Collaborative Provision

National Survey Report

February 1998

GRADE DESCRIPTORS

The procedures for assessing quality are set out in the Council Circular 93/28. During their inspection, inspectors assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out in the reports. They also use a five-point scale to summarise the balance between strengths and weaknesses.

The descriptors for the grades are:

- *grade 1 – provision which has many strengths and very few weaknesses*

- *grade 2 – provision in which the strengths clearly outweigh the weaknesses*

- *grade 3 – provision with a balance of strengths and weaknesses*

- *grade 4 – provision in which the weaknesses clearly outweigh the strengths*

- *grade 5 – provision which has many weaknesses and very few strengths.*

The inspection grades referred to in this report are all based on these descriptors.

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SUMMARY

This report is based on a detailed survey of 14 colleges. Additional evidence was obtained from other visits and inspections carried out during the inspection programme 1993 to 1997. Colleges have developed collaborative arrangements with a range of organisations, including private and public sector employers, community and voluntary organisations, private training providers and sports bodies. Collaborative provision has expanded rapidly since its introduction in 1994.

One of the main findings of the survey is that there are no inherent weaknesses in collaborative provision. However, it is a relatively new form of delivery for further education, and colleges currently lack experience in its management. There are strengths and weaknesses in all aspects of the arrangements colleges have made to deliver collaborative contracts. A major strength of collaborative provision is that contracts with employers to provide training for their employees have strengthened colleges' relationships with industry.

For many colleges, the development of collaborative provision helped them to achieve their funding targets. The desire to respond quickly to opportunities for developing provision has militated against careful needs analysis. Few strategic plans address fully how collaborative work fits with the college mission or how it relates to curriculum planning within the college. Colleges also pay insufficient attention to the analysis of risks associated with collaborative provision. This is of particular concern where a college has a large proportion of collaborative work or where all of the work is with one partner.

The best collaborative provision has extended opportunities for employees to gain national vocational qualifications (NVQs) and has widened participation in education and training, particularly in respect of the long-term unemployed and other disadvantaged groups. The most popular qualifications are in first aid, basic food hygiene, computer literacy and information technology, and sports. When colleges are developing collaborative provision they do not do enough to ensure that there are planned opportunities for progression. They also pay insufficient attention to the needs of students with learning difficulties and/or disabilities.

The amount and the quality of support which students receive vary greatly. Induction programmes are well managed but colleges are not sufficiently involved in pre-guidance and on-course support for students. These forms of support are largely determined by their partners. Colleges pay too little attention to identifying and meeting students' needs for additional learning support.

The quality of teaching and learning on courses offered through collaborative provision is satisfactory. Programmes are well planned. Most learning materials are of good quality. Practical lessons are

generally taught more effectively than theory lessons. Teachers use appropriate techniques for assessing and recording students' competences. Teachers' comments on students' work are not always sufficiently detailed.

Students are generally well motivated and most develop skills appropriate to their level of study. The quality of their portfolios and other written work varies greatly. Some portfolios are too poor to gain students the awards they are seeking. The majority of students on short programmes achieve their learning goals. Far fewer do so on longer programmes. Key skills are developed less effectively on collaborative provision than on direct provision.

Few governors and managers undertake sufficiently detailed monitoring of collaborative provision. Colleges are not sufficiently involved in the organisation of teaching, the staffing of courses and the monitoring of students' progress.

Most staff working for the organisations with which colleges have collaborative arrangements have appropriate knowledge and experience. The quality of physical resources for collaborative provision varies more than for other forms of college provision. Students following vocational courses on employers' premises normally have access to good up-to-date specialist equipment. In the rare cases where providers maintain their own libraries, they are poorly stocked. The accommodation is sometimes poor and few centres are accessible to and properly equipped for people who use wheelchairs. In some cases, the unsuitability of the accommodation for teaching and learning is offset by its convenient location and familiarity to local people, making it an attractive venue for prospective students.

Arrangements for assuring the quality of collaborative provision vary greatly in their robustness. Many students on collaborative provision receive a copy of the college charter and organisations often use questionnaires to obtain feedback from students. However, few colleges pay sufficient attention to the observation of teaching. Where provision is offered by collaborative partners at some distance from the college, monitoring visits are often too infrequent to ensure tight control. Many colleges have yet to develop procedures for producing evaluative reports on collaborative provision to the same standard as reports on their own direct provision.

The survey identified a number of features of good practice that all providers should strive to achieve in collaborative provision:

- collaborative provision is reflected in the college's mission and is identified and described in the strategic plan

- the college has conducted a needs analysis before entering into agreements with partners

- the college can provide evidence to show that value is being added by the collaborative agreement

- governors are not only aware of the provision but are given sufficient information to monitor its quality

- the college has identified a senior manager with sufficient time to oversee the provision

- roles of staff within the college and the partner organisations are clearly identified and there are effective lines of communication

- quality assurance arrangements are as robust as for the college's direct provision; there are arrangements for monitoring teaching and learning and effective strategies for feedback from partners and trainees

- partner organisations are subject to checks before the college enters into agreements and staff qualifications and accommodation are frequently monitored

- the college ensures that students are aware of the role of the college and it provides adequate information on students' rights and responsibilities

- arrangements for tutorial support, including additional learning support where required, have been agreed in advance

- there is adequate management information to monitor students' progress.

CONTENTS

INTRODUCTION

1   The findings of this report draw on a number of sources. During May, June and July 1997, collaborative provision in 14 colleges was surveyed. The aim of the survey was to provide the Further Education Funding Council (FEFC) with information about collaborative arrangements, and at the same time to inspect the quality of provision for students. The detailed survey of 14 colleges was conducted by the inspectorate with some assistance from the education programmes and finance divisions of the FEFC. The survey team visited 51 collaborative providers and observed 173 training sessions involving 1,765 students. Annex A shows the types of providers visited by the team in relation to provision within the sector as a whole.

2   Additional evidence was obtained from other visits and inspections carried out during the inspection programme 1994 to 1997. During college inspections, the quality of collaborative provision was assessed as part of the inspections of subject and programme areas. It was commented on where appropriate in the text of published reports, but was not normally given a separate grade.

3   The provision discussed in this report has been variously referred to as 'franchised provision', 'off-site collaborative provision', 'outward collaborative provision', or simply 'collaborative provision'. The term 'collaborative provision' is used in the report. Courses provided by staff employed by colleges, usually on college premises, are referred to as 'direct provision'.

4   The collaborative arrangements considered in the report share the following characteristics:

- provision for students enrolled by a college is delivered mainly by a third party

- the provision normally takes place at sites away from the college's premises, and in some cases at a significant distance from the college

- the college claims funding from the FEFC and transfers a proportion of this to the collaborative partner in relation to the volume of provision delivered.

Collaborative provision with employers shares some aspects of day-release training with which colleges were traditionally involved.

BACKGROUND

5   The previous government established the broad policy context within which collaborative provision developed in the white papers *Competitiveness*: *Forging ahead* (June 1995) and *Competitiveness*:

Creating the enterprise centre of Europe (June 1996). These emphasised the intention to increase the scope for providers outside the further and higher education sectors to obtain FEFC funds, by removing 'undue barriers to private and voluntary sector providers accessing FEFC funding' (*Competitiveness: Creating the enterprise centre of Europe,* paragraph 4.27). In setting national targets, the government also made clear its expectation that employers would develop the skills of their workforce.

6   Collaborative provision is subject to strict guidelines. The FEFC issued initial guidance on collaborative provision in *How to Apply for Recurrent Funding 1995-96*. A sector working party, which included observers from the Department for Education and Employment (DfEE) and the National Audit Office (NAO), met during 1995-96 to develop further guidance on arrangements for collaborative provision. This guidance, together with detailed legal advice, was incorporated in Circular 96/06, *Franchising*, which sets out the legal basis for collaborative provision and criteria to ascertain whether a college is sufficiently in control of the arrangements for the provision to be lawful. The FEFC issued further guidance in Council Circular 96/32, *Supplementary Guidance on Collaborative Provision*, in December 1996. In the DfEE's *Lifetime Learning: A policy framework* (June 1996) the government welcomed:

...the advice of the FEFC to colleges on the controls they should have in place when delivering education away from college premises by and with the assistance of a third party. Colleges which follow this advice should be able to continue to develop imaginative partnerships with employers, while securing effective use of taxpayers' money.

The NAO report on the FEFC highlighted the benefits of collaborative provision but also highlighted a number of risks.

RANGE AND TYPES OF PROVISION

7   Collaborative provision has expanded considerably since its introduction in 1994 (table 1). Currently, some 280 colleges are involved in collaborative provision, though the extent of their involvement varies widely. The 20 colleges with the largest proportions of collaborative provision account for 58 per cent of the provision measured in funding units. The proportion of students funded by the FEFC taking part in collaborative provision has increased from 5 per cent in 1994-95 to an estimated 19 per cent in 1996-97. Collaborative provision is likely to account for 17 million funding units in 1996-97, out of a total of 176 million.

Table 1. Growth in collaborative provision in the further education sector, 1994 to 1997

Year	Students		Funding units			
	Total in sector (millions)	On collaborative provision (millions)	Percentage on collaborative provision	Total units for sector (millions)	Units for collaborative provision (millions)	
	No.	No.	%	No.	No.	%
94-95	2.6	0.1	5	146	3	2
95-96	3.1	0.5	18	163	12	7
96-97	3.4	0.7	19	176	17	10

Note: percentages are based on unrounded figures
Source: individualised student record 1994-95 and 1995-96; college strategic plans, July 1995 and July 1996

8   The rapid growth in collaborative provision between 1994-95 and 1995-96 has slowed down. The FEFC's early analysis of the strategic plans that colleges provided in July 1997 suggests that there will be a decline in the number of students enrolled on collaborative provision during 1997-98 compared with 1996-97 (annex B). The decline is directly attributable to the decision by the government to withdraw demand-led element funding at the end of 1997-98. The analysis shows a possible reduction of some 6,200 full-time students and 47,000 part-time students. This reduction is most pronounced in provision that colleges are proposing to offer outside the FEFC region in which they are based.

9   Collaborative provision reflects the complexity and diversity of further education. It includes nearly all types of students, levels of qualifications, and programme areas. (Annex C includes statistical information about direct and collaborative provision drawn from data held by the FEFC.) Some broad characteristics of the provision are:

- students are predominantly part time and on shorter courses than students on direct provision (annex C, tables 1 and 2)

- a higher proportion of students is over 25 years than in the total student population (annex C, table 3)

- the majority of students are aiming for entry level or level 1 qualifications (annex C, table 4)

- nearly a third of collaborative provision is in the health and community care programme area, where the most common subject, by number of qualifications, is first aid at work. In other programme areas the most common subjects are basic food hygiene, computer literacy and information technology, and sports coaching (annex C, table 5)

- over 30 per cent of collaborative provision takes place outside the region in which the college is located (annex B)

- a greater proportion of students follow courses leading to national vocational qualifications (NVQs) than in FEFC-funded provision overall (annex C, table 6).

10   Collaborative arrangements have extended the range of links between colleges and organisations outside the further education sector. Colleges have set up contracts with schools, local authorities, private and public sector employers, community and voluntary organisations, private training providers, and sports bodies. Data held by the FEFC indicate that colleges in the further education sector have contracts with some 1,480 organisations. In most colleges, collaborative provision represents a mixture of provision deriving from existing partnerships and from approaches made by private training providers, particularly those involved in short courses leading to qualifications in sport, food hygiene and first aid.

11   Collaborative provision has widened access to nationally recognised qualifications and is contributing to the achievement of the national targets for education and training. The emphasis on work-related competences has encouraged the development of provision on employers' premises. It has also increased employees' awareness of the value of qualifications.

Example 1. A college in the north west had a collaborative arrangement under which it accredited the skills of members of the armed services. Most had a wealth of experience but few formal qualifications. Those who were shortly to become civilians particularly valued the arrangement. In another contract, a collaborative partnership provided opportunities for night shift workers at an airport to obtain an NVQ in cleaning building interiors.

12   Employers are generally positive about the support they receive from colleges under arrangements for collaboration. There are many examples of colleges using funding to develop training programmes with small and medium-sized businesses. In one case, the collaborative arrangement allowed for much greater flexibility in matching provision to individual training needs than would have been possible with alternative programmes, such as Training for Work. Employers often enter into collaborative arrangements to develop the multi-skilling of their employees.

Example 2. One engineering company, trying to create a more flexible workforce, used a collaborative arrangement with a college to support teams of formerly unskilled and semi-skilled operators in

developing the skills required for their changing roles. A shoe manufacturer used a collaborative arrangement for the same purpose. This employer suggested that the training would have developed without the college's participation but that its development would have been slower. Trainees reported an increased sense of confidence and job security as a result of the NVQ training they had received.

13   In the best examples of collaborative work with community and voluntary organisations, collaborative provision helps colleges to attract people who might not otherwise participate in further education and training. They include people from minority ethnic groups and isolated rural populations, and the long-term unemployed. The collaborative programme in one college offers a wide range of courses, covering information technology, first aid, food hygiene, electrical installation and business administration, to unemployed people, people who did not do well at school, young offenders and adult returners. Another college works in partnership with a voluntary community group to offer 'career development programmes'. The work is compatible with the college's mission and is designed to widen participation in education. Example 3 illustrates how two colleges use collaborative arrangements with a registered charity and an isolated rural community, respectively, to improve access to training.

Example 3. A college in the south of England works with a registered charity providing training in fashion for women of African descent. The training aims to provide the women with the skills they need to gain employment or to set up businesses of their own. A telecottaging organisation in an isolated rural community in the Eastern Region has benefited from access to information technology and other business support through a partnership with a further education college.

14   Collaborative arrangements often involve open or distance learning or 'drop-in' workshops, providing students with a choice of when and where they study. For example, employer-based catering provision enables students to study in their own time with the support of learning packs and training manuals. Collaborative partners are often able to deliver training in locations that are within easy reach of trainees.

Example 4. A chamber of commerce in the north of England operates from locations throughout the region. This has made provision accessible to students for whom attendance at college would not otherwise be possible.

15 There is little evidence to suggest that colleges attempt to define the benefits that a collaborative partnership will bring to students. In some cases, provision remains much the same as it was before the partnership was established. In particular, it is difficult to identify what collaboration adds to some contracts with sports bodies and first-aid organisations. Under one contract the college had no direct involvement or control over the marketing of first-aid courses delivered by private training agencies. Under another agreement, aimed at providing students with sports qualifications, the college had not carried out a needs analysis and it was difficult to identify features of the provision that had developed as a result of the agreement. Few collaborative partners offer students the possibility of progressing to further qualifications within their organisations. Few colleges with a substantial proportion of collaborative provision located outside the region in which they are based have given adequate thought to opportunities for students to undertake further study.

GOVERNANCE, MANAGEMENT AND THE PLANNING OF PROVISION

PLANNING AND THE DEVELOPMENT OF COLLABORATIVE ARRANGEMENTS

16 For many colleges, the development of collaborative provision enabled the college to achieve its funding targets. The few which have carried out a needs analysis make extensive use of local economic data to identify gaps in provision. Governors and senior managers of colleges do not always give sufficient consideration to the risks of entering collaborative partnerships. Problems may arise, for example, where there are large numbers of students involved in a single contract, the contract is short term, there is no track record of partnership, or where the work forms a high proportion of a college's overall provision.

17 Governing bodies generally approve initial contracts with collaborative partners. In the best practice, governors are closely involved in making decisions. They examine contracts and receive regular reports on the provision. In half of the colleges surveyed there is little evidence that governing bodies exercise sufficient responsibility after giving their initial approval.

18 Most colleges have updated their strategic plans to include some reference to collaborative provision. The college described in example 5 had done this with unusual thoroughness

Example 5. One college with a tradition of partnership with industry and commerce had collaborative arrangements with some 28 companies and training providers. Its strategic plan included a detailed strategy for developing collaborative provision with industry as part of the college's curriculum strategy and as a means of achieving growth targets. The college's plan also included a commitment to make a substantial contribution to the national targets for education and training, to meet the needs of employers and others, and to work in partnership with industry to create a prosperous local economy.

MANAGEMENT

19   The amount of staff time that colleges devote to managing and supporting collaborative provision varies widely. In the best practice, a senior manager leads an appropriately sized team of suitably qualified and experienced staff with clearly defined responsibilities. Named individuals are responsible for liaising with the partner organisation and overseeing operational aspects of collaborative work. They have clear reporting lines to senior managers and governors and sufficient time to do their jobs properly. Colleges have benefited from appointing a manager and/or administrator who is responsible for monitoring collaborative provision. Such managers often work in units or divisions concerned with non-FEFC-funded provision and the associated contractual arrangements. In colleges where the growth and operation of collaborative provision has not been carefully planned, the management of the provision is often inadequately resourced. The quality of collaborative provision is sometimes adversely affected by the failure to provide effective training for those who manage the provision.

20   A minority of colleges do not fulfil their obligation to monitor and control the staffing of courses for which they are responsible under collaborative arrangements. Where their main contact is with the head office of a particular partner organisation, they often do not see all of the relevant curricula vitae and partners do not always inform them when the staffing changes are made. Example 6 shows good practice.

Example 6. One college discusses any staffing changes at management meetings held between the college and its partner. Efforts to strengthen the staffing profile of the partner over a period of two years have been successful.

21   A small number of the colleges surveyed carry out very thorough checks on potential partners before entering into collaborative agreements. This may include an analysis of the organisation's arrangements for training against the college's own quality standards. Example 7 shows the care with which two colleges approach the establishment of collaborative partnerships.

Example 7. The checks carried out by one general further education college cover guidance and counselling procedures, arrangements for identifying students who need learning support, the delivery of training, monitoring quality, the suitability of resources, and health and safety. If significant weaknesses are identified, an action plan is agreed with the partner as a condition of the contract. A final agreement is reached only when the college is satisfied that all its requirements will be met. Another general further education college in the Midlands issues a handbook to prospective partners in which its pre-contract and post-contract requirements are detailed in plain language. It reviews the handbook annually at a meeting with representatives of all of its collaborative partners.

22 The quality of much of the management information relating to collaborative provision is poor. Many collaborative organisations, particularly those offering longer courses, fail to maintain full and accurate records on retention, achievements and destinations. Often the information held by providers does not correspond with the information held by colleges. Almost half the inspectors who undertook visits to collaborative centres encountered problems in obtaining accurate and useful data on students' achievements. In many instances, information is presented by partners to colleges, or by college managers to governing bodies, in a highly aggregated form that makes analysis of trends or of performance in individual centres impossible. The preponderance of NVQ students in collaborative provision places an additional strain on providers' record-keeping. Collaborative providers share with other NVQ providers many of the same difficulties involved in assessing and recording NVQ achievements.

23 A few colleges have made good use of their external and internal auditors to assess the effectiveness of their arrangements for managing collaborative provision in accordance with the FEFC's guidance. Some 15 per cent of one college's internal audit days were devoted to collaborative activity broadly equivalent to the ratio of collaborative to direct provision. This reassured the management and governors of the college that there was compliance with control criteria. In another college, auditors were able to identify earlier than would otherwise have been the case that records of training and assessment were inadequate. The college was able to deal with the problem quickly. The following elements of good practice have been identified as a result of auditors' activity:

- caution is exercised when entering into commitments outside the curricular expertise of the college

- schedules of quality assurance visits are drawn up in advance of the contract being signed

- contracts are comprehensive and the collaborating parties understand them fully

- administrative checks are carried out on the provider's site and subsequently checked against records in the college's management information system.

STUDENT RECRUITMENT, GUIDANCE AND SUPPORT

24   Students on collaborative provision are generally positive about the support they are given. The amount of support they receive and the quality of it vary greatly, but there are no significant differences between types of collaborative provider. The majority of trainees do not have access to the full range of services including initial guidance, additional learning support, tutorials, careers guidance and counselling, which are available to students on the main sites of a college. Some trainees also fail to benefit from practical measures for support such as remission of tuition fees and childcare facilities because policies are not applied consistently to collaborative provision.

25   The quality and extent of initial guidance given to students vary widely, even within the collaborative arrangements operated by a single college. In some cases, pre-course guidance is supported by well-prepared and attractive publicity material, all of which bears a college logo and there are individual interviews for prospective students in which college staff are involved. One college trains community and voluntary staff in the delivery of initial guidance and support.

Example 8. A major retail organisation collaborating with a general further education college uses presentations, videos, leaflets and posters to inform employees of the opportunity to take NVQs. There is good supporting documentation which explains NVQs and the services which the college offers. In another instance, students at an adult education centre expressed appreciation of the quality and extent of the information provided before they joined their information technology course. They felt they were able to make an informed decision on whether the course would meet their needs.

26   Some colleges fail to take sufficient responsibility for recruitment and initial guidance. Particular difficulties arise when the provision is too large or too distant for there to be enough college staff to supervise it; or where the college deals mainly with a provider's head office when the enrolment and training takes place in as many as 30 different centres across the country. In one collaborative venture involving a sports coaching organisation, neither the college nor the coaching organisation monitored the effectiveness of the initial advice and guidance provided to candidates by course organisers. Occasionally, in work-based provision

there is conflict between the needs of the individual for impartial guidance and the interests of the organisation in training its employees. In one example of community-based provision the standard of students' work was at level 2 yet they were inappropriately following a pre-level 1 course.

27   A small number of colleges, employers and private trainers have developed procedures for accrediting the prior learning of students studying on collaborative provision. One college in East Anglia, for example, ensures that all students receive initial interviews to assess their suitability for the courses they wish to follow and to accredit their prior learning where appropriate. Most colleges, however, fail to give enough attention to accreditation of prior learning, which means that some students are unable to achieve NVQs as quickly as they otherwise might.

28   The large majority of students receive some form of induction. In general, it is well managed and appropriate to the length and type of programme. Some of the institutions involved in collaborative schemes produce special handbooks and charters for their students. At a few centres, students and even a number of the providing institution's staff were not aware of the role the college was playing in providing and funding their training. They were also unclear about their rights and responsibilities.

Example 9. A centre delivering collaborative provision offered an induction programme in conjunction with the college. The student charter, learning agreement and students' rights and responsibilities were discussed. Where appropriate the student union participated. Students were encouraged to think of themselves as college students and to use the college's facilities. One college had a checklist for both students and tutors which included explanations of the procedures for health and safety and an introduction to admissions staff and the counselling service. Another college produced a well-designed and informative induction pack which was very reassuring to adult students, most of whom have not been on a course of study for a long time. Students enrolled at one college received not only an information pack designed for those on collaborative provision, but also a college survival guide containing detailed information about the college and its collaborative programmes, students' rights and responsibilities, and complaints and grievance procedures.

29   All students sign learning agreements. Many of them, however, are sketchy and specify only the course to be followed and the qualification which forms the student's primary learning goal. There is widespread use of standard agreements that fail to take account of individual needs, particularly in respect of additional learning support. The learning agreements used by organisations in the public sector are the most detailed and useful ones. There are also a few good examples from

community and private training providers. One college specified up to nine hours of additional support for students in the contract it agreed with one partner in the public sector. However, there was no mention of learning support in the contracts the same college had with private trainers and sports awarding bodies. Another college asserted that students' needs for additional support were a matter for its voluntary sector partner and that the college did not claim any additional funding units for such support. Generally, the availability of additional support varied according to how close the providing partner was to the college and whether the organisation had its own network of contacts. For example, one trainer received good additional support from the local authority's education services. In another example, the assessment conducted by a college's community partner clearly identified the need for language and numeracy support but provision for this was not part of the collaborative agreement.

> Example 10. In one college, learning consultants operate a helpline for students who need additional support. They go out to meet students or ensure that they receive appropriate learning materials. At another college, students undergo periodic appraisal, during which problems are identified and the college and its partner formalise plans for additional support, as appropriate. A private trainer offering specialist courses in engineering services uses learning packs and interactive computer programmes to provide extra support for learning.

30   In the majority of partnerships, the needs of students with learning dificulties and/or disabilities are not taken into account in planning provision; tutors are not trained to recognise or support students with learning difficulties. A student with dyslexia following a course provided by one voluntary organisation had received no specialist support and the team leader did not know how to obtain it.

31   Some collaborative provision includes tutorial support for students, but to a far lesser extent than in direct provision. The majority of collaborative provision students attending training centres do not use the support services offered on the college campus. The geographical remoteness of many centres makes it impractical. A few providers have arranged a telephone link to the college, but this is seldom used. In practice, the tutorial support which exists is provided mainly by the organisations which deliver the courses. It is largely independent of the tutorial arrangements operated by colleges. The survey provided several examples of good tutorial support, as in example 11.

> Example 11. On a Prince's Trust volunteer programme, the team leader acted as a personal tutor and held regular meetings with individual students to review their progress. A private trainer running a programme in the care sector ensured that there were individual tutorials involving the tutor, the workplace assessor and the student.

32   Some of the partners in collaborative provision check attendance more rigorously than others. In one community organisation there was no system for providing information on students' attendance to the college. Colleges adopt different approaches to monitoring attendance.

> Example 12. Staff at one college regularly examine registers for collaborative provision classes, use the telephone to check on attendance and monitor attendance at lessons during visits to providers. Staff at another college use photographs of students to help monitor attendance. A third college employs a full-time graduate administrator to collect, collate and disseminate to managers the data on enrolments, attendance, completion, achievement and progression. The information is subsequently used to inform strategic planning.

33   A minority of collaborative partners have developed robust arrangements for providing careers advice and guidance, and for helping students to find work or to progress to further training.

> Example 13. One collaborative partner places much emphasis on finding jobs for trainees. Once trainees achieve NVQ level 2, usually during the second year of the programme, they spend most of their time on work placement. Some find employment immediately. For example, of the 200 trainees recruited in 1992, a total of 173 had obtained employment by the end of the programme. In contrast, on a hairdressing course operated by a private trainer, there was no systematic recording of students' progress to help them with careers.

TEACHING AND LEARNING

34   During the detailed survey of collaborative provision in 14 colleges, inspectors visited 51 centres and observed 173 training or assessment sessions. All of the FEFC's programme areas were covered. Grades for these sessions are given in table 2. The descriptors for each grade are given inside the front cover of this report. Some 57 per cent of sessions were considered to have strengths which clearly outweighed any weaknesses, which is 4 per cent lower than the average for all lessons observed during the 1996-97 inspection programme, according to *Quality and Standards in Further Education in England 1996-97*: *Chief inspector's annual report.* Some 10 per cent of sessions had weaknesses which outweighed strengths, compared with the average of 8 per cent for all lessons observed during the 1996-97 inspection programme.

35   In the sessions visited as part of the survey the average attendance rate was 79 per cent. This is slightly higher than the 77 per cent average for all lessons inspected during 1996-97, as quoted in the chief inspector's annual report for 1996-97.

Table 2. Lesson inspection grades by programme of study

Session type	Grade					Total	Students	
	1	2	3	4	5		On register	Attending
Basic education	2	9	5	2	0	18	179	128
NVQ level 1	3	2	5	0	0	10	113	95
NVQ level 2	5	12	7	0	0	24	242	196
NVQ level 3	4	9	4	1	0	18	225	169
Other foundation	3	14	7	1	0	25	227	188
Other intermediate	0	3	3	0	0	6	54	48
Other advanced	2	5	8	0	0	15	145	132
Other	3	22	19	13	0	57	580	447
Total	**22**	**76**	**58**	**17**	**0**	**173**	**1,765**	**1,403**
Percentage	13%	44%	34%	10%	0%			79%

36   The percentage of sessions in which strengths outweighed weaknesses was significantly higher for NVQ programmes (67 per cent) than for other groups of qualification. It was also higher than the average percentage for all NVQ sessions in the sector inspected in 1996-97 (63 per cent). The majority of this collaborative provision was delivered by employers and private training providers.

37   Many programmes were well planned. The best had detailed schemes of work and lesson plans, with clear aims and objectives that were shared with students. Most tutors were knowledgeable about their subject. Many were able to make effective use of their industrial or commercial experience and this enabled them to gain the confidence of their students and to ensure that strong links existed between taught provision and individuals' work-based experience.

38   The quality of learning materials was generally good. Tutors often used their own carefully constructed course manuals and teaching aids. In some cases, colleges had designed learning materials to meet the particular needs of collaborative partners.

Example 14. One college worked with the Hospitality Awarding Body to develop course materials for NVQ courses in hospitality and catering delivered by three independent breweries. The materials were designed to reflect the individual nature of each brewery while maintaining national standards. Trainers' manuals used by a provider specialising in counselling courses were comprehensive documents that were the equivalent of a scheme of work and lesson plans. They contained, for example, descriptions of teaching

approaches and methods of working, including the use of the overhead projector, video, guest lectures, role play, and small group discussion.

39 Most teachers used learning materials and associated teaching aids confidently. They employed various methods to promote learning, including whole class teaching, group exercise, and individual work. In the best practice, teachers were sensitive to the differing needs of individuals. In the best practical sessions, skills were well taught, and there was effective integration of theory and practice. Teachers made good use of questions to check students' underpinning knowledge and to confirm that they had learned what was intended. Learning in the classroom or workshop was occasionally supplemented by visits and work placements.

Example 15. In a well-planned and well-structured basic food hygiene lesson, the trainer was confident. He delivered information clearly, using humour to sustain students' interest. Teaching included plenty of examples from life to illustrate important points and to make information more relevant for students. The use of overhead projector transparencies and newspaper cuttings served to reinforce learning.

40 A few tutors followed training manuals slavishly without regard to the needs of their students. For example, unemployed students undertaking a computer programming course worked their way in silence through course manuals. They asked for help from the tutor when they were unable to progress. The tutor explained the next step using complex terminology. The students did not talk to each other, and there was little development of key skills.

41 In some provision, there was a marked difference between the quality of practical sessions and theory lessons. Theory lessons lacked sparkle. Teachers failed to maintain students' interest, because the tasks required of them were either insufficiently challenging or beyond their ability. Some lessons were excessively long and the pace of the work was too slow. In other lessons, teaching methods were such that students had little opportunity to think for themselves. For example, teachers dictated lengthy notes or asked students to copy from the board or books. In a theory lesson on grassland management at an equestrian centre the teacher conducted a long question and answer session punctuated by dictation. Most questions to the class were answered by the same individual. There were constant interruptions to the lesson from people entering to make drinks because the classroom was also used as a canteen. Some teachers failed to give sufficient attention to the varying needs of students in terms of their differing ability or their differing experience.

42   Programmes of study delivered in the workplace gave students skills that were not only useful to their present employers but were also transferable within the industry. A number of programmes were delivered in realistic working environments. The skills that students acquired through following NVQ programmes in these environments generally reflected current trade practices and were relevant to industry's needs.

43   Teachers used an appropriate variety of techniques to assess and record students' competence, including written assignments, written and practical tests, and, in the case of the NVQ, standard assessments. The best assignments were accompanied by a detailed assessment plan which ensured that staff and students knew and understood the criteria against which assignments were to be judged and the dates by which work should be handed in and returned. The standard of feedback on assignments was variable. Grading was sometimes overgenerous and the written commentaries from teachers were often insufficiently detailed.

STUDENTS' ACHIEVEMENTS

44   In many of the training sessions observed, both during the survey and as part of the quadrennial cycle of college inspections, students, particularly those on short courses, were well motivated and approached their work with enthusiasm. In lessons on these courses they were attentive, interested and keen to ask questions. In practical sessions, students generally developed the skills that were appropriate to their level of study. They worked well as members of groups, supporting each other.

Example 16. Students on a City and Guilds of London Institute (C&G) furniture course worked as an assembly team, making hardwood garden furniture for a customer order. One student, who was profoundly deaf, was completing the sanding process for the legs of garden chairs. He was well supported by staff using signing, drawings and written instructions, and this enabled him to work effectively as a member of the team.

45   The quality of students' portfolios and other written work varied greatly from centre to centre. Some portfolios were well organised and carefully maintained. They contained witness evidence and photographs of finished products, and included comments from the student. Teachers had commented on them systematically. In the organisation described in example 17, students were allowed considerable flexibility in tackling their assignments.

Example 17. Two 16-year-old students on a vocational access course worked through printed worksheets. They had a comprehensive list of all the assignments they were required to complete and those completed were marked. They worked on assignments in the order they chose at their own pace.

46   Some portfolios contained very little in the way of evidence and were of too poor a quality to gain students the accredited awards they were seeking. At one centre students were not set targets for the completion of their portfolios and too little emphasis was placed on the achievement of their qualifications. Staff at this centre had no experience of how to compile a portfolio and had not completed their assessor awards. The performance of students on open learning courses gives particular cause for concern. Two of the centres visited during the survey had enrolled many hundreds of students on this basis. Nine months later almost none had produced any written work whatsoever. In an effort to overcome the problems associated with distance learning, a centre attached to one college had developed NVQ distance learning workbooks. Its partner college had agreed to pilot these in college to evaluate their suitability, their acceptability to students, and the ways in which they promoted learning. In the case of almost 20 per cent of collaborative providers, students' key skills, particularly in information technology, were poorly developed.

47   The most commonly quoted indicator of success is the examination pass rate, or achievement rate, which is the proportion of students who pass examinations or assessments in relation to the number who enter for them. Pass rates on short courses, typically of under 30 hours duration, offered through collaborative provision are generally very high. In 1995-96, the achievement rate on food hygiene courses in collaborative provision was 96.6 per cent. The achievement rate on the same courses in direct provision was 86.6 per cent. The average rate of achievement on first-aid courses in collaborative provision was even higher, at 99.4 per cent. This compared with a figure of 82.1 per cent for the same courses in direct provision. Pass rates are also very high on Amateur Swimming Association and British Canoe Union courses.

48   Achievement rates on longer courses are less satisfactory. For example, at one centre teaching office skills no student had been entered for RSA Examinations Board (RSA) examinations since January 1996. At another centre, where 500 students had enrolled for an NVQ in care, only seven candidates had achieved the full award between 1994 and 1996 and in 1996-97, only six candidates had completed the full award at the time of inspection. In the early days of collaborative provision the achievement of some qualifications was very slow. For example, from a cohort of 865 candidates who started NVQ level 1 in cleaning building interiors in May 1995, only 16 per cent had achieved their qualifications by October 1996. Two private sector employers currently collaborating

with one college are keen for their employees to achieve qualifications within a set period. Employees are encouraged to set and meet achievement targets for the completion of their NVQs. Example 18 shows what can be done to encourage students to complete their qualifications.

> Example 18. One large provider operates a flexible programme which enables trainees who are on work placement and approaching the completion of their NVQ to return to the training centre so that they can obtain the specialist experience they may need to finalise their qualification. Trainees are also able to move to different work placements to ensure that they gain the range of skills and experiences they need.

49   There was little information available to inspectors on the destinations of students. In the few cases where it was available there were indications of some high rates of progression to employment. Example 19 illustrates the success achieved by a chamber of commerce, working in partnership with a local college, in helping trainees to move into jobs.

> Example 19. A college in the north of England has successfully worked with the local chamber of commerce to improve job prospects for trainees in an area of very high unemployment. In two years, the number of trainees gaining employment has risen from 300 to over 900. The chamber operates from locations throughout the region. This has made provision accessible to students for whom college attendance would otherwise not be possible.

QUALITY ASSURANCE

50   The robustness of arrangements for assuring quality in collaborative provision vary greatly both within and between colleges. Arrangements within a college may be more effective with some partners than with others. The partners of one college were not aware of the college's arrangements for quality assurance. In another example, each of the college's partners had their own arrangements for quality assurance but there was no relationship to the college's procedures. Other collaborative partners have yet to implement their college's arrangements for quality assurance. In two colleges, collaborative provision is not included in the college's procedures for quality assurance.

51   The most sound arrangements for quality assurance are generally found where the partner is a private sector employer. For example, a training company in the north east has detailed and effective quality assurance procedures. It has also achieved a nationally recognised

quality standard. In some colleges, procedures relating to collaborative provision are well documented and there is a clear relationship between the partner's procedures and the college's own arrangements. One college's quality manual identifies clearly how aspects of collaborative provision are to be monitored. At another college, where the partner is an employer, a handbook gives clear and detailed guidance on administrative procedures for collaborative work. It also includes instructions for student induction. Example 20 shows how a college has built on already well-established procedures for quality assurance.

Example 20. The director of curriculum planning and quality assurance and the quality manager both have experience of carrying out inspection in colleges. They have produced a quality manual which outlines procedures for quality assurance and quality standards. An annual inspection of the collaborative provision is undertaken based on the FEFC inspection framework and grading system. It includes classroom observation and results in a report which is circulated internally. The report includes an outline of the identified strengths and weaknesses which form the basis of an action plan for the collaborative partner, which is subsequently monitored by the college.

52   Elements of good practice in quality assurance include: frequent visits to the partner organisation; observation of teaching and learning; regular meetings to review progress with staff delivering off-site provision; surveys of student satisfaction; close monitoring and analysis of students' achievements; and analysis of moderators' and verifiers' reports. Where procedures are strong, colleges also ensure that there are sufficient trained internal assessors, moderators and verifiers in place early in the life of the collaborative agreement. Some colleges have rightly suspended or ended contracts if quality problems are not resolved.

Example 21. At one college, there is a quality guide for each partner. Quality is monitored by a system of spot checks: two or three courses from each partner are visited each term, usually by the quality manager of the college, who checks registers, learning agreements and general policies, including health and safety. Teaching is monitored by the appropriate college division, although there is little visiting to look at specialist aspects of work. Each partner produces an annual report on the same basis and to the same specifications as course teams within the college. Most of the partner organisations have their own policies for quality assurance, although one partner has adopted the college's equal opportunities policy. Each month the college holds a work-based learning forum for all administrators and assessors. It has an internal verifier board for NVQs which includes all partners and relevant college staff. Between 50 per cent and 60 per cent of college divisions are involved in training assessors and monitoring provision.

53   Collaborative provision which takes place at some distance from the college requires appropriate management arrangements. Distance makes regular checks difficult and costly. One general further education college employs teams of staff described as 'learning consultants'. These staff are allocated to particular clients and geographical locations and have a key role in monitoring the quality of the delivery of that service.

54   A significant issue for quality assurance is the frequency with which monitoring visits are carried out. The regularity of checks to establish students' progress may vary from monthly to yearly, depending on the nature of the collaboration. Some colleges make infrequent monitoring visits or do not visit training centres at all. When visits take place they do not always have a clear focus. Often a report or action plan is not produced after the visit. Many colleges have yet to develop procedures for producing evaluative reports on collaborative provision to the same standard as reports on their own direct provision. Few monitoring reports on collaborative provision contain sufficient data, particularly on students' achievements. Staff from one college made frequent visits but their reports were brief and recommended actions were not followed up. A few colleges produce a comprehensive and detailed report on the quality of the provision, sometimes in the same format as reports on other provision in the college. The report includes an action plan and actions are followed up.

Example 22. One college audits its collaborative partner's provision in accordance with the framework it has developed for this purpose. Visits are made every two months. During the visits, changes to the contract, students' portfolios, teaching observations, students' achievements and health and safety issues are checked. Detailed reports and action plans are produced. These are followed up in subsequent visits.

55   Some colleges, particularly those which have recently developed their collaborative provision, have yet to recognise fully that they are responsible for assuring the quality of their partner's provision. Confusion often exists between evidence which may be required for the colleges' and the FEFC's auditors and that which is necessary to assure and improve the quality of the students' experience. In these colleges, quality assurance arrangements for collaborative provision focus mainly on the collection of data relating to student enrolments, attendance and course completion. There is insufficient attention given to assessing the quality of teaching and learning and to collecting data on students' achievements.

56   Staff from colleges rarely observe lessons during their visits. It is even rarer for colleges to have a system whereby teachers with appropriate subject specialisms carry out observation in the classroom or workplace. In one case, in which the provider carried out observations of teaching and learning, it had not identified the criteria for observation, nor did it have staff with subject specialist knowledge.

57   Collaborative providers often use questionnaires to obtain feedback from students and some organisations and colleges occasionally telephone students who are studying some distance away. A college administrator appointed specifically to deal with collaborative provision contacts a 10 per cent sample of students who have completed a course to check on the accuracy of data returns from partners and to gauge the students' level of satisfaction with what had been provided. The information obtained from students on collaborative provision, however, is not always used to initiate actions which might lead to improved provision and rarely feeds into colleges' own arrangements for analysing feedback from students.

58   Many students on collaborative provision receive a copy of their college's charter. A few colleges have produced a charter specially designed for collaborative students and one college has worked with its partners to redraft the college charter.

59   In a few collaborative organisations, internal verification is in place to ensure that systems for fair and accurate assessment are available to students. The verification procedures operated by one training provider were not sufficiently thorough; for example, verifiers' comments were not always recorded. Three colleges had yet to arrange for appropriate internal verification. Some organisations arrange for visits by external verifiers; in other cases, the college arranges for external verification.

60   The opportunities provided for staff training vary widely. Some employers and national organisations involved with collaborative provision have staff appraisal systems and well-established staff development policies. Staff development programmes provide opportunities for staff not only to acquire assessor and verifier qualifications, where appropriate, but also to update their professional skills. Policies and procedures for staff development and staff appraisal, however, are generally underdeveloped. In example 23, staff use feedback from students to help them identify staff development needs.

Example 23. Students complete an evaluation questionnaire after every lesson. The information obtained from the questionnaires is analysed by the executive director of the centre and the teacher receives a copy of the analysis. This information feeds into the centre's staff appraisal system and helps to identify staff development needs.

RESOURCES

STAFFING

61   The majority of staff working for the organisations with which colleges have collaborative arrangements are appropriately qualified. A few have extensive experience of teaching and training gained from

working in schools or colleges. There were, however, several examples of collaborative partners running programmes taught by unpaid and unqualified volunteers who were unknown to the college. The great majority of staff who need to do so either hold or are working towards qualifications as assessors and verifiers. Relatively few have a teaching qualification and most colleges could do more to help them to gain one. There are very limited opportunities for training in information technology for staff not engaged in teaching it as a subject.

62   Staff who work on vocational programmes normally have relevant and recent industrial experience and use this to good effect in their teaching.

> Example 24. At one centre, discussion related to working practice was a regular feature of classes for trainee gas fitters. Tutors were able to draw on their industrial experience to help trainees acquire appropriate knowledge and skills. At another centre, a physics graduate with considerable industrial and commercial experience both at home and abroad was employed by the provider. She carried out her duties as a training supervisor with great enthusiasm and used her own experiences to enhance students' learning.

63   At a few centres, the level of staffing allows little flexibility for covering absences, and for interviewing new students. In general, the levels of technician and administrative support are low. This led to trainers in one centre having to mend equipment during the course of a class before they could demonstrate its use.

EQUIPMENT/LEARNING RESOURCES

64   There is greater variation in the quality and quantity of resources for collaborative provision than for direct provision. Overall, however, there is no evidence to suggest that the quality of resources is a significant issue. Students, particularly those following vocational courses on employers' premises, normally have access to up-to-date specialist equipment of a professional standard. For example, students on a hotel and catering course were undergoing training in a new public house where the bars and kitchens were fitted with the latest technology. Many private training providers are also well equipped.

> Example 25. A private training organisation working with a college in the north of England maintains a good range of engineering equipment and small tools to support its courses. It has a capital investment plan and has recently added two new CNC machines and pneumatic equipment to its stock.

65   Training rooms in which theory classes are held are generally of a poorer standard than workshops or practical training areas. A few lack basic equipment such as overhead projectors and whiteboards. With

some notable exceptions, information technology is generally not as readily available to students on collaborative provision as it is to students on direct provision, and the equipment is not of such a high standard as it is in colleges. At a number of centres there are insufficient workstations for the number of students needing to use them. At others, computers and printers are outdated and need upgrading. A study area in one centre was adjacent to a furniture workshop where resources were available to help students develop their underpinning knowledge and construct their portfolios. The students were able to work independently and seek a tutor's support as required. There was, however, no computer or software to help them in their task.

66   In the rare cases where providers maintain libraries, they are poorly stocked. Most students attending collaborative training centres do not use the libraries and support services offered by the college, often because they live too far away. In acknowledgement of this, one organisation working with a college in the Midlands had made successful arrangements for its students to use the library at a nearby adult education college.

ACCOMMODATION

67   Many different kinds of practical work were observed during the survey and during the quadrennial inspections. They included: carpentry; light engineering; business administration; horse care; swimming; canoeing; fitness training. Almost all of the accommodation and outdoor facilities used for practical work or instruction were of an acceptable or good standard.

68   At a few centres, general classroom accommodation and accommodation used for theory work was also of a high standard. Rooms were well decorated and furnished, with stimulating and appropriate wall displays. In many other centres, the accommodation was cramped, untidy, poorly furnished and uninviting. It did not provide a suitable learning environment. For example, students on an 'exercise to music' course attended theory classes in the members' lounge of the health club where they were being taught. Conditions were cramped; there were no tables on which they could rest papers and work was interrupted by piped music. Colleges do not make sufficiently rigorous checks on new premises before courses begin, but would be well advised to do so.

69   Occasionally, the decision is taken to use accommodation which, though unsuitable for its purpose, is likely to provide a familiar environment which attracts local students.

Example 26. One college in the Midlands makes widespread use of churches and primary schools as venues for courses involving parishioners and parents. The church buildings are not always well adapted for teaching and learning. They nonetheless serve a valuable purpose in attracting students who would otherwise be reluctant to return to education.

70 Few centres are accessible to and properly equipped for people who use wheelchairs. Where social and recreational areas are available they are mostly of a poor standard.

CONCLUSIONS AND ISSUES

71 The main strengths of collaborative provision are:

- the high proportion of NVQ lessons in which strengths outweighed weaknesses
- the high percentage of trainees on short courses who gain their qualifications
- well-planned programmes and good learning materials
- generally well-managed induction programmes
- better access to further education for students and employers who have hitherto not used the service
- employers' and potential students' increased awareness of nationally recognised qualifications
- more flexible modes of learning for those in work
- the confidence trainees in work gain from having their skills accredited within a framework of nationally recognised qualifications
- collaborative ventures aimed at disadvantaged groups
- success in enabling some unemployed students to find jobs
- appropriately qualified and experienced staff
- access to state-of-the-art equipment for students following vocational courses on employers' premises.

72 The main weaknesses of collaborative provision are:

- the failure of some collaborative agreements to add value to provision which was already established
- lack of attention to planning opportunities for progression
- inadequate needs analysis by colleges to inform their decisions when entering into collaborative arrangements
- lack of clarity about the aims of collaborative provision
- the quality of pre-guidance and on-course support which is largely determined by the provider without the involvement of college staff
- lack of attention to the needs of students with learning difficulties and/or disabilities when planning much collaborative provision

- uninspired theory lessons

- inadequate data on students' achievements on long courses

- quality assurance arrangements which are not as robust as for direct provision

- monitoring visits are often too infrequent where collaborative provision is offered at some distance from the college

- the inability of many students on collaborative provision to take advantage of college resources, such as the library and student services.

ANNEX A

COLLABORATIVE PROVIDERS 1996-97

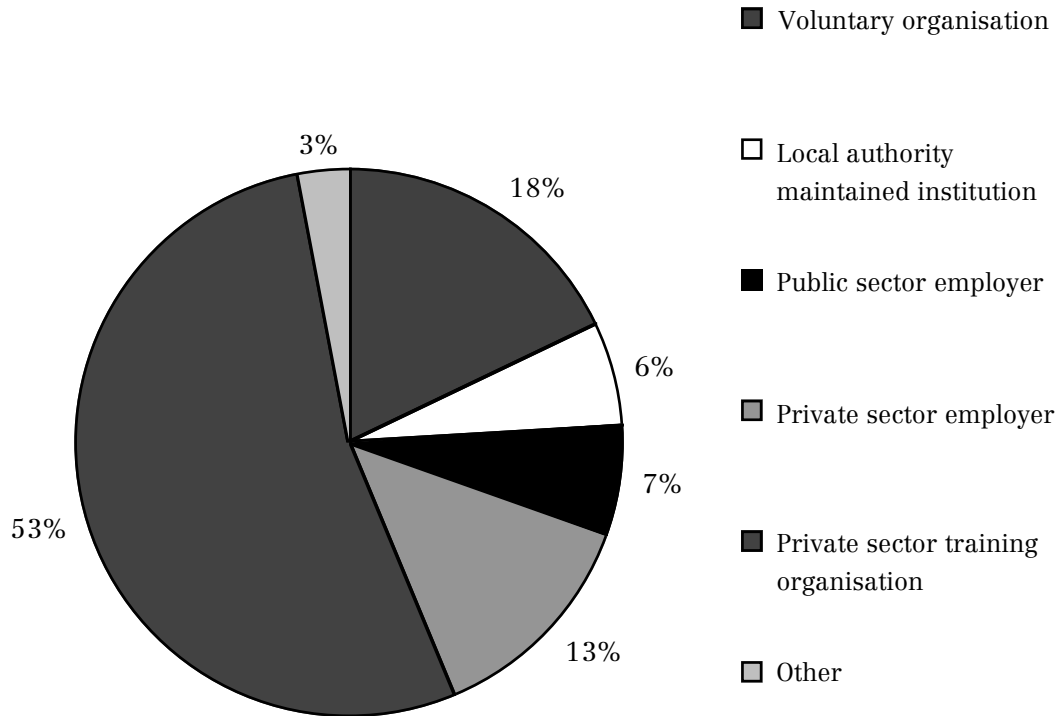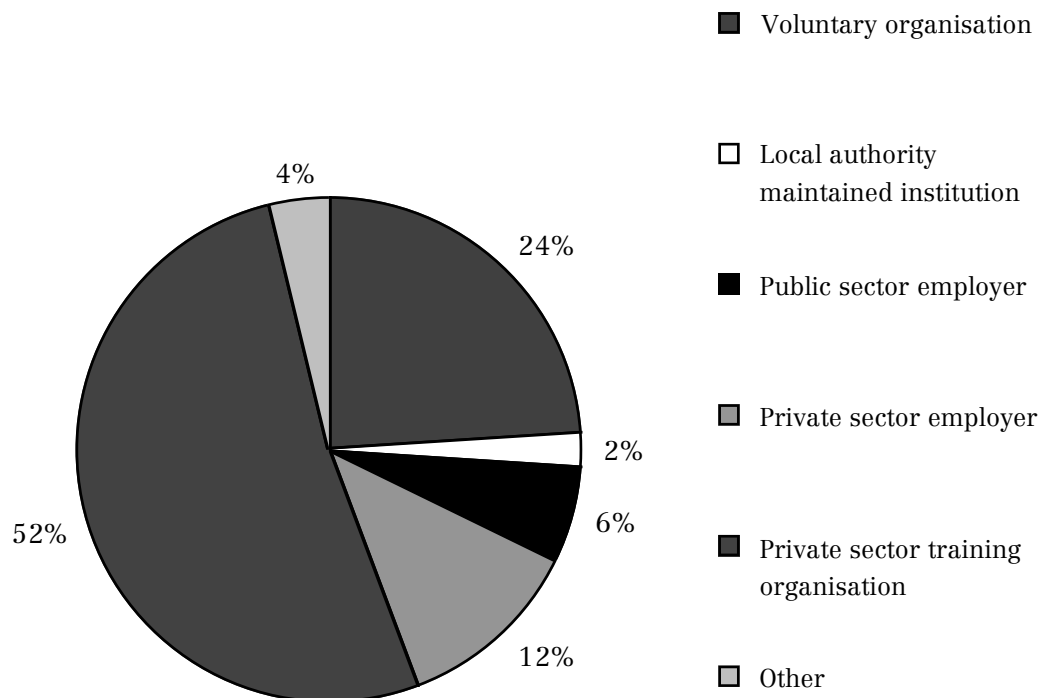**Figure 1. Collaborative providers by type of provision, 1996-97, all colleges**

- ■ Voluntary organisation
- □ Local authority maintained institution
- ■ Public sector employer
- ■ Private sector employer
- ■ Private sector training organisation
- □ Other

3%

18%

6%

7%

13%

53%

Figure 2. Collaborative providers by type visited in survey of 14 colleges, 1997

- ■ Voluntary organisation
- □ Local authority maintained institution
- ■ Public sector employer
- ■ Private sector employer
- ■ Private sector training organisation
- □ Other

4%

24%

2%

6%

12%

52%

ANNEX B

STUDENTS ON COLLABORATIVE PROVISION

Table 1. Students on Collaborative Provision, 1996-97 and 1997-98

Programme area	Total FEFC funded	Within region		Outside region	
	96-97	96-97		96-97	
	No.	No.	%	No.	%
Full time					
Sciences	107,659	2,998	3	1,229	1
Agriculture	18,071	1,101	6	923	5
Construction	25,794	1,634	6	100	0
Engineering	56,354	2,541	5	543	1
Business	96,322	2,957	3	2,983	3
Hotel and catering	52,144	684	1	181	0
Health and community care	100,849	3,503	3	269	0
Art and design	96,382	1,916	2	246	0
Humanities	148,005	3,049	2	637	0
Basic education	33,658	3,755	11	390	1
Subtotal	**735,238**	**24,138**	**3**	**7,501**	**1**
Part time					
Sciences	455,062	70,011	15	15,760	3
Agriculture	33,033	1,773	5	251	1
Construction	71,825	6,167	9	2,965	4
Engineering	201,978	26,035	13	20,207	10
Business	556,686	72,101	13	54,837	10
Hotel and catering	99,466	27,721	28	32,292	32
Health and community care	441,511	200,931	46	46,973	11
Art and design	152,700	10,663	7	7,935	5
Humanities	573,648	54,354	9	30,068	5
Basic education	228,220	13,795	6	13,334	6
Subtotal	**2,814,129**	**483,551**	**17**	**224,622**	**8**

Note: excludes specialist designated colleges; includes collaborative provision
Source: college strategic plans, July 1997

Collaborative provision total		Total FEFC funded	Within region		Outside region		Collaborative provision total	
96-97		97-98	97-98		97-98		97-98	
No.	%	No.	No.	%	No.	%	No.	%
4,227	4	110,058	2,318	2	553	1	2,871	3
2,024	11	19,303	1,117	6	626	3	1,743	9
1,734	7	25,734	1,481	6	81	0	1,562	6
3,084	5	56,690	2,553	5	462	1	3,015	5
5,940	6	98,878	2,320	2	908	1	3,228	3
865	2	54,945	816	1	138	0	954	2
3,772	4	104,061	2,907	3	186	0	3,093	3
2,162	2	100,886	1,582	2	350	0	1,932	2
3,686	2	152,304	3,024	2	156	0	3,180	2
4,145	12	33,182	3,576	11	290	1	3,866	12
31,639	**4**	**756,041**	**21,694**	**3**	**3,750**	**0**	**25,444**	**3**
85,771	19	463,597	67,947	15	11,838	3	79,785	17
2,024	6	35,313	2,266	6	725	2	2,991	8
9,132	13	80,081	11,040	14	2,888	4	13,928	17
46,242	23	205,838	29,867	15	13,040	6	42,907	21
126,938	23	594,952	76,518	13	37,660	6	114,178	19
60,013	60	108,752	29,612	27	24,200	22	53,812	49
247,904	56	446,551	198,620	44	26,778	6	225,398	50
18,598	12	168,653	9,926	6	7,280	4	17,206	10
84,422	15	599,147	55,851	9	25,531	4	81,382	14
27,129	12	248,362	14,985	6	15,300	6	30,285	12
708,173	**25**	**2,951,246**	**496,632**	**17**	**165,240**	**6**	**661,872**	**22**

ANNEX C

STATISTICAL INFORMATION

Table 1. Modes of attendance on direct and collaborative provision, 1995-96

	Full-time and sandwich	Employer-led	Other part-time and evening only	Short course	Open or distance learning	Accreditation of prior learning
	%	%	%	%	%	%
Direct	44.3	8.1	44.8	1.0	1.7	0.1
Collaborative	6.1	38.0	31.7	18.5	4.0	0.3
Total	**39.9**	**11.6**	**43.3**	**3.0**	**1.9**	**0.3**

Note: percentages are subject to rounding

Source: individualised student record, 1995-96

Table 2. Full-time and part-time students on direct and collaborative provision, 1996-97

	Full-time	Part-time
	%	%
Direct	28	72
Collaborative	6	94
Total	**24**	**76**

Note: percentages are subject to rounding

Source: individualised student record, 1995-96

Table 3. Sex and age of students on direct and collaborative provision, 1995-96

	Male			
	<19	**19 – 24**	**25 +**	**Total**
	%	**%**	**%**	**%**
Direct	13	7	22	42
Collaborative	3	8	39	51
Total	**11**	**7**	**25**	**44**
	Female			
	<19	**19 – 24**	**25 +**	**Total**
	%	**%**	**%**	**%**
Direct	13	9	36	58
Collaborative	3	8	38	49
Total	**11**	**9**	**36**	**56**
	Total			
	<19	**19 – 24**	**25 +**	**Total**
	%	**%**	**%**	**%**
Direct	26	16	58	100
Collaborative	7	16	77	100
Total	**22**	**16**	**61**	**100**

Note: percentages are subject to rounding

Source: individualised student record, 1995-96

Table 4. Level of qualifications for which students are aiming, 1995-96

| | NVQs | | | |
	Entry level 1	Level 2	Level 3	Levels 4, 5 and HE
	%	%	%	%
Direct	12	58	25	6
Collaborative	15	54	26	5
Total	**12**	**57**	**25**	**6**

| | Qualifications other than NVQs | | | |
	Entry level 1	Level 2	Level 3	Levels 4, 5 and HE
	%	%	%	%
Direct	30	27	40	4
Collaborative	73	14	11	1
Total	**34**	**26**	**37**	**3**

| | Total | | | |
	Entry level 1	Level 2	Level 3	Levels 4, 5 and HE
	%	%	%	%
Direct	28	30	38	4
Collaborative	62	22	14	2
Total	**32**	**29**	**36**	**4**

Note: percentages are subject to rounding

Source: individualised student record, 1995-96

Table 5. The most common subjects in collaborative provision by number of qualifications

Qualification	NVQ equivalent level	Number of qualifications (000s)
First aid	1	109
Business studies	2 and 3	32
Food hygiene	1	26
Sports coaching	1 and 2	20
IT and computing	1	12
Engineering	1 and 2	5
Total		**204**

Source: individualised student record, 1995-96

Table 6. NVQ courses in direct and collaborative provision, 1995-96

	Proportion of NVQs				
	Entry level 1 %	Level 2 %	Level 3 %	Levels 4, 5 and HE %	Total %
Direct	4	18	6	13	9
Collaborative	5	48	36	60	20
Total	**4**	**20**	**7**	**15**	**10**

Source: individualised student record, 1995-96

ANNEX D

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