

examination of the
discrimination
encountered towards
jason brown ; ; as he
attempted to enrol and
attend a railway
engineering learning
program . . .

... this is a document which serves to describe and define certain activities which occurred during the time frame ; ; in which jason brown was attempting to enrol in and attend to a railway engineering learning programme ; ; whilst being qualified as a universal credit claimant ; ; in the u . k . ; ; ... the main purpose of this document is to highlight and accurately define the presence of a directed intentional force ; ; which was applied to these circumstances ; ; and which resulted in jason brown not being able to enrol in ; ; or attend to that same perspective railway engineering learning programme in question ...

... therefore ; ; it will be shown that this exerted intentional force ; ; may be consequently defined and identified as a discriminating force ; ; and which itself led to jason brown being unfairly – unethically – ; ; and illegally discriminated against ; ; in his attempt to enrol in ; ; and attend to ; ; that same railway engineering programme of note ... in this sense ; ; there can and will be shown ; ; a factual record of actual discrimination executed against this universal credit claimant ; ; whose name is jason brown ; ; whilst he was attempting to enrol in and attend to ; ; this same railway engineering programme ; ; under the auspices and employment seeking jurisdiction ; ; of the DWP ; ; the department of work and pensions ; ; all told ...

... this matter needs to be rendered very clear at this juncture ; ; that these actions of intentional discriminating – programme enrolment / attending force ; ; was – were exerted whilst jason brown was seeking the opportunity for gainful employment ; ; under the premise of a railway engineering [learning] course ; ; which itself ; ; was originally offered through the auspices of the DWP ; ; as an opportunity to secure gainful employment ; ; in the u . k . community ; ; all around ... and as such ; ; any intentional effort which was exerted in the design of preventing jason brown from enrolling in ; ; or attending to ; ; this course / programme / class ; ; may be logically and legally seen as a violation and transgression of DWP authority and jurisdiction in full ...

... ; ; o . k . ; ; now that we have the legalise out of the way ; ; we want to be sure of several different things at this point in the discussion ; ; ... the first one is ; ; this

document is going to describe and show ; ; unconditionally ; ; that jason brown ; ;
[the crafter / novelist of this very same document] ; ; was subjected to
discrimination from a directed intentional source ; ; which resulted in the inability to
enrol in ; ; or attend to ; ; a certain railway engineering learning programme ; ; as we
know . . . and the fundamental idea here ; ; is that there was unlawful – unethical ; ;
and illegal discrimination which occurred ; ; and which needs to be accounted
fore ; ; and brought to light . . .

. . . this is the central issue which we need to focus on ; ; and the details of who
might be responsible fore this travesty ; ; or why the discrimination occurred ; ; are
secondary and relatively non essential factors ; ; from the required and officially
needed information at hand . . . the primary concern here ; ; is that discrimination
occurred against this person ; ; and that there needs to be rendered
acknowledgement and consideration ; ; in lieu of the fact that discrimination has
occurred against a universal credit claimant ; ; whilst attempting to enrol in ; ; and
attend to ; ; a DWP sponsored and promoted learning course programme . . .

. . . the other vital idea which we need to keep in mind here ; ; is that this
presentation is totally made under the conditions of logical deployment ; ; where all
of the concepts may be themselves indexed and connected towards an overall
logical cohesive framework ; ; where all concepts are convergent ; ; and pertinent to
the desired matter at hand . . . then as this is the case ; ; from an administrative
reflective perspective ; ; any suggested views from concerned or investigative
bodies / persons ; ; must as well subject their opinions / views ; ; and every single
concept / idea brought forth and positioned as commentary on / about this
document ; ; must also be put / subjected to the same rigorous degree of logical
connective worth and scrutiny as well . . .

. . . in other words ; ; every one of the concepts which is offered here ; ; connects to
the underlying framework of overall logical purpose and cohesion ; ; and is not just
inserted fore the purpose of being used as a divergent opportunity fore drawing a
biased subjective conclusion which might be purely non – logically subjectively
desired . . . it 's not enough fore a potential empowered reviewer of this document

to simply say and claim that 'well'; that 's your position'; here 's mye position'; and it 's just as legitimate as your 's because it 's a stated position '... that does 't cut it'; in the real – true – factual sense'; every qualitative assertion needs to have a logical justification fore it 's presentation'; before it 's given any weight of legitimacy'; in the calculation towards the overall validity and worth'; towards this overall matter'; as it stands...

... moving right along now'; let 's now look at'; and verify the methodology and instruments of analysis'; which are going to be employed fore this document at this time'; to make sure that they are of the same perfect logical cohesive level that is required in order to execute this document at the same totally valid and completely objective high level of degree... in this sense the general processes of qualitative and quantitative analysis processing will be employed'; as they are now to be defined and exposed... and when you think about it'; in essence'; and without really knowing it'; these are the very same processes which everyone uses any ways'; to negotiate their way through every day life'; as they know it...

... there are two modes [phases] fore qualitative analytical processing'; and two modes [phases] fore quantitative analytical processing'; so let 's start with the qualitative processing first'; and to be sure'; we use this processing scheme to identify all / any ' objects ' or ' things ' in our world'; and the ' qualities ' or properties which are ' owned ''; or that belong to these certain things... so we can draw from categories [category bins]'; which are labelled with these item names'; and talk about the items and the qualities or properties that belong or are associated with the same ' objects ' or ' things ' in question'; that really exist...

... now the second mode [phase] for qualitative reasoning – processing'; is to make logical assertions about these objects and properties'; where these same assertions themselves connect and relate to the coherency of what is being discussed or focused on'; fore that particular frame of reference of logical line of enquiry'; which is being considered at that time... this is where a premise or assertion is brought forth'; in order to arrive at an intended consequence or conclusion where again'; the essential part of this equation'; is that the premise

or assertion which is brought forth ; ; needs – itself – to be grounded in / connected to ; ; the projected topic of interest as a data point of logical / factual worth itself . . .

. . . in this sense ; ; there needs / requires to be only convergent offerings of premises or assertions ; ; which themselves must meta indexically relate to the given matter at hand ; ; and where any presented information of identified object or property ; ; needs to be again logically pertinent itself as truthfully perceived empirical information on the overall existing state of affairs / data base conceptual framework ; ; as factual indications of what phenomenon are actually appearing ; ; and the nature of associated qualities / properties which are factually / actually in existence themselves . . .

. . . quantitatively now ; ; as we look upon the first mode / phase of quantitative analysis ; ; we are of course in the domain of computational statistics ; ; and are now interested in the factual probability towards either the real or actual existence of certain phenomenon ; ; or the manner in which the real or actual existence of phenomenon occurs ; ; fore any given identified ' object ' - ' thing ' ; ; or quality – property - ' characteristic ' which that object / thing might posses / own . . . here we need to first understand that the factual statistical computation of any ' object ' - ' thing ' ; ; or ' quality ' - ' property ' themselves ; ; could be states of existence ; ; consequences of existence ; ; or just concrete manifestations of real objects or things or qualities – properties belonging to those objects / things themselves . . .

. . . therefore ; ; in laypersons terms ; ; we look at a certain condition / consequence or object / object property and say ; ; ' what is the chance or probability that this state of affairs / consequence ; ; object or property / quality really exists ; ; and what might be the manner in which this condition has been brought about ; ; by chance / simple random variation of probable possible instance occurrence ; ; or by some other directed force / factor ' . . . in other words ; ; if we are focusing quantitatively on a given object – object property – state of affairs – consequence ; ; did that ' thing ' really in factual - empirical terms come into

existence at all ; ; and if it did ; ; was that the result of simple random chance / variation ; ; or was it the product – effect of some other directed or intended factor / force . . .

. . . in order to answer the query that has now been posed in this framework of interest ; ; we now need to look at the real empirical data which exists itself for examination ; ; fore any / every case that presents itself in this sense of generalized quantitative analysis ; ; which stands before us now . . . let 's consider an example notion of whether a certain property associated with some selected object really exists ; ; and that it is a factual occurrence of this instance ; ; as that instance [object] truly appears . . . so ; ; we look at all the real existing instances of this object ; ; as they appear empirically in that designated object 's category bin ; ; and compute how many of those instances also have the owned property which we are focusing our intent on ; ; at this particular moment in time . . .

. . . assuming that the reality or possibility of that object property ownership relationship occurs from random variation / chance ; ; and that it does occur freely ; ; then there will be a random distribution pattern of property / object occurrence ; ; where the percentages [themselves] of this relation occurrence ; ; will now fall out on ; ; and follow a random distribution pattern curve . . . in other words ; ; if this is simply a matter of whether or not a certain object has / includes a certain property value or not ; ; and that occurrence does happen freely and does happen possibly ; ; then that property value relation is really there from actual random variation or chance ; ; and then approximately half of the object instances in the designate category bin will have that property value assignment ; and half of the instances will not have it ; ; but the possibility of object property assignment itself – will follow a random normal distribution curve pattern as is known . . .

. . . if on the other hand ; ; there is some causal relationship which determines if that property value appears as belonging to / owned by the selected object of note ; ; there will be an ' adjusted ' random distribution pattern which will now reflect the nature fore strength of property – object connection ; ; fore every instance that exists within the category bin fore that particular object selected in

mind . . . and if now the strength of the causal object – property connection is meta randomly possibly ; ; then that gradient continuum of relation will now be reflected as a normal distribution curve pattern of object – property measured in quantitative degrees of strength ; ; as is exemplified by a random distribution data spread curve itself . . .

. . . this perspective now – here gets even more complicated when we consider the inclusion fore the manner of relation connection ; ; as resulting from itself a random series of possibilities ; ; or some coordinated sequence of intended / calculated force . . . the nature of the relation is trivial ; ; it could be object / property ; ; or event ; ; or consequence / state of affairs ; ; the basic equation still remains the same . . .

. . . just pausing fore a moment here ; ; fore the informed statistician ; ; this is a novel read and treatment of / fore conventional statistical thought ; ; as the possibilities of random occurrence and object – property relation are cast in a bit of a different perspective ; ; it makes perfect sense due to the fact that there is this underlying assumption in conventional statistic theory ; ; which assumes automatically that any assigned / desired object – property relation is random ; ; and existing to begin with ; ; and it maye very well not be that way indeed . . .

. . . the identified object – property [or any selected] relation maye a) not exist to begin with and so will not be computable on a random data point distribution field ; ; b) be totally determined bye a causal relationship ; ; and therefore appear as a 100 % line of actuality on the mapped x – axis of possibility occurrence ; ; and not as a normal distribution curve ; ; or c) have a graded strength of connection which might not follow the normal random distribution pattern of object – property assignment at all . . .

. . . with all that being said ; ; fore the purposes of this particular document ; ; we will as selected protocol and methodology ; ; simply look at all of the factual existing instances of a given relation ; ; and compute the existence and manner of existence simply based on the appearance of that relation as it appears exemplified in the

designated category in which it exists . . . this will then / now be acceptable as logical factual data ; ; and can be entered as such into the compiled document record ; ; all told . . .

. . . we don ' t need to dwell on the fundamentals or intricacies of quantitative analysis at this point such as the z score tabulation ; ; and the standard deviation percentage of probability index of an existing relation ; ; which is computed from the assigned mean random distribution x axis point on a cartesian plane of reference . . . but suffice it to say ; ; that when we are looking at the ' chance ' ; ; or probability of occurrence of a selected ' condition ' or ' aspect ' ; ; from either simple random variation or directed intentful force ; ; this conclusion will be based on real - factual - logical - objective evaluation / execution protocol ; ; and not on some divergent subjective insert ; ; of pre-emptive non - logical subversive goal state agenda attempt . . .

. . . let ' s get on now ; ; to the other mode [phase] of quantitative analysis ; ; which itself ; ; looks at the statistical probability of two possibly related concepts being truly related fore a given characteristic that meta - defines that same pair - polar pair concept array in question . . . stated a little differently ; ; we ' re looking at different sets of paired properties / characteristics which are assigned / belong to any given object / event / thing that is of interest ; ; and assessing whether the relation between two particular such selected properties are themselves ; ; related to the connected object / event / thing ; ; and what the probabilistic strength of such a relation / connection [correlation] might logically be . . .

. . . this is the objective and function of a statistical mode of analysis known as the correlation [regression] of data points ; ; which is focused on the probability that two associated properties are related within the context of a single owning / agent object ; ; and what the entire data field [population] of instances reflects / reveals ; ; in terms of the probabilistic strength fore that same categorical instance / paired property relation in question . . . so here we take all the computed instances fore a certain object / event / thing ; ; and map / scatter all of those

instances on an x axis continuum ; ; with regards to the relation between two included / owned aspects / properties / qualities belonging to that object / event / thing ; ; and assess what the percentages of instance relation are in this particular examination that we are focused on now . . .

. . . this is the statistical computation / tool of correlation [regression] ; ; between two identified properties / qualities / aspects within the agency / ownership fore any given object / event / thing ; ; and as such ; ; can be a reliable - logical - factual method towards establishing the nature of probability / validity / strength of occurrence / existence fore those two selected properties in question . . . here again ; ; we are involved in ; ; and utilizing towards ; ; purely factual and objective methods of enquiry ; ; where as well any DWP reviewing or assessing input / determination must as well be subjected / scrutinized under the same standard of sound and complete logical / factual introspection itself ; ; and to this end -- thank you all very much ; ; and now goode [k] night to all . . .

. . . and just as an aside hear ; ; doesn ' t the ' silent ' e = the ' silent ' k ; ; and the ' silent ' w ; ; in phonetic / grammatical approach to these matters and things ; ; and how about the interchangeable ' s ' and ' z ' alpha - numerical assignment itself ; ; quite cont-rare ; ; don ' t you agree ; ; ii do . . .

. . . moving [w] right along ; ; we want to now focus on the qualitative definition fore the object of interest here ; ; which is itself recursively defined as an event of occurrence ; ; which can be named as a learning programme or course of study and achievement as is already well known . . . let 's now draw upon the instances fore this particular object ; ; as they appear / factually exist in a generic category bin ; ; which itself is identified or labelled as learning programme / course of study ; ; and examine what those instances of existence have to say . . .

. . . there is now rendered from this generic instance category bin ; ; a detailed list / map / contents of associated qualities / properties ; ; which relate to - belong to ; ; define - describe the object / event ; ; of what a learning programme / course of study object / event is really all about . . . factually now ; ; there appears to be

several aspects of sub category definition which we need to look at ; ; and surmise as to their salient details and identifying characteristics ; ; as they present themselves fore inspection and evaluation ; ; at this particular time . . .

. . . we can here identify several aspects of generic learning programme / course of study event definition as they are revealed ; ; as factors / aspects towards that same agent / owner event [learning programme – course of study] as characteristics of that particular event operation ; ; now defined as the venue of programme enactment ; ; learning materials / elements required ; ; and teacher – tutor involved fore this particular episode response . . . these are the initial qualitative features which that category bin reveals ; ; and quantitatively speaking ; ; this is the overwhelming factual – statistical result of category bin instance documentation reveal . . . consequently now ; ; the other sub category of event object definition itself ; ; is described / defined bye the properties of existence of learners themselves ; ; who are attending the learning programme / course of study event ; ; the qualifications which allow fore the learners to attend the course / programme in question ; ; and the monetary resources – funding available which allows / permits ; ; in economic terms ; ; fore this particular event to come about itself . . .

. . . qualitatively and quantitatively speaking here and now ; ; we have these aspects / factors ; ; which themselves relate to the object at hand ; ; that being an event known / labelled as a learning programme or academic course of study hereabouts ; ; where the identified properties associated with that particular event are labelled as 1] the venue of learning course enactment ; ; 2] the teacher / tutor responsible fore the learning course element delivery ; ; 3] the learning course elements / curriculum of student / learner interest ; ; 4] the presence or existence of prospective learners / students who themselves are involved with – interested in enrolling in and taking that same observed course of note ; ; 5] the qualifications necessary – or required bye the learners / students in order to enrol and attend that session ; ; and 6] -- ; ; the availability of required funds / funding ; ; of monetary value – which is needed to allow fore the learning programme / course of study to proceed and exist . . .

event occurrence ; ; as now defined stages and goal states of accomplished information affairs [sub events] themselves

... so as a composite / compiled array of static and fluid sub event [goal state] occurrences the list of fluid / flexible / catalytic event occurrences describe a pattern - goal state sequence of event completion ; ; and can be actually defined as such operational sub events ; ; and labelled as stages of event completion ; ; and or named as goal states of sub event accomplishment themselves ... again this whole taxonomy of fluid event existence and formulation is objectively determined and identified through the same basic meta recursive described and defined processes of qualitative and quantitative analysis ; ; and is true fore the definition / operation of any selected generic event object ; ; and as well true fore any event specifically defined as a learning programme ; ; or student course of study ...

... a little more resolution of examination fore this entire process ; ; maye also yield a more exact and finer grade of analysis ; ; where the actual vehicles of human intentful goal state creation and achievement ; ; may itself further be defined as the sub processes of human thoughts and feelings ; ; and human actions and decisions fore enactment of any desired event goal state protocol of note ... fore the purposes of this particular document - perspective ; ; human thoughts and feelings as they relate to the overall scope of this matter ; ; will not be dealt with here ; ; and the underlying pertinent strategic decisions and actions protocol ; ; will be identified and realized ; ; only to the extent with which those decisions and actions highlight and support the general agenda of event goal state accomplishment [static or fluid] ; ; and static event feature realization themselves ...

... what we after here ; ; is to define and present an objective conceptual framework ; ; which itself describes different agendas of intentful goal state accomplishment where sub event static features maye also be included in the overall context of event realization as a single homogeneous pattern / array of human intent deployment and resolve ... then to complete this meta description analysis of intent ; ; we can now define intent sub categories of existence ; ;

themselves identified as animate [human] directed intent ; ; inanimate non human undirected intent ; ; good / positive intent ; ; and bad / negative intent . . .

. . . it ' s important to establish these sub categories of intentful force ; ; because this is the manner in which all events are shaped ; ; and when events are analysed ; ; this is the manner in which human intent ; ; and ultimately agency / human responsibility may be identified ; ; as the active person[s] who enacted / brought about the connected identified event formulation ; ; or affecting agenda of investigation and review . . . therefore ; ; in pure objective terms ; ; the whole approach is to first identify the connection between any aspect / goal state which is part of the event in question ; ; [the originally DWP sponsored learning programme] ; ; and the underlying intentful agenda which was responsible for any effect or goal state event outcome that was the ultimate result of that certain agenda ' s evaluation / execution protocol as such . . .

. . . to reiterate then ; ; the main objective here ; ; is to identify and link various types of event goal state completion to it ' s underlying intentful agenda ; ; and then the possibility of perspective agency person[s] responsible for the enactment of that proven / discovered agenda ; ; may further be defined as well . . . but again ; ; what is most important and the only real factor that is necessary for discrimination assessment ; ; is to prove existence of ; ; and the establishment of intent based on the existence of certain intentful agenda ; ; which again itself is based on affected event goal state [static or fluid] realization occurrence ; ; and that in general ; ; these certain kinds of linked identified intent ; ; did actually exist themselves . . .

. . . so we want actual operational objective definitions for controlled animate ; ; and uncontrolled inanimate intent ; ; as well as for both good and bad intent ; ; as to their agenda and goal state affecting qualities ; ; with statistical quantitative backing to confirm and legitimize these definitional operational terms of use . . . what we really have here specifically and in general is as well recursively defined ; ; as is every single delivered and described concept – notion from the document ; ; and is always qualitatively defined and quantitatively proofed out in the same identical fashion ; ; where all assertions connect logically to a unified underlying

agenda ; ; which itself again ; ; is also objectively recursively defined . . .
... this is known as the meta operational procedure of doubly open ended
recursion ; ; and in addition here ; ; this also speaks of an intentful agenda where
goal states are accomplished proven concepts as facts ; ; and event completion is
the overall factual proving of the fundamental event summary goal state of
choice . . .

... if we now look at these four identifying factors of intent description ; ; we can
formulate a factor 2 X 2 grid ; ; which now produces the following combinations of
intentful factors as 1] good / directed controlled animate intent ; ; 2] good / non
directed uncontrolled inanimate intent ; ; 3] bad / directed controlled animate
intent ; ; and 4] bad / non directed uncontrolled inanimate intent themselves . . .

... because what we are involved with investigating here is a learning programme –
course of study ; ; what we are interested in is / are the aspects of human
controlled animate intent ; ; and we don ' t need to focus on the two inanimate
aspects of intentful activity ; ; but two brief examples of inanimate / uncontrolled
bad intent ; ; will be provided ; ; just to define the total dynamic of controlled human
animate intent more clearly ; ; with any example of good / uncontrolled inanimate
intent ; ; being left to the reader ' s / reviewer ' s imagination ; ; as it were . . .

if a selected tutor / teacher was beset by an uncontrolled / un - orchestrated /
unplanned accident ; ; which prevented that tutor from conducting learning class
sessions ; ; or again the uncontrolled / un - orchestrated / unplanned sub event
of goal state completion of the learning programme site of student attendance
catching fire ; ; these would be accurate examples of that combination inanimate /
uncontrolled bad intent manifestation to see . . .

... next step in this evaluative – expository document ; ; is to now recursively look
at good controlled animate intent ; ; and see that there is a definite pattern of
decisions and actions ; ; which again themselves lead to and bring about the
framework – tapestry of both fluid and static goal state completion phases of
agenda result . . . and to define fluid event goal states a little bit more fully ; ; we
would be talking about the sub event of student / learner pre – programme

enrolment ; ; different conducted sessions of learning programme learning delivery ; ; learner assessment and achievement activity ; ; and final awarding of earned learner / student qualifications as some examples of these goal state characteristics ; ; to boot . . .

. . . that being said ; ; we can now see that the overall intent and agenda fore this type of event object is controlled / good animate intent ; ; where that intent and deployed agenda are visible ; ; obvious ; ; and openly projected ; ; in practically every sense of agenda assertion ; ; as are the fluid and static goal state expectations and fulfilling field degrees and requirements themselves ; ; of course . . . there are no uncertain factors or hidden conditions to goal state fulfilment / completion ; ; as all involved parties [the learners – the tutor ; ; and any auxiliary administrative personnel involved or required fore event goal state success] ; ; are working together cooperatively and collectively ; ; to accomplish this overall event completion design . . .

. . . we now have a an established template of qualitative and quantitative category analysis worth ; ; and as presented and meta proofed already in this document 's preceding content all presented concepts themselves under go this same rigorous protocol ; ; where this meta process may be understood as that meta constructed decision / action – meta goal state ; ; logically asserted and recursively topically connected agenda of document content and document creator ; ; [jason brown] ; ; on every level and in every sense of formal text producing information which is here . . . hence ; ; the learning programme event fore railway engineering as initially offered and sponsored through and bye the DWP ; ; has these identified and statistically verified aspects ; ; and as well contains other generalized factors / fluid goal state conditions ; ; which may now also be identified as belonging to that same agenda / event learning programme ; ; that we have in focus . . .

. . . to first reiterate what we have already identified as those basic fundamental meta agenda operating goal states just described ; ; is the fundamental sense of overt goal state completion ; ; openness and shared public agreement as to the method of goal definition and completion ; ; and cooperation and agreed upon

planning ; ; at all stages of event goal state realization between all interested and involved parties of learning programme concern . . . along with this generically held and supported event agenda blueprint ; ; are the connected additional meta goal state factors of wanting to realize and support ; ; any additional factors or relevant pertinent goal state formation information which may be previously substantiated or underlying the ongoing fabric of agenda ; ; the final largest agenda event concern ; ; that the ultimate goal is to train and qualify as many fairly / logically allowed learners ; ; and distribute as much learning element information to these learners ; ; so as to increase their level of prospective qualified ability ; ; to that very highest level possible . . .

. . . then these are the meta event learning programme goal states / meta agenda of good directed intent ; ; which are 1] the fundamental mission statement of openness - cooperation and general agreement on agenda implementation and goal state achievement ; ; 2] the enactment of this philosophy fore any static or fluid event goal state ; ; 3] the enactment of this general philosophy towards any preceding goal state factor truth - or underlying agenda or appearing goal state condition connection ; ; and 4] the larger picture of desiring to enact this general philosophy towards all fairly and logically qualified learners ; ; to allow fore as many learners to succeed ; ; and to impart as much productive / positive learning element information to each learner as much as is possible . . .

. . . subsequently now ; ; with this intentful agenda defined ; ; we look at the opposite intentful force of bad animate intent ; ; as it relates to ; ; and is defined by the now clarified template conditions identified as defining and governing good intent agenda / event goal state realization itself . . . easily now we can assess and track bad intentful activity / behaviour as decisions and actions which serve to create an agenda that is based on failure or non - realization fore positive / good intentful agenda relations themselves . . .

. . . then here ; ; because the fundamental default setting fore this entire category of good intent event structures is openness ; ; acknowledgment ; ; cooperation ; ; and publicly agreed upon protocols ; ; the fundamental operating characteristic

fore bad intent agenda formation ; ; is to accordingly disallow certain essential / required good intent agenda goal states ; ; whilst at the same time in operational parallel not allowing itself [bad intent] as the entity and connected agent ; ; to ever become visible or accountable ; ; to the accepted default setting collective agency / consciousness of group animate intent ; ; which itself / themselves is / are publicly acceptingly desiring ; ; fore the good intent agenda and goal state driven event [learning programme] to dominate event definition / creation ; ; and successfully then itself come about . . .

. . . therefore ; ; stated again the primary or fundamental mission statement fore the bad animate intentful force – connected agency ; ; is to exert an agenda of disallowing or disqualifying certain selected good intent goal states of associated required factors ; ; maintain a veil of undefined unaccountable vagueness ; ; and from that strategic operational perspective cause non completion of required good intent agenda goal states ; ; whilst avoiding any scrutiny or accountability . . . and then the bad intent agenda continues ; ; by now forcing a resolved conclusion / assertion fore the incompleteness or failure fore that targeted event structure ; ; to be based either on undefined factors ; ; or incorrectly / non logically introduced acceptable factors ; ; which themselves are allowable – some how justifiable ; ; and not visibly or actively connected to the real source of instigation [bad intent agenda with it 's connected agency] ; ; a manoeuvre which then permits and illogically substantiates disqualification fore that same overall event [learning programme] in question itself . . .

. . . to then continue with this same pattern of document meta operationally defined and logically revealing inference net ; ; the larger scope of bad intent agenda follows and mimics the good intent agenda ; ; where bad agenda goal states are the disallowing or disqualification towards those mirrored inverse good agenda goal states / factors themselves . . . in this sense the bad intent agenda has as it 's itemized list of meta goal state conditions ; ; 1] the vague unaccountable projection of bad intentful agenda strategy ; ; where in general there are unidentified covert operations / functions of non cooperation / non –positive goal state completion directed towards good intent event goal states ; ; between

key good intent agenda promoters / operatives ; ; which maye or maye not be to their awareness ; ; but which they are being subjected to and effected bye – just the same . . .

. . . 2] a continuation of this same general bad intent agenda strategy ; ; where selected fluid and static good agenda goal states are targeted fore non completion / disqualification of those goal states which as a procedure is enacted and intenfully set into motion ; ; 3] the execution of this same general strategy ; ; as it now applies to important preceding or underlying good intent agenda factors / meta goal states ; ; the compromising of which ; ; can possibly or certainly lead to critical actual event goal state non allowance itself ; ; and 4] the general and totally non accountable proposition / rationale towards any or all good agenda goal state disqualification ; ; based solely on the completely incorrect rationale that any goal state itself maye disqualified at any time ; ; and any rationale fore disallowment may justify disallowment without proper connecting logic or rationale proofing protocol ; ; and any learner may be disqualified from learning programme attendance ; ; based again on any adjusted or selected subjective rationale [vague or initially acceptable] ; ; which again doesn ' t require any legitimate grounding or connected logical proofing itself . . .

. . . we can now see that there is a perfect fit of inverse or mirror opposite agenda strategy ; ; where each of the four agenda intent parameters are matched together fore comparison ; ; where the overriding quality fore each intent factor grouping is that good intent wants the most positive and beneficial outcome fore event goal state completion ; ; fore the overall good of the situation ; ; and with full fair ; logical goal state grounding ; ; as it 's operational method ; ; and where bad intent delivers a limited agent or agency special interest agenda ; ; that operates fore the designs of that agency group ; ; in the most covert – vague / unaccountable ; ; and non logically grounded approach ; ; that is possible to assert and enact . . . a perfect example of this bad intent agenda goal state / strategy ; ; would be in the case of bad intent agenda goal state 4] where the concrete example here is a certain individual possessing high level qualifications ; ; owning a list key and factually proven true and important publications ; ; possessing musical talents of

great social and commercial value ; ; having solid electrical background experience ; ; having a squeaky clean criminal record ; ; and this individual ; ; after applying to thousands of jobs / roles ; ; covering the gamut from teaching jobs – to electrical mate jobs ; ; to simple middle level management jobs ; ; to a whole range of possible jobs that he is certainly qualified for ; ; this individual not only doesn ' t receive gainful employment ; ; he isn ' t even allowed to be short listed for even an initial job interview itself . . .

. . . the only correct objective explanation towards this totally unfair and illogical bad intent agenda here ; ; is that any and all employers have the right to refuse in selected cases ; ; employment to anyone at any time ; ; but if that refusal of employment ; ; or even refusal for a short listing interview is done when that individual ' s qualifications at least match ; ; exceed ; ; or outmatch any and all other job applicant ' s qualifications ; ; over and over again ; ; and this action ; ; is only enacted onto one person ; ; that same person ; ; and not for any others ; ; then the refusal of employment or refusal of even a short listing job interview ; ; can not be justified in that now obvious special interest agency bad intent of unfair – illogical – biased agenda itself . . . this of course ; ; forms the basis for and legal definition of discrimination itself ; ; the continual refusal to allow repeatedly a single person for any reasonable opportunity towards gainful employment ; ; where the application attempts are grounded in proper qualification – publication ; ; and verified by numerous individuals and resources ; ; and these good intent and good faith efforts on the part of the job applicant have been enacted by this same individual for at least seven years ; ; without any reasonable sign or justification as to why this has happened as such ; ; is solid proof of unaccountable special interest agency bad intent agenda ; ; which simply appears here at his point in the preceding discussion ; ; only to illustrate an example reality of what bad intent agenda strategy is really all about . . .

. . . let ' s proceed on to the next document objective concept objective [pair polar pair] ; ; and ii remember years ago ; ; when jason brown first advanced this concept ; ; as part of his dissertation / doctoral thesis ; ; of which there are [in all modesty ; ; thanks much to all] ; ; currently over 300 million hard copies in existence

;; he received a huge amount of criticism and mockery at the time ;; because of the supposed asserted idea that this was an irrelevant and non grammatical phrase [pair polar pair] ;; which was repetitive ;; and didn't make any sense whatsoever [' why use ' pair ' twice ;; don't you know linguistics ' ;; and ' you ' re supposed to be a teacher ;; don't you know proper grammar ']. . . . unfortunately ;; fore that uninformed and corrupt special interest group concern ;; they simply missed the point ;; [and the boat] ;; of correct linguist interpretation ;; which itself may be now re - applied ;; with all of their intended widely projected mockery and slander in mind . . . the first lexical item ;; a determiner - adjective composite unit ;; now appearing as the label ' pair ' ;; refers to / denotes that this object is in this instance ;; a two of possibly two associated phenomenon ;; where each separate object itself is labelled as a lexical item named as a ' polar pair ' object itself . . .

. . . this means that these objects are usually defined as polar pair objects ;; due to the cluster / adjective noun - noun adjective / characteristic of having the property of usually or selectively appearing in twos or a pair of two objects themselves . . . stated differently ;; just because the tendency or possibility of these objects ' polar pair ' appearing together ;; [and appearing diametrically opposed in polar atomic configuration] ;; is an identifying characteristic ;; that doesn't exclude the possibility of one of these polar pair objects appearing as a ' mono polar pair ' object ;; as opposed [with all polar atomic diametrical humour included here] ;; to a ' pair polar pair ' appearing in another context itself . . .

. . . insulting and derogatory comments levelled by these sorrowful misguided individuals is well documented ;; and is worthy of note ;; after decades of slander existence ;; without a single comment on mye part as to the real significance and relevance described in that same phrase that ii just put forth . . . it took a whole year to compile the factual data fore proving the existence of discrimination rendered towards jason brown through the conceptual framework of a railway engineering programme ;; and just the honest review of the e - mail documentation already submitted fore this case ;; is sufficient to confirm and logically substantiate this objective statistical conclusion . . . it's also nice as well ;; to include here ;; the compiled data from seven years of corrupt special interest

agency agenda abuse ; ; which is just as easily proven and verified / factually in it 's responsibility / guilt ; ; fore denying deserved gainful employment fore jason brown ; ; fore all the universe to see ; ; and to clearly know as well . . .

. . . now we may narrow down the field categorical instances belonging to the generic category identified as events ; ; or event learning programme events ; ; to the more specific category identified as a ' DWP learning programme events ' ; ; and the firm defined as ' learning curve group ' → as a ' learning curve group learning programme event ' . . . with qualitative definition resolved ; ; quantitative analysis ; ; [as we have been ; ; and are now automatically assuming that all concepts are engaged in qualitative / quantitative processing ; ; to the degree that they yield sound and complete logical conceptual framework doubly open ended recursive product / inference net ; ; thank you very much ; ; and a very goode knight to all] ; ; let 's use this category as our information base ; ; as we continue to examine this paired polar pair of event objects themselves . . .

. . . we want ; ; at this point ; ; to examine all of the pertinent aspects fore all this / these particular category instances ; ; as they now compare to and relate with the more specific correlated aspects / factors of the learning programme event being a railway engineering learning programme event ; ; which itself ; ; was sponsored – promoted by the DWP ; ; and presented / offered by the learning curve group themselves . . . and to now make this cross category analysis is a bit more appropriate ; ; let 's also designate possible quantitative correlation fore the event property inclusion ; ; of the folded object property object described as ' jason brown ' ; ; in the recorded computed statistical record of note . . .

. . . we are looking now fore a source of hard / factual empirical qualitative data ; ; with which to map into ; ; and utilize as the hard evidential source of category defining information ; ; where hard empirical data points are related to the selected instances of event formulation [DWP – learning curve group learning programmes with jason brown involved] ; ; and here this document can provide a list of data sources ; ; which themselves satisfies the necessary logical – factual – empirical evidential condition indeed . . . following here is a list of factual data sources ; ;

which may be used to map into these separate / or single [combined]
categorical instance[s] of railway engineering learning programme ; ; as both
uninvolved contrasting ; ; and involved describing with the universal credit claimant
identified as jason brown . . . : . . . :

1] all of the DWP journal notes executed by jason brown ; ; including any
relevant telephone conversations with DWP personnel ; ; between the dates of
late may 2022 ; ; and ongoing into july of 2023 ; ;

2] all of the DWP journal and work coach notes executed by hassan ; ; including
any pertinent telephone conversations involved during jason brown ' s DWP '
work coach ' between the dates of late may 2022 ; ; and when hassan left the
DWP ; ; in the fall of 2022 ; ; what a great friend and compatriot ; ; thank you
hassan . . .

3] all of the journal and work coach notes executed by neil ; ; including any
pertinent telephone conversations involved as ; ; jason brown ' s re - appointed
work coach ; ; who had been jason brown ' s work coach for years prior to this ; ;
who had worked tirelessly to help jason to achieve gainful employment ; ; in the
face of obvious oppression and unfair discrimination ; ; who had helped jason in
the plan to work around job discrimination abuse ; ; to gain a safety cscs card for
employment ; ; who had seen more discrimination and abuse to jason obtaining any
electrical mate working role ; ; who had agreed that the next step in this
progression was to gain an electrical engineer qualification ; ; who had wrongfully
been removed as jason ' s work coach ; ; who returned to continue to help jason
secure the railway engineering programme opportunity ; ; and who was again
forced to not be available as jason ' s work coach ; ; when jason wasn ' t even
allowed to thank him for the service rendered ; ; as he was again transferred to a
new post ; ; and a new assignment ; ; thank you neil ; ; you are the very best . . .

4] all of the relevant notes executed by susan in this affair ; ; a supervisor at the
DWP job centre ; ; and hassan ' s supervisor ; ; including any pertinent telephone
conversations involved for this particular affair in question ; ; thank you susan

fore all of your help ; ; wow let 's move this along ; ; in the manner in which it is given ;
; following the eastern star [six pointed] light of guidance ; ; that we are ...

5] all of the relevant notes – telephone conversations – and e – mails received and
sent by carolyn ; ; a former and possibly present employee of the learning curve
group organization ; ; to this end ; ; her efforts need to be documented as part of
the desired and included record all told ...

we can now go with a list of already partial evidence submitted individuals ; ; who
have already applied e – mail documentation as to this affair 's whole approach ...
we want to now identify and enumerate these individuals ; ; as to their appropriate
documented evidential standing ; ; and the nature of what their organization
personal worth may hold ; ; as it maps ...

... therefore ; ; additionally now ; ; we also ; ; fore the purposes of this inquiry ; ;
want evidence from ; ;

1] all conversations recorded between jason brown and all members of the
learning curve group ...

2] all e – mails recorded between jason brown and all members of the learning
curve group ...

3] all e – mails and conversations recorded between jason brown and the ' vitae '
group ; ; what / who were they any ways ; ; they didn ' t [in name] exist at the end
of this progression ; ; who knows what that could possibly mean ...

4] all e – mails and conversations recorded between jason brown and the ' learning
bee group ' ; ; what / who were they were any ways ; ; they changed their name from
the ' vitae ' group right at the end of this progression ; ; who knows what that
could possibly mean ...

... and as a last piece of data field evidence ; ; we want to collect any pertinent

correspondence which was generated from a person named robert ; ; a DWP employee and DWP learning programme handler ; ; who worked out of the stockport job centre location ; ; who had correspondence with hassan during that time period in question ; ; and who probably had pertinent and interesting related correspondence with other individuals regarding this same matter at hand . . .

. . . the last notion from the above statement also points in the direction towards the securing of any pertinent correspondence which was generated from any involved parties during this same time frame of focus ; ; and also points to the obtaining of any pertinent correspondence generated to / from and by the department of education ; ; as that organization was very much involved in ; ; and part of ; ; these proceedings and affairs all told . . .

. . . we now move to the part of this document / analysis where the qualitative act of inspecting information content is evaluated itself ; ; in good qualitative analysis form ; ; by assessing the objectivity or the degree of unbiased nature that certain key elements or interactive observers have within the field / scope of this investigation / study / analysis itself . . . since jason brown is both the ' subject ' [in academic / professional terms] ; ; as well as the conductor of this analysis / study / document ; ; it is important to verify that indeed he [jason brown] was a non biased and non biasing study affecting - subject ; ; as well as a non biased analyst / conductor of this whole affair / study ; ; where any interaction that jason brown might have had with the study / affair / progression ; ; didn ' t adversely effect the study affair participant ' s behaviour ; ; or adversely effect any affect the development of any study / affair aspect - factor ; ; or the outcome of this entire affair / study itself . . .

. . . in other words ; ; it is critical here to proof out and verify that indeed ; ; jason brown was a truly objective subject ; ; fore all of his involvement and participation within this entire matter ; ; and that any and all aspects of the affair / study development - design - occurrence ; ; are true indicators / real unbiased data of and from only the participants and study factors / aspects themselves . . . this can be verified by simply noting that jason brown ' s entire interaction protocol /

style with all of the participants in this matter [study] ; ; was consistent and predictable ; ; in the way – manner in which he handled any and all information streams and social interactions ; ; and was consistent with the style and manner in which he handles any and all general social interaction protocol as well . . .

. . . as is further documented and expressed fore / in any arena of social interaction in which jason brown participates ; ; the evidence always points to positive pleasant attitude ; ; and positive logical assertive goal state agenda promotion ; ; as this behaviour is executed throughout the different modalities of social interactive protocol themselves . . . so we can an absolute pattern of positive good intent / goal state and event promotion – assertion ; ; which if only operates in the pure service of good intent goal state agenda promotion ; ; then jason brown ' s entire affair / study social interactive protocol may be collapsed or dissolved into the fabric of overall good intent agenda creation ; ; and so will not appear or effect or add to the contrary existence ; ; of any bad intent agenda and goal state activity ; ; in any way shape or form . . .

. . . in this sense ; ; any appearance or existence of bad intent goal state agenda formation or activity will certainly only have a detectable or identifiable agency connect ; ; as that bad intentful force itself is directed and created bye and through other involved parties / participants themselves identified within the context of this affair [study] that we are concerned with . . . now as final note – comment on this aspect jason brown ' s involvement and contributing interaction fore this affair [qualitatively speaking as a ' study ' ; ; as well in defined academic terms] ; ; when jason brown was exposed to obvious bad intentful activity during the course of his interactive participation in this matter ; ; sometimes he would respond to that input ; ; bye slightly shifting his vocal intonation patterns or slightly adjusting his written text ; to express a little bit of dramatic nuance ; ; in the situation ; ; in order to highlight and indicate that there was now an introduction of bad intentful activity / behaviour ; ; within the context fore that particular social interactive session itself . . .

. . . however ; ; it can be shown / verified / proven with the tools of recursive

analysis already defined ; ; that jason brown 's interactive style remained on track as solely supporting and promoting an agenda of good intent ; ; within the logical established framework fore the assertion / creation of positive / agreed upon good goal state event formulation itself . . . additionally ; ; since this adjustment was as well enacted only as a reaction to other contributing participant 's interaction protocol ; ; this only further supports and logically confirms the overall quality of jason brown 's interactive style ; ; as being only good in it 's intentful characteristic methodology ; ; as that style can also always be doubly open ended recursively proofed out ; ; fore only delivering the logical assertion of already known and agreed upon good intention event creating positive goal state arrays . . .

. . . in this sense ; ; as it is always has been with jason brown 's social interactive style ; ; both within the context of this discrimination complaint document ; ; as well as fore any other matter of executed social participation ; ; that style always supports and openly promotes good intentful goal state agenda event formulation ; ; and the slight adjustment in delivery strategy appears only as a response to already existing other participant bad intention designs / enactment ; ; and only serves to highlight that bad intentful activity ; ; in a positive and good intentful agenda promoting jason brown fashion ; ; every time . . . as the content of this document continues to unfold ; ; it will become more and more apparent ; ; that on every level of social interactive protocol execution ; ; ranging from personal involvement in this affair of discrimination – to the actual describing and writing of this very same document itself ; ; jason brown 's contributions can be ; ; at every word and step of the way – concept presented / emotion shared ; ; be logically analysed and proofed out fore complete assertion of good intention positive agenda goal state behaviour himself . . .

. . . before we get started with the actual mapping hard empirical evidence / data fore this particular matter at hand ; ; it 's a good time to mention a couple of ideas that are pertinent to this discussion ; ; as we engage in it all around . . . the first that the narrative style of data and information presentation maye shift here ; ; and become a little more flexible and loose ; ; in so far as how informational concepts are delivered ; ; and the description of assertions and logical connections are

defined and proven to be true and correct . . .

. . . this is a logically justified act which has been in preparation since the beginning of this document rollout ; ; and can now be executed ; ; without any loss of document validity or compromise of document substance therein . . . the other idea here ; ; is that we can start this next phase of document disclosure / deploy ; ; with the equivalent of a ' qualitative study grand tour account ' of this object in question ; ; that being the specific event of the DWP sponsored and learning curve group delivered railway engineering learning programme / course of study as is agreed and known . . .

. . . as will be the quantitative method of qualitative event feature / property substantiation ; ; the specific event instance of this learning programme which was enrolled in and partially attended by jason brown ; ; will be matched statistically against all other DWP railway engineering programmes which were offered ; ; any other learning curve group railway engineering programmes which were offered ; ; and any other generic DWP sponsored learning programmes and generic learning curve group delivered learning programmes that have existed in general categorical existential terms and times . . . the main result of this first pass general layout and design of general learning programme comparison ; ; is that it appears that this particular railway engineering programme in question ; ; is the only instance of that programme ever offered through the DWP ; ; and this particular learning ; ; is the only instance of learning programme ever delivered by the learning curve group ; ; to to which jason brown even enrolled in ; ; or attempted to attend . . .

. . . there is one other instance of DWP sponsored learning programme where jason brown did enrol in and attend ; ; and we need to here ; ; make sure that the entire field of appearing data points is totally clear and clean ; ; with respect to the case fore discrimination existing and being directed at jason brown ; ; and only at jason brown ; ; during the progression and roll out of a DWP sponsored learning programme of focus . . . it is also important to note here that the discrimination which jason brown was subjected to was only directed at him in a certain manner ; ; and that this discrimination definitely occurred as this programme was being

delivered under the auspices of the learning curve group ; ; in no uncertain terms of vagueness or doubt in the matter itself . . .

. . . it then is necessary to look at the only other instance where jason brown enrolled in ; ; attended to ; ; which was as well a DWP sponsored learning programme ; ; and see if there are any definable / logical differences between the two learning programmes ; ; which could validate the fact that unconditionally jason brown received discrimination within the context of the railway engineering learning programme ; ; and that this discrimination was not enacted or delivered by chance alone . . . a quick gloss of the other DWP sponsored learning programme ; ; reveals describes that the programme was delivered by another course of study provider ; ; that jason brown enrolled in and fully attended to that programme / course ; ; that he completed the course ; ; take that final exam ; ; passed the final exam gaining the designed qualification ; ; and that the entire learning event itself went off / rolled out on schedule ; ; without any hitch or delay whatsoever of consequence . . .

. . . the fact that a different learning course / programme provider delivered the learning elements / tutor / venue ; ; can now be ruled out as a specific factor related to the event occurrence of discrimination as compared with the generic learning curve group course delivery practice ; ; by simply looking at the learning curve group history of generic course delivery ; ; and seeing that the data shows a practically flawless ; ; [probably in the top nineties [98 - 99 %]] perfection of overall programme delivery success ; ; with any difficulties that appeared ; ; being themselves not of any real serious consequence in jeopardising programme completion ; ; above a very small statistical probability of chance . . . as to the delivery of learning curve group offered more specific actual railway engineering courses themselves ; ; there seems to be at a full 100 % of successful delivery ; ; and this data ; ; as is true of any offered data in this document can ; ; and surely must be verified ; ; by the appropriate DWP reviewing personnel ; ; in order to completely validate this data . . .

. . . and along with that understanding ; ; as a logical basis and balanced rationale fore the nature of these offered statistical computations / assertions ; ; one needs

to realize that ii [jason brown] am going off of mye best most accurate logical assessment fore any statistical computations offered in this document ; ; as this information does correspond with mye social interactive experiences which occurred between myself with both DWP personnel ; ; as well as with learning curve group personnel ; ; throughout the entire extent of this document including time frame itself . . . in addition to that ; ; it as well seems unlikely that the DWP ; ; would be so unprofessional and inept ; ; so as to enter into a programme of qualification fore universal credit claimants ; ; without a solid evaluation of whom they were selecting to provide and deliver the course learning elements themselves ; ; as it would be unusual fore the department of education to not select a highly reliable course provider [the learning curve group] ; ; without fully vetting that same provider first . . .

. . . then in this specific case in question ; ; we can now remove the learning programme provider ; ; the learning curve group ; ; as any direct source or cause of programme delivery / completion difficulties – problems ; ; and now say then what is the logical statistical correlated difference between the cscs safety card course and the railway engineering course ; ; where jason brown was involved with both programmes ; ; and where one was filled over flowingly with numerous examples of difficulty and non completion ; ; and the other went off from start to end smoothly ; ; and without a single hitch . . . the answer appears very easily here as a quantitative firm definite statistical correlation ; ; fore the difference in qualification offered between the two programme events themselves . . .

. . . this derived conclusion can now take much more validity when we consider the underlying nature and real economic payoff ; ; that exists fore each qualification ; ; and start with the cscs card ; ; where this is a basic safety card qualification ; ; fore general labours and workers on different types of trade construction sites ; ; being involved in general construction practice ; ; but with no construction trade specialization qualification or guaranteed job placement potential . . . this is in stark contrast with the railway engineering qualification ; ; which was offered with an NVQ level three qualification with diploma ; ; specialization fore the railway sector of industry ; ; and came with a qualification achieving guaranteed job

placement personal interview ; ; with industry service / product providing firms – personnel . . .

. . . there can be no doubt ; ; when the data is honestly reviewed ; ; that this is the logical reason and conclusion why the particular railway engineering programme which jason brown attempted to attend ; ; was fraught with so much friction and difficulty ; ; and in addition why that perspective programme received so many recorded occurrences / factors of potential programme failure ; ; where each recorded occurrence / factor itself ; ; seemed to be of a magnitude large enough to indefinitely delay ; ; or permanently disallow ; ; that very same programme itself . . .

. . this is why ; ; as a last grand tour summary now of this event ; ; just looking at the number of event non positive occurrences ; ; along with the magnitude of negative occurrence potential ; ; places this particular programme way out of the field of all other categorical instances belonging to the same general categories of ; ; 1] all railway engineering learning curve group programme event ; ; 2] all DWP sponsored learning programme events ; ; and 3] all learning curve group generic offered learning programme events ; ; beyond a shadow of statistical doubt ; ; which then ; ; puts the existence of these high numbered and disallowing magnitude potential occurrences being caused as two separate groups – or one composite group itself ; ; way above the happening of random distribution chance ; ; and which then must now be attributed to some non probabilistic force of intentful origin and direction itself . . .

. . . we may now concern ourselves with the direct mapping of actual field data information content onto this selected railway engineering learning programme ; ; and understand that the narrative style of presentation will be in a smooth general stream of concepts ; ; where the fundamental logical gist and asserted conclusions will be brought forth in a story telling and narrative friendly fashion . . . there will be a general idea of dates and times ; ; and only the forenames of the participant parties involved ; ; will be mentioned as labels / markers fore those individual 's contribution to the event development and progression . . .

. . . in this manner ; ; the essential logic and truth may be preserved and

presented ; ; whilst there will be a polite distance given between the event development progression ; ; and the actual status and accessibility towards those actors involved ; ; will be of a designed protective nature . . . keep in mind that exact facts such exact dates and times of executed participant activity ; ; exact dialogue of participant involvement such as e – mails / recorded conversations and actual interview possibilities with those same participants ; ; and other data sources such as building visitor attendance logs ; ; travel tickets and expenditures ; ; and time and dates of telephone conversations are very much accessible to authorised individuals ; ; if the conditions fore accessibility are met as required . . .

. . . the purpose to portray and depict the actual logical truth may still qualitative and quantitatively be accomplished ; ; and using this style of narrative presentation is very much the accepted protocol from the perspectives of the academic / entertainment / media / legal / and intel communities ; ; all around . . . this is a critical necessary mode of disclosure ; ; which allows fore the portrayal of actual fact / factual event proceedings ; ; in a given public domain / community such as academic / entertainment / media / legal / intel communities and so forth ; ; whilst at the same time again ; ; avoiding unnecessary attraction of non authorized non document / study attention / awareness ; ; to be focused directly on these actual event participants personally themselves . . .

. . . proceeding now on to the first general sub event field data field ; ; of this particular railway engineering programme of interest ; ; finds jason brown in communication with his DWP work coach at the time ; ; hassan in maye of 2022 ; ; being notified of a programme to be offered through the DWP ; ; which had to do with the earning of a railway engineering qualification . . . the programme was described bye hassan as leading to an NVQ level three qualification ; ; with specialization in railway engineering ; ; and culminating with a guaranteed personal job interview with railway sector firms ; ; and placement in the railway sector industry . . .

. . . this was the very first time that jason had been made aware that such a programme existed ; ; and was being offered through the DWP ; ; and upon

hearing about this opportunity ; ; jason immediately agreed to enrol in the programme ; ; and asked hassan to initiate that process on his behalf . . .

the next development in this progression ; ; was that shortly afterwards ; ; hassan notified jason that it wouldn ' t be possible to enrol in the programme in may ; ; and that the first opportunity to enrol in the programme ; ; would be in june ; ; when the programme would start running itself . . .

. . . as june came around and started to come to an end ; ; jason was notified by hassan that now there appeared to be a delay in the programme starting ; ; and he wasn ' t sure about when the programme would start at this point in the proceedings ; ; but it looked like it would now start in july - next month . . . at this point in the affair ; ; this is where jason first stated several notions about the railway engineering programme ; ; and shared these ideas with hassan as such ; ; and this would be the first time of a number of times when jason would reiterate this information in appointment information exchanges with hassan ; ; during this related period of time . . .

1] ; ; it seemed to jason that DWP sponsored programmes usually / nearly always got off running on time ; ; and usually / nearly always weren ' t delayed in this particular manner . . .

2] ; ; when a DWP sponsored programme ; ; or any generic learning programme is announced as going to be available for attendance ; ; usually all of the aspects - factors - goal states are worked out / set up in advance ; ; and not worked out as the programme is being publicly offered to prospective learning participants themselves . . .

3] ; ; if there is a pre course enrolment survey required ; ; in order to gauge the number of potential students who could enrol ; ; then it is announced that this is what is occurring ; ; and the pre course survey ; ; itself occurs for an announced and specified amount of time . . .

4] ; ; there shouldn ' t be any vagueness or non clarity ; ; as to why this particular course is experiencing a delay ; ; and here jason requested that hassan get in contact with the appropriate DWP person who was handling / managing this course ; ; and find out exactly what the delay or difficulty might be . . .

. . . so here we have a classic / document defined example of the introduction of a vague delaying programme effecting factor ; ; and it is as well now completely understood by all readers ; ; that every assertion and concept ; ; as are all assertions and concepts brought forth in this document ; ; is / are proofed out / validated by quantitative statistical analysis ; ; and qualitatively logically connected to the underlying / surrounding operational conceptual framework ; ; so all of the above 4 concepts - ideas ; ; have that kind of qualitative and quantitative value - weight and worth . . .

. . . as this general period of july and now august rolls by ; ; there are several developments that deserve to be noted as such : :

1] ; ; there is still no definite start date for the railway engineering programme ; ; certainly making this programme stand out from all of the other sponsored DWP learning programmes as they existed ; ; this surely is not the usual and customary manner in which the DWP does business ; ; and not be the accepted manner of managing DWP sponsored learning programme roll out . . .

2] ; ; there has been some correspondence between hassan and the DWP person in stockport supervising the programme ; ; by the name of robert ; ; the exact details of course progression and delay have remained somewhat vague ; ; but there has been some definition of programme delay reasons - causes . . .

3] several ' possible ' reasons have been offered by robert ; ; without any firm indication that this was really the exact cause of programme delay ; ; there was a slight mention of tutor availability ; ; but the one ' possible ' reason that received the most importance ; ; repeatedly ; ; was that there was no specific venue availability ; ; within which to hold the learning course sessions themselves ; ; but

stockport as a general undefined location was mentioned as an indefinite possibility itself ...

... now we have here two examples of surfacing difficulties with specific programme agenda goal states ; ; but only one of the agenda goal states ; ; venue ; ; is given repeated and increased significance ; ; with only a casual mention of some undefined site in stockport ; ; as an undefined possibility in the overall delay rationale presented by robert to hassan ... it is also important to note that every time there is an announced delay in programme start ; ; it is preceded by an announcement that yes ; ; now we have a tentative start date ; ; which was first set in june ; ; then moved to july ; ; and then moved and again tentatively announced as occurring in august ...

... the obvious questions are transparent to see at this point in the programme progression proceedings ; ; why is there so much vagueness in this programme rollout ; ; why was the tutor factor briefly introduced and then just not mentioned ; ; was a tutor found ; ; this was never clarified ; ; and as correspondence coming from the stockport programme manager ; ; why was there so much difficulty in locating a suitable venue for programme delivery ; ; why is stockport only briefly mentioned as a general location but not elaborated on ; ; and what organization was responsible ; ; or going to be responsible for the programme delivery itself ; ; all of these issues were left as vague and undefined as possible ...

... at this approximate point in the proceedings / development of potential programme rollout ; ; jason enquired from hassan if it would be possible for jason to get in contact with robert himself ; ; so that jason could endeavour to find out more about the dynamics of this present situation ; ; and attempt to bring some overall clarity / resolution to the matter at hand ... it is interesting to note here that jason tried repeatedly by telephone to get through to the stockport DWP job centre site ; ; and that every single one of those attempts ended in not being able to get through at all ; ; to speak with anyone on site ; ; let alone be able to speak with robert himself ...

... as a few other interesting points in this presently described situation at hand ; ; the telephone attempts to bell stockport all started through the DWP telephone correspondence network ; ; and the understanding from hassan ; ; was that there should be a way to at least get through to someone at the stockport DWP job centre ; ; fore conversation ; ; or at least to be able to leave a message fore robert to bell back and talk ... jason also at this time attempted to leave voice mail messages fore robert to respond to ; ; but none of these efforts yielded any tangible results ; ; which only adds additional data weight and validity to the general statistical / logical notion that this indeed ; ; is not the usual order of conducting DWP or any type of business ; ; and adds overall weight to the non possibility fore all of this totally compiled event delaying input and evidence ; ; to have occurred simply bye chance ...

... we now are moving into september ; ; and hassan has received no definite information from robert at the DWP job centre stockport office ; ; other than to hear that the venue location fore programme delivery is still a problem ; ; and that september now is indicated tentatively as the start date fore the programme sessions to begin ... and it is in september where the next phase of attempted railway engineering programme realization begins ; ; and produces / bears open documentation in it ' s factual field data field of information content reveal ...

... it was in september when jason brown was notified that there was going to be a person tacking charge of the railway engineering programme management ; ; that person ' s name was carolyn ; ; and that she would be in e - mail correspondence with jason to provide him with the details of when the programme was to begin ... there was a telephone call ; ; and an an e - mail sent by carolyn to jason ; ; advising him that she was now the supervisor responsible fore the railway engineering programme rollout ; ; that she was part of the programme delivery organization ; ; the learning curve group ; ; and that the initial enrolment session was scheduled to begin in october ...

... o . k . ; ; this was a positive development in the overall affair to date ; ; and the salient points to take note of here are as follows : :

1] ; ; there was no mention of any reasons why there was a four month delay from june in finally starting the programme in october . . .

2] ; ; there was agreement between jason and carolyn that this entire matter needed to be looked into ; ; where jason volunteered to provide information and data to carolyn ; ; as relating to his involvement in the whole progression to date ; ; which carolyn understood the significance of ; ; but never took advantage of that offering information offering . . .

3] ; ; here again ; ; obviously the learning curve group understood the significance of the programme delay ; ; otherwise they wouldn ' t have made a major statement out of appointing an overall project supervisor at this particular time ; ; who was empowered to make sure that the programme would now go ahead without any difficulties ; ; and that this person was also designated to look into the reasons why there had been such a long delay in programme rollout ; ; at this point . . .

4] it would be obvious at this time that the learning curve group was certainly aware of who jason brown was ; ; that he was a DWP universal credit claimant ; ; and that he had information regarding the delay in railway engineering programme enactment ; ; to which he had been subjected to ; ; since the the existing possibility of the railway engineering programme had been first publicly introduced . . .

. . . the next episode – sub event to examine here ; ; is the railway engineering enrolment event ; ; which occurred in october as planned ; ; and was held at the DWP jobcentre location in stockport ; ; as it had been one of the site locations mentioned as a course session site possibility . . . on that date ; ; and at that enrolment session ; ; there were several important concepts to be aware of transpiring as a consequence of the railway engineering course enrolment session occurring at the stockport DWP job centre site . . .

1] ; ; upon arrival and inspection of the site ; ; it was easy to determine that this was a large office building ; ; with ample floor space and much empty room space ; ;

and the enrolment session itself ; ; took place in a very large room which was entirely empty of DWP personnel ; ; and equipped with desks ; ; tables ; ; chairs ; ; electrical outlets ; ; and other regular office and potential classroom furnishings ; ; as did other rooms in the same building also appear to be of the same furnished décor . . .

2] robert – the DWP railway engineering programme manager ; ; was not present at the enrolment session and was not available fore comment or for contact and discussion . . .

3] carolyn was present ; ; and gave part of the enrolment presentation ; ; she appeared as very pleasant ; ; very informed ; ; and very proficient in her programme administration and generic programme delivery mechanics . . .

4] both the visitor log ; ; as well as the job centre personnel log ; ; can verify these observations ; ; and note here that at least 15 potential learners ; ; logged in to enrol ; ; on that particular occasion itself . . .

5] there was another business entity / possible learning element delivery organisation ; ; where an individual gave part of the enrolment presentation ; ; but did not clarify or openly state what his exact role in all of this process was ; ; and only delivered important course characteristic information to the learner audience in the room . . .

6] the enrolment process went smoothly for jason ; ; as well as fore nearly every other prospective learner as it appeared fore them ; ; there was a short qualification aptitude test ; ; which jason completed without any difficulty ; ; and all of jason 's requested qualifications ; ; passport / universal credit claimant document / domicile address ; ; were processed without a hitch ; ; jason was at that point given the authenticity of his documentation ; ; fully accepted as an enrolled learner in the course . . .

7] ; ; there was no significant mention of the necessity of a driver 's license ; ; as a

required qualifying factor for the programme enrolment selection process ; ; the possession of a valid driver ' s license might have been mentioned ; ; but not emphasized ; ; or defined as a qualifying determining component of the enrolment / qualification procedure itself . . .

8] there was no concern stated about how far prospective learner ' s had to commute ; ; in order to attend the learning programme sessions ; ; it was only necessary that the learners would be able to attend the scheduled sessions ; ; and their travel arrangements ; ; were left up to them . . .

. . . there are a few additional comments to make at this documented information gathering and assessing juncture ; ; the first of which is that why should there have been so much time spent in searching for a suitable course session site ; ; when all that time ; ; the DWP job centre was obviously available ; ; with literally huge amounts of empty – furnished office space to be occupied . . . and additionally ; ; of all times to not be present at his own home DWP job centre location ; ; it certainly wasn ' t the most project clarifying – delay explaining strategic or good business sense move for robert ; ; the DWP railway engineering programme manager to make at that time . . .

. . . it needs to be emphasized at this point in document assessment ; ; that there were 15 perspective learners at the enrolment session ; ; and as an important concept to note here ; ; when finally the first actual class was held [january 2023] ; ; there were at least 11 learners in that first official railway engineering class session itself . . . it is also important to note that the delivery presentation at this enrolment session ; ; was practically identical to the subsequent one which was given several months later [june 2023] ; ; the documentation requirements were more stringent at the initial [october 2022] enrolment session ; ; there was no aptitude test given at the subsequent enrolment session ; ; and jason brown qualified without any difficulty whatsoever for the october enrolment session and class . . .

. . . the only other difference in enrolment information delivery ; ; was that a valid

driver 's license was indicated as ' preferred ' at the subsequent enrolment session ; ; but not stated as a criterium fore course qualification at that subsequent session ; ; not an essential factor in the enrolment qualification process at all . . . we will return to this important point later on in the document ; ; and it also bears mentioning that fore both enrolment presentations ; ; it was noted that there was always available huge needed amounts of out of town work opportunity ; ; where having a driver 's license was of no real consequence ; ; and at the subsequent enrolment session ; ; where the ' preferred ' status of driver 's license was announced ; ; it was carefully explained that as long as there was someone [there always was] ; ; who had a driver 's license ; ; there was usually a group of people working together ; ; where the necessity of every one having a driver 's license ; ; was clearly not a significant factor at all . . .

. . . the next sub event fore consideration now ; ; is that the final words from carolyn at that initial october enrolment session in stockport ; ; were that the first official class was probably going to be held the following week in october ; ; and that she would notify everyone bye e - mail as to the exact date and time . . . it was only a couple of days before jason brown heard from carolyn ; ; and was informed that the course had ' officially been put on hold ' ; ; and that she would keep him advised as to what important developments there might be . . . so here we are again with an undefined vague inserted agenda factor ; ; unaccountable ; ; not identifiable ; ; and with no set time fore resolution to occur ; ; jason offered to help carlyon in her efforts to resolve this particular issue ; ; and was told that she would ask him in the event that his help was a possible alternative to follow ; ; and now this new development also ' put on hold ' any efforts to find out why this course was so problematic in the first place ; ; and ruled out carolyn taking any pertinent information from jason as to that particular portion of course un - fulfilment history itself . . .

. . . let 's continue with a deeper explanation of the term ' put on hold ' ; ; and realize that this is a catch all vague encompassing phrase which serves several bad intent agenda achieving goal states ; ; bye recognizing that if an event is ' put on hold ' ; ; it prevents active defined examination as to what the real cause or source of the

even delay might be ; ; and leaves the door open fore vague assumptions as to what the real event delaying factor maye be . . . on the other hand ; ; if an event is ' put on hold ' ; ; it hasen ' t been formally cancelled ; ; and so an investigation as why that particular event was cancelled ; ; can never occur ; ; and nothing can be done otherwise ; ; because that event still exists ; ; so this also rules out the possibility of starting off – or initiating another new separate event to replace it . . .

. . . another important idea to look at in this semi meta space of document examination and process / procedure examination ; ; is the lexical item term of ' sponsor ' as it has been applied to the DWP role in the progression / realization of the railway engineering programme itself . . . there are basically two conventional definitions fore this word ; ; one which applies to an agent or agency ; ; which provides monetary funding to a given event or persons ; ; in order to finance a certain chain of goal state realization occurrences ; ; themselves ; ; the other definition applies to a certain agent or agency actively promoting / or advertising a certain desired product – service or persons ; ; or soliciting persons fore a given event occurrence ; ; or providing a location or other resource necessary fore an event to happen ; ; usually in exchange fore some kind of recognition or fulfilment of perceived or contractual obligations . . .

. . . here we are employing the second definition fore the lexical item ' sponsor ' ; ; as it applies to the DWP and can also note here ; ; that the first definition of this word as it relates to the actual supplying of funds fore this learning project ; ; belongs to ; ; and falls upon the department of education ; ; but this was not made clear to jason brown ; ; until later on in the progression fore this same generalized progression of railway engineering programme[s] themselves . . . as well it can be clarified that there was technically one initial railway engineering programme which was offered [second definition sponsored] through the DWP ; ; and a subsequent railway engineering programme which was not defined as exclusively offered through the DWP ; ; but which jason brown attempted to enrol in ; ; and attend to just the same . . .

. . . both programmes were delivered bye the learning curve group ; ; both

programmes had an identical format of learning element delivery and overall course structure ; ; both programmes had practically identical enrolment qualifications ; ; both programmes were funded by the department of education ; ; one programme was staged in stockport ; ; and one was staged in birmingham ; ; it appeared that the stockport programme was being offered for the first time ; ; and that the birmingham programme had a consecutive history of successful running programme instances ; ; apparently in the same general location . . .

. . . this last point is critical here ; ; because it determines a certain dynamic in programme stability ; ; and establishes a certain precedence for bad intent agenda formulation ; ; where the ultimate bad intentful goal state was to prevent jason brown from enrolling in ; ; and attending to ; ; a railway engineering course on any grounds conceivably possible . . . in other words ; ; the initial jason brown attending railway engineering programme offered in stockport ; ; was supposedly starting for the first time ; ; and so the most effective way of preventing jason ' s attending ; ; was to somehow prevent the programme itself ; ; from getting started and running its full course . . .

. . . this seemed like the most viable bad intentful strategy ; ; and accordingly ; ; all of the actions which were directed at this event occurrence ; ; were solely directed and interrupting the completion of pure event related goal states ; ; whilst it was very clear that jason brown met all of the learner required qualifications that were applied . . . when jason attempted to enrol in and attend to the second railway engineering programme in birmingham ; ; that same bad intentful agenda could not be employed ; ; due to the fact that this was a sequence of successfully running programmes ; ; where no fabricated difficulties could be contrived and imposed . . .

. . . now the burden of bad intentful agenda had to switch to disqualification of the learner jason brown himself ; ; and as we will see later on in this same document this necessitated the use of non logical assertions and altered previously set conditions ; ; in order to arrive at a faulty non logical / non connected rationale / assertion concept set ; ; that unfairly and illogically justified the disallowance for jason ' s railway engineering course attendance himself . . . keep in mind here ; ;

jason had already successfully applied to an identical course in stockport ; ; and that if it is known / true / accepted that he wasn ' t able to attend that course ; ; due to learning curve group course discontinuation fault ; ; then that makes him completely very much entitled to enrol in ; ; and attend to another railway engineering course offering ; ; which is being delivered by that same learning curve group organization as described . . .

. . . there is one last meta document notion which we need to reflect on at this document roll out stage ; ; and that it is – and has been very clear as to the qualitative and quantitative application of probability to various concept points ; ; in order to arrive at the assertion that this event concept development itself ; when compared to other instances of that same categorical concept / development / agenda driven consequence ; ; is so different from those other total computed categorical instance characteristics ; that it has to be something which didn ' t occur by random distribution instance variation itself . . .

. . . as yet another example of this phenomenon ; ; the concept / development of robert not being present at the enrolment session of the railway engineering programme in stockport ; ; when that is his home work location ; ; he was the programme manager fore that course ; ; it was the first meeting and enrolment session of that course ; ; jason and carolyn were both going to be there ; ; and there was much that needed to be explained and accounted fore ; ; in every way possible ; ; was very much statistically out of the norm fore any person who was involved in that type of situation ; ; from a categorical quantitative – good business practice – good DWP management practice – good academic practice points of view . . . overwhelming statistical evidence using these criteria will factually assert that robert acted in a manner not in keeping with a causal force exerted by chance ; ; there had to be another logical reason why he wasn ' t on site ; ; at that time . . .

. . . this is one of many such occurrences of the same type of goal state agenda forming activity ; ; and as such ; ; it is a first level or first order of magnitude non random act . . . now if we start to compile groups of these same identified and

analysed data points which themselves all show outcomes of non positive non logical non good agenda supporting behaviour ; ; we arrive at a second level or second order of magnitude non random act sequence . . .

. . . it is at this point in statistical analysis both qualitative and quantitative ; ; where we can just say here is another data point which supports the already overwhelming hypothesis that this array of factual event related concepts ; ; now unconditionally defines a bad intentful force ; ; which is clearly responsible fore all of these single ; ; and now coordinated multiple event programme goal states from being realized and factually coming about . . . it is here where an entire agenda begins to surface ; ; and the underlying fabric of coordinated bad intentful design ; ; comes undeniably into focus ; ; fore all reviewing and considering parties to see . . .

. . . picking up again on the railway engineering programme odyssey ; ; jason kept in semi regular contact with carolyn ; ; and continued to offer help in her efforts to get the railway engineering programme back on track ; ; so to speak ; ; she declined his offers ; ; and when asked about any updates ; ; she stated that she didn ' t have any news ; ; and always seemed to pleasant ; ; but was always pressed fore time ; ; and not able to converse at all on the phone . . . the ' on hold condition of the programme status was to continue fore another three months ; ; and then in the beginning of january 2023 ; ; she contacted jason ; ; and stated that the first real class session of the railway engineering programme ; ; was finally going to commence around the middle of the month ; ; and there was no re - enrolment required ; ; due to the fact that successful enrolment had already occurred in october of the last year . . .

. . . it was just the unavoidable dynamic of the whole situation which was always difficult to understand ; ; how there never was any satisfactory explanation fore all of these separate but somehow connected event dis allowments ; ; where the event itself got suspended / sidetracked ; ; without ever yielding a cohesive account fore the difficulties of why this continues to be happening . . . so the same venue in stockport was selected ; ; and the date and time were confirmed ; ; the DWP was

continuing to fund jason brown ' s transportation ; ; and with laptop in hand ; ; jason arrived on site ; ; on time ; ; and with no robert in sight ; ; once again there was a delay in class starting ; ; due to the tutor [dwayne] arriving from birmingham ; ; and the train he was travelling in ; ; was encountering overhead electrical line problems ; ; everyone felt good about attending a railway engineering course ; ; which would allow fore the class learners to supply much needed help to the rail sector infrastructure corps . . . carolyn was there ; ; then dwayne arrived and the class started with 11 learners ; ; and an internet connected manual of railway operation text ; ; the following points are the key data concepts to take away from this first class learning programme session itself : :

1] ; ; there were 11 learners in the class session ; ; as could be verified bye both the visitor log fore that day ; ; as well as computer server hard copy electronic tape ; ; and the hard drive on the server itself ; ; as well as dwayne ' s personal computer which he used to connect all the learner lap top computers to the internet . . .

2] ; ; fore the first time to his recollection ; ; jason brown suddenly wasn ' t able to connect his computer to the DWP wi fi server [meaning to any wi fi server] ; ; and his computer suddenly lost the ability to operate the key board ; ; to input commands into the computer required dialogue decision making boxes ; ; so there wasn ' t any way to correct the non ability of the computer to connect with the wi fi server ; ; which was the necessary link ; ; required to access the internet ; ; fore receiving the manual information . . .

3] ; ; the computer was still able to use jason ' s telephone mobile hot spot ; ; and he was able to connect with the inter net ; ; but fore some reason he was the only learner in the room ; ; who wasn ' t able access the same railway engineering site and manual that everyone else could ; ; which required dwayne to make a different manual available fore jason to read . . .

4] ; ; again ; ; fore some unknown reason ; ; jason was also the only learner in the room who wasn ' t able to access the course required chat room learner team remote classroom activity internet option ; ; which was being looked at ; ; when a

telephone call came in fore dwayne ; ; and which both carolyn and the tutor took ; ; and conversed with the calling party . . .

5] ; ; dwayne was delivering learning elements to the class ; ; while jason was encountering computer difficulties ; ; and the learners were reading the manual information ; ; and making sure that they had remote chatroom access and control ; ; dwayne had already given his initial presentation to the class ; ; and learning ; ; manual reading ; ; computer chatroom access ; ; and course layout were all being negotiated ; ; when that call came in fore dwayne ; ; who ; ; when he rang off with that telephone calling party ; ; announced out of the blue ; ; that class had been cancelled ; ; and gave no reason fore why that had occurred . . .

. . . let ' s look at these data points a bit more closely now ; ; and generate some qualitative assertions about what this information contains ; ; the first point of interest ; ; is that there were certainly 11 learners in the room ; ; and somehow in later conversation with dwayne ; ; the notion came up that the number of learners fore class sessions to operate ; ; had to always be above a certain base amount ; ; but the number of learners present fore that session was easily sufficient to conduct class on that occasion . . . this an important point ; ; because in later remarks directed bye learning curve personnel months later ; ; there were assertions made that there were only four learners in the class fore that session ; ; an assertion which was unconditionally false ; ; and was an illogical and unfounded attempt to wrongly justify the reason fore class cancellation at that time . . .

. . . there was no justifiable reason as to why jason brown ' s computer developed problems at that time ; ; there was never any problem connecting to a server wi fi service ; ; the key board had never failed in that fashion ; ; and when jason finally accessed the internet ; ; why wasn ' t he able to access the same manual like all of the other learners could ; ; and why did he encounter difficulties accessing the remote classroom chatroom option ; ; when everyone else in the room could . . . here again ; ; all of this computer compromised activity can be verified ; ; bye looking at the connected hard copy electronic tape ; ; the relevant server software platforms and hard drive discs . . .

... but most of all here ; ; nobody ; ; including carolyn and dwayne ; ; and of course jason brown ; ; could believe that a call came in ; ; in the middle of a fully active and productive class session ; ; and result in the immediate cancellation and discontinuation of that class ; ; on the spot ; ; without so much as a single concept of explanation ; ; as to why that interruption / cancellation had occurred ...

... but what was even more strange ; ; was that the final result coming out of this class cancellation action ; ; was that the course had not been cancelled ; ; but was again ' put on hold ' fore unknown reasons ; ; and we as learners would be advised again ; ; as to when the resumption of class sessions would occur ... everyone in the room was really put off by this announcement ; ; jason couldn ' t quite believe it himself ; ; it was beyond making sense at that point ; ; and sadly and surely enough ; ; shortly after that sub event happened ; ; carolyn contacted jason brown ; ; and notified him that she no longer was assigned to that position or managing or dealing with that railway engineering programme whatsoever ...

... this now brings to a close ; ; the account fore the sub events which transpired during the progression of that initial DWP sponsored - department of education funded programme and course of study ; ; along jason brown ' s involvement with that particular potential programme of study and worth ... needless to say jason brown was never contacted by anyone regarding the resumption of that course instance ; ; and at this point in document compilation and revelation ; ; with honest analytical conclusions in mind ; ; a full second order of magnitude map of factual concept appearing data points ; ; unconditionally reveals an underlying agenda of planned strategic deployment of bad intentful design ; ; there can no doubt ; ; on / of that conclusion deductive account statement itself ...

... just a few additional notions to express now in this ongoing discussion ; ; such as where did that class cancelling call come in from ; ; who made that call ; ; and what was their defined role or function ; ; in all of this progressive attempted rollout of railway engineering programme attempt ... what was the manner in which the department of education was involved with all of this ; ; fore starters it is inconceivable that the department would ever commit such a cancellation act ; ;

especially since they were the government agency which was funding this programme ; ; in an attempt to train unemployed DWP sponsored individuals ; ; fore the purpose of gainful employment ; ; and helping the british rail sector from it ' s dearth of qualified railway workers . . .

. . . how could the DWP be involved with all of this ; ; and not be aware and concern bye the enormous amount of time and funds and resource put into this project ; ; only to have it fall apart ; ; not allow fore any DWP universal credit claimants to achieve real helpful british infrastructure gainful employment ; ; where is the feed back – accountability and assessment loop / mechanism here . . . and what about carolyn ; ; suddenly pulled off of a failed project ; ; when so much attention was given to her making sure that this project came to fruition ; ; and that there was an account fore why it had encountered so many difficulties to begin with . . .

. . . the non action – non assessment – and non accountability from these organizations speaks about the level and depth of bad intentful agenda design and authority ; ; more loudly than any other appearing data point ; ; which ever could exist . . . how many other department of eduction and DWP ; ; and learning curve group joint projects have received this much attention ; ; and then not produced so much as a single factual report ; ; as to what really happened and transpired fore and from all . . .

. . . but we ' re not done yet ; ; let ' s move along now to the other instance of railway engineering programme manifestation ; ; and see even more clearly how a totally deserving ; ; and already fully qualified programme entrance learner ; ; gets dis allowed from course attendance ; ; based on the corruption and non logical divergent assertions ; ; of originally stated positive concept information . . . and where ultimately a completely distorted rationale of disqualification ; ; simply exhibits that shown bad intentful goal state asserting agenda ; ; its collective self used any unfunded reason ; ; in order to justify the right to refuse employment to someone ; ; on the grounds that some special interest group agency simply doesn ' t want this particular person to be employed as such . . .

... this state of affairs ; ; now sets the stage fore the next episode of the railway engineering saga ; ; where jason brown elects to enrol and attend another instance of this programme ; ; as it was being help in successive iterations ; ; down in birmingham ; ; as it were ... there is a segue from the last railway engineering instance episode in stockport ; ; into the final instance episode in birmingham ; ; which itself begins with jason brown waiting a polite three months fore any response regarding the ' put on hold status ' which officially was stated as the condition fore railway engineering programme activity ; ; then from the end of april and beginning of may ; ; jason attempted to contact the learning curve group directly himself on the matter ...

... the initial contact with members of the learning curve group was pleasant ; ; but not efficient ; ; in the sense that jason left messages with various people ; ; and in his efforts to get in contact with the appropriate people regarding the railway engineering programme in particular ; ; the going was slow ... eventually ; ; after collecting a few names and leaving messages ; ; [emma was very helpful] ; ; jason got in touch with danielle ; ; and was finally able to get some hard information regarding the railway engineering programme itself ; ; here are the pertinent notes on this development : :

1] the original railway engineering learning programme held in stockport appeared to be no longer on hold ; ; and was officially no longer a viable course of study ...

2] the contract with the department of education seemed to have run out / expired ; ; a new contract was being negotiated ; ; which could ' perhaps ' ; ; can into existence with new railway engineering course offerings ; ; ' possibly ' in september of this year [2023] ...

3] apparently ; ; [and initially] carolyn was still with the learning curve group ; ; and was working in another division fore the firm ...

4] there was another railway engineering course of study ; ; which had been

running consecutively ; ; down in the birmingham area ; ; which was also offered by the learning curve group themselves . . .

. . . there a a few details which are appropriate to notate in conjunction with these emerging concepts of event relative worth ; ; the first is that once jason was able to establish telephone and e – mail communication with danielle ; ; she initially was extremely helpful ; ; very proficient and very pleasant to deal with ; ; and was both a source of good information ; ; as well as a positive factor in facilitating jason brown ' s endeavours with regards to the learning curve group . . . as the situation of jason attempting to enter into another railway engineering course instance presented itself ; ; when the choice appeared between waiting fore the vague possibility of contractual realization to exist ; ; as opposed to enrolling in ; ; and attending to an already successfully running course on site ; ; the correct choice seemed obvious at that time . . .

. . . danielle seemed to be in agreement as to the unusual and in correct manner in which the previous instance of railway engineering programme was developed and unsuccessfully unfurled ; ; and she seemed eager to want to determine what the real underlying causes of such a failed programme rollout could possibly be . . . this was interesting ; ; and positive to hear from a learning curve group employee ; ; but in reflection of this notion ; ; why wasn ' t carolyn still involved with the possibility of railway engineering contractual development ; ; and what about any final report or account from her ; ; regarding the un successful presentation attempt fore that same railway engineering programme of note . . .

. . . the readers and reviewers of this document need to pause here ; ; and continue to remember and keep in mind ; ; that jason brown was moving through this process ; ; as a perspective learner ; ; with only the tip of the iceberg slowly emerging as he went along on this whole affair ; ; whilst there were other players / participants all around ; ; background and foreground ; ; with all kinds total composite event knowledge ; ; and all sorts of intentful agenda capabilities ; ; a condition which still exists ; ; and is still very much in play up the multi levelled reality ; ; of this very same present reader / interviewer moment of information processing scope itself . . . hence ; ; the ongoing composite perspective is to take all of these concepts /

moments of different linear sequential time occurrence in the proper context and weight ; ; with which contexts and weights ; ; then to evaluate and execute the correct asserted conclusions ; ; in every prospective location as desired / required yourselves . . .

. . . continuing on in the narrative progression now ; ; finds jason brown in his home DWP job centre ; ; in discussion with his at that time present work coach ; ; and long time standing supporter / advisor and friend neil ; ; where they conclude that the birmingham railway engineering programme ; ; showed the greatest potential fore best railway qualification realization ; ; and most secure and productive job placement opportunity as presented . . . neil offered ; ; on the sponsorship and auspices of the DWP to finance jason ' s transportation to and from birmingham ; ; and procure a functional lap top fore programme participation which wasn ' t broken or in dis repair ; ; as jason ' s had been fore several months now . . .

. . . there were two other railway engineering courses offered in the more immediate general area than birmingham ; ; but they were both defined as eight week programmes ; ; which only resulted in an NVQ level two in railway engineering ; ; as compared to the birmingham six week programme ; ; NVQ level three with diploma in railway engineering as well . . . and in addition ; ; as opposed to the totally incorrect and illogical attempted disqualifying statement ; ; later made against jason brown ' s attempted enrolment and attendance ; ; in the brimingham programme based on commuting distance ; ; seeking employment fore the railway sector in birmingham ; ; is almost certainly a much better job opportunity than anywhere else ; ; due to the fact that birmingham is an enormously large rail infrastructure hub fore the entire u . k . rail sector ; ; why not let jason get started there ; ; more industry and maintenance activity originates there ; ; than practically anywhere else in the country . . .

. . . and in addition to that ; ; this programme was funded through the department of education ; ; what business is it to any recruiter or employer ; ; if jason wants to commute fore job opportunities ; ; and with so much out of town work any ways ; ; what difference does that make . . . even further to the point ; ; there are railway

engineering job opportunities all over the u . k . ; ; why not at least let jason get the NVQ level three qualification with diploma in railway engineering ; ; and then he can pursue job opportunities any where ; ; thanks to the funding / help and support ; ; from both the department of education ; ; and the DWP ...

... it was danielle who herself brought up politely and not in the hostile disqualifying manner ; ; in which this same point was used by someone else several weeks later ; ; to attempt to justify illogically and incorrectly ; ; that commuting fore employment wasn ' t a desirable state of affairs fore prospective employers ; ; that employment would be offered in the birmingham area ; ; to which jason responded that this was fine with him ; ; let ' s let this matter sort itself out ; ; as we go along ; ; [let me earn the qualification with diploma ; ; and let ' s take it from there] ...

... fore the record ; ; the bogus logically wrong assertion that commuting is a potential negative employment factor ; ; and even capable of denying just the entry in ; ; and attending of a railway engineering course of study ; ; never came up in discussion fore enrolment in the birmingham railway engineering programme ; ; even during the actual enrolment session held in birmingham itself ; ; and conducted by the authorized personnel to deliver that session ; ; days before the first class was to begin ... this of course ; ; is a perfect example ; ; along with the driver ' s license concept distorted disqualifying use ; ; of the attempted non rational / illogical use ; ; towards existing positive / non negative effecting factors ; ; in order to justify an underlying rationale ; ; of bad intentful agenda assertion itself ...

... moving right along hereabouts in narrative progression reveal ; ; we are in may and getting into the discussion of being selected fore course pre enrolment recognition ; ; danielle has gotten a bit perplexed about the length of time it is taking fore jason to be given a first e - mail ; ; acknowledging his prospective entry into the railway engineering programme ; ; and there is finally an e - mail from someone named karina ; ; who apparently works fore an affiliated group connected with this whole affair ; ; whose organizational name is the vitae group ...

... the e – mail from karina ; ; describes a pre – enrolment website ; ; where prospective learners for the engineering programme go and provide some basic qualifying information for examination ; ; and this happening ; ; at the exact same time in jason ' s discussions with danielle ; ; about the early release of programme learning elements / materials to jason ; ; so that he might begin to study these elements / material at this time ; ; based on the fact that he had already qualified for this course ; ; attended a first class session ; ; that the programme failed / never progressed under the responsibility of the learning curve group ; ; and he should be entitled to the access of these materials ; ; on an early release basis himself ... danielle agreed with jason on this account ; ; as did several other people at the learning curve group ; ; and at jason ' s home DWP job centre in leigh ; ; as well ; ; it seemed like a very reasonable request ; ; when also given the large extra amount of time jason brown had to wait ; ; [since may of 2022] ; ; just to even start to be enrolled and attend the failed programme itself in the first place ...

... this where jason receives a telephone call from marc ; ; who announced himself ; ; as the owner and head of the vitae group organization ; ; and desires to enter into a discussion with jason regarding several aspect of his prospective entry the birmingham edition of the railway engineering programme of interest to all ... this is now where a notated list of appearing concepts should be displayed and counted ; ; for their input / operational agenda nature and effect towards all ::

1] ; ; this conversation was not recorded ; ; and therefore ; ; this allowed for the presentation of information which could not be verified or traced easily at all ...

2] ; ; the actual role and function of the vitae group was never really previously described to jason ; ; but in the conversation with marc ; ; marc identified his group as the organization / agent which was to deliver the actual learning elements ; ; for the engineering programme rollout itself ...

3] ; ; marc was concerned with jason ' s request for the early release of learning elements / materials ; ; and stated that any previous records of jason ' s involvement with the learning curve group ; ; were not his responsibility ; ; so that he

could and would not release the learning elements as Jason had requested . . .

4] ; ; Jason replied that there was still the matter of his waiting for programme delivery ; ; the programme being put on hold ; ; the delays in programme operation ; ; the class session failure in Stockport ; ; and the eventual cancellation of the programme itself ; ; where the Learning Curve group was responsible for these actions ; ; the Learning Curve group is still very much a part of these proceedings ; ; and he still had the right to an early release and access of learning elements in any respect . . .

5] ; ; at his point ; ; Marc began to get evasive ; ; and a bit abusive in his conversation style ; ; and he stated that any records for any of these matters after six months ; ; were thrown out ; ; and so everything that Jason is claiming to have occurred ; ; is all for nil ; ; as if it had never occurred at all ; ; which invalidates any claim he has to early released learning materials themselves . . .

6] ; ; Jason replied that it didn't matter whether or not there were still records of these event occurrences ; ; they still happened ; ; people are aware that these events occurred ; ; so the existence of records doesn't take away from the fact that he was really subjected to these event activities ; ; and that alone is enough to again justify the act of early release of engineering programme learning elements ; ; and which incidentally should be supported and not discouraged ; ; as a gesture of good intent ; ; and dedicated learner desire . . .

7] ; ; Marc insisted that he couldn't do anything without the Department of Education allowing it ; ; and Jason stated that he agreed ; ; let's speak with the Department of Education ; ; and explain the whole situation to them ; ; and see what they say . . .

8] ; ; Marc becomes very abusive ; ; and accuses Jason of being condescending ; ; and of putting words in his mouth . . .

9] ; ; Jason immediately states that he wasn't doing any of that ; ; but he didn't

want to do business in this manner ; ; and interact in this fashion ; ; and he immediately apologizes for anything that has to do with this interactive strategy in conversation between them at this point . . .

10] ; ; marc also apologizes for anything which he might have said ; ; and apologizes for his comments on jason being condescending and putting words in marc ' s mouth . . .

11] ; ; jason suggests that marc speak with danielle ; ; and maybe there can be an agreement worked out where jason could still have early access to the learning elements ; ; because of the position that learning curve had and has in the framework of this present situation itself . . .

12] ; ; marc agrees to this approach ; ; and then states to jason he doesn ' t need to pre - qualify for the engineering programme enrolment session ; ; and that marc will take care of those details himself . . .

. . . there is a lot of analysis to cover in this large encompassing compiled data ; ; and the best place to start ; ; is with the manner in which the organization / entity identified as the vitae group ; ; was never clearly defined ; ; as to what its real function was ; ; what its real operational structure ; ; what its real responsibilities were ; ; and even - ultimately ; ; what its real name was ; ; because that name was changed ; ; on the day that jason brown received a railway engineering programme dis allowance e - mail from marc ; ; two days before the first class session was to begin . . . and here it is ; ; the perfect front fore bad intentful agenda divergent goal state delivery opportunity ; ; an organization which might initially claim to be a certain type of operating firm ; ; but which ultimately was mostly a front in this case ; ; for the assertion of covert goal state authority ; ; without having any real purpose or accountability or necessary function ; ; in the overall scheme of learning programme delivery methodology ; ; and instead ; ; assigning that responsibility and accountability ; ; to another firm to accept . . .

. . . for example ; ; marc claimed during the telephone conversation with jason that

his firm was responsible for learning programme element delivery ; ; and that was why he was involved ; ; and in a position of authority ; ; with regards to the early release of learning materials to Jason . . . however ; ; at a later stage in this on going progression ; ; several members of this same organization ; ; instead claimed that indeed they did not deliver any learning elements ; ; that was the responsibility of the learning curve group ; ; and that in addition ; ; all real and final decisions regarding any policy / administrative regulation ; ; or prospective learner qualification / programme enrolment ; ; was solely under the control of the learning curve group themselves . . .

. . . it was this tactic which allowed Marc to appear in an authority position from Vitae group ; ; with respect to the release of learning programme elements ; ; and which later would allow for Marc to send Jason the disallowment e - mail from Vitae group ; ; whilst the learning curve group was supposedly accountable for all allowment and disallowment decisions in an exclusive sense . . . then it is no mystery that when at the end of this progression ; ; when Jason finally contacted the learning group for them to explain why he had been disallowed programme enrolment ; ; and disallowed by the Vitae group ; ; he wasn ' t able to get any answer from them ; ; and not able to really speak with anyone ; ; in a factual effective sense on the matter . . .

. . . the same outcome occurred here ; ; with regards to the early release of learning elements to Jason ; ; and following the conversation that Marc had with Danielle ; ; everything changed with respect to the attitude and manner which Danielle had previously held ; ; in the sense of speaking that Jason obviously had the right ; ; to access the engineering programme learning materials on an early basis and footing . . .

. . . there are two other important ideas to focus on here ; ; before we move on to the next stage of this overall composite railway engineering programme saga ; ; the first one ; ; is that when Marc stated that all of Jason ' s past interaction with the learning curve group ; ; were for nil ; ; in relation to the railway engineering programme event ; ; he was trying to remove the justification for the entitlement of

early release of learning elements ; ; but ultimately what he was striving fore ; ; was to disqualify completely ; ; any previous difficulties jason encountered or wrong doings on the part of the learning curve group ; ; which if positively left in tact ; ; would allow fore jason to enjoy the rightful entitled – automatic – deserved – unchallenged enrolment and attending ; ; of the brimingham railway engineering course . . . this was referred to earlier in the document ; ; as the bad intent agenda of removing or disqualifying ; ; background or underlying good agenda goal state concepts ; ; in order to clear the way fore the assertion of bad intenful agenda disqualifying goal state assertions . . .

. . . along with the constant reminder fore the function of qualitative and quantitative analysis ; ; as that meta process applies to every concept which is presented in this document ; ; there as well needs to be constant recognition and review of the four basic modes of good and bad intentful design ; ; as these two different agendas are manifest ; ; and actively processing their goal state assertions ; ; throughout the content of every concept within this document grid space itself . . . the readers and reviewers of this very same document need to take the flow and literary build of delivered information ; ; and remember the document beginning explanation fore how all of this information needs to be considered ; ; evaluated and executed ; ; as a series of good and bad layers of agenda goal state mapping ; ; as these maps fit together into an overall mosaic of sub event ; ; complete railway engineering event ; ; is a necessary meta concept analysis event ; ; and reader reviewer perspective events themselves . . .

. . . the other concept to keep in mind at this point ; ; although not at all on the same level of importance and meta document use ; ; as the modes of analysis and intentful agenda ; ; goal state event realization protocols ; ; that there is an adopted strategy which marc amplifies in his conversation with jason ; ; which draws on a theme of trying to solicit or incite a reaction or expression of anger or frustration from jason ; ; as a possible reaction to how he is encountering the scenarios that are engaging him as interactive situations ; ; themselves within the overall context of the railway engineering event unfolding drama itself . . . from a strategic bad intentful agenda strategy ; ; if an angry or frustrated or combative ; ;

or anti social form of behaviour can be manifest from jason ' s behaviour ; ; this will most certainly establish grounds fore dis allowing jason to participate in the enrolment and attending of the engineering programme of interest ; ; for sure . . .

. . . in this manner ; ; the unusual degree of waiting before returning any of jason ' s queries or responses ; ; the subtle use of insult and abuse to elicit an angry or excessively unpleasant response ; ; and the enactment of obviously wrong / false ; ; or deceitful goal states ; ; are all besides the accomplishment of bad intentful agenda goal state directly themselves ; ; also intended to bring about ; ; some angry or unfriendly recorded responses from jason ; ; which will create the justification of jason brown not being a very good or nice or honourable or worthy person ; ; who is not deserving of any preferential or well deserved treatment under any conditions ; ; whatsoever himself . . .

. . . then ; ; in this revealing contrasting sense ; ; is the code of honour of impeccable social interaction ; ; that jason brown has always adhered to ; ; and can be seen through thousands of audio and visual recordings ; ; and thousands of written texts ; ; and remembered from thousands of live social interactive experiences . . . then the true response here ; ; stretching back over decades of exposure ; ; to this same strategy of goading / insulting / abusing bad intentful behaviour ; ; where the only measured response to this continual barrage of bad intent ; ; is this ; ; when necessary ; ; simply act dramatically with absolute mental and emotional control ; ; but with just enough heightened / boosted emphasis - focus so as to highlight and call out ; ; the nature and underlying purpose ; ; from that same bad / divergent / deviant agenda event goal state attention itself . . .

. . . rolling along now ; ; in standard document describing ; ; railway event analysing unfold ; ; we arrive here at the total change in all learning curve group responsive intents ; ; fore this particular situation in hand ; ; and an abrupt 180 " turn around ; ; in demonstrated and official perspective ; ; of learning curve group view . . . the potential of moving forward on several different topics of investigation with danielle ; ; had suddenly come to a halt ; ; and jason brown ' s information exchanges with her ; ; we ' re now of a different and non productive result . . .

... in conversation with danielle ; ; she now referred to the january class session held in stockport ; ; for the first time ; ; as a session that was ended ; ; because only 4 learners were present at the class session itself ... and in addition to this ; ; she stated that she was not any longer engaged in the pursuit of finding out what happened during the course ; ; [shades of carolyn ' s behaviour perhaps] ; ; of that last railway engineering programme attempt ; ; and that jason needed to speak now ; ; with someone named nadine ; ; fore a continuation of these enquiry events ...

... at this point in these documented proceedings ; ; we know fore a fact that danielle has now been scripted to deliver this kind of information rhetoric like response ; ; this is an obvious attempt bye some agency of bad intent to try and wrongly / illogically promote the reality that the attempted class session in stockport was cancelled due to an insufficient number of classroom learners ; ; this assertion is ; ; as has been already proven ; ; patently incorrect and false ... this means ; ; the behind the scenes bad intentful agency force ; ; is again ; ; gearing up to hide and render unaccountable ; ; the fact that that same bad intentional forces itself ; ; was almost certainly responsible fore that same reprehensible inexcusable act ; ; which occurred back in january itself ...

... o . k . camperz ; ; you obviously get the picture here ; ; this is an orchestrated blow off of jason ' s positive intentful agenda decree ; ; and here ; ; we can move along to a different mode of document meta analysis ; ; where bye there will be a direct association of the evidential railway programme congealing facts ; ; as they are now mapped to their logical referenced good and bad agenda goal state goals themselves ... the verdict is in ; ; the truth can not be denied ; ; the obvious presence of bad corrupting intent agenda is rampant all around ; ; fore all to see and know ; ; hereabouts ; ; as it is shown ; ; marc openly lied about his authority and leveraged position ; ; danielle now talks an absolutely directed tune ; ; we already have the logical conclusion ; ; let ' s hope fore justice judgement soon

... the subsequent step to take here ; ; in this document reveal ; ; is to now gather the data from jason brown ' s interaction with nadine ; ; and then index that factual

collected data ; ; to the appropriate grid of either good or bad intentful goal state agenda points ; ; which will then yield an overall map of good and bad opposing agenda goal state concepts ; ; which themselves define and form contrasting good accomplished ; ; or bad failure ; ; event outcome contrasting maps . . . so let 's follow this theme ; ; and now list the salient event factual points of jason brown 's social interaction with nadine ; ; and what ; ; in real agenda goal state accomplishment terms ; ; that derived . . .

. . . as stated above ; ; here to follow now ; ; is the document end portion example ; ; of factual event episode collected data points ; ; as they are sequentially listed ; ; and then mapped into the appropriate good and bad intentful agenda ; ; goal state asserted pattern arrays . . . we are here focusing on the interaction outcome between jason brown ; ; and the learning curve employee nadine ; ; who has been designated now ; ; to assume the responsibility fore handling both the release of learning programme elements ; ; and investigating the underlying causes of the previous failure of the stockport intended railway engineering programme delivery itself . . .

1] ; ; it 's not possible fore jason to get in contact with nadine easily ; ; fore the purposes of exchanging information regarding both the investigation of the past history of the railway engineering programme failure ; ; or the achieved release of the next engineering programme learning elements ; ; as agreed upon . . .

. . . intent map result ; ; this is item 1] ; ; of bad intentful agenda ; ; this is vagueness ; ; and difficulty ; ; in communication and exchange of productive information . . .

2] ; ; jason finally corresponds with nadine ; ; and she enquires about his railway engineering class experience in january ; ; whilst stating that both carolyn and dwayne - [the tutor] ; ; gave written responses that there were only 4 learners in the classroom at that time ; ; and that both carolyn and dwayne were no longer with the learning curve group . . .

. . . intent map result ; ; off the charts in intensity - - - - ; ; a la the palmer report ; ;

where do we start with this one ; ; ; ; ; ; ; ; ... items 1 - 4] ; ; of bad intentful agenda ; ; let 's supply instead ; ; a little narrative here ; ; there were 11 learners in the room at that time ; ; we now have [fore the second time] ; ; documentation of proven perjury misrepresentation of actual transpired facts ; ; which undeniably indicates a cover up of the reality of factual situational existence itself ... can we get some real testimony from carolyn and dwayne ; ; and can this underlying corrupt bad intentional agency ; ; ever be brought to justice ...

3] ; ; nadine agrees that jason should receive railway engineering learning elements early ; ; but doesn ' t ever send jason any internet links fore accessing the pertinent information itself ...

... intent map result ; ; items 3 + 4] ; ; of bad intent agenda ; ; there is disqualification of existing - and underlying fact that jason brown is entitled to the release of these learning elements ; ; and additionally ; ; that the jason brown related action is denied ; ; on the premises that no matter what ; ; jason brown will not receive any railway engineering learning information at all ; ; and as an indication of projected bad intnetful agenda goal state realization itself ; ; the false / bogus assertion the jason brown will not be allowed to attend that learning programme event ; ; as it will be held in birmingham ; ; all told ...

4] ; ; nadine states that she wants to meet with jason to discuss the issues of the previous railway engineering programme failure ; ; but she can ' t meet at an agreed location ; ; she can ' t meet at the learning curve home base location ; ; and that she will meet in birmingham ; ; after the enrolment session ; ; as it is held ...

... we will just use regular narrative now ; ; to index and define this particular entry / data point of relevance : : ... this is just one falsehood after another ; ; jason brown is being set up fore a non meeting in birmingham ; ; when nadine refuses to meet jason at a much more accessible location ; ; and posits that she will meet him at a location which is 150 miles away from her home working location ; ; where she refused to meet him anywhere within that regional locational scope itself ...

5] ; ; nadine doesn ' t show up in birmingham fore the enrolment event as she promised to ; ; ; and doesn ' t even communicate with jason that she isn ' t showing up . . . we can now just modulate back to regular narrative prose at this point in the documented discussion ; ; with the understanding that the readers - reviewers of this particular document ; ; always continue to map all of these assertions [and all other document pertinent assertions] to the appropriate indexical good or bad connected agenda goal state concepts ; ; [1 - 4] ; ; in parallel processing sequence ; ; and here realize that yes ; ; there is a fully blown conspiracy going on ; ; where legitimate employees of an organization ; ; are openly lying to jason brown ; ; about what they will do or say ; ; in order to achieve a certain effect and non realized / prevented good intentful event goal state occurrence itself of ever coming about . . .

. . . o . k . ; ; and once again ; ; fore the fourth time in this document ' s reporting ; ; and logically counting here ; ; we have enough compiled factual documented evidence to once again substantiate a valid case ; ; in support of there being an underlying force which itself ; ; is responsible fore all - ; ; of the good / positive intentful goal state agenda incomplete - [and] - inversely negatively bad intentful goal state agenda complete sub event and full event goal state realizations ; ; and that this document itself ; ; is completely validated and confirmed ; ; in its progressive content - and logical worth . . . and to this marching rhythm we cannes here & now ; ; [' every body now ' - weir ; ; ' everywhere around the world - dancing in the streets ' - gaye / stevenson / hunter] ; ; boogie on to the subsequent sub event ; ; of the actual birmingham railway engineering programme enrolment session ; ; which itself can now be elucidated ; ; and factually reported on ; ; within the context - mix of this very same document ; ; which all you out there readers and [excuse mii] ; ; DWP reviewers are presently focusing on ; ; [and don ' t you just love the opportunity to dwell / exist on another instance of word related divine content ; ; to elevate your existing level of computed consciousness itself / yourselves ; ; you ' re welcome very much all the time ; ; forever always now ; ; and tao] ; ; uh yeah ; ; that ' s it ; ; eye suppose . . .

... such 'poetry in motion'; 'she blinded me with science' - dolby; uh yeah again; but it's well deserved; ummmmmmmmm; we've/weave already proven our/hour case here on 'dis won'; com'on now; let's get real 'bout 'dis; --; and here we are / arriving on - at the information processing point of actual enrolment down in birmingham; where this railway engineering programme document final session; chugs; towards where; this railway engineering programme edition fiasco conclusion; sub event statement - was corporeally held; itself...

... as is already defined; most of the railway engineering programme enrolment session in birmingham went as documented and as previously presented in stockport before; with there being only a few features / concepts which - themselves; should be looked at; in this particular information processing moment; which are the confirmation / acceptance of jason brown; as a qualified applicant for this programme; the somewhat heightened importance of a driver's license as a learner qualification; and the strict punctuality of meta programme requirement; and satisfaction; all told... the overall session presentation was in essence; practically identical to the one delivered in stockport; and the agents of delivery on this particular occasion; were [as they stated]; employees of the vitae group; and who themselves as they stated; were only responsible for the recruiting and job interview aspects of this whole process; but that the learning curve group; was ultimately and solely responsible for the delivery of all learning elements; and for making all decisions as to which prospective learners; were qualified to attend this particular railway engineering programme; or not...

... let's; at this point; in the informational documentational stream of narrative; note that the punctuality and earliness of required information expression; as it related to correspondence for completion of this particular railway engineering programme as expressed itself; was very obvious; from the start; to the degree that once jason brown was recognized in these proceedings; he was required [in advance] to pre register for the course; [which was waived on account of his previous eligibility]; and queried by text message; on the sunday before the enrolment session itself; whether or not he

planned to attend that same session ; ; the very next day . . .

. . . let 's now take a meta documentation peek at this developing situation ; ; and render a few auxiliary observations ; ; as to the factual nature ; ; of what is transpiring during this same multi levelled information processing point in focus . . . synopsizing now and then ; ; jason brown was involved in ; ; and looking at ; ; an extremely hostile state of social interactive engagement affairs ; ; where to start with ; ; a supposedly empowered employee / official ; ; [nadine] of the firm which was again touted as the organization responsible ; ; fore delivering learning programme elements ; ; and making decisions regarding the qualification of prospective learners into the railway engineering course ; ; has herself said that she would release learning elements to jason early ; ; be interested in listening to jason ' s account of what had previously transpired in this on going affair ; ; and meet with him personally in birmingham to discuss all of these issues ; ; when she did nothing of the sort at all of any of these prospective goal state offerings . . .

. . . what ; ; in reality the entity of nadine stood fore ; ; was an opportunity to assert that the initial class session in stockport was cancelled fore reasons of insufficient number of learner attendees ; ; in an attempt to disqualify jason brown ' s received wrongful treatment at the hands of the learning curve group responsibility ; ; pose as an active [but really ineffective] positive force ; ; fore arriving at the reasons why there were any difficulties connected with the stockport version of the railway engineering programme ; ; and take up / burn precious time in the programme related progression ; ; claiming that she would release learning elements ; ; and meet with jason ; ; in order to get his full version of this whole affair ; ; and fully set the picture of occurrences straight . . .

. . . this was now the presented philosophy / position of the learning curve group ; ; with respect to jason brown ' s programme footing and in addition ; ; there is now the elevated significance of ' preferred ' driver ' s license status ; ; as presented by the vitae group ; ; fore engineering programme eligibility ; ; and even though these same enrolment session concept presenting individuals ; ; clearly stated that this was not an essential enrolment criterium ; ; that employed railway engineers

worked in groups ; ; and that there was an enormous amount of needed out of town work to boot [which would not necessitate the holding of a driver ' s license any ways] ; ; the ' preferred ' driver ' s license goal condition was displayed and sent . . .

. . . as a few last details here ; ; in relation to that railway engineering programme enrolment session in birmingham itself ; ; there was never any mention that commuting to either the programme class sessions ; ; or to the job specific work sites was a factor or an issue ; ; in any of those situations ; ; it was only important to be able to attend all of class sessions ; ; and be available fore work ; ; and that the main enrolment session organizer conductor nathan ; ; took all jason brown ' s required personal detail documentation ; ; and himself [nathan] ; ; sent it over to karina at the vitae group ; ; fore processing and documentation itself . . .

. . . just as a final meta descriptive note here ; ; we [meaning this scenario railway engineering birmingham situated instance we are currently in / n] ; ; [' we had " engine " trouble - it turned into a struggle ; ; half / way a ' cross ' a - la - bam ; ; the hound broke down ; ; and left us all stranded ; ; in down town birmingham ' ; ; - berry] ; ; yeah ; ; that ' s right ; ; and now here in june of 2023 ; ; over a year after jason brown - in good faith and conduct himself ; ; entered into this overall composite event of real - way / rail way engineering programme offering ; ; the poetic licensing is much allowed and enjoyed ; ; especially since this objective of proving that blatant - out right discrimination against the person of jason brown ; ; is now so obviously shown to be factually and statistically true ; ; it cannes here be waxed poetic ; ; and broadcast accordingly to all parties of reader and DWP reviewer audience ; ; as they exist ; ; in all respective bands of information processing time and space your selves . . .

. . . and to boot ; ; if there has been sooooooooooooooooooooooooooooo much attention given ; ; all the way along this course of prospective railway engineering progressive offering ; ; to jason brown ; ; from all participants ; ; especially in the learning curve group and vitae group - [they change their organization name on the day that marc sends jason his disqualification notifying e - mail response] ; ;

then – that ; ; in itself ; ; is confirmation and documentation that these organizations / firms have been aware of jason brown ; ; observant of his qualifying status ; ; and inversely ; ; instead of honouring that earned logical status / position of programme eligibility ; ; are working overtime – in a heightened visible perspective ; ; to openly deny jason any rightful entry into ; ; and attending of ; ; any railway engineering programme ; ; or access to any programme learning elements ; ; which are definitely deserved to be entertained – to him ; ; - themselves ... moving on to the next phase / manifest apparent conceptual framework construction design here ; ; finds ' us ' ; ; ' here ' ; ; looking at jason brown ; ; waiting to hear from either the learning curve group ; ; or ' the vitae group ' ; ; [they changed their name to ' the learning bee ' ; ; why did they do that ; ;] ; ; and not hearing anything from any one with a week to go in june 2023 ; ; before supposedly the first railway engineering class session ; ; was to begin – itself ; ; fore sure ...

... one week ; ; o . k . ; ; with the conventional understanding that prospective programme applicants ; ; fore any course of study ; ; are informed in advance ; ; within a reasonable / polite time frame ; ; as to their prospective qualification status ; ; towards that same generic enrolling programme of sorts ; ; this is the official punctuality of announcing programme qualification status ; ; which itself ; ; is honoured most punctually ; ; in every generic instance occurring here ; ; of programme / or job opportunity employment position ; ; and which will not wait until only a few days before that initial class or employment session ; ; to advise any person / party ; ; of their requested participation result therein ... in addition to this ; ; both the the learning curve group ; ; as well as the ' vitae group ' ; ; had been punctual ; ; if not excessively punctual ; ; in their protocol of handling their administrative responsibilities ; ; in handling and scheduling advisement and attending sessions of programme necessity [as this document / study has already shown] ; ; and now karina ; ; [a vitae group employee ; ;] ; ; who came back from leave on tuesday ; ; instead of being at work on monday when the engineering programme enrolment session occurred ; ; was elected to process the registering prospective learner documentation ; ; and deliver that same processed documentation ; ; over to the learning curve group ; ; fore ' final approval ' ; ; and

determined learner qualification status ; ; as it was planned . . .

. . . jason brown [had already had] ; ; [pair polar pair] ; ; various communications previously with karina ; ; in both telephone conversation ; ; as well as e – mail correspondence ; ; to which end ; ; she exhibited to be pleasant ; ; and supportive of her correct logical role in this entire event ; ; and clear ; ; in her understanding and appreciation ; ; of jason brown ' s position and value ; ; as a pre qualified deserving entitled programme learner attendant ; ; to this course of study as it prepared to initiate and begin in birmingham ; ; fore a fact . . . however ; ; on this day exactly on week before the projected start time fore the first railway engineering class to begin ; ; jason sent an e – mail to karina to confirm that nathan had sent all of the desired / required documentation over to her several days ago ; ; and that jason was following up on that sub event ; ; to verify that every thing was in process ; ; and that his paper work contribution ; ; was complete to satisfy the railway engineering enrolment criteria requirements themselves . . .

. . . at the birmingham enrolment session ; ; nathan only desired to send an image of jason brown ' s passport to satisfy the enrolment requirements ; ; due to the fact that ; ; as stated bye marc earlier ; ; in this enrolment scenario ; ; the only qualifications necessary fore this particular engineering programme instance entry ; ; was to be a u . k . legal resident ; ; be able to work in the u . k . ; ; and be able to attend the course classroom sessions ; ; without any problems or defaults . . . karina never responded to jason ' s e – mail enquiry ; ; and the following day ; ; when jason attempted to directly bell karina / the vitae group ; ; to follow up on his application ; ; karina picked up the phone ; ; had a few short dialogue exchanges with jason ; ; and then the connection / line was unexpectedly disconnected ; ; and when jason tried to ring karina back ; ; his call went to voice mail ; ; and no one ever picked up the phone at the other end [karina / vitae group] of the projected telephone line connection . . .

. . . it ' s not difficult to put all of the pieces together on this one ; ; and realize that yes ; ; this was an obvious display of bad intentful goal state agenda strategy ; ; where no matter what ; ; jason brown was not going to achieve any positive or

favourable railway engineering programme enrolment success . . . this was another indication of extremely hostile behaviour ; ; which itself indicated that there wasn ' t going to be any interaction between jason and karina ; ; there wasn ' t going to be any update or report of application progress ; ; this matter was going to left vague and unfriendly ; ; with the engineering programme class now starting less than a week away . . . at this point ; ; jason had a few options to exercise ; ; and here was what his options looked like : :

1] ; ; either by coincidence or covert planning ; ; both his advisors / supervisors – neil and susan ; ; at the DWP job centre in leigh ; ; were going on leave the next week ; ; when the first class of the birmingham railway engineering programme class ; ; was scheduled to begin . . .

2] ; ; there was no official response on jason brown ' s enrolment application ; ; from either the vitae group ; ; or from the learning curve group ; ; so it wasn ' t technically possible for DWP officials to ask about the enrolment process ; ; because that process ; ; was still in process ; ; as a vague time wasting / burning / delaying directive in and of itself . . .

3] ; ; jason brown could theoretically have had either neil or susan bell into the vitae group or to the learning curve group ; ; to enquire as to what was the status of jason brown ' s application ; ; but that would have been too forceful a move ; ; and the response any ways would have been ; ; the paper work is still being processed ; ; [and either way ; ; there won ' t be a response until you are both on leave – next week] . . .

4] ; ; in contrast to the excessive punctuality fore programme administration requirements ; ; there was to be no response on jason brown ' s engineering programme application ; ; until the following monday ; ; only two days before the first class began ; ; a very unusual and late timed practice ; ; fore any generic organization / and especially the learning curve / vitae groups ; ; to be informing prospective class learners at that late stage ; ; regarding their programme entry qualification status . . .

5] ; ; therefore ; ; jason brown 's only productive approach / strategy here ; ; was to continue in his same continual manner of / in good faith ; ; allowing for the underlying circumstances to reveal themselves ; ; respond to those developments as they surface ; ; maintain a positive attitude ; ; and politely call out bad intentful agenda goal state intervention ; ; for and in the manner in which it appears and manifests itself . . .

6] ; ; this behaviour on the part of karina ; ; [if in truth it was karina 's behaviour ; ; and not some scripted response pattern ; ; which she had no choice but to acquiesce to ; ; and enact] ; ; is another perfect example of statistically provable non random variation of bad intentful goal state agenda realization point numbers 1] and 4] ; ; there is vagueness which can 't be clarified for resolution ; ; and the directed rationale ; ; of that now matter what ; ; regardless of logical value or real truth condition ; ; this is what is going to happen ; ; for both these particular chains of sub ; ; and overarching railway engineering programme event[s] themselves . . .

. . . the stage is now set for the projected outcome of this particular scenario that we are focusing on ; ; and by now ; ; it is very clear about the appearance and manifestation of bad intentful agenda goal state strategy and deploy ; ; and the e - mail which jason brown received from marc ; ; two days before the actual engineering class was scheduled to begin ; ; is a perfect example of everything that this document has endeavoured to illustrate and define ; ; to express and explain ; ; this / these same exact behaviour / occurrences ; ; which befell jason brown ; ; from the beginning of this entire affair ; ; which itself ; ; started in june of 2022 ; ; for sure . . .

. . . marc 's learner disqualifying engineering programme entry e - mail is ; ; at this point in these proceedings ; ; a classic example of bad intentful agenda goal state strategy points 2] and 4] ; ; where certain originally positive or non effectual static event realization concepts ; ; are now distorted and asserted to support a learner disqualification outcome ; ; within the context of an underlying bad intentful

agenda of using any rationale to justify a disqualification negative event goal state occurrence ; ; towards jason brown attending that desired railway engineering programme ; ; to be held where the hound broke down ; ; in down town birningham ...

... let ' s just reflect on the content of marc ' s e - mail ; ; and annotate the content in familiar narrative list sequencing form ; ; whilst we remember that the vitae group ; ; [soon to be renamed as the learning bee group ; ; why did that happen] ; ; speaks from a position of absolute authority ; ; whilst claiming that the learning curve group is ultimately responsible fore all learner qualification decisions ; ; and forces any response to its authoritative pronouncements ; ; to be handled bye the learning curve group ; ; with non possible communication and silence ; ; when trying to speak to / with the learning curve group itself ...

1] ; ; the e - mail message itself ; ; is crafted like a standard employment application response ; ; which ; ; especially in these particular circumstances ; ; ' on this particular occasion ' ; ; are very unusual ; ; and not at all accurately indicative ; ; of the reality towards what is really transpiring at this particular time in the projected engineering programme progression itself ...

2] ; ; marc sites as reasons fore jason brown ' s disqualification from the learning railway engineering programme opportunity ; ; as attributed to not having a driver ' s license ; ; and the prospective ' employer ' ; ; being concerned about jason brown ' s required commute to birningham ; ; in order to be available fore employment designated work schedule ; ; which as already defined and realized ; ; are nothing more than falsely - fabricated - flimsy excuses ; ; to disallow jason brown ; ; in real - actual discriminational terms ; ; to not be allowed to enter and attend that railway engineering programme ; ; in birningham itself ...

3] ; ; in marc ' s form letter style e - mail to jason brown ; ; he cites the asserted form letter concept ; ; that jason was not selected fore engineering programme entry ; ; due to the ' fact ' that other programme applicants ; ; had more and better qualifications fore this programme ; ; than jason did ; ; - - - are you kidding ; ; the

stated requirements ; ; were that a prospective programme applicant was a legally approved u . k . inhabitant ; ; and that they could attend all of the required engineering class sessions themselves . . . what about all of jason brown ' s already well known qualifications ; ; and the real true fact ; ; that he was also subjected to a full year ' s worth of engineering programme delays ; ; because of unethical [illegal] engineering programme administration mis - treatment ; ; from the learning curve group ; ; whilst he himself ; ; all that transpired time ; ; was under the sponsorship and auspices and jurisdiction of the DWP [and bye funding relevant inclusion ; ; the department of education - jason brown was subjected to this unfair and illogical treatment ; ; will the department of education also finally weigh in on this one ; ; well they should ; ;] ; ; all around ; ; and all told . . .

. . . o . k . ; ; this is here and now ; ; the two / one day period before the planned beginning of the railway engineering programme course of study on a wednesday ; ; in june 2023 ; ; and there is a two day possible window here ; ; fore jason brown to act ; ; and to try - endeavour to correct this present undeserved state of affairs [SOA ; ; as they say in qualitative academic ; ; and european intel community speak ; ;] ; ; all told . . .

. . . sooooooooooooooooooooo ; ; jason brown endeavours to contact the leaning curve group organization ; ; in response to this unethical / unfair / [certainly illegal] ; ; decree from marc at the [is it vitae group or learning bee group here ; ; which is it now ; ; uh huh , , ,] ; ; organization ; ; and contacts barbara ; ; a manager / supervisor ; ; at the learning curve group ; ; [don ' t they already know what is going on here ; ; and haven ' t they known about what is going on ; ; since the beginning of this fiasco ; ; months ago ; ; and incidently ; ; what ever happened to carolyn ; ; it ' s been months now ; ; and she was a top level employee in this organization to begin with ; ; what happened with that . . .] ; ; and ; ; . . .

. . . barbara responds to jason ; ; that she agrees with his stated perspective ; ; she will look into this matter immediately ; ; and get back to him with an update ; ; as soon as she can . . .

... we have now reached a ledge / social footing ; ; of ridiculous social interactive expression at this point in the proceedings of this reality ; ; where any exchanges with the learning curve group ; ; will only yield the response that they are looking into this present matter ; ; or that this situation deserves to be followed up on ; ; and then not do anything at all to really act on ; ; or seriously try to correct the dynamic of what this situation is really all about ... in this sense ; ; this is classic point 1] and 4] of the bad intentful agenda goal state event assertion strategy ; ; where vagueness is used as an interactive veil - to mask and hide ; ; any / all disallowment of good intent event goal state completion ; ; and that no matter what ; ; there is going to be no good intentful goal state agenda event completion ; ; regardless of the input or logic ; ; from that same particular circumstance affair ; ; and as such it is - + - + - and it is as such ...

... in addition to this episodic development ; ; jason brown now also tries to contact the complaints unit at the learning curve group via e - mail ; ; he sends the complaints unit a message fore this unit to contact him as soon as possible ; ; and when he sees the ' urgent response ' telephone number that is displayed on the learning curve complaints web page ; ; all he gets when he rings in ; ; is a voice mail option ; ; to which he leaves a message fore someone to ring him back immediately ; ; regarding this same affair itself - itself ... what a complete joke of a complaints unit ; ; the urgent response line goes to voice mail every time ; ; even with repeated attempts of ringing that number ; ; and no one ever / ever / ever / ever / responds to jason brown ; ; either from his e - mail messages [he left two] ; ; or his voice mail messages ; ; [he also left two] ; ; can you imagine ; ; how about that ...

... now in this same two day pro-ported window of possible jason brown non railway engineering programme attending event correction potential ; ; in an almost comical fashion here ; ; jason brown receives an e - mail ; ; not from the learning curve group ; ; but from an employee of the now renamed learning bee group [vitae group] ; ; joe ; ; who projects / renders an authoritative statement ; ; [almost as a response to jason ' s correspondence with barbara / and to the learning curve group complaints department -- can you believe it ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ;] ; ; whilst at the same time ; ; hiding himself and his firm ; ; behind the veil of non

accountability and vague agency ; ; which is again ; ; left up and down to the responsibility of the learning curve group ; ; where that group itself ; ; continues to sit back and languish upon ; ; within the shadows of its own silence and non reply responses ; ; fore all the world to see and to judge ...

... there are basically only two salient points worth mentioning from joe 's e – mail message ; ; and there will be additional commentary noted ; ; after those salient points arrive in text to wit below ::

1] ; ; joe states that the number of qualified applicants fore the railway engineering programme class ; ; was seemingly ; ; reduced down from the twenty original openings to only ten eligible applicants ; ; fore this particular session enrolment progression itself ...

2] ; ; joe asserts that jason brown maye attempt to re – enrol in the succeeding iteration / instance of this railway engineering programme edition ; ; but that he needs to provide £ 2 , 700 [quid] to who ever is empowered to receiving that amount ; ; in order to enter into that very same learning programme ; ; in its next iterative pathway of sorts ...

... let ' z relate to this again ; ; [& what a great group of journalists & editor they R ---] ; ; at the palmer report ; ; and we can quote from this expression here ; ; ' where do we start with this one ' ; ; again indeed ; ; jason brown started following the palmer report in the spring of 2016 ; ; when it first got going ; ; and has been a staunch supporter of that information source ; ; ever since its initial indoctrination – then – itself ; ; thank yew all very much ; ; and now to all ; ; a very goode knight in deed ...

... changing channels and modes here / now ; ; we need to now comment on joe 's tendered informational text offerings ; ; and first see that he had no right / position / logical footing ; ; to posit that jason brown needed to come up with £ 2700 quid ; ; in order to enrol in ; ; or attend to ; ; the next successive iteration of learning curve programme enactment ; ; to be held in down town birmingham itself ; ;

/ permitted number of programme class applicants is now down to only 10 programme learner positions available ; ; what does that say / speak to ; ; about the sufficient number of 11 learners that were certainly present at the stockport first class session ; ; of this very same instance of railway engineering programme option itself . . .

. . . as well ; ; this was certainly a blatant attempt on the part of operating behind the scenes covert bad intenful agenda agency ; ; to try and validate / justify that incorrect / wrongful tactic / assertion ; ; of not allowing / qualifying jason brown fore an enrolment learning programme position ; ; due to the now smaller number of applicant possible positions ; ; and now being highlighted against the elevated importance of a driver ' s license ; ; and additionally paired with ; ; the preferred employee job site close living habitation condition ; ; itself . . .

. . . as anyone with any sense ; ; can clearly see here and now ; ; joe 's fabricated e – mail message / situation progression response ; ; is totally out of control ; ; out of rational means and bounds ; ; and not even close to common sense and firmly grounded logical awareness ; ; on this issue – as it stands before us now ; ; as it has here been factually presented and shown . . . continuing on now ; ; in this logical narrative summary before us ; ; finds jason brown still attempting in good faith ; ; to negotiate with the learning curve group ; ; and now hearing that his learning curve group manager contact – barbara ; ; has suddenly gone on leave ; ; [she promised jason that she would get back to him as soon as possible ; ; if she was gong on leave ; ; why would she say such a thing to jason in the first place . . .] ; ; so he leaves a fairly comprehensive status statement with paul – [another learning curve manager / supervisor] ; ; and aaron [some one jason had been in contact with ; ; off and on ; ; since this whole final engineering programme episode started in may 2023] ; ; and both of these individuals agree that this situation needs to be looked into immediately ; ; but both individuals also state that they might not be able to get back in touch to jason ; ; with any response or considered evaluated information themselves . . .

. . . needless to say ; ; nobody from the learning curve group ever got back in touch

provided as a lump sum ; ; or as an enhanced and early increase in jason ' s monthly allotment ; ; due to the fact that jason brown will be turning 65 within the year ; ; and will be eligible fore a senior british citizen ' s pension ; ; in any event therein . . .

2] ; ; in addition to ; or regardless of ; ; economic compensation awarded to jason brown ; ; there is still the matter of jason brown deserving rightfully to receive and engage in ; ; the practice of gainful employment himself ; ; and now is the correct time and space ; ; to look at this unresolved circumstance ; ; and say ; ; here ' s someone ; ; who has tried continuously and repeatedly to achieve gainful employment in the u . k . ; ; he ' s got great proven qualifications ; ; a list of acknowledged and utilized publications ; ; [how about that 2010 prologue computer programme ; ; which itself forms the basis fore all contemporary A .] . computer processing programming everywhere on the planet ; ; uh huh ; ;] ; ; a squeaky clean criminal and financial record ; ; [quote the enhanced DBS certificate that jason has to offer] ; ; let ' s not even mention his musical talents ; ; [hey charlie ; ; cannes we finally get that new mouthpiece delivered in from selmer ; ; it should be a nice addition to the trombone musical offerings which are being made at this point in the musical equation dynamic itself ; ;] ; ; let ' s just give this bloke / chap a job ; ; is that o . k . ; ; can we just do that ; ; is that alright with you . . .

3] ; ; allow fore jason brown to obtain gainful employment frome – through NETWORK RAIL ; ; the u . k . service and infrastructure provider ; ; here in the north of england ; ; and all around . . . jason stands firm ; ; on his staunch support of the railway industry sector ; ; and has stood fore and bye this operating entity ; ; frome the start of any discussion regarding economics ; ; passenger / freight distribution ; ; a green economic environment ; ; and a mag – lev future on every level of transportation ; ; in a gravity free society ; ; [now quoting from the flute etudes document itself as known here & there ; ; let mii float this one bye U and wheel see] ; ; can ' t someone in the DWP or department of education just say ; ; ' hey ; ; in talking to network rail officials ; ; it ' s certain that jason brown can be useful in a variety of network rail job niches ; ; let ' s cut to the chase ; ; and get him employed and productively active ' ; ; wright away ; ; yes mam / sir ; ; eye ' m sure that we can do so ; ; and that we will due so / sew / sow ; ; wright a – waye . . .

4] ; ; what about the next incarnation of railway engineering learning programme result ; ; can jason brown attend the next prospective class which should be offered through the department of education ; ; in order to itself ; ; feed unemployed british qualified individuals themselves ; ; into the framework of serving / assisting in ; ; the development of / maintenance towards that same u . k . infrastructure result itself . . . this should happen ; ; either in an equivalent stockport situated venue ; ; or on the re - occurring birmingham cycle of engineering programme iterations ; ; as they proceed ; ; and are unfurled . . .

5] ; ; there are a variety of options here & now ; ; which jason brown ; ; under the auspices - and tutelage of both the DWP and the department of education can himself employ ; ; and there stands to reason itself ; ; that he could elect to take advantage towards one of these options themselves : : - : : - - : : - - : : - - . . .

a] ; ; start working fore the network rail organization directly ; ; in some assistant role management position ; ; and serve / enhance the network rail organization at their bequest at all in this very same position itself . . .

b] ; ; enter into the network rail operating framework ; ; as a prospective employee ; ; and therein ; ; study network rail provided information / training manual elements ; ; fore an eventual examination and assessment of desired knowledge / skills acquired ; ; whilst in parallel ; ; contribute to - the helping / assisting of normal - required network rail maintenance operations ; ; themselves . . .

c] give jason brown a treatment of network rail safety practices ; ; get him qualified fore these practice elements ; ; and get him on site / on the job / actively working on either real track maintenance ; ; or overhead electrical line maintenance ; ; at the soonest possibility presented ; ; itself . . .

. . . thank you all ; ; fore joining mii in this discussion ; ; and let 's see if we can now move this entire equation forward now ; ; in the manner in which it most certainly deserves and supposes ; ; itself . . . thank you all very much ; ; as always ; ; thanks much ; ;

... cheers ; ; best ; ; jason - Jonathan - rico - solomon - gabriel - Isaiiah - prophet
- ; ; delivered as such ; ; and nowe a very goode knight tao all ; ; ... yourselves
...