

## The Quality Assurance Agency for Higher Education



### Access to HE statistics summary (2001-02)

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#### Introduction

The data presented below summarises the statistics received in December 2002 from the authorised validating agencies (AVAs), licensed by QAA to recognise Access programmes in England and Wales. It relates to Access programmes and students in the academic year 2001-02.

While data for all four years is presented here for information, because of the weaknesses in previous years' data, comparisons between the four years' data should be made with caution, particularly where numbers involved suggest small increases or decreases: relatively minor changes - sometimes within a single AVA - can suggest a more significant change than is necessarily present. In addition, some sections of the data request continue to provide inconsistent data - either within or between AVAs - and the need to produce more robust data in all areas has informed the future development of the data request to AVAs.

Between 2000-1 and 2001-02 there was a decrease in the number of AVAs reporting to QAA from 30 to 27, resulting from the withdrawal of Cheltenham and Gloucester College of HE & Partners Access Agency (CGCHE), Tyne and Border Counties Access Partnership (TBCAP) and Wessex Access Federation (WAF). The provision which was overseen by these AVAs is now the responsibility of other AVAs.

A1 Providers offering Access to HE programmes	2001-02		2000-01		1999-2000		1998-99	
	Totals	% of total	Totals	% of total	Totals	% of total	Totals	% of total
	421		417		448		436	
FE Colleges	334	79%	329	79%	348	78%	333	76%
HE Institutions	17	4%	21	5%	26	6%	28	6%
Sixth Form Colleges	22	5%	19	5%	23	5%	24	6%
Adult/community education centres	24	6%	21	5%	25	5%	31	7%
Schools	2	0%	11	3%	12	3%	8	2%
Other	22	5%	16	4%	14	3%	12	3%
<b>Total</b>	<b>421</b>		<b>417</b>		<b>448</b>		<b>436</b>	
AVA range: lowest number of providers in an AVA	6		4		4			
highest number of providers in an AVA	39		31		36			
Average number of providers in an AVA:								
mean	16		14		14			
median	16		14		12			

With a small increase in the overall number of providers and the withdrawal from the Scheme of three small AVAs (and the re-distribution of providers to other AVAs), the average number of providers in an AVA has risen from 14 to 16. The number of HE institutions acting as providers of Access programmes has reduced steadily from 28 (in 1998-99) to 17 (in 2001-02), while the number of providers recorded in the category of 'other' has risen from 12 to 22 in the same time.

#### A2 Numbers of Access to HE programmes

	2001-02	2000-01	1999-2000	1998-99
	Totals	Totals	Totals	Totals
Programmes available	1,281	1,182	1,238	1,064
Programmes running	961	929	1,022	925
New programmes recognised	259	129	304	133
AVA range: lowest number of programmes running in an AVA	11	5	6	
highest number of programmes running in an AVA	185	129	149	
Average number of programmes running in an AVA:				
mean	36	31	33	
median	24	22	26	

There have been increases in all areas between 2000-01 and 2001-02. The increase in number of programmes available in 2001-02 results in a greater number of programmes than at any time in the last four years.

Although the number of programmes running in 2001-02 in individual AVAs ranges from 11 to 185, two-thirds of AVAs (18) recorded fewer than 30 programmes running.

#### A3 Types of programmes running (designated progression route)

	2001-02		2000-01		1999-2000		1998-99	
	Totals	% of total	Totals	% of total	Totals	% of total	Totals	% of total
Combined/general modular programmes	369	38%	326	34%	340	34%	332	33%
Combined/ general non-modular programmes	17	2%	37	4%	61	6%	47	5%
Medicine and dentistry	5	1%	4	0%	11	1%	10	1%
Biological sciences	15	2%	25	3%	34	3%	24	2%
Physical sciences	31	3%	27	3%	20	2%	20	2%
Engineering and technology	15	2%	19	2%	22	2%	18	2%
Social studies	86	9%	79	8%	82	8%	66	7%
Mass communications and media	22	2%	19	2%	18	2%	17	2%
Humanities	56	6%	79	8%	87	9%	92	9%
Education	50	5%	43	5%	30	3%	18	2%
Subjects allied to medicine	103	11%	87	9%	74	7%	47	5%
Agriculture and related subjects	0	0%	1	0%	2	0%	3	0%
Mathematical sciences & informatics	43	4%	43	5%	38	4%	30	3%
Architecture, building and planning	1	0%	1	0%	3	0%	3	0%
Business and administrative studies	51	5%	48	5%	56	6%	56	6%
Language and related disciplines	3	0%	5	1%	5	1%	7	1%
Creative arts	94	10%	102	11%	114	11%	101	10%

There remains a continuing trend towards combined/general modular programmes. Of non-modular programmes, Subjects allied to medicine shows the biggest growth over four years. Education also shows increases over the four years.

**A4 Modular pathways running (designated progression route)**

	<u>2001-02</u>		<u>2000-01</u>		<u>1999-2000</u>		<u>1998-99</u>	
	<u>Totals</u>	<u>% of total</u>	<u>Totals</u>	<u>% of total</u>	<u>Totals</u>	<u>% of total</u>	<u>Totals</u>	<u>% of total</u>
Modular programme without designated pathway	135	13%	241	22%	205	21%	114	11%
Medicine and dentistry	1	0%	6	1%	0	0%	3	0%
Biological sciences	84	8%	78	7%	71	7%	51	5%
Physical sciences	50	5%	47	4%	50	5%	26	3%
Engineering and technology	19	2%	24	2%	19	2%	20	2%
Social sciences	148	15%	156	14%	138	14%	151	15%
Mass communication and documentation	31	3%	32	3%	28	3%	35	4%
Humanities	153	15%	131	12%	136	14%	157	16%
Education	82	8%	61	6%	45	5%	44	4%
Subjects allied to medicine	108	11%	96	9%	85	9%	61	6%
Agriculture and related subjects	4	0%	4	0%	6	1%	4	0%
Mathematical sciences and informatics	49	5%	40	4%	38	4%	39	4%
Architecture, building and planning	2	0%	6	1%	4	1%	2	0%
Business and administrative studies	79	8%	96	9%	91	9%	97	10%
Language and related disciplines	5	0%	10	1%	7	1%	11	1%
Creative arts	62	6%	64	6%	73	7%	69	7%

After three years' growth in modular programmes without designated pathway, there was a marked decrease in this area between 2000-01 and 2001-02.

There have been increases over the four years in Biological sciences; Education; and Subjects allied to medicine.

	<u>2001-02</u>	<u>2000-01</u>	<u>1999-2000</u>	<u>1998-99</u>
<b>B1 Total number of learner registrations on Access programmes</b>	<b>40,484</b>	<b>38,684</b>	<b>37,729</b>	<b>36,132</b>
AVA range: lowest number of learner registrations in an AVA	203	261	316	
highest number of learner registrations in an AVA	5,679	5,086	5,891	
Average number of learner registrations in an AVA:				
mean	1,499	1,289	1,217	
median	1,151	986	745	
<b>Total number of new learners registered on Access programmes</b>	<b>34,640</b>	<b>33,373</b>	<b>32,762</b>	<b>27,690</b>
AVA range: lowest number of new learners registered in an AVA	195	224	280	
highest number of new learners registered in an AVA	5,363	4,584	5,420	
Average number of new learners registered in an AVA:				
mean	1,283	1,112	1,057	
median	914	828	596	

There has been a continued overall increase in both the total number of Access registrations, and the number of new learner registrations. There is considerable variation in the numbers of Access learners registered with different AVAs, with a small number of AVAs recording much larger numbers of registrations than the others. The variation in size of AVA (indicated under A2) is reflected in the numbers of learners registered by AVAs: 12 AVAs record fewer than 700 learners; nine record between 800 and 1,300; three record between 1,700 and 2,000; and two record over 3,000.

**B2 Learner profile at registration: gender**

	<u>2001-02</u>		<u>2000-01</u>		<u>1999-00</u>		<u>1998-99</u>	
	<u>No of registrations</u>	<u>% of total</u>	<u>No of registrations</u>	<u>% of total</u>	<u>No of registrations</u>	<u>% of total</u>	<u>No of registrations</u>	<u>% of total</u>
Male learners	10,448	26%	10,500	27%	10,344	28%	10,735	30%
Female learners	29,784	74%	27,802	73%	26,492	71%	24,448	70%

The number of male learners registered on programmes has been almost static, nearly all the increase in registrations being accounted for by the increase in female learners. As a result, the proportion of female learners has continued to increase.

	<u>2001-02</u>		<u>2000-01</u>		<u>1999-2000</u>		<u>1998-99</u>	
<b>Learner profile at registration: age (total)</b>	<u>Totals</u>	<u>% of total learners registered</u>	<u>Totals</u>	<u>% of total learners registered</u>	<u>Totals</u>	<u>% of total learners registered</u>	<u>Totals</u>	<u>% of total learners registered</u>
Under 21	1,233	3%	626	2%	736	2%	515	1%
21 - 25	9,883	24%	9,425	24%	9,086	25%	9,028	26%
26 - 35	15,497	38%	15,586	40%	14,551	40%	13,209	38%
36 - 45	8,613	21%	8,546	22%	7,796	21%	6,600	19%
46 - 55	2,016	5%	2,307	6%	1,902	5%	1,777	5%
56 - 65	661	2%	696	2%	504	1%	527	2%
over 65	378	1%	367	1%	273	1%	287	1%
unknown	2,203	5%	752	2%	1,744	5%	2,320	7%

	<u>2001-02</u>		<u>2000-01</u>		<u>1999-2000</u>		<u>1998-99</u>	
<b>Learner profile at registration: age (male)</b>	<u>Totals</u>	<u>% of all male learners registered</u>	<u>Totals</u>	<u>% of all male learners registered</u>	<u>Totals</u>	<u>% of all male learners registered</u>	<u>Totals</u>	<u>% of all male learners registered</u>
Under 21	479	5%	235	2%	316	3%	264	3%
21 - 25	3,162	30%	3,399	32%	3,287	32%	3,505	33%
26 - 35	3,643	35%	3,627	35%	3,618	36%	3,627	35%
36 - 45	1,715	16%	1,884	18%	1,730	17%	1,512	14%
46 - 55	531	5%	658	6%	550	5%	529	5%
56 - 65	207	2%	274	3%	177	2%	186	2%
over 65	147	1%	168	2%	132	1%	146	1%
unknown	564	5%	253	2%	391	4%	743	7%

	<u>2001-02</u>		<u>2000-01</u>		<u>1999-2000</u>		<u>1998-99</u>	
<b>Learner profile at registration: age (female)</b>	<u>Totals</u>	<u>% of all female learners registered</u>	<u>Totals</u>	<u>% of all female learners registered</u>	<u>Totals</u>	<u>% of all female learners registered</u>	<u>Totals</u>	<u>% of all female learners registered</u>
Under 21	754	3%	391	1%	426	2%	251	1%
21 - 25	6,719	23%	6,026	22%	5,829	22%	5,523	23%
26 - 35	11,853	40%	11,958	43%	10,907	42%	9,582	41%
36 - 45	6,895	23%	6,660	24%	6,089	23%	5,088	22%
46 - 55	1,483	5%	1,649	6%	1,385	5%	1,248	5%
56 - 65	454	2%	422	2%	335	1%	341	1%
over 65	231	1%	199	1%	142	1%	141	1%
unknown	1,395	5%	497	2%	919	3%	1,387	6%

After a significant reduction in the number of 'unknowns' between 1999-2000 and 2000-01, this again increased to previous levels in 2001-02. However, while 16 AVAs recorded less than 2% in the 'unknown' category, eight recorded between 2% and 11%, the remaining three all recording more than 17% 'unknown'. The number of under 21s also increased, but the proportions of learners in different age groups has not changed significantly over the four years.

**B3 Learner profile at registration: ethnicity**

	<u>2001-02</u>		<u>2000-01</u>		<u>1999-2000</u>		<u>1998-99</u>	
	<u>Totals</u>	<u>% of total learners registered</u>	<u>Totals</u>	<u>% of total learners registered</u>	<u>Totals</u>	<u>% of total learners registered</u>	<u>Totals</u>	<u>% of total learners registered</u>
Asian of Asian British-Bangladeshi	167	0%	188	0%	145	0%	183	1%
Asian or Asian British-Indian	486	1%	457	1%	492	1%	575	2%
Asian or Asian British-Pakistani	602	1%	513	1%	499	1%	551	2%
Asian or Asian British-any other Asian background	571	1%	1,323	3%	527	1%	387	1%
Black or Black British-African	2,426	6%	2,353	6%	2,203	6%	985	3%
Black or Black British-Caribbean	1,495	4%	1,542	4%	1,507	4%	1,247	4%
Black or Black British-any other Black background	521	1%	612	2%	595	2%	620	2%
Chinese	200	0%	255	1%	261	1%	191	1%
Mixed-White and Asian	19	0%						
Mixed-White and Black African	30	0%						
Mixed-White and Black Caribbean	52	0%						
Mixed-any other mixed background	47	0%						
White-British	25,900	64%	24,776	64%	21,710	60%	21,024	61%
White -Irish	29	0%						
White-Any other White Background any other	837	2%	1,472	4%	1,492	4%	1,373	4%
not known/ not provided	6,315	16%	4,774	12%	3,468	9%	4,225	12%

Male learners	<u>male learners as % of total gender</u>		<u>male learners as % of total gender</u>		<u>male learners as % of total gender</u>		<u>male learners as % of total gender</u>	
	<u>Totals</u>	<u>% of total gender</u>	<u>Totals</u>	<u>% of total gender</u>	<u>Totals</u>	<u>% of total gender</u>	<u>Totals</u>	<u>% of total gender</u>
Asian of Asian British-Bangladeshi	74	44%	104	55%	79	54%	102	56%
Asian or Asian British-Indian	157	32%	165	36%	202	41%	249	43%
Asian or Asian British-Pakistani	252	42%	238	46%	221	44%	243	44%
Asian or Asian British-any other Asian background	272	48%	360	27%	210	40%	148	38%
Black or Black British-African	770	32%	723	31%	754	34%	488	50%
Black or Black British-Caribbean	305	20%	380	25%	364	24%	373	30%
Black or Black British-any other Black background	128	25%	172	28%	171	29%	218	35%
Chinese	85	43%	105	41%	109	42%	80	42%
Mixed-White and Asian	2	11%						
Mixed-White and Black African	3	10%						
Mixed-White and Black Caribbean	16	31%						
Mixed-any other mixed background	15	32%						
White-British	6,054	23%	6,294	25%	6,723	31%	6,928	33%
White -Irish	4	14%						
White-Any other White Background any other	253	30%	487	33%	503	34%	469	34%
not known/ not provided	267	34%	1,472	31%	986	28%	1,054	25%

Female learners	<u>female learners as % of total gender</u>		<u>female learners as % of total gender</u>		<u>female learners as % of total gender</u>		<u>female learners as % of total gender</u>	
	<u>Totals</u>	<u>% of total gender</u>	<u>Totals</u>	<u>% of total gender</u>	<u>Totals</u>	<u>% of total gender</u>	<u>Totals</u>	<u>% of total gender</u>
Asian of Asian British-Bangladeshi	93	56%	84	45%	66	46%	81	44%
Asian or Asian British-Indian	329	68%	292	64%	290	59%	326	57%
Asian or Asian British-Pakistani	350	58%	275	54%	278	56%	308	56%
Asian or Asian British-any other Asian background	299	52%	963	73%	332	63%	245	63%
Black or Black British-African	1,656	68%	1,630	69%	1,449	66%	735	75%
Black or Black British-Caribbean	1,190	80%	1,162	75%	1,143	76%	874	70%
Black or Black British-any other Black background	393	75%	440	72%	424	71%	402	65%
Chinese	115	58%	150	59%	152	58%	111	58%
Mixed-White and Asian	17	89%						
Mixed-White and Black African	27	90%						
Mixed-White and Black Caribbean	36	69%						
Mixed-any other mixed background	32	68%						
White-British	19,839	77%	18,481	75%	18,638	86%	16,953	81%
White -Irish	25	86%						
White-Any other White Background any other	584	70%	984	67%	1,047	70%	954	69%
not known/ not provided	520	66%	3,300	69%	2,094	60%	2,413	57%

The introduction of new categories in 2001-02 makes direct comparisons difficult in a number of areas. One result appears, however, to be a decrease in the number recorded under 'any other'. The proportion recorded under 'not known/not provided' increased, but, again, there were great variations between AVAs: 10 recorded less than 5% 'unknown'; four recorded between 5% and 10%; eight recorded between 10% and 20%; the remaining five recording more than 20% 'unknown', with three of these recording more than 35% 'unknown'.

**B4 Learner profile at registration: disabled**

	<u>Total 2001-02</u>	<u>% of total learners</u>	<u>Total 2000-01</u>	<u>% of total learners</u>	<u>Total 1999-2000</u>	<u>% of total learners</u>	<u>Total 1998-99</u>	<u>% of total learners</u>
Disabled learners	1,553	4%	832	2%	888	2%	779	2%

The number and proportion of learners recorded as disabled almost doubled between 2000-01 and 2001-02.

**C1 Learner achievement: programme**

<b>of study completed</b>	<b>Total 2001-02</b>	<b>% of total learners</b>	<b>Total 2000-01</b>	<b>% of total learners</b>	<b>Total 1999-2000</b>	<b>% of total learners</b>	<b>Total 1998-99</b>	<b>% of total learners</b>
Access of HE certificates awarded	17,085	42%	16,404	42%	17,194	47%	15,276	44%
Partial accreditation awarded	8,218	20%	6,506	17%	8,677	24%	9,719	28%
No accreditation awarded	4,554	11%	4,302	11%	3,767	10%	2,986	9%

The number of students completing the programme but receiving no accreditation increased for the third year running.

There are considerable differences recorded by different AVAs in relation to the percentage of registered learners and completing learners who were awarded Access to HE certificates. This might suggest that definitions of 'registration' and 'completion' are not being applied consistently.

**Learner achievement: programme of study partially completed**

	<b>2001-02</b>		<b>2000-01</b>		<b>1999-2000</b>	
	<b>Total</b>	<b>% registered learners</b>	<b>Total</b>	<b>% registered learners</b>	<b>Totals</b>	<b>% registered learners</b>
Learners intending to return	4,713	12%	4,609	12%	3,471	10%
<b>Certificates awarded as % of total learners registered, less those learners intending to return</b>		<b>2001-02</b>		<b>2000-01</b>		<b>1999-2000</b>
		48%		48%		53%

The number of learners recorded as 'intending to return' showed a further slight increase between 2000-01 and 2001-02. However the proportion of learners registered who were awarded an Access certificate (excluding those intending to return) showed a greater decrease than can be accounted for by the numbers intending to return. This proportion has decreased from 53% in 1999-2000 to 48% in 2001-02, but there is some variation between AVAs: one recorded under 40%; eight recorded 41-50%; eleven recorded 51-60%; six recorded 61-70%; and one recorded over 70%.

**C2 Learner achievement: withdrawals**

	<b>2001-02</b>		<b>2000-01</b>	
	<b>Totals</b>	<b>% registered learners</b>	<b>Totals</b>	<b>% registered learners</b>
Withdrawn with partial accreditation	1,258	3%	1,654	4%
Withdrawn with no accreditation	7,072	17%	4,906	13%

There has been a decrease in the number and proportion of students who are recorded as 'withdrawn with partial accreditation', but significant increase in the proportion of learners withdrawn with no accreditation between 2001-02 and 2000-01.

**D1 Learner progression: intended destination**

	<b>2001-02</b>	<b>2000-01</b>	<b>1999-2000</b>
	<b>Totals</b>	<b>Totals</b>	<b>Totals</b>
Progressing to HE course	10,423	11,332	11,294
Progressing to FE course	2,624	2,644	2,471
Progressing to employment	1,129	1,324	1,482
Other	871	1,439	779
Unknown	12,446	10,529	9,603

The further increase in numbers whose intended destination is 'unknown' makes it difficult to draw meaningful conclusions from changes in other categories.