

Educ8tions Ltd.



Self-Assessment Report  
(SAR)  
Apr 2018 – Apr 2019



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**Change Authority:** The Board of Directors

### Change History

Version	Date	Reason for change	Change by
0.1	01 <sup>st</sup> August 2016	First draft	Vonley Joseph
0.2	02 <sup>nd</sup> April 2018	Updated	Vonley Joseph

### Change Mechanism

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### Background

In November 2013 Steven Wingate joined the team to help drive the company forward with a vision and skill set required to lead and drive this project. This was new and exciting times for Educ8tions Ltd within the past few months, we looked at our core values and principles and drove a new mission statement and set of values we that wished our customers and staff to support and embrace.

In August 2014, the Company changed again, this time an official Board of Directors was set in place. The Board consists of Scott Halliday, Louise Singleton, and Joseph Singleton who have now split the shares. This came after a malicious letter was submitted to one of our Subcontractors and Ofqual, this letter described Steven Wingate in a negative light. We went under forensic investigation as a company; this resulted in no issues being found. Steven Wingate decided to surrender his title and remove himself from the public eye to ensure the success of Educ8tions Ltd.

Since January, the Company has taken many unexpected turns. We have increased our staffing capacity and taken on more qualifications than originally planned. We originally had two contracts with separate Colleges, however one was retracted in August without reason or investigation; we assume due to this circulating letter.

In September 2014, we gained a second contract, we now hold contracts with Babington Group, where we share an Apprenticeship contract, and a 24+ contract, our learner percentage is split into a partnership contract and a subcontractor contract. Additionally we have gained a contract with EYS; this is a similar contract to that with Babington Group.

The qualifications we currently offer are within the Health and Social Care sector, Management, Hospitality, Assessment, Quality Assurance, and Teaching. We have a contract containing learners on a Furniture and Warehousing NVQ, and have has learners on Housing qualifications.

Our staffing situation has improved. We now have a team of qualified teachers, assessors, IQAs and EQAs. We have taken on board good percentage of trainee assessors and verifiers; this is in a bid to create a younger and more forward-thinking workforce. All staff members are working towards a level within teacher training; this is to ensure that all staff are working at full capability to better address the needs of our learners.

Finally, the procedures and systems we have developed over the past year are working well. Using data collecting and tracking websites such as FormsCentral, The Learner Dashboard and E-Learning 24/7. Additionally using Wix to create e-portfolios, to embed ICT into all areas of curriculum. Our delivery is currently set at around 80% using ICT.



# Educ8tions Limited

## Developing People for Sustainable Careers

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### Mission

Educ8tions firmly believes that embracing learner views and providing structured opportunities for learners to have direct involvement in evaluating and shaping their own learning experience has a significant and effective impact on developing the Training Provider's quality improvement processes, increasing learner success rates and developing our learners as effective citizens in the wider community.

All learners, individually and collectively, have an entitlement to participate in the co-production of their Training Provider experience and in the evaluation of their learning and teaching through the mechanisms of engagement detailed in this document.

At all levels in the Training Provider, there is a commitment to provide the appropriate resources to enable and encourage these mechanisms to work. This takes a number of forms – funding the Students' Association, payment for a sabbatical Student President, time for learner representative activities, reimbursement of out-of-pocket expenses and a wider staff development commitment to support, develop, and embed learners in all decision making and evaluation procedures in the Training Provider.

### Values

Empowerment

Dedicated

Understanding

Competent

Ambitious

Team

Inclusivity

Outstanding

Nurture

Successful

### Our aim:

#### Developing people, changing lives

We develop people by empowering a dedicated, understanding, competent, and ambitious team that works in an inclusive and outstanding way in which we can nurture success; that helps to change lives.

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### Grades Awarded

#### Summary of Judgements and Grades

We have assessed ourselves as the following:

Aspect	Grade	Within the next 8-12 months
Overall Effectiveness:	2/3	2
Outcome for learners:	3/2	2
Quality of teaching, learning and assessment:	2/3	2/1
Effectiveness of leadership and Management:	2	2/1
Equality and diversity	2/1	1
Safeguarding	2/1	1
Preparation for life and work	2/3	2
Business and Law	2/3	2
Health and social Care	2/3	2
Hospitality	2/3	2
Capacity to make and sustain improvement	2	2/1

We have not been subject to an Ofsted inspection; however, we have had the following:

- A forensic investigation for which we passed with no concerns.
- Babington Group have conducted an Observation of Teaching and Learning (OTL), of which, the educator achieved a two.
- We have had six Awarding Organisations give us Centre Approval with very positive reports and the inspectors praising our systems and processes.

#### Accreditations

- We achieved Investors in People (IIP) in February 2014. On our first attempt, we managed to achieve Bronze award with them, scoring a total of 88/88. This was an impressive achievement for the team and we are due to go under inspection early 2015; we would like to develop on this and attain Silver award.
- We are currently undergoing Matrix accreditation. This is due to happen in the first week of November 2014, the staff have undergone Information, Advice and Guidance training, and we are feeling positive about the process.





### Overall Effectiveness for Learners – Grade: 2/3

- Excellent record of productively working with a variety of partners. We have now gained these partners and are achieving the necessary standards.
- Teaching, learning, and assessment are consistently good, successfully motivating, and supporting learners. Staff are trained in the mandatory paperwork, including detailed and constructive reports and feedback.
- Learners on Apprenticeship programmes develop high levels of occupational skills enhancing their value as employees.
- A high proportion of learners on Foundation level programmes achieve their key learning objectives and additional qualifications
- Access to a greater range of electronic learning resource material to support the development and vocational expertise of learners across all programmes is embedded. Our delivery is now currently at around 80% using ICT.
- Delivery of Functional Skills particularly on Apprenticeships has improved considerably, however needs further embedding and consistency of results overtime. We are rectifying this by conducting online classrooms in all three areas. We are hoping to create an effective Steering Group in this area to develop a strategy and push Educ8tions forward in this area.





### Areas for Improvement

- Study Programmes and Traineeships are new and need embedding/monitoring over a period of time
- Time to embed and assess our centre and assessment team, as a good portion of staff are new to the Educational Sector
- Structures and processes for observing and evaluating teaching, learning and assessment need to be more rigorous and better inform self-assessment and quality improvement planning – a new one-to-one system with all staff is due to be implemented by Jan 2015; this will consist of one day long appraisals, observations and discussion to ensure each aspect of staff job roles is looked at
- Ensure more teaching sessions are outstanding

All staff at Educ8tions feel that the overall effectiveness of the organisation is good and that it has the capacity to continue to improve both outcomes for learners and the quality of its provision

Leadership and management are good and there is an excellent record of strong partnership working which benefits learners

Learners feel safe and well supported, which reflects the positive promotion of safeguarding

Equality of opportunity is well integrated and promoted within Session plans and reviews. Additional resources, including online training courses for employers and learners are being developed and will be reviewed in the first four months of 2015

Gender and ethnic mix of learners reflects the local community and there is a diverse range of staff with a gender, ethnicity and age mix





### Main Findings

Educ8tions has an excellent record of partnership working. The Board of Directors and team are represented on a number of strategic and operational forums across the local unitary authorities.

Learners of Educ8tions feel safe and use safe working practices. Educators, support staff, and managers build good relationships with the learners, which fosters respect, trust and enhances the confidence of the learners. Learners demonstrate a good awareness of health and safety.

Learner progression is good with learners due to complete program late 2014/early 2015.

Learners take part in other activities and achieve qualifications that widen their social and personal skills.

Learner feedback is consistently good and learner views are taken into account through regular learner forum meetings. In candidate interviews, the candidates gave scores ranging between 8.5 and 10 out of 10 for service and support. We have had such positive praise, that managers have enquired for our staff to work with them on a consultancy basis.

ICT systems are being reviewed in early 2015 in response to ensure Company continual improvement. We now have fully up and running online classrooms for the knowledge part of the course across a range of awards. The classes have been good, however improvement is required when it comes to learner interactivity and a new online system needs to be looked for to maximise the effectiveness of this resource.

Equality and Diversity are integrated into lessons and tutor stake advantage of any naturally occurring opportunities for promotion. Data on gender, ethnicity, and disability is monitored to ensure that achievements are consistent across all areas and the external consultant we work with on Equality and Diversity attends our management meetings at least quarterly.

Safeguarding is effective. All staff and volunteers have an enhanced CRB/DBS check and these are updated on a three yearly basis. A central register is held which also records details of staff training in safeguarding which is held at least annually. Educ8tions has a safeguarding policy, which is understood by all staff.

Staff training on Equality and Diversity is carried out for all staff and managers at least annually and new staff members complete a series of online Equality and Diversity training modules developed by the external consultant we work with on a regular basis.





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Educ8tions has extensive and productive links with a wide range of partners and specialist and support agencies, which benefits learners. Feedback on the benefits of this from partners is also excellent.

Efforts to widen participation from under-represented groups have worked well especially on Foundation programmes. Educ8tions Ltd is working with community groups and schools based in the inner city to promote apprenticeships,

Results from 2013/2014 from Educ8tions partnership working.

### Totals Per Course

	Learners
Level 5 LMC	79
Level 3 Furniture	43
Health and Social Care Level 3	42
Level 4 Business Management	42
Health and Social Care Level 2	31
Level 7 Management	19
Learning and Development Level 3	16
NVQ Housekeeping	11
NVQ Hospitality	7
Customer Service Level 3	6
Business Administration Level 3	5
Customer Service Level 2	5
Level 2 Team Leading	5
Level 3 CYPW	4
Level 4 Marketing Management	4
NVQ Food Production	3
Business Administration Level 2	2
Level 4 Education and Training	2
Level 4 IQA	2
NVQ Professional Cookery	2
Level 2 Food Service	1
Level 3 Health and Safety	1
Level 4 IAG	1

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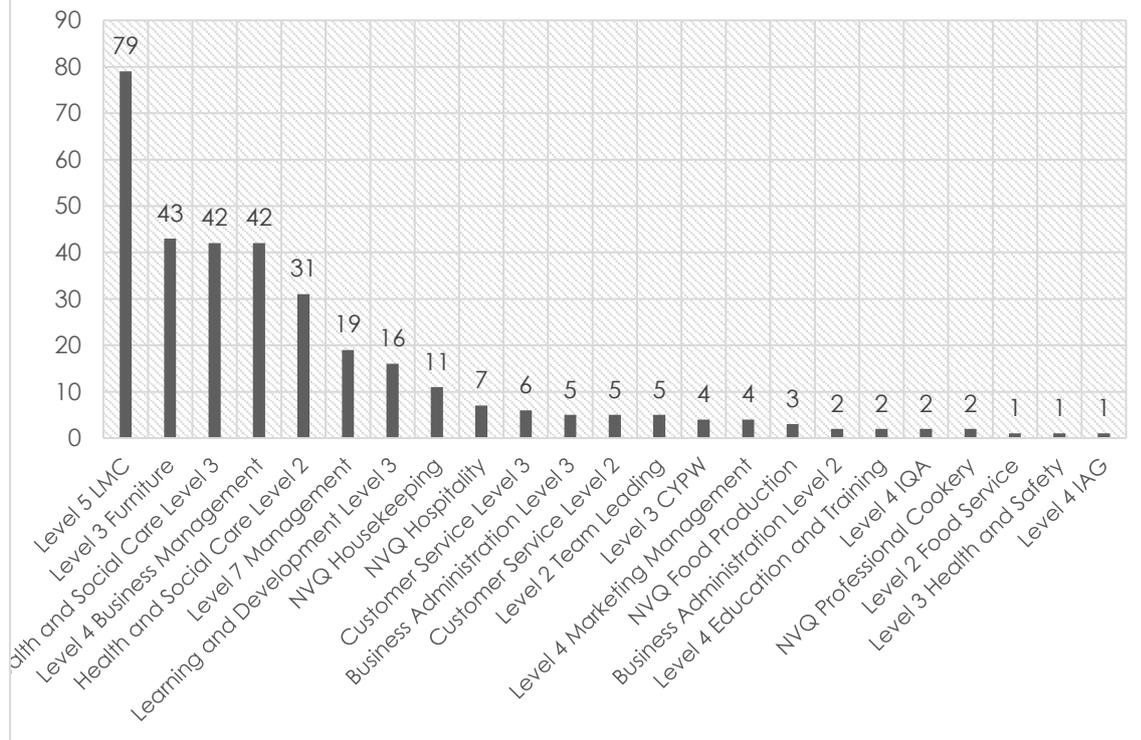


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### Learners by Course



Assessment and training in the workplace is good and uses a variety of assessment methods. All learners are set challenging learning aims and goals to broaden their employability skills, which are closely monitored, by both their training and development consultants and IQAs.

The IQA process is well planned and effective and feedback from learners shows they are clear about the process. This is confirmed by EQA reports from the awarding bodies.

There is a highly effective, well-established CPD programme for all staff. Staff qualifications are excellent and the support given for training and development activities is highly valued.





Lesson observations are conducted internally on a monthly/two-monthly basis to ensure that all staff are continually improving. These OTLs are based off the Ofsted Grading System and are aimed to prepare staff for actual Ofsted inspections.

To date, the peer review has mainly been with other training providers in our peer review group but we are planning to develop internal peer review by 2015.

All staff are also encouraged to observe their peers especially where their observation grades have been one so that good practice can be shared. We have now implemented a new role, this is Head of Assessing Staff and has been taken on by Louise Singleton, and this enables assessing staff to have even more support.

### **What do we need to do to improve?**

Educ8tion Ltd has developed greater links with employers both for vocational/employability sessions on Study Programmes/Traineeships and to increase the number of learners taking part in practical work experience.

This needs further work in 2015 so that all learners have a choice of work experience/tasters in the vocational areas of their choice. We also need to continue with the good progress made in involving employers in all aspects of the delivery of Apprenticeships and 24+ learners.

We need to ensure that it is used as effectively across all programmes enabling all learners, employers, and partners' access to on-line courses, support materials, and resources.

We also need to ensure that our strategy on observation of teaching and learning is effective and leads to more instances of outstanding delivery.

### **Capacity to make and sustain improvement-2**

Since the last SAR Review Meeting we have made good progress on achieving the improvement actions identified in the Quality Improvement Plan including

- Active use of electronic portfolio
- Structures and processes for observation and evaluation of learning need to be more rigorous
- Monitoring of performance by centre
- Delivery of Functional skills particularly on Apprenticeships needs further development





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- Individual targets in English and Maths learning sessions need to better inform teaching and learning to ensure learners' skills are fully developed and sustained
- Need to ensure wide range of occupational choice for work tasters/placements on Foundation programmes.

We have also continued to maintain the strengths identified.

Educ8tions Ltd has a clear vision and our key priority is to develop people and change lives

We develop people by empowering a dedicated, understanding, competent and ambitious team that works in an inclusive and outstanding way in which we can nurture success; that helps to change lives, this is understood and shared by staff.

The management culture is open and supportive. Provision is well planned and managed with a clear focus on priorities to raise standards and outcomes for learners

Information technology is used to benefit learners including E- portfolios and the use of Facebook and other social media as a positive engagement tool. We would like to offer a windows base tablet to all our learners to ensure our Values are being met and embed and improve ICT skill, we hope this to become reality in early Jan 2015

Partnership working is excellent and effective links made and developed over the year has ensured that Educ8tions is well known and respected throughout the area for the contribution it has made to learning. There is good, strategic level involvement in the local training and education network; we have teamed up with Little Touches, which is a Hospitality Consultancy firm to offer improvement courses to the local community. We have also sponsored the Police within the community.

Achievement and progression across all programmes has remained good despite a difficult economic situation in the last few years and the starting point of learners.

Improving Maths, English, and ICT need to remain a priority for the majority of learners and their starting point on joining us remains a concern.

Educ8tions embraces positive change and constantly assesses the qualifications it delivers and the methods of delivery, within the confines of the requirements of the funding bodies, to ensure that they meet the needs of the learners and employers.

Recent improvements have included the development of virtual 'class rooms' on Apprenticeships, our NVQ support website, and Learner Dashboard.

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Feedback from learners, employers and other partners will be constantly sought during 2014/2015 to assess whether this programme is meeting their needs whilst continuing to achieve good success and progression rates.

### Outcomes for learners – 3/2

Overall success rates are good; however, we will be in a far stronger position to assess in the early months of Jan 2015.

Progression into positive outcomes whilst below the target we originally set for 2014 remains good given the current economic situation and has remained the same despite the additional competition for jobs/apprenticeships from older, more skilled workers.

On Apprenticeships, learner outcomes are very good. Learners develop their occupational skills; increase their confidence and communications skills and generally increase their employability skills. This is recognised by both the learners and their employers and is reflected in the number of learners who are employed by the same company after completing their qualifications. We are looking at pushing forward with Functional Skills to enhance the Apprenticeship programme.

Whilst the majority of older learners are in employment when they are recruited most of the 16-18 year olds are recruited to the companies by Educ8tions.

Careful matching of the young person with the employer and the job role leads to excellent achievement rates both overall and timely for 16-18 year olds with a high proportion of these young people progressing to a higher-level apprenticeship.

Learner and employer feedback is very positive and the Employer Satisfaction survey for 12/13 scored 9.5 overall for learner satisfaction and 9.4 for employer satisfaction.

Safeguarding is well promoted across all programmes and especially on Foundation programmes where all learners undertake the majority of their training in house. They feel safe and value the supportive environment of Educ8tions. Risk assessments are good. The outcomes of Every Learner Matters are taken into account with all lesson plans and learners are well equipped to make





informed choices about healthy eating, sexual health, and safe living. Learners make a contribution to the community by volunteering.

Safeguarding training for staff is good and ongoing using an external agency LSIS. Additionally, new staff have access to on-line training for their own CPD, Staff CPD is reported monthly.

All staff undertake an enhanced CRB/DBS check and a central register is held within the staff online area.

Sustainability is encouraged with recycling bins for paper/cardboard, bottles and tins in tutor rooms and in reception. Energy conservation is well publicised and learners are encouraged to walk/cycle wherever possible.

Educ8tions working with Apprentices are encouraged to use online classrooms and group sessions wherever possible to reduce their carbon footprint and we have set targets for reduced mileage costs for all staff.

Bullying and harassment is not tolerated and Equality and Diversity is embraced.

Health and Safety is very good and as well as being covered on induction.

Feedback from learners shows that this has been very helpful when undertaking work placements/tasters.

On apprenticeships Equality and Diversity, Health and Safety are covered at induction and on review.

### Quality of Teaching and Learning – Grade 2/3

Teaching, training, learning, and assessment are consistently good across the centres.

On all programmes, initial assessment is carried out very thoroughly. Tutors use a wide range of screening and assessment tools including BKSb to inform programme planning and support for individual learners. Initial assessment is also used very effectively to develop a detailed profile of each learner during his or her participation in the programme.

On work based learning there is a very thorough assessment procedure including

- Use of Learning Styles questionnaire at initial sign up visit
- At group induction PLTS analysis is carried out by learners, longer term career aims are discussed and the skills they would need to develop to achieve these are recorded and a BKSb assessment and analysis is carried out to determine additional support that may be needed especially around Functional Skills
- At workplace induction an in depth, discussion is carried out with the learner





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and mentor/employer to identify development needs from the perspective of the learner and employer. From this suitable NVQ units are chosen and a detailed analysis of the learning needs against each unit is completed, recorded, and used to create an individual learning plan for each learner. Employer feedback has shown that this is especially valuable and they appreciate that the learner is being developed and 'stretched' rather than just meeting the minimum framework criteria.

- Where learners do not have A-C grades in Maths, English and ICT they are encouraged to undertake level two qualifications where the framework only requires level 1.

On all programmes, one to one and small group support is provided where needed.

On all our programmes, tutors plan interesting activities that engage the learners and feedback is taken into account when making any improvements. Tutors work together across sites to share good practice and resources and they attend a range of training and professional development events both regionally and nationally.

Staff ensure suitable, appropriate, and interesting activities are provided to learners within the confines of the working environment. Some examples of recent activities include:

- Hands-on filing activities (Using a range of resources to demonstrate different ways of filing)
- Research activities
- Use of YouTube clips
- Mind-mapping
- Use of SMART pens to create scenarios
- Use of SMART pens to demonstrate models and theories (creating a lesson that can be played back time and again by the learner)
- Small role play activities
- Reflective learning activities

Activities and resources are personalised to meet individual learner's needs

e.g. When teaching filing techniques some learners will receive laminated cards whilst others will carry out research activities dependent upon their needs and motivation...





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Staff CPD is excellent and all have appropriate qualifications that are often above the expected industry requirements, all trainees are on development programmes tailored to their and our company's needs.

Tutors have positive relationships with learners that encourage respect and trust. Learners are treated as adults, something that they value highly along with the safe learning environment.

The mix of tutors provides positive role models and learner feedback on the support received is outstanding.

Learners' personal and social skills are effectively enhanced and individual needs are taken into account when planning lessons and activities. Sessions are appropriately paced and challenging.

There is a range of qualifications available across levels to ensure that all learners have the opportunity to achieve their maximum potential and progress into a positive outcome.

Learner feedback is used when planning sessions and when developing additional qualifications.

Premises are welcoming and friendly with a good range of resources and imaginative use is made of DVD recording, video cameras, digital photography etc.

With Work Based learning, work produced is of a high standard and learners develop significant improvements in their confidence, communication skills, and general efficiency in a business related job role.

Training and development consultants take particular care to understand employers' businesses and learners' job roles to ensure that the best mix of units are selected, enabling learners to make good progress. They are also flexible to the needs of employers and work patterns when planning visits, tests etc.

The introduction and development of the Learner Dashboard and Database has allowed learners to take more responsibility for their own learning and provides an instant analysis of distance travelled and any gaps that they need to fill. It also enables employers to become more involved in their learners' progress and more active in planning tasks that can fill any 'gaps'.

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### Leadership and Management – 2

Leadership and management are good. A new form is to be developed and implemented by Jan 2015 to ensure 360 feedback from staff to management; this will be kept anonymous to ensure that staff can be honest without fear of repercussion.

Strategic planning is effective and managers and staff have clarity about the direction of the Company. Senior managers have very effectively maintained a focus over time on meeting the needs of the local community, particularly for young people.

There is a clear commitment to continually improving the quality and breadth of provision and ensuring high achievements and positive progression for learners across programmes.

Data is used effectively and detailed reports on recruitment, retention, and achievements along with financial data are used to monitor performance. From 2014, it is planned that these will be issued to staff on a monthly basis.

Remedial action is put in place where any of the areas fall below targets set. There is an open and supportive management structure and staff are encouraged to contribute ideas for improvement, new qualifications etc.

The last 12 months have seen significant staff changes due to maternity leave, long-term sick leave, job progression etc. that has meant a lot of staff training, development, and support to ensure delivery and outcomes for learners are maintained.

IQA is carried out via observation and desktop QA via the E-portfolio system. Partnership working remains excellent and Educ8tions has had a significant impact on the local training provider network for many years.





The Educations Manager has forged strong links with local authorities and a wide range of referral agencies and is frequently asked to represent work based learning and give presentations to support workers, teachers etc. about the benefits of Foundation and Work Based Learning along with the recruitment coordinator.

The staff development programme is well designed to develop staff and managers' skills in relation to risk assessment and business planning. Training attended is reviewed and evaluated to ensure that it has met aims and objectives.

Safeguarding is effective. Suitable policies and procedures are well established, with clear lines of reporting that are understood by staff. The designated officer is the Operations Manager and the Foundation Programmes Manager is the deputy. Training takes place at least annually with on line programmes also available. We also have access to an external consultant through a telephone helpline.

All staff are subject to an enhanced CRB/DBS check and this is recorded on a central register.

Well-designed materials promote safeguarding to learners and learner knowledge and understanding is good. However, there are still issues with learners with inappropriate use of the internet and mobile phones outside of Educ8tions, which can impact on internal behaviour.

Learner feedback is regularly sought on how safe they feel.

Health and safety arrangements are thorough and include the promotion of e-safety. Premises are welcoming and friendly and resources are good.

All ICT equipment was fully upgraded in 2014 and there were limited upgrades in 2014. However, we need to make up-grades that are more significant to systems in 2015 and have budgeted for this.

Educ8tions is committed to the ongoing improvement and development of its resources, considering costs, sustainability, and quality to ensure value for money can be demonstrated.

### **Safeguarding – Grade 2/3**

Educ8tions promotes safeguarding well and has comprehensive policies and procedures to protect all young people and vulnerable adults.

The five outcomes of every young person matter are paramount when planning all provision (see Appendix 1 for further information on how we meet these outcomes)

Learners consistently say that they feel safe at a learner review.





All visitors sign in and out of the building and wear visitor badges during their stay.

Health and Safety and Safeguarding are promoted through well-planned lessons and activities delivered by both the Health and Safety Officer and tutors. Learner feedback on these activities is very good; together with their understanding that is checked at all reviews.

The safety of workplaces and procedures to safeguard learners in employers' premises is assessed effectively before learners undertake placements, tasters, or work-based learning. A comprehensive check is also carried out where learners are already employed when they start a learning programme with Educ8tions.

All activities undertaken by learners have appropriate risk assessments carried out. These are completed by tutors and must be approved by the Health and Safety Officer, programme manager, and Operations Manager.

Apprentices in the workplace are also given information concerning our safeguarding policy and understanding is developed and reinforced at reviews.

All staff undertake an enhanced CRB/DBS check along with any volunteers and the Operations Manager keeps these in a central register.

The Operations Manager has lead responsibility for safeguarding along with the Foundation Programmes Manager. The Health and Safety Officer also holds the Level 3 Certificate in Safeguarding.

Training in Equality and Diversity and Safeguarding takes place regularly and new staff undertake e-learning training on modules designed by the external consultant we work with for all Safeguarding and Equality and Diversity training. We also have access to an external telephone helpline through the external consultant where staff are unsure of the best action to take.

All staff are provided with a copy of the safeguarding policy during induction, understand its importance, and required actions. The policy also contains contact details of relevant agencies/police etc.

Educ8tions has effective links with all relevant agencies including the local safeguarding board and Young People's Information Service.

### **Equality and Diversity - Grade 2**

Equality and Diversity is well integrated into all aspects of the curriculum and learners' understanding is good. This is developed and reinforced at learner reviews on all programmes.

Tutors integrate equality and diversity into lessons and also take account of any opportunities that may occur to promote equality and diversity.





A wide variety of resources is available to learners on both Apprenticeships and 24+ Learner Loans, including:

- Learning aids and power point presentations that TDC stake into the workplace
- General resources are available on e-assessor
- [www.nvqsupoort.com](http://www.nvqsupoort.com) website
- Dyslexia appropriate materials are available on the VLE

***This list is not exhaustive***

Marketing materials, including the regular newsletter, are inclusive.

Bullying and harassment is not tolerated. Learners understand this and have produced a range of posters and displays for classrooms to illustrate this. Learners are also involved in putting 'ground rules' in place and have input into the code of conduct.

Policies and procedures are comprehensive and are understood by all staff and regular training/information sessions are held for all staff and delivered by an external consultant.

Employers are expected to have an equality and diversity policy or to use Educ8tions' and to show commitment to this. Educ8tions has worked with an external consultant to produce fact sheets on Equality and Diversity for employers.

Data including success rates and progression of different groups of learners is monitored. This includes gender, ethnicity, and disability/learning difficulty. Formal monitoring of learner groups is carried out at least quarterly involving the external consultant and an Action Plan produced. Progress against this Action Plan is shared at management and staff meetings.

Current data shows that underrepresented groups perform as well or better than other groups.

Data is produced by the centre and by tutor/assessor.

Feedback from all learners' shows that they feel well supported and encouraged to succeed.

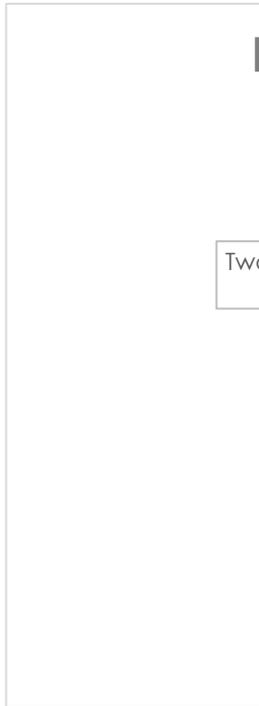
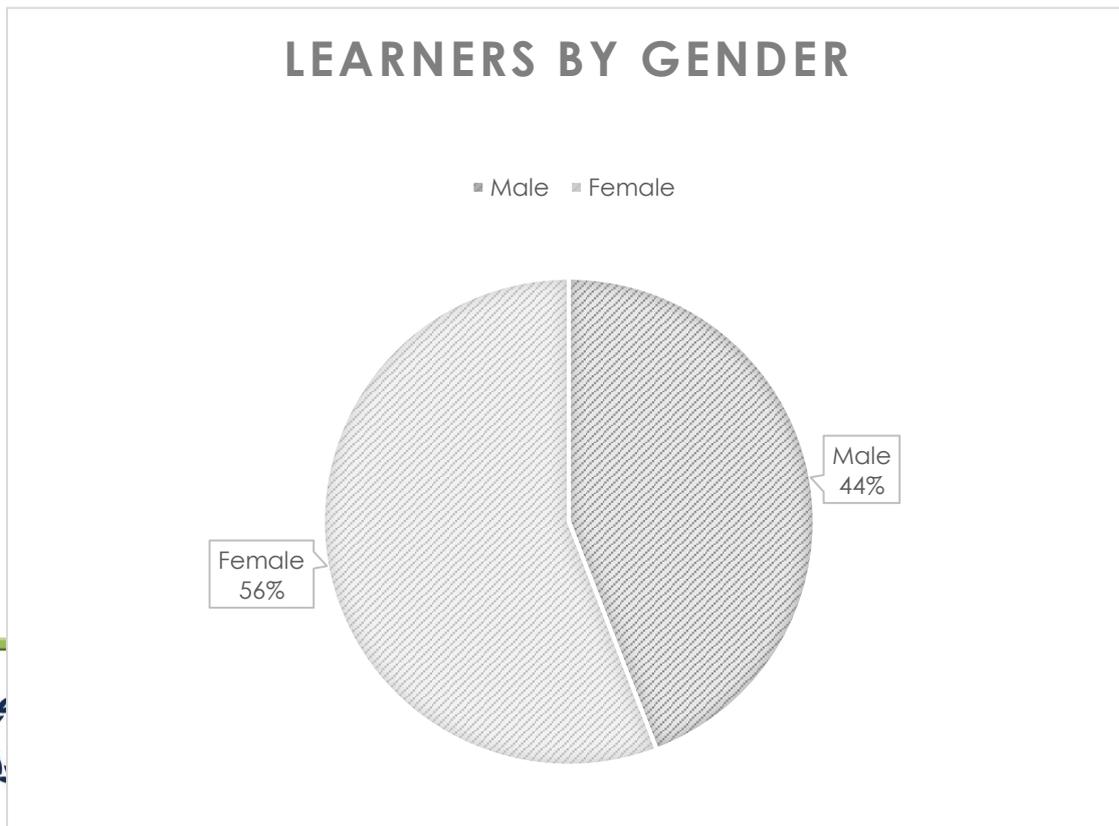
A good range of resources is available and learners value the opportunities and support they are given particularly on Foundation programmes.

There is a good staff mix including ethnicity, gender, and disability.





### Current learner ratios

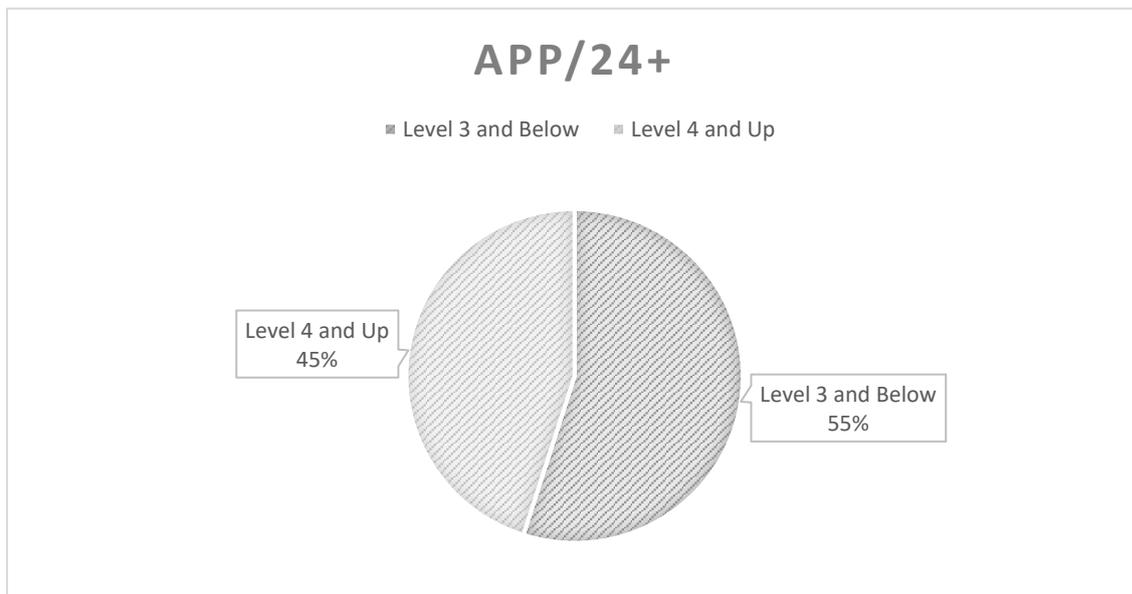


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Efforts to widen participation from under-represented groups have involved working closely with schools and community groups based in the inner city as well as participating in the 'Diversity in Apprenticeships' project to promote Apprenticeships,



Educ8tions has very good links with a wide range of support agencies and regularly arranges talks to learners on Foundation programmes. These include those that deal with drugs, sexual health, hearing and visual impairments, racist incidents etc.



We also work closely with YOT, Community Police, young homeless agencies, and schools where year 10/11 are excluded/at risk of exclusion. This ensures our programmes are as 'inclusive' as possible.

<i>Total Learners</i>	335
<i>Male</i>	148
<i>Female</i>	187
<i>One Course</i>	335
<i>Two Courses</i>	126
<i>Three Courses</i>	9
<i>Level 3 and Below</i>	184
<i>Level 4 and Up</i>	151

## Preparation for life and work – 2

### Strengths

- Range of qualifications and support available enable learners to undertake a programme individualised to meet their particular needs
- Very good initial and ongoing assessment using a range of tools enable tutors to set stretching, individualised targets, which are monitored frequently.
- Monitoring of learners' attendance, personal development and general progress is made on a daily basis and is very good
- Support for learners' pastoral and additional social needs is excellent
- Excellent partnership arrangements are used proactively to provide both opportunities and support for learners

### Areas for Improvement

- Links with employers for work tasters/placements and vocational/employability sessions needs embedding



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- All learners should have the opportunity of taking part in a work experience area of their choice for a sustained period of time
- Study Programmes/Traineeships are new and need monitoring and gathering of feedback over time to analyse success and any areas for improvement

Success rates are good especially given the very challenging nature of many of our learners with a high number with behavioural problems. However, there are variations within qualifications that need some improvement.

Learners have the opportunity to achieve a range of qualifications at all levels including:

- Functional Skills (Maths, English and ICT at entry level to level 2)
- Apprenticeships qualifications in Health and Social Care, Construction, Business Administration, Management and Hospitality
- Range of ICT qualifications
- First Aid Certificates
- Health and Safety Certificate

Additionally learners access sessions in topics such as knife crime, gang culture etc., and input from a range of external speakers.

Achievement of qualifications is especially rewarding as the majority of learners come to Educ8tions with no qualifications and a poor experience of the educational system. Learner feedback shows that they value the opportunities given to them to progress and achieve.

There is a very thorough 2-stage interview process which allows us to gather a great deal of information about our learners both academic and personal and social helping us to create an individual programme that best meets their needs and their longer term career goals.

Initial and ongoing diagnostic assessment is good and uses a range of methods including BKS. Learners understand the importance of assessment and how it is used in determining their individual learning plans and targets.

All learners undertake a comprehensive induction when Health and Safety and Equality and Diversity are covered. Range of styles and resources appropriate to the learner group are utilised. Learners' knowledge and understanding of these areas is reinforced during their programme with a range of additional scenarios and challenges set within sessions, as well as a review. Learners are clear about their rights and responsibilities.

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Functional skills are embedded across all courses and are evident in S.O.W. and lesson plans. Maths and English make up a large core of learner's weekly programmes.

Learner's broader skills e.g. communication, teamwork, leadership, problem solving, employability, reflective thinking, citizenship and rights and responsibilities are developed giving them the confidence and ability to progress into a positive outcome.

Learners enjoy their learning and are well motivated. Clear learning objectives are set for each session as well as overall qualification aims. Their work is marked regularly taking account of spelling, punctuation, and grammar. Learners take part in an end of week evaluation, which provides data on how well they feel they are performing.

The business development team is involved in mock interviews for employment and apprenticeships, which learners have found of great benefit, and we plan to increase this by involving external agencies for Study Programmes/Traineeships.

The development of positive attitudes and behaviour patterns are significant gains for many learners. Learners feel safe and work safely during sessions.

Learners feel respected by their tutors and enjoy being treated as adults. Excellent IAG is provided and we have a dyslexia specialist, work placement team and Maths, English and IT specialists.

Equality and Diversity is positively promoted in lesson plans and learners' understanding is good.

Arrange of outside agencies is also involved in the delivery of these topics. Learners apply their learning well. For example, because of their learning they make positive changes in their lifestyles particularly in relation to exercise and nutrition.

Sustainability is positively promoted and recycling of paper, plastic, glass, cans, ink cartridges etc. is carried out. Additionally we conserve energy, use water machines that filter and recycle water, monitor printing etc.

Enrichment activities are well planned and learners use evidence of this for their Maths, English and Work skills qualifications.

Staff are very well qualified and everyone has an individualised CPD programme to improve and update their skills. Staff are encouraged to identify suitable training and development opportunities and cascade back to other staff.

Team meetings are held at least monthly and all staff have regular one to one sessions with their manager.

Resources are good with plentiful ICT equipment, interactive whiteboards, video and audio equipment although review of ICT is a necessity in early 2015.

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## Business Administration and Law –2/3

### Strengths

- High quality training, coaching and additional support which is valued by learners
- Good development of learner's employability, confidence and occupational skills
- Careful matching of learners and employers needs when recruiting staff for employers (mainly 16-18 year olds)
- Learners are stretched and set challenging targets on both NVQ units and Functional Skills
- Company needs are paramount when planning assessment, development, training and reviews

### Areas for Improvement

- E Portfolio needs some further development to ensure it meets the needs of learners and employers
- Additional resources need to be further developed for learner support that can be accessed through the VLE/Smart Assessor
- Whilst overall success rates are very good, timely achievements need improving in some areas
- Develop a further occupational area in 2014 to give learners and employers wider choice in line with local economic needs

### Apprenticeships Success Rates

Learners undertake thorough initial and on-going assessment, which is used to inform the early development of an in-depth learning plan which is agreed in consultation with learners and their managers.





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Educations understands the needs of learners and employers and opportunities are carefully matched and discussed. Effective working relationships with employers are maintained.

Any off job training required for technical certificates and functional skills is planned to assist employers. Teaching is well structured and links topics to work situations and learner understanding is constantly monitored and developed building self-belief and confidence.

Training and coaching are good, fully meeting the various needs of learners. Educ8tions uses a good range of teaching and learning methods and resources adapted to the individual needs of both learners and business. They include training through workplace assessments, one to one training and group workshops both at Educ8tions and employers premises.

All learners are developed well within their job role and the requirements of QCF frameworks are understood and implemented by all staff. Delivery methods are changed to suit the individual and the level.

Reviews are planned and include development and reinforcement on Equality and Diversity, Safeguarding and Health and Safety. We have worked hard in the last 12 months to ensure more consistent employer involvement with reviews and input into the training and development process and this is starting to pay off.

Learner progress is monitored closely by managers and discussed at monthly management meetings. Data is collected at a Training and Development Consultant level / programme level and remedial action taken if falling below targets.

Promotion of safeguarding is effective and regular monitoring of health and safety of employers premises is carried out. All learners feel safe.

### Health and Social Care – 2/3

#### Strengths

- High quality training, coaching and additional support which is valued by learners
- Good development of learner's employability, confidence and occupational skills
- Careful matching of learners and employers needs when recruiting staff for employers (mainly 16-18 year olds)

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### Areas for Improvement

- E Portfolio needs some further development to ensure it meets the needs of learners and employers
- Additional resources need to be further developed for learners support
- Whilst overall success rates are very good, timely achievements need improving in some areas
- Develop a further occupational area in 2015 to give learners and employers wider choice in line with local economic needs

### Apprenticeships Success Rates

As with foundation programme there is a well-planned staff development programme and staff are well qualified. In addition to accredited training, staff regularly attends information sessions and meetings arranged by Learning South West, awarding bodies and the local/regional training provider network to keep up to date and to share good practice. All relevant staff complete reflective CPD logs.

Learners undertake thorough initial and on-going assessment, which is used to inform the early development of an in-depth learning plan which is agreed in consultation with learners and their managers.

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All learners are developed well within their job role and the requirements of QCF frameworks are understood and implemented by all staff. Delivery methods are changed to suit the individual and the level.

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### Hospitality (Food and Drink) - 2/3

#### Strengths

- High quality training, coaching and additional support which is valued by learners
- Good development of learner's employability, confidence and occupational skills
- Careful matching of learners and employers needs when recruiting staff for employers (mainly 16-18 year olds)
- Learners are stretched and set challenging targets on both NVQ units and Functional Skills

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### Areas for Improvement

- E Portfolio needs some further development to ensure it meets the needs of learners and employers
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Learner progress is monitored closely by managers and discussed at monthly management meetings. Data is collected at a Training and Development Consultant level / programme level and remedial action taken if falling below targets.

Promotion of safeguarding is effective and regular monitoring of health and safety of employers premises is carried out. All learners feel

### Glossary of Terms

Abbrev. **Full words**

<b>APDR</b>	Appraisal and Performance Development Review
<b>BKSB</b>	Basic and Key skills builder
<b>CBT</b>	Compulsory basic training
<b>CCTV</b>	Closed circuit television
<b>CIF</b>	Common inspection framework



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<b>CPD</b>	Continuing professional development
<b>CRB</b>	Criminal Records Bureau
<b>CSCS</b>	Construction Skills Card Scheme
<b>DBS</b>	Disclosure and Barring Service
<b>E&amp;D</b>	Equality and Diversity
<b>ELM</b>	Every Learner Matters
<b>EFA</b>	Education Funding Agency
<b>EIA</b>	Equality Impact Assessment
<b>ENVQ</b>	Electronic National Vocational Qualification
<b>EQA</b>	External Quality Assurance
<b>FFE</b>	Framework for Excellence
<b>FL</b>	Foundation Learning
<b>H&amp;S</b>	Health and Safety
<b>IAG</b>	Information, advice and guidance
<b>IFL</b>	Institute for Learning
<b>IQA</b>	Internal Quality Assurance
<b>LLDD</b>	Learners with learning difficulties/disabilities
<b>NEET</b>	Not in education, employment or training
<b>NVQ</b>	National Vocational Qualification
<b>SAR</b>	Self-Assessment Report
<b>SFA</b>	Skills Funding Agency
<b>SOW</b>	Scheme of work
<b>SP</b>	Study Programmes
<b>TDM</b>	Training and Development Manager
<b>TDC</b>	Training and Development Consultant
<b>WBL</b>	Work based learning
<b>WOE</b>	West of England

### APPENDIX 1 - EVERY LEARNER MATTERS

Although the principles of 'Every Learner Matters' are included in the main body of the SAR we have also outlined the way in which we meet the criteria in our everyday practice below.

Educ8tions Ltd deals with the most vulnerable and disadvantaged young people throughout Foundation programmes, Study Programmes, Traineeships,



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## Being Healthy

Whilst realising that it is very difficult to ensure that learners live a 'healthy' lifestyle we endeavour to inform and educate them and promote the benefits of good physical, mental, emotional, and sexual health.

We do this by:

- Holding information sessions, run by outside agencies, on the dangers of drug and substance abuse, smoking, poor sexual health, mental health issues etc.
- Having an anti-smoking, alcohol and drugs policy which is strictly enforced
- Linking to a wide range of agencies that support young people and displaying their literature in our resource centre and training rooms
- Including health living, food hygiene and cooking skills in the timetable for Foundation learners
- Promoting sport and active leisure and building sporting activities into the curriculum on Foundation programmes
- Staff training on health and safety issues
- Having regular breaks with access to water and hot drinks
- Carrying out health 'risk assessments' at induction
- Setting milestones on health issues where appropriate
- Following up issues at reviews/training sessions as appropriate
- Publicising special events such as National Stop Smoking Day, World Aids Day and involving these in the timetable for personal and social development

## Staying Safe

We aim to keep learners safe from harm both physical and emotional whilst they are with us and give them advice that will benefit them in the longer term.

Measures we take are:

- Health and safety checks and risk assessments on all employers/work placements/activities undertaken etc.



- Enhanced CRB/DBS checks for staff
- Safeguarding young people and vulnerable adults policy
- Ongoing staff training in safeguarding, dealing with challenging behaviour etc.
- Comprehensive health and safety training at induction and ongoing lessons. Particular emphasis on safeguarding issues. Health and Safety knowledge. In addition, understanding is covered at all learner reviews.
- Learner handbooks/induction/ongoing training that includes being safe, anti-bullying procedures
- Comprehensive complaints procedures
- Checks on understanding during training and reviews
- Attendance records for all sessions that are held in house.
- Links with relevant agencies and information accessible on the services they provide
- Talks from community police/prison service etc.
- Improving young people's awareness of the impact of substance and alcohol abuse
- Working with local safeguarding boards

### Enjoying and achieving

Learner feedback, both formal and informal is the main way in which we measure this along with attendance monitoring and success rates

- Consistently good learner feedback on all programmes



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- Learners recommend friends to join KTS
- Raising aspirations and assisting all learners to achieve maximum potential
- Monitoring retention and achievement by different groups, occupational areas, levels etc.
- Milestones set and monitored re attendance – action plans in place where attendance/achievement below targets
- Very good attendance at off job training for apprentices
- Learners value the support they receive from tutors and assessors
- Good achievement and progression rates on all programmes
- Achievement rates on Apprenticeships very good
- Lesson observations by external consultant/PRD group are very good and demonstrate learner engagement
- Learner success celebrated and achievements listed in newsletter
- Learners on Foundation programmes plan their enrichment activities

### Making a positive contribution

We try to ensure that learners make a positive contribution to their local community and beyond although this is particularly difficult on Foundation programmes where the majority of learners who come to us have a history of poor and anti-social behaviour and usually understand their rights without accepting their responsibilities.

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We aim to improve this by:

- Range of activities that improve team working, self-esteem and confidence
- Delivering qualifications that involve team working, working with others etc.
- Personal and social sessions that include anti bullying, rights and responsibilities, equality and diversity, local and national government  
Etc.
- Learner focus groups to represent learner views on training, resources, facilities etc.
- Establishment of learner forum for employer responsive provision
- On-going training on employment rights and responsibilities
- Comprehensive complaints procedure
- Talks from voluntary and community agencies and pro-actively promoting volunteering
- Promotion of volunteering and enterprise projects
- Promotion of sustainability and environmental issues, including recycling, energy.

### Achieving Economic Well Being

We aim to prepare learners for the world of work and independent living in a variety of ways including:



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- Access to high quality information, advice and guidance
- Raise aspirations of learners, particularly those with low family history of education and training
- All apprentices are employed and levels of progression into higher level Apprenticeships is good. Progression into FE/Apprenticeships and jobs with training from Foundation programmes remains good.
- Learners on Foundation programmes have the opportunity to try a range of work tasters/placements in a wide variety of occupational areas
- English, Maths and financial skills are developed for all learners and embedded throughout the curriculum
- The development of employment skills including CV building, interview skills, workplace protocol is highly valued by learners.
- Learners on Foundation programmes achieve BTEC Work skills qualifications and undertake work placements making them more employable
- Progression into positive outcome is good despite the challenging economic.

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## Qualifications and Expertise

Name and job role	Occupational, training and other qualifications and experience				Assessment qualifications (IT- In training)				
	Occ Quals.	Training or teaching	Other Quals	Exp.	D32 A1 CAVA (a)	D33 A2 CAVA (b)	D34 V1	D35 V2	M/ship
Steven Wingate Head of Quality/ Health and Safety Officer	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Scott Halliday Director / Equality Officer / IQA	Yes	Yes	Yes	Yes	Yes				Yes
Louise Singleton Director / Safeguarding Officer / Assessor	Yes	Yes	Yes	Yes	Yes			Yes	Yes
Joseph Singleton Director / Assessor	Yes	Yes (IT)	Yes	Yes	Yes				Yes
Ian Ollier Assessor	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes
Sara Anderson Head of Health and Social / Assessor / IQA	Yes	Yes	Yes	Yes	Yes		Yes	Yes (IT)	Yes
Christina Robinson Head of Hospitality / Assessor / IQA	Yes	Yes	Yes	Yes	Yes		Yes	Yes (IT)	Yes
Hannah Wilson Assessor	Yes	Yes (IT)	Yes	Yes	Yes (IT)				Yes
Stephen DeSilva Assessor	Yes	Yes (IT)	Yes	Yes	Yes (IT)				Yes
Jack Stapleton Assessor / Contracts	Yes	Yes (IT)	Yes	Yes	Yes (IT)				Yes
Jordan Sloan Assessor / IT Support	Yes	Yes (IT)	Yes	Yes	Yes (IT)				Yes
Nathan Sloan Assessor / IT Support	Yes	Yes (IT)	Yes	Yes	Yes (IT)				Yes
Dave Clark Assessor	Yes	Yes (IT)	Yes	Yes	Yes (IT)				Yes
Katy Harrydas Assessor	Yes	Yes (IT)	Yes	Yes	Yes (IT)				Yes
Prine Jones Assessor	Yes	Yes (IT)	Yes	Yes	Yes (IT)				Yes