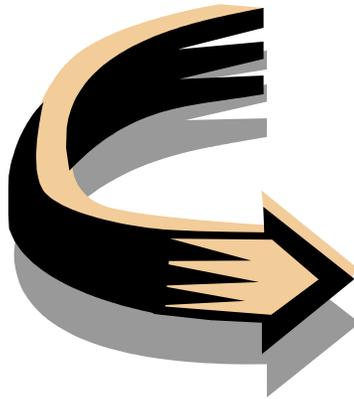


# ADULT TRAINING NETWORK



**REPORT FOR THE PERIOD  
AUGUST 2013 – JULY 2014**

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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.

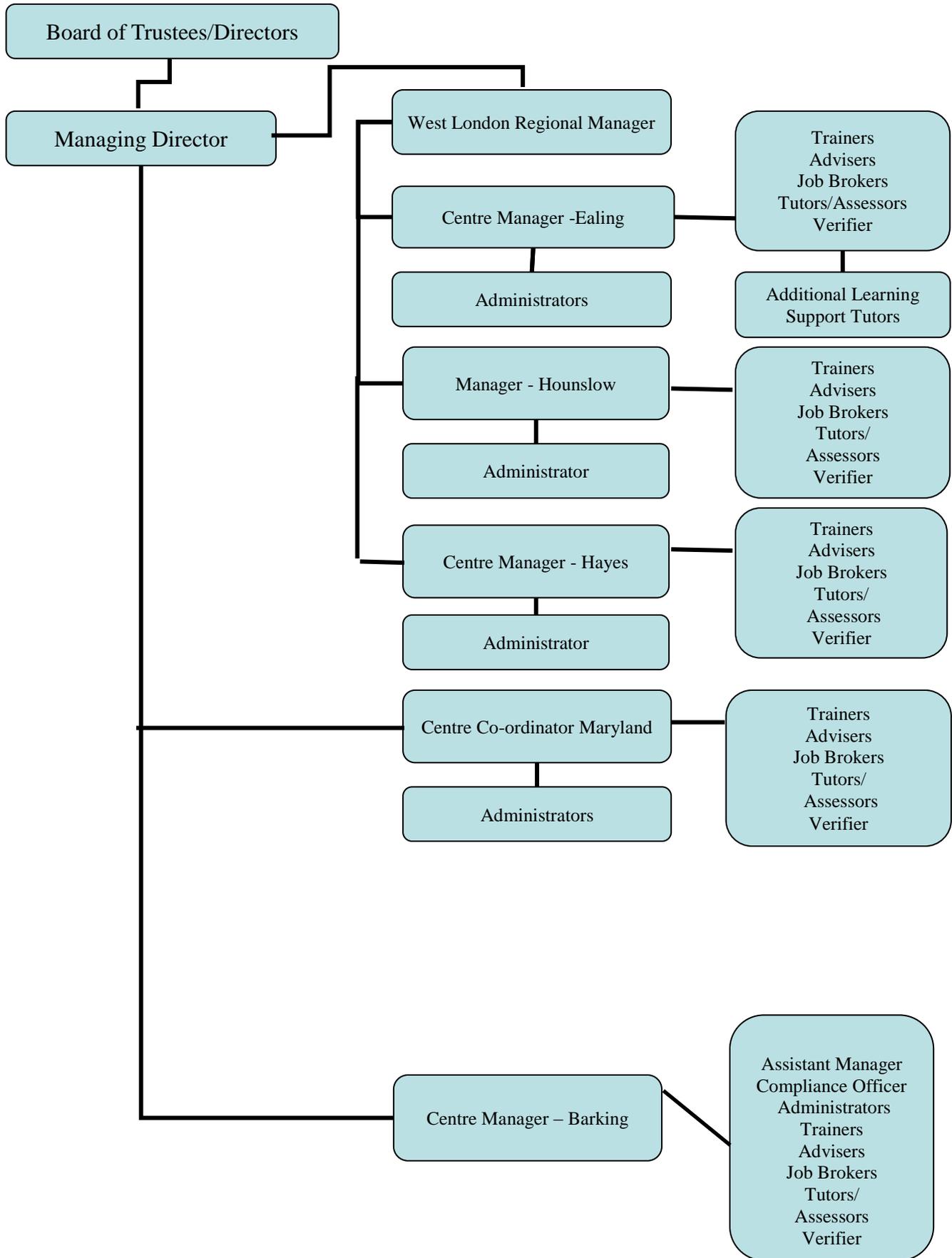
In addition, the Adult Training Network strives to integrate learners into the social and cultural fabric of society at large.

## **AIMS AND OBJECTIVES**

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

- The main 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.

**ORGANISATIONAL CHART OF THE ADULT TRAINING NETWORK**



## **TRAINING CENTRES**

ATN had six delivery centres in West and East London which have operated throughout the year August 2013 – July 2014. The centres details are:

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

**ATN Maryland/Stratford:** **1<sup>st</sup> Floor, Unit 2, Maryland Industrial Estate,  
26 Maryland Road, Stratford, E15 1JW.  
Tel: 020 8553 1133**

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

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

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

**ATN Leyton:**                      **Gateway Business Centre  
210 Church Rd  
Leyton  
London E10 7JQ  
Tel: 020 85328774**

## **BUSINESS PLAN**

### **AIMS**

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

### **OBJECTIVES**

Short term:

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

Medium Term:

- ❖ To provide vocational guidance, counselling and advice at a general level.
- ❖ To work towards being a major provider of opportunities for people with disadvantages by removing barriers to Education, Training and Employment.
- ❖ To provide nationally recognised qualifications sought by employers and educational establishments.
- ❖ To incorporate an effective work experience placement system leading to full time and part time employment opportunities.

- ❖ To strengthen links with existing and new employers to review the effectiveness of up-skilling their workforces.
- ❖ To establish strong partnerships with Welfare to Work 'Prime' contractors, delivering effective sub-contracted provision.
- ❖ To strengthen the existing long-term partnerships with Richmond Upon Thames and Waltham Forest Colleges, and to seek additional partnerships with other providers of Skills Funding Agency funded programmes.
- ❖ To explore other funding opportunities, including the European Social Fund and Lottery Grant Funding.

Long term:

- ❖ To manage the expanding of the geographical coverage of ATN training centres, 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 2014 by Chartered Accountants and Registered Auditors RehncyShaheen of Greenford Road, Middlesex. They had concluded that the financial statements give a true and fair view of the state of the charitable company's affairs as at 30<sup>th</sup> September 2013 and of its surplus for the year then ended and have been properly prepared in accordance with the Companies Act 1985.

### **STAFFING ESTABLISHMENT:**

The staffing level at the beginning of August 2013 was seventy two (72) which dropped to sixty six (66) in the following month, September 2013. The drop was due to the significant funding reduction from RUTC which resulted in staff redundancies. The second leg of A4E FSF (BENCAP) after summer holidays started in October and ATN employed more trainers exclusively for this

programme. This led staffing level to seventy three (73) in the month of November 2013 which was also the peak level of human resources employed by ATN during the academic year 2013/14. The staff level remained stable, averaging seventy two (72) from October 2013 to January 2014.

As the A4E FSF (BENCAP) finished in January, staff level diminished by 6% in February 2014 (68 members) as the trainers employed in October 2013 finished their term with ATN. Staff level further diminished in March 2014 (65 members) and April 2014 (64 members) by 4% and 2% respectively. A new project namely G4S CWP came on board in May 2014 and ATN employed three (3) more staff members which increased the total human resources to sixty seven (67), this being the 5% increase in staffing exclusively for G4S CWP.

The staff level was reduced by 4% and 2% in June 2014 (64 members) and July 2014 (63 members) respectively as the RUTC and WFC final terms finished and sessional tutors were released.

ATN's staff establishment reflects the ethnic composition of the area and the learner intake with 79% of staff from the local Black, Asian, and Minority Ethnic (BAME) communities.

<b>Months</b>	<b>No of employees</b>
August 2013	72
September 2013	66
October 2013	72
November 2013	73
December 2013	72
January 2014	72
February 2014	68
March 2014	65
April 2014	64
May 2014	67
June 2014	64
July 2014	63

The Monthly breakdown of the number of employees was:

### **STAFF DEVELOPMENT & TRAINING:**

During the year all members of staff completed in total 288 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:

<b>CPD activities - Training/workshops attended &amp; qualifications gained from August 13 - July14</b>			
Training for Workless Families – Reed	9	Induction to Reed Project	6
A4e – Job searching techniques	6	Induction ESF Families Orion System	5
Matrix Assessment report & feedback	15	Health and Safety and Safeguarding Refresher	2
Review of Policies of ATN & Self Assessments	32	Seminar on delivering a grade 1 OFSTEAD lesson	1
Improve the health and wellbeing of adults – 3 day workshop (19-21 February 2014)	16	Training for Level 2 Award in Understanding Health Improvement	2
Introduction to Functional skills (Maths)	18	Level 6 PGCE ESOL and Literacy	1
Preparing for Ofsted inspection - Observation of Teaching and learning by City and Guilds	1	Preparing for Ofsted inspection	18
Interlocutor and Assessor feedback	21	Training for OCN ER exam	1
City and Guild's EV' meeting and feedback	21	VLE & Assessment training	1
Induction on G4S CWP and CWP documentation workshop	9	BA English Language and Literature	1 (on going)
ICT standardization on assessment procedures training	3	Tutor observation and feedback	25

ESOL Standardisation on Marking	18	British council webinar on teaching pronunciation	2
Review of a4e documentation	8	ESOL EXCHANGE Meeting	1
Improving administration skills	15	Level 5 Diploma in teaching English in the Lifelong Learning Sector	1
AWARD IN LITERACY AND ESOL LEVEL 3 FOR TEACHERS.	1	Teaching and working in Further Education	1
Workshop and Feedback on ILPs & SMART targets (ESOL & FS Maths)	18	DTLLS	2
Training on using interactive whiteboard	1	Differentiation in the Classroom	4
Training on 'History of ELT and Experimental Teaching Practice'.	1	Training on teaching listening to EFL learners focused on different approaches to teaching listening and planning a listening session.	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 the Family Support Fund Programme in East and West London. ATN is also sub-contracting from Reed in Partnership and Ingeus to deliver the Work Programme in West London and A4e to deliver the Job Centre Plus Support Contract Pan London. The Work Programme is focussed on moving clients into sustainable jobs whilst the JCPSC has a focus of moving closer to the job market. Additionally, the ESF Families Programme is being conducted in Hillingdon and Hounslow via a subcontract from Reed in Partnership to support individuals and families to build skills and confidence in order to support them into sustainable employment. ATN has also built strong employer engagement links with local and national employers which has ensured that many of our customers have moved into sustainable employment. ATN will continue to seek partners, particularly within the Welfare to Work sector and with the Skills Funding Agency, where ATN would hope to sub-contract with Prime Contractors. Further, ATN also continues to deliver long standing Adult Skills Programmes for Richmond upon Thames College and Waltham Forest College across its London sites.

## **ACCREDITATION:**

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

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

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

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

## **ACTIVITIES AUGUST 2013 – JULY 2014**

In the year 2013 – 2014 ATN offered a variety of projects and courses from six locations across London, for four different organisations.

### **Richmond upon Thames College**

In this period the following courses were conducted: SKILLS FOR LIFE: - ESOL (Courses covering all levels from Entry Level 1 to Entry Level 3 and including Speaking & Listening as well as the full award), Functional Skills in Mathematics (Courses covering all levels from Entry Level 1 to Entry Level 3). 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.

Enrolments: In 2013-14 there were a total of 718 enrolments, significantly down (228 enrolments, 24%) from the 2012-13 figure of 946 enrolments. This was due to a significant reduction in funding of approximately £216,000 from RUTC. There were 231 ICT enrolments which were 167 (42%) fewer than the 398 in 2012-13, continuing a trend over the last two years of reduced numbers due to funding reductions. In the year 2013-14, there were a total of 404 ESOL enrolments, which represented 56% of the total enrolments, 83 Functional Skills Maths enrolments (12%), and 236 ICT enrolments (32%).

Success rate: In 2013 -2014 the Full Success Rate percentage for all programmes (ESOL, Functional Skills Maths and ICT) was 88.16% which was identical to the 2012/2013 percentage. This has continued a consistently high trend over the last 7 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.

Attendance & punctuality: Between August 2013 and July 2014, attendance was 86% cumulatively for all courses across all Centres which are in line with the benchmark national average. The punctuality rate between August 2012 and July 2013 was 96 %, which appears to be a very good punctuality rate and is 1% higher than the previous academic year.

With specific regard to ESOL courses for 2013-2014 there were 404 enrolments with 351 (86.88%) retentions. This represented a very slight increase of 32 from 2012 -2013 where there were 372 enrolments with 86.56% retentions.

There were 341 full achievements (97.15 %) with a full success rate of 84.41%. This was a slight % decrease over the 2012-2013 figures of full achievements of (97.83%) and with a slightly lower percentage Full Success Rate (84.68 % in 2012/2013).

With specific regard to ICT courses for 2013 2014, there were 231 enrolments with 222 (96.10%) retentions. This represented a significant decline of 167 from 2012 -2013 where there were 398 enrolments and (98.24%) retentions. There were 214 full achievements (96.40%) with a full success rate of 92.64 %. This was a slight % increase over the 2012-13 figures of 369 full achievements (94.37%) and a slightly lower percentage Full Success Rate of 92.71 %.

With specific regard to Functional Skills Maths courses for 2013 -2014 there were 83 enrolments with 79 (95.18%) retentions. There were 78 full achievements (98.73%) with a full success rate of 93.89%. Comparisons with the previous year are not possible as this is the first occasion when these programmes were conducted.

Some programmes were offered voluntary ALS support due to a complete cut in funding when compared to last year when ALS funding was available. Together with excellent teaching, learning and assessment this helped support excellent retention (90.81%) and success (88.16%) rates.

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

- The organisation is a registered charity that was set up in July 1999 to address the educational disadvantage suffered by certain marginalised sections of the community. During August 2013 – July 2014 ATN had training centres in six separate London boroughs including Ealing, Hounslow, Hillingdon, Waltham Forest, Newham and Barking & Dagenham.
- The main objectives of the educational programmes are to:
  - (i) Develop Learners' reading, writing, speaking and listening skills in English.
  - (ii) Provide Learners with basic survival English for everyday life in UK.
  - (iii) Provide Learners with basic English for access to other college courses.
  - (iv) Equip Learners to progress to the next level of ESOL provision.
  - (v) Provide Learners with the opportunity to develop their numeracy skills
  - (vi) Support Learners in their chosen progression path.
  - (vii) Build the self-confidence of Learners.
  - (viii) Develop the ICT skills of people from the local community who have little or no access to mainstream education provision and ICT resources.
  - (ix) Support learners to acquire job search techniques including interview skills and CV writing to enable them to successfully compete for and acquire sustainable jobs.
- ATN has an active Management Board (Trustees), which meets 4 times per year to provide strategic direction. The Director of ATN is responsible for supporting the Trustees in developing and implementing

the strategy. The operational supervision of the West London project has been delegated to the Regional Manager and local Centre Managers of ATN.

- In the period September 2013 – August 2014 Ealing (ATN Southall) employed a total of 10 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 one part time ESOL tutor, one part 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) 3.5 FTE members of staff were employed for the RUTC programmes, a full time Centre Manager, one part time Administrator, two part time ESOL tutors, one part time ICT tutor and one part time cleaner.
- In Hillingdon (ATN Hayes) there were a total of 3 FTE members of staff employed to serve the RUTC programme. It included one part time administrator, two part time ESOL tutors, one part time ICT tutor, one part time Maths tutor and one part time cleaner.
- Across the 3 centres there have been significant reductions in staffing due to reduced funding from RUTC.
- 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)

### **Waltham Forest College:**

In the year ending July 2014 courses in ESOL Skills for Life and Functional Skills Mathematics were conducted Pan London in 3 of six sites, namely Leyton (Waltham Forest) Barking (Barking and Dagenham) and Maryland (Newham) in collaborative partnership with Waltham Forest College. ESOL courses spanning a range of abilities from Entry 1 to Entry Level 3 were conducted. All ATN Centres are easily accessible, located at the heart of each community with nearby public transport links.

## Success, attendance and retention rates

ATN overall Success Rate level increased in 2013-14 in comparison to 2012-13 [78%]. The combined Success Rate across all centres was 93%, with Barking's and Maryland having a significant impact on the overall performance. The individual centre figures were:

Barking: 217 Starts, Achievement 99%, Success 97%

Leyton: 278 Starts, Achievement 97%, Success 89%

Maryland: 437 Starts, Achievement 99%, Success 94%

Overall: 932 Starts, Achievement 98%, Success 93%

ATN overall retention rates also dramatically increased in 2013-2014 in comparison to 2012-2013 [78%]. The combined retention rate was 94%.

Barking: 96%

Leyton: 92%

Maryland: 95 %

There needs to be an improvement in attendance patterns in all the centres to reach the baseline WFC target of 80%. For instance in Maryland in term 2 the average attendance was 72% and the average punctuality was 93%. Similar patterns exist in other centres.

ATN overall achievement rates increased in 2013-2014 to 98%. Barking made a great improvement in increasing the achievement rates from 2012-2013 [59%] to 99% in 2013-2014.

Barking: 99%

Leyton: 97%

Maryland: 99%

This academic year the delivery of Functional Skills in Maths qualifications was rolled out successfully at the Leyton, Maryland and Barking Centres, the overall success rate for Functional Skills in Maths being 97%. All learners were given an Initial, and Diagnostic assessment and were working towards achieving a qualification at the target level based on the results of their assessments.

The overall provision across all delivery centers meets the needs of the local communities and there were 932 enrolments across the Centers (278 in Leyton, 437 in Maryland and 217 in Barking). ESOL programmes along with Functional Skills Mathematics have enhanced the skills set and employability prospects of learners.

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 experienced employability staff, and although they are mainly engaged in other projects

their expertise is utilized as appropriate to enhance the employability skills of our Learners. A high proportion of our ESOL learners progressed from one course level to the next throughout their time with us.

#### **A4e - JCP Support Contract:**

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

ATN conducted 10 Bencap programmes (7 four week programme and 3 two week programmes) for the period August 2013. 12 customers attended CSCS programme during Aug 13 – July 14. Until Nov 2014 there were approximately 1695 starts of which 90 customers obtained job starts and of which 75% have been sustained. Job entries tracked were as follows: Hillingdon 26 jobs, Hounslow 12 jobs, Barking 27 jobs, Ealing 25 jobs. The actual number of jobs starts is estimated at 25% more than the tracked figure as many customers have changed mobile phones and are not traceable, whilst others are not willing to disclose personal information. Numerous other customers believe that the programmes have moved them closer to the labour market.

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

ATN conducted 2 PEG programmes on behalf of A4e between August 2013 and July 2014. PEG programme is targeted to benefit unemployed customers, who are graduates, professionals and executives. This compact, informative Module (delivered over 2 days) includes advising, supporting, motivating and preparing work-ready Customers, who will benefit from practical advice and tips. Analysis of their key skills and development of their employability techniques enable them to improve their career prospects.

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

ATN has generally received positive feedback from PEG clients. They are pleased with the subject knowledge of the trainers and the sessions particularly on CV writing and interviews were highly appreciated. They were

provided with opportunities to watch interview videos and take part in mock interviews, which were evaluated by the peers and trainers. Trainers created opportunities for the attendees to consider various types of CVs, which enabled them to adapt their CVs according to their experiences and skills. Also trainers have been successful in creating awareness of the current job market and help them identify their barriers to employment and hone their skills.

The programme is very effective because many of the professional and executive customers have been unemployed usually for a long time and are not familiar with competing for jobs in the current labour market. PEG allows them to reinvent themselves and also gives them the option of considering a change in career. Further, many graduates do not have any experience in applying for and obtaining employment. The course helps them apply for and secure employment and makes them aware of the strongly competitive job market.

**Ingeus - Work Programme (Vocational Routeway Provider)**

This programme commenced in Oct 2011 and will continue till 2016. To date, ATN has achieved the following; 868 starts with 111 job entries and 63 job outcomes. Given that 80% of the customers have been unemployed for more than a year and ATN has a period of eighteen weeks to support the customers, the performance is admirable in achieving a job entry rate of 13%, with a job start to outcome rate of 57%. There were job outcomes in retail, care, hospitality, logistics etc. Further, there have been 495 sustainment payments and it is expected that there will be a lot more sustainment as the programme progresses. ATN has built up a strong employer engagement base and has also worked in collaboration with WH Smith for several years and offers customers who wish to work in retail the necessary employer training package including mentoring and interview techniques to fast track them into interviews. Also 5% of customers are moved into skills development progression routes such as ESOL, Skills for Life, ICT and a few into a Food and Hygiene certification.

During the period Aug 2013 – July 2014 ATN achieved the following:

<b><u>Ingeus Stats</u></b>		
	<b><u>Total till date</u></b>	<b><u>01/08/2013 – 31/07/2014</u></b>
Starts	868	250
Job starts	111	46
Job Outcomes	63	23

Sustains	495	170
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### **Reed in Partnership – Work Programme**

ATN started working in partnership with Reed in Partnership as an end to end provider on the Work Programme on a one year pilot from March 2012 and in the period from March 2012 – Nov 2014 had 53 starts from, which 16 started in a job. In the period alluded to above there have been 15 job outcomes (3 months or more in employment) and 123 sustainment claims. In terms of job search, customers attended once a fortnight. To support customers to move closer to the job market, all customers were given Information, Advice and Guidance and support with action planning and compiling a CV.

<b>Reed Stats</b>		
	<b>Total till date:</b>	<b>01/08/2013 – 31/07/2014</b>
Starts	53	1
Job starts	16	7
Job Outcomes	15	8
Sustains	123	95

### **G4s – Community Work Placements (CWP) Programme**

ATN started to deliver the Community Work Placements (CWP) contract for G4s, which is focussed 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. Early indications are encouraging although it is slightly early to provide comprehensive statistical information.

### **Reed – ESF Families Programme**

This programme commenced in August 2013 and 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. There were 391 starts with 39 progressing into work, with 16 sustained job outcomes of six months or more.

### **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 26<sup>th</sup> and 28<sup>th</sup> July 2010 and 22<sup>nd</sup> and 23<sup>rd</sup> October 2013. The re-assessment used a range of methods including, one to one, group and telephone interviews with staff, partners and customers, observations, reviews of documents regarding policies, procedures, processes, induction, delivery and marketing. The assessor has also used naturally occurring evidence such as Website, SAR, promotional literature, policies, procedures, performance monitoring, reports, strategic planning, quality measures, feedback and analysis, meeting minutes for the assessment.

The assessor has identified that *“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.”*

The Matrix report also states that *“ATN has demonstrated a strong ‘outcome based’ level of performance and remains resolute in continuing to do so, particularly where progression into FE and/or positive employment is identified. Both leadership and staff showed a determined commitment towards improving the lives of its students and all factions within ATN were perceived to be working cohesively to obtain the best possible outcomes for the individuals and communities it serves.”*

ATN will next be due for Matrix re-accreditation in October 2016.

### **EXTERNAL VERIFICATION & INSPECTION REPORT (City and Guilds)**

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

There were two routine visits and one External Sampling from Mr Wayne Salton-Cox (English and Maths Skills, Literacy/Numeracy, ICT & Functional Skills), from the City & Guilds during the year on 14<sup>th</sup> August 2013 for the English and Mathematics Skills, on 4<sup>th</sup> November 2013 for Adult Literacy and Numeracy qualifications, on 27<sup>th</sup> November 2013 for Functional Skills in Mathematics and on 5<sup>th</sup> March 2014 for ITQ.

### **EV report on Functional Skills in Mathematics**

The centre was awarded Direct Claim Status for Functional Skills in Maths qualifications, following the remote sampling process carried out by Mr W Salton-Cox, the External verifier on 27<sup>th</sup> November 2013. The External Verifier commented as follows;

*"The centre is generally well resourced with well qualified staff, all of whom carry out ongoing CPD. I inspected all staff CVs and a summary of their CPD activities. The students are well supported. All candidates have initial assessments and diagnostic tests prior to starting courses and additional support is available if required. The centre uses ILPs extensively which are used to monitor progress and give formal feedback. Good practice was shown in that all the documentation sent was very well organised and all required information was easy to locate. All candidates' assignments sampled were very well organised and correctly assessed as passed."*

*"Individual internal quality assurance forms give 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. In addition, the Lead IQA gave summative feedback on assessment requirements to all assessors. The overall impression is that the centre is offering a very good service to its students."*

Summary of comments on sampling: *"For the entire sample, I agreed with the summative assessment (by the assessors and by the internal quality assurers) that the candidates had passed; however, there were two differences between the assessors and the internal quality assurance (amounting to one or two marks) which did not affect the summative assessment. In these instances I agreed with the internal quality assurers. Showing good practice, these were formally fed back in writing from the internal quality assurers to the assessors."*

### **EV reports on Qualifications in English & Mathematics Skills**

The centre was awarded Direct Claim Status for English and Maths

Skills qualifications, following a sampling process carried out by Mr W Salton-Cox, the External verifier on 14<sup>th</sup> August 2013.

*“Generally facilities are of a very good standard with computers being generally available to students. Staffs are well qualified to deliver the qualifications and all are involved in CPD activities – staff CVs and CPD records were made available.*

*All candidates have initial assessments and diagnostic tests prior to starting courses and additional support is available if required. The centre uses ILPs extensively which are used to monitor progress and give formal feedback. In the initial meeting we discussed the support material for Maths and English, in particular the free Smartscreen material for Functional Skills. From September the centre intends offering Functional Skills English and Maths instead of the new English and maths skills qualifications. For both qualifications all required assessment documentation was made readily available and there was sufficient evidence to show that candidates had met the criteria“.*

*“There was much use of workbooks in the evidence; the centre should try to use a greater variety of evidence types. In particular, where possible, use real life evidence e.g. use a real receipt for goods bought in maths and allowing students to choose articles to read from newspapers/magazines in English.”*

### **EV reports on ITQ qualifications**

The centre was awarded Direct Claim Status for ITQ qualifications following a sampling process carried out by Mr W Salton-Cox, the External verifier on 5<sup>th</sup> March 2014 for ITQ.

*“The centre is generally well resourced with well qualified staff, all of whom carry out ongoing CPD. The students are well supported. All candidates have initial assessments and diagnostic tests prior to starting courses and additional support is available if required. The centre uses ILPs extensively which are used to monitor progress and give formal feedback.”*

*“I interviewed two students who were 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. Both were pleased with what they had achieved and had progressed from the Start IT (4249) and were now on the ITQ (7547) course. I also interviewed a classroom support worker who used to be a student and who was also full of praise for what the centre offered and what she had achieved. 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 & 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. 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."

**Summary of comments on sampling:** "All assessments were correctly assessed to the City & Guilds marking criteria. The IQA of assessments was by a second marking and, showing good practice, the assessors and IQA staff used different coloured pens. In one instance the IQA disagreed with the assessor over 1 mark (I agreed with the IQA). However, this was not crucial as it did not affect the summative assessment but it did indicate that the IQA system is working well."

## **EXTENSION ACTIVITIES**

### **Enrichment activities at ATN Leyton:**

St Valentine's Day Party party was organized for the ESOL & FS Mathslearners to bond, socialize and get to know each other better. They had a chance to speak to students from the other groups and practise their language in an informal context. The learners had an opportunity to learn about *St Valentine's Day* and other festivals/special days celebrated in different countries and learned some new lexical items connected with *St Valentine's Day*.



National Doughnut Week was celebrated in ATN leyton on 23/05/2014 to provide the students with the opportunity to learn about the way people celebrate National Doughnut Week in other countries. Also this has encouraged learners to learn about the origins of symbolic foods.



DalidaBensaid's class visited the local library on 1/5/14, which provided the learners with opportunities to ask/fill an application form with personal information in order to obtain membership.

### **Enrichment activities at ATN Maryland**



The afternoon classes Entry level 1 and Entry level 2 went to visit The British Museum 29<sup>th</sup> of January 2014.

The aims of the visit were:

- 1) To raise awareness of British history and its Imperial conquests

- 2) To provide learners with the opportunity to learn about different cultures and civilisations
- 3) To identify and understand different cultures
- 4) This trip is to encourage clients to develop and establish their reading skills and discover historical facts

Learners captured images of their favourite piece on their mobile phones. They drew the image and described it using adjectives. Learners also used maps to identify different locations. They searched for 3 pieces from The British Museum on the website and noted the date, country of origin and other details.

Entry 2 Learners wrote a short report and gave class presentations describing their experience:

*"We saw many different artefacts, tools and art from the ancient civilisation. It was really interesting because I have never been there before and I could read very useful facts that help to understand more about history and how everything is related" (Jose)*

*"I think the museum was amazing, the building itself is beautiful. I liked the architecture of Greece and it reminded me of the Museum itself like a Greek temple. I especially enjoyed the Egyptian section as I was always fascinated by this great civilization. I had the opportunity to see many other things and speak about it with my classmates. I saw Greek, Roman and Egyptian civilisations, from 3500 years ago, quite interesting, I'd like to go again if we organise a trip. It was fascinating. The tools and the architecture were amazing!" H.S.*



On 30<sup>th</sup> October 2013 the morning classes Entry level 1 and Entry level 3 visited the local library (Stratford library).

The aims of the trip were the following;

- 1) To raise awareness of the libraries and the services provided for people in UK. E.g. How to book to use the computers, how to borrow books
- 2) To be able to ask for an application form, fill it in for a membership card and learn how to use it.
- 3) To enable students to have a tour at the Library to find out the location of books in their own language, English dictionaries, books in English, course books, computers and CDs).
- 4) Also the following course is Reading & Writing part of ESOL Skills for Life. This trip is to encourage clients to read and where to go if they want to read and need a book, also to get them in the habit of reading.
- 5) Also this enrichment trip is to show them they can read books without buying them.



Quotes from clients:

*"I like libraries, they have facilities there that I need, and when my computer broke I went to the library to use the computer there." "It was a very useful trip, we learnt about the British library system. We learnt how we can borrow books and return the books and the terms of borrowing e.g. how long we can borrow books. We spoke to the library staff; the staffs explain to us how to use the books and computers, also how to use other libraries equipment's such as computers and printers. In the library we asked question about the library and the teachers where able to answer them. For example how do we find the nearest library from our home? The teachers gave good explanations on them. Both teachers advised us on which books to borrow to improve our English."*

On the 25<sup>th</sup> October 2013 the afternoon class Entry level 2 went to Covent Garden to learn how to use the underground and buses to reach a

destination. The class were learning about public transport and directions in class just before the trip. The purpose of the trip was:

- 1) to allow the students put what they learn in class in to action.
- 2) to read maps (tube maps, bus maps) in order to reach their destination.
- 3) to raise awareness of touristic places in London that is worth visiting and it is to show clients a few of London's landmarks. E.g.
  - Royal Opera House
  - Covent Garden Square
  - Covent Garden Market
  - St Pauls Church
  - London Transport Museum

Quotes from clients:

*"It was lovely; it was nice going as a group seeing different landmarks. What we did in class we got to do outside and practice out in the world rather than paper. It was fun, we saw another side of London."*

### **Enrichment activities at ATN Barking**

Faoud Kasmi's class visited William Morris Gallery (the winner of the Art Fund Prize for Museum of the Year 2013) in Walthamstow on 18/03/2014. The William Morris Gallery offers an intense and personal encounter with the revolutionary Victorian designer, craftsman, writer and campaigner William Morris.

The purpose of the visit was for the learners to understand that the visit is an integral part of their language course. It is an opportunity to continue learning in a safe environment outside the classroom, in the context of stimulating and exciting objects. The visit was integrated into the students' classroom work, through planning pre-visit activities, explaining to the students what the visit included as activities.

Students were presented with underground maps and bus routes. Material detailing the address, all students gave their opinion on directions to the Gallery. Different bus routes and prices/length of journey/where to start the journey and finish and expected behaviour in the gallery were discussed prior to the journey.

#### Mode of transport and cost of travel.

We took the bus EL1 from Barking to Ilford and then bus 123 to Tottenham. William Morris Gallery is at 5 minutes' walk from Waltham forest Town Hall. The cost was £5.20 return. It took one hour to get there and one hour to get back, due to child care issues learners started at 9:45 am and left the gallery around 2:00pm. After the visit the ESOL learners did an evaluation of their trip. They did discussions and presentation about William Morris Gallery.

Valerie's and SangitaKundi's ESOL E1 and ESOL E2 learners' visited Madame Tussauds, a major [tourist attraction in London](#), displaying waxworks of historical and royal figures, film stars, sports stars and infamous murderers on 3/4/14. Madame Tussauds is owned and operated by [Merlin Entertainments](#). At the end of this lesson, students were able to: Listen to travel information, ask for and give travel information and directions and talk about events in the past. This also enabled them to find information in timetables, plans, and booking forms, identify and recall some common types of transport. Learners were also able to label some common types of transport and ask for and provide simple personal information.

### **Good News Stories**

My English learning experience at ATN Leyton - July 2014



*My name is Agnieszka and my background is Polish. I have been living in London since January 2009. I joined ESOL Entry class Speaking and Listening in April this year because I couldn't communicate free in English, my grammar was poor and I couldn't use the language correctly. I also needed to improve my vocabulary.*

*My 3 months experience here was excellent as I learnt a lot and I have better language skills in writing, reading, speaking and listening. I have now a wider vocabulary which I can use in different contexts to talk about different topics. I still need to continue learning at a higher level as I want to work in the education department in future. Studying at ATN Leyton made me feel much more confident as a student; I can study independently at this stage.*

*Our teachers have used techniques to help us get always engaged in activities, conversations, writing tasks, presentations, enrichment activities and have supported the students continuously. They are very*

friendly and open to advice also when it comes to your next step of study. All staff members are very kind and helpful and you can feel they are here to assist you.

I have made so many friends here. They all come from different backgrounds such as: Portugal, Spain, Algeria, Ethiopia, Bulgaria, Lithuania, Iran, Germany, Turkey, Pakistan and Azerbaijan. The students have been working hard and they feel satisfied with their results.

I would recommend this centre of studying English to other members of the community as they provide good service inspiring students to do better and to pursue a good career in future. People who are interested to improve English language should join ATN where teachers are real professionals.

***Attending Launchpad has helped me to understand employment barriers that I may face and how to successfully overcome them, during my time on Launchpad my confidence has been boosted through learning techniques for presenting myself to an audience during interview sessions which equipped me well for my job interview.***

***I gained important interview skills which helped me attain this job, I would like to say thank you to all of the staff at ATN for helping and supporting me and giving me all the relevant advice and guidance.***

***Thank you!***

***Wafaa Odonell (Launch Pad client in ATN Barking)***

***Employed by: Uphall Primary School***

***Position: Mid-day Assistant***

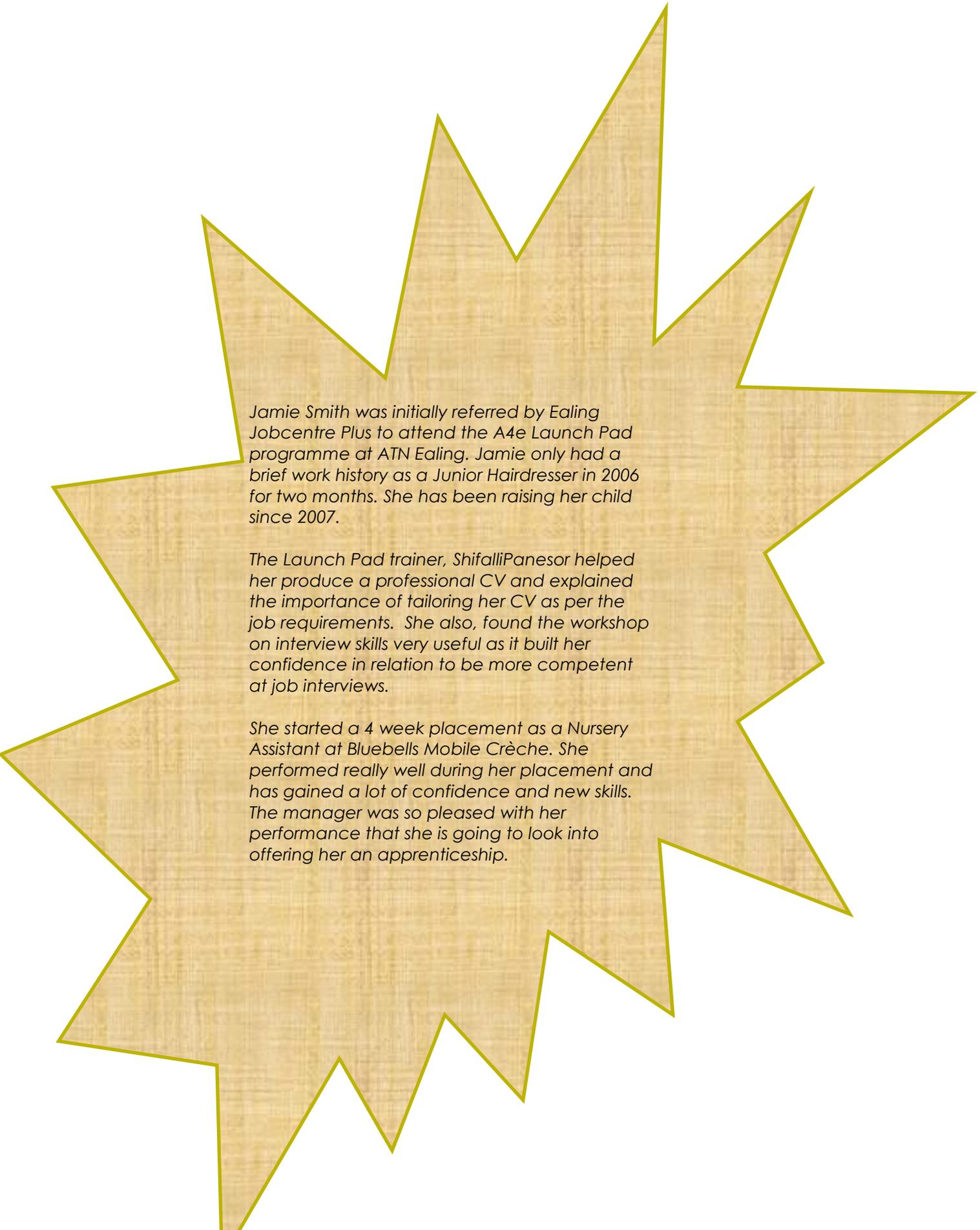
*BuntyTaneja was referred to the Launch Pad programme by the Ealing Jobcentre. Bunty came across as a hardworking individual who displayed high standards in all work undertaken and also is highly motivated with the ability to work on own initiative. He had been unemployed since 2008 and had been struggling to find employment.*

*He actively participated in all the activities undertaken in the class. He also delivered a group presentation which has built his team building skills as well has raised his confidence too.*

*He also took part in a mock interview session which he found very useful. We discussed the different types of interviews employers use for recruiting potential candidates. During the workshop on filling application forms, he was given an opportunity to fill one sample job application form. Whilst on the programme he also learnt how to identify and analyse his personal strengths and weaknesses by using the SWOT analysis technique. The exercise on barriers to employment helped Bunty to reflect on what his barriers were and how he would overcome them. An interview was arranged for Bunty at B & M bargains for work placement.*

*He performed really well during his placement and was offered a part-time position after the end of his placement. He thanked the staff at ATN for arranging his work placement at B & M Bargains and for all the support and guidance provided.*

*BuntyTaneja started his employment on 25<sup>th</sup> August 2014 at B & M Bargains.*



*Jamie Smith was initially referred by Ealing Jobcentre Plus to attend the A4e Launch Pad programme at ATN Ealing. Jamie only had a brief work history as a Junior Hairdresser in 2006 for two months. She has been raising her child since 2007.*

*The Launch Pad trainer, Shifalli Panesor helped her produce a professional CV and explained the importance of tailoring her CV as per the job requirements. She also, found the workshop on interview skills very useful as it built her confidence in relation to be more competent at job interviews.*

*She started a 4 week placement as a Nursery Assistant at Bluebells Mobile Crèche. She performed really well during her placement and has gained a lot of confidence and new skills. The manager was so pleased with her performance that she is going to look into offering her an apprenticeship.*

Romaysa was initially referred by Southall Jobcentre Plus to attend the A4e Launch Pad programme at ATN Ealing. Romaysa has been unemployed for over two years.

Romaysa was extremely shy when she started the provision but soon gained a lot of confidence and contributed well during class discussions.

The Launch Pad trainer, Shifalli Panesor helped her produce a professional CV and explained the importance of tailoring her CV as per the job requirements. She also, found the workshop on interview skills very useful as it built her confidence in relation to be more competent at job interviews.

She started a 4 week placement as an Assistant Administrator at Belmont Medical Centre. She is enjoying learning new skills and is extremely happy.

Romaya has started building her social network and collecting contact details of other medical centres in the area. She will be using these contacts to apply for job on speculative basis.

## **FUTURE DEVELOPMENTS & PRIORITIES**

The Director has consolidated the developments regarding funding opportunities for the coming year, particularly in the Welfare to Work Sector. These have included embedding the opportunities created by additional funding streams through the Department of Work and Pensions and Jobcentre Plus. The success in gaining a new sub-contract with G4S Community Work Programme opened a new and potentially significant area for delivery and builds on the existing programmes with Ingeus and A4e in both East and West London.

The long-term relationships that exist with Richmond upon Thames College and Waltham Forest College continues to be fundamental to Adult Training Network's ability to deliver qualification courses in the communities we serve

and every effort continues to be made to further develop this relationship. Very positive reports have been received from all these organisations 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 2013 to July 2014 has been a significant year in terms of development for the 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 15 years, ATN is in a pivotal position to extend the range of training programmes to apprenticeships in Business and Administration and Customer Service. ATN will be considering opportunities to join Apprenticeship delivery partners.

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. During August 2013 - July 2014 ATN continued to demonstrate a strong 'outcome based' level of performance and remains resolute in continuing to do so, particularly where progression into FE and/or positive employment is identified. During this period both management and staff showed a determined commitment towards improving the lives of its students and all personnel within ATN continued to work cohesively to obtain the best possible outcomes for the individuals and communities it serves. This will be continued over the next academic year and in future.