

ADULT TRAINING NETWORK



ANNUAL REPORT FOR THE PERIOD
AUGUST 2015 – JULY 2016

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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 objective 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 four delivery centres in West and East London, which have operated throughout the year August 2015 – July 2016. All ATN Centres are easily accessible, located at the heart of each community with nearby public transport links.

The centres details are:

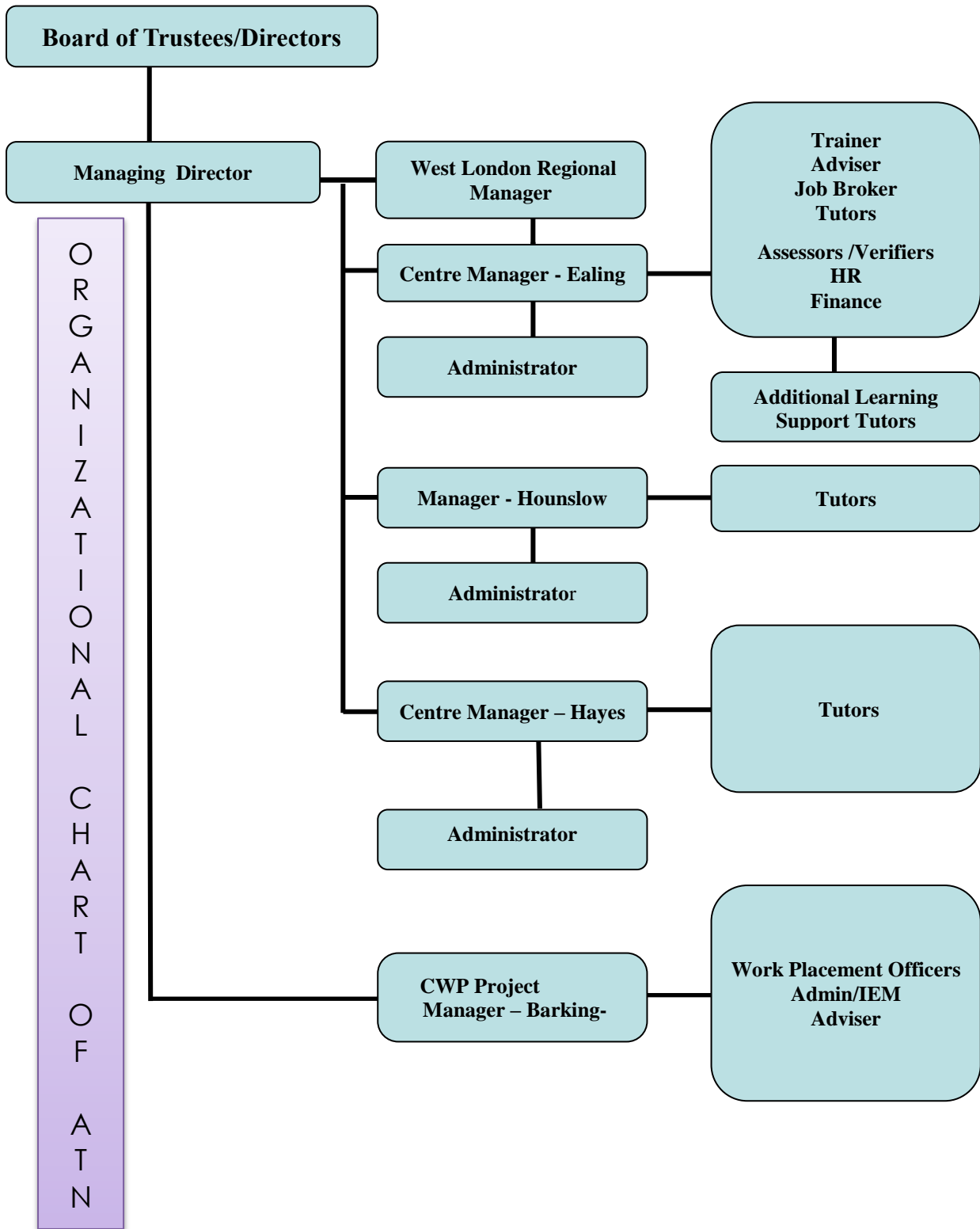
ATN Southall: **Unit 18, Arches Business Centre,
Merrick Road, Southall, Middlesex, UB2 4AU.
Tel: 020 8574 9588**

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 aim 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.

Ealing is the fourth 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 2015 – July 2016 ATN had training centres in 5 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 2016 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 2015, 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 July 2015 was 38 which dropped to 28 at the end of July 2016. This was due to a complete cessation of funding from Waltham Forest College (WFC) which necessitated the closure of ATN's centre in Maryland in Sept 2015 resulting in redundancies and redeployment of staff to ATN Barking.

At the end of March 2016 there were no new starts for the CWP Programme in both Barking and Southall resulting in three staffing reductions.

ATN's staff establishment reflects the ethnic composition of the area and the learner intake with 81% of staff from the local Black, Asian, and Minority Ethnic (BAME) communities in July 2016

STAFF DEVELOPMENT & TRAINING:

During the year all members of staff completed in total 559 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
Policy review Meetings Sep 15 & Jul 16	31
Training on meeting targets and ILP	22
Meeting with ESOL EV	3
Standardization of marking training Nov 15	14
Meeting with Ofsted (RUTC visit) & feedback	3
RUTC Safe Guarding online course. April 16	12
PREVENT Oct 15	14
Meeting with the FS/ICT EV	4
Preparing for LSDN audit June 16	12
SFA Funding rules June 2016	12
LSDN Audit framework	12
LSDN Audit feedback	12
CWP - Arranging placements and obtaining jobs	1
Lesson observation feedback	8
Level 3 Award in Assessing Competence in the Work Environment (6317-31)	1
Staff performance review & Appraisal – March 2016	21

CWP – Improving employment prospects	1
Understanding YETI & Using google drive- 18/11/15	4
Preparing for Ofsted & Quality assurance – LSDN Meeting – 18/11/15	7
Approach to teaching, learning and assessment – Training at Barking and Dagenham college – Oct 15	1
Feedback on SAR Sep 15	1
IV Meeting - Preparation for EV visit – Feb 2016	2
Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice	1
CWP Quarterly review feedback – April 2016	3
Preparing for RARPA	6
G4S DMA training	1
Advice and Guidance certificate level 3, C&G	2
CWP Enhancing Placements and employment	1
Health and safety refresher	2
Training on completing documentation including ILPs, reviews, evaluation etc. Sep 15	18
IV Feedback on Assessments – Oct 15	74
Feedback on course folders	28
Target Setting – workshop at RUTC Jan 16	4
Understanding the SAR Oct 15	16
Telekit on Apprenticeship Oct 15	3
Stretch & challenge March 2016	3
Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice	1
Aviva Pensions system/process induction Feb 2016	1
Induction on Administrative responsibilities at ATN Dec 2015	1
Staff Induction – Big Lottery /Launch Pad Extra – 25/9/2015	3
Level 4 - Education & Training	3
Planning, preparation and schedule for Big Lottery – 5/9/2016 – 1 hr	3
LSDN Training workshop: how to teach maths and English	2
SAGE payroll April 2016	1
ACCA Accountancy Course March 2016 (on going)	1
Using screencasts for learning March 2016	2
PGCE (on going)	1
Health and safety at work Feb 2016	1
Questioning – Feb 16	3
Peer & self-assessment Jan16	2
Level 3 Award in Education – C&G	1
PGCE	1
Level 3 - Apprenticeship – Business administration (Up skilling)	5
Refresher session on ATN policies and procedures workshop	12
ESOL EV feedback	13
FS English/Maths/ICT EV feedback	14
G4S – Quarterly performance feedback	12

LSDN Quarterly performance review & feedback	10
LSDN workshops on various documentation	3
Risk assessment & Data protection audit feedback	8
Understanding Apprenticeship & Traineeship	12
Understanding HALF documentation	7
Preparing for Employability day	12
Pearson - Preparing for centre approval and accreditation	14
CWP - Decommissioning	16
G4S Audits - telekits	18
Dealing with extrapolation	16
	559

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 delivered the Flexible Support Fund Programme in Hillingdon in collaboration with JCP in Hillingdon, West London.

ATN continued working in partnership with G4S to deliver the mandatory Community Work Placements (CWP) during Aug15 – July16. 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 Oct 2016.

The 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 skill 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)
- Apprenticeship Frameworks in Business Admin, 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. Additionally ATN has also successfully completed 2 continuous improvement checks, one in Aug 2015 and the second in Jan 2016. 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 2015 – JULY 2016

In the year 2015 – 2016 ATN offered a variety of projects and courses from five locations across London, for various funders and prime contractors.

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 Level 2). Learners were able to acquire new skills in Functional Skills in English (Entries 1-3) 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 2015 -2016, there were 501 enrolments down from 2014 – 15 where there were a total of 600 enrolments, which is 99 (16%) lower. In 13/14 there were 718 enrolments whereas in 2012 -13 there were 946 enrolments. Since 2012 – 13 the decrease in enrolment has been 52 %. This is mainly due to significant reduction in funding from RUTC over the last 4 years.

In the year 2015-16 ATN enrolled 178 learners for the new courses in Functional skills in English little less than the 194 enrolments in 2014-2015. There were a similar number of enrolments in Functional skills in Mathematics of 186 enrolments compared to 183 enrolments in 2014- 2015.

However, the 49 enrolments in ESOL for 2015/2016 showed a significant reduction by 53% compared to 92 enrolments in 2014/2015. More tellingly, in 2013-14, there were 404 ESOL enrolments. This significant reduction year on year is mainly because of several factors such as reduction 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 of 88 learners for ICT courses continued the downward trend resulting in a decrease by 67% compared to 131 ICT enrolments in 2014-15, which were 100 fewer again than in the previous academic year 2013/14 of 231 enrolments. Over the last 3 academic years ICT enrolments reduced by 62%. More tellingly, In 2012-13 ATN enrolled 398 learners.

In the year 2015-16, there were a total of 41 ESOL enrolments, which represented 10% of the total enrolments, 186 Functional Skills Maths

enrolments (37%), 178 Functional Skills in English enrolments (32%) and 131 ICT enrolments (35%).

Success, Achievement & Retention:

Overall lower success, achievement and retention rates in 2015–2016 marked the lowest success rate (86%) for Basic Skills qualifications in the last 3 years against 91% in 2014–2015 and 88% in 2013–2014. Although achievement rate remains outstanding, it has fallen to 95% from the previous academic year's 98% for basic skills qualifications. In addition, lower retention rates slightly declined to 91% from last year's 92%. However, 3% of learners, who were retained and did not achieve their qualifications, secured employment.

Key areas for development are:

(i) to improve achievement rates (87%) for ESOL qualifications, which has a significant difference of approximately 10% to other qualifications.

(ii) to improve success and achievement rates for male learners. Similar to last year female learners had better success and achievement rates. In 2015 – 16 male learners achieved 84% success against 89% for female learners. Achievement rates were 98% for female and 93% for male. Compared to last year, although gaps in success rate remained same at 5%, differences in achievement rate has widened by 2%. Male learners had 93% of achievement, whereas female learners secured 98%.

(iii) There exist significant achievement gaps between Arab and other ethnic minority learners. Arab learners have got the lowest success (67%) and achievement (75%) rates. All the other learners from various ethnic backgrounds have obtained 94% or above achievement rate.

In the period September 2015 – July 2016 Ealing (ATN Southall) employed a total of 13 staff members and one part time apprentice who served the RUTC programmes. It included a Director, Centre Manager, one full-time administrator, one Quality Assurance inspector, an Outreach Officer, two part-time ESOL/Functional Skills tutors, one part-time ICT tutor, two Financial Coordinators, one part-time cleaner, one full-time HR Administrator and full-time Network Engineer.

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

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. The outcomes for Aug 15 – July 2016 are as follows.

Placement Broker	Customers Referred	Claimed Starts	Claimed SCOs	Claimed LCOs	Claimed JOs
Adult Training Network (WL)	271	142	71	36	6
Adult Training Network (EL)	339	186	148	97	4
	610	328	219	133	10

- During Aug 15 – July 16 there were **610** referrals (271 in ATN West London and 339 in ATN East London). A total of 135 clients failed to attend the Initial Engagement meeting in both the CPAs, 64 in CPA3 and 71 in CPA4.
- 328 clients started placements in both the CPAs. 142 in CPA3 and 186 in CPA4. However, 146 clients failed to start placements, 69 in CPA3 & 82 in CPA4. Overall conversion rate from Referral to start is 54%, CPA3 achieving 52% and CPA4 55%.
- 219 short outcomes, 133 long outcomes and 10 job outcomes were claimed from Aug 15 – Jul 16. This includes 71 SOs, 36 LOs & 6 JOs for CPA3 and 148 SOs, 97 LOs and 4 JOs for CPA4.

	Start to Short outcome – target (80%)	Start to Long outcome – Target (60%)	Start to Job outcome - Target (20%)
CPA3	50%	25%	4%
CPA4	79%	52%	2%
Overall	67%	40%	3%

- ATN has been one of the best performing sites in both CPAs for start to outcome achievement. Overall conversion rate from Starts to SO is 67% as against the target of 80%. Start to SO conversion rate in CPA 3 has been 50% & in CPA4, 79%.
- ATN is one of the best the best performing sites in both the CPAs for start to LO conversion. Conversion rate from start to LO in CPA3 is 25% as opposed to 52% in CPA4. Overall start (prior to January 2015) to LO conversion rate is 40% against the G4S target of 60%.
- 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 3% for Aug 15 – Jul 2016 as against the G4S target of 20%. 4% for CPA3 & 2% for CPA4.

Barking and Dagenham College

ATN successfully procured funding from Barking and Dagenham College to conduct Adult Skills programmes in Functional Skills English and Maths at ATN Hounslow. In the academic year there were 129 learners who completed qualifications in Functional Skills English and Maths at Entries 1-2. There was an excellent teaching, learning and assessment environment with all the tutors receiving “good” grades and more pointedly there were an outstanding achievement rate of 98%, Success rate of 93% and retention rate of 94.5% ATN has a good relationship with Hounslow JCP, local employers and other stakeholders which has meant that there was a steady stream of were referrals in the year. A new database was created to identify and analyse the academic performance of learners on the basis of ethnicity, gender and age. In future, it is expected that the analysis of this database will enable ATN to compare performance of various groups year on year to ensure appropriate interventions are undertaken to support the underperforming sections.

LSDN

ATN were also successful in procuring funding from London Skills Development Network to conduct Adult Skills and Apprenticeship Programmes.

In 2015 – 16 ATN achieved an outstanding qualification achievement (97.3%) rate, which is 10% above the national average for basic skills programmes and pass rate (98.6%) that is 5% above the national average. 98.6% retention rate is 6% above the national retention rate for Basic skills programmes.

ATN has outstanding attendance and punctuality rates and an attendance tracking system. Additionally, 100% timeliness rate has been achieved for Basic skills qualifications. Staff who are deeply involved in their professional development have ensured that continuing professional development is having a positive impact on teaching and learning and the progress learners

make. 100% of learners achieved above prior attainment level or level assessed.

In terms of apprenticeships of the 12 starts it is predicted that there will be a pass rate of 70%

Big Lottery Fund – Launch Pad Extra Programme

ATN was also successful in bidding for Big Lottery funding under the Reaching Communities Programme in 2015. This is a 3 year project with the objective of working with partner organisations in West London Boroughs to support customers with a range of activities to reduce isolation, build skills and employment routeways, to alleviate long term health limiting conditions and to conduct life coaching workshops.

Pre-course planning ensured every aspect of the project was to be delivered within a set timescale; this has also helped to ensure that the activities were deliverable & appropriate for the required project outcomes. We had the Launch Pad Extra project running at the Mael Gael, Midaye, the Sunrise Tamil Organisation, and at ATN (Hayes, Hounslow & Southall). We have had 73 referrals in the last year. All participants received quality training/workshops on: support with finding employment; building employability skills & confidence; basic literacy & numeracy practice workshops; support with CV writing & job applications; interview questions; presentation skills; career coaching & mentoring to support future goals. Most participants found renewed confidence & raised self-esteem. As many of the participants had health challenges, the addition of workshops such as yoga & pain management had a significant impact. Participants were very pleased with the yoga workshops & felt that it was helping them with their health issues. Participants also had the opportunity of attending life coaching sessions. Participants also reported that 1:1 life skill coaching was benefiting them with a sense of focus, direction & determination to find employment, while the group sessions made them focus on solutions rather than problems. The pain management workshops proved very popular. The gardening workshops enabled participants to interact and work as a team although they had language barriers. The intergenerational activity during the summer holidays consisted of children aged 4 -12 with parents & grandparents participating in a gardening session where our gardener introduced them to a variety of plants. All participants had an opportunity to plant flowers & vegetables & take a pot home each. As part of the activity the children heard stories from the grandparents of their childhood. Additionally there was a presentation of images of toys that the grandparents played with.

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 two 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 9/02/2016. ESOL EV visit was arranged on 24/11/2015 at ATN Southall.

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 9th Feb 2016. The External Verifier commented as follows;

I have sampled across a number of qualifications today. There is a clear assessment process in place for all qualifications. – the evidence submitted by the learners for each qualification has met the relevant and required learning outcomes.

Learner interview took place with Angela Attridge. – Angela has successfully completed 7574 -01 with the provider. Angela confirmed that she understood the processes involved regarding ILPs; action plans; reviews and feedback. Angela found her tutor to be supportive throughout the course and due to there being approximately ten learners in the class it was possible to obtain some 1:1 support when it was needed. Angela would like to proceed further with ICT however adult funding restricts this potential. ...The centre presented me with clear evidence of assessment and IQA processes and strategies. Feedback is in place from assessor to learners and in turn IQA to assessor – no issues identified.

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 24/11/2015.

The External Verifier commented as follows:

I observed two assessments as well as the feedback to the candidates and to the interlocutor. I interviewed the two candidates as well as the interlocutor and the assessor. The interlocutor has recently restarted after a long break and received training as well as being supported by IQA.

The centre has very good systems in place. All candidates are registered before being assessed, candidates have initial assessments and have opportunity to sit a practice assessment with feedback. There is good IQA based on risk management with clear records providing an audit trail. ...

Very good IQA with formative (practice assessments) and summative IQA including live observations clear sampling plan, based on risk assessment, e.g. 100% borderline

Enrichment Activities and Testimonials

Charity events – Routes to Employment



"Routes to Employment" group had a charity fun day on the 15th December 2015, where they raised a whopping £504 for Cancer Research and Macmillan's nurses. This was impressive because most of the students were on ESA so are quite sick themselves. Therefore, the fact they were able to plan, manage and execute the fun day was very good. This task helped the students to develop their planning and interpersonal skills as well as their communication and team working skills.

The clients were referred by the Jobcentre to take part in English and Mathematics to help up skill and get back into employment. Initially, when they came to ATN, most of them had a very negative attitude, mainly because they felt overwhelmed due to being socially cut out for so long.

Our clients' attitude changed and they all feel happy, confident, motivated and love coming to ATN. They look forward to coming back to class. Paul Malkin is one of them who decided he wanted to volunteer at ATN after completing his course. He is currently helping in Muna's class as a teaching assistant 4 days a week 9:30am to 12:30pm. He wanted to get an URN for us as a token of appreciation for which he raised money & did a charity walk. All students and staff members came together, organized a fantastic day, full of fun, activities, music, food and also help raised money for charity. All the events were very successful, students work as part of team very confidently.





Trip to the Science Museum - ATN Hounslow



On the 4th December 2015 two classes went on a trip to the Science Museum with their tutor Anna Zajac and an administrator Paramjit Basra. We left the centre at 9:30 am and travelled by tube to South Kensington. We started our trip from Exploring Space, the exhibition located on the ground floor.

Together with our students we explored the historical, cultural and spiritual context of space travel, shaped especially by the turbulent early decades of the twentieth century. They had a chance to see poignant testimonies and memorabilia belonging to some of the biggest names in spaceflight and discover the deeply personal stories of the pioneers who kick-started the space age.



We also explored The Information Age gallery which is the biggest and most ambitious gallery to date. It celebrates more than 200 years of innovation in information and communication technologies.

Students explored zones in the gallery, each representing a different technology network: The Cable, The Telephone Exchange, Broadcast, The Constellation, The Cell and The Web. Students learnt about the important events that shaped the development of these networks, from the growth of the worldwide telegraph network in the 19th century, to the influence of mobile phones on our lives today.

They also had a chance to discover how wireless technology saved many lives on the Titanic and spread news of the disaster to the world within hours. They could also hear the personal stories of the operators who worked on the Enfield Telephone Exchange, the last manual exchange.



In addition, students saw Stephenson's Rocket, Puffing Billy (the oldest surviving steam locomotive), the first jet engine, a reconstruction of Francis Crick and James Watson's model of DNA, some of the earliest remaining steam engines, a working example of Charles Babbage's Difference engine, the first prototype of the 10,000-year Clock of the Long Now, and documentation of the first typewriter.

Overall the trip was very successful. Students were very happy and enjoyed it a lot. They not only learnt a lot but also had a chance to travel to central London. Some of them used the tube for the first time. This experience helped them to familiarise with the tube system and tickets required for this type of transport. After the trip students were able to work with the map of the museum and identify places and exhibitions they visited.

All of them agreed that they would like to visit museums more often.

Employability Day 15th April 2016



Adult Training Network

ATN started the day by welcoming out Students, Employers, Job Centre Staff and Partners to ATN Southall. Tutor and Advisor, Jaswinder Kaur began the session with a presentation about Employability Skills with a session for Q&A. Following her was Satvinder Grewal, Yoga Instructor who conducted a 30 minute workshop on mental and physical wellness and how it impacts your health and attitude for a more positive frame of mind towards work and coping with stress.

Judith Saunders, Life Skills Coach, introduced life skills with a short introduction to the skills needed in keeping motivated and setting SMART targets.

Mr Pugalendran Rajendran, Pain Management Consultant from Magical Hands, talked briefly about how to deal with situations concerning bone structure and how to help healthy with exercises.

Lydia Belgin-Mark, from Home Instead, introduced the topic for recruitment procedures. She also asked if anyone was interested in working in the Care Profession and that it was a profession that needed dedication and passion for doing the job.

Our ex-students who had achieved success after doing their courses shared their stories and testimonies.

Iaian Smith, who had completed Launch Pad two years ago with Employability Tutor Parmprit Trehan, talked about how he became motivated and inspired after doing the class and now has published an article and turned to Assistant Producer for his deep passion in Star Trek. His article can be found on the Internet.

Ahmed Sharif Mohammed a former G4S client had achieved success by being guided by Advisor, Ravinder Sandhu, and opened his own business in Satellite Installations.

Former G4S Client George Alungandran had achieved success after being offered a position in ATN Southall. He has been now enrolled in BTEC Education and Training and well on his way to get into the teaching field.

Cordula Schmandt, Gardening Tutor relayed information about how gardening and Landscape Designing is a life skill that will help one going into self-employment or part time sessional work.

Vick Virdee, Manager ACDA Skills Training contributed about becoming self-employed. He provided practical tips with help and guidance and briefly talked about the importance of online basics in IT.

Our Employers and Charity Representatives and Job Centre Manager participated in the workshops and provided feedback to the ATN Manager. Caroline Malone, Manager G4S was present.

Conclusion: The event was very successful.

Maureen impressed staff with her hard work and patience.

Maureen, who volunteered at her local library, impressed staff with her customer services skills, empathy and patience.

When she was referred to CWP, Maureen had a low self-esteem and although she could appear to be positive and outgoing, she needed a lot of affirmation and praise to help her cement her good working practice.

Halfway through her placement, Maureen became more confident and motivated. Staff there considered her part of the team already and she was very popular with the customers at the library.

Within a short period of time she was able to deal with difficult customers in a calm and effective manner and try to resolve problems. Maureen also could participate in events activities for children and adults, and promotional events. The placement experience assisted Maureen to gain valuable work experience and develop a range of skills, both personal and professional.

Maureen has received the Community Champion Certificate of Recognition and she feels very proud.



“The Community Work Programme has helped me get back into a work routine. I didn’t realise how important it is to maintain a work routine. Getting back to working regular hours, even in a voluntary capacity, has helped me re-engage with my job hunting and put into use my transferrable skills.” Maureen



Testimony 1 - Launch Pad Extra

Mrs H was referred for the Launch Pad Extra programme. Mrs H explained that she wanted to attend courses but was unable to since she does not claim benefits. She was informed that she could benefit from the programme as she was eligible to attend even though she was not claiming any benefits. The programme aims to help clients to gain employability skills whilst recognising their personal strengths and skills. She was also told that she could benefit from attending yoga classes to improve her mental and physical wellbeing.

During the IAG meeting Mrs H opened up straight away and told that she really wanted to improve her confidence, which she somehow lost as she has never had a real job.

Mrs H explained that she was out of work for a long period and had limited work experience and no work-related references; so she was advised that she would clearly benefit from attending the voluntary work placement as part of the programme. The mentor then discussed with her what outcomes we would expect from the overall programme with the main objective of getting her into employment. The outcomes would focus on rebuilding her confidence, providing her with the necessary soft skills that most employers now expect coupled with building on her existing experiences/skills, how to prepare for an interview, building a CV, overcoming barriers, and gaining some relevant work experience.

Mentoring sessions as well as life coaching sessions were arranged. After just a few sessions with the life coach, Mrs H showed a significant improvement in her confidence. With her renewed confidence Mrs H told that she enjoyed helping her peers in the class and that she encouraged them to believe in themselves as she does now.

Upon advice from her mentor Mrs H considered life coaching as a possible career opportunity and she instantly showed a keen interest. A work placement as an assistant life coach was organized for her hoping the work experience will give her an insight of the job role and an opportunity to manage her personal, home and work expectations. This work placement gave Mrs H an opportunity to shadow a qualified and experienced life coach both during individual as well as group sessions.

The feedback from the life coach was encouraging. On one occasion, when the life coach was on annual leave, Mrs H delivered the lesson which was observed by her mentor. The feedback suggests that she did well and took the lesson in a very professional manner meeting every client's needs. 94% of the clients responded positively.

Mrs H stated that she felt very positive and has finally got a goal she wants to work towards. Her goal was to become a life coach. She has now enrolled on a life coaching course and would like to volunteer as a life coach assistant to allow her to put her newly learned skills in practice. The Director of ATN now has agreed to help Mrs H by contributing to the course fee.

Ranjeet was a member of ATN's Launch Pad Extra programme. Due to on-going health issues and low self-esteem, she did not believe she would ever be able to get a job. While on the Launch Pad Extra programme, she was assessed to undergo pain management and life skills coaching sessions.

With the help of one-to-one consultations with her tutor and her sessions with her coach, Ranjeet found focus and direction and learned how to manage her on-going pain in an effective way. After each session, Ranjeet became more determined to find paid employment and thought a lot more seriously about the way she would approach finding a job.

With renewed confidence, and the tutor's session on contacting and networking, Ranjeet realised the importance of communication, encouraging her to develop friendships. This resulted in one of her friends giving her information on vacancies and job openings.

Acting immediately upon this, Ranjeet found an opportunity with the Royal Mail. She successfully passed the interview after having completed a workshop on interview techniques and undertaking one-to-one mock interviews with the tutor. She is now in paid employment.

Mr B had low self-esteem and was doubtful he would get a job. He was referred to ATN's Community Work Placement programme in January 2016. During his initial interview, Mr B told his adviser he felt his CV needed work and he was not at all confident with interviews. He also wanted to work on his customer service skills to improve his job prospects.

His adviser placed him with ACDA training, an adult training company that gave him a chance to interact with a diverse range of people, from many different backgrounds and abilities. This helped him improve his self-esteem and made him more motivated to get a job.

His adviser worked with him to update and improve his CV, better targeting it for the roles he wants. He was also given support in filling in job applications, with guidance given on cover letters. He attended workshops on job interview skills.

He eventually gained an interview with Apcoa Parking. His advisor gave him mock interviews and helped him prepare for the interview. When he found out he got the job, he was overjoyed. He thanked ATN staff for their continuing support over the months and is currently employed full-time as a Civil Enforcement Officer

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.

George took part in ATN's CWP programme. He had a history of teaching and was keen on getting back into the role again. He felt his lack of recent experience within the field may work against him. His adviser gave him a placement at ATN's Hillingdon centre, as an assistant tutor. This would allow him to work with students with different backgrounds and needs. He got along well with the staff and the students and his effort was noticed. He helped learners comprehend the class work and carried out role-plays with them. This was appreciated by the tutors and learners alike.

Eventually, in late 2015, a vacancy came up in ATN Southall, an opportunity he jumped upon. With his adviser's assistance, his CV was revised and updated, better targeting it for the role. He was also given one-to-one interview practice.

He got the job, where he teaches, and is still working on the Launch Pad Extra programme, supporting customers into employment and improving their self-esteem. He also undertook a BTEC course in Teaching and Education, which he is due to finish soon.

Mr D was referred to the Community Work Placement at ATN in February 2016. He felt he could not find a job because of the poor quality of his CV and lack of confidence. Since he had been unemployed for a long time, he also did not have recent references or work experience. He stated he was having difficulty sleeping due to the stress of being in a temporary home with three children.

After his initial guidance session, his adviser started him on a placement with a charity shop, to help build his retail experience. He took to the role with enthusiasm and excelled in the role.

His adviser created an up-to-date professional CV for him and offered one-to-one job search guidance. He was also enrolled personal development and interview skills workshops, which developed his confidence in interviews.

Eventually, he got an interview with Nila Foods Ltd, who were looking for a Delivery Driver. His adviser offered him some guidance and mock one-to-one interview sessions. Mr D got the job and is still happily employed.

Letters of appreciation

To ATN staff especially tutor Rani.

I joined ATN in June 2016 for a Maths course. When I first came, I felt nervous ... it was a very big change for me. After I finished the maths course, I wanted to come back to ATN and progress further... I have learnt a lot, I now have a certificate in Mathematics and I am also able to use computers on my own... These courses have helped build up my social skills, my confidence and my self-esteem.

Hasina

When I started ... my depression was bad and my self esteem was not good at all. As the weeks went on I was beginning to come out of my shell ... I feel great now as I have made good friends with everyone here, and ... The classes I have been involved with were fantastic to say the least. ... and now with my voluntary work going very well, all I can say is I am Happy!!

Mr P Malkin

MY ATN JOURNEY

On my first day here, I was welcomed by the face of ATN – Fatima who was so kind and compassionate!

I had the absolute pleasure of joining the IT class... we have covered many Microsoft programmes... Rani's teaching style is outstanding – she caters to the needs of all individuals in the class and ensures that we all reach our desired goals.

Coming to ATN has been a step in the right direction. I feel happy here and a great sense of belonging. I have also been given the opportunity to volunteer at the organisation which has allowed me to exercise my skills within the workplace.

Shenaz Mahomed

To: ATN College

I would like to say thank you for joining me for your college [sic] because I really enjoyed it. The teachers were kind and they were always happy to help us with any work... I really improved my education by joining ATN College. I would like to study more in your college...

*Sincerely,
Vigitha Rasakumar*

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 2015 to July 2016 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 further extend the range of training programmes to apprenticeships in Business Administration and Customer Service as well as ICT.

ATN aimed to develop outstanding learning inside and outside formal classrooms and achieved this through a student centred (using ILPs) approach. This helped learners to significantly improve their English, Maths and ICT and employability skills. ATN will be aiming for developing as an outstanding organization 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 future.