



Education & Skills  
Funding Agency

# **Education and Training qualification achievement rates technical specification 2020 to 2021**

**Version 1: May 2021**

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## Introduction and purpose of the document

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

## Understanding the terminology

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

## Changes from the 2019 to 2020 technical specification document

6. Recognising the ongoing impact of the pandemic and published [guidance on the awarding of qualifications for summer 2021](#), qualifications which are/ may be subject to a teacher assessed grade will not be included (*Categories B1 and B2*). Ofqual's [Summer 2021 Qualification Explainer Tool \(ofqual.gov.uk\)](#) confirms which qualifications will be subject to a teacher assessed grade

These may be subject to change throughout the 2020/21 Academic Year, so please ensure close contact and communication with your awarding organisations and refer to the explainer tool for further details.

We have also clarified how we use R04 data in your QAR data set.

## Changes from the 2019 to 2020 QAR dataset

7. We have removed these fields as we no longer require them:
  - KeySkills\_Excl

- Non\_Reg\_ESOL\_Excl
- Tutorial\_Excl

## Education and training QAR methodology

8. We base the overall QAR on the hybrid end year, which is the latter of:
- the actual end year of a learning aim
  - the planned end year of a learning aim
  - the reporting year

We include the reporting year to capture those overdue continuing learning aims, overdue planned breaks or late completions recorded in the following academic year (up to R04). See paragraph 50 for further details on how we calculate the hybrid end year.

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

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

## Exclusions from education and training QARs

11. The [business rules](#) describe how we calculate the QARs and which learning aims will not be included in the QAR calculations.

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

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

13. The table below describes the scenarios where we exclude learning aims. The definition of the derived variables below are in the [ILR standard file specifications and reference data documents](#).

Description	Rules for identifying the excluded aim
A learner has transferred to a new provider due to a college merger.	<p>Aims where the <b>Withdrawal Reason</b> is 47 (Learner has transferred to another provider due to a college merger), and the <b>Learning Actual End Date</b> is less than the <b>Learning Start Date</b> on the new UKPRN (matching on Unique Learner Number).</p> <p>The <b>Learning Start Date</b> on the new UKPRN must be within 30 days or less than the <b>Learning Actual End Date</b> on the original UKPRN.</p>
For the overall QAR, learning aims where the learner has transferred to a different aim with the same provider.	<p>Aims where:</p> <ul style="list-style-type: none"> <li>• the Completion Status is 3 (Learner has withdrawn from the learning activities leading to the learning aim); and</li> <li>• the Withdrawal Reason is 40 (Learner has transferred to a new learning aim with the same provider); and</li> <li>• a new aim is recorded (matching on Unique Learner Number and UKPRN) with a <b>Learning Start Date</b> that is 120 days or less after the <b>Learning Actual End Date</b> of the original aim.</li> </ul>
For the overall QAR, learning aims where the learner has temporarily withdrawn from the aim due to an agreed break in learning.	<p>Aims where the <b>Completion Status</b> 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 25 to 32.</p>
Learning aims where a learner has transferred to a new provider because of intervention from us.	<p>Aims where the <b>Withdrawal Reason</b> 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 <b>OR</b> Learner has transferred to another provider to undertake learning that meets a specific government strategy).</p>

Description	Rules for identifying the excluded aim
<p>Learning aims where the learner has withdrawn from the learning aim within the funding qualifying period, and the learning aim is not achieved.</p> <p>We exclude learners who restarted with the same provider in this exclusion rule, as the original instance of learning will have passed the funding qualifying period.</p>	<p>Aims where:</p> <ul style="list-style-type: none"> <li>• the planned duration is 168 days or more</li> <li>• the actual duration is less than 42 days</li> <li>• the <b>Completion Status</b> is 3 (Learner has withdrawn from the learning activities leading to the learning aim)</li> <li>• the <b>Restart Indicator</b> is 0 (Not a Restart)</li> </ul> <p>Aims where:</p> <ul style="list-style-type: none"> <li>• the planned duration is between 14 and 167 days</li> <li>• the actual duration is less than 14 days</li> <li>• the <b>Completion Status</b> is 3 (Learner has withdrawn from the learning activities leading to the learning aim)</li> <li>• the <b>Restart Indicator</b> is 0 (Not a Restart)</li> </ul> <p>Aims where:</p> <ul style="list-style-type: none"> <li>• the planned duration is 168 days or more</li> <li>• the actual duration is less than 42 days</li> <li>• the <b>Completion Status</b> is 3 (Learner has withdrawn from the learning activities leading to the learning aim)</li> <li>• the <b>Restart Indicator</b> is 1 (Restart); and <ul style="list-style-type: none"> <li>○ the new Learning Start Date is greater than the original Learning Actual End Date of the apprenticeship on the original UKPRN</li> </ul> </li> </ul> <p>Aims where:</p> <ul style="list-style-type: none"> <li>• the planned duration is between 14 and 167 days</li> <li>• the actual duration is less than 14 days</li> <li>• the <b>Completion Status</b> is 3 (Learner has withdrawn from the learning activities leading to the learning aim)</li> <li>• the <b>Restart Indicator</b> is 1 (Restart); and <ul style="list-style-type: none"> <li>○ the new Learning Start Date is greater than the original Learning Actual End Date of the apprenticeship on the original UKPRN</li> </ul> </li> </ul> <p>There is no qualifying period for aims with a planned duration of less than 14 days.</p> <p>The planned duration of the aim, in days, is the difference between the <b>Learning Start Date</b> and the <b>Learning Planned End Date</b>.</p> <p>The actual duration of the aim, in days, is the difference between the <b>Learning Start Date</b> and the <b>Learning Actual End Date</b>.</p>
<p>Component aims (except for those in traineeships, diplomas, progression pathways and foundation learning programmes)</p>	<p>Aims where the <b>Learning Delivery Aim Type</b> is 3 (Component learning aim within a programme) and the <b>Programme Type</b> is not</p> <ul style="list-style-type: none"> <li>• 15 (Diploma – level 1 (foundation))</li> <li>• 16 (Diploma – level 2 (higher))</li> <li>• 17 (Diploma – level 3 (progression))</li> <li>• 18 (Diploma – level 3 (advanced))</li> </ul>
<p>Programme aims, such as those for Traineeships, diplomas, foundation learning programmes and progression pathways</p>	<p>Aims where the <b>Aim Type</b> 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).</p>

Description	Rules for identifying the excluded aim
Learning aims that have not been funded by us, or not financed by an advanced learner loan	<p>Aims where if <b>D_FEFund</b> is not 1 (ESFA formula funding), not 2 (ESFA non formula funding) or not 3 (No ESFA funding financed by Advanced Learner Loan), and</p> <ul style="list-style-type: none"> <li>• the <b>Programme Type</b> is 24, and the <b>Aim Type</b> is not 3 (Component learning aim); or</li> <li>• the <b>Programme Type</b> is 24, the <b>Aim Type</b> is 3, and the <b>Traineeship Aim Type</b> is 'Work Placement'; or</li> <li>• the <b>Programme Type</b> is not 24</li> </ul>
Innovation Code learning aims	<p>Aims where the <b>Learning Aim Reference</b> is:</p> <ul style="list-style-type: none"> <li>• 'ZINN0001' to 'ZINN0006'; or</li> <li>• 'Z0004474' to 'Z0007833'</li> </ul>
Aims delivered through Learning Technologies Pilots and 18 to 21 work skills pilots	<p>Aims where any of the <b>Learning Delivery Monitoring Codes</b> is 332 (18-21 Work Skills Pilot), 337 (Learning Technologies pilots-online learning) or 341 (18-21 Work Skills Pilot).</p>
Supported internships	<p>Aims where the <b>Learning Aim Reference</b> is 'Z0002347'</p>
Aims where unemployed learners claiming Universal Credit, Jobseeker's Allowance (JSA) or Employment and Support Allowance (ESA) in the Work Related Activity Group (WRAG) cannot continue their learning through to successful completion because they have started work	<p>For ILR files for 2016 to 2017 onwards, aims where:</p> <ul style="list-style-type: none"> <li>• the <b>Completion Status</b> is not 1 (Learner is continuing or intending to continue the learning activities leading to the learning aim);</li> <li>• the <b>Outcome</b> is not 1 (Achieved);</li> <li>• the <b>Employment Outcome</b> is 1 or 2 (Employment outcome (with training) gained on eligible funded programme <b>OR</b> Employment outcome (without training) gained on eligible funded programme);</li> <li>• a Learner Employment Status record exists with an <b>Employment Status</b> of 11 or 12 (Not in paid employment, looking for work and available to start work <b>OR</b> Not in paid employment, not looking for work and/or not available to start work) and a <b>Date Employment Status Applies</b> earlier than the <b>Learning Aim Start Date</b>; and <ul style="list-style-type: none"> <li>o the latest ILR for the learner has an <b>Employment Status Monitoring Type</b> of BSI (Benefit status indicator) and an <b>Employment Status Monitoring Code</b> of 1 or 2 (Learner is in receipt of Job Seekers Allowance (JSA) <b>OR</b> Learner is in receipt of Employment and Support Allowance - Work Related Activity Group (ESA WRAG)); or</li> <li>o (the latest ILR for the learner has an <b>Employment Status Monitoring Type</b> of BSI (Benefit status indicator) and an <b>Employment Status Monitoring Code</b> 4 (Learner is in receipt of Universal Credit); and the <b>Employment Status</b> on the first day of learning is 11 (Not in paid employment, looking for work and available to start work); and there is a <b>valid length of unemployment</b>)</li> </ul> </li> </ul>
Traineeship learning aims	<p>Aims where the <b>Programme Type</b> is 24 (Traineeship). From 2019 to 2020, we will count these aims towards the Traineeship achievement rate.</p>
Work experience or work placement aims	<p>Aims where the <b>Learning Aim Reference</b> is 'Z0007834' to 'Z0007838', or 'ZWRKX001' to 'ZWRKX009'.</p>

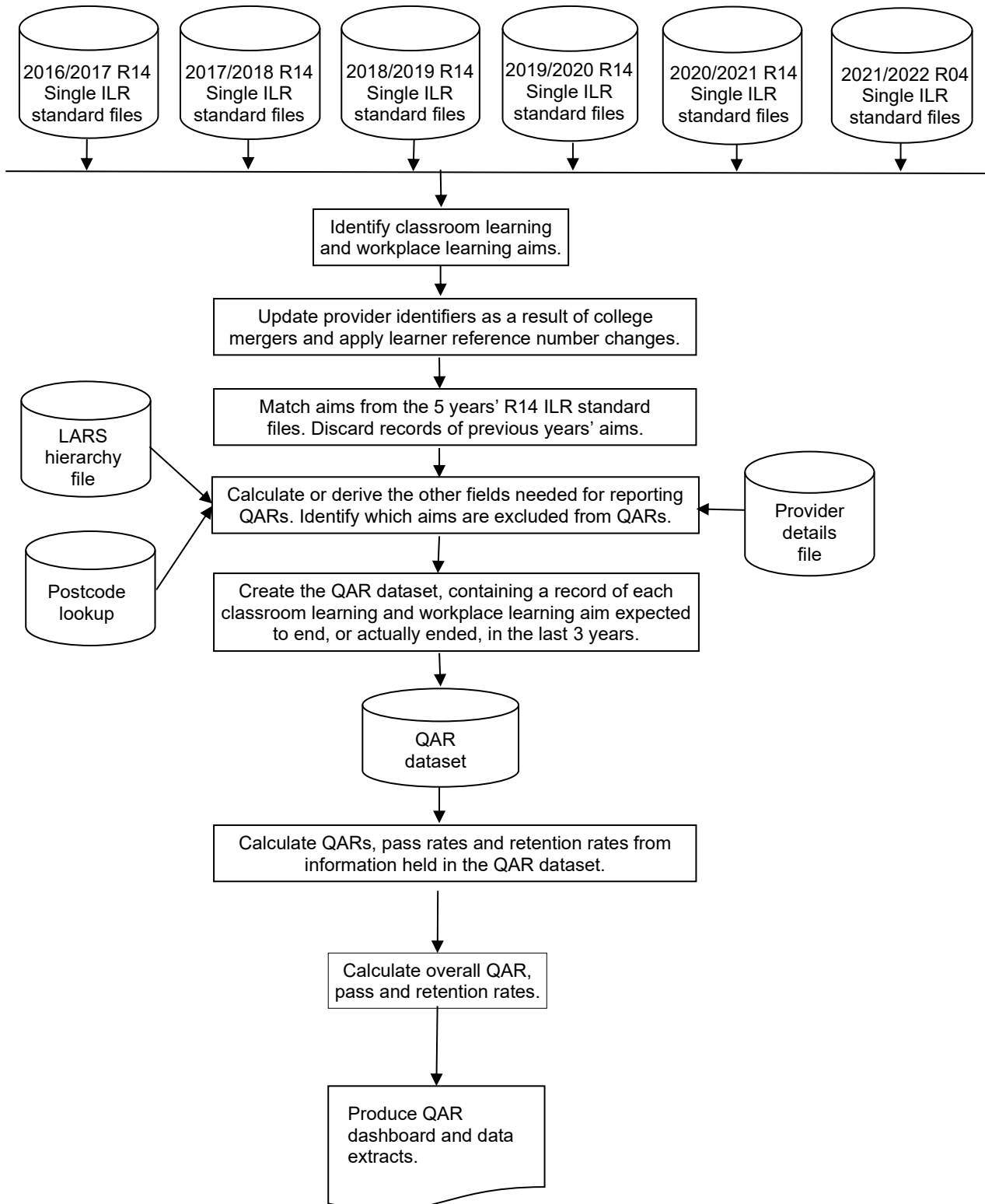
Description	Rules for identifying the excluded aim
<p>Changes to records previously submitted 2 or more years ago.</p> <p>The example given is for aims reported in 2019 to 2020. The exclusion also applies to aims reported in 2018 to 2019 or 2017 to 2018 that meet the same conditions for the corresponding earlier years.</p>	<p>For aims reported in the 2019 to 2020 ILR, that were previously reported in the 2017 to 2018 ILR or earlier, and not reported in the 2018 to 2019 ILR. Where</p> <ul style="list-style-type: none"> <li>• the actual or planned end dates are not in 2019 to 2020 or later,</li> <li>• the record was first reported complete in the 2019 to 2020 ILR</li> </ul> <p>The record is not an update to a learning aim, which would otherwise have been an overdue planned break, counted in the 2019 to 2020 hybrid end year.</p>
<p>Non-formula funded community learning provision</p>	<p>Aims identified by <b>Funding Model 10</b> (Community Learning).</p>
<p>Offender Learning and Skills Service (OLASS) learning aims</p>	<p>Aims identified by <b>Learning Delivery Monitoring Code 34</b> (OLASS Offenders in custody).</p>
<p>Directly funded 14 to 16 year-old students recruited by a general further education (GFE) college or a sixth form college.</p>	<p>Aims identified by <b>Learning Delivery Monitoring Codes 320</b> (14-16 Direct Funded Students in FE) or <b>321</b> (14-16 Home Educated Students).</p>
<p>Former Employer Ownership Pilot learning aims.</p>	<p>Aims identified by <b>Learning Delivery Monitoring Code 351</b> (Former Employer Ownership Pilot Provision).</p>
<p>Flexible Learning Fund aims.</p>	<p>Aims identified by <b>Learning Delivery Monitoring Code 360</b> (Flexible Learning Fund).</p>
<p>SILR exclusion</p>	<p>Aims in the <a href="#">QAR business rules</a> that do not meet the definition of Workplace Learning or Education and Training aims.</p>



# Processing standard files

## Process flow diagram

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



## Identifying education and training aims

15. 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, 24 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+, Traineeship, Apprenticeship standard respectively)

## Processing learner reference number changes

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

17. 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.

18. 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.

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

20. 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.

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

**Example:**

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

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

## Matching learning aims across years

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

23. We use various combinations of variables to ensure we match the correct records across years. We match the 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

24. Once we have matched 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

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

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

- the hybrid end year (P\_Hybridendyr) is set to 2020; and
- P\_Count\_Overall is set to 1; and
- P\_Ach\_Overall is set to 0

26. Aims where the learner is on a planned break (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 either of these apply:

- they do not have a corresponding restart record in the same funding year

- they do not have a corresponding restart record in the following funding year
- if the planned break was recorded in the ILR R14 return for funding year 2019 to 2020, they do not have a corresponding restart record by the R04 ILR return of the funding year 2021 to 2022

27. 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).

28. 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.

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

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

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

- the reporting year is set to one year after the later of the expected end year or actual end year; and
- P\_Count\_Overall is set to 1; and
- P\_Ach\_Overall is set to 0

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

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

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

- the reporting year is set to one year after the later of the expected end year or actual end year; and
- P\_Count\_Overall is set to 1; and
- P\_Ach\_Overall is set to 0

## Key principles for QAR, pass rate and retention rate calculations

33. 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 11
- we class uncashed AS levels as non-achievement

## Overall qualification achievement, pass and retention rate calculations

34. 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 the later of the actual learning end year (P\_Actendyr), 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
- **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))

35. For each funding year the overall QAR percentage is:

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

36. For each hybrid end year (P\_Hybridendyr) the overall QAR percentage is:

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

37. For each funding year, the overall pass rate percentage is:

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

38. For each hybrid end year (P\_Hybridendyr), the overall pass rate percentage is:

$$\frac{\text{Number of learning aims where P_Ach_Overall is 1}}{\text{Number of learning aims that have been successfully completed}} \times 100$$

Number of learning aims where P\_Complete\_Overall is 1

39. For each funding year, the overall retention rate percentage is:

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

40. For each hybrid end year (P\_Hybridendyr), the overall retention rate percentage is:

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

## Further Information

41. 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.

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



## Contents of the QAR dataset

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

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

Data item	Description	Data values	Source (ILR)	Derivation
Age_Band	A banding of the learner's age used for reporting. For classroom learning this is based on the age at the learner on 31 August of the year they started the learning aim in. For workplace learning this is based on the age of the learner at the start of the learning aim.	1 = 18 and under 2 = 19 or over, or whose age is not known	Derived	For aims formally identified as classroom learning aims set the value as follows: <ul style="list-style-type: none"> <li>• set to 1 if <b>Age_31AugStYr</b> is 0 to 18</li> <li>• set to 2 if <b>Age_31AugStYr</b> is 19 or greater, or unknown</li> </ul> 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 ( <b>P_Startyr</b> ) of the learning aim and the <b>Date of Birth</b> .
AimType	The type of aim.		ILR standard files	Set to <b>AimType</b> .
AwardingOrgCode	The awarding body associated with each learning aim record.		LARS hierarchy	Set to <b>AwardingOrgCode</b> 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 <b>BasicSkills</b> 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 <b>BasicSkillsType</b> for the learning aim, from the LARS hierarchy file.
CampusID	The campus identifier of the learning aim.		ILR standard files	Set to <b>Campus Identifier</b> .
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 <b>Funding Model</b> is 10 (Community Learning). Otherwise set to 0.
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. <ul style="list-style-type: none"> <li>set to 0 if the <b>Learning Delivery Aim Type</b> is 3 (Component learning aim within a programme) and the <b>Programme Type</b> 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)</li> <li>set to 0 if the <b>Learning Delivery Aim Type</b> is 4 or 5 (Learning aim that is not part of a programme <b>OR</b> Core aim - 16-19 (excluding Apprenticeships) funded learning aims only)</li> </ul> Otherwise set to 1.
CompStatus	The completion status of the learning aim.		ILR standard files	Set to 4 if the <b>Completion Status</b> is 3 and the <b>Withdrawal Reason</b> is 40. Otherwise, set to <b>Completion Status</b> .
D_AchieveRateStatus	The status of the learning aim for calculating QAR.		ILR standard files / Derived	Set to <b>D_SuccessRateStatus</b> .
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 ( <b>Learning Start Date</b> ) of the learning aim and the <b>Date of Birth</b> .
D_FullLevel2	Identifies whether the learning aim is a full level 2.	0 or 1	ILR standard files	Set to 0 if <b>FullLevel3EntitlementCategory</b> from the LARS hierarchy file is 1, 2 or 3 and <b>FullLevel3Percent</b> from the LARS hierarchy file is 100 or more. Set to 1 if <b>FullLevel2EntitlementCategory</b> from the LARS hierarchy file is 1 or 4 and <b>FullLevel2Percent</b> from the LARS hierarchy file is 100 or more.

Data item	Description	Data values	Source (ILR)	Derivation
				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 <b>FullLevel3EntitlementCategory</b> from the LARS hierarchy file is 1, 2 or 3 and <b>FullLevel3Percent</b> 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 <b>Delivery Location Postcode</b> .
DelLocPostCode_GOR	The delivery location postcode Government office region.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2021.
DelLocPostCode_LocalAuthority	The delivery location postcode local authority district.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2021.
Diploma_Excl	Indicates that the learning aim is a programme aim, such as those used for progression pathways, diplomas and foundation learning programmes. Programme aims are not included in QAR.	0 or 1	Derived	Set to 1 if <b>Aim Type</b> 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, or learners from September 2013 who are alternative provision census home educated students, but funded as 14-16s direct in FE.	0 or 1	Derived	Set to 1 if there is a <b>Learning Delivery Funding and Monitoring Type</b> of 'LDM' with a <b>Learning Delivery Funding and Monitoring Code</b> of 320 (14-16 Direct Funded Students in FE) or 321 (14-16 Home Educated Students). Otherwise set to 0.
EmpOutcome	Employment outcome		ILR standard files	Set to <b>Employment Outcome</b> .
EOP_Excl	Indicates that the programme aim is former EOP provision.	0 or 1	Derived	Set to 1 if there is a <b>Learning Delivery Funding and Monitoring Type</b> of 'LDM' with a <b>Learning Delivery Funding and Monitoring Code</b> of 351 (Former Employer Ownership Pilot). Otherwise set to 0.
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 <b>Funding Model</b> is 70 (ESF). Otherwise set to 0.
Ethnicity	The learner's ethnic background.		ILR standard files	Set to <b>Ethnicity</b> .

Data item	Description	Data values	Source (ILR)	Derivation
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 <b>Learning Delivery Funding and Monitoring Type</b> of 'LDM' with a <b>Learning Delivery Funding and Monitoring Code</b> 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 <b>Learner Funding and Monitoring Type</b> is 'FME' and the <b>Learner Funding and Monitoring Code</b> is 1 or 2 (14-15 year old learner is eligible for free meals <b>OR</b> 16-19 year old learner is eligible for and in receipt of free meals, set to the <b>Learner Funding and Monitoring Code</b> , otherwise set to -1.

Data item	Description	Data values	Source (ILR)	Derivation
Fund_Qual_Excl	<p>Indicates that the learner has withdrawn from a learning aim before they meet the qualifying number of days for funding.</p> <p>(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.)</p>	0 or 1	Derived	<p>The planned duration of the aim, in days, is the difference between the <b>Learning Start Date</b> and the <b>Learning Planned End Date</b>.</p> <p>The actual duration of the aim, in days is the difference between the <b>Learning Start Date</b> and the <b>Learning Actual End Date</b>.</p> <p>Set to 1 if the planned duration is 168 days or more, the actual duration is less than 42 days, the <b>Completion Status</b> is 3 (Withdrawal)</p> <p>And</p> <ul style="list-style-type: none"> <li>• the <b>Restart Indicator</b> is 0 (Not a Restart); or</li> <li>• the <b>Restart Indicator</b> is 1 (Restart) and <ul style="list-style-type: none"> <li>○ the original <b>UKPRN</b> does not equal the new <b>UKPRN</b></li> <li>○ the original <b>Learning Actual End Date</b> is less than the new <b>Learning Start Date</b></li> <li>○ we can find an apprenticeship on the same <b>ULN</b> at the original <b>UKPRN</b></li> </ul> </li> </ul> <p>Set to 1 if the planned duration is between 14 and 167 days, the actual duration is less than 14 days and the <b>Completion Status</b> is 3 (Withdrawal)</p> <p>And</p> <ul style="list-style-type: none"> <li>• the <b>Restart Indicator</b> is 0 (Not a Restart); or</li> <li>• the <b>Restart Indicator</b> is 1 (Restart) and <ul style="list-style-type: none"> <li>○ the original <b>UKPRN</b> does not equal the new <b>UKPRN</b></li> <li>○ the original <b>Learning Actual End Date</b> is less than the new <b>Learning Start Date</b></li> <li>○ we can find an apprenticeship on the same <b>ULN</b> at the original <b>UKPRN</b></li> </ul> </li> </ul> <p>Otherwise set to 0.</p>
High_Needs_Students	Indicates that the learner is a high needs student in receipt of element 3 'top-up' funding from the local authority	0 or 1	ILR standard files	Set to <b>L_HNS</b>

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 <b>Learning Aim Reference</b> 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	
L_PriorPcode	The learner's home postcode.		ILR standard files	Set to <b>L_PriorPcode</b> (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 2021.
L_PriorPcode_LocalAuthority	The learner's home postcode local authority district.		Postcode lookup	Obtained from the National Statistics Postcode Lookup (UK) May 2021.
LearnActEndDate	The learning actual end date (DDMMYYYY).		ILR standard files	Set to <b>Learning Actual End Date</b> .
LearnAimRef	The learning aim reference.		ILR standard files	Set to <b>Learning Aim Reference</b> .
LearnAimRefTitle	Learning aim description		LARS hierarchy	Set to <b>LearnAimRefTitle</b> 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 <b>LearnAimRefType</b> for the learning aim, from the LARS hierarchy file.
LearnPlanEndDate	The learning planned end date (DDMMYYYY).		ILR standard files	Set to <b>Learning Planned End Date</b> .
LearnRefNumber	The learner reference number.		ILR standard files	Set to <b>Learner Reference Number</b> .
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 <b>Learning Start Date</b> .

Data item	Description	Data values	Source (ILR)	Derivation
LLDDHealthProb	Whether the learner considers that they have a learning difficulty, disability or health problem.		ILR standard files	Set to <b>LLDD and Health Problem</b> .
Maths_English	Indicates whether a learning aim is a mathematics or English learning aim. Only set for qualification types of 'GCSE Maths and English' and 'Basic Skills Maths and English'.	E, M or blank	Derived	<p>Set to 'E' where:</p> <ul style="list-style-type: none"> <li>• <b>Qualification_Type</b> is 'GCSE Maths and English' and <b>SuccessRateMapCode</b> is B1220137 (GCSE English); or</li> <li>• <b>Qualification_Type</b> is 'GCSE Maths and English' and <b>BasicSkillsType</b>, from the LARS hierarchy file, is 33 (International GCSE in English Language); or</li> <li>• <b>Qualification_Type</b> is 'Basic Skills Maths and English' and <b>BasicSkillsType</b>, 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)</li> </ul> <p>Set to 'M' where:</p> <ul style="list-style-type: none"> <li>• <b>Qualification_Type</b> is 'GCSE Maths and English' and <b>SuccessRateMapCode</b> is B0220076 (GCSE in Mathematics); or</li> <li>• <b>Qualification_Type</b> is 'GCSE Maths and English' and <b>BasicSkillsType</b>, from the LARS hierarchy file, is 34 (International GCSE in Mathematics); or</li> <li>• <b>Qualification_Type</b> is 'Basic Skills Maths and English' and <b>BasicSkillsType</b>, 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)</li> </ul> <p>Otherwise blank.</p>

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 <b>D_FEFund</b> is 1 (ESFA formula funded), 2 (ESFA non formula funding) or 3 (No ESFA funding financed by Advanced Learner Loan) and <b>Fund_Qual_Excl</b> is 0, and <ul style="list-style-type: none"> <li><b>ProgType</b> is 24, and <b>AimType</b> is not 3 (Component learning aim); or</li> <li><b>ProgType</b> is 24, the <b>AimType</b> is 3, and <b>D_TrainAimType</b> from ILR standard files is not 'Work Placement'; or</li> <li><b>ProgType</b> is not 24</li> </ul> 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 <b>NotionalNVQLevel</b> 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 <b>Learning Delivery Funding and Monitoring Type</b> is 'LDM' and the <b>Learning Delivery Funding and Monitoring Code</b> is 34 (OLASS – Offenders in custody), otherwise set to 0.
Outcome	The learning outcome of the learning aim.		ILR standard files	Set to <b>Outcome</b> .
OutGrade	The learning outcome grade of the learning aim.		ILR standard files	Set to <b>Outcome Grade</b> .
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 25), 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 26 to 32), 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: <ul style="list-style-type: none"> <li><b>Age_31AugStYr</b> is 16 or more;</li> <li><b>D_AchieveRateStatus</b> is 1 (Achieved); and</li> <li>the <b>Learning Actual End Date</b> is no later than 31 July 2021</li> </ul> Otherwise set to 0.
P_Actendyr	The actual end year of the learning aim (20_ _).		Derived	Set to the first calendar year of the funding period the <b>Learning Actual End Date</b> falls in.



Data item	Description	Data values	Source (ILR)	Derivation
				(For example, if the <b>Learning Actual End Date</b> falls within the 2020 to 2021 funding year, <b>P_Actendyr</b> has the value of 2020).
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: <ul style="list-style-type: none"> <li><b>Age_31AugStYr</b> is 16 or more; <b>Completion Status</b> is 2 (Learner has completed the learning activities leading to the learning aim); and</li> <li>the <b>Learning Actual End Date</b> is no later than 31 July 2021</li> </ul> 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: <ul style="list-style-type: none"> <li><b>Age_31AugStYr</b> is 16 or more; and</li> <li>(<b>Learning Actual End Date</b> is populated and the <b>Learning Actual End Date</b> is no later 31 July 2021); or</li> <li><b>Overdue_Continuing_Aim</b> = 1; or</li> <li><b>Overdue_Planned_Break</b> = 1</li> </ul> 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 <b>Learning Planned End Date</b> falls in. For example, if the <b>Learning Planned End Date</b> falls within the 2020 to 2021 funding year, <b>P_Expendyr</b> has the value of 2020.
P_Hybridendyr	The hybrid end year of the learning aim (20__).		Derived	Set to: <ul style="list-style-type: none"> <li>the actual learning end year (<b>P_Actendyr</b>); or</li> <li>the expected learning end year (<b>P_Expendyr</b>); or</li> <li>the reporting year</li> </ul> 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 <b>Learning Start Date</b> falls in. For example, if the <b>Learning Start Date</b> falls within the 2020 to 2021 funding year, <b>P_Startyr</b> is set to 2020.
Pilot_Excl	Indicates that the learning aim is learning technologies pilot aim or an 18-21 work skills pilot aim. Learning technologies pilot and	0 or 1	Derived	Set to 1 if any of the <b>Learning Delivery Monitoring Codes</b> is 332, 337 or 341 (18-21 Work Skills Pilot,

Data item	Description	Data values	Source (ILR)	Derivation
	work skills pilot aims are not included in QAR.			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: <ul style="list-style-type: none"> <li>• <b>D_AchieveRateStatus</b> is 11;</li> <li>• <b>Overdue_Plan_Break</b> = 0; and</li> <li>• the <b>Learning Actual End Date</b> is no later than 31 July 2021</li> </ul> Otherwise set to 0.
PrimaryLLDD	The primary learner disability, learning difficulty or and heath problem of the learner.		ILR standard files	Set to <b>LLDDCat</b> where <b>PrimaryLLDD</b> is 1.
PriorAttain	The learner's prior attainment level.		ILR standard files	Set to <b>Prior Attainment</b> .
ProgType	The type of programme which the learner is		ILR standard files	Set to <b>ProgType</b> .
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: <ul style="list-style-type: none"> <li>• the <b>Aim Type</b> is not 1 (Programme aim); and</li> <li>• the <b>Programme Type</b> is not 2, 3, 10, 20, 21, 22, 23, 24 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+, traineeship, Apprenticeship standard respectively)</li> </ul>
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 44 for how we derive <b>Qualification_Type</b> .
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.

Data item	Description	Data values	Source (ILR)	Derivation
Report_Level	Derived from NotionalNVQLevel		LARS hierarchy	Set to 'Entry and Level 1' if the <b>Notional NVQ Level Code</b> is either 1 or E. Set to 'Level 2' if the <b>Notional NVQ Level Code</b> is 2. Set to 'Level 3' if the <b>Notional NVQ Level Code</b> is 3. Set to 'Level 4 or Higher' if the <b>Notional NVQ Level Code</b> is 4, 5 or H. Set to 'Level Unknown' if the <b>Notional NVQ Level Code</b> is M, U or X.
Restart_Indicator	Indicates whether the learner restarted the learning aim.	0 or 1	ILR standard files	Set to <b>D_Restart</b> .
SectorSubjectAreaTier1	Sector subject area – the broad (tier 1) classification of the subject of the learning aim.		LARS hierarchy	Set to <b>SectorSubjectAreaTier1</b> 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 <b>SectorSubjectAreaTier2</b> for the learning aim, from the LARS hierarchy file.
Sex	The learner's sex.	F or M	ILR standard files	Set to <b>Sex</b> .
Subcontractor_Name	The subcontractor's name.		ILR 2020/2021 provider details file	The name of the subcontracting provider, from the ILR 2020 to 2021 provider details file.
Subcontractor_UKPRN	The UKPRN of the partner provider that delivered the learning aim. The subcontractor UKPRN is not entered in the ILR for most 16 to 19 year-old provision.		ILR standard files	Set to the <b>Subcontracted or Partnership UKPRN</b> .
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 <b>SuccessRateMapCode</b> for the learning aim, from the LARS hierarchy file, if a <b>SuccessRateMapCode</b> is populated for the learning aim. Otherwise set to <b>LearnAimRef</b> for the learning aim from the LARS hierarchy file.
SuccessRateMapCodeDesc	Map-code description		LARS hierarchy file or derived	Set to <b>SuccessRateMapCodeDesc</b> for the learning aim, from the LARS hierarchy file, if a <b>SuccessRateMapCode</b> is populated for the learning aim. Otherwise set to <b>LearnAimRefTitle</b> for the learning aim from the LARS hierarchy file.

Data item	Description	Data values	Source (ILR)	Derivation
Sup_Intern_Excl	Indicates that the learning aim is a Supported Internship. Supported Internships are not included in QAR.	0 or 1	Derived	Set to 1 if the <b>Learning Aim Reference</b> is 'Z0002347'. Otherwise set to 0.
SWSupAimID	The software supplier's aim identifier of the aim.		ILR standard files	Set to <b>SWSupAimID</b> .
Transfer_Overall_Excl	For the overall QAR measure, this indicates that the learner has transferred to another learning aim within the same provider. Transfer aims are not included in QAR.	0 or 1	Derived	Set to 1 if: <ul style="list-style-type: none"> <li>(<b>D_AchieveRateStatus</b> is 8 and a later record exists with a <b>Learning Start Date</b> no more than 120 days after the <b>Learning Actual End Date</b> of the aim with <b>D_AchieveRateStatus</b> is 8 and matching <b>ULN</b> and <b>UKPRN</b>), or (<b>D_AchieveRateStatus</b> is 10), or (<b>WithdrawalReason</b> is 47 and an Education and Training aim exists with a <b>Learning Start Date</b> no more than 30 days after the <b>Learning Actual End Date</b> of the original aim matching <b>ULN</b> and a different <b>UKPRN</b>); and</li> <li>the <b>Learning Actual End Date</b> is no later than 31 July 2021</li> </ul> Otherwise set to 0.
UKPRN	UK provider reference number (UKPRN)		ILR standard files	Set to <b>UK Provider Reference Number</b> .
UKPRN_Orig	The UKPRN for the learning aim before the college merger process was applied to a provider's data.		Derived	See paragraphs 16 to 21 for how we set this field through the further education college merger process.
ULN	Unique learner number		ILR standard files	Set to <b>Unique Learner Number</b> .
WithdrawalReason	The reason learning ended.		ILR standard files	Set to <b>Withdrawal Reason</b> .
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 <b>Learning Aim Reference</b> 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 '2020/21'.

Data item	Description	Data values	Source (ILR)	Derivation
YearAimSubmitted	The funding year which the aim was submitted in.		Derived	Set to '2016/17' if the learning aim is taken from the 2016/2017 ILR, '2017/18' if from the 2017 to 2018 ILR, '2018/19' if from the 2018 to 2019 ILR, '2019/20' if from the 2019 to 2020 ILR, '2020/21' if from the 2020 to 2021 ILR or '2021/22' if from the 2021 to 2022 ILR.

## Calculating the Qualification\_Type field in the QAR dataset

44. We derive Qualification\_Type from the LearnAimRef, LearnAimRefType, BasicSkillsType, SuccessRateMapCode, RegulatedCreditValue, and CreditBasedFwkType fields held on the LARS hierarchy file.

45. The Qualification\_Type derivation of 'Award', 'Certificate' and 'Diploma' include qualifications of equivalent size based on **RegulatedCreditValue** as detailed below.

46. 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

47. 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

48. 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 4 characters of **LearnAimRef** are 'CUNA', 'ZUNA', 'ZUQA' or 'ZUXA'

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

## Calculating the hybrid end year

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

51. 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 2020.5 (for example, if you report the learning aim in 2021 to 2022)
- 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 2020.5 (for example, if you report the learning aim in 2021 to 2022)

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

### Step 1

53. 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 2020.5.	
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 31/08/2020. The actual end date is 30/05/02020.  The planned end year is 2020. The actual end year is 2019.  2020 is greater than 2019, so the hybrid end year is set to 2020.
Else...	...we set hybrid end year to equal the actual end year.	

## Step 2

54. 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 2018, the actual end year is unpopulated and the planned the planned end year is 2020.  The hybrid end year is set to 2020.
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 2020.5.	
If the record is marked as an overdue planned break and the hybrid end year from step 1 is <b>not</b> 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 2019 and the actual end year is 2018.  The hybrid end year from step 1 is 2019, the hybrid end year in step 2 is set to 2019 plus one year, so the hybrid end year is set to 2020.
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 2019, the actual end year is 2018, the year first reported complete is 2020.  The hybrid end year from step 1 is 2019, the year first reported complete is after this, so the hybrid end year is set to 2020.
Else...	...hybrid end year is set to the value from step 1.	

## Further examples

55. The following table gives some more examples using the steps given above.

Key criteria	Hybrid end year and explanation
<ul style="list-style-type: none"> <li>• Planned end date = 20/05/21</li> <li>• Actual end date (AED) = 20/05/20</li> <li>• AED first reported in 2020/21</li> </ul>	<p><b>2020/21</b> – because the latter of the 3 dates is in the 2020 to 2021 funding year.</p>
<ul style="list-style-type: none"> <li>• Planned end date = 20/05/21</li> <li>• Actual end date = 25/07/21</li> <li>• AED first reported in 2020/21</li> </ul>	<p><b>2020/21</b> – because the latter of the 3 dates is in the 2020 to 2021 funding year.</p>
<ul style="list-style-type: none"> <li>• Planned end date = 20/06/21</li> <li>• Actual end date = 25/07/21</li> <li>• AED first reported in R04 2021/22 rather than occurring in 2020/21</li> </ul>	<p><b>2021/21</b> – because the latter of the 3 dates is in the 2021 to 2022 funding year.</p>
<ul style="list-style-type: none"> <li>• Planned end date = 20/08/21</li> <li>• Actual end date = 25/07/21</li> <li>• AED first reported in 2020/21</li> </ul>	<p><b>2021/22</b> – because the latter of the 3 dates is in the 2021 to 2022 funding year.</p>
<ul style="list-style-type: none"> <li>• Planned end date = 20/05/21</li> <li>• Actual end date = 25/07/21</li> <li>• AED first reported in 2020/21</li> <li>• AED then corrected to a month earlier in R04 2021/22 to 25/06/21</li> </ul>	<p><b>2020/21</b> – because the latter of the 3 dates is in the 2020 to 2021 funding year.</p> <p>The actual end date was first reported in 2020 to 2021, so we discount the second instance that was reported in 2021 to 2022</p>



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