



# LEARNER NEWSLETTER



SEE NEW MATHS AND ENGLISH SECTIONS!

DECEMBER 2022

## PRIDE!

We appreciate we all have different views of Christmas / New Year. Either way, for many it's a period of reflection, review and renewal.



As 2023 fast approaches we wanted to introduce you to our updated vision and values. These are centred on you, the apprentice, learner or student. We have further realigned ourselves, our processes and our purpose to be increasingly centred on you.

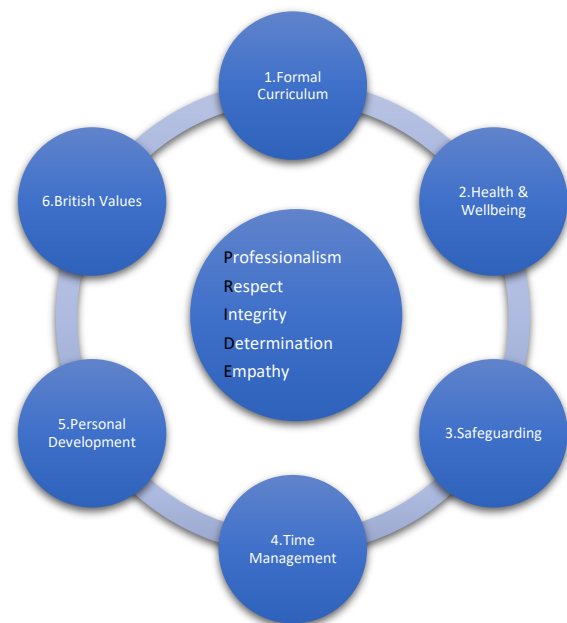
We want to ensure all aspects of your programme are increasingly beneficial and meaningful. We have instructed tutors that we want every interaction with you to help elevate you, especially through quality teaching and learning experiences.

Our vision for you is to 'engage in a pursuit of excellence every day; within *your* workplace, community and programme.' We want you to participate fully, and perform highly. We want you to understand safeguarding, and how you are supported. We want to instil a culture of continuous improvement, through your experiences, learning, and ongoing evaluation.

We want your programmes to significantly guide you to higher ground; that your knowledge, skills and behaviours are enhanced and strengthened.

We want you to achieve a 'distinction' throughout, and as a result of your End Point Assessment. We want your attendance, attitude and communication to be at its highest levels.

We can do this through 'The Achieving Excellence Way.' It is expected the following is agreed, but also input provided by all you, your employer and tutor:



As we reflect on this, the cornerstone of your programme is planning and review. Its critical you, your tutor and employer plan sufficient time off the job. Its crucial you all understand, agree and implement what you are learning through a thorough review process.

Central to all this, as with the central circle is PRIDE.

Like anything, your programme will include ups and downs, its stretching and its challenging but together we can assist you on your career path.

We wish you a fantastic Christmas season, and happy PRIDEful new year!

**Rick Shuttleworth**

**Director**



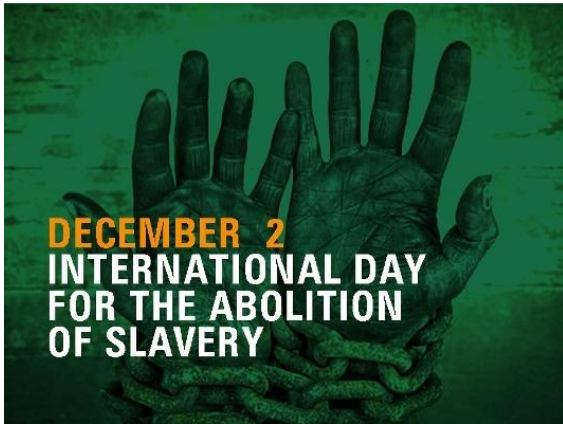
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## PREVENT – INTERNATIONAL ABOLITION OF SLAVERY DAY 2<sup>ND</sup> DECEMBER



Modern slavery is an umbrella term covering practices such as forced labour, debt bondage, forced marriage, and human trafficking.

Currently, 40.3 million people are in modern slavery, 24.9 million are in forced labour and 15.4 million are in forced marriage.

**Forced labour** uses deception, threats or violence to coerce someone to work for little to no pay.

This is when someone is **forced to work to pay off a debt**, this can be an individual working or whole families can be forced to work to pay off a debt. This video shows the impact of debt bondage and forced labour on families and children.

**Forced marriage** is illegal in the UK, marriage needs to be consensual and entered into freely by both people, this includes those with learning disabilities and severe mental health conditions.

According to the definition of the United Nations **Human Trafficking** is 'The recruitment, transportation, transfer, harbouring or receipt of people for the purpose of exploitation'.

This website helps to understand the signs of modern slavery and if these are seen it is your safeguarding responsibility to report your concerns Spot the signs of modern slavery

Further information

[International Day for the Abolition of Slavery - GOV.UK](#)

[Modern slavery and human trafficking - National Crime Agency](#)

## BRITISH VALUES – TOLERANCE OF FAITHS

British Values are vital in all parts of our community and workspaces, we need to understand the different aspects of British Values including Tolerance of Faiths and mutual respect. British Values are also an integral part of apprenticeships and are embedded in our teaching of each subject.

Part of what makes the UK a great country is that we have diverse cultures including different faiths, religions and those with no faiths or religion.

The tolerance of faiths means that, although we may not agree with others faiths or religious beliefs it is vital that we get on with other people and respect their individual decisions, that we also do not impose our own beliefs onto others.

Within the Equality Act 2010 there are 9 'protected characteristics' which means that it is unlawful to discriminate someone based on these protected characteristics, religion and faith is one of those.

To help with the tolerance of faiths this can be done through education, teaching our children about faiths and how to ensure that they are understanding of others beliefs.

What does this mean to you?

Who do you report any discrimination to in your workplace?

How do you celebrate all faiths and beliefs in your workplace?

Could you do more within your community to encourage the tolerance of faiths?

Further information

[Training introduced to help faith leaders support their communities - GOV.UK \(www.gov.uk\)](#)





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## SAFEGUARDING – BREAST IRONING

“The process during which young pubescent girls’ breasts are ironed, massaged, flattened and/or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the development of the breasts entirely.”  
National FGM centre

Breast ironing happens to girls from when they start puberty to prevent breasts from growing and therefore giving the girl a more womanly appearance. The UN estimates that up to 3.8 million girls worldwide are affected by breast ironing.

Breast ironing happens due to thoughts that it will:

- Make teenage girls look less ‘womanly’
- Prevent pregnancy and rape
- Enable the girl to continue her education
- Prevent dishonour being brought upon the family if the girl begins sexual relations outside of marriage
- Deter unwanted attention

Although there is no specific law against breast ironing in the UK it is physical abuse and a child would suffer significant harm and it is therefore a safeguarding concern and should be reported.

The long-term impacts of breast ironing is that a girl may have permanent tissue damage, be in severe pain and have a long term impact on the girls mental health and psychological wellbeing.

A girl who has had breast ironing may be embarrassed about her body, talks about family members who have had breast ironing, goes to another country for a ‘special ceremony’, talks about elders who are involved in bringing up children and support breast ironing.

It is our responsibility to report any signs, suspicion or evidence of breast ironing, this can be done via 999 or you can contact the foreign and commonwealth office if a girl is being taken abroad for, what you suspect, is breast ironing on: 020 7008 1500.

Talking about cultural practices that are illegal in a sensitive way, ensuring that individuals know that it is illegal and that it should not be happening and offering support to those who may have had their breasts flattened.

[Breast ironing \(flattening\) | Metropolitan Police](#)

## HEALTH AND WELL-BEING – WORLD AIDS DAY

Within the UK there were an estimated 105,200 people who were living with HIV in 2019. Within these statistics 72.5% are male, and 54.6% identify their ethnicity as white, and the highest percentage of those affected are between 35 and 49 years old.

Although we have known about HIV And AIDS since the 1980s there is still a stigma around the illness that it is contracted by gay men, however, this is not the case. Due to societal views on HIV and AIDS individuals who have the infection often do not get it diagnosed at an early stage, which is lifesaving.

World AIDS day hopes to work with society to change how the infection is viewed and therefore save lives and prevent the spread of the illness as much as possible. It is also working to end the epidemic by providing testing to countries who do not currently have it.

HIV is transmitted by; semen, vaginal fluids including menstrual blood, breast milk, blood and the lining inside of the anus. Other body fluids such as saliva, sweat and urine do not contain enough of the virus to be able to infect another person. Sharing needles when taking part in drug activity can also transmit the infection if they have been used by someone who is HIV positive.

What is the difference between HIV and AIDS?

Every person who has AIDS has HIV but not everyone who has HIV will contract AIDS due to treatment. HIV is a virus that attacks the immune system and if it develops into AIDS due to a lack of treatment or early detection an individual will die from the condition.

Additional information

[Elton John AIDS Foundation | Creating a world free from AIDS](#)

[World AIDS Day \(who.int\)](#)

[Support for people living with HIV | Terrence Higgins Trust \(tth.org.uk\)](#)



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## EQUALITY AND DIVERSITY – HUMAN RIGHTS DAY, 10<sup>TH</sup> DECEMBER

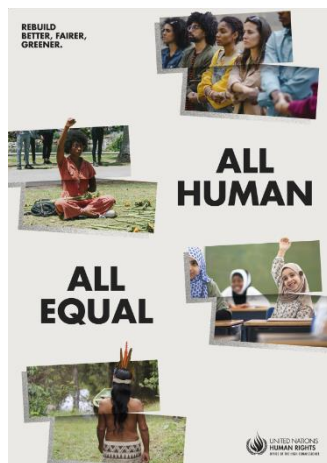
Human rights day has been celebrated on the 10th December since 1948. This year the theme is Equality – reducing inequalities, and advancing human rights.

We are fortunate that, within the UK we have human rights laws where we are all entitled to live in a way that promotes equality, freedom and a safe way of living. However, this is unfortunately not the case across other parts of the world.

The Human Rights Act 1998 sets out the fundamental rights and freedoms that everyone in the UK is entitled to. It incorporates the rights set out in the European Convention on Human Rights (ECHR) into domestic British law. The Human Rights Act came into force in the UK in October 2000.

The Human Rights Act covers;

- right to life,
- freedom from torture, inhuman or degrading treatment,
- freedom from slavery and forced labour
- right to liberty and security
- right to a fair trial
- no punishment without law
- respect of your private and family life, home and correspondence
- freedom of thought, belief and religion
- freedom of expression
- right to marry and start a family
- protection of discrimination in respect of these rights and freedom
- right to peaceful enjoyment of your property
- right to education
- right to participate in free elections
- abolition of the death penalty.



[Human Rights Act 1998 \(legislation.gov.uk\)](https://legislation.gov.uk)

[Human Rights Day | United Nations](https://www.un.org/en/observances/human-rights-day/)

## YOUR PROGRAMME – REMEMBERING

People naturally forget. While there are plenty of factors that influence a person's ability to pay attention to new information — getting a good night's sleep, doing regular physical exercise, having a balanced diet or doing brain games — training instructors have no control over them. However, there are some tricks that can be used when on training courses to stimulate your memory.

1. Use spaced repetition  
Consider summary notes, highlighting important facts or acts, key messages, etc. Agree with colleagues or your tutor important themes, and revise them so you learn.
2. Use mnemonics  
Consider colour coding, acronyms or images to help retain larger pieces of information.
3. Add music  
Sometimes having background music, or relatable music can help memorise learning.
4. Encourage social collaboration  
Ask questions freely, learn with colleagues or peers, and work together to find solutions. Use feedback to help recollect information.
5. Aha! Moments  
When something stands out, take the time to learn more. When you are determined to learn more, you will have Aha! moments and you will better retain what you learn. Explore your modules or topics!

[5 Tricks to Help Learners Better Remember Training Courses Infographic - e-Learning Infographics \(elearninginfographics.com\)](https://www.elearninginfographics.com/5-tricks-to-help-learners-better-remember-training-courses-infographic)

[Why Don't People Remember Their Training? Five Steps of Learning and Applying Information - Vector Solutions](https://www.vector-solutions.com/why-dont-people-remember-their-training-five-steps-of-learning-and-applying-information)



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## FUNCTIONAL SKILLS - MATHS

*Every one of us does Maths in some form every day, whether it's setting a timer while cooking, working out what time to leave to get to work, or mentally calculating how many days are left until pay day.*

People often believe success in Maths classes requires them to be a "Maths person." Not true!!!!

Maths requires effort, patience, logic, and time.

**Problem-Solving** is an important aspect of the curriculum and indeed a life skill, but yet remains a divisive topic of conversation with learners.

Using skills such as addition, subtraction, multiplication, and division are all part and parcel of problem-solving. Problem-solving can show an in-depth understanding of mathematical concepts where learners are required to manipulate numbers in order to get to an answer. There is a cyclical four-step process that could be used to solve any problem, in Maths or otherwise. The steps are:

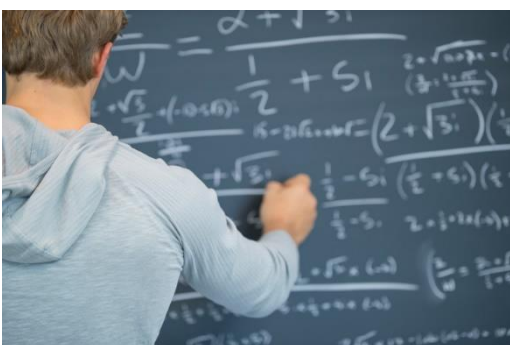
1. Understanding the problem
2. Devising out the plan
3. Carrying out the plan
4. Looking back and reflecting

Follow the link below for more resources, some top tips and quick Maths tests

[Adult Numeracy, Functional Maths, and GCSE Resources | Skillsworkshop](#)

[Top tips for L2 Functional Skills Maths tests | Skillsworkshop](#)

[Free Functional Skills Maths Online 10-Minute Tests | CGP Books](#)



## FUNCTIONAL SKILLS – ENGLISH



### Reading - The Purpose Of The Text

The text have **different purposes**. (Use different types of texts to compare – newspaper articles, magazines, novels, manuals, posters, leaflets and advertisements)

There are the main purposes you could come across:

- **Texts that inform**, example leaflet about a theme park
- **Texts that describe**, example a review describing a hotel
- **Texts that persuade**, example an advert for cleaning a hotel
- **Texts that argue**, example a letter protesting about a school closing down
- **Texts that discuss**, example report about how much traffic is on the road

Follow the link below for amazing resources and some top tips for exams

[Adult Literacy, Functional English, and GCSE Resources | Skillsworkshop](#)