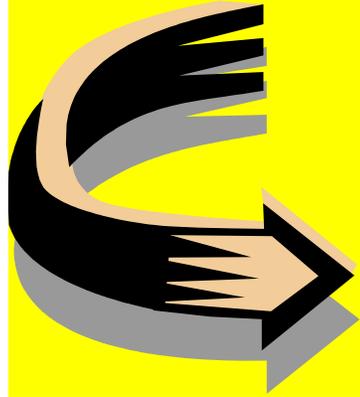


ADULT TRAINING NETWORK



**ANNUAL REPORT FOR THE PERIOD
AUGUST 2014 – JULY 2015**

Contents

	Page
Organisational Details	3
Mission Statement	3
Aims & Objectives	3
Training Centres	4
Organizational Chart	5
Business Plan	6-7
Company Accounts	8
Staffing Establishment	9
Staff Development & Training	10 -11
Partnership Agreements	11
Accreditation	12
Matrix Accreditation	13
Activities 2013 – 2014	13 - 29
Richmond upon Thames College	
Waltham Forest College	
Reed – ESF Families Project	
Reed in Partnership – Work Programme	
Ingeus	
G4s – Community Work Placements (CWP) Programme	
External Verification & Inspection Reports	30-31
Future Developments & Priorities	31
Conclusion	32

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 <http://www.adult-training.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 clients' employability skills
- Help to improve students' linguistic competence 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.

Training Centres

ATN has five delivery centres in West and East London which have operated throughout the year August 2014 – July 2015. All ATN Centres are easily accessible, located at the heart of each community with nearby public transport links.

The centres details are:

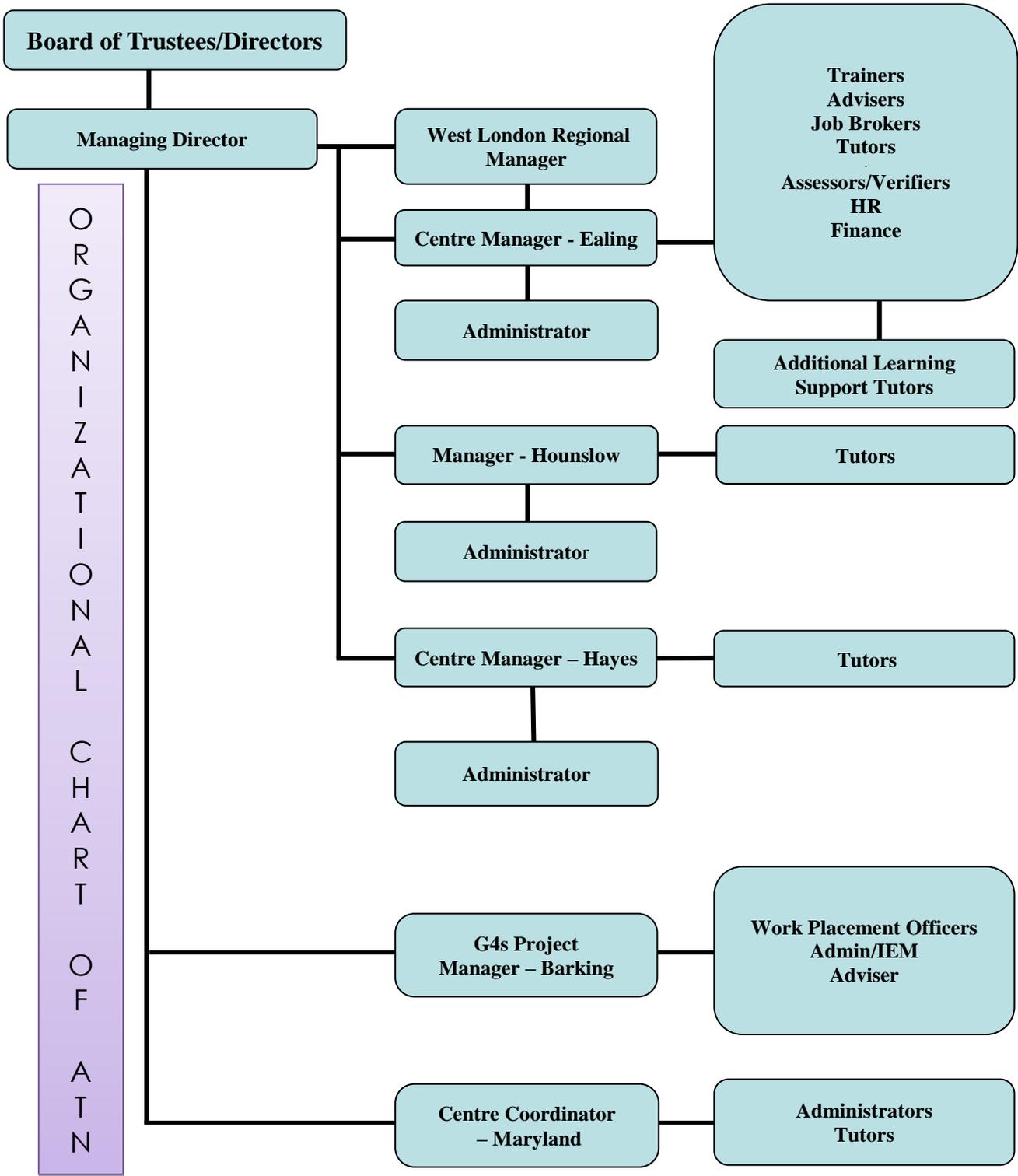
ATN Southall: **Unit 18, Arches Business Centre,
Merrick Road, Southall, Middlesex, UB2 4AU.
Tel: 020 8574 9588**

ATN Maryland/Stratford: **1st Floor, Unit 2, Maryland Industrial Estate,
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**



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 minority backgrounds. In addition, ATN will positively promote the culture of lifelong learning leading to empowerment and regeneration of all sections of the community.

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)

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. During August 2014 – July 2015 ATN had training centres in five 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.

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, by 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 in June 2015 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 2014, of its deficit for the year end and have been properly prepared in accordance with the Companies Act 1985.

STAFFING ESTABLISHMENT:

The staffing level at the end of August 2014 was sixty (60) which dropped to forty nine (49) in the following month, September 2014. This was due to a significant reduction of funding of 40% from Waltham Forest College (WFC) which necessitated the closure of ATN's centre in Leyton, the transfer of staff to the Barking office for G4s CWP purposes and the resulting redundancies. This WFC reduced funding also affected the Maryland centre, reducing employee numbers by three in December 2014.

At the end of March Ingeus funding came to an end and two further members of staff were directly impacted.

The staff level has fluctuated +/- 3 as sessional tutors have finished and started their contracted terms for RUTC classes, but staff levels for ATN are trending steadily downwards in direct proportion to the decrease in funding.

ATN's staff establishment reflects the ethnic composition of the area and the learner intake with 76% of staff from the local Black, Asian, and Minority Ethnic (BAME) communities in July 2015.

Monthly breakdown of employees	
Months	No of employees
August 2014	60
September 2014	49
October 2014	49
November 2014	47
December 2014	46
January 2015	43
February 2015	43
March 2015	44
April 2015	44
May 2015	42
June 2015	40
July 2015	38

STAFF DEVELOPMENT & TRAINING:

During the year all members of staff completed in total 483 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 and/or achieved and training attended in this period were:

<u>CPD Activities</u>	Number of staff attended
Employer Engagement/ Sourcing and networking.	8
Welfare to work, workshop/training.	20
Forms and guides for G4S CWP programme.	20
Discussion on G4s posters	6
I-set training	20
Refresher workshop on G4S forms and guides before go live/ DMA training.	12
Compliance Guide Version 1 workshop	12
Workshop on CWP start outcomes/ Placement authorisation, Good News Stories, Data security, Safeguarding, Diversity, Inclusion posters Workshop.	20
New attendance sheets, Evidencing provider Led job search, discussion on KPI targets, MAPPA Clients PowerPoint presentation.	20
Inappropriate referrals/ change of benefit prior to IEM/ Placement	12
Workshop in ATN Policies Procedures	20
I-set Phase Two Workshop/Training	20
Refresher Training on Compliance guide Review Version 2	12
Accidents and Incident Reporting process CWP complaints Procedure	10
Refresher session on ATN policies and procedures workshop.	12
Christmas New Year opening Timings/ Days	11
Closure and AOB	11
Exit process Compliance Guide V4 start outcome process/ validation process.	12
Internal training ATN policies CWP programme	12
Compliance RAG ratings, provider direct, exit process	12
Requirements for job search placement over Easter bank holiday	11
Changes to accident and Incident reporting procedure	12
Discussion on SAR	7

Standardization of marking training	8
Meeting with Ofsted (RUTC visit)	11
Preparing for Ofsted & Quality assurance – LSDN	1
Understanding YETI & Using google drive	3
Approach to teaching, learning and assessment – Training at Barking and Dagenham college	1
PREVENT Training	14
Conducting standardization of marking training	1
Health and safety refresher	1
Feedback on assessments	21
Feedback on course folders	22
Research on Apprenticeship Customer service	4
Research on Apprenticeship Business Administration	4
Telekit on Apprenticeship	5
New staff induction and introduction to C&G assessments	3
ESOL EV Feedback	38
Functional skills in English & Maths and ICT EV feedback	17
ILP Targets and other Course documentation	12
Pace & Participation	2
Differentiation / Managing different rates of learning	2
High expectations/Stretch & Challenge	1
Diploma in Project Management	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. ATN continued to deliver A4e funded programmes such as Family Support Fund Programme in West London as well as Reed in Partnership and Ingeus to deliver the Work Programme in West London. The Work Programme 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 continued to 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 continued working in partnership with G4S to deliver the mandatory Community Work Placements (CWP) during Aug14 – July15. CWP focuses on providing work placements for up to 6 months for long term unemployed

adults to support their entry into sustainable employment. Another important progression route is entry into a job start leading to sustainable employment. This programme, which commenced in June 2014 is for a period of 2 years until September 2016.

Extensive employer network that has been established ensures not only educational achievement, but also high levels of progression into sustainable work destinations. ATN's current records show that numerous clients have obtained employment after or during the learning programmes at ATN. Some of our learners work as sales assistants, health care assistants, security guards, teaching assistants, administrators, etc. On several occasions ATN held recruitment events at ATN, which enabled local employers to recruit our clients. Many of our customers benefitted from these recruitment events and obtained employments

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.

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 Functional Skills in English and Maths 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. 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 in Mathematics, English & ICT
- Award and Certificate for IT Users (ITQ) (to Level 2)

From September 2015 ATN will be running apprenticeship programmes funded by RUTC, which will target younger learners from age 16. Processes have been started to seek C&G accreditation for Apprenticeship in Business Administration, Customer service and ICT.

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 and 22nd and 23rd October 2013. According to Matrix, *“the organisation has an extensive range of control measures in place to ensure due diligence and compliance in all of its operational processes and this is underpinned with a suite of documentation that clearly sets guidelines and parameters for ethical dealings in all of its activities. Policies are in place that ensures students are fully protected under legislation relating to Health & Safety, confidentiality, Equality of Opportunity, diversity and the professional integrity of the organisation is constantly monitored internally and by external funding partners.”* ATN will next be due for Matrix re-accreditation in October 2016.

ACTIVITIES AUGUST 2014 – JULY 2015

In the year 2014 – 2015 ATN offered a variety of projects and courses from 5 locations across London, for various organisations.

Richmond upon Thames College

In this period the following courses were conducted: SKILLS FOR LIFE: - 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. ESOL (Courses covering all levels from Entry Level 1 to Entry Level 3 and including Speaking & Listening as well as the full award), Functional Skills in English and Mathematics (Courses covering levels from Entry Level 1 to Entry Level 3). Pilot courses in Functional Skills English were conducted in the last academic year. Learners were able to acquire new skills in Functional Skills in English to support their progression into work. Learners also acquired new skills to help them perform various roles in their social and personal life more efficiently.

Enrolments: In 2014-15 there were a total of 600 enrolments, which is 118, (16%) down from 2013-14 figure of 718 enrolments. In 2012-13 there were

946 enrolments. Since 2012-13, the decrease in enrolment has been 37%. This is mainly due to the significant reduction in funding from RUTC over the last 3 years.

In the year 2014-15 ATN enrolled 194 learners for the new courses in Functional skills in English in 2014-15. There was a tremendous increase of 120% in the number of enrolments in Functional skills in Mathematics. Compared to 83 enrolments in 2013-14 there were 183 enrolments for Functional Skills in Mathematics.

However, enrolments in ESOL reduced significantly by 77% in this academic year. Compared to 404 ESOL enrolments in 2013-14 there were merely 92 enrolments in ESOL during 2014-15. This is mainly because of several factors such as no increase in funding, low referrals from JCPs, stricter eligibility criteria to attract sufficient customers to run ESOL programmes, increasing administration fees by the awarding body and introduction of a new and different ESOL programme by City and Guilds.

Enrolments for ICT courses continued to decrease (by 43%) during 2014-15. There were 131 ICT enrolments, which were 100 fewer than in the previous academic year of 231 enrolments. Over the last 2 academic years ICT enrolments reduced by 67%. In 2012-13 ATN enrolled 398 learners.

In the year 2014-15, there were a total of 92 ESOL enrolments, which represented 15% of the total enrolments, 183 Functional Skills Maths enrolments (30%), 194 Functional Skills in English enrolments (32%) and 131 ICT enrolments (22%).

Success, Achievement & Retention: ATN achieved a higher success rate in 2014-15. Success rate for all programmes (ESOL, Functional Skills Maths & English and ICT) was 90.67% with an increase of 2.51%. In 2013 -2014 the Full Success rate was 88.16%, which was identical to the success rate in 2012/2013. This has continued a consistently high trend over the last 9 years. In 2011-2012 the Full Success Rate percentage for all programmes of 89.7 % had slightly increased from 88.98% in 2010-2011 which in turn was slightly higher than the 87.6% of 2009-2010, although this figure was slightly lower than the 89.42% of 2008 -2009. The 85.92% of 2007-2008 showed continuous improvement on the 76.77% of 2006-2007.

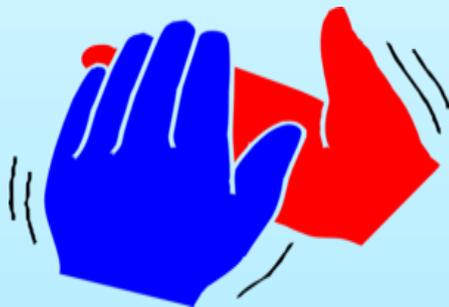
ATN has achieved an outstanding achievement rate of 98.19% in 2014 – 15 and the retention rate was 92.33%. Many programmes were offered ALS support through the G4S CWP programme although there was no funding available from RUTC for ALS. Together with excellent teaching, learning and assessment this has helped to achieve excellent retention (92.33%) and success (90.67%) rates.

In the period September 2014 – July 2015 Ealing (ATN Southall) employed a total of 13 FTE staff members who served the RUTC programmes. It included a

Centre Manager, two full time and one part time administrator, one Quality Assurance inspector, one full time and two part-time ESOL tutors, one full-time ICT tutor, two Financial Coordinators, one part-time cleaner, one part-time HR Administrator and one part-time Network Engineer.

In Hounslow (ATN Hounslow) three FTE members of staff were employed for the RUTC programmes, a full-time Centre Manager, one part-time Administrator, two part-time ESOL tutors, and one part-time cleaner. In Hillingdon (ATN Hayes) there were a total of 2.5 FTE members of staff employed to serve the RUTC programme. It included one part-time administrator, one part-time ESOL/Functional skills, one full-time ICT tutor and one part-time cleaner. Across the three centres there have been significant reductions in staffing due to reduced funding.

Rita Lala moved to the United Kingdom from Portugal in 2014. With the aim of improving her spoken and written English, she enrolled onto an RUTC funded ESOL course at ATN Southall in March of 2015. When she first joined the class, she had limited English skills. Her teacher's support and her continued presence in the classes allowed her to develop strong and effective communication skills.



By the time of the conclusion of the course, she had participated in the universal job match activity, had gained an accredited qualification. In addition to all of those, she also updated her CV, attended innumerable interviews and worked on increasing her low self-esteem levels. This all contributed to boosting her employment prospects for the future.

The course culminated in her achieving the ESOL Entry 3 S&L certificate and with her gaining a job in a pharmacy. This means that at present, she is building up her customer service skills, and is excelling in her chosen sector.

Waltham Forest College:

In the year ending July 2015 courses in ESOL Skills for Life and Functional Skills in English and Mathematics were conducted at ATN Maryland (Newham) in collaborative partnership with Waltham Forest College. All these qualifications spanning a range of abilities from Entry Level 1 to Level 2 were offered at this centre.

ATN's Overall Success Rate level showed a slight decrease in 2014-15 when compared to the outstanding Overall Success Rate in 2013-14 of 93%, but was still a very creditable 87%. This represents the continuation of the significant improvement in Overall Success Rate in comparison to the 2012-13 figures of 78%. This was achieved from overall starts of 384 learners and was delivered solely at ATN Maryland.

ATN's Overall Retention Rate continued to be excellent at 93% for 2014-15 and similar to the 2013-14 figures of 94%. This continued the trend of the dramatic increase from the 78% figures of 2012-13. ATN's Overall Achievement Rate showed a slight decline to 94% from the outstanding figure of 98% in 2013-14.

The overall provision meets the needs of the local communities and there were 384 enrolments at ATN Maryland during this period. ESOL programmes along with Functional Skills in Mathematics and English have enhanced the skills set and employability prospects of learners. All learners were given IAG, initial and Diagnostic assessment and were working towards achieving a qualification at the target level based on the results of their assessments. A high proportion of our ESOL learners progressed from one course level to the next throughout their time with us.

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.

ATN has also been able to attract funding for employed students for the academic year 2014-15 who have been able to enrol onto Functional Skills English and Maths programmes in order to help enhance their literacy and numeracy skills within the workplace. Other students are sign posted to other colleges/ educational establishments as part of their career development.

On 29/ 05 2015 ESOL tutor Rachna Moudgil's Functional Skills in English Entry 3 learners visited London Museum Docklands to help develop their vocabulary related to the historical events of London Docklands Museum as well as to familiarize with the history of the museum. Learners walked to the Stratford station where 2012 Olympics was held and too the DLR (Driverless train!) to West India Quay. The trip enhanced learners' language competence and knowledge about trading in Docklands, e.g, products imported from different parts of the world.

I really enjoyed my visit to the museum but the best issailor town. Definitely going back with my family"



"I liked to see bones of mammals."



"I could see many interesting things. I found the trip very useful."

THE GEFFRYE
MUSEUM OF THE HOME



Rebeca Banuelos' learners visited Geffrye Museum on 15/04/15. The purpose of the enrichment activity was to show students how homes and home life have changed over time and to get an idea of the people who lived in these types of homes.

The students planned the journey themselves using computers, mobile phones and various applications to find the best and quickest way to get to the museum. This demonstrates their ICT skills and their ability to plan a journey to get around London.

Learners got a glimpse of the history of London and people's lives from previous centuries to present times.



On 29/ 05 / 2015 Tutor Roseliz Francis' Functional Skills in English Entry 1 learners also visited London Museum Docklands with the purpose of developing their linguistic skills in relation to the historical events of London Docklands Museum and sea trade as well as to familiarize with the history of the museum.

Learners benefited immensely from this enrichment activity as they developed their vocabulary, gained knowledge about trading in Docklands, e.g, products imported from other countries. They also learnt about slavery, construction of London Bridge, world war bombings in the Docklands, etc.

"I learnt that in the war the docklands was destroyed. I also learnt about the different types of trade that took place in the past."



3 tutors, Khalid Raza, Dalida Bensaid & Raquel Banuelos took their learners to London Museum Docklands on 23/4/2015. The purpose of the trip was to raise awareness and knowledge about the history of the Thames riverside, in London, from pre historic times up to the present. This also enabled learners to discover new places in London where they had never been before as well as learning the value and history of it. It also raised awareness of the financial city in London by walking around Canary Wharf and experiencing the DLR (transportation without driver). The students were able to see the Museum of London— Docklands, which displays the Pot and River side collection, from Pre-Historic Times going through Roman settlements to the development of Canary Wharf.

For some learners it was the first time that they visited that area in London although some of them live close to here. They travelled on the DLR. This visit enabled students to develop direction skills too. The learners commented:

"The trip was a great opportunity for all of us to explore this part of London which is located from a short distance where students and teachers live."

"This trip also gave us the opportunity to enrich our lives with further experience and knowledge about the area where we live."

"This 200 hundred years old warehouse reveals the long history of the capital as a port through stories of trade, migration and commerce."



REED - ESF Families Project

ATN has been a subcontractor of Reed in Partnership on the ESF Families Project for long term unemployed families between August 2013 – May 2015. In that period there were 736 Referrals, 672 Starts, 68 Job Starts, 49 Job Outcomes paid to date.

Additionally, there have been 761 validated progress measures (most popular being Digital Inclusion, Vocational Qualifications (Food Hygiene Level 2, Customer Service, Safeguarding), Personal Development Employability, Preparation for Qualifications and Training). In terms of job search, customers attended once a fortnight. This programme is intended to upskill participants in ICT, job search and to support them in developing positive personal mind sets. It is also intended to support customers into sustainable employment.

Anthony Raj Kumar was on Reed Workless Families programme which started in October 2014. Anthony was always enthusiastic and completed all the activities and tasks assigned to him. He was fairly positive and wanted to get back into employment but lacked confidence and self-esteem. Client did not know how to apply for jobs online and this was his biggest barrier.

Anthony was enrolled onto different programmes such as Personal Development, Esol and Digital Inclusion to overcome his barriers. At the end of the courses, client was feeling more confident and could apply for various jobs online.

He found employment with Hillingdon council as a cleaner in Jan 2015 and is currently still working there.

Hardesh Lehal joined the Reed Workless Families programme which started in Oct 14. She was enthusiastic and very charitable. She always had a positive attitude and wanted to progress in life. She was very well spoken and presentable, but her biggest barrier was interviews and language.

The advisor helped her overcome her barriers by enrolling her onto ESOL, Digital inclusion and also Active community engagement. Client also completed a food and hygiene course in Feb 2015. These trainings and qualifications played a major role in her getting back into employment.

She is currently working in a care home in Southall as a dinner lady / cook.

Ingeus

ATN continued to deliver Ingeus Work Programme in West London which aimed at moving clients into sustainable jobs whilst the JCPSC has a focus of moving closer to employment market. However, at the end of March 2015 Ingeus funding came to an end. While delivering this programme, ATN built up a strong employer engagement base and has also worked in collaboration with WHSmith for several years and offered customers who wish to work in retail the necessary employer training package including mentoring and interview techniques to fast track them into interviews.

Lisa Holt was on Ingeus Work Programme which started on: 15/7/14. Lisa was always enthusiastic and energetic and wanted to get back into employment but lacked confidence and self-esteem. She was very well spoken and presentable, but her biggest barrier was interviews.

She attended a few mock-interview sessions, cold calling and dropped her CV's around different retail outlets in her area as advised. This helped her and she started feeling a bit more positive about herself. Her attitude changed and was visible. An interview was arranged at Skyex as a customer service / telephonist. She passed the first stage of the interview and was then offered a 3 day trial period. She passed her trial period and was offered employment which suited around her childcare needs too.

She is currently still working with Skyex and feels this job has changed her life. She feels more confident and feels that this job changed her life.

Najih Hussein had been on Ingeus Work Programme since 5/6/14. As the programme progressed, client started feeling more positive. He felt that he was ready to be out there and make a life for himself.

He started to realize his barriers and was ready to get help to overcome them. The thought of having to present himself in an interview room was his biggest barrier. He attended quite a few mock interviews. After dealing with issues such as self-esteem and anxiety client felt much more motivated and confident.

He found employment as a carer for someone, who is severely disabled. He is still in employment and feels this job has changed his outlook towards life. He is more sociable and feels confident. He also feels that he is making a difference by helping someone.

G4s – Community Work Placements (CWP) Programme

In June 2014 ATN started to deliver the Community Work Placements (CWP) contract for G4s, which is focused on providing work placements for up to 6 months for long term unemployed adults to support their entry into sustainable employment. Another important progression route is entry into a job start leading to sustainable employment. This programme commenced in June 2014 and is for a period of 2 years.

Placement Broker	Customers Referred	Failed to Attend	Failed to Start	Stock	Claimed Starts	Claimed SCOs	Claimed LCOs	Claimed JOs
Adult Training Network (WL)	266	51	73	15	127	64	38	4
Adult Training Network (EL)	354	66	70	66	152	75	36	10
	620	117	143	81	279	139	74	14

- During June 14 – May 15 there were **620** referrals (266 in ATN West London and 354 in ATN East London). A total of **117** clients (19%) failed to attend the Initial Engagement meeting in both the CPAs, 51 in CPA3 (19%) and 66 (19%) in CPA4.
- 279 clients started placements in both the CPAs. 127 in CPA3 and 152 in CPA4. However, 143 clients failed to start placements, 73 in CPA3 & 70 in CPA4. Overall conversion rate from Referral to start is 45%, CPA3 achieving 48% and CPA4 43%. Between June 14 to May 15, 19 clients started qualifying jobs in cpa3 and 37 qualifying job starts were claimed in CPA4 during this period.
- In both ATN CPA3 & 4 no customer has exceeded 15 days since Dec 2014 to start either a placement or a job. However, there were clients, who went on sick leave as soon as they have attended IEM before a placement/job start, and who were withdrawn from the programme as inappropriate referrals, which might affect achievement of 100% start/DMA.

	Start to Short outcome – target (80%)	Start to Long outcome – Target (60%)	Start to Job outcome - Target (20%)
CPA3	63%	48%	6%
CPA4	62%	35%	9%

overall	63%	41%	8%
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- 139 short outcomes, 74 long outcomes and 14 job outcomes were claimed from June 14 – May 2015. This includes 64 SOs, 38 LOs & 4 JOs for CPA3 and 75 SOs, 36 LOs and 10 JOs for CPA4. 19 clients started qualifying jobs in CPA 3 and 37 qualifying jobstarts were claimed in CPA4 during this period.
- ATN has been the best performing site for start to outcome achievement. Overall conversion rate from Starts (prior to Feb 2015) to SO is 63% as against the target of 80%. Start to SO conversion rate in CPA 3 has been 63% & in CPA4, 62%. In CPA 4 no other provider has achieved more than 50% of SO from starts. And in CPA 3 no other provider has achieved a 35% of start to SO conversion rate.
- ATN is the best performing site in both the CPAs for start to LO conversion. Conversion rate from start to LO in CPA3 is 48% as opposed to 35% in CPA4. Overall start (prior to January 2015) to LO conversion rate is 41% against the G4S target of 60%. No other provider has achieved more than 35% start to LO in CPA4. No other provider has exceeded 20 % for start to LO conversion.
- Sourcing employment and achieving job outcomes have been the main challenges in both the CPAs, which is evident from the start to job outcome conversion rate. The overall start to JO conversion rate has been just 8% for June 14 – May2015 as against the G4S target of 20%. 6% for CPA3 & 9% for CPA4. However, ATN sites have been the top performing placement brokers in each CPA for start to job outcome rates.



Mr Neil Hamilton was referred on the G4S Community Work Placement Programme on the 27/08/2014 and was looking to continue to pursue a career in Finance & Accounting.

Neil had previously worked as a Treasury Accounts Assistant for 2 years for an International Oil Supply Company before unfortunately being made redundant when they closed the London office. Neil had then applied for many jobs but found the market to be saturated.

ATN had an Accounts Vacancy in its Southall Centre as one of its staff had left. A Work Placement was then arranged for Neil on the 29/09/14 to work in ATN'S Accounts department as he had previous qualifications and experience.

Neil excelled in his Work Placement and was then offered to start permanent full-time employment from the 24/11/14 after coming back from a holiday.

Neil says "I am grateful for the support ATN have given me whilst on the CWP Programme and importantly having the confidence to employ me in a full-time role".

Gabriel's background was in Secondary Teaching, and when he joined the Community Work Placements Programme with Adult Training Network in Barking, he was keen to get back into the profession after being out of work for a considerable period of time. Gabriel had a PGCE but was unable to find work due to childcare constraints. When his child started nursery, he was able to resume his search for work but struggled due to a lack of up to date references.

After his referral to ATN, he started a placement as a teaching assistant and attended regular interviews, building up practice. He excelled on his placement and the references he gained from this enabled him to find work.

Thanks to the placement and with ATN's dedicated support, Gabriel is now working at an Ofsted 'Outstanding' rated Secondary School, teaching Business Studies, BTEC Levels 2 & 3 and Accounting.

Gabriel is ecstatic to be back in work, doing what he loves, and could not express his gratitude more, both to Ponja and the team at ATN as a whole.

**TORRIN WAS REFERRED ONTO THE COMMUNITY WORK
PLACEMENT PROGRAMME WITH THE ADULT TRAINING
NETWORK ON 7TH
JULY 2014. WHEN TORRIN FIRST ARRIVED, HE LACKED
CONFIDENCE AND RECENT WORK EXPERIENCE I N HIS
CHOSEN FIELD.**

Torrin wanted to work in the Information Technology and Computing sector, and had attended several interviews with little success due to his lack of confidence. With this is mind, Torrin wished to update his skills and experience in order to help him obtain full-time employment.

At the Adult Training Network, Torrin has worked in a professional and diligent fashion in order to assist with the running of the 'Digital Inclusion' computer training class.

He has performed the tasks of teaching and administration very well and even as a volunteer, Torrin has proved to be an invaluable member of the team. He is hugely popular with the clients as well as the staff members at ATN.

Since starting the CWP programme, he has gained a variety of new skills and experience, particularly within the field of educational delivery for IT. Due to his rapid progression, commitment and aptitude, Torrin was offered employment with ATN and started his new job in January 2015!

Congratulations Torrin!

NARINDER STARTED A 6 MONTH PLACEMENT IN JULY 2014 WITH ACDA SKILLS TRAINING, A LOCAL TRAINING PROVIDER AS PART OF COMMUNITY WORK PLACEMENTS PROGRAMME.

Narinder really impressed the placement host whilst undertaking the role of voluntary teaching assistant, helping adults with English and basic IT skills.

ACDA Skills Training recognised Narinder's potential, and invested a lot of time in her to ensure that she was able to undertake the relevant accredited teaching courses in order to enhance her personal development and help her gain the necessary skills and qualifications for a paid role.

Vic Virdee, Narinder's placement host, also helped her to prepare for her driving theory test, which she has now passed! She is very grateful for the help and support she received in order to achieve this. Narinder has now been offered a permanent part-time role for 16 hours a week as a receptionist at Saluja Clinic, a doctor's surgery based in Southall.

She happily accepted this role and is pleased to have worked with Vic Virdee and her other colleagues at ACDA Skills Training and would like to thank ATN for all of their support.



EXTERNAL VERIFICATION & INSPECTION REPORT (City and Guilds)

The Adult Training Network continued to receive excellent reports from External Verifiers, College Franchise Managers and Contract Managers from the various funding bodies. There were 3 External Verifier sampling activities from ESOL and Functional Skills in English and Maths and ICT qualifications. Functional Skills in English and Maths and ICT qualifications were verified by City and Guilds on 19/2/2015. ESOL EV visit was arranged in November 2014 at ATN Maryland and a remote sampling activity was carried out in April 2015.

EV report on Functional Skills in English & Mathematics and ICT

The centre was awarded Direct Claim Status for Functional Skills in English, Mathematics and ICT qualifications following the sampling process carried out by Mr W Salton-Cox, the External verifier from City and Guilds on 19th Feb 2015. The External Verifier commented as follows;

"All the assessments were very well organised and all required evidence and other related information was easy to locate. All assessments sampled were correctly assessed to City and Guilds marking criteria and clearly marked by the assessors. There were individual internal quality assurance forms giving written feedback to the assessors and the internal quality assurance of assessments can be tracked through the candidates' portfolios and through the central IQA records. I interviewed three students who had originally been referred by the local Job Centre. They were very pleased with all aspects of their courses; the initial assessments, the training delivered, the City and Guilds assessments and the high level of support offered by staff. They were pleased with what they had achieved and had progressed from the Start IT (4249) and were now on the ITQ (7574) level 1 course. In particular, the students, who had no experience of computers before coming to the centre all felt that being able to use the Internet and emails made them feel more a part of modern society. From discussions with staff and students and from inspection of the centre's well organised records, the overall impression is of a centre offering a very good supportive service to its students."

EV report on ESOL Qualifications

The centre was recommended for Direct Claim Status for ESOL S/L & Full Award qualifications following the sampling process carried out by Ms Maja Gunn, the External verifier from City and Guilds on 12/11/2014 & 21/04/2015.

The External Verifier commented as follows;

"I observed two assessments, using the new 4692 assignments as well as the feedback from IQA to Assessor. I also interviewed the candidates, IQA, assessor and interlocutor. There are very good systems in place with clear IQA and CPD. Improvements were discussed to ensure impact on the candidates..... All assessments are valid. The assessments observed were conducted appropriately. I suggest good practice is identified and used for future training. (EV report on 12/11/2014).

The centre has very good systems with clear records and audit trail. Training and standardisation activities were set up to support staff with the new criteria. There is good IQA with clear sampling, incl. live observations and feedback to assessors. Thank you for sending all the information so well organised..... All certificates are valid. Good IQA, including live observations. IQAs show clearly which marking they changed, but do not show why, which would help assessors. "

FUTURE DEVELOPMENTS & PRIORITIES

ATN is committed to continue to deliver its high quality provision in all the realms of its operation. One of the main aims of ATN is to continue to improve the quality of teaching, learning and assessment with a target of moving all tutors to 'outstanding'.

The long-term relationships that exist with Richmond upon Thames College will continue 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 appreciating ATN's contribution. Unfortunately, the core funding to the colleges has been further 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 2014 to July 2015 has been a crucial period in terms of development for Adult Training Network. ATN has developed an enviable reputation since its inception in 1999 and remains dedicated to its core belief of helping the disadvantaged people and communities. ATN has extensive experience of employer engagement as most of the programmes delivered at ATN have a focus on work placements and sustainable employment as outcomes. Given the depth and breadth of the skills and experience that ATN has acquired

over the last 16 years, ATN is in a pivotal position to extend the range of training programmes to apprenticeships in Business Administration and Customer Service as well as ICT. ATN has already considered opportunities to join Apprenticeship delivery partnership with RUTC & LSDN.

ATN aims to develop outstanding learning inside and outside formal classrooms and achieves this through a student centred (using ILPs) approach. This helps learners to significantly improve their English, Maths and ICT and employability skills. ATN will be aiming to develop as an outstanding organisation which will be first choice provider for the local customer's educational needs. The organisation whilst remaining true to its beliefs, has also moved, in response to a fluctuating economic climate and has become more focussed on supporting students into positive work experiences. This will be continued over the next academic year and in the future.