

**REPORT  
FROM THE  
INSPECTORATE**

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# **Shipleley College**

**February 1994**

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**THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL**

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**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 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. Assessments are set out in their reports. They also summarise their judgements on the balance between strengths and weaknesses using a five-point scale. Each grade on the scale has the following descriptor:*

- *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 13/94

## SHIPLEY COLLEGE

### YORKSHIRE AND HUMBERSIDE REGION

Inspected October - December 1993

#### Summary

ShIPLEY College in West Yorkshire is a well-managed college with strong links to the local community. It faces increasing competition for enrolments from neighbouring providers. The college offers a range of further education courses which is responsive to local needs. Particular strengths are the extensive provision for basic literacy, numeracy and language development for students whose first language is not English, flexible forms of course delivery and well-resourced facilities for open learning. The college's strategic planning involves wide consultation with interested parties including the staff of the college. Teachers are well qualified and experienced. Students benefit from the high quality of much of the teaching and from strong systems of guidance and support. High levels of student achievement on intermediate and advanced vocational courses are reflected in good results in external examinations. The college has sound and well-established procedures for course review and a systematic approach to staff development. Information technology facilities are good but the college should address the inadequacy of the bookstock in the library. Other areas for improvement are the computerised management information systems, the evaluation of cross-college provision, the monitoring of student retention and destination data, marketing, study spaces for resource-based learning and social and recreational facilities for students.

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	2
Quality assurance	2
Resources	3

Curriculum area	Grade	Curriculum area	Grade
Business	2	Horticulture	2
Caring	2	Leisure	2
Computing	3	Science	3
General education	3		

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## **INTRODUCTION**

1 Shipley College was inspected in two stages during the period October to December 1993. A team of seven inspectors spent a total of 30 inspector days in the college from 6 to 10 December 1993. Prior to this, 24 inspector days were used for the inspection of specialist subject provision. In all, inspectors visited 70 classes, examined samples of students' written work and held discussions with college governors, senior managers, staff and students, local employers, a representative of the Bradford and District Training and Enterprise Council (TEC) and a representative of the Yorkshire and Humberside Association for Further and Higher Education.

2 The inspection was 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 Shipley College occurred early in the cycle, the opportunity for such a response has been limited.

## **THE COLLEGE AND ITS AIMS**

3 Shipley College in West Yorkshire was established over 100 years ago to provide education and training for the local population and workforce in Saltaire village, which is situated about one mile from Shipley and three miles from Bradford.

4 The college operates mainly from six buildings in Saltaire. Three of these are listed buildings, one of which has been extensively refurbished recently. The college shares another of the listed buildings with the local authority. Of the other buildings, one is undergoing major refurbishment and is temporarily closed. The other two buildings are shared with tenants.

5 At the time of the inspection 4,559 students were enrolled at the college. Of these, 537 were full-time students, 1,634 were part-time students and there were a further 2,388 students who were attending adult education non-vocational courses funded by the local authority. There was a full-time equivalent staff of 62 teachers and 47 support staff: 43 teachers, 10 technicians and 21 other support staff were in full-time posts (figure 1).

6 The college offers a range of vocational, General Certificate of Education (GCE) and General Certificate of Secondary Education (GCSE) courses. There are also courses in general and basic education, personal and professional development and full-cost courses designed to meet the needs of local firms. Students with learning difficulties and/or disabilities are offered discrete provision. They also have the opportunity, where appropriate, to study alongside other students. The curriculum provision of the college is organised into two faculties, each having a number of sectors. The sectors are: business and leisure, science and care, adult education, computing, general education, horticulture, special needs and the study centre.

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7 The college is one of several providers of post-16 education and training in the Bradford area. It is in competition for students with five secondary schools, Bradford and Ilkley Community College, the local authority training providers and Keighley College. All these are located within four miles of the college except Keighley College which is seven miles away.

8 The Bradford Metropolitan area in West Yorkshire is an area with a predominance of small to medium-size enterprises. In recent years, the manufacturing and textile industries have contracted while service and information technology industries have expanded. Twenty eight per cent of the workforce is employed in manufacturing, 66 per cent in service industries. The rate of unemployment is approximately 11 per cent. About 17 per cent of the local community are from ethnic minority groups, mainly of Asian origin. Students from these groups form a similar percentage of the college's intake.

9 The mission of the college is to deliver high-quality education and training which meet the needs of individual students, communities and businesses in the Bradford district. The college's core values are stated as quality, relevance and equality. Strategic goals centre on quality, equality of opportunity and increased flexibility of course delivery to meet students' and employers' needs.

#### **RESPONSIVENESS AND RANGE OF PROVISION**

10 Student enrolments over the past year have increased by 8 per cent in line with the college's target. Enrolments by mode of attendance in each of the college's major curriculum areas are shown in figures 2 and 3. The distribution of enrolments by levels of study is given in figures 4 and 5. The levels referred to in figures 4 and 5 are the levels of study within the GNVQ framework or their equivalents.

11 In addition to the college's relatively large non-vocational adult education provision, its portfolio of courses includes access to further and higher education courses, courses in business and finance, leisure studies, science, nursery nursing, horticulture, caring, computing and information technology. Most of these courses lead to Business and Technology Education Council (BTEC), City and Guilds (C & G), or Royal Society of Arts (RSA) awards, some of them within the National Vocational Qualification (NVQ) framework. The college plans to expand provision in most of these areas and is well advanced in its preparations for GNVQ. The college offers a programme of GCE advanced and advanced supplementary level (A and AS level) and GCSE subjects, mainly mathematics, computing, sociology, economics, psychology, science and law. Some of the students study these subjects in conjunction with BTEC courses. There are no higher education courses.

12 Access to further education courses and other provision at the foundation level meet the needs of a wide range of students with modest qualifications and those with learning difficulties and/or disabilities. The

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college works closely with the local TEC and the local authority in running these courses.

13 The college has developed open learning workshops which provide flexible forms of course delivery. These workshops are an important resource for the local and wider community. Students and members of the public may join the workshops and work at a pace that suits them. Tuition and support materials are available in language development, information technology and numeracy.

14 In the late 1980s, the college set up and continues to co-ordinate a national language development network. The aim of the network is to provide a cost-effective way of providing open-learning materials which integrate language development with the development of vocational skills and knowledge. This has been a successful initiative. Over 40 colleges and two TECs are members of the network and together they produce a range of good-quality learning material.

15 The college maintains good relationships with local schools and colleges and with higher education institutions in the region. It has franchise arrangements with two local schools. There are strong links with the community, including social services, the TEC and the Yorkshire and Humberside Association for Further and Higher Education.

16 The college promotes itself through advertising, open days, liaison with schools, the TEC and some employers. The quality of publicity material is good. The college is in the process of linking its marketing activities with strategic planning. The aims are to inform staff of the importance of marketing, to involve some staff in each of the major curriculum areas in marketing, to clarify the roles and reporting lines of staff who have a marketing responsibility and to strengthen the college's ability to identify and assess the needs of local industry. The college has developed a business and professional services division, the Saltaire Training and Enterprise Consultancy, which generates income from full-cost activities as well as promoting the image of the college.

17 The college has a sound equal opportunities policy. It operates a sensitive system of recording and monitoring. The language development work of the college focuses particularly on the needs of the large number of bilingual students.

#### **GOVERNANCE AND MANAGEMENT**

18 The governing body has a wide and balanced membership. There are 18 members, nine of whom represent local industry and commerce. The membership reflects the ethnic diversity of the community.

19 Governing body meetings, held at least twice a term, are well attended and operate with clear briefing documents. Governors support the aims of the college and are active in providing strategic guidance. The governing body has yet to decide how it will monitor its own performance in carrying out its responsibilities and how it will identify its own training needs. Some of the governors interviewed were not sufficiently briefed on the legislation

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affecting further education and the key publications of the Council. There is increasing interaction between governors, staff and students, and some governors are members of the college's course advisory committees.

20 The current management structure has been in place since January 1992. The senior management team comprises the principal, three assistant principals and the college administrator. Its responsibilities are clearly documented and familiar to staff. The senior managers provide effective leadership. The strategic planning process is consultative and systematic: it involves all teaching and non-teaching staff. The college's strategic plan sensibly addresses the medium and long-term education and training needs of the local community.

21 The college's unit of funding for 1993-94, inherited from the local education authority, is recorded in the FEFC report, *Funding allocations 1993-94*, as £3,389 per weighted full-time equivalent student. This is significantly above the median of £2,436 for general further education and tertiary colleges. The broad patterns of the college's estimated income and expenditure are shown in figures 6 and 7.

22 The college uses two separate computerised management information systems. One deals mainly with financial matters; the other with information relating to staff and students. The systems are not integrated and having to relate the two sets of data generates considerable additional effort.

23 Course leaders are involved in setting the enrolment target figures for their courses and this helps to ensure that each course contributes to the college's strategic plan. The overall enrolment targets set for 1992-93 have been achieved. Student retention rates are monitored at course level on a regular basis and the reasons for withdrawals are documented. The information on retention rates is not collated centrally to show overall trends for the college, a practice which would inform strategic planning and assist in marketing activity.

#### **RECRUITMENT, GUIDANCE AND SUPPORT**

24 A central client services unit co-ordinates student admissions, guidance and support, external links and students' placements together with students' records and some aspects of marketing. The services of the unit are of high quality. They are responsive to the needs of students and enhance the image of the college.

25 College publicity material is informative and relevant. Some elements are published in the main minority languages of the community as well as in English. All potential full-time students have an interview with teachers who advise them about the various study programmes. The college has a policy of respecting individual students' choices wherever possible, which sometimes results in students enrolling on courses which are too challenging in relation to their stage of development or ability. The needs of students with learning difficulties and/or disabilities are effectively identified during the admissions process.



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26 The college is well advanced with procedures for accrediting the prior learning and experience of students. Full-time students have their numeracy and language skills assessed as part of the induction programme. The induction of students is well planned and supported by well-produced materials. The induction process is based on the use of a file, known as the 'Faxfile'. This consists of a ring folder containing information about the college, its policies, students' rights and obligations, support facilities and the scheme of work. Its use is subsequently linked into the assignment programme to support the development of numeracy, literacy and information technology. There are opportunities for students to transfer between courses during their first term. All such students receive close support and counselling before a decision to transfer is agreed.

27 Students receive detailed and informative guidance on a range of pastoral, academic and career topics. This is provided through a well-developed tutorial process. The Faxfile is the college's method of maintaining the students' record of achievement. The documentation is of a high standard. Students are responsible for updating the record sheets in the file and these are regularly reviewed by teachers.

28 The college's computerised management information system does not hold attendance data. Course co-ordinators are required to check the class registers manually. Although time consuming, this is done effectively and the college provides follow-up letters to absentees.

29 Students are made aware of their rights and responsibilities through the policy statements held in the Faxfile. These statements match well with the requirements described in the Charter for Further Education. Students are encouraged to become familiar with the statements during induction.

30 Facilities to support students' learning through workshops and the study centre are good. The well-managed study centre has helpful collections of learning materials and there is provision for additional tuition. Social and recreational facilities for students are of poor quality. There are plans to improve them when the current refurbishment programme is completed. Staff-student relationships are good and students speak warmly of the help and support they receive.

#### **TEACHING AND THE PROMOTION OF LEARNING**

31 Teachers displayed a sound knowledge of their subject areas. Their teaching was enthusiastic and relationships with students were good. In most classes, the students were attentive and well motivated. Students readily asked questions and displayed a lively interest in topics. Workshop-based learning was well organised and supported by appropriately-structured learning materials. Of the 70 teaching sessions inspected, 61 per cent had strengths which clearly outweighed the weaknesses.

32 The following table summarises the grades given to each of the teaching sessions inspected.

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**Teaching sessions: inspection grades by level of study**

<b>Programme</b>	<b>Grade 1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Totals</b>
A/AS	0	2	4	0	0	6
GCSE	1	2	3	1	0	7
GNVQ	2	1	0	0	0	3
Vocational diplomas	5	21	11	1	0	38
NVQ	1	3	0	0	0	4
Other	2	3	5	2	0	12
<b>Totals</b>	<b>11</b>	<b>32</b>	<b>23</b>	<b>4</b>	<b>0</b>	<b>70</b>

33 In business studies, a major curriculum area within the college, students covered a wide range of relevant topics. Numeracy, literacy and information technology skills were integrated into course work and assignments. Students received detailed information on the topics to be taught.

34 Teaching in caring and leisure courses was well planned. The presentation of case study material encouraged a high level of student participation. The sessions were thoroughly prepared and the students spoke about their studies with knowledge and enthusiasm. In science, the students made good use of the open-access study centre in developing practical and theoretical understanding. There was appropriate emphasis on safe working practices.

35 Horticulture students were attentive and industrious and appeared to enjoy both their theoretical and practical work. There was a carefully-planned approach to recording students' achievements but some of the teaching schemes lacked detail and contained little reference to the teaching process.

36 Software design techniques formed an integral part of the work in practical computing classes. Some of the students on computing courses, however, were poorly motivated. In GCSE mathematics, teachers gave sensitive support to individual students in mixed ability classes but the required level of work was too challenging for the less mathematically able students. The students' problem-solving and information technology skills for mathematical investigations were poor.

37 The standard of students' work in social sciences was high. Teachers used audio-visual aids creatively to stimulate students' interest. Some students were not well informed about the nature of their external examinations and a number of staff changes had also unsettled a few of the students.

38 Students with learning difficulties and/or disabilities experienced teaching of a high quality. On the 'transition to work' programme, students were fully involved in activities and eager to participate. They developed a sense of pride in their work. Teachers were helpful and supportive of

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individual student needs. Work experience was well organised and there was close involvement with parents and employers. The teaching of adults with severe learning difficulties was effective. Learning took place within vocational contexts and the students were well motivated and attentive. Students with learning difficulties and/or disabilities who were members of mainstream classes generally received effective support and guidance from the lecturers taking those classes.

39 Language development work across the college is of a high standard. A major part of this work is with bilingual students. The GNVQ foundation programmes provide a relevant vocational context for the delivery of discrete learning programmes. Records of achievement are kept and students are regularly informed about their progress.

### **STUDENTS' ACHIEVEMENTS**

40 Students enjoyed their studies. Most were well motivated and spoke with enthusiasm about their courses and the college. The students interviewed were able to talk articulately about their courses and about homework assignments.

41 The levels of knowledge and understanding demonstrated by students were appropriate to the courses of study followed. Students were given demanding assignments and coursework. These were well presented and of a good standard. Students valued their course notes and the material provided to support learning.

42 As part of their assignment work, students were sometimes expected to work in small groups. They coped well in these situations and displayed a willingness to co-operate and share workloads in order to meet deadlines. Many of the students who used the study centre to improve their language skills displayed proficiency in self-assessment and were able to set some of their own learning targets. The college encouraged students, wherever possible, to obtain additional qualifications. For example, students on the BTEC social care courses were able to gain qualifications in first aid, and health and safety at work.

43 The percentage of students obtaining their primary target qualification on full-time vocational courses at advanced and intermediate levels is high. For example, in 1993, almost 90 per cent of students who completed their courses at advanced and intermediate levels, achieved their qualification. Non-completion is more often for personal reasons than circumstances relating to students' academic work. A table published recently by the Department for Education shows that of the 80 students in the final year of study for BTEC national or City and Guilds (C & G) national diplomas, 100 per cent achieved their qualifications.

44 Students' achievements on secretarial courses are good. Of the 500 students who were entered for secretarial awards, 82 per cent achieved the qualification, 50 per cent gained a distinction. Students' achievements in the Association of Accounting Technician (AAT) courses were poor. In 1993, for example, only two of the 16 students who took the examinations passed.

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45 The majority of students who take GCE A level subjects are over 18 years of age and attend college on a part-time basis. Students have good or satisfactory success rates in some subjects. In 1993, for example, 84 per cent of students entered for psychology and 75 per cent of those entered for English literature achieved grades A-E. The pass rate in economics, however, was 22 per cent. The overall A level pass rate, grades A-E, was 64 per cent compared with a national pass rate for all students of 79.8 per cent.

46 Many of the students who take GCSE subjects do so in addition to their main vocational course of study and receive considerable benefit from following a related academic course. In 1993, the pass rate was 84 per cent and 48 per cent of the students obtained grades A-C.

47 Approximately 90 per cent of the full-time vocational students who passed their examinations and about 80 per cent of the students who were successful at GCSE progressed to further study or employment.

### **QUALITY ASSURANCE**

48 Teachers are aware of the requirements of the Charter for Further Education. The college induction process ensures that students are informed of their rights and responsibilities.

49 There is a well-established and detailed policy for course review. The policy is well implemented. Course teams annually review the provision on full-time and part-time courses. Annual reports are comprehensive and well structured. A notable feature of the review is the written action plan which allocates responsibility for course improvements.

50 The course review process is well managed and effectively meets the requirements of the various examining and validating bodies. As a result of recommendations in a recent review, horticulture provision received additional funding for capital items. Other course teams received assistance to monitor work-placements and resources for staff development to remedy gaps in expertise.

51 Course leaders and teachers take careful account of the BTEC moderators' reports. The views of employers are not always sought or considered. Some sectors operate employer advisory committees which, among other things, assist the review process. The college does not operate a system of monitoring students' views on course operation. However, some course teams use questionnaires to monitor students' levels of satisfaction and course team meetings are attended by representatives of the student group.

52 The college selects some courses each year for an in-depth review. The course co-ordinators of the selected courses are asked to evaluate the effectiveness of their course at a meeting with a subcommittee of the college's quality review panel. This process draws on external views of the course, such as moderators' reports.

53 Course teams meet frequently. Meetings are usually well attended by

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teachers and by student representatives. Formal agendas and minutes demonstrate that appropriate attention is given to course management and curriculum matters. Students' responses are carefully monitored. Assignments and test papers are moderated by the course team and samples of students' scripts are marked by a second teacher.

54 The college does not systematically evaluate its cross-college provision, such as the facilities provided by the study centre and student support services. However, the current operating plan includes a requirement for the establishment of a whole-college quality standards framework.

55 There is a detailed policy for staff development. Activity is closely aligned to the college's strategic plan. The needs of course teams are identified through the annual course reports. The views of individual staff are also sought and these contribute to the staff-development programme.

56 The college has been successful in obtaining external funds from the Further Education Unit (FEU) and the Bradford and District Training and Enterprise Council to assist with staff development. In addition, most teachers are required to devote two hours per week to the development of GNVQs and to the attainment of assessment qualifications awarded by the training and development lead body. Overall, there is a good range of staff-development activity. Teachers who attend external events are required to evaluate the activity and suggest ways in which the college will benefit.

## **RESOURCES**

57 Teachers are well qualified and experienced. Eighty-six per cent have a first degree, 92 per cent hold a teaching qualification, 72 per cent have industrial experience and a further 8 per cent have undertaken industrial secondment. The level of clerical and technician support is satisfactory. The corporation has not yet adopted a human resources strategy although the strategic plan includes objectives relating to personnel.

58 The college has an accommodation strategy which includes a substantial capital refurbishment programme. At the time of the inspection, only three quarters of the gross floor area of the college was available for use owing to the refurbishment programme. The college considers that existing accommodation is sufficient for current enrolments. The recently-refurbished Salt building provides good-quality accommodation. The only building owned by the corporation, the Mill building, is in poor decorative order. There are good outdoor facilities for horticulture which enable students to complete a wide range of practical tasks. The accommodation for leisure studies and science is also of a good standard. The classrooms used for mathematics are poorly furnished and lack display materials. Some rooms used for caring courses are too small for some of the classes. Student accommodation is limited: the cafeterias are overcrowded and some buildings lack quiet study areas. All buildings offer access for wheelchair users.

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59 Students have access to approximately 100 modern computer workstations. The ratio of students to workstations is 8:1 which is above the norm for the sector. The timetabling arrangements for the information technology resource areas are well planned. There are appropriate levels of equipment in caring, general education and special needs. Reprographic facilities and audio-visual equipment are provided centrally and used effectively across the college.

60 The college library and study centre are temporarily located in the Aire building. They provide the focus for resource-based learning. The study centre enrolls in its own right a significant number of adults wishing to develop basic skills in numeracy and literacy and almost a third of the full-time teachers work in the study centre. The centre is short of space and this leads to overcrowding at certain times of the day.

61 The library has an inadequate number of books to support courses effectively. However, purchasing practices are systematic: course team leaders liaise with librarians to identify priorities. Library staff are appropriately qualified and experienced and the learning resources manager has established strong links with academic and curriculum committees. The electronic tagging system which operates in the library has reduced theft but the cost of lost items remains significant. The effective use of the library is limited by its location some distance away from the other main college buildings.

#### **CONCLUSIONS AND ISSUES**

62 The college is making good progress towards achieving its strategic goals: to provide high-quality teaching and opportunities for learning and to develop methods of study which meet students' and employers' needs.

The strengths of the provision include:

- the widely-based consultation which underpins strategic planning
- the college's responsiveness to the local community
- a range of courses at foundation, intermediate and advanced level which reflects local needs
- the extensive provision for basic literacy, numeracy and language development for bilingual students
- flexible course delivery and well-resourced facilities for open learning
- strong student support and guidance systems including comprehensive procedures for recording students' achievements
- the high quality of much of the teaching
- students' achievements on intermediate and advanced vocational courses including good results in external examinations
- well-established policy and practice for course reviews
- a systematic approach to staff development
- well-qualified and experienced teachers
- good information technology facilities.

63 The college should address the following issues if it is to raise yet further the quality of provision and the standards achieved by its students:

- 
- integration of the existing computerised management information systems
  - the extension of categories of data currently held in the computerised management information systems, the better to assist quality assurance processes
  - systematic evaluation of cross-college provision
  - marketing to promote and develop new courses
  - success rates in some GCE A level subjects
  - the size and range of library bookstock
  - study space for resource-based learning
  - social and recreational facilities for students.

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## FIGURES

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- 1 Staff profile – full-time equivalent staff (1993-94)

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  - 2 Enrolments by programme area and mode of attendance (1993-94)

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

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  - 4 Enrolments by level of study, excluding adult non-vocational education (1993-94)

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  - 5 Full-time enrolments by level of study (1993-94)

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  - 6 Estimated income (extended financial year 1993-94)

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  - 7 Estimated expenditure (extended financial year 1993-94)

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

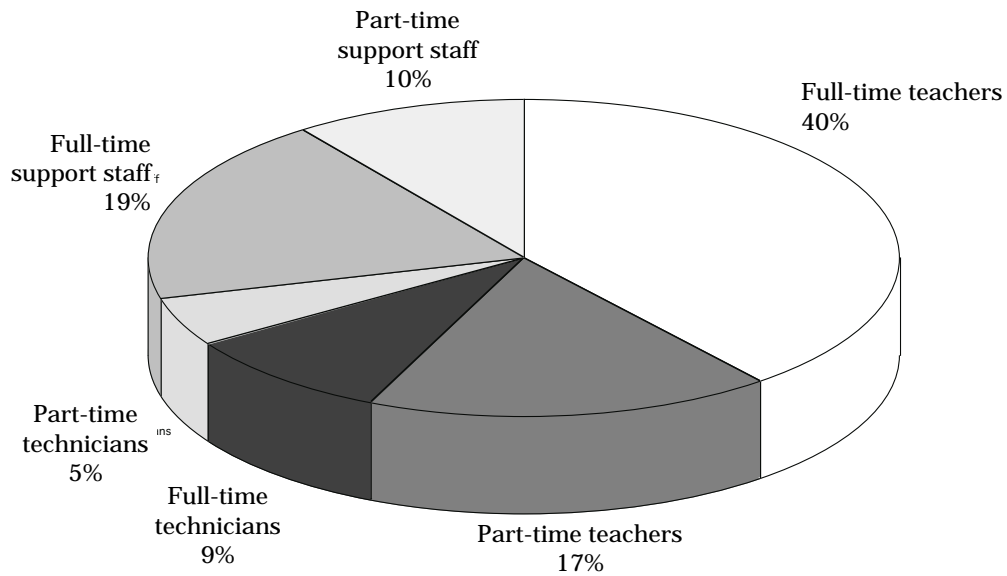
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**Figure 1**

**Shipley College: staff profile - full-time equivalent staff (1993-94)**

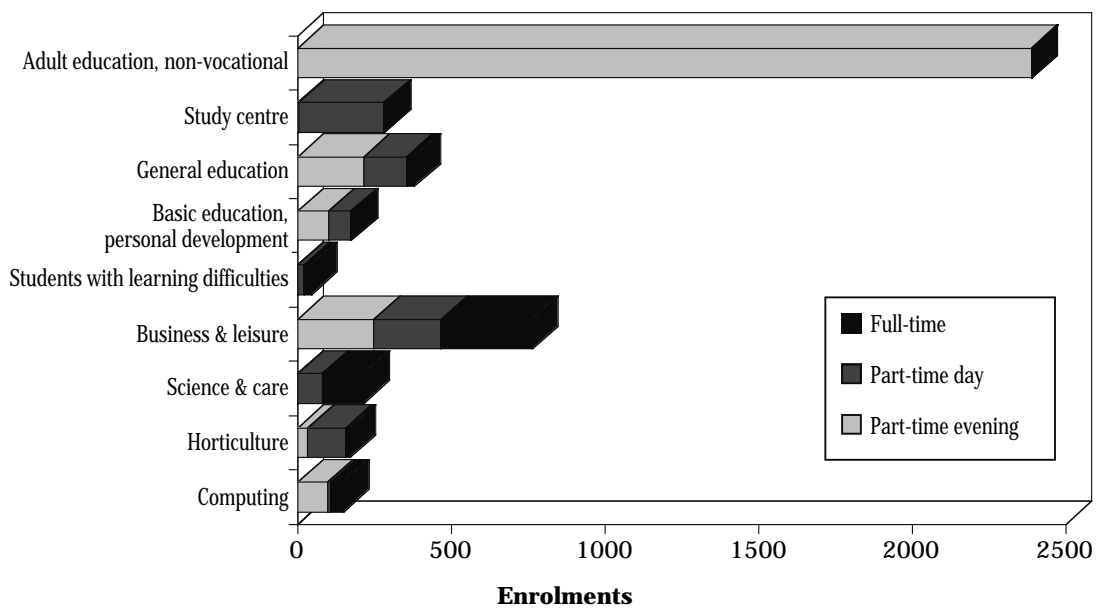


Total full-time equivalent staff: 109.3

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**Figure 2**

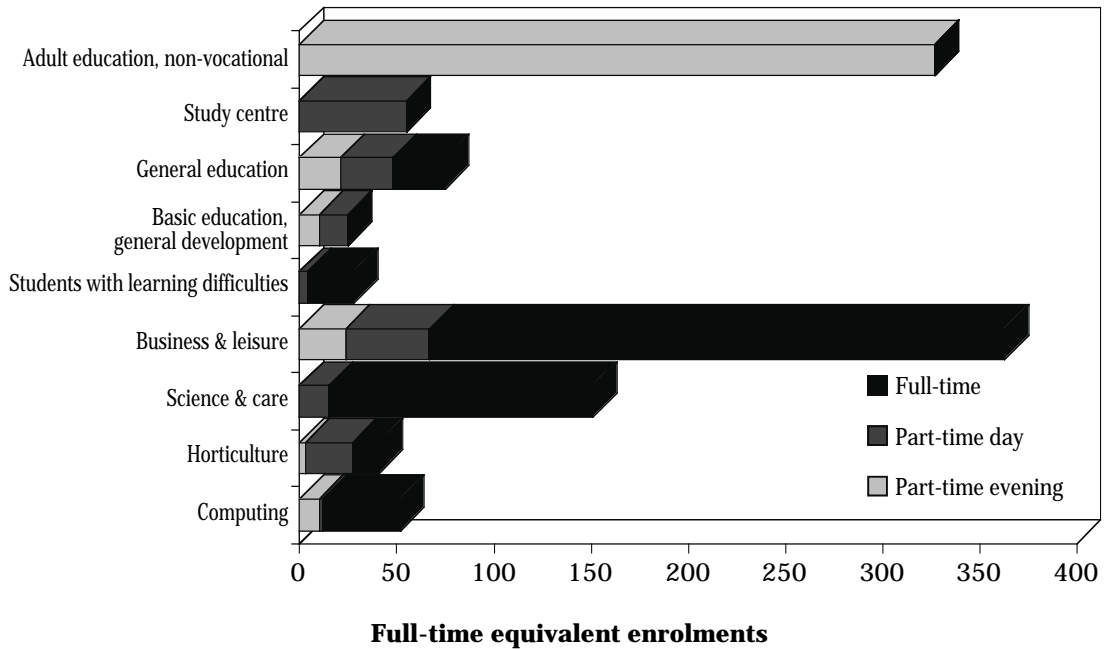
**Shipley College: enrolments by programme area and mode of attendance (1993-94)**



Total enrolments: 4,559

**Figure 3**

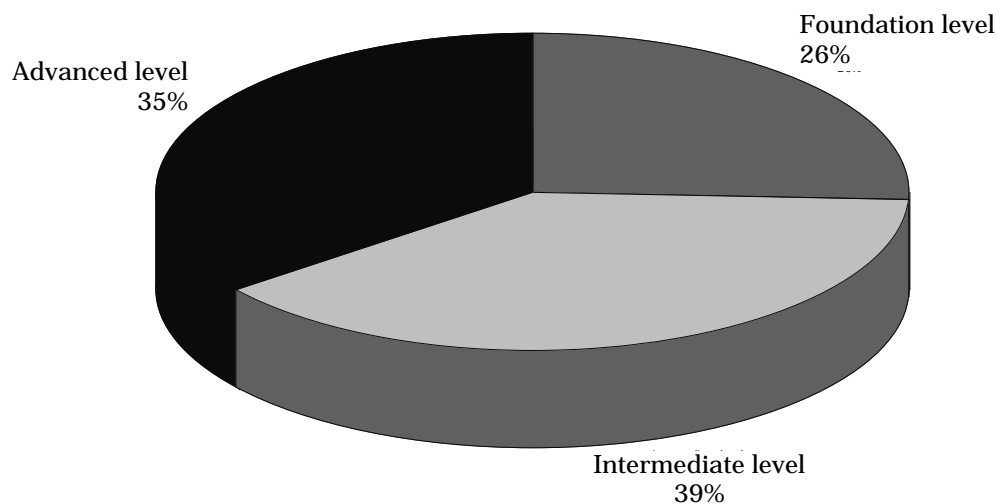
**Shipley College: enrolments expressed as full-time equivalents by programme area and mode of attendance (1993-94)**



Total full-time equivalent enrolments: 1,117

**Figure 4**

**Shipley College: enrolments by level of study, excluding adult non-vocational education (1993-94)**



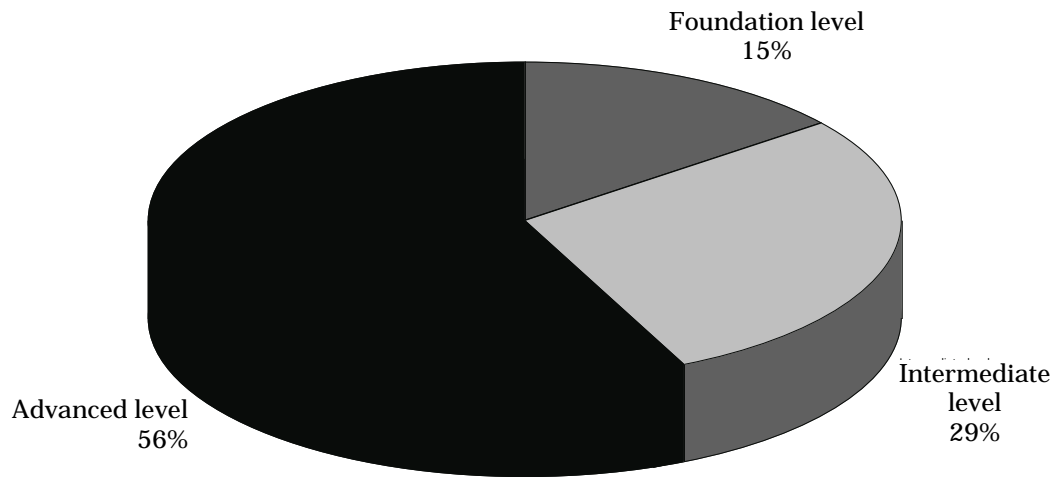
Total enrolments: 2,171 (excluding adult non-vocational education)

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**Figure 5**

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**Shipleigh College: full-time enrolments by level of study (1993-94)**



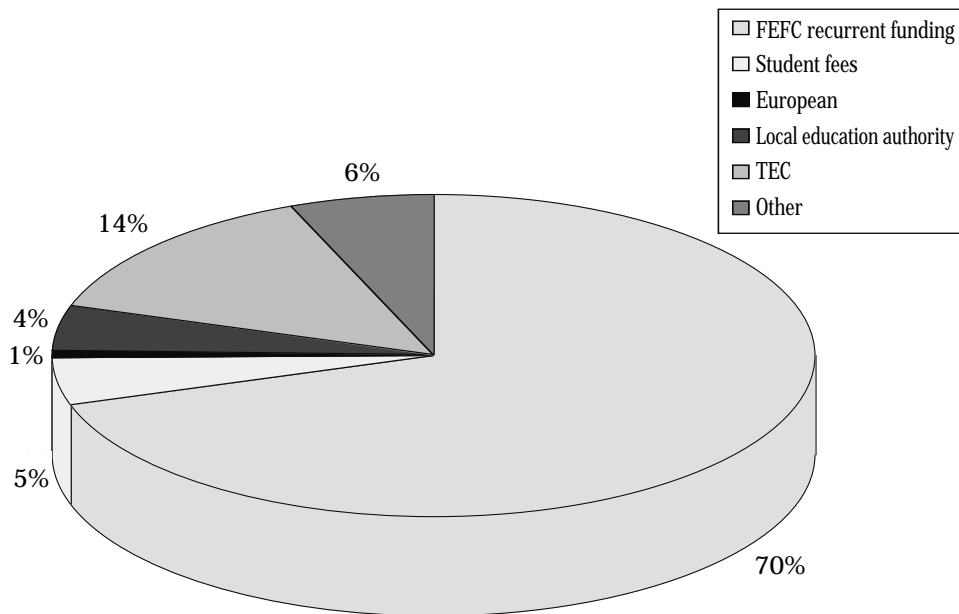
Total full-time enrolments: 537

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**Figure 6**

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**Shipleigh College: estimated income (extended financial year 1993-94)**



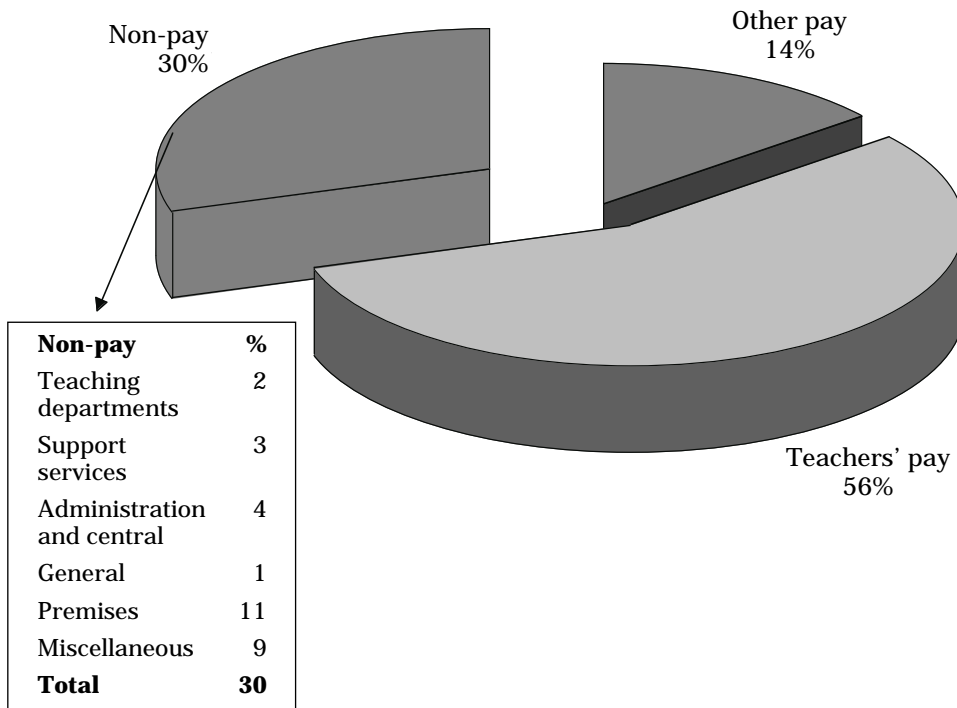
Total college income: £4,347,000

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**Figure 7**

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**Shipley College: estimated expenditure (extended financial year 1993-94)**



Total expenditure: £4,294,000

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