

Sir John Cass's Foundation Lecture 2016/17



**The world's largest
classroom –**

The outreach of the
University of London

Professor Sir Adrian Smith FRS
Vice-Chancellor,
University of London



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Foreword

Sir John Cass's Foundation is a 270 year old City-based grant-making charity that takes its name from the politician and philanthropist Sir John Cass (1661–1718). Dedicated to raising the attainment of children and young people facing disadvantage in the City and surrounding London boroughs, the Foundation supports a wide range of programmes addressing the immediate barriers preventing academic success, personal fulfilment, transition into employment and social mobility. In addition, the Foundation supports eight educational institutions in the nursery, primary, secondary and tertiary levels of education, which bear the name of the Founder.

During the past year, the Foundation has awarded a number of significant grants including a grant of £2.6 million to London Metropolitan University for the purpose of widening participation in Higher Education. This grant was awarded to ensure that potential London Metropolitan University students, many of whom come from the Foundation's client base, are enabled to access Higher Education. The Foundation also agreed to jointly fund a £1 million collaborative coaching and mentoring project with the Cass Business School.

The Foundation's role goes beyond grant-giving and in recent years we have developed our position as a convenor for debate and discussion in the education sector. I for one am extremely proud of the Sir John Cass's Foundation annual lecture series. The annual lectures have gone from strength to strength and this year was the tenth anniversary of the lecture series.

The Sir John Cass's Foundation Lecture is given annually by a high profile policy maker or commentator at the Cass Business School in London and seeks to advance debate about the future of the provision of education in our country.

Addresses have been given by Lord Adonis, the Parliamentary Under Secretary of State for Schools in 2007; Ed Balls, the Secretary of State for Children, Schools and Families in 2008; Michael Gove, the then Shadow Secretary of State for Children, Schools and Families in 2009; Sir Anthony Seldon, the Master of Wellington College in 2010; in 2011 the educationalist and former Deputy Head Teacher of St Michael & All Angels Church of England Academy, Katharine Birbalsingh; Sir Vince Cable, the Secretary of State for

Business Innovation and Skills spoke in 2012; the Lord Hennessy of Nympsfield in 2013, Martin Bean CBE, Vice –Chancellor of The Open University in 2014 and The Rt. Hon. Lord Baker of Dorking CH in 2015.

The 10th Sir John Cass’s Foundation Lecture was delivered by Professor Sir Adrian Smith and was entitled ‘The world’s largest classroom – the outreach of the University of London’. The Foundation is very grateful for the permission to film and publish the transcript of this year’s lecture.

The Foundation has been delighted by both the quality and content of each lecture that has taken place to date and its ability to attract quality speakers from across the political spectrum. We are indebted to all ten speakers who collectively over the years, have spoken on a range of topics highlighting the challenges and opportunities for change within our education system. We also welcome the forum the Lecture has provided for debate and discussion giving the Foundation unparalleled access to those at the grassroots of academic delivery in Britain today.

The Foundation is keen to enter into dialogue with those in the field of education to explore meaningful and evidenced-based programmes that improve the life chances of young people living in London.

We are constantly striving to better understand the educational needs of London through conversation and partnerships with organisations working on the ground. London’s landscape continues to change with communities, schools and voluntary sector organisations constantly facing new challenges. As an independent grant giving foundation we are able to fund activities that work to address these challenges and I have seen the difference that these activities have made over the years.

The Foundation is also keen to engage with other high profile speakers so that the Sir John Cass’s Foundation Lecture continues to be such a success.

Dr Kevin Everett (Deputy)
Treasurer and Chairman
Sir John Cass’s Foundation

The world's largest classroom

First, my thanks to Sir John Cass's Foundation for the invitation to deliver this lecture. I am here as the Vice-Chancellor of the University of London, an institution which – as I shall share with you – has a long and complicated history, often not well understood and often misrepresented, but which has never wavered from the mission of changing lives through expanding access to world-class higher education and through being on the side of inclusion rather than exclusion. As I travel through this historical journey, you will doubtless find parallels with recent and current education debates.

Today, the University of London is a federal collaborative partnership of 18 autonomous, independent, world-class, research intensive and specialist institutions. Although much of their work and achievements are now separate from those of the central University itself, they have all contributed enormously over the years, and still do, to the outreach history I am about to describe.

In the early 1820s, there were just two universities in England, Oxford and Cambridge. Both were male only, socially rigid and religiously exclusive, denying participation to those who did not belong to the Church of England. And apart from a small number of scholarships and bursaries for men training for the Anglican priesthood, the cost of attending, which required residence at the universities, put this out of the reach of all but the very wealthy.

The University of London, which came into being in the early part of the 19th century, is therefore the third oldest university in England and was the first significant step towards the extension of access to higher education, ending the monopoly position of Oxford and Cambridge.

Its origins lie in social pressure for an extension of higher education beyond the narrow class and denominational basis from which Oxbridge derived its students. But establishing the University involved a long battle, involving competing visions of what a university education should involve, against the background of struggles to end forms of discrimination based on religion. Then, as now, higher education could prove challenging for politicians and at one point the national debate over the recognition of the University contributed to the downfall of a government.

In the early 1820s, London was the only major capital city in Europe not to have a university, although there had been previous attempts to establish one. In the 16th century, Sir Thomas Gresham left provision in his will for the creation of a college to be located in his Bishopsgate house. Gresham College was founded in 1597, thrived, declined and now thrives again through its popular evening lecture series, but never became the basis of a university for London.

Other attempts were made in the 17th and 18th centuries. In 1729, in his grandiosely entitled *Augusta Triumphans or the Way to Make London the Most Flourishing City in the Universe*, Daniel Defoe asserted that:

“an academical education is so much wanted in London that everybody of ability and figure will readily come into it; and I dare engage, the place need but be chosen, and tutors approved of, to complete the design at once.”

Somewhat optimistic – creating a University of London took another century. Meanwhile, of course, there was much high level education to be had in London, particularly for the legal and medical professions, both in the Inns of Court and the famous teaching hospitals. More informally, education and debate could be found in the coffee houses, often referred to as “penny universities”. Elsewhere in the country, groups of non-conformists denied access to Oxbridge, set up their own so-called Dissenting Academies, typically rather narrowly focussed on the various brands of non-conformist theological doctrines and not offering anything resembling a university education.

The concern and debate continued about the need for the expansion of educational opportunities and various local initiatives sprung up around the country. In 1783, the College of Arts and Sciences opened in Manchester and, in 1823, George Birkbeck had helped found the London Mechanics Institute, dedicated to providing the opportunity for working people to learn about art, science and economics through evening lectures and tutorial classes.

The initiative that led to the first university in London perhaps oddly came from a Scotsman, one Thomas Campbell, a successful poet of the day, who had graduated from the considerably more

enlightened Scottish university system, in which students came from a range of social backgrounds, with many pursuing their studies at home while living locally. At this time the population of Scotland was around one-sixth of that of England, but more students attended the four Scottish universities than English students attended Oxford and Cambridge.

Campbell's proposal appeared publicly in a letter to *The Times* on 9 February, 1825. He expressed the desire to expand university education to those whom he described as “the middling rich” and defined to be “all above the working classes and beneath the enormously rich”. His model for the new university whose professors would be paid by charging students small fees for attending lectures (as at Scottish universities). It was to be located in central London and students would live at home, travelling a few miles each day to attend the lectures. The key idea was to provide a modern, practical form of education, but with academic rigour. The rather chilly response of *The Times* was that the idea was “meagre in conception and crude in development”.

Nevertheless, the project went forward, but immediately ran into opposition from a group calling themselves the Dissenters Provisional Committee, who had a rival plan for a new university, exclusively for non-conformists. The two competing parties eventually got together and in August 1825 agreed to cooperate on a single plan, but only on the basis that there would be no religious test for entry and no religious teaching, since no form of the latter would be acceptable to all denominations.

On July 1st, 1825, the supporters of the new university held their first public meeting at the City of London Tavern, with the Lord Mayor in the Chair. The meeting agreed that “the proposed institution be called the London University; the object of which shall be to afford a liberal education at moderate expense”. Their prospectus stated:

“The object of the institution is to bring the means of a complete scientific and literary education home to the doors of the inhabitants of the metropolis, so that they may be enabled to educate their sons at a very moderate expense, and under their own immediate and constant superintendence.”

In August, a site was purchased in Gower Street in Bloomsbury and the winner of the design competition for the building was one William Wilkins, better known perhaps as the neo-classical architect of the National Gallery. Fundraising took the form of selling £100 shares via a joint stock company. Eventually, the new so-called “London University” formally came into existence on 11 February, 1826, opening its doors to students for the first time in 1828. It was a slightly strange “university”, with no formal status, without a charter and lacking degree awarding powers; instead issuing “Certificates of Honours” to those who graduated.

The new institution was to face a long battle to gain official status through either an Act of Parliament or a Royal Charter. Part of the problem was that despite the enthusiasm and drive of the founders, there was a lot of resistance to its very existence. There was a belief on the part of some that a city such as London was not an appropriate location for a seat of learning, because of the dangers and temptations it presented to young people. The Anglican Oxbridge tradition loomed large. As one historian commented:

“Lacking residence, religion, links with the church, or sanction from the state, the proposed University of London was, in the minds of its critics, nothing more than a contradiction in terms.”

The conservative magazine, *John Bull*, went even further, dismissing it as a “Cockney University,

“a caricature of a college – whence morality and religion are to be excluded, at which no honours can be gained, and whence no degree can ever emanate; but which is to serve only as a hot-bed for political clubs and republican debating societies.”

Many saw the London University as more motivated by religious oppositionism than by the desire to expand access to higher education. This, in turn, motivated the creation of a rival institution, which was to be Kings College, founded with a desire to expand access, but maintaining the Anglican tradition – an aspiration supported by the then Home Secretary, Robert Peel. In November 1827, the *Standard* reported that:

“it is intended to make application to the legislature for the endowment of a college in the metropolis, which like the other great universities, shall be under the control, and dedicated to the purposes of the Established Church.”

The new college was formally launched at the Freemason’s Tavern on 21 June, 1828. Unlike the launch of the London University, the prominent supporters were politically conservative and predominantly Anglican. The Prime Minister, the Duke of Wellington, took the chair and the meeting was attended by Peel, the Archbishops of Canterbury, York and Armagh, 12 Bishops and an array of Dukes and Marquises. King George IV agreed to be the patron, enabling it to become King’s College London. The new institution did not seek to award degrees and friends in high places ensured that a charter was granted to King’s the following year

Meanwhile, the mutual abuse continued. King’s supporters came to refer to London University as the “Godless institution of Gower Street” and *John Bull* celebrated the formation of King’s by declaring:

“Public indignation has at last been roused, and the greatest and best among us have rallied round the altar and the throne to protect them from the rabble who are to be educated according to the rules of modern philosophy.”

Higher education in London was now in a strange position, with two university type institutions, both primarily seeking to attract middle class students who could not afford Oxford or Cambridge. One having no official status, the other a charter; one was seen as a challenge to established interests, the other offered no such threat, not seeking to award degrees or directly rival Oxford and Cambridge.

London University continued to press for formal recognition that would remove its anomalous status, but opposition continued. Oxford and Cambridge jealously defended their monopoly on awarding degrees and the existing medical schools, while acknowledging the need for medical degrees to be awarded in London, did not want this right to be granted to this new upstart institution.

In 1829, legislation that prevented non-conformists and Roman Catholics from holding public office was repealed, thus ending exclusive Anglican domination of such positions. Concern about religious liberty continued and in 1834 a bill to allow non-Anglicans to graduate from Oxford and Cambridge passed through the House of Commons, only to be thrown out by the Lords. In some ways, this strengthened the case for a charter for London University and the Prime Minister, now William Lamb, 2nd Viscount Melbourne, was inclined to grant one. However, before this could be implemented, the King had dismissed the government and Melbourne was replaced by Sir Robert Peel, who had hitherto not been sympathetic to the idea.

Hopes rose again after Peel's famous Tamworth Manifesto of December 1834, which included what we might these days refer to as a U-turn. In it, he acknowledged that:

“If regulations, enforced by public authorities superintending the professions of law and medicine, and the studies connected with them, had the effect of conferring advantages of the nature of civil privileges on one class of the King's subjects from which another was excluded – those regulations ought to undergo modification, with the view of placing all the King's subjects, whatever their religious creeds, upon an equal footing of perfect equality with respect to any civil privilege.”

However, the fine words did not translate into support on his part for the charter. He opposed a motion moved in the House of Commons the following March:

“beseeking him to grant his Royal Charter of incorporation to the University of London ... containing no other restriction than against conferring degrees in divinity and in medicine”.

The motion was approved by 246 votes against 136 and was one of a series of defeats that led subsequently to the resignation of Peel and his minority administration. The incoming Whig administration moved things on swiftly. In the summer of 1835, the Attorney General announced to the House of Commons that the government intended to grant two charters. The first was to the University of London, but it was to be designated “not as a University, but as a College”. It was to change its name to

London University College and it would have no degree awarding powers, essentially putting it on equal footing with King's – not a university, no degree awarding powers, but with a charter.

The second of the charter decisions was the significant one! At the same time, the government would create a new actual metropolitan university, with a charter and the power to grant academic degrees, either at one of the existing two London Colleges, or “at any similar institution which his majesty might please hereafter to name.”

The institution in Gower Street reluctantly accepted that its main ambition was not to be realised and re-titled itself “University College London”. There was then a further year's delay to the awarding of the University of London charter while medical schools campaigned against the proposed power of the new university to award medical degrees.

The Charter was eventually issued on 28th November, 1836, and at around that date, we still annually celebrate Foundation Day in the presence of our Chancellor. The Charter explicitly mentioned King's and University College, but also stated that candidates could sit for degrees if they had a certificate that they had completed a course of instruction at “such other institutions, corporate or unincorporated, as now is, or hereafter shall be established for the purposes of Education, whether in the metropolis, or elsewhere within Our United Kingdom”.

This key provision enabled wider access to University of London degrees than simply those studying at UCL and KCL and paved the way for what would become the External System. In 1850, a supplementary charter was issued, which enabled students at recognised overseas institutions within the British Empire to study and enter for University of London degrees. A number of institutions availed themselves of the opportunity to prepare students for University of London degrees and, in addition to the two founding colleges, UCL and KCL, by 1857, 22 general institutions and 51 medical schools had been recognised by the government.

The establishment of the new university represented a landmark in greatly increased access in England to higher education. It also broadened the curriculum, pioneering law as an academic subject

and introducing modern language study and the study of the physical sciences. Another pioneering achievement was that it effectively instituted a system of public examinations. As a by-product, the University’s matriculation certificate – a prerequisite for taking the degree course – in time became recognised across the country as a school leaving or progression certificate and contributed to the modernisation of the curriculum in secondary schools. The first degree awards were made in 1839, when 17 Bachelor of Arts, 25 Bachelor of Medicine and 3 Bachelor of Laws were awarded. Over the next two decades, prior to the Charter of 1858, a total of 155 degrees were awarded across the disciplines.

The next momentous step was the issuing of the 1858 Charter, which is most famous today for creating the External System, now the University of London International Programmes, by removing the requirement for candidates sitting University of London examinations to have completed a course of study at an officially recognised institution. This effectively opened up the whole world to the External System.



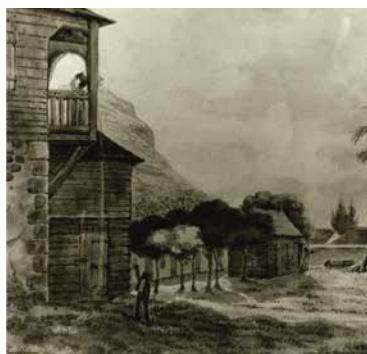
Image 1 The University of London’s 1858 Royal Charter signed by Queen Victoria.

Image 2 Following the new charter, the weekly magazine *All the Year Round* edited by Charles Dickens, described the University of London as the “People’s University”.

The requirement to study at a recognised college had been a source of controversy almost since the university’s inception – for example it was raised in parliament in 1840. There was pressure from journals such as the *Lancet* and the *Popular Educator* to open University of London examinations to all comers. Supporters of this cause essentially wanted to see ‘free trade in education’

and opposed what they saw as a monopoly practice of requiring students to study at a recognised college. A further argument for dropping the certificate system was that the University of London had no powers of inspection over institutions teaching for the University of London degree, even if they had been formally approved by the Secretary of State. Therefore there was no guarantee of the quality of education provided by such institutions.

The other significant element of the 1858 Charter was the creation for the first time of science degrees – BScs and MScs. Until then, the study of science, other than medicine had been considered part of the arts. In 1859, University of London examinations are first held outside London at Queen’s College Liverpool and Owens College in Manchester and in 1860, the first non-collegiate students graduate from the University of London.



3



Image 3 In 1864, a civil servant in Mauritius realised that the 1858 charter also freed up overseas students from the constraints of studying in a government “recognised” institution. The first overseas examinations were held at Royal College, Mauritius, on 10 July 1865. The examination papers travelled over 19,000 miles there and back, with the degrees being awarded in October 1865.

Over the next thirty years, the University of London examinations spread across the world, including Canada, Gibraltar, Tasmania, the West Indies, South Africa, Hong Kong, India and Ceylon, with 18 examination centres by 1899. Within the UK, by 1885, at least 16 institutions in England and Wales are offering the degrees by external study.

In 1868, the “Special Examination for Women” was first introduced and in 1878 the University became the first in the UK to open its degrees to women.

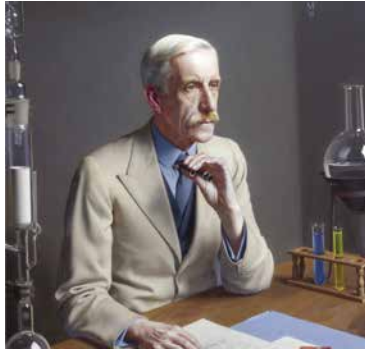


Image 4 Dr Sophia Bryant, one of the first two graduating in 1885.

In the following years, many famous figures received their education through the External System. In 1886, Sidney Webb achieves an LLB as a “non-collegiate” student.

Image 5 In 1890 Frederick Gowland Hopkins graduated as a “non-collegiate” student – and was awarded the Nobel Prize in Medicine in 1929.



Image 6 In 1891 H. G. Wells achieved first class honours in Zoology and second class honours in geology as a non-collegiate student.

Image 7 In 1906 D. H. Lawrence started to study for a BA degree at University College Nottingham – but did not complete the course.



8

Image 8 In 1916, T. S. Eliot became a University of London Extension Lecturer.



9

Image 9 And in the same year, examinations were held in Ruhleben Internment Camp in German.



10

Image 10 In 1922, Barnes Wallis, inventor of the dam-busting “bouncing bomb”, graduated as an external student.



11

Image 11 In 1929, Roland Coase took the Intermediate Examination as an external student when still at grammar school – he was awarded the Nobel Prize for Economics in 1991.



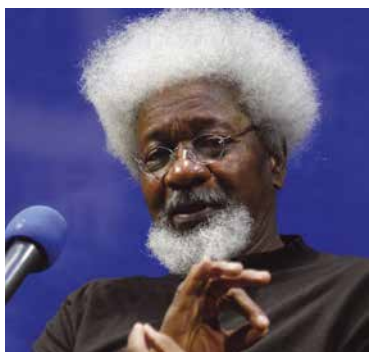
12



13

Image 12 In 1942, examinations were first held in German Prisoner of War Camps. Between 1942 and 1945, the University of London acted to co-ordinate arrangements for 3000 different exam papers of 136 examining bodies.

Image 13 In 1948, Dame Lillian Penson was appointed the first female Vice-Chancellor of the University of London, the first in the UK.



14



15

Image 14 In 1952, Wole Soyinka studied at the University College Ibadan, Nigeria, a college in special relationship with the University – he won the Nobel Prize for Literature in 1986.

Image 15 In 1953, Derek Walcott graduated from the University College of the West Indies, another in special relationship with the University of London – he was awarded the Nobel Prize for Literature in 1992.



Image 16 In 1963, Nelson Mandela passed the intermediate law examinations as an external student while in prison awaiting trial.

In 1970, The University of Zimbabwe was the last of the non-UK special relationship universities to become independent, the University of Leicester was the final UK such institution, ending the relationship in 1957.

In 1972, faced with the explosive growth of local availability of higher education throughout the country, the University of London gave notice that it would cease to register full-time external students in UK public institutions from 1 September 1977 and, in 1974, it announced that overseas external registrations would not be accepted after September 1977.

However, in 1983, the University changed its mind and again registered UK and overseas external students.

For the new system, from 1987 a series of contracts were established with individual members of the federation, establishing the concept of a “lead college”, having primary responsibility for academic content.



Image 17 In 1992, Luisa Diogo achieved a Masters degree in Economics as an external student – she went on to become Prime Minister of Mozambique.



Image 18 In 2007, External System graduate Dr Ralph Payet shared the Nobel Peace Prize with Al Gore for his role as lead author of the first Intergovernmental Panel on Climate Change.

In 2008, the External System celebrated its 150th anniversary.



Image 19 In 2009, External System graduate Sir Charles Kao shared the Nobel Prize in Physics for his work on fibre optics.

And today?

The International Programmes is flourishing. There are over 50,000 students (81% undergraduate, 19% postgraduate) in 180 countries studying on more than 100 study programmes, which are offered in collaboration with 12 of our partners in the University of London federation. And there are over one million students registered on our MOOCs (Massive Open Online Courses). Around the world, we work with 132 teaching institutions offering varying degrees of tutorial and other support to students on the ground and we access over 600 examination centres.

In terms of educational delivery, the University of London has, through its International Programmes, always sought the most cutting-edge ways to reach out to our students across the globe. The 1865, train and steamship delivery and marking of the first overseas examinations in Mauritius, which inaugurated the beginning of the external system overseas, was an early example. The commitment to providing high-quality higher education in every corner of the globe and employing the very best technological means to do so continues.

In the summer of 2012, the University of London became the first university in England to join Coursera, the Stanford-based on-line platform, to deliver a suite of MOOCs, courses which can be taken over the internet by subscribers across the world. Just six months after its launch, Coursera had attracted over 1.3 million enrolments; by 2015, this number had grown to 17 million.

The initial offering from the University of London was of four MOOCs –their titles themselves illustrating the breadth of our offerings: Creative Programming for Digital media and Mobile App Development; Malicious Software and the Underground Economy; An Introduction to English Common Law; The Camera Never Lies: Film, Images and Historical Interpretation in the 20th Century. This initial offering has since expanded to 23 MOOCs attracting over one million enrolments, including three on teacher education which formed part of President Obama’s initiative to upskill the US teaching profession.

In addition to embracing new modes of delivery, the University has sought new partnerships, going beyond our academic partner institutions across the world to others with global reach and interests. A significant first took place on the 11th January this year [2016], when we launched jointly with the Association of Chartered Certified Accountants, the world’s first integrated MSc in Professional Accountancy, in collaboration with the School of Management and Innovation at UCL. The programme is available world-wide and has already registered over 1300 students.

In April 2017, we are planning to launch a Global MBA qualification, in collaboration with QMUL. Successful graduate students will automatically qualify for the Chartered Manager designation offered by the Chartered Management Institute. Similar

recognition has been secured from other professional bodies for specialist routes in finance and accountancy.

And we need to respond to new challenges and emerging pathways within higher education. A recent development relates to Degree Apprenticeships, launched officially by the government in 2014 and seen as an important element of the development of workforce skills and training, extending pre-existing apprenticeships (broadly Level 2) and higher apprenticeship (Level 3) schemes. In 2017, we will commence work on a suite of undergraduate awards fitting directly with the degree apprenticeship agenda. Initially, the pathways will be in management, business studies, marketing, financial management, professional accountancy, entrepreneurship and innovation. The curricula will be designed to benchmark against professional body awards in each discipline and will have blocks of personal development at each stage of study.

Finally, a highly appropriate end to this lecture, the University of London has an innovative new scholarship scheme that has been created, with the vital support of Sir John Cass's Foundation, to enable a selection of disadvantaged young people in London to study for a University of London degree.

The scheme, which we are just launching, is aimed at resident Londoners, under the age of 25 for whom there are insurmountable financial obstacles to following standard routes into higher education. The scholarships will be delivered over three years and will cover all tuition and examination fees. Scholarship recipients will also receive one to one pastoral care throughout their studies and benefit from a tailored programme of career support and mentoring, supporting their ability to combine learning with their work and family commitments. In addition to this scheme, Sir John Cass's Foundation will provide support for a further 300 students in the form of covering their costs of initial application to University of London programmes, which itself proves an obstacle for many potential disadvantaged applicants.

So let me end by thanking Sir John Cass's Foundation for all the wonderful things that it does to support educational achievement for disadvantaged young people in the East End of London – and, in particular, for being partners in this latest chapter of the long history of outreach of the University of London.



Sir John Cass's Foundation

Established in 1748 and now a major independent educational charity benefiting the whole of London, the Foundation takes its name from its founder, Sir John Cass. Born in 1661, Cass served as Alderman, Sheriff and MP for the City of London and was knighted in 1712.

Today the Foundation has links in nursery, primary, secondary and tertiary sectors of education, supporting its primary and secondary schools in London, of which it is the sole Trustee, as well as the Cass Faculty of Art, Architecture & Design, within London Metropolitan University, and the Cass Halls of Residence in Hackney, providing good quality, low-cost, student accommodation.

The Foundation prides itself on developing long-term partnerships with key educational establishments. It is now 15 years since the Foundation made a multi-million pound grant to City University's Business School, subsequently re-named the Cass Business School. The Foundation continues to provide on-going support to this and eight establishments bearing the name of the founder.

Sir John Cass's Foundation continues to advance its mission to help educate London's young people living in low-income and disadvantaged communities. The Foundation launched a major fundraising campaign in 2014 to significantly support new innovation enabling more young people to benefit from outstanding educational interventions.

In the past year the Foundation has entered into new partnerships in new areas of interest, we have funded programmes that focus on Looked After Children and Care Leavers with a particular focus on transitions to higher education. In 2016 we awarded a £400,000 grant to St. Mary's University towards the First Star project, piloting a successful programme model from the US in the UK context that aims to get young people in care to progress to higher education.

In addition a new partnership was formed with the Tutu Foundation UK and the Mayor's Office for Policing and Crime (MOPAC) to run the Ubuntu Police-Youth Round Table project. We continue to support London College of Fashion and awarded a grant for the Art Against Knives project that supports young people at risk of knife crime to explore creative avenues of education.

Finally the Foundation was delighted to hold the 10th Anniversary of the annual lecture this year and welcomed guests to a viewing of a commemorative film, which was commissioned by the Foundation to mark this special event.

Details can be found at <http://sirjohncassfoundation.com/publications/films/>

Richard Foley
Clerk and Chief Executive
Sir John Cass's Foundation