



# **AVA data submission (2010-11)**

## **Guidance to AVAs**

**(submission due at QAA by 1 December 2011 )**

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## Part 2: Data submission - guidance to AVAs 2010-11

### Introduction

1 QAA collects and publishes statistics about Access to HE to provide information about courses and learners in standard, annual reports such as *Key Statistics* and the *Joint Agency Statistical Report*. The data is also used to provide advice to government bodies and others, as requested. Published reports are available on the Access to HE website ([www.accesstohe.ac.uk/partners/statistics/](http://www.accesstohe.ac.uk/partners/statistics/)).

2 The statistics enable QAA to monitor the development and 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 annual reporting to QAA, and they are considered as part of the AVA review process. AVAs are expected to use the data to monitor and evaluate their own work and to inform their planning and development for Access to HE.

3 QAA relies on data submissions made by providers to the funding bodies and additional information provided by AVAs and others. The quality of the published data about Access to HE therefore relies on the accuracy and completeness of those contributions.

#### **PLEASE NOTE - important changes for 2011**

##### **Provider and course data (Part A)**

All AVAs will make returns to QAA about providers and courses **by 1 December 2011**. Returns will be made as previously, using a pre-populated web form which is accessed from the Access to HE website. The data is derived from the Access courses database and relates to all QAA-recognised courses. Further detail is given on **pages 4-5**.

##### **Learner and achievement data (Part B)**

- **Access to HE providers that do not make returns to the Data Service** (including providers in Wales): AVAs will continue to collect learner data from these providers and submit it to QAA by **1 December 2011**. AVAs will provide this data using a standard Excel spreadsheet supplied by QAA. There have been some changes in data categories, to maintain consistency between this data and the data that is submitted to the Data Service. Further detail is given on **pages 6-11**.
- **Access to HE course providers that make returns to the Data Service**: from 2011, AVAs in England will **no longer collect** learner data from these providers. Instead, for these providers, the Data Service will supply data directly to AVAs through a suite of reports designed to fulfil QAA's annual monitoring requirements. AVAs will provide an analytical report on all their data (including course and learner data) in **spring 2012**. (Further guidance about this will be provided in autumn 2011.)

In December 2011, all AVAs will therefore make data returns, as follows:

- a) **for English AVAs where all providers make returns to the Data Service**: provider and course data only (Part A only)
- b) **for English AVAs where some providers do not make returns to the Data Service**: provider and course data (Part A) for all courses, and learner and achievement data (Part B) for 'non-Data Service' courses
- c) **in Wales**: provider and course data, and learner and achievement data for all **courses** (Part A and Part B for all courses).

## Part A: Provider and course data

**THIS GUIDANCE APPLIES TO ALL AVAs.**

### Submitting provider and course data to QAA

1 Electronic returns for provider and course data are made **via a web form** on a QAA secure extranet which is located within the AVA administration area of the courses database (<https://www.ava.qaa.ac.uk/>) and may be accessed during October and November 2011. AVA staff can access the extranet by means of a confidential user-specified password which is supplied by QAA.

2 The data submission to QAA should be checked internally by the AVA before the sign-off statement on the web form is completed. (AVAs should report problems relating to accuracy of information on the Access courses database through the usual mechanisms.)

3 Provider and course data should be submitted to QAA by **1 December 2011**.

4 For the purposes of this submission, the following definitions apply.

**Provider** (centre): a 'provider' is an educational institution or other organisation which registers learners on courses for the purposes of funding. Providers that receive public funding, and those that do not, will be included in the AVA's return.

**Course:** a '**course**' is a named Access to HE Diploma (identified by its specific title), approved for delivery by a particular provider/centre, which is listed on QAA's Access courses database. A course consists of a specific set of units governed by rules of combination, which together provide a coherent programme of learning.

- 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 (for example, day and evening) is regarded as a single course.

### Notes on data categories

#### 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 data 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 courses). 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 (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 for which the validation period has not ended.

**New courses recognised** - the number of new courses (not revalidations) which were recognised by the AVA for the first time 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 number 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 (that is, 1.1, 1.2, 1.3) should equal the number given for the main class. Several additional categories have been added to this classification for Access to HE courses which involve combined studies. (See Appendix 1.) Further information about SSAs is available at: [http://www.ofqual.gov.uk/files/8236\\_new\\_sector\\_subject\\_categories.pdf](http://www.ofqual.gov.uk/files/8236_new_sector_subject_categories.pdf).

## **Part B: Learner and achievement data**

### **THIS GUIDANCE APPLIES ONLY TO:**

- Agored Cymru, with respect to all learners registered on Access to HE courses
- AVAs in England, with respect to learners registered on Access to HE courses **which do not make returns to the Data Service.**

### **Submitting learner and achievement data to QAA**

1 AVAs which are required to submit this data (see above) will provide the data in 2011 by completing and submitting a standard pro forma (see Appendix 2 for example) . This will be supplied to AVAs by QAA as an Excel spreadsheet.

2 The data submission relates to students on courses in 2010-11.

3 AVAs should collect data directly from providers' central management information systems, rather than using data collected from course coordinators or tutors, or data which AVAs hold for other purposes.

4 AVAs should set a clear deadline for providers' submission of data which will allow enough time a) for providers to extract the data and b) for AVAs to check the data (see paragraph 12) and submit it to QAA. (Providers will normally be able to supply data early in the academic year, once results from the report year have been confirmed.)

5 AVAs should collect data using the categories given in this guidance (see page 7). AVAs should not amend these categories in their data requests to providers.

**In Wales**, the data will be submitted in the data categories returned by providers to the Department for Children, Education, Lifelong Learning and Skills (DCELLS) in September 2011 (or data in equivalent categories for non-DCELLS data). The data required is identified in this guidance with the field number code provided in the *Lifelong Learning Wales Record user support manual for learning providers 2011/12* (<http://wales.gov.uk/docs/dcells/publications/110617llwrmanual2011V2en.pdf>).

**In England**, the data categories are those used by the Data Service, so that equivalent data is collected from English providers that submit data to the Data Service and those that do not. (In case AVAs or providers want more information about these categories, the notes below give the field number code provided in the 2010-11 Individualised Learner Record Specification (ILR) (<http://www.theia.org.uk/downloads/ilrdocuments/>). This information is provided for reference only.

6 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. **Every attempt should be made to verify and reconcile data received from providers before it is submitted to QAA.** If the AVA has remaining concerns about the quality of the final data, these should be explained in the spring data report.

7 Detailed guidance for completing each section of the pro forma is provided in the notes that follow (see page 7). Please also ensure that:

- all information relates to the academic year 2010-11 (1 Aug 2010 - 31 Jul 2011)
- totals given **within** categories are consistent with totals given **across** categories; all categories of learner profile data should provide an overall total which is the same as the total number of learner registrations (that is, the overall total under section B1)
- all cells are completed (for a nil return enter '0')
- all numeric values are integers
- absolute totals (not percentages) are given throughout.
- figures are added on the sheet 'proforma for compltn' only; the other sheets of the workbook will be filled automatically.

8 For the purposes of this submission, **registered learners** are defined as the number of learners registered on Access to HE courses during the report year. This includes:

- learners registered with the Access to HE qualification as their learning aim at initial registration **and** learners 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 during the report year
- individual learners (not the number learners x learning aims of those learners)
- actual learners (not full-time equivalents).

## Notes on data categories

### B1: Total numbers of learner registrations

Ref **LLWR field LN02**, with reference to LP17 for programme type and LA09/LA10 for start and expected end dates. (ILR field L03, with reference to A09 for learning aim and with reference to ILR field A27 for start date).

**New learners: planned end date before 1 August 2011** - 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.

**New learners: planned end date on or after 1 August 2011** - 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 learners: planned end date before 1 August 2011** - 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.

**Re-registered learners: planned end date on or after 1 August 2011** - 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 2010-11, 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 **LLWR field LN15** (ILR field no L11) - 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 **LLWR field LN17/LN18** (ILR field L12) - the ethnic origin of learners as provided by learners at registration, categorised according to the national census categories used by the Data Service in 2010-11. 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'.

**Gender:** ref **LLWR field LN16** (ILR field L13) - the gender of learners as provided by learners at registration.

### **B3: Learner profile at registration: disadvantage**

Definitions relate to the Data Service's categories provided for eligibility for disadvantage uplift funding. (The Lifelong learning Wales record collects disadvantage information - field LP32 - in relation to programmes supported by European Social Fund funding.)

**From deprived area, as defined by postcode:** (ref ILR field 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 (postcodes on file; postcodes not on file).

**Not eligible/unknown for disadvantage uplift:** (ref ILR field 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.

**Other LSC-defined disadvantage:** (ref ILR field L32, entries 71, 73, 96 and 98) - the number of registered Access to HE learners for whom uplift funding was claimed for reasons other than their postcodes.

### **B4: Learner profile at registration: disability and learning difficulty**

The Data Service and DCELLS collect information about different types of disability and learning difficulty.

**Disability/ies:** ref LLWR field LP29 (ILR field L15) - the number of registered learners who, according to their own assessment, had a disability or disabilities.

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

**Learning difficulty/ies:** ref LLWR field LP31 (ILR field L16) - the number of registered learners who, according to their own assessment, had a learning difficulty or difficulties.

**No disability/ies or learning difficulty/ies** - 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.

## **Part C: Learner completion, achievement and destinations**

### **Notes on data categories**

#### **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 LLWR field LP41, entry 01, informed by LA31 (ILR field A34)

### Break in learning

**Completed course:** ref **LLWR field LP41** entry 01 (ILR field A34, entry 2) - 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 transferred.

**Continuing course:** ref **LLWR field LP41**, entry 00 (ILR field A34, entry 1) - the number of registered learners who returned 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 did 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.

**Transfer to new aim:** ref **LLWR field LP41** entries 03, 12, 13 (ILR field A34, entry 4) - 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.

**Withdrawn from course:** ref **LLWR field P41** entries 02, 04, 05, 06, 07, 08, 09, 10, 11, 14, 15 (ILR field no A34 entry 3) - the number of registered learners who withdrew from the Access to HE course.

**Achievement:** ref **LLWR field AW12** (ILR field A35)

**Achieved (Access to HE qualification awarded)** (ILR 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.

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

**Exam has not yet been taken** (Learning activities are complete and there is an intention to take the exam) (ILR A35, entry 5) - the number of learners who have completed all learning activities but for whom assessment has not yet taken place.

**No achievement** (ILR 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'.

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

**Result not yet known (assessment completed)** (ILR A35, entry 4) - the number of registered learners who have completed their assessment but whose results are not yet known.

### **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 destinations

This section records information about destinations for learners who were recorded under section B1 with planned ends before 1 August 2011, 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 2011'.

**Continuing existing course of study** (ILR 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).

**Unknown** (ILR LP42, entry 99) - the number of registered learners for whom the provider has been unable to identify a destination.

**Economically inactive** (ILR L39, entry 76) - the number of registered learners who are of working age, not employed, not self-employed, not actively seeking work and not in full-time education.

**Entered further education (within FE or HE institution)** (ILR L39, entry 54; LP42, entries 02, 03, 06) - the number of registered learners who progressed to an FE level course, whether delivered within an FE or HE institution.

**Entered higher education (within FE or HE institution)** (ILR L39, entry 55; LP42, entries 04, 05) - the number of registered learners who progressed to an HE course, whether delivered within an HE or FE institution.

**Employment** (ILR L39, entries 10, 53; LP42, entries 07, 08, 10, 12) - the number of registered learners who progressed directly into employment and had not secured a place on a further course in further or higher education. The submission allows employment to be split:

- full-time (entry 10)
- part-time (entry 04).

#### **Missing (not provided)**

**Other** (ILR L39, all other entries; LP42, entries 09, 13, 20) - the number of registered learners whose destination is known, but whose destination does not fit any of the above categories (for example, voluntary work, illness, pregnancy). The submission allows other to be split between unemployed (entry 11), self employed (entry 53), voluntary work (entry 59), death (entry 61), not in education, employment or training (entry 77) and other (entry 97).

## 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 pro forma

Academic year	2010-11
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
<b>1 Health, public services and care (equal to 1.1+1.2+1.3)</b>		
1.1 medicine and dentistry		
1.2 nursing and subjects and vocations allied to medicine		
1.3 other health, public services and care		
<b>2 Science and mathematics</b>		
<b>3 Agriculture, horticulture and animal care</b>		
<b>4 Engineering and manufacturing technologies</b>		
<b>5 Construction, planning and the built environment</b>		
<b>6 Information and communication technology (equal to 6.1+6.2)</b>		
6.1 ICT practitioners		
6.2 other information and communication technology		
<b>7 Retail and commercial enterprise</b>		
<b>8 Leisure, travel and tourism</b>		

	Courses available	Courses running
<b>9 Arts, media and publishing (equal to 9.1+9.2)</b>		
9.1 crafts, creative arts and design		
9.2 other arts, media and publishing		
<b>10 History, philosophy and theology</b>		
<b>11 Social sciences (equal to 11.1+11.2)</b>		
11.1 sociology and social policy		
11.2 other social sciences		
<b>12 Languages, literature and culture</b>		
<b>13 Education and training (equal to 13.1+13.2)</b>		
13.1 teaching and lecturing		
13.2 other education and training		
<b>14 Preparation for life and work</b>		
<b>15 Business, administration and law (equal to 15.1+15.2)</b>		
15.1 business management		
15.2 other business, administration and law		
<b>Z1 Combined arts</b>		
<b>Z2 Combined sciences</b>		
<b>Z3 Combined social sciences</b>		
<b>Z4 Science combined with social studies/arts</b>		
<b>Z5 Social studies combined with arts</b>		
<b>Z6 Other general and combined studies</b>		
<b>Total</b>		

## 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	
New learners registered: planned end date on or after 1 August	
Re-registered (same programme): planned end date before 1 August	
Re-registered (same programme): planned end date on or after 1 August	
Total	

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## Data submission guidance to AVAs 2010-11

### 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		
Any other																				
Asian or Asian British - any other Asian background																				
Asian or Asian British - Bangladeshi																				
Asian or Asian British - Indian																				
Asian or Asian British - Pakistani																				
Black or Black British - African																				
Black or Black British - any other Black background																				
Black or Black British - Caribbean																				
Chinese																				
Mixed - any other Mixed background																				
Mixed - White and Asian																				
Mixed - White and Black African																				
Mixed - White and Black Caribbean																				
Not known/not provided																				
White - any other White background																				
White - British																				
White - Irish																				
<b>Total</b>																				<b>Grand total</b>

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B3 Learner profile at registration: disadvantage

From deprived area (postcode not on file)	
From deprived area (postcode on file)	
Not eligible/unknown for disadvantage uplift	
Other LSC-defined disadvantage	
Total (of all registrations)	

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B4 Learner profile at registration: disability and learning difficulty

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

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## Section C: Learner achievement

C1 Learner completion/achievement

Achievement	Completion status					Grand total
	Break in learning	Completed	Continuing	Transfer to new aim	Withdrawn	
Total						
Achieved						
Continuing						
Exam not yet taken						
No achievement						
Partial achievement						
Result not yet known						

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## C2 Learner registration and awards

	Registered learners	Access to HE qualifications awarded
<b>1 Health, public services and care (equal to 1.1+1.2+1.3)</b>		
1.1 medicine and dentistry		
1.2 nursing and subjects and vocations allied to medicine		
1.3 other health, public services and care		
<b>2 Science and mathematics</b>		
<b>3 Agriculture, horticulture and animal care</b>		
<b>4 Engineering and manufacturing technologies</b>		
<b>5 Construction, planning and the built environment</b>		
<b>6 Information and communication technology (equal to 6.1+6.2)</b>		
6.1 ICT practitioners		
6.2 Other information and communication technology		
<b>7 Retail and commercial enterprise</b>		
<b>8 Leisure, travel and tourism</b>		
<b>9 Arts, media and publishing (equal to 9.1+9.2)</b>		
9.1 Crafts, creative arts and design		
9.2 Other arts, media and publishing		
<b>10 History, philosophy and theology</b>		
<b>11 Social sciences (equal to 11.1+11.2)</b>		
11.1 Sociology and social policy		
11.2 Other social sciences		
<b>12 Languages, literature and culture</b>		
<b>13 Education and training (equal to 13.1+13.2)</b>		
13.1 Teaching and lecturing		
13.2 Other education and training		
<b>14 Preparation for life and work</b>		
<b>15 Business, administration and law (equal to 15.1+15.2)</b>		
15.1 Business management		
15.2 Other business, administration and law		
<b>Z1 Combined arts</b>		
<b>Z2 Combined sciences</b>		
<b>Z3 Combined social sciences</b>		

	Registered learners	Access to HE qualifications awarded
<b>Z4 Science combined with social studies/arts</b>		
<b>Z5 Social studies combined with arts</b>		
<b>Z6 Other general and combined studies</b>		
<b>Total</b>		

C3 Learner destinations

	Registered learners	Access to HE qualifications
Continuing Existing Programme Of Learning		
Death		
Destination unknown		
Economically inactive		
Entered further education		
Entered higher education		
Found voluntary work		
Full-time employment		
Full-time education or training (not FE or HE)		
Missing (not applicable/not known)		
Not in education, employment or training		
Other		
Part-time employment		
Self-employed		
Unemployed		
<b>Total</b>		

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**QAA**

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**Registered charity numbers 1062746 and SC037786**