

# Making sense of achievement rates

13:00 - 15:30  
3 February 2023

> Nick Linford

**LSECT**  
LEARNING & SKILLS  
EVENTS, CONSULTANCY & TRAINING

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## Webinar agenda

13:00 - 15:30

1. Overview of E&T (16-18 and 19+) and apprenticeship rates
2. Calculating the leaver count and retention rate, incl ILR fields
3. Calculating the pass rate, incl ILR fields
4. Calculating the achievement rate
5. QAR business rules and specification
6. Impact of breaks in learning, timing of the exam/EPA and late completers
7. QARs, NARTs and comparing achievement rates
8. Setting and monitoring performance targets

All slides, a recording of this webinar will be sent to attendees

**Warning**  
Technical training

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## Overview of E&T (16-18 and 19+) and apprenticeship rates

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### **Achievement rates summarised**

**In simple terms, the achievement rate is the percentage of funded leavers in an academic year that fully passed their enrolment (learning aim) or end-point-assessment (apprenticeship)**

**Concept of 'leavers' in an academic year is very important, as we don't want to count all enrolments (only those in the academic year that dropped out or finished)**

**Also, important to understand we are performance reporting on enrolments and apprenticeships, not learners/headcount**

**One learner could account for multiple enrolments (e.g. GCSEs) and therefore there is no such thing as a learner/headcount rate**

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## Achievement rates are calculated for three provision types

### Education and Training

FM25 (16-19 study programmes)

FM35 (AEB national and devolved)

FM99 with LDFM 'ADL' (Advanced Learner loans)

### Apprenticeships

FM36

### Traineeships (very little data on progression - close to 50% unknown!)

ProgType 24 (introduced as a QAR provision type for 20/21)

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## Create your own QAR tables

Use 2021/22 webpage, for QARs up to 2020/21. Switch to 2022/23 webpage mid-March when 2021/22 QARs are published

### Create your own tables

You can view featured tables that we have built for you, or create your own tables from the open data using our table tool

Create tables

### Education and Training

<https://explore-education-statistics.service.gov.uk/find-statistics/further-education-and-skills/2021-22>

### Apprenticeships

<https://explore-education-statistics.service.gov.uk/find-statistics/apprenticeships-and-traineeships/2021-22>

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## Education and Training example

'Achievement Rates - ET - headlines' for 16-18 and 19+ in England between 2018/19 and 2020/21 Move and reorder table headers

		2018/19	2019/20	2020/21
<b>Total</b>	<b>Achievement Rate</b>	86.2%	85.3%	84.8%
	<b>Leavers</b>	3,081,560	2,720,490	2,822,390
	<b>Pass Rate</b>	93.9%	93.2%	93.1%
	<b>Retention Rate</b>	91.8%	91.5%	91.1%
<b>16-18</b>	<b>Achievement Rate</b>	82.9%	84.7%	84.1%
	<b>Leavers</b>	1,469,530	1,420,740	1,459,280
	<b>Pass Rate</b>	92.5%	93.2%	92.8%
	<b>Retention Rate</b>	89.6%	90.8%	90.7%
<b>19+</b>	<b>Achievement Rate</b>	89.2%	86.0%	85.5%
	<b>Leavers</b>	1,612,030	1,299,750	1,363,110
	<b>Pass Rate</b>	95.1%	93.2%	93.4%
	<b>Retention Rate</b>	93.8%	92.3%	91.5%

<https://explore-education-statistics.service.gov.uk/data-tables/fast-track/1e444d25-ef29-4510-ad6c-63b58e19ccc0>

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## Apprenticeship standards example

	Achievement Rate			Leavers			Retention Rate			
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	
<b>Total</b>	47.4%	45.2%	51.8%	54,680	125,270	181,490	48.8%	46.6%	53.0%	
<b>Age group</b>	<b>16-18</b>	51.3%	49.0%	51.9%	12,270	23,590	34,530	53.4%	50.7%	53.3%
	<b>19-23</b>	52.1%	50.2%	57.0%	15,670	30,960	44,830	53.7%	51.8%	58.4%
	<b>24+</b>	42.9%	41.6%	49.5%	26,740	70,720	102,140	43.9%	42.9%	50.5%

<https://explore-education-statistics.service.gov.uk/data-tables/fast-track/5d653801-3c8a-4899-a417-ff6071631b4e>

Once table create - you can download and make it your own in a spreadsheet

2018/19					2019/20					2020/21				
Age	Leavers	Leavers	QRR %	QAR %	Age	Leavers	Leavers	QRR %	QAR %	Age	Leavers	Leavers	QRR %	QAR %
16-18	12,270	22%	53.4	51.3	16-18	23,590	19%	50.7	49	16-18	34,530	19%	53.3	51.9
19-23	15,670	29%	53.7	52.1	19-23	30,960	25%	51.8	50.2	19-23	44,830	25%	58.4	57
24+	26,740	49%	43.9	42.9	24+	70,720	56%	42.9	41.6	24+	102,140	56%	50.5	49.5
<b>Total</b>	<b>54,680</b>		<b>48.8</b>	<b>47.4</b>	<b>Total</b>	<b>125,270</b>		<b>46.6</b>	<b>45.2</b>	<b>Total</b>	<b>181,490</b>		<b>53</b>	<b>51.8</b>

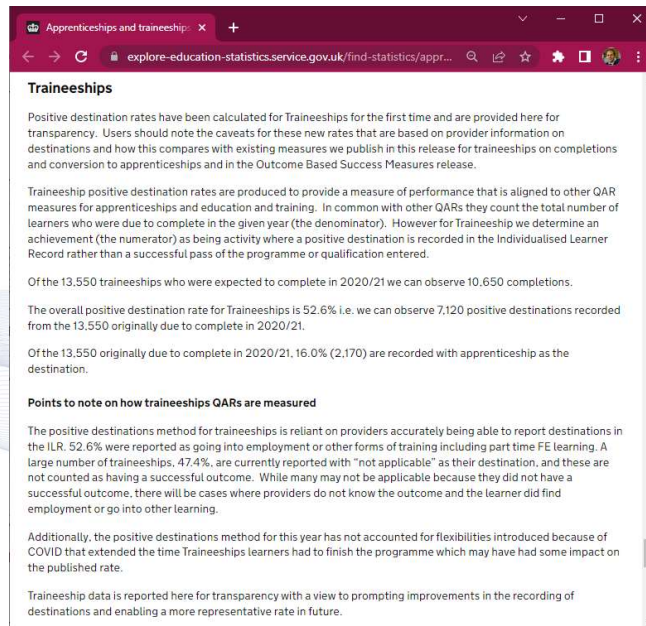
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## Traineeships

“Positive destination rates have been calculated for Traineeships for the first time and are provided here for transparency.”

“Traineeship positive destination rates are produced to provide a measure of performance that is aligned to other QAR measures for apprenticeships and education and training.”

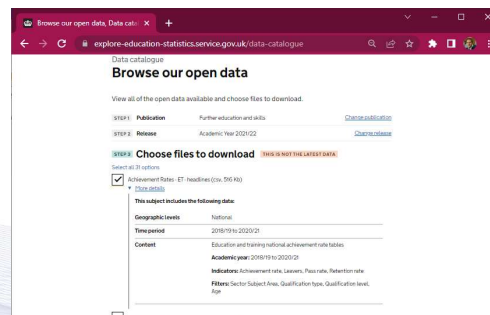
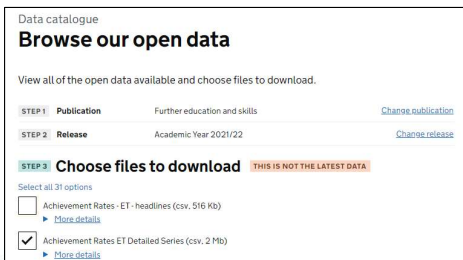
“A large number of traineeships, 47.4%, are currently reported with “not applicable” as their destination, and these are not counted as having a successful outcome. ” Opps!



<https://explore-education-statistics.service.gov.uk/find-statistics/apprenticeships-and-traineeships/2021-22>

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## Downloading QAR files and filter in Excel



E.g. Level 3 in business, admin & law by age

time_per	time_ide	geograph	country	country	qualificat	demogra	overall_l	overall_a	completer	chievem	etention	overall_p	
iod	ntifier	ic_level	code	name	group	age	ea	chiever	s	ent_rat	rate	ass_rat	
2018/19	Academic National	E92000001	England	ethnicity	16-18	3 Total	Business, Administratio	64140	53100	56230	82.8	87.7	94.4
2019/20	Academic National	E92000001	England	ethnicity	16-18	3 Total	Business, Administratio	56000	48140	49590	86	88.6	97.1
2020/21	Academic National	E92000001	England	ethnicity	16-18	3 Total	Business, Administratio	66570	57900	59650	87	89.6	97.1

<https://explore-education-statistics.service.gov.uk/data-catalogue>

time_per	time_ide	geograph	country	country	qualificat	demogra	overall_l	overall_a	completer	chievem	etention	overall_p	
iod	ntifier	ic_level	code	name	group	age	ea	chiever	s	ent_rat	rate	ass_rat	
2018/19	Academic National	E92000001	England	ethnicity	19+	3 Total	Business, Administratio	10470	7510	8790	71.7	84	85.4
2019/20	Academic National	E92000001	England	ethnicity	19+	3 Total	Business, Administratio	8630	6390	7350	74	85.2	86.9
2020/21	Academic National	E92000001	England	ethnicity	19+	3 Total	Business, Administratio	9840	6970	8290	70.9	84.3	84.1

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## Achievement rate calculations

In simplistic terms, retention, pass and achievement rate is calculated as:

Completed the course / Leavers = retention rate

e.g.  $600 / 1000 = 60\%$  retention rate (QRR)

Passed the course / Completed the course = pass rate

e.g.  $540 / 600 = 90\%$  (QPR)

Passed the course / Leavers = achievement rate (QAR)

e.g.  $540 / 1000 = 54\%$

Mathematically, this also means:

Retention rate x pass rate = achievement rate

e.g.  $60\% \times 90\% = 54\%$

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Calculating the leaver count and retention rate, incl ILR fields

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## Leaver count

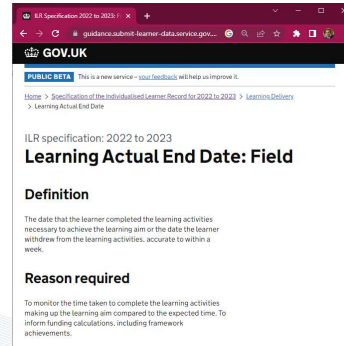
The leaver count is key, as this is how many could have achieved

Typically, funded E&T leavers would be counted in 2021/22 where in 2021/22 ILR R14 they have an actual end date in 2021/22 (1 Aug 2021 to 31 July 2022) or where continuing learners, planned breaks in learning or transfers did not return in 2022/23 (as recorded in ILR R04)

‘Funded’ means the enrolment has met the minimum qualifying period for funding, such as 42 days for courses 168 days or more long

For apprentices “the Learning Actual End Date will be completed after all learning has taken place and does NOT include the end point assessment period.”

Then, if they achieve the end-point-assessment the ‘achievement date’ determines the year they are counted



<https://guidance.submit-learner-data.service.gov.uk/22-23/ilr/entity/LearningDelivery/field/LearnActEndDate>

### ILR specification: 2022 to 2023 Achievement date: Field

“Once this date is returned the Completion status and associated Outcome must be updated accordingly.”

<https://guidance.submit-learner-data.service.gov.uk/22-23/ilr/entity/LearningDelivery/field/AchDate>

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## Retention

The retention rate, is the percentage of leavers that completed (code 2s)

Average retention rates in 2020/21

- 16-19 study programmes = 90.7%
- 19+ study programmes = 91.5%
- 16-18 apprenticeship standards = 53.3%
- 19-23 apprenticeship standards = 58.4%
- 24+ apprenticeship standards = 50.5%

Note: “Code 2 must only be used for the apprenticeship standard programme aim where both the training and end point assessment (EPA) activities have been completed”

So the EPA period is, perhaps bizarrely, treated as a ‘learning activity’, which may go some way to explain why retention on apprenticeship standards is so low (e.g. didn’t want/need the EPA or simply didn’t complete it)

### ILR specification: 2022 to 2023 Completion status: Field

#### Definition

An indication of the degree of completion of the learning activities leading to the learning aim.

Code	Definition
1	The learner is continuing or intending to continue the learning activities leading to the learning aim
2	The learner has completed the learning activities leading to the learning aim
3	The learner has withdrawn from the learning activities leading to the learning aim
6	Learner has temporarily withdrawn from the aim due to an agreed break in learning

<https://guidance.submit-learner-data.service.gov.uk/22-23/ilr/entity/LearningDelivery/field/CompStatus>

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## Retention

For Education and Training (E&T) there are no retention performance thresholds or requirements

But for apprenticeships, the ESFA has replaced 'Minimum Standards' with an Accountability Framework, which is an intervention regime that includes a 'quality indicator' for the retention rate.

Using RAG ratings, red is currently a retention rate less than 52% and amber is between 52% and 62%

Indicator	At risk	Needs improvement
<b>Quality indicators</b>		
Retention rates as calculated as part of Qualification Achievement Rates (QAR)	All age apprenticeship retention rate of less than 52%	All age apprenticeship retention rate greater than or equal to 52% and less than 62%

<https://www.gov.uk/guidance/apprenticeship-training-provider-accountability-framework-20212022>

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## Calculating the pass rate , incl ILR fields

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## Pass rate

The pass rate is the percentage of completers (retained) that fully achieved (Outcome field code 1)

### Average pass rates in 2020/21

- 16-19 study programmes = 92.8%
- 19+ study programmes = 93.4%
- 16-18 apprenticeship standards = 97.4%
- 19-23 apprenticeship standards = 97.5%
- 24+ apprenticeship standards = 98.1%

Note: “For apprenticeship standards, Code 8 ‘Learning activities are complete but the outcome is not yet known’ must be used at the end of learning and prior to the end point assessment period. Once the End point assessment has taken place this is then updated accordingly.”

ILR specification: 2022 to 2023

## Outcome: Field

### Definition

Indicates whether the learner achieved the learning aim, achieved partially or had no success.

Code	Definition
1	Achieved
2	Partial achievement
3	No achievement
8	Learning activities are complete but the outcome is not yet known

<https://guidance.submit-learner-data.service.gov.uk/22-23/ilr/entity/LearningDelivery/field/Outcome>

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## Calculating the achievement rate

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## Achievement rate

The achievement rate is the percentage of leavers (retained) that fully achieved (Outcome field code 1)

### Average achievement rates in 2020/21

- 16-19 study programmes = 84.1%      90.7% retention x 92.8% pass = 84.1% achievement
- 19+ study programmes = 85.5%      91.5% retention x 93.4% pass = 85.5% achievement
- 16-18 apprenticeship standards = 51.9%      53.3% retention x 97.4% pass = 51.9% achievement
- 19-23 apprenticeship standards = 57.0%      58.4% retention x 97.5% pass = 57.0% achievement
- 24+ apprenticeship standards = 49.5%      50.5% retention x 98.1% pass = 49.5% achievement

Minimum Standards have been scrapped, but the new Apprenticeship Accountability Framework has an Achievement Rate quality indicator


**Table 1: Quality and supplementary indicators and thresholds**

Indicator	At risk	Needs improvement
<b>Quality indicators</b>		
Achievement rates as calculated as part of Qualification Achievement Rates (QAR)	All age apprenticeship achievement rate of less than 50%	All age apprenticeship achievement rate greater than or equal to 50% and less than 60%

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# QAR business rules and specification





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## Time to get technical

<https://www.gov.uk/government/publications/qualification-achievement-rates-2021-to-2022>

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## Multiple ILR files to determine hybrid end year

“We take information for apprenticeships from the programme aim Individualised Learner Record (ILR) record. We use the learning aim level ILR record for education and training and Traineeships”

ILR data is merged from 6 years into a QAR dataset, which is use to calculate rates for a single year

The overall QAR, pass rate and retention rate calculations use the hybrid end year of the learning aim. The hybrid end year is the later of the:

- a achievement year (for apprenticeship standards on funding model 36 only)
- b planned end year of the learning aim
- c actual end year of the learning aim
- d reporting year

Key concept that ensures the enrolment or apprenticeship is only counted in one year, even if it's not in the year it was planned to finish (e.g. withdrew in year 1 of 2). This is why lots of ILR files are needed

<https://www.gov.uk/government/publications/qualification-achievement-rates-2021-to-2022>

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## Transfers are excluded

If correctly coded!

- Internal :
- 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 day
- External :
- 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 ESFA OR Learner has transferred to another provider to undertake learning that meets a specific government strategy).

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## ILR support manual on resits

Resitting without further learning should be recorded as a fail

Resitting with further learning should be recorded as a fail, but a new enrolment can be created (so best case would be 50% achieved for two leavers that are the same person)

### Recording retakes and resits

If a learner undertakes a learning aim, finishes learning, takes the final assessment and fails, then this aim should be closed and recorded as 'not achieved' (Outcome code 3).

Where this learner is then identified as needing further support or additional learning in order to pass the assessment, then a new learning aim should be recorded as a restart with a Funding adjustment for prior learning to account for the new learning required to pass the resit. You must not amend the original, closed learning aim.

Where no further learning is required and the learner is only resitting the assessment or exam, then this is not funded by the ESFA and a new aim must not be recorded.

<https://guidance.submit-learner-data.service.gov.uk/22-23/psm/article/recording-learning-outcomes>

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## Apprenticeship ILR guidance

“The programme aim must be updated with the Achievement date recorded as the date the end point assessment period for the programme was completed, whether the outcome was a success or a failure”

The screenshot shows a web browser window with the URL <https://guidance.submit-learner-data.service.gov.uk/22-23/psm/article/recor...>. The page title is 'Recording apprenticeship standard completions'. The content includes a table of contents on the left and the main article text on the right.

**Contents**

- Funding model 36: recording learning outcomes
- Recording apprenticeship standard completions
- Non funded apprenticeships

**Recording apprenticeship standard completions**

For apprenticeship standards that complete their learning on or after 1 August 2019, when all of the training and end point assessment elements have been completed, the following should be recorded:

- All the component learning aims within the programme must be closed with the Learning actual end date set to the date of the last learning activity for the aim(s).
- The programme aim must be closed with the Learning actual end date recorded as the date the training period for the programme was finished, not including the end point assessment period.
- The programme aim must be updated with the Achievement date recorded as the date the end point assessment period for the programme was completed, whether the outcome was a success or a failure.
- The Date applies to must be recorded on the latest Apprenticeship contract type FAM record as the same date as the achievement date for the programme aim.

When the training period for the apprenticeship standard is complete, but the end point assessment period is incomplete, the Outcome must be recorded as code 8 'Learning activities are complete but the outcome is not yet known'. Where the Outcome is recorded as code '8', the learning actual end date must also be recorded, as all learning activities have taken place.

When the end point assessment period for the apprenticeship standard is complete, the Outcome field must be updated accordingly. If the apprenticeship standard has resulted in a failure at the end point assessment, the Outcome on the programme aim must be recorded as code 3 'No achievement'. If the apprenticeship standard is successfully achieved following the end point assessment, the Outcome on the programme aim must be recorded as code 1 'Achieved'.

All open and closed learning aims that are part of the apprenticeship standard programme must be returned on the ILR until the standard is completed.

In order to be recorded as 'Completed' (Completion status code 2), both the training and end point assessment activities for the programme must be completed. An end point assessment that has resulted in a failed outcome can be classed as complete as long as the learner reaches the end of the end point assessment period, rather than withdrawing. If either of these have not been completed, then the programme aim cannot be recorded with Completion status code 2.

<https://guidance.submit-learner-data.service.gov.uk/22-23/psm/article/recording-apprenticeship-outcomes-and-completion>

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## Impact of breaks in learning, timing of the exam/EPA and late completers

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## ILR R14 and R04 record matching is key for those on a break between academic years

We match restart records to planned break records by matching the:

- a 'UKPRN'
- b 'Learner reference number'
- c The 'Original learning start date' on the restart record where it matches:
  - i. the 'Learning start date' **OR**
  - ii. the 'Original learning start date' (to allow for situations where the planned break was itself a restart) of the planned break record for either the:
    - 'Programme type' and 'Framework code'/'Standard code' for apprenticeships, **OR**
    - 'Learning aim reference' for other aims

And the new Apprenticeship Accountability Framework has a supplementary indicator for breaks in learning

Supplementary indicators		
Indicator	At risk	Needs improvement
Breaks in learning	Of total number of apprentices, the percentage of apprentices identified on a break in learning by 365 days or more is greater than 15%	Of total number of apprentices, the percentage of apprentices identified on a break in learning by =>180 days and <365 days is greater than 15% OR where the number of apprentices identified is greater than 250

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## Breaks in learning

Recording an enrolment or apprentices on a break in learning will temporarily exclude them from the QAR, unless the planned break recorded in the R14 ILR return for 2020 to 2021 has no corresponding restart record in the R04 ILR return of 2022 to 2023. In which case they will appear as a non-retained in the 2021/22 QAR.

This is an important reason why the 2022/23 R04 is needed to calculate the 2021/22 QAR

We treat learning aims as withdrawals for the overall QAR methodology where they have a 'Completion status' of 6 ('Learner has temporarily withdrawn from the aim due to an agreed break in learning') and where either:

- a they do not have a corresponding restart record in the same funding year or in the following 2 funding years, **OR**
- b the planned break recorded in the R14 ILR return for 2020 to 2021 has no corresponding restart record in the R04 ILR return of 2022 to 2023

If this scenario happens, we will set the reporting year to one year after the later of the expected end year or actual end year. For example, if you recorded an aim with a 'Learning planned end date' in July 2021 with a planned break in learning in April 2020, this will be a withdrawn aim in the 2021 to 2022 funding year if there is no restart record in:

- c the R14 ILR return in 2020 to 2021, **OR**
- d the R14 ILR return in 2021 to 2022, **OR**
- e the R04 ILR return of 2022 to 2023

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## Timing of the EPA and late completers

The 'learning actual end date' for an apprentice might be in July 2022, but suppose their EPA doesn't finish until October 2022

They can only appear in one QAR, so which academic year would it be?

The October date would go in the 'achievement date field', and would determine the QAR year as 2022/23

So, lots of late completers with learning actual end dates in 2021/22 will probably push achievement dates into the 2022/23 academic year - which could leave you with a low retention rate in 2021/22

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## QARs, NARTs and comparing achievement rates

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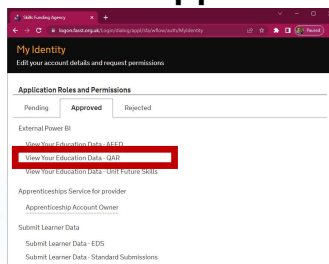
## Publication timings

- Mid-January**      Provider provisional QAR published on ESFA's VYED portal
- Mid-March**      Provider final QAR on VYED
- Mid-March**      National table of averages (NARTs) published on .gov.uk
- Mid-July**        Individual provider NARTs published on .gov.uk  
This is the first real opportunity to compare your provision to other providers

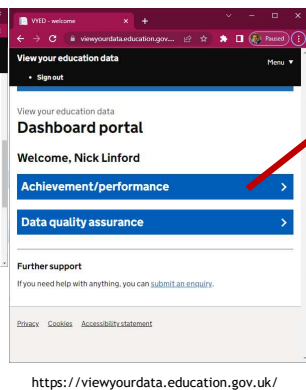
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## IDAMS permission to access your QAR via the VYED

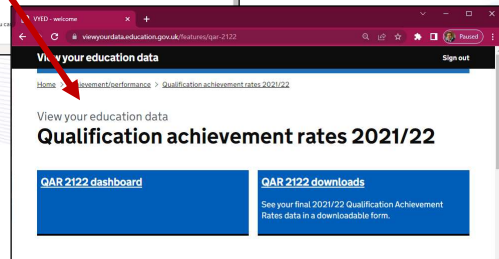
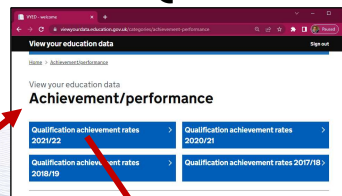
### IDAMS Approval



### VYED



### QAR



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# QAR Download

10000000\_2122\_QAR\_Provisional\_R14-APPS\_Combined

10000000\_2122\_QAR\_Provisional\_R14-ET\_Combined

10000000\_2122\_QAR\_Provisional\_R14-Train\_Combined

1	Provisior	CL	WPI	UKPRN	UKPRN	Learner	ULN	Acader	Da	Age	Age_31	Age_A1	Ethnicity	Sex	Learner	Primary	Free_N	High_N	PriorAt	Compl	Learner	Outcom	Withdr	Empl
2	E & T	CL	10000000	10000000	70000000	1234567891	2021/22	ILR	19+	34	35	African	Female	Learner di	-1	-1	Learner is	1	2	1	NA	Not withd		
3	E & T	CL	10000000	10000000	70000001	1234567893	2021/22	ILR	19+	43	44	Any other	Female	Learner di	-1	-1	Learner is	1	2	1	PA	Not withd		
4	E & T	CL	10000000	10000000	70000002	1234567895	2021/22	ILR	19+	43	44	Any other	Female	Learner di	-1	-1	Learner is	1	2	1	PA	Not withd		
5	E & T	CL	10000000	10000000	70000003	1234567897	2021/22	ILR	19+	31	32	Any other	Female	Learner di	-1	-1	Learner is	99	2	1	PA	Not withd		
6	E & T	CL	10000000	10000000	70000004	1234567899	2021/22	ILR	19+	51	51	English /	Female	Learner di	-1	-1	Learner is	98	2	1	NA	Not withd		
7	E & T	CL	10000000	10000000	70000005	1234567901	2021/22	ILR	19+	25	25	English /	Female	Learner di	-1	-1	Learner is	98	2	1	NA	Not withd		
8	E & T	CL	10000000	10000000	70000006	1234567903	2021/22	ILR	19+	25	25	English /	Female	Learner cc	-1	-1	Learner is	6	2	1	NA	Not withd		
9	E & T	CL	10000000	10000000	70000007	1234567905	2021/22	ILR	16-18	18	18	White anc	Male	Learner di	-1	-1	Learner is	-1	2	1	NA	Not withd		
10	E & T	CL	10000000	10000000	70000008	1234567907	2021/22	ILR	16-18	16	16	English /	Female	Learner di	-1	-1	Learner is	-1	4	3	NA	Learner hi		
11	E & T	CL	10000000	10000000	70000009	1234567909	2021/22	ILR	19+	19	19	Any other	Male	Learner di	-1	-1	Learner is	2	3	3	NA	Other per		
12	E & T	CL	10000000	10000000	70000010	1234567911	2021/22	ILR	16-18	18	18	English /	Female	Learner cc	12	-1	Learner is	-1	2	1	NA	Not withd		
13	E & T	CL	10000000	10000000	70000011	1234567913	2021/22	ILR	19+	22	22	African	Female	Learner cc	9	-1	Learner is	4	3	3	NA	Learner in		
14	E & T	CL	10000000	10000000	70000012	1234567915	2021/22	ILR	16-18	17	17	English /	Male	Learner di	-1	-1	Learner is	-1	3	3	NA	Other per		
15	E & T	CL	10000000	10000000	70000013	1234567917	2021/22	ILR	19+	19	19	Caribbean	Female	Learner di	-1	-1	Learner is	2	3	3	NA	Other per		
16	E & T	CL	10000000	10000000	70000014	1234567919	2021/22	ILR	16-18	17	17	English /	Male	Learner cc	12	-1	Learner is	-1	3	3	NA	Other per		
17	E & T	CL	10000000	10000000	70000015	1234567921	2021/22	ILR	16-18	16	16	English /	Male	Learner di	-1	-1	Learner is	-1	3	3	NA	Other per		
18	E & T	CL	10000000	10000000	70000016	1234567923	2021/22	ILR	19+	19	19	English /	Male	Learner cc	14	-1	Learner is	3	3	3	NA	Other per		
19	E & T	CL	10000000	10000000	70000017	1234567925	2021/22	ILR	16-18	17	17	English /	Male	Learner di	-1	-1	Learner is	-1	3	3	NA	Other per		
20	E & T	CL	10000000	10000000	70000018	1234567927	2021/22	ILR	16-18	18	18	English /	Male	Learner di	-1	-1	Learner is	-1	3	3	NA	Other per		
21	E & T	CL	10000000	10000000	70000019	1234567929	2021/22	ILR	16-18	16	16	Any Other	Male	Learner di	-1	-1	Learner is	-1	4	3	NA	Learner hi		

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# QAR Dashboard

**QAR Summary**

Welcome to the Qualification Achievement Rate (QAR) Dashboard. This page can be used to view provider details and contains information on how to log queries and issues with Service Desk, as well as on how to leave feedback.

**Help us to shape the QAR Dashboard**

We need to understand how people are using the current QAR dashboard. This will help us to design the dashboard in a way that supports people to find what they need, when they need it. All responses to the survey will be central to any improvements we make to the QAR dashboard.

[Take the survey \(5 to 10 minutes\)](#)

[Feedback](#)

[Share feedback](#)

**Version Control**

This release is for R14 2021/22 QAR, released on 12/01/2023. This version contains the pages: Traineeship Programs, based on the new 'Progression type' table, and Traineeship Components.

**Changes**

Normally we provide comparison values for the previous 2 years using the same methodology to show a trend. Due to arrangements around the impact of covid19, we cannot retrospectively apply business rates for 2021 to 2022 to historical years where this will result in including data previously excluded or out of scope. This will mean:

- As we did not supply 2021 to 2022 data, the data for this academic year will not be provided at provider level as trend data for 2021 to 2022.
- In 2020 to 2021, qualifications were identified as subject to normal or alternative Teacher Assessment Grade (TAG) arrangements. Where qualifications were subject to alternative assessment TAG arrangements these were not used for QAR. This will not apply in 2021 to 2022 and the expectation is all qualifications will have returned to normal assessment arrangements and are therefore in scope for QAR. We cannot retrospectively apply the 2021 to 2022 business rules to 2020 to 2021 and include data previously identified as out of scope. Therefore, only one year (2021 to 2022) of data will be produced and shared for Education and Training and Traineeships at provider level.
- An agreement has continued to be subject to normal assessment, data will be produced and shared at provider level for 2020 to 2021 and 2021 to 2022.

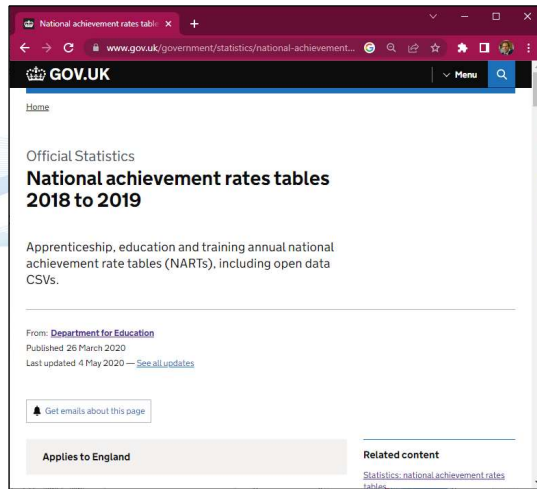
The '16-18 Learners' programme funded through School or Academy funding models are not included in the QAR.

To calculate the QAR dashboard, we match aims from the 3 years' ILR standard files and discard records of previous years' aims. Further detail is set out in the technical specifications available: [Qualification achievement rates \(QAR\): 2021 to 2022 - GOV.UK \(www.gov.uk\)](#)

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## QAR provider comparisons

Owing to Covid publication restrictions, the most recent provider NARTs are for 2018/19. But we should get 2021/22 published in July 2023



<https://www.gov.uk/government/statistics/national-achievement-rates-tables-2018-to-2019>

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## NARTs should allow for detailed comparison by provider and provision type

[2018 to 2019 apprenticeship NARTs overall institution](#)  
MS Excel Spreadsheet, 7.57 MB  
This file may not be suitable for users of assistive technology.

[2018 to 2019 education and training NART overall GCSE pass rate and achievement rate](#)  
MS Excel Spreadsheet, 607 KB  
This file may not be suitable for users of assistive technology.

[2018 to 2019 NARTs three year trends - institutions](#)  
MS Excel Spreadsheet, 3.02 MB  
This file may not be suitable for users of assistive technology.

[2018 to 2019 education and training NARTs overall institution](#)  
MS Excel Spreadsheet, 6.82 MB  
This file may not be suitable for users of assistive technology.  
[Request an accessible format.](#)

[2018 to 2019 education and training NARTs overall qualifications](#)  
MS Excel Spreadsheet, 2.48 MB  
This file may not be suitable for users of assistive technology.

<https://www.gov.uk/government/statistics/national-achievement-rates-tables-2018-to-2019>

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## 2018/19 NARTs by provider type

### Education and training

Provider Type	Leavers	Retention Rate %	Pass Rate %	Achievement Rate %
General FE and Tertiary College	2,071,720	92.9	93.3	86.7
Other Public Funded	331,310	90.9	94.2	85.6
Private Sector Public Funded	399,610	87.6	95.5	83.7
Schools	5,530	88.3	93.4	82.5
Sixth Form College	237,810	88.2	96.4	85.0
Specialist College	81,910	91.6	92.2	84.5

### Apprenticeships

Provider Type	Leavers	Achievement Rate %
General FE and Tertiary College	98,380	66.7
Other Public Funded	25,260	72.7
Private Sector Public Funded	168,190	62.2
Schools	150	86.9
Sixth Form College	1,390	59.9
Specialist College	2,890	69.0

<https://www.gov.uk/government/statistics/national-achievement-rates-tables-2018-to-2019>

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**For 2020/21 there are limitations to be aware of**  
**For example, you can't see the QAR for just standards, by sector**

		Achievement Rate			Leavers		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
Total	Total	65.1%	57.5%	57.7%	294,990	270,470	275,380
	Standard	47.4%	45.2%	51.8%	54,680	125,270	181,490
Agriculture, Horticulture and Animal Care	Total	72.8%	63.7%	62.2%	5,860	4,680	5,500
Arts, Media and Publishing	Total	69.7%	65.3%	66.0%	780	860	980
Business, Administration and Law	Total	61.4%	54.7%	55.5%	78,000	78,290	85,410
Construction, Planning and the Built Environment	Total	65.0%	63.1%	58.5%	16,600	16,640	16,470
Education and Training	Total	73.6%	75.8%	66.4%	5,780	4,960	5,810
Engineering and Manufacturing Technologies	Total	73.1%	66.9%	61.0%	50,600	43,560	40,360
Health, Public Services and Care	Total	64.4%	54.1%	58.4%	77,310	65,730	65,730
Information and Communication Technology	Total	67.3%	64.5%	67.1%	12,260	15,040	16,830
Leisure, Travel and Tourism	Total	74.4%	60.5%	64.5%	8,870	5,810	4,350
Retail and Commercial Enterprise	Total	58.4%	48.3%	49.2%	38,610	34,780	33,920
Science and Mathematics	Total	73.9%	73.8%	65.5%	330	130	30

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## Supporting files are great, but don't have low leaver/ provider numbers

[National Apprenticeship Achievement Rates Standards and Frameworks \(csv, 90 Kb\)](#)  
[More details](#)

<https://content.explore-education-statistics.service.gov.uk/api/releases/6ac89b4e-2402-4419-8f43-21f29e21a126/files/9c0e5f06-33a7-4e23-6d23-08daf86a5ddf>

time_peri	time_id	geographi	country_c	country_n	sector_s	sector_sul	standard	apprentic	fwk_std	fwk_std_r	overall_le	overall_at	overall_re	overall_gas
201819	Academic	National	E92000001	England	Engineeri	4	Framework	2	403 Food and	440	67.9	68.4	99.3	
201819	Academic	National	E92000001	England	Engineeri	4	Framework	3	403 Food and	350	66.6	66.6	100	
201819	Academic	National	E92000001	England	Retail and	7	Framework	2	414 Warehous	2180	68.5	68.9	99.5	
201819	Academic	National	E92000001	England	Retail and	7	Framework	3	414 Warehous	240	69	69.8	98.8	
201819	Academic	National	E92000001	England	Informati	6	Framework	3	418 IT, Softwa	2420	78.9	79.6	99.2	
201819	Academic	National	E92000001	England	Informati	6	Framework	4	418 IT, Softwa	520	74.9	75.9	96.7	
201819	Academic	National	E92000001	England	Informati	6	Framework	2	419 IT Applica	350	61.4	62.5	98.3	
201819	Academic	National	E92000001	England	Informati	6	Framework	3	419 IT Applica	610	78.6	78.8	99.8	
201819	Academic	National	E92000001	England	Education	13	Framework	2	420 Supportin	1770	79.2	80.4	98.5	
201819	Academic	National	E92000001	England	Education	13	Framework	3	420 Supportin	3560	72.3	74.6	96.8	
201819	Academic	National	E92000001	England	Health, Pu	1	Framework	2	421 Security S	120	54	54	100	
201819	Academic	National	E92000001	England	Retail and	7	Framework	2	422 Beauty Th	650	72.7	73.2	99.4	
201819	Academic	National	E92000001	England	Retail and	7	Framework	3	422 Beauty Th	540	82.5	83.8	98.4	
201819	Academic	National	E92000001	England	Engineeri	4	Framework	3	423 Fashion ai	40	86.8	86.8	100	

[National Apprenticeship Achievement Rates Standards and Frameworks redactions \(csv, 41 Kb\)](#)

A list of the standards and frameworks for which achievement rates are redacted to preserve provider anonymity. Any framework/standard with less than 30 leavers, or with 10 or less providers, or where one provider accounts for more than 60% of all leavers, has been removed.

<https://content.explore-education-statistics.service.gov.uk/api/releases/6ac89b4e-2402-4419-8f43-21f29e21a126/files/4297ff2c-d1e1-4b44-6d24-08daf86a5ddf>

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# Setting and monitoring performance targets

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**The government don't have QAR targets** (although the last minister set an 'ambition' to hit a national apprenticeship achievement rate of 67% by 2025)  
<https://www.gov.uk/government/publications/apprenticeship-standards-achievement-rate>

**Should you set targets?**

**If yes...**

- > What's the risk of unintended consequences?
- > Should target be relative to sector or provider type averages?
- > Should target be % points higher than previous year?
- > Remember that, all other things being equal, retention will be lower for long courses
- > What are you targeting? (too high level and not targeted enough but too targeted could be to complex and prone to outside influences)

**QARs clearly still important, especially for apprenticeships, but seem much less so than a decade ago (and not just to Ofsted)**

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*Future webinars - register at [www.lsect.co.uk](http://www.lsect.co.uk)*

- > 7 February - Using FIS and ILR funding reports
- > 8 February - Apprenticeships and PDSAT
- > 9 February - Apprenticeship funding
- > 20 February - Apprenticeship Accountability Framework
- > 22 February - Lsect Annual Data Conference (London)
- > 8 March - AEB funding audit and PDSAT (incl. devolved)
- > 20 March - T-Level funding - an essential guide

Thank you

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