



College Development Plan 2022-23



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1. STRATEGIC CONTEXT

Northern Ireland Further Education (FE) colleges are required, under Article 20 of the Further Education (Northern Ireland) Order 1997, to produce and publish annual business plans (College Development Plans).

The six FE colleges (collectively the FE sector) are Non-Departmental Public Bodies (NDPB) and a key delivery arm of the Department for the Economy (DfE). The FE sector is unique in that it has a dual mandate, taking a pivotal role in generating a strong and vibrant economy through the development of professional and technical skills, increasingly at higher levels, and by helping employers to innovate; and supporting social inclusion by providing those with low or no qualifications, or who have other barriers to learning, with the skills and qualifications needed to find employment and to become economically active.

It is vital that the Northern Ireland skills system supports economic growth that is socially inclusive and builds the skills base necessary to fulfil the [Executive's draft Programme for Government \(PfG\)](#) aspirations.

The FE sector will support the 'New Decade, New Approach' deal which outlines a series of priorities and ambitions for a reformed Executive, including the development of "an enhanced approach to careers advice, curriculum, training and apprenticeships to enhance employability and support economic growth" and the development of "a regionally-balanced economy with opportunities for all". In addition, the sector plays a key role, along with other education and training providers, in helping to address the links between deprivation and lower educational outcomes. FE colleges continue to contribute to the development of a more joined up approach to education and training provision for 14-19 year olds with the aim of enhancing the 14-19 education and training landscape so that our young people reach their potential and maximise their contribution to our economy and society.

The global pandemic, COVID-19, completely transformed the way we live, work and learn. The FE sector digital platforms provide learners with a flexible delivery model taking into consideration the capacity and capability of the learner and the needs of the specific course. This flexibility will allow the sector to respond quickly to any future restrictions. [The Northern Ireland Skills Barometer 2021 update](#) provides a detailed understanding of the future skills needs and skills gaps by qualification level, subject area and sector for Northern Ireland covering the period up to 2030. This helps form the basis of future curriculum plans in the FE Sector.

Creating a dynamic ecosystem where Government, Industry and Education providers can work in partnership is a key priority. The FE sector will support delivery of the Department's '[Economic Recovery Action Plan](#)' which sets out a range of actions to kick-start economic recovery in Northern Ireland and build a more competitive, inclusive and green economy. It reflects the colleges' contribution to raising skills levels and increasing productivity of the future workforce and aligning study to the needs of the economy in supporting a highly skilled and agile workforce. This included the introduction of Skills for Life and Work and Traineeship programmes from September 2021, replacing Training for Success.

The following visions and strategies have been published by the Department, building on the 'Economic Recovery Action Plan' which the FE sector is a key partner in taking forward:

- A [10X Economy](#) – an economic vision for a decade of innovation in delivering a ten times better economy that will ultimately result in a 'positive impact on our economy, societal and environmental wellbeing', 'creating jobs', 'increase incomes', 'improve productivity levels' and 'provide opportunities for all'.

Through focusing on the five priority clusters identified in '10X Economy', the FE sector will support the Department's economic vision to 'recover, rebuild and rebound back stronger than ever', meaning 'better jobs with better wages, in a more flexible working environment and a better overall quality of life'. The five priority clusters identified are:

- Digital, ICT and Creative Industries (e.g., Cyber Security);
 - Advanced Manufacturing and Engineering (e.g Composites);
 - Agri-Tech;
 - Life and Health Sciences (e.g., Personalised Medicine); and
 - Fintech / Financial Services.
- [Trade and Investment for a 10X Economy](#): focuses on equipping individuals and business with the information and skills to exploit emerging trade and investment opportunities in the priority clusters and in providing 'a world class talent offering'.
 - [Tourism Recovery Action Plan](#): The FE sector supported the development and continues to support the implementation of phase two of the action plan to support the development of a solid foundation for the recovery of the Northern Ireland tourism industry and hospitality industry, and the development of Northern Ireland as a sustainable and competitive tourism destination that meets the needs of both future visitors and local communities alike.
 - [Skills Strategy for Northern Ireland - Skills for a 10X Economy](#): This strategy replaces "Success through Skills – Transforming Futures", addressing the skills needs across Northern Ireland over the next decade. FE colleges have played a key role in the development of the strategy. Despite the change in economic circumstances and uncertainty created by the pandemic, the underlying key policy objectives over the next period remain consistent:
 - Investing in our [digital skills](#) across all sectors of our economy;
 - Creating a culture of learning [for all ages](#) to include upskilling and reskilling in addition to innovation; and
 - Reducing the skills imbalances in the workforce, with a particular focus on those with low or no skills.

The NI Traineeship is the new flagship Level 2 vocational education programme that delivers the commitments set out within 'Generating our Success' the NI Strategy for Youth Training for a non-employed route. The programme aims to create a pathway through vocational education that offers participants the opportunity to achieve qualifications equivalent to five GCSEs through a combination of vocational training, structured work placement and numeracy and literacy qualifications, to support an individual's progression into employment or higher levels of education and training. An Advanced Technical Award at level 3 is being piloted, which will build on the Traineeship model and assist to deliver a consistent full time vocational pathway at this level. Both programmes will prioritise those skills that are most economically relevant and contribute to increasing the proportion of working age population with qualifications at level 2 and level 3.

Aligned with the 'Skills Strategy for Northern Ireland – Skills for a 10X Economy', the FE sector has begun delivering Skill Up – The Flexible Skills Fund (Skill Up) across multiple levels and sectors, focused on the priority sectors and accredited qualifications at level 3, 4 and 5 where there is the greatest need, as highlighted by the NI Skills Barometer. Through Skill Up, we aim to skill, upskill and reskill individuals to meet the needs of the economy as we emerge from the pandemic and continue to grow the economy whilst boosting participation in lifelong learning and reduce key skills imbalances in areas such as digital technologies, advanced manufacturing, leadership and healthcare. As Skill Up prepares to enter Year 2 of the programme, proposal requests for Year 3 are also being sought from course providers.

Developing a highly skilled and motivated workforce will be at the core of our economic recovery and the FE sector plays a key role by providing high quality learner education and training. The establishment of seven Curriculum Hubs in key occupational areas focused on priority skills and growth sectors of employment, fully supports these goals.

The FE sector will contribute to the review of Level 4 and 5 Provision and HE in FE and as the review concludes, work towards implementation of agreed recommendations. This includes ensuring that HE in FE qualifications and progression pathways through HE remain appropriate for meeting the needs of learners and the economy. In addition, input from colleges will be vital to ongoing work looking at the reform of vocational qualifications and responding to developments across the UK in this area.

The FE sector is also represented on the Tertiary Education Sector Senior Leaders Forum. The core purpose of the Forum is to foster greater collaboration between all those involved in post-compulsory school-age education and to help move towards a unified tertiary education sector in Northern Ireland. The Forum seeks to advance the principal aims of supporting all learners to reach their potential and in doing so, support the skills needs of the Northern Ireland economy.

Throughout, the FE sector will provide support to those who face particular challenges and barriers to engaging in education. This includes learners with a learning difficulty and / or disability and learners in the three prisons in Northern Ireland.

Aligned to the Northern Ireland Adult Safeguarding Partnership statement “Safeguarding is everyone’s business” colleges’ safeguarding, care & welfare policies are built upon a foundation of ‘zero tolerance’ and have a shared objective to keep children, young people, adults at risk of harm and adults in need of protection safe from harm. The FE sector is committed to ensuring that all students, staff and stakeholders of the colleges experience an inclusive, enjoyable and safe environment, in which they feel respected and valued.

The Department is investing £224 million in delivering seven new FE campuses providing modern facilities from which to deliver new and evolving curriculum provision addressing the needs of learners, industry and the wider economy, with new campuses at Armagh, Banbridge, Ballymena, Craigavon, Coleraine and Enniskillen along with expansion of existing Newry East campus via re-development of the former Newry Sport Centre. The new iconic Erne campus in Enniskillen is constructed to the highest environment standard of Passiv Haus Premium, a world first for an educational building. In addition a major £10 million refurbishment of North West Regional College’s Springtown campus has recently been completed.

In conjunction with the City Deals programme, further capital projects are being considered at North West Regional College and South West College.

The FE sector is an essential component to support delivery of the Executive’s PfG Outcomes and the Department’s vision and the strategies outlined above. NI’s future economic and social success is predicated on its ability to access a highly skilled, talented and flexible workforce to deliver a vibrant economy and inclusive society. FE colleges will play a crucial role in supporting NI to move through the Recovery to the Renewal Phases.

In order to carry out that role effectively, the FE sector needs to be able to flex delivery to adapt to the changing economic and strategic environment in which it operates. While the current six-college model does provide the ability to adapt provision to meet the skills need of specific areas, the associated governance required can constrain the sector’s ability to act quickly and cohesively to meet the challenges it faces including its increasing cost base and the recent decline in enrolments.

The Minister has therefore approved the initiation of the first stage of a Review of the current FE Delivery Model which will seek to develop an evidence base on current delivery in the sector and to bring forward alternative delivery models to help inform how the Review will be taken forward. An external contractor, Tribal has been commissioned to carry out a benchmarking exercise as part of this initial stage which is expected to be completed by Summer 2022. A submission will then be developed to the Minister summarising the current position and seeking approval for proposals on how the Review should be taken forward. The Department has been meeting with Colleges to seek their initial views and that engagement will intensify if the Minister decides the Review should progress to the next stage.

2. CURRENT OPERATING ENVIRONMENT

This College Development Plan has been progressed against a backdrop of a non-functioning Northern Ireland Executive, absence of longer-term budgets, a world-wide recession, a cost-of-living crisis, and rising energy costs, ongoing turmoil within the UK Government, and continued uncertainty on the world stage emanating from the Ukrainian crisis. This creates uncertainty in NI generally, significant financial pressures for government, businesses and citizens and impacts on the services required from the FE sector.

Expert analysis for the recovery of the NI economy reflects the following:

- Ulster Bank Purchasing Managers' Index (PMI) June 2022 reported a sharp decrease in output and new orders as severe price pressures caused demand to contract. Business confidence also fell, but companies continue to expand staffing levels.
- Ulster University Economic Policy Centre (Spring 2022) noted NI growth prospects are still relatively good with anticipated growth of 4.2% in 2022, although global uncertainties remain a challenge for the NI economy. The inflation projections for 2022 are 5.9%. The issue of the Northern Ireland Protocol provides opportunities and challenges, giving NI manufacturers access to both UK and EU markets, however, import of goods from GB is causing significant challenges for many firms and adding to costs.

Despite these uncertainties it is recognised that Northern Ireland's future success is predicated on its ability to access a highly skilled, talented and flexible workforce, giving people access to better jobs across different sectors by: providing more opportunities through Lifelong Learning; supporting personal development; addressing the issues that lead to underachievement; and strengthening links between industry and academia. The future demand for skills is particularly relevant to Colleges across Northern Ireland as the skills barometer highlights that delivering on Northern Ireland's economic potential will require a significant uplift in the number of people undertaking professional and technical qualifications.

The demand for skills in NI will outstrip supply but the nature of the skills gap varies across NQF levels. The largest gaps are likely to emerge in the mid-tier skills levels across most subject areas, linked primarily to a supply issue. NQF level 4-5 qualifications represent only 7% of the overall supply of labour from the education system. The skills barometer also suggests that addressing this undersupply could be met by either increasing the course offering and participation in mid-level qualifications at FE or increasing the number of apprenticeships which achieve at least mid-level qualification. A significant majority of the jobs which supported our economy during the lockdown were vocational, and remain essential to continued growth, particularly at levels 3-5, across all sectors of the economy. These sectors will be central to economic recovery and are dependent on the FE sector to provide their talent pool.

This CDP details how the FE Sector will capitalise on the achievements to date to ensure the needs of students, employers and communities are met as NI responds to, recovers from and renews itself following the pandemic.

The drive for higher skills and relevant professional and technical qualifications is also being progressed by colleges through the delivery of a new Vocational Education and Training system (VET). The new VET system includes the well-established apprenticeship pathway and a non-employed pathway based on Level 2 Traineeships and Level 3 Advanced Technical Awards. The implementation of this non-employed pathway is central to the transformation of the VET landscape of Northern Ireland. The FE sector is committed to developing qualifications that will underpin the new VET system in Northern Ireland. The introduction of the new Traineeships/Advanced Technical awards are based on a new pedagogy underpinned by Project Based Learning that aims to create a new system of learning that will:

- Simplify the overly complex vocational offer;
- Reduce the number of vocational qualifications;
- Establish clear pathways based on apprenticeships (employed) and non-employed routes – providing seamless transition and progression for learners;
- Address the risks created by change across the qualifications market and ensure the availability of qualifications which meet our needs; and
- Address the forecasted skills shortfall at Level 3

The Further Education Colleges successfully adjusted to the challenges of the Covid-19 pandemic over recent years including shifting to new delivery models, centre assessed grading and assessment and enhanced support for learners. However, the downward trend in full time further and higher education enrolments remains a significant concern across all Colleges. Whilst recognising that the number of school learners at 16 years of age has dropped, the extent of the decline is attributed to the outworking of education policy across NI and in particular the growth in 6th form provision and a funding model that has incentivised schools to retain learners leading to increased levels of duplication of provision across schools and colleges.

The joint DE and DfE 14-19 Framework was approved by both DE and DfE Ministers in June 2022. It is critical that the Framework, 'Developing a More Strategic Approach to 14-19 Education and Training', progresses a range of actions to deliver a more effective partnership delivery model between schools and FE Colleges that provides value for money and addresses the shortage of vocational skills at mid-tier levels. The Colleges are committed to progressing any actions that may emerge from the 14-19 Framework to ensure that the needs of all young people are met.

A further challenge which will impact College delivery is the cessation of EU funding in particular in the area of social inclusion. Over a number of years, Colleges have secured funding for substantial programmes to support disadvantaged young people to progress to education, training and employment. As a result of EU Exit, there is risk

of a reduction in this provision if no replacement funding is secured through new schemes such as Peace Plus and the Shared Prosperity Fund.

This CDP is set in the context of the **Recovery** phase, focusing on ensuring the skills 'infrastructure' is maintained. Further Education Colleges will play a crucial role in supporting NI to move through the Recovery to the Renewal Phases.

3. GUIDING PRINCIPLES

The following guiding principles have been developed to set the direction for the 2022/23 CDP in light of the current operating environment:

1. Social distancing will not be in place at the start of the academic year (however good practice and Covid hygiene measures will still be promoted) and recruitment capacity will return to pre Covid levels. However, the residual impact of Covid 19 will result in smaller class sizes for years 2 and 3. Delivery will continue to adhere to any updates from the Departmental Advisory and Oversight Group on the safe resumption of onsite delivery.
2. The FE Sector will use its allocated resource budget to maximise the curriculum offer across the region. We will be proactive in developing and delivering an innovative curriculum provision in line with a range of departmental funding streams to deliver on the 10X and Skills Strategy.
3. Colleges will engage appropriate strategies to reset themselves as 'face to face' institutions.
4. Colleges will use the experiences of the pandemic to build on the use of technology to support more flexible forms of learning to businesses, and for individuals who wish to retrain or upskill.
5. Work with local employers will continue to develop new apprenticeship and placement opportunities.
6. We will engage with businesses to:
 - Support employers through the provision of fully funded, tailored solutions through the Skills Focus Programme and use the Skill Up Initiative to increase the skills levels of the workforce; and
 - Facilitate small businesses in acquiring the skills to innovate, by delivering up to three InnovateUs upskilling projects per business, through which they work on developing new products, services or processes.
7. The FE sector will continue to work with relevant stakeholders in the development of a new Vocational Education and Training system through the further expansion of Traineeships, Advanced Technical and Apprenticeships.
8. The FE Sector will continue to support the most disadvantaged in communities across NI by ensuring access to learning opportunities that lead to sustainable career pathways.

9. The FE sector will continue to support local schools in the delivery of the Entitlement Framework through on-site delivery and in accordance with DfE guidelines on safe resumption.
10. The FE sector will play its role in implementing key policy initiatives and recommendations from;
 - The 14-19 framework 'Framework Developing a More Strategic Approach to 14-19 Education and Training'
 - Review of Level 4 and 5 Provision and HE in FE;
 - Vocational Qualifications Reform.
11. The FE Sector will continue to build on its programme of collaboration aimed at ensuring the delivery of a more coherent and responsive sector and making best use of existing resources and expertise.
12. The FE sector will use the ETI review of Curriculum HUBs to continue to build the effectiveness and responsiveness of all HUBs.
13. FE Colleges will continue to play a key role in supporting the work of City and Growth deals across Northern Ireland.
14. FE Colleges will support the work of local Labour Market Partnerships and other cross department initiatives.

4. REGIONAL OPERATING CONTEXT - CHALLENGES

North West Regional College (NWRC) is the main provider of professional and technical education and training in the North West region with the main campuses located in Derry~Londonderry (Strand Road and Springtown), two campuses at Limavady (Main Street and Greystone) and a campus at Strabane. NWRC operates across two district councils, namely Derry City and Strabane District Council (DCSDC) and Causeway Coasts and Glens Council (CCG).



The industry standard learning and teaching facilities on our campuses provide aspirational and realistic environments for learning and we continue to be well placed to take on the challenge of enhancing the skills set of the population of the city and region.

NWRC leads the Health and Social Care Hub. The Curriculum Hub Manager collaborates with representatives from the other five colleges to share expertise and best practice across the sector to the benefit of all relevant stakeholders. Health and Social Care has become a prominent sector requiring upskilling and recruitment due to the impact of COVID-19. NWRC also collaborates with the other sector hubs on developing curriculum and meeting industry standards. These collaborations have

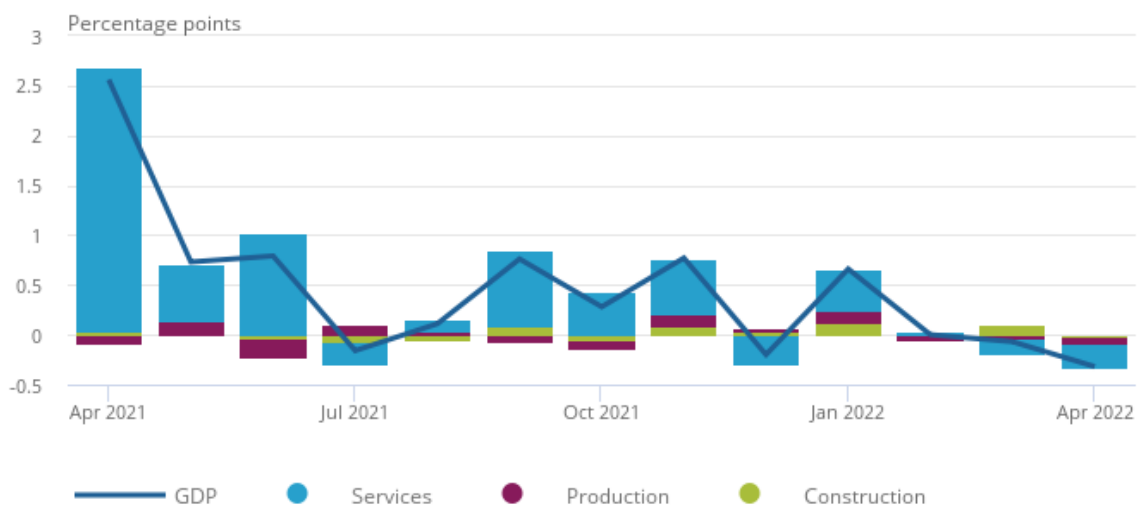
been especially important, assisting with developing and progressing recent reform of Level 2 and Level 3 provisions unique to the sector. NWRC will continue to successfully deliver the new L3 Advanced Vocational Technical Award in Health and Social Care in 2022/23, where recruitment exceeded the target set in 2021/22 with the launch of the programme following curriculum reform of Level 3. Development of a Traineeship in Health and Social Care is progressing, and the sector hub continues to collaborate with the sectoral partnership group to confirm the format of this qualification that will be part of phase 2 of this Level 2 curriculum reform. It is intended that this Traineeship will be offered in 2023/24 academic year. NWRC also plays an important role supporting other curriculum hub leads through collaboration with curriculum development. This is also the case with sectoral partnership groups, three of which are led by NWRC, Health and Social Care; Hair and Beauty; and Creative and Cultural Skills.

NWRC has always been committed to participation in national and international Skills Competitions, including WorldSkills. Each college has already appointed a WorldSkills Educator and they are involved in working to achieve the awarding of Colleges of Further Education in Northern Ireland becoming a part of the WorldSkills UK Educator Programme. Additional staff, from each curriculum hub area also participate in the programme and ensure information is disseminated to relevant curriculum teams within their own college. This approach aims to ensure learning and best practice is provided to the greatest number of student groups. NWRC is also in the process of appointing an additional post of WorldSkills/Competitions Champion to reinforce its commitment to Skills Competitions.

NWRC is particularly focused on enhancing the skills and employability of those most impacted by the changing economic climate and the current cost of living crisis, mainly due to the war in Ukraine. With rates of inflation projected to peak at 13% towards the end of 2022 and fuel prices set to rise further the contraction of the UK economy (see Figure 1) is expected to lead to a recession.

NWRC aims to provide mentoring and bespoke offerings to meet the needs of businesses, learners in employment and those returning to employment. Not only to help those still impacted economically by the COVID-19 pandemic but also those adversely impacted by the reduction in economic activity and to help people of all ages to improve their skills and capabilities, increasing their flexibility and resilience to withstanding the effects of a shrinking economy. Whilst Manufacturing is expected to hold up as we approach 2023, activity in the other main sectors, Retail, Construction and Services, is projected to reduce.

Figure 1: All main sectors contributed negatively to growth in April 2022
Contributions to monthly GDP growth, April 2021 to April 2022, UK¹



NWRC already operates in a very challenging socio-economic environment due to:

- High deprivation (Figure 2)
- High unemployment rates, with systemic long-term unemployment and disengagement from the skills escalator (Figure 3)
- Although the number of 15-19 year olds is starting to increase after several years of decline, the declining population rate of those aged 20-24 in the NWRC catchment area may be a factor negatively impacting on Full Time and Part Time enrolments (Figure 4 and Figure 5)
- Higher than average claimant counts (Figure 6)

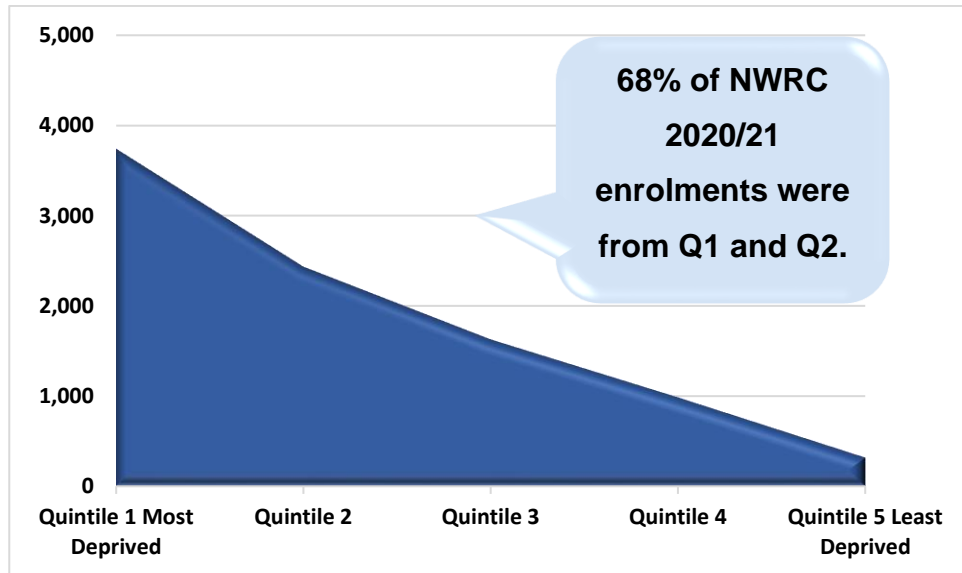
¹ Source: Office of National Statistics – GDP monthly estimate
<https://www.ons.gov.uk/economy/grossdomesticproductgdp/bulletins/gdpmonthlyestimateuk/april2022>

- Skills gaps. In particular, Strabane working age population have very low rates of achievement of qualifications at Level 4 or above (Figure 3)
- Further competition from local schools in delivery of 14-19 vocational programmes reducing College recruitment to Entitlement Framework collaborations (Figure 7)
- Further competition from local universities adding to the impact of lower population numbers on recruitment to NWRC Higher Education programmes. (Figure 8)

Each of these challenges will be expanded upon in the pages that follow.

➤ High Deprivation

Figure 2. NWRC Enrolments by Deprivation Quintile 2020/21²



NWRC has the highest percentage of enrolments across the sector of students residing in areas identified in Deprivation Quintiles 1 and 2. These students can require additional support and guidance during their time at the College. Our Student Services team provide “*a team around the student*” support intervention service across all campuses aimed at supporting students who are struggling with their studies to overcome the barriers they face to their education and training.

The support team are made up of staff from:

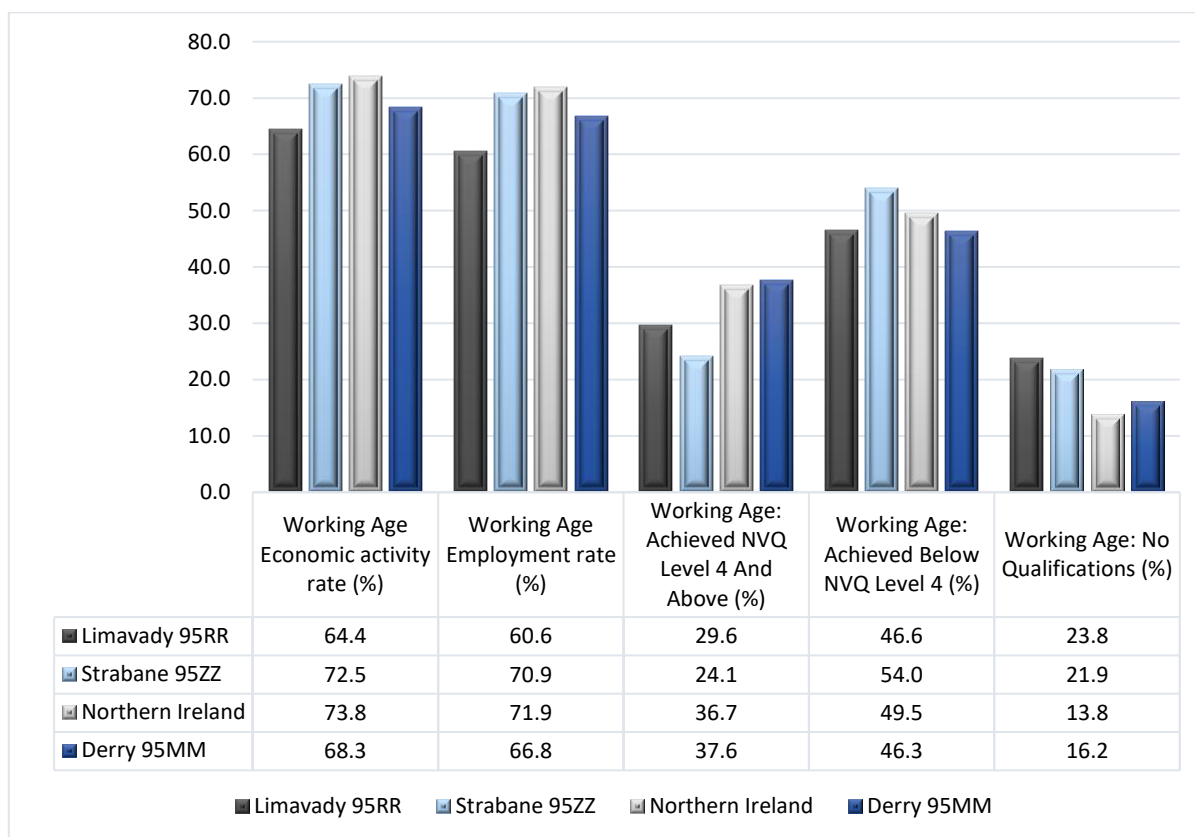
- Widening access
- Safeguarding
- Careers
- Learning Support
- Student Finance
- Students Union
- Student Health & Wellbeing.

The common purpose is improving the success of the student.

² Source: FE Activity in NI 2016/17 to 2020/21 Excel Table A22 <https://www.economy-ni.gov.uk/publications/further-education-sector-activity-northern-ireland-201617-202021>

➤ High Unemployment

Figure 3. 2019 Economic activity and qualifications (administrative Geographies)³



The percentage of working age population in Strabane that achieved NVQ Level 4 and above (including degree level) was 24.1% in 2019 this was more than 12% lower than the Northern Ireland average. The working age economic inactivity rate in the Strabane area is 27.5% and 31.7% in Derry~Londonderry these are both higher than the Northern Ireland average of 26.2%. The percentage of working age population with no qualifications in Strabane was 21.9% and 23.8% in Limavady both of which were significantly higher than the Northern Ireland average of 13.8%.

³ Source: NISRA <https://www.ninis2.nisra.gov.uk/public/Home.aspx>

➤ Declining Population

**Figure 4. Population Projections for NWRC Campus Areas by Age Band
2018 – 2026 (LGD92) ⁴**

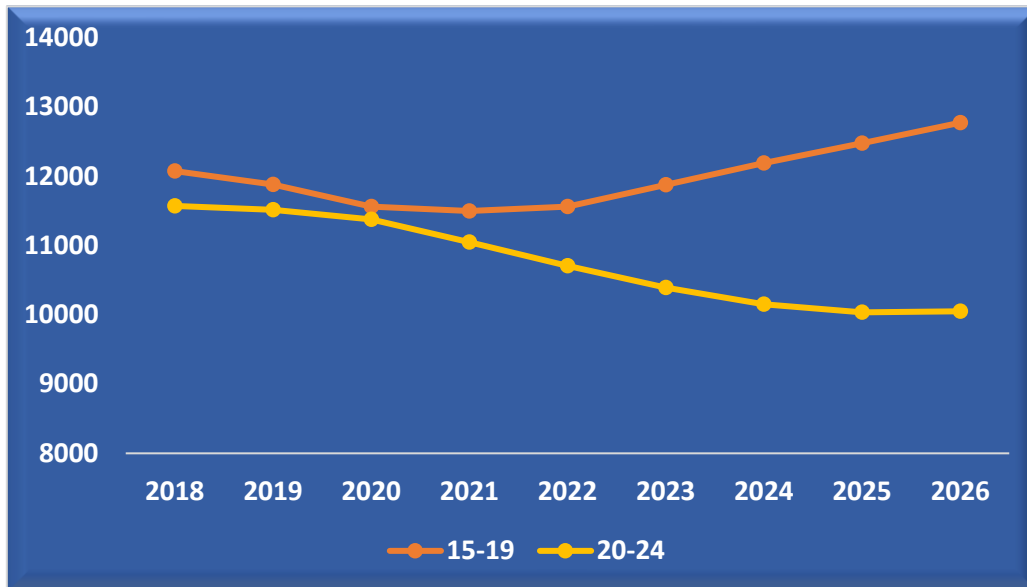
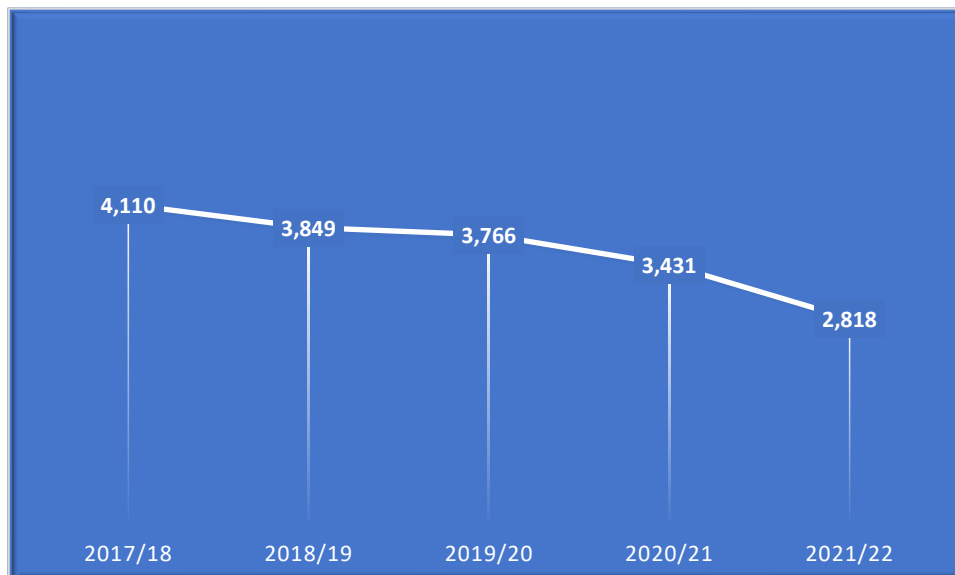


Figure 5. NWRC Full Time Enrolments 2017/18 to 2021/22⁵



⁴ Source: Population Statistics NISRA

<https://www.ninis2.nisra.gov.uk/public/Theme.aspx?themeNumber=74&themeName=Population>

⁵ Source: FE Activity in NI 2015/16 to 2019/20 Excel Table A4 <https://www.economy-ni.gov.uk/publications/further-education-sector-activity-northern-ireland-201617-202021> [2021/22 figure taken from final CDP Progress Report ERC submitted September 2022]

It is evident from the graphs in Figures 4 and 5 that the reduction in the population of 16 year olds in the NWRC catchment area has had a negative impact on the Full Time enrolments at NWRC. According to NISRA population projections although the number of 15-19 year olds are expected to gradually increase from 2022 onwards, the number of 20-24 year olds are expected to continue to decrease. This may negatively impact on college recruitment as 70% of NWRC students enrolled in 2020/21 were aged between 16 and 24⁶. As aforementioned, declining population is only one of the contributing socio-economic factors impacting on NWRC enrolments and activity.

⁶ Source: FE Sector Activity in NI 2016-17 to 2020-21 (Table A15) <https://www.economy-ni.gov.uk/publications/further-education-sector-activity-northern-ireland-201617-202021>

➤ High Claimant Counts

**Figure 6. April 2019, April 2020, April 2021 and April 2022
Percentage Claimant Count by District Council⁷**

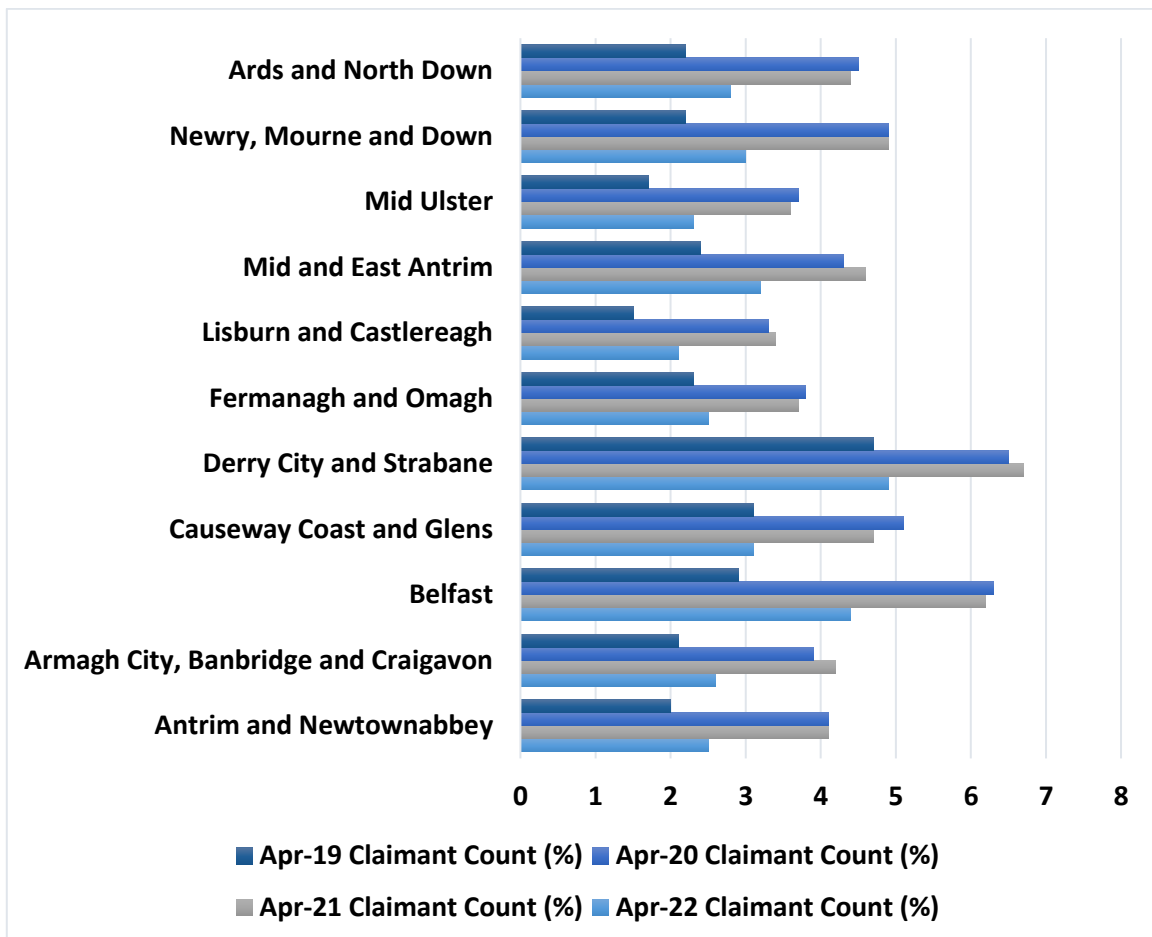


Figure 6 above shows the impact of COVID-19 with significantly increased number of claimants in DCSDC region in April 2020 and 2021 – the claimant count was 4.7% in April 2019 and had increased to 6.5% in April 2020. Although, this figure decreased in April 2022 to 4.9% it remains higher than the other local government districts and higher than pre-COVID-19, April 2019. (Note the NI average claimant count in April 2022 was only 3.2%)

⁷Source: NISRA Statistical website - [Labour Market datasets - NINIS: Northern Ireland Neighbourhood Information Service \(nisra.gov.uk\)](https://www.nisra.gov.uk/labour-market-datasets)

The claimant count in the CCG region was 3.1% in April 2019 (closer to the NI average of 2.5%) and this increased to 5.1% in April 2020. The claimant count returned to pre-COVID-19 level of 3.1% in April 2022 – slightly lower than the NI average of 3.2%.

If the city and region within which the College is located is to prosper then there is a need to continue the dual mandate of helping to develop a strong, competitive, regionally balanced economy and supporting social inclusion. The College will also continue to provide a balanced curriculum and an economic support service across the urban and rural districts that it serves. It is important that NWRC continues to assist all sectors as they adjust to the impact of the current cost of living crisis, which has led to a slowing economy and potentially a recession.

NWRC continues to play a central role in delivery of Local Government Community Planning as an active member of Community Planning partnerships in both Derry City and Strabane District Council (DCSDC) and in Causeway Coast and Glens (CCG). The College remains central to the implementation of a shared plan for promoting better outcomes for everyone and continues to collaborate through these strategic partnerships, for example actively participating in Labour Market Partnerships in both DCSDC and CCG.

Economic Consequences of COVID-19

Figure 7. Estimates of economic impacts, by Council area and NI⁸

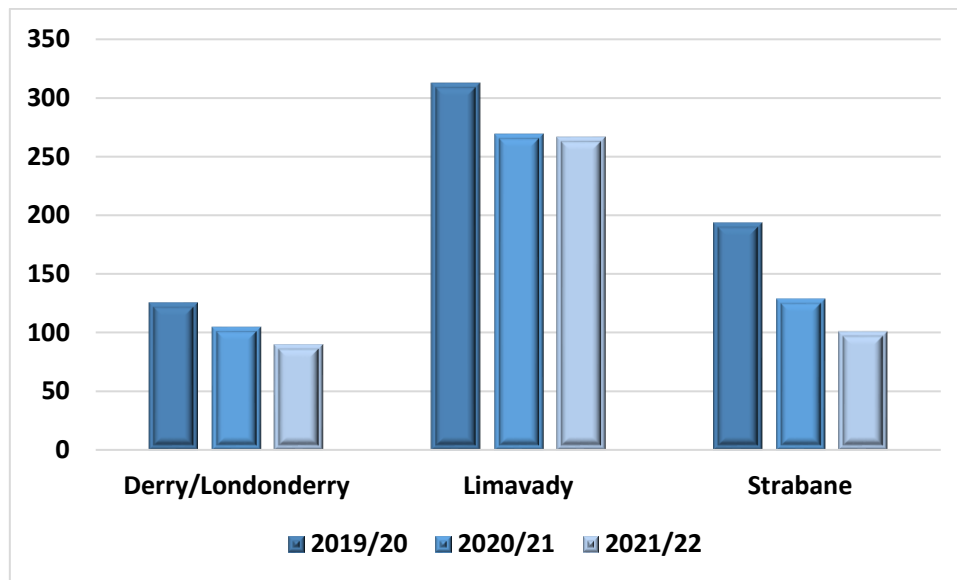
	Total Furloughed & Laid Off Employees	% decline in GVA, 2020
Antrim and Newtownabbey	21,200	-11.5%
Ards and North Down	12,400	-10.6%
Armagh City, Banbridge and Craigavon	25,200	-10.6%
Belfast	67,200	-10.6%
Causeway Coast and Glens	14,300	-13.3%
Derry City and Strabane	15,900	-9.5%
Fermanagh and Omagh	13,000	-11.9%
Lisburn and Castlereagh	19,600	-9.3%
Mid and East Antrim	15,800	-15.2%
Mid Ulster	22,900	-16.3%
Newry, Mourne and Down	22,000	-12.0%
Northern Ireland	249,500	-12.7%

The economic impacts have been significant for the Council area of Derry City and Strabane, but proportionally are smaller than in other places. This is likely to be due to a diversity of sectors, the proportion of jobs open to remote working and the proportion in sectors such as Health and Education. The significant impact on Causeway Coast and Glens is likely due to the importance of the hospitality and tourism sectors in this area. (CCG ranked 3rd most affected district council in Figure 7 above).

⁸ Source: UUEPC analysis https://www.ulster.ac.uk/_data/assets/pdf_file/0004/574204/UUEPC-Economic-Consequences-of-Covid19-Paper-2.pdf

➤ Low Entitlement Framework Enrolments

Figure 8. Entitlement Framework Enrolments by Campus - 2019/20 to 2021/22⁹



Increased competition from schools who now deliver vocational qualifications has had a negative impact on NWRC Entitlement Framework (EF) enrolments as can be seen in Figure 8 above. The declining trend is also due to the EF funding schools receive from DE which has reduced substantially.

It is hoped that the outworking of the new 14-19 Policy Framework "Developing a more strategic approach to 14-19 Education and Training"¹⁰ will help to address this issue of competition between providers. The framework was published on 21 June 2022.

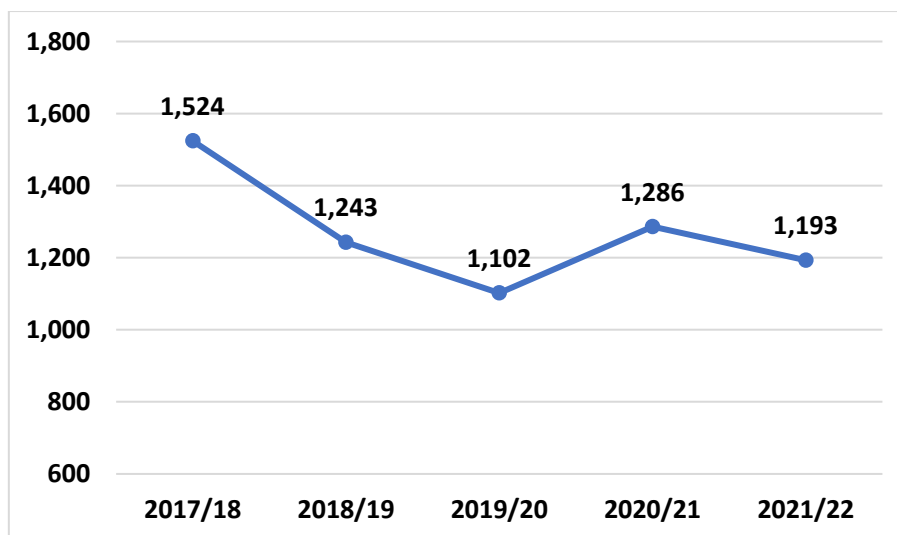
The sector communications strategy aims to promote the many benefits of FE Colleges and improve recruitment to the sector. The sector communications strategy sets out clear aims and objectives and contains a set of three strategic themes (Corporate Communications, Strategic Campaigns and Policy & Public Affairs) to achieve the objectives therein.

⁹ Source: NWRC CDR

¹⁰ Source: DfE <https://www.economy-ni.gov.uk/sites/default/files/publications/economy/Developing-More-Strategic-Approach-14-19-Education-Training.pdf>

➤ Higher Education Enrolments

Figure 9. NWRC HE Enrolments - 2017/18 to 2021/22¹¹



Higher education at NWRC has faced many recruitment challenges over recent years. In 2018-19 the college achieved 80% of the MaSN of 710, recruiting 568 enrolments. As a result of this DfE reduced the college MaSN to 598 in 2019/20 and again to 541 in 2020/21 when the college achieved full time enrolments of 514, 95% of the MaSN target. Given the challenges faced this was a positive outcome for 2020/21. However, in 2021/22 NWRC achieved 73% of the 584 MaSN target, recruiting 424 enrolments. A similar decline in MaSN enrolments occurred across the sector in 2021/22.

The MaSN target for NWRC in respect of 2022/23 is 483. This target was agreed following several discussions at the internal Curriculum Planning forum, of the HE provision at NWRC, and includes targets for new provision being offered.

An internal HE Working Group was established in 2021/22 to review the current HE provision at NWRC and to assist the Quality Enhancement Unit (QEU) with the Open University (OU) validation processes, whilst sustaining existing partnerships with

¹¹ Source: FE Activity in NI 2016/17 to 2020/21 Excel Table 2 <https://www.economy-ni.gov.uk/publications/further-education-sector-activity-northern-ireland-201617-202021> 2021/22 data from NWRC CDR.

Ulster University and Queens University. The group continues to explore opportunities to diversify the HE profile at NWRC into areas such as ICT, Culinary Arts, Pre-Nursing and Accountancy. The aim is to attract learners with new and innovative areas of interest. A Foundation Degree in Housing (OU) will be offered in January 2023. This stemmed from the Health and Social Care Hub. NWRC offered L5 HND Uniformed Public Services. However, recruitment in 2022/23 has not been successful and the course was withdrawn.

NWRC is negatively impacted by the proximity of the UU Magee Campus and UU Coleraine Campus along with the following challenges:

- Reinstatement of university MaSN in recent years.
- Universities and FECs competing for the same HE students
- Local Universities continue to show a trend in lowering their entrance requirements through clearing.
- Over recent years UK Universities have increased the number of unconditional offers they make to applicants. This may be the result of recent stronger performance.
- Local Universities have committed significant investment to online delivery of learning programmes during lockdown and will continue to target learners, including those in our primary catchment area, as they have now become more accustomed to online learning.

The capacity of universities to offer Level 6 and above (Degree and postgraduate programmes) to learners, despite the economic implications of Levels 4 and 5. NWRC look forward to implementation of the new 14-19 Policy Framework (published on 21 June 2022) and the out workings of the Review of Level 4 and 5 Provision and HE in FE.

NWRC received positive outcomes following The National Student Survey (NSS) 2022¹² published in July. Some highlights are set out below:

- 78% response rate to the Survey with the sector achieving an overall response rate of 69%
- % of students that agree positively with the questions within the following topics:

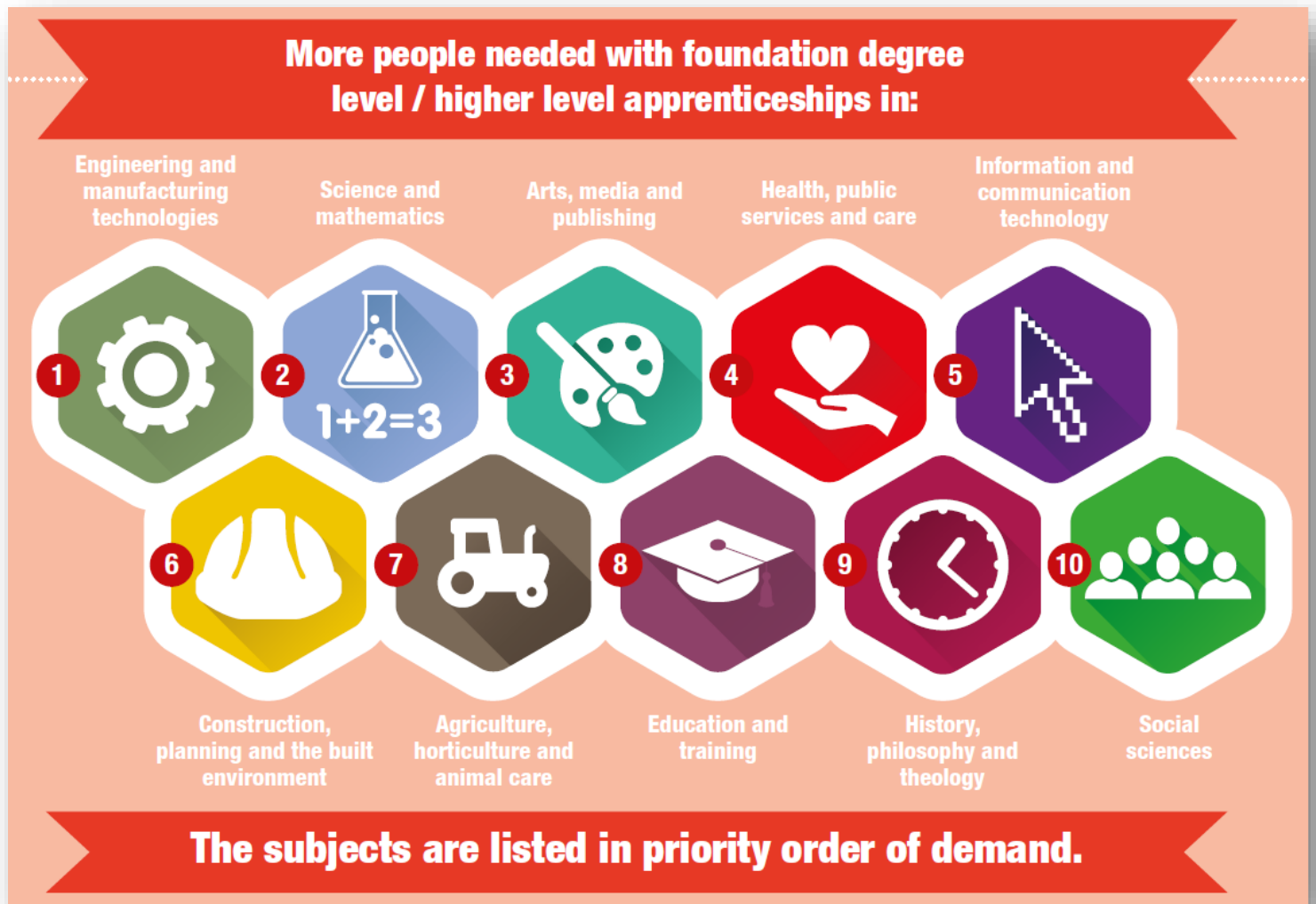
Question Headings	NWRC % agree	Sector % agree
Teaching on my course	89	80
Learning Opportunities	90	79
Assessment and Feedback	84	69
Academic Support	87	74
Organisation and Management	82	70
Learning Resources	88	81
Learning Community	85	68
Student Voice	79	67

- Overall student satisfaction at NWRC was 90% whereas the sector achieved 76% overall.

¹² Source: <https://www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/national-student-survey-nss/nss-data-provider-level/#datafiles>

NWRC remains committed to reducing the skills deficit through delivery of Foundation Degrees and Higher Level Apprenticeships as recommended in the NI Skills Barometer 2021¹³ (Figure 10).

Figure 10. Skills Deficit as per the NI Skills Barometer 2021¹⁴



¹³ Source: NI Skills Barometer 2021 Update <https://www.economy-ni.gov.uk/publications/northern-ireland-skills-barometer-2021-update> (Published 16 March 2022)

¹⁴ Source: NI Skills Barometer 2021 Update <https://www.economy-ni.gov.uk/publications/northern-ireland-skills-barometer-2021-update> (Published 16 March 2022)

BREXIT

The Derry~Londonderry and Strabane campuses straddle a significant national jurisdictional border into Donegal in the Republic of Ireland. NWRC is part of the “The Northwest Tertiary Education Cluster”, in partnership with the Ulster University, Atlantic Technological University (ATU Letterkenny Campus - formerly known as Letterkenny Institute of Technology) and Donegal Education and Training Board (ETB). Funding has been provided to promote cross-border education collaboration projects. NWRC continues to focus upcoming projects on reducing the impact of COVID-19 on cross border education exploring innovative methods of enhancing skills.

NWRC enrolments are made up of at least 10% from learners domiciled in the Republic of Ireland (Figure 11). It is expected that Brexit will negatively impact on these future enrolments and a small decline is evident from 2019/20 to 2021/22.

Figure 11. NWRC Enrolments Domiciled in the Republic of Ireland¹⁵

Academic Year	% NWRC Enrolments domiciled in RoI
2019/20	10.87%
2020/21	10.85%
2021/22	9.92%

The College continues to monitor the impact of Brexit at regular risk management meetings.

¹⁵ Source: NWRC CDR

Challenges faced by NWRC during COVID-19 and actions being taken to reduce the negative impact on our students and staff:

CHALLENGE	COMMENT/ACTION
Securing Enrolments	<ul style="list-style-type: none"> • With GCSE/A Level and many vocational results being “teacher assessed grades” in 2020/21 outcomes were higher than expected in some areas for the second year running. This resulted in many local post primary schools retaining post GCSE students to progress internally with their Level 3 programmes. It also led to universities accepting more students through clearing on the release of Level 3 results. Fewer exceptions/adjustments • Online applications opened earlier for recruitment to 2022/23 programmes to promote college courses with the aim of improving enrolment numbers. Full time and Part time on campus information days were aligned to the opening of online application processes. Virtual Open days continued to be offered upon request. HLA open evening took place on 21 June 2022. • Several marketing campaigns were launched throughout the spring and summer months with a view to increasing applications, such as; <ul style="list-style-type: none"> ○ Foyleside Road Show where curriculum staff, student support staff and students promoted the college at the City’s Foyleside Centre providing demos and information to prospective students (27-28 April 2022). ○ Post primary school visits were arranged throughout April; ○ NWRC participated in Lifelong Learning Festival 2022 in spring with a showcase event taking place in May 2022;

CHALLENGE	COMMENT/ACTION
	<ul style="list-style-type: none"> ○ Limavady Campus offered a summer camp to post primary students keen to sample courses at the college; ● NWRC offer Pre and Post results dates events - information sessions being available online and on campus hosted by curriculum staff from each curriculum area to assist potential applicants with their decisions. ● NWRC will continue to promote the new areas of curriculum reform to secure enrolments onto Level 2 Traineeships and L3 Advanced Vocational Technical Qualifications.
Digital Deprivation, lack of access to broadband	<ul style="list-style-type: none"> ● The percentage of students at NWRC in 2021/22 domiciled in areas of high deprivation (Q1 or Q2) increased. With ongoing COVID-19 restrictions implemented in relation to self-isolation etc. some students were unable to engage fully with online delivery due to digital deprivation/lack of broadband provision. However, the college continued to provide laptops where possible to those most in need to assist with blended delivery during 2021/22.
Curriculum Delivery Patterns	<ul style="list-style-type: none"> ● College teaching staff, working with the college TELs Team, have developed innovative methods of embedding blended delivery in their provision. This was to ensure that both staff and students are familiar with digital platforms and online delivery during periods of restriction due to COVID-19 in 2021/22. Also, to embed best practice across the college following implementation of these innovative methods introduced during the COVID-19 pandemic.

CHALLENGE	COMMENT/ACTION
<p>Completion of Qualifications delayed due to the impact of COVID-19</p>	<ul style="list-style-type: none"> • Throughout 2019/20 and 2020/21 academic years there were significant delays in receiving guidance from Awarding Bodies on how to mitigate and adapt assessments to enable students to complete their qualification. A Centre Agreement was established at NWRC in 2020/21 to provide guidance on teaching assessed grading following advice from CCEA. • NWRC course teams and support staff worked diligently in the weeks leading up to June 2021 to assess grades where necessary, following the guidance set out by Awarding Organisations. This proficient work led to NWRC receiving very few appeals following the outcomes of 2020/21 qualifications. • NWRC is a large provider of work-based learning programmes, and this had resulted in some students being unable to complete their qualification in 2020/21 and 2020/22 academic year. It was planned that all these students would achieve their qualification once the work-based units were completed in 2021/22. Unfortunately, a small number of students affected by this, most studying in the area of Health and Social Care, were unable to complete in 2021/22 due to ongoing COVID-19 restrictions. These students are now expected to complete in 2022/23 academic year. <ul style="list-style-type: none"> ○ There were 209 learners unable to complete their qualification as expected in June 2021 due to work placement requirements and outstanding practical/work based assessments. This included 3 part time learners delayed from 2019/20. ○ The 3 part time learners delayed from 2019/20 completed in 2021/22. Of the remaining 206 delayed qualifications 202 were completed in 2021/22.

CHALLENGE	COMMENT/ACTION
	<ul style="list-style-type: none"> ○ 4 qualifications remain in delay from 2020/21 – mainly due to the impact of COVID-19 restrictions on ability to complete work placement hours, also industry being inaccessible during this period. These qualifications are expected to complete this academic year 2022/23.
Student Work Placements	<ul style="list-style-type: none"> ● As mentioned above, due to an inability to complete the necessary work placement hours some students have been unable to complete their qualification before September 2022. Curriculum teams have plans in place to resolve this issue so that those students can complete their qualification as soon as is practicably possible. ● Work based learning programmes require work placements to be secured for our students. As a result of the projected economic down-turn it is anticipated that placements will become increasingly difficult to secure for our young people. ● Work is ongoing with local employers to provide apprenticeship and placement opportunities whilst ensuring the safety of staff and students.
Supporting Local Business and Upskilling	<p>Following the impact of COVID-19 on industry the College is committed to support employers and businesses during this period of economic recovery.</p> <ul style="list-style-type: none"> ● The Business Support Centre (BSC) at NWRC will continue to support employers through the provision of fully funded, tailored solutions through the Skills Focus Programme to increase the skills levels of the workforce. In 2021/22 NWRC exceeded the target of 360 with delivery of 370 qualifications at Level 2 and above. An overall budget of £494K had been allocated by DfE.

CHALLENGE	COMMENT/ACTION
	<ul style="list-style-type: none"> • NWRC delivered over £600K worth of courses via the DfE funded Skills Up and ERAP funding by the end of March 2022. NWRC has also secured £387K funding for the Skill Up courses to the end of March 2023. • NWRC will continue to offer a number of Assured Skills Academies with delivery to existing clients Alchemy and FinTrU while exploring prospective new academies in areas such as Engineering and ICT sectors. • NWRC BSC will continue to facilitate small businesses in acquiring the skills to innovate and grow, by delivering InnovateUs upskilling projects with businesses, to develop new products, services and processes and progress businesses up the innovation escalator with innovation vouchers and Knowledge Transfer Partnerships. • NWRC continues to grow its innovation footprint investing in new equipment and facilities in new emerging technologies such as mixed reality (XR a cross between augmented and virtual reality) and industry 4.0, with expanded collaborations such as the Smart Nano Manufacturing Corridor, to compliment the NWRC's existing innovation Centres of Foodovation, the Product Design Centre and DIAL Assisted Living.
Delivering HMP Magilligan Programmes	<ul style="list-style-type: none"> • The main challenges delivering education programmes in a prison setting during 2021/22 academic year were:

CHALLENGE	COMMENT/ACTION
	<ul style="list-style-type: none"> ○ Frequent lockdown of the college campus at HMP Magilligan ○ lack of access to IT for students ○ limited number of virtual classes that can be supported by NIPS ○ Limited access to students (2 days per week) resulting in the need to lengthen course durations (as a result many students will not have sufficient time to complete) ○ Lack of warning from the Prison Service when they schedule a lockdown – this had an impact on the time required to prepare students and materials for virtual teaching. ○ Difficulties with introducing Health and Safety measures (PPE, social distancing; cleaning regime) in areas that are not part of the college estate. ● Face to face teaching was re-introduced in a phased return at the end of March 2022. ● The extensive periods of lockdown resulted in a negative impact on enrolments at HMP Magilligan in 2021/22. ● 2021/22 reporting on the Prison Provision will continue to be carried out by the lead college, Belfast Metropolitan College, as per the SLA with NIPS (finalised in April 2021). NWRC continues to participate as a collaborating partner and the appointment of a new Deputy Head of Prison Programmes in February 2022 has improved monitoring of the provision at HMP Magilligan and communications with new Governors of the Prison etc. The team are keen to improve recruitment and

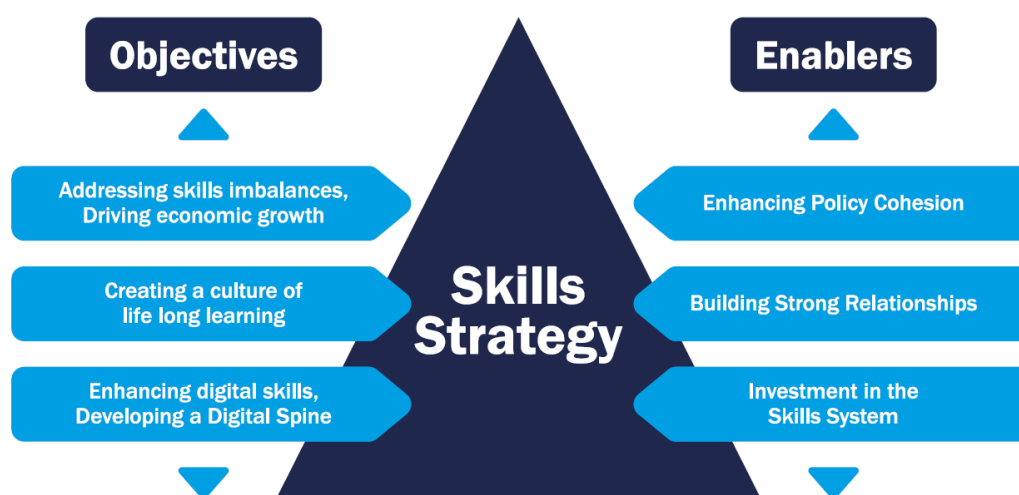
CHALLENGE	COMMENT/ACTION
	<p>curriculum offer at this campus to assist with the rehabilitation of these learners back into society with increased skills increasing future employment prospects.</p>
<p>Delivering Community/Outreach Programmes</p>	<ul style="list-style-type: none"> • NWRC continued to support the most disadvantaged in the community by ensuring access to learning opportunities that lead to sustainable career pathways. The college community team worked along with the college Health and Safety Officer to ensure staff and students were in a position to adhere to the COVID-19 guidance set out the FE Colleges Framework for the safe resumption of on-site educational provision and related activity¹⁶ at the relevant outreach centres. • The college offered online community programmes to mitigate the impact of long periods of lockdown. Once face to face delivery was reintroduced teams worked expediently to improve enrolments and offer a diverse range of programmes to meet the needs of local community centres. These classes as expected were made up of smaller groups due to ongoing social distancing restrictions and some reluctance from those most vulnerable in society to attend centres. The community provision continues to be monitored closely to ensure support is provided where possible. A new prospectus has been launched for 2022/23 with a more diverse offering.
<p>Potential Increase in ESOL enrolments</p>	<ul style="list-style-type: none"> • NWRC has significantly increased the 2022/23 target in relation to projected ESOL enrolments, in the planned activity section, to reflect the current demand for ESOL due to increased numbers of asylum seekers, refugees, Ukrainians and other migrants to Northern Ireland.

¹⁶ Source: DfE website - <https://www.economy-ni.gov.uk/publications/framework-safe-resumption-site-educational-provision-and-related-activity>

CHALLENGE	COMMENT/ACTION
	<ul style="list-style-type: none"><li data-bbox="562 269 1955 493">• The main designated contact centres for Ukrainian refugees making FE enquiries have been located in towns and cities in the west of Northern Ireland where information sessions are delivered on a weekly basis. These centres have been provided with NWRC careers staff contact details to respond to any requests from migrants in the college catchment area.<li data-bbox="562 526 1955 699">• NWRC has also participated in a local council multi-agency forum with other stakeholders to monitor/address the level of demand in the area. NWRC community team continue to assist with monitoring/actioning ESOL requests from the local community.<li data-bbox="562 732 1955 906">• Initial assessments are being completed in a timely manner and at present there are no waiting lists in place. However, the position is being closely monitored and planning is taking place to ensure the college could offer additional classes should the level of demand exceed the projected target for 2022/23.

NWRC remains committed to maintaining standards and will contribute towards the recovery of the local economy by providing the highest quality, economically relevant professional and technical education and training provision and delivering the skills needed for the economy. NWRC will assist employers to innovate and grow, developing suitable skills interventions that assist all sectors to recover from the impact of COVID-19, thereby increasing competitiveness and sustainability across the region.

NWRC is also committed in continuing to develop curriculum programmes through collaboration and ongoing work with the curriculum hubs and sectoral partnerships, as aforementioned, that support of the Programme for Government, 10X Economy, NI Skills Barometer 2021 and Skills Strategy (Skills for a 10X Economy) which is set out around three main strategic objectives¹⁷:



Curriculum forums for planning were established in 2019/20 to ensure the college programmes meet the needs of the local economy and take cognisance of the Skills Strategy as well as providing much needed support through our Business Support Centre.

College Development Plan (CDP) 2022/23

Article 20 of the Further Education (Northern Ireland) Order 1997 requires that each College should prepare a College Development Plan (CDP). This CDP is our business plan for 2022/23 and it has been submitted to the Department for the Economy (DfE) to fulfil our statutory requirement.

¹⁷ Source: Skills Strategy for NI Skills for a 10x Economy <https://www.economy-ni.gov.uk/sites/default/files/publications/economy/Skills-Strategy-for-Northern-Ireland-Skills-for-a-10x-economy.pdf>

5. PLANNED ACTIVITY

The tables below set out the College's planned activity for the 2022/23 year (in light of the DfE budget allocation of £31.051m as outlined in the correspondence of 14 September 2022).i

Residual Qualifications		
Area of Planned Activity (Data source: CDR)	Residual Activity	
	2020/21	2021/22
FE Activity: <ul style="list-style-type: none"> L0-3 FT & PT Excluding Essential Skills 		n/a
HE in FE – Full time L4-6		n/a
HE in FE:- Part Time <ul style="list-style-type: none"> L4-6 		n/a
TfS: <ul style="list-style-type: none"> L0-3 		n/a
Skills for Life and Work <ul style="list-style-type: none"> L0-2 		n/a
Traineeships: <ul style="list-style-type: none"> L2 		n/a
AppsNI: <ul style="list-style-type: none"> L2 - 3 	4 enrolments impacted by COVID-19 will be progressed through to completion within the 2022/23 academic year.	n/a
HLAs <ul style="list-style-type: none"> L4-5 		n/a
Essential Skills		n/a

2022/23 Qualifications		
Area of Planned Activity (Data source: CDR)	Planned Activity For 2022/23	2021/22 In-Year Activity
FE Activity: <ul style="list-style-type: none"> L0-3 FT & PT Excluding Essential Skills 	7,921 No. of enrolments equating to 5,853 No. of Individuals	8,294 No. of enrolments equating to 5,942 No. of Individuals
HE in FE – Full time: <ul style="list-style-type: none"> L4-6 	483 No. of enrolments equating to 483 No. of Individuals	424 No. of enrolments equating to 424 No. of Individuals
HE in FE – Part time: <ul style="list-style-type: none"> L4-6 	678 No. of enrolments equating to 652 No. of Individuals	674 No. of enrolments equating to 647 No. of Individuals
TfS: <ul style="list-style-type: none"> L0-3 	1 enrolment equating to 1 individual	64 No. of enrolments equating to 45 No. of Individuals
Skills for Life and Work <ul style="list-style-type: none"> L0-2 	18 No. of enrolments equating to 12 No. of Individuals	27 No. of enrolments equating to 18 No. of Individuals
Traineeships: <ul style="list-style-type: none"> L2 	93 No. of enrolments equating to 93 No. of Individuals	73 No. of enrolments equating to 33 No. of Individuals
AppsNI: <ul style="list-style-type: none"> L2-3 	592 No. of enrolments equating to 500 No. of apprentices registered for training 89% of AppsNI apprentices who remain on the programme for at least 4 weeks after initial registration and go on to remain on the programme for more than 52 weeks.	567 No. of enrolments equating to 478 No. of apprentices registered for training 86% of AppsNI apprentices who remain on the programme for at least 4 weeks after initial registration and go on to remain on the programme for more than 52 weeks.
HLAs <ul style="list-style-type: none"> L4-5 	72 No. of enrolments equating to 72 No. of HLA	62 No. of enrolments equating to 62 No. of HLA
Essential Skills	1,664 No. of enrolments equating to 1,157 No. of Individuals. (Includes HMP Magilligan)	1,590 No. of enrolments equating to 1,112 No. of Individuals.
Priority Sector Areas and / or STEM (PSSA)¹⁸:	6,200 No. of PSSA enrolments equating to 4,833 No. of individuals enrolled in one or more PSSA subjects 3,162 No. of final year students enrolled in one or more PSSA subjects	6,536 No. of PSSA enrolments equating to 4,957 No. of individuals enrolled in in one or more PSSA subjects 3,679 No. of final year students enrolled in one or more PSSA subjects

¹⁸ The Priority Sector Area and / or STEM performance measure incorporates not only the Priority Sector Areas as previously measured, but also STEM subjects

Employers		
Area of Planned Activity	Planned Activity for 2022/23	2021/22 Activity
InnovateUs <ul style="list-style-type: none"> 1st April 2022 – 31st March 2023 	75 No. of projects delivered through the InnovateUs programme £365K of projects completed (budget spend)	81 No. of projects delivered through the InnovateUs programme £376K of projects completed (budget spend)
Skills Focus <ul style="list-style-type: none"> L2+ 1st April 2022 – 31st March 2023 	250 No. of enrolments undertaking a Level 2 (and above) qualification through the Skills Focus Programme. Based upon a new budget of £380K (£250K baseline budget plus additional budget of £130K).	370 No. of enrolments undertaking a Level 2 (and above) qualification through the Skills Focus Programme
Assured Skills: <ul style="list-style-type: none"> L0-8 1st April 2022 – 31st March 2023 	To deliver 4 No. of Assured Skills Academies (3 FinTru, 1 Alchemy)	9 No. of Assured Skills Academies delivered
Other Programmes		
Fusion Projects	29 projects completed or ongoing	29 projects completed or ongoing
Innovation Voucher Scheme	25 projects completed	25 projects completed

Social Inclusion		
Area of Planned Activity (Data source: CDR)	Planned Activity for 2022/23	2021/22 In-Year Activity
Enrolments within Quintile 1 and 2	6,099	6,626
Enrolments declaring a disability / long term health problem	2,470	2,177
Enrolments on Entry Level and Level 1 Programmes (including Essential Skills)	3,219 (including HMP Magilligan)	3,357
Enrolments on Targeted Programmes e.g., College Connect, Prince's Trust	75	95
Enrolments on ESOL Programmes	100	38
Overall number of individuals supported by above measures	5,724 (including HMP Magilligan)	5,823

Overall College Performance		
Performance Indicator	Planned Performance Rate for 2022/23	2020/21 Performance Rate
<p>Retention Rate:</p> <p>The proportion of the number of enrolments who complete their final year of study to the number of final year enrolments.</p>	90%	88%
<p>Achievement Rate:</p> <p>The percentage of the number of enrolments who completed their final year of study and achieve their qualifications to the number of enrolments who completed their final year of study.</p>	89%	83%
<p>Success Rate:</p> <p>The proportion of the number of enrolments who complete their final year of study and achieve their qualification to the number of final year enrolments.</p>	80%	73%