FOREWORD

This report contains the findings of a survey of post-16 provision (the provision for students in the 16/19 age range) in colleges of further education in Northern Ireland. The survey was undertaken by the Education and Training Inspectorate in the 1998-99 academic year.

This report complements the Inspectorate reports on post-16 provision in post-primary schools in Northern Ireland in the 1997/98 academic year and post-16 provision in training organisations in 1998/99. The report does not include comments on the provision in the Jobskills programme.

At a time of significant change and challenge in the further education system, following the incorporation of the colleges in 1997, the willing co-operation of the principals, directors, the senior staff, the lecturers and the students in the colleges visited during the survey is readily acknowledged. The report provides a baseline against which all of those involved in providing the post-16 curriculum in colleges may evaluate its extent and quality, and plan for future developments.

TJ SHAW CBE
Chief inspector

A number of quantitative terms are used in the report to comment of aspects of post-16 provision in the training organisations visited. In percentages, the terms correspond as follows:

more than 90%	-	almost/nearly all
75% to 90%	-	most
50% to 74%	-	a majority
30% to 49%	-	a significant minority
10% to 29%	-	a minority
less than 10%	-	very few/a small number.

1. SUMMARY OF MAIN FINDINGS

1.1 Six colleges have curriculum policies which reflect their aims and which take account of the recommendations of the "Framework for Choice" document. Only three of the colleges, however, are actively considering the implications of the "Qualifying for Success" document for their own provision.

1.2 There is much variation within and between the colleges in the extent to which additional studies and careers guidance are provided.

1.3 Five colleges have not given sufficient attention to methods of broadening the curriculum by offering an extensive range of courses to complement and supplement main studies. The narrowness of the provision in the programmes of most post-16 students is a major concern.

1.4 Six of the eight colleges are giving considerable attention to the provision of key skills for their students.

1.5 Careers education and guidance is well developed in six of the colleges but it is not as good as it should be in the other two.

1.6 There is considerable variation in the colleges' entry requirements for students enrolling on Advanced GNVQ programmes.

1.7 The quality of the personal support provided for the students is good in all the colleges surveyed. In particular, the colleges provide useful induction programmes and valuable personal guidance for their students.

1.8 The majority of the students attending the classes visited are responsive, motivated and interested in their studies.

1.9 In seven of the eight colleges, the vast majority of the students receive effective guidance on managing their own learning through, for instance, the use of flexible learning materials.

1.10 In three colleges a significant number of the students have not yet come to terms with the discipline of private study and have not developed appropriate study skills.

1.11 In five of the colleges surveyed, information and communication technology (ICT) is not used widely to enhance or support the students' learning.

1.12 The standards of the students' learning in the programmes surveyed are generally satisfactory and, on occasions good. There are poor standards in repeat GCSE classes.

1.13 In a majority of the lessons observed the teaching was characterised by careful planning and preparation by the lecturers, challenging tasks and appropriately paced work which was well-matched to the needs and abilities of the students.

1.14 The quality of planning for the key skills is good in six of the colleges visited.

1.15 Teaching strategies which promote the students' independence and creativity were observed in five colleges.

1.16 In five colleges the outcomes from the assessment procedures have a significant influence on teaching and learning.

1.17 There are major accommodation deficiencies in half of the colleges and the facilities for private study are poor in five of the colleges.

1.18 Many students and staff do not have access to appropriate facilities to consolidate and extend their skills in ICT.

1.19 The management roles and responsibilities for post-16 provision are clear and appropriate in six colleges.

1.20 The quality of the monitoring and evaluation of the effectiveness of the post-16 provision is poor in five colleges.

1.21 Five of the colleges make little or no use of the students' previous examination results to predict performance in post-16 examinations. There is little evidence in these colleges of the use of performance indicators or target-setting to assist the students in their goal of reaching higher level qualifications.

1.22 In general, the colleges do not have a firm hold on their students' overall performance in final examinations.

1.23 In the majority of colleges, course reviews at departmental or whole college level are insufficiently rigorous to address under-achievement and poor retention rates.

2. RECENT DEVELOPMENTS IN POST-16 PROVISION IN COLLEGES OF FURTHER EDUCATION

2.1 Educational reform legislation, introduced in 1989/90, delegated post-primary schools with almost full responsibility for the deployment of their own resources to enable them to meet the needs and aspirations of their pupils. The legislation necessitated a review of Circular 1983/17 "Full-time Education beyond School Leaving Age - Extended Courses in Secondary

Schools." This circular directed that schools should only offer post-16 provision if certain criteria relating to capacity and choice were met. A rigorous application of the policy on extended course provision was no longer appropriate, although the approaches underpinning this policy are still considered valid and important.

2.2 One outcome of these changed circumstances was a substantial increase in the number of pupils remaining at school to pursue post-16 courses. In the period from 1991 to 1998 the percentage of the total population of 17 year olds remaining at school has increased from 31.6% to 40.8%. This consequent change had profound implications for post-16 provision in colleges of further education.

2.3 The debate on post-16 provision in schools and colleges has continued, encouraged and informed at intervals by important and influential position papers and consultative documents, including the following:

"The Curriculum for 14-19 Year Olds - A Framework for Choice" (DENI 1992)

"A Joint Education and Training Strategy for 14-19 Year Olds" (DENI T&EA 1995)

"Review of 16-19 Qualifications" (Sir Ron Dearing HMSO 1996)

"Qualifying for Success" (DfEE, DENI and Welsh Office 1997)

2.4 The underlying theme of these documents is the entitlement of all young people in the 16-19 age group to a range of high quality educational programmes with inbuilt breadth, balance and coherence within a common, unified framework and which provide continuity and progression from the statutory pre-16 curriculum.

2.5 A post-16 programme has breadth and balance if it incorporates main and additional studies, key skills and careers guidance. Main studies may comprise GCE A-level courses, General National Vocational Qualifications (GNVQ) courses, National Vocational Qualifications (NVQ) courses or other vocational courses. The additional studies should enable the students to broaden their experience, support or supplement knowledge of an aspect of their main studies, or gain a new skill or competence. They may be drawn from a variety of courses, units or subjects at different levels, and are not always examined formally. The key skills referred to are communication, application of number, information technology (IT), working with others, improving own learning and performance, and problem-solving. The inclusion of careers guidance in post-16 provision is intended to enable young people to make decisions related to their further studies and/or careers, and to engage in action-planning (related to their existing course and/or to their emerging aspirations) and in target-setting (within their existing course).

2.6 In its consultation paper on the future of post-16 qualifications "Qualifying for Success", the Government expresses its commitment to broaden the scope of the GCE A-level examinations and to upgrade vocational qualifications, ensuring that both have rigorously high standards and incorporate within them appropriate key skills. There is also a commitment to establish an overarching certificate to acknowledge achievement across all post-16 qualifications.

2.7 The survey of post-16 provision in colleges of further education was undertaken by the Education and Training Inspectorate in the 1998/99 academic year. Eight of the 17 colleges were included in the survey. The colleges visited are included in Appendix 1. The survey encompassed a wide range of vocational areas and subjects broadly representative of the current post-16 provision in the colleges and some 93 lessons were seen. In the course of their visits, the inspectors had discussions with approximately 90 lecturers and about 170 students.

2.8 This report indicates the extent to which the colleges provide a broad, coherent curriculum which meets fully the needs and aspirations of all of their post-16 students and the extent to which this provision is contributing to the needs of the economy of Northern Ireland.

2.9 The report provides an insight into the extent to which the colleges fulfil the criteria for effective post-16 provision and highlights areas where improvements need to be made.

3. CURRICULUM, ORGANISATION AND MANAGEMENT

3.1 All the colleges have in place appropriate aims to meet the needs and aspirations of young people in the 16-19 age range; the aims include the provision of a broad, balanced and flexible curriculum with a variety of qualifications and progression routes to further study or employment. Six colleges have curriculum policies which reflect their aims and which take account of the recommendations of the "Framework for Choice" document. There is a wide variation in the extent to which the colleges have translated their aims into college-wide curriculum policies and day-to-day practice. In most instances the policies refer to the variety of the curricular provision available, ranging from foundation level programmes to advanced programmes across a broad spread of vocational areas. Two of the colleges have no written curriculum policies to complement their overall aims, and to shape and help monitor their provision. Only three colleges are actively considering the implications of the "Qualifying for Success" document for their own provision.

3.2 All the colleges provide programmes of main studies which include NVQ, GNVQ, GCE-A level or repeat GCSE courses. There is much variation within and between the colleges in the extent to which additional studies, key skills and careers guidance are provided. In one college, for example, the individual heads of school have considerable autonomy in determining the post-16 provision and, as a consequence, there is little coherence in the overall post-16 curriculum.

3.3 The time allocated to the main studies component of a student's curriculum is appropriate in most courses. All the colleges endeavour to maintain economically viable class sizes and optimise class contact time. In a few instances, however, the college management is not aware of class contact times and the enrolment on courses. This oversight has considerable implications for the efficient and effective deployment of resources and the administration of the colleges.

3.4 There is considerable variation in the provision of additional studies in the courses surveyed. Five colleges have not given sufficient attention to methods of broadening the curriculum by offering an extensive range of courses to complement and supplement main studies**.** The provision is particularly weak for students studying GCE A-level courses as main studies.

3.5 A suitably wide range of additional studies is provided in only three of the colleges surveyed; in a rural college for example, students on an Advanced GNVQ programme in construction and the built environment benefited from studying an accredited course in Autocad. In contrast, many examples of excessively narrow programmes were observed during the survey. In one instance, a student on an Advanced GNVQ art and design programme took GCE A-level art as part of additional studies. The narrowness of the provision in the programmes of most post-16 students is a major concern. Overall, the colleges give an excessively high priority to the minimal entrance requirements of the higher education institutions rather than the skills that the students require to succeed in higher education.

3.6 Six colleges give considerable attention to the provision of key skills for their students**.** In one college, for example, the key skills support unit worked with the personal tutors who took responsibility for the development of the key skills across the college. The provision of key skills is further developed in GNVQ and NVQ programmes than GCE programmes; there is no evidence that the colleges have considered the place of key skills in the latter programmes.

3.7 Careers education and guidance is well developed in six colleges but in the other two, it is not as good as it should be. In the best practice, the students devised useful career action plans based on their interests and qualifications; they made good use of the careers library and structured meetings with college careers advisers. In other instances, there was an excessive concentration on the preparation of the students for full-time higher education courses, rather than on the whole spectrum of progression routes, including employment.

3.8 The opportunities for the students to engage in physical education and/or recreation are under-developed in four of the colleges. A few colleges organise team games such as soccer, Gaelic football and netball but only a small fraction of the students participate. A few colleges offer useful courses in health education. In one instance, helpful health education courses are provided for all the students and relevant topics such as drugs and sex education are discussed.

3.9 There is considerable variation in the colleges' entry requirements for advanced GNVQ programmes**.** There is evidence that students are accepted on advanced programmes without the minimum of four or five grade Cs in GCSE subjects, or an equivalent qualification. The standards achieved by these students at the end of their courses are generally poor.

4. QUALITY OF LEARNING AND TEACHING AND STANDARDS

4.1 The quality of the personal support provided for the students is good in all the colleges. In particular, the colleges provide useful induction programmes and valuable personal guidance for their students. Six of the colleges use effectively personal action-planning to enhance the students' learning. Individualised Student Learner Agreements (ISLAs) have recently been introduced on a trial basis by all colleges to a minimum of six full-time courses and there is evidence that the ISLAs have made a positive contribution to the quality of the students' planning and to their motivation.

4.2 The majority of the students are responsive, motivated and interested in their studies. There is, however, an unacceptably high drop-out rate on many courses, particularly in the first term of the academic year. In a large rural college, for example, only a minority of students, taking repeat GCSEs as a main course of study sit the final examination.

4.3 In seven colleges, the vast majority of the students receive effective guidance on managing their own learning through, for instance, the use of flexible learning materials. There is, however, a considerable variation in the use of flexible learning materials across vocational areas and in the various learning programmes.

4.4 In three colleges a significant number of the students have not yet come to terms with the discipline of private study and have not developed appropriate study skills. As a consequence, these students fail to benefit fully from their opportunities at college. In contrast, many GNVQ students are developing good study skills through assignment-based learning. In six colleges, good examples were observed of the students working collaboratively on interesting and challenging tasks.

4.5 In five colleges, ICT is not used widely to enhance or support the students' learning. There is a considerable variation in the students' use of ICT both within individual departments and across the colleges. In the best practice, ICT is integrated effectively into teaching and learning. In a rural college, for example, social care students made good use of well-chosen learning materials placed on the college Intranet. In another college, students on construction courses used spreadsheets effectively to calculate heat losses from buildings. Special funding made available to colleges by the Department of Education through the Further Education Programme has made a positive contribution to the improvement of ICT facilities available for the students.

4.6 The standards of the students' learning in the programmes are generally satisfactory and, on occasions good. The standards are highest in classes where the lecturers set challenging tasks which stimulate the students' interest. There are poor standards in repeat GCSE classes where the students are often poorly motivated and unsure of their progression routes, and in a few GNVQ intermediate classes in business where the students' understanding of key business and administrative concepts is weak.

4.7 The lecturers in the areas surveyed are well qualified and experienced. All hold appropriate academic qualifications and most have relevant vocational experience but in a significant minority of instances their vocational experience is dated.

4.8 In the majority of the lessons observed the teaching is characterised by careful planning and preparation, challenging tasks and appropriately paced work which is well matched to the needs and abilities of the students. In addition, nearly all lecturers have sufficiently high expectations of their students. In a small number of the lessons inappropriate teaching approaches failed to motivate or interest the students; for example, in one lesson observed a lecturer read a passage taken from the Internet, to a group of students for 30 minutes without comment, explanation or discussion.

4.9 In six colleges a broad range of assessment procedures is used. This includes assignments, phase tests, project work and internal and external examinations. A feature in one college was the extent of involvement of the parents and the annual meeting provided them with opportunities to discuss the students' progress with the lecturers. The marking of assignments is rigorous in most cases and the students generally understand the criteria which are used to grade their work.

4.10 In five colleges the outcomes from the assessment procedures have a significant influence on teaching and learning. In the best practice, the lecturers provide the students with regular feedback on their progress, following which the students devise action plans to address the issues raised. In one college the outcomes of an early assessment of the work of a group of advanced GNVQ students identified those who would benefit from a either a 12 or an 18 unit award. In three colleges the outcomes of assessment are not well used to inform teaching and learning.

4.11 There is a wide variation in the quality of the accommodation for teaching and learning in the colleges. While the provision in the more recently constructed buildings greatly facilitates the work, there are major accommodation deficiencies in half of the colleges. Many classes are taught in accommodation which is bleak and not fit for purpose. The provision of suitable recreational and canteen facilities for students is a major weakness in the majority of colleges.

4.12 Most colleges have improved their libraries in recent years, however, the facilities for private study are poor in five colleges.

4.13 The provision of modern computer hardware and software varies significantly both within and across colleges. Management strategies which promote the use of ICT by all the students are partially successful. Too many students and staff do not have access to appropriate facilities to consolidate and extend their skills in ICT.

5. MANAGEMENT

5.1 The management roles and responsibilities for post-16 provision are clear and appropriate in six colleges. In the best practice the senior management teams have devised useful development plans which include strategies for the development of their post-16 provision. There are significant weaknesses in the other two colleges.

5.2 The quality of the monitoring and evaluation of the effectiveness of the post-16 provision is poor in five colleges**.** Good practice was observed in the other three colleges; in one college, for example, a thorough quality assurance system which includes a detailed and effective course review process is in place.

5.3 Five colleges make little use of the students' previous examination results to predict performance in post-16 examinations. There is little evidence in these colleges, of the use of performance indicators or target-setting to assist the students in their goal of reaching higher standards. By contrast, in the other three colleges, examinations results are analysed against set targets and the course review documentation requires statistical and written comments on the extent to which the set targets are met.

5.4 In general, the colleges do not have a firm hold on their students' overall performance in final examinations. Information on retention and success rates in whole courses and/or in individual units within these courses is not used analytically to monitor and evaluate the quality of learning. In the majority of colleges, course reviews at departmental or whole college level are insufficiently rigorous to address under achievement and poor retention rates. This is a major weakness.

6. ISSUES FOR ACTION

6.1 There is a need to broaden the curriculum provided for most post-16 students.

6.2 Careers education and guidance should receive a higher profile in all colleges.

6.3 There is a need for greater consistency in the colleges' entry requirements for GNVQ advanced programmes.

6.4 ICT should be used more widely to enhance or support the students' learning.

6.5 There is a need to increase access to appropriate ICT facilities for both staff and students.

6.6 Given the poor standards of the students' learning repeat GCSE programmes should be discontinued in the FE sector.

6.7 There is a need for more effective monitoring and evaluation of the effectiveness of the post-16 provision in colleges.

6.8 The colleges need to make better use of performance indicators to assist the students in their goal of reaching higher standards.

6.9 There is a need for the colleges to record and analyse the students' overall performance in final examinations.

6.10 Course reviews at departmental or whole college level need to address under achievement and poor retention rates.

6.11 Males are underrepresented in post-16 courses in colleges; management needs to address this issue through appropriate recruitment strategies.

6.12 The majority of enrolments for 16/19 students on vocational programmes are in administration, business and health and social care. This imbalance needs to be addressed.

6.13 The areas of engineering, including manufacturing, and information technology courses have a low enrolments in FE, in spite of their importance to business and commerce in Northern Ireland.

6.14 There is considerable overlap between BTEC national provision and GNVQ provision in most areas. The colleges should offer GNVQ programmes where they are available.

APPENDIX 1

THE COLLEGES INCLUDED IN THE SURVEY

Armagh College of Further Education
Causeway Institute of Further and Higher Education
East Down Institute of Further and Higher Education
Fermanagh College
Lisburn Institute of Further and Higher Education
Newry College of Further Education
North East Institute of Further and Higher Education
North West Institute of Further and Higher Education

APPENDIX 2

QUANTITATIVE SURVEY OF POST-16 ON PROVISION IN COLLEGES OF FURTHER EDUCATION

The quantitative survey into post-16 provision in colleges of further education in Northern Ireland was undertaken by Price Waterhouse Coopers. The main findings of this survey are given below.

* The provision of courses for students in the 16/19 age range is the major part of the work of FE.

There were 29,273 enrolments on part-time and full-time courses in the FE sector in the 96/97 academic year. About 17200 (59%) of this total were 16/19 year olds. (These figures do not include Jobskills trainees) (Figure 1)

* The majority of students in the 16/19 age range are female.

Sixty-one percent of the total enrolments were female; in the 16-19 age range this was 60 %. (Figure 1)

* The majority of enrolments for 16/19 students on vocational programmes are in administration, business and health and social care. The vast majority of students on these courses are female.

Twenty-nine percent of the 16/19 students were enrolled in administration and business courses, 14% on health and social care courses and 11% on hospitality and catering courses. (figure 1)

* There are low enrolments on information technology courses in spite of their importance to business and commerce in Northern Ireland.

Only 865 students were enrolled on IT courses. This is less than 2% of the total enrolment. (figure 1)

* The vocational areas of engineering (including manufacturing) account for only 6 % of the total enrolments of 16/19 year olds in FE.

Figure 1 shows that the total enrolment in mechanical engineering and manufacturing is only about 2200 students.

* GCE and GCSE are popular full-time courses in FE.

About 20% of full-time 16/19 students are on GCE courses and 7% of full-time students are on GCSE courses. (figure 1)

* Most students in the 16/19 age range are on full-time programmes

Within the 16/19 cohort 74% of the students were on full-time programmes, 20% on part-time day and 6% were on part-time evening courses. (Figure 2)

* GNVQ programmes are the most popular form of provision for 16/19 year olds in the FE sector.

Figure 3 shows the percentage enrolments on each type of programme:-

> GNVQ 32%; BTEC 12% (other than GNVQ); NVQ 8%; other vocational qualifications 28%; GCE 15%; and GCSE 5%.

* GNVQ programmes are the main form of full-time provision for post-16 students in the FE sector.

Figure 4 shows that 42% of the full-time students were on GNVQ programmes; 15% on BTEC programmes other than GNVQ, 9% on NVQ programmes, 20% were on GCE courses, 7% were on GCSE courses and 6% were on other vocational programmes.

* Most enrolments on part-time day and evening courses are on other vocational programmes. Only a small proportion are on NVQ programmes.

Figure 4 shows that 90% of part-time students were on other vocational programmes and only 6% on NVQ programmes.

OTHER INFORMATION FROM GRAPHS

- There are 1500 NVQ enrolments in FE which are not funded through the Jobskills programme. (figure 3)
- There are less than 4000 part-time day enrolments; this suggests that day release from industry is falling; part-time study is an essential element in the promotion of lifelong learning. (figure 2)
- The majority of GNVQ students are on level 3 programmes. (figure 6)
- Most enrolments in NVQ programmes in FE are in administration and secretarial, hotel and catering, hairdressing and beauty therapy and almost all are female. There are few engineering students on NVQ programmes in FE. (figure 7)
- Over 70% of NVQ students follow level 2 programmes and only 20% are on level 3 programmes. (figure 8) The poor progression rates from level 2 to level 3 has implications for lifelong learning.

- The majority of NVQ students attend on a full-time basis. (figure 9)

- There is considerable overlap between BTEC national provision and GNVQ provision in most areas. (figure 10). Not all colleges are following the DENI guidance to offer GNVQ courses where they are available.

- The vast majority of 16/19 year olds taking BTEC programmes are on level 3 programmes. (figure 11)

- Business and administration are the largest areas offering other vocational qualifications. (figure 12).

- Most other vocational programmes are at level 3, closely followed by level 2. (figure 13)

FIGURE 1

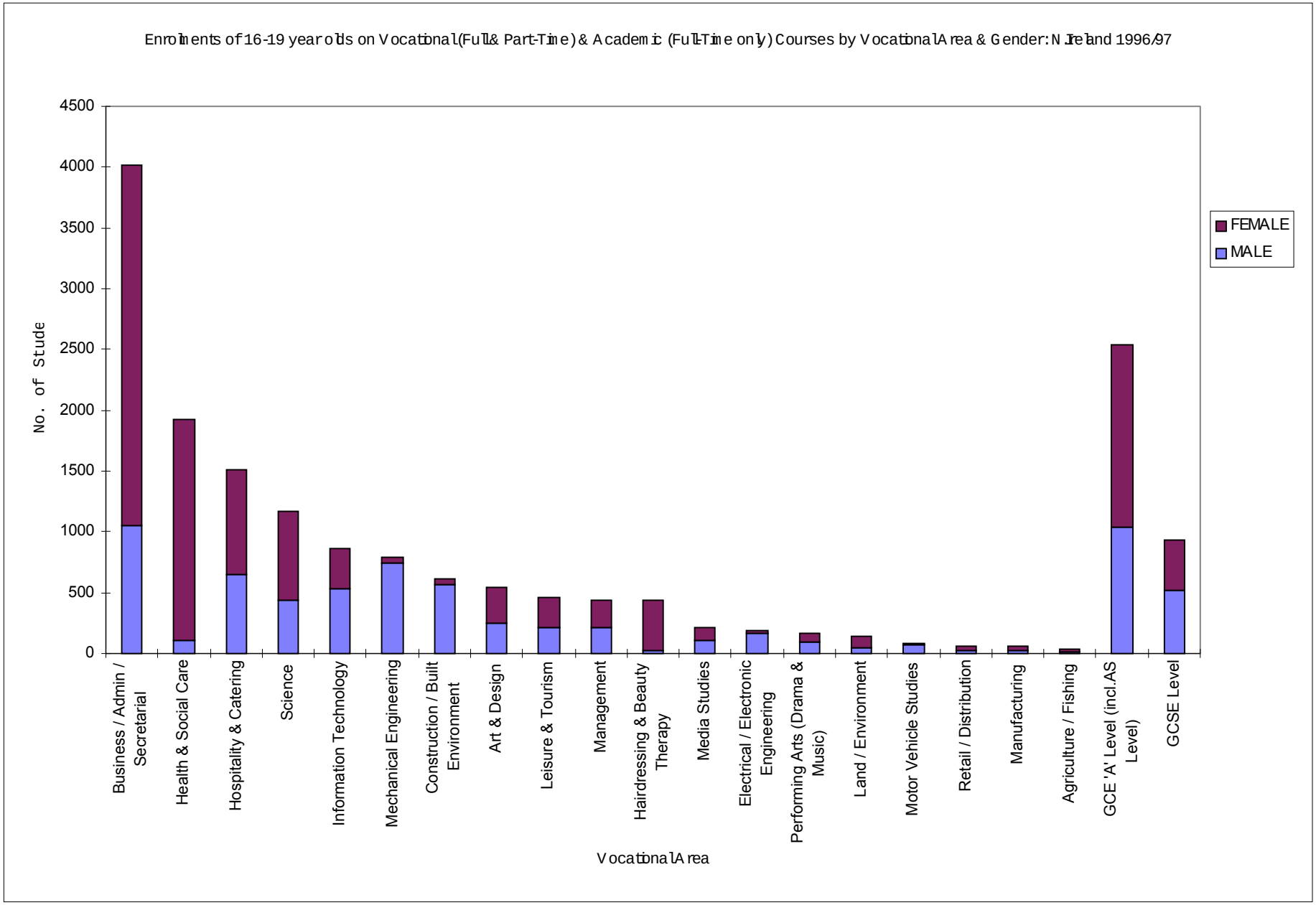

Enrolments of 16-19 year olds on Vocational (Full & Part-Time) & Academic (Full-Time only) Courses by Vocational Area & Gender: N.Ireland 1996/97
No. of Stude
4500
4000
3500
3000
2500
2000
1500
1000
500
0
FEMALE
MALE
Business / Admin / Secretarial
Health & Social Care
Hospitality & Catering
Science
Information Technology
Mechanical Engineering
Construction / Built Environment
Art & Design
Leisure & Tourism
Management
Hairdressing & Beauty Therapy
Media Studies
Electrical / Electronic Engineering
Performing Arts (Drama & Music)
Land / Environment
Motor Vehicle Studies
Retail / Distribution
Manufacturing
Agriculture / Fishing
GCE 'A' Level (incl.AS Level)
GCSE Level
Vocational Area

FIGURE 2

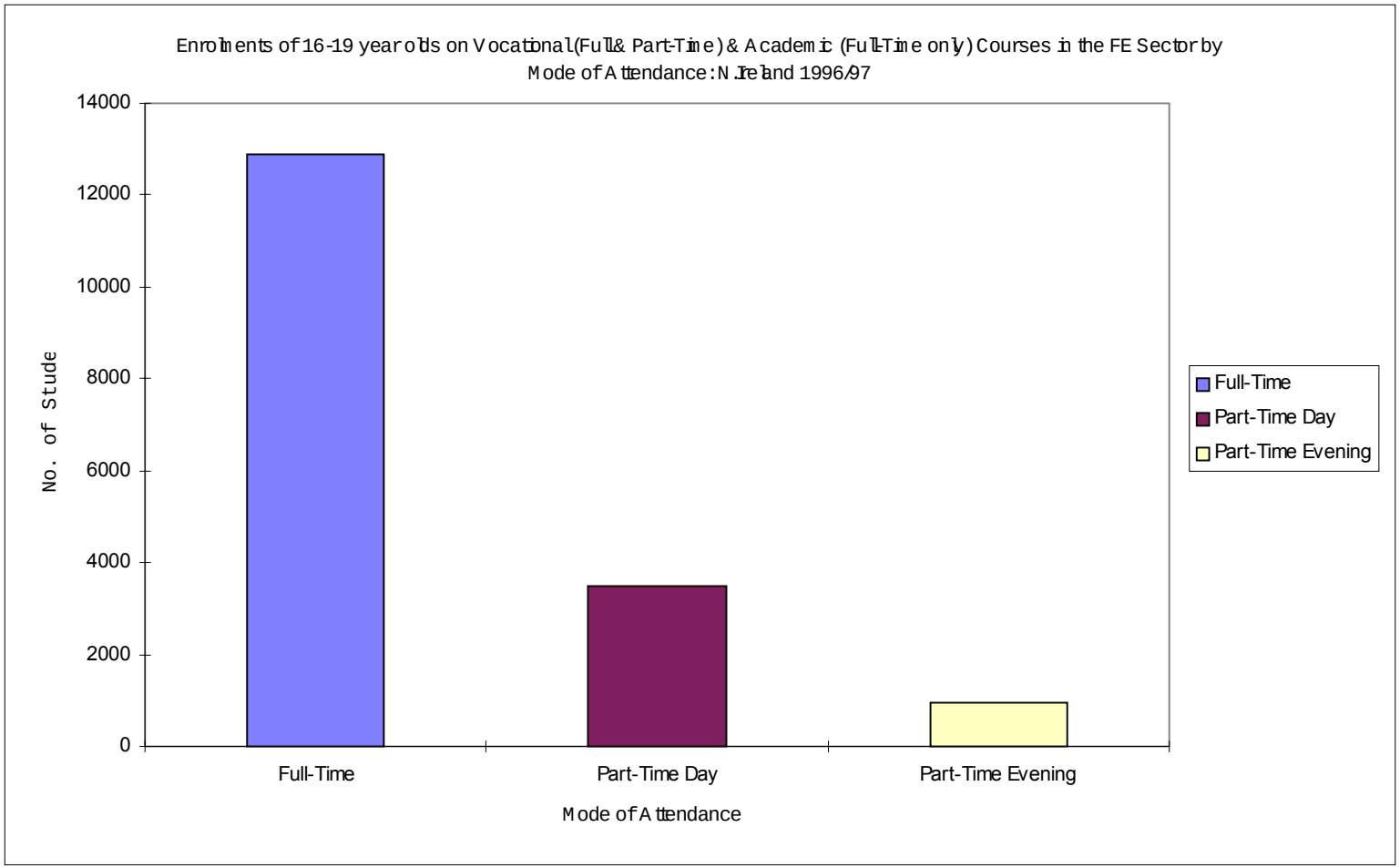

Enrolments of 16-19 year olds on Vocational (Full & Part-Time) & Academic (Full-Time only) Courses in the FE Sector by Mode of Attendance: N.Ireland 1996/97
No. of Stude
14000
12000
10000
8000
6000
4000
2000
0
Full-Time
Part-Time Day
Part-Time Evening
Mode of Attendance
Full-Time
Part-Time Day
Part-Time Evening

FIGURE 3

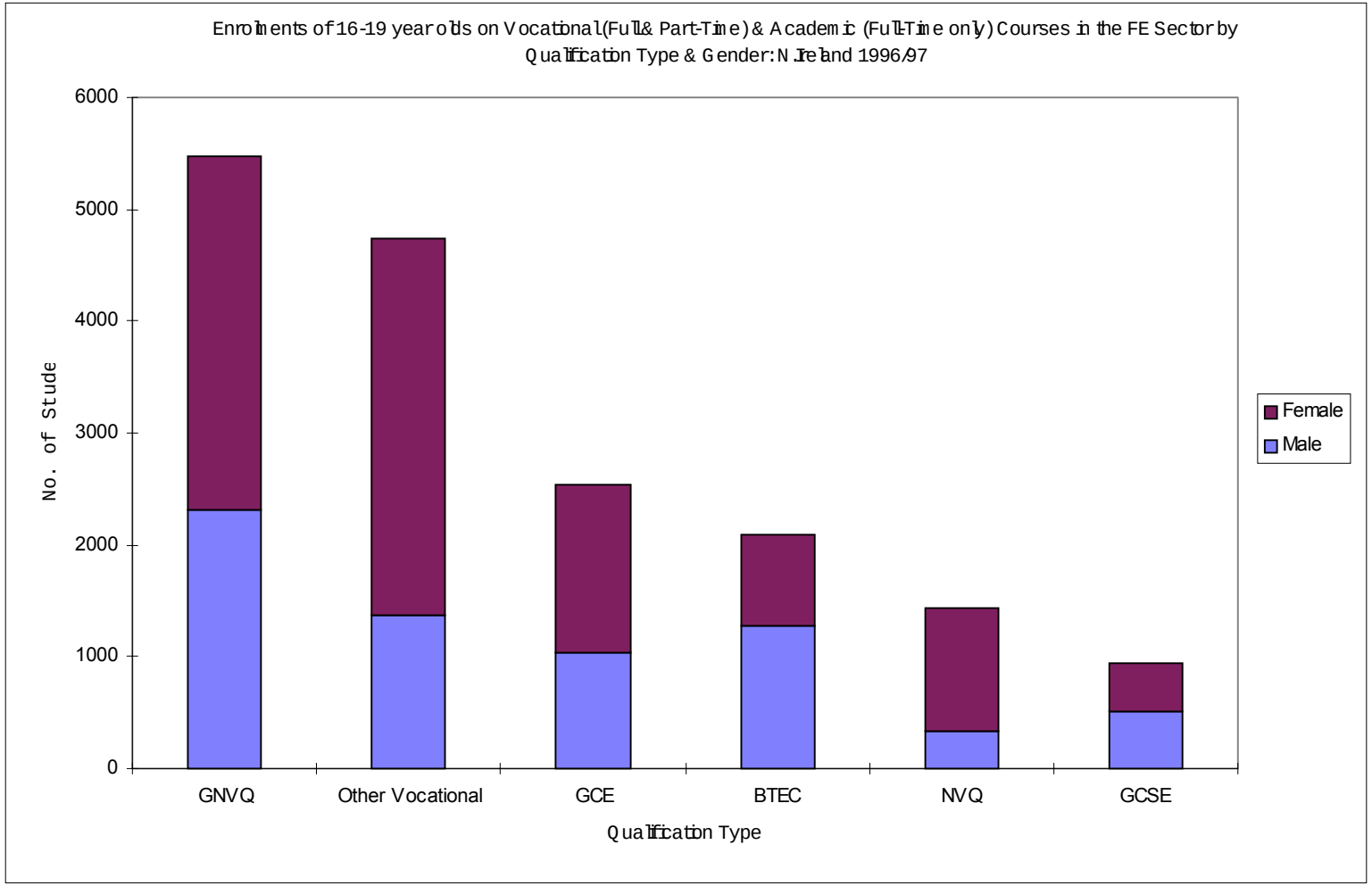

Enrolments of 16-19 year olds on Vocational (Full & Part-Time) & Academic (Full-Time only) Courses in the FE Sector by Qualification Type & Gender: N.Ireland 1996/97
No. of Stude
6000
5000
4000
3000
2000
1000
0
GNVQ
Other Vocational
GCE
BTEC
NVQ
GCSE
Qualification Type
Female
Male

FIGURE 4

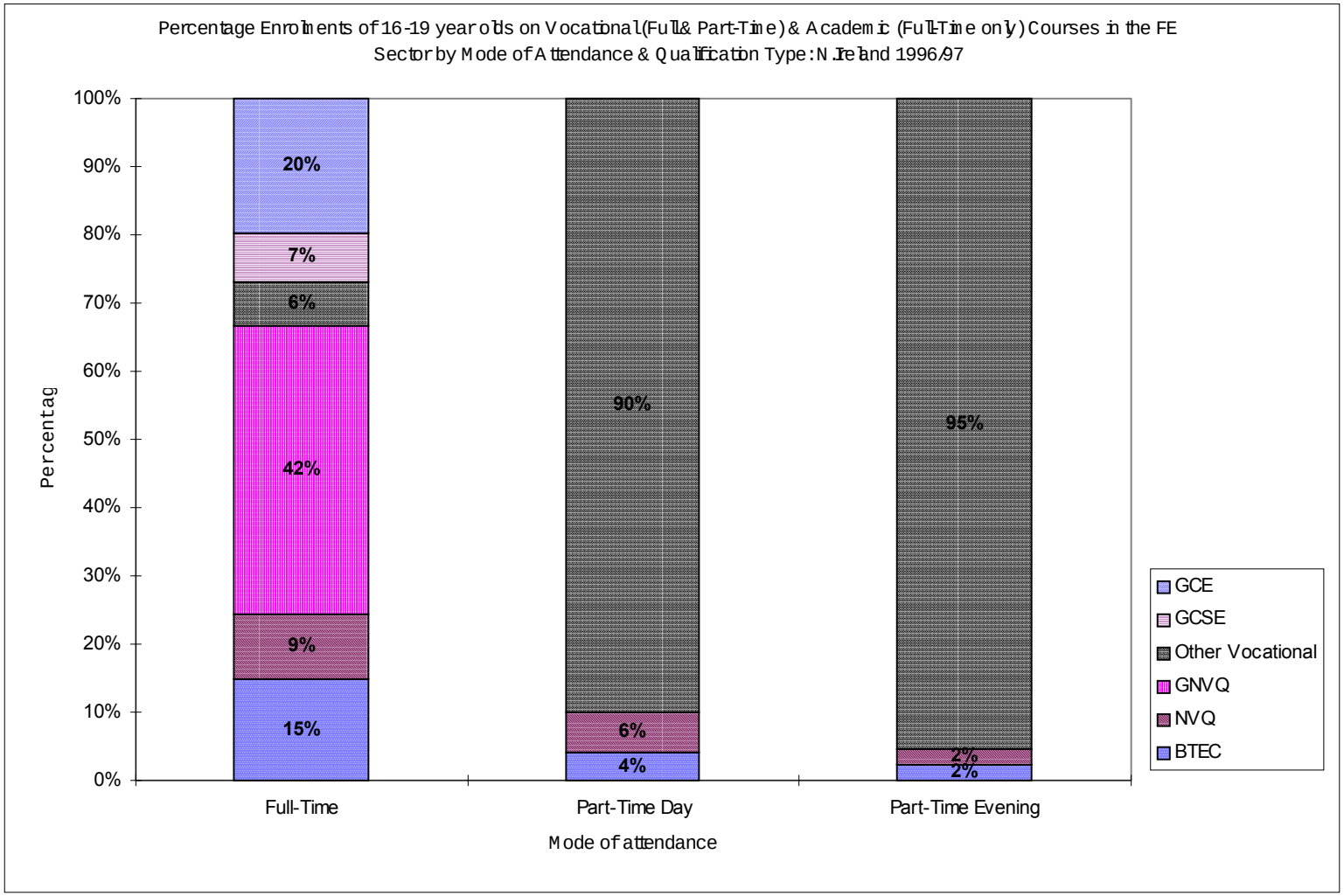

Percentage Enrolments of 16-19 year olds on Vocational (Full & Part-Time) & Academic (Full-Time only) Courses in the FE Sector by Mode of Attendance & Qualification Type: N.Ireland 1996/97
Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
20%
7%
6%
42%
9%
15%
90%
6%
4%
95%
2%
2%
Full-Time
Part-Time Day
Part-Time Evening
Mode of attendance
GCE
GCSE
Other Vocational
GNVQ
NVQ
BTEC

FIGURE 5

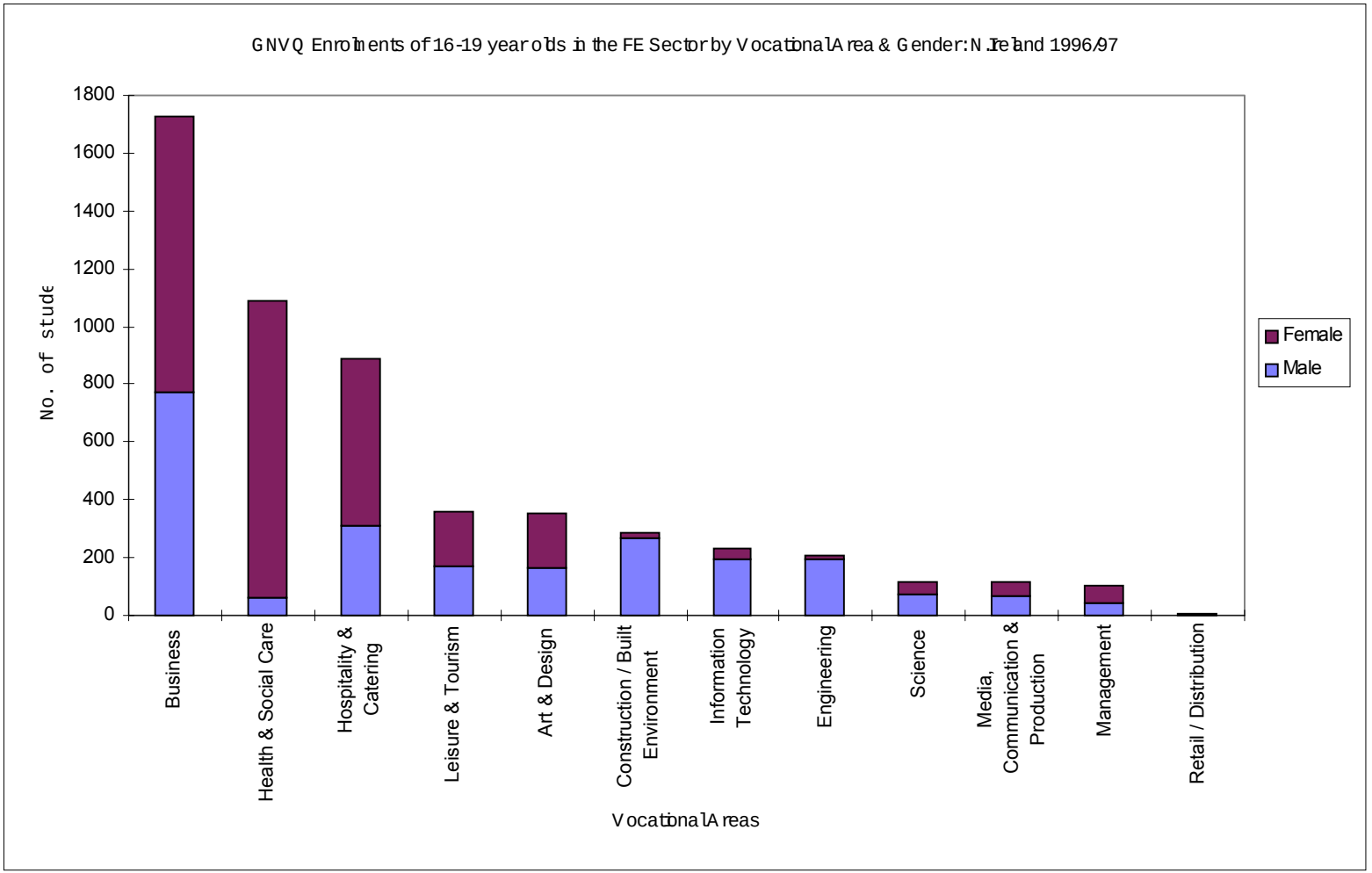

GNVQ Enrolments of 16-19 year olds in the FE Sector by Vocational Area & Gender: N.Ireland 1996/97
No. of stude
1800
1600
1400
1200
1000
800
600
400
200
0
Female
Male
Business
Health & Social Care
Hospitality & Catering
Leisure & Tourism
Art & Design
Construction / Built Environment
Information Technology
Engineering
Science
Media, Communication & Production
Management
Retail / Distribution
Vocational Areas

FIGURE 6

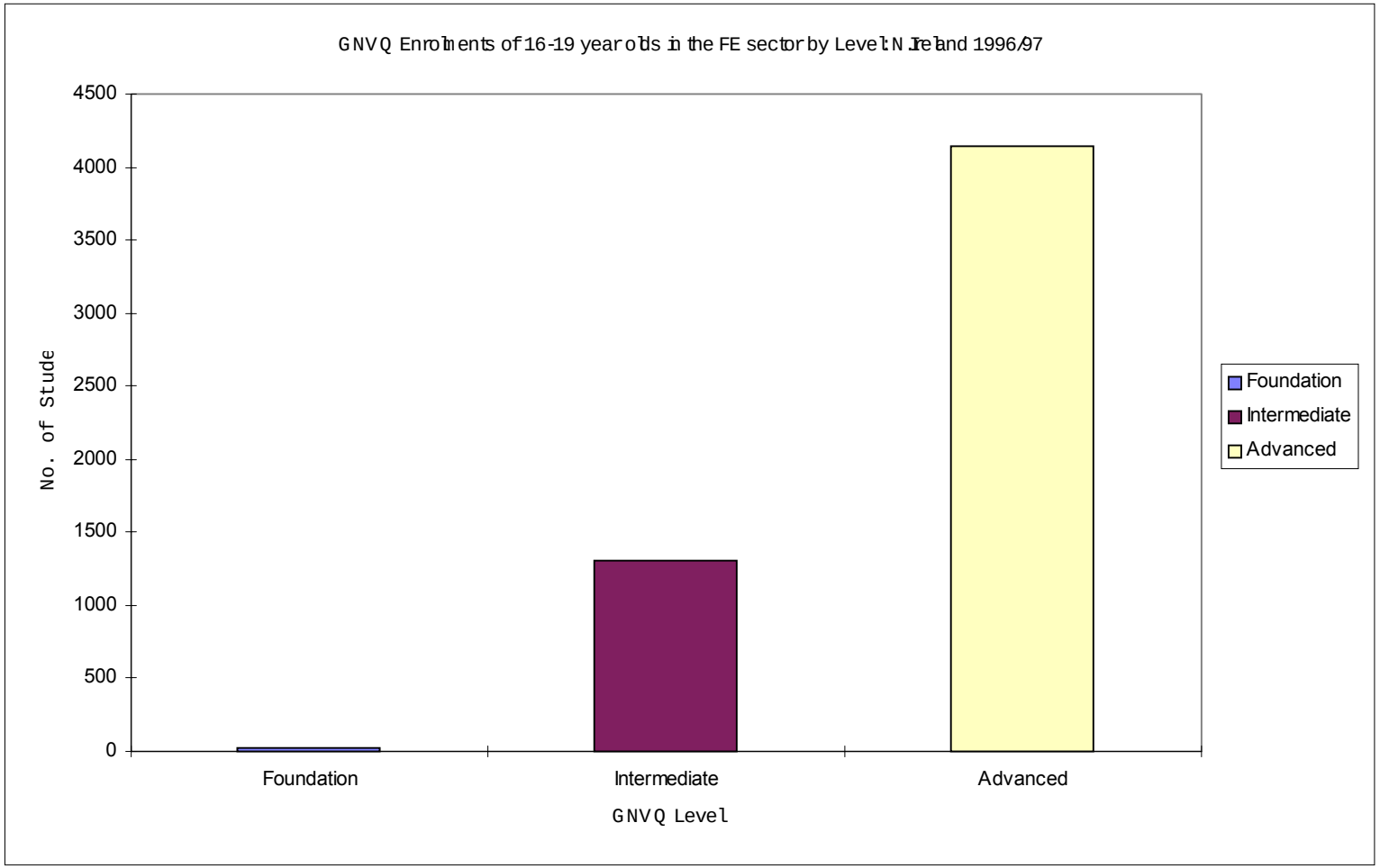

GNVQ Enrolments of 16-19 year olds in the FE sector by Level: N.Ireland 1996/97
No. of Stude
4500
4000
3500
3000
2500
2000
1500
1000
500
0
Foundation
Intermediate
Advanced
GNVQ Level
Foundation
Intermediate
Advanced

FIGURE 7

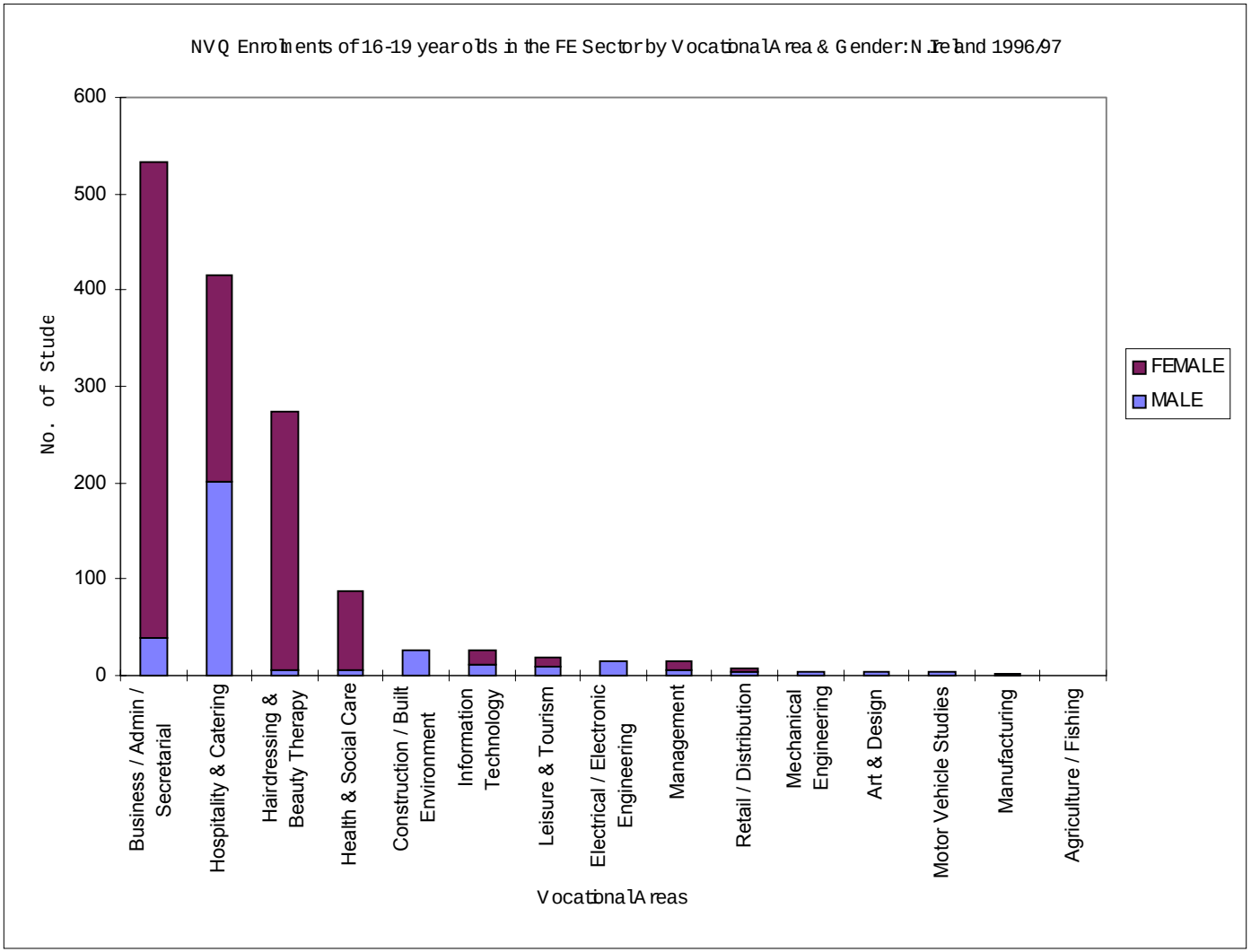

NVQ Enrolments of 16-19 year olds in the FE Sector by Vocational Area & Gender: N.Ireland 1996/97
No. of Stude
600
500
400
300
200
100
0
FEMALE
MALE
Business / Admin / Secretarial
Hospitality & Catering
Hairdressing & Beauty Therapy
Health & Social Care
Construction / Built Environment
Information Technology
Leisure & Tourism
Electrical / Electronic Engineering
Management
Retail / Distribution
Mechanical Engineering
Art & Design
Motor Vehicle Studies
Manufacturing
Agriculture / Fishing
Vocational Areas

FIGURE 8

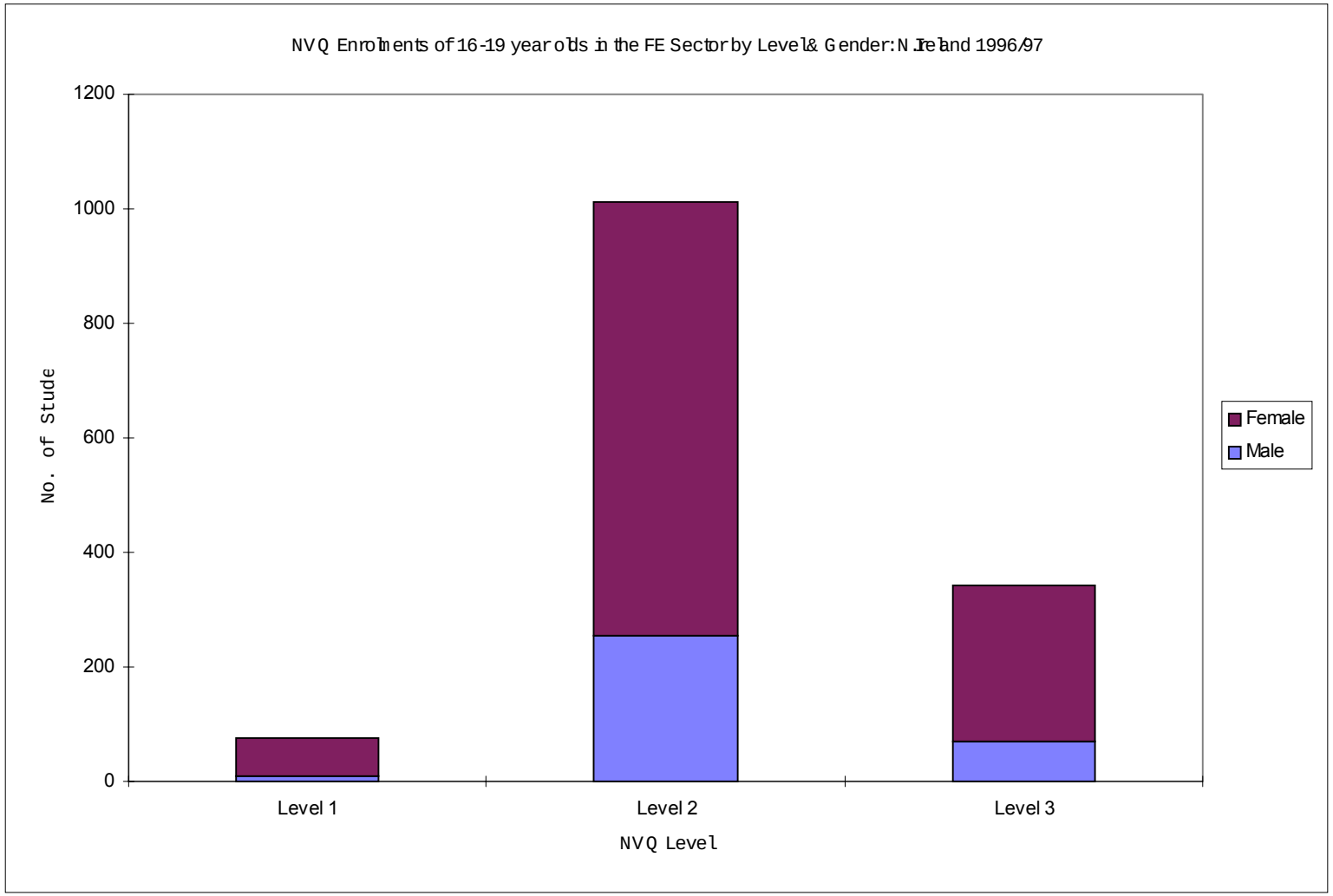

NVQ Enrolments of 16-19 year olds in the FE Sector by Level & Gender: N.Ireland 1996/97
No. of Stude
1200
1000
800
600
400
200
0
Level 1
Level 2
Level 3
NVQ Level
Female
Male

FIGURE 9

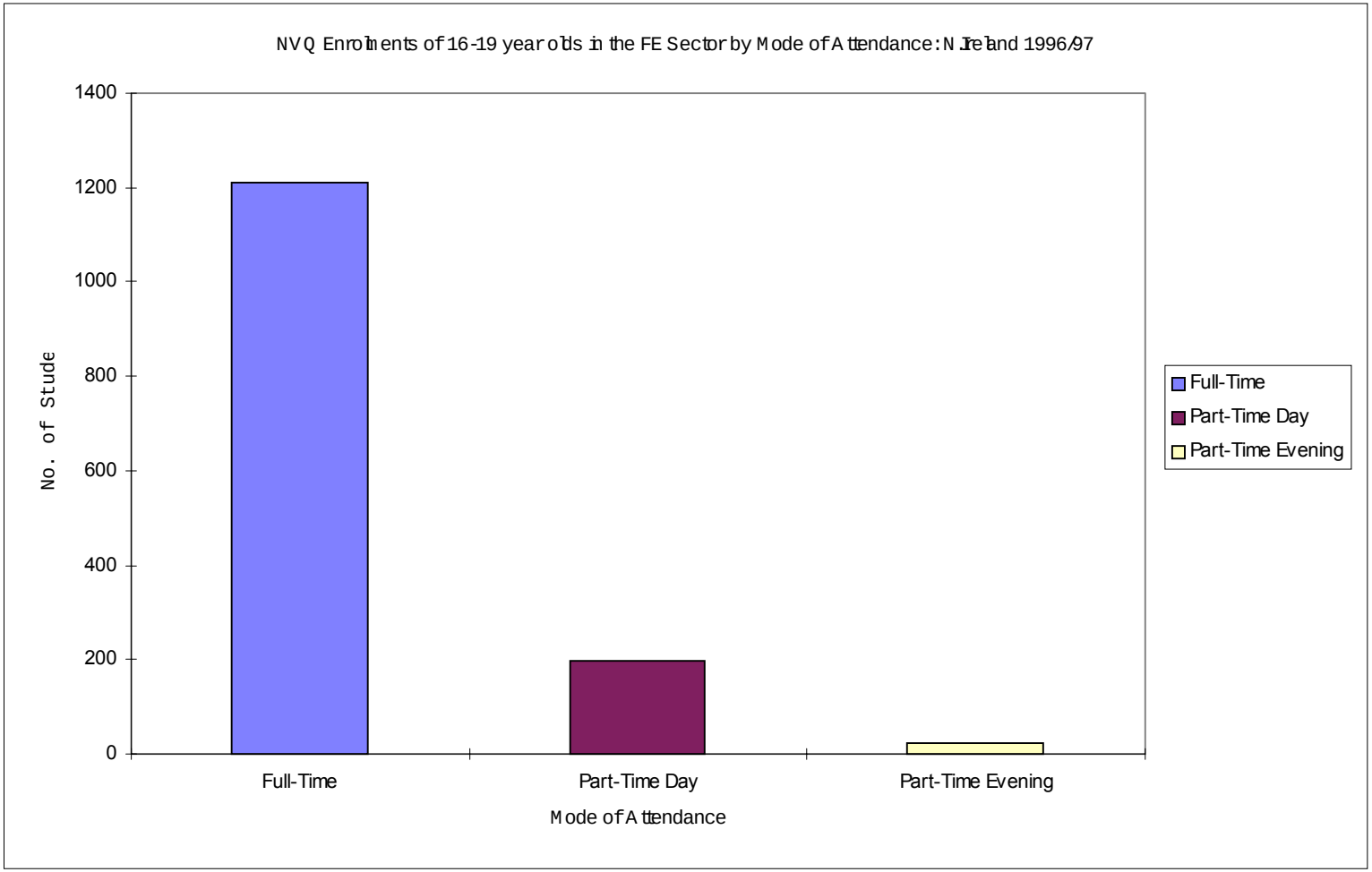

NVQ Enrolments of 16-19 year olds in the FE Sector by Mode of Attendance: N.Ireland 1996/97
No. of Stude
1400
1200
1000
800
600
400
200
0
Full-Time
Part-Time Day
Part-Time Evening
Mode of Attendance
Full-Time
Part-Time Day
Part-Time Evening

FIGURE 10

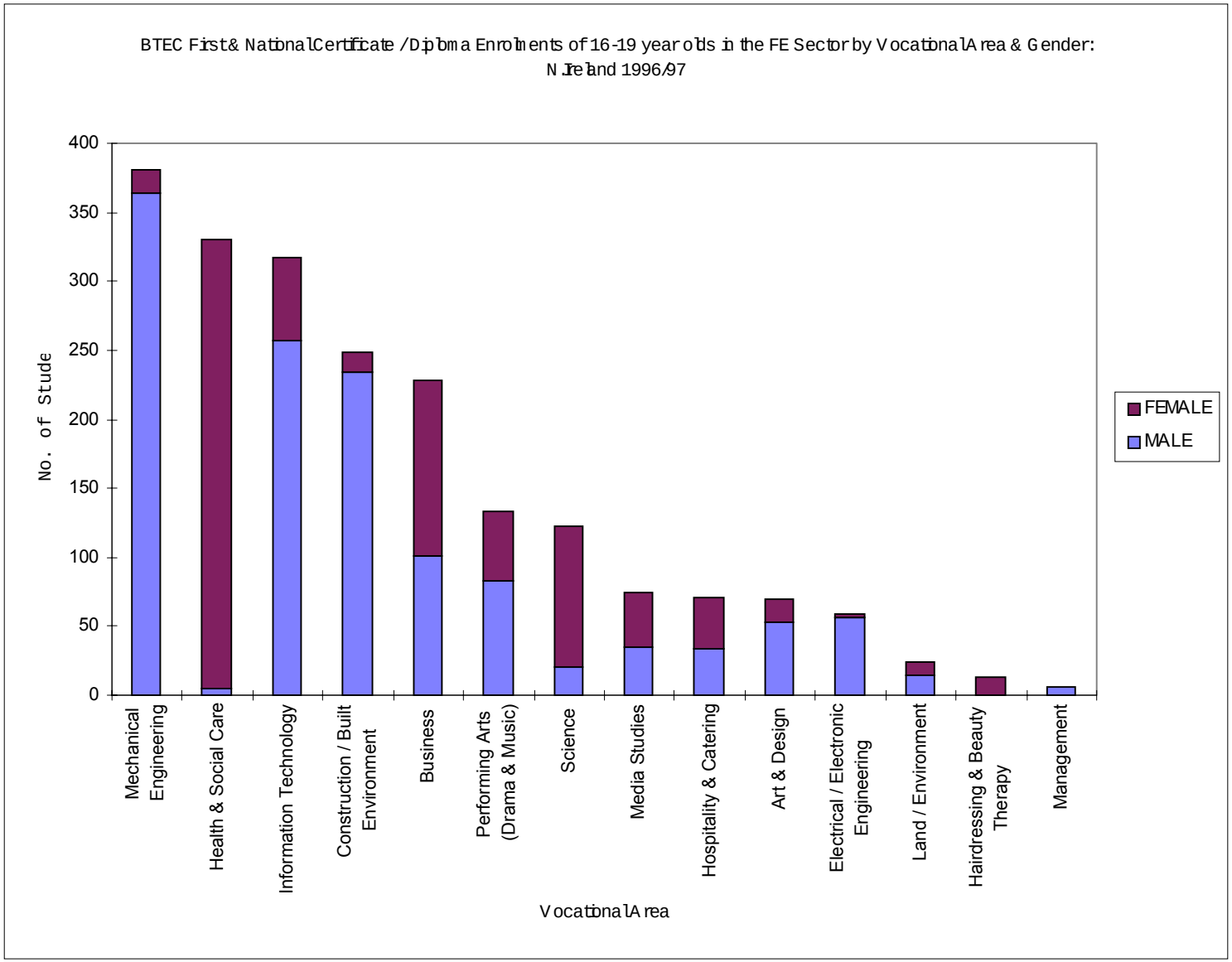

BTEC First & National Certificate / Diploma Enrolments of 16-19 year olds in the FE Sector by Vocational Area & Gender:
N. Ireland 1996/97
No. of Stude
400
350
300
250
200
150
100
50
0
Mechanical Engineering
Health & Social Care
Information Technology
Construction / Built Environment
Business
Performing Arts (Drama & Music)
Science
Media Studies
Hospitality & Catering
Art & Design
Electrical / Electronic Engineering
Land / Environment
Hairdressing & Beauty Therapy
Management
Vocational Area
FEMALE
MALE

FIGURE 11

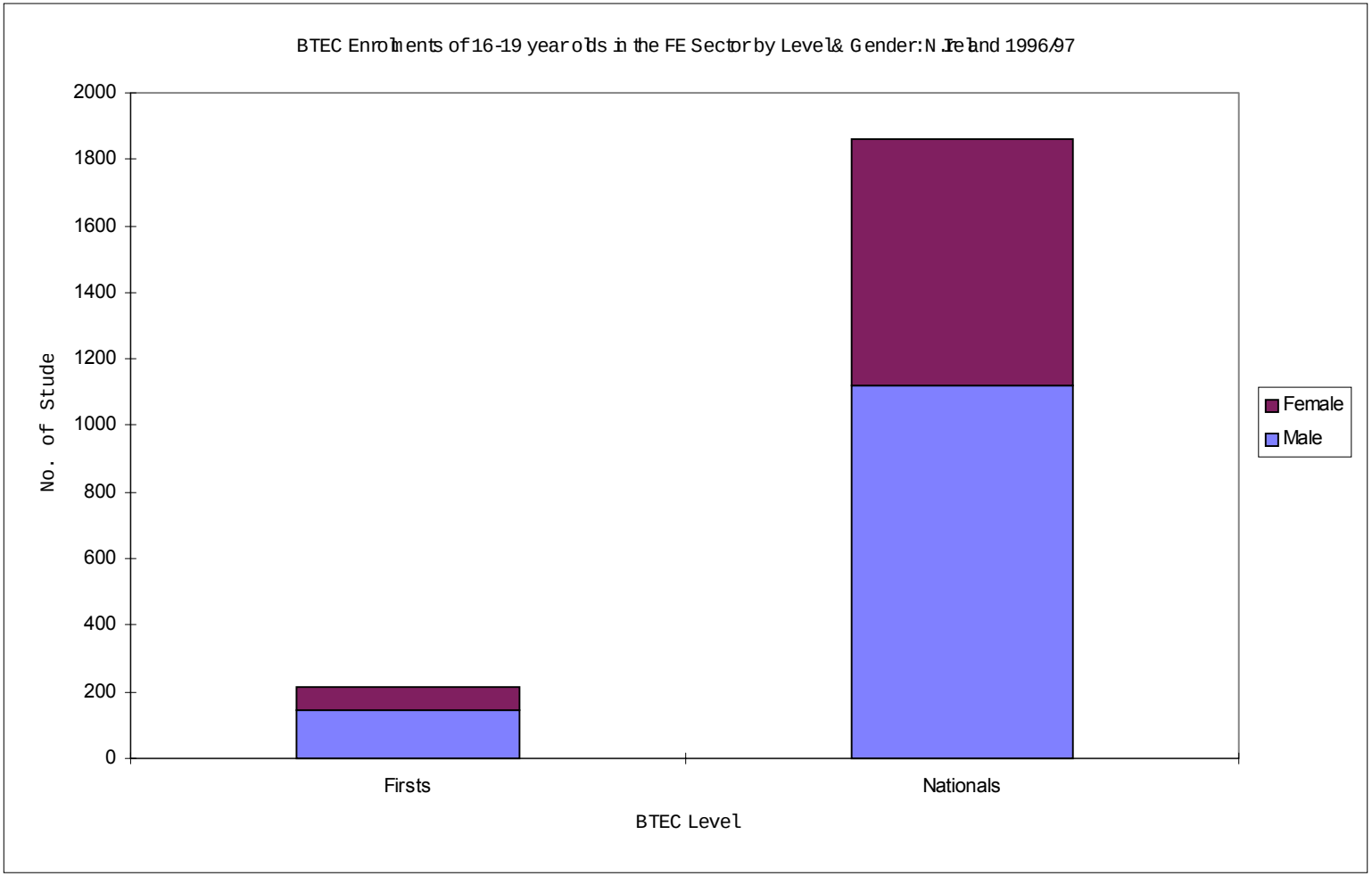

BTEC Enrolments of 16-19 year olds in the FE Sector by Level & Gender: N.Ireland 1996/97
No. of Stude
2000
1800
1600
1400
1200
1000
800
600
400
200
0
Firsts
Nationals
BTEC Level
Female
Male

FIGURE 12

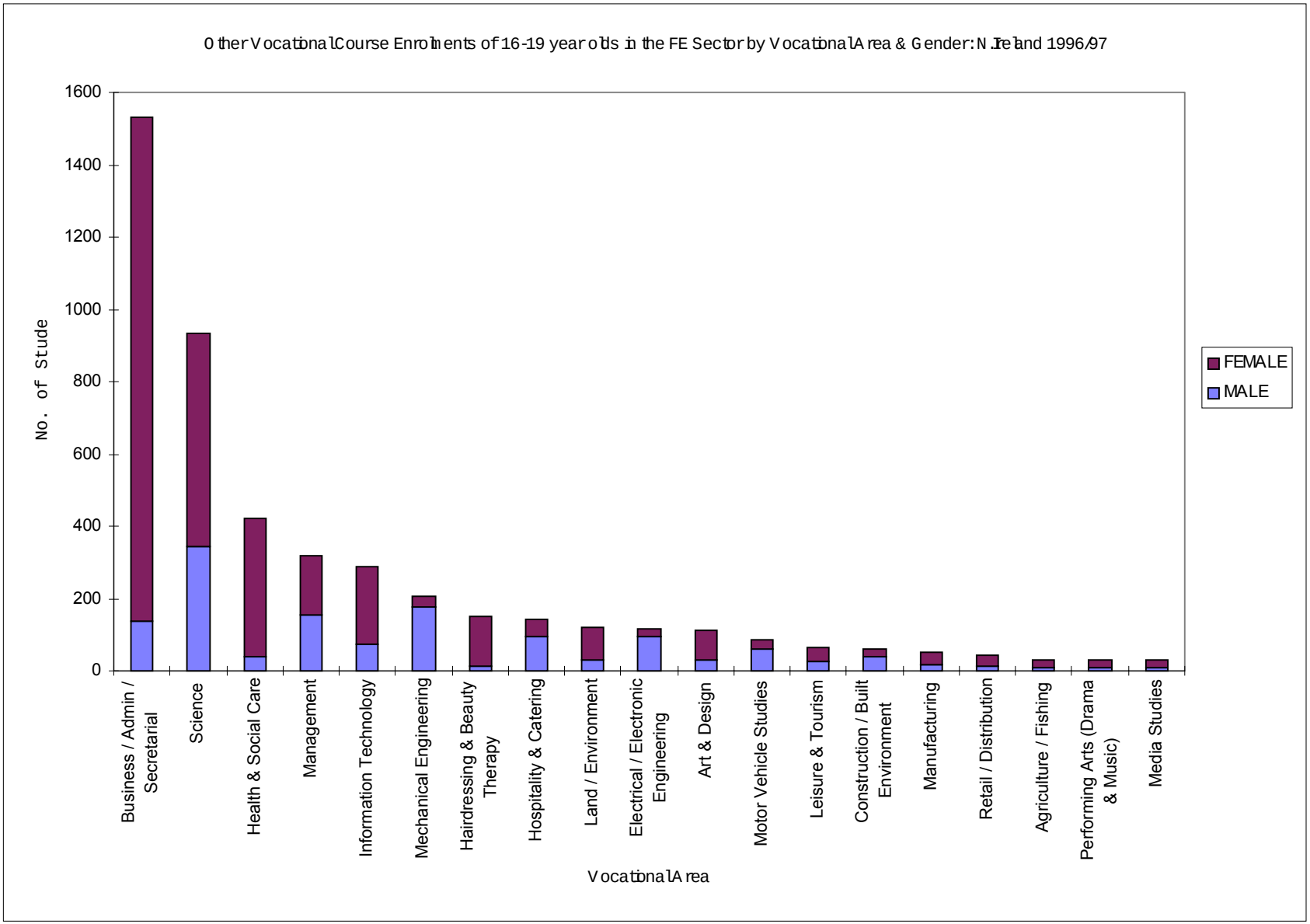
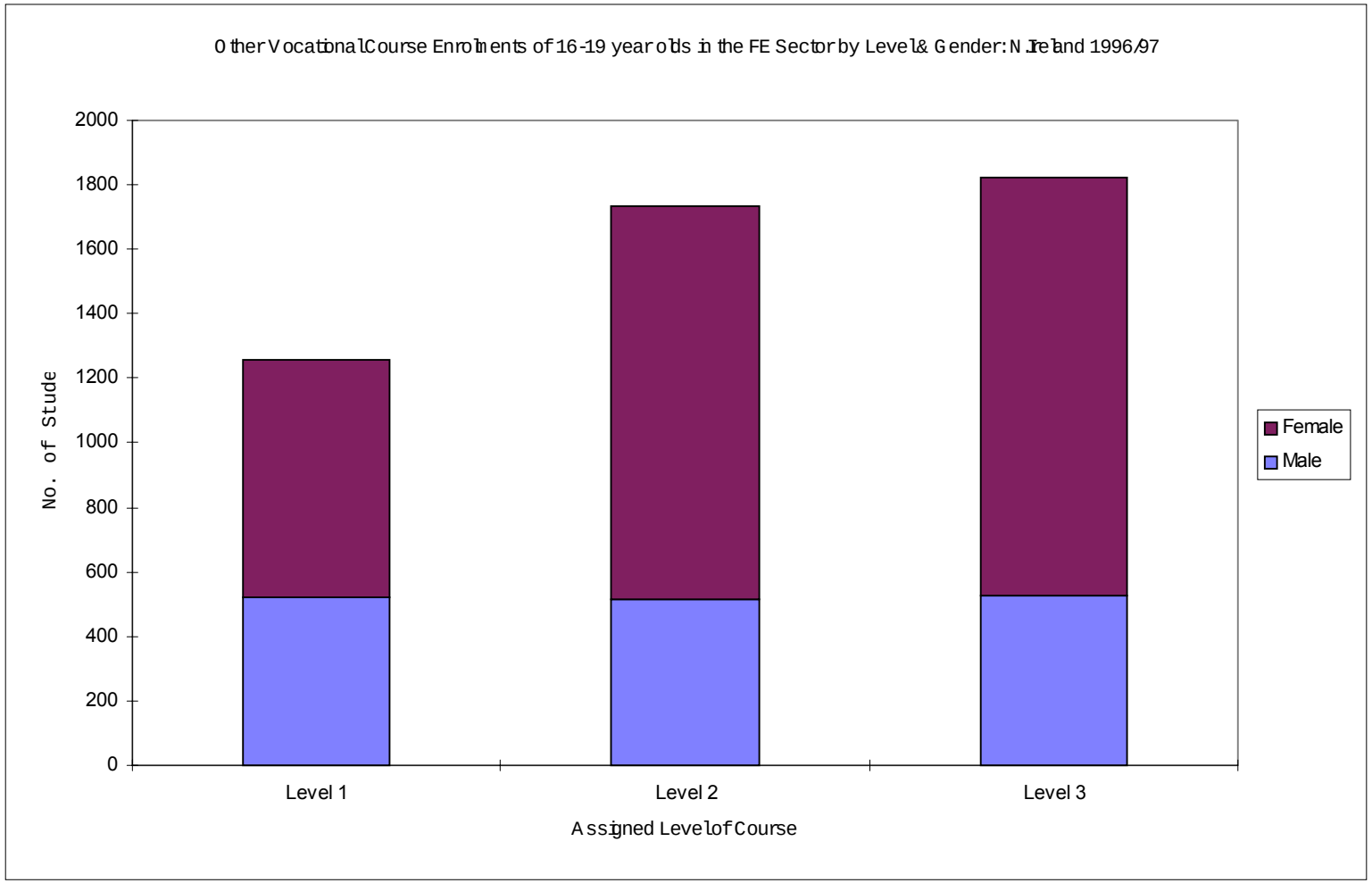

Other Vocational Course Enrolments of 16-19 year olds in the FE Sector by Vocational Area & Gender: N.Ireland 1996/97
No. of Stude
1600
1400
1200
1000
800
600
400
200
0
Business / Admin / Secretarial
Science
Health & Social Care
Management
Information Technology
Mechanical Engineering
Hairdressing & Beauty Therapy
Hospitality & Catering
Land / Environment
Electrical / Electronic Engineering
Art & Design
Motor Vehicle Studies
Leisure & Tourism
Construction / Built Environment
Manufacturing
Retail / Distribution
Agriculture / Fishing
Performing Arts (Drama & Music)
Media Studies
Vocational Area
FEMALE
MALE

FIGURE 13


Other Vocational Course Enrolments of 16-19 year olds in the FE Sector by Level & Gender: N.Ireland 1996/97
No. of Stude
2000
1800
1600
1400
1200
1000
800
600
400
200
0
Level 1
Level 2
Level 3
Assigned Level of Course
Female
Male