

Future leaders set climate agenda with a helping hand from UKAEA

News story

UKAEA's chief executive supported the Youth 7 group in the run-up to the G7 summit



Professor Ian Chapman – UKAEA's CEO

UKAEA CEO Professor Ian Chapman mentored young influencers from across the globe at a forerunner event to the G7 summit, being held in the UK later this month.

The [Youth 7 \(Y7\)](#) is the official youth engagement group for the G7 – the annual gathering of leaders from the seven most advanced economies in the world.

Each year, ahead of the Leaders' Summit, young people from each of the G7 states propose policy recommendations on behalf of their peers. It represents an opportunity to have their voices heard at the highest level of international decision making.

The theme for the Y7 2021 – held virtually in May by the Future Leaders Network – was “Making Waves for Future Generations”. [Read the communique from the event here.](#)

Professor Chapman worked with the Climate and the Environment Delegates on their proposals. The Y7 group put forward nine recommendations to world leaders to ensure societies and ecosystems thrive together. These included strengthening global early warning systems, increasing funding for green, climate-resilient research, and ensuring renewables make up over 75% of the electricity mix by 2030.

Professor Chapman said: “To find answers to the climate crisis, we need young people with the passion, ideas and energy to drive them. I have been so impressed by the Y7 group and the solutions they have come up with.

“As someone involved in developing low-carbon energy through fusion, their recommendations really resonated with me – and I’m sure they will have an impact on the G7 during the UK’s presidency and beyond.”

This year’s G7 Summit will take place from June 11-13 in Carbis Bay, Cornwall.

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[Reassessment of FNZ/GBST deal confirms competition concerns](#)

The Competition and Markets Authority (CMA) reassessed the deal, following its request to the Competition Appeal Tribunal (CAT) for a remittal of its original ‘Phase 2’ decision to block the merger. This request was made after FNZ’s appeal to the CAT.

In line with its provisional findings, a group of independent CMA panel members (the Group) has found in its reassessment that the purchase of GBST by FNZ could substantially reduce competition in the sector. This is because FNZ and GBST, which are both providers of retail investment platform solutions, are close competitors and few other significant suppliers offer effective and competitive alternatives.

In addition to its activities in retail investment platform solutions, which overlap with those of FNZ, GBST also has a capital markets business, which does not currently compete with any of FNZ’s existing activities in the UK. The CMA has considered whether its concerns could be addressed by FNZ selling a narrower package of assets, rather than the sale of GBST in full.

In April, the CMA consulted on a proposal requiring FNZ to sell GBST to an independent third party approved by the CMA, with a right to subsequently buy back a limited set of assets relating to the capital markets business. These assets that could be sold back to FNZ would be limited to those that could be transferred without affecting GBST’s competitiveness in the supply of retail investment platform solutions. After considering further submissions from FNZ, GBST and other parties, the Group has concluded this proposal effectively prevents any reduction in competition as a result of this deal.

Martin Coleman, Chair of the CMA inquiry group, said:

“Having completed our thorough review of the evidence, we have confirmed our provisional conclusion that the merger of FNZ and GBST could significantly decrease competition in the supply of retail investment platform solutions in the UK.

“Requiring FNZ to sell GBST, with the right to repurchase certain parts of the GBST business that are not related to the concerns that we have found, will protect investment platforms and the people they serve, including millions of people with pensions and other investments, from facing higher prices or poorer service in the future.”

For more information, visit the FNZ/GBST merger inquiry [case page](#).

For media enquiries, contact the CMA press office on 020 3738 6460 or press@cma.gov.uk.

[Interim arrangement for sittings of Medway County and Family Court](#)

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[The MHRA concludes positive safety profile for Pfizer/BioNTech vaccine in 12- to 15-year-olds](#)

News story

This follows a rigorous review of the safety, quality and effectiveness of the vaccine in this age group.



An extension to the current UK approval of the Pfizer/BioNTech COVID-19 vaccine that allows its use in 12- to 15-year-olds has today been authorised by the Medicines and Healthcare products Regulatory Agency (MHRA). This follows a rigorous review of the safety, quality and effectiveness of the vaccine in this age group by the MHRA and the Government’s independent advisory body, the [Commission on Human Medicines](#) (CHM).

Dr June Raine, MHRA Chief Executive said:

“We have carefully reviewed clinical trial data in children aged 12 to 15 years and have concluded that the Pfizer/BioNTech COVID-19 vaccine is safe and effective in this age group and that the benefits of this vaccine outweigh any risk.

“We have in place a comprehensive safety surveillance strategy for monitoring the safety of all UK-approved COVID-19 vaccines and this surveillance will include the 12- to 15-year age group.

“No extension to an authorisation would be approved unless the expected standards of safety, quality and effectiveness have been met.

“It will now be for the Joint Committee on Vaccination and Immunisation (JCVI) to advise on whether this age group will be vaccinated as part of the deployment programme.”

Professor Sir Munir Pirmohamed, Chair of the Commission on Human Medicines said:

“We have been very careful to take into consideration the younger age group and the benefits of this population being vaccinated against any potential risk of side effects. There has been a thorough assessment and review of this data which was also looked at specifically by the CHM’s Paediatric Medicines Expert Advisory Group who are scientific experts within this age group, as well as the CHM’s COVID-19 Vaccines Benefit Risk Expert Working Group.

“We have concluded that based on the data we have seen on the quality, effectiveness and safety of the vaccine, its benefits do outweigh any risk. The MHRA will continue to scrutinise all of the suspected side effects data received through the rigorous surveillance programme in place through the [Yellow Card scheme](#) and other safety surveillance measures for all of the COVID-19 vaccines used in the UK.

“Over 2000 children aged 12-15 years were studied as part of the randomised, placebo-controlled clinical trials. There were no cases of COVID-19 from 7 days after the second dose in the vaccinated group, compared with 16 cases in the placebo group. In addition, data on neutralising antibodies showed the vaccine working at the same level as seen in adults aged 16-25 years. These are extremely positive results.”

Background

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Coding from zero

When I attended my first coding course [Awareness of Coding Tools](#), I thought that coding was for tech geniuses and IT experts. Four years on, I am an example of how anyone can learn to code.

I often viewed people who can code as being amazing at mathematics and never really thought anyone could learn it; I can barely do basic mental maths without using my phone.

First thing you might be wondering is why learn how to code in the first place when what I use works fine?

There are lots of benefits to using code, the main ones being,

- They make automating tasks easy, saving you hours in Excel
- Great community support
- Python and R are free so no need to pay expensive licenses

Coding skills are useful in any job role or grade, whether you are Administrative Officer or Grade 7, or working in Operational Delivery or as an Economist. There is always something that you can use coding skills for, whether you are producing graphs and reports, giving presentations, or looking for insights in your data.

My Background into Coding

I kept hearing people talking about R and Python and I was curious to see if I could learn how to code. I took the opportunity to apply for the [Level 4 Data Analytics Apprenticeship](#) which has modules on R and Python.

Common misconceptions about coding

Misconception 1: You'll become a good coder by attending a course

I really enjoyed these modules, they made me realise that coding is actually

fun (when it works), the problem I had was that I expected to become an expert coder after simply attending the courses. Even after spending several weeks learning Python and R, I still felt like I didn't know how. It wasn't until I started actually using the tools that I began to feel more confident in my skills, and this happened when I was given my first problem to solve.

I must admit I would get stuck on something for days at a time and I would get annoyed when experienced coders would solve it in seconds. I kept thinking "Wow, I will never get to their level". It was really frustrating getting stuck all the time and not really knowing how to proceed or who to ask for help. It is so important to have a mentor or someone you can ask for help.

Across the Analysis Function, there are a number of ways to find help:

Misconception 2: You have to remember everything.

Another thing I realised after attending my first course was that there was just so much to learn and I wondered how I would remember it all. I thought I could just sit down and start writing code, but in reality you never really need to remember everything, most of the code is already available online and all you have to do is research methods online, and use documentation to understand how things worked.

Summary

I now work as a trainer, designing and delivering courses, and helping other people when they get stuck coding. The funny thing is, they often say "Wow, I have been stuck on this for days and you just solved it in seconds – I will never get to this level". They don't realise that the only way I can do this is because I too was stuck on it for days before and someone helped me solve it in seconds.

Learning to code is a journey that needs patience; sometimes things just work and sometimes you can spend hours trying to solve something.

The more you code, the more you learn, and there's no end.

If you are interested to start your coding journey have a look at our wide variety of [Introductory courses](#).

Written by Ian Banda, Data Analysis Trainer at the Office for National Statistics.