Employment Status Monitoring Code** 4 (Learner is in receipt of Universal Credit); and the **Employment Status** on the first day of learning is 11 (Not in paid employment, looking for work and available to start work); and there is a **valid length of unemployment**)

Type of excluded aim	Rules for identifying the excluded aim
Traineeships where learners cannot continue their learning through to completion because they have started work	Aims where: • the **Programme Type** is 24 (Traineeship); • the **Aim Type** is 3 (Component learning aim within a programme); • the **Completion Status** is not 1 (Learner is continuing or intending to continue the learning activities leading to the learning aim); • the **Outcome** is not 1 (Achieved); and • A **Learner Destination and Progression** record exists for the learner where **Outcome Type** is EDU (Education) and **Outcome Code** is 2 (Apprenticeship) OR **Outcome Type** is EMP (In paid employment) and **Outcome Code** is 1, 3 or 4 (In paid employment for 16 hours or more per week, Self-employed **OR** Self-employed for 16 hours or more per week); and • the **Outcome Start Date** is on or after the **Learning Actual End Date** of the aim
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'
Work experience or work placement aims	Aims where the **Learning Aim Reference** is 'Z0007834' to 'Z0007838', or 'ZWRKX001' to 'ZWRKX009'.
Changes to records previously submitted 2 or more years ago. The example given is for aims reported in 2017 to 2018. The exclusion also applies to aims reported in 2016 to 2017 or 2015 to 2016 that meet the same conditions for the corresponding earlier years.	For aims reported in the 2017 to 2018 ILR, that were previously reported in the 2015 to 2016 ILR or earlier, and not reported in the 2016 to 2017 ILR. Where • the actual or planned end dates are not in 2017 to 2018 or later, • the record was first reported complete in the 2017 to 2018 ILR The record is not an update to a learning aim, which would otherwise have been an overdue planned break, counted in the 2017 to 2018 hybrid end year.
Non-formula funded community learning provision	Aims identified by **Funding Model** 10 (Community Learning).
Offender Learning and Skills Service (OLASS) learning aims	Aims identified by **Learning Delivery Monitoring Code** 34 (OLASS Offenders in custody).
Directly funded 14 to 16 year-old students recruited by a general further education (GFE) college or a sixth form college.	Aims any of the **Learning Delivery Monitoring Codes** is 320 (14-16 Direct Funded Students in FE).
Former Employer Ownership Pilot learning aims.	Aims identified by **Learning Delivery Monitoring Code** 351 (Former Employer Ownership Pilot Provision).
Flexible Learning Fund aims.	Aims identified by **Learning Delivery Monitoring Code** 360 (Flexible Learning Fund).
SILR exclusion	Aims in the [QAR business rules](#) that do not meet the definition of Workplace Learning, Education and Training or Traineeship Component aims.

Processing standard files

Process flow diagram

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

```
┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐
│2014/2015 │ │2015/2016 │ │2016/2017 │ │2017/2018 │ │2018/2019 │ │2019/2020 │
│R14       │ │R14       │ │R14       │ │R14       │ │R14       │ │R04       │
│Single ILR│ │Single ILR│ │Single ILR│ │Single ILR│ │Single ILR│ │Single ILR│
│standard  │ │standard  │ │standard  │ │standard  │ │standard  │ │standard  │
│files     │ │files     │ │files     │ │files     │ │files     │ │files     │
└──────────┘ └──────────┘ └──────────┘ └──────────┘ └──────────┘ └──────────┘
```

Identify classroom learning and workplace learning aims.

Update provider identifiers as a result of college mergers and apply learner reference number changes.

LARS hierarchy file

Match aims from the five years' R14 ILR standard files. Discard records of previous years' aims.

Calculate or derive the other fields needed for reporting QARs. Identify which aims are not included in QARs.

Provider details file

Postcode lookup

Create the QAR dataset, containing a record of each classroom learning and workplace learning aim expected to end, or actually ended, in the last three years.

QAR dataset

Calculate QARs, pass rates and retention rates from information held in the QAR dataset.

Calculate overall QAR, pass and retention rates.

Calculate the timely QAR.

Produce QAR and minimum standards dashboard and data extracts.

Identifying education and training aims

23.   The method for choosing learning aims are:

- the **Aim Type** is not 1 (Programme aim) and
- the **Programme Type** is not 2, 3, 10, 20, 21, 22, 23 or 25 (Advanced level apprenticeship, Intermediate Level Apprenticeship, Higher Apprenticeship, Higher Apprenticeship – level 4, Higher Apprenticeship – level 5, Higher Apprenticeship – level 6, Higher Apprenticeship – level 7+, Apprenticeship standard respectively)

Processing further education college mergers

24.   For Further Education college mergers that take place up to and including 31 July 2019, we will combine the ILR learning aims from any pre-merger UKPRNs and we will produce the QAR for the 2018 to 2019 reporting year for the post-merger UKPRN. Where the Further Education college merger took place on or after 1 August 2019, this falls in the new funding year, therefore we will produce the QAR for the 2018 to 2019 reporting year under the pre-merger UKPRNs. We will treat sixth form colleges that have converted into academies the same as Further Education college mergers; we will combine ILR learning aims from the sixth form college UKPRN with the new academy UKPRN for the year in which they merge, after that QARs will no longer be calculated for the academy.

25.   Programme aims are combined by changing the merged college's provider number (UKPRN) to the new college's provider number. The original provider number is kept in the QAR dataset in the UKPRN_orig field.

26.   This merger process only applies to colleges. It does not apply to the mergers of any other types of provider (for example, private training providers).

Processing learner reference number changes

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

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

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

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

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

32.   You **must** remove the data from this field between years, as detailed in the ILR specification, otherwise the learners will not match correctly.

Example:
Learner A has a Learner reference number of 'LNA1234' in 2017 to 2018. Due to a change in the provider's management information system, Learner A has a new Learner reference number in 2018 to 2019 of 'LRA9876'. For QAR matching to occur correctly, this must be recorded as follows:

- In 2017 to 2018:

    - Learner reference number = LNA1234

    - Learner reference number in previous year is not returned

- In 2018 to 2019:

    - Learner reference number = LRA9876

    - Learner reference number in previous year = LNA1234

- In 2019 to 2020:

    - Learner reference number = LRA9876

    - Learner reference number in previous year is not returned (2018/19 QAR cannot match if reported in R04)

Matching learning aims across years

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

34.   We use various combinations of variables to ensure we match the correct records 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

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

Identifying overdue continuing aims and planned breaks

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

For example, if the year you submitted the record on the ILR is '2017/2018' and there is no corresponding record in 2018 to 2019 R14 ILR return:
- the hybrid end year (P_Hybridendyr) is set to 2018; and
- P_Count_Overall is set to 1; and
- P_Ach_Overall is set to 0

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

- they do not have a corresponding restart record in the same funding year; or
- they do not have a corresponding restart record in the following funding year; or
- if the planned break was recorded in the ILR R14 return for funding year 2017 to 2018, they do not have a corresponding restart record by the R04 ILR return of the funding year 2019 to 2020

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

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

40.   For example, an aim where the learner is on a planned break, that is submitted in the 2016 to 2017 ILR (YearAimSubmitted is '2016/17'), 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 2016 to 2017, 2017 to 2018 or 2018 to 2019 ILR (YearAimSubmitted is '2016/17', '2017/18' or 2018/19')

41.   If an aim where the learner is on a planned break that is submitted in the 2016 to 2017 ILR (YearAimSubmitted is '2016/17'), does not have a corresponding restart record:

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

42.   An aim where the learner is on a planned break, that is submitted in the 2017 to 2018 ILR (YearAimSubmitted is '2017/18'), 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 2017 to 2018 or 2018 to 2019 ILR, or the 2019 to 2020 R04 ILR (YearAimSubmitted is '2017/18', '2018/19' or '2019/20')

43.   Where an aim where the learner is on a planned break that is submitted in the 2017 to 2018 ILR (YearAimSubmitted is '2017/18'), does not have a corresponding restart record:

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

Key principles for QAR, pass rate and retention rate calculations

44.   The key principles of calculating QARs, pass rate and retention rates are as follows:

- we only include learning aims funded by us or by an advanced learner loan
- we exclude the aims described in paragraph 21
- we class uncashed AS levels as non-achievement

Overall qualification achievement, pass and retention rate calculations

45.   We use the following fields from the QAR dataset to calculate overall QARs, pass rates and retention rates.

- **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 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 QAR calculations.
- **P_Ach_Overall** - This field indicates whether a learning aim has been achieved (achieved learning aims have an Outcome of 1 or 7 (Achieved or Achieved and cashed (AS levels only)).
- **P_Complete_Overall** - This field indicates whether a learning aim has been successfully completed (successfully completed learning aims have a Completion status of 2 (The learner has completed the learning activities leading to the learning aim)).

46.   For a given funding year the overall QAR percentage is:

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

47.   For a given hybrid end year (P_Hybridendyr) the overall QAR percentage is:

$$\frac{\text{Number of learning aims where P\_Ach\_Overall is 1}}{\text{Number of learning aims where P\_Count\_Overall is 1}} \times 100$$

48.   For a given funding year, the overall pass rate percentage is:

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

49.   For a given hybrid end year (P_Hybridendyr), the overall pass rate percentage is:

$$\frac{\text{Number of learning aims where P\_Ach\_Overall is 1}}{\text{Number of learning aims where P\_Complete\_Overall is 1}} \times 100$$

50. For a given funding year, the overall retention rate percentage is:

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

51. For a given hybrid end year (P_Hybridendyr), the overall retention rate percentage is:

$$\frac{\text{Number of learning aims where P\_Complete\_Overall is 1}}{\text{Number of learning aims where P\_Count\_Overall is 1}} \times 100$$

Timely QAR calculation

52. We use the following fields from the QARs dataset to calculate timely QARs:

- **Expected end year (P_Expendyr)** - This field is the first calendar year of the funding period which the Learning planned end date falls in. For example, if the Learning planned end date falls within the 2018 to 2019 funding year, P_Expendyr is '2018'.
- **P_Count_Timely** - This field indicates whether the learning aim was expected to be completed in a particular funding year. Learning aims where P_Count_Timely is 1 are included in the timely QAR calculations.
- **P_Ach_Timely** - This field indicates whether a learning aim has been achieved.

53. For a given funding year the timely QAR percentage is:

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

54. For a given expected end year (P_Expendyr) the timely QAR percentage is:

$$\frac{\text{Number of learning aims where P\_Ach\_Timely is 1}}{\text{Number of learning aims where P\_Count\_Timely is 1}} \times 100$$

Further Information

55. If you need more information you can phone the service desk on 0370 267 0001 or use the online enquiry form. Please provide a detailed explanation of your query.

Contents of the QAR dataset

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

a) The 2018/2019 LARS Hierarchy file – this file holds the learning aim data from the Learning Aims Reference System (LARS), as at the hard close of the 2018 to 2019 ILR data collection (17 October 2019).

b) The 2018/2019 Provider Details file – this file holds providers' details from the Provider and Organisation Information Management System (PIMS), as at 31 July 2019.

c) We obtain the lookup used to determine the delivery region and delivery local authority of a delivery location postcode from the National Statistics Postcode Lookup (UK) May 2019. This will be available to download from the Office of National Statistics website in May 2019.

Data item	Description	Data values	Source (ILR)	Derivation
Age_Band	A banding of the learner's age used for reporting. For classroom learning this is based on the age at the learner on 31 August of the year they started the learning aim in. For workplace learning this is based on the age of the learner at the start of the learning aim.	1 = 18 and under 2 = 19 or over, or whose age is not known	Derived	For aims formally identified as classroom learning aims set the value as follows: • set to 1 if **Age_31AugStYr** is 0 to 18 • set to 2 if **Age_31AugStYr** is 19 or greater, or unknown For aims formally identified as workplace learning aims set to 2.
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.

Data item	Description	Data values	Source (ILR)	Derivation
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.
CampusID	The campus identifier of the learning aim.		ILR standard files	Set to **Campus Identifier**.
CL_Excl	Indicates that the learning aim is a Community Learning aim. Community Learning aims are not included in QAR.	0 or 1	Derived	Set to 1 if **Funding Model** is 10 (Community Learning). Otherwise set to 0.
CL_WPL	Indicates whether the learning aim was either the former classroom learning aim or workplace learning aim.	CL or WPL	Derived	Set to 'CL' if the **FE and Skills Statistical First Release corporate definition** is Education and Training or Traineeship Component. Set to 'WPL' if the **FE and Skills Statistical First Release corporate definition** is Workplace Learning.
Component_Aim_Excl	Indicates that the learning aim is a component aim that is not included in QAR.	0 or 1	Derived	Set the value as follows. • set to 0 if the **Learning Delivery Aim Type** is 3 (Component learning aim within a programme) and the **Programme Type** is 15, 16, 17, 18 or 24 (Diploma – level 1 (foundation), Diploma – level 2 (higher), Diploma – level 3 (advanced), Diploma – level 3 (progression) or Traineeship respectively) • set to 0 if the **Learning Delivery Aim Type** is 4 or 5 (Learning aim that is not part of a programme **OR** Core aim - 16-19 (excluding Apprenticeships) funded learning aims only) Otherwise set to 1.
CompStatus	The completion status of the learning aim.		ILR standard files	Set to 4 if the **Completion Status** is 3 and the **Withdrawal Reason** is 40. Otherwise, set to **Completion Status**.
D_AchieveRateStatus	The status of the learning aim for calculating QAR.		ILR standard files / Derived	Set to **D_SuccessRateStatus**.
D_AgeAimStart	The age of the learner at the start of the learning aim. Only calculated for workplace learning aims (now included in education and training provision).		Derived	Calculated as the difference between the start date (**Learning Start Date**) of the learning aim and the **Date of Birth**.

Data item	Description	Data values	Source (ILR)	Derivation
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.
Datasource	The source of the record on the QAR 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 2019.
DelLocPostCode_LocalAuthority	The delivery location postcode local authority district.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2019.
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 QAR.	0 or 1	Derived	Set to 1 if **Aim Type** is not 3, 4 or 5 ((Component learning aim within a programme, Learning aim that is not part of a programme or Core aim – 16-19 (excluding Apprenticeships) funded learning aims only)). Otherwise set to 0.
Direct_Funded_Excl	Indicates that the learner is a 14 or 15 year-old fulltime 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 (14-16 Direct Funded Students in FE). Otherwise set to 0.
EmpOutcome	Employment outcome		ILR standard files	Set to **Employment Outcome**.
EOP_Excl	Indicates that the programme aim is former EOP provision.	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 351 (Former Employer Ownership Pilot). Otherwise set to 0.

Data item	Description	Data values	Source (ILR)	Derivation
ESF_Excl	Indicates that the learning aim is funded by the European Social Fund (ESF). Aims funded by the ESF are not included in QAR.	0 or 1	Derived	Set to 1 if **Funding Model** is 70 (ESF). Otherwise set to 0.
Ethnicity	The learner's ethnic background.		ILR standard files	Set to **Ethnicity**.
FLF_Excl	Indicates that the aim is flexible learning fund and is excluded from QARs.	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 360 (Flexible Learning Fund). 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	If the **Learner Funding and Monitoring Type** is 'FME' and the **Learner Funding and Monitoring Code** is 1 or 2 (14-15 year old learner is eligible for free meals **OR** 16-19 year old learner is eligible for and in receipt of free meals, set to the **Learner Funding and Monitoring Code,** otherwise set to -1.

Data item	Description	Data values	Source (ILR)	Derivation

Fund_Qual_Excl	Indicates that the learner has withdrawn from a learning aim before they meet the qualifying number of days for funding.
	
	(The qualifying period for funding aims with a planned duration of less than 14 days is 1 day. We always set Fund_Qual_Excl to 0 for aims with a planned duration of less than 14 days.)
		0 or 1	Derived	The planned duration of the aim, in days, is the difference between the **Learning Start Date** and the **Learning Planned End Date**.
				
				The actual duration of the aim, in days is the difference between the **Learning Start Date** and the **Learning Actual End Date**.
				
				Set to 1 if the planned duration is 168 days or more, the actual duration is less than 42 days, the **Completion Status** is 3 (Withdrawal)
				
				And
				
				• the **Restart Indicator** is 0 (Not a Restart); or
				• the **Restart Indicator** is 1 (Restart) and
				   o the original **UKPRN** does not equal the new **UKPRN**
				   o the original **Learning Actual End Date** is less than the new **Learning Start Date**
				   o we can find an apprenticeship on the same **ULN** at the original **UKPRN**
				
				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)
				And
				
				• the **Restart Indicator** is 0 (Not a Restart); or
				• the **Restart Indicator** is 1 (Restart) and
				   o the original **UKPRN** does not equal the new **UKPRN**
				   o the original **Learning Actual End Date** is less than the new **Learning Start Date**
				   o we can find an apprenticeship on the same **ULN** at the original **UKPRN**
				
				Otherwise set to 0.

High_Needs_Students	Indicates that the learner is a high needs student in receipt of element 3 'top-up' funding from the local authority	0 or 1	ILR standard files	Set to **L_HNS**

Data item	Description	Data values	Source (ILR)	Derivation
Innovation_Excl	Indicates that the learning aim is an Innovation Code aim – these aims are not included in QAR.	0 or 1	Derived	Set to 1 if the **Learning Aim Reference** is 'ZINN0001' to 'ZINN0006' or 'Z0004474' to 'Z0007833'. 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 activity group (WRAG) who cannot continue their learning through to completion because they have started working. Aims for these learners are not included in QAR.	0 or 1	Derived	For ILR files for 2014 to 2015 and 2015 to 2016, aims where: • the **Completion Status** is not 1 (Learner is continuing or intending to continue the learning activities leading to the learning aim); • the **Outcome** is not 1 (Achieved); • the **Employment Outcome** is 1 or 2 (Employment outcome (with training) gained on eligible funded programme **OR** Employment outcome (without training) gained on eligible funded programme; • a Learner Employment Status record exists with an **Employment Status** of 11 or 12 (Not in paid employment, looking for work and available to start work **OR** Not in paid employment, not looking for work and/or not available to start work) and a **Date Employment Status Applies** earlier than the **Learning Aim Start Date**; • the latest ILR for the learner has an **Employment Status Monitoring Type** of BSI and an **Employment Status Monitoring Code** of 1 or 2 (Learner is in receipt of Job Seekers Allowance (JSA) **OR** Learner is in receipt of Employment and Support Allowance - Work Related Activity Group (ESA WRAG)) OR an **Employment Status Monitoring Type** of BSI and an **Employment Status Monitoring Code** 4 (Learner is in receipt of Universal Credit) and any of the **Learning Delivery Monitoring Codes** is 318 (Mandation to Skills Training)

Data item	Description	Data values	Source (ILR)	Derivation
				For ILR files for 2016 to 2017 onwards, aims where: • the **Completion Status** is not 1 (Learner is continuing or intending to continue the learning activities leading to the learning aim); • the **Outcome** is not 1 (Achieved); • the **Employment Outcome** is 1 or 2 (Employment outcome (with training) gained on eligible funded programme **OR** Employment outcome (without training) gained on eligible funded programme); • a Learner Employment Status record exists with an **Employment Status** of 11 or 12 (Not in paid employment, looking for work and available to start work **OR** Not in paid employment, not looking for work and/or not available to start work) and a **Date Employment Status Applies** earlier than the **Learning Aim Start Date**; and • (o the latest ILR for the learner has an **Employment Status Monitoring Type** of BSI (Benefit status indicator) and an **Employment Status Monitoring Code** of 1 or 2 (Learner is in receipt of Job Seekers Allowance (JSA) **OR** Learner is in receipt of Employment and Support Allowance - Work Related Activity Group (ESA WRAG)); or

Data item	Description	Data values	Source (ILR)	Derivation
				o (the latest ILR for the learner has an **Employment Status Monitoring Type** of BSI (Benefit status indicator) and an **Employment Status Monitoring Code** 4 (Learner is in receipt of Universal Credit); and the **Employment Status** on the first day of learning is 11 (Not in paid employment, looking for work and available to start work); and there is a **valid length of unemployment**)) Otherwise set to 0.
KeySkills_Excl	Indicates that the learning aim is a Key Skills aim. Key Skills aims are not included in QAR.	0 or 1	Derived	Set to 1 if **LearnAimRefType** for the learning aim, from the LARS hierarchy file, is '1327 (NVQ/GNVQ Key Skills Unit)'. Otherwise set to 0.
L_PriorPcode	The learner's home postcode.		ILR standard files	Set to **L_PriorPcode** (Postcode prior to enrolment)
L_PriorPcode_GOR	The learner's home postcode Government office region.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2019.
L_PriorPcode_LocalAuthority	The learner's home postcode local authority district.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2019.
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 the 2017 to 2018 Education and Training QAR technical specification (paragraphs 56 to 62) for details of how we derive the classification below minimum standards. **This will not be an automatic trigger upon which we will take action**. However, we have included this data in the wider QAR data sets to review performance where providers are under additional conditions from 2017 to 2018, and potentially lift these additional conditions 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**.

Data item	Description	Data values	Source (ILR)	Derivation
LearnAimRefTitle	Learning aim description		LARS hierarchy	Set to **LearnAimRefTitle** for the learning aim, from the LARS hierarchy file.
LearnAimRefType	Code used by the Learner Aims Reference System to assign learning aims to certain listed types of learning aim (for example, NVQs and GNVQs).		LARS hierarchy	Set to **LearnAimRefType** for the learning aim, from the LARS hierarchy file.
LearnPlanEndDate	The learning planned end date (DDMMYYYY).		ILR standard files	Set to **Learning Planned End Date**.
LearnRefNumber	The learner reference number.		ILR standard files	Set to **Learner Reference Number**.
LearnRefNumberAnon	The anonymised learner reference number		Derived	The processing that creates the QAR dataset assigns a unique anonymised value to each learner.
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**.

Data item	Description	Data values	Source (ILR)	Derivation
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: • **Qualification_Type** is 'GCSE Maths and English' and **SuccessRateMapCode** is B1220137 (GCSE English); or • **Qualification_Type** is 'GCSE Maths and English' and **BasicSkillsType,** from the LARS hierarchy file, is 33 (International GCSE in English Language); or • **Qualification_Type** is 'Basic Skills Maths and English' and **BasicSkillsType,** from the LARS hierarchy file, is 01, 20, 23 or 29 (Certificate in Adult Literacy, Functional Skills in English, Units of the Certificate in Adult Literacy or QCF Basic Skills English Language respectively) Set to 'M' where: • **Qualification_Type** is 'GCSE Maths and English' and **SuccessRateMapCode** is B0220076 (GCSE in Mathematics); or • **Qualification_Type** is 'GCSE Maths and English' and **BasicSkillsType,** from the LARS hierarchy file, is 34 (International GCSE in Mathematics); or • **Qualification_Type** is 'Basic Skills Maths and English' and **BasicSkillsType,** from the LARS hierarchy file, is 02, 19, 21 or 30 (Certificate in Adult Numeracy, Functional Skills in Mathematics, Units of the Certificate in Adult Numeracy or QCF Basic Skills Maths respectively) 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 QAR.	0 or 1	Derived	Set to 1 if the **Learning Aim Reference** is 'Z0004294' to 'Z00004341' and any of the **Learning Delivery Monitoring Codes** is 336 (ESOL QCF additional learning), otherwise set to 0.

Data item	Description	Data values	Source (ILR)	Derivation
Not_Funded_Excl	Indicates that the learning aim is non-funded (not funded or financed by an advanced learner loan). Non-funded aims are not included in QAR.	0 or 1	Derived	Set to 0 if **D_FEFund** is 1 (ESFA formula funded), 2 (ESFA non formula funding) or 3 (No ESFA funding financed by Advanced Learner Loan) and **Fund_Qual_Excl** is 0. 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. OLASS aims are not included in QAR.	0 or 1	Derived	Set to 1 if the **Learning Delivery Funding and Monitoring Type** is 'LDM' and the **Learning Delivery Funding and Monitoring Code** is 34 (OLASS – Offenders in custody), otherwise set to 0.
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 (See paragraph 36), 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 (See paragraphs 37 to 43), otherwise set to 0.
P_Ach_Overall	For the overall QAR measure, this indicates that the learner has achieved the learning aim.	0 or 1	Derived	Set to 1 if: • **Age_31AugStYr** is 16 or more; • **D_AchieveRateStatus** is 1 (Achieved); and • the **Learning Actual End Date** is no later than 31 July 2018 Otherwise set to 0.
P_Ach_Timely	For the timely QAR measure, this indicates that the learner has achieved the learning aim.	0 or 1	Derived	Set to 1 if: • **Age_31AugStYr** is 16 or more; • **D_AchieveRateStatus** is 1 (Achieved); • the **Learning Planned End Date** is no later than 31 July 2018; 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.

Data item	Description	Data values	Source (ILR)	Derivation
P_Actendyr	The actual end year of the learning aim (20_ _).		Derived	Set to the first calendar year of the funding period the **Learning Actual End Date** falls in. (For example, if the **Learning Actual End Date** falls within the 2018 to 2019 funding year, **P_Actendyr** has the value of 2018).
P_Complete_Overall	For the overall QAR measure, this indicates that the learning aim has been completed.	0 = not completed 1 = completed	Derived	Set to 1 if: • **Age_31AugStYr** is 16 or more; **Completion Status** is 2 (Learner has completed the learning activities leading to the learning aim); and • the **Learning Actual End Date** is no later than 31 July 2019 Otherwise set to 0.
P_Count_Overall	For the overall QAR measure, this indicates that the record should be counted towards the overall achievement rate.	0 or 1	Derived	Set to 1 if: • **Age_31AugStYr** is 16 or more;; and • ((**Learning Actual End Date** is populated and the **Learning Actual End Date** is no later 31 July 2019); or **Overdue_Continuing_Aim** = 1; or **Overdue_Planned_Break** = 1) Otherwise set to 0.
P_Count_Timely	For the timely QAR measure, this indicates that the record should be counted towards the timely QAR.	0 or 1	Derived	Set to 1 if: • **Age_31AugStYr** is 16 or more; and • the **Learning Planned End Date** is no later 31 July 2019 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 funding period the **Learning Planned End Date** falls in. For example, if the **Learning Planned End Date** falls within the 2018 to 2019 funding year, **P_Expendyr** has the value of 2018.

Data item	Description	Data values	Source (ILR)	Derivation
P_Hybridendyr	The hybrid end year of the learning aim (20_ _).		Derived	Set to: • the actual learning end year (**P_Actendyr**); or • the expected learning end year (**P_Expendyr**); or • the reporting year 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 funding period the **Learning Start Date** falls in. For example, if the **Learning Start Date** falls within the 2018 to 2019 funding year, **P_Startyr** is set to 2018.
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 QAR.	0 or 1	Derived	Set to 1 if any of the **Learning Delivery Monitoring Codes** is 332, 337 or 341 (18-21 Work Skills Pilot, Learning Technologies pilots-online learning or 18-21 Work Skills Pilot - Black Country) otherwise set to 0.
Plan_Break_Overall_Excl	For the overall QAR measure, this indicates that the learner is on a planned break. Planned break aims are not included in QAR.	0 or 1	Derived	Set to 1 if: • **D_AchieveRateStatus** is 11; • **Overdue_Plan_Break** = 0; and • the **Learning Actual End Date** is no later than 31 July 2019 Otherwise set to 0.
Plan_Break_Timely_Excl	For the timely QAR measure, this indicates whether the learner is on a planned break. Planned break aims are not included in QAR.	0 or 1	Derived	Set to 1 if: • **D_AchieveRateStatus** is 11; • the **Learning Planned End Date** is not later than 31 July 2019; 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.

Data item	Description	Data values	Source (ILR)	Derivation
PrimaryLLDD	The primary learner disability, learning difficulty or and heath problem of the learner. For learners who are continuing from 2014 to 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.		ILR standard files	For ILR files for 2014 to 2015, the value is taken from 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'). If disability and learning difficulty both contain a value of 99 (Not Known/Information Not Provided), set to 99. If disability and learning difficulty both contain a value, and both values are not 99 (Not Known/Information Not Provided), the field is not populated. If only disability or learning difficulty contains a value set PrimaryLLDD as follows: 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. For ILR files for 2015 to 2016 onwards set to **LLDDCat** where **PrimaryLLDD** is 1.
PriorAttain	The learner's prior attainment level.		ILR standard files	Set to **Prior Attainment**.

Data item	Description	Data values	Source (ILR)	Derivation
ProgType	The type of programme which the learner is		ILR standard files	Set to **ProgType**.
Provision_Type	Identified as education and training learning aim	ET	Derived	Set to ET if: The learning aims chosen from the ILR are those where: • the **Aim Type** is not 1 (Programme aim); and • the **Programme Type** is not 2, 3, 10, 20, 21, 22, 23 or 25 (Advanced level apprenticeship, Intermediate Level Apprenticeship, Higher Apprenticeship, Higher Apprenticeship – level 4, Higher Apprenticeship – level 5, Higher Apprenticeship – level 6, Higher Apprenticeship – level 7+, Apprenticeship standard respectively)
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 57 for how we derive **Qualification_Type**.
QAR_Status_Overall	Indicates whether or not the record is included in the provider's education and training overall qualification achievement rate calculations.	QAR Exclusions		Set to 'QAR Exclusions' if the aim is not included in overall QAR calculations. Otherwise set to 'QAR Inclusions'. For most excluded aims, a specific exclusion flag will also be set.
QAR_Status_Timely	Indicates whether the record is included in the provider's education and training timely qualification achievement rate calculations.	QAR Inclusions QAR Exclusions	Derived	Set to 'QAR Exclusions' if the aim is not included in timely QAR calculations. Otherwise set to 'QAR Inclusions'. For most excluded aims, a specific exclusion flag will also be set.
Report_Level	Derived from NotionalNVQLevel		LARS hierarchy	Set to 'Entry and Level 1' if the **Notional NVQ Level Code** is either 1 or E. Set to 'Level 2' if the **Notional NVQ Level Code** is 2. Set to 'Level 3' if the **Notional NVQ Level Code** is 3. Set to 'Level 4 or Higher' if the **Notional NVQ Level Code** is 4, 5 or H. Set to 'Level Unknown' if the **Notional NVQ Level Code** is M, U or X.
Restart_Indicator	Indicates whether the learner restarted the learning aim.	0 or 1	ILR standard files	Set to **D_Restart**.

Data item	Description	Data values	Source (ILR)	Derivation
SectorSubjectAreaTier1	Sector subject area – the broad (tier 1) classification of the subject of the learning aim.		LARS hierarchy	Set to **SectorSubjectAreaTier1** for the learning aim, from the LARS hierarchy file.
SectorSubjectAreaTier2	The more specialised classification (tier 2) of the subject of the learning aim.		LARS hierarchy	Set to **SectorSubectjAreaTier2** 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 2018/2019 provider details file	The name of the subcontracting provider, from the ILR 2018 to 2019 provider details file.
Subcontractor_UKPRN	The UKPRN of the partner provider that delivered the learning aim. The subcontractor UKPRN is not entered in the ILR for most 16 to 19 year-old provision.		ILR standard files	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.
Sup_Intern_Excl	Indicates that the learning aim is a Supported Internship. Supported Internships are not included in QAR.	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	Set to **SWSupAimID**.

Data item	Description	Data values	Source (ILR)	Derivation
Traineeship_Excl	Indicate that the learner is on a traineeship and cannot continue their learning through to completion because they have started work.	0 or 1	Derived	Set to 1 if: • the **Programme Type** is 24 (Traineeship); • the **Aim Type** is 3 (Component learning aim within a programme); • **Completion Status** is not 1 (Learner is continuing or intending to continue the learning activities leading to the learning aim); • the **Outcome** is not 1 (Achieved) or when the **Outcome** is not 7 (Achieved and Cashed (AS Levels only)); • a **Learner Destination and Progression** record exists for the learner where **Outcome Type** is EDU and **Outcome Code** is 2 (Apprenticeship) **OR Outcome Type** is EMP and **Outcome Code** is 1, 3 or 4 (In paid employment for 16 hours or more per week, Self-employed **OR** Self-employed for 16 hours or more per week); and • the **Outcome Start Date** is on or after the **Learning Actual End Date** of the aim Otherwise set to 0.

Data item	Description	Data values	Source (ILR)	Derivation
Transfer_Overall_Excl	For the overall QAR measure, this indicates that the learner has transferred to another learning aim within the same provider. Transfer aims are not included in QAR.	0 or 1	Derived	Set to 1 if: • ((**D_AchieveRateStatus** is 8 and a later record exists with a **Learning Start Date** no more than 120 days after the **Learning Actual End Date** of the aim with **D_AchieveRateStatus** is 8 and matching **ULN** and **UKPRN**), or (**D_AchieveRateStatus** is 10), or (**WithdrawalReason** is 47 and an Education and Training aim exists with a **Learning Start Date** no more than 30 days after the **Learning Actual End Date** of the original aim matching **ULN** and a different **UKPRN**)); and • the **Learning Actual End Date** is no later than 31 July 2019 Otherwise set to 0.

Data item	Description	Data values	Source (ILR)	Derivation
Transfer_Timely_Excl	For the timely QAR measure, this indicates that the learner has transferred to another learning aim within the same provider. Transfer aims are not included in QAR.	0 or 1	Derived	Set to 1 if: • ((**D_AchieveRateStatus** is 8 and a later record exists with a **Learning Start Date** no more than 120 days after the **Learning Actual End Date** of the aim with **D_AchieveRateStatus** = 8 and matching **ULN** and **UKPRN**), or (**D_AchieveRateStatus** is 10), or (**WithdrawalReason** is 47 and an Education and Training aim exists with a **Learning Start Date** no more than 30 days after the **Learning Actual End Date** of the original aim matching **ULN** and a different **UKPRN**)) and; • the **Learning Planned End Date** is no later than 31 July 2019; 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.
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 QAR.	0 or 1	Derived	Set to 1 if the **Learning Aim Reference** is 'CMISC001' or 'XESF0001'. Otherwise 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 24 to 26 for how we set this field through the further education college merger process.
ULN	Unique learner number		ILR standard files	Set to **Unique Learner Number**.
WithdrawalReason	The reason learning ended.		ILR standard files	Set to **Withdrawal Reason**.
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' (Second Stage Unitisation Pilot) or '8009' (Unitisation Provision). Otherwise set to 0.

Data item	Description	Data values	Source (ILR)	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 QAR.	0 or 1	Derived	Set to 1 if the **Learning Aim Reference** is 'Z0007834' to 'Z0007838' or 'ZWRKX001' to 'ZWRKX009'. Otherwise set to 0.
Year	The current funding year for the QAR dataset.	2018/19	Derived	Set to '2018/19'.
YearAimSubmitted	The funding year which the aim was submitted in.		Derived	Set to '2014/15' if the learning aim is taken from the 2014/2015 ILR, '2015/16' if from the 2015 to 2016 ILR, '2016/17' if from the 2016 to 2017 ILR, '2017/18' if from the 2017 to 2018 ILR or '2018/19' if from the 2018 to 2019 ILR.

Calculating the Qualification_Type field in the QAR dataset

57.	We derive Qualification_Type from the LearnAimRef, LearnAimRefType, BasicSkillsType, SuccessRateMapCode, RegulatedCreditValue, and CreditBasedFwkType fields held on the LARS hierarchy file.

58.	The Qualification_Type derivation of 'Award', 'Certificate' and 'Diploma' include qualifications of equivalent size based on **RegulatedCreditValue** as detailed below.

59.	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, 39, 40, 41 or 42
- set to 'QCF unit' if **LearnAimRefType** is 1448 (QCF Unit) and **BasicSkillsType** is not 29, 30, 33, 34, 36, 37, 38, 39, 40, 41 or 42
- set to 'Award' if **RegulatedCreditValue** is 1 to 12, **LearnAimRefType** is not 1448 and **BasicSkillsType** is not 29, 30, 33, 34, 36, 37, 38, 39, 40, 41 or 42
- set to 'Certificate' if **RegulatedCreditValue** is 13 to 36, **LearnAimRefType** is not 1448 and **BasicSkillsType** is not 29, 30, 33, 34, 36, 37, 38, 39, 40, 41 or 42
- set to 'Diploma' if **RegulatedCreditValue** is 37 or more, **LearnAimRefType** is not 1448 and **BasicSkillsType** is not 29, 30, 33, 34, 36, 37, 38, 39, 40, 41 or 42

60.	For aims where CreditBasedFwkType:

- is -1 or -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, 39, 40, 41, 42 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)
- set to 'QCF unit' if **LearnAimRefType** is 1448
- set to 'Award' if **LearnAimRefType** is 1452
- set to 'Certificate' if **LearnAimRefType** is 0009, 0016, 0028, 0030, 0031, 0065, 0073, 0084, 0086, 0128, 1424, 1446 or 1455
- set to 'Diploma' if **LearnAimRefType** is 0006, 0017, 0024, 0029, 0032, 0059, 0060, 0071, 0111, 0117, 0125, 1423, 1425, 1426, 1428 or 9007

61. For aims where CreditBasedFwkType:

- is -2, X, -1, NA; 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 'Other Reg' if **LearnAimRefType** is 1328 or 1436; 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'

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

Calculating the hybrid end year field in the QAR dataset

63.   To understand the logic that hybrid end year uses, it is important to highlight the key QAR derived variables that we use to calculate the hybrid end year, and then how we use these in the calculation. The following examples relate to the 2018 to 2019 QAR data set and we refer to this as the current QAR.

64.   The key derived variables are:

- Actual End Year – this is the same as P_Actendyr

- Planned End Year – this is the same as P_Expendyr

- Reporting Year – this refers to the academic year you submitted the learning aim to us. If the academic year is after the current QAR year, then we set this variable to 2018.5 (for example, if you report the learning aim in 2019 to 2020).

- Overdue Continuing Aim – this is the same as Overdue_Continuing_Aim

- Overdue Planned Break – this is the same as Overdue_Planned_Break

- Year First Reported Completed – this refers to the academic year you first reported the record with a Completion status of code 2 ('Complete') or 3 ('Withdrawn'). If the academic year you first reported the record with a Completion status of code 2 or 3 is after the current QAR year, then we set this variable to 2018.5 (for example, if you report the learning aim in 2019 to 2020).

65.   We then implement two steps to calculate the hybrid end year:

Step 1

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

Condition	Outcome	Example
If the actual end year is unpopulated…	…we set hybrid end year to 2018.5.	
If the planned end year is greater than or equal to the actual end year…	…we set hybrid end year to equal the planned end year.	The planned end date is 31/08/2018. The actual end date is 30/05/02018. The planned end year is 2018. The actual end year is 2017. 2018 is greater than 2017, so the hybrid end year is set to 2018.
Else…	…we set hybrid end year to equal the actual end year.	

Step 2

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

Condition	Outcome	Example
If the record is marked as an overdue continuing aim…	…we set the hybrid end year to the maximum value recorded in the actual end year, planned end year and reporting year derived variables.	The record is marked as an overdue continuing aim, the reporting year is 2016, the actual end year is unpopulated and the planned the planned end year is 2018. The hybrid end year is set to 2018.
If the record is marked as an overdue planned break and the hybrid end year from step 1 is after the current QAR year…	…we set the hybrid end year to 2018.5.	
If the record is marked as an overdue planned break and the hybrid end year from step 1 is **not** after the current QAR year…	…we set the hybrid end year to the hybrid end year from step 1 plus one year.	The record is marked as an overdue planned break, the planned end year is 2017 and the actual end year is 2016. The hybrid end year from step 1 is 2017, the hybrid end year in step 2 is set to 2017 plus one year, so the hybrid end year is set to 2018.
If the year first reported completed is after the hybrid end year from step 1…	…we set the hybrid end year to equal the first year reported complete.	The planned end year is 2017, the actual end year is 2016, the year first reported complete is 2018. The hybrid end year from step 1 is 2017, the year first reported complete is after this, so the hybrid end year is set to 2018.
Else…	…hybrid end year is set to the value from step 1.	

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