



AVA data submission (2009-10)

Guidance to AVAs

(submission due at QAA by 1 December 2010)

Contents

Part 2: Data submission - guidance to AVAs 2009-10

Introduction	3
Data collection by AVAs	3
Submission of the data to QAA	4
Completion of the pro forma	5
Section A: Providers and courses	
A1: Providers offering Access to HE courses	6
A2: Courses available/running (by designated progression route)	6
Section B: Learner profile	
B1: Total numbers of learner registrations	7
B2: Learner profile at registration: age/ethnicity/gender	8
B3: Learner profile at registration: disadvantage	8
B4: Learner profile at registration: disability and learning difficulty	9
Section C: Learner completion, achievement and intended destination	
C1: Learner completion/achievement	9
C2: Learner registrations and awards (by designated progression route)	10
C3: Learner intended destinations	10
Appendices	
Appendix 1: Sector Subject Area (SSA) codes	12
Appendix 2: Sample web pro forma	14

Part 2: Data submission - guidance to AVAs 2009-10

The guidance that follows relates to the submission of AVAs' data for 2009-10. This submission is due to be received by QAA by **1 December 2010**.

Introduction

1 The Access to HE statistics provided by AVAs are used by QAA in the publication of national data about Access to HE: in a brief statistical overview (*Key statistics*), and a more detailed report (*Access to HE joint agency statistical report*). *Key statistics* is circulated widely to a range of organisations with an interest in Access to HE, throughout England and Wales, and both documents are published on the Access to HE website (www.accesstohe.ac.uk/partners/statistics). It would not be possible to produce these publications without the contributions of individual providers and AVAs to this data collection exercise, and the quality of the published national data about Access to HE relies on the accuracy and completeness of those contributions.

2 AVAs are expected to make use of the data in monitoring and evaluating their own work, and informing their strategic planning and development of Access to HE provision. The data also enables 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.

Data collection by AVAs

3 **Course data:** data submitted about Access to HE courses depends on the AVA's own records of courses that have been validated and awarded QAA-recognised status by the AVA. The data pro forma will include a table of courses and providers, taken from the Access courses database, and tables A1 and A2 will be pre populated using information from the database. Further detail is given in the definitions on pages 5-6.

4 **Learner data:** data submitted about learners for sections B and C is collected direct from providers' central management information systems. **AVAs should not base learner data returns to QAA on information collected from course coordinators or tutors, or on data which they hold for other purposes**¹. The data provided should be consistent with returns made by providers to their funding bodies against the data fields specified in this guidance (see pages 8-12). This requirement minimises the need for providers to supply different data for different purposes, in keeping with QAA's commitments as a partner of the Learning Records Service (formerly MIAP) www.learningrecordsservice.org.uk, a government-led initiative to streamline data collection and handling in education. A key element of the Learning Records Service's work is the use of common data definitions, and definitions given here have been devised with reference to those used by the funding bodies for which the data is already collected, using common definitions wherever possible. AVAs should therefore not amend the data definitions provided in this guidance when data is requested from providers.

¹ An important exception to this is intended destination data, which may be collected from Access to HE course teams if this provides more complete data than is provided directly by providers' MIS.

5 The data submission from AVAs depends on a retrospective data collection exercise. That is to say, the data required relates to students on courses in 2009-10 and will be collected early in 2010-11.

6 **In England**, the data given in the AVA's return will correspond to the data returned by providers to the Data Service for the F04 returns on **6 September 2010**. The data required is identified in this guidance with the field number code provided in the 2009-10 Individualised Learner Record Specification (ILR), available at: www.theia.org.uk/downloads/ilrdocuments

7 **In Wales**, the data given in the AVA's return will be the data returned by providers to the Department for Children, Education, Lifelong Learning and Skills, Welsh Assembly Government (DCELLS) for the **September 2010** returns. The data required is identified here with the field number code provided in the DCELLS' Lifelong Learning Wales Record (LLWR) for 2009-10: <http://new.wales.gov.uk/splash;jsessionid=2fjfMQhGbbnJQQfnzmRKGyvDTLv1f1dQ2FppNZNJ1QSSx3JMwvQLI-463154188?orig=/topics/educationandskills/>

8 Learner data about any courses not funded by the Skills Funding Agency or by DCELLS should also be included, and should be provided in the data categories given. Any particular difficulties or anomalies which arise, which affect the final data, should receive comment in the commentary in the annual report. AVAs should make note in the commentary of the number of any learners on Access to HE courses not funded by the Skills Funding Agency or by DCELLS.

9 AVAs should set a clear data collection deadline for providers which will allow them sufficient time to extract the data from their September returns. This deadline will also need to give AVAs enough time to make their data submission to QAA and analyse the data for inclusion in the commentary in their annual reports. QAA recognises that providers may make further amendments to data before the final F05 return on 22 November 2010 to the Data Service or the LLWR return to DCELLS and is aware that this might create minor inconsistencies between its own and the funding bodies' final published data.

10 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 before being submitted to QAA. Any areas in which the data cannot be reconciled can be explained in the commentary on statistics supplied in the annual report.

Submission of the data to QAA

11 Electronic returns are made via a web form on a QAA secure extranet which is located within the AVA administration area of the courses database (www.ava.qaa.ac.uk) and may be accessed during October and November 2010. AVA staff can access the extranet by means of a confidential user-specified password which is supplied by QAA.

12 The data submission to QAA should be checked internally by the AVA before the sign-off statement on the web form is completed. Any anomalies should be explained in the commentary provided in the annual report.

13 When the submission has been completed, the AVA can print a copy from the web submission in an appropriate format for inclusion with hard copies of its annual report, as required by the annual self-evaluation report guidelines. QAA extracts the data separately to provide a copy of each AVA's data with its electronic copy of the report.

14 Complete data must be submitted to QAA by **1 December 2010**.

Completion of the pro forma

15 Please follow the directions provided with the form.

16 All information relates to the academic year 2009-10 (ie 1 Aug 2009 - 31 Jul 2010).

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

18 All numeric values should be integers.

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

20 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.

21 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 overall total and will not allow the user to continue with the entry of the data until the discrepancy has been rectified.

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

Section A: Providers and courses

Definitions

Provider: a 'provider' is an educational institution or other organisation which registers learners on courses for the purposes of funding. In most instances, this relates to the registration of learners on the ILR, or on DCELLS' LLWR. Any providers that are not in receipt of public funding will also be included in the AVA's return.

Course: a 'course' is a programme of study, comprising a coherent programme of learning; consisting of a specific set of units governed by rules of combination; validated by a licensed AVA; and delivered by a particular provider, which leads to the award of a named QAA-recognised Access to HE Diploma (identified by its specific title).

- A course (as defined above) delivered by **two or more providers** (as defined above), is regarded as two or more courses.
- A course delivered at **two or more delivery sites** by a single provider (as defined above), is regarded as a single course.
- A course delivered at **two or more times** by the same provider (eg day and evening), is regarded as a single course.

A1: Providers offering Access to HE courses

The cells in this table will be initially populated from the Access courses database, but can be amended if they do not accurately reflect the AVA's records. Any amendments made should be accounted for in the 'discrepancy' box which will appear below the table. (Please refer to the Access courses database, AVA administration user guide, for further information.)

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

Courses available - the number of recognised Access to HE courses which were available for use by providers during the report year (whether or not learners were registered on the course). Courses should not be recorded as 'available' if their validation period has ended and the course has not been revalidated. 'Courses recorded as 'not available' in the Access courses database (which is the category used for courses that are not available to new starters) should be counted as available in A1 and A2.'

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

New courses recognised - the number of new courses (not revalidations) which achieved QAA-recognised status during the report year. Where courses have been validated by new providers, or to provide new Diplomas, they will be recorded in this section.

A2: Courses available/running (by designated progression route)

The cells in this table will initially be populated from the Access courses database, but can be amended if they do not accurately reflect the AVA's records. Any amendments made should

be accounted for in the 'discrepancy' box which will appear below the table. (Please refer to the Access courses database, AVA administration user guide, for further information)

The total number of courses recorded in this section should equal the numbers given under the equivalent 'Courses available' and 'Courses running' sections in **A1**.

The classification of subjects provided is the first tier of Sector Subject Areas (SSAs). Some second tier sub-classifications are also included where these reflect major Access to HE routes. In these fields, the numbers provided in the sub-classifications (ie 1.1, 1.2, 1.3) should equal the number given for the main class. Several additional categories have also been added to this classification for Access to HE courses which involve combined studies. (See Appendix 1) Further information about SSAs is available at: www.ofqual.gov.uk/files/8236_new_sector_subject_categories.pdf

Section B: Learner profile

Definitions

Registered learners: the number of individual learners registered on Access to HE courses. The learners recorded should be those recorded by providers in returns to the Data Service or DCELLS, together with any learners registered on QAA-recognised Access to HE courses for whom data is not supplied to the Data Service or DCELLS. Details of learner profiles recorded here should be consistent with information recorded by providers for the ILR F04 returns in September 2010 and DCELLS' LLWR September data return. For all learners registered on Skills Funding Agency or DCELLS funded courses, registered learners are:

- identifiable by separate learner reference numbers
- individual learners (not the number learners x learning aims of those learners)
- actual learners (not full-time equivalents).

B1: Total numbers of learner registrations

Ref: ILR field no - L03, (with reference to A09 for learning aim and with reference to ILR field no- A27 for start date) or DCELLS' LLWR field no - LN02 (with reference to LP17 for programme type and LA09/LA10 for start and expected end dates).

All learners registered with the Access to HE qualification as their learning aim during the report year should be included within Section B. The total will include learners:

- who are registered by the provider with the Access to HE qualification as their learning aim at initial registration
- whose learning aim is something 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.

New learners registered: planned end date before 1 August 2010 -the number of learners who registered on a course which, at registration, they planned to complete within the same academic year. Learners who were registered on the course at some time prior to the preceding academic year are recorded as new learners, whether they received any accreditation for work completed or not.

Re-registered (same course): planned end date before 1 August 2010 -the number of learners who were registered on the course 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 2010 -the number of learners who registered on a course which, at registration, they planned to complete after the academic year in which they registered. Learners who were registered on the course prior to the preceding academic year are recorded as new learners, whether they received any accreditation for work completed or not.

Re-registered (same programme): planned end date on or after 1 August 2010 -the number of learners who were registered on the course in the preceding academic year and who, at the point of re-registration, planned to complete the course after the academic year in which they re-registered.

Total - the overall total must account for all registered learners in 2009-10 and must be consistent with totals of learner registrations given under sections **B2, B3, B4, and C1**.

B2: Learner profile at registration: age/ethnicity/gender

Age (ref: ILR field no - L11 or DCELLS' 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 given above.

Ethnicity (ref: ILR field no - L12 or DCELLS' LLWR field no - LN17/LN18) - the ethnic origin of learners, as provided by learners at registration, categorised according to the national census categories used by the Data Service in 2009-10. In Wales' DCELLS' ethnicity categories map to the 2001 Census categories except for learners of white ethnicity which can only be subdivided using LN18 - National Identity. Learners whose ethnic origin is not listed or who consider 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: ILR field no - L13 or DCELLS' 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. The categories given here represent a summary of information supplied by providers to the Data Service to support claims for uplift funding. DCELLS' LLWR does not collect disadvantage information.

From deprived area (ward based uplift) (ref: Data Service'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 Data Service's file and not on the Data Service's file.

Other LSC-defined disadvantage (uplift funding claimed) (ref: 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 the LSC's *Funding Guidance for Further Education in 2009/10*.

Not eligible/unknown for disadvantage uplift (ref: 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

The Data Service and DCELLS collect information about different types of disability and learning difficulty. This detail is not required by QAA and information should be aggregated here.

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

Learning difficulty/ies (ref: ILR field no - L16 or DCELLS' 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 intended 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 classified according to their achievement. The total of all completion categories should equal the total of all achievement categories. Achievement categories should equate to the number of Access to HE qualifications awarded by the AVA.

Completion

(ref: ILR field no -A34 or DCELLS' LLWR field no - LP41 [informed by LA31])

Continuing course (A34 entry 1; LP41 entry 00) -the number of registered learners who return to continue the course leading to the award of the Access to HE qualification in the year following that for which data is provided. Learners who at the end of the report year stated their intention to return but who do not then return, will be classified as withdrawn and not counted as continuing, to be consistent with information which is supplied by providers to the Data Service and DCELLS.

Completed course (A34 entry 2; LP41 entry 01) -the number of registered learners who completed the learning activities specified within the rules of combination of the Access to HE course on which they were registered or to which they have transferred.

Withdrawn from course (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 course.

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

Unknown (entry not available for ILR; LP41 entry 99) -the number of registered learners for whom the provider is unable to identify information about completion status.

Achievement

(ref: ILR field no -A35 or DCELLS' LLWR field no - AW12)

Access to HE qualification awarded (A35 entry 1) -the number of registered learners to whom a full Access to HE qualification was awarded. If the total of Access to HE qualifications differs from the total recorded by the AVA itself, and this cannot be reconciled with the provider, note should be made in the commentary provided in the annual report.

Partial achievement accredited (A35 entry 2) -the number of registered learners who were accredited with partial achievement ie awarded credits but were not awarded the Access to HE Diploma.

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 course'.

Study continuing (A35 entry 9) -the number of registered learners continuing study on the Access to HE course, 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 courses running, classified by subject area, (as identified under A2) and the number of learners who are awarded Access to HE qualifications on successful completion of these courses.

C3: Learner intended destinations

This section records information about intended destinations for learners who were recorded under Section B1 with planned ends before 1 August 2010, and for any other registered learners who were awarded Access to HE qualifications (even if their initial registration was made with later planned end dates). The total of the 'Registered learners' column in C3 should therefore be at least as great as the entry under B1 'Sub total planned end date before 1 August 2010'.

Continuing existing course of study (L39 entry 95; 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 any who intend to return to resit elements of the course).

Further education (within FE or HE institution) (L39 entry 54; 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) (L39 entry 55; 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 (L39 entries 10, 53; 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 further or higher education.

Other (L39 all other entries; LP42 entries 09, 13, 20) -the number of registered learners whose intended destination is known, but whose intended destination does not fit any of the above categories (eg voluntary work, illness, pregnancy).

Unknown (LP42 entry 99) -the number of registered learners for whom the provider has been unable to identify an intended destination.

Withdrawn from course (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 course.

Appendices

Appendix 1: Sector Subject Area (SSA) codes

- 1 Health, public services and care**, includes:
 - medicine and dentistry
 - nursing and subjects and vocations allied to medicine
 - health and social care
 - public services
 - child development and well being
- 2 Science and mathematics**, includes:
 - science
 - mathematics and statistics
- 3 Agriculture, horticulture and animal care**, includes: agriculture
 - horticulture and forestry
 - animal care and veterinary science
 - environmental conservation
- 4 Engineering and manufacturing technologies**, includes:
 - engineering
 - manufacturing technologies
 - transportation operations and maintenance
- 5 Construction, planning and the built environment**, includes:
 - architecture
 - building and construction
 - urban, rural and regional planning
- 6 Information and communication technology**, includes:
 - ICT practitioners
 - ICT for users
- 7 Retail and commercial enterprise**, includes:
 - retailing and wholesaling
 - warehousing and distribution
 - service enterprises
 - hospitality and catering
- 8 Leisure, travel and tourism**, includes:
 - sport, leisure and recreation
 - travel and tourism
- 9 Arts, media and publishing**, includes:
 - performing arts
 - crafts, creative arts and design
 - media and communication
 - publishing and information services

- 10 History, philosophy and theology**, includes:
- history
 - archaeology and archaeological sciences
 - philosophy
 - theology and religious studies
 - humanities
- 11 Social sciences**, includes:
- geography
 - sociology and social policy
 - politics
 - economics
 - anthropology
- 12 Languages, literature and culture**, includes:
- languages, literature and culture of the British isles
 - other languages, literature and culture
 - linguistics
- 13 Education and training**, includes:
- teaching and lecturing
 - direct learning support
- 14 Preparation for life and work**, includes:
- foundations for learning and life
 - preparation for work
- 15 Business, administration and law**, includes:
- accounting and finance
 - administration
 - business management
 - marketing and sales
 - law and legal services
- 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

Appendix 2: Sample web pro forma

Academic year	2009-10
AVA code	
AVA name	
Phone number	
Email address	
Contact name	

Section A: Providers and courses

A1 Providers offering Access to HE courses (this section will be pre-populated from the Access to HE courses database, but can be amended if necessary)

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

A2 Courses available and running (this section will be pre-populated from the Access to HE courses database, but can be amended if necessary)

	Courses available	Courses running
1 Health, public services and care (equal to 1.1+1.2+1.3)		
1.1 medicine and dentistry		
1.2 nursing and subjects and vocations allied to medicine		
1.3 other health, public services and care		
2 Science and mathematics		
3 Agriculture, horticulture and animal care		
4 Engineering and manufacturing technologies		
5 Construction, planning and the built environment		
6 Information and communication technology (equal to 6.1+6.2)		
6.1 ICT practitioners		
6.2 Other information and communication technology		
7 Retail and commercial enterprise		
8 Leisure, travel and tourism		

9 Arts, media and publishing (equal to 9.1+9.2)		
9.1 Crafts, creative arts and design		
9.2 Other arts, media and publishing		
10 History, philosophy and theology		
11 Social sciences (equal to 11.1+11.2)		
11.1 Sociology and social policy		
11.2 Other social sciences		
12 Languages, literature and culture		
13 Education and training (equal to 13.1+13.2)		
13.1 Teaching and lecturing		
13.2 Other education and training		
14 Preparation for life and work		
15 Business, administration and law (equal to 15.1+15.2)		
15.1 Business management		
15.2 Other business, administration and law		
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	
Re-registered (same programme): planned end date before 1 August	
Sub total planned end date before 1 August	
New learners registered: planned end date on or after 1 August	
Re-registered (same programme): planned end date on or after 1 August	
Sub total planned end date after 1 August	
Total	

Go back to [section B1](#)

Data submission guidance to AVAs 2009-10

B2 Learner profile at registration: age/sex/ethnicity

Age	19 and under		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

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

Go back to [section B3](#)

B4 Learner profile at registration: disability and learning difficulty

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

Go back to [section B4](#)

Section C: Learner achievement

C1 learner completion/achievement

Achievement	Access to HE qualification awarded	Partial achievement accredited	No achievement accredited	Study continuing	Total
Continuing course					
Completed course					
Withdrawn from course					
Transferred from course					
Unknown					
Total					

Go back to [section C1](#)

C2 Learner registration and awards

	Registered Learners	Access to HE qualifications awarded
1 Health, public services and care (equal to 1.1+1.2+1.3)		
1.1 medicine and dentistry		
1.2 nursing and subjects and vocations allied to medicine		
1.3 other health, public services and care		
2 Science and mathematics		
3 Agriculture, horticulture and animal care		
4 Engineering and manufacturing technologies		
5 Construction, planning and the built environment		
6 Information and communication technology (equal to 6.1+6.2)		
6.1 ICT practitioners		
6.2 Other information and communication technology		
7 Retail and commercial enterprise		
8 Leisure, travel and tourism		
9 Arts, media and publishing (equal to 9.1+9.2)		
9.1 Crafts, creative arts and design		
9.2 Other arts, media and publishing		
10 History, philosophy and theology		
11 Social sciences (equal to 11.1+11.2)		
11.1 Sociology and social policy		
11.2 Other social sciences		
12 Languages, literature and culture		
13 Education and training (equal to 13.1+13.2)		
13.1 Teaching and lecturing		
13.2 Other education and training		
14 Preparation for life and work		
15 Business, administration and law (equal to 15.1+15.2)		
15.1 Business management		
15.2 Other business, administration and law		
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		

Go back to [section C2](#)

C3 Learner intended 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		
Intended destination unknown		
Withdrawn		
Total		

Go back to [section C3](#)



QAA

The Quality Assurance Agency for Higher Education,
 Southgate House, Southgate Street, Gloucester GL1 1UB.
 Registered charity numbers 1062746 and SC037786