



AVA data submission

Guidance notes (2006-07)

(submission due at QAA by 3 December 2007)

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Part 2: Data submission guidance to AVAs (2006-07)

Introduction

Access Validating Agencies' (AVAs') collection and provision of statistics about Access to Higher Education (HE) allows the Quality Assurance Agency for Higher Education (QAA) to publish national data about Access to HE programmes and learner profiles which can be compared over time. Each year, QAA publishes a statistical overview (*Key statistics*), and a more detailed report (the *Access to HE Joint Agency Statistical Report*), which are both published on the Access to HE website (www.accesstohe.ac.uk). *Key statistics* is circulated widely to Access to HE providers, HE institutions, and a range of national agencies with an interest in Access to HE throughout England and Wales. It would not be possible to produce these publications without the statistics that are gathered by AVAs and submitted to QAA through this data collection exercise. The accuracy and completeness of the national data thus relies on the contributions of individual providers and AVAs.

In addition, AVAs are expected to refer to, and make use of, the data in monitoring and **evaluating** their own work, and informing their strategic planning and the development of Access to HE in the AVA. AVAs' statistics also enable QAA to monitor the success of the provision as a whole, and to assess the contribution made by individual AVAs in widening participation to HE. AVAs' statistics are monitored through their inclusion in AVAs' annual reports to QAA, and they are also considered at AVA reviews, with key data being included in published review reports.

In order to ensure consistency of QAA's published data with data gathered and published by funding bodies (see paragraph 5 below), **QAA expects AVAs to collect learner data direct from providers' central management information systems**: individual tutors or course coordinators will not normally be involved in collecting data from Access to HE students for the AVA, other than through any involvement that they may have in the college's internal mechanisms for gathering data. The only exception to this may be for data on intended learner progression.

The guidance which follows relates to the submission of data by AVAs for 2006-07 to QAA by 3 December 2007.

Completion of the pro forma

- 1 AVA data is submitted to QAA both electronically and in hard copy.
- 2 **Electronic returns** are made via the web form on the QAA secure extranet, which may be accessed during October and November 2007. Each AVA can access the extranet through an individual password supplied by QAA. Please follow the directions provided on the form.
- 3 QAA will extract the data from the web submission for each AVA to meet the requirement for an electronic copy of the data to be submitted with the electronic annual report.
- 4 A **hard copy version of the return** is included as an appendix to the AVA annual report. The completed web form should be printed out for this purpose.

5 In order to minimise the need for providers to supply data in different formats for different purposes, and improve comparability of national data, data fields have been devised with reference to the requirements of other data-collection agencies.

- **Programme data:** data returned to QAA about programmes should be consistent with information which was provided by AVAs to the Universities and Colleges Admissions Service (UCAS) for the Database of Access to Higher Education Programmes.
- **Learner registration profile data:** aggregated data about all individual learners registered in 2006-07 should be consistent with that returned by providers to the Learning and Skills Council (LSC) (F04 returns the first Monday in September 2007 in England) or to Department for Education and Lifelong Learning and Skills, Welsh Assembly Government (DELLS) (in Wales). For AVAs' and providers' reference, data which is also collected by the LSC and DELLS is identified here with the field number code, as provided in the LSC's *Individualised Learner Record Specification (ILR)* (2006-07) or by DELLS in its *Lifelong Learning Wales Record (LLWR)* documentation (www.elwa.ac.uk/ElwaWeb/elwa.aspx?pageid=2061), and common definitions are used wherever possible. Providers should understand that they are being requested to provide data within the LSC's or DELLS' categories, which is accurate **at the time of the data collection deadline** set by the AVA in order to meet QAA's requirements. QAA recognises that providers may make further amendments to data before the final F05 return in November to the LSC or the LLWR return to DELLS and accepts that this might create minor inconsistencies between its own and the funding bodies' published data.

6 **Learner profile data about programmes not funded by the LSC or by DELLS should be provided to be consistent with the definitions provided so far as is possible.** Any particular difficulties which cannot be resolved and which affect the final data provided should receive comment in the AVA's annual report to QAA. In addition, AVAs should note in the annual report numbers of learners on Access to HE courses not funded by the LSC or by DELLS.

7 All information should relate to the academic year 2006-07 (ie 1 August 2006 - 31 July 2007).

8 All cells should be completed. For a nil return, enter '0'.

9 All numeric values should be integers.

10 Absolute totals (ie not percentages) should be given throughout.

11 Where a 'total' cell is provided, the sum of the values within the particular field will be calculated automatically, once the individual sections have been completed.

12 Totals given **within** categories should be consistent with totals given **across** categories. All categories relating to learner profiles should provide an overall total which is the same as the total number of learner registrations (ie that provided as the overall total under Section B1). The web form will not accept totals under B2, B3, B4 or C1 which differ from this 'grand total' and will not allow the user to continue with the entry of the data until the discrepancy has been rectified.

13 All data received from providers should be checked and referred back to providers for verification. If incomplete, ambiguous or contradictory data is received, it should be queried and corrected, as necessary.

14 The data submission to QAA should be checked internally before the sign-off statement on the web form is completed. The data submission is then returned to the AVA for final manual verification and confirmation.

15 Any anomalies should be explained in the commentary on statistical data provided in the annual report (see separate guidance notes). AVAs will not be able to provide explanatory text with the electronic submission of data.

16 Detailed guidance for completing each section of the pro forma is provided in the notes that follow. Please follow this guidance closely.

17 Complete data must be submitted to the QAA by **3 December 2007**.

Section A: Providers and programmes

Definitions

Provider: a 'provider' is an educational institution or other organisation which is responsible for the registration of learners on programmes for the purposes of funding. (In most instances, this relates to the registration of learners on the LSC's ILR, or on DELLS' LLWR.) Providers may offer more than one programme.

Programme: a 'programme' is a course of study, comprising a defined and coherent set of learning experiences designed to provide a progression route to HE, and which leads to the award of a QAA-recognised Access to HE qualification. QAA-recognised Access to HE programmes are recognised by licensed AVAs through approved procedures and according to the following agreed criteria:

- if the same programme is delivered by **two or more providers** (as defined above), it should be regarded as two or more programmes
- if a programme is delivered at **two or more delivery sites** by a single provider (as defined above), it should be regarded as a single programme
- if a programme is delivered at **two or more times** by the same provider (eg day and evening), it should be regarded as a single programme.

Access to HE programmes may be organised, managed and delivered in any one of a variety of different ways, including the following:

- i a programme of study in which all elements are common to all learners
- ii a programme of study in which some elements are common to all learners, but some specific options (defined at the point of recognition) are available
- iii a pathway within a framework of Access to HE provision, the elements and options of which are defined at the point of recognition as providing a designated route to the award of the Access to HE qualification. Some elements of the pathway may be common with other pathways leading to the award of the Access to HE qualification within the same framework
- iv a pathway within a framework of provision, which includes Access to HE and also includes other named exit routes in which the elements and options of Access to HE pathways are defined at the point of recognition as providing a designated route to the award of the Access to HE qualification. Some elements of the pathway may be common with elements of other pathways in the same framework which have a different learning aim

- v a framework of provision (which may be exclusively intended for Access for HE, or which may also include other named exit routes), in which each learner's programme of study is agreed between the learner and the provider on an individual basis. In this model, although separate pathways are not pre-determined, the individual units of study available; the rules of combination; and the successful completion requirements for the award of the Access to HE qualification are approved at the point of recognition.

Definitions i to iv all describe routes which may be followed by individual learners and which have been approved by the AVA as leading to the award of the Access to HE qualification. Definition v refers to the totality of a provider's Access to HE provision which, because separate routes are not defined at recognition, cannot be so described. The way in which provision has been recognised by the AVA is significant for the classification made in this statistical return. For the purposes of this exercise, pathways defined at the point of recognition should be regarded as separate programmes which require separate counting; pathways defined by negotiation between learner and programme provider at the point of learner registration or later, should be regarded as part of a single programme, which is the complete framework. Such a 'complete framework' refers to a framework managed by a single provider: it does **not** refer to the totality of an AVA's recognised Access to HE provision.

A1 Providers offering Access to HE programmes

Providers offering programmes - the number of providers in each category that offer Access to HE programmes recognised by the AVA (whether or not those programmes are running in the report year). Explain 'other' in the commentary to the statistics provided with the annual report.

Programmes available - the number of Access to HE programmes that have been recognised by the AVA and which were available for use by providers during the report year (whether or not learners were registered on the programme). The number of programmes recorded will be the same as the number of programmes listed in the AVA's submission to UCAS for inclusion on the UCAS Database of Access to Higher Education Programmes for September 2006-07. Programmes should not be recorded as 'available' if their validation period has ended and the programme has not been revalidated.

Programmes running - the number of Access to HE programmes on which learners were registered. Programmes which were withdrawn by the provider, after learners were registered on them, should also be recorded as 'programmes running'. There should be no circumstances in which the number of 'programmes running' is greater than the number of 'programmes available'. A programme that is available but not running is a programme that has no learners but its validation period has not ended.

New programmes recognised - the number of new programmes (not revalidations) which achieved QAA-recognised status during the report year.

nb provision of information about the number of 'places of delivery' requested in previous years is no longer required.

A2 Programmes available/running (by designated progression route)

The total number of programmes recorded in this section should equal the numbers given under the equivalent 'Programmes available' and 'Programmes running' sections in A1. Discrete, named pathways within larger delivery frameworks will be categorised separately,

while individually devised pathways within frameworks which do not provide named routes will be categorised together as a single programme.

Designated progression route - the **primary** area of study in HE which equates most closely to the programme's intended progression opportunity/ies, as defined at recognition. This may be reflected in the title of the award ('Access to...'). This section does not attempt to collect information about subjects studied within the Access to HE programme, nor does it relate to the method of curriculum organisation determined by the provider. The classification of subjects provided is the Joint Academic Classification System (JACS) (see appendix 1 for areas of study included within each subject classification. More detailed information is also available on the Higher Education Statistics Agency and UCAS websites.) Some additional specific sub-classifications have been included for the major vocational Access to HE routes. In these fields (B, L, X) the numbers provided in the sub-classifications should equal the number given for the main class (ie $B1 + B2 + B3 = B$). Several additional categories have also been added to this classification to accommodate Access to HE programmes which have multiple exit routes.

Undifferentiated framework provision should be categorised under the 'Z' categories. Where this amounts to a significant proportion of the AVA's recognised provision, some explanation of the position, and a description of the range of different progression opportunities available, should be provided in the commentary to statistics in the annual report.

Section B: Learner profile

Definitions

Registrations: numbers of registrations of individual learners (not learning aims of students) and details of learner profiles recorded here should be consistent with information recorded by providers for the LSC's F04 returns in September 2007 and DELLS' LLWR data return. The baseline number of learners recorded should be that which is supplied to the LSC or DELLS by providers together with any learners registered on QAA-recognised Access to HE programmes for whom data is not supplied to the LSC or DELLS. This figure should therefore represent the total number of all Access to HE learners who are registered **by the provider** with the Access to HE qualification as their primary learning aim at the point of registration, and also those with a learning aim other than the Access to HE qualification at initial registration, but whose learning aim is changed to the Access to HE qualification by the provider during the report year (see below - B1). The number of registrations should be equivalent to the number of individual learners, **not** full-time equivalents (FTEs).

The AVA must ensure that the data it presents to QAA is based on providers' F04 returns in September 2007 to the LSC or full year LLWR returns to DELLS. The AVA should not base its return on registration data it may record.

All learners who are studying on a recognised Access to HE programme during the report year should be included within section B. The 'total learners registered' should be the same in all sections.

B1 Total numbers of registered learners

Learners at initial registration

Ref: LSC's ILR field no - L03, (with reference to A09 for learning aim and with reference to LSC's ILR field no- A27/A28 for start date), or

DELLS' LLWR field no - LN02, (with reference to LP17 for programme type and LA09/LA10 for start and expected end dates).

This category recognises that AVAs' statistics are prepared retrospectively, after certificates or Diplomas have been awarded, and that some learners who are ultimately awarded Access to HE qualifications may not have started with that learning aim. It should therefore include those learners who transfer into an Access to HE programme or start with more limited learning aims (such as a sub-set of the Access to HE programme's units) and later extend their learning aim to include the Access to HE qualification (see definition of 'registrations' above).

The overall total given must account for **all** registered learners in 2006-07 and must be consistent with totals of learner registrations given under sections B2, B3, B4, and C1.

New learners registered: planned end date before 1 August 2007 - the number of learners who registered on a course which, at registration, they planned to complete within the same academic year. This includes learners who may have been on the programme prior to the preceding academic year, whether or not they received any accreditation for work completed.

Re-registered (same programme): planned end date before 1 August 2007 - the number of learners who were registered on the programme in the preceding academic year, and who, at the point of re-registration, planned to complete within the same academic year.

New learners registered: planned end date on or after 1 August 2007 - the number of learners who registered on a course which, at registration, they planned to complete after the academic year in which they registered. This includes learners who may have been on the programme prior to the preceding academic year, whether or not they received any accreditation for work completed.

Re-registered (same programme): planned end date on or after 1 August 2007 - the number of learners who were registered on the programme in the preceding academic year and who, at the point of re-registration, planned to complete after the academic year in which they re-registered.

B2 Learner profile at registration: age/ethnicity/sex

Age (ref: LSC's ILR field no - L11 or DELLS' LLWR field no - LN15) - the age of learners, at the point of registration, categorised according to the given age bands. This data is calculated from the date of birth field (LSC field L11 or DELLS field LN15). **nb** the age bands have changed from previous years.

Ethnicity (ref: LSC's ILR field no - L12 or DELLS' LLWR field no - LN17/LN18) - the ethnic origin of learners, as provided by learners at registration, categorised according to the national census categories, based on the 2001 Census, used by the LSC for 2006-07. In Wales, DELLS' ethnicity categories map to the 2001 Census categories except for learners of white ethnicity which can only be subdivided using LN18 - National Identity. **nb** learners whose ethnic origin is not listed or who feel that they cannot be classified in any

other category should be entered against 'any other'. Learners who do not wish to supply information about their ethnicity should be entered under 'not known/not provided'.

Sex (ref: LSC's ILR field no - L13 or DELLS' LLWR field no - LN16) - the sex of learners, as provided by learners at registration.

B3 Learner profile at registration: disadvantage

Definitions relate to the LSC's categories provided for eligibility for disadvantage uplift funding. This does not involve systematic collection of data about all learners who may be considered to be disadvantaged, and AVAs should not attempt to use this exercise for such purposes. The categories given here represent a summary of information supplied by providers to the LSC to support claims for uplift funding. QAA does not ask for information about individuals: data should be anonymous and aggregated. DELLS' LLWR does not collect disadvantage information.

From deprived area (ward based uplift) (ref: LSC's ILR field no - L22 and L32, entries 01 and 02) - the number of registered Access to HE learners for whom uplift funding was claimed on the basis of their current postcodes (including both those with postcodes on the LSC's file and not on the LSC's file).

Other LSC-defined disadvantage (uplift funding claimed) (ref: LSC's ILR field no - L32, entries 71, 73, 96 & 98) - the number of registered Access to HE learners for whom uplift funding was claimed for reasons other than their postcodes (including those in learner groups which are eligible for disadvantage uplift as described in *Funding Guidance for Further Education in 2006-07*).

Not eligible/unknown for disadvantage uplift (ref: LSC's ILR field no - L32, entry 99) - the number of registered Access to HE learners for whom the provider established no eligibility for disadvantage uplift, or for those students where no information is known on disadvantage uplift eligibility.

B4 Learner profile at registration: disability and learning difficulty

While the LSC and DELLS collect information about different types of disability and learning difficulty, this detail is not required and information should be aggregated here. The five categories within this section will indicate numbers who, when asked by the provider, considered they:

- had a disability or disabilities
- had a learning difficulty or difficulties
- had both a disability or disabilities and a learning difficulty or difficulties
- did not have any disabilities or learning difficulties, or they
- did not provide any information.

Disability/ies (ref: LSC's ILR field no - L15 or DELLS' LLWR field no - LP29)
- the number of registered learners who, according to their own assessment, had a disability or disabilities.

Learning difficulty/ies (ref: LSC's ILR field no - L16 or DELLS' LLWR field no - LP31)
- the number of registered learners who, according to their own assessment, had a learning difficulty or difficulties.

Disability and learning difficulty/ies - the number of registered learners who, according to their own assessment, had both a disability or disabilities and a learning difficulty or difficulties.

No disability or learning difficulty - the number of registered learners who, according to their own assessment, had no disabilities or learning difficulties.

No information provided - the number of registered learners who provided no information in relation to disability or learning difficulty.

Section C: Learner completion, achievement and destination

C1 Learner completion/achievement

All registered learners recorded under section B1 should be accounted for within section C1. Cross-tabulation in this area requires the number of learners in each category of learner completion to be broken down according to their achievement. The total of all completion categories should equal the total of all achievement categories. Achievement categories should equate to awards made by the AVA.

Completion (ref: LSC's ILR field no - A34 or DELLS' LLWR field no - LP41 [informed by LA31])

Continuing programme (A34 entry 1, LP41 entry 00) - the number of registered learners who return to continue the programme leading to the award of the Access to HE qualification in the year following that for which data is provided. The **actual** return, rather than the intended return, is required and this should be confirmed with the provider. Learners who state an intention to return the following year but who do not then attend should be classified as 'withdrawn', to be consistent with information which is supplied by providers to the LSC and DELLS.

Completed programme (A34 entry 2, LP41 entry 01) - the number of registered learners who completed the learning activities specified within the Access to HE programme.

Withdrawn from programme (A34 entry 3, LP41 entries 02, 04, 05, 06, 07, 08, 09, 10, 11, 14, 15) - the number of registered learners who withdrew from the Access to HE programme.

Transferred (A34 entry 4, LP41 entries 03, 12, 13) - the number of registered learners who transferred from the Access to HE programme to a programme with a different learning aim, which was not an Access to HE programme.

Unknown (LP41 entry 99) - the number of registered learners for whom the provider is unable to identify information about completion status.

Achievement (ref: LSC's ILR field no - A35 or DELLS' LLWR field no - AW12)

Access to HE qualification awarded (A35 entry 1) - the number of registered learners to whom the full Access to HE certificate (or Diploma) was awarded. If the total of Access to HE certificates and Diplomas differs from the total recorded by the AVA itself, an explanation should be given in the 'Commentary to statistics' provided in the annual report.

Partial achievement accredited (A35 entry 2) - the number of registered learners who were accredited with partial achievement, at the end of the programme. Learners should be recorded here only if the AVA has a formal process for accrediting partial achievement at the end of the programme, and the learner has been formally accredited by the end of the reporting period. Learners who achieved credits but who returned to continue the programme should not be recorded here.

No achievement accredited (A35 entry 3) - the number of registered learners to whom the AVA has made no award, either for complete or partial achievement, and who are not recorded as 'continuing Access to HE programme'.

Study continuing (A35 entry 9) - the number of registered learners continuing study on the Access to HE programme, irrespective of their achievement within the report year.

C2 Learner registrations and awards (by designated progression route)

This section records the number of learners registered on each programme type, classified by the designated progression routes used to describe programmes running, as identified under A2, and the number of learners who are awarded Access to HE certificates and Diplomas within each route.

C3 Learner destinations (ref: DELLS' LLWR field no - LP42)

This section records information collected by the AVA about intended destinations for registered learners who were recorded as **expected to complete the programme before 1 August 2007 under Section B1**, as well as for registered learners who were awarded Access to HE qualifications. The total of the 'learner registrations' column should therefore be equivalent to the two categories under B1 'New learners registered: expected end date before 1 August 2007' and 'Re-registered (same programme): expected end date before 1 August 2007'.

Continuing existing programme of study (LP42 entries 00, 01) - the number of registered learners who were expected at initial registration to complete the requirements for the award of the Access to HE qualification before the end of the year, but who changed their period of study during the year and intend to return the following year (including those who intend to return to re-sit elements of the programme).

Further education (within FE or HE institution)¹ (LP42 entries 02, 03, 06) - the number of registered learners who intended to progress to an FE level course, whether delivered within an FE or HE institution.

Higher education (within FE or HE institution)¹ (LP42 entries 04, 05) - the number of registered learners who intended to progress to an HE course, whether delivered within an HE or FE institution.

Employment (LP42 entries 07, 08, 10, 12) - the number of registered learners who intended to progress directly into employment and had not secured a place on a further course in FE or HE.

¹ Learners who are offered a place on an FE or HE course but who formally defer entry for one year should be included in the section 'further education (within FE or HE institution)' or 'higher education (within FE or HE institution)', as appropriate. Learners who indicate an intention to apply for a course at a future date, but who have not engaged in the formal admissions process should be recorded under the section that most closely describes their immediate progression route.

Other (LP42 entries 09, 13, 20) - the number of registered learners whose destination is known, but where the destination does not fit any of the above categories (eg voluntary work, unemployment, illness, pregnancy).

Destination unknown (LP42 entry 99) - the number of registered learners for whom the AVA has been unable to identify a destination.

Withdrawn from programme (A34 entry 3, LP41 entries 02, 04, 05, 06, 07, 08, 09, 10, 11, 14, 15) - the number of registered learners who withdrew from the Access to HE programme

Appendix 1: JACS codes (adapted for use for AVA data collection)

- A Medicines and Dentistry**, includes:
Pre-clinical Medicine
Pre-clinical Dentistry
Clinical Medicine
Clinical Dentistry
Others in Medicine and Dentistry
- B Subjects Allied to Medicine**, includes:
Anatomy, Physiology and Pathology
Pharmacology, Toxicology and Pharmacy
Complementary Medicine
Nutrition
Ophthalmics
Aural and Oral Sciences
Nursing
Medical Technology
Others in Subjects allied to Medicine
- C Biological Sciences**, includes:
Biology
Botany
Zoology
Genetics
Microbiology
Sports Science
Molecular Biology, Biophysics and Biochemistry
Psychology
Others in Biological Sciences
- D Veterinary Sciences, Agriculture and related subjects**, includes:
Pre-clinical Veterinary Medicine
Clinical Veterinary Medicine and Dentistry
Animal Science
Agriculture
Forestry
Food and Beverage studies
Agricultural Sciences
Others in Veterinary Sciences, Agriculture and related subjects
- F Physical Sciences**, includes:
Chemistry
Materials Science
Physics
Forensic and Archaeological Science
Astronomy
Geology
Ocean Sciences
Physical and Terrestrial Geographical and Environmental Sciences
Others in Physical Sciences

- G Mathematical and Computer Sciences**, includes:
Mathematics
Operational Research
Statistics
Computer Science
Information Systems
Software Engineering
Artificial Intelligence
Others in Mathematical and Computer Sciences
- H Engineering**, includes:
General Engineering
Civil Engineering
Mechanical Engineering
Aerospace Engineering
Naval Architecture
Electronic and Electrical Engineering
Production and Manufacturing Engineering
Chemical, Process and Energy Engineering
Others in Engineering
- J Technologies**, includes:
Minerals Technology
Metallurgy
Ceramics and Glass
Polymers and Textiles
Materials Technology not otherwise specified
Maritime Technology
Industrial Biotechnology
Others in Technology
- K Architecture, Building and Planning**, includes:
Architecture
Building
Landscape Design
Planning (Urban, Rural and Regional)
Others in Architecture, Building and Planning
- L Social studies**, includes:
Economics
Politics
Sociology
Social Policy
Social Work
Anthropology
Human and Social Geography
Others in Social studies
- M Law**, includes:
Law by area
Law by Topic
Others in Law

- N Business and Administrative Studies**, includes:
Business studies
Management studies
Finance
Accounting
Marketing
Human Resource Management
Office skills
Tourism, Transport and Travel
Others in Business and Administrative studies
- P Mass Communications and Documentation**, includes:
Information Services
Publicity studies
Media studies
Publishing
Journalism
Others in Mass Communications and Documentation
- Q Linguistics, Classics and related subjects**, includes:
Linguistics
Comparative Literary studies
English studies
Ancient Language studies
Celtic studies
Latin studies
Classical Greek studies
Classical studies
Others in Linguistics, Classics and related subjects
- R European Languages, Literature and related subjects**, includes:
French studies
German studies
Italian studies
Spanish studies
Portuguese studies
Scandinavian studies
Russian and East European studies
Others in European Languages, Literature and related subjects
- T Eastern, Asiatic, African, American and Australasian Languages, Literature and related subjects**, includes:
Chinese studies
Japanese studies
South Asian studies
Other Asian studies
African studies
Modern Middle-Eastern studies
American studies
Australasian studies
Others in Eastern, Asiatic, African, American and Australasian Languages, Literature and related subjects

- V Historical and Philosophical Studies**, includes:
 - History by Period
 - History by Area
 - History by Topic
 - Archaeology
 - Philosophy
 - Theology and Religious studies
 - Others in Historical and Philosophical studies

- W Creative Arts and Design**, includes:
 - Fine Art
 - Design studies
 - Music
 - Drama
 - Dance
 - Cinematics and Photography
 - Crafts
 - Imaginative Writing
 - Others in Creative Arts and Design

- X Education**, includes:
 - Training Teachers
 - Research and Study Skills in Education
 - Academic studies in Education
 - Others in Education

- Z1 Combined arts**

- Z2 Combined sciences**

- Z3 Combined social studies**

- Z4 Science combined with social studies/arts**

- Z5 Social studies combined with arts**

- Z6 Other general and combined studies**

Appendix 2: Sample web pro forma

AVA code
 AVA name
 Phone number
 Email address
 Contact name

Section A: Providers and programmes

A1. Providers offering Access to HE programmes

	Providers offering programmes	Programmes available	Programmes running	New programmes recognised
HE institutions				
FE institutions				
Sixth form colleges				
Adult/community education centres				
Other				
Total				

A2. Programmes available and running

2006-07	Programmes available	Programmes running
A. Medicine and dentistry		
B. Subjects allied to medicine (equal to B1 + B2 + B3)		
B1. Nursing		
B2. Health studies		
B3. Other allied to medicine		
C. Biological sciences		
D. Veterinary sciences, agriculture and related subjects		
F. Physical sciences		
G. Mathematical and computer sciences		
H. Engineering		
J. Technologies		
K. Architecture, building and planning		
L. Social studies (equal to L1 + L2)		
L1. Social work		
L2. Other social studies		
M. Law		
N. Business and administrative studies		

2006-07	Programmes available	Programmes running
P. Mass communication and documentation		
Q. Linguistics, classics and related studies		
R. European languages, literature and related studies		
T. Other languages, literature and related studies		
V. Historical and philosophical studies		
W. Creative arts and design		
X. Education (equal to X1 + X2)		
X1. Teaching		
X2. Other education		
Z1. Combined arts		
Z2. Combined sciences		
Z3. Combined social sciences		
Z4. Science combined with social studies/arts		
Z5. Social studies combined with arts		
Z6. Other general and combined studies		
Total		

Section B: Learner profile

B1. Total number of registered learners

Learning aim at initial registration	Total Access to HE learners
New learners registered: planned end date before 1 August 2007	
Re-registered (same programme): planned end date before 1 August 2007	
Sub total planned end date before 1 August 2007	
New learners registered: planned end date on or after 1 August 2007	
Re-registered (same programme): planned end date on or after 1 August 2007	
Sub total planned end date after 1 August 2007	
Total	

Go back to [section B1](#)

B2. Learner profile at registration: age/sex/ethnicity

Age	Under 19		20-24		25-29		30-34		35-39		40-44		45-49		50+		Unknown		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Asian or Asian British-Bangladeshi																			
Asian or Asian British-Indian																			
Asian or Asian British-Pakistani																			
Asian or Asian British-any other Asian background																			
Black or Black British-African																			
Black or Black British-Caribbean																			
Black or Black British-any other Black background																			
Chinese																			
Mixed-White and Asian																			
Mixed-White and Black African																			
Mixed White and Black Caribbean																			
Mixed-any other mixed background																			
White-British																			
White-Irish																			
White-any other white background																			
any other																			
not known/not provided																			
Total																			Grand total

Go back to [section B2](#)

B3. Learner profile at registration: disadvantage

	2006-07
From deprived area (ward based uplift) - postcode on LSC's file	
From deprived area (ward based uplift) - postcode not on LSC's file	
Other LSC-defined disadvantage (uplift funding claimed)	
Not eligible for disadvantage uplift/unknown	
Total (of all registrations)	

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B4. Learner profile at registration: disability and learning difficulty

	2006-07
Disability/ies	
Learning difficulty/ies	
Disability and learning difficulty/ies	
No disability or learning difficulties	
No information provided	
Total (of all registrations)	

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Section C: Learner achievement

C1. learner completion/achievement

Achievement	Access to HE certificate (and/or Diploma) awarded	Partial achievement accredited	No achievement accredited	Study continuing	Total
Continuing programme					
Completed programme					
Withdrawn from programme					
Transferred from programme					
Unknown					
Total					

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C2. Learner registration and awards

2006-07	Registered learners	Access to HE qualifications awarded
A. Medicine and dentistry		
B. Subjects allied to medicine (equal to B1 + B2 + B3)		
B1. Nursing		
B2. Health studies		
B3. Other allied to medicine		
C. Biological sciences		
D. Veterinary sciences, agriculture and related subjects		
F. Physical sciences		
G. Mathematical and computer sciences		
H. Engineering		
J. Technologies		
K. Architecture, building and planning		
L. Social studies (equal to L1 + L2)		
L1. Social work		
L2. Other social studies		
M. Law		
N. Business and administrative studies		
P. Mass communication and documentation		
Q. Linguistics, classics and related studies		
R. European languages, literature and related studies		
T. Other languages, literature and related studies		

2006-07	Registered learners	Access to HE qualifications awarded
V. Historical and philosophical studies		
W. Creative arts and design		
X. Education (equal to X1 + X2)		
X1. Teaching		
X2. Other education		
Z1. Combined arts		
Z2. Combined sciences		
Z3. Combined social sciences		
Z4. Science combined with social studies/arts		
Z5. Social studies combined with arts		
Z6. Other general and combined studies		
Total		

C3. Learner destination

	Registered learners	Access to HE qualifications
Continuing existing programme of study		
Further education (within FE or HE institution)		
Higher education (within FE or HE institution)		
Employment		
Other		
Destination unknown		
Withdrawn		
Total		

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