

## WIDENING ACCESS AND PARTICIPATION PLAN 2019/20 – 2021/22

**Institutions are required to submit information under each of the headings below. Please see the guidance notes for help in completing this return.**

1.1 Please provide a high level outline of your institution's Widening Participation policy in Higher Education and how this fits in with the institution's strategic direction.

North West Regional College was established in August 2007 following the merger of the North West Institute of Further and Higher Education and Limavady College of Further and Higher Education. It has campuses in Londonderry, Limavady and Strabane. The College's mission statement states that it "seeks to support individual and collective economic success through high quality learning for the people of the city and the region". Total College enrolments in the academic year 2017-2018 to date total 3,752 full-time and 10,444 part-time students. The full-time higher education provision is currently constrained by the Maximum Aggregate Student Numbers set by the Department for the Economy. There are currently 633 full-time and 627 part-time higher education enrolments.

Derry~Londonderry has an urban population in excess of 100,000; it is the principal sub-regional economic driver of a wider cross-border city region of over 350,000 people. The population of Derry City and Strabane District Council is in excess of 150,000 residents representing approximately eight percent of the population of NI.

The College is operating in a very challenging socio-economic environment where in 2016, 39.9% of enrolments came from Quintile 1 (excluding Republic of Ireland students). Further, five out of the top ten multiple deprivation indicators in NI are within the College catchment area. Equally challenging is the high rate of economic inactivity sitting at 37.7% for the 16-64 age group compared to the NI average of 26.0%.

Proportion of Higher Education enrolments in NWRC by deprivation quintiles in 2016-2017

Domicile	Quintile 1 - Most Deprived	Quintile 2	Quintile 3	Quintile 4	Quintile 5 - Least Deprived	Unknown Postcode
Excluding RoI	39.9%	21.8%	19.9%	13.9%	2.8%	1.7%

Source: Consolidated Data Return (CDR)

Over the next 20 years, the City and district will see a significant shift in the age profile of the population. By the end of this period it is projected to have nearly 4,000 fewer children aged under 16, 12 % under the age of 15 and 11 % in the 16-24 age band resulting in increased competition for students amongst providers of post-16 education and training.

Students are recruited from a wide geographical area with the main College campus located in Derry, the second largest settlement in NI and the fourth largest in the island of Ireland. The catchment area covers Derry, Strabane and Limavady in the North West, and Donegal in the Republic of Ireland.

As a border region, it is difficult to quantify the impact of commuting, relocation across borders and exchange rate volatility and this makes planning even more difficult. Brexit has led to even greater uncertainty for the future, particularly in relation to the recruitment of cross-border students and student and teacher mobility and exchange programmes such as ERASMUS. Currently, 11% of all students are drawn from the Republic of Ireland.

Despite the demographic challenges, the College had over 14,000 enrolments in 2016 -2017 across all campuses of which over 60% were from the most deprived quintiles one and two. The College delivers higher education, further education, Work Based Learning, including Training for Success, Apprenticeship NI and funded training for business support.

The College aims to have a central role in developing the city and region through skills innovation and economic engagement. Despite the challenges of the current budgetary framework, the College continues to strive for excellence and use innovation and skills to provide high quality education and training. The three year College Development Plan will be the catalyst for that process.

The College Development Plan outlines the direction for the curriculum, students and staff. It recognises the College's role in supporting the widening access and participation agenda in a city and region with a substantive challenge around the development of a strong social and economic framework.

The College is committed to the vision, mission and its value system as cornerstones of the institution and its ambition for students, staff, communities and industry.

The five key strategic priorities in the College Development Plan (2015-2018) include:

- The Curriculum is fit for purpose;
- Learners are at the centre of the organisation;
- Staff are empowered and developed to achieve the College's vision;
- The College's economic engagement aids unlocking the potential of the city and region to create prosperity;
- The College's resource base underpins and allows the College to carry out these priorities.
- The College's Development Plan acknowledges the strategic role of the College for the delivery of a widening access agenda for the delivery of a strong, social and economic region.

The strategic objectives for the curriculum aim to provide high quality, economically relevant focused provision which promotes social inclusion, higher education in further education, including widening access. For the students, the College seeks to promote outstanding quality of teaching and learning, work in collaboration with the students to enable them to fulfil their potential, encourage innovation and promote a culture of continuous improvement for Service Excellence.

The College has three main academic partnerships. These are Ulster University and the Queen's University of Belfast for the delivery of Foundation Degrees and Pearson for the delivery of HNCs/HNDs.

The College has a further partnership with Letterkenny Institute of Technology (LYIT) for the delivery of three degree programmes.

The College is committed to the delivery of an inclusive curriculum which is aspirational and supportive for widening access, with opportunities for engagement on access courses for entry into H.E. and participation on HLA as a financially viable HE option. The Widening Access Officer will seek to:

- Liaise where appropriate with College teams such as Admissions, Safeguarding, Learning Link, Careers Academy, Marketing and the curriculum teams to ensure timely provision to support inclusion and progression within NWRC
- Arrange and conduct impartial career guidance interviews for young people and adults, recommending appropriate pre-Higher Education programmes and making appropriate referrals
- Work with the Student Union to empower the student body and capture the student voice.

1.2 What is your view of the success record of your institution in relation to recruitment, retention and progression for Widening Participation students?

### Recruitment

The College recruits across a wide geographic area including Derry City and Strabane District Council, Causeway Coast and Glens Borough Council and with its proximity to the Donegal border students from that predominantly rural area using a range of mediums. The College works hard to promote and encourage access among under-represented groups and this is evidenced by;

MDM Quintile	2016/2017 Full Time	2016/2017 Part Time	2016/2017 Full Time %	2016/2017 Part Time %
1	299	213	41.07%	27.31%
2	142	145	19.51%	18.59%
3	123	135	16.90%	17.31%
4	83	101	11.40%	12.95%
5	13	23	1.79%	2.95%
Unknown	68	163	9.34%	20.90%
<b>TOTAL</b>	<b>728</b>	<b>780</b>		

### Shows enrolments of HE students (2016-17) at the college by quintile.

- The participation of students from lower socio-economic backgrounds (Quintiles 1-3) equates to 77% with 61 % from Quintiles 1 and 2.
- Financial assistance is given to 55% of students from low income households
- The 2016 economic activity rate (16-64) for NI was 74.0%. This was lowest in Derry City and Strabane (62.3%) as recorded by NISRA 2016.
- Disability support is provided to 77(16/17) HE students and 33 are in receipt of disabled Students Allowance (DSA)

The College recruits students with a wide range of disabilities including, Autism, Asperger's, blind or partially sighted, deaf or partial hearing, mental health, learning disabilities, unseen disabilities and wheelchair users across both FE and HE. Again HE numbers are considerably smaller but typical of the demography when total application numbers are considered. Through WAP the College targets marginalized

and underrepresented groups to facilitate entry to higher education and remove perceived barriers. The WAP officer:

- Maintains links with community providers, social services, community groups, floating support, feeder schools, youth clubs and other external support agencies such as Jobs and Benefits, Stronger Together, Action on Hearing Loss, RNIB, CEDAR and Princes Trust in order to fulfil the widening participation strategy and strengthen the recruitment of marginalized groups across all campuses.
- Will deliver and monitor the provision of outreach activities, events and the College's Inspire programme and the support relating to progression in learning and raising aspirations of those they are in contact with, including on and off campus events, seminars and workshops.

### **Retention**

The College recognises the crucial role holistic support plays in contributing towards the success and retention rates of this cohort and our statistics show that;

- The retention for FLU funded H.E. to date for 2016-2017 is 90% for Full time students and 88% for Part Time students.
- College statistics show that retention of 91% (16/17) HE students in receipt of Disabled Students Allowance (DSA) remain on course and achieve.

### **Progression**

The aim of Further Education (FE) is to strengthen and enhance the skills profile of Northern Ireland by addressing the skills deficit and so underpinning the creation of a successful regional economy. North West Regional College continues to devise new higher level vocational routes through Part Time HNC's, foundation Degrees and HLAs to meet the increasing skills shortage at level 4 and 5. The College have developed a memorandum of understanding with the Skills 20/20 to collaborate and remove barriers for disengaged returning into education.

- Derry City and Strabane (23.5%) had the highest proportion of persons with 'no qualifications' – the NI average was 16.0%<sup>1</sup>.

According to a report published at Local Government District level (LGDs), (16/17), Derry City and Strabane had lower rates of employment and economic activity (16-64) than the other LGDs. In addition, Derry City and Strabane had the highest proportion of those with no qualifications, which is why the College is focused on driving the widening access and participation agenda for higher education courses.

The agenda is supported through various student support workshops:

- Student Finance in Higher Education including scholarship and bursary information.
- Learning support in Higher Education – Students can receive support ranging from specialist equipment, support workers and avail of study skill workshops.
- Careers Academy- The Careers Academy team of careers advisers and careers support officers currently offer 40 workshops that the students can avail of.

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<sup>1</sup> NIRSA 2016

These are a mix of Enterprise, Employability and Enrichment workshops.

#### In Summary

- North West Regional College have higher education partnerships with Ulster University, Queens University Belfast and Letterkenny Institute of Technology.
- There is a clearly defined strategic visions for careers education, information, advice and guidance<sup>2</sup>.
- Career matrix- highly qualified staff
- There are well established links with a variety of external organisations and agencies in order to provide well targeted personal, social, financial and safeguarding support and guidance<sup>3</sup>.
- Access to HE via adult access programmes are a popular full-time or part time alternative for adult returners or those having a career change.
- Higher Level Apprenticeships are available for financially viable HE.

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<sup>2</sup> (ETI, Dec 2017)

<sup>3</sup> (ETI, Dec 2017)

## 1.3 Please outline the Widening Participation aims, objectives and targets for the next 3 years for your institution.

*You will need to provide details on key target groups within Access to Success, anticipated expenditure and the measures of success – your response should include a description of your approach to targeting, as well as the areas targeted for improvement over the next 3 years. You may wish to add to the projection tables below to report on your own institution's specified target groups if not already included in Access to Success.*

**Aims**

*To improve the life chances of everyone, no matter how 'hard to reach' CPD 2018/19.*

OBJECTIVES	TARGETS	OUTCOMES
To increase the number of enrolments.	<p>To increase the number of students participating in the inspire programmes from 60 to 80 across all campuses in 18/19</p> <p>To host a NWRC roadshow focusing on HE and careers opportunities for Quintile 1 'hard to reach' groups in the community</p> <p>Scholarship promotion</p> <p>Create a learning environment within the prison where prisoners can undertake careers activities and avail of careers advice and guidance.</p>	An increase in enrolments from Quintile 1 39% (16/17) to 40% (18/19), the most deprived areas in NI.
To develop and upskill the widening access and participation officer in HE programmes.	<p>To deliver the Inspire Programmes in all campuses</p> <p>Work with key stakeholders and partner organisations to ensure specific and targeted support for students from quintiles 1 and 2</p> <p>To improve data collection across WAPP</p> <p>To increase the number of scholarship applicants by</p>	<p>Successful delivery in all campuses by June 2019</p> <p>2 organisations a month targeted for Inspire.</p> <p>Enrol Inspire as a course on MIS to enable exact numbers to be drawn</p>

	2%.	
To develop an employability officer role in Strabane campus	<p>To target community groups, and will be responsible for managing and coordinating employability related activity in relation to the creation and support of work related learning opportunities.</p> <p>The next stage of the plan is to develop a widening access event working with the 16+ team that will encourage smooth transition from school to college.</p>	<p>Successful development of a community taskforce group with representatives along with WAP officer to promote Inspire.</p> <p>Information evening for all 16+ delivered from the Careers Academy.</p>
To develop a progression week for all level 3 students to attend HE subject specific workshops	<p>UCAS</p> <p>Increase publicity of WAPP scholarship.</p> <p>Financial workshops and advice</p> <p>Develop soft skills week</p> <p>Support learners through mock MMIs</p>	<p>Increase % of UCAS applications by 2%   comparison to 16/17 stats</p> <p>Successful promotion of WAP through induction, social media, community engagement and plasma's within the college.</p> <p>Increase low retention groups by 2% with 3 visits with groups throughout the academic year.</p>
To increase support and awareness that mental health can have on progression and education	To monitor the service level agreement between the Colleges Safeguarding Officer and the local Health Trust Service Manager and increase Information	Increase participants by 2 %.

## Widening Access Participation Plan 2018-20

- *Bursary 120,500 Spent May 2018*

ACTIVITY	SEP/OCT	NOV/DEC	JAN/FEB	MAR/APR	MAY/JUNE	JULY/AUGUST
Scholarship Award £2500 increasing to £5000 in 2019/20.	Promotion of scholarship and bursaries at Induction. Closing date 28 <sup>th</sup> of October  Panel meet to view applications and decide 29/10. The winner informed within 3 days after the panel meet.	Processing first £250 payment. (total £60, 250)	Targeted Web text	Processing second payment	Final £250 instalment and £60,250 predicted reconciliation	Promotion for 19/20
Outreach activity – Targeting 10 new students into Higher Education (HE) 11 in 2019, 12 in 2020.	Ballymagroarty and Hazelbank area partnership  Dove house Skills 20/20  Women's Centre	Healthy living centre  Derry Well Women  Dove house Skills 20/20	Praxis  Cedar foundation  Disability action	Princes Trust  Youth Action  DHSS	YMCA  Voypic  16+ team	Strabane unemployment group  Clarendon night shelter  Methodist mission
Inspire Participants – Introduction to Inspire, 2 organisations a month.	Off the streets Youth Initiative  Bogside/Brandywell initiative	Roe Valley residents association  The Men's Shed Strabane	EOTAS  Simon Community	Cedar foundation  16+	YMCA  Skills 20/20 group	Women's centre  La Dolce Vita project
Higher Education (HE) WAP Event	Promotion and planning for HE WAP event	External Exhibitors confirmed  Audience targeted	Internal Exhibitors confirmed  Audience targeted Marketing Campaign	Finalizing event, floorplan, exhibitors and audience	1 widening access/careers event	Evaluation and successful measures of the event.

### 1.3 (a) TARGETS

You will note that the tables numbered (i) to (vi) below have been pre populated with your institution's average enrolment for the last 3 years. You are now required to insert numerical targets for each of the groups identified across the 3 years 2019/20 – 2021/22. These groups are regarded as being under represented in Access to Success.

(i) Group: **MDM Quintile 1**

Outcome: **To increase participation of those from NI MDM Q1**

<b>AVERAGE</b> (based on 4 years 2013-2017)	<b>Targets/Outcome</b>			
<b>4 Year Average</b>	<b>NUMBER OF STUDENTS</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>
<b>496</b>			497	498

(ii) Group: **Students with a Disability**

Outcome: **To increase the number of students who declare a disability**

<b>AVERAGE</b> (based on 4 years 2013-2017)	<b>Targets/Outcome</b>			
<b>4 Year Average</b>	<b>NUMBER OF STUDENTS</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>
<b>100</b>			101	102

(iii) Group: **Students with a Disability**

Outcome: **To increase the number of students in receipt of DSA**

<b>AVERAGE</b> (based on 4 years 2013-2017)	<b>Targets/Outcome</b>			
<b>4 Year Average</b>	<b>NUMBER OF STUDENTS</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>
<b>25</b>			26	27

(iv) Group: **Young Males from Quintile 1**

Outcome: **To increase participation of young males from NI MDM Quintile 1**

<b>AVERAGE</b> (based on 4 years 2013-2017)	<b>Targets/Outcome</b>			
<b>4 Year Average</b>	<b>NUMBER OF STUDENTS</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>
<b>90</b>			91	92

(v) Group: **Adult Learners**

Outcome: **To increase the number of adult learners participating in HE**

<b>AVERAGE</b> (based on 4 years 2013-2017)	<b>Targets/Outcome</b>			
<b>4 Year Average</b>	<b>NUMBER OF STUDENTS</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>
<b>660</b>			661	662

(vi) Group: **Number of Care Experienced enrolments**

Outcome: **To increase the number of enrolments for those from a care background**

*As HESA data is largely incomplete for this area, please provide your 2015/16 figure as a base line.*

<b>BASE YEAR</b>	<b>Targets/Outcome</b>			
<b>2015/16</b>	<b>NUMBER OF STUDENTS</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>
10			11	12

Please now outline the estimated 'direct' expenditure required to meet the identified objectives in the table below. You may wish to refer to Part 2 of the guidance notes in "How to Complete your Widening Access and Participation Plan" for a definition of direct spend. Whilst we appreciate that figures for later years are only indicative we do require estimations inserted in each of the categories.

Activity	Estimated Spend 2019/20 (£)	Estimated Spend 2020/21 (£)	Estimated Spend 2021/22 (£)
Bursaries	150,000	160,000	170,000
Scholarships	5000	5000	5000
Other financial Support			
Outreach	41,000	42,000	43,000
Retention	10,000	10,000	10,000
Research Activity	0	0	0
<b>TOTAL</b>	<b>206,000</b>	<b>217,000</b>	<b>228,000</b>

1.4 List below the key programmes/projects financed from additional student fees that will contribute towards your institution's performance.

(Please refer to the appropriate section of the guidance notes before completing.)

The College's community team will continue to engage with marginalized groups. Newly appointed curriculum manager liaising with the WAP officer and a joint approach and collaboration is used when targeting groups.

**Inspire outreach employability programme** will continue to run. Inspire is a free employability programme tailored to the needs of the group. It will include employability modules such as CV building, interview skills, soft skills assessments via a teamwork workshop and job search. This free course will be delivered from the Strand Road campus, Limavady and Strabane. The targeted groups are the disengaged marginalized groups, links with the community youth leaders, SAMS (schools age mothers) group, the 16+ team and the women's centre will be contacted when targeting the groups. Numbers are capped in this workshop at 12. One Inspire workshop will run a month. The inspire programme finishes up with a progression presentation so the student is aware of any progression options. 12 participants a month x 12 months = 144 targeted participants.

**Motivational Workshops** - Student Motivation workshops are designed to motivate students to take responsibility for their own futures, to inspire and help them visualize what they can achieve. Students will develop self-motivation skills, become focused on achieving self-set goals and become more confident in their ability to succeed. Madlug - make a difference luggage was founded in 2015 by Dave Linton. A man whose only experience in the luggage industry was bags of enthusiasm. This 40-something youth worker was heartbroken to learn that most children in care transport their worldly belongings in a bin bag. In that moment, Dave set out to do something about it. With just £480, he started Madlug and came up with our 'Buy one Give one' approach: with every bag you purchase, one will be given to a child in care. Dave delivers inspirational motivational talks and we are hoping for Dave to deliver 2/3 workshops with capacity of 100 students in each.

**University visits** – Students will travel to the UCAS fair to meet the various universities that host at it. This will provide the higher education students with the information needed for external progression. 3 coaches x 52 students = 156 students.

**NWRC road show** - NWRC roadshow is on the 15<sup>th</sup> of June in Foyle Arena in the city. It is hoped that being proactive through enhancing participation levels by engaging in fun, interactive and vocational activities that we can engage with previously difficult to reach students. The Road Show will be a great platform for all departments to showcase the talents and skills of current students, with the aim of raising aspiration and confidence levels of many learners' from marginalised groups to enrol at NWRC. These students will receive advice and guidance that will enable them to make informed decisions.

**Progression Week** – A timetabled week of progression subject specific workshops will run in March of each year. The Careers Academy ensure the learners are motivated and engage well in their learning, develop their confidence, self-esteem and self- awareness and take responsibility for their behaviour and progression. Progression workshops took place in March. All level 3 year 2 will be targeted to attend the higher education progression workshops. 6 progression workshops will run daily for one week. This will also run in Limavady and Strabane campus enabling students to understand the progression pathways available.

**Mindfulness workshops** - Mindfulness is simply the practice of training our brain to be aware of our feelings, our bodies, and our environment in the present moment. Mindset and mindfulness workshops can help students to reduce stress and anxiety, strengthen attention and focus, support social and emotional growth, and better resolve the inevitable conflicts that arise. Mindset/Mindfulness workshops will be offered to all HE groups within the college. This is delivered by AMH – Action mental health and is a free workshop. Each student receives certification for successful completion.

**Scholarship Workshops**- Scholarships workshops will take place to inform students of the scholarship and the application process. This will happen as part of finance week. The workshops will run for one week, twice daily. 50 students a day for 5 days = 250 students.

1.5 Please provide a short summary of how your activities link to the key actions within Access to Success.

Growth in enrolments from Widening Access and Participation groups will continue to increase at a steady rate however it should be recognised that the NWRC college is investing considerably in student support structures to ensure that every student can avail of additional careers, civic events, employability activities from pre-enrolment all which should breakdown perceived barriers to Further and Higher Education increasing our enrolments from marginalized sectors.

The College will continue to monitor the KPIs of retention, achievement and success and if students withdraw investigate the reason to ascertain if their financial situation was linked.

The full Scholarship will provide financial aid to a student or students who meet the eligibility criteria at application.

To raise the aspirations and opportunities available to all students including those from previously underrepresented deciles and quintiles and the further development of Foundation Degrees and Higher Level Apprenticeships will support our goal of increasing access and participation.

Post recruitment support will be offered to every student through curriculum teams and UrFuture Careers Academy which will give practical advice and academic support to all students especially when they are working towards assessments and need help to use educational software.

The Key Performance Indicators of Retention, Achievement and Success are integral to every area of college business.

Financial and learning support services continue to have a high profile within the college.

The careers team will continue to work with staff and students to inform them about the Northern Ireland Skills Barometer so that STEM in the curriculum is also linked to employability opportunities.

1.6 How do you plan to communicate information on the availability of financial and other assistance to students?

Communication to students is multi-faceted and includes:

- Student's Union
- Online, written, posted through social media, web texts, emails
- Pop-ups on the student portal
- Visual screen throughout the whole college across all campuses
- Prospectus, hard and online copies
- Face to face; 1:1 and group lectures prior to and after enrolment
- Learning objects

Every available platform and portal will be used to ensure students know what they can apply for, how to apply and where to seek advice. The internet and Intranet are used extensively across all departments to ensure a seamless information system that can be accessed by everyone.

1.7 How do you plan to monitor progress against the targets and the achievement of outcomes?

Data will be collected and analysed from MIS in an effective, efficient and timely manner. Anomalies will be managed quickly and with data being central to all curriculum delivery and planning the Self Evaluation Process and capturing KPI data, staff in all areas are much more aware of key performance indicators. Financial systems for the College and within student services are robust and internal and

external audits capture areas for quality improvement and these are actioned in a timely manner.

Please provide an additional evaluation on how you think your institution is performing.

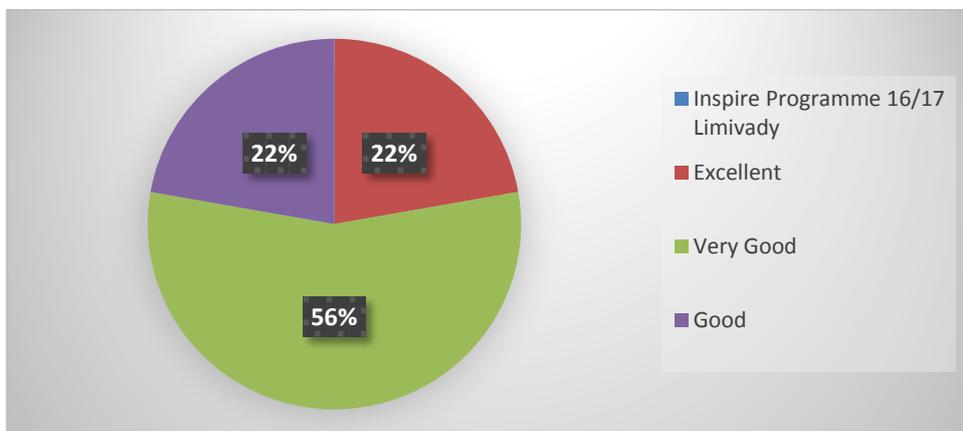
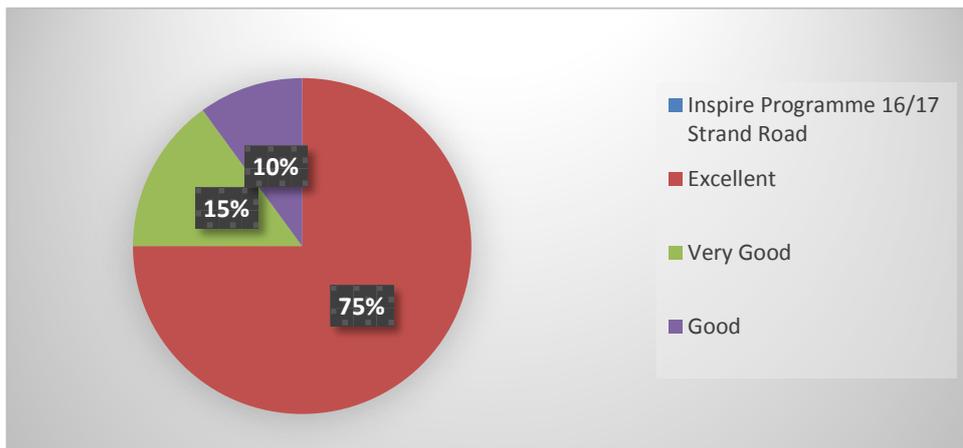
*(Full details on how to complete this section are in the guidance notes)*

In order to ensure consistency across institutions we would ask that you use the Kirkpatrick Model for this exercise. The concept is that individual institutions will learn from this self-evaluation and obtain evidence to influence future widening participation activity and plans. You may evaluate the institution's widening participation activity as a whole, or evaluate individual projects.

The following sub headings should help focus your response. The Department expects that most institutions will be able to evaluate widening participation activity to at least Level 3 (as below).

### Level 1 Evaluation – Reactions

*What participants thought and felt about the programme*



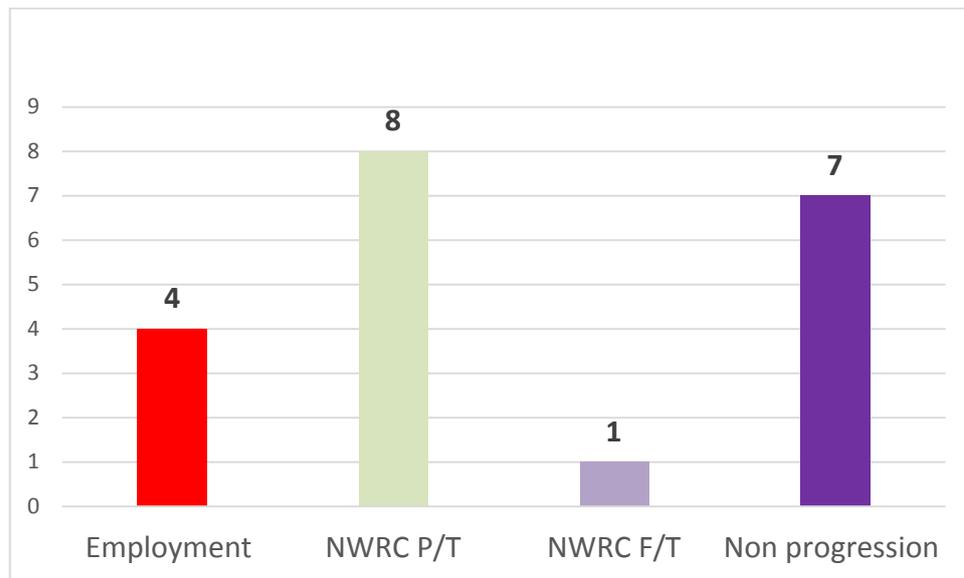
## Level 2 Evaluation - Learning

*The resulting increase in knowledge or capability*

*Progression from 20 participants from the inspire group 1*

*8 part time FE courses*

*1 full time FE course*



### Level 3 Evaluation – Transfer

*Behaviour - extent of behaviour and capability improvement and implementation/application*

#### Successful progression from FE to Higher Education (HE)

Name	Progressed from	Destination	WAPP	DEPT
Case Study 1	HNC Health & Social Care	UU Nursing	A parent who is suffering personal hardship.	CA
Case Study 2	Access FT	Fd Travel & Tourism	CC	SG & CA
Case Study 3	Access Science	Fd Med Applied Science	CC	SG
Case Study 4	Came from employment	Fd Sustainable engineering	CC	SG
Case Study 5	L3 Early years	UU Psychology	Regularly utilizes all the Careers Academy workshops and is currently registered with Learning Link.	LL & CA
Case Study 6	Access dip	Fd HSC	Single parent, utilized Careers Academy Workshops.	CA
Case Study 7	Progressed from L3. Started in the college on a new opportunities course.	Fd Software Dev (NWRC)	Registered with learning link and utilize all Student services.	CA & LL
Case Study 8	L3 Media	L4 HNC Interactive Media (NWRC)	Registered with learning support has multiple disabilities.	LL
Case Study 9	L3 Media	L5 Interactive Media	Registered with LL. Also travelled to Denmark on the EUGO travels programme with NWRC	SU & LL
Case Study 10	Secondary School	HND Adv practice and working families	A student suffering personal hardship.	CA

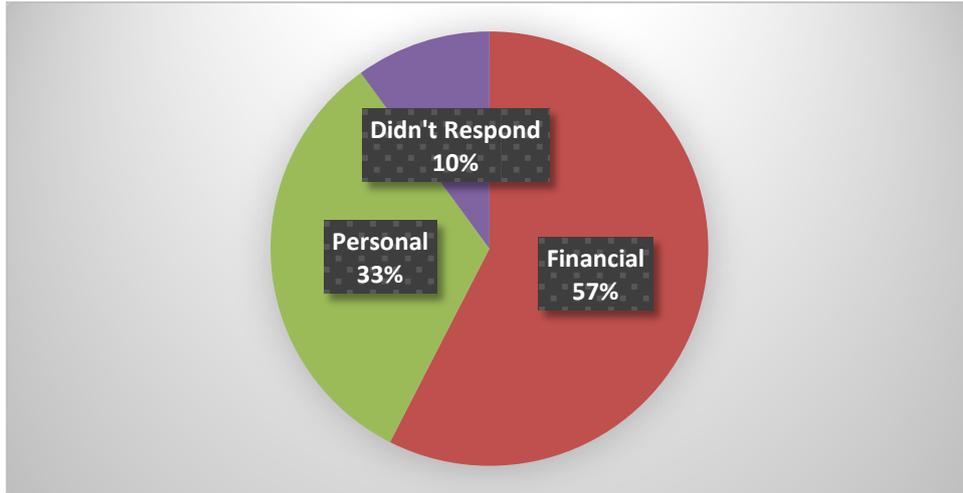
- CC= Criminal conviction
- CA = Careers Academy
- SG = Safeguarding
- LL = Learning Link
- SU = Students Union

## Level 4 Evaluation- Results

*Results- the effects resulting from performance*

**Fig 4.1. Indicates the reasons for non-progression after completing the Inspire Employability programme. (Strand Road, Group B)**

4.1



**Fig 4.2. Indicates the favourite workshop on offer from within the Inspire programme**

4.2

