

ADULT TRAINING NETWORK



**REPORT FOR THE PERIOD
AUGUST 2012 – JULY 2013**

Contents

	Page
Organisational Details	3
Mission Statement	3
Aims & Objectives	3
Company Structure	4
Training Centres	5
Training Centre Developments	6
Business Plan	6 - 7
Company Accounts	7
Staffing Establishment	7 - 8
Staff Development & Training	8 - 9
Partnership Agreements	9
Accreditation	9 - 10
Activities 2012 – 2013	10 - 15
Richmond upon Thames College	10 - 13
Waltham Forest College	13 - 14
A4e - JCP Support Contract	14
A4e Professional and Executive and Graduate Programme	14
Ingeus Work Programme – Routeway Provider	15
Reed in Partnership – Work Programme Pilot	15
Matrix Accreditation	15
External Verification & Inspection Reports	16
Extension Activities	17 - 18
Success Stories & Case Studies	19 - 20
Extracts from the A4e Good News Report July 2013	21
Future Developments & Priorities	21
Conclusion	22

Appendices

	Page
Appendix A	Richmond upon Thames - Self Assessment Report 23 - 69
Appendix B	Waltham Forest College - Self Assessment Report 70 - 90
Appendix C	A4e – JCP Support Contract – Examples of monthly Reports 91 - 101
Appendix D	Ingeus - Work Programme Quarterly Reports 102 - 107

ORGANISATIONAL DETAILS

The Adult Training Network is a Registered Charity Number 1093609, established in July 1999, and a Company Limited by Guarantee number 42866151. The Head Office is at Unit 18, Arches Business Centre, Merrick Road, Southall, Middlesex, UB2 4AU. The Adult Training Network has a Board of Trustees and a Managing Director, who is the main contact person for the organisation. Further information on the Adult Training Network can be found on the organisation's website at www.adulttrainingnetwork.org.uk. The Chair of the Board of Trustees is Mr Pinder Sagoo and the Managing Director is Mr Sarjeet Singh Gill.

MISSION STATEMENT

The Adult Training Network (also known simply as ATN) strives to provide the best quality education and training to socially excluded members of the community who have little or no access to mainstream education.

One of its main purposes is to build the skills and confidence of traditionally disadvantaged members of the community, including refugees and members of ethnic minority communities to support their entry into meaningful employment.

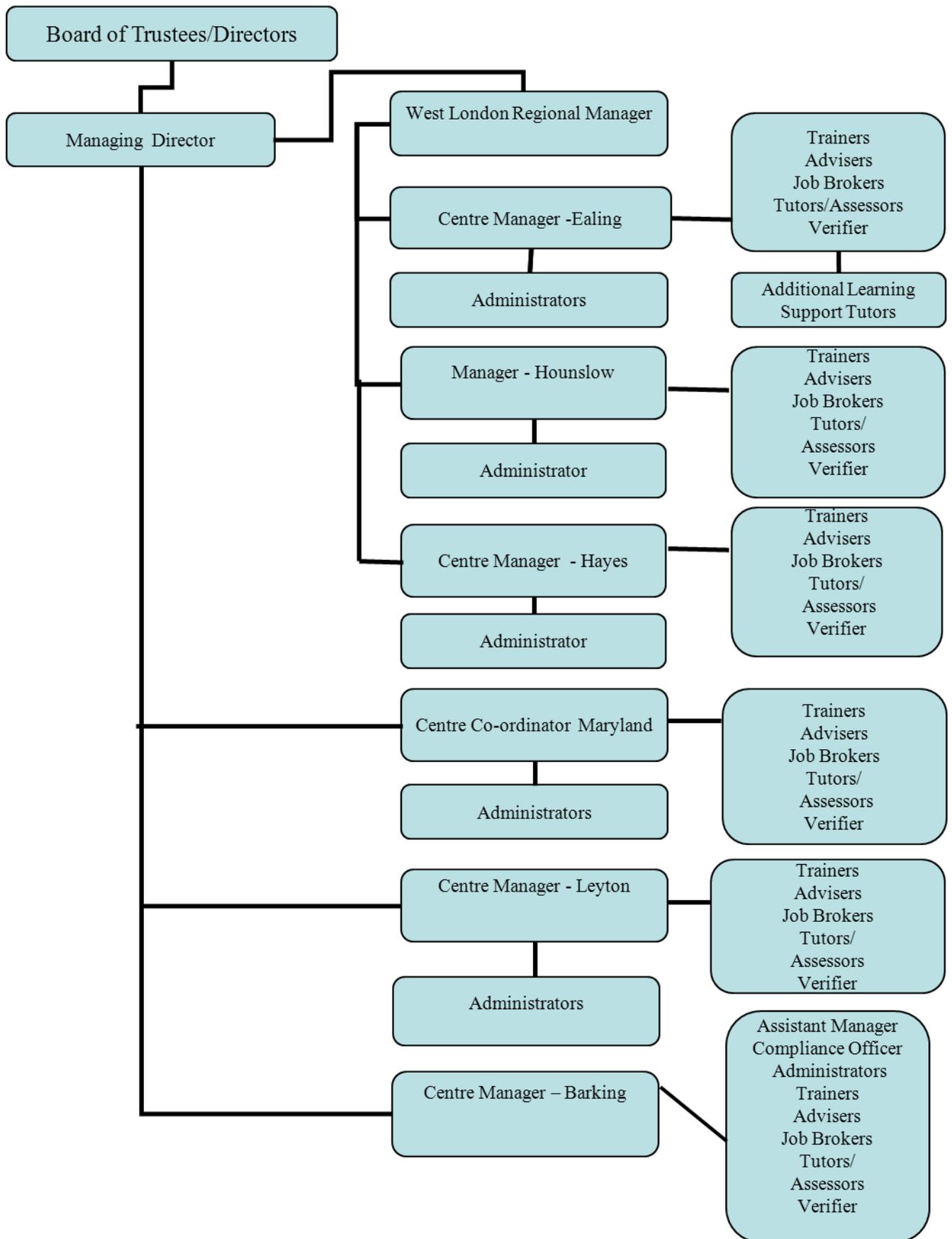
In addition, the Adult Training Network strives to integrate learners into the social and cultural fabric of society at large.

AIMS AND OBJECTIVES

The organisation was formed to help address the educational disadvantage suffered by certain marginalised sections of the community.

- The main objectives of the educational programmes are to:
- Develop students' reading, writing, speaking and listening skills in English.
- Provide students with basic survival English for everyday life in UK.
- Provide students with Basic English for access to other college courses.
- Equip students to progress to the next level of ESOL provision.
- Support students in their chosen progression path.
- Build the self-confidence of students.
- Develop the ICT skills of people in the local community who have little or no access to mainstream education provision and ICT resources.
- Support learners to acquire job search techniques including interview skills and CV writing to enable them to successfully compete for and acquire sustainable jobs.

CURRENT ORGANISATIONAL CHART OF THE ADULT TRAINING NETWORK



TRAINING CENTRES

ATN has six delivery centres in West and East London which have operated throughout the year August 2012 – July 2013. The centres details are:

ATN Southall: Unit 18, Arches Business Centre,
Merrick Road, Southall, Middlesex, UB2 4AU.
Tel: 020 8574 9588

ATN Leyton: Suite 1-6, Gateway Business Centre
210 Church Road, Leyton, E10 7JQ.
Tel: 020 8523 8774

ATN Manor Park: Manor Park Methodist Church,
(Closed During Year) Herbert Road, Manor Park, E12 6AY.
Tel: 020 8553 1133

ATN Maryland/Stratford: 1st Floor, Unit 2, Maryland Industrial Estate,
(Opened During Year) 26 Maryland Road, Stratford, E15 1JW.
Tel: 020 8553 1133

ATN Barking: 5th Floor, Crown House, Cambridge Road,
Barking, Essex, IG11 8HG.
Tel: 020 8507 7758

ATN Hounslow: 3rd Floor, Holdsworth House,
65-73 Staines Road, Hounslow, TW3 3HW.
Tel: 020 8570 1311

ATN Hayes/Hillingdon: 1st Floor, Warley Chambers,
Warley Road, Hillingdon, UB4 0PX.
Tel: 020 8561 3131

TRAINING CENTRE DEVELOPMENTS

The three West London centres were all re-located during the year to more appropriate, and more easily accessible, premises. This included the moving of the Head Office from the King's Hall Methodist Church to the nearby Arches Business Centre. In East London the existing Maryland Centre was replaced by a new centre in the adjacent Maryland/Stratford area.

BUSINESS PLAN

AIMS

One of the principal aims of ATN is to improve the basic skills and employment prospects of disenfranchised people from the community who have little or no access to mainstream education. This primarily, but not wholly includes people from ethnic minorities and refugees. ATN will target learners in the London Boroughs of West London (Ealing, Hounslow & Hillingdon) and East London (Waltham Forest, Barking & Dagenham, Leyton & Newham). Due to the catchment areas that ATN is focusing on 70 % of our learners are from ethnic minorities backgrounds. In addition, ATN will positively promote the culture of lifelong learning leading to empowerment and regeneration of all sections of the community.

OBJECTIVES

Short term:

- ❖ To conduct educational/training courses in the subjects of ESOL/Functional Skills (English & Mathematics) & ICT and NVQs in a number of vocational areas to motivate and increase the self-confidence and personal capacity of members of disenfranchised communities.
- ❖ To establish more effective Job Brokerage systems with local employers and agencies
- ❖ To mentor and support learners to develop their self confidence
- ❖ To develop links with existing and new employers to support them in up-skilling their workforces.
- ❖ To provide motivational programmes, including job seeking soft skills, to enable the long term unemployed and workless learners to gain and sustain employment.
- ❖ To widen the scope of external funding, particularly within the Welfare to Work Sector.

Medium Term:

- ❖ To provide vocational guidance, counselling and advice at a general level.
- ❖ To work towards being a major provider of opportunities for people with disadvantages by removing barriers to Education, Training and Employment.
- ❖ To provide nationally recognised qualifications sought by employers and educational establishments.
- ❖ To incorporate an effective work experience placement system leading to full time and part time employment opportunities.
- ❖ To strengthen links with existing and new employers to review the effectiveness of up-skilling their workforces.
- ❖ To establish strong partnerships with Welfare to Work 'Prime' contractors, delivering effective sub-contracted provision.

- ❖ To strengthen the existing long-term partnerships with Richmond Upon Thames and Waltham Forest Colleges, and to seek additional partnerships with other providers of Skills Funding Agency funded programmes.
- ❖ To explore other funding opportunities, including the European Social Fund and Lottery Grant Funding.

Long term:

- ❖ To manage the expanding of the geographical coverage of ATN training centres, buy looking for funded opportunities in adjacent Boroughs to our present delivery areas.

OVERALL AIMS AND OBJECTIVES

The overall aims and objectives are monitored closely throughout the course to ensure a successful learning environment. Management and Trainers meet at regular intervals to monitor and evaluate learners' progress and project quality and impact on the target community.

All courses are designed to lead to a nationally recognised certificate acceptable to prospective employers and /or further education establishments, or to provide job seeking soft skills and motivation to long term unemployed and workless groups, leading to sustained employment.

Project Management and staff/volunteers are drawn from the target groups to ensure a homogenous multi-cultural, multi faith training environment.

COMPANY ACCOUNTS:

The company accounts were audited to the year end in September 2013 by Chartered Accountants and Registered Auditors Rehncy Shaheen of Greenford Road, Middlesex. They concluded that the financial statements give a true and fair view of the state of the charitable company's affairs as at 30th September 2012 and of its surplus for the year then ended and have been properly prepared in accordance with the Companies Act 1985

STAFFING ESTABLISHMENT:

The staffing level at the beginning of August 2012 was sixty seven and at its peak in June 2013, ATN employed eight nine staff members. The increase in the staffing level was mainly due to additional A4e delivery on the Family Support Fund (FSF) programme modules such as Bencap and Launch Pad. There was also an overall increase of 22% in the staffing from the beginning of August 2012 (67 members) to July 2013 (82 members) for the whole year, mainly due to the additional delivery mentioned above.

The staffing level was stable between August 2012 and November 2012 where the average number of employees was 66 on a monthly basis. A new programme for 18-24 year olds, (ATN was subcontracting to A4e) the Shape My Future Programme, commenced in December 2012, leading to a sharp increase of 12% compared to the previous four months. Subsequently there was a steady increase in staff members employed since December 2012 for this project, for approximately three months. New RUTC programmes starting May 2013 coupled with A4e FSF programmes resulted in an increase in the staffing level by 17% between April 2013 and June 2013.

ATN's staff establishment reflects the ethnic composition of the area and the learner intake with 67% of staff from the local Black, Asian, and Minority Ethnic (BAME) communities.

The Monthly breakdown of the number of employees was:

Months	No of employees
August 2012	67
September 2012	69
October 2012	65
November 2012	66
December 2012	72
January 2013	72
February 2013	76
March 2013	75
April 2013	76
May 2013	85
June 2013	89
July 2013	82

STAFF DEVELOPMENT & TRAINING:

During the year all members of staff completed in total 153 training opportunities (both external qualifications and training courses and internal training workshops) as part of their continuing professional development. A Staff Performance Management Scheme is in place, as part of the staff appraisal process, which is designed to monitor and assess performance, including factors contributing to the overall effective performance of all staff, and to identify and facilitate individual staff training needs and appropriate additional qualifications. The qualifications started/achieved were:

Qualification/Training	Level	No. of Staff	Qualification/Training	Level	No. of Staff
Internal Verifiers Award	4	2	PGCE	7	4 (1 working towards)
Assessor Award	3/4	5	ECDL Advance	3	5
In house Tutor's training including some or all of – Schemes of Work, Lesson Plans, ILPs, CER, Mid-point reviews, End of course paperwork, Conduct of examinations- City and Guilds, Standardisation of Marking and Lesson Observations	-	37	NVQ in Business and Admin	3/4	1
In House Administration Training	-	16	PTTLS	3/4	13

In House Additional Learning Support Training	-	19	ACCA	4	2 (1 is working towards)
Certificate in Business Administration	2	1	CTLLS	3/4	1
Job Search Support External Training		7	Emergency First Aid at Work	-	2
QTLS	7	3	Health and Safety at Work	2	1
Assorted External Training Workshops	-	17	DELTA	7	1
Job search support internal training	-	9	Fire Marshall Certificate	-	2
Safeguarding and Child Protection	2	5	In house HR Training	-	1

PARTNERSHIP AGREEMENTS:

During the year informal partnership agreements have continued between the Adult Training Network and strategic and delivery partners such as Job Centre Plus, West London Working, Hillingdon Council, Hounslow Councils, local faith venues and local colleges. New partnerships have been consolidated with A4e to deliver the short term Shape My Future Contract in East London and the Family Support Fund Programme in East and West London. ATN is also sub-contracting from Reed in Partnership and Ingeus to deliver the Work Programme in West London and A4e to deliver the Job Centre Plus Support Contract Pan London. The Work Programme is focussed on moving clients into sustainable jobs whilst the JCPSC has a focus of moving closer to the job market. Additionally, the ESF Families Programme is being conducted in Hillingdon and Hounslow via a subcontract from Reed in Partnership to support individuals and families to build skills and confidence in order to support them into sustainable employment. ATN has also built strong employer engagement links with local and national employers which has ensured that many of our customers have moved into sustainable employment. ATN will continue to seek partners, particularly within the Welfare to Work sector and with the Skills Funding Agency, where ATN would hope to sub-contract to Prime Contractors.

Further, ATN also continues to deliver long standing Adult Skills Programmes for Richmond upon Thames College and Waltham Forest College across its London sites.

ACCREDITATION:

The Adult Training Network is accredited by OCR (Oxford Cambridge and RSA Examinations) and the C&G (City and Guilds) for all Skills for Life qualifications including Literacy, Numeracy and ESOL at all levels including Entry Level 1, Entry Level 2, Entry Level 3, Level 1 and Level 2. These include options for both paper-based and on-line testing.

Computer qualifications are accredited with OCR for NEW CLAIT and CLAIT PLUS and with The British Computer Society for the European Driving Licence (ECDL) at Level 1 and Level 2.

Other vocational qualifications are accredited by the NCFE and the EDI.

ATN is also accredited to offer the following portfolio of qualifications:-

- C&G Certificate in ICT Skills for Life
- C&G Certificate in ESOL for Work
- C&G Level 1 Certificate in Administration
- ILM (Level 2)
- Book keeping and Accounts
- C&G Level Certificate in Door Supervision (Level 2)
- Certificate for Deliverers of Conflict Management
- NVQ Level 2 in Accounting
- NVQ Level 2 in ITQ
- NVQ Level 2 in Providing Security Services
- NVQ Level 2 in Retail Skills
- NVQ Level 2 in Hospitality
- NVQ Level 2 in Health & Social Care
- NVQ Level 2 in Customer Services
- Food Safety in Catering (Level 2)
- Award in Food Safety (Level 1)
- Award in Retail Skills (Level 1)
- Award in Preparing for Employment (Levels 1/2)
- Certificate in Mathematics (to Level 2)
- Certificate in English (to Level 2)
- Functional Skills Mathematics
- Functional Skills English
- Award and Certificate for IT Users (ITQ) (to Level 2)

ACTIVITIES AUGUST 2012 – JULY 2013

In the year 2012 – 2013 ATN offered a variety of projects and courses from six locations across London, for four different organisations.

Richmond upon Thames College:

In this period the following courses were conducted: SKILLS FOR LIFE: - ESOL (Courses covering all levels from Entry Level 1 to Entry Level 3 and including Speaking & Listening as well as the full award), Literacy (Courses covering all levels from Entry Level 1 to Entry Level 3) and English Skills; Numeracy (Entry Level 2) and Mathematics Skills; ICT Courses:- Start IT (ITQ) Entry Level 3 Award for IT Users, Level 1 Award for IT users and Level 1 Certificate for IT Users.

In 2012-13 there were a total of 946 enrolments, slightly down (44 enrolments, 4.4%) from the 2011-12 figure of 990 enrolments. The 2011-12 figure was increased from the 903 for 2010-2011 (an increase of 9.6% from the previous year, following a decrease of 5.3% over 2009-2010, after the 12.9% increase from the previous year and the 13.1% increase from 2007 - 2008). There were 542 enrolments for ESOL, Literacy, Numeracy, English Skills and Mathematics Skills, which was a significant increase of 88 (19.4%) over the previous year (2011-12) 454 for Basic Skills (SfL including ESOL) and continued a trend for the last three years. (Previous figures show an increase of 57 (14.9%) from 2010-2011 and

following an increase of 10 (2.6%) from the 2009-2010, which followed a decrease of 76 (16.5%) from 2008 – 2009).

There were 398 ICT enrolments which was 108 (21%) fewer than the 506 in 2011-12, again continuing a trend over the last two years. (Previous figures show the 2011-12 figure was a decrease of 24 (4.5%) from the previous year, which had been an increase of 177 (50.1%) from 2008-2009.)

In the year 2012-13, there were a total of 372 ESOL enrolments, which represented 39% of the total enrolments, 141 Literacy/English Skills enrolments (15%), 35 Numeracy/Mathematics Skills enrolments (4%) and 398 ICT enrolments (42%).

In 2012 -2013 the Full Success Rate percentage for all programmes (ESOL, Literacy, English Skills, Numeracy, Mathematics Skills and ICT) was 88.16% which was marginally lower than the 89.70% for 2011-12. This continued a consistently high trend over the last 4 years. In 2010-2011 the Full Success Rate percentage for all programmes of 88.98% had slightly improved from 87.6% in 2009-2010 which was in turn at a very high level although slightly lower than the 89.42% of 2008-2009, which was higher than the 85.92% of 2007-2008 and showed continuous improvement on the 76.77% of 2006-2007.

Between August 2012 and July 2013, attendance was 85% cumulatively for all courses across the Southall and Hounslow Centres which is in line with the benchmark national average.

The punctuality rate between August 2012 and July 2013 was 95% which appears to be a very good punctuality rate although no additional data for comparison is available.

All programmes were offered ALS support as in previous years resulting in excellent retention (91.33%) and success (88.16%) rates.

The Adult Training Network (ATN) provides quality education and training to socially excluded members of the local community who have little or no access to mainstream education. One of its main objectives is to build the skills and confidence of traditionally disadvantaged members of the community, including refugees and members of ethnic minority communities to support their entry into meaningful employment. In addition, the Adult Training Network strives to integrate learners into the social and cultural fabric of society at large.

The organisation is a registered charity that was set up in July 1999 to address the educational disadvantage suffered by certain marginalised sections of the community. It has training centres in six separate London boroughs including Ealing, Hounslow, Hillingdon, Waltham Forest, Newham and Barking & Dagenham.

The main objectives of the educational programmes are to:

- (i) Develop Learners' reading, writing, speaking and listening skills in English.
- (ii) Provide Learners with basic survival English for everyday life in UK.
- (iii) Provide Learners with basic English for access to other college courses.
- (iv) Equip Learners to progress to the next level of ESOL provision.
- (v) Provide Learners with the opportunity to develop their numeracy skills
- (vi) Support Learners in their chosen progression path.
- (vii) Build the self-confidence of Learners.
- (viii) Develop the ICT skills of people from the local community who have little or no access to mainstream education provision and ICT resources.
- (ix) Support learners to acquire job search techniques including interview skills and CV writing to enable them to successfully compete for and acquire sustainable jobs.

ATN has an active Management Board (Trustees), which meets 4 times per year to provide strategic direction. The Director of ATN is responsible for supporting the Trustees in developing and implementing the strategy. The operational supervision of the West London project has been delegated to the Regional Manager and local Centre Managers of ATN.

In the period September 2012 – August 2013 In the period September 2012 – August 2013, Ealing (ATN Southall) employed a total of 25 staff members who served the RUTC programmes. It includes a Centre Manager, two full time and one part time administrator, one Quality Assurance inspector, one full time and three part time ESOL tutors, two full time ICT tutors, one full time and one part time Literacy tutors, one part time English & Mathematics skills tutor, 2 full time and 3 part time Additional learning supports, two Financial Coordinators, two part time cleaner, one part time HR Administrator and one full time Network Engineer.

In Hounslow (ATN Hounslow) 6 members of staff were employed for the RUTC programmes, a full time Centre Manager, one full time Administrator, one part time ESOL tutor, one Literacy tutor, one full time ICT tutor and one cleaner.

In Hillingdon (ATN Hayes) there were a total of 12 members of staff employed to serve the RUTC programme. It included one Centre Manager, 2 part time administrators, one full time and three part time ESOL tutors, one full time ICT tutor, two part time Literacy tutors, one part time and one full time ALS and one cleaner.

In the period September 2011 – August 2012, there were a total of 9 ESOL tutors across all three centres (ATN Southall, Hayes, Hounslow) compared to the year 12-13 were there were 11 ESOL tutors. This is an increase of 22% in the year 12-13.

Relatively, there has been increase of additional 3 part time Literacy tutors in the year 12-13 compared to the previous year of 1.5 full time tutors.

Comparatively, there has been a huge increase of 42% in the number of ALS provided for the RUTC programmes. This is an increase of 1.5 full time ALS's in the year 12-13.

All the increase in staffing for the year 12-13 has resulted in a good quality delivery with excellent QA systems in place for effective teaching and learning.

Ealing is the 4th most diverse borough in the UK and more than 100 languages are spoken in the Borough.

41.3% of residents are from an ethnic minority, compared to 9.1% nationally, and 28.8% across London.

About 20% of the minority ethnic community describe themselves as Asian Ealing covers an area of around 55 square km in West London (21 sq. miles) and with 318,500 people is the third most populous borough in London Overall, Ealing is relatively prosperous but it is a community of sharp contrasts. Pockets of serious poverty exist in the borough, with residents experiencing poor standards of health and education, low incomes and high benefits dependency. Twenty three per cent of Ealing's areas are within the top 20 per cent most deprived areas in the country. The most deprived wards closest are: Northolt West End, Norwood Green, Southall Broadway, Southall Green and Dormers Wells (West London Local Economic Assessment Feb 2011)

With specific regard to ESOL courses for 2012-13 there were 372 enrolments with 322 (86.56%) retentions. This represented a very slight decline from 2011-12 where there were 437 enrolments with 388 (88.79%) retentions.

There were 315 full achievements (97.83%) with a full success rate of 84.68%. This was a slight % increase over the 2011-12 figures of 372 full achievements (95.88%) albeit with a slightly lower percentage Full Success Rate (85.13% in 2011/2012).

With specific regard to ICT courses for 2012-13 there were 398 enrolments with 391 (98.24%) retentions. This represented a very slight decline from 2011-12 where there were 431 enrolments (98.61%) retentions.

There were 369 full achievements (94.37%) with a full success rate of 92.71%. This was a slight % decrease over the 2011-12 figures of 406 full achievements (95.53%) and a slightly lower percentage Full Success Rate of 94.20 %.

With specific regard to Literacy courses for 2012-13 there were 118 enrolments with 97 (82.2%) retentions. This represented a % decrease from 2011-12 where there were 113 enrolments with 102 (90.27%) retentions. There were 96 full achievements (98.97%) with a full success rate of 81.36%. This was a slight % decrease over the 2011-12 figures of 102 full achievements (100%) and a slightly lower percentage than the Full Success Rate of 90.27 % in 2011-12.

With specific regard to English and Mathematical skills courses for 2012-13 there were 23 enrolments for each programme with 21 (91.30 %) retentions each. The full achievement and success rate were 100% and 91.30% respectively for each course. Comparisons with the previous year are not possible as this is the first occasion when these programmes were conducted.

Waltham Forest College:

The Adult Training Network (ATN) has conducted courses in ESOL – Skills for Life in collaborative partnership with Waltham Forest College. ESOL courses spanning a range of abilities from Entry 1 to Entry Level 3 were conducted at the Gateway Business Centre (Leyton), Manor Park Methodist Church (Manor Park), Maryland Centre in Maryland and Crown House in Barking. All ATN Centres are easily accessible, located at the heart of each community with nearby public transport links. ATN overall Success Rate fell well below the expected level in 2012-13 and well below the 88.6% achieved in 2011-12. The combined Success Rate across all centres was 78%, with Barking's poor performance having a significant impact on the overall performance. The individual centre figures were: Barking: 68 Starts, 39 Achieved, Success 57%; Leyton: 282 Starts, 244 Achieved, Success 87%; Manor Park: 12 Starts, 10 Achieved, Success 83%; Maryland: 167 Starts, 121 Achieved, Success 72%; Overall: 529 Starts, 411 Achieved, Success 78%. Retention Rates in Barking (97%) and Leyton (93%) were very good.

The moving of delivery centres from Manor Park to Maryland had an adverse impact on Retention Rates where there was a drop from 83% to 78% in the different centres. However, the Manor Park figures are based on a very small number of starts. The combined/overall Retention Rate was 88% for Maryland and Manor Park.

The Achievement rates very Excellent in Manor Park (100%) and very Good in Leyton (93%) and Maryland (92%). The Achievement Rate in Barking was unacceptable at 59%. The only Mathematics qualifications offered were the Certificate in Mathematics at ATN Maryland for a cohort of 30 learners. The Retention and Success Rates for a mixture of Entry 2 and Entry 3 learners were both 87%, resulting in an achievement rate of 100%.

All Learners that achieved a qualification did so at the target level based on their starting point. Many Learners progressed through multiple levels of achievement in ESOL.

There are good punctuality rates on most courses and across the centers. As a snapshot, in Term 3 the punctuality for ATN Leyton was 97%.

In Manor Park the punctuality in Term 1 was 88.4% and in Term 2 it stood at 85.8%. In Barking the monthly punctuality rates for ESOL groups were higher for Term 2 between 95% and 98% reflecting good into The actual attendance rate in Term 2, between, January – April was 68.6% in Maryland, 88% in Barking and 63% in Leyton. In Leyton in Term 3 it was 76% and 68.8% in Maryland. Given that ATN's intake is of adult learners these appear to be close to base line ATN percentages which are fairly consistent year on year. However, there needs to be an improvement in attendance patterns in both Leyton and Maryland to reach the baseline WFC target of 80%

ATN places an emphasis on the development of personal and social skills and continues to offer extension activities including trip and visits to Museums and enables all learners to visit the local Library to become

members and to understand the facilities available to them. In every centre ATN has experienced employability staff, and although they are mainly engaged in other projects their expertise is utilized as appropriate to enhance the employability skills of our Learners.

ATN delivers Welfare to Work programmes from all our centers and the employer engagement and employer needs are integrated into all of our qualifications courses.

A high proportion of our ESOL learners progress from one course level to the next throughout their time with us. At least 70% have progressed internally to other courses.

A4e - JCP Support Contract:

ATN has delivered the JCP Support Contract as a sub-contractor to A4e since December 2009. The programme provides non-accredited skills to support Job Searching and gaining and sustaining employment with the project comprehensively meeting start and referral targets. Programmes conducted included Finding and Getting a Job, the six week Support Centre Programme and Launch Pad which is a 4 week in house programme followed by a 4 week work placement.

ATN also conducted 11 CSCS courses in West London for those who were seeking employment in construction. Other programmes included Benefit Cap and additional Launch Pad courses Pan London over a six month period commencing in April 2013. These courses provide valuable insights into the changes in benefits entitlement currently being rolled out by the government.

For the period August 2012 – July 2013 there were approximately 1500 starts of which 114 customers obtained job starts and of which 75% have been sustained. Job entries tracked were as follows: Hillingdon 15 jobs, Hounslow 36 jobs, Barking 44 jobs, Ealing 19 jobs. The actual number of jobs actually obtained is estimated at 25% more than the tracked figure as many customers have changed mobile phones and are not traceable, whilst others are not willing to disclose personal information. Numerous other customers believe that the programmes have moved them closer to the labour market.

A4e – The Professional and Executive and Graduate Programme (PEG)

ATN conducted 6 PEG programmes on behalf of A4e between August 2012 and July 2013, 2 each in Ealing, Hounslow and Hillingdon. More PEG programmes are planned for the current academic period. PEG programme is targeted to benefit unemployed customers, who are graduates, professionals and executives. This compact, informative Module (delivered over 2 days) includes advising, supporting, motivating and preparing work-ready Customers, who will benefit from practical advice and tips. Analysis of their key skills and development of their employability techniques enable them to improve their career prospects.

The objectives of the programme are to progressively develop ability and confidence in managing personal circumstances, overcoming barriers and understanding transferable and adaptable skills, such that participants are better equipped to make realistic decisions about entering the modern labour market.

ATN has generally received positive feedback from PEG clients. They are pleased with the subject knowledge of the trainers and the sessions particularly on CV writing and interviews were highly appreciated. They were provided with opportunities to watch interview videos and take part in mock interviews, which were evaluated by the peers and trainers. Trainers created opportunities for the attendees to consider various types of CVs, which enabled them to adapt their CVs according to their experiences and skills. Also trainers have been successful in creating awareness of the current job market and help them identify their barriers to employment and hone their skills.

The programme is very effective because many of the professional and executive customers have been unemployed usually for a long time and are not familiar with competing for jobs in the current labour market.

PEG allows them to reinvent themselves and also gives them the option of considering a change in career. Further, many graduates do not have any experience in applying for and obtaining employment. The course helps them apply for and secure employment and makes them aware of the strongly competitive job market.

Ingeus - Work Programme (Routeway Provider)

This programme commenced in Oct 2011 and will continue till 2016. To date, ATN has achieved the following, 656 starts to 847 referrals, with a job entry rate of 70. Given that 80% of the customers have been unemployed for more than a year and ATN has a period of eighteen weeks to support the customers, the performance is admirable in achieving a job entry rate of 11%, with a job start to outcome rate of 39%. There were 27 job outcomes in retail, care, hospitality, logistics etc . Further, there have been 193 sustainment payments and it is expected that there will be a lot more sustainments as the programme progresses. ATN has built up a strong employer engagement base and has also worked in collaboration with WH Smith for several years and offers customers who wish to work in retail the necessary employer training package including mentoring and interview techniques to fast track them into interviews. Also 5% of customers are moved into skills development progression routes such as ESOL, Skills for Life, ICT and a few into a Food and Hygiene certification.

Reed in Partnership – Work Programme March 2012 – March 2013

(Pilot End to End Provider)

ATN started working in partnership with Reed in Partnership as an end to end provider on the Work Programme on a one year pilot from March 2012 and in the period from March 2012 – March 2013 had 53 starts from which 17 started in a job. In the period alluded to above there have been 10 job outcomes (3 months or more in employment) and 30 sustainment claims. In terms of job search, customers attended once a fortnight. To support customers to move closer to the job market, all customers were given Information, Advice and Guidance and support with action planning and compiling a CV.

MATRIX ACCREDITATION

ATN is matrix accredited and gained accreditation in July 2007. The accreditation needs to be renewed every three years and ATN was re-inspected between 26th and 28th July 2010. The re-assessment used a range of methods including, interviews with staff, partners and customers, observations, reviews of documents regarding policies, procedures, processes, induction, delivery and marketing.

The assessor identified three strengths over and above the previously identified strengths of; ‘Excellent support to its students, which is inclusive and all-embracing of student needs’ and ‘the close-knit nature of the organisation facilitates good interaction with students and Adult Training Network and capitalises on this to listen exceptionally well to students needs and react to feedback wholeheartedly. Similarly the organisation engages with staff and partners, regularly to openly receive comments on the service’, these were that; ‘ATN has expanded its delivery range to better meet the needs of local communities and has opened up new avenues in creating employability options for its students’; ‘ATN presented as an organisation, with focus, on students, existing and potential, who are in need of gaining a competitive edge in a packed market place and have grasped the opportunity to offer students, the tools to compete in such a market place’; ‘The competency and commitment of staff was perceived to be exceptional and was clearly manifested in the responses from students, who highly valued the efforts made on their behalf and of opportunities afforded to them.’

Only one area for continuous improvement was identified and the assessor commented; ‘Since original Accreditation to the Matrix Standard and noting areas for development identified at the time, ATN has improved its promotional and information activity to embrace key criteria of the Standard, but may wish to expand on

these aspects, through more definitive documentation, ensuring that Equality of Opportunity, confidentiality, impartiality, signposting and referral and complaints/feedback procedures are fully understood by students.’

ATN will next be due for Matrix re-accreditation in October 2013.

EXTERNAL VERIFICATION & INSPECTION REPORT

City and Guilds

The Adult Training Network continues to receive excellent reports from External Verifiers, College Franchise Managers and Contract Managers from the various funding bodies.

There were two routine visits and one External Sampling from Mr W Salton-Cox (Literacy/Numeracy & ICT) and Mrs M Gunn (ESOL), from the City & Guilds during the year on 20th March 2013 for the ESOL Qualifications and on 14th August 2013 for the new Functional Skills English and Mathematics qualification. The centre was awarded Direct Claim Status for Functional Skills qualifications, following the visit from Mr W Salton-Cox. The External Verifier commented as follows;

Functional Skills English & Mathematics:

“General comments regarding the day including good practice, for support visit outline advice, guidance and training provided”: “Earlier this year the centre moved to a new site in Southall very close to the old site and very close to transport links including Southall main line station. Generally facilities are of a very good standard with computers being generally available to students. Staff are well qualified to deliver the qualifications and all are involved in CPD activities – staff CVs and CPD records were made available. outline advice, guidance & training provided All candidates have initial assessments and diagnostic tests prior to starting courses and additional support is available if required. The centre uses ILPs extensively which are used to monitor progress and give formal feedback. In the initial meeting we discussed the support material for Maths and English, in particular the free Smartscreen material for Functional Skills. From September the centre intends offering Functional Skills English and Maths instead of the new English and maths skills qualifications. For both qualifications all required assessment documentation was made readily available and there was sufficient evidence to show that candidates had met the criteria. However, in some instances, the unit log books were not fully completed with all the portfolio references – please see action plan. There was much use of workbooks in the evidence; the centre should try to use a greater variety of evidence types. In particular, where possible, use real life evidence e.g. use a real receipt for goods bought-in maths and allowing students to choose articles to read from newspapers/magazines in English. A few candidates completed assessments prior to being registered – please see action plan. Notwithstanding the action points, all requested records and documentation were very well organised and any additional information or documentation requested on the day of the visit was made readily available.”

“Are there any risks with the Centre’s quality assurance system”: “No. All was in order and well documented with feedback to the assessors. As required, the IQA could be tracked through the central records and through the candidates’ portfolios.”

English for Speakers of Other Languages (ESOL):

“General comments regarding the day including good practice, for support visit outline advice, guidance and training provided”: “There are good systems in place with clear and detailed tracking. IQA is thorough with live outline advice, guidance & training provided observations, interim and formative IQA. Feedback is detailed with clear development points. The assessments observed were well conducted and any issues were picked up by the lead IQA. EQA and Local Office are informed 2 weeks in advance of any E1 L&S assessments. Lead IQA organises regular standardisation activities focusing on marking and the process. Thank you for setting up the visit so well. When having several candidates in a small assessment site, I suggest you use different topics. Good variety of topics used overall. Keep up the good work. We talked also

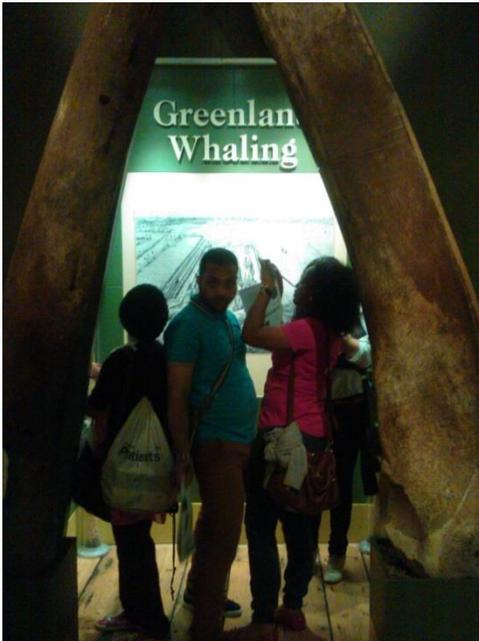
about Functional Skills and Employability and Personal Development qualifications and how they could be treated.”

“Are there any risks with the Centre’s quality assurance system?”: “No.”

EXTENSION ACTIVITIES

ATN Barking:

The ESOL Entry 1 enrichment trip to London Museum of Docklands was a huge success. In total 8 students attended and all enjoyed it very much. London Museums have a very good bank of resources for ESOL, which all reflect the core curriculum. The task we completed during our visit encompassed the various exhibitions at the museum and allowed to students to explore with loose guidance. This allowed the students to conduct themselves independently in a 'natural language' environment.





ATN Leyton:

On the 25/06/2013 the ATN ESOL Entry 1 learners were taken to the British Museum to learn more about British and their own culture in a museum environment. They had the opportunity to use English in a real life situation by asking questions to the staff museum and reading key information on the displays. Furthermore, they socialised, developed their own interpersonal skills and had a great time.





SUCCESS STORIES – CASE STUDIES

ATN Southall:

Good News Story Richmond Upon Thames College **Student Sobia Hussain** **Taking the Right Directions to Employment**

Sobia initially found out about the Adult Training Network in Southall through a family friend who had previously benefited from undertaking ESOL and ICT programmes and therefore recommended her to join. Sobia had recently arrived to the U.K from Pakistan occupied Kashmir to join her husband on marriage basis and was looking to obtain some relevant qualifications and key skills needed to remove employment barriers that she was experiencing in the U.K.

The ATN admin staff carried out an initial one to one advice and guidance session and diagnostic assessment decided that the Certificate in Adult Literacy Entry 3 qualification would be ideal for her to initially improve levels of English. She enrolled onto the programme from early January 2013.

Sobia's confidence and written skills were gradually improving and she was also making new friends on the programme. However she still felt that to be competitive in today's job market she needed to continue with her career development. After successfully completed the 3 month Literacy Entry 3 accredited programme she was advised to enrol on mathematics and computer training programmes in order for her to gain additional skills and apply for jobs in retail, customer service and administration.

Sobia really benefited from both programmes and started applying for jobs independently. However she was not getting much of a positive response from employers due to not having a professional C.V and working experience in the U.K

ATN produced a professional C.V for her and organised a voluntary placement to work as an ICT additional learning support assistant helping other students at the centre with computer skills and encouraging them to

participate in universal job match. She started volunteering at ATN'S Southall Centre from early July this year and will be continuing to do so until she finds permanent paid employment.

Sobia says "I would like to thank all staff at ATN Southall for helping me gain U.K accredited qualifications and the opportunity to work as a volunteer at its centre to gain work experience."

ATN Hayes/Hillingdon:

Yaa Wiafe:

Prior to commencing on the Launch Pad programme, Yaa was experiencing a low level of confidence due to her period of unemployment.

Through the four weeks of the course within the classroom Yaa felt her self-esteem had increased, which became apparent with her valuable contribution in group discussions.

She was extremely happy with her CV and was confident in the preparation and presentations skills obtained on the course with regard to undertaking interviews successfully.

Yaa commenced her work experience placement with a firm of solicitors, and was offered within the first week of the four week placement, a temporary position with the firm in the summer holidays working within her chosen career path in financial management.

Abdul Rahman Mohamed:

Prior to attending ATN for the ESF workless family project Abdul lacked in self-esteem and the confidence to approach employers to gain employment. He lacked basic ICT skills.

While with ATN he was enrolled into a Digital Inclusion class where he gained basic ICT skills to be able to apply for vacancies on UJM. Client was a regular attendee and where he lacked a good CV and interview techniques, The advisors updated his CV .

Client attended regular job search workshops and was determined to get into employment. Client was enrolled into Personal Development and confidence building workshop where he became more confident and learnt techniques in interviews and how to analyse job descriptions.

Rahman attended an interview for a sorting position for the Royal Mail depot in Slough. Within a matter of days he was given the opportunity of permanent employment.

Gurneet Anand:

She was referred via Ingeus to attend the Vocational Routeways module of the Work Programme. She had been unemployed for numerous years and had lost motivation and felt that she would not be successful in applications for vacancies.

She was given a confidence building and interview workshop in house. The client was assisted with job search twice a week with the advisor.

Client had numerous interviews where she was unsuccessful and this impacted on her self-esteem. ATN staff persevered with her job searching and this paid dividends when she attended an interview for B&M in Hayes where she was offered permanent employment.

Client calls on a regular basis to inform us of her progress within her employment.

Jack Jesson:

(Employability Adviser at ATN Hayes)

I first came into contact with ATN at the beginning on 2013, unsure of where to take my professional life. Having decided against continuing a career in alcohol retail, my Job Centre adviser referred me to the Launchpad program being ran in the Southall Centre. The goal of this being to give me some clarity in what direction to go when looking for work, as well as give me a little insight into what was missing from my

application process. For the first few days I found it unhelpful, lots of paperwork and exercises that I didn't think were designed to assist me at all. Pretty soon, however, I began to feel more confident about my own strengths, abilities and the opportunities available to me. At the end of the first 4 weeks I was excited about volunteering and had a greater belief in the contribution I could make to society, although still no closer to knowing what I wanted to do.

Due to my vocal and outspoken approach to the Launchpad classroom I was identified as a possible candidate for standing on the other side of the desk and becoming a tutor. While I was told that I had a presence in the classroom and that it would give me a really great opportunity to give back to the local area I had a suspicion that my Launchpad teacher just wanted me to experience some of the nonsense that I had dished out to her.

I volunteered at another collage and began teaching their key stage one children at the weekends in Maths and English, from here my interest in teaching adults began to grow, with the support of the local Job Centre I was able to undergo an intensive 10 week course of teacher training and advising. Completing this I found myself newly qualified with the skills, and all that was missing to secure a job was the experience. Once again, ATN was there to support me. I found a work experience place with another Tutor and was able to assist with ESOL classes, I met a lot of friendly and hard working people during that month and gained a new respect for what teachers and students do to improve the community they live in. It took a little time for me to find a job but when Universal Jobmatch threw up the company name of 'ATN' it would have been hard for me to miss. A little over 11 months after I completed my course and was advised that in a year's time I could be in a job that I loved, helping people and finding satisfaction in my work, I was able to prove my tutor totally right.

EXTRACTS FROM the A4e GOOD NEWS REPORT JULY 2013

A4e Partner – ATN, Hounslow – Building Emma's job search skills and confidence

Customer, Emma who had not worked for six years was referred to the **Benefit Cap 'Preparation for Work' Module** by Hounslow JCP in May this year.

ATN Trainers, Deeq and Rachna told us: 'Emma was punctual, her attendance good and she was very attentive and contributed a lot in discussions. Emma completed her benefit cap calculations using the online tool and 'signed up' on the Universal Job Match, successfully uploading her CV onto the site. She applied for a lot of jobs while on programme and kept a record of her job search activities'.

★★★ **Emma secured a job as a Teaching Assistant in a Primary School in Hounslow.**

Emma said "Thank you to ATN for all the help I received on the course. I was able to do my job search in peace and got a good CV. I also learnt some ICT skills."

A4e Partner – ATN, Hillingdon

Trainer, Jason and Customer, Annette work together to build skills to impress

Trainer Jason said: 'Before attending the **Launch Pad** Module, Annette was actively searching for employment but became dejected due to the low level of positive responses to her job applications. She was struggling with her confidence due to negative interview experiences but commenced her work placement with renewed vigour and has since had a successful job interview.

Annette said: '*... felt more able to answer the questions effectively as I learnt pre-interview preparation skills on the Launch Pad. I carried out research on the company where my interview was being held which made me more comfortable about attending the interview I was also offered a position with the company where I undertook my work experience placement'*

★★★ **Annette works as a Catering Assistant for Compass Catering Group in Feltham.**

FUTURE DEVELOPMENTS & PRIORITIES

During the year ATN has improved the facilities for staff and learners by relocating to more appropriate delivery centres in Southall, Hounslow and Maryland. The Director has consolidated the developments regarding funding opportunities for the coming year, particularly in the Welfare to Work Sector. These have included embedding the opportunities created by additional funding streams through the Department of Work and Pensions and Jobcentre Plus, in the capacity of sub-contractor to Prime contractors for the Work Programme. The success in gaining a new sub-contract with Reed in Employment to deliver the Department of Work & Pensions Jobcentre Plus Families Programme opened a new and potentially significant area for delivery and builds on the existing programmes with Ingeus and A4e. ATN has been accepted as a partner in tender bids by two large Prime Contractors, G4S and Sarina Russo, to deliver the Department of Work and Pensions and Jobcentre Plus contract for Community Work Placements in both East and West London.

The long-term relationships that exist with Richmond upon Thames College and Waltham Forest College continues to be fundamental to Adult Training Network's ability to deliver qualification courses in the communities we serve and every effort continues to be made to further develop this relationship. Very positive reports have been received from all these organisations praising ATN contribution. Unfortunately, the core funding to the colleges has been reduced and this in turn will have an effect on the value of the sub-contracts delivered by ATN. The Director is seeking additional contracts from other skills and qualifications providers to supplement any shortfall.

CONCLUSION

August 2012 to July 2013 has been a very profitable and significant year in terms of development for the Adult Training Network. ATN has built on last year's success in implementing new Welfare to Work projects for three Prime Contractors from the Welfare to Work Sector and has been accepted in large tender bids by two additional, large, Welfare to Work Prime Contractors.

The Adult Training Network has been able to invest in moving to more appropriate offices for three of our centres. The new opportunities when combined together with the established franchise delivery for Richmond upon Thames College and Waltham Forest College, have all combined to help the Adult Training Network deliver approximately three thousand six hundred and fifty two learning opportunities, and 250 employment opportunities, across all projects, 75% of which were sustained over 6 months. This is a high number of job opportunities recoded by ATN since the inception of the organisation in 1999 although slightly lower than last years figure making it one of the most successful years from the perspective of job starts and sustained jobs.

Appendix A

Adult Training Network's Self-Assessment Report For Richmond upon Thames College

Department (Curriculum) Self-Assessment Report 2012-13

Department:	Adult Training Network
Department Manager:	Sarjeet Singh Gill

AREAS OF SIGNIFICANT CHANGE/IMPROVEMENT SINCE THE LAST SAR: (use your QiP from 2012-13 as the basis for writing this section)		
Change/Improvement	Impact on Learners	Contribution to Strategic Intentions
New premises were sourced in Southall which provided a more appropriate ambience for teaching and learning	Learners are more engaged and enjoy their learning experience	Consistently high achievement and success rates
Skills for life programmes were conducted in another West London borough, namely Hillingdon	A greater geographical spread of learners was able to acquire basic skills in ESOL, Literacy and ICT to remove essential skills barriers to work and help them progress into employment.	Greater opportunities for learners in another borough to engage in education
Opportunities for learners to access job boards and additional support from trainers on other welfare to work programmes	Entry into employment resulting in positive progression pathways for some learners	Ensuring that the Skills for Life achievements are allied to job outcomes for the social and economic well being of learners in particular and London in general.
Pilot courses in English and Mathematical Skills were conducted in the April – July term	Learners were able to acquire new skills in Maths and English to support their progression into work. Learners also acquired new skills to help them manage their finances more efficiently.	Tutors became familiar with new materials and new course content. To support the delivery of similar programmes in the new academic year. To link course content to facilitate job search

(add or delete rows as required)

BACKGROUND INFORMATION

This particular SAR report is written for a collaborative outreach franchise project being conducted by the Adult Training Network (ATN) at the King's Hall Methodist Church in Southall, Middlesex, (New modern offices at 18 The Arches Business Centre, Merrick Road, Southall, Middlesex, UB2 4AU), New modern offices at 1st Floor, Warley Chambers, Warley Road, UBU 0PX) and at the Vista Business Centre, Suite B513, 50 Salisbury Road, Hounslow, Middlesex. (New modern offices at 3rd Floor, Holdsworth House, 65-73 Staines Road, Hounslow, Middlesex in partnership with Richmond upon Thames College. Courses were conducted from September 2012 to August 2013.

In this period the following courses were conducted: SKILLS FOR LIFE: - ESOL (Courses covering all levels from Entry Level 1 to Entry Level 3 and including Speaking & Listening as well as the full award), Literacy (Courses covering all levels from Entry Level 1 to Entry Level 3) and English Skills; Numeracy (Entry Level 2) and Mathematics Skills; ICT Courses:- Start IT (ITQ) Entry Level 3 Award for IT Users, Level 1 Award for IT users and Level 1 Certificate for IT Users.

In 2012-13 there were a total of 946 enrolments, slightly down (44 enrolments, 4.4%) from the 2011-12 figure of 990 enrolments. The 2011-12 figure was increased from the 903 for 2010-2011 (an increase of 9.6% from the previous year, following a decrease of 5.3% over 2009-2010, after the 12.9% increase from the previous year and the 13.1% increase from 2007 - 2008). There were 542 enrolments for ESOL, Literacy, Numeracy, English Skills and Mathematics Skills, which was a significant increase of 88 (19.4%) over the previous year (2011-12) 454 for Basic Skills (SfL including ESOL) and continued a trend for the last three years. (Previous figures show an increase of 57 (14.9%) from 2010-2011 and following an increase of 10 (2.6%) from the 2009-2010, which followed a decrease of 76 (16.5%) from 2008 - 2009).

There were 398 ICT enrolments which was 108 (21%) fewer than the 506 in 2011-12, again continuing a trend over the last two years. (Previous figures show the 2011-12 figure was a decrease of 24 (4.5%) from the previous year, which had been an increase of 177 (50.1%) from 2008-2009.)

In the year 2012-13, there were a total of 372 ESOL enrolments, which represented 39% of the total enrolments, 141 Literacy/English Skills enrolments (15%), 35 Numeracy/Mathematics Skills enrolments (4%) and 398 ICT enrolments (42%).

In 2012 -2013 the Full Success Rate percentage for all programmes (ESOL, Literacy, English Skills, Numeracy, Mathematics Skills and ICT) was 88.16% which was marginally lower than the 89.70% for 2011-12. This continued a consistently high trend over the last 4 years. In 2010-2011 the Full Success Rate percentage for all programmes of 88.98% had slightly improved from 87.6% in 2009-2010 which was in turn at a very high level although slightly lower than the 89.42% of 2008-2009, which was higher than the 85.92% of

2007-2008 and showed continuous improvement on the 76.77% of 2006-2007.

Between August 2012 and July 2013, attendance was 85% cumulatively for all courses across the Southall and Hounslow Centres which is in line with the benchmark national average.

The punctuality rate between August 2012 and July 2013 was 95% which appears to be a very good punctuality rate although no additional data for comparison is available.

All programmes were offered ALS support as in previous years resulting in excellent retention (91.33%) and success (88.16%) rates.

The Adult Training Network (ATN) provides quality education and training to socially excluded members of the local community who have little or no access to mainstream education. One of its main objectives is to build the skills and confidence of traditionally disadvantaged members of the community, including refugees and members of ethnic minority communities to support their entry into meaningful employment. In addition, the Adult Training Network strives to integrate learners into the social and cultural fabric of society at large.

The organisation is a registered charity that was set up in July 1999 to address the educational disadvantage suffered by certain marginalised sections of the community. It has training centres in six separate London boroughs including Ealing, Hounslow, Hillingdon, Waltham Forest, Newham and Barking & Dagenham.

The main objectives of the educational programmes are to:

- (i) Develop Learners' reading, writing, speaking and listening skills in English.
- (ii) Provide Learners with basic survival English for everyday life in UK.
- (iii) Provide Learners with basic English for access to other college courses.
- (iv) Equip Learners to progress to the next level of ESOL provision.
- (v) Provide Learners with the opportunity to develop their numeracy skills
- (vi) Support Learners in their chosen progression path.
- (vii) Build the self-confidence of Learners.
- (viii) Develop the ICT skills of people from the local community who have little or no access to mainstream education provision and ICT resources.
- (ix) Support learners to acquire job search techniques including interview skills and CV writing to enable them to successfully compete for and acquire sustainable jobs.

ATN has an active Management Board (Trustees), which meets 4 times per year to provide strategic direction. The Director of ATN is responsible for supporting the Trustees in developing and implementing the strategy. The operational supervision of the West

London project has been delegated to the Regional Manager and local Centre Managers of ATN.

In the period September 2012 – August 2013 In the period September 2012 – August 2013, Ealing (ATN Southall) employed a total of 25 staff members who served the RUTC programmes. It includes a Centre Manager, two full time and one part time administrator, one Quality Assurance inspector, one full time and three part time ESOL tutors, two full time ICT tutors, one full time and one part time Literacy tutors, one part time English & Mathematics skills tutor, 2 full time and 3 part time Additional learning supports, two Financial Coordinators, two part time cleaner, one part time HR Administrator and one full time Network Engineer.

In Hounslow (ATN Hounslow) 6 members of staff were employed for the RUTC programmes, a full time Centre Manager, one full time Administrator, one part time ESOL tutor, one Literacy tutor, one full time ICT tutor and one cleaner.

In Hillingdon (ATN Hayes) there were a total of 12 members of staff employed to serve the RUTC programme. It included one Centre Manager, 2 part time administrators, one full time and three part time ESOL tutors, one full time ICT tutor, two part time Literacy tutors, one part time and one full time ALS and one cleaner.

In the period September 2011 – August 2012, there were a total of 9 ESOL tutors across all three centres (ATN Southall, Hayes, Hounslow) compared to the year 12-13 were there were 11 ESOL tutors. This is an increase of 22% in the year 12-13.

Relatively, there has been increase of additional 3 part time Literacy tutors in the year 12-13 compared to the previous year of 1.5 full time tutors.

Comparatively, there has been a huge increase of 42% in the number of ALS provided for the RUTC programmes. This is an increase of 1.5 full time ALS's in the year 12-13.

All the increase in staffing for the year 12-13 has resulted in a good quality delivery with excellent QA systems in place for effective teaching and learning.

Ealing is the 4th most diverse borough in the UK and more than 100 languages are spoken in the Borough. 41.3% of residents are from an ethnic minority, compared to 9.1% nationally, and 28.8% across London. About 20% of the minority ethnic community describe themselves as Asian Ealing covers an area of around 55 square km in West London (21 sq. miles) and with 318,500 people is the third most populous borough in London Overall, Ealing is relatively prosperous but it is a community of sharp contrasts.

Pockets of serious poverty exist in the borough, with residents experiencing poor standards of health and education, low incomes and high benefits dependency. Twenty three per cent of Ealing's areas are within the top 20 per cent most deprived areas in the country. The most deprived wards closest are: Northolt West End, Norwood Green, Southall Broadway, Southall Green and Dormers Wells (West London Local Economic Assessment Feb 2011)

With specific regard to ESOL courses for 2012-13 there were 372 enrolments with 322 (86.56%) retentions. This represented a very slight decline from 2011-12 where there were 437 enrolments with 388 (88.79%) retentions.

There were 315 full achievements (97.83%) with a full success rate of 84.68%. This was a slight % increase over the 2011-12 figures of 372 full achievements (95.88%) albeit with a slightly lower percentage Full Success Rate (85.13% in 2011/2021).

With specific regard to ICT courses for 2012-13 there were 398 enrolments with 391 (98.24%) retentions. This represented a very slight

decline from 2011-12 where there were 431 enrolments (98.61%) retentions. There were 369 full achievements (94.37%) with a full success rate of 92.71%. This was a slight % decrease over the 2011-12 figures of 406 full achievements 95.53%) and a slightly lower percentage Full Success Rate of 94.20 %.

With specific regard to Literacy courses for 2012-13 there were 118 enrolments with 97 (82.2%) retentions. This represented a % decrease from 2011-12 where there were 113 enrolments with 102 (90.27%) retentions. There were 96 full achievements (98.97%) with a full success rate of 81.36%. This was a slight % decrease over the 2011-12 figures of 102 full achievements (100%) and a slightly lower percentage than the Full Success Rate of 90.27 % in 2011-12.

With specific regard to English and Mathematical skills courses for 2012-13 there were 23 enrolments for each programme with 21 (91.30 %) retentions each. The full achievement and success rate were 100% and 91.30% respectively for each course. Comparisons with the previous year are not possible as this is the first occasion when these programmes were conducted.

CIF: A. OUTCOMES FOR LEARNERS	Self Assessment Grade	2	Validated Grade	2
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INSERT DATA TABLES – FORMAT/SOURCE TO BE CONFIRMED FOR FINAL VERSION

- Success rates
- Retention rates
- Achievement rates
- High grade
- Value added
- Progression
- Achievement Gaps

Please see attached annexure 'A' for 2012 - 2013 detailed statistics from ATN's figures

Please see attached annexure B for the QIP

The evaluation of:

- A1.** How well learners achieve and make progress relative to their starting points and learning goals?
- A2.** How well achievement gaps narrowing between different groups of learners?
- A3.** How well learners develop personal, social and employability skills?
- A4.** How well learner's progress to courses leading to higher-level qualifications and into jobs that meet local and national needs?

Ref	Strengths	Evidence	Evidence Source
A1.	Retention, Achievement, Success performance	For 2012-2013: ESOL Courses Retention Rate was 86.56%, ESOL Courses Achievement Rate was 97.83% ESOL Courses Success Rate was 84.68% This compares very favourably with local and national benchmarks. For 2012-2013:	SAR (ATN MI Data)

		<p>Numeracy Courses Retention Rate was 100% Numeracy Courses Achievement Rate was 100% Numeracy Courses Success Rate was 100% These figures compare very favourably with local and national benchmarks.</p> <p>For 2012-2013: Literacy Courses Retention Rate was 82.20%, Literacy Courses Achievement Rate was 98.97% Literacy Courses Success Rate was 81.36 % All of these compare very favourably with local and national benchmarks</p> <p>For 2012-2013: ICT Courses Retention Rate was 98.24%, ICT Courses Achievement Rate was 94.37% ICT Courses Success Rate was 92.79% All of these compare very favourably with local and national benchmarks</p> <p>For 2012-2013: English Courses Retention Rate was 91.30%, ESOL Courses Achievement Rate was 100% ESOL Courses Success Rate was 91.30% All of these compare very favourably with local and national benchmarks</p> <p>Mathematics Courses Retention Rate was 91.30%, Mathematics Courses Achievement Rate was 100%</p>	
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		<p>Mathematics Courses Success Rate was 91.30%</p> <p>All of these compare very favourably with local and national benchmarks</p> <p>Very thorough and continuous monitoring of performance ensures that issues of retention and achievement are acted upon swiftly and effectively to rectify issues of concern and disseminate examples of effective practice. This process contributes to impressive improvements.</p> <p>Success rates amongst ESOL groups working towards their qualification remained good with an overall success rate of 86.34% in ESOL.</p> <p>In 2012 -2013 the Full Success Rate percentage for all programmes (ESOL, Literacy, English Skills, Numeracy, Mathematics Skills and ICT) was 88.16% which was marginally lower than the 89.70% for 2011-12. This has however continued a consistently high trend over the last 4 years.</p>	
A2.	<p>Achievement gaps are narrowing between different groups of learners</p>	<p>The achievement rate for learners, who received additional support, is consistently high (100%). During Sep 2012 – August 2013 100% of ESOL and English & Maths skills, learners received additional support. 150 out of 369 ICT learners and 50 out of 96 Literacy learners received additional support.</p> <p>Although we have identified the requirement to improve the system to identify the performance of learners from different backgrounds of society, it appears that most</p>	<p>Mid & End course evaluations</p> <p>Observation reports</p> <p>Course evaluation reports</p> <p>MI Data, Local and National Data sources</p>

		<p>learners felt that they had been empowered by their respective tutors and support staff to build confidence, to achieve their course targets and to succeed in their lives. For example CER by an ICT tutor identified that her learners felt “ a whole new world had opened up to them” (CER, 13th May 2013). Most learners feel that appropriate and timely information, advice and guidance supports their learning effectively (End course evaluation July 2013).</p> <p>According to the End course survey (July 2013)96 % 797 learners found the other members of their group as friendly and supportive. It is also evident from the Mid & End course evaluations that ATN actively and successfully promotes equality & diversity and tackle bullying and discrimination, which help to narrow the achievement gap between different groups of learners.</p> <p>Classroom walls are decorated with posters which remind students of their responsibilities to respect the freedom of other individuals and especially not to offend any other individual on any basis such as race, culture, religion, language, lifestyle, gender, relationships etc. Muslim students are provided with a 'prayer area'. ATN also ensures to avoid parties during Ramadan month or lent seasons. Different religious festivals are celebrated with same vigour and enthusiasm. For example</p>	
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		<p>celebrations of Diwali, Christmas and Eid and trips to local places of interests enabled learners to strengthen their bonds and narrow the achievement gap between various sections of learners. Learners gain much enjoyment from attending classes and develop good friendships. They feel safe and are enabled to apply safe working practices.</p> <p>Tutor observation reports suggest that most tutors used various strategies especially, very effective differentiation strategies to support less able students and to challenge the stronger ones, which facilitate to bridge the gaps in learner progress and achievement. Resources which are current and culturally relevant for the needs of the learners from diverse backgrounds are used. According to the satisfaction survey (July 2013) 97% of 797 students stated that they would recommend their course to someone else.</p>	
A3.	Outstanding levels of enjoyment for learning	<p>Between Sept 2012 and July 2013, 96% of 797 learners surveyed confirmed that their ILPs had been completed,</p> <p>A further 96% felt that their colleagues were supportive and friendly.</p>	Learner survey, Learner feedback forms both mid-point and end of the course. Learner comments during lesson observations SOW

		<p>ATN provides excellent opportunities for learners to improve their economic and social well-being. Lessons are catered to the interests and needs of the learners with great opportunities to develop their employability skills through activities to support personal finance, economic awareness, interview techniques, CV writing and other job application skills. Learners also develop the effective teamwork and problem-solving skills which boost their self-confidence and further enhance their employability.</p> <p>According to Course Evaluation Review Report Apr 2012, most tutors stated that their students are convinced that the courses would help them to improve their financial status, move them into employment and also help their families and friends make positive contribution to the economic well-being.</p> <p>Tutors monitor learners' achievement and support is provided on individual as well as group basis.</p> <p>96% of learners also felt that other members of their group were friendly and supportive Schemes of Work include topics related to well-being in childhood and later life – being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being. For example, at ATN learners practise language skills related to the topic of Health by role play, booking</p>	<p>Induction pack</p> <p>Learner survey</p>
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		appointments with the GP, learning about what constitutes a healthy life-style, etc.	
A4.	Good progression opportunities	Clear progression routes exist to enable learners to achieve their potential. Learners are enabled to accumulate their skills and make incremental progress from Entry level 1 to Entry Level 3 for ESOL and Literacy courses through curriculum content and structure. Review of ILPs show that nearly all ESOL learners significantly improved their linguistic competence which enabled progression to higher level courses.	ILPs, Courses Programme & Schedule

(add or delete rows as required)

Ref	Areas for Improvement	Evidence	Evidence Source
A2	Need to create a database to identify the performance of learners from the following categories - gender, ethnicity, age and disability Improve tracking of learner views through Mid & End course evaluations to evaluate the effectiveness of the provision and to narrow the gap between the different groups of learners.	Raw data exists. However it has not been analysed to enable comparisons to be made to ensure that the necessary interventions are undertaken to support the underperforming groups. Raw data exists, however there is no database to analyse mid and end course learner evaluations.	Lack of a database which enables meaningful analysis No database to analyse mid and end course evaluations.

(add or delete rows as required)

CIF: B. QUALITY OF TEACHING, LEARNING AND ASSESSMENT	Self Assessment Grade	2	Validated Grade	2
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The evaluation of:

- B1. How much learners benefit from high expectations, engagement, care, support and motivation from staff?
 B2. How well staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs?
 B3. How well staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all?
 B4. How well learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning?
 B5. How well teaching and learning develop English, Mathematics and functional skills, and support the achievement of learning goals and career aims?
 B6. The extent to which appropriate and timely information, advice and guidance supports learning effectively?
 B7. How well equality and diversity are promoted through teaching and learning

Ref	Strengths	Evidence	Evidence Source
B1.	<p>Good implementation of effective teaching and learning tools, strategies to motivate and challenge learners and to develop learner autonomy.</p> <p>Very effective strategies have been used to encourage learner contribution and their improvement.</p>	<p>Learners recognise and appreciate the very high quality teaching that they experience on their courses. Almost all learners rated the quality of teaching as outstanding as they found their teachers to be very supportive and helpful. Most agreed that they had improved their language skills and had benefitted from the lessons.</p> <p>97% learners have confirmed that they would recommend the course to others. Most learners commented that - "the teachers were very patient and work hard to ensure that the learners' journey was positive." 97% of learners</p>	<p>98% of ESOL learners rate quality of teaching outstanding as they find the teacher supportive and helpful.</p> <p>100% of ICT, English, Numeracy and Maths learner rate quality of teaching outstanding as they find the teacher supportive and helpful.</p> <p>Course Evaluation records Franchise Student Questionnaire</p>

		<p>confirmed that “they would recommend ATN to anyone who loves to learn ESOL because the quality of teaching that is given and the support that you receive at ATN is one of the best.” The general consensus amongst most learners from the above quantitative and anecdotal data is the effectiveness of teaching and learning is very good.</p> <p>According to Course Evaluation Review report all teachers rated their instruction and students' learning as excellent.</p> <p>Observers identified that most tutors have been successful in ensuring active participation.</p> <p>Learner performances have been constantly reviewed and were given constructive feedback on their progress of learning. 96% students agreed that they had completed their ILPs and achieved the learning goals.</p>	<p>– end of course review records. Mid course and Course End Review records</p> <p>Mid course evaluation</p>
B2.	<p>Highly qualified teaching and /support team Excellent planning and delivery of lessons Excellent rapport between teachers and learners that enables to create very effective ILPs with focus on learner needs and individual differences.</p>	<p>ATN is strongly committed to the development of its staff to ensure that they are skilled and equipped to provide the best teaching experience for all students. ATN has appointed 2 staff to provide professional support to all teaching staff.</p> <p>All teachers have got relevant teaching qualifications such as MA in Applied Linguistics and English Language Teaching (2), CELTA</p>	<p>Staff profiles, Quality Assurance folder.</p> <p>CPD. Records Lesson plans folder</p>

		<p>(14), PTLLS (13), PGCE (3), DTLLS (2), TEFL (1) and Cert in Further Education Teaching (2). All support staff (7) have relevant subject related vocational experience and qualifications.</p> <p>All fulltime teachers have undertaken minimum of 35 hours of CPD and the part-time staff have done at least 20 hours of CPD.</p> <p>In January 2013 all members of staff were provided with training on standardisation of marking. Tutors also received an induction on how to use the City and Guilds Smart Screen.</p> <p>After every terminal mock and final assessment tutors received written as well as verbal feedback from their respective Internal Verifiers.</p> <p>At the beginning of every term all tutors designed and submitted employment specific Scheme of Work with focus on developing learners' employability skills.</p> <p>All tutors submitted their detailed lesson plans on a daily basis, which included SMART aims and objectives, differentiation strategies, variety of activities and tasks, strategies for formative assessment, self-evaluation of lessons, etc. Highly effective implementation of these strategies was evident in most of the tutor observations.</p> <p>Majority of learners have confirmed that they</p>	<p>Quality Assurance folder</p> <p>IT Room Availability Schedule</p> <p>Observation records</p>
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		<p>have become more confident and optimistic to obtain jobs after the successful completion of their courses at ATN.</p> <p>ILPs and attached evidences show that majority of ESOL and Literacy learners have significantly improved their language skills and improvements enabled progression to higher levels.</p> <p>Training has been provided to tutors create SMART targets for Individual Learning Plan, which are designed together with learners with a focus on their individual needs and differences. The targets are regularly reviewed and all tutors ensure that the targets are achieved by all the learners. Learner Survey (July 2013) revealed that 96% of learners had achieved the learning goals and objectives set for them.</p>	
B3.	High standards of assessment practice aimed at enhancement of learning	<p>Administration of initial and diagnostic assessments enabled teachers to identify learner strengths and weaknesses and facilitate their learning and progress.</p> <p>External Verifiers continue to consistently report the timeliness, fairness, accuracy, consistency and reliability of assessments. Assessment schedules and robust internal verification processes continue to contribute to maintain the highest standards of assessment and verification in response to changing quality assurance arrangements by awarding bodies.</p>	<p>External verification reports</p> <p>Quality Assurance Folder</p> <p>Observations</p> <p>Learner folders</p> <p>Worksheets</p>

	<p>Comprehensive induction process</p>	<p>96% of 797 learners surveyed confirmed that they were provided with appropriate information of their course prior to commencement</p> <p>Learners cross check each other's work and identify errors which enable them to achieve their learning aims. This encourages mutual support and peer learning.</p> <p>Initial assessment, Diagnostic test, learner and class profiles accurately identify additional support needs and the linguistic competence levels of all learners which help to ensure that learners receive additional help, if required.</p> <p>As in previous terms, all tutors and learners have completed the Induction Pack, which made all learners aware of their rights and responsibilities as students of ATN through first day induction.</p> <p>Thorough and highly-skilled process of interview, confirmation and induction ensures that comprehensive initial assessment information is gathered and effectively related to the programme of study, individual needs and learning styles. For example, 96% of learners rated the information and advice about their course prior to enrolment as outstanding (Course End Evaluation Report Aug 2013).</p> <p>Student Profiles enable all staff to differentiate</p>	
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		<p>assessments and related activities to the requirements of individual learners. In addition, where relevant, courses undertake their own initial assessment of learners to supplement this process. Tutors in Course Evaluation Report agree that their strong knowledge of individual students contribute to differentiated learning.</p> <p>Individual and group goals inform teachers' schemes of work, therefore making the lessons more relevant to the learners' needs and interests.</p>	
B4.	<p>Constant review of learner progress</p> <p>High quality formative feedback that facilitates learner progress</p>	<p>Effective assessment of learner progress and performance using a range of formative assessment strategies and mid-term and course end reviews.</p> <p>Learners set effective and challenging short and long term learning goals that are reviewed regularly. Further 90% of learners surveyed confirmed that their assessment records were easy to access, thus facilitating a review of their learning</p> <p>Excellent formative feedback, both verbal and written, given to learners facilitate them to understand and enhance their academic performance. This feedback takes a variety of forms as appropriate to the course level, and form of assessment.</p> <p>Feedback is always aimed at learner</p>	<p>Course folders ILP folders Learner Surveys End of course evaluation Observation records</p>

		<p>development. Teachers identified learners' weaknesses and gave them support in overcoming their barriers.</p> <p>Most learners agreed that their teachers checked their work constantly and support them with their learning. Tutors are comprehensively aware of learners' progress. Additionally 99% of learners agreed that their tutor was very supportive and helpful.</p>	
B5.	Excellent use of resources and teaching strategies to support the achievement of learning goals and career aims	<p>All tutors incorporate CV writing, mock job interviews, writing job applications, writing personal statements, dress code, planning the journey, transport costs, use of online job search techniques, use of the job board, discussions with job search advisers from other work related programmes into their SOWs and lesson plans. These enhance English, Mathematics and functional skills while also meeting their career objectives.</p> <p>Learners were also encouraged to use the library facilities especially to borrow books to improve their English and use computer and internet facilities to develop their employability skills (e.g. planning a journey to work, job adverts on line and in newspapers).</p>	SOWs, ILPs, Lesson Plans, Mock exams, End of year assessments.
B6.	Outstanding care, guidance and support	Care, guidance and support for learners are outstanding. There are excellent targeted support and welfare services available to all learners. These include Additional Support, Advice and Guidance, Student Welfare, etc.	

		<p>The retention and achievement rates are respectively 86.56% and 97.83% for ESOL, 82.20% and 98.97% for Literacy, 100% and 100% for Numeracy, 96.24% and 94.37% for ICT, 91.30% and 100% for English and 91.30% and 100% for Mathematics. This achievement is also due to excellent teaching and learning and the presence of additional learning support. Further these rates are notably above the national averages for LLDD students (National Average %).</p> <p>According to course end learner surveys (July 2013) (99%) of learners rated the support they received from the organisation as 'outstanding'.</p> <p>ATN's excellent welfare service offers information, advice and support on a range of issues including learner finance and travel. Learners receive extensive support to ensure they are on the most appropriate courses. A specialist admin team guides and supports learners with more complicated profiles.</p>	
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<p>B7.</p>	<p>Equality and diversity is effectively promoted through teaching and learning</p>	<p>At ATN, equality and diversity is an integral part of the course content in the SfL portfolio of programmes.</p> <p>There are classroom discussions on mutual respect for each other, cultural awareness and sensitivity, valuing each other regardless of skin colour, intellect, talent, age, gender and sexual orientation.</p> <p>Tutors adapt the resources , SOWs and lesson plans according to the cultural and ethnic background of learners</p> <p>There are posters which promote equality and diversity in the classrooms and in corridors. These also facilitate discussion and highlight ATN's core ethical values.</p> <p>ATN Southall again celebrated International Women's day, end of course parties which created opportunities for learners to express their views on the importance of women in today's society, which was also a learning opportunity for ESOL and Adult Literacy learners to achieve their individual learning targets such as taking part in discussions, following instructions, expressing opinions about their learning at ATN etc.</p>	<p>SOWs. Lesson Plans, Observation Reports, Posters, Resources, Worksheets Cultural Festivals, Celebration events, Open Days</p>
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(add or delete rows as required)

Ref	Areas for Improvement	Evidence	Evidence Source
B7	Implementation of equality and diversity in teaching, learning and assessment to be improved. For example, sensitivity to disability awareness issues to be identified and addressed.	Lack of comprehensive and teaching and learning strategies.	Patchy implementation of an effective teaching and learning strategy for disabled learners. For example there is a lack of understanding of dyslexia and other equalities issues
		Patchy implementation of physical adjustments	

B7	Refresher Staff Training for Equality and Diversity to support effective promotion in teaching and learning.	ATN staff have attended in house Equality and Diversity training in previous academic years. Given that the ATN learner intake is from many communities (e.g. African, Eastern European, Asian, Somali, Afghani, Pakistani, Indian) it is prudent that the staff team attend refresher training to ensure that they are sensitive to issues of cultural diversity and that the course content more effectively reflects the diversity of the learners.	Staff CPD records
B5	End of course progression route database to be set up.	Insufficient tracking systems	End of course progression not tracked comprehensively enough for each learner

(add or delete rows as required)

CIF: C. EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT	Self Assessment Grade	2	Validated Grade	2
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The evaluation of:

C1. How effectively leaders and managers demonstrate an ambitious vision, have high expectations for what all learners can achieve, and attain high standards of quality and performance?

C2. How effectively leaders and managers improve teaching and learning through rigorous performance management and appropriate professional development

C3. How effectively leaders and managers evaluate the quality of the provision through robust self-assessment, taking account of users' views and use the finding to promote and develop capacity for sustainable improvement?

C4. How effectively leaders and managers successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community?

C5. How effectively leaders and managers actively promote equality and diversity, tackle bullying and discrimination and narrow any achievement gaps

C6. How effectively leaders and managers safeguard all learners?

Ref	Strengths	Evidence	Evidence Source
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C1.	<p>Effective curriculum management to raise expectations and promote ambition.</p> <p>High quality and safety of learning resources</p>	<p>ATN invests heavily in adult Skills for Life and ESOL courses and has a long-term presence at a number of venues to meet the needs and enhance the ambition of many learners. It has training centres in six separate London boroughs including Barking & Dagenham, Ealing, Hounslow, Hillingdon, Newham and Waltham Forest.</p> <p>In negotiation with tutors aspiration and realistic levels of achievement is set for each learner.</p> <p>ATN inspires learners to actively consider employment opportunities and invests heavily in staff and resources to facilitate both individual ambition and future prospects. Learners are supported by tutors and ALSs to create their CVs, learn interview techniques to perform better in job interviews and obtain their dream jobs.</p> <p>The quality of teaching and learning is the primary to the success of the organisation. Therefore, staff are valued and challenged. Graded lesson observations were carried out by ATN's experienced observers and RUTC staff in December 2012 and January 2013 to ensure accuracy and consistency of judgments.</p> <p>High expectations of learners and staff are challenged and highly valued. All learners were interviewed a few times to ensure appropriate course and level. Majority of learners on various courses have progressed to</p>	<p>Observation records</p> <p>ILPs SOWs Lesson plans</p> <p>Course Evaluation Report</p> <p>Learner survey</p> <p>Learner midpoint Evaluation Report</p>
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		<p>the next level.</p> <p>A culture of success pervades the organisation, which is reflected in the quality of the learning atmosphere and its resources which have been effectively financially managed.</p> <p>ATN has a predominantly adult population of learners. Within this context ATN ensures that learners are both stimulated by and appropriately safeguarded in the learning environment. 99% of learners and teachers have rated ATN highly as a safe and welcoming place to work and learn. 98% of learners surveyed agreed that the building, rooms and facilities used for the courses are clean and safe which are 'hazard-free'.</p> <p>Well-equipped classrooms that are arranged with subject specific posters and models of student work. Learners reported that they felt valued and motivated during their courses at ATN. Learner midpoint Evaluation Report, June 2013. The learners commented that their work which is displayed in the classroom has motivated and encouraged them with their learning and improved their confidence. They also feel very proud to see their work in the classroom.</p>	
C2.	Rigorous and effective performance management which enhances professional	ATN provides excellent support for outstanding teaching including assistance to identify high quality teaching practice and the use of the	Standardisation of marking training (9 Nov 2012)

	<p>development of teaching staff</p>	<p>best teaching strategies. ATN employs an appropriate and up to date performance management process with clear policies for tackling any competency issues that might impact on teaching, learning and assessment.</p> <p>Observation of teaching and learning is the primary performance management tool and we have ensured the rigour and accuracy of this process. Tutor observations are scheduled in the beginning of the academic year and regular tutor observations are carried out. Tutors have undertaken co-observations with the managers and the QA from RUTC.</p> <p>Between Sept 2012 and August 2013 11 out of 18 tutors achieved Grade 2 (Good) in tutor observations. Under performing tutors were supported through further formal & informal tutor observations, peer coaching, etc. Fresh tutors as well as underperforming tutors were encouraged to observe more experienced tutors and were advised to attend further teacher training programmes to improve their professional knowledge. Tutors are provided with both written and verbal feedback and copies are retained by the tutors allow them the opportunity to reread and reflect on their teaching journey.</p> <p>Most of our tutors demonstrate a belief in reflective practice and have ambition to strive for outstanding professional development. ATN</p>	<p>Induction for Assessment</p> <p>One to one support to tutors</p> <p>Observation reports</p> <p>IV training (14 January 2013)</p>
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		<p>provides effective support for improvement through CPD programmes such as standardisation of marking training, creating effective targets for ILPs, providing high quality formative feedback, IV training, etc. In September 2012 ATN appointed a Lead IQA to ensure the quality of services delivered by the centre. Learner feedback at tutor observations and mid & end course evaluations speak very highly of their tutors and their teaching and learning experience. According to the satisfaction survey (July 2013) 99% of 797 students find their tutor to be supportive and helpful.</p> <p>At ATN managers and staff are committed to the ethos of catering to the learners' interests, meeting their needs and supporting them to achieve to their full potential.</p>	
C3.	Engaging with users	<p>There are student representatives on the course review groups and satisfaction surveys are regularly undertaken. Any comments and suggestions including those posted in the Comments and Suggestion Boxes are carefully considered and where possible adopted and assimilated into the existing programmes and into programme developments. Where appropriate ATN's employer engagement staff discuss employer requirements and expectations and included these in course design.</p>	<p>Satisfaction surveys, course review documents. Customer Comments and Suggestions</p>
C4.	Effective planning, design and management of the curriculum and	<p>At ATN learning programmes are efficiently</p>	<p>Satisfaction surveys, Mid & End course evaluation,</p>

	<p>learning programmes to meet the needs and interests of learners, employers and the local and national community</p>	<p>structured to provide a coherent and substantive course of study at various levels with a range of activities which are appealing to the learners and facilitate them to meet their individual needs, including for those with learning difficulties and/or disabilities.</p> <p>Learners are able to progress to higher levels courses which are planned with clear progression routes from Entry level 1 to higher levels. Our courses are accessible to all learners in terms of timing, location, mode of delivery and duration. According to the satisfaction survey (Aug 2013) 98% of 797 learners are happy with their lessons and the timings within their timetable. End course evaluation (July 2013) identifies that most of our learners rated the training venue and facilities as outstanding.</p> <p>Effective curriculum management ensures that the range, content and flexibility of the learning offer provides all learners with choice and opportunities for progression to higher levels of study and employment. End course evaluation (July 2013) suggest that most learners are equipped to go into job situation once their course is completed. However organisational focus on obtaining data regarding progression outcomes, employability and entrepreneurship is required</p> <p>In the beginning of the learning programme based on the information gathered through</p>	
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		<p>one to one sessions with the learners tutors adapt SOWs and lesson plans to accommodate individual differences and individual needs in teaching sessions.</p> <p>According to the learner survey (July 2013) 96% of 797 learners have stated that they have their Individual Learning Plans completed. ILPs are reviewed constantly which enables learners to identify their progress and set further goals. Initial assessment, diagnostic test and SMART targets in ILPs help learners to easily identify their own development and identify the distance they have travelled from their starting points.</p> <p>ATN Facilitates delivery with access to online resources and follow-up activities. All tutors have access to IT based resources to facilitate provision of ESOL, Literacy and ICT courses. Teachers are also encouraged to design their own materials based on the diverse background of the learners in their class.</p> <p>According to the satisfaction survey (July 2013) 94% out of 797 learners stated that the amount of workload for their course has been right. The current (DfES) Skills for Life resource pack and DIUS materials which embed basic skills into key subject areas such as ICT are being used more consistently and widely. Tutors also access C&G's Smartscreen to design and plan their lessons. Tutors focus on what is realistic</p>	
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		and achievable and motivate learners both in and outside the classroom.	
C5.	<p>Highly effective promotion of equality and diversity.</p> <p>Use of data</p>	<p>Excellent promotion of equality and diversity that is central to the ethos of the organisation. Great emphasis is placed on equality and diversity in the early stages of the relevant courses is reinforced throughout the year.</p> <p>Excellent equality of opportunity exists at ATN for learners with learning difficulties and disabilities. All courses monitored through entrance requirements are open to all learners. Good models of equality and diversity is evident in classroom management and through the effective use of ALSs.</p> <p>Additional Support is available to ensure learners' improvement is not jeopardised by their learning difficulties or disabilities. For example, during Sep 2012 – August 2013 out of 315 ESOL learners all received additional support. 150 out of 369 ICT learners and 50 out of 96 Literacy learners, 21 English and 21 Mathematics all received additional support. The attainment rate for learners who are provided with additional support is consistently high (100%).</p> <p>ATN's observation paperwork is very effective in prompting tutors to promote equality and tackle discrimination.</p> <p>Observation reports suggests that all teachers were very much aware of the cultural issues</p>	<p>MI Data, Local and National Data sources</p>

		<p>that arise in multicultural classrooms and the strategies they can employ to ensure effective differentiation.</p> <p>Good practice in the promotion of equality and diversity is widespread in preparation of lessons and course. For example, based on the information on learner profile and ILPs teachers modify their SOWs and lesson plans to accommodate individual differences and individual needs in teaching sessions.</p> <p>Resources which are current and culturally relevant for the needs of the diverse ethnic group of learners are used. All teachers have access to IT based resources to facilitate provision of ESOL, Literacy and ICT courses. Teachers are also encouraged to design their own materials based on the cultural background of the learners in their class.</p> <p>The current (DfES) Skills for Life resource pack and DIUS materials which embed basic skills into key subject areas such as ICT are being used more consistently and widely, since these materials are generated specifically for the qualifications with a focus on equality and diversity.</p> <p>Classroom walls are decorated with posters designed with a 'Respect All' theme which reminds students of their responsibilities to respect the freedom of other individuals and especially not to offend any other individual</p>	
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		<p>on any basis such as race, culture, religion, language, lifestyle, gender, relationships etc. Muslim students are provided with a 'prayer area'. ATN also ensures to avoid parties during Ramadan month or lent seasons. Different religious festivals were celebrated with same vigour and enthusiasm. For example ATN celebrated Diwali, Christmas and Eid in respective months.</p> <p>ATN monitors all data regarding learner engagement, outcomes and progression, including EO data. This monitoring is used for early identification of possible issues relating to all aspects of ATN's deliver. Data is compared to national norms, local demographics, and ATN's previous performance, to ensure all programmes are performing at the best possible level.</p>	
C6.	<p>Safeguarding</p> <p>Customers report feeling safe</p>	<p>ATN has a written Recruitment Policy. The policy covers all aspects of recruitment including, the composition of the Selection Panel, Advertising the vacancy, how applicants will be expected to express an interest in the vacant post, how short-listing will be undertaken, the methods of selection that should be used, the criteria and procedures to be used in connection to the appointment and the process for Monitoring and Review of the Selection process. By way of example the first section on the procedures connected with an appointment reads;</p> <p>Any offer of employment must only be made</p>	<p>SOW</p> <p>Induction pack</p> <p>Incident reporting Book</p> <p>Learner survey</p>

		<p>to candidates who meet the relevant selection criteria, and in normal circumstances, to the candidate identified as the "best" candidate by the selection panel. Offers of employment will be confirmed in writing, although may be initially communicated by telephone. Offers of employment will remain conditional until and upon the receipt and clearance of all pre-employment checking, to the satisfaction of the Company. These include:</p> <p>References - two written references must be obtained, one being from the current or most recent employer.</p> <p>Criminal Records Bureau Disclosures - for certain identified posts, in accordance with the Police Act 1997.</p> <p>Asylum and Immigration - checks regarding entitlement to work in the UK must be made for all prospective employees who are not currently employed by the Company.</p> <p>Qualification and Registration Certificates - checks must be made to ensure the relevant qualifications have been awarded and any necessary registration is up to date.</p> <p>The safety of learners is given very high priority and learners overwhelmingly report that they feel safe at ATN. Learner Survey reports that 100 % of learners agreed that their class was a safe place to learn.</p>	
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		<p>Teaching and Additional Support Staff ensure that learners adopt safe working practices, particularly in using computer and other equipment that facilitate their learning by setting the ground rules in the Induction in the beginning of the course. All learners are provided with a Health and Safety induction. Learners sign to state that they have read and understood health and safety rules. Regular Health and Safety inspections and audits are carried out.</p> <p>Tutors included topics such as 'Staying Safe' and 'Health and safety at workplace', etc. in their lessons promoting a safe and learning environment.</p> <p>There were no serious accidents or incidents involving learners or staff reported during the academic year.</p>	
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(add or delete rows as required)

Ref	Areas for Improvement	Evidence	Evidence Source
C4	<p>Improve tracking of learner views through Mid & End course evaluations to evaluate the effectiveness of the provision.</p> <p>Obtaining data regarding progression outcomes, employability and entrepreneurship is required. Design a system to capture all destination of all</p>	<p>Raw data exists, however there is no database to analyse mid and end course learner evaluations.</p> <p>Raw data exists, however there is no database to analyse end of course learner progression outcomes.</p>	<p>No database to analyse mid and end course evaluations</p> <p>Raw data exists, however there is no database to analyse end of course learner progression outcomes.</p>

	leavers at all levels		
C2	Improve the quality of teaching, learning and assessment with a target of moving all tutors to outstanding grades.	Tutor observations have identified the following areas of improvement required: (i) Adapting resources relevant to learner needs (ii) Learner motivation to ensure engagement, attendance, punctuality and ultimately successful outcomes (iii) Teaching Methodology and strategies (iv) Differentiation (v) Embedding employability skills	Observation reports Tutor and learner folders Learner feedback Mid and end course learner evaluation

(add or delete rows as required)

SUMMARY AND VALIDATION

SUMMARY OF STRENGTHS & AREAS FOR IMPROVEMENT

Key Strengths	Key Areas for Improvement
Excellent range of extension activities offered	Improve the quality of teaching, learning and assessment with a target of moving all tutors to outstanding grades
Recruitment target achieved.	Need to create a database to identify the performance of learners from the following categories - gender, ethnicity, age and disability
Excellent Retention Rate 91.33%	Improve tracking of learner views through Mid & End course evaluations to evaluate the effectiveness of the provision and to narrow the gap between the different groups of learners.
Excellent Achievement Rate 96.53%	Obtaining data regarding progression outcomes, employability and entrepreneurship is required. Design a system to capture all destination of all leavers at all levels
Good success Rate 88.16%	Implementation of equality and diversity in teaching, learning and assessment to be improved. For example, sensitivity to disability awareness issues to be identified and addressed.

A: Outcomes for Learners		B: Teaching, Learning & Assessment		C: Leadership and Management		Overall	
Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade
2		2		2		2	

Grade 1: Outstanding; Grade 2: Good; Grade 3: Satisfactory; Grade 4: Inadequate

Validated by (Name(s)):	Sarjeet Singh Gill
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Job Title(s):	Managing Director
Date:	09.09.13
Signature(s):	Sarjeet Singh Gill

Qualification / Course/Programme Title: (Delete as appropriate)	ESOL Skills for Life ICT Literacy Numeracy English and Mathematical Skills	QIP Author: (Job Role)	Sarjeet Singh Gill (Managing Director - ATN)	Validated by: (Name/Job Role)	
	Date:	9/9/13	Version No:		Validation Date:

Qualification Target Data Table - format to be confirmed at Self Assessment & Improvement Planning Workshop 14 / 15 June 2012

Ref (from SAR or arising in-year)	Areas for improvement / Issue (The Problem)	Specific Action(s) (What you will do to 'fix' the problem)	Success Criteria / Target (What you are aiming to achieve by taking specific actions)	Job Role(s) responsible for implementation of planned actions	Job Role(s) responsible for monitoring progress of implementation	Milestones / completion date (At what point will the actions be reviewed or completed)
B7	Equality and Diversity and Disability	Equality and Diversity and Disability Awareness Training to be organised for relevant staff.	Raising the level of awareness and sensitivity of	Centre Manager (Hounslow)	Regional Manager	Dec 2013

Ref (from SAR or arising in-year)	Areas for improvement / Issue (The Problem)	Specific Action(s) (What you will do to 'fix' the problem)	Success Criteria / Target (What you are aiming to achieve by taking specific actions)	Job Role(s) responsible for implementation of planned actions	Job Role(s) responsible for monitoring progress of implementation	Milestones / completion date (At what point will the actions be reviewed or completed)
	Awareness Training to be organised for relevant staff.		staff in relation to disability, equality and diversity issues to ensure that all learners are offered the best quality education on offer.			
B5	Obtaining data regarding progression outcomes, employability and entrepreneurship is required. Design a system to capture all leavers at all levels	MI systems to be designed to include the analysis of this data	This analysis is one of the means by which the effectiveness of the learning can be measured.	Data Analysis Officer/ Senior Administrator	Regional Manager	At the end of each term (Dec 13, April 14 , Jul 14)

Ref (from SAR or arising in-year)	Areas for improvement / Issue (The Problem)	Specific Action(s) (What you will do to 'fix' the problem)	Success Criteria / Target (What you are aiming to achieve by taking specific actions)	Job Role(s) responsible for implementation of planned actions	Job Role(s) responsible for monitoring progress of implementation	Milestones / completion date (At what point will the actions be reviewed or completed)
A2	Ensure that retention, achievement, success and attendance patterns are available in relation to gender and ethnicity.	MI systems to be updated to include the analysis of this data	This will enable ATN to better target its resources and strategy for maximum impact for minority and gender groups	Data Analysis Officer/ Senior Administrator	Regional Manager	At the end of each term (Dec 13, April 14 , July 14)
A2	Raw data exists, however there is no database to analyse mid and end course learner evaluations	Improve tracking of learner views through Mid & End course evaluations to evaluate the effectiveness of the provision.	Better understand the quality of teaching and learning and the impact that it has on the learners	All Senior Managers	Director	April 2014
C2	Tutor observations have identified the following areas of improvement required: (i) Adapting resources	To Improve the quality of teaching, learning and assessment with a target of moving all tutors to outstanding grades via training, observation, peer mentoring and feedback	To Improve the quality of teaching, learning and assessment with a target of moving all tutors to outstanding	All Senior Managers	Director	April 2014

Ref (from SAR or arising in-year)	Areas for improvement / Issue (The Problem)	Specific Action(s) (What you will do to 'fix' the problem)	Success Criteria / Target (What you are aiming to achieve by taking specific actions)	Job Role(s) responsible for implementation of planned actions	Job Role(s) responsible for monitoring progress of implementation	Milestones / completion date (At what point will the actions be reviewed or completed)
	relevant to learner needs (ii) Learner motivation to ensure engagement, attendance, punctuality and ultimately successful outcomes (iii) Teaching Methodology and strategies (iv) Differentiation (v) Embedding employability skills		grades			

Ref (from SAR or arising in-year)	Areas for improvement / Issue (The Problem)	Specific Action(s) (What you will do to 'fix' the problem)	Success Criteria / Target (What you are aiming to achieve by taking specific actions)	Job Role(s) responsible for implementation of planned actions	Job Role(s) responsible for monitoring progress of implementation	Milestones / completion date (At what point will the actions be reviewed or completed)
Progress Update: Comment on achievement of success criteria/target <i>and</i> impact of actions (Date Updated:)						GAR Rating
Progress Update: Comment on achievement of success criteria/target and impact of actions (Date Updated:)						GAR Rating
Progress Update: Comment on achievement of success criteria/target and impact of actions (Date Updated:)						GAR Rating

Ref (from SAR or arising in-year)	Areas for improvement / Issue (The Problem)	Specific Action(s) (What you will do to 'fix' the problem)	Success Criteria / Target (What you are aiming to achieve by taking specific actions)	Job Role(s) responsible for implementation of planned actions	Job Role(s) responsible for monitoring progress of implementation	Milestones / completion date (At what point will the actions be reviewed or completed)
Progress Update: Comment on achievement of success criteria/target and impact of actions (Date Updated:)						GAR Rating
Progress Update: Comment on achievement of success criteria/target and impact of actions (Date Updated:)						GAR Rating

(Add rows as required)

	UPDATE VALIDATION	UPDATE VALIDATION	UPDATE VALIDATION
Validated by (Name(s)):			
Job Title(s):			
Date:			
Signature(s):			

(Adult Training Network) 2012/2013 Retention, Achievement and Success Rates

Subject	No of learners	Withdrawals	No retained	% retained	No of full achievement	Partial achievement	No achievement	% full achievement	% partial achievement	% full success	
September 2012 - August 2013 (Southall, Hayes, Hounslow)											
(Sept 12 - Dec 12) - ESOL	113	13	100	88.50%	98	0	3	98.00%	0.00%	86.73%	
(Jan 13 - Apr13) - ESOL	91	8	83	91.21%	79	0	4	95.18%	0.00%	86.81%	
(Apr 13 - Aug 13) - ESOL	168	29	139	82.74%	138	0	1	99.28%	0.00%	82.14%	
Cumulative Basic skills Total for ESOL	372	50	322	86.56%	315	0	8	97.83%	0.00%	84.68%	
(Sept 12 - Dec 12) - Numeracy	12	0	12	100.00 %	12	0	0	100.00%	0.00%	100.00 %	
Cumulative Basic skills Total for Numeracy	12	0	12	100.00 %	12	0	0	100.00%	0.00%	100.00 %	
September 2012 - August 2013 (Southall, Hayes, Hounslow)											
(Sept 12 - Dec 12) - Literacy		29	4	25	86.21 %	25	0	0	100.00%	0.00%	86.21%
(Jan 13 - Apr13) - Literacy		51	7	44	86.27 %	44	0	0	100.00%	0.00%	86.27%
(Apr 13 - Aug 13) - Literacy		38	10	28	73.68 %	27	0	1	96.43%	0.00%	71.05%

Cumulative Basic skills Total for Literacy	118	21	97	82.20 %	96	0	1	98.97%	0.00%	81.36%
September 2012 - August 2013 (Southall, Hayes, Hounslow)										
(Sept 12 - Dec 12) - ICT	133	1	132	99.25 %	129	3	0	97.73%	2.27%	96.99%
(Jan 13 - Apr 13) - ICT	118	3	115	97.46 %	109	6	0	94.78%	5.22%	92.37%
(Apr 13 - Aug 13) - ICT	147	3	144	97.96 %	131	7	6	90.97%	4.86%	89.12%
Cumulative Basic skills Total for ICT	398	7	391	98.24 %	369	16	6	94.37%	4.09%	92.71%
(Apr 13 - Aug 13) - English Skills	23	2	21	91.30 %	21	0	0	100.00%	0.00%	91.30%
Cumulative Basic skills Total for English	23	2	21	91.30 %	21	0	0	100.00%	0.00%	91.30%
(Apr 13 - Aug 13) - Mathematics Skills	23	2	21	91.30 %	21	0	0	100.00%	0.00%	91.30%
Cumulative Basic skills Total for Mathematics	23	2	21	91.30 %	21	0	0	100.00%	0.00%	91.30%

CUMULATIVE BASIC SKILLS TOTAL: September 2012 - August 2013

Cumulative Basic Skills Total for all subject areas	946	82	864	91.33 %	834	16	15	96.53%	1.85%	88.16%
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(Adult Training Network) 2012/2013 Retention, Achievement and Success Rates

Subject	No of learners	Withdrawals	No retained	% retained	No of full achievement	Partial achievement	No achievement	% full achievement	% partial achievement	% full success
September 2013 - December 2013 (Southall, Hayes, Hounslow)										
Total (ESOL)	113	13	100	88.50%	98	0	3	98.00%	0.00%	86.73%
Total (Literacy)	29	4	25	86.21%	25	0	0	100.00%	0.00%	86.21%
Total (Numeracy)	12	0	12	100.00%	12	0	0	100.00%	0.00%	100.00%
Total (ICT)	133	1	132	99.25%	129	3	0	97.73%	2.27%	96.99%
Total: (Sept 12 - Dec 12)	287	18	269	93.73%	264	3	3	98.14%	1.12%	91.99%
January 2013 - April 2013 (Southall, Hayes, Hounslow)										
Total (ESOL)	91	8	83	91.21%	79	0	4	95.18%	0.00%	86.81%
Total (Literacy)	51	7	44	86.27%	44	0	0	100.00%	0.00%	86.27%
Total (ICT)	118	3	115	97.46%	109	6	0	94.78%	5.22%	92.37%
Total: (Jan 13 - Apr 13)	260	18	242	93.08%	232	6	4	95.87%	2.48%	89.23%

April 2013 - August 2013 (Southall, Hayes, Hounslow)										
Total (ESOL)	168	29	139	82.74%	138	0	1	99.28%	0.00%	82.14%
Total (English)	23	2	21	91.30%	21	0	0	100.00%	0.00%	91.30%
Total (Mathematics)	23	2	21	91.30%	21	0	0	100.00%	0.00%	91.30%
Total (Literacy)	38	10	28	73.68%	27	0	1	96.43%	0.00%	71.05%
Total (ICT)	147	3	144	97.96%	131	7	6	90.97%	4.86%	89.12%
Total: (Apr 13 - Aug 13)	399	46	353	88.47%	338	7	8	95.75%	1.98%	84.71%
CUMULATIVE BASIC SKILLS TOTAL: September 2013 - August 2013										
Cumulative Basic skills Total:(ESOL, LITERACY, ICT, ENGLISH & MATHEMATICS)	946	82	864	91.33%	834	16	15	96.53%	1.85%	88.16%

Appendix B

Adult Training Network's Self Assessment Report For Waltham Forest College

Waltham Forest College

Curriculum Area: ADULT TRAINING NETWORK

Self- Assessment Report 2012/13

Key Strengths

Equality and Diversity – Ensuring that learners from many different communities had access to the ESOL and Mathematics programmes on offer.

Widening participation with increased learner numbers when compared to the previous academic year.

Extension and enrichment activities were continued for all three terms, carrying on the tradition of ensuring that learners had a more

comprehensive learning experience with additional opportunities for practicing their language skills when they went on trips.

Key areas for development

Success rates to be improved as there has been a downward trend year on year over the last three years.

Staffing structure, QA and administrative systems to be reviewed and improved.

Quality of teaching and learning – Improving lesson observation grades

A Outcomes for learners:

Overall grade: 2/3

Make a judgment on outcomes for learners by evaluating the extent to which:

- All learners achieve and make progress relative to their starting points and learning goals;
- Achievement gaps are narrowing between different groups of learners;
- Learners develop personal, social and employability skills;
- Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs.

Learner achievement and progression	Strengths	Areas for development
<p>Success rates against national benchmark and College KPIs, by level and age</p> <p>Retention</p> <p>Achievement</p>	<p>Retention Rates in Barking (97%) and Leyton (93%) were very good.</p> <p>The Achievement rates very Excellent in Manor Park (100%) and very Good in Leyton (93%) and Maryland (92%).</p>	<p>ATN overall Success Rate fell well below the expected level in 2012-13 and well below the 88.6% achieved in 2011-12. The combined Success Rate across all centres was 78%, with Barking’s poor performance having a significant impact on the overall performance. The individual centre figures were: Barking: 68 Starts, 39 Achieved, Success 57% Leyton: 282 Starts, 244 Achieved, Success 87% Manor Park: 12 Starts, 10 Achieved, Success 83% Maryland: 167 Starts, 121 Achieved, Success 72% Overall: 529 Starts, 411 Achieved, Success 78%</p> <p>The moving of delivery centres from Manor Park to Maryland had an adverse impact on Retention Rates where there was a drop from 83% to 78% in the different centres. However, the Manor Park figures are based on a very small number of starts. The combined/overall Retention Rate was 88% for Maryland and Manor Park.</p> <p>The Achievement Rate in Barking was unacceptable at 59%.</p>

Learner achievement and progression	Strengths	Areas for development
<p>Success on English and mathematics qualifications</p> <p>Learners achieving at or above target based on their starting point (high grades achieved)</p>	<p>The only Mathematics qualifications offered were the Certificate in Mathematics at ATN Maryland for a cohort of 30 learners. The Retention and Success Rates for a mixture of Entry 2 and Entry 3 learners were both 87%, resulting in an achievement rate of 100%.</p> <p>All Learners that achieved a qualification did so at the target level based on their starting point. Many Learners progressed through multiple levels of achievement in ESOL.</p>	
<p>Gaps between different groups of learners (ethnicity, gender, ALS)</p>		<p>It was noted that there was a 68% success rate amongst Bangladeshi learners. This needs to be addressed as other groups such as White European and Pakistani learners achieved higher success rates of 81% and 90% respectively</p>
<p>Attendance and punctuality against College KPIs</p>	<p>There are good punctuality rates on most courses and across the centers. As a snapshot, in Term 3 the punctuality for ATN Leyton was 97%. In Manor Park the punctuality in Term 1 was 88.4%% and in Term 2 it stood at 85.8%. In Barking the monthly punctuality rates for ESOL groups were higher for Term 2 between 95% and 98% reflecting good interaction between staff and learners last term</p>	<p>The actual attendance rate in Term 2, between, January – April was 68.6% in Maryland, 88% in Barking and 63% in Leyton. In Leyton in Term 3 it was 76% and 68.8% in Maryland. Given that ATN’s intake is of adult learners these appear to be close to base line ATN percentages which are fairly consistent year on year. However, there needs to be an improvement in attendance patterns in both Leyton and Maryland to reach the baseline WFC target of 80%</p>
<p>The development of personal, sociability and employability skills.</p>	<p>ATN places an emphasis on the development of personal and social skills and continues to offer extension activities including trip and visits to Museums and enables all learners to visit the local Library to become members and to understand the facilities available to them. In every centre ATN has experienced employability</p>	

Learner achievement and progression	Strengths	Areas for development
Employer engagement and responsiveness	<p>staff, and although they are mainly engaged in other projects their expertise is utilized as appropriate to enhance the employability skills of our Learners.</p> <p>ATN delivers Welfare to Work programmes from all our centers and the employer engagement and employer needs are integrated into all of our qualifications courses.</p>	
<p>Progression (%):</p> <ul style="list-style-type: none"> • Internal • To work • To other Colleges • To Higher Education 	A high proportion of our ESOL learners progress from one course level to the next throughout their time with us. At least 70% have progressed internally to other courses.	Tracking to be improved to ensure that up to date data is available for the different progression routes that learners can pursue.

B Quality of teaching, learning and assessment:**Overall grade:****2/3**

Make a judgment on the quality of teaching, learning and assessment by evaluating the extent to which:

- Learners benefit from high expectations, engagement, care, support and motivation from staff;
- Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learners' needs;
- Staff initially assess learners' starting points and monitor their progress, set challenging tasks and build on and extend learning for all learners;
- Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning;
- Teaching and learning develop English, mathematics and functional skills and support the achievement of learning goals and career aims;
- Appropriate and timely information, advice and guidance supports learning effectively;
- Equality and diversity are promoted through teaching and learning.

Teaching and learning	Strengths	Areas for development
Lesson observation grades		<p>There were 10 lesson Observations in this year and they were graded as follows (last year's 2011-12 figures in Brackets):</p> <p>Grade 1: 1 -10% (0 – 0%) Grade 2: 1 – 10% (2 – 33%) Grade 3: 7 – 70% (4 – 67%) Grade 4: 1 – 10% (0 – 0%)</p> <p>Whilst it was encouraging to have one Grade 1 observation, having a Grade 4 and such a high proportion at Grade 3 in not acceptable. Immediate action was taken regarding one particular tutor and a full review of staff took place at the end of the year.</p>
How does the learner voice inform teaching, learning and assessment	Regular Learner satisfaction surveys are undertaken and the analysis is fed back to all staff and given full consideration in course design. ATN's induction encourages Learners to make comments and complaints on any aspect of the attendance at our centers. All comments and complaints are reviewed and fed into the course continuous development plan.	
Varied teaching and learning approaches including	All staff are encouraged to use a multi-sensory approach to their delivery, to enable Learners to	

Teaching and learning	Strengths	Areas for development
development of E learning	benefit from a range of learning styles. The classrooms have audio visual facilities and there are computer suites available in all our centres for learners to use both within their lessons and at other times.	
High expectations, care and support Challenging target setting for improvement	ATN delivers and has high expectations for care and support. There have been hardly any customer complaints regarding their attendance on courses during the year.	ATN's performance across the contract, and in particular in the Barking centre, fell below the standard expected. Whilst some retrospective action was taken between April and July, which led to some improved performance across the last term, there are many areas requiring significant and swift improvement. This will include setting challenging targets across all aspects of our delivery.
Planning to meet the needs of all learners: differentiation and stretch and challenge	There were examples of Excellent practice in lesson planning including one Observation at Grade 1. Many Learners achieved despite multiple barriers to their learning, and in many cases the staff planning and differentiation played a direct role in this success.	Unfortunately the quality of planning was poor in a number of cases and this has been reflected in the Observation Grades and in the Overall Success rate.
Challenging target setting for improvement		ATN's performance across the contract, and in particular in the Barking center, fell below the standard expected. Whilst some retrospective action was taken between April and July, which led to some improved performance across the last term, there are many areas requiring significant and swift improvement. This will include setting challenging targets across all aspects of our delivery.
Skilled questioning, feedback and assessment for learning	The Initial assessment and Qualification Assessments were of a good standard and enabled Learners to be	

Teaching and learning	Strengths	Areas for development
	placed on courses appropriate to their ability.	
Development of English and Mathematics	The only Mathematics qualifications offered were the Certificate in Mathematics at ATN Maryland for a cohort of 30 learners. The Retention and Success Rates for a mixture of Entry 2 and Entry 3 learners were both 87%, resulting in an achievement rate of 100%.	Following the successful introduction of Mathematics courses at Maryland, ATN will look to add Functional Skills Mathematics to our offer in other centres.
Integrating Equality and diversity	ATN has a diverse workforce and has an excellent record in Integrating Equality and Diversity into all aspects of our delivery. Lesson Plans identify opportunities to promote equality and learners work together in an atmosphere of mutual respect.	
Advice, information and guidance Learner views about the advice and guidance they receive	ATN is Matrix accredited for our IAG delivery and has been for the last seven years. ATN conducts Learner surveys regarding all aspects of the Learner Journey and the feedback regarding our IAG provision is very positive.	ATN will be subject to a re-accreditation visit in October 2013.

C Effectiveness of Leadership and management:**Overall grade: 2/3**

Make a judgment on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and, where applicable, governors:

- Demonstrate an ambitious vision, have high expectations for what all learners can achieve, and attain high standards of quality and performance;
- Improve teaching and learning through rigorous performance management and appropriate professional development;
- Evaluate the quality of the provision through robust self-assessment, taking account of users' views, and use the findings to promote and develop capacity for sustainable improvement;
- Successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community;
- Actively promote equality and diversity, tackle bullying and discrimination and narrow the achievement gap;
- Safeguard all learners.

Leadership and Management	Strengths	Areas for development
Ambitious vision and high expectations	At Senior Level in the organisation ATN continues to have high expectations and an ambitious vision. This is manifested in the provision of good accommodation, resource provision and staffing.	The delegation of authority to local Centre Managers has led to difficulties this year in particular at Barking. Senior management will review how the ATN vision and expectations are cascaded to local managers and on to local staff.
Focus on improving teaching and learning	ATN Senior Management supports a wide range of CPD and regularly reviews areas for improvement and development.	In certain centres the teaching and learning quality has regressed this year, in particular Barking and Maryland and whilst action was taken at the latter part of the third term which reduced the impact, the overall performance was unsatisfactory. The ongoing action to improve this area will be a significant focus going forward.
Evaluating the quality of provision through the learners' voice. % end of course survey completion etc	There were 90% of Learner Surveys carried out and the feedback was overwhelmingly positive. Where comments and suggestions were made for improvements to the overall provision these were considered, acted upon and integrated into the overall delivery of our programmes.	

<p>Planning to meet the needs of learners, the community and employers</p> <p>Recruitment and enrolment targets</p> <p>Curriculum innovation and change</p>	<p>The overall provision across all delivery centers meets the needs of the local communities and there were 529 enrolments across the Centers. The bulk of the delivery is for ESOL and this reflects the needs of the Learners. The introduction of Functional Skills Mathematics will also add to the provision and enhance the skills set and employability prospects of learners.</p> <p>The restricted programme delivery is appropriate for the needs of our Learners and ATN delivers accredited ESOL courses, taking account of any developments on those courses. Mathematics courses were also introduced to enhance the skills set and employability prospects of learners. These programmes will be continued this academic year.</p>	<p>In some centres the recruitment targets were missed for both the number of courses and the number of Learners per course. More marketing will need to be conducted in the next academic year to ensue learner number targets are met.</p>
<p>Promoting equality and diversity</p>	<p>ATN has an excellent track record of promoting Equality and diversity and organise regular activities, which have included class parties for Christmas, Diwali and Eid.</p> <p>Posters celebrating diversity are displayed throughout our centres reflecting the culture, ethos and practice of ATN. External marketing is widespread and welcoming, ensuring that learners from many different communities had access to the ESOL</p>	<p>It was noted that there was a 68% success rate amongst Bangladeshi learners. This needs to be addressed as other groups such as White European and Pakistani learners achieved higher success rates of 81% and 90% respectively</p>

	<p>and Mathematics programmes on offer.</p> <p>ATN has actively promoted equality and diversity in terms of the teaching and learning materials which reflects the cultural diversity of the learners, the composition of the workforce which reflects the ethnic composition of the area and the learner profile which also reflects the local area.</p>	
Safeguarding	<p>Managers and staff are successful in ensuring the safety of learners. To date there have not been any recorded instances of Safeguarding issues in any of our centres. The Central register has been updated and submitted to the College. All Members of staff are CRB checked and ATN uses the BPSS standard throughout. All staff are trained in Safeguarding. Learners are informed about responsibilities and the processes for their safeguarding, both at Induction and throughout their course.</p>	

Overall effectiveness

What were your 3 key improvements in 12/13?

Extension and enrichment activities were continued for all three terms, carrying on the tradition of ensuring that learners had a more comprehensive learning experience with additional opportunities for practicing their language skills when they went on enrichment trips.

New more suitable premises were sourced in Maryland which is a short three mile distance from the initial site at Manor Park. In the short term this had an impact on achievement and success rates but ATN is hopeful that the longer term will prove to be more successful.

Widening participation amongst different communities with increased learner numbers when compared to the previous academic year.

What were the 3 key things you did to bring these improvements about?

Continued embedding extension activities as intrinsic elements of the ESOL programmes. Tutors ensured that the organization of these activities was undertaken efficiently and effectively.

Staff ensured that the move from Manor Park to Maryland was conducted with efficiency and in a timely manner.

Extensive external marketing, especially at Job Centre Plus offices in Leyton, Leytonstone, Stratford, East Ham, Plaistow, Barking and Dagenham.

Overall effectiveness

The overall provision requires improvement as some of the provision delivered from some of the centres was inadequate; however some of the delivery was good in other areas. The inconsistency of delivery is a significant cause of concern. The actions implemented to try to improve the inadequate areas proved too late to have a significant impact on the effect on the overall contract. However, there were significant signs that the improvement actions were beginning to have a positive effect towards the end of the year.

Whilst the recruitment targets were missed the third term's activity helped improve the overall figures and the success rate was significantly affected by the first two term's performance.

There were significant management weaknesses, particularly at Barking that impacted the overall performance, and whilst these were identified during the later part of Term 2 there was insufficient time to affect a comprehensive improvement package that would recover the annual performance. Poor administration procedures and practices compounded the delivery issues and these meant that some of the early poor performance was not recoverable. Wholesale changes were introduced for term three but these were undermined by the previous weak administration and record keeping. However, the timing of these changes meant that new procedures, processes and where necessary staffing, could be introduced immediately after the end of the year, to facilitate the necessary changes for the coming academic year.

Where good practice does exist, this has been mirrored to ensure a steep trajectory for recovery could be established.

What is your assessment of overall effectiveness in 2012/13 (Outstanding, Good, Requires Improvement or Inadequate)

Requires Improvement although it was good at Leyton whilst being patchy in Maryland and Barking

Action Plan Area x 2013/2014

	PIAP reference	Area for development	Actions	Target Outcome	Milestones/review dates
Outcomes for learners	A	1. Improve Success Rates	<ul style="list-style-type: none"> • Review of delivery staff • Improved monitoring arrangements for learner attendance • Staff Development on qualifications assessment 	<ul style="list-style-type: none"> • Success rate of 90% achieved • Learner attendance rate increases by 5% 	<ul style="list-style-type: none"> • Termly Review of courses completed • End of year data
	B	2. Improve Administration and Record Keeping, including deadline for submission of information to WFC	<ul style="list-style-type: none"> • Review of administration staff and responsibilities • Review of management overview of records and administration functions 	<ul style="list-style-type: none"> • Improved flow of accurate, timely, data exchange with WFC 	<ul style="list-style-type: none"> • Monthly Review
	C	3. Deliver additional courses in Mathematics to improve performance in Mathematics Performance	<ul style="list-style-type: none"> • Review course provision and delivery schedule 	<ul style="list-style-type: none"> • Additional Mathematics Courses delivered 	<ul style="list-style-type: none"> • Termly Review of courses completed • End of year data
	D	4. Improve tracking of progression of all leavers.	<ul style="list-style-type: none"> • All leavers to have an exit review where expected progression is identified and recorded 	<ul style="list-style-type: none"> • Comprehensive Data available for progression data 	<ul style="list-style-type: none"> • Termly Review of courses completed • End of year

					data
		5.			

Progress January 2014

Area for development 1.

Area for development 2.

Area for development 3.

Area for development 4

Area for development 5

Progress May 2014

Area for development 1.

Area for development 2.

Area for development 3.

Area for development 4.

Area for development 5.

	PIAP reference	Area for development	Actions	Target Outcomes	Milestones, key review dates
Teaching, Learning and Assessment	E	1. Improve the quality of teaching, learning and lesson planning to improve the Grades awarded for Lesson Observations.	<ul style="list-style-type: none"> Review of teaching staff CPD for all staff on administrative requirements Internal lesson observations and feedback Sharing of good practice 	<ul style="list-style-type: none"> Delivery staff established Improvement in staff administration capability Internal short lesson observations established Good practice forum established 	<ul style="list-style-type: none"> Half termly reviews
	F	2. Develop and respond to the learner voice	<ul style="list-style-type: none"> Improved learner review system to be implemented 	<ul style="list-style-type: none"> System established reviewed and recorded feedback collected 	<ul style="list-style-type: none"> Termly Reviews
	G	3. Improve staff record keeping and compliance with WFC and ATN procedures.	<ul style="list-style-type: none"> Training session to be delivered on WFC procedures and compliance 	<ul style="list-style-type: none"> Full compliance with WFC procedures and timescales 	<ul style="list-style-type: none"> Half termly reviews
		4.			

Progress January 2014

Area for development 1.

Area for development 2.

Area for development 3.

Area for development 4

Progress May 2014

Area for development 1.

Area for development 2.

Area for development 3.

Area for development 4.

	PIAP reference	Area for development	Actions	Target outcomes	Milestones review dates
Leadership and Management	H	1. Review the Management and Quality arrangements for centres	<ul style="list-style-type: none"> Review by Senior Management Arrangements upgraded and responsibilities established 	<ul style="list-style-type: none"> Complete and implement review findings Management and quality at appropriate level 	<ul style="list-style-type: none"> Immediately monthly thereafter
	I	2. Reorganise administrative support arrangements	<ul style="list-style-type: none"> Review by Senior Management Arrangements upgraded and responsibilities established 	<ul style="list-style-type: none"> Complete and implement review findings Administration support at appropriate level 	<ul style="list-style-type: none"> Immediately monthly thereafter
		3.			

Progress January 2014

Area for development 1.

Area for development 2.

Area for development 3.

Progress May 2014

Area for development 1.

Area for development 2.

Area for development 3.

Appendix C

Adult Training Network's

A4e Sub-Contracted

Jobcentre Plus Support Contract
Examples of Monthly Reports

1. Partner Details						
Organisation	The Adult Training Network		Type of provision	Mainstream /FSF	Date	5/8/13
Review Period	01.07.13 – 4-08.13		Location	Barking		
<i>1a. Outstanding actions from last meeting</i>						
None						
2. Performance Monitoring						
<i>2a. Mainstream and FSF management information</i>						
Please use the M.I. spreadsheet to compile and review mainstream and FSF performance						
<i>2b. Placement statistics – mainstream and FSF</i>						
Mainstream	Customers on Placement:	12	FSF	Customers on Placement:	5	
	Customers unplaced:	3		Customers unplaced:	0	
PM: We were unable to place 3 ladies* due to complications throughout summer holidays						
<i>2c. Performance monitoring actions – mainstream and FSF</i>						
<p>Partner: The compliance officer, internal staff and the Assistant Manager monitor performance on a regular basis (weekly) and feedback is given to all the Employability Tutors and A4e staff, they are expected to meet compliance regulations and self-audit 100%. Majumma and Fiona continue to use the compliance tools. Training Evaluation forms are now being updated on the new MI Key Survey System, myself and Majumma are continuously monitoring this closely and always act upon any immediate action if and when needed.</p> <p>Information from A4e given to management is filtered through meetings and compliance processes and procedures act as an evaluation tool for Quality Assurance purposes. Communication via A4e is regularly communicated to all staff and keeps all staff involved up and up to date; Communication via A4e and the Assistant Manager has drastically improved contractual expectations, quality assurance and staff performance. Feedback has also been sought from our local JCP advisors and has been very positive. Feedback sought from clients, JCP advisors and monitoring Employability Tutors through the new evaluation tool ensures we remain sustainable and are able to maintain a high standard of quality in our service.</p>			PM:			
<i>2d. Confirmation of Management Event activities – monthly & weekly returns (yes/no)</i>						

FSF	Weekly M.I	Yes		Sent to ATN Head Office for collation and submission to Sofia Barber
	Module starts & leavers	Yes		Sent to ATN Head Office for collation and submission to Sofia Barber
	Module Start Form	Yes		Sent to ATN Head Office for collation and submission to Sofia Barber
	Module customer file	Yes		Sent to ATN Head Office for collation and submission to Sofia Barber
Mainstream	Overdue start	Yes		
	Overdue ends	Yes		
Mainstream / FSF	Placement statistics	Yes		Collated for monthly report at the end of the month
	Problematic Referrals	Yes		Collated for monthly report at the end of the month
	Training Evaluation	Yes		Collated for monthly report at the end of the month
	Good News Stories	Yes		Collated for monthly report at the end of the month

PM:

2e. Employer engagement activity for placements (highlights/lowlights, what activities have happened in this period?)

Partner: Nominated employer engagement staff recently attended appointments and delivered a presentation to a large number of JCP advisors' (covering a variety of boroughs mentioned in the monthly report) this has been very productive and has increased referral numbers already.

Employer engagement staff encountered a minor disruption due to the summer holidays, however placements have been extended and are in place and will go ahead in September.

We continue to work solidly on job outcomes offering an extensive IAG service and track clients when our programmes have finished.

The quality of placements continues to improve as we are working with a far wider range of sectors.

The Assistant Manager has attended Provider forums and is building a network of contacts throughout the borough of Barking and Dagenham and has continued to cascade insightful job market information as a result of new contacts across the borough and then filters the information to employer engagement staff, this has enhanced our IAG service.

Employer engagement staff continues to actively market all A4e modules. We have been successful in securing a provider position (Hot spot) in Romford, Dagenham and Stratford. Also Poplar are particularly interested in Launchpad.

PM:

2f. Have there been any customer complaints? Have you confirmed this to the A4e customer services team? Are there any unresolved complaints? Have any complaints been escalated?

Partner:

All staff are now aware of the new A4e complaints procedures, all staff are expected to attend regular training sessions and are assessed as to their understanding of all new processes and procedures introduced by A4e. Any complaints are recorded onto a spread sheet and sent off on a monthly basis. If there are any complaints they are acted upon immediately.

PM:

3. Quality Assurance

3a. Has this partner been subjected to any audits this month? (By which body? Outcomes? Any actions?)

Partner: Internal auditing/compliance and feedback results are given to Trainers which has improved the completion of A4e documentation under compliance regulations. The compliance officer continues to monitor compliance and meet A4e requisites.

3b. How many staff observations have taken place this month and how are issues and best practice recorded?

Partner:
Observations will again take place in September 2013. Management will also conduct the planned observations to identify any further improvements needed.

3c. Is there a current improvement plan and when was this last updated? Are the targets being achieved?

Partner: Experienced staff members were nominated to cascade particular information so it is streamlined leaving no room for confusion. Further training sessions have been facilitated to ensure information is received by all staff members, management holds regular communication meetings (daily) to assist with streamlining of new information and the dissemination and clarification of it. The Assistant Manager liaises with all staff regularly on a daily basis and will attain necessary feedback when and where necessary to check on new processes and procedures.

PM:

3d. Are there any minimum service level requirements that the partner is not meeting? What actions are being taken to rectify these?

Partner: No

PM:

3e. Record checks

Have all advisor and business manager record checks been completed for the period?

Yes

Has this information been passed onto the A4e Partners Coordinator?

Yes

3f. What are the results of the checks? What actions are being taken to address weaknesses?

Partner: All cabinets and customer files are marked as restricted and in secure lockable storage.
Tighter control of compliance and internally monitoring using a 4 tier auditing procedure with nominated staff has improved compliance ratings.
Training has been provided to address sensitive cases.

PMs:

4. People

Staff employed – this period	9	Staff employed – last period	9	New staff in period	0	Apprentices		% of apprentices	
<p><i>4a. Have all staff BPSS checks been completed? If not, how many BPSS checks are WIP? (No members of staff should be engaged on JCPSC activity unless their BPSS checks have been completed)</i></p>									
<p>Partner: BPSS are complete. All staff meet DWP requirements.</p>									
<p><i>4b. Have all new staff completed their mandatory training? (Legislative requirements e.g. H&S, Safeguarding, Data Security Contractual requirements etc)</i></p>									
<p>Partner: Yes all staff employed have completed training for the following; Health & Safety, Induction, Safeguarding, Data Protection, Sensitive Case Handling, Equality and Diversity, Complaints Briefing and A4e Training process-Feedback Form</p>									

5. Processes, Policies and Procedures	
<i>5a. Are there any issues regarding finances/invoices and payments etc</i>	
Partner: No	
<i>5b. Are there any issues regarding business processes and tools?</i>	
Partner: No	PM:
<i>5c. Have you actioned the following notifications communicated over the previous period?</i>	
Complaints Briefing	Yes
Managing Incidents & Accidents	Yes
Training Process, Training Feedback Form & Key Survey Link	Yes
Compliance Tool – Dashboard, shared with team	yes
Sensitive Case Guide	Yes
Late starters – FSF/BenCap – updating Admin Team and cut off for customers	Yes
Module Fact Sheets	Yes
FSF Stats – using the correct format for weekly returns	Yes
6. Health and safety	
<i>6a. Have there been any reported incidents during the period? (Fire alarms, electrical problems, faulty furniture, need for first aid etc). Remember to include safeguarding incidents.</i>	
Partner: No	
<i>6b. Is the centre clean, attractive, tidy and with a good working atmosphere for customers and staff? Are fire exits accessible and is appropriate signage in place? (General observation)</i>	
PM: Yes	
<i>6b. Is the site DDA compliant?</i>	
PM: Yes	
7. Equality and Diversity	
<i>General update (has any training taken place, does it need to? Have there been any issues/complaints?)</i>	
Partner: No issues to date.	PM:
8. Information security	
<i>Have there been any security issues? Are there any actions outstanding?</i>	
Partner: None to date.	PM:

Is work being completed on the annual penetration test?

As part of this activity (*"the Sub Contractor shall conduct tests of the processes and countermeasures contained in the Security Plan ("Security Tests") on an annual basis or as otherwise agreed by the Parties. The date, timing, content and conduct of such Security Tests shall be agreed in advance with the Prime Contractor"*), the next activity that is required is to perform an annual penetration test.

9. Safeguarding

Have there been any safeguarding issues? Are there any actions outstanding?

Partner: No

PM:

10. Sustainability

Have there been any positive or negative changes?

Partner: Our fundamental commitment is to develop sustainability which so far has been positive with tighter control of resources. All staff new employees and existing are aware and have been informed of environmental issues and how we as an organisation can continue to contribute further still. Staff members have been encouraged to use electronic communications where and when possible.

11. Examples of Best Practice

Partner: Feedback from our clients and feedback from JCP advisors and Job Centres about our staff members delivering the training modules contributes to best practise. Regular meetings, staff training; safeguarding, handling sensitive cases, complaints procedures and management cascading information from A4e regarding compliance requisites from A4e has improved best practice.

12. Partnerfeedback

We value your feedback, so please take this opportunity to let us know what you think

Partner: The relationship with A4e continues to be positive.

13. Partnership Manager notes (actions etc)

PM:

14. Declaration

I have read and retained a copy of this MPPR document and will take any action stated forward

Partner signature		Print name		Date	
A4e signature		Print name		Date	
Venue for next review		Review date		Review time	



Good news story



Employee Name:	ADEWALE ADESEGUN		
Partner Site:	ATN BARKING		
Customer Name:	RUSLANAS BAGDANAVICIUS		
Module Attended:	BENCAP – 4 WEEKS		
JCP Office:	DAGENHAM		
Start Date:	07/05/2013	Completion Date:	17/05/2013

A4e would appreciate if you could share your good news story

Ruslanas Bagdanavicius is a 37 years old Lithuanian. He was on the 4 weeks BENCAP programme scheduled for 07/05/2013 to 07/06/2013. While on the programme he got a job as cleaner with Food product manufacturers in Barking called SCLA Limited. The company address is: 21 – 25 River Road, Barking, IG11 0DA.

Hear what he has to say: “I started the job on Monday – 20/05/2013. I enjoy the job. I am happy. I am paid £5.19 per hour. I work 30 hours per week and my work shifts are – 8.00am to 5.00pm or 6.00am – 2.30pm. It is better to work than being on benefit”.

Outcome

(if job outcome please state what company they have been employed by and position

He works as a cleaner with SCLA Limited, 21 – 25 River Road, Barking IG11 0DA as a cleaner.

Thank you for providing this feedback

Appendix D

Adult Training Network's

INGEUS Sub-Contracted

Work Programme

Quarterly Reports

(Oct/Dec 2012, Jan/March 2013, April/June 2013, July/Sept 2013)

PERFORMANCE TRIGGERS	CONTRACTUAL PROFILE				FORECAST			
	October	November	December	TOTAL	October	November	December	TOTAL
Programme Starts	36	36	34		28	30	28	86
Job Starts	9	9	7		6	6	6	18
Job Outcomes	3	4	4		2	2	3	7
Sustained Outcomes	0	0	0		1	1	1	3

No.	AREA FOR DEVELOPMENT	EXPECTED OUTCOME <i>Include specific steps/action to be taken to improve this area</i>	Who	By Date
1.	Job start performance to be improved for clients put forward for recruitment at WHSmith Plc.	Continue to prepare clients for WHSmith. WHSmith coordinator has offered to give feedback and help improve conversion rates; to be organised imminently. Outcome: Improve the job start conversion rate.	Advisors	Ongoing
2.	Empower clients to improve job start opportunities for other job roles	Use job search techniques such as cold calling, speculative letters more frequently and effectively. Organise work placements for clients to update their skills set. Conduct retail walks in Southall and Hounslow regularly, once a month. If there is a need for more retail walks this will be increased to two a month. Empower clients to keep up with high levels of applications even when they are at home. Hold "Kick Start" sessions where the clients are required to do intensive cold calling and send out spec letters to different employer based upon their job preference. <u>Outcome:</u> Increase the opportunities for seeking employment by widening job search options	Advisors	Ongoing
3.	Improve interview skills for candidates to help them succeed in interviews	Conduct one to one interviews and workshops for clients. Outcome:Improve chances of converting recruitment into selection	Advisors	Ongoing
4.	Liaise with JCP and Ingeus	Telephone the JCP advisors and Ingeus advisors to inform them and/or inquire about clients progress and possible in house employment opportunities. Outcome:To monitor performance more effectively	Advisors	Ongoing
5.	Re-engage clients	By sending out letters through post to clients and informing relevant Ingeus advisors.	Advisors	Ongoing

		Outcome: Improve attendance		

PERFORMANCE TRIGGERS	CONTRACTUAL PROFILE				FORECAST			
	January	February	March	TOTAL	January	February	March	TOTAL
Programme Starts	33	35	36	104	30	30	30	90
Job Starts	6	6	7	19	5	4	5	14
Job Outcomes	5	6	6	17	4	4	4	12
Sustained Outcomes	0	0	0	0	1	1	1	3
No.	AREA FOR DEVELOPMENT		EXPECTED OUTCOME			Who	By Date	
			<i>Include specific steps/action to be taken to improve this area</i>					
1.	Job start performance to be improved for clients put forward for recruitment at WHSmith Plc.		Continue to prepare clients for WHSmith. WHSmith coordinator has offered to give feedback and help improve conversion rates; to be organised imminently. Outcome: Improve the job start conversion rate.			ATN Advisers	Ongoing	
2.	Empower clients to improve job start opportunities for other job roles		Use job search techniques such as cold calling, speculative letters more frequently and effectively. Organise work placements for clients to update their skills set. Empower clients to keep up with high levels of applications even when they are at home. Hold “Kick Start” sessions where the clients are required to do intensive cold calling and send out spec letters to different employer based upon their job preference. This technique has proven to be more effective than normal job search methods. Outcome: Increase the opportunities for seeking employment by widening job search options			ATN Advisers	Ongoing	
3.	Improve interview skills for candidates to help them succeed in interviews		Conduct one to one interviews and workshops for clients. Outcome: Improve chances of converting recruitment into selection			ATN Advisers	Ongoing	
4.	Liaise with JCP and Ingeus		Telephone the JCP advisors and Ingeus advisors to inform them and/or inquire about clients progress and possible in house employment opportunities.			ATN Advisers	Ongoing	

		Outcome: To monitor performance more effectively		
5.	Re-engage clients	By sending out letters through the post to clients. Outcome: Improve attendance	ATN Advisers	Ongoing
6.	Increase referral to start conversion rate and Job outcomes conversion.	Mandate clients where necessary to improve conversion from referrals to starts. ATN will offer alternative induction dates to clients if Tuesdays are not suitable.	ATN Advisers	Ongoing
7.	Improve the job outcome conversion rate.	ATN Advisers will increase in-work support calls/communication and continue liaising with the clients in work to increase the job outcomes conversion rate.	Advisers	Ongoing
8.	Refer more clients of mix range who are unemployed for less than a year.	Ingeus advisers are requested to refer a mix group of clients referrals and improve on the current percentage who have been unemployed for more than a year. By increasing the flow of clients who have been unemployed for less than a year Ingeus will support ATN generate more job starts and outcomes.	Ingeus Advisers	Ongoing
9	Ingeus advisers requested to refer more clients who are interested in retail and customer service as WHSmith are now recruiting more regularly	Ingeus advisers to refer more clients who are interested in retail and customer service as WHSmith are now recruiting more regularly. Outcome: More job entries will be generated in retail and customer service.	Ingeus Advisers	Ongoing

PERFORMANCE TRIGGERS	CONTRACTUAL PROFILE				FORECAST			
	April	May	June	TOTAL	April	May	June	TOTAL
Programme Starts	31	31	31	93	31	31	31	91
Job Starts	6	6	6	18	4	7	6	17
Job Outcomes	3	3	3	9	3	3	3	
Sustained Outcomes	0	0	0					

No.	AREA FOR DEVELOPMENT	EXPECTED OUTCOME <i>Include specific steps/action to be taken to improve this area</i>	Who	By Date
1.	Continue with retail workshops to prepare clients for retail positions and WHSmith retail	More job entries in the retail sector	Advisers and Manager	Ongoing

2.	Contacting recruitment agencies re: vacancies and job leads.	More sustained job opportunities and outcomes	Advisers	Ongoing
3.	Increase the job entry rate to ensure that the profile is maintained	Targets are met and project is sustainable	Advisers and Manager	Ongoing
4.	In work benefit calculation to compare financial benefit of being in work as opposed to being unemployed.	Benefits of being employed	Advisers	Ongoing
5.	Offer the Entry 3 and Level 1 for IT users – City and Guilds (Modules include Word, Internet and email, creating and managing files and folders)	Ability and confidence to apply for jobs online.	Advisers/ICT Tutors	Ongoing
6.	Work placements to be arranged for specific clients	Clients acquires more skills, confidence and is more ready for paid employment	Advisers	Ongoing

PERFORMANCE TRIGGERS	CONTRACTUAL PROFILE				FORECAST			
	July	Aug	Sept	TOTAL	July	Aug	Sept	TOTAL
Programme Starts	31	31	31	93	31	31	31	91
Job Starts	6	6	6	18	4	5	6	15
Job Outcomes	3	3	3	9	3	3	3	9
Sustained Outcomes	0	0	0					

No.	AREA FOR DEVELOPMENT	EXPECTED OUTCOME <i>Include specific steps/action to be taken to improve this area</i>	Who	By Date
1.	Contacting recruitment agencies re: vacancies and job leads.	More sustained job opportunities and outcomes	Advisers	Ongoing
2.	Compliance and Quality	Minimum standards to be completed for every client	Advisers and	Ongoing

		including Review and Refresh, an appointment completed and actioned a minimum of once every 4 weeks, no outstanding appointments and Covering letter to be uploaded on IngeusWorks and BOC completed	Manager	
3.	In work benefit calculation to compare financial benefit of being in work as opposed to being unemployed.	Benefits of being employed	Advisers	Ongoing
4.	Case notes and client's journey	Include enhanced case notes on the system to help monitor client activity and performance.	Advisers	Ongoing
5.	Continue with retail workshops to prepare clients for retail positions and WHSmith retail	More job entries in the retail sector	Advisers and Manager	Ongoing
6.	Work placements to be arranged for specific clients	Clients acquires more skills, confidence and are more ready for paid employment	Advisers	Ongoing
7.	Increase the job entry rate to ensure that the profile is maintained	Targets are met and project is sustainable	Advisers and Manager	Ongoing
8.	Offer the Entry 3 and Level 1 for IT users – City and Guilds (Modules include Word, Internet and email, creating and managing files and folders)	Ability and confidence to apply for jobs online.	Advisors/ICT Tutors	Ongoing