



ADULT SKILLS AND EDUCATION SERVICE

SELF ASSESSMENT REPORT

ADULT SKILLS AND EDUCATION
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**Common Council of the City of London
Adult Skills and Education Service**

SELF-ASSESSMENT REPORT 2021/2122

**Prepared for: Director of Community and
Children's Services Department of Community and
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London**

Prepared by: Head of Adult Skills Education and Apprenticeship Service

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Summary of Grades

Self-assessment 2021/22	Grade
OVERALL	2
KEY ASPECTS	
Quality of Education	2
Behaviour and Attitudes	2
Personal Development	2
Leadership and Management	2
PROVISION TYPES	
Adult Education Programmes	2
Apprenticeships	2
OVERALL GRADE FROM SELF-ASSESSMENT REPORT	2
OVERALL GRADE FROM LAST OFSTED INSPECTION (<i>June 2022</i>)	2

The Purpose of the Report

This annual self-assessment report aims to self-assess the performance of the Adult Skills and Education Service (ASES) over the past academic year (Sept 2021 – Aug 2022).

Strategic aims

The service aims to offer City of London residents, unemployed/unskilled people and employers outstanding provision that offers learning opportunities for all.

We aim to:

- Develop relevant provision that meets the needs of City of London learners and businesses to include long- and short-term employment requirements.
- Develop effective strategies to obtain direct feedback from learners regarding their training and skills needs.
- Provide a responsive service that utilises learner and employer feedback to ensure continuous improvement.
- To enhance and promote a better quality of life for residents by improving their skills and employability.
- Stimulate effective collaborations, partnerships and subcontracting/framework arrangements.
- To fully support the lifelong learning agenda

Service priorities

- Contribute to the City of London Corporation's strategic priorities.
- Develop effective strategies for delivering ESOL/Functional Skills to support hard-to-reach and disadvantaged learners.
- Improve strategies for supporting increasing numbers of disadvantaged, low skilled and unemployed learners to secure a minimum of a Level 2 qualification in vocational areas including Health and Social Care, Teaching and Learning, Customer Service, Bookkeeping and Digital Skills.
- Tailor literacy, numeracy and functional skills provision to the specific challenges faced by target groups.
- Continue improving accessibility of the Apprenticeship and Digital Skills Bootcamp programmes for disadvantaged and low skilled learners.
- Continuously improve and develop our online teaching and learning offer.
- Invest in physical and digital learning spaces.
- Develop effective strategies to ensure the Apprenticeship programme extends to qualification levels beyond Level 3.
- Develop high quality marketing and promotional materials to raise awareness of the value of the service.

THE CITY OF LONDON IN CONTEXT

Location and population

The City of London is colloquially known as the Square Mile¹. Located in the heart of London with St Paul's Cathedral at its centre, it is both a city and a separate county of England.

The City of London has 8,583 residents across 5,326 households. Of the residents, 55% are men and 5,800 are aged 16-64. There are 2,628 residents (30.6%) from BAME groups, 17% of which are aged 3 and over do not speak English as a first language.

The City of London Corporation (City) employs over 3,000 people. It pays around £1m per year to the Treasury through the Apprenticeship Levy.

Status and governance

The Adult Skills and Education Service (ASES) is supported by the Strategic Director of Skill and Education, who offers internal guidance and organisational support.

A grand committee of Community and Children's Services and its chief officer provide strategic direction for ASES. Our own steering group meets once per term to challenge and evaluate the service and its operational activities.

Response and Progress since Covid-19

ASES invested in improving the quality of provision and ensuring consistent quality of provision in the face of the pandemic. Our response was swift, focussed and well communicated to apprentices, learners, employers, staff and stakeholders. We rapidly developed our online learning platforms and efficiently communicated key updates via monthly newsletters, tutor groups, open forum meetings and individual weekly communication with apprentices. All apprentices and learners received a high level of support from ASES throughout the pandemic including support with health and wellbeing, mental health, first aid awareness and safeguarding support.

Our ongoing support, guidance and communication with apprentices resulted in zero apprentices leaving their programme during the Covid-19 pandemic period. The majority of apprentices were able to continue and complete their apprenticeship training, and many achieved higher levels than expected and progressed onto higher level apprenticeships. A small proportion of our apprentices started their programme during lockdown and, with ongoing daily communication and support, were able to successfully progress with their learning. Where apprentices have not been able to progress, breaks in learning were initiated ensuring that these apprentices were not disadvantaged.

¹ It is actually 1.12 square miles (717 acres; 2,900 ha) in area

From March 2020 until the end of the Covid-19 restrictive period, all apprenticeship and community learning sessions took place online, supported by clear codes of conduct for online learning, with tutors, apprentices and employers embracing the use of technology. We worked to ensure ongoing enhancement of teaching and learning by delivering a variety of learning strategies. For example, expert online support and workshop sessions for tutors ensured that they had the skills to deliver good quality teaching and learning.

ASES required all tutors have the skills to deliver innovative, exceptional and inspirational sessions, and approximately nine out of ten sessions delivered these high standards. During Covid-19, certain classes could not be delivered online such as Ballroom Dancing, Jewellery and some Family Learning classes. However, through the use of online platforms such as Teams and Zoom, the service was able to successfully teach, record and replay the majority of sessions and maintained online class sizes of between 10-15 learners. Senior tutors provided additional peer support and specialist staff were recruited to work with clusters of tutors to provide specialist curriculum support.

Quality improvement plans were adapted to include the development of the Moodle and the **Google learning platforms**, as well as training on additional functionality, to support ASES' ongoing plans for blended delivery. Senior tutors and online specialists provided group and 1-2-1 support in the use of Zoom and Microsoft Teams.

ASES recognised the challenges involved in providing practical skills support during lockdown periods, and strategies were implemented by line managers, external providers and learners, where practicable, to continue to support this type of training. Where appropriate, learners' individual learning plans and milestones were reviewed to ensure that they remain realistic for both apprentice and employer.

Staff received both direct and ongoing pastoral support throughout the pandemic to ensure they remain safe both mentally and physically. Initiatives such as health and wellbeing awareness, workshops on mental health awareness, dealing with stress and anxiety, briefings, monthly newsletters, online training sessions and remote social events were all employed to maintain focus and morale.

In late 2020, members of the ASES steering group worked closely with staff, senior managers and other key staff, to run workshops on safeguarding, mental health and managing stress.

*Since the Covid-19 restrictions were lifted in early 2022, ASES has taken the benefits from the blanket move to online learning delivery and continues to offer either an online or blended delivery model for **a number** of apprenticeship and adult community learning courses. With both ASES curriculum and learners now versed in the use of effective online platforms, this has provided more flexibility for those learners who otherwise may be less able to attend a training course due to locational or mobility restrictions.*

The Intent - City Corporation's service delivery

City delivers adult and community learning and skills services to local authority residents, especially those who are educationally or socially disadvantaged or have low levels of skills. In addition to this responsibility, the service supports social housing residents and works with neighbouring local authorities and statutory provision such as schools and FE colleges.

City owns and manages:

- two housing estates within the City (Golden Lane and Middlesex Street) and a further ten across six other London Boroughs providing mainly social housing.
- four independent schools within the City, as well as the City of London Academy Trust, which consists of three primary schools, four secondary schools and a sixth-form college across the City and nearby boroughs.

City consists of four service delivery departments, six corporate departments responsible for central services, and six institutional departments responsible for the City of London Police, the Barbican and City's four independent schools.

Within the City's Department for Community and Children's Services (DCCS), ASES' Head of Service is accountable to the Department's Director and the Director of Strategic Education and Skills. An advisory group of independent members oversees the curriculum strategy and monitors the performance of ASES against a set of key performance indicators. ASES finance/data and operational reports are provided for DCCS, City and the Common Council for review, consideration and feedback for action.

ASES managers, tutors and staff are dedicated to supporting all learners and apprentices to achieve their goals. This became even more apparent during the Covid-19 pandemic, when staff adapted quickly and effectively to the challenges posed by lockdown and other restrictions.

The Implementation

Within the City Corporation's Department for Community and Children's Services, ASES' Head of Service is accountable to the Department's Director and the Director of Strategic Education and Skills. An advisory group consisting of independent members oversees the curriculum strategy and monitors the performance of ASES against a set of key performance indicators. ASES finance/data and operational reports go to DCCS, the City Corporation and Common Council for review, consideration and feedback for action.

Some of the recent changes in the ASES course delivery are as follows:

- 98% of all courses delivered online using delivery platforms such as Moodle, Teams, Zoom and Google Classroom.
- 100% of all internal apprenticeship delivery courses offered online
- Intensive digital staff training offered to all ACL sessional tutors and delivery staff
- Intensive digital training for all ASES staff
- Additional delivery equipment and resources available to all staff
- Revised Adult Skills/ACL course profile (offer) and timetable
- Support offered to all learners to improve their online access.

The senior management team continue to review our curriculum offer, looking at opportunities to further invest in materials that best equip learners to continue to achieve high grades at End Point Assessment. This has included the use of awarding body supportive materials and internal experts, and the adaptation of existing materials so they are appropriate to online examinations.

The service has invested in a range of new online technology, equipment and resources. The past 13 months has provided an important 'testing ground' to assess our ability deliver workable, accessible online teaching and approximately 98% of the ASES course file, for both community learners and apprenticeships, has now been delivered online. This period allowed us to test the response of different types of learners to different approaches, and we found that we may need to deliver more practical courses (e.g. Ballroom Dancing) on a face to face basis in fixed community centre locations.

ASES has adapted the course file to increase focus on skills development areas such as Employment Skills, Confidence Building, ESOL, Functional Skills Maths and English, Digital Skills, Interview Preparation and Preparing CVs. We will also further invest in increased numbers of Learning Ambassadors to support skills, employment and learning on social housing estates.

In 2021, the service secured and in March 2022 retained the Matrix standard; this achievement has reinforced our commitment to providing CEIAG (Careers Education, Information, Advice and Guidance) support to the maximum number of apprentices. The success of apprentices to secure employment for further/higher level apprenticeships, continues to increase.

The adult and community learning numbers experienced a reduction during the height of the pandemic, during the 2021 Spring term the numbers began to increase. Although the ACL class sizes are small the number of learners who are completing their learning and progress onto higher level courses continues to grow. The growth in new ACL learner number has been made possible as result the introduction of the **training ambassador**.

The results of online surveys and discussions with staff, tutors and learners indicate that a more blended approach of online, remote and face to face delivery would be most impactful. Therefore, ASES continue towards perfecting our use of platforms and dedicated teaching and learning technologies, and further invest in both hard and software technologies.

The Impact:

Overall success rates in apprenticeships decreased from 70.7% in the 2020/21 year to 65% in the 2021/22 year. Whilst this is being reviewed by the Senior Management Team in light of the reduction, the figure does remain significantly above national average and incorporates a nationally recognised drop in apprenticeship success rates due to the unprecedented global pandemic.

It is also recognised that the overall success rate was influenced significantly by a 33.3% Procurement apprenticeship overall success rate; this apprenticeship model is being reviewed nationally due to its flawed structure allowing learners to achieve their prized nationally-recognised CIPS award prior to the need to undergo the End Point Assessment which has a 6-month lead in time from entering Gateway. Subsequently, the majority of Procurement learners became 'positive withdrawals' by achieving their CIPS qualifications and advancing within their field of employment rather than awaiting and undergoing EPA. ASES have subsequently postponed any future internal Procurement apprenticeship delivery until such a time that the qualification is restructured to prevent this all too regular occurrence. Procurement apprenticeship opportunities are, in the interim, subcontracted to vetted and willing specialist Procurement providers.

It is anticipated that the widened opportunity to attend apprenticeships with a blended delivery model, accompanied by continuous development and support to learners and tutors ASES provides in the use and facilitation of online technology, will also support the improvement in future overall success rates.

An increased number of apprentices are securing distinction at end point assessment. During 2021/2022, 75% of apprentices secured an EPA distinction. An analysis of EPA grades over the last 3 years demonstrates that distinctions are the most common learner outcome and indicative of impactful learner journeys. The Senior Management Team continue to review how 'pass' and 'merit' results can be improved upon for the 2022/23 academic year. Please see Appendix 1 for 3 Year Analysis of Success Rates.

In June 2022, ASES underwent a full Ofsted inspection and were judged to have maintained their existing grade 2 'Good' rating overall and in all judgement areas. The three recommended areas for improvement that the lead inspector noted within the report were swiftly added to the ASES Quality Improvement Plan, addressed over the following months and remain a key area for continuous improvement monitoring.

Strategic plan

Through open communication with local community groups, ASES have developed a strategic plan for the next two years which aims to address the local education and skills needs. For example, our work with Guys and St. Thomas's Hospital, Standard Bank and a number of other London based local authorities has informed our delivery

plans for Health and Social Care, Customer Service, Digital Skills, Book-keeping and AAT Financeprovision.

Our plan works to support learners' wide-ranging needs, from lifelong learning and professional development to personal satisfaction and improved quality of life. For example, ESOL may also improve general education and address issues like social isolation and loneliness. Community and family opportunities are delivered in partnership with local schools, children's centres and local libraries.

Overview of The Provision

ASES offers adult education and community learning to adults aged 19 and over, and apprenticeships to those aged 16 and over. We target those who are economically active but unemployed, living in the deprived areas within the London Boroughs adjoining the City, particularly those from BAME backgrounds. For community learning, we specifically target is those aged 50 and over, who are economically inactive in the City and its adjoining Boroughs.

Adult Education and Community Learning (AECL)

AECL is funded solely through an annual grant from the ESFA's Adult Education Budget devolved to the Greater London Authority. AECL courses were formerly delivered across four sites within the Avondale Square Estate (SE1 5PD), which is owned and managed by the City of London Corporation (City). These arrangements were cancelled as a result of the Covid-19 pandemic and all AECL courses were transferred to online delivery.

In 2021/22, there were 1,332 enrolments by 655 individual learners (2.1 enrolments per learner) on government funded AECL programmes. Many programmes offer progression routes, which accounts for the high level of enrolments per learner². Our overall retention rate was 95.8% while the attendance rate was 85.6%.

City also delivered its City Guides training programme, accredited by the Institute of Tourism Guiding. 28 learners participated, achieving a 100% success rate. Learners on this programme are not eligible for government funding.

English and ESOL

ASES delivered accredited Functional Skills in English from Entry 1 to Level 2. In 2021/22, 72 learners enrolled and achieved a success rate of 76.4%. Due to COVID-19, some learners were unable to take their exams. Of the participants, 54.2% were males and 66.7% were from a BAME background.

ASES also delivered accredited ESOL programmes, with 73 enrolments and 87.7% of learners achieving a qualification.

The majority of our ESOL learners studying at Level 2 and below also join other courses to enable them to make a more positive contribution to their communities. Some report that the ESOL support enabled them to access services such as doctors and leisure facilities, while others improve their English to support their children and/or to secure employment.

² Typically, across AECL in England the ratio of enrolments to learners is between 1.6 and 1.8.

Mathematics

ASES delivers accredited Functional Skills in Mathematics from Entry 1 to Level 2. In 2021/22, 68 learners enrolled on these programmes at Entry 1 to Level 2, of which 85.3% achieved their respective qualification. Of these learners 52.9 % were men and 67.6% were from BAME backgrounds.

Professional development and employability

There were 119 enrolments in the various health and social care accredited courses – most at Level 2. 62 of these gained their qualifications during the year and a further 48 achieving their qualification in the next academic year due to COVID-19 related issues with the awarding body not being able to visit until late 2022. This gives an overall success rate of 92.4%.

Behaviour and attitudes

ASES has four main delivery centres, each maintained to a high standard. Strongly reinforced by tutors, line managers and staff expectations, the behaviour and attitudes of all learners is outstanding. While traditional, the learning and work environments are up to date and generate a sense of pride. High expectations are confirmed during induction and throughout the learning journey.

AESE fully understands that, for many learners, course attendance and learning is not their number one priority. As many are dealing with issues of homelessness, low levels of skills and some additional learning support concerns, we give consideration to lower levels of attendance and achievement while consistently enabling improvement.

Wellbeing and personal development

Our wide variety of non-accredited programmes are aimed at older learners to stimulate physical activity and dexterity, maintain and develop mental activity and

memory, and alleviate loneliness. They cover art, crafts, languages³, history and include walks around the City. Physical courses include Pilates at all levels, Ballroom and Latin Dancing for beginners and improvers. Delivery of these programmes was particularly affected by COVID-19, which is reflected in the reduction in participants from xxx in 2020/21 to xxx in 2021/22. A large proportion of learners live within the Golden Lane, Mansell and Middlesex Street Estates, which are owned and managed by the Guinness Partnership and the Barbican Estate. Of the participants xxx were men, xxx were from BAME backgrounds and 87% were aged 60 or over. The oldest learner was xxx.

There were xxx enrolments on these programmes of which xxx were men, xxx were from BAME backgrounds and xxx % were aged 60 years and over. The oldest learner was 83 years old.

Learners of all ages are actively encouraged to engage in discussion. We regularly invite speakers to facilitate discussions with topics such LGBT, Black Lives Matter and mental health issues.

A learner feedback questionnaire built into the OneFile e-portfolio system enabled apprentices to rate their training sessions; the average score in 2021/22 was 9.4 / 10. Of the responses, all were asked if they had experienced and safeguarding, health & safety or equality & diversity concerns and 100% of learners confirmed they had not.

ASES generates a monthly 'Focus On..' newsletter which provides 5 monthly articles on the key core IAG topics: Safeguarding & Prevent, British Values, Sustainability, Equality & Diversity and Health & Wellbeing. This two page newsletter (often with additional topical content) is distributed to all staff and apprentices. Tutors utilise the newsletter topics to facilitate discussions with learners. Please see Appendix 2 for an example of the newsletter.

³ Spanish and French for beginners and improvers.

The City of London Corporation is a Main Provider on the Register of Apprenticeship Training Providers (RoATP). It delivers Levels 2, 3 and 4 apprenticeships for City of London Corporation employees funded through its apprenticeship levy, as well as apprenticeships for other levy paying employers.

Apprenticeships are delivered in-house and through subcontractors. Subcontractors are only used to deliver specialist apprenticeship standards and frameworks (where no appropriate standard exists) to City employees where only a few apprenticeships are required annually.

Where apprenticeship subcontracting is required, an External Programmes Manager conducts an initial due diligence check on the prospective provider and follows a performance and quality assurance programme throughout delivery (this includes an initial quality monitoring report based around the Education Inspection Framework judgement categories, observations of teaching and learning and monthly performance contact/reporting).

The number of apprentices on programme in 2021/22 was 102 of which 90 were City employees. Among the apprentices, 59.8% are female, 31.4% are from BAME backgrounds, with 13.7% aged 16-18. Overall success rates for 2021/22 - 83% for City employees, 83% at Level 2 and 82% at Level 3.

In previous years, there had been a 'gap' between the BAME and non-BAME performance with non-BAME apprentices outperforming BAME apprentices by 5% in 2020/21. This was dramatically reduced to 3.4% in 2021/22, as a result of skilled intervention by Information, Advice and Guidance and Adult Learning Support Officers. Similarly, male apprentice achievement was 5% higher than against female counterparts in 2020/21. This was reduced to 11% in 2021/22. Although this remains higher than targeted, interventions made during 2022/23 look likely to reduce this gap to under xxx%. The success rate for those with declared Learners with Learning Difficulties and/or Disabilities (LLDD) remains high at 80%, a slight decrease from the 100% for 2020/21.

Our apprentices' learning journeys are managed online. We use OneFile's portfolio and learning software. Every learner has a progress dashboard so they can see exactly how they are progressing, and this provides motivation to complete tasks. Learners can upload evidence, record learning reflections, access resources, send messages and submit assignments online. Tutors and managers can then log in to OneFile to view their learner's portfolio, monitor progress, evaluate learning, send feedback and generate reports. Employers have their own OneFile logins so they can log into the system at any time to view their learner's portfolio.

Digital Skills Hub

In early 2022, ASES were awarded and began delivering a small Digital Skills Hub programme which aims to support Londoners hardest hit by the pandemic into good

work in sectors key to London's recovery and long-term economic growth, as part of the London Recovery Programme.

Working with 2 specialist digital skills subcontractors, one of the main aims of the Helping Londoners into Good Work mission is to reduce the employment gap between different groups of Londoners, this includes people who are newly unemployed as well as people facing inequality and who are underrepresented in each sector.

As of the end of the 2021/22 academic year, 47 participants had successfully completed a digital training course with 6 participants gaining digital sector work placements.

Leadership and Management

Leadership and management teams, steering group members and members of the COL department senior leadership team agree our strategic priorities. The curriculum framework for the intent and the implementation of the curriculum is discussed and agreed by the adult skills steering group. Key Performance Indicators (KPIs) are agreed with the departmental senior leadership team.

The self-assessment review process is strongly embedded within the service. Critical self-assessments and Quality Improvement Projects (QIPs) have helped the service continuously review and improve the learner experience and results over the past three years.

The service has a strong commitment to ongoing staff development and has organised a number of development health and wellbeing workshops to support staff to continue improving their skills. Individual and small group training workshops also support tutors with their online delivery skills. A member of staff has been assigned the lead role to support tutors with topics such as British Values and Sexual Harassment.

The introduction of Level 3 Safeguarding qualification for all tutors and staff has helped to upskill staff so they can better support their learners. Safeguarding/Prevent and E-Safety policies have been updated and circulated to staff, tutors and learners. There are 2 link Steering Group members who are responsible for monitoring the Services Safeguarding awareness arrangements. During 2021/2022 the Service has had two investigations into the Safeguarding arrangements. The main findings on the COL instigated audit was for the Service to ensure that the SLA contracted arrangements for external Providers was explicit in terms of their safeguarding responsibilities.

A second area to be addressed was the arrangements for staff cover in the absence of the main Safeguarding Lead Officer. ASES now have 3 fully trained Safeguarding Officers, 1 male and 2 females to ensure there are no gender based barriers to a prospective sensitive safeguarding incident being confidentially reported and subsequently addressed.

An annual Safeguarding awareness and updating training workshop was delivered to

provide policy update information for Steering Group members.

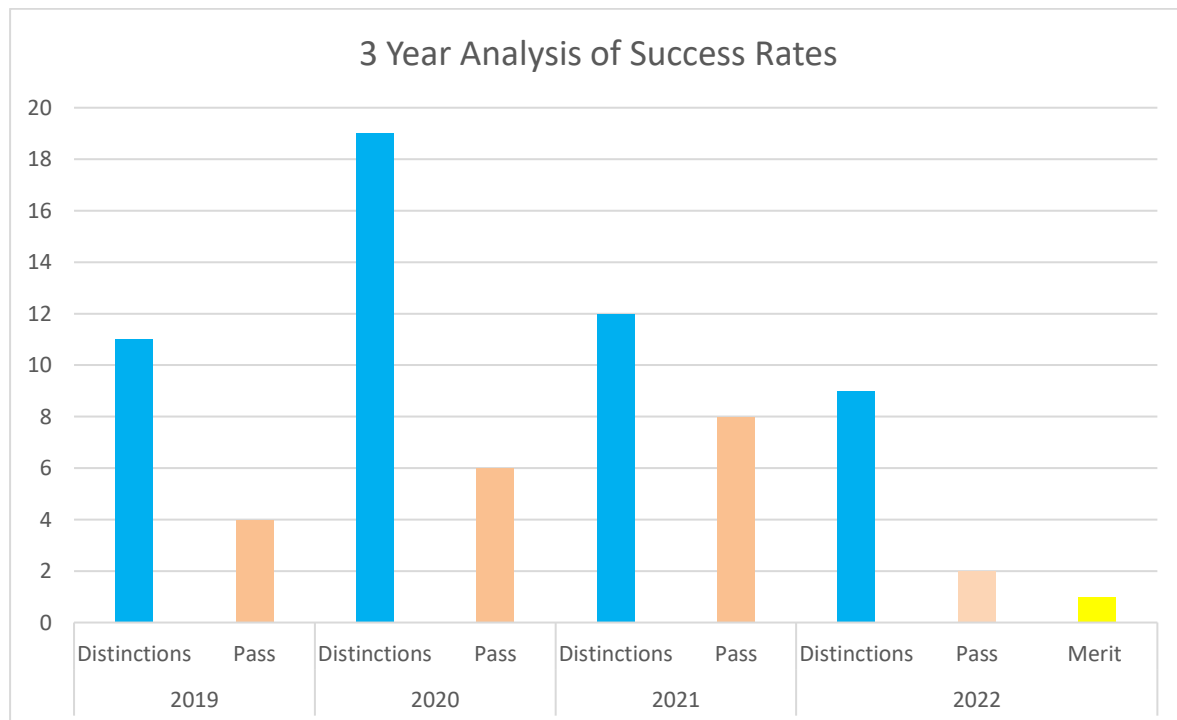
The second Safeguarding review raised issues of there being multiple Safeguarding Leads for the external providers. Clarity is needed for apprentices regarding DSL contact details. An action is now in place to support all areas for improvements and an ASES Safeguarding contact card is now distributed regularly to all learners.

The service is on continuous alert for quality improvement opportunities and regularly conducts learner evaluation. Feedback from learners and staff is used to prepare an action plan to support areas for improvement. For example, in one feedback session, a staff member spoke about feelings of stress and anxiety. An internal support session was arranged to help staff develop coping strategies.

The service expects that all learners will achieve good results. We work closely with those who are hard to reach, and our outreach workers focus on promoting skills and learning to those who have not engaged for several years. We provide a very professional Additional Support Service, which has achieved a 100% success rate in 2021/2022.

Appendices





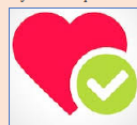
Appendix 1 – 3 Year Analysis of Success Rates



Appendix 2 – ‘Focus On..’ Newsletter example

Focus on... FEBRUARY 2022



Prevent	British Values	Safeguarding	Equality & Diversity	Health & Well Being
<p>TERRORISM ACTS</p> <p><i>Sadly, terrorism still stretches a poisonous hand within the UK as the Liverpool bomb in November 2021 demonstrated and the government continue to look at stronger legal measures to tackle the terrorist threat. This article explores legal measures currently in place.</i></p>  <p>CPS Special Crime and Counter Terrorism Division (SCCTD link)</p> <p>The SCCTD deals with all terrorism, war crimes and crimes against humanity, official secrets and incitement to hatred cases.</p> <p>Of the 1,352 individuals charged with a terrorism-related offence since 11 September 2001, 85% (1,154) were proceeded against, and of those, 87% (1,004) were convicted. 29 of the 37 persons charged with a terrorism-related offence in the year ending 31 March 2021, 14 were charged with a terrorism-related offence, of whom 13 were found guilty. As at 14 January 2021, 19 were awaiting prosecution.</p> <p>With the exception of a spike of terrorist arrests in 2018, UK figures have steadily dropped since 2020</p> <p>The 2018 spike was partly due to a relatively large number of arrests in the wake of terrorist attacks in London and Manchester. Although the number of arrests has since fallen, it is still relatively high when compared with other countries. More</p>	<p>UNDERSTANDING DEMOCRACY</p> <p><i>Here is a well-balanced piece on the positive and negative impacts of a democratic society – for the full list of impacts, please see the full report.</i></p> <p>Democracy is a type of political system that requires a popular vote (representative election) to take place to elect the leader of the country and other officials. Simply put, the leaders are chosen by the people.</p> <p>Many of the most successful countries in the world, including the US (and UK), operate under a democratic form of government. While democracy is noted as one of the most efficient government systems ever, it is, however, not without any downsides.</p> <p>List of Advantages of Democracy <i>It protects the interest of citizens.</i></p> <p>The citizens in a democratic country are given the right to vote on political, social and economical issues, particularly the representatives they want to be in charge of making major decisions.</p> <p><i>It prevents monopoly of authority.</i></p> <p>Due to the fact that the government is bound by an election term where parties compete to regain authority, democracy prevents monopoly of the ruling authority. And, the elected ruling party would make sure their policies will work for the people, as they will not be able to remain in power after their term with bad records—they will not be re-elected.</p> <p><i>It promotes equality.</i></p> <p>Generally, democracy is based on the rule of equality, which means that all people are equal as far as the law is concerned. Every person has the right to experience and enjoy equal political, social and economic rights, and the state is not allowed to discriminate him on the standard of sex, class, religion and property.</p> 	<p>THE WORLD'S DEADLIEST DRUGS</p> <p><i>An informative piece on the history and dangers of one of the deadliest drugs in the world:</i></p> <p>Opiates.</p> <p>Before the COVID crisis, there was the opioid crisis. Through the pandemic has grabbed the headlines, Americans continue to die of opiates at alarming rates: 136 Americans die every day from an opioid overdose. In all, more than 840,000 Americans have died of opioid-related causes since 1999. In January 2019, it was estimated that more than 130 people die each day after opioid overdoses. Part of the tragedy here is that people become addicted to and die from the opiates prescribed by their doctors.</p> <p>(UK Office for National Statistics data on Opioid misuse here)</p> <p>Opiates are made from the opium poppy. Opium has been used for hundreds, possibly thousands of years as an effective pain killer and sedative. Very important before the invention of anaesthetics when having your leg cut off. (As an historical aside - ladies of a nervous disposition in the 18th and 19th centuries in the UK took what was known as 'laudnum for their nerves. Laudnum is, in fact, opium in liquid, diluted form and these genteel ladies became addicted to it; the working classes stuck to cheap gin).</p>  <p>The Opium Trade - It is worth looking up the history of the opium trade, in which Britain was dominant during the 18th and 19th centuries and did not coming up smelling of roses; it was, in fact, a rather shameful period of British history. I encourage you to find out more about this convoluted, complex and fascinating trading history. In the meantime, I</p>	<p>UK LGBT+ HISTORY MONTH</p>  <p><i>LGBT+, stands for lesbian, gay, bisexual, transgender and others (the initialism* is often now extended to LGBTQIA+ to include wider identifications: Q – queer, I – intersex and A – ally or asexual). Each February, a month-long celebration takes place to raise awareness of, celebrate and combat prejudice against, LGBT+ people and history.</i></p> <p>What is LGBT+ History Month and who started it?</p> <p>LGBT+ History Month is a month-long observance of lesbian, gay, bisexual, transgender and queer history, as well as a means of raising awareness for the issues faced by LGBTQ+ people. The 2022 year's theme is Politics in Art.</p> <p>The month was originally started in the US in 1994 to coincide with National Coming Out Day. It was taken up in the UK in 2005 by teachers Sue Sanders and Paul Patrick as part of the Schools Out UK project, which educates young people on issues faced by queer communities.</p> <p><i>Its primary focus is teaching young people about the gay rights movement and working to put a stop to homophobia, biphobia and transphobia, though the remit has increased in reach over the years.</i></p> <p><i>LGBT History Month Speakers for 2022 Events (speaker names can be clicked on for more info):</i></p> <p><i>Gareth Thomas</i> – Rugby Legend Named the Most Influential Gay Person in the UK By The Independent</p> <p><i>Inga Beale</i> – Named on the OUTstanding LGBT Power List & Lloyd's of London's 1st Female CEO</p> <p><i>Jake & Hannah Graf</i> – First Transgender Couple in the UK to have a Baby</p> <p><i>Katie Neeves</i> – Founder of Cool2BTrans & Award-Winning Photographer</p>	<p>TIPS FOR GOOD HEALTH</p> <p><i>The term 'Good Health is the Best Wealth' is very well said. It can make you wonder: how wealthy am I? In this article, there are some great tips for maintaining a healthy lifestyle.</i></p> <p>Health is such an important aspect of one's life. If we have a sound health, then you have an advantage towards a sound life. An unhealthy lifestyle can make you feel deprived of energy, ill and despondent. It can sap all the confidence from a person. A healthy lifestyle gives strength, confidence and the energy to take up any challenge the life offers. A healthy and fit lifestyle can help to manage the day to day stresses. When all the functions and systems of the body are working well we conclude that a body is healthy.</p>  <p>Maintaining good health is as important as breathing. If you have a poor health and you remain ill most of the time then this is the right time you start thinking about it. For maintaining a healthy life, one has to change their daily routine. One has to start exercising and consuming a proper diet. The diet you take up really affects the kind of health you have. Exercising, meditation, yoga are many other options which can help you stay healthier.</p> <p>Here are some tips for maintaining good health:</p> <ol style="list-style-type: none"> 1. You should always eat breakfast which should be high in fibre 2. Tobacco and nicotine consumption should be slowly reduced and then stopped

Appendix 3 – ‘Summary of Learner Demographics

Demographics of Leavers	Leavers per Academic Year				Success Rates per Academic Year				
	2018/19	2019/20	2020/21	2021/22	2018/19	2019/20	2020/21	2021/22	National 2020/21
Total Overall	70	80	75	41	70	80	75	41	
% Male	41.40%	50.00%	49.30%	41.50%	58.60%	75.00%	75.70%	53.30%	57.70%
% UKME	28.60%	36.20%	38.70%	43.90%	60.00%	75.90%	58.60%	53.30%	53.00%
% Declared Disability/Learning Difficulty	8.60%	7.50%	15.70%	9.80%	83.30%	83.30%	90.90%	50.00%	54.60%
% 16-18	28.60%	27.50%	18.70%	12.20%	70.00%	86.40%	64.30%	80.00%	59.50%
% 19-23	52.90%	47.50%	54.70%	46.30%	73.00%	73.70%	70.70%	82.40%	63.10%
% 24+	18.60%	25.00%	26.70%	41.50%	61.50%	85.00%	80.00%	43.80%	53.80%