

Annual Accountability Statement – July 2024

1. Purpose

Richmond and Hillcroft Adult and Community College exists to enable adults and communities to thrive through education. The RHACC curriculum provides a framework of skills and opportunities that support enterprise, progress to work and that give the most disadvantaged in society the same opportunities for wellbeing and prosperity as those who are the most advantaged.

RHACC is a specialist, adult education provider that took its current form in 2017 through the merger of Hillcroft Women's Residential College and Richmond Adult and Community College. The merger enabled Hillcroft's mission of 1920, to give working women the skills and knowledge to assume leadership roles in their communities, to be extended and enhanced to include all adults, men and particularly individuals from underrepresented groups. No longer a residential college, we provide learning and a broad range of personalised support to meet the needs of the individual and their daily lives. We retain a small provision for women who have previously experienced barriers to learning that supports them to identify career goals and learning pathways.

Through a broader curriculum, that now includes a large SEND, Basic Skills and Digital provision, vocational and professional training in the Richmond Business School, support for the Creative Industries in the Richmond Art School and a person-centred approach to all learning, our goal is to enable everyone to benefit from education and to improve their prospects regardless of their age, ability, gender or ethnic background. RHACC was graded 'Good' by Ofsted in December 2023.

RHACC Learner Groups

1. Adults facing social marginalisation due to age, gender, disability, poor mental health or caring commitments
2. Adults seeking wellbeing and personal development
3. The unemployed and adults seeking career change or development
4. Adults who lack the basic skills of English, Maths and Digital Skills
5. Businesses, particularly ones that deliver a social outcome such as Health, Care, Green or Creative and Community sectors.

Some learners will fit in to more than one group or enrol on different short courses to meet both work and wellbeing learning needs

The RHACC Curriculum Intent

RHACC aims to deliver outstanding learning and development opportunities that:

- Provide the foundation skills of English, Maths, Digital and problem-solving skills that enable adults to become independent learners and progress to further study
- Provide routes into good work and new careers
- Improve wellbeing and develop resilience and engage those at risk of isolation
- Narrow achievement gaps between the most and least advantaged residents by supporting e.g. people who have a disability and carers to learn, work and thrive
- Supports older residents to return to work and/or make a contribution to their community
- Provide grass roots support through our community and online hubs
- Create social capital through our employer and community partnerships in the Creative, Green, Digital and Business sectors.

RHACC Curriculum Outcomes:

1. Progress to work or to further and higher education
2. Improved wellbeing
3. Greater independence

Curriculum Structure and Content

The Curriculum is built around the needs of local residents and the South London economy as set out in the draft London LSIP and the South London Partnership's Annexe, the GLA Roadmap and the Skills for Londoners Strategy.

Programmes are offered from Beginners and Pre-Entry Levels to Level 3 in most areas. Learning is organised and delivered in the following departments:

1. Business and Technology

Business Studies, Business Finance and Accountancy, Digital Skills, Creative and Digital Technologies

2. Education, Care and Counselling

Teacher Training, Supporting Teaching and Learning in Schools, Understanding Learning Disabilities, Childcare, Adult Health and Social Care

3. Skills for Life and Employability

English, Maths, ESOL, introductory employability courses in Childcare, Care, Office Skills and Digital Technologies, Job Clubs and Careers Information, Advice and Guidance.

4. Art and Design

Ceramics, Glass, Print Making, Painting and Drawing provide skills for SMEs and microbusinesses in the Creative Industries and well being provision for adults with mental health needs.

5. Humanities

Performance, Languages and Creative Writing Skills for Creative Industry SMEs and microbusinesses. Drama for Confidence, Cookery, Exercise, Performing Writing from Life, School of Ideas for wellbeing.

6. Supported Learning

Discrete vocational provision for adults with complex needs in Retail, Catering, Drama, Horticulture and Crafts underpinned with the basic skills of English, Maths and Digital skills.

Accessible Learning

Adults with work and caring commitments can find it difficult to participate in education. Therefore:

- The curriculum is planned and structured in to part time, modular courses and offered in daytime, evenings and weekends, both on site and online, in order to make it as accessible as possible. Provision is delivered in outreach and community centres to provide first steps in to learning for adults who are new to the UK, parents, live in care homes, and those with low confidence or mental health conditions.
- The RHACC fee policy is that those who can afford to pay fees, do so. Government AEB funding is used to finance the cost of learning for those adults who cannot afford to pay fees. The income from fees and activities such as commercial hires and events are used to create bursaries that pay course costs for those adults who are not eligible for Government support.
- Many learners come to us with previously undiagnosed learning difficulties or negative prior experiences of learning which can affect their engagement. Small classes, shared or 1:1 learning support workers, personal tutorials and mental health drop-in advice service enable learners to understand their learning styles and develop strategies for managing learning disabilities. Laptop and equipment loans are also available.
- Hillcroft Women's Education provision provides a supportive environment for women who have faced barriers to learning to gain the skills and confidence required to thrive in diverse settings.

The Role of Skills for Life

The foundation skills of English and Maths and Digital skills are in high demand and enable progression to a range of careers and training opportunities. Therefore, RHACC focuses on delivering this provision in a range of contexts to enable adults of all abilities to progress to Apprenticeship provision and higher vocational training with the NHS and partner colleges such as Richmond Upon Thames College, South Thames College and Morley College, London. This partnership approach, planned over the local area, provides progression to Level 4 and above at specialist providers and prevents duplication of provision.

Hillcroft Women's Education programmes, established in 1920, have been reviewed using learner feedback and adapted and updated to meet the needs of women who lack the skills and confidence to progress. The requirement to study on a residential basis was removed and the programme focussed on IAG and the development of basic and digital skills required to progress and thrive in diverse settings.

Green Skills are embedded throughout the curriculum . For instance, ESOL learners will learn about living sustainably in the UK and Accountancy learners will learn about Green Finance.

Curriculum Implementation

Adult Learner Group	Needs and characteristics	Learning Goals	RHACC Curriculum Implementation
1. Adults facing barriers to inclusion due to age, gender, disability, poor mental health, caring responsibilities	Lack of inclusion and access to education has resulted in: <ul style="list-style-type: none"> • Low skills • Lack of confidence • Low income • Health and caring responsibilities make accessing services difficult • Unemployment • No references/ referees • Needs slower pace and smaller classes • Learning support for disability support • Non-qualification stepping stones to build skills and confidence • Routes to qualifications/ certificates to give evidence of skills 	Learning to: <ol style="list-style-type: none"> 1. Improve wellbeing and confidence 2. Learning to develop the skills for further, formal learning. 3. Develop the skills to enter employment or volunteering 	<ul style="list-style-type: none"> • 1:1 specialist course information, advice and guidance • Government-funded training in English, Maths and ESOL and IT from Pre-entry to L2 Functional Skills and GCSE. • Informal, non-accredited learning mixed with accredited provision to create ladder for progression. • Job clubs, mock interviews, job search support • work experience, volunteering • Enrichment such as trips for SEND, practical application of skills in performances and pop-up shops etc. • Modular, part time or full time provision offered face to face day, evening and weekend.
2. Adults seeking wellbeing and personal development	<ul style="list-style-type: none"> • All ages, but particularly older learners • Not seeking employment due to retired status, caring responsibilities or employed status • To make friends • To reconnect with previous interests/skills • Is able to manage wellbeing by keeping active and engaged 	Learning to: <ol style="list-style-type: none"> 1. Improve and maintain wellbeing, confidence and skills 	<ul style="list-style-type: none"> • Course information available online and at Learner Services desks • Funded via fees, enrolment online, bursaries available for those on lower incomes • Non accredited, informal learning in Arts, Languages, Music, Exercise, Cookery • Enterprise learning embedded as enrichment e.g. sales, exhibitions, performances • Short, part time courses offered face to face during day, evening and weekends
3. Adults seeking employment,	<ul style="list-style-type: none"> • All ages • Lacking qualifications 	Learning to:	<ul style="list-style-type: none"> • 1:1 specialist careers information, advice and guidance • Government funded training from L2 and L3 in foundation skills of English, Maths and Digital and range of vocational areas.

<p>promotion or career change.</p>	<ul style="list-style-type: none"> • Seeking specific skills not qualifications for self-employment • Some seeking entry to H.E for professional, advanced qualification • Need to improve digital skills • Need to refresh CV/job search skills 	<ol style="list-style-type: none"> 1. Learning to develop the skills for further, formal learning. 2. Develop the skills to enter self/employment 	<ul style="list-style-type: none"> • Short, non-accredited, skills provision for those needing skills not quals • Qualifications for those needing them in Accountancy, Digital Skills, Creative Technology, Education, Health/Care, Childcare, Counselling, Administration • Enrichment - Job clubs, mock interviews, job search support, work experience, volunteering
<p>4. Adults seeking to improve English and Maths skills</p>	<ul style="list-style-type: none"> • Low prior attainment • Hidden learning disabilities • Unemployed or in low paid insecure employment • Low income • New to UK • Caring responsibilities 	<p>Learning to:</p> <ol style="list-style-type: none"> 1. Develop the skills for further, formal learning. 2. Develop the skills to enter employment or volunteering 	<ul style="list-style-type: none"> • 1:1 specialist course information, advice and guidance • Government funded training in English, Maths and ESOL from Pre-Entry to L2 Functional Skills and GCSE. • Informal, non-accredited learning mixed with accredited provision to create ladder for progression. • Job clubs, mock interviews, job search support • work experience, volunteering • Enrichment - Job clubs, mock interviews, job search support, work experience, volunteering • Modular, part time or full-time provision offered face to face day, evening and weekend. • Offered online for those in employment patterns that make accessing regular classes difficult.
<p>5. Businesses</p>	<ul style="list-style-type: none"> • SMEs • Home workers • Voluntary sector or SMEs with a social purpose • Need digital skills at all levels • Need compliance training • Public sector and larger employers need to improve Basic Skills and problem solving of employees 	<p>Learning to enable employees to:</p> <ol style="list-style-type: none"> 1. Develop the skills for further learning. 2. Develop the skills to progress in organisation 	<ul style="list-style-type: none"> • Basic skills support for large employers in Health, Care, Education sectors e.g. online SfL provision • 'Good' Business training in EDI areas Deaf Community and Culture, Sighted Guide Training, MH Awareness, BSL • Green Industries and sustainability • Partnerships with e.g. Stonewall, Be Corps, ACAS regarding accreditation • H+S compliance e.g. risk assessment, food hygiene

2. Context and Place

The RHACC curriculum is planned and implemented in response to national and regional priorities and the needs of the community we serve, the boroughs of Richmond and Kingston Upon Thames and surrounding areas of Southwest London. 75% of RHACC learners are recruited from our home boroughs and the neighbouring boroughs of Wandsworth, Hounslow, Ealing, Merton and Hammersmith and Fulham. Approximately 25% of learners are recruited from across the London region. 9% of learners are recruited from the South of England and their needs are met through online provision funded by the ESFA.

Recruitment Area



RHACC recruits learners from a West London catchment area with pockets stretching towards the South west of the region.



Local Needs

Education Levels

Both Richmond and Kingston are relatively affluent when compared to other London boroughs. Residents have high educational attainment levels, with 70% of residents educated to Level 4 and above in Richmond and 65% in Kingston. Only 6% of residents hold no qualifications in Richmond and the level in Kingston is too low to be recorded.

Ethnic Profile

The resident population of both boroughs are predominantly White British. 75% of local residents in Richmond are white British with 14% from black and ethnic groups and 14.5% from white non-British groups. 69% of Kingston residents are white British with 31% of residents from black and ethnic groups. Kingston has a vibrant Korean community.

The UK has welcomed high numbers of Ukrainian refugees since March 2022, there have been 115,200 Ukrainian arrivals and 16,800 applications for extension by September 2022. Richmond has welcomed 964 Ukrainian refugees, the sixth highest number of settlers in UK boroughs, many of whom are seeking employment.

Employment Profile

Unemployment levels, which increased during the period of covid restrictions in 2020 and 2021, have returned, by October 2022, to pre-pandemic levels. At 3.6% in Richmond and 3.3% in Kingston, unemployment is lower than in London (4.7%) and in England (3.7%). Correspondingly, employment levels are also high. In Kingston, at 82.3%, employment levels are the highest in London and higher than England, 75.7%. Incomes (circa £42,151k) are above the London median (£37,879). Only 2.4% of the working age population are in receipt of unemployment benefits, lower than the rate of 4.75% across all London Boroughs and 3.75% across England.

Self-employment levels are high. 21% of economically active Richmond residents and 14% of Kingston residents are self-employed. This is 3.5% above the average for London and 5% above the national average. Approx 92% of businesses in the area are categorised as microbusinesses (0-9 employees).

Both boroughs had the highest proportion of home workers in London prior to the pandemic and this is now increasing.

Business Sectors

The business sector profile, in the London South region, is an interesting mix of heritage, culture, technology and innovation. The biggest sectors of employment are:

- Education
- Retail
- Health and Care
- Culture and Heritage
- Professional e.g. Business, Finance
- Administration, Secretarial
- Scientific, Technical
- Creative Industries

The GLA London Recovery Plan and the South London Partnership identify the following sectors as growth areas:

- Health and Care
- Construction

- Green Industries
- Digital
- Creative Industries

The Richmond Employment and Skills Strategy Update, September 2022 sets the following commitments:

- To increase Green Skills provision and referral to Green Skills training from other sectors
- To ensure that skills provision meets the needs of local employers
- To enable local people to find work close to home to prevent transport related climate damage
- To meet the employment and skills needs of refugees

Ageing population

The ONS, August 2022, reports that economic inactivity in the over 50s and students continues to drive the increase in economic inactivity. Over 50s are the largest group of the inactive population. This is due to an increase of long-term sickness levels which have increased from 2 million to 2.5 million from 2019 to 2022. There has been a 22% increase in the number of over 50s with mental health problems since 2019 and 2022. 8% of inactive 50 -55-year-olds state that this is a result of disability and 8% cite poor mental health as reasons why they cannot return to work. 18% state that they are awaiting medical treatment and this figure rises to 35% of those who left their employment due to medical reasons.

The ONS survey of people aged 50-65 years who are economically inactive also reports that this group are more likely to be able to retire due to financial security and low levels of indebtedness. The younger age range, 50-55s are more likely to be interested in returning to work due to being less financially secure, however, they cite expectations that work should flexible hours, good salary and home working.

Richmond and Kingston are particularly affected by this because:

- Richmond and Kingston have the highest proportion of older residents aged over 65 years, at 16.1% and 13%, compared to 12.2% in London. This is projected to rise to 25% and 18.3% respectively by 2043.
- Richmond, at 79.2%, has the lowest levels of residents aged 16-64 who are economically active in London. 2021 saw a 11.4% decrease in economically active residents over the age of 55 years.

The proportion of older residents could present long term pressure on health and care budgets as health deteriorates with the onset of age-related disabilities. In London the average age of disabled people is 43.7 years compared to 37.5 years for non-disabled people.

The Richmond Joint Strategic Needs Assessment, Nov 2021, identifies the need to provide preventative support via community services to older people in order to reduce the onset of age-related disability. 'To protect and ensure the sustainability of services, people need to be supported to take responsibility for their own health outcomes. Identifying need and tailoring community services to support people to manage their disabilities and gain independence will in the long term reduce the reliance on social care services.'

Disadvantage

Despite the relative prosperity of Richmond and Kingston, RHACC's home boroughs have been affected by the cost of living increase. The Richmond Employment and Skills September 2022 Update estimates that 12,700 people in Richmond are affected by income deprivation. There are 16,400 families entitled to the cost of living payments, particularly within the wards of Hampton, Heathfield, Mortlake, Ham and North Richmond.

Other SLP areas such as Croydon and Merton are above England and London and the number of universal credit claimants has increased across the area as the cost-of-living increases. Approx 60,000 people were claiming universal credit in SLP regions in March 2020. This number has increased to 104,649 by October 2022. Although the lowest in London, the proportion of Universal Credit claimants in Richmond is 105% higher than March 2020, pre pandemic. In Kingston The JCP have a caseload of 12,766 UC claimants of which only 3,241 are work ready.

Disability

2,802 (2%) of people in Richmond aged 16-74 years consider themselves to be economically inactive due to a permanent sickness or disability, compared to 4% in England as a whole. Although the number of Richmond residents who have a learning difficulty or disability is relatively low, the Richmond 'Big Plan' for learning disability recognises that this could be due to a higher threshold for G.P registration or a lower threshold for provision of support. The number of adults receiving support are similar to those in other areas of South London e.g. 406 people aged 18-64 years and 76 people aged 65 years and over. This number is projected to increase by a further 4% for all ages and 65% for people aged 65 years and over.

NOMIS data shows (Outcomes for Disabled People in the UK, 2021) that people who have a learning disability face poorer quality of life and outcomes than people who don't have a disability. Median pay is significantly lower than non-disabled people, earning an average of 12.2% less per hour. In London the disability pay gap is wider than any other area of the country at 15.3% less per hour and nationally the pay gap for people employed as managers is the largest at 13.1%. Life costs are also more for people who have a disability and their families who have to pay an estimated 47% more than non-disabled people on the costs of everyday living.

Outcome	Non-Disabled People Aged 16-64 years	Disabled People
% who have a degree	39.7%	23%
% hold no qualifications	4.6%	13.3%
Employed Full or Part Time	82%	53%
Wellbeing and Anxiety Score	5/10	3/10
Experience Anti-Social Behavior	39%	43%
Social Isolation/Live in a Couple	3%	70%

The Richmond Council market position statement asserts its goal that:

‘All people should have the opportunity to be active citizens, live a meaningful life and make a contribution to the community they are part of... Employment opportunities are promoted through courses provided by (Richmond and) Hillcroft Adult and Community College and Choices supported employment who work in partnership with Richmond Council to support people with learning disabilities into employment.’

Young people with a disability transitioning into adulthood may lack the support required to progress to work and full participation in the community as they may not be eligible for the level of support that they received as a child. The Richmond 2021 JSNA states that managing this transition ‘Is a key priority in Richmond as well as providing support where young people are not eligible for adult social care support.’

In Richmond 14.8% of people who have a disability are in paid employment of some kind, higher than London at 7.5% and England 6%. However, there is more work to be done to support people with a disability into Good Work and management roles, especially for young adults whose high needs funding is removed when they reach 25 years.

Carers

Carers play a vital role in the lives of the people they support and also to health and social care services. It is estimated that nationally the contribution of unpaid carers amounts to £132 billion, the same as the NHS budget. Nationally it is estimated that the number of carers will increase by 60% by 2030 to 3.4 million people. Carers are at high risk of losing employment, becoming isolated and of developing poor physical and mental health. Richmond Carers survey, 2021 and Kingston Carers Association and the RHACC carers surveys in 2022 demonstrate this.

Richmond Council carried out a detailed needs assessment in 2019 which informed the need to ‘to build solid networks to ensure that carers and young carers know where to go to for information and support, to enable carers and young carers to balance their own lives with their caring roles, and; to ensure that local service providers understand these needs and are committed to working together to meet them.’

3. Developing The Annual Accountability Statement

In developing the draft Annual Accountability Statement RHACC has considered local demographic data and needs, Richmond and Kingston skills strategies, the draft London LSIP, The London South Partnership LSIP Annexe.

RHACC has also taken account of existing local and regional Further Education and adult provision. The table below demonstrates that there is sufficient provision for young people aged 16-18 years, A' level, Apprenticeship and higher level vocational provision. Adult SEND provision and ESOL is in high demand. RHACC is the main provider of adult wellbeing provision.

Provision Type	Provider	Learner Group	Sector Subject Areas	Demand
A Levels Access to H.E	<ul style="list-style-type: none"> Richmond Upon Thames College Esher College Richmond Sixth Forms RHACC 	<ul style="list-style-type: none"> Younger learners aged 16-18 years Learners aged 18 years plus 	<ul style="list-style-type: none"> A broad range of A' Level subjects available at all providers Access to HE 	There is sufficient provision to meet needs with places available at all providers
Vocational qualifications Entry level to L4 and above	<ul style="list-style-type: none"> Richmond Upon Thames College South Thames Colleges Group West Thames College Croydon College RHACC (18+ only) to L3/4 	<ul style="list-style-type: none"> Younger learners aged 16-18 years Young adults 19-24 years Adults 24+ 	<ul style="list-style-type: none"> Engineering, Hospitality and Catering Hair and Beauty, Catering, ICT, Arts Construction Construction, Arts, Technology, Access to HE, Accounting and Finance, Media/Communication, Business, Childcare, Counselling, Care, Health, Digital and Creative Technology, Employability, English, Maths, ESOL, Teacher Training 	Capacity building demand for green skills training from civic partners and GLA. Green skills jobs currently not fully defined.

Provision Type	Provider	Learner Group	Sector Subject Areas	Demand
Apprenticeships	<ul style="list-style-type: none"> Richmond Upon Thames College South Thames Colleges Group Private providers 	<ul style="list-style-type: none"> Younger learners aged 16-18 years Adults 	SSA1:Health and Social Care, Child Development and Wellbeing, SSA2: Science, SSA 3:Environmental Conservation,SSA4: Engineering, Manufacturing Technologies, Transportations Operations and Maintenance, SSA 5: Building and Construction, SSA 6: ICT Practitioners, SSA 7: Retail and Wholesaling, Service Enterprises, Hospitality and Catering, SSA 8: Sport, Leisure and Recreation, SSA 8: Travel and Tourism, SSA 9: Media and Communication, SSA13: Teaching and Lecturing, Direct Learning Support, SSA 15: Accounting and Finance, Administration, Business Management Marketing and Sales.	South London Partnership state that Apprenticeship places exceed demand at November 2022
Independence/ Pre Vocational	<ul style="list-style-type: none"> Richmond Upon Thames College South Thames Colleges Group Orchard Hill 	<ul style="list-style-type: none"> SEND High Needs 16-24 Years 	Life Skills, Communication Skill, Digital	The majority of learner needs are met locally. AfC provides out of borough placements where necessary.
Independence/ Pre Vocational	<ul style="list-style-type: none"> RHACC Choices Employment United Response 	<ul style="list-style-type: none"> SEND High Needs 25 years plus 	Pre/vocational provision in Art, Drama, Catering, Retail underpinned by IT, English, Maths.	There is a steady/increasing demand for pre vocational, Skills for Life and wellbeing provision. There is a strong and unmet demand for provision that leads to jobs or volunteering.
Wellbeing	<ul style="list-style-type: none"> Kingston Adult Education RHACC 	<ul style="list-style-type: none"> Adults 	Art, Craft, Creative Technology/Photography, Cookery, Dance, Exercise, Languages, Music, Drama, Creative Writing, Philosophy.	There is strong demand for provision.

Provision Type	Provider	Learner Group	Sector Subject Areas	Demand
Skills for Life	<ul style="list-style-type: none"> Kingston Adult Education RHACC STCG - Kingston 	<ul style="list-style-type: none"> Adults 	English, Maths, ESOL, Basic IT	There is strong demand for provision

4. Contribution to National, Regional, Local Priorities

Type of Need	Subject Sector Area	Enrolments 2022/23	Enrolments 2023/24	Areas of Development for 2024/25
National and Regional Priority	Digital, Information and Creative Technology	1280	1344	5% growth planned. Provision meets the needs of Creative and Tech SMEs which are strongly represented in Richmond and Kingston and more so than other SLP boroughs.
National Priority	Science and Maths	100	130	A 30% increase is planned, incorporating online provision to enable Health and Care workers to progress to Higher Level Apprenticeships in the NHS.
National Priority	Health and Social Care	1426	1469	A 3% increase planned to address recruitment issues in London.
Regional Priority	Education	215	230	5% increase planned to meet the needs of the Education workforce which is strongly represented in Richmond and Kingston. Provision includes

				development for professionals in Green and other priority sector areas to develop teaching and training skills required for capacity building.
Regional and Local Priority	Creative Industries	1475	1545	4.7% increase planned to meet needs of self employed and SMEs that are strongly represented in Richmond and Kingston.
Regional cross cutting theme - boost international recruitment	English/ESOL	2754	2892	5% increase planned to enable progression for Ukrainian refugees and progression for all learners to vocational provision in Digital, Health/Care, Admin and Support Services.
Regional Priority	Administration and Support Services	320	336	5% increase planned to enable progression from ESOL.
Regional cross cutting theme -	Green Skills	114	224	100% increase planned from a modest start in 2022/23. Provision will include embedding in ESOL, English and Maths provision e.g. 'Living Sustainably in the UK.' Green elements added to Creative Industries, Health/Wellbeing and Business Finance provision.
Regional cross cutting theme -	Entrepreneurialism	336	352	5% increase planned to develop Business Start Up and Improver modular provision for the Creative and Tech sectors.

Regional cross cutting theme -	Health and Disability	890	938	5% increase planned in response to increase in economically inactive Richmond residents due to health reasons. Wellbeing provision also provides starting points in new careers or voluntary roles for over 50s who are economically inactive due to retiring.
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