

# LEARNER NEWSLETTER

February 2023

REMEMBER TO REVIEW PROGRESS AGAINST YOUR INDIVIDUAL LEARNING PLAN WITH YOUR TUTOR!

## IMPACT 101!

**During your enrolment, and regular learning reviews you will be reminded of how important “impact” is. We even spoke about this in December.**

[December 2022: Impact of Learning! – Welcome to Achieving Excellence UK Ltd](#)

Impact can be described as power, affect or effect. We invite and expect your programme to have a positive impact on you, your role and your service users. It can even have an impact at home or in the community.

We will provide you the foundation through teaching, learning and feedback. We will provide learning resources and supportive tutors.

However, the greatest impact will be how well you engage, learn and remember!



Your programme, as funded by the Education and Skills Funding Agency, is just as important as any mandatory or refresher training, or CPD. Our guiding principle is to add value as we help your significantly improve your knowledge, skills and behaviours!

To strengthen the impact of your programme, we invite you to take ongoing ownership of your programme by doing the following:

- Understand and work towards your planned end date using your ‘live’ Individual Learning Plan.
- If you have passed your planned end date, agree a composed Rapid Action Plan with your tutor and employer, to complete as soon as possible.
- Effectively plan consistent time off the job for learning, assessment and evidence collection.
- Work with your employer so they understand what you are learning, so they can assist you in embedding your learning at work.
- Liaise with your tutor if you feel you need additional support with maths or English.
- With your tutor, ensure you are preparing for your End Point Assessment!

The greater the planning and follow through, the greater the impact. Think big, not small. Think what is possible, not what is impossible. Act!

Rick Shuttleworth

Director

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## PREVENT – SAFER INTERNET DAY



With technology becoming an increasing factor in everyday life, it is important that we address being safe whilst accessing the internet, both with adults and children.

The internet is a valuable tool within our everyday lives, however, there are risks when accessing the Internet these include grooming, fraud, and being able to access indecent images.

Social media is something that has taken the world by storm it is accessed by millions of people every day including children and it is important that we teach our children how to use social media safely and reduce the risks. Social media sites: Twitter, TikTok and Facebook have their own safeguarding procedures in place, such as asking for age verification and allowing parental controls to prevent children having messages from people they don't know.

In the workplace the Internet provides access to further knowledge and can be a fantastic communication tool to reach further clientele and advertise business. If there is access to the Internet within a business it is important to have an Internet policy and procedure in place that outlines what the Internet can be used for and blocks any inappropriate material.

What does your workplace do to safeguard your staff when using the internet?

How do you teach others about Internet safety?

<https://www.saferinternetday.org/>

## BRITISH VALUES – THE RULE OF LAW

The rule of law is the framework that underpins open, fair and peaceful societies, where citizens and businesses can prosper. It is essentially about ensuring that:

- public authority is bound by and accountable before pre-existing, clear, and known laws
- citizens are treated equally before the law
- human rights are protected
- citizens can access efficient and predictable dispute resolution mechanisms
- law and order are prevalent

[What is the rule of law? | ROLE UK](#)

We all have to live by the rule of law and this can be from government laws to procedures within the work setting, it is important to outline these when staff start in a business to set expectations of a staff team and ensure that they are working within business guidelines.

What this means to you

What law do you value most?

Can you name what is protected by Human rights?



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## SAFEGUARDING – FGM INTERNATIONAL AWARENESS DAY

International Awareness Day 6<sup>th</sup> Feb – Zero tolerance!

FGM stands for Female Genital Mutilation and on the 6th February the UN hold an international day for zero tolerance of FGM.

Female genital mutilation (FGM) comprises all procedures that involve altering or injuring the female genitalia for non-medical reasons and is recognized internationally as a violation of the human rights, the health and the integrity of girls and women.

Girls who undergo female genital mutilation face short-term complications such as severe pain, shock, excessive bleeding, infections, and difficulty in passing urine, as well as long-term consequences for their sexual and reproductive health and mental health.

Over the last 25 years, the prevalence of FGM has declined globally. Today, a girl is one-third less likely to undergo FGM than 30 years ago. However, sustaining these achievements in the face of humanitarian crises such as disease outbreaks, climate change, armed conflict and more could cause a rollback of progress toward achieving gender equality and the elimination of FGM by 2030.

FGM is illegal in the UK under the Female Genital Mutilation Act 2003, this Act not only makes committing the Act of FGM on someone illegal but it is also an offence to assist a girl to mutilate her own genitalia or assist a person to mutilate a girl's genitals overseas.

### Signs of FGM

- A girl may talk about going abroad for a special ceremony
- She may be uncomfortable to sit down or go to the toilet.
- Becoming withdrawn
- Frequent infections
- Hesitant to go to the doctors

If you suspect a girl has been taken abroad to have FGM or you suspect that a girl has had FGM performed it is your legal responsibility to report your concerns.

## HEALTH AND WELL-BEING – TIME TO TALK DAY

Time to Talk Day is the nation's biggest mental health conversation. Happening every year, it's a day for friends, families, communities, and workplaces to come together to talk, listen and change lives.

Time to Talk Day was launched in 2014 by Time to Change, a campaign to end mental health stigma and discrimination, which was run by Mind and Rethink Mental Illness.

One in 4 of us will experience a mental health problem in any given year, and it is important to talk about mental health and wellbeing.

Following Covid and a cost of living crisis currently in place, it is more important than ever to check on our friends, family, colleagues and community to support with any mental health needs that someone may have.

There NHS has 5 steps to mental wellbeing and these are:

- Connect with other people, this gives you an opportunity to share positive experiences, provides emotional support, and helps to build a sense of belonging and self-worth.
- Be physically active, when we are physically active we have a flood of endorphins that can help change our mood and being physically active can help raise your self-esteem and keep you healthy.
- Learn new skills, this can help to build self-confidence, give you a sense of purpose and help you to connect to others.
- Give to others, this can help create positive feelings and sense of reward. Giving to others does not have to cost money as giving to others could include; saying thank you to someone for something they have done for you, asking friends or family how they are and spending time with them.
- Pay attention to the present moment (Mindfulness), paying more attention to the present moment can improve your mental wellbeing and help you to understand yourself more. It can also help positively change the way you feel about life and how you approach challenges.

At Achieving Excellence we have a dedicated Safeguarding and well-being team so if you need to talk to us, please do reach out, you can contact us on [safeguarding@achievingexcellenceukltd.com](mailto:safeguarding@achievingexcellenceukltd.com) or call on 07854 887 817.

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## EQUALITY AND DIVERSITY – LGBT+ HISTORY MONTH



February celebrates LGBT + history month, LGBT + celebrates the lives and contributions of those who are lesbian, gay, bisexual or transgender. Throughout history individuals within this group have been discriminated against and ostracised due to their sexual orientation.

This year marks 20 years since Section 28, the law that banned “promotion of homosexuality” in the UK, was repealed. It was an attack on LGBT+ visibility, including it being illegal to be seen to promote or talk about homosexuality within schools or for gay couples to show affection towards each other in the community. In 1967 UK’s Sexual Offences Act is law and this decriminalises gay sex in private between men.

Additional legislation that supports the LGBT+ community:

2000 - LGBT people can serve in the Armed Forces

2001 - the age of consent is equalised at 16

2003 - Section 28 abolished in England, Wales and Northern Ireland

2005 - Gender Recognition Act grants legal status to trans people

2005 - Civil Partnerships introduced in the United Kingdom

2007 - Equality Act seeks to protect equal access to goods and services

The LGBT+ History Month 2023 #BehindTheLens celebrates LGBT+ peoples’ contribution to cinema and film from behind the lens. Directors, cinematographers, screen writers, producers, animators, costume designers, special effects, make up artists, lighting directors, musicians, choreographers and beyond.

## YOUR PROGRAMME – OVERCOMING BARRIERS TO LEARNING

A barrier to learning is anything that prevents a learner from being fully engaged in the learning process. A person, or even a group of people, affected by learning barriers feels frustrated or unwilling, and cannot achieve their learning goals.

Learning barriers can be caused by various factors. Some are purely external: tight schedules, too much work, lack of available materials or technologies, and so forth. Others are internal and originate in people’s pre-existing experiences, emotions, or mindsets. Sometimes internal and external factors join forces. For example, a trainee can feel a fear of failure, due to an unsupportive environment in the company, pressure from the management, or lack of knowledge needed for the task.

For better learner engagement and participation, instructors should eliminate learning barriers as much as possible, and help learners overcome them. Reasons for their emergence may vary, but barriers to learning fall into three basic categories: emotional, motivational, and personal. Let’s look at each one in detail.

Emotional Barriers;

1. Resistance to change
2. Fear of failure
3. Lack of focus

Motivational barriers:

4. Lack of previous knowledge
5. Lack of seeing big picture
6. Lack of purpose
7. Boredom
8. Isolation

Personal barriers:

9. Different learning styles
10. Impairments

Visit this blog to learner more, especially how to overcome barriers!

[Top 10 Barriers to Learning and How to Overcome Them \(ispringsolutions.com\)](https://ispringsolutions.com)

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## FUNCTIONAL SKILLS – MATHS: FRACTIONS

To add fractions, we again need to find a common denominator. Let's look at the following example.

We need to add  $\frac{2}{7}$  and  $\frac{3}{9}$ . The common denominator is **7 times 9 = 63**. The next step would be to replace each fraction's own denominator with the common one.

For the first fraction, **63 divided by 7 = 9** and **9 times 2 = 18**. The result is  $\frac{18}{63}$ .

For the second one, **63 divided by 9 = 7** and **7 times 3 = 21**. The result is  $\frac{21}{63}$ .

Next, we add the numerators. **18 plus 21 = 39**, which leaves us with the sum of  $\frac{39}{63}$ .

As a useful habit, always check if the resulting fraction can be further simplified.

We know that **39 is evenly divisible by 3**. **63 is also evenly divisible by 3**. Since **both numerator and denominator are divided by the same number, the fraction will remain the same**.

**39 divided by 3 = 13** and **63 divided by 3 = 21**. Our final result is  $\frac{13}{21}$ .

$$\begin{aligned} \frac{2}{7} + \frac{3}{9} &= \frac{2 \times 9 + 3 \times 7}{7 \times 9} = \\ &= \frac{18 + 21}{63} = \frac{39}{63} = \frac{3 \times 13}{3 \times 21} = \frac{13}{21} \end{aligned}$$

Fraction addition calculation  $\frac{2}{7} + \frac{3}{9} = \frac{39}{63} = \frac{13}{21}$

What if we need to add mixed numbers? To add mixed numbers, we first add the whole numbers together and then the fractions.

For example, to add **1 and a half** to **2 and a half**, add **1 and 2 = 3**, then add  $\frac{1}{2} + \frac{1}{2} = 1$ . Finally, add **3 and 1 = 4**.

[Fractions: Introduction to Fractions \(gcfglobal.org\)](https://www.gcfglobal.org/)  
[Fraction Math: How to Do Fractions for Beginners \(freecodecamp.org\)](https://www.freecodecamp.org/)  
[Adult Numeracy, Functional Maths, and GCSE Resources | Skillsworkshop](#)  
[Free Functional Skills Maths Online 10-Minute Tests | CGP Books](#)

## FUNCTIONAL SKILLS – ENGLISH: PURPOSE

The **purpose** of a text will determine what **style** of writing you will use as well. When identifying the **purpose**, think:

- **Who** am I writing to?
- **Why** am I writing?

Let's take a look in more **detail**...

### Explanatory

**Explanatory** texts provide lots of **information** to the reader. These can be **identified** by seeing if the text contains **facts** and even **technical language**. For example:

"In the last century, **temperatures have increased by 1°**. **The greenhouse effect determines this temperature on average**"

*These are **facts** about global warming. It has used **technical language (greenhouse effect)** in order to give more information about the topic.*

### Persuasive

**Persuasive** texts often use **emotive language** in order to **convince** the reader to **believe** or **feel** something. For example:

"Something needs to be done about the rise of traffic as it **is causing distress**"

*The word '**distress**' will make the reader feel the emotion.*

### Descriptive

**Descriptive** texts often use many **describing words**. To identify these, look at whether a word is describing an event. For example:

"We went on a **lovely** walk to feed the **beautiful** swans

*In other words, the **walk was lovely** and the **swans were beautiful**.*

### Instructive

**Instructive** texts usually tell the reader to do something. In other words, **instruct!** These are usually formed in bullet points, numbered points or in a clear structure. For example:

1. **Mix the milk, eggs, and butter together**
2. **Add in the dry ingredients**
3. **Place in a baking tin**

*These **instructions** are part of a **recipe** on how to bake a cake. It uses words like '**mix**' and '**place**' to tell the reader **how** to make it.*

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

[Reading: Why do Writers Write? Revision | Pass Functional Skills](#)