



Access to Higher Education: Students in Higher Education 2014-15

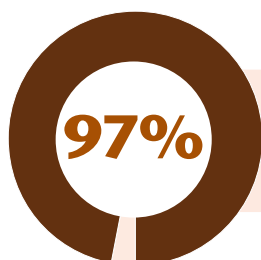
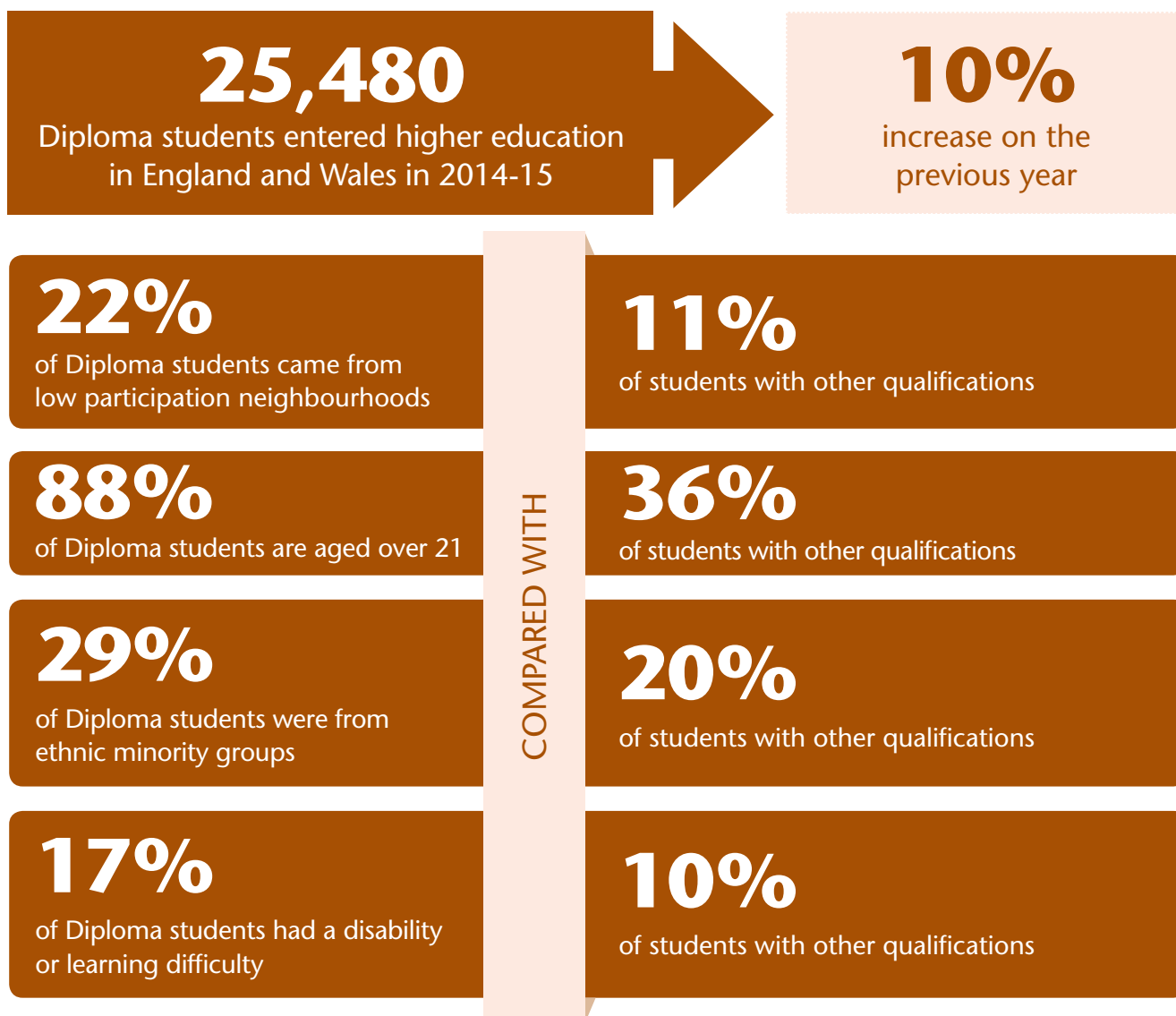
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Executive summary

This is the fourteenth in a series of Access to Higher Education (Access to HE) data reports that began in 1999. Key findings from the year's report concerning Access to HE Diploma students in higher education are as follows.



97% of Diploma students studying nursing were in employment or further study six months after they qualified

The non-continuation rate for mature Diploma students was **10.8%**, compared with **12.1%** for mature students with other qualifications

53 higher education providers each recruited between

200 to 900

Diploma students compared to 47 in 2013-14

Students at higher education institutions in England and Wales with Access to HE Diploma entry qualifications

Will Joice, HESA

Introduction

The following analyses are primarily taken from the HESA Student Record 2014-15 and the HESA Destinations of Leavers from Higher Education Survey 2013-14. In addition, the progression information is based on two consecutive years of HESA student data and uses the methodology developed for the Performance Indicators (www.hesa.ac.uk/pi), which HESA calculates and publishes on behalf of the four UK funding bodies.

The majority of the analyses in this report include registrations on undergraduate higher education programmes at higher education institutions (HEIs) in England and Wales. To be consistent with the figures published within the Performance Indicators, the progression and employment outcome information covers UK domiciled full-time first degree students at HEIs in the UK.

Access to HE Diplomas have been identified using a student's 'highest qualification on entry' to higher education or by looking at their individual entry qualifications. If a student is recorded as having either their highest entry qualification as an Access to HE diploma, or if they hold an Access to HE diploma as one of their entry qualifications,¹ they are counted within the 'Access to HE Diploma' category in the tables and charts of this report. In contrast, for the 2013 report, if a student held an Access to HE Diploma alongside a higher education level qualification, the higher education qualification would supersede the Access to HE Diploma and the student would not appear in the 'Access to HE Diploma' category. Where possible, as with the 2014 and 2015 methodology, the 2016 methodology has been run back for earlier years in any charts covering a time series. However, this change in methodology should be taken into account when comparing figures with versions previous to 2014.

In line with HESA's rounding strategy, all numbers shown in this paper are rounded to the nearest multiple of five.

¹ Detailed entry qualification information was only available in HESA data from 2010-11.

1 Study profiles of entrants with an Access to HE Diploma

In the academic year 2014-15, there were 25,480 entrants registered on undergraduate programmes with QAA-recognised Access to HE Diplomas at HEIs in England and Wales. These students represented 4.4 per cent of the undergraduate entrant population.

Table 1 provides a breakdown by mode of study and level of qualification, and chart 1 illustrates the number of QAA-recognised Access to HE entrants across the last eight academic years.

Table 1 - Undergraduate entrants with QAA-recognised Access to HE qualifications by level and mode of study (2014-15)

	Full time	% of all full-time undergraduates	Part time	% of all part-time undergraduates	Total	% of undergraduates
First degree	23,255	5.5%	520	1.3%	23,775	5.1%
Other undergraduate	945	3.4%	755	0.9%	1,700	1.5%
Total	24,200	5.3%	1,280	1.0%	25,480	4.4%

Percentages exclude unknown qualification on entry.

In this table 0, 1, 2 are rounded to 0. All other numbers are rounded up or down to the nearest multiple of 5.

Percentages are not subject to rounding, but those calculated on populations that contain 22.5 or fewer individuals are suppressed and represented as '..'

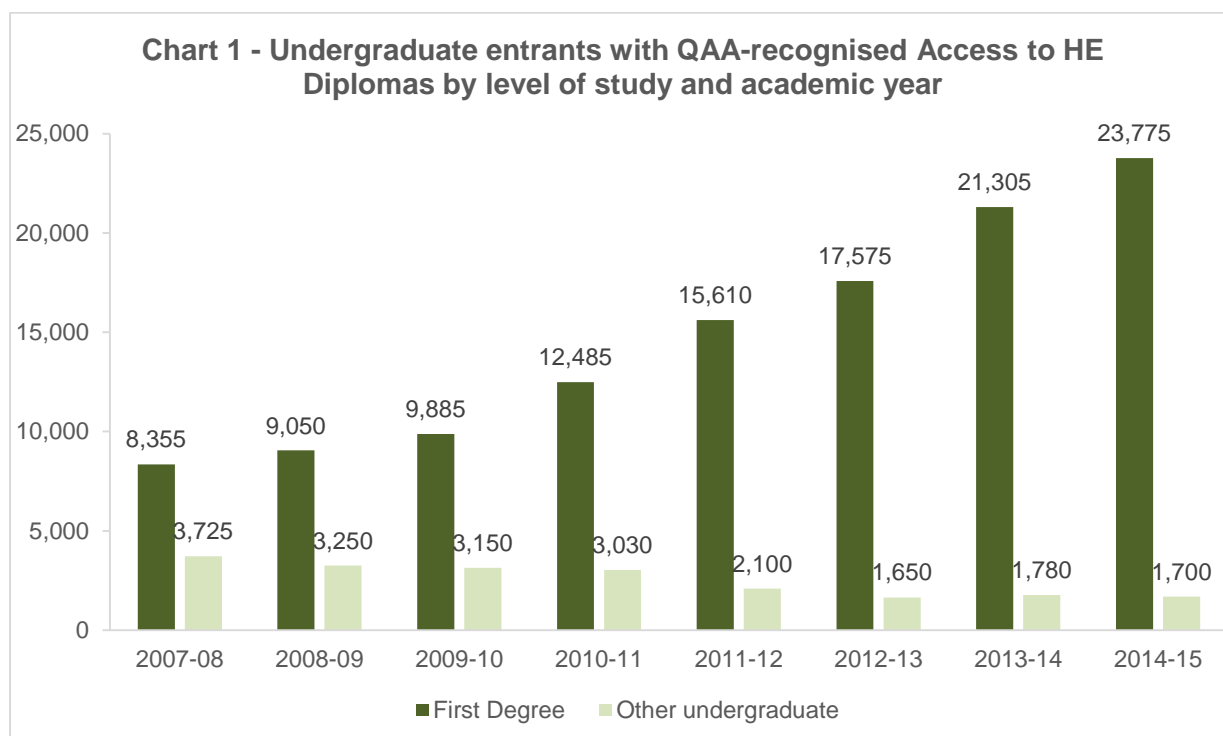


Table 2 provides a breakdown of QAA-recognised Access to HE entrants on undergraduate courses by subject area, level and mode of study. Since a high proportion of entrants were studying in subject area 2, subjects allied to medicine, and the majority of these students were studying B7, nursing, these subjects are shown separately in the following analyses. Subject L5, social work, has also been shown separately from subject area B, social studies (excluding social work).

Table 2 - Undergraduate entrants with QAA-recognised Access to HE Diploma by mode, level and subject area of study (2014-15)

Subject area	First degree				Other undergraduate				Total	
	Full time	Part time	Total	% of first degree	Full time	Part time	Total	% of other UG		
(1) Medicine & dentistry	70	0	70	0.3%	25	0	25	1.6%	95	0.4%
(2) Subjects allied to medicine (excluding nursing)	2,300	55	2,355	9.9%	270	105	375	22.2%	2,730	10.7%
(B7) Nursing	7,795	105	7,905	33.2%	215	295	505	29.8%	8,410	33.0%
(3) Biological sciences	2,580	105	2,685	11.3%	50	20	70	4.1%	2,755	10.8%
(4) Veterinary science	10	0	10	0.0%	0	0	0	0.0%	10	0.0%
(5) Agriculture & related subjects	85	0	85	0.4%	20	0	25	1.4%	110	0.4%
(6) Physical sciences	490	10	500	2.1%	15	5	20	1.3%	520	2.0%
(7) Mathematical sciences	65	5	65	0.3%	0	5	5	0.2%	70	0.3%
(8) Computer science	530	15	540	2.3%	15	5	20	1.1%	560	2.2%
(9) Engineering & technology	610	5	615	2.6%	30	5	30	1.8%	645	2.5%
(A) Architecture, building & planning	150	10	160	0.7%	5	5	10	0.6%	170	0.7%
(B) Social studies (excluding social work)	1,470	30	1,500	6.3%	15	45	60	3.4%	1,560	6.1%
(L5) Social work	1,810	35	1,845	7.8%	135	30	165	9.7%	2,010	7.9%
(C) Law	715	20	735	3.1%	10	25	35	2.0%	765	3.0%
(D) Business & administrative studies	1,350	30	1,380	5.8%	30	25	60	3.4%	1,440	5.6%
(E) Mass communications & documentation	255	0	255	1.1%	5	0	5	0.2%	260	1.0%
(F) Languages	610	20	630	2.6%	5	65	70	4.0%	700	2.7%
(G) Historical & philosophical studies	505	15	520	2.2%	5	15	20	1.1%	540	2.1%
(H) Creative arts & design	660	15	675	2.8%	25	5	30	1.7%	705	2.8%
(I) Education	1,175	30	1,200	5.1%	75	70	140	8.2%	1,345	5.3%
(J) Combined	20	25	45	0.2%	0	35	35	2.1%	80	0.3%
Total	23,255	520	23,775	100.0%	945	755	1,700	100.0%	25,480	100.0%

In this table 0, 1, 2 are rounded to 0. All other numbers are rounded up or down to the nearest multiple of 5.

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Table 3 shows the HEIs that recruited more than 180 students with QAA-recognised Access to HE Diplomas.

Table 3 - Undergraduate entrants with QAA-recognised Access to HE Diploma by mode of study and higher education institution (2014-15)

Higher education institution	Full time	% of all full-time UG	Part time	% of all part-time UG	Total	% of UG	% with unknown qualification on entry
0052 Birmingham City University	840	12.5%	35	2.1%	875	10.3%	0.0%
0073 University of Plymouth	710	8.8%	30	1.7%	745	7.5%	0.6%
0085 The University of Wolverhampton	615	11.3%	85	4.7%	705	9.6%	0.2%
0069 University of Northumbria at Newcastle	535	7.9%	115	5.1%	650	7.2%	0.0%
0079 Teesside University	565	14.6%	60	1.3%	630	7.2%	0.0%
0075 Sheffield Hallam University	610	7.6%	10	0.9%	620	6.7%	0.0%
0066 The Manchester Metropolitan University	560	6.4%	10	1.1%	565	6.0%	0.1%
0081 University of the West of England, Bristol	555	8.0%	5	0.2%	560	6.8%	0.0%
0076 London South Bank University	540	13.7%	15	1.0%	555	10.2%	5.7%
0047 Anglia Ruskin University	520	10.0%	20	1.0%	540	7.4%	0.0%
0059 The University of Greenwich	495	8.7%	25	1.5%	520	7.1%	0.0%
0058 The University of East London	490	12.1%	20	7.9%	510	11.9%	0.8%
0158 The University of Salford	495	9.2%	10	2.2%	505	8.6%	0.0%
0056 Coventry University	485	6.0%	5	0.5%	490	5.4%	0.1%
0068 De Montfort University	465	8.1%	5	0.7%	470	7.4%	0.2%
0051 The University of Brighton	420	7.6%	20	1.7%	445	6.6%	0.1%
0065 Liverpool John Moores University	430	6.5%	0	0.3%	430	5.8%	0.0%
0063 Kingston University	415	6.4%	0	0.9%	415	6.3%	0.2%
0050 Bournemouth University	395	8.7%	5	0.4%	405	6.2%	0.1%
0026 University of Bedfordshire	360	10.1%	10	1.3%	370	8.4%	1.8%
0067 Middlesex University	370	7.7%	0	0.2%	370	6.5%	0.7%
0060 University of Hertfordshire	335	5.4%	30	1.2%	365	4.3%	0.2%
0072 Oxford Brookes University	315	7.6%	45	4.0%	365	6.8%	7.3%
0080 The University of West London	350	13.4%	10	0.7%	360	8.8%	0.0%
0012 Canterbury Christ Church University	320	8.2%	35	1.9%	355	6.3%	1.2%
0061 The University of Huddersfield	320	6.3%	40	3.9%	355	5.9%	0.2%
0011 University of Chester	335	9.4%	5	0.4%	340	7.1%	0.0%
0016 Edge Hill University	325	8.4%	5	0.4%	335	5.8%	0.0%
0111 The University of Bradford	325	12.4%	0	0.0%	325	11.3%	0.0%
0155 University of Nottingham	325	4.6%	0	0.3%	325	4.4%	0.1%
0090 University of South Wales	305	5.2%	15	0.3%	320	3.0%	6.4%
0078 The University of Sunderland	315	7.8%	5	0.6%	315	6.8%	1.1%
0027 The University of Northampton	300	7.7%	10	0.9%	310	6.2%	3.9%
0120 The University of Hull	290	7.0%	10	0.7%	300	5.3%	0.0%
0057 University of Derby	285	6.9%	5	0.3%	290	5.0%	0.3%
0053 The University of Central Lancashire	275	3.8%	10	0.3%	285	2.9%	0.5%
0202 London Metropolitan University	280	7.4%	5	0.7%	285	6.7%	0.1%
0179 Cardiff University	275	4.6%	5	0.1%	280	3.1%	2.4%
0046 University of Worcester	235	7.8%	30	3.9%	265	7.1%	0.3%
0180 Swansea University	245	5.5%	15	1.1%	260	4.4%	4.4%
0074 The University of Portsmouth	245	3.8%	0	0.3%	250	3.5%	0.0%
0077 Staffordshire University	235	7.0%	10	0.4%	250	3.9%	1.1%
0210 University Campus Suffolk	230	14.6%	10	1.5%	240	10.8%	1.1%
0024 University of the Arts, London	225	3.9%	5	5.7%	235	4.0%	0.3%
0204 The University of Manchester	235	2.8%	0	0.0%	235	2.7%	0.1%
0083 The University of Westminster	225	4.2%	5	0.3%	230	3.2%	0.0%
0178 Bangor University	220	7.9%	5	1.5%	225	7.3%	10.7%
0134 King's College London	200	4.2%	20	1.1%	225	3.3%	0.8%
0001 The Open University in England	0	..	225	0.8%	225	0.8%	0.0%
0038 University of Cumbria	205	9.7%	5	0.6%	215	6.5%	1.4%
0117 The University of East Anglia	215	5.8%	0	0.0%	215	5.3%	1.1%
0071 The Nottingham Trent University	205	2.7%	5	0.9%	210	2.6%	0.4%

0119 The University of Exeter	200	3.2%	5	..	200	3.3%	0.0%
0160 The University of Southampton	195	3.9%	0	1.1%	195	3.9%	0.0%
0062 The University of Lincoln	185	5.2%	10	1.1%	190	4.5%	0.9%
0064 Leeds Beckett University	170	2.4%	20	0.7%	185	1.9%	1.9%
0161 The University of Surrey	185	5.1%	0	0.0%	185	4.3%	0.6%

Percentages exclude unknown qualification on entry.

In this table 0, 1, 2 are rounded to 0. All other numbers are rounded up or down to the nearest multiple of 5.

Percentages are not subject to rounding, but those calculated on populations that contain 22.5 or fewer individuals are suppressed and represented as '..'

2 Student characteristics of Access to HE entrants

Table 4 - Undergraduate entrants by level of study, entry qualification and gender (2014-15)

	First degree			Other undergraduate			Total
	QAA-recognised Access to HE Diploma	Other qualification	% QAA-recognised Access to HE Diploma	QAA-recognised Access to HE Diploma	Other qualification	% QAA-recognised Access to HE Diploma	
Female	17,165	240,890	6.7%	1,270	74,000	1.7%	333,320
Male	6,610	201,065	3.2%	435	40,245	1.1%	248,355
Total	23,775	442,000	5.1%	1,700	114,270	1.5%	581,745

Figures and percentages exclude entrants with unknown qualification on entry. Total include indeterminate gender.

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Table 4 shows the gender split for entrants to undergraduate programmes at HEIs in England and Wales in 2014-15.

The table shows that there were more female than male students entering undergraduate programmes in 2014-15, and proportionately more females than males entering with QAA-recognised Access to HE Diplomas. The difference is significant at both the first degree and other undergraduate levels.

High proportions of female QAA-recognised Access to HE entrants may be attributed to the subjects studied by these students. Nursing and social work account for 40.9 per cent of all undergraduate Access to HE entrants, and these subjects generally attract very high proportions of females (89.8 per cent).

Table 5 provides a breakdown of the age of entrants on undergraduate programmes. Around two thirds (63.0 per cent) of QAA-recognised Access to HE entrants on part-time courses, and just over a third (34.9 per cent) of QAA-recognised Access to HE entrants on full-time courses, were aged 30 and over. By comparison, the other entry qualifications show a more 'traditional' profile of ages, with 80.2 per cent of those on full-time undergraduate programmes being under 21.

Table 5 - Undergraduate entrants by entry qualification, mode of study and age group (2014-15)

	QAA-recognised Access to HE Diploma			Other qualification		Total	%
	Full time	Part time	%	Full time	Part time		
Under 18 years	10	0	0.0%	5,470	1,145	6,630	1.2%
18 to 20 years	2,925	30	11.6%	339,350	11,760	354,070	63.1%
21 to 24 years	7,290	180	29.3%	51,245	21,095	79,805	13.0%
25 to 29 years	5,535	265	22.8%	14,535	23,340	43,680	6.8%
30 years and over	8,440	805	36.3%	19,375	68,795	97,410	15.9%
Unknown	0	0		5	155	160	
Total	24,200	1,280		429,985	126,285	581,745	

Figures exclude entrants with unknown qualification on entry.

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Table 6 shows that entrants with Access to HE Diplomas have a higher representation from ethnic minority groups than entrants with other qualifications, although there are interesting differences between the various ethnic categories. Students of black ethnicity showed higher proportions within Access to HE Diplomas, and students of Asian ethnicity generally showed higher proportions within 'other' qualifications. Ethnicity data in the HESA student record is only collected for UK-domiciled students.

Table 6 - UK domiciled undergraduate entrants by level of study, entry qualification and ethnicity (2014-15)

	First degree				Other undergraduate				Total	
	QAA- recognised Access to HE Diploma		Other qualification		QAA- recognised Access to HE Diploma		Other qualification			
White	16,100	69.5%	273,545	74.7%	1,270	77.1%	79,130	82.0%	370,045	75.9%
Black Caribbean	835	3.6%	6,505	1.8%	35	2.2%	1,620	1.7%	8,995	1.8%
Black African	2,965	12.8%	20,190	5.5%	145	8.9%	4,375	4.5%	27,675	5.7%
Black other	165	0.7%	1,485	0.4%	15	0.8%	335	0.3%	1,995	0.4%
Indian	270	1.2%	13,750	3.8%	20	1.2%	2,570	2.7%	16,610	3.4%
Pakistani	525	2.3%	12,725	3.5%	30	1.8%	1,490	1.5%	14,770	3.0%
Bangladeshi	190	0.8%	5,635	1.5%	5	0.4%	555	0.6%	6,385	1.3%
Chinese	75	0.3%	3,225	0.9%	0	0.1%	400	0.4%	3,700	0.8%
Asian other	545	2.4%	7,970	2.2%	25	1.5%	2,540	2.6%	11,075	2.3%
Other	1,515	6.5%	21,015	5.7%	100	5.9%	3,495	3.6%	26,125	5.4%
Not known	200		3,660		20		3,860		7,745	
Total	23,385		369,705		1,670		100,365		495,125	

Percentages exclude entrants with unknown ethnicity. Figures exclude entrants with unknown qualification on entry.

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Table 7 shows disability for undergraduate entrants in 2014-15. It should be noted that students are no longer permitted to have an 'unknown' disability. Students with no known disability include those who have been coded 'no known disability', 'information refused', 'information not sought' or 'not known'. Percentages are therefore calculated excluding those with 'no known disability'.

Table 7 - Undergraduate entrants by entry qualification and disability (2014-15)

	QAA-recognised Access to HE Diploma		Other qualification		Total	
No known disability	21,145		500,170		521,315	
Blind or a serious visual impairment	35	0.8%	705	1.3%	735	1.2%
Deaf or a serious hearing impairment	90	2.1%	1,315	2.3%	1,405	2.3%
A physical impairment or mobility issues	140	3.3%	1,855	3.3%	2,000	3.3%
Mental health condition	825	19.0%	8,185	14.6%	9,010	14.9%
A long-standing illness or health condition	430	9.9%	5,430	9.7%	5,860	9.7%
Two or more conditions	350	8.1%	4,640	8.3%	4,990	8.3%
Social communication/Autistic spectrum disorder	80	1.9%	2,275	4.1%	2,355	3.9%
Specific learning difficulty	2,085	48.1%	26,325	46.9%	28,410	47.0%
Another disability, impairment or medical condition	295	6.8%	5,365	9.6%	5,660	9.4%
Total	25,480		556,270		581,745	

Percentages exclude entrants with unknown disability information. Figures exclude entrants with unknown qualification on entry.

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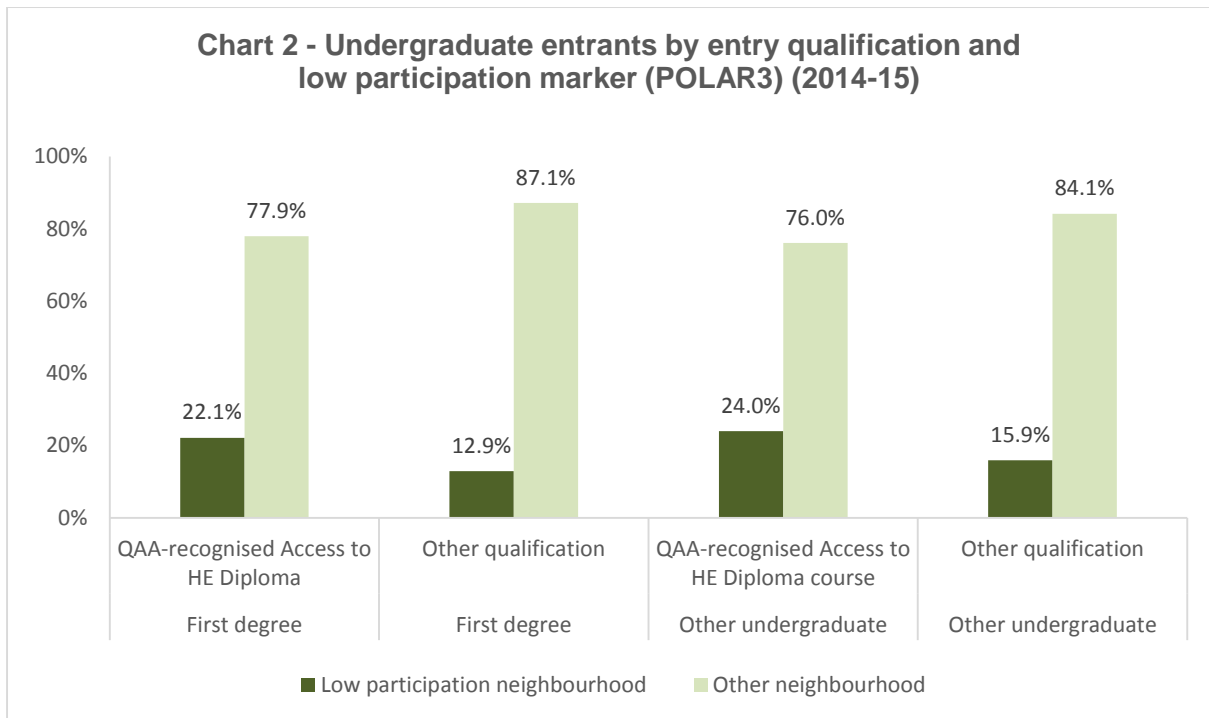


Chart 2 shows the proportion of undergraduate entrants with an Access to HE Diploma by the type of neighbourhood they were living in before they entered higher education, with comparisons against all other types of qualification held.

The low participation indicator has been produced using POLAR3. POLAR3 is based on the higher education participation rates of people who were aged 18 between 2005 and 2009, and who entered a higher education course in a UK HEI, or English or Scottish further education college, aged 18 or 19, between academic years 2005-06 and 2010-11. The POLAR3 classification is formed by ranking 2001 Census Area Statistics wards by their young participation rates for the combined 2005 to 2009 cohorts; this gives five Quintile groups of areas. Those students whose postcode falls within wards with the lowest participation (Quintile 1) are denoted as being from a low participation neighbourhood.

3 Qualifications awarded to Access to HE students

In 2014-15 there were 13,965 undergraduate qualifications awarded to QAA-recognised Access to HE students at HEIs in England and Wales. Table 8 provides a breakdown of these students by subject area and level of study.

Table 8 - Undergraduate qualifiers with QAA-recognised Access to HE Diplomas by level of study and subject area (2014-15)

Subject of study	First degree	%	Other undergraduate	%	Total	%
(1) Medicine & dentistry	20	0.2%	15	0.5%	35	0.2%
(2) Subjects allied to medicine (excluding nursing)	1,010	9.2%	425	14.3%	1,435	10.3%
(B7) Nursing	3,065	28.0%	945	31.6%	4,015	28.7%
(3) Biological sciences	1,020	9.3%	310	10.3%	1,325	9.5%
(4) Veterinary science	5	0.0%	0	0.0%	5	0.0%
(5) Agriculture & related subjects	30	0.3%	25	0.8%	55	0.4%
(6) Physical sciences	180	1.6%	45	1.5%	225	1.6%
(7) Mathematical sciences	25	0.2%	5	0.1%	30	0.2%
(8) Computer science	245	2.2%	70	2.3%	315	2.2%
(9) Engineering & technology	230	2.1%	60	1.9%	285	2.0%
(A) Architecture, building & planning	75	0.7%	15	0.5%	90	0.6%
(B) Social studies (excluding social work)	730	6.7%	120	4.1%	855	6.1%
(L5) Social work	1,125	10.2%	225	7.5%	1,345	9.7%
(C) Law	330	3.0%	70	2.4%	400	2.9%
(D) Business & administrative studies	720	6.6%	185	6.2%	905	6.5%
(E) Mass communications & documentation	135	1.2%	35	1.2%	170	1.2%
(F) Languages	340	3.1%	55	1.8%	395	2.8%
(G) Historical & philosophical studies	265	2.4%	55	1.8%	320	2.3%
(H) Creative arts & design	535	4.9%	120	4.0%	655	4.7%
(I) Education	875	8.0%	200	6.8%	1,075	7.7%
(J) Combined	25	0.2%	5	0.2%	30	0.2%
Total	10,970	100.0%	2,990	100.0%	13,965	100.0%

Figures exclude entrants with 'Other Access' and unknown qualification on entry.

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Table 9 shows the number of first degrees awarded by classification and highest qualification held. It shows that proportionately fewer first and upper-second class degrees were awarded to students who entered with an Access to HE Diploma.

Table 9 - Classification of first degree qualifiers by entry qualification (2014-15)

	QAA-recognised Access to HE Diploma	%	Other qualification	%	Total	%
First class	1,920	17.8%	71,895	22.2%	73,815	22.1%
Upper-second class	4,745	44.1%	159,830	49.3%	164,570	49.2%
Lower-second class	3,265	30.3%	74,195	22.9%	77,460	23.1%
Third class/Pass	835	7.8%	17,985	5.6%	18,820	5.6%
Unclassified	205		13,335		13,540	
Total	10,970		337,235		348,210	

Figures exclude students with unknown qualification on entry and class of degree

In this table 0, 1, 2 are rounded to 0. All other numbers are rounded up or down to the nearest multiple of 5.

Percentages are not subject to rounding, but those calculated on populations that contain 22.5 or fewer individuals are suppressed and represented as '.'.

4 Progression rates of Access to HE students

The non-continuation rate is the proportion of UK domiciled students who entered a full-time first degree programme in a particular year who are no longer studying in higher education the following year and have not obtained a qualification. Table 10 shows the results for mature and young entrants respectively on full-time first degree programmes at HEIs in the UK in 2013-14. Comparisons can be seen between those entering with a QAA-recognised Access to HE Diploma and those entering with other types of qualifications.

Interestingly, in young students QAA-recognised Access to HE entrants showed high non-continuation rates compared to more traditional entry qualifications. However, among mature students Access to HE entrants show lower non-continuation rates than the majority of other qualifications.

Table 10 - Non-continuation rates of full-time first degree entrants by entry qualification and age marker (2013-14)

Entry qualifications	Mature		Young	
	Number of entrants	Non-continuation rates	Number of entrants	Non-continuation rates
QAA-recognised Access to HE Diploma	13,945	10.8%	1,555	10.9%
Other Access to HE course	1,360	14.0%	180	12.6%
Foundation course	695	11.4%	1,545	6.1%
A-level and equivalent level 3 qualifications	17,880	11.1%	223,385	4.3%
Baccalaureate	120	8.2%	2,935	3.4%
ONC, OND, BTEC, GNVQ/GSVQ, NVQ/SVQ level 3	8,905	15.1%	59,360	11.5%
Higher education qualification	30,440	10.7%	11,815	8.1%
Other or unknown qualification	5,930	17.1%	1,610	19.5%
All entry qualifications total	79,280	11.8%	302,390	6.0%

In this table 0, 1, 2 are rounded to 0. All other numbers are rounded up or down to the nearest multiple of 5.

Percentages are not subject to rounding, but those calculated on populations that contain 22.5 or fewer individuals are suppressed and represented as '..'

Figures exclude students with unknown age

Table 11 shows non-continuation rates for all full-time first degree entrants at UK HEIs by subject area of study for 2013-14. Comparisons can be seen between the sector and those entering with QAA-recognised Access to HE qualifications. Subject areas have been shown separately where there were more than 100 QAA-recognised Access to HE entrants; all other subjects have been grouped.

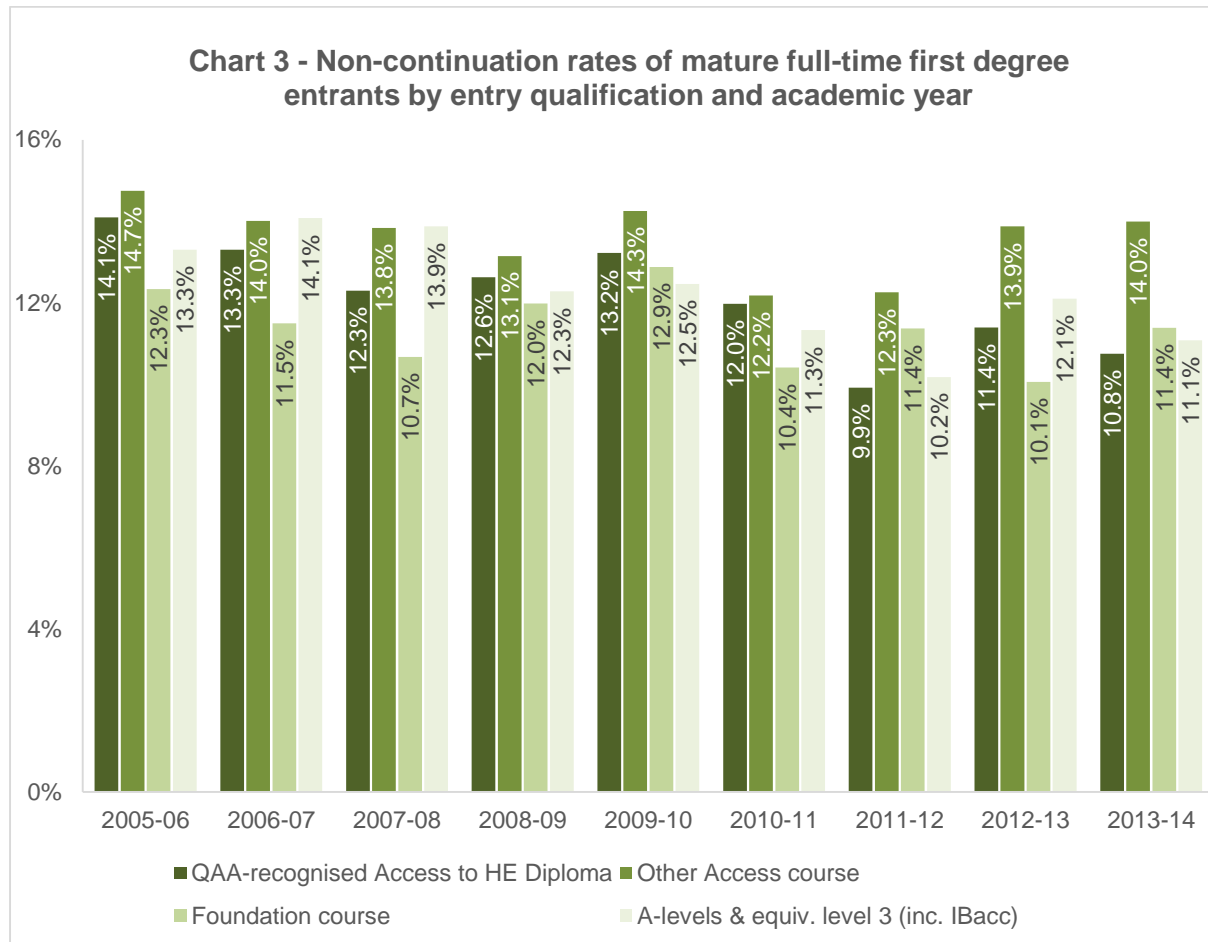
Table 11 - Non-continuation rates of full-time first degree entrants by subject of study 2013-14

Subject of study	All entrants		Access to HE Diploma (QAA-recognised) entrants	
	Number of entrants	Non-continuation rates	Number of entrants	Non-continuation rates
(2) Subjects allied to medicine (excluding nursing)	18,375	5.7%	1,325	10.5%
(B7) Nursing	25,225	7.8%	5,005	7.3%
(3) Biological sciences	46,510	7.6%	1,765	14.3%
(6) Physical sciences	18,855	5.1%	315	14.9%
(8) Computer science	18,640	11.5%	380	14.9%
(9) Engineering & technology	21,330	8.7%	365	16.9%
(B) Social studies (excluding social work)	30,040	6.1%	1,010	10.8%
(L5) Social work	7,875	10.4%	1,290	9.1%
(C) Law	15,390	7.2%	590	14.4%
(D) Business & administrative studies	44,520	8.4%	990	12.4%
(E) Mass communications & documentation	11,330	8.4%	200	14.4%
(F) Languages	21,455	4.9%	450	14.1%
(G) Historical & philosophical studies	16,580	4.7%	370	14.3%
(H) Creative arts & design	41,045	8.0%	370	12.4%
(I) Education	17,185	6.5%	875	9.8%
All other subjects (grouped)	27,315	5.0%	195	18.0%
All subjects total	381,670	7.2%	15,500	10.8%

In this table 0, 1, 2 are rounded to 0. All other numbers are rounded up or down to the nearest multiple of 5.

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Chart 3 illustrates, for the last nine years, the proportion of mature full-time first degree QAA-recognised Access to HE entrants no longer studying in higher education the year after they enter, with comparisons against entrants holding A-levels/Highers, Baccalaureate or equivalent level 3 qualifications and foundation courses. It should be noted that from 2009-10 onwards the entry qualification groups for entrants have changed. See www.hesa.ac.uk/pis/defs for further details.

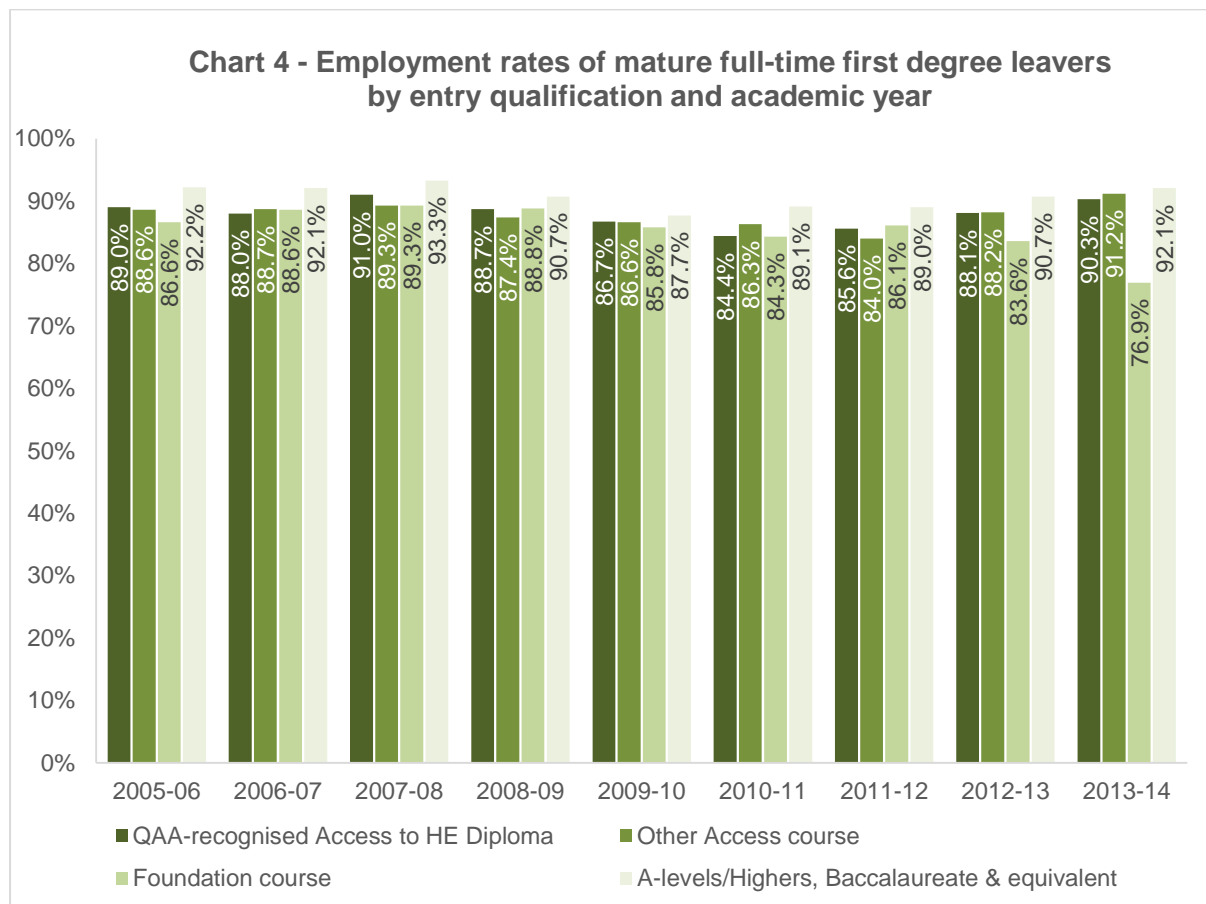


5 Employment rates of Access to HE students

Approximately six months after graduation from a full-time first degree programme, students are asked to complete a Destinations of Leavers from Higher Education Survey. This gathers information, where applicable, about employment, further study or training, and other outcomes after graduation.

The following tables are restricted to 2013-14 UK domiciled leavers from UK HEIs who were working, studying, unemployed or seeking work. The employment rate is the proportion of these students who were working and/or studying. Further details and definitions of how the data has been constructed can be found [here](#).²

Chart 4 provides a nine-year time series illustrating the proportion of mature full-time first degree Access to HE leavers who entered employment or further study, with comparisons against entrants holding A-levels/Highers, Baccalaureate or equivalent level 3 qualifications and foundation courses.



² The Destinations of Leavers from Higher Education Survey, available at: www.hesa.ac.uk/index.php?option=com_studrec&Itemid=232&mn=14018.

Tables 12 focuses on employment rates of leavers with a QAA-recognised Access to HE Diploma, by subject of study. Subject areas have been shown separately where there were more than 22.5 QAA-recognised Access to HE entrants; all other subjects have been grouped.

Table 12 - Employment rates (including further study) of full-time first degree leavers by subject of study (2013-14)

Subject of study	All leavers		Leavers with QAA-recognised Access to HE Diploma entry qualifications	
	Number in base population	Employment rates (including further study)	Number in base population	Employment rates (including further study)
(2) Subjects allied to medicine (excluding nursing)	12,105	95.4%	655	91.0%
(B7) Nursing	11,290	98.5%	1,310	97.0%
(3) Biological sciences	26,790	93.3%	640	87.9%
(5) Agriculture & related subjects	1,885	92.7%	25	88.0%
(6) Physical sciences	11,425	91.9%	125	86.1%
(8) Computer science	8,985	88.3%	145	89.0%
(9) Engineering & technology	11,610	91.9%	100	71.9%
(A) Architecture, building & planning	4,585	93.9%	35	91.1%
(B) Social studies	19,050	92.3%	460	85.7%
(L5) Social work	4,580	92.7%	770	88.8%
(C) Law	8,885	94.4%	190	89.6%
(D) Business & administrative studies	25,895	91.8%	390	84.4%
(E) Mass communications & documentation	7,180	90.5%	80	90.4%
(F) Languages	15,110	92.9%	265	90.5%
(G) Historical & philosophical studies	11,580	92.7%	205	87.4%
(H) Creative arts & design	27,520	92.1%	270	88.5%
(I) Education	11,635	97.0%	550	94.8%
All other subjects (grouped)*	13,365	96.4%	25	98.1%
All subjects total	233,475	93.2%	6,235	90.5%

*Includes all subjects with 22.5 or fewer QAA-recognised Access to HE entrants.

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QAA manages the national framework for the recognition and regulation of Access to HE Diplomas. www.qaa.ac.uk