ADULT TRAINING NETWORK

REPORT FOR THE PERIOD AUGUST 2008 – JULY 2009

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ORGANISATIONAL DETAILS

The Adult Training Network is a Registered Charity Number 1093609 and a Company Limited by Guarantee number 42866151. The Head Office is at the King's Hall Methodist Church, South Road, Southall, UB1 1RB. The Adult Training Network has a Board of Trustees and a Managing Director, who is the main contact person for the organisation. Further information on the Adult Training Network can be found on the organisation's website at www.adulttrainingnetwork.org.uk. The Chair of the Board of Trustees is Mr Pinder Sagoo and the Managing Director is Mr Sarjeet Singh Gill.

MISSION STATEMENT

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

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

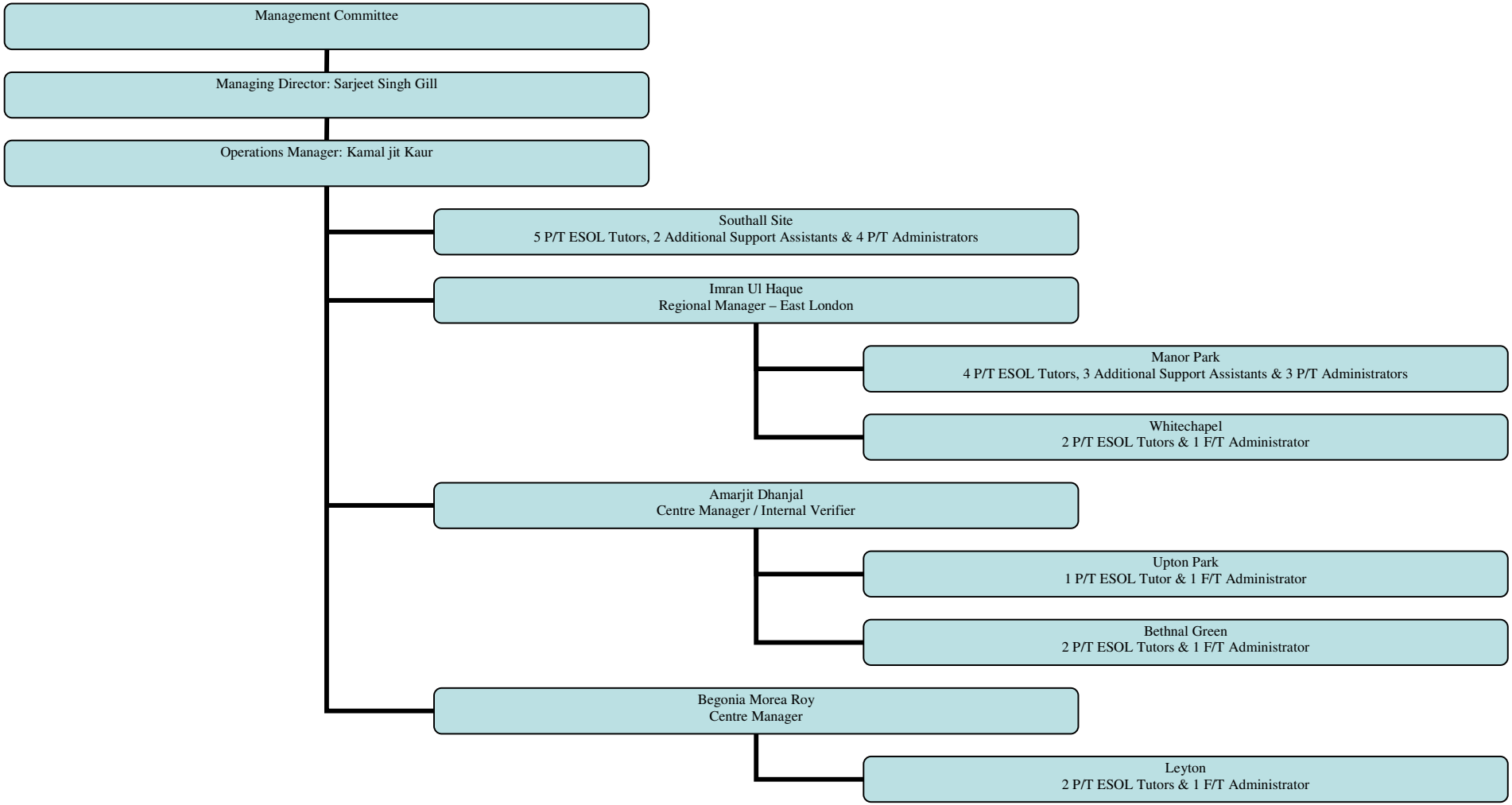
In addition, the Adult Training Network strives to integrate learners into the social and cultural fabric of society at large.

AIMS AND OBJECTIVES

The organisation was formed in July 1999 to help address the educational disadvantage suffered by certain marginalised sections of the community.

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

COMPANY STRUCTURE



TRAINING CENTRES

ATN has six delivery centres in West and East London which have operated throughout the year August 2008 – July 2009. They are:

ATN Southall:	King's Hall Methodist Church, South Road Southall, UB1 1RB. Tel: 020 8574 9588
ATN Leyton:	Suite 1/4, Gateway Business Centre 210 Church Road, Leyton, E10 7JQ. Tel: 020 8523 8774
ATN Manor Park:	Manor Park Methodist Church, Herbert Road, Manor Park, E12 6AY. Tel: 020 8553 1133
ATN Bethnal Green:	St. John's Church, Cambridge Heath Road, Bethnal Green, E2 9PA. Tel: 020 8591 6264
ATN Whitechapel:	London Muslim Centre, 46 Whitechapel Road, E1 1JX Tel: 020 7650 8982
ATN Upton Park:	Harold Road Centre, 170 Harold Road, Upton Park, E13 0SE Tel: 020 84750534

ATN is currently bidding for new contracts that will enable the opening of new centres in West London probably adjacent to the existing London Borough of Ealing centre, in the Boroughs of Hillingdon and Hounslow.

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 from the Southall wards of the London Borough of Ealing and other surrounding areas, North London, East London and South East London boroughs. 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/ SKILLS FOR LIFE & 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.

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

Long term:

- To develop in-house Tutor and staff/volunteer training facilities.
- To develop outreach courses, increasing course numbers to their maximum potential in the target area.
- To further develop job placement and sustainable job opportunities in line with learner intake.

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.

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

ATN project provides learners with basic and key skills, personal development, and self- confidence to take up job opportunities and higher vocational training in order to gain eventual

QUALITY SUSTAINABLE EMPLOYMENT.

In additional to in-house Careers Counselling, Advanced Training providers, local employers are invited to periodically address learners on the training / employment pathway, allowing learners an insight into their personal development and their future career prospects.
Initial contacts are made with other Training providers where appropriate learners can progress further in their individual Training / Career Pathway through complimentary provision with these providers. These include:

- **Hammersmith & West London College**
- **West London LSC**
- **Uxbridge College**
- **Thames Valley University**
- **West Thames College**
- **Employment Service**
- **Job Centres Plus**
- **Waltham Forest College**
- **Richmond upon Thames College**

ATN project is developed with reference to and in context with a number of important strategies and policy programmes at national, regional, sub-regional and local levels. It is designed to compliment other initiatives as part of a concerted effort to address key issues of deprivation and social exclusion within the target area.

ATN project is designed to compliment and implement the objectives of the 'New Deal' national strategy, subject to funding.

ATN project is designed to be consistent with both London Councils regeneration strategies and also to compliment and support strategies for up-skilling both employed and unemployed individuals.

EQUAL OPPORTUNITIES HEALTH & SAFETY POLICIES

ATN projects adhere strictly to its Equal Opportunities Policy and operate under stringent Health and Safety regulations. All courses commence with an induction regarding the Equal Opportunities Policy, Health and Safety Regulations and other relevant policies and procedures.

PROMOTION

ATN is promoting its activities by displaying multi-lingual posters and flyers in relevant Job Centres, Offices of the Benefits Agency, local Community Centres, faith venues, libraries, doctors' surgeries, Youth and Sports Clubs backed up by campaigns on local TV/ Radio stations.

MARKET RESEARCH & ANALYSIS

TRAINING NEEDS IN RELATION TO UNEMPLOYMENT IN THE TARGET AREA

ATN will target learners and their specific educational needs by accessing training and quality employment for the following groups:

- Long term Unemployed
- Ethnic Minorities
- People needing training in English as a second language (ESOL) and IT
- People without up-to-date qualifications
- People with basic literacy and numeracy problems
- Single parents and carers
- People with disabilities
- People exposed to long term unemployment following large-scale redundancies.
- Lack of English for communication and job related purposes.

DIFFICULTIES AND BARRIERS OF THE ABOVE TARGET GROUPS WHICH NEED TO BE ADDRESSED AND OVERCOME

- Lack of Numeracy
- Skills without recognised qualifications leading to frustration
- Lack of ICT skills
- Inability to access employment due to child/family care responsibilities – trying to obtain skills to work from home.
- Racial discrimination
- Updating skills of Returnees to the labour market
- The need to add to existing skills
- The need to acquire skills relevant to the local labour market

The Ealing District Employment Service researched and identified the followed barriers to employment below for the most disadvantaged amongst the registered unemployed in the London Borough of Ealing. ATN undertakes to address the issues below and aims to both counsel, advise and assist prospective learners in recognising and overcoming these difficulties.

DISABILITY AND HEALTH PROBLEMS

- Personal disability
- Personal illness
- Low self esteem, lack of motivation
- Disabilities
- Out- dated skills
- Cultural barriers, prejudice

EDUCATION AND TRAINING

- Lack of qualifications
- Literacy/ Numeracy problems
- English as a second Language (ESOL)
- Lack of IT skills

JOB READINESS

- Lack of work experience
- Lack of job search skills
- Unclear job goals
- Inability to market self

ATTITUDE TO WORK

- Lack of motivation
- Unwillingness to work
- Unrealistic job goals

BASIC LIFE SKILLS

- Low self esteem
- Poor self – presentation
- Lack of personal grooming

DOMESTIC ISSUES

- Housing problems
- Caring for the sick, elderly or disabled
- Lack of childcare facilities

FINANCIAL ISSUES

- Debt problems
- Unrealistic financial expectations
- Unawareness of in- work benefits

ATN has identified that in addition to suffering from major problems related to unemployment and lack of training, common to all unemployed the above issues are magnified within the ethnic minority communities thus creating barriers to successful integration.

For example, Ealing is a borough of many cultures. One in every three residents of Ealing was born outside the UK. A similar number of residents were born in the U.K of parents with their origins aboard. The ethnic minority population in the Borough of Ealing is expected to exceed 116,000 in the year 2001 and contained in the region of 78,000 people of working age. Government surveys forecast an increased of 18% by 2011 in the growth of people of working age from ethnic minority communities within the Borough, thus demonstrating the increasing need for training, career and **QUALITY EMPLOYMENT** opportunities for these target groups.

The following Southall wards in the London Borough of Ealing, Glebe, Dormers Wells, Northcote, Mount Pleasant and Waxlow have a large concentration of Asian and Black minority residents. For example the proportion of Black and Asian residents at present is recorded as 50.2% Dormers Wells, 87.4% in Glebe, 69.2% in Mount Pleasant, 84.7% in Northcote and 46.5% in Waxlow.

The three wards with the largest population increase are also the wards in the Southall area containing the largest percentage of ethnic minority community members.

Ealing has a higher proportion of single parents than the national average. 5% of all household in Ealing contain children under the age of 15 cared for by only 1 person over the age of 16, compared to an average of 4.1% in England and Wales as a whole. 94% of lone parents in the borough are women facing comparatively more barriers to seeking gainful employment than instance women in couples with children, or women without children. Lone parents and children living in households of one-parent families are particularly vulnerable to deprivation. Nationally, in 1999, the total weekly income of one-parent families was 37% of that of comparable two parent families. The unemployment rate for one – parent families in Ealing is higher than the borough's average rate, and two thirds of one parent families

in the borough are non-earning households. In Ealing around 21% of all female lone parents had full time jobs, but given that these women are likely to incur high child care costs and that nationally the average women's wage is only 63% of the average male's wage, those lone parents are at risk of considerable levels of deprivation.

Although young people are more likely than older people to be unemployed, older people tend to remain out of work for longer periods than the young. Just over half the unemployed aged 50 and over in London in recent years had been out of work for more than a year, compared with little more than a quarter of the under 25s, in comparison of all women in the UK 72% were economically active, compared to 85% of all men. However, among ethnic minorities, 55% of women were economically active compared to 73% of white women. There are also variations within the ethnic minority communities themselves. For example, for the identical measurement period 55% of all ethnic minority women were economically active and 46% were employed. However, only 17% of Pakistani women and 13% of Bangladeshi women were economically active.

In the measured period 6% of working ethnic minority women were home-workers as compared to 8% of white women. However, 9% of India, Pakistani and Bangladeshi women were home-workers. 71% of all Pakistani and Bangladeshi women were likely to be looking after family and/ or home compared to a national female average of 53%. In the same year Pakistani and Bangladeshi women earned only 68% of the average hourly rate of pay received by white women. Also, during the same year only 6% of India, Pakistani and Bangladeshi women had higher educational qualification as compared to 12% of the white women.

2001 data indicated that 60% (1400) of the jobs notified to Ealing and Southall Employment Offices were identified as required skills. In July 2001 19.3% of a total of 8,385 unemployed persons had been unemployed for more than 2 years.
Registered unemployment in the borough was recorded in July 2001 as 6,586 being equal to an average of 6.3% split into: male – 8.3% / female – 4.4%. The borough has the highest unemployment rates in the West London area.

Unemployment rates are higher for the ethnic minority population then for the white population. All ethnic minorities except the Chinese communities experience higher levels of unemployment than white residents, varying from 1.8 to 3 times higher than white residents.

TRAINING NEEDS IN RELATIONSHIP TO EMPLOYER'S REQUIREMENTS

The UK computer market was worth £8.9 billion in 2006; 52%of the market relates to application software whilst 48% relates to systems software. The UK computer hardware market grew by 3.9% in 2005 to reach a value of £8.7 billion; 71% of the market relates to personal computers. The UK internet market grew by 4.1% in 2005 to reach a value of £4.3 billion; in terms of market volume the UK internet market grew by 8.1% in 2005 to reach 35.8 million internet users. .

Skills shortages continue to present problems for logistic companies both in trying to recruit and retain staff. These concerns regarding present day shortfall in IT training are not restricted to only the IT industry itself. In a recent survey of 500 UK companies, 60% of large companies, 39% of small to medium sized companies and 52% of small enterprises reported that they felt that their employees had insufficient IT skills. IT Press (5/200) reported that IT connected advertised job vacancies in the period from December 1999 to March 2001 rose by 57% compared to the same period the previous years. Recent interviews with recruitment agencies and job centres confirm the general picture presented by the firms in the FOCUS in Central London.

Further, interviews in the trade press showed that recruitment across the sector continues to reach unprecedented levels and shows no signs of abating. Demands range from basic support roles through to project directors, reflecting increased business activities and confidence in the economy.
Of those employees in the West London workforce who report a gap between the skills they possess and which are required by them at the workplace, 53% identified Computer / Information Technology skills as their key skill deficit.

Information Technology is now considered by most to be a Basic Skill. As IT has permeated more work activities, a basic level of IT competence has become a requirement of most employers and employees.

West London – A Global Business Centre, West London Leadership; Strategic Development Framework notes that West London "is the heart of the UK's largest concentration of information Technology (IT) activity, and is one of Europe's leading IT centre."
A project report for Business Link London West ("Reaching out to Ethnic Minority Growth Business") noted that the West London area has a large and prosperous Asian business community with strong traditions of trading, mutual help and family financial support. This group is experiencing organisational changes in moving away from the sole trader retail sector into managed business in the service and production manufacturing sectors. Asian enterprises are the most mature and expanding ethnic minority business fraternity in West London and have the potential to grow and diversify using local business support services.
ATN has also undertaken research amongst local SMEs in Tower Hamlets and Newham recently in the 2006/2007 period across a range of sectors e.g. Hospitality, Apparel, Catering and Administrative. The overwhelming message which was coming across was the lack of basic skills in English, Numeracy and ICT. Further skills gaps were also identified in Health and Social Care, Administration and Food Safety in Catering.
ATN is now embarking on its objectives of meeting these skills shortages clearly identified through external research and ATN's own labour market findings.

COMPANY ACCOUNTS:

The company accounts were audited to the year end in September 2008 by Chartered Accountants and Registered Auditors RehncyShaheen of Greenford Road, Middlesex. They concluded that, 'In our opinion the financial statements give a true and fair view of the state of the charitable company's affairs as at 30th September 2008 and of its surplus for the year then ended and have been properly prepared in accordance with the Companies Act 1985.

STAFFING ESTABLISHMENT:

The number of staff at the beginning of August 2009 was fifty-three and at its peak during the year fifty-nine members of staff were employed, one left at the end of the year either for personal reasons or to progress into further careers. Over the year there was a net loss in staffing of 2%, which is negligible. This indicates that there was a good staff retention rate resulting in effective continuity in terms of learner contact with tutors. This low turnover of staff had a positive impact on learner achievement and retention rates.

ATN's Staff establishment reflects the ethnic composition of the area and the learner intake with 87% of staff from the local Black, Asian, and Minority Ethnic (BAME) communities.

STAFF DEVELOPMENT & TRAINING:

During the year thirty seven members of staff completed qualifications and eleven are working towards achieving their qualifications, as part of the continuing professional development. A Staff Performance Management Scheme will be introduced, as part of the developments in preparation for matrix re-accreditation, which is designed to monitor and assess performance, including factors contributing to the overall effective performance of all staff, and to identify and facilitate individual staff training needs and appropriate additional qualifications. The qualifications started/achieved were:

Qualification	Level	No. of Staff		Qualification	Level	No. of Staff
Observation Training(Short Course)	N/A	3		Certificate in Administration	1	4
Certificate in Food Safety in Catering	1	2		Post Graduate Diploma in Management (Current)	7	1
Certificate for Deliverers of Conflict Management	3	7		MBA	7	1
Bookkeeping and Accounts	1	4		A1 Assessor Award (Working Towards)	3	6
Preparing to teach in the Lifelong Learning Sector	4	4		V1 Verifier Award (Working Towards)	3	2
SAGE Payroll (Short Course)	N/A	2		Building Numbers in Numeracy (Short Course)	N/A	1
SAGE Accounts Training (Short Course)	N/A	2		Return to Study Course – Support for ESOL	3	2
Staff Appraisal Training(Short Course)	N/A	1		MA in EFL (Working Towards)	7	1
Using resources effectively to embed literacy, language and numeracy (Learning and Skills Improvement Service Training) (Short Course)	N/A	9		Numeracy	2	1
Diploma in Teaching in the Lifelong Learning Sector (Working Towards)	7	1		Learndirect Training (Short Courses)	N/A	1
Diploma in Teaching English (ESOL) in the Lifelong Learning Sector (DTLEES)	7	2		NVQ in Business and Administration	2	1
CELTA The Certificate in English Language Teaching to Adults	4	3		Induction to Adult Learning (Short Course)	N/A	1
New CLAIT Certificate	2	1		BTEC First Diploma	2	1
GCSE English	2	1		NVQ in Management	5	3

PARTNERSHIP AGREEMENTS:

During the year there were informal partnership agreements between the Adult Training Network and strategic and delivery partners such as Job Centre Plus, Tomorrow's People, Community Links, Heathrow City Partnership, EVSC, TIDE, local faith venues and local colleges. Given that are based in Newham and Tower Hamlets and that they work with minority ethnic communities they were well placed to bring added value to the project through their existing established links and experience of the local BAME communities including the local Pakistani community. It also gave ATN a greater geographical coverage especially in Newham for the tendering opportunities expected to be on offer during the year.
Partnership links have been made with at least 450 employers in the last three years. New employers have been added at the rate of approximately 150 per year. ATN's various programmes have delivered 160 job outcomes in the last year (September 2008 - August 2009). As an example, detailed analysis of the Heathrow City Partnership project delivered 211 job outcomes against a target of 195, between April 2006 and December 2008. The employers and the number of employment opportunities they provided were: Sheraton Hotel - 3, Wagamama- 3,Tesco- 5, Mitte Cleaning/Security- 15, Gate Gourmet- 17, Medicco Home Carers- 15, W H Smith- 5, ASDA-3, E-Ecovert FM-7, Superior Foods- 13, TRS Cash & Carry-7, Tie Rack-5, Wealmoor-10, Royal Mail-15, Primark-8, Selco Builders-3, Matalan-6, Mclellan International Security-2, Scots Group Limited-5, G4S Security-8, Sodhexho Catering and Support Services-2, Noon Product Limited-10, Bombay Halwa-9, Ealing Hospital-5, British Heart Foundation-1employed (+6volunteers), Bartholdi-7, Superdrug -5, Hambrough Primary School-3, Blair Peach Primary school-1, OCS Transport 3, Alpha Catering 3, Fernley -1 , Penauille Cleaning and Support Services -1, Tin Goose 4, Van Huesen – 1, Chez Gerard 1, Geronimo -1, AIS Aviation -1
ATN has worked closely with ECOVERT –FM to fill seven positions in January 2009 that have been sustained. The collaboration started through full time work placements in catering and cleaning for disadvantaged BAME customers with basic skills and employability skills needs. ATN staff were able to discuss the company needs with the cleaning manager and from these discussions the ECOVERT Induction Training manual was made available to ATN and prospective employees were able to have support and guidance in understanding their roles and responsibilities. This enabled them to perform to the required standard to achieve employment. This has led to ECOVERT referring existing employees to ATN for other programmes to improve their skills, particularly in ICT and basic Literacy skills and ECOVERT have agreed to advise ATN of any future employment opportunities and will consider other ATN customers for those posts. ATN is fully aware of LEPs as a result of our JCP Support Contract and is actively exploring greater cooperation with LEPs.

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.

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

- C&G Certificate in ICT Skills for Life
- C&G Certificate in ESOL for Work
- NVQ Level 2 in Health & Social Care

- 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
- Food Safety in Catering (Level 2)
- Award in Food Safety (Level 1)

RESOURCES & EQUIPMENT

Adult Training Network has continued to develop resources and equipment to improve the quality of the learning environment and learning materials. A full audit of resources has been carried out during the year August 2008 – July 2009.

ACTIVITIES AUGUST 2008 – JULY 2009

In the year 2008 – 2009 ATN offered a variety of projects and courses from five locations across London, for five different organisations.

Richmond upon Thames College:

The established franchise arrangements with Richmond upon Thames College continued with increased learner numbers. This particular contract is a collaborative outreach franchise project being conducted by the Adult Training Network (ATN) at the King's Hall Methodist Church in Southall, Middlesex, in partnership with Richmond upon Thames College. Courses were conducted from September 2008 to July 2009. In this period the following courses were conducted: SKILLS FOR LIFE: - ESOL (Courses covering all levels from Entry Level 1 to Level 1), Literacy (Courses covering all levels from Entry Level 1 to Level 2), Numeracy (Courses covering Entry Level 1), Administration Courses in Administration at Level 1 and Book Keeping at Level 1; ICT Courses:- ICT Skills for Life (Courses covering Entry One to Entry Three, New CLAIT Certificate, New CLAIT Diploma, E-Quals (Standard Level 1 and E-Quals Enhanced Level 1). There were a total of 845 enrolments (an increase of 13.1% over 2007-2008), 463 for Basic Skills (SfL) (an increase of 30.4% (108 additional learners) over 2007-2008) and 353 for ICT (a decrease of 6.8% over 2007-2008, however this was still greater than the 2005-2006 figure.) The Other courses had 29 learners which was a 126% increase over 2007-2008.

Waltham Forest College:

The established franchise arrangements with Waltham Forest College continued to develop throughout the year. The Adult Training Network (ATN) is conducting courses in ESOL, Literacy and SIA – Door Supervision in collaborative partnership with Waltham Forest College. ESOL courses spanning a range of abilities from Entry 1 to Entry Level 3 were conducted at the Gateway Business Centre (Leyton), Manor Park Methodist Church (Manor Park) and the Harold Road Centre (Upton Park). All ATN Centres are easily accessible, located at the heart of each community with nearby public transport links. Some Learners took a Full Entry Level qualification at the appropriate level and others took the Speaking & Listening component. Full Award Adult Literacy classes were also conducted in the above centres during the period April to July 09 (at levels Entry 1 – Entry 3). Further to that, additional Literacy classes were undertaken at the ATN's centre in the London Muslim Centre Business Wing (Whitechapel). This was to widen the scope of the provision and increase participation by utilising a new outreach centre for the benefit of other disadvantaged communities. During the period December 08 until July 09, the ATN provided courses in

SIA – Door Supervision at Level 2. Initially shared between the Whitechapel and Manor Park branches, provision was also undertaken in Community Links (Upton Park) and TBG Learning (Forest Gate). This enabled the ATN to develop and strengthen links with partner organisations, whilst also gaining access to job-ready learners who would rapidly benefit from the vocationally relevant qualification. A total of ninety courses were undertaken over the three terms in the academic year September 08 – July 09. (Specifically, Forty-six ESOL courses, twenty-four in Literacy and twenty in Door Supervision.) This represents a 36.4% increase in courses over the sixty-six courses delivered in 2007-2008, which was, in turn, a 52.4% increase on the previous year. All ESOL and Literacy learners undertook exam-based qualifications approved by the QCA and accredited by City & Guilds. The Door Supervision courses were delivered first utilising City & Guilds accreditation, changing to EDI in April 09. The target group is disenfranchised and socially excluded learners in the community including asylum seekers who have little or no access to mainstream education.

Ealing Council:

Three programmes were delivered at ATN's Southall centre, which was a 25% reduction from the previous year and this led to all courses being oversubscribed and were delivered to larger groups than profiled. The New Learners was 20% above target with 36 new learners were introduced to learning throughout the year. The total enrolments was significantly (30%) above target as a result of a high level of demand. The target recruitment for each course was 10 learners but three courses had 14, 13and 12 learners respectively. The learners that are male target was exceeded and was 112.5% of target, this is the third year in succession that this target has been more than doubled. All of the new learners were from ethnic minorities, which exceeded target by 11%. The learners with a disability/learning difficulties was the only target not achieved, which was disappointing following last year's successful recruitment of learner's with a disability. The reasons for this low recruitment are because clients are sometimes reluctant to divulge their disability. ATN will review the recruitment processes for future programmes. The length of courses at 15hours that was established in 2007-08 continues to provide an effective time period for the delivery of the short programmes. The introduction of a longer (45hours) Pre-Entry ESOL programme proved to be very successful. The decrease from 4 courses to 3 courses has reduced the number of learners able to access these 'First Steps' courses to access learning, and failed to cover the demand for courses. All 3 courses were oversubscribed and this indicates that increased provision would be supported by the community. There have been no complaints from learners, nor have there been any incidents including Health & Safety issues. The overall income for ATN from these programmes was £5308.40 and this was all expended on Staff, premises and stationery. The courses have proved successful in engaging learners, building their confidence and encouraging them to embark on further study leading to qualification outcomes, as recorded in the Course Evaluation Overview.

LDA Opportunities Fund 2007/10:

Bangladeshi Community English and Employment Skills (BCEES):

The LDA is funding a Bangladeshi Community Entry into Employment Skills project designed to be delivered between April 2007 – March 2010 which is targeted at unemployed and workless people from the local Bangladeshi community within Tower Hamlets and Newham. It is being delivered at a number of local venues including Whitechapel and Upton Park and is organised from the Whitechapel office within the heart of the community. Beneficiaries gain Basic Skills qualifications and develop Job searching skills and ATN's job brokers are able to secure Work Placements, Work Trials and sustainable jobs by networking with local employers and matching beneficiaries to Placement/Employment opportunities. Support is given for up to 13 weeks after the commencement of employment as is the identification of suitable progression routes. The project was late to start as it had originally been placed on a reserve list by the LDA. The project started a

little late as ATN had been originally placed on a reserve list for funding, before being invited to deliver the project. The project is currently exceeding all major recruitment and outcome targets.

LDA European Social Fund Co-financing Programme (2007-2010):

Customised Employability Training for Food and Drink (CETFAD):

ATN started to deliver a Customised Employability Training for Food And Drink (CETFAD) Project for the LDA, valued at £300,000, in January 2009. The project delivers an Employability skills programme linked to the Food and Drink sector, including Skills for Life and Food hygiene qualifications together with Employment and progression outcomes. The project is being delivered across ATN's existing centres and although the project was late starting performance has been good and the project will run until 31st March 2010.

LDA European Social Fund Co-financing Programme (2007-2010):

Adding Numeracy to Life & Employment Skills (ANTLES):

ATN started to deliver an Adding Numeracy To Life & Employability Skills (ANTLES) Project, valued at £250,000, in December 2008. The project delivers Numeracy qualifications from Entry Level 1 to Level 2 and ESOL for work qualifications, with placements, employment, Volunteering and progression outcomes. The project is being delivered across ATN's existing centres and although the project was late starting performance has been good and the project will run until 31st March 2010.

Learndirect:

ATN has continued to develop links with Ufi/Learndirect and had a very successful first full year of operation, in particular with a priority target of numeracy Entry Level 3 qualifications. ATN was successful in retaining the contract for delivery in 2009-2010, despite the Ufi/Learndirect network being severely reduced. ATN was also successful in becoming a testing centre for Ufi/Learndirect centrally brokered on-line testing, however the national pilot has not developed the volumes of business expected and the future of the initiative is uncertain.

MATRIX ACCREDITATION

ATN is matrix accredited and gained accreditation in July 2007. The assessment used a range of methods including, interviews with staff, partners and customers, observations, reviews of documents regarding policies, procedures, processes, induction, delivery and marketing.

The assessor identified two strengths; 'Excellent support to its students, which is inclusive and all-embracing of student needs' and 'the close-knit nature of the organisation facilitates good interaction with students and Adult Training Network and capitalises on this to listen exceptionally well to students needs and react to feedback wholeheartedly. Similarly the organisation engages with staff and partners, regularly to openly receive comments on the service'.

Three areas for continuous improvement were also identified; 'Promotional activity may be enhanced with the introduction of a document, collectively addressing and publicising the essential indicators relating to confidentiality, equality of opportunity, impartiality, complaints procedure and signposting', 'the organisation's Equal Opportunities and Health & Safety on 'Lone Working' policies could be updated to reflect current legislative requirements, and 'a structured system for monitoring, evaluating and recording feedback may assist in informing more accurately on haw continuous quality improvements have been introduced to benefit the service users'. ATN will be due for Matrix re-accreditation in July 2010.

LINKS WITH EMPLOYERS

ATN has continued to develop links with a wide range of employers and employment agencies across a range of sectors in both East and West London These partnership links have contributed to the development, design and delivery of courses, establishing employee needs and creating job outcomes. Partnership links have been made with at least 450 employers in the last three years. New employers have been added at the rate of approximately 150 per year. ATN's various programmes have delivered 160 job outcomes in the last year (September 2008 - August 2009). As an example, detailed analysis of the Heathrow City Partnership project delivered 211 job outcomes against a target of 195, between April 2006 and December 2008. The employers and the number of employment opportunities they provided were: Sheraton Hotel - 3, Wagamama - 3, Tesco - 5, Mitte Cleaning/Security - 15, Gate Gourmet - 17, Medicco Home Carers - 15, W H Smith - 5, ASDA -3, E-Ecovert FM -7, Superior Foods - 13, TRS Cash & Carry -7, Tie Rack-5, Wealmoor-10, Royal Mail-15, Primark-8, Selco Builders-3, Matalan-6, Mclellan International Security -2, Scots Group Limited -5, G4S Security -8, Sodhexho Catering and Support Services -2, Noon Product Limited -10, Bombay Halwa -9, Ealing Hospital -5, British Heart Foundation -1employed (+6 volunteers), Bartholdi -7, Superdrug -5, Hambrough Primary School -3, Blair Peach Primary school -1, OCS Transport - 3, Alpha Catering - 3, Fernley - 1 , Penauille Cleaning and Support Services - 1, Tin Goose - 4, Van Huesen – 1, Chez Gerard - 1, Geronimo - 1, AIS Aviation - 1

ATN has worked closely with ECOVERT – FM to fill seven positions in January 2009 that have been sustained. The collaboration started through full time work placements in catering and cleaning for disadvantaged BAME customers with basic skills and employability skills needs. ATN staff were able to discuss the company needs with the cleaning manager and from these discussions the ECOVERT Induction Training manual was made available to ATN and prospective employees were able to have support and guidance in understanding their roles and responsibilities. This enabled them to perform to the required standard to achieve employment. This has led to ECOVERT referring existing employees to ATN for other programmes to improve their skills, particularly in ICT and basic Literacy skills and ECOVERT have agreed to advise ATN of any future employment opportunities and will consider other ATN customers for those posts. Adult Training Network is extremely grateful to the invaluable support given to us by our partner employers, in helping us achieve success in our various projects.

ENRICHMENT & EXTENSION ACTIVITIES

The Adult Training Network undertakes enrichment and extension activities to support the learning activities and to provide realistic opportunities for Learners to use and develop their use of English in real situations. Over the past year these have included the "1001 inventions: discover the Muslim heritage in our world" was is an exhibition running at the London Science Museum from the 21st of January, to the 25th of April, 2010. Turning upside down the popular mythologies lying at the base of the perceived cultural discontinuities between Western culture and Islam, this show details the development of sciences and technology in Eastern societies from as early as 700AD and, most importantly, points out the effect that the latter had in terms of shaping patterns of knowledge that is functional and essential to daily living in the West. The point of the exhibition is clear: the perception of the much discussed cultural differences between East and West is ephemeral, and connected to a certain kind of image-based construction. Given the clearly multicultural ethos of Adult Training Network, we thought that this exhibition represented a clear opportunity for some of our students to experience a less conventional, but equally important way of learning. The visual and tactile experience of a modern museum can bring theory into life through playful interaction, easing up the learning process. Tutor Khalid Raza accompanied a group of ATN students to the exhibition. The following pictures document their experience.

The ancient documents have been reproduced. The understanding of the former is enhanced by the use of interactive explanatory material (videos and touch-screen computers)

Nishanthini looks at a display noting breakthroughs in medical knowledge, which would come to influence Western medical practices.

The central room of the exhibition, combining the solemnity of Islamic architecture and colours with the user-friendly approach of contemporary museums, was very informative.

A group portrait of Nishanthini, Balbir, Saadia and Habiba, in front of a collection of ancient miniatures, detailing medical practices and procedures.

Habiba takes notes over a document describing techniques of water supply in villages.

Tutor Khalid Raza enjoying the exhibition.

Nishanthini and Habiba composing a text about the exhibit that surprised them the most - Ancient medical practices.

EXTERNAL VERIFICATION & INSPECTION REPORTS

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

City and Guilds Report

The recent routine visit from Mr W Salton-Cox from the City & Guilds on 11th January 2009 for the Certificate in ESOL for Work qualification gave the Qualification Status Tariff as 'None' (Direct Claim Status, no action plan) which was an improvement of two grading criteria statuses on the previous tariff of '02' (remove or withhold Direct Claim Status).

The External Verifier summarised, 'As mentioned above, all assessments were correctly assessed. Internal Verification is carried out by a (clearly indicated) second marking with written feedback to the assessor. The Internal Verifier picked up a couple of minor errors which did not alter the overall assessment but did demonstrate that the IV system is working well.'

The routine visit by Mr Salton-Cox for the ESOL Skills for Life on 2nd June 2009 also gave the Qualification Status Tariff as 'None' which was an improvement of one grade from the previous tariff of '01' (Continue or allow Direct Claim Status with Action Plan). The External Verifier summarised, 'All assessments were correctly assessed to the City and Guilds marking scheme' and 'the centre has a personal development training plan for all its staff. Currently all staff are involved in training courses including NVQ in management (IVC), DTTLS (2 assessors) and Dip in Bus Admin (the administrator).'

British Computer Society Report

The recent routine visit from Mr Barbara Laing from the British Computer Society on 16th April 2009 gave Adult Training Network a grade 'A' – The centre meets the requirements of the BCS Quality Assurance system. This was an improvement over the Grade 'B' achieved in the previous Annual Verification visit. The Verifier commented that, 'The centre has responded to the previous action points and provides a clear and client based course that meets the needs of the local community. The facilities are dated but provide adequately for testing. The Centre Manager and the staff are well qualified and experienced. They have very good record keeping and admin. Their retention and success is admirable. Well done.'

OCR Vocational Qualifications Centre Feedback Report

The recent routine External Verifier reports from OCR on 22nd May 2009 and 29th July 2009 were summarised with the comments, 'Candidates have passed as claimed – Congratulations' and 'Well presented and marked, no problems at all.'

SUCCESS STORIES – CASE STUDIES

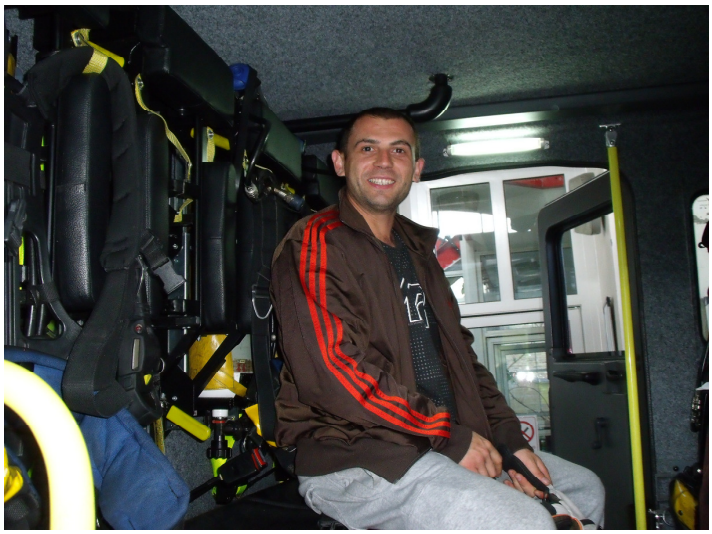
ATN LEYTON CASE STUDIES

Dorota Radoch is an ambitious young woman from Poland. She enrolled on the MEDAL project at Adult Training Network in Leyton in February 2009. She was unemployed at the time and hoped that improving her English language skills would help her to get a job. She was a keen learner and was actively involved in class by showing attention to detail. Dorota passed the ESOL Skills for Life exam and gained a qualification in Food Hygiene, which were offered on the two-month programme. In addition, the project provided the opportunity for work experience through a work placement. Dorota's work placement took place at ATN Leyton. She worked as an administrator, which allowed her to display excellent interpersonal skills, practise and improve her oral and written communication skills in a real-life working environment, and boosted her confidence. Now Dorota works as a regular member of staff as an administrator at ATN Leyton and is an invaluable help to both learners and staff.

Monika Berta is from Hungary and came to study with ATN in January 2009 as an Entry 1 learner. She has been with ATN ever since and managed to successfully progress from E1 Speaking and Listening to E2 Full Award. Monika is very motivated and comes to class regularly because she wants to improve her English and to find a job as a vet doctor. Monika says that learning English with ATN has helped her to improve her communication skills at work and made lots of good friends in her class.

Shamim Ghafarzada is from Afghanistan and is on an ESOL Entry 1 course. She is a housewife and started learning English at Adult Training Network in Leyton in September 2009. When she enrolled she could hardly speak any English and was not able to write in English at all. Shamim is aware that she needs to develop her English language skills if she wants to get a job. She is a motivated and diligent learner and passed the ESOL Skills for Life Speaking and Listening Exam in December 2009. She is also happy that now she can read and write simple English and her big progress encourages her to do a lot of extra work out of class. She uses every opportunity to practise her English and improve her language skills. Now she is working towards achieving a full award in ESOL Skills for Life Entry 1. She would like to work in ASDA.

Lukasz Szczrek is from Poland. He came to England to start a new life, however, English language was his main challenge as he did not have many opportunities to practise his speaking either at work or with his housemates. Lukasz enrolled with ATN in January 2009 on an Entry 1 Speaking and Listening course and he successfully completed it and passed the exam. After that, he stopped his education for a while because he wanted to get more work experience. However, in September 2009 Lukasz came back to study with ATN. He demonstrated a very good commitment to the course and achieved Entry 1 Full award qualification. Although Lukasz works full-time now, he makes the effort to come to class because he wants to improve his English. Doing an ESOL course with ATN has helped him not only to improve his English, but also to boost his confidence and to improve his communication and interpersonal skills. Lukasz works as a delivery person for a small bakery in Leyton, however he has high expectations for himself. One day he would like to become a professional baker.



Fawzia Latifzada is from Afghanistan and is currently enrolled on an ESOL Entry 2 course. She started learning English at Adult Training Network in Leyton in September 2009. Although Fawzia enrolled on an ESOL Entry 1 course, she was very determined to find a job. She was fully aware that good communication skills in English are vital for job search. Her motivation and hard work enabled her to move on to Entry 2 quickly and in December 2009 she passed her ESOL Skills for Life Speaking and Listening Exam. Since then Fawzia has attended a few job interviews.

Manor Park Case Studies

Sadeque Miah joined the ESOL Entry 2 class at Manor Park. He was in part ownership of a Bengali restaurant. Due to the recession he had to sell his share. He looked for work but didn't sign on with the job centre. After six months of much effort but with no luck he decided to sign on, as the money situation was getting bad. While signing on at the job centre he asked them if they could send him to improve his English. At first they told him that he should concentrate on looking for a job, he told them that he finds it difficult to communicate and will improve his chances of getting a job if he joins English classes. He was then referred to ATN. He is a keen learner and his attendance and punctuality have been excellent.

Engele Moseeka came to ATN in November 2008. She was forced to flee the Democratic Republic of Congo due to the civil war, and sought asylum in Sweden.
Engele came to England because of the UK's tolerant approach to people from ethnic minority backgrounds, but was hampered by her lack of English. Engele began at ESOL Entry Level 1 (Speaking & Listening), and quickly progressed to ESOL EL1 (Full Award); ESOL EL2 (Speaking & Listening) and ESOL EL2 (Full Award). Engele also passed Numeracy Entry Level 1 and a 'Managing Personal Finance' course. With her much improved English; ATN produced a CV and provided job search support, which quickly led to a part-time cleaning position. During the compilation of the CV, staff discovered that she possessed a Certificate in Adult Care for a course taken in Sweden, and had previously worked in the Swedish adult care sector. With her English continuing to improve, she has now enrolled for a Health & Social Care Level 2 course, which encompasses voluntary work in an environment she has experience in.

Jali Saha is currently studying in the morning LDA class at Manor Park.
As quite a shy person, her speaking is good but lacks confidence in speaking in front of other people. She received some one-to-one sessions (in speaking) with her tutor, which encouraged and built her confidence. She has come to the point where she is very confident and always aims to be the first one to answer questions in class.
She completed her ESOL EL2 in December and is currently studying EL3. She really wants to find a job, but feels restricted by a lack of work experience. She has received job search support and is set to begin voluntary work within the care sector, enhanced by her enrolment on the level 2 NVQ in Health and Social Care. She is confident that with her improved qualifications and work experience, she will be able to gain full time employment.

Wasfi Jaradat (CETFAD) was born in Jordan in 1972 but he was little more than a kid when his family moved to Germany. Living in Paderburn, in the North West of Germany, Wasfi embraced his passion for technology by studying computer sciences and pursued a career in software development.
Since he was young, Wasfi has been considering the possibility of moving to the UK, reasons include the multilayered net of cultures that meet and mix in cities like London. He finally took his chance in the autumn of 2009, but although he likes the corner of East London where he settled with his wife, the level of his knowledge of the language is still fairly low. This lack adds insecurity to an already introverted character, making communications at this crucial time – settling down in a new place - ever so complex.

Wasfi joined his first course at ATN Manor Park in January 2010, when his ESOL preliminary test showed an entry level 3 starting point. He is working hard on his courses and enjoying the growing grasp and confidence he is acquiring on the language.
Wasfi has also been receiving personal advice on job search and has been practising how to handle interviews. His confidence seems to be increasing day by day, and he is feeling positive about his chances, and ready to go and look for the job he dreams of.

Jali Saha (BCEES/CETFAD) left her family home in Coochebar, India in 1994, at the age of 21, and travelled to Europe in search of different life conditions and the ambition of a better future. Her first stop was Italy, where she lived for almost 15 years with her husband Swapan.
Tired of Italy's unsympathetic attitude towards immigrants, the couple left Rome and moved to London, to join other relatives already living in the north-east of the city. Willing to learn English, the knowledge of which was really basic to start with, Jali enrolled for ESOL training. As the lessons progressed, Jali took confidence in her language skills, and overcome quite surprisingly what in the beginning looked like a shy personality. She is now one very much willing to talk, and bloomed into a friendly and sunnier character. She completed her ESOL EL2 in December and is currently studying EL3. As her English is progressing, Jali is committing herself to finding a job, nevertheless she has no work experience in the UK, and she would not want to pursue the career in catering and cleaning she was not enjoying during her Italian experience. For this reason she is soon going to start a voluntary placement in a care home, which along with the NVQ2 course in Health and Social Care she just began to attend, will hopefully give her the possibility to aspire to the job she wants.

Rias Miah (Waltham Forest College) When he moved to London at the age of 40, Rias Miah knew the little English he knew would not be enough to maintain the standards of living he and his family wished for. After 19 years in Austria, where he performed a number of different occupations, Rias decided that the growing unemployment in the central European country was putting the status of him and his family in danger, and therefore a move was in order. London was always going to be a first choice, as an open mind towards immigration, and the possibility of finding jobs within a range of different fields was for him a guarantee of easing up the concerns of another big relocation. Rias was referred to Adult Training Network during his second year in London, when his little experience with the language was starting to take its toll in terms of employment possibilities. When he first attended our classes, Rias' English was very basic, and the little awareness was never backed up by scholastic knowledge, but rather by rough self-study, prior to the move. Since he started taking part in classes, his progress was steady and continuous, and his will to learn the language was as obvious as the success in achieving the goal. Rias is now working as a cab driver, but still attends classes as he wishes to further implement his language and numeracy skills which he considers directly related to the professional and economic success he wishes to reach.

Sadeque Miah (Waltham Forest College) was the owner of a well-known Bengali restaurant in the Manor Park area, yet the hard-hitting recession and consequently conservative economic climate drove him to sell his share of the venture and start anew. He avoided referring immediately to the benefits system, deciding instead to live on his savings and commit to the search for a new job. The first few months were unfruitful though, and as money was running out, benefits became a sad necessity. As he signed in for his first Job Centre session, Sadeque asked for a place where he could improve his language skills, as he reputed that was one of the main reasons of his months of career disappointments. He was thus referred to Adult Training Network, and during his time with us he did show a keen interest in learning. His progression has been constant, and surprisingly his eagerness has even improved as the grasp of the language was increasing. After having gathered enough confidence in spoken and written English, Sadeque hopes to be able to apply for management jobs within the catering industry. With his English under command, he feels he can pick up from where he left and use his experience and expertise in the most successful ways.

SOUTHALL CASE STUDIES ANTLES

Agata Blaszczyk before joining the Antles Project I had previously worked in a warehouse on a temporary contract for 3 months. I had recently been unemployed and decided to enrol on the programme to find a cleaning. I found out about the project through my local job centre plus and decided to join the programme to find full time permanent job. During my short time on the project I was given a lot of assistance in CV Writing and job search. Staff also arranged work experience for me. The project was good and I was able to undertake work placement which lead to a job.This has made a big difference in my life as I am now able to support my husband with a second income. I would recommend this project to anyone looking for work. "Thank you everybody for giving me a job opportunity and all the support in making me realise the power to work".

Jigna Geentilal

I had not previously worked full time in the United Kingdom and the only work experience I had before joining the project was a beauty therapist. I found out about the project through a leaflet advertising the Antles course. I was specifically very interested in looking for work and so I decided to join. I managed to pick up some transferable skills while on the project as well as gain work experience. I also improved in my literacy and numeracy skills. A lot of help was given by the staff. The project was very good in relation to my personal circumstances as I was able to find a job quickly. This course has made a difference to my life because I have met new friends at work and I would recommend the Antles project. I am now focussing on trying to gain promotion through experience in my current job. "Thank you, to all ATN Staff for your support in arranging my work experience which has now led to a job opportunity".

Jigna Geetinlal

I had been unemployed for a while and joined the project to get help in job search. I found out about the project through my local job centre plus and joined the programme I received assistance with CV Writing, help in filling application forms, going on work placement as well as improving my numeracy skills. I enjoyed the financial and household budgeting parts of the course.

I also made new friends whilst I was on work experience. The course was very interesting and relevant in what I wanted to do and a result I have now progressed into employment.

My life is different now and I have recommended the job centre to promote this project further

ANNUAL CELEBRATION OF SUCCESS EVENT

For the third year running ATN held its annual Awards Presentation function. Virendra Sharma MP for Southall & Ealing, Dennis Sargent Vice-Principal of Richmond Upon Thames College, Halima Begum Contract Manager from LDA, Emma Peglar–Willis The Adult Learning Manager from Adult Community Learning Ealing Council, Job Centre Plus Advisors and local employers attended the function together with 350 learners from ATN.

Certificates were presented to the learners who had been funded through the various funding streams.

The awards ceremony is a platform for celebrating success of the learners and to showcase the cultural diversity of the students through the various performances in music and dance. Please find attached photographs of the Awards function which was held at the Monsoon Banqueting Hall on the 17th July 2009.

Emma Peglar – Willis Interim Adult Learning Manager presenting a certificate to Abdi Omar. He achieved with an ICT certificate and he was also presented with a certificate for special achievement (Left) and Cultural song and dance performed by ATN's learners (Below).

A NEW BEGINNING

Adult Training Network were given the task to address candidates who had been made redundant. Just before Christmas the training provider had an influx of candidates who had been laid off by Entertainment UK. Three candidates who had worked for the organisation for many years suddenly found themselves in a desperate situation. The 3 friends had received quite a few rejection letters as they tried to get back into work. Through initially being referred by their local Job Centre Plus they decided to enrol on ATN's employability CETFAD programme. At first they were very apprehensive about finding work because of them being in their 50's. They thought that age was a barrier to them finding work. ATN staff had a huge task in revitalising them and making realise that they had the experience and skills to be flexible and pursue alternative career paths at their age. On the course the three got help with job brokerage, interview techniques, CV writing and also obtained a Level 1 award in Food Safety Awareness in Catering. Currently they are now in employment in the Food and Drinks sector. They could not believe at their age that they could ever become gainfully employed.

CASE STUDY - " A JOURNEY THAT LEADS TO TRAINING, FRIENDSHIP AND EMPLOYABILITY"

Adult Training Network received funding from the London Development Agency and ESF to deliver employability training through 2 different strands ANTLES and CETFAD. As part of the project ATN had to establish links with local employers and obtain work placements leading to sustainable employment. Adult Training Network engaged ECOVERT FM an organisation who services both cleaning and catering contracts for the West Middlesex Hospital. During the employer engagement process both agreed on giving clients a chance to conduct work experience and permanent employment afterwards. ATN sent 8 students to ECOVERT FM for 30 hours work experience for both ANTLES and CETFAD programmes. In recognition of their success these learners were invited to attend ATN's Annual Award Presentation at the Monsoon Banqueting Suite on the 17th of July 2009. They met Halima Begum from the LDA and shared their success with her. At the same time they also thanked the funder for sponsoring the employability programme. The clients were ready for this experience as they had previously worked in cleaning and catering. To the clients credit ATN received positive feedback from ECOVERT FM Management regarding their work placement and the clients were offered permanent contracts straight away. The clients

have progressed even further and have grown in confidence. 6 months later they are still in sustainable employment at ECOVERT FM which is a big achievement to themselves and ATN. They also have forged strong personal and working relationships amongst themselves. In the next academic year they will be continuing with their personal development by enrolling with ATN on the Train to Gain programme to improve their literacy skills further.

PERSEVERANCE AND PATIENCE UNLOCKS EMPLOYMENT FOR JAYDIP PATEL

Student Jaydip Patel had been studying numeracy and language courses at ATN Southall for several years. He initially enrolled as a student with a learning difficulty.
However ATN staff have helped him overcome many of these personal barriers and have unlocked employment opportunities for Jaydip. Jaydip enrolled on the ANTLES programme and has really improved in leaps and bounds.
Through perseverance and support Jaydip has produced a CV and has been able to conduct himself at an interview through picking up interview techniques whilst on the course. This has lead to him being employed on a part-time basis for a cleaning company in the local area. You would not have dreamed of this a few months ago.
"Jaydip is progressing in the right direction and has now become more confident as a person", said Kamaljit Kaur, Centre Manager who has nurtured him for many years.
During the Award Presentation on the 17th of July 2009, Jaydip was given the outstanding student award which he is very proud of.
This success story shows that there is a light at the end of the tunnel for similar students who face the same problems as Jaydip.

Pravina Lakhani completed the Customised Employability Training in Food and Drink and received the certificate from Colin Wheeler, trustee of the Adult Training Network
The CETFAD employability project was funded by the LDA.
On completion of the course Pravina managed to get into sustainable employment.

Mr Virender Sharma the MP for Ealing Southall presenting an ESOL Certificate to Sarah Abdi (Left) for a Richmond upon Thames funded course.

Anjana Virdi received her Literacy certificate from Dennis Sargent, the Vice Principal of Richmond upon Thames College. (Right)

Bhappa Singh completed the ANTLES programme. This employability project was funded by the LDA. He completed his work placement at ECOVERT and upon completion of his work placement he was offered a job in the Domestic Department of ECOVERT. He received his certificate form Halima Begum, the Project Officer from the LDA

FUTURE DEVELOPMENTS & PRIORITIES

During the year the Director has followed developments regarding future funding opportunities for the coming year. These have included further opportunities with the London Development Agency and London Councils and the potential new funding streams through the Department of Work and Pensions and Jobcentre Plus, in the capacity of sub-contractor to Prime contractors. Initial interest in tendering has been registered, Pre-Qualification Questionnaires and in three cases final tender have been submitted, and the Adult Training Network is awaiting the outcomes. These bids include delivering ATN traditional programmes and developing new programmes particularly in the Welfare for Work area of training delivery.

The long-term relationships that exist with Ealing Council, Richmond upon Thames College and Waltham Forest College continues to be fundamental to Adult Training Network's ability to deliver qualification courses in the communities we serve and every effort continues to be made to further develop this relationship. Very positive reports have been received from all these organisations praising ATN contribution.

ATN was approved to deliver Learndirect courses and this has led to additional funding being secured for future courses.

Becoming involved in Department of Work and Pensions and Jobcentre Plus funding and delivery will be a priority for the coming year and ATN will look to develop new centres in West London particularly in the Boroughs of Hillingdon and Hounslow.

CONCLUSION

August 2008 to July 2009 has been a significant year in terms of development for the Adult Training Network. The success in securing major additional funding from Ufi/Learndirect and additional funding from Richmond – upon – Thames College, coupled with a greater qualifications portfolio, has enabled the Adult Training Network to continue to meet the stated aims of delivering learning opportunities to disadvantaged individuals in the heart of their own communities.

The Adult Training Network has been able to invest in additional staffing and resources. The new opportunities when combined together with the established franchise delivery for Richmond upon Thames and Waltham Forest Colleges and the established links with Ealing Council, have all combined to help the Adult Training Network deliver approximately two thousand, five hundred, learning opportunities, across all projects, which was by far the greatest number in any year since the organisation was formed in 1999. The volume of delivery, increased number of learners and the significantly increased turnover has made 2008-2009 the most successful year since the Adult Training Network was established.

Appendix A

Adult Training Network's

Self Assessment Report
For
Richmond upon Thames College

CROSS COLLEGE SELF ASSESSMENT

RICHMOND UPON THAMES COLLEGE SELF-ASSESSMENT REPORT
DATE COMPLETED: 05/10/09

OVERVIEW OF PROVISION AND BACKGROUND INFORMATION

This particular SAR report is written for a collaborative outreach franchise project being conducted by the Adult Training Network (ATN) at the King's Hall Methodist Church in Southall, Middlesex, in partnership with Richmond upon Thames College. Courses were conducted from September 2008 to July 2009.

In this period the following courses were conducted: SKILLS FOR LIFE: - ESOL (Courses covering all levels from Entry Level 1 to Level 1), Literacy (Courses covering all levels from Entry Level 1 to Level 2), Numeracy (Courses covering Entry Level 1), Administration Courses in Administration at Level 1 and Book Keeping at Level 1; ICT Courses:- ICT Skills for Life (Courses covering Entry One to Entry Three, New CLAIT Certificate, New CLAIT Diploma, E-Quals (Standard Level 1 and E-Quals Enhanced Level 1). There were a total of 845 enrolments (an increase of 13.1% over 2007-2008), 463 for Basic Skills (SfL) (an increase of 30.4% (108 additional learners) over 2007-2008) and 353 for ICT (a decrease of 6.8% over 2007-2008, however this was still greater than the 2005-2006 figure.) The Other courses had 29 learners which was a 126% increase over 2007-2008.

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

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

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 Southall project has been delegated to the Centre Manager of ATN.

In the period September 2008 – July 2009, Adult Training Network Southall employed a Centre Manager, fourteen tutors, (including five ESOL tutors, 3 Literacy tutors, 1 Numeracy tutor and 4 ICT tutors, 1 accounts administrator, 1 maintenance staff member), four additional learning support staff and six administrators at the Southall site. This is an increase in staffing of 3 (14%) from last year.

Out of all LWLSC boroughs (Ealing, Hammersmith, Harrow, Brent and Richmond), Ealing has the highest number of people with low/ very low literacy skills (24% of the population). Furthermore, 24% of the population have low/very low numeracy skills. The percentage of the population with very low numeracy skills varies across the wards of Ealing. Glebe ward in Southall has the highest concentration of very low numeracy skills, with an estimated 41% of the population between 16-60 with very low numeracy skills. A number of wards in Ealing have concentrations of low literacy skills levels, with Northcote ward in Southall having the highest estimated percentage of the population aged between 16-60 with low/very low literacy levels with 41% (Basic Skills Agency 2001)

The unemployment rate in Sept 2002 in Ealing was 4.5% and there were 6548 claimants at job centres with 3.9% unemployed for more than two years. Wards with relatively high unemployment (where the rate lies between 10.2% and 6.2%) are Glebe (10.2%), Northcote, Mount Pleasant, Dormers Wells; which are Southall wards and Victoria and Heathfield. The rates in the Southall wards are above the national average which was 5.4%

Current figures (2001 census) suggest that the proportion of the local population from minority ethnic background in the borough of Ealing where this project is based in Southall is 41.2% that compares with a national average of around 6%. 37.6% of the population do not have English as their mother tongue and there have been recent changes to the ethnic mix of the local population and are due to an inflow of some groups as a consequence of increased numbers of asylum seekers and refugees.

Richmond upon Thames College 2008/2009 retention, achievement and success rates									
Sep 08 -Aug 09									
Subject	**No of learners**	**Withdrawals**	**No retained**	**% retained**	**No of full achievement**	**Partial achievement**	**% full achievement**	**% partial achievement**	**% full success**
Basic skills									
ESOL Entry 1 S&L	33	4	29	87.88%	27	0	93.10%	0.00%	81.82%
ESOL Entry 1 full Award	49	2	47	95.92%	44	0	93.62%	0.00%	89.80%
ESOL Entry 2 S&L	53	7	46	86.79%	42	0	91.30%	0.00%	79.25%
ESOL Entry 2 full Award	44	3	41	93.18%	41	0	100.00%	0.00%	93.18%
ESOL Entry 3 S&L	31	0	31	100.00%	29	0	93.55%	0.00%	93.55%
ESOL Entry 3 Full Award	17	3	14	82.35%	13	0	92.86%	0.00%	76.47%
ESOL Level 1 S&L	14	2	12	85.71%	12	0	100.00%	0.00%	85.71%
Literacy Entry 1	40	2	38	95.00%	38	0	100.00%	0.00%	95.00%
Literacy Entry 2	44	5	39	88.64%	39	0	100.00%	0.00%	88.64%
Literacy Entry 3	61	3	58	95.08%	57	0	98.28%	0.00%	93.44%
Literacy Level 1	58	4	54	93.10%	53	0	98.15%	0.00%	91.38%
Literacy Level 2	6	0	6	100.00%	6	0	100.00%	0.00%	100.00%
Numeracy Entry 1	13	0	13	100.00%	13	0	100.00%	0.00%	100.00%
Cumulative Basic skills Total (ESOL, Literacy and Numeracy)	**463**	**35**	**428**	**92.44%**	**414**	**0**	**96.73%**	**0.00%**	**89.42%**

Other Courses									
Administration Level 1	17	0	15	88.24%	14	1	93.33%	6.67%	82.35%
Book -Keeping Level 1	12	0	12	100%	10	0	83.33%	0.00%	83.33%
Cumulative Other Courses	**29**	**0**	**27**	**93.10%**	**24**	**1**	**88.89%**	**3.70%**	**82.76%**
ICT									
ICT Skills for life Entry 1	38	0	38	100.00%	38	0	100.00%	0.00%	100.00%
ICT Skills for life Entry 2	59	1	58	98.31%	58	0	100.00%	0.00%	98.31%
ICT Skills for life Entry 3	94	2	92	97.87%	87	0	94.57%	0.00%	92.55%
NEW CLAIT Certificate	50	1	49	98.00%	48	1	97.96%	2.04%	96.00%
NEW CLAIT Diploma	53	0	53	100.00%	53	0	100.00%	0.00%	100.00%
E-Quals Standard Level 1	34	1	33	97.06%	32	0	96.97%	0.00%	94.12%
E-Quals Enhanced Level 1	25	2	22	88.00%	22	0	100.00%	0.00%	88.00%
Cumulative ICT Total	**353**	**7**	**345**	**97.73%**	**338**	**1**	**97.97%**	**0.29%**	**95.75%**
Cumulative totals for all subject areas	**845**	**42**	**800**	**94.67%**	**776**	**2**	**97.00%**	**0.25%**	**91.83%**

List key strengths and weaknesses

Strengths	Weaknesses
• Continued trend in increased enrolments showing a 13.1% increase on 2007/8, which has increased steadily over the last 5 years. This shows the significant demand for these courses to be delivered within this particular community and the support for ATN's activities from the community. • The retention rate for all Basic Skills courses was high at an average of 92.44%, this represents a 3.43% increase over the 89.01% of 2007-2008. The retention rate for all ICT courses was very high at 97.73%, a further 0.1% improvement on the 97.63% of 2007-2008, again the highest ever achieved. The overall retention rate for all courses was significantly up at the very high level of 94.67% and has shown a steady rise from 93.44% in 2007-2008, 90.86% in 2006-2007, which in turn was up from 90.2% for 2005/6 and from 2004/5 at 80.18%. • ICT courses continued to improve the Full Success Rate with 95.75% which was a slight improvement on 95.51% for 2007-2008, which was in turn an increase of 6.54% over the 88.97% of 2006-2007, and was an increase of 6.37% over 2005/6 with 82.6% that was over 20% better than 2004/5. The Full Success Rate percentage for Basic Skills of 89.42% which was 3.5% higher than the 85.92% of 2007-2008 and showed continuous improvement on the 76.77% of 2006-2007, which was a 6.57% increase over 2005/6 which in turn was a 7.5% improvement over 2004/5. • The introduction of Book Keeping Level 1 proved very successful with a 100% retention rate and an 83.33% Success Rate. • Effective use of Management Information Systems and registers continued to enhance attendance patterns, punctuality and achievement. In addition the recording of reasons for withdrawals and progression to new courses has added positively to course reviews. • ATN is matrix accredited and has maintained an excellent IAG delivery standard, and the IAG process has significantly improved the service to learners. • High level of additional learning support provided to meet learners needs	• One afternoon ESOL courses did not have a high retention rate due to weaknesses in tracking and follow up of learner attendance. • Computer access was not available in all classrooms at all times during the length of courses especially when rooms were being refurbished. • The canteen was sectioned in two halves, part of the space being used as a classroom whilst the second half was used as a canteen. This meant that canteen access was limited to break times only. • Appropriate space for prospective learners to complete Initial Assessment is not available currently due to the high demand for teaching space during term time.

Signed by: ***S Singh Gill*** Date: 05/10/09

How are achievement and learning affected by resources?

To answer this question evaluate:

- The adequacy and suitability of staff.
- The adequacy, suitability and use of specialist equipment, learning resources and accommodation.

Strengths	Evidence
Qualified ESOL tutors	CVs, Certificates of achievement.
Qualified Internal Verifier	The centre manager is qualified to take on board the IV role of ATN which she is undertaking by sampling ESOL learner portfolios. She has a D34 qualification and a C&G 7307 stage 1 and 2. An existing member of staff has attended the relevant courses and has three years occupational IV experience to be able to supplement the existing IV provision.
Development of additional members of staff to assist with Internal Assessment and Verification.	Four additional staff have registered for and are working towards A1 Assessor Awards and two staff have registered and are working towards V1 qualifications.
Excellent and regularly upgraded ICT equipment for all learners' usage, not only those following ICT programmes.	ICT resources - 65 Pentium 3 compatible client machines, Two Pentium 4 servers, four Laser printers, Multi media Projector, OHP, upgraded monitors and CPUs.
ESOL/Literacy/Numeracy Books and resources are continuously improved and updated. Where appropriate learners are provided with simplified resources, specifically designed to help them with their learning.	New equipment in ESOL/Literacy/Numeracy training rooms and in the resources library.
The Staff Performance Management system continues to be proactive in recognising the individual member of staff's contribution. All staff participate in an annual appraisal by the Centre Manager. Information from this exercise is used to inform operational planning and to identify staff development needs. The staff development plan is reviewed at 6 monthly intervals and there is an annual report to the management team. All staff have a personal development plan which is reviewed at 6 monthly intervals.	Staff evaluation forms, Staff Performance Management documentation.

ATN has sought external funding and courses for staff development, which has led to a number of staff improving their qualifications. Ongoing high quality IAG for learners and a matrix accredited service. Special Training days have been arranged for tutors and classroom assistants especially support by CfBT in embedding Skills for Life into vocational programmes Support staff have been provided and have made a significant impact with some learners through their ability to communicate with learners in their native language. Staff share good practice at regular staff meetings. ESOL courses are benefiting from the inclusion of greater ICT usage and the use of audio/visual learning materials particularly the use of video and Powerpoint. This has resulted in a greater engagement of learners in classrooms. It has also generated greater interest in learning. Additional ICT suite added on to the resource infrastructure by partitioning of existing large classroom (Rm 12) adjacent to the canteen making it possible to conduct more programmes and increasing the versatility of space Additional room downstairs added to infrastructure by partitioning of existing large classroom. This has allowed more learners to enrol on programmes especially at suitable times during the mornings. Many adult learners have childcare and family issues and have to attend when their children are in school or at local nurseries. Hence morning sessions are popular.	Staff development records and appraisal reports MATRIX accreditation and certification. Staff meeting records. Learner satisfaction surveys and tutor course Evaluation reports. Minutes of meeting. Schemes of work, Inventory of Items Physical existence of the ICT suite with bench and ICT equipment Physical existence of the additional classroom with appropriate partitoning wall.
Weaknesses	Evidence
The FENTO standards require that tutors should work towards Level 4 qualifications. Some of the tutors are not qualified to Level 4. Further although most of the ESOL staff are qualified to Level 4 not all have a subject specialist CELTA Module 2 qualification.	CVs of tutors, Certificates

Access problems for learners with mobility problems. There is no lift to the first floor of the building. However, a ground floor classroom is available.	No lift access to the first floor of the site. However, there are two additional ground floor classrooms.
Staff identified the need for a facility to share resources and the further development of a central library of in-house resources including video and PowerPoint presentations. Old monitors in some ICT suites have resulted in eye strain for some users.	Staff Course review feedback forms.

Consider:

- Are there adaptations to classrooms and workshops to enable students with learning difficulties and disabilities to study effectively?
- Are there enough qualified and experienced teaching, training and support staff?
- The quality of the learning environment provided for students.
- Are accommodation and learning resources of a high quality?
- Are libraries and learning resource areas well designed, well used and well equipped?
- Do students and staff have access to modern computers? Availability and usage of open access areas, classrooms and workshops.
- Do reprographic services enable teachers to produce high quality paper based materials?
- Is there access for students with mobility difficulties?
- Is professional development easy to access and how is it evaluated?
- Are there sufficient books, videos and specialist equipment to support students?

How effective are the assessment and monitoring of learners progress?

To answer this question evaluate:

- The suitability and rigor of assessment.
- The uses of assessment in planning, learning and monitoring learners' progress.

Strengths	Evidence
Regular and effective progress tutorial reviews are held to give learners regular feedback on their progress with the different modules of their qualification programmes.	Learner ILP and Reviews
The embedding of Basic Skills courses assessed through examination has been effective and Learners have been well prepared for this particular method of assessment.	Results of external assessments
Each learner is given a number of small individual milestones to achieve at tutorial sessions. These are reviewed at four weekly intervals and new milestones set if initial targets have been met. Slower learners are given more time and support to complete existing milestones.	Individual Learning Plan - Reviews in ILPs ESOL and ICT folders
The use of single module qualifications (e.g. Speaking & Listening) in ESOL has contributed to learner achievement and success.	Results of External Assessment.
EV grades for all programmes have been very encouraging with very positive feedback from EVs for ESOL and a Grade A for ECDL in the previous academic year and moderated externally during this academic year. EV comments responded to in a timely and comprehensive manner.	EV reports for ECDL and ESOL; refer to continuous improvement sections. Worksheets, Schemes of work.
The Literacy Skills of some ICT learners was an additional barrier to their success. Simplified worksheets have now been introduced.	Schemes of work,
New schemes for ICT at Entries 1 and 2 have been introduced making it easier for learners to achieve and follow a more gradual learning curve. Previously all learners started at E3 which was challenging for some learners who had no prior knowledge of computers.	

Weaknesses	Evidence
The ongoing monitoring of learners progress in some programmes can be further improved to more accurately assess the milestones attained and to provide additional support where appropriate.	ILPs, Learners completed worksheets and mock assessment papers

Consider:

- Are targets informed by value added data for GCE/A level and AVCE students?
- Does assessment identify the specific additional needs of students?
- Do reports give students, parents and their employers a clear picture of the students performance and progress?
- Do teachers and managers monitor the standards that students are achieving?
- Are examiners and external verifiers comments responded to?

How well do the programmes and courses meet the needs and interests of learners?

To answer this question evaluate:

- The extent to which courses or programmes match learners' aspirations and potential, building on prior attainment and experience.
- How far programmes or the curriculum meet external requirements and are responsive to local circumstances.

Strengths	Evidence
Basic skills has been identified as a key gap in the training provision in West London by the LSC London West which this provision is intended to address	LSC strategic plan
ICT courses have introduced 'real life' usage situation to embed learning and help develop the understanding of the use of ICT within every day business and as an aid to life in general.	Learner surveys and feedback, curriculum scheme of work, course notes and lesson plans.
Significantly increased recruitment and very good retention rates, indicate that learner needs and the needs of the local community are being met.	ATN database statistics: Registers.
Regular attendance patterns.	ATN database statistics: Registers.
Great emphasis is placed on enrichment activities, these include;- Learners taken to Southall library and enrolled as members, Visits to the Dominion Centre (exhibition on Partition), Visit to the Natural History Museum, End of course celebration parties and a major	Reports and photographs on company Website.

cross company Awards presentation and meal, at the Monsoon Banqueting Suite in Southall This event was attended by representatives of the college and local dignitaries (including our local member of parliament) and celebrated learners' success and shared cultural diversity with a range of performances of dance and music from several countries including India, Sri Lanka, Afghanistan, Iraq and Poland. Effective progression routes for learners for a number of different Levels in ESOL and ICT at ATN. Learners signposted to further progression courses at local colleges.	 Course timetables/schedules End of course reviews. ATN database statistics
Weaknesses	Evidence
Not enough variety of vocational programmes currently on offer, eg Classroom Assistants courses for which there has been an expressed need	Learner feedback. Discussions by learners with senior staff.

Consider:

- Is the curriculum rich and varied with a choice of courses that caters for all students?
- Are there plans to develop key skills in a coherent and systematic manner?
- Is the curriculum enhanced by a range of enrichment activities consistent with a responsible use of resources?
- Are students programmes monitored for progression?
- Is the college inclusive in the way in which it monitors equality of access and opportunity?
- Does the college ensure that students are aware of what is available in other schools and colleges in the area?

How well are learners guided and supported?

To answer this questions evaluate:

- The quality of accessibility of information, advice and guidance to learners in relation to courses and programmes and career progression.
- The diagnosis of, and provision for, individual learning needs.
- The access learners have to relevant, effective support on personal issues.

Strengths	Evidence
ATN has built on the success in gaining Matrix accreditation and provides an excellent IAG service to learners. Effective initial assessment used to identify individual learners needs which inform their ILP Regular review of learner progress and tutorial sessions Additional Learning Support given to both Basic Skills and ICT learners with ALS needs. High level of support on pastoral issues Simplified resources have been produced and together with practical demonstrations and exercise these have contributed to the learners successes. Support staff have been available to help tutors through interpreting into native language to aid understanding, where appropriate and necessary.	Matrix accreditation and certification. ILPs, Diagnostic Assessments in Basic Skills – Literacy, Numeracy and ESOL ,Team minutes ILPs Registers, CVs of ALS staff. Learner satisfaction survey. 90% report good or better levels of satisfaction with support offered. Resources available in ESOL/Literacy/Numeracy teaching rooms and in resources library. Success rates Course evaluation forms and customer satisfaction surveys
Weaknesses	Evidence
There is not enough additional guidance given to learners on the range of career options and learning pathways which can be followed to attain successful career goals. Learners have expressed a need for a greater range of vocational progression opportunities to be offered at ATN.	Learner feedback.

Consider:

- Is initial guidance impartial and careful? How is information provided to students?
- Is induction well planned and are student needs accurately assessed before or early in their course?
- How are learning support needs addressed?
- What kind of support is provided for students personal needs? Are there arrangements to support students in crisis
- Is the communication between learners, teachers and support staff effective?
- How are targets set and tracked and what records are kept of students' progress?
- What records are kept of students destinations? Is there successful progression for learners of all types? Is there frequent review and innovation in personal tutorial activity?

How effective are leadership and management in raising achievement and supporting all learners?

To answer this question evaluate:

- How well courses are managed, and clear directions set for high quality education and training.
- How quality assurance procedures are used to improve retention and achievement on courses.
- How well equality of opportunity is promoted.

Strengths	Evidence
Effective promotion of training to target groups of ethnic minorities and refugees.	Data on trainees' ethnic origin and initial assessment of individual learners needs. 32% of all trainees have additional learning or social needs, with 31% of ICT trainees having ALS needs and a further 32% of basic skills learners having such needs.
The management strives to create a culture where the needs of the learner are the placed at the forefront of the ethos of the organisation. Differentiated learning, individual learning plans, regular tutorials and monitoring coupled with review of teaching and learning are important ingredients in raising achievement and supporting learners.	Learner resources, ILPs with reviews, Schemes of work , Lesson plans, IV records
The staff teams are well coordinated into subject specialist areas and set challenging targets at staff meeting and collective staff workshop days.	Minutes of staff meetings and collective ATN staff workshop minutes.
The trustees monitor progress closely and offer guidance and support in reviewing progress and supporting learning. Further, in collaboration with the Senior Staff trustees review performance targets, retention/ attendance targets and address organisational, financial, academic, health and safety and other pertinent issues.	Minutes of meetings
Strategic objective of high levels of full achievement achieved; 776 97%	Awarding bodies results reports, Student certificates
Clear strategic objectives set	Business Plan linked to Delivery Plan and SAR to RUTC.
Effective use of Management Information Systems and registers to enhance attendance patterns and punctuality	Tutor registers and MIS data is in a format which promotes ease of use. ATN statistical data

Resources which are current and culturally relevant for the needs of the diverse ethnic group of learners are used. The current (DfES) Skills for Life resource pack is especially relevant as are the materials generated specifically for the qualifications. Further, new DIUS materials which embed basic skills into key subject areas such as ICT are being used more consistently and widely. Ongoing development of Quality Assurance System and Manual. Further development of systems following successful MATRIX accreditation and working towards the IIP quality mark. Staff development identification and external training organisation in place. Accreditation is being sought so ATN can deliver PTTLS, CTLLS and NVQs in Classroom assistant and Leadership and Management.	DfES Skills for Life tutor and learner resource packs. City & Guilds tutor's materials. Quality Assurance manual. Matrix accreditation and certification. Record of commitment, meetings attended and documents produced. Staff development records, certificates of attendance and qualifications. Accreditation application forms.
Weaknesses	Evidence
The Staff Performance Management System and systems to review staff performance have been introduced over the last three years but need further development. Further development is needed to ensure more effective review procedures, which include a performance-related element in financial remuneration. Self-appraisal needs further development.	Staff review procedures including current documentation.

Consider:

- Do governors monitor the college performance closely? Do they fulfil their statutory duties and set the right priorities for development and improvement?
- Do the leaders of the college share a common purpose and put students and their achievements first?
- Are teams co-ordinated and co-operative? Are staff set challenging targets which are met?
- Is the work of the college fully and thoroughly monitored?
- Is information on student's progress and achievement accurate and accessible to teachers and managers?
- Is it accessible to teachers and managers and used to improve performance?
- Are there systems to review the performance of staff and identify their training needs?
- Are financial and other resources effectively deployed to support educational priorities?
- Are best value principles understood and applied well

Commentary on Action Plan

Action Point	Progress
All tutors need to be appropriately qualified	External funding has been successfully secured , courses have been undertaken and 3 members of staff have improved their qualifications with 2 gaining a CELTA 2 (Cert in Further Education and ESOL subject specialists) with one member of staff gaining a 7407 City and Guilds Level 4 Stage 1 Cert in Further Education Teaching
Further embedding of Staff Management Performance systems to review staff performance.	Matrix accreditation has been achieved, but IIP is ongoing. The new Staff Performance Management system has been introduced but still needs to be further embedded.
IIP accreditation being actively pursued by ATN.	Accreditation process is ongoing, and hopefully will be concluded in 2010.
Consideration and development of new NVQ 2 courses for 'employability'.	Accreditation for C&G ESOL Skills for Employment and Employability and Personal Development Skills and C&G SIA approved Door Supervision and Conflict Management has been gained.
Development of the use of audio/visual resources in ESOL courses.	Ongoing development, additional resources constantly being sourced.
Additional staff meeting for the sharing of good practice.	Additional staff meetings now held termly for the sharing of good practice.
Development of a Central library of in-house resources.	Ongoing development and additional resources being constantly added to the resources library.
Undertake an audit of current ICT resources with the potential of increasing and upgrading equipment.	ICT audit undertaken and additional ICT resources have been added, including 12 new computers in one ESOL training room and the upgrading of all monitors and CPUs in one of the ICT rooms.
Develop new courses in Accountancy to cater for learner needs	C&G for accreditation of the Level 1 in Bookkeeping and the NVQ Level 2 programme has been achieved.

Development Plan

Areas requiring improvement	Targets for improvements	Person responsible	Specific action required	Timescale for completion with dates
All tutors need to be appropriately qualified	ALS Tutors need to be qualified to at least Level 3. Tutors need to be qualified to Level 4 including CELTA Module 2 for ESOL staff.	Kamaljit Kaur and tutors	Further development of links with CfBT and other training providers/colleges. Continuous Professional Development and support for Tutors to complete courses.	Sept 09- July10
Further embedding of Staff Management Performance systems to review staff performance.	Development of use of Staff Performance Management system. Introduction of Peer observations.	Sarjeet Gill and Kamaljit Kaur. Tutors	Development of use of Staff Performance Management system. Introduction of Peer observations.	July 10
IIP accreditation being actively pursued by ATN.	Gaining IIP accreditation.	Sarjeet Gill and Kamaljit Kaur	Pursuance of timetable for IIP accreditation.	July10
Development of the use of audio/visual resources in ESOL courses.	Development of multi-sensory resources to ESOL delivery.	Tutors and Kamaljit Kaur.	In-house staff development on use of video and PowerPoint.	Dec 09 and ongoing
Develop new vocational courses to cater for learner progression needs	Development of several new courses, the Level 2 NVQ in Team Leadership. ITQs, NVQ in Supporting Teaching and Learning in Schools, PTTLS and CTTLS	Sarjeet Gill	Applying to EDI for accreditation of PTTLS and CTTLS . Applying to C&G for the NVQ 2 in Supporting Teaching and Learning in Schools. The ILM programme is to be initiated in Jan 10, accreditation having already been granted by ILM .	Nov 09

Canteen area and additional facilities for Initial Assessments during term time to be developed.	Creating more canteen, social space and initial assessment area.	Sarjeet Gill	There is a possibility of additional space being made available on the first floor opposite the Main ATN teaching area. S S Gill to approach church Trustees to consider allowing ATN to lease the additional space.	Dec 09

Appendix B

Adult Training Network's

Self Assessment Report
For
Waltham Forest College

SELF ASSESSMENT REPORT 2008/09

Adult Training Network

Scope and Range of Provision

The Adult Training Network (ATN) is conducting courses in ESOL, Literacy and SIA – Door Supervision in collaborative partnership with Waltham Forest College. ESOL courses spanning a range of abilities from Entry 1 to Entry Level 3 were conducted at the Gateway Business Centre (Leyton), Manor Park Methodist Church (Manor Park) and the Harold Road Centre (Upton Park). All ATN Centres are easily accessible, located at the heart of each community with nearby public transport links. Some Learners took a Full Entry Level qualification at the appropriate level and others took the Speaking & Listening component.

Full Award Adult Literacy classes were also conducted in the above centres during the period April to July 09 (at levels Entry 1 – Entry 3). Further to that, additional Literacy classes were undertaken at the ATN's centre in the London Muslim Centre Business Wing (Whitechapel). This was to widen the scope of the provision and increase participation by utilising a new outreach centre for the benefit of other disadvantaged communities.

During the period December 08 until July 09, the ATN provided courses in SIA – Door Supervision at Level 2. Initially shared between the Whitechapel and Manor Park branches, provision was also undertaken in Community Links (Upton Park) and TBG Learning (Forest Gate). This enabled the ATN to develop and strengthen links with partner organisations, whilst also gaining access to job-ready learners who would rapidly benefit from the vocationally relevant qualification.

A total of ninety courses were undertaken over the three terms in the academic year September 08 – July 09. Forty-six ESOL courses, twenty-four in Literacy and twenty in Door Supervision. This represents a 36.4% increase in courses over the sixty-six courses delivered in 2007-2008, which was, in turn, a 52.4% increase on the previous year. All ESOL and Literacy learners undertook exam-based qualifications approved by the QCA and accredited by City & Guilds. The Door Supervision courses were delivered first utilising City & Guilds accreditation, changing to EDI in April 09.

The target group is disenfranchised and socially excluded learners in the community including asylum seekers who have little or no access to mainstream education.

ACHIEVEMENT AND STANDARDS

Q.1 How well Do Learners Achieve?

Key Strengths	Evidence
During the academic year 2008/9, a total of 700 learners achieved their learning goal across all programmes. This represents an increase of 54.2% on 2007/8. The number of ESOL learners gaining full or partial achievement fell to 299, a decrease of 24.3% over 2007/8, which in turn was an increase of 118% over 2006/7. The decrease in enrolments was mainly due to increased enrolments on alternative learning aims. The retention rate for ESOL rose by 2.6% to 93%. The 2007/08 figure of 90.4% was a slight decrease of 1.3% over 2006/7. The 2006/7 figure of 91.7% was in turn an increase over the figure of 86.4% in the 2005/6 year. The success rate in ESOL for all courses over the three terms was 91%, a 2.7% increase on last year's figures. The rate for 2007/8 was a slight decrease of 0.45% on the 2006/7 figures, but was, in turn, an increase of 13.6% over 2005/6. ATN's success rate remains higher than the college's benchmark of 67%. Of the 46 ESOL courses 33 had a 100% Retention rate, 37 had a 100% Achievement rate and 28 had 100% Success rate. Increases in the rates of success, achievement and retention may be attributed to a number of factors: The delivery model continues to include two term courses with a focus on Speaking and Listening in term one and a focus on Reading and Writing in Term 2. The use of single component qualification aims e.g. Speaking and Listening has been adopted to facilitate qualification outputs and to support learners in achieving bite size chunks of knowledge in a more easily digestible format, over a term. The GLH per term have been reduced to 180, experience proving that learners are able to study over a shorter period of time, but more intensively, resulting in attainment of their learning goals. Further there continues to be greater tracking of learners' attendance patterns for ESOL courses; e.g. contacting learners when they are absent over three consecutive days. In addition, there is greater attention to pastoral and personal issues at tutorials and more detailed recording and review of academic progress. The previously implemented system of lateness and early leaving forms has been used effectively to track punctuality patterns. As a result of this monitoring, the learners are continually made aware of their personal responsibilities with regards to regular attendance, punctuality and early leaving. Twenty courses in SIA – Door Supervision were conducted over the period December 08 – July 09, with 249 learners enrolled. The retention rate was extremely high at 99.6%. An equally impressive success rate was recorded at 98.8%, with 17 of the classes achieving 100%. The compact nature of the courses, lasting for between 3 to 5 days, covering a GLH of 25, meant that learners could attend all of the classes – the benefits of which were displayed in the very high achievement rates. Prior to enrolling on the course, each learner received a complete Initial and Diagnostic assessment in Literacy and Numeracy to ensure that they could receive the appropriate tuition, minimising their barriers to education and greatly enhancing their learning experience. Of the twenty-four Adult Literacy classes run, all but one achieved a 100% success rate, with a single learner withdrawn from a total of 156 learners – none of whom had previously attended any WFC funded provision. The success and retention rates were established at 99.4%, the product of strong IAG and initial assessment procedures, followed up by teaching tailored to the needs of the individuals.	Learner Certificates. C&G reports signed by the External Moderator at formal visits. EDI/C&G Accreditation Reports. Student Certs. Registers and attendance statistics. Enrolments. ATN MIS.

Key Weaknesses	Action Plan	Who By	When By
Learner Attendance and Punctuality patterns could be improved on ESOL courses.	Greater emphasis at Induction on required attendance and the need for punctuality. Tutors to issue constant reminders during the course and early intervention to discuss any issues with the individuals concerned.	All Tutors	Ongoing between Sept 09 – July 10

QUALITY OF EDUCATION AND TRAINING

Q.2 How effective are teaching, training & learning?

Q.3 How are achievement and learning affected by resources?

Key Strengths	Evidence
Q2 i).Dedicated and qualified tutors who have access to support, both internally and externally. ii)Regular observations of teaching practice are conducted both by the Q.A. Coordinator and WFC staff. iii) Individual learning plans for each learner are filled in and reviewed periodically. iv) Differentiated learning is adopted for differing levels of ability for group work, pair work and whole group sessions. v) Regular individual tutorials are held to monitor individual learner achievement and to set, monitor and review individual goals/milestones. vi) The use of extension activities including visits to Chinatown, the Tower of London and talks from Primary Health Care Trust representatives. Extension activities have stimulated learning and maintained learners' interest, utilising the skills developed during training in everyday scenarios. This has helped maintain excellent retention and success rates above the WFC benchmark of an 80% retention rate and a 67% success rate vii) Evidence of learners' satisfaction is mainly drawn from completed feedback surveys. Learner feedback surveys were submitted online to the college in Feb 09 - representative of the provision in the Leyton, Manor Park and Upton Park branches. An overwhelming majority of learners, 99% of the 156 learners surveyed felt that the quality of teaching and learning was of a high calibre. A further 98% felt that there was differentiated teaching and learning being undertaken. Some anecdotal comments made by learners were as follows."I Am	Tutor CVs Minutes of meetings Teacher resource files ILPs Achievement ratification by C&G,EDI Resources, Books, materials Registers , Learner feedback

Very Happy With My Teacher And My Course. I Am Happy With My Class Too. My Teacher Is Polite, He Helps Me To Use My Own Ideas, He Is Very Hard Working With Students. He Treats Us All Are Same, He also Used Different Examples To Make Them Understand". A majority of 99% of learners continue to receive valuable support from their tutors and that the topics and techniques utilised by teachers are engaging and pitched at the appropriate level. Recent classroom developments in Leyton, Manor Park and Upton Park mean that the accommodation has been made more suitable for the needs of the learners (redecoration and reorganisation of resources have ensured a more learner-friendly and open environment). Ninety one percent of learners surveyed agreed with the above developments. Q3 Additional learning resources for all learning aims continue to be added to those already available. This has facilitated teaching and learning. New materials related to the syllabus and examinations have been purchased and distributed to all relevant staff. New ICT resources including hardware and software have continued to be purchased and innovatively used to enhance the learning experience, embedding ICT skills in the attainment of personal learning goals. Utilising the Whitechapel site for Literacy and Door Supervision classes, as well as running additional courses in Community Links and TBG Learning has introduced additional space and resources for local Tower Hamlets and Newham learners. The transfer of resources from Barking and the refurbishment work at the Gateway Business Centre has enhanced the learning environment and facilitated increased learner interaction. The Manor Park site makes effective use of Additional Learning Support assistants, placing them in classes at Entry 1. Highly specialised Additional Learning Support assistants are also present in Door Supervision classes, facilitating scenario based learning as well as offering integrated basic skills support. ATN has maintained the excellent level of Information, Advice and Guidance offered to prospective and existing learners – Fully implementing the principles of The Matrix Standard (achieved in July 2007). Over the course of the last year, one teacher has completed the Diploma of Teaching English in the Lifelong Learning Sector, with a further 2 teachers scheduled to begin in the next academic year. Two managers have achieved NVQs in Management at Level 5, one of whom is also set to complete a Certificate in Mentoring at Level 7 – The benefits of which have ensured stricter compliance with WFC guidelines as well as enhancing the personalisation of the provision. Other staff have undertaken short courses (e.g. Observation of Effective Teaching and Learning, CPD requirements within the Institute for Learning, etc.). In addition, ATN has participated in a range of Skills for Life Quality Initiative training sessions – in particular, highlighting the need and techniques for embedding basic	survey Matrix accreditation certificate. Courses enrolments and progress towards qualifications.

skills into learning programmes. All teaching staff are members of the Institute for Learning and, as such, have committed to 30 hours of Professional Development per year.	

Key Weaknesses	Action Plan	Who By	When By
Q2 Although all ESOL staff are qualified to Level 4 standard they do not all have subject specialist qualifications in CTLLS and DTTLS.	Tutors to upgrade their qualifications by enrolling in further education colleges. ATN to pay for half the training costs	ESOL Tutors and Sarjeet Gill	Sept 2010

LEADERSHIP AND MANAGEMENT

Q.4 How effective is the assessment and monitoring of learners' progress?
Q.5 How well do the programmes and course meet the needs and interests of learners?
Q.6 How well are learners guided and supported?
Q.7 How effective are leadership and management in raising achievement and supporting all learners?

Key Strengths	Evidence
Q4.There is a regular update of learners' progress, with the identification and recording of key milestones achieved in ILPs by tutors for both ESOL and Literacy. This enables the recording of individual chunks of knowledge for learners and provides an insight into the gaps in knowledge, which need addressing. Classes in Door Supervision are highly structured with scenario based learning techniques used to reinforce information from the presentation sessions. In all classes, worksheets and progress are regularly assessed and feedback is provided by tutors. Each learner is given a number of small individual milestones to achieve at tutorial sessions. These are reviewed at the middle of each course and new milestones are set when initial targets have been met. Less confident learners are given more time and support to complete existing milestones. Internal verification is conducted on a termly basis and allows the Internal Verifier enough opportunity to provide feedback to tutors and for tutors to read, analyse and implement recommendations. Q5. All potential learners undertake an initial assessment to ascertain their suitability for their course of interest. Diagnostic Assessment enables the tutor to more effectively pitch classes at the correct level, taking into account individual learner's strengths and weaknesses. The content of courses is designed to reflect the needs and interests of learners, incorporating themes of equality and diversity, all within the constraints of the examination requirements. For example, ESOL material is geared for	Learner files ILPs IV records ESOL and Literacy diagnostic tests

everyday situations – shopping, visits to the doctor etc. In addition, learners are also taken on trips to the local library, park, leisure centre, etc. These extension activities offer learners the opportunity to practice speaking and listening in everyday situations. Library visits also enable learners to become familiar with the resources available and they are also encouraged to become members. Enrichment activities are encouraged in all classes; these can include activities such as using the internet for research, visits to museums, talks and other day-to-day event trips (Examples: Visit to Stratford library, train stations, talks on recycling and lessening one's carbon footprint as well as healthcare visitors providing information on illnesses prevalent in the area (i.e. Swine Flu and TB), visit to Newham City Farm, shopping trips to Walthamstow (with corresponding activities), visit to Greenwich Park). The high retention and achievement rates indicate that learners' needs are being met. Q6. Learners are made aware of college facilities and are encouraged to utilise them. Through effective negotiation of strategic partnerships, learners are offered comprehensive support and progression routes. These include job brokerage services, guidance towards further educational opportunities and accessing local community support organisations. Learners with special needs are referred to specialist agencies e.g. Social Services, Housing Dept, the Advice and Guidance Department of Waltham Forest College and the Refugee Advice Centre. Q7. The management strives to create a culture where the needs of the learner are placed at the forefront of the ethos of the organisation and have undertaken the Matrix quality mark to support the IAG service given to learners. Differentiated learning, individual learning plans, regular tutorials and monitoring coupled with review of teaching and learning are important ingredients in raising achievement and supporting learners. In addition, the management consult with tutors at staff meetings and on a one to one basis to review current resources with a view to updating and upgrading them. Staff members are also consulted on their own personal training needs and are supported to attend training sessions, which will enhance their role in imparting skills and knowledge. Staff members attended a variety of training courses to develop their qualifications, with recent enrolments on the PTLLS, CELTA and the DT(E)LLS. All Centre Managers are able to conduct effective staff appraisals and shall do so on a more regular basis. With regards to the action points from 2007/8, the appraisal system is in place and staff receive valuable feedback on their performance as well as receiving challenging, but achievable targets.	Retention and Achievement Rates Enrichment Activities Record Sheets Matrix Accreditation achieved Emails of acceptance Workshop materials and notes

Key Weaknesses	Action Plan	Who By	When By
Q5 and Q6) Restricted access to the training centre at the Gateway Business Centre and Upton Park centre for learners with limited mobility due to the absence of a lift to the first floor.	Learners from Upton Park are referred to alternative local training providers or to ATN Manor Park (which has a training room on the ground floor). Learners from Leyton who are disabled are referred to the main Waltham Forest College site in Walthamstow or Leytonstone Learning Link in Leytonstone.	Administrator	Ongoing

SUMMARY

This has been an extremely successful academic year and has built on the success of 2007/08 when ATN made a positive contribution to WFC's success rate. The experiences gained over the previous four years (2004/08) have had a very positive effect on both retention and achievement.

ATN has effectively utilised the ethos of the Matrix accreditation to maintain a high level of professionalism with regards to Information, Advice and Guidance supplied to beneficiaries.

Further the utilisation of the Whitechapel site and strategic partnerships with Community Links and TBG Learning have extended the geographic and demographic spread for new learners in Newham and Tower Hamlets to access basic skills education.

The Retention, Achievement and Success rates of 2008/9 were very high across each learning aim and every effort will be made to maintain the standards and improve upon them wherever possible. In the upcoming academic year, the ATN will endeavour to improve upon its performance in all aspects.

All of the staff and learners at ATN look forward to the challenges of the 2009/10 academic year with renewed enthusiasm and vigour including undertaking the actions necessary to address the weaknesses identified in the SAR report and reviewing their impact and degree of successful implementation.

SIGNED : *S Singh Gill* **DATED :** 3/09/09

Sarjeet Singh Gill

Director

Appendix C

Adult Training Network's

Self Assessment Report
For
Ealing Council

Community Providers' Self Assessment Pro Forma 2008/09- First Steps

Section 1

Organisation/ School Name:	Adult Training Network
Person completing the form:	Kamaljit Kaur
Overall Grade:	2

The course in red is an example

Course Title	Venue	Course Code	No Delivery Hrs	No. Sessions	Start/End dates	No. Enrolments	Possible Attendance	Actual Attendance%	Completion Rate%	Retention Rate%	Achievement%
* ESOL	Perceval House	ES0001AA	60	30	12/1/07-16/6/07	12	360	340/360*100= 94%	12/12*100= 100%	11/12*100= 92%	100% achieved 80% learning goals
Pre-Entry ESOL (non-accredited)	ATN	1432031ATN	45	15	26/02/09-04/06/09	14	210	174/210*100= 82.9%	12/14*100= 85.71%	12/14*100= 85.71%	100% achieved
Introduction to e-mail	ATN	0627021ATN	15	5	29/01/09-26/02/09	13	65	61/65*100= 93.8%	12/13*100= 92.3%	12/13*100= 92.3%	100% achieved
Introduction to Word	ATN	0626011ATN	15	5	13/11/08-11/12/08	12	60	65/65*= 100	12/12*100= 100%	12/12*100= 100%	100% achieved

Possible attendance; Adding all the potential attendance's for each student i.e. if the course is for five sessions and there are ten enrolments the possible attendance is 50 (5 session's times 10 students)
Actual attendance: Add all the attendance's (including those who were absent **with reason**)
% Attendance Actual attendance divided by possible attendance x 100.

Retention: No of students at the end of the programme:No of students who attend the last session (including those who were absent **with reason)**
% Retention Number of learners at the end of the programme divided by number of enrolments x 100.

Completion: If a learner attended 80% of their course sessions then they would be classed as completing the programme.
% Completion: Number of learners competing their course (as per above definition) divided by the number of enrolments x 100.

Achievement Examination
Examination courses; No. Of students entered for an exam. No of students passing their exam
Achievement % Of students who passed (total number of students entered divided by those who passed x 100).

Achievement Non Examination If a learner attained 80% of their learning goals then it would be classed that they had "achieved".

Total Number of:	Target number of Adults as set out in contract	Actual Numbers of Adults	Comments
New learners (current year)	30	36	20% above target
Enrolments	30	39	30% above target
Learners in basic skills provision	10	14	40% above target
Learners achieving accredited goals in basic skills	N/A	N/A	N/A
Learners achieving accredited goals NOT in basic skills	20	24	20% above target
Learners achieving non – accredited goals in basic skills	10	12	20% above target
Learners who are male	8	17	112.5% above target
Learners from ethnic minorities	35	39	11% above target
Learners with a disability / learning difficulty	4	1	75% under target. To carry out effective targeting and also to revisit learners after enrolment to discuss disability as clients are sometimes reluctant to divulge their disability.
Learners over 60	5	5	On target

Section 2

Overview of data

Please include a commentary below of the figures in section 1as well as;

- Why were targets met/ not met (enrolment numbers, targeting particular ethnic groups/ ages/ genders/ disabilities etc)
- Detail issues and difficulties that have impeded the contractor in reaching the set targets.
- Identify recommendations for future delivery
- Analysis of complaints
- Analysis of incidents including health and safety
- Income and expenditure details
- Details of staff meetings/training events

Three programmes were delivered at ATN's Southall centre, which was a 25% reduction from the previous year and this led to all courses being oversubscribed and were delivered to larger groups than profiled.
The New Learners was 20% above target with 36 new learners were introduced to learning throughout the year. The total enrolments was significantly (30%) above target as a result of a high level of demand. The target recruitment for each course was 10 learners but three courses had 14, 13and 12 learners respectively. The learners that are male target was exceeded and was 112.5% of target, this is the third year in succession that this target has been more than doubled. All of the new learners were from ethnic minorities, which exceeded target by 11%.
The learners with a disability/learning difficulties was the only target not achieved, which was disappointing following last year's successful recruitment of learner's with a disability. The reasons for this low recruitment are because clients are sometimes reluctant to divulge their disability. ATN will review the recruitment processes for future programmes. The length of courses at 15hours that was established in 2007-08 continues to provide an effective time period for the delivery of the short programmes. The introduction of a longer (45hours) Pre-Entry ESOL programme proved to be very successful.
The decrease from 4 courses to 3 courses has reduced the number of learners able to access these 'First Steps' courses to access learning, and failed to cover the demand for courses. All 3 courses were oversubscribed and this indicates that increased provision would be supported by the community. There have been no complaints from learners, nor have there been any incidents including Health & Safety issues.
The overall income for ATN from these programmes was £5308.40 and this was all expended on Staff, premises and stationery.
The courses have proved successful in engaging learners, building their confidence and encouraging them to embark on further study leading to qualification outcomes, as recorded in the Course Evaluation Overview.

Section 3

Strengths, Weaknesses and Improvements

Key Question	Strength- what is the evidence and where is it?	Weakness- what is the evidence and where is it?	Improvements since last year
1. How well do learners achieve: ▪ Success in achieving learning targets- qualifications and learning goals in their individual learning plans ▪ Standards of learners' work in relation to their learning goals. ▪ Distance travelled by learners, have they progressed in the course? ▪ the development of study skills, personal skills such as being punctual, regular attendance, building their confidence, self esteem, making friends, making a positive contribution to the community etc	Perfect Achievement Rates - 100% Achievement for each course (Achievement Rate Data) Excellent Retention on courses - Average 92.67% (Retention Rate Data) Learners have developed a high level of independence and confidence in their ability to learn. (Learner satisfaction surveys) Learners' achievement has inspired progression onto further learning. (Learner Progression Data)	All courses were over-subscribed. An increase in the number of courses would enable greater numbers of learners to be engaged. (Learner Recruitment data)	The introduction of longer Pre-Entry ESOL course proved very successful and 70% progressed onto ESOL courses and 14% into employment.. One of the three courses had 100% attendance.

2. How effective are teaching, training and learning? ▪ How well does the teaching, training and resources meet learners' needs ▪ Are learners tested (formative and/or summative assessment) to assess their learning ▪ Are learning needs identified and met ▪ Are learners inducted onto the course ▪ How involved are parents/ carers in the their children's learning and development ▪ Are learners assessed at the start of the course- initial, diagnostic tests	100% of lessons observed were graded as satisfactory or above. (Lesson Observation forms) Learners rated the teaching, teaching support and resources as very good. (Learner feedback questionnaires) Effective Induction (Learner feedback questionnaires) High level of additional support provided to meet learner needs - all courses had Additional Learning Support integrated to the delivery (Learning Support Assistants' records and learner feedback questionnaires + Course Summary Sheets) Excellent Recruitment, Retention and Achievement rates. (Course Data)	One lesson graded 3. Additional tutor support and in-house training to improve staff all-round performance and delivery.	Two external observations were conducted by Ealing Council staff, one was graded 2 the other graded 3. External observation carried out by staff from Ealing Council, which enabled external verification of ATN internal systems.
3. How well do programmes and activities meet the needs and interests of learners? ▪ Is the scheme of work planned around learner needs and amended as needs arise ▪ Does the programme take into account the learner backgrounds, interests and prior achievement in learning and build on this ▪ Are there any enrichment activities which contribute to the enjoyment and experience of learning e.g. trip to the local college open day, visit to the library to practise ESOL skills	Scheme of work is planned around learners' needs and Learning Support available for all. (Scheme of work and LSA records) Courses exceeded recruitment targets, in particular those for male learners. (Course enrolment data) Excellent Recruitment, Retention and Achievement rates. (Course Data)	Demand exceeded places. (Learner recruitment data)	Enrolment target exceeded by 30% and New Learners exceeded by 20%. Continuing excellent recruitment rates for male learners.
4. How well learners are guided and supported ▪ The quality and accessibility of care, advice and guidance which learners receive whilst on the programme ▪ How well individual learning needs are recognised and met ▪ The access learners have to relevant, effective support on personal issues	One-to-one support integrated into all courses so readily available and given when needed. (LSA records) Use of bilingual tutors assists greatly with quality of advice and guidance and support given to learners whilst on programme. (Learner Satisfaction Surveys and Course Evaluations) Excellent progression onto further learning. (Learner progression data)	Ongoing awareness raising and regular updating IAG information held at centre is needed. Additional strategies needed to recruit learners with disabilities. Also to revisit learners after enrolment to discuss disability as clients are sometimes reluctant to divulge their disability	Greater attention given to identifying learner needs during the recruitment process proved very effective.

5. How effective are leadership and management in raising achievement and supporting all learners? ▪ How is quality of teaching monitored and measured by Ealing Adult Learning ▪ Do you receive clearly set strategic targets (retention, recruitment etc) from management ▪ Are you involved in the self assessment process ▪ Are you consulted, through meetings/ emails/correspondence/ phone calls on issues arising ▪ Are there links between other providers and the local community ▪ Is there value for money- how efficiently and effectively is the funding used ▪ How well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential. ▪ How well are the programmes manag advertised and recruited	ATN's management team monitor the quality of delivery and report to Ealing Adult Learning. This monitoring system is thorough and effective. (Monitoring Reports and SAR) ATN's management team monitor performance against contractual targets for certain criteria including, recruitment of new learners, enrolments, retention and achievement. These targets include the recruitment of learners in various categories. (Contractual Targets) The courses represent good value for money for a widening participation initiative for ethnic minority learners. (Financial Data) ATN is Matrix accredited for the Information, Advice and Guidance given to learners and the process of delivering and integrating this into course delivery. (Matrix Accreditation)	Ongoing staff qualifications review needed to ensure staff who need to are working towards new FENTO qualifications.	All targets, except 'Learners with disability/Learning Difficulties' were exceeded. Matrix Accreditation – July 2007

Section 4

Development Action Plan

Please write a brief statement for each area where you have identified the need for development or you would like to develop your provision in relation to local, national and government need.

Action	Outcome/ Target	Success Criteria	Person Responsible	Timescale + milestones	Monitoring, evaluation and reporting arrangements	Funding required
Request for additional courses	6 or more courses	6 or more courses	Kamal jit Kaur to request additional courses for 2009-2010	September 2008-2009	Kamaljit Kaur to report to Director	Yes
Consideration given to additional strategies to recruit learners with Disabilities/Learning Difficulties	Future Targets to be achieved	Future Targets achieved	Director, Centre Manager, all staff	Immediate and ongoing throughout year	Kamaljit Kaur to report to Director	No
Staff In-Service training to improve staff performance and delivery	Teaching Observations all at Grade 2 or above	Teaching Observations all at Grade 2 or above	Director and Centre Manager	Immediate and ongoing throughout year	Director and Quality Management Systems	No
Ongoing Staff Qualifications Review	Identify staff who need additional training for new FENTO qualifications	Ongoing annual review completed	Kamal jit Kaur	By December 2009	Review report identifying staff to be completed for Director	No

Section 5

Examples of good practice

Please identify at least one example of good practice. This can include a case of a learner, student progression, photographs, feedback from observations, or any aspect of your work which you would like to "show off"

- Within the Introduction to email, learners set up their first email accounts and were able to communicate with family and friends and were able to send and receive attachments including family photographs
- Learning support assistants were available to support the learners with disability and or learning difficulties to successful outcomes

- ESOL was embedded into all Non-ESOL courses
- Excellent progression rate (70 %) from Pre-Entry ESOL Course into further Learning
- For the third year running ATN held its annual Awards Presentation function . Emma Peglar -Willis, The Adult Learning Manager from Adult Community Learning Ealing Council was Adult Learning attended the function and presented certificates to the learners who had been funded through Ealing Council. The awards ceremony is a platform for celebrating success of the learners and to showcase the cultural diversity of the students through the various performances in music and dance. Please find attached photographs of the Awards function which was held at the Monsoon Banqueting Hall on the 17th July 2009.

Section 6

Tutor details- please complete the table below for the tutors who taught course funded by Ealing Adult Learning. If you used one of the LBE tutors please specify their full name below only.

Tutor Name	Details of adult education teaching qualifications (please write qualification below)	Subject/ Curriculum qualification (please write qualification below)	Currently undertaking training or am in the process of applying (please give details)	Training undertaken in the past year- please give details of any in house training received as well	Continuing professional development needs- please give details of any professional needs identified by staff
Fawzy Adam	CELTA, HND Computing,	ESOL / ICT	A1, Certificate in Security Level 2	Observation Training Ealing Council A1 , ENTO **In house training ATN: ILP Training, Tutor's Training, City and Guilds examination and registration procedures, Assessment training, Course evaluation reports Embedded Learning,**	PGCE
Sangeeta Khutan	PTLS, PhD Doctor of Philosophy, Masters of Science, Bachelor of Science	ICT	DTLS	**In house training ATN: ILP Training, Tutor's Training, City and Guilds examination procedures, Assessment training, Course evaluation reports, Embedded Learning**	DTLS
Dipali Patel	Diploma in TEFL, Bachelor of Arts, English	ESOL		**In house training ATN: ILP Training, Tutor's Training, City and Guilds examination procedures, Assessment training, Course evaluation reports**	

Adult Education

The qualifications listed below are teaching qualifications recognised by the service but there is an expectation that all tutors who have these qualifications will begin to work towards the new FENTO qualifications. In terms of adult education this means working towards stage III of the city and Guilds 7407.

City and Guilds 7306 – will be required to "up skill" to 7407
City and Guilds 7207– will be required to "up skill" to 7407
City and Guilds 7302– will be required to "up skill" to 7407

Please enter the above qualifications on the form if the tutor has these.

Tutors who have either P.G.C.E. or Cert. Ed should seek to have an assessment to see what prior learning can be recognised towards the 7407 qualification.

Basic Skills qualifications:

Tutors who were qualified prior to 2003 will need to consider training to up skill them to the new CELTA and basic skills qualifications.

Please enter the following qualifications in the table and state if you have the post 2003 qualification.

Tefl
Celta (Certificate English language teaching for adults).
Delta (Diploma English language teaching for adults).
Please insert these in the second column.

Appendix D

Adult Training Network's

LDA Opportunities Fund 2007/10

Bangladeshi Community English and Employment Skills (BCEES)

The figures displayed below are extracted from the Official LDA Project Progress Report spreadsheet submitted quarterly to the LDA monitoring team. The extract covers the periods from Aril 2008 until September 2009. The project started in Aril 2007 and will conclude in March 2010.

LDA ESF Opportunities Fund BCEES Project										
Number of:	**Claim Period**									**Total**
	Apr-Jun 08	**July-Sept 08**	**Oct-Dec 08**	**Jan-Mar 09**	**Apr-Jun 09**	**July-Sept 09**				
	01/04/08-30/06/08	01/07/08-30/09/08	31/09/08-31/12/08	01/01/09-31/03/09	01/04/09-30/06/09	01/07/09-30/09/089				
Starters - Actual	90	89	0	6	40	37				262
Cumulative	199	288	288	294	334	371				371
Starters – Contract Target	28	28	28	28	28	28				168
Cumulative	56	84	112	140	168	196				196
Skills (Basic) - Actual	1	9	0	6	6	4				26
Cumulative	18	27	27	33	39	43				43
Skills (Basic)- Contract Targt	3	3	3	3	3	3				18
Cumulative	10	13	16	19	22	25				25
Skills (Level 2) - Act	2	11	0	0	9	12				34
Cumulative	33	44	44	44	53	65				65
Skills (Level 2) - Contract Tgt	0	10	0	0	0	10				20
Cumulative	10	20	20	20	20	30				30
Skills Other- actual	20	20	9	5	2	6				62
Cumulative	43	63	72	77	79	85				85
Skills Other - Contract Target	6	6	6	6	6	6				36
Cumulative	12	18	24	30	36	42				42
Skills for Life - Actual	22	34	17	8	32	35				148
Cumulative	78	112	129	137	169	204				204
Skills for Life - Contract Tagt	22	22	23	23	23	23				136
Cumulative	67	89	112	135	158	181				181

Appendix E

Adult Training Network's

LDA Opportunities Fund 2007/10

Customised Employability Training for Food & Drink (CETFAD)

CETFAD			Jan-09	Feb-09	Mar-09	Apr-09	May-09	Jun-09	Jul-09	Aug-09	Sep-09
Starters		In Period (Actual)	72	5	28	1	44	21	1	5	30
		Cum Tot (Actual)	72	77	105	106	150	171	172	177	207
		In Period Profile	72	5	28	1	44	21	1	5	30
		Cum Tot (Profile)	72	77	105	106	150	171	172	177	207
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Number of Pathway Activities:	Work Placement	In Period (Actual)	14	0	0	0	14	0	1	6	10
		Cum Tot (Actual)	14	14	14	14	28	28	29	35	45
		In Period Profile	14	0	0	0	14	0	1	6	10
		Cum Tot (Profile)	14	14	14	14	28	28	29	35	45
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Voluntary Work	In Period (Actual)	5	3	1	0	3	7	1	3	5
		Cum Tot (Actual)	5	8	9	9	12	19	20	23	28
		In Period Profile	0	3	0	0	1	0	0	0	2
		Cum Tot (Profile)	0	3	3	3	4	4	4	4	6
		In Period Variance	**5**	**0**	**1**	**0**	**2**	**7**	**1**	**3**	**3**
		Cum Tot Variance	**5**	**5**	**6**	**6**	**8**	**15**	**16**	**19**	**22**
	Jobsearch/IAG	In Period (Actual)	39	5	28	2	42	21	0	2	30
		Cum Tot (Actual)	39	44	72	74	116	137	137	139	169
		In Period Profile	39	5	28	2	42	21	0	2	30
		Cum Tot (Profile)	39	44	72	74	116	137	137	139	169
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Completion of Non-Accredited Training	In Period (Actual)	31	0	17	2	9	32	0	2	2
		Cum Tot (Actual)	39	39	56	58	67	99	99	101	103
		In Period Profile	31	0	17	2	9	32	0	2	2
		Cum Tot (Profile)	39	39	56	58	67	99	99	101	103
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

	Accredited Training	In Period (Actual)	25	0	21	1	26	12	0	2	12
		Cum Tot (Actual)	48	48	69	70	96	108	108	110	122
		In Period Profile	25	0	21	1	26	12	0	2	12
		Cum Tot (Profile)	48	48	69	70	96	108	108	110	122
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Employer Engagement	In Period (Actual)	26	0	0	0	10	28	0	0	13
		Cum Tot (Actual)	26	26	26	26	36	64	64	64	77
		In Period Profile	26	0	0	0	10	28	0	0	13
		Cum Tot (Profile)	26	26	26	26	36	64	64	64	77
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Mentoring	In Period (Actual)	43	0	26	1	12	35	1	2	12
		Cum Tot (Actual)	43	43	69	70	82	117	118	120	132
		In Period Profile	43	0	26	1	12	35	1	2	12
		Cum Tot (Profile)	43	43	69	70	82	117	118	120	132
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	IAG for people in work	In Period (Actual)	0	0	0	0	0	0	0	0	0
		Cum Tot (Actual)	0	0	0	0	0	0	0	0	0
		In Period Profile	0	0	0	0	0	0	0	0	0
		Cum Tot (Profile)	0	0	0	0	0	0	0	0	0
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Number of Progressions to FE or further work-focused training		In Period (Actual)	4	0	0	0	24	9	0	5	11
		Cum Tot (Actual)	4	4	4	4	28	37	37	42	53
		In Period Profile	4	0	0	0	24	9	0	5	11
		Cum Tot (Profile)	4	4	4	4	28	37	37	42	53
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Training for Employees	SfL Training (accredited at EL 3 or above)	In Period (Actual)	0	0	0	0	0	0	0	0	0
		Cum Tot (Actual)	0	0	0	0	0	0	0	0	0
		In Period Profile	0	0	0	0	0	0	0	0	0
		Cum Tot (Profile)	0	0	0	0	0	0	0	0	0
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	SfL Training (accredited below EL3 or non-accredited)	In Period (Actual)	0	0	0	0	0	0	0	0	0
		Cum Tot (Actual)	0	0	0	0	0	0	0	0	0
		In Period Profile	0	0	0	0	0	0	0	0	0
		Cum Tot (Profile)	0	0	0	0	0	0	0	0	0
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Progression to Employment (including Self-Employment)	Entering Employment within 6 weeks of Leave Date	In Period (Actual)	5	3	1	0	3	7	1	3	5
		Cum Tot (Actual)	5	8	9	9	12	19	20	23	28
		In Period Profile	5	3	1	0	3	7	1	3	5
		Cum Tot (Profile)	5	8	9	9	12	19	20	23	28
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	In employment 6 months after Leave Date	In Period (Actual)	0	0	0	0	1	0	0	0	0
		Cum Tot (Actual)	0	0	0	0	1	1	1	1	1
		In Period Profile	0	0	0	0	1	0	0	0	0
		Cum Tot (Profile)	0	0	0	0	1	1	1	1	1
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Evaluation report		In Period (Actual)	0	0	0	0	0	0	0	0	0
		Cum Tot (Actual)	0	0	0	0	0	0	0	0	0
		In Period Profile	0	0	0	0	0	0	0	0	0
		Cum Tot (Profile)	0	0	0	0	0	0	0	0	0
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Appendix F

Adult Training Network's

LDA Opportunities Fund 2007/10

Adding Numeracy to Life & Employment Skills (ANTLES)

			Dec-08	Jan-09	Feb-09	Mar-09	Apr-09	May-09	Jun-09	Jul-09	Aug-09	Sep-09
Starters		In Period (Actual)	0	2	68	73	18	2	25	3	0	29
		Cum Tot (Actual)	0	2	70	143	161	163	188	191	191	220
		In Period Profile	0	2	68	73	13	2	25	3	0	28
		Cum Tot (Profile)	0	2	70	143	156	158	183	186	186	214
		In Period Variance	**0**	**0**	**0**	**0**	**5**	**0**	**0**	**0**	**0**	**1**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**5**	**5**	**5**	**5**	**5**	**6**
Number of Pathway Activities:	Work Placement	In Period (Actual)	1	0	11	0	0	2	9	1	0	7
		Cum Tot (Actual)	1	1	12	12	12	14	23	24	24	31
		In Period Profile	1	0	11	0	0	2	9	1	0	7
		Cum Tot (Profile)	1	1	12	12	12	14	23	24	24	31
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Voluntary Work	In Period (Actual)	0	0	0	9	3	0	0	0	0	4
		Cum Tot (Actual)	0	0	0	9	12	12	12	12	12	16
		In Period Profile	0	0	0	1	1	0	4	3	0	6
		Cum Tot (Profile)	0	0	0	1	2	2	6	9	9	15
		In Period Variance	**0**	**0**	**0**	**8**	**2**	**0**	**-4**	**-3**	**0**	**-2**
		Cum Tot Variance	**0**	**0**	**0**	**8**	**10**	**10**	**6**	**3**	**3**	**1**
	Jobsearch/IAG	In Period (Actual)	0	2	57	46	13	8	2	3	0	23
		Cum Tot (Actual)	0	2	59	105	118	126	128	131	131	154
		In Period Profile	0	2	57	46	13	2	9	3	0	22
		Cum Tot (Profile)	0	2	59	105	118	120	129	132	132	154
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**6**	**-7**	**0**	**0**	**1**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**6**	**-1**	**-1**	**-1**	**0**
	Completion of Non-Accredited Training	In Period (Actual)	0	0	40	27	12	2	1	7	0	7
		Cum Tot (Actual)	0	0	40	67	79	81	82	89	89	96
		In Period Profile	0	0	40	27	12	2	2	7	0	6
		Cum Tot (Profile)	0	0	40	67	79	81	83	90	90	96
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**0**	**-1**	**0**	**0**	**1**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**0**	**-1**	**-1**	**-1**	**0**

	Accredited Training	In Period (Actual)	0	0	66	63	11	0	3	4	0	13
		Cum Tot (Actual)	0	0	66	129	140	140	143	147	147	160
		In Period Profile	0	0	66	63	11	1	5	4	0	10
		Cum Tot (Profile)	0	0	66	129	140	141	146	150	150	160
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**-1**	**-2**	**0**	**0**	**3**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**-1**	**-3**	**-3**	**-3**	**0**
	Employer Engagement	In Period (Actual)	0	0	12	12	0	3	3	0	0	8
		Cum Tot (Actual)	0	0	12	24	24	27	30	30	30	38
		In Period Profile	0	0	12	12	0	3	3	0	0	8
		Cum Tot (Profile)	0	0	12	24	24	27	30	30	30	38
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Mentoring	In Period (Actual)	0	0	41	43	12	2	20	1	0	15
		Cum Tot (Actual)	0	0	41	84	96	98	118	119	119	134
		In Period Profile	0	0	41	43	12	2	20	1	0	9
		Cum Tot (Profile)	0	0	41	84	96	98	118	119	119	128
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**6**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**6**
	IAG for people in work	In Period (Actual)	0	0	0	0	0	0	0	0	0	0
		Cum Tot (Actual)	0	0	0	0	0	0	0	0	0	0
		In Period Profile	0	0	0	0	0	0	0	0	0	0
		Cum Tot (Profile)	0	0	0	0	0	0	0	0	0	0
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Number of Progressions to FE or further work-focused training		In Period (Actual)	0	2	3	37	9	0	0	0	0	0
		Cum Tot (Actual)	0	2	5	42	51	51	51	51	51	51
		In Period Profile	0	2	3	37	9	0	0	0	0	0
		Cum Tot (Profile)	0	2	5	42	51	51	51	51	51	51
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Training for Employees	SfL Training (accredited at EL 3 or above)	In Period (Actual)	0	0	0	0	0	0	0	0	0	0
		Cum Tot (Actual)	0	0	0	0	0	0	0	0	0	0
		In Period Profile	0	0	0	0	0	0	0	0	0	0
		Cum Tot (Profile)	0	0	0	0	0	0	0	0	0	0
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	SfL Training (accredited below EL3 or non-accredited)	In Period (Actual)	0	0	0	0	0	0	0	0	0	0
		Cum Tot (Actual)	0	0	0	0	0	0	0	0	0	0
		In Period Profile	0	0	0	0	0	0	0	0	0	0
		Cum Tot (Profile)	0	0	0	0	0	0	0	0	0	0
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Progression to Employment (including Self- Employment)	Entering Employment within 6 weeks of Leave Date	In Period (Actual)	0	0	0	9	3	0	0	0	0	4
		Cum Tot (Actual)	0	0	0	9	12	12	12	12	12	16
		In Period Profile	0	0	0	9	3	0	0	0	0	2
		Cum Tot (Profile)	0	0	0	9	12	12	12	12	12	14
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**2**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**2**
	In employment 6 months after Leave Date	In Period (Actual)	0	0	0	0	0	2	2	5	0	0
		Cum Tot (Actual)	0	0	0	0	0	2	4	9	9	9
		In Period Profile	0	0	0	0	0	0	4	5	0	0
		Cum Tot (Profile)	0	0	0	0	0	0	4	9	9	9
		In Period Variance	**0**	**0**	**0**	**0**	**0**	**2**	**-2**	**0**	**0**	**0**
		Cum Tot Variance	**0**	**0**	**0**	**0**	**0**	**2**	**0**	**0**	**0**	**0**

Appendix G

Adult Training Network's

Learndirect

Self-Assessment Report 2008 - 2009

For Report Period – August 2008 – July 2009

Provider Details			
Provider Name:	Adult Training Network	**Provider Code:**	**LN07LC143**
Period Under Review:	August 2008 to July 2009	**Regional Performance Manager:**	**Sajjad Hussain**
SAR Produced by:	**Amarjit Dhanjal**	**Date Produced:**	

Summary of Contracts Delivered By This Provider

Contract	✓	Contract Value (Start of Year)	Contract Actual (End of Year)	Contracting Organisation
learndirect – core	✓	£70,000	£114,376	Adult Training Network
learndirect – Train to Gain				
learndirect – ESF				
Jobcentre+				
Work Based Learning (LSC)				
Further Education (LSC)				
Nextsteps				
Train to Gain (Non-**learndirect**)				

Contents

1. Provider summary profile
2. Process for SAR and summary grades
3. How well do learners achieve? (CIF KQ1)
4. How effective are teaching and learning? (CIF KQ2)
5. How well do the programmes and courses meet the needs and interests of the learners? (CIF KQ3)
6. How well are learners guided and supported? (CIF KQ4)
7. How effective are leadership and management in raising the standards and achievement of learners? (CIF KQ5)
8. Key changes for next twelve months

Annex 1 – Quality data
Annex 2 – Learner views and feedback
Annex 3 – Employer views and feedback

Provider Self-Assessment Report 2009
Covering Academic Year 2008/09

1. Provider Summary Profile

Centres Included Within This Report:		Contract Value (*with Ufi/learndirect)			
Centre Code	**Learning Centre Name**	**Core***	**TTG***	**ESF***	**Other**
LN07LC143	Adult Training Network	£115,000			

Detail any work with offender learners (prison, probation and/or community), please provide numbers engaged (08-09) together with details of agencies engaged with

None.

Describe the learning provider including a brief history, descriptions of each centre's location, catchment area of the learners and a profile of the learner base over the last 12 months – include details of any delivery location changes (such as merging centres and changing outreach locations)

The Adult Training Network is a Registered Charity Number 1093609 and a Company Limited by Guarantee number 42866151. The Head Office is at the King's Hall Methodist Church, South Road, Southall, UB1 1RB. The Managing Director is Mr Sarjeet Singh Gill.
The organisation was formed in July 1999 to help address the educational disadvantage suffered by certain marginalised sections of the community.
The main objectives of the educational programmes are to:

- Develop students' reading, writing, speaking and listening skills in English.
- Provide students with basic survival English for everyday life in UK.
- Provide students with Basic English for access to other college courses.
- Support students in their chosen progression path.
- Build the self-confidence of students.
- Develop the vocational and 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.

The delivery location was the ATN's site based in the Manor Park Methodist Church, Herbert Road, Manor Park, E12 6AY. Based close to major bus and train routes and bordering on East Ham and Forest Gate, the centre has benefitted from the racial diversity prevalent in the area. The majority of learners (62.6%) of Asian origin, 16% classified as white other (many of whom come from Poland and Bulgaria), 12.8% Black/Black British, 3.1% Chinese and 2.6% of learners with White British or mixed ethnicity.

Add a chart showing, or describe, the structure, roles and responsibilities of the staff in the provider

Under the leadership of the Director (Mr Sarjeet Singh Gill), the Project Manager (Mr Imran Ul Haque) is responsible for the delivery of the Learndirect contract. Mr Ul Haque structures the delivery and apportions targets to each of the Learndirect tutors.

Level 4 subject specialist, Amarjit Dhanjal, is responsible for attending UFI training sessions, disseminating information and also tutors a large proportion of the learners. Mr Dhanjal, in his role as Internal Verifier, is also tasked with observations of Learndirect teaching staff – ensuring that the guidelines are strictly adhered to.

Dilshad Ahmed, under the tuition of Amarjit Dhanjal has undertaken many of the tutor's functions and continues to be responsible for many of the learners.

2. Process for SAR and Summary Grades

Complete last

Describe, or flowchart, the process of Self-Assessment within the provider and centres, who was involved (internally and externally) and how the report was moderated

Each of the key questions was brainstormed between Amarjit Dhanjal and Dilshad Ahmed. Mr Dhanjal used much of the information, informed by statistical data, to complete the SAR.
Having completed the first draft, the document and appendices were sent to Mr Ul Haque and Mr Gill. Feedback was given, including opinions on grading, which was then incorporated into the completed document.
The SAR was submitted to the RPM, Sajjad Hussain, before the deadline of 11/09/09.

2. Process for SAR and Summary Grades

Complete last

Overall Grade Summary Sheet 2008/09

Common Inspection Framework

Aspect	07/08 Grade	Grade 08/09	RAG
Achievements & Standards (KQ1)			g
Core - Skills for Life			g
Core - ICT			
Core - BAM			
Train to Gain - SfL			
Train to Gain - NVQ etc			
Quality of Provision			g
KQ2 - Teaching and Learning			g
KQ3 - Needs and Interests			g
KQ4 - Guidance and Support			g

Aspect	07/08 Grade	Grade 08/09	RAG
Leadership and Management (KQ5)			g
Contributory Grades:			
Equality of Opportunity			g
Capacity to Improve			g
Educational and Social Inclusion			g

Performance Indicators

Framework for Excellence

Dimension	07/08 Grade	Grade 08/09	RAG
Responsiveness			g
Employers			g
Learners			g
Effectiveness			g
Quality of Outcomes			g
Quality of Provision			g

Dimension	07/08 Grade	Grade 08/09	RAG
Finance			g
Teaching and Learning			g
Needs and Interests			g
Guidance and Support			g
Overall Performance Rating			g

Every Child Matters

Outcomes	06/07 Grade	Grade 07/08	RAG
Being healthy			g
Enjoying and achieving			g
Staying safe			g
Making a positive contribution			g
Achieving economic well-being			g

Primary Institutional Goals

Descriptor	06/07 Grade	Grade 07/08	RAG
1			g
2			g
3			g
4			g
5			g

KEY					
		Improved or maintained as outstanding		Stayed the same	
		Declined but not necessarily inadequate			

NOTE: You are not required to complete the "Performance Indictors" section above unless you have this information available from your other LSC contracts

3. How well do learners achieve? (CIF KQ1)

Detail your analysis of the SAR data (as shown in Annex 1) provided by Ufi

The success rate is currently good at 84.6% in Skills for Life (being the first year in which the ATN has received funding from UFI, there is no comparison with previous performance). The success rate is 4.6% higher than UFI's target success rate baseline and 4.4% higher than the national average and 9.6% above that of London. Overall this year, SfL success rates have risen between quarters. The higher success rate can be attributed not just to the highly specialised tuition provided by the tutors, but also to the high degree of personalised tuition they are able to provide, meeting the needs of the individual whilst fulfilling all strictures of the curriculum.

Currently, the timed-out rate is 12%, which is 6.6% lower than the national average and 11.4% below the average for London. Timed out rates have fallen by 3.1% between quarters. Reasons for the lower level of timed-out learners include regular individual mentoring sessions and the setting of SMART targets with the participation of the learner, giving them a greater degree of ownership over their education.

The success rates of mixed ethnicity, undisclosed, white British and white other learners are outstanding, ranging between 93.2% and 100%, which is a minimum of 13.2% above the Ufi target success rate. Rates for Asian and Black learners are good at 82.3% and 82.4% respectively. The success rate for Chinese learners has remained satisfactory at 70% over the course of the year. With the exception of Chinese learners, the success rates of each ethnic group have risen between quarters in 2008/09.

The success rates for learners under 25 and those over 65 were excellent, achieving 95.2% and 100% respectively. Rates for learners 25-34, 35-44 and 45-54 were good at 82.1%, 86.3% and 81.2%. The lowest success rate was satisfactory at 77.8% for learners aged 55-64. The success rates for all ages rose between quarters, with the exception of learners in the 55-64 group.

Between the genders, males had a higher success rate at 87.2% compared to the 81.8% achieved by females. Both had good success rates, however only the male success rate showed an increase between quarters, with the female rate decreasing in quarter 3.

Among disabled learners, the success rate was satisfactory at 67.7%, with non-disabled learners achieving better at 85.1%. Rates for both groups rose between quarters in 2008/09.

3. How well do learners achieve? (CIF KQ1)

When answering this question you need to consider:

- quality data such as success, withdrawal and timed-out rates (core) / past-end-date (Train to Gain)
- learners' success in achieving challenging targets including qualifications and learning goals, with trends over time and any significant variations between groups of learners
- the standards of learners' work in relation to their learning goals
- learners' progress relative to their prior attainment and potential, with any significant variations between groups of learners
- the extent to which learners enjoy their work
- the acquisition of workplace skills
- the attendance of learners
- the extent to which learners adopt safe practices and a healthy lifestyle

Please insert Key Strengths and Areas for Improvement below:

Key Strengths include the impact on the learner and link to specific areas of learning (AOL/Train to Gain) as required	**What evidence are you using to justify this?**
• Outstanding SfL KPI target attainment, particularly E3 Numeracy • Highly personalised tuition leading to good success rates • Strong recruitment from local community leading to a rich cultural mix • Very good intake across all age groups, successfully meeting their specific needs • Flexible operating hours enabling learners to better balance their learning and home-life	• EDIMs data (all quarters)
Key Areas for Improvement include the impact on the learner and link to specific areas of learning (AOL/Train to Gain) as required	**What evidence are you using to justify this?**
• Although greatly improved, stricter tracking of learning activities is required to improve the timed-out rate • Satisfactory support of disabled learners to be improved through further training • Above average withdrawal rate to be brought into line with regional average	• EDIMs, Quarterly data

Give brief details below of other areas which you consider to be sound practice and with continued development could be strengths.

Also include other key areas that you're currently developing for which you are not yet able to demonstrate a positive impact on learners. Make it clear which, if any, areas of learning (AOL) they link to.

Although above the national and regional averages, the withdrawal rate for learners has decreased over the year due to increased familiarity with the system and knowledge of the suitability of products for specific learners.

4. How effective are teaching, training and learning? (CIF KQ2)

For each centre enter the qualification summary information below for all "tutors" working with learners

Centre Code	Total Tutors	Tutors: L3 literacy qualifications		Tutors: L3 numeracy qualifications		Tutors: Teaching or training qualifications	
		Working Towards	Hold	Working Towards	Hold	Working Towards	Hold
LN07LC143	2		2	2			2

Detail your process for Level 4/5 tutor support for both literacy and numeracy

Once enrolled on a course suitable for the needs both expressed by the learner and diagnosed through initial and diagnostic assessment, tutors provide the following support:

- Initial ILP written and reviewed with the learner
- Session plans and targets, aiding the learner to pace their learning appropriately whilst helping achieve bite-size chunks of knowledge
- The procedure for support is mirrored in the Tutor Support Notes, with the identification of the problem followed by advice and guidance (eliciting correct forms). Learners are then given controlled practice to ensure that they have a good understanding
- Tutors supplement online materials with worksheets, authentic materials (i.e. articles, blogs) and homework tasks

Detail all staff working with learners and/or line managing tutors and their qualifications (including level) relevant to the area of support

Name	Job Title	Trained to undertake observation of teaching and learning	Area of Support (SfL, ICT, BAM and/or ESOL)	Enter level and title of all relevant qualifications
Amarjit Dhanjal	I.V.	Yes	SfL/ ESOL	Cert FE (Level 5, Stage 3), ESOL Subject Specialism
Dilshad Ahmed	Tutor	No	SfL	PGDip (TESOL with Applied Linguistics), CELTA, MA – English Literature

Enter the Summary Information on Observation of Teaching and Learning (OTL)

OTL Area	Number Excellent*	Number Good*	Number Satisfactory	Number Inadequate
IAG – Initial Assessment – Enrolment				
Induction				
General support		2		
IAG – Completion – Exit Interviews				
Other: Progress Review		2		
Total Number of Observations Conducted		2		

* Delete if only a two point scale was used

What are the main actions which have arisen from the observation process (action plans), what improvements have these led to and what has been the impact on learners?

4. How effective are teaching, training and learning? (CIF KQ2)

One of the main actions was to perform a recapitulation exercise with each of the learners on resuming their learning. This enabled the tutor to monitor progress more strictly, gave learners another opportunity to seek clarification on any difficulties and also activated their schematic knowledge of the subject, allowing them to resume their learning seamlessly.

Tutors were also given further support with learning checks – specifically: concept questions, techniques for checking instructions, peer and group checks. These not only give learners more autonomy (i.e. when using one's knowledge to guide a fellow learner), but also served to lessen time wastage (re-explaining) and give learners more time actively using their knowledge.

Enter the outcome (the number of criteria) of your latest QSAQ (OTL) assessment below:			
Needs Development	**Meets Minimum Standard**	**Exceeds Minimum Standard**	**Total**
	1	16	**17**

4. How effective are teaching, training and learning? (CIF KQ2)

When answering this question you need to take into consideration:

- how well teaching, training and resources are used to meet individuals' needs and course or programme requirements
- the suitability and rigour of assessment in planning and monitoring learners' progress
- the identification of, and provision for, additional learning needs
- the effectiveness of your OTL process

Please insert Key Strengths and Areas for Improvement below:

Key Strengths include the impact on the learner and link to specific areas of learning (AOL/Train to Gain) as required	**What evidence are you using to justify this?**
• Well-planned IAG and assessment processes leading to reduction in the withdrawal rate • Well-integrated and highly individualised session planning resulting in increased attainment of learning aims • Highly effective observations undertaken, the implementation of feedback has increased learner satisfaction and participation	• Observation Reports • EDIMs • Quarterly Data
Key Areas for Improvement include the impact on the learner and link to specific areas of learning (AOL/Train to Gain) as required	**What evidence are you using to justify this?**
• Adequate additional resources used to supplement training plans, should be widened • Although highly effective, the regularity of observations is to be improved, enhancing teaching and learning processes	•

Give brief details below of other areas which you consider to be sound practice and with continued development could be strengths.

Also include other key areas that you're currently developing for which you are not yet able to demonstrate a positive impact on learners. Make it clear which, if any, areas of learning (AOL) they link to.

Specialist attention to the additional needs of disabled learners is, although currently satisfactory, an area in which ATN is constantly improving. Better accessibility and increased staff training & self-study are enabling staff to accommodate a wider range of blocks to learning.

5. How well do the programmes and courses meet the needs and interests of the learners? (CIF KQ3)

When answering this question you need to take into consideration:

- the extent to which programmes or activities match learners' aspirations and potential, building on prior attainment and experience
- how far programmes meet external requirements and are responsive to local circumstances
- the extent to which employers' needs are met
- the extent to which the provision contributes to the learners' capacity to stay safe and be healthy

Please insert Key Strengths and Areas for Improvement below:

Key Strengths include the impact on the learner and link to specific areas of learning (AOL/Train to Gain) as required	**What evidence are you using to justify this?**
• Excellent uptake of SfL programmes, reflective of the local and national skills deficit • Effective Literacy and Numeracy provision which is instrumental in providing a stepping-stone to further learning (i.e. NVQs) • Highly relevant course selection, taking into account the employer's needs	• FMI Data, EDIMs, Quarterly Data
Key Areas for Improvement include the impact on the learner and link to specific areas of learning (AOL/Train to Gain) as required	**What evidence are you using to justify this?**
• 2008/09 offer limited to SfL provision, 2009/10 provision to include further programmes of study (i.e. Istart)	• UFI Contract • Yearly profile

Give brief details below of other areas which you consider to be sound practice and with continued development could be strengths

Also include other key areas that you're currently developing for which you are not yet able to demonstrate a positive impact on learners. Make it clear which, if any, areas of learning (AOL) they link to.

6. How well are learners guided and supported? (CIF KQ4)

When answering this question you need to take into consideration:

- the care, advice, guidance and other support provided to safeguard welfare, promote personal development and achieve high standards
- the quality and accessibility of information, advice and guidance to learners in relation to courses and programmes, and, where applicable, career progression

Please insert Key Strengths and Areas for Improvement below:

Key Strengths include the impact on the learner and link to specific areas of learning (AOL/Train to Gain) as required	**What evidence are you using to justify this?**
• Highly personalised and effective careers advice provided, enabling learners to progress into paid/voluntary work • Very strong IAG, with a range of community language speakers available to interpret	• Assessor CVs • Job-Search Co-ordinator's CV • Learner Progression Statistics
Key Areas for Improvement include the impact on the learner and link to specific areas of learning (AOL/Train to Gain) as required	**What evidence are you using to justify this?**
• Level of support for disabled and Chinese learners to be improved, the benefits to be reflected in the success rate	• EDIMs

Give brief details below of other areas which you consider to be sound practice and with continued development could be strengths.

Also include other key areas that you're currently developing for which you are not yet able to demonstrate a positive impact on learners. Make it clear which, if any, areas of learning (AOL) they link to.

Describe the progress made towards achievement all centre level EDIMs agreed with learndirect

Over the course of the year, it was agreed that the ATN needed to recruit more Chinese learners and people with disabilities. ATN has developed links with Mind in Tower Hamlets, the Tower Project and Remploy in an effort to recruit more disabled learners. It is anticipated that through further developing these strategic partnerships, ATN will show strong development in meeting its EDIM targets over 2009/10.

Better advertising of the range of courses available at ATN in Chinese community venues will also lead to increased enrolments.

Detail all quality certification held (or being worked towards) – e.g. matrix, Investors in People, ISO 9000:2000, and Customer First

Certification	Date	
	Achieved	Assessment Due
matrix	**05/07/07**	
Investors in People		
ISO 9000 (state version)		
Customer First		
Other (specify):		

Detail all awarding body registrations and outcome of the last external verification

Awarding body	Qualifications	Outcome of last external verification
City & Guilds	**Literacy (3792)** **Numeracy (3792)** **ESOL (3692)** **ESOL for Work (3694)** **ICT Entry Level (3804)** **Certificate & Diploma for IT Users (7266)**	**Direct Claims Status**
City & Guilds	**ITQ (Levels 1-3) (7574)** **NVQs in Accounting (Levels 2 & 3) (7421)** **NVQs in Health & Social Care (Levels 2-4) (3172)**	**Pending Verification**
ILM	**NVQ in Team Leading (Level 2) (Q203)**	**Pending Verification**

Detail your approach and process related to Safeguarding Vulnerable Groups Act 2006

The ATN benefits from a robust recruitment process, involving in depth interviews, collection of references, mandatory registration with the IfL and CRB checks. Frontline staff are observed, ensuring that needs of the clients continue to be met in a safe and welcoming environment. Clients also benefit from thorough inductions within which health and safety information as well as complaints and appeals procedures are explained. Learners complete satisfaction surveys and health and safety questionnaires where they can consolidate their knowledge of processes and have another opportunity to register any discomfort.

Detail your approach to Sustainable Development

Locally based training in the community reduces fuel consumption and hence pollution making the project environmentally sound. Using energy saving equipment and conducting energy audits, incorporated with cost-effective energy saving measures at the premises throughout the project also helps in this regard. Limiting the use of paper by making maximum use of computerised logging and record keeping helps minimise the use of natural resources. Beneficiaries are encouraged to travel by public transport. Provision of basic skills and ICT training contributes to sustained economic growth by increasing the number of qualified people in the community who could contribute to the local economy through sustainable employment. The employability skills significantly enhance the prospects of the individual beneficiaries, their immediate and extended families, and the local communities. The project targets industry sectors with identified skills and work force gaps and aims to develop the skills of beneficiaries to enable them to fill the vacant positions, thus contributing to the overall development of the community. It is expected that as a number of beneficiaries gain employment, with others developing skills and experience, that those communities become able to foster a positive attitude to Lifelong Learning and employment opportunities leading, in turn, to a reduction in social exclusion and sustainable personal and economic development. Beneficiaries develop self-confidence which had a significant impact within their own communities and in developing contact with other communities in their local area, and further afield.

When answering this question you need to take into consideration:

- how effectively performance is monitored and improved through quality assurance and self-assessment
- how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential (Equality of Opportunity)
- how effectively leaders and managers at all levels clearly direct improvement and promote the well-being of learners through high quality care, education and training
- the adequacy and suitability of staff, including the effectiveness of processes for recruitment and selection of staff to ensure that learners are well taught and protected (Quality)
- the adequacy and suitability of specialist equipment, learning resources and accommodation (Equality of Opportunity & Quality)
- how effectively and efficiently resources are deployed to achieve value for money
- how effective are the links made with other providers, services, employers and other organisations to promote the integration of care, education and any extended services to enhance learning and promote well-being
- the extent to which governors and other supervisory boards discharge their responsibilities

Please insert Key Strengths and Areas for Improvement below:

Key Strengths include the impact on the learner and link to specific areas of learning (AOL/Train to Gain) as required	**What evidence are you using to justify this?**
• Highly effective networking by management leading to extensive progression routes including employment and FE • Strong integration of cross cutting themes (including ECM and visits from health care professionals) • Robust recruitment procedure, safeguarding the needs of the learners	• See Pg 12 (Safeguarding)
Key Areas for Improvement include the impact on the learner and link to specific areas of learning (AOL/Train to Gain) as required	**What evidence are you using to justify this?**
•	•

Give brief details below of other areas which you consider to be sound practice and with continued development could be strengths.

Also include other key areas that you're currently developing for which you are not yet able to demonstrate a positive impact on learners. Make it clear which, if any, areas of learning (AOL) they link to.

8. Key Changes for Next 12 Months

Describe known issues and changes impacting on the provider, centres and/or learner over the next twelve months

This should include planned changes in centre structure, focus, contracts, delivery locations, as well as imposed changes due to contractual or legislative requirements.

An increase in the range of accredited courses, including NVQs in Administration, Health & Social Care and Team Leading as well as PTLLS & CTLLS teaching courses, will provide increased progression routes for the learners.

Disabled learners have access to toilets in the new Methodist Church constructed next door through an adjoining door as well as new developments to include disabled access within the actual building.

Provider Self-Assessment Report 2009
Covering Academic Year 2008/09

Annex 1. Quality Data

Enter the SAR data provided by Ufi

Type	Total Enrolled	Counted for Data	Success Rate (%)	Withdrawal Rate (%)	Timed Out Rate (%)	Completion Rate (%)	Achievement Rate (%)	Achievement Rate (%) Linked to Qualifications	Total Achieved	Total Complete	Total Withdrawn	Total Timed Out
All Course	837	650	84.6	3.4	12.0	96.7	84.2	84.0	550	653	22	78
SfL	835	650	84.6	3.4	12.0	96.7	84.2	84.0	550	653	22	78
ICT	0	0	0	0	0	0	0	0	0	0	0	0
BAM	0	0	0	0	0	0	0	0	0	0	0	0
Other	2	0	0	0	0	0	0	0	0	0	0	0

Annex 2. Learner Views

Enter a summary of learner feedback and views taken from the online learner survey and other methods

Learner Testimonials:
Mazeda Khatun
Mazeda completed two courses in Everyday Maths Skills before achieving the Entry 3 Certificate in Adult Numeracy in March 09. She has since returned to the Adult Training Network to progress her Literacy skills. She had the following comments to make about the level of provision: "I'm learning lots of things. Before, I learnt maths which was hard for me. Now I'm learning English. Then I want to work in childcare".

Nicketa Gammond
Nicketa completed a certificate in ESOL – Skills for Life with the provider before joining the Learndirect programme. Expecting her first child, she appreciates that through distance learning, she can continue studying from the comfort of her home.
She had the following comments to make: "I just started using Learndirect and I would like to improve my maths and English skills. The matchs is very fun, it's challenging and I like that. My teacher is very nice, very helpful – As you call her, she jumps (Jamaican saying).

Some anecdotal comments made by learners were as follows:
"I am very happy with my teacher and my course. I am happy with my class too. My teacher is polite. He helps me to use my own ideas. He is very hard working with students. He treats us all are same. He also used different examples to make us understand."

There are also more than 80 other employers and agencies across a range of sectors both in East and West London with which ATN has engaged with and established links for the design and delivery of courses, establishing employee needs and creating job outcomes. Some of them are listed here, for example Medico, Matalan, Tie Rack, the Prince's Trust, Sheraton Hotel, local primary schools, Noon Products, Selco Builders, Wilkinson, Penauille, Tesco, Royal Mail, G. S. A. Recruitment, Venus T.V. , First choice Travel, O.C.S. Transport, T. K Maxx, Caterlink, Ealing Council, British Heart Foundation, Newchem. Pharmacy, Ferry Quays, Carewatch, Reed Employment, Bighams, Next, Chana Chemist, T.R.S. Manor Court Nursing Home, Gate Gourmet, Bombay Halwa, British Heart Foundation, MacLellan International Ltd, Medical Imaging Ltd, Iceland, BAA Heathrow, Mitte, TCK Fresh Produce Ltd, Wealmoor Ltd, Scot Group Ltd, CIP Recruitment Ltd, Eenara Community Care, Avissererv Ltd, Primark, Sodhexho Catering & Support Services, Mace Montessori Schools Ltd, Sehmi Builders Merchants, TRS.
However, this list is by way of an example of employers previously engaged; this list continues to grow on a monthly basis as new links are being established and the existing ones further strengthened. Adult Training Network is extremely grateful to the invaluable support given to us by our partner employers, in helping us achieve success in our various projects.

Annex 2. Learner Views

Enter a summary of learner feedback and views taken from the online learner survey and other methods