

## Appendix 1: Education, Cultural and Creative Learning and Skills Annual Action Report: Summary 2021/22

**Strategic Goal:** Pupils in the Family of Schools have access to transformative education, enabling them to achieve their potential, flourish and thrive

Outputs	Summary of impact
<p><b>Leadership and Accountability</b></p> <ul style="list-style-type: none"> <li>Delivered forums for Headteachers and Chairs of Governors and annual City Schools' Conference (£7,594)</li> </ul>	<ul style="list-style-type: none"> <li>The Education Strategy Unit (ESU) delivered 6 Headteachers Forums throughout the 2021/22 academic year and continued to support Headteachers through briefings and grant support. Headteachers reported feeling supported and well informed, especially in regard to the programmes of activity across the City Family of Schools.</li> <li>The Headteachers Forum just like in previous years, provided a platform for communication, and served as a broker in connecting schools to external partners whilst covering topical issues on best practice and what works best. Some of the topics covered in the Forums for the 2021/22 academic year included: school staffing and well-being; exam preparation; City Premium Grant (CPG) applications and reporting (ImpactED), curriculum changes, Afghani refugee programme, climate action and alumni networks.</li> <li>The ESU in collaboration with the Chair of the Education Board delivered 3 Chairs of Governors Forums throughout the 2021/22 academic year. An emphasis on governor succession, recruiting diverse governors and best practice within this area was a continuous theme throughout the 2021/22 Forums with the ESU providing guidance in this area on what works best.</li> <li>On 23 November 2021, the ESU partnered with Foundation for Education Development (FED) to celebrate 150 years of State Education in England.</li> <li>125 people attended the conference enriching the City Family of Schools network with key stakeholders' introductions. The first part of the conference focused on several key challenges and opportunities faced by schools and was hosted and facilitated by subject experts. This was followed by a social reception and a celebration event hosted by FED with music played by pupils from Shoreditch Park Academy.</li> <li>48 participants from the Family of Schools and beyond were split into 4 workstreams to discuss</li> </ul>

<ul style="list-style-type: none"> <li>• Completion of school performance, safeguarding and finance scrutiny meetings</li> <li>• Delivered a governor training programme that ensured governors are up to date with latest statutory requirements and good practice.</li> <li>• Delivered a robust City Premium Grant (CPG) funding and evaluation process for 2021/22 and prepared for the implementation of the recommendations from the Tomlinson Review to apply to CPG funding from 2022/23 (£1.738m)</li> <li>• Ensured that some CPG funding included support for middle and senior leadership development.</li> </ul>	<p>thought provoking topics involving future plans, developing frameworks, equality and inclusion and sustaining excellent education.</p> <ul style="list-style-type: none"> <li>• The Scrutiny Meeting process, led by CoLAT as per previous years enabled effective challenge and support to City sponsored academies and informs grant-funding processes.</li> <li>• There is now clarity of roles and training for governors and governors are up to date with the latest statutory requirements and good practice. Training areas include finance, safeguarding and school and data performance. For the 2021/22 academic year, the ESU also hosted a difficult conversation training for governors across the City Family of Schools which offered tips, tools and strategies on dealing with difficult conversations.</li> <li>• From April 2022, the City Premium Grant was divided in three separate funding streams, City Premium Grant: Disadvantaged Pupils Grant, City Premium Grant: Partnerships Grant and the City Premium Grant: Strategic Grant. With the intention of reducing bureaucracy and creating a more streamlined model of impact measurement for the academic year 2022/23, in April 2022, a new digital system was introduced to enable better tracking by the teachers and staff across the City Family of Schools. As an outcome, this has enabled a clearer overall impact reporting process enabling the City to show outcomes by specific groups of pupils and programmes.</li> <li>• 3 projects from the CPG monies focused on staff training and developing senior leadership. An example of this was Redriff's Leadership project which delivered a positive impact for the school with findings from their staff wellbeing survey showing significantly above national averages, with feedback highlighting evidence of a strong and supportive staff culture. It delivered a valuable opportunity for the school to reflect and plan, and as a result, will now continue to improve and deliver strong direction and better staff cohesion</li> </ul>
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**Teaching and Learning**  
(£1.738m)

- In financial year 2021/22, the Education Board awarded £1,738,252 in City Premium Grants (CPG) to the City of London Corporation's 10 sponsored academies.
- The Education Board approved the release of £1,683,802 in City Premium Grant funding allocated to City of London sponsored academies. This was awarded at a rate of £250K for secondary academies and £100K for primary academies, proportionate to whether the academy was at full pupil capacity. The Education Board approved a further £54,450 which was awarded according to academies' school improvement needs as identified during the October 2021 scrutiny meetings.
- All academies delivered an evaluation of the impact of CPG funded projects delivered

- INCLUDES OVERVIEW OF CPG 2021.22 PROJECTS
- 9 projects focused on enrichment including music, sports & outdoor activities. The City of London Academy Islington delivered an 'Activities Week' project where students were given the opportunity to undertake activities, they may not have had the chance to engage in previously and provided opportunity for students to take part in cultural and creative learning which increased resilience and creativity. City of London Primary Academy Islington delivered The Spitalfields Music project where pupils were afforded opportunities to develop Fusion Skills in creativity and collaboration and teamwork.
- 15 projects focused on interventions for young people at risk of exclusion including one that concentrated particularly on early intervention and prevention. The impact reported of the alternative placement and support of pupils at risk of exclusion was very positive, with academies observing lower exclusion rates and improved behaviour. The observed impact of these interventions was positive. Not only did this suggest attainment and progress improved but confidence and wellbeing also increased.
- 9 projects focused on Tuition including 1:1 support as well as extra after-school and weekend revision sessions. The City of London Hackney produced an 'Out of Hours Tuition' project where key highlights included improved attainment in GCSE and A-level/BTEC and more students being able to progress to high quality further education. An additional benefit of the extra face to face teaching was that the additional support improved the confidence in the students during the uncertainty around the first set of public exams since 2019.
- 3 projects focused on Mental Health and Wellbeing interventions including the recruitment of staff into wellbeing-focused roles as well as educating pupils about mental health. The impact observed by academies of their wellbeing interventions was consistently positive and saw increases in confidence and self-esteem in pupils. This led to improved attendance, engagement, behaviour and attitude to learning. The City of London Highbury Grove delivered an 'Urban Hope' project which provided additional capacity to support students' mental health and anxiety and aimed to improve behaviour. This has led to increased success for this intervention, with a reduction in repeat

<p>during the 2021/22 academic year which also included projects that were funded through repurposed monies as an outcome to the ongoing COVID-19 challenges.</p>	<p>offending, an increase in confidence and ability to control emotions, and positive mental health reported.</p> <ul style="list-style-type: none"> <li>• 10 projects included pastoral support, work-related learning, family support, coaching, arts education and mentorship. For example, the 'Pre-Apprenticeship Pathway' project at City of London Academy Highbury Grove focused on Interventions, but the project also seems to have demonstrated an increase in engagement of parents/carers within the Somali and Turkish community.</li> </ul>
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**Strategic Goal:** High quality exposure to the world of work at all stages of education to enable pupils to make informed career choices

Outputs	Summary of impact
<p><b>Strategic Leadership</b></p> <ul style="list-style-type: none"> <li>• 3 Skills Forum meetings delivered.</li> <li>• All schools across the Family have a staff representative with 5 Schools having a governor representative on the Skills Forum.</li> </ul>	<ul style="list-style-type: none"> <li>• The Skills Forum enables sharing best practice, leadership development, and partnership building to ensure there is a clear strategy for work-related learning delivered in the Family of Schools</li> </ul>
<p><b>World-of-work Experiences for Pupils</b></p> <ul style="list-style-type: none"> <li>• Delivery of the London Careers Festival 2022 (£49,434). In excess of 6,140 young people attended LCF 2022. Of these, 4,279 attended the virtual festival and 1,861 attended in-person. Over 141 businesses, arts organisations training providers and livery companies participated in the delivery of LCF 2022.</li> <li>• Amazon Web Services (AWS), the City of London Police and the City of</li> </ul>	<ul style="list-style-type: none"> <li>• Over 70% of young people felt more confident about their career choices after attending LCF with 80% indicating that the festival has helped them think about new career options.</li> <li>• 100% of teachers felt that the sessions were relevant to pupils from all backgrounds and rated LCF as 'excellent' with regards to careers awareness and the skills curriculum.</li> <li>• The project emerged from a recommendation from the Tackling Racism</li> </ul>

<p>London Corporation partnered to deliver a new project supporting the development of digital, business and fusion skills in Year 12 students, increasing their knowledge of the wide range of careers in the digital space and preparing them for success in the world of work.</p>	<p>Taskforce. During the Spring term, over 30 students from four schools, within the Family of Schools, took part in a series of interactive workshops led by experts from AWS, the City of London Police and the City of London Corporation. They were introduced to a wide range of careers in technology including at AWS and the police, as well as how they can use technology to positively impact on the world. There was a final competition held on 29 March where students used their skills and knowledge to present solutions to the challenge of different forms of cyber bullying. The students pitched their ideas to a panel of experts. Prizes were awarded and these included vouchers and work experience opportunities.</p>
<p><b>Industry Partnerships</b></p> <p>For LCF 2022, the Corporation partnered with a range of organisations to host 48 live virtual events, with a full programme on offer for primary, secondary and post-16 pupils. These sessions included:</p> <ul style="list-style-type: none"> <li>• Employer-led webinars exploring specific job roles, organisations and industries</li> <li>• Webinars exploring different career access pathways</li> <li>• Workshops exploring entrepreneurship and entrepreneurial skills</li> <li>• Virtual talks from employers</li> <li>• Online skills building workshops</li> <li>• Q&amp;As with experts and professionals</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of facilitators felt there was a ‘good’ representation of diverse young people in attendance at LCF and that the event’s contribution to social mobility was either good or excellent.</li> <li>• Core delivery partners for LCF 2022 included: (1) Education &amp; Employers; (2) The Stationers’ Company; (3) Livery Schools Link (4); Association of Apprentices and (5) Pathway CTM.</li> <li>• Across the festival, the LCF team worked with approximately 141 business, arts organisations, training providers and livery companies. Of these organisations, 28 were livery companies participating as part of the Livery Showcase, and 42 were business and training providers participating through Apprentice Futures. The remaining 71 were engaged through contacts held by the City Corporation and the LCF team.</li> <li>• The partners came from 14 different industry sectors with the most partners coming from Education and Training, Arts and Communications and Science, Technology and Engineering.</li> </ul>

<ul style="list-style-type: none"> <li>• The City of London and Liveries Education Network delivered 4 meetings throughout the 2021/22 academic year.</li> <li>• In September 2020, the City of London was awarded a three-year Erasmus+ European Grant to undertake a project called Ed-En Hub to build closer working between Education and Enterprise. ED-EN HUB is an Erasmus+ project co-financed by the European Union and developed by a consortium made up of 8 institutions from 5 different European countries.</li> <li>• The City of London, through Central London Forward was awarded a 20-month European Social Fund and GLA funded Grant to undertake a project called Connecting Communities (CC) to provide education and employment opportunities to people aged 18-25 and people, of all ages not in full-time education or employment (July 2021).</li> </ul>	<ul style="list-style-type: none"> <li>• The Liveries Education Network has continued to provide an opportunity for strategic level discussions for Livery Companies and related organisations. With members representing (as a whole) over 120 schools and educational establishments, the meetings were well attended and explored key areas such as: governance and leadership, recruitment, retention, and re-entry into teaching along with a focus on the development of Fusion skills and education technology. The ESU continue to provide minute taking and logistical support to the network.</li> <li>• On 28-29 October 2021, the ESU welcomed 34 in-person attendees to Guildhall and 41 virtually, via Zoom. Day one of the conference was spent updating on the progress of the project and to discuss potential issues. On Day 2, external stakeholders from various educational institutions and business were invited to provide detailed feedback and review of the work to date. Discussions took place from three expert panels covering assessment and skills measurement, education, and enterprise experts. This international cooperation alliance will continue to allow the development of tools and methodologies towards the creation of synergies between educational institutions and enterprises.</li> <li>• A Report to the Education Board dated 3 December 2021 gave a detailed overview of Connecting Communities (CC), an £18 million programme funded by the Greater London Council (GLA) and the European Social Fund (ESF) of which the Education Strategic Unit (ESU) will receive £669,000 to deliver the programme's outcomes and impacts over until summer 2023. In the academic year 2021/22, the CC team consisted of: 1 x Business Manager, 1 x Employment Engagement Officer, 3 x Caseworkers.</li> <li>• CC has developed a relationship with the City's Library Services and have delivered specific events over the summer months in order to reach potential Participants, in particular single parents who may be</li> </ul>
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	<p>seeking to return to full-time work in the Autumn of 2022.</p> <ul style="list-style-type: none"> <li>• Have further developed partnerships with Job Centres in south London to support clients who are (1) job ready and (2) wish to work, or return to work, in the City. Four Job Centres were visited each week.</li> <li>• Have developed a partnership with the employment team from L&amp;Q Housing Group and supported its residents in other participating boroughs into work in the City. In return, they shared their job vacancies with CC in sectors (such as warehousing) where there are not opportunities in the Square Mile.</li> <li>• Have recently developed relationships with a number of Social Prescribers in adjoining boroughs and are receiving referrals.</li> <li>• Have supported City of London Care Leavers.</li> <li>• The 2022/23 Annual Report will provide a more detailed impact evaluation of the CC project as exact data will not be known until the project end date in 2023.</li> </ul>
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**Strategic Goal:** Provide an educational experience that enriches and inspires through access to the learning opportunities that the City’s cultural, heritage and environmental assets offer.

<b>Outputs</b>	<b>Summary of impact</b>
<p><b>Strategic Leadership</b></p> <ul style="list-style-type: none"> <li>• 3 Cultural and Creative Learning Forums delivered.</li> <li>• All schools across the Family have a staff representative on the Skills Forum.</li> </ul>	<ul style="list-style-type: none"> <li>• The Cultural and Creative Learning Forum provides a platform for the Family of Schools and Culture Mile Learning to work in partnership to lead the delivery of cultural and creative learning. The Forum is an effective information point for schools to hear about upcoming opportunities.</li> </ul>
<p><b>Cultural Learning Experiences for Pupils and Teachers</b></p> <ul style="list-style-type: none"> <li>• We have expanded on the success of the Cultural CPD Programme for</li> </ul>	<ul style="list-style-type: none"> <li>• Two introductory sessions were provided by The Black Curriculum and focused on exploring racial literacy, decolonising pedagogy, and language use to support teachers to gain confidence in their approach and in establishing their classroom as an</li> </ul>

<p>teachers making best use of cultural partners' expertise in fusion skills development and responding to needs of learners.</p> <ul style="list-style-type: none"> <li>• In September and October 2021, Culture Mile Learning (CML) ran a series of free CPD sessions for primary and secondary teachers aimed at helping them embed Black history, art, and culture into their teaching all year round.</li> <li>• Pupils across the City Family of Schools have had access to cultural experiences which have allowed them to access opportunities that the City's cultural, heritage and environmental assets offer.</li> </ul>	<p>anti-racist, decolonised space. Primary teachers were then offered a session based on the Museum of London's new online resource, Black Londoners through time which centred on enhancing their subject knowledge of London's Black history, sharing ideas for creative activities to engage and inspire pupils as well as practical tips and techniques to develop critical thinking and historical enquiry skills. For secondary teachers, a session based on CML's Our Stories films was provided exploring the themes of representation, language, safe spaces and activism raised in them. In addition, a bespoke session was created for and delivered in partnership with Eastside Community Heritage and the primary schools in the City Family of Schools on using oral history collections in the classroom. This session used the Museum of London's Windrush collections as its starting point and was a part of CML's ongoing curriculum enhancement work with these schools. 56 teachers benefited from the sessions.</p> <p>Due to rising covid cases in the new year of 2021, the City of London's Education Unit was unable to host its annual schools' concert as a live performance. In order to continue to hold a valuable school-to-school collaborative music project, two creative physical workshops were delivered to each school focused on composition skills. Two composers, Paul and Sigrun, hosted these workshops for eight schools across the family of schools from Years 4-9. The workshops were tailored according to the needs of the individual music departments but generally involved singing and a composition workshop. A videographer also took part in the workshops to gather recordings of individual pupil's work and re-create the music in a studio. The Education Unit hosted the final pieces in a virtual 'listening showcase event' on 24 March.</p> <ul style="list-style-type: none"> <li>• In summer 2022, the Annual Education Board Dinner resumed for the first time since the Covid19 pandemic. On Monday 9 May 2022, the Education Board hosted their annual board dinner with around 100 people in attendance. Guests included officers,</li> </ul>
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<ul style="list-style-type: none"> <li>• Through Culture Mile Learning, deliver the Culture Mile School Visits Fund to provide disadvantaged learners across London with access to Culture</li> </ul>	<p>Members, businesses, cultural partners, pupils and staff within the family of schools who have contributed to the work of the Board and strategies. Pupils within the Family of Schools were given performance opportunities which included singing, dancing, instrumentalists, inspiring stories and poetry reading from pupils in Primary school up to Sixth Form. The guest speaker for the dinner was Lord Simon Woolley, principal at Homerton College at Cambridge university, who emphasised the importance of social mobility.</p> <ul style="list-style-type: none"> <li>• Through the Ellen Macarthur Foundation <a href="https://ellenmacarthurfoundation.org/">https://ellenmacarthurfoundation.org/</a> it was arranged for some secondary students to attend the Leadership in Global Change (LIGC) 'Climate and Nature' summer school, hosted by the University of Oxford. LIGC draws upon the enthusiasm and support of a large number of experts from the Environmental Change Institute and School of Geography and Environment from the University of Oxford and many people in government, business and the community working on climate and sustainability.</li> <li>• The City of London School hosted a 'MockCOP' to coincide with COP 26 in Glasgow. When the COP26 conference would have been running last year, over 330 youth delegates representing over 140 countries gathered online at Mock COP26. The conference culminated with a global declaration to world leaders covering six important themes: climate education, climate justice, climate-resilient livelihoods, physical and mental health, nationally determined contributions and biodiversity.</li> </ul> <ul style="list-style-type: none"> <li>• 1,000+ students from Early Years to Key Stage 4 across 10 of the City Family of Schools collaborated to produce a mass digital artwork giving creative expression to their experience of the pandemic.</li> <li>• Online mentoring, work experience and bespoke skills development projects – 48 young Londoners, including many facing significant disadvantages, benefited from our skills development and employability projects. 16 took part in work experience, 23 in mentoring and</li> </ul>
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<p>Mile Learning experiences.</p>	<p>nine in a project linked to the City's Culture and Commerce Taskforce.</p> <ul style="list-style-type: none"> <li>• 955 pupils took part in two multi CML partner site visits about Roman London. A joined-up live streamed session between the London Mithraeum, London's Roman Amphitheatre and Billingsgate Roman House &amp; Baths gave 770 pupils an insight into three key Roman sites and an in-person dual site visit between the Museum of London and London's Roman Amphitheatre enabled 185 pupils to visit the Amphitheatre, to learn about the wider context of Roman London, and to handle original artefacts.</li> <li>• 930 pupils from 26 schools across 11 London boroughs improved their literacy and developed their creativity and communication skills by taking part in Young City Poets, in collaboration with the National Literacy Trust.</li> <li>• The ongoing impact of the COVID-19 pandemic meant there has been less demand for the School Visits Fund, however it's been heartening to see how the fund has enabled visits to Open Spaces venues who made the most of their outdoor settings by offering regular sessions to nearby schools, including schools with pupils with additional needs and those who had spent lockdown in small flats with no outside space.</li> <li>• The CML partnership also responded rapidly, warmly and practically to the arrival of Afghan refugee families in the City. Seven of our partners, plus the core CML team, joined the City's Early Years team to staff an emergency playroom in one of the hotels, supporting 52 sessions over a three-month period, and subsequently seven partners put together a programme of activity to welcome the families to our cultural institutions.</li> <li>• Two workshops for CML partners and the broader culture and heritage sector were co-designed with and held in partnership with Poetry Versus Colonialism to explore how we can use poetry in our work to reveal, understand and process histories and legacies of colonialism. Partners also attended Group for Education in Museums training sessions on Black History and Anti-racism and Developing SEND-Inclusive Learning with Confidence. A cross partnership anti-racism in practice working group was established.</li> </ul>
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	<ul style="list-style-type: none"> <li>• A project in partnership with Barbican Creative Learning, Fusion Futures was piloted with 90 students between the ages of 13 to 18 across six schools. Through partnering a creative practitioner with an industry representative, the project's four arts-based workshops empowered young people with skills in communication, collaboration and creativity to enable them to approach future employment challenges with more confidence.</li> <li>• The Fusion Prize came to fruition with the winning team's project, The Pattern – a cultural production incubator – providing training to 20 young Londoners. Of the four creative projects produced by the group, Gaia's Garden far exceeded expectations for scale and impact. In partnership with Culture Mile, we raised c£180k of additional corporate funding which enabled the provision of 10 Kickstart paid placements and for thousands of young people to be welcomed to the green space that was created near City Thameslink station and subsequently recognised as Time Out's Best Green Space of 2021.</li> </ul>
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**Strategic Goal: Deliver high quality adult education, training and apprenticeships.**

Outputs	Summary of impact
<ul style="list-style-type: none"> <li>• 102 apprentices' enrolment/training</li> <li>• Apprenticeship qualifications achievement areas</li> <li>• Delivery of 10 Functional Skills Maths/English level 2 courses</li> <li>• Strengthening Families Strengthening Communities (SFSC)</li> <li>• ESOL training at 3 separate language levels</li> <li>• ACL learner recognition of success ceremony</li> </ul>	<ul style="list-style-type: none"> <li>• 27 successful completers/achievers</li> <li>• 73% overall success rate (national average 57.7%)</li> <li>• 70% achieved distinctions.</li> <li>• 40% secured full-time employment.</li> <li>• Levels 2,3 and 4 qualifications in areas such as Business Administration, Customer Service, AAT and Finance, Procurement, Chartered Institute for Procurement and Supply (CIPS), Horticulture, Animal Care, and Events</li> <li>• 80% achievement level – leading to successful progression into employment.</li> <li>• Approximately 200 enrolments for Maths and Language support</li> <li>• The annual delivery of the SFSC courses has resulted in 98% achievement. ASES partnered with COLC's Early Help Service to deliver a local course that is supported by the Race Equality Foundation.</li> <li>• In addition to existing ESOL courses – an additional 120 Afghan learners enrolled – successful progression to higher level learning.</li> </ul>

<p>facilitated by COLC Alderman and Members.</p> <ul style="list-style-type: none"> <li>• 28 City of London City Guides Enrolment – Level 3 qualification</li> <li>• Successful delivery of the Online Community Conference</li> <li>• 1,500 ACL learner enrolments</li> <li>• Employability and interview support for prospective and existing NHS employees</li> <li>• Increase in Adult Skills course enrolments and employment.</li> <li>• Secured funding for the delivery of the Digital Hub programme (DHP)</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of parents requesting ESOL language support and Maths – course learning is now linked to specific areas of employment – Food and Hygiene, ESOL and Maths linked to Hospitality.</li> <li>• 45 Adult learners received certificates and awards to celebrate their learning achievements, and 40 of these learners progressed to further/higher education.</li> <li>• 100% successful completion/qualified</li> <li>• Progression into self-employment</li> <li>• Mansion House Graduation – supported by the Lord and Lady Mayoress</li> <li>• 200 learners participated in an intensive outreach programme on social housing estates and within the centre of the communities.</li> <li>• There was a 50% increase in the number of accredited courses options and an increase in the number of qualifications available – for example, Health and Social Care, British Sign Language, Food Hygiene, Higher level English courses, Digital Skills and ESOL.</li> <li>• 40 enrolments for existing NHS employees who are seeking support to progress into higher employment within the NHS</li> <li>• 90% achievement in enrolment and completion of the delivery of Digital Skills/Cyber Security higher level course – 250 job interviews</li> <li>• The successful delivery of the first phase of the DHP brought together additional digital training providers, employers, industry bodies and sector partners to support London’s digital workforce – 150 successful enrolments.</li> </ul>
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