



**“WE’RE MAKING A DIFFERENCE, ARE WE
MAKING THE CASE?”**

A Networking and Dissemination Conference

for

DfES Adult Guidance Pilots

**Manchester
14 - 15 November 2002**

'WE'RE MAKING A DIFFERENCE: ARE WE MAKING THE CASE?'

**The second DFES Adult Guidance Pilot conference
at
The Renaissance Hotel, Manchester
14th and 15th November 2002**

CONFERENCE SUMMARY

The conference was the second to be held for Adult Guidance Project staff and builds on the outcomes of the successful conference held in Stratford-on-Avon in July 2002. It aimed to review the findings and developments within the pilot projects and assess progress towards making the case for future funding and sustainability of guidance to targeted groups of adults.

"We're Making A Difference: Are We Making The Case" brought together 59 delegates for a 24-hour event. It built on the outputs from the conference in July and sought economic and social outcomes to inform Ministers. The event set out to:

- Enable participants to learn in detail about the range of guidance approaches and models in operation;
- Promote continued networking of pilot projects and sharing of good practice
- Explore a sample of progress measurement tools and develop a business case for continued funding of guidance.

The conference also included a session of small thematic workshops and a series of client related presentations.

1 THE PLENARY PRESENTATIONS

INTRODUCTION AND SETTING THE SCENE

John Smith, Merlin Minds Ltd. welcomed delegates to this second important event and invited **Millar MacDonald, DfES** to open the conference.

Millar compared and contrasted the current situation with that in July. Then the Adult Guidance Pilots were responding to a request for more 'joined up' services. Since then the timescale for reviewing the impact of these pilots has shortened considerably and the profile of IAG is heightened and become a subject of much interest to Ministers. Now we are looking at how IAG will fit within the development of a broader skills strategy, to be unveiled in early Summer 2003. Additionally, the Strategy Unit is about to publish a report on workforce development and the early findings of the MORI evaluation will be known in December.

Millar was pleased to share with delegates the informative and enlightening experiences he has had of observing guidance. He knows the difference it can make and is convinced of its value. Although guidance can be hard to describe he believes that if it can be seen then we should be able to define it clearly. However, the hard evidence of value for money must accompany any softer or anecdotal evidence. The DfES focus on unit cost remains as sharp as ever. The DfES view is that a single intervention should cost around £100. Within the remaining 19 pilots the current unit cost ranges from £118 - £1,018. High unit costs are unsustainable and pilots need to maintain or achieve high numbers of clients so that unit costs will sit within an acceptable bandwidth.

In setting the scene for the conference he posed a series of questions for delegates:

Did they know what their interventions cost? and **What is an effective delivery model?** Future funding, from whatever source, is likely to be assessed and based upon best value, agreed unit cost and use of proven delivery models. Millar had not, for example, been personally convinced that effective guidance could be given over the telephone.

How would you decide on the priorities? - given that money is limited and there is competition for resources.

Who needs guidance? - which target group displays the greatest need or shows most effective response. It has to be accepted that some people may or will have to pay for guidance.

Is your guidance model replicable? - can it be shared and would it work elsewhere.

There are no guarantees for future provision and the case has yet to be made convincingly. He looked forward to the outcomes of the conference.

DEVELOPING A VISION FOR GUIDANCE IN THE 21ST CENTURY

Alastair Thomson, National Institute of Adult Continuing Education

Alastair was pleased to have been invited to share the vision that he had presented in May 2002, at a research event in Stoke Rochford.

He referred briefly to the long history of NIACE – an independent NGO formed 80 years ago. He summarised the situation of the guidance community as one where we are not yet 'punching our weight' and identified the main reasons for this as:

- over focus on the process.
- under focus on promoting the value of outcomes
- the voice of guidance clients and practitioners is largely unheard and clients and practitioners are poor at demonstrating why funding is necessary
difficulties in getting the voice heard in the SEU strategy unit for neighbourhood renewal
- too much emphasis on research, on the process and insufficient on strategy

He questioned where a guidance perspective is visible in Westminster/Whitehall and Brussels and the general absence of profile in businesses and unions, amongst Political party staff and heavyweight media commentators and the wider academic policy shaping community.

He was intrigued that the Labour Party Manifesto in 2001 had contained the phrase *"to develop career services for all"*. He wondered what progress had been made, and if the DfES aims of *'realising potential in people to make the most of themselves', 'encourage adults to learn to become skilled and enrich their lives'* included or recognised guidance activities.

There were numerous contextual issues that will impact on the perceived value of guidance:

Demographic changes

- Ageing society
- Pensions time bomb
- Underpinning social and economic policies

Globalisation and its economic effects

Providers - Public or private or Trans national

All this provides a huge agenda against which to make the case for guidance and an opportunity to show how guidance contributes to the bigger policy picture.

In conclusion he asked delegates to consider ‘what sort of society do we want to live in?’ What we should be aiming for is something we want for ourselves and for our families.

GUIDANCE MODEL FIELDWORK

Patricia McDermott and Stuart McRill, Merlin Minds Ltd.

In October, the DfES commissioned in-depth observational fieldwork to explore the guidance delivery models used by practitioners from the 19 guidance pilots.

This session shared with conference delegates some of the emerging findings.

Stuart explained that the fieldwork is mid term and work so far needs to be considered in the following context:

Sample – the sample of observations is very small and in true evaluation terms is not a reliable and valid sample.

Snapshot - Guidance is not a single interaction but a process. The fieldwork is only focusing on one interaction or event. The observer did not know what had happened in previous or follow up interactions.

Measurement - Is it possible to measure the clients ‘distance travelled’ via the guidance process without seeking out the views of the client?

Client centred – impartial

He informed delegates that the range of the research so far carried out included:

- 9 guidance pilots so far
- 1 group session
- 10 one-to-one interviews lasting from 45 minutes to 105 minutes
- 2 lasting between 20-30 minutes
- Advisor experience ranging from new recruit to operational manager with years delivery
- Broad range of client interactions at differing stages within the guidance process

The template being used has been devised and mapped against Gerard Egan's Skilled Helper model to help capture findings in a methodical, consistent manner and covers adviser qualifications, training and experience, guidance activities used during the intervention and the interview model used by the adviser.

STAGE 1: PRESENT SCENARIO: Clarifying

- Setting the scene
- Developing empathy
- Hearing the clients story
- Making an initial assessment

STAGE 2 PREFERRED SCENARIO Exploring and Evaluating

- Building the contract
- Exploring issues and options with client
- Challenging
- Reflecting
- Prioritising
- Labour market realism

STAGE 3: ACTION PLANNING

- Targets
- Timescales (referral)
- Closure of interview

RESOURCES

- Information services
- Psychometric testing
- Computer aided guidance

Researchers had observed during Stage One, the Present Scenario, high competence levels of interpersonal skills and counselling skills, questioning techniques, allowing clients to tell their story (- it's their interview), appropriate client/ advisor input ratios, and advisers coping with the bureaucratic barrier of the required MI paperwork.

During Stage 2, The preferred scenario, they had seen examples of active listening skills, understanding skills, (restating, paraphrasing, summarising, probing), Guidance tools, timing, appropriateness, Future orientated questions, such as '*What changes can you make in your lifestyle to help you?*' What other factors do you need to consider before giving up your job?

In Stage 3, Action Planning, consultants highlighted the context of some of the interventions, such as, there is no guarantee that the advisor and the person will meet again so clients should be able to carry out the plan independently or via referral support. Not all interactions ended with written summary, although a variety of summaries were produced as action plans, personal development plans or summaries of guidance.

However, some observations had not shown many examples of advisers prioritising, challenging, identifying clients' transferable skills, or significant labour market realism, and it was also occasionally difficult to spot a recognised guidance/interview model.

Pat then went on to show the recognised definitions of Information, Advice and Guidance, pointing out that often these were restrictive and prevented a true picture of the full range of activities in the guidance process. She reminded delegates of the seven activities as defined in the important publication, 'Challenge of Change' (UDACE, 1986),

- Informing
- Advising
- Counselling skills
- Assessing
- Enabling
- Advocating
- Feeding back

This definition had for the first time articulated what the guidance process involves and has been recognised by the guidance community ever since. She wondered whether using this approach would be more helpful in highlighting key differences between Information and Advice services on the one hand and Guidance on the other. She went on to describe how both consultants had seen plenty of Informing, Advising, Counselling skills as

Stuart had pointed out in his presentation, but they had both seen examples of all the other guidance activities being carried out by advisers, for example,

Assessing

- Helping people to explore skills/interests, etc.
- Use of software programmes

Enabling

- Help with completing applications
- Interview techniques
- Making appointments with providers to facilitate access to opportunities
- Accompanying clients to provider

Advocacy

- Lobbying other agencies, e.g. providers of opportunities, local authorities, etc.
- Negotiating with other agencies on behalf of clients, e.g. welfare rights issues

Feeding back

- Collecting information on gaps in provision
- Collecting information on barriers facing clients
- Passing information on to providers/funding bodies

The research is confirming that focusing on the seven activities is proving extremely useful in highlighting key differences between Information and Advice services and Guidance and if pilots used the framework to describe what they do, they could perhaps articulate more clearly their case for guidance.

Delegates were then given time in small groups to discuss a number of questions such as,

- Are we arguing about semantics when debating ‘What is Guidance?’ or something more fundamental?
- If people in need are receiving a total package of support that helps move them on, one which contains most of the seven activities of guidance, does it matter what we call it?
- Should all guidance interviews result in a written Summary/Action Plan?

During the brief feedback session, delegates asked:

Q Is it possible for future fieldwork to include the views of the client to measure their perceptions of the “distance travelled” by the single interaction?

A The consultants will endeavour to capture this.

Q Can the findings relating to staff competence be mapped against staff qualifications?

A Yes.

Q How will the findings be used and what happens next?

A A report of the findings will be issued and distributed to pilots.

CASE STUDIES

Maddie McGowan, Institute of Careers Guidance

Maddie is working with the Institute of Careers Guidance to produce a regular supply of case studies that demonstrate careers guidance outcomes. Maddie outlined her views on what makes a good case study.

Case studies ought to do more than just tell the client story, yet all too often the studies used to promote a service, for example, are poor at telling the world what we do. If we are making the case for guidance, we need our case studies to illustrate guidance in action.

Key questions:

Why do we write case studies? To tell people what we do, how we do it and to explain the value of our service.

Who are they written for? Clients, customers, decision makers, other professionals.

What makes a good case study?

- A story about both client and adviser
- Describes process as well as outcomes (need to choose client carefully)
- Illustrates key issues for the client (decide focus and keep it simple)
- Shows distance travelled
- Reasonably detailed but not too long (if too long you will lose audience)
- Testimonial statement brings case study to life (raises confidentiality issues)

A new kind of case study

- Paints a 3D picture of the guidance process
- Puts the adviser centre stage
- Illustrates impact or value

Practice makes perfect

- A new discipline
- One to one 'ghost writing' process
- Aide memoire of prompt questions (in development)

The aide memoire will complement NVQ level 4 and matrix and include prompt questions such as:

How did you use your skills/expertise?	How did you open up discussion?	Try and relate how you did something
How did you apply your expertise?	How did you help to match options and aspirations?	What were the sticking points?

Additionally a reference chart of 'approved' commonly understood terms and words is being developed.

Preparing case studies should encourage reflective practice in the following ways:

- a focus for reflection – communication
- a means of articulating successes and challenges
- ICG and QCG qualifications encourage reflection
- a CPD tool

2 THE WORKSHOP SESSIONS

The Rickter Scale

The Rickter Scale is a practical non-paper based assessment and evaluation tool that is currently being used by Connexions personal advisors across the country and some of the Adult Guidance Pilots.

It allows clients to better understand their present circumstances, to identify priority areas for support or intervention, to recognise strategies that have worked for them previously and to explore future possibilities. Its effectiveness is described as stemming from the fact that it is:

- Easy to administer
- Instantly engages with the client
- Helps to overcome communication barriers
- Produces quality information in a short period of time
- Profile immediately for action planning
- Offers standardisation
- Provides adaptability
- Helps identify appropriate support
- Adapts to different client groups/needs

In practical sessions delegates had the opportunity to use the tool and assess its potential value within their local settings. The workshop was very well received and 96% of participants rated it as excellent or good.

Quality of Life Profile

Stephen Belcher, representing Helix, the company that developed the tool in this country, introduced the Quality of Life profile from the perspective of someone who is using the tool in his guidance service. The Profile was originally developed at the Centre for Health Promotion, University of Toronto to provide a measure that considers both the components and determinants of health and well-being. It has subsequently been adapted and used within guidance to assess 'distance travelled' as a result of guidance.

The profile is a measure of a person's Quality of Life and recognises that there are many different aspects of living that may contribute to that quality.

The profile has three major domains of:

BEING	Who you are as a person
BELONGING	How you fit in with people
BECOMING	Things that you do in your life that define you

Each domain has three further sub domains, or areas of everyday life. These include for example physical, psychological, spiritual, social, and community domains.

Stephen's organisation offers the profile within their portfolio of IAG services to measure improvements in an individual's life as a result of the support received.

Workshop delegates had the opportunity to assess the profile's potential value within their local settings. The workshop was well received by participants with 69 % rating as excellent or good.

Case Studies

The workshop allowed delegates to reflect on Maddie McGowan's session and consider the value, format and role of case studies.

Most delegates welcomed the opportunity to look again at the format of case studies and the skills needed to produce them. Opinions varied on the value and place of case studies. Although some felt that case studies represented an out dated approach most considered them to be a valuable introduction and explanation of how guidance workers can make a difference.

The key points from the workshops may be summarised as follows:

- Be clear about audience and purpose
- Explore alternative presentation and communication media but focus on the message not the format
- Many would welcome guidance from DfES on the preferred content and style that could be used by Departmental officials and contribute to making the case to Ministers.

Participants found the workshop useful and thought provoking and 52 % rated it as excellent or good.

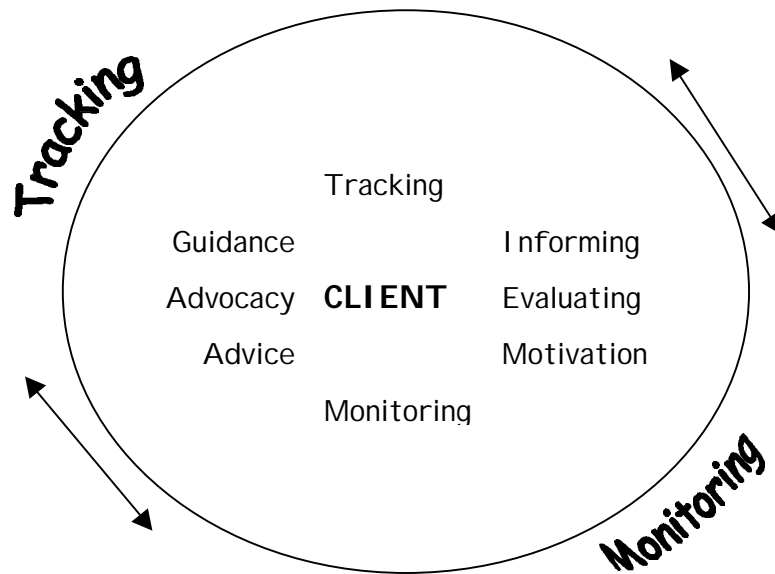
3 THE BUSINESS CASE PRESENTATIONS

This section contains a summary of each of the client based group presentations of a business case to implement a tried and tested delivery model. Each summary tries to capture the thinking and influencing factors behind each approach and identifies some of the key features and outcomes in support of making the case for guidance.

Presentation 1 Prisoners/Offenders

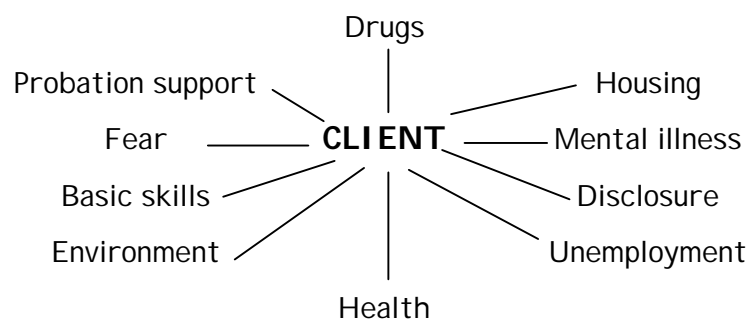
'UK hidden workforce 100,000' - this headline was used to draw attention to the significance of the number of people released from custody each year. Each one faces multiple and inter generational issues and challenges.

A client led and client centred model is used:



But should we adapt what we are doing?

At present it's about working with a range of agencies to provide clients with the level of support they may require. This can include advice and guidance, advocacy with employers (although much more work needs to be done with employers) and referrals. Signposting and currency of information need to take account of the individual aspects of clients' lives. It is important that clients are not misguided:



Making the case:

Prisoners/offenders are a key group in need of support. The unit cost of guidance can vary widely depending on the level of support required. The value and potential savings to the exchequer were illustrated by examples of the costs of housing prisoners.

Assisting just three prisoners who subsequently did not re-offend would easily save the cost of a pilot project; For example, the approximate cost of the two

prison guidance pilots is £265k, the average cost of keeping an individual in custody for life varies from £750k to £935k.

If all the associated costs of the systems surrounding offending and resettlement were taken into account then the impact of the savings from guidance work with prisoners might be even greater and significant across a number of government departments.

One of the aims of the DfES is *'releasing potential in people'* and the Performance Innovation Unit concludes *that 'better information advice and guidance is crucial to the success of workforce development'* (In demand - Adult Skills for 21st century)

Presentation 2 People with disabilities

Disabled people are no different. They want to be treated in the same way as anyone else and need an awareness of the guidance process

The model of guidance is a 'tailored' version of Egan's skilled helper (clarify/ explore, evaluate/action plan) and is expressed in the activities of guidance (as defined by UDACE in 1986) as follows:

Informing/signposting	▪ accessible services, formats, e.g. use of Braille etc
Advising	▪ specific knowledge from relevant networking
Enabling	▪ assisting with recruitment processes and transport needs
Counselling	▪ empathy through work with linked and specialist organizations
Assessing	▪ realism and awareness raising
Advocacy	▪ to represent individuals within organisations
Action planning	▪ adapted to needs
Mentoring	▪ to motivate and sustain

The outcomes from using this model include:

- Employment
- Training
- 'Distance travelled' towards becoming ready for learning or work
- Independent living,
- Work experience, and,
- Promoting choice

Making the case:

The average current unit cost of £635 is soon recovered if clients cease to rely on state benefits. If a client comes off of incapacity benefit those costs can be recovered within 9 weeks. Additionally participants will feel better about themselves and some will start making tax contributions to the exchequer.

Presentation 3 Social excluded and isolated rural communities

The presentation drew on the experience of four projects that covered widely differing client groups in rural and urban settings. Between the four there was not a common model of guidance but all delivery was taking place on an outreach basis and the model of Egan's 'skilled helper' features in both urban and rural models

Ways of 'hooking' people's interest was the greatest challenge and included:

- Niche marketing
- Links with Community Groups
- Festivals
- Occupational related
- Pubs 'locals on line' – Internet access
- Outreach models using phone and/or email help lines

Referrals are carefully targeted:

Once need identified – there may be self referral or diagnostic sifting through information shops, which may meet need but will refer on if necessary.

Outreach model can demand high maintenance. Clients often don't know what help is available or that it is free of charge. Reaching out means you can meet clients' needs and, when their motivation and confidence may be low, help them to realise what skills they have.

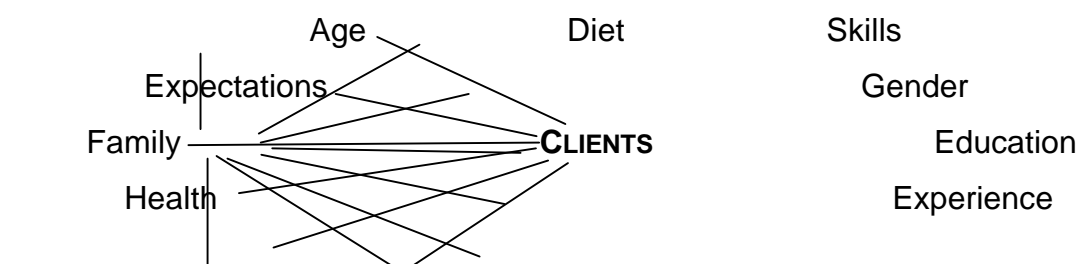
Making the case:

- Improved client confidence and personal development
- Raised awareness and aspirations
- Employment, Learning and voluntary work.
- Contribution to other Government targets
- Improved networking in rural areas between IAG and non-IAG people to increase provision.

One project calculated its current unit cost to be £182.49 and average time with clients to be 1½ hours. The number leaving state benefits for work meant that these costs were soon recouped. From a sample of 42 clients seen, 13 had gone into employment, 22 into training, 4 had come off benefits completely.

Presentation 4 Minority ethnic groups

Clients from minority ethnic groups may encounter the following barriers:



Trust

Language

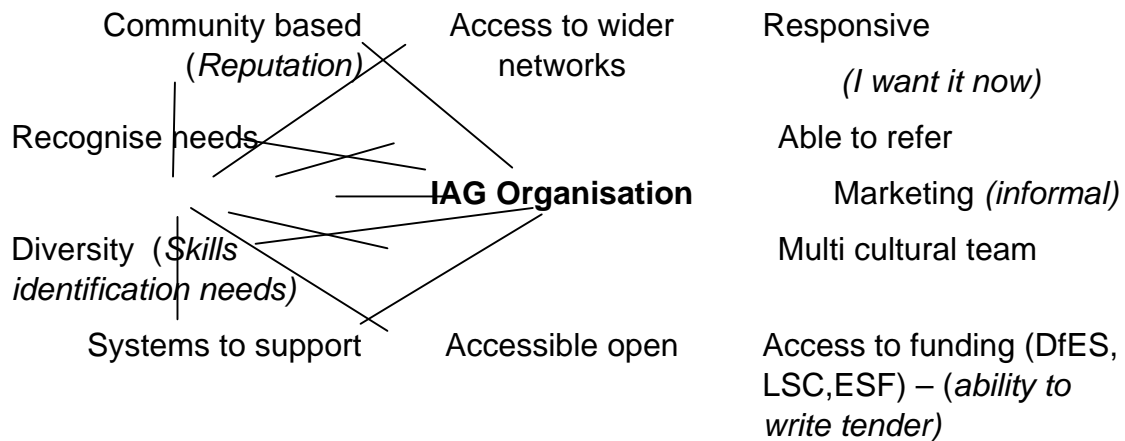
Religion

Qualification

Culture

Delegates used a sketch to highlight good practice by showing bad practice and illustrate some of these barriers that need to be addressed or taken into consideration when giving guidance. It showed how the skills of minority groups can be overlooked or suppressed.

The guidance model included the UDACE guidance activities
Informing; advising; enabling; counselling; assessing and advocacy



Making the case:

Unlocking and utilising everyone’s skills and potential is essential. Guidance provides good value for money by avoiding wasting or losing skills and increasing contributions to the exchequer through tax payments and reduced reliance on benefits.

Group 5 Low skilled in the work force

This presentation focused on the following issues and featured the approach used by the Skills and Guidance for Employees in South Yorkshire (SAGE) pilot:

- Low skilled is more than about people with low skills
- 7 million adults with basic skills needs
- Work has moved on but people have remained where they were – Do we have skills to compete?
- Essential to exercise careful use of terminology e.g. basic skills, low skills

There are two strands to the SAGE guidance model:

Self referral

In centre

Drop in or appointment

Referrals from other in house projects

From own contacts

Employer based support

Developing the work /networks

Business Support Agencies

Trade Unions Learning reps

Jobcentre plus

Employers
Network forum
Marketing leaflet
In house offer
I & A
Computer data bases
One hour interviews
Resources
Help with CVs applications
Support /referral where necessary

Employer data bases
In company support
Marketing and promotion
Other agencies
Services offered
Training needs analysis
Change management/Employability workshops
Personal development interviews
Education Training Sourcing Advocacy
Funding sources
Key issues
Fear of employees leaving
Time
Money/Funding
Priorities/lead in times
Flexibility of training

Benefits

Employees seen as valued and more likely to stay
Motivation up
Absenteeism down
Performance up
Aspiration up
Competitiveness up
Both the individual and the company benefit

There are a number of key issues that have to be addressed when working with employers:

- Fear of employees leaving (if they improve their skills)
- Time (loss of production)
- Money/Funding (to support the process)
- Priorities/lead in times
- Flexibility of training (at a suitable place and time)

Making the case:

The question was posed: *'Can we afford it? Can we afford not to?'*

One of the pilots had costed guidance at £90 per client although the actual cost was £133 owing to a high level of development work – in time the cost per client will reduce.

Assessing costs is complex and the evidence of pilots' research needs to be put to good use. The Government knows IAG is vital for individuals and is aware of its value and effectiveness in achieving policy aims.

'To make well informed decisionsyou need guidance'

Presentation 6 Asylum seekers/ refugees

There is a wealth of talent among asylum seekers. This should not be allowed to remain under utilised. Guidance is a major tool to assist this client group to integrate into society and it makes sound economic sense.

A role-play was used to illustrate how important it is for the professions to identify the skills and abilities that may be available to them. The role play highlighted good practice by showing bad, and demonstrated how the skills of this client group can also be overlooked or suppressed.

There were a number of common themes of the guidance model:

- Outreach
- Representatives from the community and with community involvement
- Knowledge of community
- Complex networks
- Drop in sessions in community settings/flexibility
- Building relationships/enabling
- Listening
- Informing providers
- Articulating demands and needs with other agencies

All the projects working with this client group were working to a similar model. The model featured the seven activities of guidance (UDACE) – Informing, Advising, Enabling, Counselling, Assessing, Advocating and Feeding back. Delivery included ongoing support over the long term to address barriers and to help move clients forward in a positive way.

Making the case:

Outcomes

- Increased basic skills levels
- Widening participation in learning IT, FE, HE and Work based learning
- Identification of need

Through the guidance process savings can be made on expensive training.

For example the cost of providing guidance to a trained doctor from overseas and transferring or converting qualifications is £4,000 compared to the cost of £36,000 to train a doctor.

Assisting progression and retention

Coming off State benefits – potentially huge savings, i.e. £4680 for 6 months on benefit broadly identifiable cost of guidance is £170 for 12 hours support.

Identified need at early stage

Meets skill shortages

Improved health/ self esteem/ confidence/ motivation

Improved employability

Identity within new home

Creative not destructive

One of the projects reported that 70% of their clients have accessed either jobs or training. Of those, 70% went into ESOL, 10% were converting professional qualifications, 10% into FE, 10% into employment.

QUESTIONS CLOSING REMARKS AND CONFERENCE EVALUATION

John Smith, Merlin Minds Ltd.

This had been another successful conference. Once again it had promoted much networking and participation by all delegates, facilitators and presenters. There was now a much greater awareness of the work and achievements of each pilot and increased sharing between pilots of effective practice. The evaluation analysis is shown at Appendix 1.

Evidence is emerging that the case is being made. Each pilot is now clearly aware of the need to demonstrate impact and value for money. Many of the presentations began to make convincing cases for the value of guidance but the extent varied. Conference presentation groups had been broadly formed from delegates from pilots working with similar client groups. The economic benefits had been illustrated but need to be linked more clearly to the guidance process.

'Making the case' arguments can become diluted in syndicate group presentations. Individual pilots often can make a clearer stronger case. The next step is to complete specific research at an individual project level supported by compelling statistical evidence.

Although there are many compelling arguments, the need to make a stronger case for Ministers remains. If the DfES is to be able to produce convincing bids to Ministers then it will need detailed and statistically reasoned research to make the case. Ministers will want to know what they are buying, its impact on target groups of clients and what the proposals will cost. The question for delegates continues to be:

What are your outcomes and how do you prove your case?

GUIDANCE PILOT EVENT 14/15 NOVEMBER: Analysis of Evaluation Forms
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Summary

Overall Event

1. The event overall was rated as Excellent or Good by 81% of delegates. Only one person rated it as poor.
2. Two thirds said the event had fully achieved its purpose, 30% partially. Two delegates said it had not achieved its purpose
3. 53% of the delegates said that the event had fully met their needs, 40% partially. 2 delegates said their needs had not been met at all.
4. 81% of delegates said there had been sufficient time and opportunity for networking.

Administration/Venue/Catering

5. 84% rated joining instructions as Excellent or Good. A few complaints about the timescale and nature of preparation for team events.
6. 94% rated event organisation / administration as Excellent or Good
7. 72% rated event timekeeping as Excellent or Good. One person rated this as Poor.
8. 88% rated the venue as Excellent or Good.
9. 61% rated the catering as Excellent or Good. A third said Satisfactory and 1 delegate rated it as Poor. There were a number of complaints about the vegetarian food.

Speakers

10. 90% rated Millar MacDonald as Excellent or Good. No one rated him as Poor.
11. 65% rated Alastair Thomson as Excellent or Good. 4 delegates rated him as Poor.
12. 79% rated the Guidance feedback session run by Pat McDermott and Stuart McRill as Excellent or Good. No one rated the session as Poor
13. 82% rated Maddie McGowan as Excellent or Good. No one rated her as

Poor.

Workshops

14. 96% rated the Rickter Scale Workshop as Excellent or Good. No one rated it as Poor. This was the highest rated session at the event.
15. 69% rated the Quality of Life Workshop as Excellent or Good and one person rated it Poor.
16. 52% rated the Case Studies Workshop as Excellent or Good. 2 delegates gave a Poor rating.

Team Presentations

17. 64% rated the team preparation session as Excellent or Good. 3 people rated it as poor.
18. 72% rated the presentations as Excellent or Good. Two people rated it as Poor.