

**REPORT
FROM THE
INSPECTORATE**

Calderdale College

March 1994

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

THE FURTHER EDUCATION FUNDING COUNCIL

The Further Education Funding Council (FEFC) has a statutory duty to ensure that there are satisfactory arrangements to assess the quality of provision in the further education sector. It discharges the duty in part through its inspectorate, which inspects and reports on each college in the sector every four years. The Council's inspectorate also assesses and reports on a national basis on specific curriculum areas and advises the Council's quality assessment committee.

College inspections involve both full-time inspectors and registered part-time inspectors who have specialist knowledge and experience in the areas they inspect. Inspection teams normally include at least one member from outside the world of education and a nominated member of staff from the college being inspected.

GRADE DESCRIPTORS

The procedures for assessing quality are described in the Council Circular 93/28. In the course of inspecting colleges, inspectors assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out in the reports. They also summarise their judgements on the balance between strengths and weaknesses using a five-point scale. 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.*

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FEFC INSPECTION REPORT 19/94

CALDERDALE COLLEGE, WEST YORKSHIRE

YORKSHIRE AND HUMBERSIDE REGION

Inspected October–December 1993

Summary

Calderdale College in West Yorkshire is well governed and well managed. Its wide range of courses is responsive to the needs of the local community. Students receive effective teaching and high quality support, guidance and counselling. Examination results reflect a satisfactory level of success for a diverse student population many of whom possess modest achievements on entry. Staff are well qualified and benefit from well-organised staff development. The college's work is supported by an effective management information system, and the developing quality assurance procedures are sound. The college should increase the involvement of employers on college advisory groups and in the monitoring of course provision. Other weaknesses are the lack of procedures to calculate the unit costs of course provision; the absence of course and school targets for retention, achievement and destinations; outdated library book stock and some students' limited access to information technology equipment.

The grades awarded as a result of the inspection are given below.

Aspects of cross-college provision	Grade
Responsiveness and range of provision	2
Governance and management	2
Students' recruitment, guidance and support	1
Quality assurance	2
Resources: staffing	2
equipment/learning resources	3
accommodation	3

Curriculum area	Grade	Curriculum area	Grade
Humanities	2	Hotel and catering	3
Science	2	Hair and beauty	3
Business	2	Mathematics	3
Technology	3	Computing/IT	3
Art & design	2	Leisure & tourism	3
Health & caring	2		

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INTRODUCTION

1 Calderdale College's specialist provision was inspected during the period October to December 1993 and February 1994. This involved 46 inspector days. In addition, a total of 38 inspector days were used to inspect aspects of cross-college provision during the week beginning 10 January 1994. Inspectors visited 142 classes and examined examples of students' written and practical work. They held discussions with governors, staff, students, local employers, and representatives from the Calderdale and Kirklees Training and Enterprise Council and the local authority.

2 The report is based on inspections carried out according to the framework and guidelines described in Council Circular 93/28. The framework describes a four-year inspection cycle. When this cycle becomes fully established, colleges will have the opportunity to respond to the findings of earlier inspection visits before their quadrennial inspection and the subsequent published report. As the inspection of Calderdale College occurred early in the cycle, the opportunity for such a response has not been available.

THE COLLEGE AND ITS AIMS

3 Calderdale College, West Yorkshire, is a general further education college located on six sites across the borough of Calderdale. The college traces its origins to the Halifax Technical School and celebrated its centenary in 1993. It was designated Calderdale College in 1988.

4 At the time of the inspection 6,622 students were enrolled at the college. Of these, approximately 1,782 were following full-time courses. The age profile of the student population is shown in figure 1. There was a full-time equivalent staff of 350 (figure 2).

5 The college is organised into eight schools: design, media and performing arts; manufacturing and construction; health and care; business administration and information technology (IT); service industries; management and business studies; academic, general and educational studies; and foundation studies. There is a wide range of vocational provision and a substantial programme of General Certificate of Education advanced level (GCE A level) and General Certificate of Secondary Education (GCSE) courses.

6 The college is one of several providers of post-16 education and training in the Halifax area. Students in the area may choose to attend one of nine 11-18 secondary schools, Bradford and Ilkley Community College, Huddersfield Technical College, Dewsbury Technical College, Greenhead and New College sixth form colleges in Huddersfield and the training arm of the Mid-Yorkshire Chamber of Commerce. All these institutions are within 10 miles of Calderdale college

7 The local economy of the metropolitan borough of Calderdale in West Yorkshire is dominated by small to medium-size enterprises within an

overall declining manufacturing sector. The current unemployment rate is 10.5 per cent. Ethnic minority groups, mainly of Asian origin, form 4.6 per cent of the general population and 15.3 per cent of the college's student population.

8 The mission of the college is to provide post-16 education and training which offers breadth, responsiveness and quality. The strategic plan focuses on curriculum development, marketing, physical resources and on the effective use of financial and human resources.

RESPONSIVENESS AND RANGE OF PROVISION

9 The wide range of provision reflects the demands of the local community. Courses are available through a variety of modes of attendance and students are offered good opportunities for progression from foundation courses to advanced qualifications. More than 200 full-time and part-time courses lead to General National Vocational Qualifications (GNVQs), National Vocational Qualifications (NVQs) and other vocational certificates and diplomas in business studies, management and business administration, computing and IT, art and design, performing arts and media studies, health and care, manufacturing and construction, leisure industries, sports studies and tourism, hospitality industries and catering, hairdressing and beauty therapy, educational studies, and teacher and assessor training. There are 27 subjects at GCE A level, 14 at advanced supplementary (AS) level and 30 at GCSE. The college also offers adult access studies, a part-time modular degree programme in humanities and social sciences and a range of courses to meet the training needs of firms in the region. Students with learning difficulties and/or disabilities work in a supportive environment which enables them either to progress at their own pace or to join mainstream courses of study. All students have access to extra learning support as part of their entitlement. The college is making a significant contribution to the achievement of national education and training targets for the Calderdale district. Figure 3 shows the numbers of students enrolled in each curriculum area. Figure 4 shows the percentages of students pursuing different levels of study.

10 The college has strong links with the local community, social services, training and enterprise councils and other external agencies. These links have assisted the development of access courses and provision for students with learning difficulties and/or disabilities. There is discussion with employers over the provision of full-cost courses for industry and commerce but there is little employer involvement through course advisory teams and the college seldom makes use of employers' perceptions of courses.

11 There is a wide range of fully-funded short training courses, seminars and consultancy services covering human resource development, education management, IT, languages for business and quality assurance. The college has been responsive to the training needs of the community.

It is the largest provider for TEC-funded youth and adult training provision within the metropolitan borough of Calderdale.

12 The college markets its courses well and maintains detailed market intelligence data on local industry and commerce. It promotes its courses through targeted media advertising, mailshots, open days, liaison with schools and community centres. Publicity material is informative and well designed.

13 There is a strong commitment to equality of opportunity and the college is successful in enrolling traditionally under-represented groups of students. Creche facilities are provided, and some courses are timetabled to suit the needs of adults with children.

GOVERNANCE AND MANAGEMENT

14 At the time of the inspection the Calderdale College Corporation had 13 members including the principal. Eight members represented industry and commerce. Governors demonstrate appropriate awareness of the distinction between governance and management. The information with which they are provided enables them to contribute fully to strategic planning. Corporation meetings are held once a term. They are well attended and are supported by clear briefing documents and concise minutes. Governors are aware of relevant legislation, key publications of the Council and developments within the sector. Governors participate in the activities of the college, for example through working party membership, and meetings with staff and students. They have also been involved in the preparation of the college's charter.

15 The current management structure has been in place since April 1993. The senior management team comprises the principal, the head of corporate affairs, who is deputy chief executive, and four assistant principals. The roles and responsibilities of the management team are clear and familiar to teaching and non-teaching staff. The college's strategic planning process is systematic and all staff have opportunities to be involved. School development plans contribute towards the college strategic plan. There are clear lines of communication and the flow of information across the college is maintained through regular staff meetings and the publication of a weekly news letter. Teachers and support staff have ready access to senior managers.

16 The 1992-93 unit of funding, inherited from the local authority, was £2,549 per weighted full-time equivalent student. The median for general further education and tertiary colleges was £2,436. The college has a budget for the 16 months to July 1994 of £14,603,000. Sixty per cent of the college's income is funded by the FEFC. About 18 per cent of its income comes from the Calderdale and Kirklees Training and Enterprise Council. A summary of the college's income is shown in figure 5.

17 The financial management of budgets for capital equipment and the purchase of consumables is delegated to the schools. There is no system

for calculating the unit costs of course provision by programme area. The college's estimated expenditure for the 16-month period is given in figure 6.

18 The college's computerised management information system is effective. It captures data from a range of sources and is able to present this information in a form that can be used effectively by staff. Reports on student attendances are produced every three days. Functional areas supported by the system include finance, payroll, personnel, admissions and the library. Heads of school receive data on staff utilisation, and tutors obtain data on the students' achievements. Staff at all levels make good use of the services provided by the information system.

19 Heads of school are involved in setting enrolment targets for their programme areas. The overall college enrolment target for 1993-94 has been achieved. Data on student retention and course transfer data are monitored on a regular basis at course, school and directorate level. The information is regularly collated to provide a whole college view and to monitor progress towards the strategic objective of raising student retention rates.

20 There is no overall accommodation strategy for evaluating accommodation requirements in relation to student growth targets and curriculum development.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

21 Recruitment, pastoral support, guidance and counselling are given a high priority. They are effectively co-ordinated through the centrally-located student services unit, which supports students from their initial contact with the college and throughout their programme of studies. The work is enhanced significantly by a team of experienced counsellors who work closely with a number of external agencies including social services, the Department of Social Security and community groups. The range of services provided through the unit includes comprehensive child care, a chaplaincy service and financial assistance for students who might otherwise be unable to attend college. The student services unit also assists personal tutors in their work with students.

22 The central admissions team is well qualified and experienced. The services it provides are of a high quality and they are valued by students. It co-ordinates and monitors all enquiries and applications and provides guidance on choice of course before students attend interviews with staff from the relevant courses. The team also gives specialist advice on other matters such as welfare rights and benefits and the support available for those with learning difficulties and/or disabilities.

23 The college has procedures to accredit the prior learning and experience of students. All full-time students have their numeracy and language skills assessed as part of their induction programme. Those students who are identified as requiring extra support are interviewed

and individual action plans are negotiated, detailing how this support is to be arranged. A comprehensive learning support service enables assistance to be delivered in a variety of ways to meet the needs of individual students and the demands of their particular programmes. Methods include attendance at open learning workshops, group teaching and individual tuition.

24 The students receive a good induction to the college. The induction programme is centrally co-ordinated by the student services unit. Useful guidelines are provided to assist tutors in the delivery of the programme. Students' rights and responsibilities are explained in a student charter and an informative student handbook. Students who were spoken to during the inspection found the induction programme helpful in familiarising them with the college and informing them of the services available.

25 All full-time students, and those part-time students who are following a substantial programme of study, have a personal tutor. Comprehensive staff development induction for new tutors and a well-considered tutorial programme enhance the quality of pastoral support. A group tutorial is timetabled for one hour each week with a further hour being available to tutors for meeting with students individually. The role of the tutor has a high profile in the college and the support provided is appreciated by most students.

26 Individual tutorials are used effectively to help students review and record their progress and plan future action. The national record of achievement is extensively used across the college.

27 Attendance at classes is rigorously monitored. The student services unit uses attendance information provided by the college information system to alert tutors to students whose attendance is poor. Where students are persistently absent, counselling and home visiting enable tutors to identify particular difficulties and take appropriate action.

28 As part of their personal tutorial programme, students are given valuable help and advice on careers and higher education. There is central co-ordination of students' applications to higher education and tutors ensure that students' references and personal statements are properly presented.

TEACHING AND PROMOTION OF LEARNING

29 Of the 142 sessions inspected, 49 per cent had strengths which clearly outweighed weaknesses. The strengths and weaknesses of the work were evenly balanced in a further 37 per cent of the sessions. The following table shows the grades awarded as a result of the inspection.

Teaching sessions: inspection grades by programme of study

Programmes	Grade	1	2	3	4	5	Totals
A/AS level		1	6	5	4	0	16
GCSE		1	3	1	1	0	6
GNVQ		1	10	13	5	1	30
NVQ		1	11	6	2	0	20
Voc. dip.		2	17	13	2	0	34
Voc. cert.		1	6	5	1	0	13
Other		1	8	10	4	0	23
Totals		8	61	53	19	1	142

30 Most of the teaching was well planned. Teachers displayed good knowledge of their subject. The content of lessons was generally sound and the level of work appropriately challenging for students. In some of the vocational areas such as catering, hairdressing and beauty therapy the college provided facilities which closely simulated working practices in an industrial or commercial environment. Teaching and learning throughout the college are supported by open learning centres, suitably staffed and equipped with high-quality learning resources.

31 In business studies and business administration, there was a good balance between carefully-planned theoretical and practical activities. IT was well integrated into course work and assignments. Course work was thoroughly assessed, but was not always promptly returned to students.

32 Teaching in social care was well organised. The teachers used visual aids effectively and provided informative hand-out materials. They had high expectations of their students and students were attentive and anxious to learn. Some of the work was hindered by faulty computers.

33 Teaching in art and design was characterised by good staff-student interaction. Teachers' frequent use of practical demonstration greatly assisted students' learning.

34 Students in leisure, tourism, hospitality and catering were well motivated and appeared to enjoy their studies. Hospitality and catering made good use of the college restaurant as a realistic learning environment. Students' individual action plans were carefully constructed and subsequently monitored by staff. In some of the theory sessions teachers failed to take appropriate account of the differing needs of individual students and neglected to use IT.

35 Teachers of GCSE and A level classes were generally successful in providing for a wide variety of backgrounds and ability. They prepared, and encouraged students to use, a wide range of informative supplementary learning materials. The open learning centres provided further learning resources. In some subjects, students were not as well

informed as they might have been of syllabus requirements and related course information.

36 In mathematics, syllabuses were well chosen to suit the needs of differing groups of students. For instance, mature students returning to study followed a GCSE course which highlighted topics relevant to their own experiences. The mathematics workshops provided effective learning support for students in need of additional individual attention. In some mathematics classes, little attempt was made to involve students through group work or directed questioning where this was appropriate. In others, there was limited use of IT and practical activity.

37 Students' IT project work was of a good standard. There was an emphasis on software design techniques and a systematic approach to documenting and testing software. However, some of the examples used to teach theoretical developments were dated and not all of the latest approaches to software development had been incorporated into the teaching.

38 Most students made use of IT resources in the learning centres, often outside their formal timetable periods. Students on vocational courses frequently applied their developing IT skills in class and in assignments. In some curriculum areas, however, the IT being taught was inadequately related to the vocational context. The quality of learning materials was also variable. There were generally insufficient computer workstations available for students to use within laboratories and workshops.

39 In science lessons, students were involved in discussion, problem solving, video presentations, laboratory investigations and computer-based experimentations. Practical sessions were particularly effective. Students were motivated and industrious; the sessions were well structured and students received effective guidance including supportive hand-outs related to the practical tasks.

40 In electronics, there was a good balance between theoretical and practical work. Laboratory sessions were well organised and teachers and technicians provided close support and guidance whilst students undertook practical work either individually or in small groups. The teaching of mechanical engineering was poorly co-ordinated, and opportunities to integrate subject matter were missed. In some areas, for example electrical installation, practical work was adversely affected by poor-quality accommodation and poorly-maintained equipment.

41 Theory classes in hair and beauty were well planned. Teachers employed an appropriate range of strategies for teaching and learning. They had an up-to-date knowledge of their subject area although, in some cases, the theoretical work contained insufficient reference to commercial applications.

42 In most of the discrete classes for students with learning difficulties and/or disabilities, teachers displayed an understanding of the students'

individual needs and used appropriate teaching methods. Where students were integrated within mainstream classes however, teachers were not always aware of what they should expect from the students and often lacked the training required to identify the range of learning needs.

STUDENTS' ACHIEVEMENTS

43 Most students demonstrated a high level of interest in their studies and were well informed of the range of opportunities available upon completion of their studies. Their relationships with teachers were good. Students responded well to working in pairs or in small groups, sharing workloads with each other and agreeing targets for completion.

44 The college's A level pass rates have been rising steadily over the last three years. In 1992, the average pass-rate, grades A-E, was 69.1 per cent. In 1993, the pass rate was 74.8 per cent, approximately 5 per cent below the national average for all students. Many of the students who study A levels are adult returners who study part-time. Other students study A level subjects in addition to their vocational courses. Full-time students, aged 16 to 19, taking A level examinations at the end of a two-year course of study, form a relatively small proportion of the college's A level cohorts. The average pass rate of 74.8 per cent represents a satisfactory success rate for a diverse student population many of whom possess modest achievements at GCSE.

45 GCSE results over the last three years compare favourably with national averages. In 1993, 59 per cent of the 539 subject entries gained grades A-C. Many of the students who take GCSE subjects do so in addition to a vocational course of study.

46 The access to higher education course is successful in enabling students to gain entry to higher education. In 1993, 81 of the 86 students who originally enrolled on the course completed it successfully, and almost all of these progressed to higher education.

47 Students' achievements in Royal Society of Arts courses are good. For example, in 1993, of the 1,865 subject entries 82 per cent achieved a pass and 55 per cent of the total entry gained a distinction.

48 The percentage of students obtaining their primary target qualification on full-time vocational courses at advanced and intermediate levels is generally satisfactory. In 1993, 88 per cent of the 200 students on intermediate level courses and 81 per cent of the 154 students on advanced level vocational courses achieved their target qualifications.

49 Students' performances in external examinations are creditable when measured against their levels of attainment on entry. The college's recent evaluation of full-time students' attainment on entry indicated that approximately 30 per cent of them required additional support.

50 Full-time student retention rates are monitored by subject area. They average 76 per cent across all subject areas and vary from 38 per cent on

the first diploma in engineering to 90 per cent on construction studies courses.

51 The proportion of students who progress to higher education or employment from advanced courses is high. For example, in 1993, 75 per cent of students who obtained the national diploma in computing progressed to higher education and a further 16 per cent to employment.

52 The achievements of youth training and adult training students compare favourably with both local and national averages. Thirty-seven per cent of students leaving youth training in the period April to November 1993 gained an NVQ or equivalent qualification compared with a national average of 32.6 per cent and an average for Calderdale and Kirklees TEC of 25 per cent. In adult training, 50 per cent were successful in examinations or in obtaining work, compared with a national average of 25 per cent and an average for Calderdale and Kirklees of 33 per cent.

QUALITY ASSURANCE

53 The college has well-established quality assurance procedures. Policies for the development of new courses, and the review and evaluation of existing provision, are clearly documented. Procedures meet the needs of the various examining and awarding bodies.

54 Course teams meet regularly and it is clear from minutes and action plans that they give close attention to the evaluation of course provision and its improvement. Annual course reports are well structured and include statistics on enrolment, retention, achievement and destinations.

55 The quality assurance process has led to tangible improvements. As a result of recommendations on particular areas of work, staff development activity has been increased, resource allocation improved and a diagnostic process developed to assist students in choosing courses.

56 The views of students are obtained from questionnaires, from students' representatives on course teams, from students' feedback in tutorials, and occasionally from formal meetings between staff and students. The data from students are systematically collated, analysed, and acted upon. Moderators' reports are also used to inform the evaluation process. It is a weakness that the course teams have not yet developed systematic methods for gathering the views of employers.

57 Course reports contribute to the school action plan. As yet, there are no reports which measure the performance of each school against targets set by the directorate.

58 The college spends 1 per cent of its staffing budget on staff development. It is efficiently used, and staff development is a strong feature of the college's work.

59 The policy to provide planned staff development opportunities for all full-time and part-time staff is being effectively implemented. New and newly-promoted staff receive a well-structured induction programme,

tailored to their individual needs, which includes regular reviews, helpful documentation and, where appropriate, support from a mentor. In the past year, each full-time teacher received, on average, over six days of training approximately 75 per cent of which was provided internally. Staff development is well targeted and effective in spreading good practice between schools and courses. Teachers who developed the first phase of GNVQ provision have helped other course teams who are engaged in developing the next phase.

RESOURCES

Staffing

60 Teachers are sufficient in number and appropriately qualified for the courses offered. More than 90 per cent have a teaching qualification and 70 per cent have relevant industrial experience gained within the last five years. The proportion of teaching staff from ethnic minority groups is less than that for the community as a whole. Technicians and other support staff provide a satisfactory level of support across the college.

Accommodation

61 The main college site is located close to the centre of Halifax and includes three main buildings. In one of these buildings, the quality of the accommodation is good: rooms are well decorated and equipped with modern comfortable furniture. The other two buildings are in a poor state of repair and decoration. Parts of the roof leak and some of the teaching rooms are drab and uninviting. Good quality accommodation is available at the nearby Dean Clough industrial park where the majority of full-cost work is undertaken. This provides a clean, carpeted and well-furnished environment. Other buildings leased by the college are in a satisfactory condition.

Equipment/learning resources

62 The range and quality of equipment in art, media, languages and physical education are good. In business, caring and engineering they are inadequate. IT facilities for the college as a whole are generally good but only a small number of computers are capable of running the most modern software packages. The college has no policy for the replacement of equipment.

63 Library facilities are generally satisfactory. The book stock is adequate to support courses but in many areas of work a significant proportion of the texts are becoming outdated.

64 A well-resourced open learning centre is adjacent to the main college library. Several other learning centres, similarly resourced, have been developed across the college to support specific curriculum areas.

CONCLUSIONS AND ISSUES

65 The college is working towards achieving its mission to provide post-16 education and training which offers breadth, responsiveness and quality. Particular strengths of the provision inspected are:

- effective governance and management
- the clear mission statement and strategic plan
- a course portfolio that reflects the needs of the community
- a good computerised management information system which is used effectively
- creditable levels of student achievement, including performance in external examinations
- suitably-qualified and experienced teaching staff
- high-quality provision for students' recruitment, guidance and support
- an effective quality assurance system
- thriving and well-directed staff development.

66 If the college is to maintain and improve standards it should address the following issues:

- effective methods for gathering, and taking account of, the views of employers
- systems for calculating the unit costs of course provision to assist the process of financial delegation
- establishment of an accommodation strategy to evaluate accommodation in relation to planned student growth and curriculum development
- establishment of course and school targets for retention, achievement and destinations
- methods of teaching and learning for students with learning difficulties and/or disabilities in mainstream provision
- the effective integration of IT into curriculum areas
- student access to IT equipment
- a college policy for the replacement of equipment
- the updating of the library book stock.

FIGURES

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- 1 Percentage enrolments by age (1993–94)

 - 2 Staff profile – staff expressed as full-time equivalents (1993–94)

 - 3 Enrolments expressed as full-time equivalents by mode of attendance and curriculum area (1993–94)

 - 4 Percentage enrolments by level of course (1993–94)

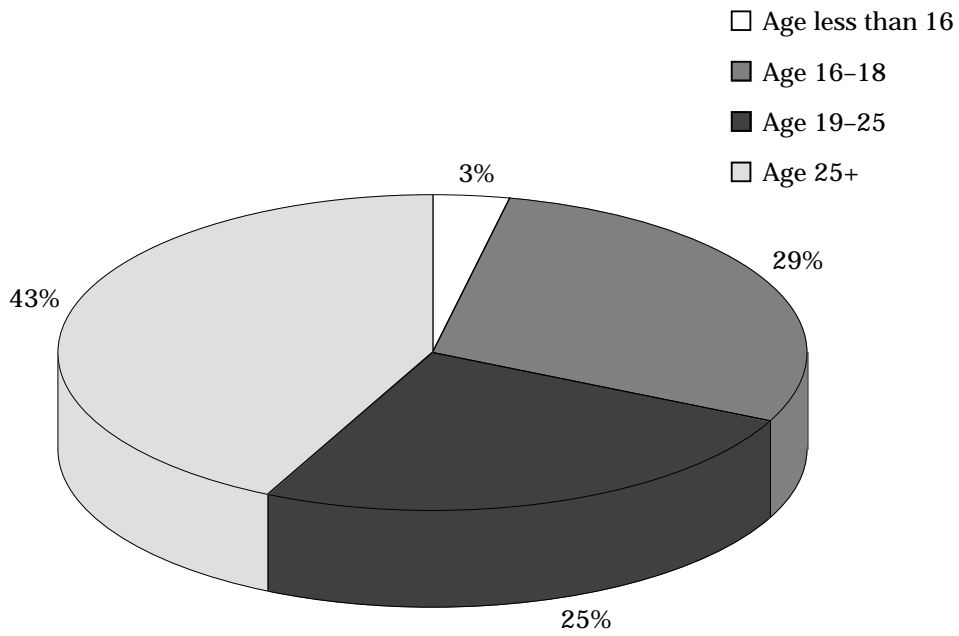
 - 5 Estimated recurrent income (16-month period 1993–94)

 - 6 Estimated expenditure (16-month period 1993–94)

Note: the information contained in the figures was provided by the college to the inspection team.

Figure 1

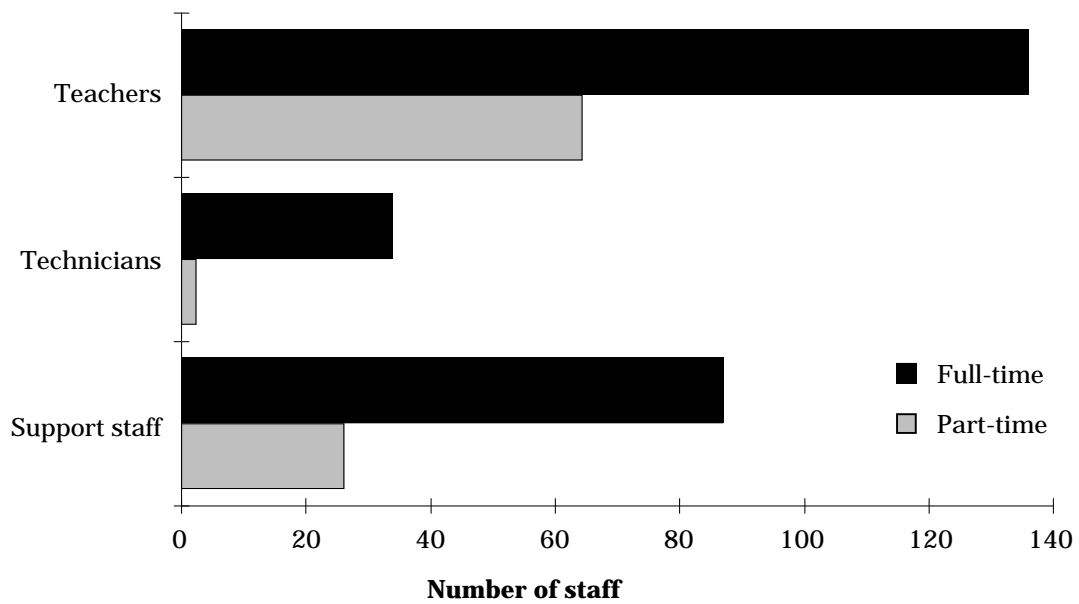
Calderdale College: percentage of student enrolments by age (1993-94)



Number of student enrolments: 6,622

Figure 2

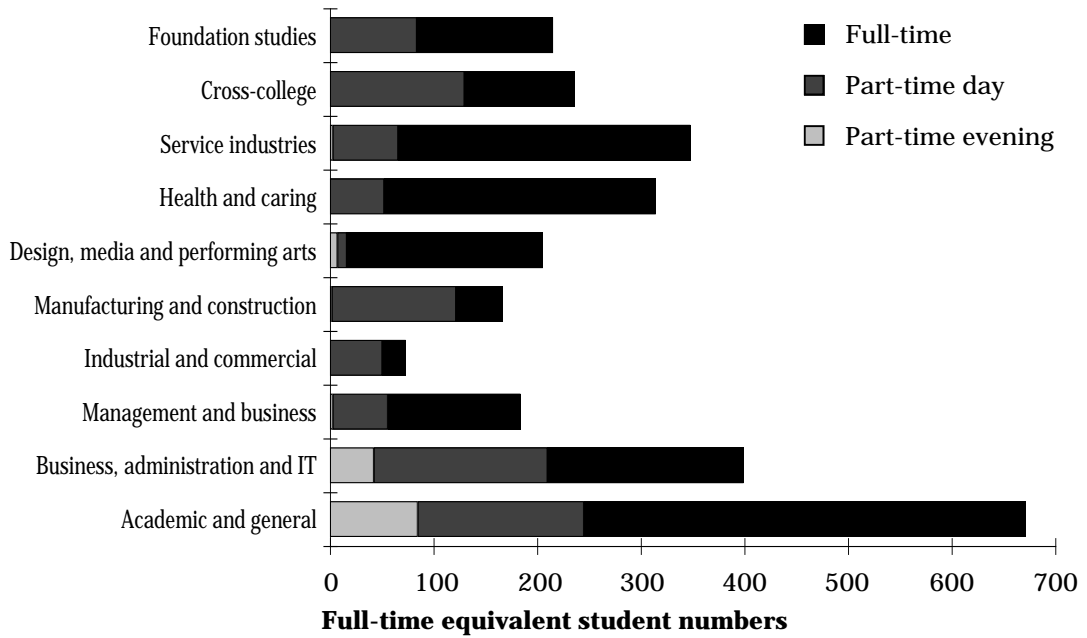
Calderdale College: staff expressed as full-time equivalents (1993-94)



Full-time equivalent staff: 350

Figure 3

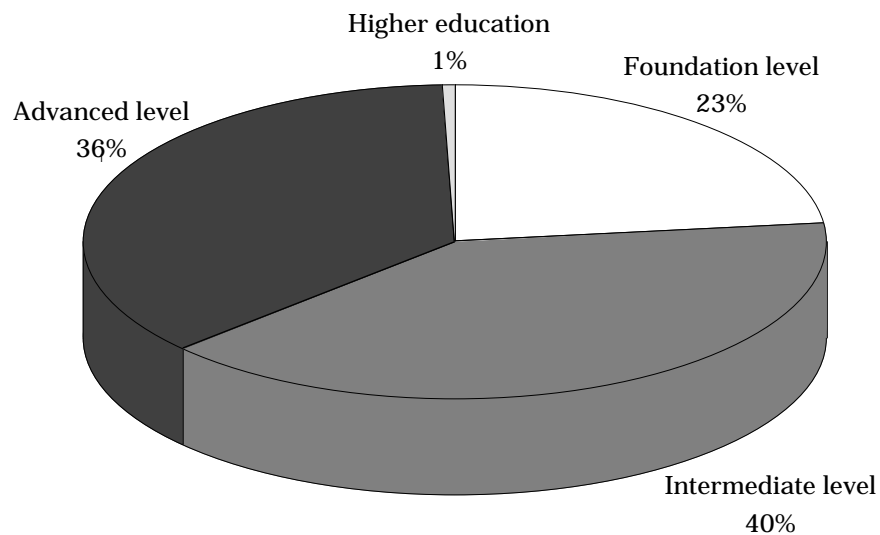
Calderdale College: enrolments expressed as full-time equivalents by mode of attendance and curriculum area (1993-94)



Full-time equivalent enrolments: 2,811

Figure 4

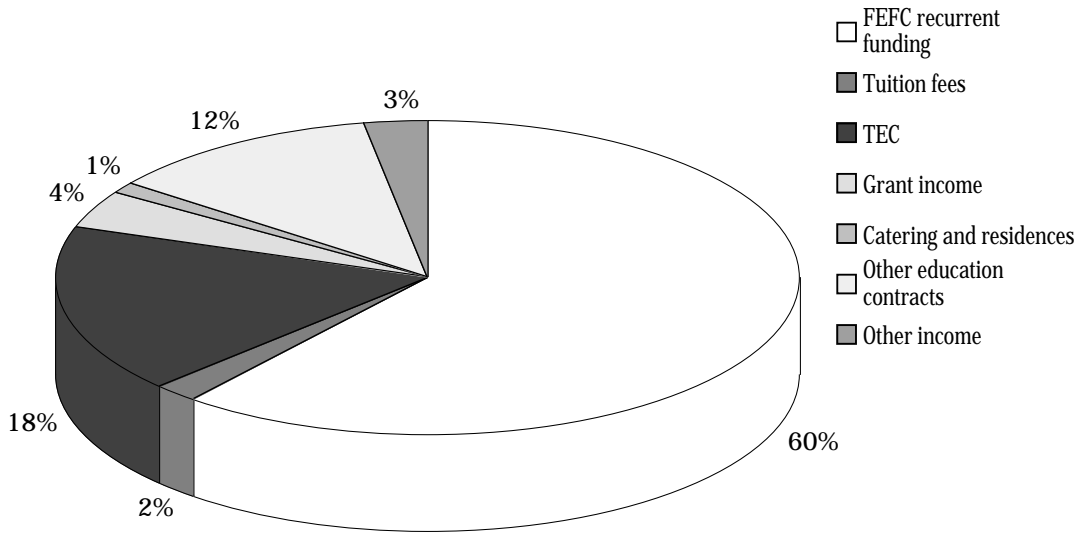
Calderdale College: percentage at full-time equivalents by level of course (1993-94)



Full-time equivalent enrolments: 2,811

Figure 5

Calderdale College: estimated recurrent income (16-month period 1993-94)

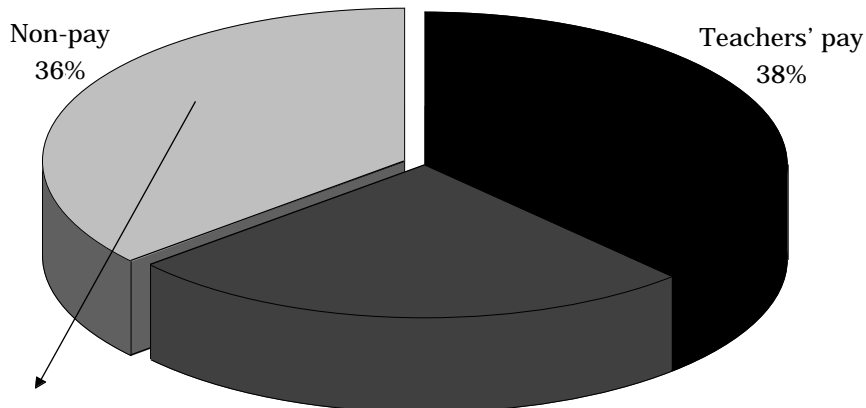


Note: the college also received £62,000 from release of capital grants

Recurrent income: £14,533,000

Figure 6

Calderdale College: estimated expenditure (16-month period 1993-94)



Non-pay	%
Teaching departments	8
Support services	2
Administration and central services	2
General education	2
Premises	9
Catering	1
Other	12
Total	36

Other pay
26%

Recurrent expenditure: £14,600,000

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