

The Association of Distance Learning Colleges



Newsletter March 2022

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The Association of Distance Learning Colleges

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CHAIRMAN'S LETTER

ANOTHER year has gone by and with any luck we will be meeting shortly either face to face or online. Many thanks for your continuing support.

Now for the coming year...

You will be receiving the financial report at the meeting or from Brian, our Hon. Treasurer, but I am assured that our reserves are enough for us to be just a little adventurous in the coming year. I hope that you, as an interested and active Member or Associate, will be prepared to give voice to some ideas for future action.

We could just plod along until old age takes over or we could aim for some stimulating 'get up and go' ideas to drive us forward.

Three topics have stuck in my mind during the lock-downs - Certificates of Merit, Prisoners Educational Trust and the developing work of HighGround. All three have distance/flexible learning at their heart and I cannot believe that with a bit of free thinking we could not come up with supportive ideas to boost their output.

Max

The logo for The Association of Distance Learning Colleges is a dark green square. Inside the square, the text "The Association of" is in a small, white, sans-serif font at the top. Below it, the words "Distance Learning Colleges" are written in a large, bold, white, sans-serif font, stacked on three lines.

Learning & Work Institute
2nd February 2022

One in three adults say they want to change job, but most think they lack the skills to switch.

Over a third of adults (34%) are looking to change job or career in the next two years, according to the latest results of the largest survey of adult participation in learning in the UK. Learning and Work Institute's (L&W) survey finds that over two thirds (69%) of the people looking to switch say they will need to develop their skills to do so.

The survey finds the pandemic has had an impact on people wanting to switch jobs, with those with a change in job status since March 2020 more than twice as likely to want to change job or career compared to those who have not experienced any changes^[1].

The structural labour market changes brought on by the pandemic are likely to continue and, when combined with longer working lives, are likely to mean people need to change jobs or careers a greater number of times.

Despite this, L&W's Fast Forward report notes that the number of people switching careers has actually fallen since the global financial crisis. L&W's adult participation in learning survey data seeks to understand what is preventing people changing careers and jobs despite such high numbers saying they want to do so.

The survey asked respondents what support would be most useful to change career, and a third of people surveyed would

find learning or training helpful (31%). This was followed by a quarter who said they would find financial support towards the costs of learning or training helpful and a fifth requiring support with living costs.

People also want advice to help them choose the right job, training and help to get a job. The survey finds almost a quarter of adults don't know what support would be helpful and 15% said they didn't know where they would go for advice, pointing to the need for more proactive and better awareness of careers advice.

L&W's New Futures project, going live in Spring 2022, aims to identify what works to retrain people who need to change career. The locally-driven pilots will run in five areas across England, Scotland, Wales and Northern Ireland until September 2023. This work will contribute to the debate and help identify solutions to the retraining challenge currently facing the UK.

Emily Jones, Head of Research at Learning and Work Institute, said:

The UK economy is recovering with record numbers of job vacancies; however, many workers will need support to retrain and upskill to respond to changes in the labour market.

Our survey shows that those looking to change career believe they need to develop their skills to do so, and almost a quarter are unsure of the support needed to change job. These gaps highlight the challenge our pilots seek to address, through developing high quality, locally based career change support to ensure everyone can make the most of the opportunities ahead.

NEWS FROM MEMBER COLLEGES

Distance Learning Centre

Could You Pass GCSE Maths?

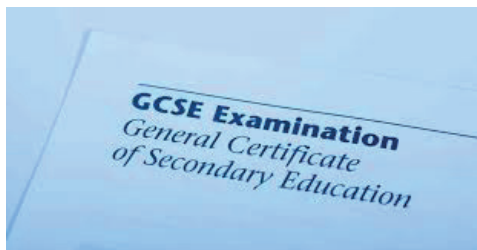
GCSE Maths is getting increasingly harder and with coursework being a distant memory, students' grades are all dependent on how they perform in one or two exams at the end of the year.

In an interview with the [BBC](#), Barnaby Lenon, chairman of the Independent Schools Council said that as well as the decline of coursework "there will also be changes to the syllabuses to make them more demanding" offering a new challenge to the younger generation.

In light of these changes, and with many whose own school years are a distant memory struggling to negotiate today's syllabuses, we thought we'd pose the question; , If you were to take your GCSE Maths exam now would you pass? Put your knowledge to the test by trying to answer these five questions, all taken from 2017/2018 Foundation GCSE, non-calculator mock tests. The answers can be found at the bottom of the page but no cheating, this is an exam after all...

- (1) Write $\frac{2}{5}$ as a decimal.
- (2) Rakesh and Tina share out £40 in the ratio 5:3, in that order. How much do they each get?
- (3) Work out $9174 \div 11$.
- (4) There are 72 cards.
 $\frac{5}{9}$ are yellow.
Work out the number of yellow cards.
- (5) Simplify $4a + 7b + 6a - 3b - 2a$

Those were just a selection of the simpler, GCSE Foundation questions, yet many adults struggle to answer them. In fact, a YouGov study found 56% of adult were ashamed to say they were bad at maths. Not only that, but basic maths GCSE is an



entry requirement for many higher education access courses, jobs and much more.

Maths doesn't have to be scary and difficult with the right support and learning.

If you'd like to improve your maths skills, then why not take our Maths GCSE course? You can study our courses at home, in your own time and on your own terms. The course covers topics from probability to statics, geometry to algebra, restoring your confidence in maths and helping you sail through maths problems like this one!

Answers: (1) 0.4 (2) Rakesh: 25 Tina 15 (3) 834 (4) 40 (5) $8a+4b$

Foot Health Practitioner College

The College has been providing to its students webinars on various aspects of food care – these are two recent examples.

Myths and Legends of Bunions

Why not join us for this webinar which will debunk some of the commonly held myths about bunions.

Mr Stuart Metcalfe, Consultant Podiatric Surgeon will explain how this deformity impacts on the foot. Topics covered include:

* bunions in children

- * how to assess
- * when to refer
- * do orthotics help
- * an overview of surgical correction.

Heel pain - causes and treatment

Heel pain is one of the most commonly encountered conditions in adults. Whilst plantar fasciitis is a common cause it is by far from the only cause and in this webinar we will look at the various causes of heel pain, how to get a diagnosis and management tips.

Horticultural Correspondence College

RHS Qualifications updates – Autumn 2021

The RHS is in the process of updating its qualifications. For learners currently studying or thinking of studying, further information on the changes, transition arrangements and time frames for completion for Levels 2 and 3 can be found here <https://www.rhs.org.uk/education-learning/articles/rhs-qualifications-statement>

The current suite of qualifications will be available until April 2022 and learners will have until the final exam session, scheduled for February 2024, to achieve the qualification on which they have enrolled. We are pleased to confirm that we will offer the new qualifications that RHS intend to launch in September 2022.

It is normal practice for awarding organisations to update their qualifications from time to time and no learners will be disadvantaged by the introduction of these new qualifications.

Ideal Schools

ICB LUCA Awards (2021) Tutor of the Year

Louise Woodhouse

Coming from a teaching background, Louise is a natural at guiding her students through the complex areas of self-



assessment and corporation tax. Qualifying as a professional bookkeeper in 2018, she quickly built a successful practice and she is able to impart her experiences to those who are embarking on the same journey. For two years, Louise worked as an understudy to our head level 4 tutor, but has now taken over the reigns and is excelling in her tutorial role; she is a true inspiration and we're proud to have her as part of Team IDEAL.

We asked Louise for a few words: *"I was over the moon to receive the 2021 Luca Award for Tutor of the Year which marked the 25th anniversary of ICB and the 30th anniversary of our very own Brian McVean."*

In January 2019, I joined the Ideal Schools team as co-tutor in Self-Assessment Taxation and the accounting standard FRS105 using my experience as a secondary school teacher. In April 2021, I became the lead level 4 tutor. It is a privilege to help students with their journey with Ideal Schools and ICB. Ideal Schools and the ICB courses have given me so many opportunities, so I love being able to give these prospects

to others. I can never thank Ideal Schools enough for trusting me to guide students. The fact that I run a successful practice as well is a huge accolade to the courses ICB offer and the delivery of them by Ideal Schools."

iPhotography

We've had a huge amount of entries for this year's contest. You overloaded the gallery with evergreen photos and pictures of Christmas characters. Straight from the off, it was going to be hard to choose 12 category finalists – let alone one overall winner. Either way, here are some of the finalists as chosen by the iPhotography tutors.

And the Overall Winner Is...

Anne Luther Gandy

We loved Anne's technically skilful and emotive shot of the lone fisherman out on the lake.

Christmas isn't all snowflakes and icicles. There are lots of wonderful ways of showing off the cold weather and the brisk atmosphere we're greeted with most mornings.

The blanket of morning mist shrouded this image in a soft veil only to be contrasted



by the intriguing figure in the boat. Well done to Anne who's had a wonderful year with her photography. Good luck in 2022!



London Art College

Weekend Art Challenge – Frogs!

What a wonderful collection of frog artwork we have received this week! Fantastic challenge idea! We set our students the task of drawing or painting a frog, any kind of frog, for this weeks challenge. We love all of the artwork we received in our inbox. So much so, we found it an extremely

difficult task to choose a single feature image as they are all so brilliant.

So we have opted for two this week! Pricilla Hocking's very graceful frog is on the right and Julie Smalley's flying frog is on the left! We also have to give a mention to Pauline's 'Frog Prince' below wearing a crown. If you happened upon a frog with a crown like this chap... surely you would kiss him just in case he turned into your prince charming?



Weekend Challenge - Frogs



Oxbridge

What jobs will be in demand in 2022?

If you're looking for new career ideas to kick off 2022, there's more choice than ever. The pandemic has catalysed new 'micro trends' that may influence in-demand jobs in the short term. But beyond the pandemic, there are also 'macro trends' which will stand the test of time – the need for more tech-led roles, for example.

The latter may seem a daunting prospect for job hunters. For years, we have seen statistics telling us that 'automation could replace jobs'. While this is a valid concern for roles such as hospitality, it overlooks the more important point: the digital age has created more jobs than it has taken away.

What's driving demand in the job market?

The 2022 job market will be influenced by two things: the evolution of technology and



the shift in lifestyle patterns post-pandemic. Twenty years ago, roles such as digital marketing and data science were relatively unheard of, if not non-existent.

In 2000, users of the nascent internet were surfing at eye-wateringly slow speeds of 56kbps. Today, the average download speed is 113mbps – more than 2,000 times faster. A sceptic may fear losing their job to the ‘digital age’ but today’s technology simply presents humans with more opportunities to use it, for example:

- Print journalists are now generating online content
 - Retailers are using augmented reality to sell on and offline
 - Travel agents are using artificial intelligence to find better deals for customers
 - Musicians and filmmakers are distributing their art through online streaming services.
- Rather than fearing the change, today’s job hunters should upskill themselves. Thankfully, digital has not overlooked learning platforms – distance learning courses are available 365 days a year, allowing students to develop themselves in their own time.

The pandemic effect

It has also catalysed digital transformation in supply chain, forcing managers to use forecasting tools to better predict demand. And what does that mean? You guessed it – more jobs.

Undoubtedly, the shift in our working and living patterns has had a huge effect on the labour market throughout the pandemic. With lockdowns and remote working, millions of consumers turned to buying online, with e-commerce valued at \$26.7 trillion (£20.1 trillion) globally in May 2021.

These buying patterns have seen a spike in demand for roles such as delivery drivers and warehouse operatives. They are also causing huge issues for supply chain. Not only is demand higher but supply is lower – businesses are suffering from shortages in staff, stock and logistical resources. This

has opened up new roles for supply chain managers.

It has also catalysed digital transformation in supply chain, forcing managers to use forecasting tools to better predict demand. And what does that mean? You guessed it – more jobs.

The most in-demand jobs for 2022

If you’re looking for a new role in 2022 or perhaps even a career change, you’d be wise to keep your eye on these sectors.

Healthcare

The healthcare sector has suffered more than most in the wake of the pandemic – but healthcare jobs will far surpass the current crisis. According to the National Audit Office, the NHS was short on 43,000 nurses for England alone in 2020.

Nursing is the UK’s most employable degree, with 94 per cent of students getting a job within six months of finishing their course.

Careers in mental health

Of course, there is more than physical healthcare to consider. Demand for mental health jobs has been on the rise since 2016 as budget cuts continue to affect the sector. In particular, more and more of us are making appointments to see private counsellors.

Teaching roles

Like many UK job roles, teaching is facing a crisis of talent at the moment. In particular, secondary school teachers are in short supply. The number of secondary school students is set to rise by 15 per cent between now and 2027 in line with the early noughties ‘baby boom’.

Supply chain management roles

While UK supply chain has suffered at the hands of COVID, the industry has always presented challenges. In particular, macroeconomic conditions such as Brexit have put more pressure on supply chain management.

This kind of role guarantees job security as there will always be supply and demand. Indeed, technology will evolve – 72 per cent of supply chain professionals are planning to digitise in the next five years – but with it, so will jobs. Roles in supply chain management including business analysts, demand planning managers, distribution managers, procurement managers and logistics managers.

Web development roles

An IT career switch may have been on your mind for many years – but demand is higher than ever before. This is largely thanks to our changing working practices in the wake of COVID. Specifically, with more people working remotely, there is higher demand for new software and app development. With some salaries marked as high as £52,000 per year, web development is a lucrative choice.

Digital content creator roles

The pandemic may have helped, but digital content creation has been gathering pace for years. Naturally, these roles are attractive because of the fun element – giving staff the chance to flex their creative muscles. But they're also diverse and well-paid, with the average content creator earning £27,500 per year.

Sports therapy

Sports therapy jobs may shock you as the first on our list, but it's actually reflective of current fitness trends. Twenty-four-hour gyms have cropped up in major cities over the last decade, pushing up the demand for roles such as personal training or physiotherapy.

Engineering

The rise of Industry 4.0 and the 'Internet of Things' has made our everyday lives 'smarter'. With more reliance on personal assistant devices, smart appliances and AI transport, we need engineering skills to

continue building the technology.

Veterinary medicine

If you're passionate about animals and considering a career change, check out our [veterinary support assistant course](#). While the pandemic sparked a frenzy in pet adoption, its effects won't go away anytime soon. With more of us taking in a furry friend, there is higher demand for veterinary medicine.

Data analytics

One for the number crunchers, data analyst roles are the ideal futureproof choice. By 2025, there will be more than 200 zettabytes of data around the world, offering myriad opportunities for job seekers. Like content creation, data analytics is so valuable because it has so many applications.

Ready to make the switch?

Wherever you're at in your career, we can help you make the right choice with our [online career guides](#) and distance learning courses.

See how you could apply yourself and get set for a new role in 2022.

School of Health

A Japanese diet for health

Following the Olympics in Tokyo, it's a good time to look at the traditional Japanese diet – thought to be one of the healthiest on the planet. Japan has one of the longest life expectancies in the world, and diet is thought to play a major part in this.

The traditional diet is based on whole, unprocessed ingredients and is packed with health-promoting foods like fish and seafood, fruit and vegetables, and gut-friendly fermented foods - while minimising red meat, dairy, baked goods and sugary foods. Fresh, seasonal foods are served in small dishes - either raw or lightly cooked to emphasise the natural flavours. It's a little

different to the way many of us eat but with such an impressive reputation it is definitely worth thinking about.

Typical Japanese foods

- Fish and seafood - steamed, baked, grilled, or raw
- Vegetables - steamed, sautéed, fermented or in soups
- Rice and noodles - steamed or served in hot broth
- Seaweed - raw or dried
- Soy foods - like edamame and tofu, or fermented soy like miso and natto
- Fruit - raw or fermented
- Beverages – hot green tea and cold barley tea

Nutritional highlights of the Japanese diet

The diet is **low calorie and nutrient dense** - minimally processed foods retain more nutrients overall and lots of low calorie foods result in a favourable nutrient-to-calorie ratio. There is plenty of **fibre** from vegetables, seaweed, and soybeans. It is also high in gut-friendly **probiotics**, thanks to regular consumption of fermented foods. Daily consumption of fish and sea-foods provide plentiful **Omega 3 fatty acids**. Finally, the diet is packed with health promoting phytonutrients, like **antioxidants** and flavonoids which are abundant in fruit, vegetables and green tea.

It should be noted that the health benefits of soy foods found in clinical studies mainly refer to fermented forms of soy, not the processed soy products that adorn our supermarket shelves.

Health benefits

The traditional Japanese diet has been studied in association with many health conditions:

Weight control: a diet based on high fibre foods and soups helps the body feel full without taking in excess calories. Food is



typically low in sugar and is served in small portion sizes, without snacks between meals.

Heart disease: Studies have found those following the traditional Japanese diet have significantly reduced LDL cholesterol, and the risk of heart disease is unexpectedly low despite a relatively high salt intake

Type 2 diabetes: the low intake of sugar and refined carbohydrates helps to balance blood sugar and results in significantly fewer risk factors for type 2 diabetes, including excess weight

Gut health: High amounts of fibre help to reduce the chance of constipation, while probiotics nourish the microflora and improve digestion

Neurological health: Regular intake of green tea is thought to protect against Parkinson's disease and Alzheimer's, while high levels of omega 3 can protect against mental health conditions like depression and anxiety

Healthy bones: the diet is naturally high in calcium and magnesium, and the Japanese population shows a low level of osteoporosis despite rarely eating dairy.

Final thought

While eating the Traditional Japanese diet might not turn you into an Olympian, it can certainly pack in health-promoting nutrients, help trim excess weight and reduce the risk of several chronic diseases.

UK College of Personal Development

5 Key Elements of a Resilient Leader

Resilience has become an essential component of leadership today, but what makes a resilient leader? Learn the five skills that all resilient leaders possess.

To adapt, advance, and thrive as a leader, you need to cultivate a strong sense of resilience into your identity.

Performing under pressure, bouncing back from failures, and coping with changes are just some of the elements belonging to resilience. But while 83% of Americans in an Everyday Health survey believed they were resilient, only 57% were.

Building resilience is often associated with child development. However, learning how to build resilience during midlife is crucial as that's the time when people are likely to face most adversity, especially leaders.

So, what are the key skills that incorporate resilient leadership?

Five Elements for Resilient Leadership

The old saying goes, "It's not how many times you get knocked down that count, it's how many times you get back up."

In a nutshell, this saying goes a long way to reflect the essence of resilience. But being resilient as a leader is about learning specific elements that enable you to endure difficulties and overcome obstacles in the face of failure

1. Emotional Intelligence and Empathy

The importance of being a resilient leader is having the power to reflect and assess. This ability includes self-awareness and recognising how our emotions work.

We all know that a negative emotional reaction can be the end of a healthy relationship. Often, these reactions are the result of stress and high pressure, especially in the workplace. Interestingly, 32% of the UK working population have low levels of resilience to stress.

Emotional intelligence allows us to control our emotions and reinstalls our actions are based

on logic and rationale rather than passion.

Leaders with emotional intelligence are often successful because as well as understanding and controlling their own emotions, they are also empathetic to others.

An effective resilient manager will often have empathy, as it enables them to connect to their employees in a more meaningful way. This deeper understanding during difficult times can help boost morale and inspire change.

Emotional resilience is a crucial development area for a leader that begins with self-awareness. Understanding how you react in emotional situations is vital before recognising the emotional tendencies of your employees.

32. Continual Development

Resilience is not just a switch we can flip. It's not in our DNA. It requires an enthusiasm to learn and put it into practice. This means we must force ourselves out of our comfort zones.

To become resilient leaders, we must show acceptance to change, adaptability and ambition to continually develop. Being stuck in our ways will only unravel as a weakness when things inevitably evolve.

In a world driven by constant innovation, resilience enables us to be ready with healthy transitions for any alterations on the horizon.

A sure sign of resilience is the way we manage change and challenging circumstances. Our willingness to grow will only contribute to this key characteristic and is facilitated through a process of constant learning.

Whether it's listening to podcasts, reading, or attending courses that will further your development. Learning new skills can only hone your resilience and improve your openness as a leader.

3. Decisive Driven Intentions

As much as resilience relies on our capacity to be adaptable and develop our emotional understanding, it's also imperative to uphold our integrity in all scenarios. In this case, it might mean taking calculated risks that only you believe will work.

When we're under pressure as leaders, we

might face criticism, doubts, and objection from members of the team. Although we must listen to any complaints, staying true to our principles and not swaying to something we don't believe in is significant to our resilience development. While being flexible to change, we must also be firm with our principles.

Leading with assertiveness is not about being blind to other ideas. It demands being purpose-driven by knowing what the job at hand entails and setting tasks amongst your team to achieve those goals.

Incentivising work for your employees encourages job satisfaction through organisation and meaning behind their work. With a greater sense of purpose, employees will feel empowered to succeed.

4. Nurture Relationships

There's an assumption that resilient leaders should always act confidently and with integrity, without any guidance from anyone else. But that isn't true. Just because you're a leader doesn't mean you should feel alone.

While a resilient leader is expected to lead by example, no great leader ever achieved their status without advice, support, and greater knowledge granted from others. Leaning on trusted friends, colleagues or a broader professional network will ensure you make more educated decisions.

Share your issues, doubts, and concerns with a diverse support network to become a more capable, well-rounded, and resilient leader.

Hearing your leadership issues shared will reward you with added confidence, gratification, and overall assertiveness.

5. Communicate With Conviction

The final key resilient leader element is the ability to communicate effectively. In fact, [an Interact/Harris poll](#) found 91% of 1000 employees believe their leaders lack good communication skills.

For a resilient leader, the tone of communication is dependent on a combination of two assets:

- Empathy
- Assertiveness

Communicating too assertively might portray a lack of respect and an approach to leadership driven by fear. If we're under pressure to get a deadline completed or deliver an important task, then aggression might take hold of our tone. While this approach might force an issue over the line, it will damage relationships and dissolve our overall resilience.

The best leadership communicators show complex understandings for adaptive assertiveness and empathy. An in-depth self-awareness and social intelligence allow them to recognise the listener's needs before using these skills to engage and empower.

Communicating with conviction requires the leader to speak confidently and straightforward. The language should come from within, not upon the listener. For example, leading with, "I feel", or "I believe", over "you" will avoid putting responsibility and blame directly on the listener.

Examples of Resilient Leaders

A big part of the process of becoming a more resilient leader is to learn from the best. Here are three examples of resilient leaders, both past and present.

Jacinda Ardern

New Zealand's Prime Minister, [Jacinda Ardern](#), uses her acute self-awareness and doubt as a strength to her leadership resilience.

"Some of the people I admire the most have that self-consciousness and that slight gnawing lack of confidence. I have tried to channel that. 'Why am I feeling a bit worried about that, does it mean I need to do a bit more prep, do I need to think more about my decision making?'"

Nelson Mandela

The former first president of South Africa faced immense challenges throughout his anti-apartheid movement as a political leader.

"Do not judge me by my successes, judge me by how many times I fell down and got back up again."

Rosa Parks

Rosa Parks became a political leader during the civil rights movement in America during the 1960s. She was named “The Mother of the freedom movement”.

“You must never be fearful about what you are doing when it is right.”

Resilient Leadership Courses

If you're looking to improve your overall resilience in life and at work, [UKCPD](#) has a specific course that teaches you these key skills.

[Building Resilience in the workplace & at home](#) is a three-part course that will enable you to endure adversities, improve self-confidence and social relations, think more creatively and protect yourself from stress.

[Get in touch with UKCPD](#) today to start your journey to becoming a better leader so you can face life's challenges with assurance, adaptability, and renewed ambition.

Write Storybooks for Children A Student's Story

Petra Lloyd is a former musician and teacher from South Wales. She's also a passionate supporter of animal charities.

A few years ago, Petra was horrified to discover that organised dog fighting was still widely active across the UK. This discovery inspired her to want to do something to help stamp out this illegal sport.

She had an idea for a series of fact-based storybooks that would be aimed at younger readers and designed to raise the awareness of this cruel activity. Despite being an experienced writer, Petra was not sure how to take her idea and shape it into a story

that would appeal to the hearts and minds of children.

With the help of the ‘Write Storybooks For Children’ course Petra learned the latest techniques that enabled her to achieve her goal. She has now self-published her first book, *Blue*, which she quickly followed up with a second book, *Linus*. Petra is currently working on the third in the series.

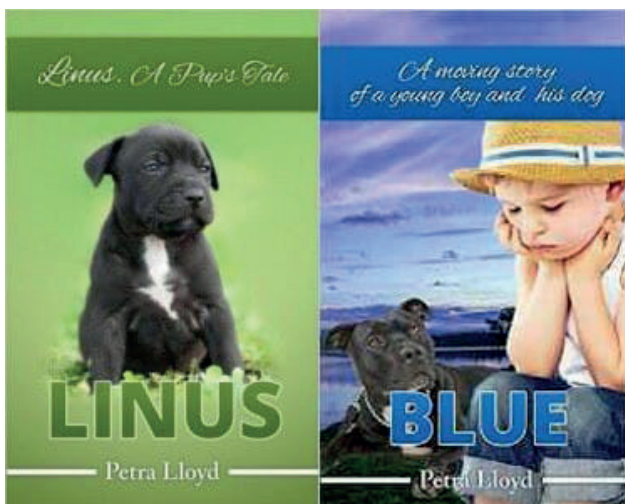
She has since sold copies on Amazon and many more at local dog shows. She was also recently invited to be a speaker on a world service broadcast, which was hosted by a panel of the Pet Professionals Guild.

Petra is inspirational proof that children's stories can also be used to make a positive and lasting difference to the world.

With the help of ‘Write Storybooks For Children’ I learnt about suitable language to use, book length, layout and how to self-publish correctly.

As an OAP, I cannot begin to stop dog fighting by any way other than my writing. If I can influence some of the next generation then I will really feel that I have helped in some small way.

Petra Lloyd



NEWS FROM ASSOCIATE MEMBERS

AAT

National Apprenticeship Week: Apprenticeships could hold the key to career change aspirations

New research by AAT has revealed nearly three-quarters of Brits aged 25-54 harbour a desire to change careers, but many are too concerned about the time and costs associated with retraining to take the plunge.

The survey of 2,000 people found that 27% of 25-54-year-olds are actively considering a career change, 28% have considered it in the past two years, and 18% plan to start thinking about it within the next five years.

Money was the biggest motivator, with 67% interested in starting a new career for the opportunity to earn more money. Other common reasons included the chance to take on a more fulfilling role (45%), to work in a more interesting sector (39%), to experience a new challenge (38%), and to improve their opportunities for career progression (30%).

However, when asked what would prevent them from pursuing a career change, 55% said that they thought it would take them too long to retrain, half (50%) cited the cost of gaining a new qualification, and 44% were concerned about the potential impact on their family finances.

Apprenticeships, which enable people to immediately start earning whilst they work towards a qualification, would enable people to overcome these barriers. Yet the research also revealed that 44% of 25-54-year-olds have never considered an apprenticeship, compared with only a fifth (20%) of 18-24-year-olds.

While there is a minimum age to apply for an apprenticeship, there is no upper age limit. Despite this, Office for National Statistics (ONS) data shows that those aged 25 and over are 24% less likely to become



an apprentice than those aged 16-24.

This is perhaps due to misconceptions around apprenticeships, with 56% of those aged 25-54 who have never considered an apprenticeship believing they're too old to start one, and 31% thinking that they're only available for manual jobs.

More than half (51%) said that apprenticeships don't pay enough, but 17% admitted that they don't know how much apprentices are paid, and 28% mistakenly believed that all apprentices are paid £4.30 an hour. Only 20% correctly said that apprentices' salaries are at the discretion of their employer, with apprentices paid at least the minimum wage for their age and many paid more than this.

Anthony Clarke, Business Development Manager, AAT, said: "It's easy to feel stuck in a rut after many years in the same career, whether that's because opportunities for progression have dried up, or because interests or life circumstances have changed. However, the thought of starting from scratch can be daunting, with many people clearly worried about the feasibility of taking time out to retrain."

Apprenticeships offer the perfect solution for those who find themselves in this position, enabling people to earn money whilst they learn and gain new skills. Far from only being available for manual jobs, apprenticeships can help people start new careers in everything from finance and law

to technology or agriculture.

"I would urge anyone feeling unfulfilled in their current career path, or who is looking to get back into the workplace after some time away, to put aside their preconceptions and explore the potential opportunities offered by apprenticeships."

Skills and Education Group

BIIAB Qualifications Limited (known as BIIAB), a long-standing part of the British Institute of Innkeeping, will be joining the Skills and Education Group - a further education and skills sector membership body.

Committed to advancing skills and education to improve the lives of individuals, the Skills and Education Group has a long, proven history of providing national awarding services. As part of the Group, BIIAB will retain its identity and focus on being the awarding body of choice for the hospitality industry, which employs over 3 million individuals.

In keeping with its drive to achieve educational, economic, and social advancement for all, the Skills and Education Group looks forward to collaborating with the British Institute of Innkeeping (BII) to continue to raise industry standards and champion the talented individuals working in hospitality-licensed trades.

The British Institute of Innkeeping aims to inspire, develop, and support its members and their businesses, also pursuing their interests at the highest levels of government. This development will allow the BII to further strengthen its engagement and provision to its members and to focus its resources on its

wide range of membership services. BIIAB as part of the Skills and Education Group will retain its services in qualifications and apprenticeships available to BII members.

Through this acquisition, Skills and Education Group further strengthens its position in the marketplace and builds its diverse product portfolio in order to continue to meet local, national, and international skills needs.

Commenting on the acquisition, Paul Eeles, Chief Executive of Skills and Education Group said:

"As a fellow of the BII, and having started my career in the hospitality industry, I am delighted that BIIAB is joining Skills and Education Group.

"I am hugely passionate about the sector, just as much as I am about further education, and I believe this is a fantastic opportunity to bring these two things together.

"As we look to the future, having a qualified and skilled workforce is critical to the success of the hospitality industry. I am really looking forward to working closely with Steve and his team at the BII to continue to champion the industry's workforce with key stakeholders."

Steven Alton, Chief Executive of the BII, further stated:

"The hospitality industry faces significant challenges as it rebuilds following the impact of the pandemic. Attracting, developing, supporting, and retaining great talent will be central to its future success. The combined strength of the Skills and Education Group and the BIIAB collaborating with the British Institute of Innkeeping allows us to fully support our members to be at the heart of the economic recovery.

Marine Society Coming Ashore

As the UK's longest-running maritime charity, we've created a dedicated programme to help seafarers get the support and skills they need to transition to a shoreside career in the maritime sector.

Sign up for free today and receive:

- Structured approach to transitioning ashore





- Resources to help you research new roles
- Help with building a CV and online networking
- Sessions with an industry mentor
- Personality profiling tool (limited availability)
- Access to expert webinars
- Industry placement (subject availability)
- Six month free access to our Learn@Sea courses
- Bursaries towards professional qualification fees

On the next episode of the **Coming Ashore** podcast, Karen Waltham is joined by Coming Ashore mentor Philip Gregson. Listen on Spotify and iTunes. Or watch on YouTube.

NEBOSH

NEBOSH wins Awarding Organisation of the Year Award

Friday, 12 November 2021

The Awarding Organisation of the Year went to NEBOSH at this year's FAB Awards celebrations in Leicester.

The FAB (Federation of Awarding Bodies) Awards recognises the contributions made by awarding organisations and their employees to education and skills in the UK over the past year.

Everyone has a pandemic story; whilst NEBOSH's nomination outlined the exceptional work that was done to adapt

and modernise, quickly, in the COVID-19 era, it also highlighted the positive impact all of its activities have on the health and safety community. An impact which can help keep even more people safe when they go to work every day.

Now in its 6th year, the FAB 2021 Awards dinner, sponsored by Creatio, was held at the end of the first day of the FAB Conference, on 11 November at the Marriott Hotel in Leicester.

NEBOSH Chief Executive Dr Chris Payne was joined by Dee Arp, Chief Commercial Officer and April Chaplin, Head of Quality, to accept the award. Chris said: "What an achievement! To win confirms that all the work our team put in over the pandemic to ensure 'no learner was left behind' has been recognised by our peers and the independent judges.

"Not only this, but NEBOSH's entry highlighted all of our other achievements from the year; reduced environmental impact, creating new assessments, training our Examiners on the new approach, developing additional educational opportunities and resources for our learners, supporting our Learning Partners...to name just a few.

"This award is a testament to Team NEBOSH and all of our supportive stakeholders. Together we are helping to make the world a healthier and safer place through quality learning."



ICB

ICB was crowned Accountancy Body of the Year whilst ICB TV won the Innovation in Accountancy Award at the 18th annual PQ Awards...

At just 25 years young, ICB snatched the hotly-contested honour from the hands of the centennial chartered bodies, ICAEW, ICAS and ACCA, in what was a unique moment in the 18-year history of the PQ Awards. To be named Accountancy Body of the Year is a significant and well-deserved achievement that points to the strength of a bookkeeping profession that has truly shown its worth over the last year of pandemic-induced disruption and uncertainty.

The vast technological shifts that have transformed the accountancy profession in recent years have enabled a new generation of bookkeepers to flourish. The bookkeeping business model has always had its strengths in a digital-first methodology and its focus on providing a highly personalised customer-centric service whether in-person or remote. ONS data shows that the number of businesses reporting that their primary activity is bookkeeping has grown every year since 2017 during a time in which the number of accountancy firms is decreasing.

"It is nothing short of a coup to have won this prestigious award," says ICB director of communications Ami Copeland. "And this is absolutely our members' award. ICB bookkeepers have stood up to be counted at a time when UK businesses have needed our help more than ever. The world of work is changing and that's been accelerated by the pandemic. More people are pursuing their dreams to run their own businesses, and more people are joining

ICB to gain professional status and support the new business population. ICB is here to empower you to empower the businesses you work with and one day soon every small business owner in the land will know that the most important thing they can do for their business is to hire a Certified Bookkeeper."

Upon naming ICB as Accountancy Body of the Year at the virtual PQ Awards ceremony, PQ Magazine editor Graham Hambly said ICB had gone above and beyond to ensure its members and students received the direction they needed. He explained ICB was the first accountancy body to make its exams available remotely at the start of lockdown and pointed to the hugely successful Bookkeepers Summit that was attended virtually by more than 1000 bookkeepers. «Both show how in-tune ICB is with its members and students» he said.

Graham went live to ICB co-founder Garry Carter on the night, who thanked his team for having been 'absolutely brilliant.' Garry explained: "It's been tough times, but I think we coped." Graham said the award showed that ICB did more than cope: "It stood out for using technology to engage with its members and students, and the whole institute rose to the challenge the pandemic brought."

ICB also walked off with the prize for Innovation in Accountancy for ICB TV, its regular informational web series launched in March 2020. ICB TV has so far spanned 142 episodes and has more than 78,000 views, totaling over 18,000 hours watched.

Graham said: "This was such a simple, clever concept. Guests have included HMRC, the Office of Tax Simplification, the Treasury, Sage, Xero, Intuit, FreeAgent, Fluidly, and even the Small Business Minister has appeared live. It's been a real friend for members and students alike and is a worthy winner."

As well as ICB winning big on the night, ICB Board member, Dr Philip Dunn FICB won the acclaimed Editor's Special Award for 50 years in service to accountancy education.



Prisoners' Education Trust

It's been another difficult twelve months, but inspired by learners like Poppy I'm looking forward to 2022 with hope.

With the challenges we've all had to face, the work achieved by my PET colleagues and by the learners we've supported is quite incredible. And as always it is all thanks to our supporters' help.

It's been wonderful this year to hear and share the stories of PET to find out how education gave them a way forward.

We even collaborated with another alumna, artist Erika Flowers, to create an animation celebrating the successes of learners in prison.

During the year we launched our new prospectus, a fantastic resource which is inspiring a whole new community of learners to start their studies. Our Advice Line, which enables our learners to contact us directly for advice and support, has gone from strength to strength too, taking over 1,400 calls since January.

We've put new feedback processes in place which help us understand how a learner feels at the start of their journey and what it was like to take on a course in prison. This will help us to improve the support we provide, but also understand better the impact education has on someone's life.

This will build on the positive Ministry of Justice Data Lab research published earlier

this year, which shows that participating in one of our courses reduces the chance of someone returning to prison and increases their chances of finding work.

Throughout 2021 we have been making the most of opportunities to ensure prison education is high up the agenda for policy makers.

We gave evidence to the Education Select Committee's first inquiry into prison education in 15 years and published a blog series about how prisons are recovering from the pandemic and what this means for prison learners. Just this month we responded to the new Prisons Strategy White Paper.

We've got high hopes and big ambitions for the future of prison education. Led by our new chief executive Jon Collins, in October we launched our new five year strategy which outlines an exciting vision for PET's work looking ahead – to ensure everyone in prison, wherever they are in the country and whatever their background, has access to education.

Our supporters' belief in our work gives us all the energy to keep going.

As well as donations throughout the year, this month we exceeded our goal for our Big Give Christmas Challenge, raising £30,000 for our Advice Line and to provide more courses to people in prison.

We are so grateful to you, whether you have donated, shared our work, or read

How is your distance learning course benefitting you?



My course is giving me a sense of purpose, whilst challenging me in area of learning I was previously afraid of. My tutor has given me confidence and guided me to help me improve along the way. I am glad I chose to do a distance learning course with PET and would highly recommend others to jump in, face fears and give it a go as well! 😊

one of our stories. Every action makes a difference and helps PET change lives through education. Thank you so much.

Royal Forestry Society **Forestry Roots**

Has anyone not felt the wonder of woodland or forests? Are you committed to a career in this environment? ALA Green Charitable Trust is providing financial support to enable a number of students to pursue their career aspirations in this field of study and work placement. Our core principle is about inclusion regardless of background, gender, religion, disability or financial circumstance. We know that the environment is crucial to our future and by working with the RFS we are supporting future foresters to achieve their potential through training and guidance. We are removing barriers to your first steps into a career of great value in the woodland and forestry environment where the opportunities are many and varied. So now, it's over to you!

HighGround

HighGround signs the Armed Forces Covenant.

November 30, 2021

On November 30th 2021 our Chairman Ian Elliott signed the Armed Forces Covenant witnessed by Air Cdre Dave Tait at the Cavalry and Guards Club in London. We were joined by representatives from our loyal and generous funders from Greenwich Hospital, The Royal Marines Charity, ABF the Soldiers' Charity, RAF Benevolent Fund, Lloyd's Patriotic Fund and Barratt plc, our first Corporate Champion.

Also present were many Friends and supporters and we were delighted to welcome some new guests too.

British Sugar Topsoil generously funded our new film made by Thread Films, which we showed to our guests over tea and muffins.

What is the Armed Forces Covenant?

To those who proudly protect our nation,





who do so with honour, courage, and commitment, the Armed Forces Covenant is the nation's commitment to you.

It is a pledge that together we acknowledge and understand that those who serve or who have served in the armed forces, and their families, should be treated with fairness and respect in the communities, economy and society they serve with their lives.

What is being done?

The covenant focusses on helping members of the armed forces community have the same access to government and commercial services and products as any other citizen.

This support is provided in a number of areas including:

- education and family well-being
- having a home
- starting a new career
- access to healthcare
- financial assistance
- discounted services

Further information about support services available to both serving personnel and their families, and veterans and their families are provided on GOV.UK.

Who is involved?

The Covenant supports serving personnel,

service leavers, veterans, and their families, and is fulfilled by the different groups that have committed to making a difference.

These include:

- Central government, overseen by the Ministerial Covenant and Veterans Board
- Single Services (Royal Navy, British Army, Royal Air Force)
- Businesses of all sizes
- Local government
- Charities
- Communities
- Cadet forces and their adult volunteers

Does it apply to you?

If you are a member of the armed forces, a veteran, or a family member, the Armed Forces Covenant offers a wide variety of support to ensure you are being treated fairly.

If you are a business, or a community organisation, you can find out how to show your support.

This site will help direct you to the most relevant information regarding policies, services and projects that you can benefit from.

<https://www.armedforcescovenant.gov.uk>

CERTIFICATE OF MERIT

Some of our students' stories

Ania Lebiedzka **Student with London Art College** **Illustrating Children's Books**

More than 10 years ago, when online courses were not so popular as now, my international friend in Scotland told me about London Art College. I kept the name in the back of my mind, not thinking that one day I would receive a diploma from LAC.

As a small girl I was always interested in art and liked looking at picture books. At the age of eight I wrote and illustrated four small books about Smurfs, Diodes (my father was an electrical engineer) and a Volcano. I didn't know then that I would like to illustrate books.

In the past I completed an MA in Visual Arts Education in Poland (2002), and then worked for a while as a scenic artist in a music theatre. Later I moved to Scotland where I exhibited my paintings and black-and-white photographs in a spectacular old church, the Roxy Art House in Edinburgh

(2005). I have also exhibited by work at the Traquair House (2005) and other places. I received a Special SSWA award from Visual Arts Scotland, and in 2007 exhibited at The Royal Scottish Academy my painting "Space" and was accepted as a professional member of Visual Arts Scotland.

In the year 2009 I applied to the Edinburgh College of Art and was already starting to think about illustration. I was accepted but due to family circumstances moved to Germany which cut all my artistic connections with Scotland.

Finding myself in a new reality, in a country where I would perhaps have to start over, I was asking myself how I could develop.

A few years later my first son was born and that kept me busy, but art was waiting and calling.

Around this time I received a fantastic gift of professional colour pencils. It was this that inspired me to sign up for the course "Illustrating Children's Books" with Maggy Roberts, and to start to do art again.

My second son was born as I continued the course. During this time I also worked for several years at Dresden International School in parts as an MVP Visual Arts Teacher.

I know that due to life circumstance it took me longer to finish the course than I anticipated, but I finally succeeded and I'm very proud of that.

The course with Maggy was incredible — her open-minded approach to the material and her encouragement to explore new techniques inspired me.

Thank you so much, as well London Art College. I have enjoyed taking part in weekend art challenges. I now like experimenting with new materials,



techniques, and scales. I have learned how to work with one image until it is successful, sometimes taking weeks to work on it.

Now I dream of illustrating and publishing a whole book even while my children are still small. I would like to show myself that I can live from art, enriching people's lives in the process.

Jessica Perkins **Student with Oxbridge**

Award in Education and Training
Diploma in Education and Training
Certificate in Assessing Vocational Achievement.

Until three years ago, Oxbridge student Jessica Perkins was living in Georgia, USA. A fully qualified hairdresser and beauty therapist, she made the decision to move over to the UK with her husband and 10-year-old daughter. Affectionately known as 'smiley' by her colleagues, Jess, 38, is well known as someone who devotes herself to the happiness and wellbeing of others. Back in Georgia, Jess used her talents to volunteer at an oncology centre, where she helped to boost the self-confidence of cancer patients by showing them how to take care of their skin, put on makeup, and wear headscarves to disguise hair loss.

Over in the UK, Jess's inspiring attitude and positive energy has continued to shine brighter than ever. Although she ran her own successful hair salon back in the US, Jess knew she wanted to do something different this time: she wanted to teach and share her knowledge with aspiring hairdressers and beauty therapists. To that end, for the past three years, Jess has been busy working away on the three courses that will allow her to become a fully-fledged teacher and assessor: our Award in Education and Training, Diploma in Education and Training, and Certificate in Assessing Vocational Achievement. Phew! To top it all off, Jess has achieved all of this whilst home-schooling her daughter full time due to Covid, as well



as covering for a colleague who became very ill.

When asked how she managed her studies alongside motherhood and work, Jess commented, "My routine is hectic but I always make it work! I work at the college teaching and assessing on Mondays, Wednesdays, Thursday and Fridays, and I also have my own mobile hairdressing business. My coursework for Oxbridge has mainly been completed at night after my daughter is in bed or on half term breaks – it's been exhausting, but I love it!"

Jess isn't only exceptional due to her incredible devotion to her studies. She's also known as someone who goes above and beyond for her own students on a regular basis. Throughout the pandemic, she took additional classes in order to help her students adapt to online learning, and held additional one-to-ones every week throughout lockdown. She offered additional skills sessions on her days off, and created video tutorials that her students could watch in their spare time.

And what keeps Jess motivated? She told us, "Without a doubt, my daughter, as well as love for teaching and learning. There's also no better feeling than when the student connects and understands your teaching, and performs that first haircut or finally lays a full head of foils with no seepage! The smile and feeling of

achievement they feel is worth all the work and difficulty we may experience. I am excited and passionate about providing my students with the best learning experience possible and helping them to achieve their goals as they grow, graduate and move into the industry. I want them to leave confident and myself feel I have taught them to a high standard and given them all the tools they need to succeed.”

Lucca Cavicchioni **Student with London Art College** **Digital Illustration**

After every verbal feedback I gave to Lucca, he listened carefully and went back into the assignments he'd already submitted, played with design, colour, composition & technical suggestions I'd given him.

He then emailed me the changes & experiments he'd made after the assignment was graded.

On one occasion I spoke to him about the challenges of creating the illusion of depth on a two dimensional surface & how practicing Shading of shapes would help his illustrations become more three dimensional. I told him about the artist Cezanne and how he used the same method.

Remember, this has nothing to do with studying gimp or digital illustration, and would not be counted towards his grade, but it would drastically change and improve his ability to see depth.

Shortly afterward, I received a mail with his completed shapes, including light source and shadow.

Learning to take advice from those that have been in the industry longer than you have, shows me his desire to learn and grow & a heart warming quality of humility.

Lucca's willingness to learn, push out of his comfort zone & dedication to

the course has been phenomenal. He has put in at least double the work of most of my students, always taking his time & never submitting anything but his personal best.

He's worked incredibly hard & I'm very proud of his accomplishments.

Lucca's response

I have always been drawn to art, but for some odd reason it took until nearly three years ago for me to take the passion seriously. I would often find myself doodling small characters or monsters in the corner of an A4 sheet of paper and stop after a couple of doodles – that was the extent of my art in school. I think that was a reflection of my confidence in my abilities, even if I didn't know it.

Even so, when I signed up for this course (Digital Illustration), I thought I was fairly good at art. I thought I wasn't going to learn much, and I'd breeze through it – I had already been practicing digital art for a year or so prior.

Now when I look back to what I made before, or even at the start of this course I can say with confidence it was alright, at



best. I have improved a great deal since the days I would doodle a little picture in the corner of a page and think "Yeah, this is neat!". Now that I have sat down to think about it, my tutor hasn't only helped me grow as an artist, but with improved artistic abilities comes improved confidence. I feel a lot more confident to show my art and make something that will be seen by others.

I would highly recommend anyone with even a passing interest in digital art to take this course. Unleash your creativity! Monique has such a wonderful eye for detail, and will no doubt help you grow.

Even though it took me a little longer than most, I'm so happy I took this course and improved as much as I did. Thank you, Monique, and the London Art College!

Monique has convinced me to create an Instagram page, so if anyone's interested in seeing more of my art I shall begin regularly uploading here: [@cavicchioni_art](#)

Sophia Barbayannes
Student with Oxbridge
Diploma for the Early Years Workforce
Certificate in Supporting Teaching and Learning in Schools
CAVA Award in Education and Training.

At Oxbridge, we're proud of all of our students. However, occasionally, one comes along who stops us in our tracks. One who demonstrates sheer determination and commitment. Enter: Sophia Barbayannes, aged 30.

We'll start by telling you that Sophia is currently enrolled on four courses with us, and on track to gain qualifications that will allow her to fulfil her ultimate dream of working in education. And to top it all off, English is Sophia's second language, as she grew up and went to school in Athens, Greece.

In 2016, Sophia made the difficult decision to part with her family and move to London. Although she had a rudimentary



grasp of the English language, she was far from fluent.

Growing up, Sophia had always enjoyed school, and while adjusting to her new life in the UK, she was certain of one thing: the value of a proper education. Thinking of her future, Sophia did some research into the qualifications UK employers want to see. Wisely, she made the decision to start with maths, English, and ICT Functional Skills Level 1. On these courses, she learned to express herself clearly, improved her writing ability, and boosted her numerical and computer literacy skills.

Armed with new qualifications, Sophia decided to enter the workforce. She enrolled on an Early Years Educator apprenticeship programme, which allowed her to gain experience as she completed the NCFE CACHE Level 2 Diploma for the Early Years Workforce. Incredibly, Sophia even challenged herself to complete a combined GCSE science award, and passed all her exams with flying colours!

By now, Sophia was certain that her future lay in educating the next generation, helping to instil the same passion for learning that she herself enjoyed. Having succeeded

against the odds, she also wanted to mentor adult learners who were struggling with self-confidence issues. So, she enrolled on four courses with Oxbridge that would enable her to achieve those dreams, and to qualify as both a teaching assistant and adult education teacher: the Level 3 Diploma for the Early Years Workforce, the Level 3 Certificate in Supporting Teaching and Learning in Schools, CAVA, and the Award in Education and Training. Incredibly, Sophia is currently on track to finish all four courses early, and with excellent grades.

Her tutor, Jennifer Ramsey, commented, "It's been such a pleasure to be on Sophia's journey with her. She's always enthusiastic, diligent and thorough, and I'm in awe of the high standard of her work. I've got to know Sophia really well, and have gained a very real sense of the compassionate, responsive and child-centred care she offers. It's difficult to believe English isn't her first language! Everything she does is done with care, thought, energy and insight. I genuinely feel sad that she's almost finished her course, as I'll really miss reading and learning about all she does. I confidently believe that Sophia's attitude, ability and work ethic will serve her very well in anything she goes on to do and I wish her every success for the future."

Shiven Sidharth **Student with London Art College** **Our youngest ever winner!**

Shiven's tutor says –

'I must tell you, when he first started the course, his work and communication with me was so mature, I had no idea he was still at school!

Even more impressive, he and his parents are doing their best to survive the nightmare that's exploded in India with the virus.

They live in New Delhi and have been locked up in their home for several weeks, not risking going out at all. He has been

keeping me informed of how life is, how they have the groceries delivered then clean it all down and don't touch stuff for 72 hours. He is also vulnerable as I believe he was born with a diaphragm problem.

It really is a fine example of triumph over adversity and if ever there was a young chap suitable for the award you have mentioned before, then I think he deserves it!

Shiven's story

Hi, I am Shiven Sidharth. I am 8 years old and I live in New Delhi, India.

I am passionate about art and music and pursue them regularly. I am learning the classical Piano (ABRSM) and the Indian classical instrument Sitar (Prayag University).

I love horse riding and regularly head outdoors for sports. I like to participate in various sporting events in roller-skating, swimming and tennis. Unfortunately, the pandemic has kept me strictly indoors, however, art and music have been saviours.

During my free time, I like reading books on Geography and Space.

I have utilised my quarantine in learning new languages (British Sign Language and French). The Drawing and Painting Course from LAC has been an excellent decision and the individual attention given by my



tutor has helped me to immensely improve my work.

Distance Learning Courses have helped to scale up my skills and allowed me to better focus on my areas of interest. Also I get to learn from the best and can choose from a curriculum that I find of use to me.

Jim Busconi
Student with Esoteric College
Dowsing

Jim Busconi has studied dowsing with EsotericCollege.com. He has shown a remarkable understanding of water divining and dowsing. Although a distant learner from Boston in Massachusetts, during the Covid pandemic he helped to reassure others in his holistic therapeutic practice, helping his mother after having a fall, as well as finding the time to study the ancient art of dowsing. This included going outside and locating invisible targets such as underground water veins and earth energies. Well done, Jim.



The Certificate of Merit is our way of recognising the achievements of some of our Member Colleges' most remarkable students.

The Certificate is very simple and has no monetary value, but it gives great pleasure to those who receive it - one student said that he mounted his on his study wall and looked at it whenever he felt his enthusiasm for learning slacken.

The nominations also gives us a fascinating insight into the lives of our students and their motives for learning.

We would like to urge all our Members to look out for remarkable stories among their learners, and nominate them for the Certificate.

CERTIFICATE OF MERIT

An award to a Member College

For the first time, a Certificate of Merit has been awarded to the tutors and support team at one of our Member Colleges, in recognition of the outstanding results their students have achieved. This is their story.

Oxbridge students triumph at GCSE and A Level

August 24th, 2021

The results are in, and EdTech is a winner! Oxbridge students attained an astonishing 97% pass rate across this year's GCSE and A-level results.

69% of Oxbridge students have achieved A or A* in their A-levels and an incredible 80% of GCSE passes achieved 7+ this year (out of 9). This places Oxbridge amongst the top colleges in the country, with a quarter more pupils gaining top A-level grades compared

to the national average. For t

Matt Jones, Founder and MD said: "These stellar results demonstrate the impact of EdTech and how it is positively disrupting the traditional learning space. Now, students can learn on their terms and gain top grades, from the comfort of home."

With so many pupils achieving high grades this year, getting into university could be tricky for some. So, for Oxbridge to produce such strong results shows that pupils should be confident in pursuing their career paths. Students and parents alike should be as delighted as Oxbridge with the results obtained this summer, as it helps them strive for success.

An impressive 96% of overall pupils received grade C or above for their A-levels. Of the



69% achieving grade A* or A, 31% gained an A* and 38% obtained an A. With such strong grades, many pupils have decided to go on to study further qualifications with Oxbridge.

Oxbridge pupil, Danielle David, exclaimed “I literally cried out of happiness because I didn’t expect to get the grades that I did. Especially with Maths because I always struggled with it but managed to get an A!

“Distance learning gave me the chance to learn to be independent with my studies, but it really helped that my tutors were there every step of the way with any questions about the content or just how to go about learning the content.

“My next steps are university! My tutors helped me apply to a Biological Science course through UCAS, so I’m hoping to join this year!”

A successful outcome was also gained for the GCSE results produced by the college’s pupils this year. 80% achieved a Grade 7 or above (A or A* equivalent), 38% of whom

received a grade 9 (A*). 98% of students obtained grade 4 or above (equating to a grade C using the previous grading system).

When compared to the national average, this means over 50% more pupils achieved Grade 7 or above in their GCSEs. Additionally, 21% more students obtained Grade 4 or above.

Matt Jones continues: “I am incredibly proud of our students, tutors, and support team’s tremendous effort to achieve these impressive, way above national average results. A huge well done!



This is an inspiring and encouraging story, and we renew our congratulations to the Oxbridge team.

But really, we feel that similar certificates should be awarded to *all* our Member Colleges, to their tutors and staff, for keeping going through times of unprecedented difficulty, for supporting their students and learners and providing outstanding service.

If you feel that members of your staff, tutors, course writers or others, deserve recognition, do let us know. We love to hear your stories.

ASSOCIATE MEMBERS

AAT - The Association of Accounting Technicians

www.aat.org.uk
020 37352468

ABC AWARDS

www.abcawards.co.uk
0115 854 1620

HIGHGROUND

07951 495 272
<https://highground-uk.org>

ICB - The Institute of Certified Bookkeepers

www.bookkeepers.org.uk
020 7398 4440

THE MARINE SOCIETY

www.marine-society.org
020 7654 7050

NEBOSH

www.nebosh.org.uk
0116 263 4700

PETbc - The Pet Education, Training and Behaviour Council

www.petbc.org.uk

The Prisoners' Education Trust

www.prisonerseducation.org.uk
0203 752 5680

RFS - The Royal Forestry Society

www.rfs.org.uk
01295 678588

RHS - The Royal Horticultural Society

www.rhs.org.uk
01483 226500

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Ian Campbell

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www.animalcarecollege.co.uk
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www.idealschools.co.uk
0141 248 5200

The BSY Group

www.bsychgroup.co.uk
0800 731 9271

iPhotography Course

www.iPhotographyCourse.com
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Careers in Travel (Digital Sea)

<https://www.holidayrepcertificate.com>
0845 643 8442

London Art College

www.londonartcollege.co.uk
0800 3280 465

Distance Learning Centre

www.distance-learning-centre.co.uk
0845 129 7238

NCT National College of Technology

www.nctonline.net
08456 345 445

DLA Ltd

www.distancelearningassociation.co.uk
0114 2326279

Oxbridge

www.oxbridge.uk
0121 630 3000

Esoteric College

www.esotericcollege.com
01672 511427

Regent Academy

www.regentacademy.com
0800 378 281

Fitness Courses College

www.fitnesscoursescollege.co.uk
0800 781 6188

The School of Health

www.schoolofhealth.com
01453 765956

Foot Health Practitioner College

www.fhpcollege.co.uk
01553 768661

The UK College of Personal Development

<https://ukcpd.co.uk>
01793 511 180

HCC (Horticultural Correspondence College)

www.hccollege.org.uk
0800 083 9191

Write Story Books for Children

www.WriteStoryBooksForChildren.com
0845 643 8442

Health and Safety Training College

www.healthandsafetytrainingcollege.org.uk
0800 977 4007

Code of Ethics

Members of the Association pledge themselves to maintain the highest standard of integrity in all their dealings and, in particular, they undertake:

1. To ensure that any information they give about the choice of a career, the prospects in a particular career or a prospective student's studies shall be accurate to the best of their knowledge, and that any advice they give to prospective students and others shall be given in good faith and the best interests of the persons to whom the advice is tendered.
2. To take every reasonable care to enrol students only for courses that are suited to their individual needs and educational status, or for tuition for examinations for which the students are likely to be eligible.
3. To inform students in their prospectuses and/or enrolment application forms of the conditions on which they are enrolled and to include in advertisements only statements which accurately reflect such conditions.
4. To make fair regulations governing their relationship with students, and to treat equitably those who, through circumstances beyond their control, are unable to comply strictly with their regulations.
5. To provide efficient tutorial service, to maintain adequate and appropriately qualified tutorial and administrative staff and to issue to their students without undue delay adequate and reasonably up to date tutorial literature and instruction suitable to each student's needs.
6. To encourage their students to complete their courses of study and to do everything reasonably possible to enable the students to derive full benefit therefrom.
7. To issue only certificates or diplomas that fairly represent the instruction given and not to make any statement or to imply that any such certificates or diplomas are equivalent to a degree or to a certificate awarded by a recognised examining body.
8. To ensure that all examinations and assessments related to accredited courses are administered and supervised to the standards as laid down by the appropriate external body.
9. To maintain the highest ethical standards in their publicity by making no statement in any advertisement, prospectus or publicity literature, or by correspondence or orally, that is knowingly untrue or wilfully misleading; and in particular by publishing no examination results or statistics or particulars of their tutorial service of staff that are knowingly inaccurate or misleading.
10. To implement values of Equality, Diversity and Inclusion in the workplace and in their relations with students, and to make sure that these values are reflected in their publicity and teaching materials and online resources.
11. To prepare and maintain a record of the working procedures of the business that can be readily available to a responsible person in the event of the sudden death or major illness of the principle manager of the business. According to the set up of the business alternative arrangements are acceptable. The Association is prepared to hold confidentially a copy of such a document.
12. To arrange for the Association to be notified immediately if such an incident occurs that might cause the business activities to be in jeopardy.
13. To encourage fair, dignified and honourable competition.
14. To ensure that their staffs are acquainted with this code, that they are given all facilities for complying with it, and are encouraged to honour it in the spirit as well as the letter.