

ADULT TRAINING NETWORK



**REPORT FOR THE PERIOD
AUGUST 2009 – JULY 2010**

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ORGANISATIONAL DETAILS

The Adult Training Network is a Registered Charity Number 1093609, established in July 1999, and a Company Limited by Guarantee number 42866151. The Head Office is at 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.

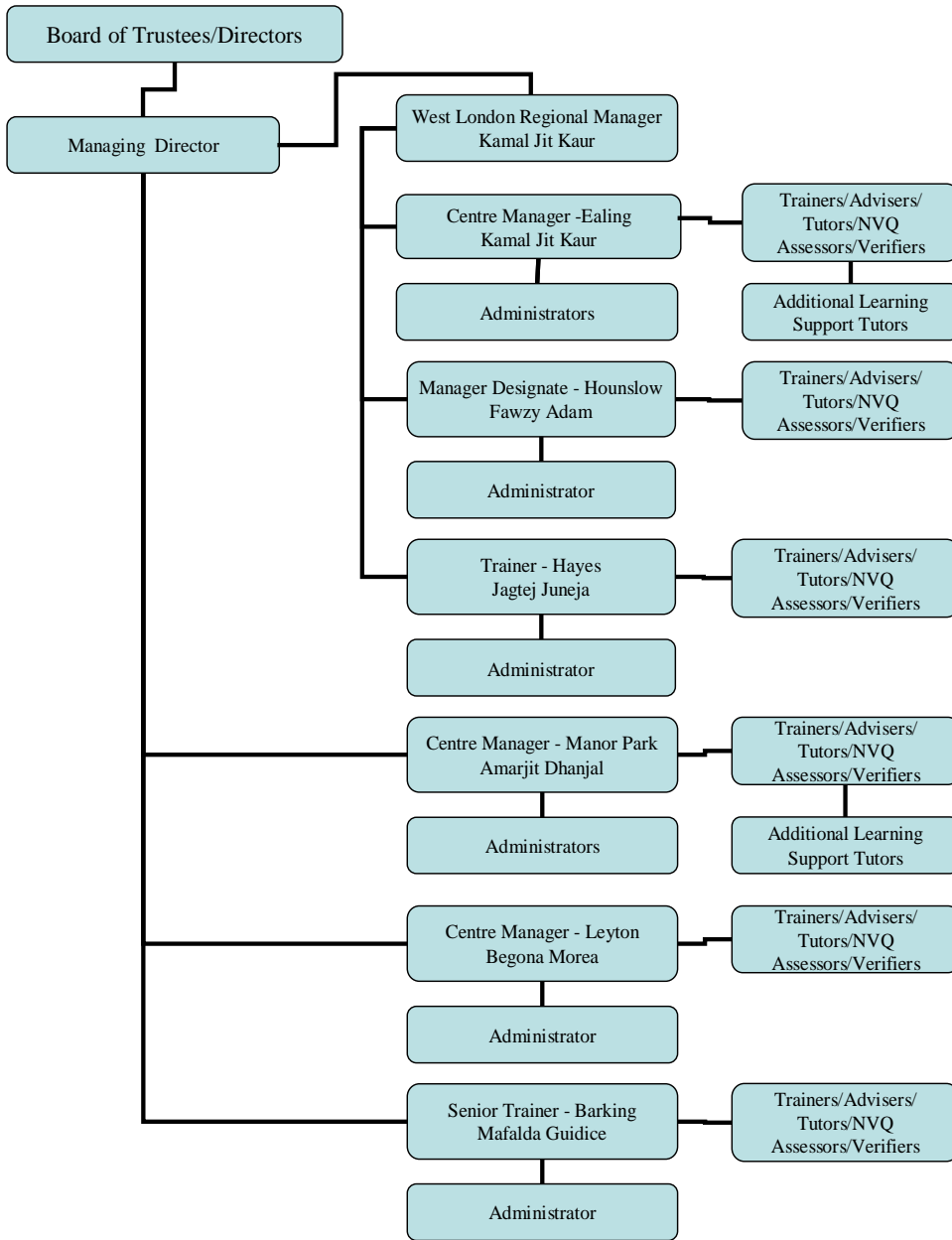
In addition, the Adult Training Network strives to integrate learners into the social and cultural fabric of society at large.

AIMS AND OBJECTIVES

The organisation was formed 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.

ORGANISATIONAL CHART OF THE ADULT TRAINING NETWORK



TRAINING CENTRES

ATN has three delivery centres in West and East London which have operated throughout the year August 2009 – July 2010. 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

One centre was closed in the early part of the year as the LDA/ESF contracts drew to a close. The centre was:

ATN Upton Park: Harold Road Centre, 170 Harold Road,
Upton Park, E13 0SE
Tel: 020 84750534

Two new centres were established during the year to provide a greater coverage in West London as a result of new contracts being agreed:

ATN Hounslow: Vista Business Centre, Suite B513,
50 Salsbury Road, Hounslow, TW4 6JQ
Tel: 020 8538 0240

ATN Hillingdon: CAMS Training Centre, Uxbridge House,
460 Uxbridge Road, Middlesex, UB4 0SD.
Tel: 020 7650 8982

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 addition 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.

<u>DISABILITY AND HEALTH PROBLEMS</u>
<ul style="list-style-type: none">• Personal disability
<ul style="list-style-type: none">• Personal illness• Low self esteem, lack of motivation• Disabilities• Out- dated skills• Cultural barriers, prejudice

<u>EDUCATION AND TRAINING</u>	<u>JOB READINESS</u>
<ul style="list-style-type: none"> • Lack of qualifications • Literacy/ Numeracy problems • English as a second Language (ESOL) • Lack of IT skills 	<ul style="list-style-type: none"> • Lack of work experience • Lack of job search skills • Unclear job goals • Inability to market self
<u>ATTITUDE TO WORK</u>	<u>BASIC LIFE SKILLS</u>
<ul style="list-style-type: none"> • Lack of motivation • Unwillingness to work • Unrealistic job goals 	<ul style="list-style-type: none"> • Low self esteem • Poor self – presentation • Lack of personal grooming
<u>DOMESTIC ISSUES</u>	<u>FINANCIAL ISSUES</u>
<ul style="list-style-type: none"> • Housing problems • Caring for the sick, elderly or disabled • Lack of childcare facilities 	<ul style="list-style-type: none"> • 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 abroad. 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 than 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.

WEST LONDON INFORMATION (FROM DWP):

GEOGRAPHY: West London covers the six local authority areas of Brent, Ealing, Hammersmith and Fulham, Harrow, Hillingdon and Hounslow. Total population for the district is approximately 1.46 million. District is diverse, and although mainly heavily urbanised, there are relatively large semi-rural areas within the District located in Hillingdon. Boroughs vary in size from Ealing, which is the third largest borough in London, with 309,000 residents, to Hammersmith, which is one of the smallest, and an Inner London borough, with 170,000 residents. District is a mix of light industrial, commercial and residential. Transport links are good within the district, with a comprehensive network of bus, road and rail links. All boroughs except Hillingdon are well served by LT underground system; the conurbation of Hayes has no direct underground link, and relies on rail and bus linkage to underground system.

EMPLOYMENT, EARNINGS, AND WORKING AGE BENEFIT STATISTICS: Total working age population is currently 1 million, with district employment rate of 69.1%, varying from Hillingdon, with a 66.6% employment rate; Harrow, with 66.9%; Brent, with 67.1%; Ealing, with 67.3%; Hounslow, with 70.3%, and Hammersmith & Fulham at 72.9%. Registered unemployment in West London as of Sept 2010 stands at 39,400, which has reduced by 8% over the last 12 months; 25.8 % of the unemployed are in Brent; 23.5% in Ealing; 15.6% in Hammersmith & Fulham; 13.2% in Hillingdon; 11.2% in Hounslow and 10.7% in Harrow. 44% of those have been registered less than 13 weeks, 21% between 13-26 weeks; 20% between 26 – 52 weeks, and 15% more than 12 months. 23% of those that are registered unemployed are young people aged 18-24, while 16% are aged over 50. There are 57,700 customers recorded as being on Incapacity Benefits in West London (Employment Support Allowance or Incapacity Benefit); varying from 22.1% of this number in Ealing, to 11.8% in Harrow. There are 22,780 lone parents recorded as claiming benefits within West London, of which 10.5% of this number are resident in Harrow; 13.2% in Hammersmith & Fulham; 16.5% in Hounslow; 17.4% in Hillingdon; 20.6% in Brent and 21.8% in Ealing. 74.5% of jobs within the District are full time (against a London rate of 73.1%), varying from Brent, where 71.4% of jobs are full time, to Hillingdon with 77.7% of jobs being full time. Within the District the service sector accounts for 88.1% of jobs, with 7.5% in manufacturing and 4.4% in construction and related trades; 24.9% of jobs within the service sector are in public administration, education or health. Hammersmith and Fulham had the highest number of jobs engaged within the service sector, with 94.2%

of all jobs within the borough being in this sector, while Brent, at 85.5%, has the lowest. Ealing (at 9.1% of jobs within borough) and Brent (at 9.2%) have highest proportion of manufacturing jobs, while Hammersmith and Fulham (at 4.3%) has the lowest. Harrow has the highest number of construction jobs, at 7.8% of jobs within borough, while Hammersmith & Fulham has the least at 1.5%. Average weekly wage rates vary from £525 per week in Brent to £671 in Hammersmith & Fulham (against a London average of £599 per week).

CUSTOMER PROFILE: West London District has a diverse ethnic mix, with over 200 different languages spoken in Brent alone. Black and ethnic Minority groups make up 71% of the population in Brent, 55% in Ealing and Harrow, 44% in Hounslow, 42% in Hammersmith & Fulham, and 28% in Hillingdon.

Brent : - has six neighbourhoods that are amongst the most deprived in the country, in Harlesden, Stonebridge, Church End, Chalkhill, South Kilburn and St Raphaels, Brentfield and Mitchell Brook. Levels of out of work benefits claimants and child poverty are significantly higher than the rest of the borough with correspondingly higher levels of worklessness. Within these neighbourhoods around 33% of residents speak English as a second language. There are high levels of ethnic diversity within these areas but also distinct communities; for instance a high proportion of Somali residents in Chalkhill and Church End and a growing Polish and Brazilian population in Harlesden. Neighbourhood profiles for each of these areas are available from Brent Council.

Ealing: - has three neighbourhoods that are in the top 10% of the most deprived in the country, in Dormers wells, Northolt west end and Northolt Mandeville.

Hammersmith and Fulham : - is ranked as the 38th most deprived LA in England. The Borough's population is polarised with high earners and highly qualified professionals, the fourth most expensive property prices in England yet a static proportion of low earners/workless families forming up to 35% plus of the social housing estates communities. Hammersmith and Fulham have seven neighbourhoods that are in the top 10% of the most deprived areas in the country, which consist largely of public sector estates. White City, Wormholt, Edward Woods, Charecroft and Clem Atlee. The majority of wards have economic activity rates that are similar to the borough figure; however College Park & Old Oak and Wormholt & White City have much lower levels of economically active residents. Concentrations of the adult population with no qualifications are to be found in the north of the borough, particularly in College Park & Old Oak ward where almost a third of the adult population have no qualifications.

Hillingdon: - There are major differences in deprivation between wards in the north and south of Hillingdon. Income deprivation affects families living across much of the south of the borough, in particular Botwell, Yiewsley and Townfield with some extreme pockets of deprivation in West Drayton, Pinkwell, Yeading, Barnhill and Uxbridge South. Estate-based deprivation is concentrated around the Glebe Estate, Yeading Green, and Avondale Drive. Of Hillingdon's 22 wards 50% have higher than borough average Lone Parent claimants, with particularly high concentrations within Yeading, Yiewsley, West Drayton, and Pinkwell. Whilst there are above average levels of ESA and IB claimants within wards in the south of the borough, there is a significant spread of disability benefit claimants across the borough, notably: Barnhill, Brunel, Harefield, Northwood Hills, Pinkwell, Uxbridge South, Yeading, and Yiewsley.

Hounslow: – Has a number of areas in Hanworth, Feltham and Brentford that are in the top 10% of the most deprived areas in England.

PRINCIPAL INDUSTRIES/ KEY EMPLOYERS: West London has a diverse economic base, with nearly 70,000 businesses, with two-thirds of the workforce employed in small and medium enterprises. It has a large scale service sector centred on Heathrow Airport. There are large scale warehouse developments in and around the airport. There are major retail outlets in Westfield and Brent Cross; Westfield, located in White City/Shepherds Bush, has over 260 stores and employs some 7,000 staff.

West London has 10 of the UK's most prestigious business parks, including Park Royal, which is the largest in Europe. There are large scale food and drink manufacturers, including Diageo in Park Royal, Hazelwood Foods in Willesden, McVitties' Biscuits in Harlesden and Noon Products in Southall. There are many international companies based in West London, including CISCO communications, GlaxoSmithKline, Sky Discovery Channel and the BBC. The public sector employs 137,000 people, 20% of all jobs available. In total there are some 750,000 jobs within West London, which contributes more than £27 billion a year to the UK economy.

Brent - The new Wembley City development will create 6000 new end user jobs in the retail, hospitality and business services. Currently in construction, the first end user jobs will be in 2013.

As well as Distribution (Wholesale and retail), the key sectors in Brent are; : Knowledge intensive businesses (KIBS); Business services; . Healthcare, life sciences, and Education provide high volumes of local employment, accounting for almost 20% of jobs in Brent. There is a cluster of creative activity in West London in particular within the audiovisual and new media sector in Brent. Sport and Leisure management and Tourism are sectors the have become increasingly important to Brent's economy over the last decade. Light engineering and Food technology are important in terms of local jobs, GVA output and centres of innovation.

Ealing - is currently liaising with developers to coordinate and discuss new development projects in Town Centre regeneration and new housing projects. Ealing has some 82,000 employed in small and medium enterprises. Significant growth has occurred in media, financial and business services. Manufacturing remains a strong element of the economy, focusing on specialist engineering and processing (particularly printing and food). Ealing industrial estates are located close to major transport links.

Harrow - There are no dominant employment sectors in Harrow, but there are a larger proportion of people employed in the main public sector categories of Public Administration, Education and Health (27%). Small businesses employing less than 4 people account for 78% of businesses in the Borough. Relatively few large businesses in the borough, those employing over 200 people provide just under a quarter of the total number of jobs in the borough. The key regeneration sites area within the Harrow Intensification Area, and include Harrow town centre and the Wealdstone area. Capacity exists within this location to accommodate nearly half of the Borough's future housing need and deliver substantial employment growth through office renewal, new retail and hotel provision, and redevelopment and intensification of industrial and other business use. The council is committed to ensuring residents benefit from resulting employment opportunities.

Hammersmith and Fulham - has three thriving town centres: Shepherd's Bush in the north, Hammersmith in the centre-west, and Fulham in the south. The borough is home to major international companies, with strong links to media and entertainment. The largest single employer in the borough is the BBC, with the Television Centre headquarters located in White City. More than half of the employees in Hammersmith & Fulham are located in four wards. Hammersmith Broadway area is home to several multinational companies and is the largest employment area with over 24,000 employees. There are over 12,000 businesses located in the borough with more than 118,000 employees. 78% of these businesses have less than 5 employees, while 3% having more than 50 employees. The largest sector in the borough is the financial and business services sector, employing more than 32% of the total workforce. The community, social and personal services sector is much larger in the borough than in both London and the UK as a whole, employing some 17% of the total workforce. Hammersmith & Fulham has a larger proportion of self-employed residents than the London and national averages, 13.7% of men aged 16-74 are self-employed and 7.2% of women. Two of London's major exhibition centres, Earls Court 2 and Olympia, are also located within Hammersmith & Fulham.

Hillingdon - There are over 8,435 VAT registered businesses in Hillingdon, providing some 200,000 jobs and whilst, many are small and medium enterprises, Hillingdon has one of the highest number of major international and European headquarters outside of the City/Canary Wharf/West End As the home to

Heathrow Airport, the busiest international airport in the World and the largest single employment site within the UK, Hillingdon has a much higher than London and GB average job density, so although 50% of LBH residents live and work within the borough, approximately 65% of jobs within Hillingdon are occupied by non-residents. 35% of jobs are in transport and communications (London average 7.4%) and 21% in Distribution, Hotels and restaurants. 14% of jobs are in public administration, education & health, which is much lower than London average of 22% (reflecting Heathrow impact). Hillingdon has a very large economy by national standards, ranked 14 of 408 UK Local authority districts and 5th in London. Borough has a strong knowledge economy base attributed to biotech cluster (Amgen, GlaxoSmithKline, Nobel Biocare, Otsuka Pharmaceuticals, Parexcel) concentrated within Stockley Park/Uxbridge and significance of Brunel University. 7.9% of working age people in Hillingdon are self employed – the second lowest across West London and below London average of 9%

OTHER ISSUES WHICH MAY IMPACT ON THE SUCCESSFUL DELIVERY OF PROGRAMMES:

There is a mismatch between the skills levels of local residents and those required by locally available jobs. In 2009 20% of West London's working age residents had low or no (less than level 2) qualifications compared to just 9% of jobs that required level 2 skills. Only 12% of local residents of working age had their highest level of qualification at level 3, this contrasts with the job market where 39% of jobs required level 3 skills. Significant numbers of employees commute into West London for work. Although many of the intermediate and high skilled jobs available in West London (particularly managerial and associate professional jobs), are filled by people who live outside of the sub-region and commute into the area, the 2001 Census indicated that the majority of jobs in West London were filled by West London residents. 62% of employees working in West London also lived in West London, 17% of jobs were filled by residents of other London boroughs and 23% commuting in from outside London.

Harrow: In 2009 47.4% of Harrow residents were educated to NVQ level 3 and higher. This compares with, 53.2% in London. Additionally, 16.5% of residents were classified as having low (less than NVQ2) or no qualifications. Current trends suggest demand for NVQ level 4 qualifications will increase; Harrow currently has 33.1% of residents educated to this standard (against London average of 39.7%). 25.4% of residents are classified as having 'Other Qualifications'. These are qualifications not rated under the NVQ equivalency system, such as foreign qualifications, which may be indicative of the ethnic diversity of the borough. Skills shortages in Harrow reflect the needs identified at West London sub regional level; there is currently no data on specific skills shortages within the borough. 10% of jobs in the district are low skilled, while 16.5% of residents in Harrow fall into this category. At the other end of the spectrum 50% of jobs in the district are higher-skilled while just 47% of the Harrow population are educated to this level.

Hillingdon: 63.4% of the workforce is qualified to NVQ2 and 50.4% qualified to NVQ3. However only 31.7% of the resident workforce has attained NVQ4+ qualifications which is behind the London average at 39.7% and our nearest neighbours such as ; Ealing 36.5%, Harrow 33.1%, Hounslow 34.9% and Richmond 53.4%. Hillingdon residents may be less able to secure high-level jobs, particularly in the knowledge economy, technical and creative industries which are the forecast sectors for economic growth. Currently 21,100 (12.6%) of Hillingdon residents have 'no qualifications'; which is above the London average (11.8%). The majority of these, some 46%, (9,706 residents) are aged 50-64. Whilst this age group may have been able to secure elementary occupation within their working lives, they could now face increased competition for these kinds of jobs from jobseekers with mid-level qualifications. The number of NEETS has reduced and learning participation increased between 2006 and 2009. NEET young people live mainly in the south of borough with the vast majority of the NEET group made up of young people who are White British (74.8%) followed by Asian (6%) and Black Caribbean (6.0%) ethnic backgrounds. Young people with learning difficulties (9.6%), pregnant (4.9%) or caring for their own child/ children (10.7%) continually feature disproportionately in the NEET cohort.

EAST LONDON INFORMATION (FROM DWP):

Waltham Forest:

GEOGRAPHY: Waltham Forest has a confirmed minimum population of 224,300 based on figures in Nomis for 2009. The Borough borders Haringey, Redbridge, Newham, Enfield and Hackney. The borough is a place of great diversity. It is located between part of Epping Forest in the east and the River Lee in the west, which form two green corridors passing into London from the surrounding countryside. The borough has been selected to be an Olympic borough, chosen to host the 2012 Olympics and Paralympics games. The borough is a mixture of suburban residential areas, forest land, reservoirs and parks with more green space than any other north London borough. This includes 159 parks, playgrounds, sporting facilities and green spaces including Epping Forest which runs along the east border of the borough. Deprivation is most severe in the centre and south of the borough. Centred around the wards of Wood Street, Hoe Street, Mark House, Higham Hill, Cathall, Can Hall and Hatch Lane. Just off of High Road Leyton contains the largest housing estate in both the postal district and the Borough of Waltham Forest. With twenty plus story towers, it is the last high rise estate in Leyton. To the south of the borough lies the Thames Gateway area, Europe's largest and most ambitious regeneration initiative. Extending from Tower Bridge east wards to Thurrock and Dartford, the area has been recognised as a powerful strategic location offering outstanding development opportunities for new jobs and homes, as well as environmental improvements. Waltham Forest is also strategically located in the London to Cambridge Corridor with a rapid increase in the use of Stansted Airport. The travel links are excellent with the central line part of the London Underground serving Leyton & Leytonstone stations and the Victoria line running through the middle of the borough with stations at Walthamstow Central & Blackhorse Road. The Gospel Oak to Barking line of London's national rail links to Walthamstow Queens Road & Blackhorse Road (Victoria line), Leytonstone & Leyton Midland stations. The National Express East Anglia services from Liverpool Street station in the City of London serves stations; James Street, Walthamstow Central, Wood Street, Highams Park & Chingford.

EMPLOYMENT, EARNINGS, AND WORKING AGE BENEFIT STATISTICS: Population = 224,300. Employment Rate = 63.9%. Both full and part time earnings are lower than the London average. Full time jobs in Waltham Forest = 37,100. Part time jobs in Waltham Forest = 19,200. Working age benefits: JSA 8,431 - 5.6% of the working age population; Lone Parents 4,750 - 6.6% of the working age population; IB/ESA 9,990 - 3.1% of the working age population; Out of work benefits = 27,370 - 18% of working age population are on key out of work benefit which is Higher than London/National average.

CUSTOMER PROFILE: Analysed levels of deprivation by age, ethnicity and household type, for example: 64,186 children and young people (ages 0-19) live in the borough of whom 36.7% live at addresses receiving means tested benefits- most income deprived ethnic groups: Somali (72.8%), Albanian (58.7%), Bangladeshi (48.3%), Pakistani (42.7%).

PRINCIPAL INDUSTRIES/ KEY EMPLOYERS: The current labour market is characterised by public sector (NHS, LBWF) national chains that are mainly retail sector, a small number of light manufacturing, print industry and other larger firms with 1,000s of small business or micro. Walthamstow market is the longest in England, with over 100 market stalls of various trades.

OTHER ISSUES WHICH MAY IMPACT ON THE SUCCESSFUL DELIVERY OF PROGRAMMES: Duplication of services & no incentives in place to encourage employers to work with the long term unemployed, give the hardest to help customers a chance to sustain work through incentives to employers - training & development. I do not think we should say this- might need to say something about low skill rate, low level of English speaking, poverty issues etc

Barking & Dagenham:

GEOGRAPHY: LBBD is an outer London suburban borough with three main town centres, a mix of previously council owned residential estates and light industrial estates (mainly warehousing, distribution and light manufacturing) particularly (but not exclusively) in the south of the borough along the A13 corridor. LBBD has 17 wards with Barking Town in the South West (bordering on Newham), Dagenham in the South East (bordering on Rainham in Havering) and Chadwell Heath making up the Northerly point sandwiched between Redbridge (West) and Havering (East). The A12 and A13 are the main West to East routes with a main-line from Fenchurch Street to Southend with hub stations at Barking and Dagenham Dock. The District line from central London to Upminster has stops in Barking, Upney, Becontree, Dagenham Heathway and Dagenham East. In addition to local employment, residents can easily travel to Stratford City, Romford, Lakeside and into central London to work.

EMPLOYMENT, EARNINGS, AND WORKING AGE BENEFIT STATISTICS: Population: Total population 175,600 (2009) (Source: ONS Mid Year Population estimates) with a Working Age population (16-64) 112,200 or 63.9% (compared to 69.2 for London and 65% for GB). Economic Activity: 77,200 people economically active (71.2% compared to 75.2% for London) of which 61,500 employed (56.7% compared to 57.2% for London), 6,000 self-employed (very low at 5.4% compared to 10.7% for London) and 8,800 registered as unemployed (high at 11.5% compared to 8.9% for London). JSA for July 2010: 6,000 of which 1,595 (26.7%) aged 18-24, 3,540 (59.2%) aged 25-49 and 835 (13.9%) aged 50 or over and 3,915 (65.4%) on JSA up to 6 months, 1,190 (19.9%) over 6 and up to 12 months and 880 (14.7%) over 12 months. Working Age Benefits data for February 2010: 23,705 total working age benefit recipients, of which: 6,465 on JSA, 8,460 ESA and IBS, 5,160 Lone Parent, 1,420 Carers. Gross weekly pay for full-time workers: Barking and Dagenham £526.10, London £598.60, Great Britain £491 Hourly pay For full-time workers: Barking and Dagenham £13.22, London £15.60, Great Britain £12.47.

CUSTOMER PROFILE: Working age - ethnic minority employment rate 59.5% (23,900 of 40,100). In 2010 70% of stock is owner occupied (54k homes), remaining 30% is 15% Housing Association and 15% Local authority (20k) (Anecdotal from Housing Officers).

PRINCIPAL INDUSTRIES/ KEY EMPLOYERS: Public sector employment is significant with LBBD as the largest employer, followed by the NHS. Ford have retained an engine plant in Dagenham. Barking Town has a minor retail area, with service/financial sectors, a small number of neighbourhood based local retail/service sectors, small retail parks in Abbey (with a large Tesco) and Dagenham (with a large Asda) and warehousing. The following areas in the south of Barking and Dagenham are part of the Thames Gateway development area, distribution and light manufacturing mainly along the A13 corridor between Newham and Rainham. Barking Town Centre: LBBD are currently regenerating Barking Town Centre to become a "town centre of choice" for their existing communities and the planned new communities at Barking Riverside. Around 7,500 new homes will be built for private sale, shared ownership and to rent. There will be new shops and community facilities, including the new Barking Learning Centre and a new Business Centre on part of the site of the former Lintons housing estate providing space for new businesses. Barking Riverside: Barking Riverside is the biggest brown-field regeneration site in the borough and will provide 10,800 new homes, with 3 new schools, healthcare facilities, shopping areas, parks, river access with new cycle and path ways, and excellent transport connections. London Riverside: London Riverside is the biggest development opportunity in the London Thames Gateway and it stretches from Dagenham Dock across Havering and into Thurrock. Dagenham Dock - a run-down industrial area - will become the new home for London's green businesses with the opening of a 'sustainable industrial park'. The sustainable industrial park will create a 'new generation' manufacturing and processing centre for environmental industries. A new flagship, state of the art, plastics recycling facility will be built by 'Closed Loop' - this environmentally friendly building will process plastic bottles into a material that can be re-used as food packaging.

OTHER ISSUES WHICH MAY IMPACT ON THE SUCCESSFUL DELIVERY OF PROGRAMMES: There are high numbers of unfilled vacancies in Care and for drivers.

Newham:

GEOGRAPHY: Newham is one of the Olympic Boroughs and is very much 'inner city' and is one of the most deprived Boroughs in the country according to the index of multiple deprivation. It's southern border is the river Thames. To the west lies Tower Hamlets; to the North West, Hackney; Waltham Forest and Redbridge are to the north, whilst Barking & Dagenham is at its eastern edge. Newham has excellent transport links featuring bus, Tube, Overground and DLR not least due to the expanding Stratford International station. London City airport is also situated in Newham.

EMPLOYMENT, EARNINGS, AND WORKING AGE BENEFIT STATISTICS: Newham has a total population of 241,200, 122,900 are males and 118,300 females. Working age population (16/ 64) is 161,400 of which males are 83,400 and females 78K. Full time workers gross weekly pay is £491.8 compared to London at £596.8. Male full time workers earned £501 while female full time workers earned £465.3. The hourly rate for all full time workers is £12.61 (London £15.60); male full time workers earn £12.72 while female full time workers earn £12.05. This is much less than neighbouring Boroughs. Nomis shows the total JSA claimants to Sept 2010 to be 6.4% of WA pop (10,343). This equates to 6,808 and 3,535 for males and females respectively. There are currently 2,785 18/24 year olds claiming JSA, (27% of all JSA claimants) which fares poorly against the 24.5% London average. 39.4% of JSA customers have been unemployed over 6 months reducing to 19.8% over 12 months. According to the Audit Commission, Newham has one of the lowest employments rates in the country There are 96,300 people in employment (56.1% of economically active – well below that of the London average of 68%). 34.6% of working age people are economically inactive (59,200) compared to London average at 25.1% - 36,400 of which are female.

CUSTOMER PROFILE: The population is ethnically diverse. Of the resident population, 82,390 (33.7%) people describe themselves as White British. 13,740 (5.6%) are in other White ethnic groups, 52,653 (21.5%) are Black or Black British, 79,302 (32.5%) are Asian or Asian British, 8,248 (3.3%) describe themselves as 'Mixed', and 7,558 (3.1%) as Chinese or Other. The census data shows that 62% of Newham residents were born in the UK. Of the 38% who were born abroad, 90% were born in 47 different countries. The 2001 census also shows Christianity is the biggest religion in Newham, with 114,247 (46.84%), Muslim; 59,293 (24.31%), Hindu; 16,901 (6.93%), Buddhist; 1,592 (0.65%), Jewish; 481 (0.20%) and 664 (0.27%) belong to other religions. A further 21,978 (9.01%) stated no religion, and 21,838 (8.95%) did not state a religion. Evidence suggests that there are many reasons that residents cannot engage with or do not want to engage with the formal labour market. Reasons include: low levels of qualifications, lack basic skills for life, lack of affordable/accessible childcare, sickness and disability (47% of people on IB/ESA have mental health issues) , engrained culture of worklessness and opportunities presented by the informal economy. 19.1% of 16-64YOs have no qualifications (London ave is 11.8%). Within Newham in 2001, 44 percent of households lived in owner-occupied accommodation, whilst 36 percent lived in social rented housing; the remaining 20 percent rented privately, or lived rent-free. The proportion of one parent households in Newham was 34 percent. This compares to the England and Wales average of 30 percent. The proportion of lone parent households with dependent children was 12 percent, compared with an average in England and Wales of 6 percent. Newham has a unique opportunity to improve on this situation due to the scale of regeneration and development planned in the borough. There are 13,270 ESA/IB customers and 5,960 Lone Parents.

PRINCIPAL INDUSTRIES/ KEY EMPLOYERS: As in Hackney the proportion of small, medium and medium-large businesses is higher than the proportions for London. Small businesses employing 1-10 employees make up about 86% of employing units in Newham. Although public sector employers in Newham make only 9% of all firms in Newham, they emerged as the largest employer in the borough. Key growth sectors include Hotels and Restaurants, Retail, Real Estate, Renting and Business Activities, public administrations, Education and Health and Social Work. Newham is moving more towards a service based economy. Major regeneration and private sector developments include; Stratford City - 37,000 jobs

between 2007 and 2020; Royal Docks - 16,300 jobs between 2008 and 2016; Canning Town & Custom House - 5,000 jobs between 2007 and 2025; Olympic Delivery Authority - Expected levels of jobs and opportunities are expected to be maintained at current levels (around 100 a month). Construction related jobs with an expectation of a significant volume of security jobs. In the next 2 quarters.

COMPANY ACCOUNTS:

The company accounts were audited to the year end in September 2010 by Chartered Accountants and Registered Auditors RehncyShaheen of Greenford Road, Middlesex. They concluded that the financial statements give a true and fair view of the state of the charitable company's affairs as at 30th September 2009 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 2010 was fifty and at its peak in March 2010 there were sixty-eight members of staff were employed. The fluctuation in staff numbers reflected the additional work generated from our delivery contracts and the reduction as these contracts came to a conclusion. The reduction from the March 2010 peak was also as a result of the tapering off of Richmond upon Thames College courses as the reduced quota of learners had been largely met in the first two terms. Over the whole year there was a net loss in staffing of 4% (two members of staff) which is low.

ATN's Staff establishment reflects the ethnic composition of the area and the learner intake with 92% of staff from the local Black, Asian, and Minority Ethnic (BAME) communities.

STAFF DEVELOPMENT & TRAINING:

During the year thirty nine members of staff completed qualifications and training courses as part of their continuing professional development. A Staff Performance Management Scheme was 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/Training	Level	No. of Staff	Qualification/Training	Level	No. of Staff
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MA in English Language Teaching	5	1		PGCE	7	2
MA in Applied Linguistics	5	1		CELTA	5	6
DTTLS	5	4		PTTLS	3/4	10
NVQ in Business Administration	3	2		NVQ in Customer Service	3	1
Post Graduate Diploma in Business Management	7	1		Assessors Award	4	1
Internal Verifiers Award	4	1		ACCA & AAT , Book Keeping & Accounts Qualifications	2/3/4	4
ITQ	2	11		Health & Safety	2	6
SIA Door Supervision	2	2		First Aid	-	3
Certificate in Adult Literacy/Numeracy	2	3		Safeguarding Vulnerable Adults	-	31
In House Tutor's Induction	-	12		Moodle Learning Environment	-	3
In House Administration Induction	-	6		QTLS Training	-	2
In House ALS Induction	-	3		Assorted External Workshops	-	7

PARTNERSHIP AGREEMENTS:

During the year there were informal partnership agreements continued between the Adult Training Network and strategic and delivery partners such as Job Centre Plus, Tomorrow's People, Community Links, West London Working, LDA, Ealing Council, local faith venues and local colleges. New partnerships have been established with A4e to deliver the JCP Support Contract in West London and further partnerships with Ingeus have been developed to support the delivery of the West London Sustained Employment Project (WLSEP) which is due to commence in Sept 2010. ATN is also working actively with East London Business Alliance (ELBA), Reed in Partnership, Workplace, Community Links, Worknet and Skills Match in East London and Heathrow City Partnership in West London to support clients into sustainable jobs. Given that ELBA, Skills Match and Heathrow City Partnership also have extensive links with employers, ATN customers are often referred to these agencies for job outcomes. The interaction with these key stakeholders adds value as it offers yet another route for ATN to place its customers.

ACCREDITATION:

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

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

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

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

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

ACTIVITIES AUGUST 2009 – JULY 2010

In the year 2009 – 2010 ATN offered a variety of projects and courses from five locations across London, for six different organisations.

LONDON DEVELOPMENT AGENCY AND EUROPEAN SOCIAL FUND – TUTOR OF THE YEAR AWARD:

The LDA/ESF Tutor of the Year winner was our very own Kamal Jit Kaur, Centre Manager in Southall for Adult Training Network. The award introduction stated: Kamal Jit Kaur arrived in the UK in 1999 to join her husband after working in Singapore as a teacher. After two years she established a career in the field of training and is now the Centre Manager in Southall for Adult Training Network.

Kamal Jit has mentored a total of 117 candidates this year on the ANTLES (Adding Numeracy to Life and Employability skills and CETFAD (Customised Employability Training in Food & Drink) programmes.

She has boosted their confidence, motivation and self esteem. Kamal Jit has managed to achieve this through one to one mentoring in order to help clients overcome employment barriers and gain sustainable employment. Kamal Jit has also given professional one to one initial advice and guidance where an individual action plan was designed to help clients meet their personal aims and objectives from both projects. She inspires her candidates by sharing her own experiences. She has received praise from her

candidates and colleagues for providing a wide range of successful programmes that address the complex needs of the client group. Both ANTLES and CETFAD programmes were specifically targeted towards unemployed and economically inactive BME residents from the West and East Sub – Regions of London, to enable them to increase their prospects of gaining sustained employment. Kamal Jit has built good relations with other statutory and voluntary sector bodies. For the past three years she has organised award presentations for her candidates to share their successes and achievements.

Kamal Jit's perseverance has helped her candidates to overcome their obstacles. She takes great job satisfaction when her candidates take steps to undertake work placements and secure permanent employment. She always shares the successes with the team. Staff morale has increased as a result. Kamal Jit, as the Centre/ Project manager of the two projects, has always maintained the respect from her colleagues and therefore good team spirit was easily achieved. Regular meetings and workshops were organised by her in order for staff to share good working practices. The growing number of successful candidate work placements and job entries has led to better relations with employers thus increasing opportunities to continue working with them. The Adult Training Network has been able to forge positive partnerships with employers such as: Ecovert Fm cleaning and catering services, Poundworld, British Heart Foundation, TRS Cash & Carry, Superior Foods, Bombay Halva and large supermarket chains Morrisons and Sainsburys.

Kamal Jit has an open door policy where participants can ask for advice or information. She is successful in her field and effectively balances a full time job with her home-life and her family. Participants look up to her and aspire to be like her. However, Kamal Jit believes the award is of most importance because it recognises the work that Adult Training Network is doing for unemployed and disadvantaged clients in the local community, which is removing barriers and getting them back employment or progressing them further onto other training programmes. Kamal Jit has always shared the success of students and has gone to a lot of effort in organising annual award ceremonies along with her staff.



Kamal Jit with guest presenter Frank Harris, Adult Learners Week 2009 ESF Participant winner



Kamal Jit with the other prize winners and participants.

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 2009 to July 2010. In this period the following courses were conducted: SKILLS FOR LIFE: 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); 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 954 enrolments (an increase of 12.9% over 2008-2009 following the 13.1% increase from the previous year), 387 for Basic Skills (SfL) (a decrease of 76 (16.5%) from the previous year this follows the increase of 30.4% (108 additional learners) from the previous year 2007-2008) and 530 for ICT (an increase of 177 (50.1%) from 2008-2009 following the decrease of 6.8% from the previous year. The SIA course, which was a new development for this year, had 37 learners.

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 – Skills for Life in collaborative partnership with Waltham Forest College. ESOL courses spanning a range of abilities from Entry 1 to Entry Level 3 were conducted at the Gateway Business Centre (Leyton), Manor Park Methodist Church (Manor Park), the Harold Road Centre (Upton Park) and the London Muslim Centre – Business Wing (Whitechapel). 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.

A total of forty-three ESOL courses were undertaken over the three terms in the academic year September 09 – July 10. This represents a 6.5% decrease in the number of ESOL courses on the previous year and 52.2% fewer courses overall. The substantial drop in the number of courses was due to the cessation of funding for SIA – Door Supervision and Literacy outcomes. The previous year's figure of 90 courses was a 36.4% increase over the sixty-six courses delivered in 2007-2008, which was, in turn, a 52.4% increase on the previous year. All ESOL learners undertook exam-based qualifications approved by the QCA and accredited by City & Guilds.

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:

This year, as a result of a decline in funding, ATN only delivered two short courses for Ealing Council. Which were designed as Widening Participation courses. The first was a fifteen week Entry Level 1 Literacy (Writing) course which attracted fourteen learners which achieved an 85.7% success rate. Six of these learners progressed onto other courses. The other course was a four week Introduction to email with 13 starters and a success rate of 92.3%, seven of these learners progressed onto other courses.

A4e - JCP Support Contract:

At the beginning of the year ATN was successful in gaining a sub-contract from A4e to deliver elements of the Jobcentre Plus Support Contract. This contract required the opening of two new

centres in the London Boroughs of Hounslow and Hillingdon, which are adjacent to ATM existing London Borough of Ealing site at Southall. The sub-contract also covered delivery in East London in Barking & Dagenham and in Leyton. The winning of this contract was significant on two fronts, firstly it was the first specifically Welfare to Work contact for ATN and it enable ATN to fulfil an ambition of increasing our geographical coverage in West London. The nature of the contract meant that the new centres could be managed from the existing Southall Centre. The contract is expected to run until December 2014.

The contract is to deliver job search soft skills to groups of unemployed customers from the local areas. The contract is performing well and hopefully ATN's performance will lead to addition contracts in the Welfare to Work Sector.

LDA Opportunities Fund 2007/10:

Bangladeshi Community English and Employment Skills (BCEES):

The project was extremely successful, significantly over performing on all targeted/profiles outputs and was delivered slightly under the original budget. The project provided excellent value for money and provided an unexpected legacy of ICT for continued use in the community.

The project also re-enforced the exceptional need within Tower Hamlets and Newham and highlighted the desire amongst the communities to improve their skills and employment prospects.

The management, administration and delivery were all of a high standard and the outputs achieved were commendable. The locations of ATN centres were significant to the success of this project as they were within easy travelling distance for the participants. The provision of additional Learning Support tutors also contributed significantly as the skills levels of the beneficiaries was much lower than originally envisaged at the outset of the project.

The skills and professionalism of the delivery team must not be underestimated and they are to be congratulated on the support and guidance given to the beneficiaries throughout the lifetime of the project, and for their contribution to the overall success of the project.

ATN's management will seek to secure additional funding for future projects in these boroughs, delivering further opportunities to these significantly disadvantaged communities and utilising the skills and expertise of the staff team.

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

Customised Employability Training for Food and Drink (CETFAD):

The Customised Employability Training for Food and Drink programme (CETFAD) was a two year European Social Fund (ESF) & London Development Agency (LDA) co-funded project run by the Adult Training Network (ATN). Its core aims were to upskill beneficiaries in the boroughs of Ealing, Tower Hamlets and Newham with essential language, employability skills, vocational training and work experience in an effort to help beneficiaries into employment in the Food & Drink sector.

The project was extremely successful, meeting all and significantly over performing on most targeted/profiled outputs and was delivered exactly to the original budget. The project provided excellent value for money, and helped raise the profile of the organisation enabling it to continue its work in up skilling beneficiaries back into work.

High recruitment of beneficiaries re-enforced the exceptional need within Tower Hamlets, Newham and Ealing, highlighting the desire amongst the communities to improve their skills and employment prospects.

The management, administration and delivery were all of a high standard and the outputs achieved were commendable. The locations of ATN centres were significant to the success of this project as they were located in central areas, within easy travelling distance for the participants.

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

Adding Numeracy to Life & Employment Skills (ANTLES):

The Adding Numeracy to Life and Employability Skills Project (ANTLES) was a two year European Social Fund (ESF) & London Development Agency (LDA) co-funded project run by the Adult Training Network (ATN). Its core aims were to upskill beneficiaries in the boroughs of Ealing, Tower Hamlets and Newham with essential language, employability skills, numeracy training and work experience in an effort to help beneficiaries into sustainable employment.

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ATN's management will seek to secure additional funding for future projects in these boroughs, delivering further opportunities to these significantly disadvantaged communities and utilising the skills and expertise of the staff team.

Learndirect:

During the year Ufi Ltd, trading as Learndirect, reviewed the delivery network in the light of changes to their core funding from Government. ATN was chosen to remain as a delivery centre and the contract was extended to this year. Unfortunately, despite good performance on delivering on the Key Performance Indicators ATN's contract ended on 31st July 2010. The report from the first year of operation states that: The Adult Training Network was a new provider for Learndirect. With excellent support from Learndirect management, great demand at the ground and availability of variety of flexible courses helped Adult Training Network to achieve targets on time. Adult Training Network provided good value for money to UFI by delivering more KPIs within the same budget. After first year with Learndirect we learnt that we need to manage our funding and KPIs delivery and this year that experience will reflect in our delivery.

As a new provider, ATN performed really well in its first year with learndirect . Provider was awarded initial contract of £70,000 with 50 first SFL tests. After having a slow start in Quarter 1 performance was picked up in period 4 and provider delivered all 50 tests at the end of Quarter 2. ATN was awarded additional £30,000 with 30 EL3 tests target due to their excellent delivery in Entry level 3 tests. Centre achieved this additional target in the end of Quarter 3 and was awarded another £5000. At year end, ATN delivered 96 total SFL tests including 67 EL3 tests with £115,000. ATN was the second highest EL3 deliverer in London.

Summary of year end figures is as below

SFL Target : 80	Actual : 96
EL3 Target : 57	Actual : 67
Budget : £115,000	Actual : £114,376

MATRIX ACCREDITATION

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

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

Only one area for continuous improvement was identified and the assessor commented; 'Since original Accreditation to the Matrix Standard and noting areas for development identified at the time, ATN has improved its promotional and information activity to embrace key criteria of the Standard, but may wish to expand on these aspects, through more definitive documentation, ensuring that Equality of Opportunity, confidentiality, impartiality, signposting and referral and complaints/feedback procedures are fully understood by students.'

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

EXTERNAL VERIFICATION & INSPECTION REPORT **City and Guilds**

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

There were three routine visits from Mr W Salton-Cox from the City & Guilds during the year on 1st October 2009, 17th December 2009 and 24th March 2010 for the Certificate in ESOL Skills for Life, Certificates in Adult Numeracy and Adult Literacy and the Certificate in ESOL for Work qualification. The External Verifier gave the Qualification Status Tariff as 'None' (Direct Claim Status, no action plan) in ESOL Skills for Life and as '01' (Continue or allow Direct Claim Status (action plan)) in the other areas, these were the same as for the previous year.

The External Verifier commented, 'All assessments were assessed correctly to the City & Guilds marking criteria', 'The candidates I interviewed were very pleased with all aspects of their course and, in particular, were full of praise for the support offered and the teaching methods of their tutor. In addition, the range of different scenarios used indicates that the centre is taking into account the different interests of its candidates' and 'All requested records were made readily available and were well organised.,

SUCCESS STORIES – CASE STUDIES

ATN LEYTON CASE STUDIES

Boyka Ivanova – Train to Gain

Boyka Ivanova is from Bulgaria and was on the Literacy Entry 1 course. She is a housewife and started learning English at Adult Training Network in Leyton in January 2010. When she enrolled she could hardly speak any English and was not able to write in English at all. Boyka is aware that she needs to develop her English language skills if she wants to get a better job. She is a motivated and hard-working learner and passed the Literacy Entry 1 Exam in June 2010. 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. She worked towards achieving a full award in ESOL Skills for Life Entry 1. She would like to work at TESCO or Sainsbury's.

Edita Luganskiene – Train to Gain

Edita Luganskiene is from Lithuania and was on the ESOL Entry 1 course. She has children to look after but her motivation managed her to start learning English at Adult Training Network in Leyton in January 2010. Edita's writing skills did not allow her to write much when she enrolled. Though she could convey her message in communication, her grammatical errors in spoken English made her feel shy and reluctant when speaking. Edita knows that her job prospects will improve significantly if she develops her English language skills. Edita, through her dedication passed the Literacy Exam in June 2010. She is glad that after attending Literacy classes, she is able to read simple letters from her children's school. She is also more confident while talking to her GP and children's teachers. Her achievements have encouraged her to do a lot of extra work out of class. She uses every opportunity to practise her English and improve her language skills. She would like to work in a nursery.

Abdel Kader Grairi - Waltham Forest College

Abdel Kader Grairi is from France. He had only been in London for 2 months when he started attending ESOL courses at ATN in September 2009. Abdel successfully progressed from Entry 2 Speaking and Listening to Entry 2 Full Award. He said that his ESOL classes at ATN helped him to gain confidence in speaking and to become more open to communication with local people. After completing his studies with ATN, Abdel Kader found a job as an airport customer assistant.

Fatima Hamed Amar - Waltham Forest College

Fatima Hamed Amar is from Spain. She came to study at ATN in September 2009 and managed to successfully progress from E2 S&L to E2 Full Award. Fatima was a very motivated student who understood the importance of learning. Fatima said that learning English with ATN helped her to improve her communication skills and as a result she feels more confident with her English.

BARKING & MANOR PARK CASE STUDIES

Yordan Georgiev & Lilyana Georgieva - CETFAD

Yordan and Lilyana arrived in London having decided to emigrate from their native Bulgaria. With a firm work ethic and aspirations to raise a family, they decided first to improve their language and employability skills. This led them to the Adult Training Network where they enrolled on the CETFAD programme.

Reflecting their ambitions, they both completed the Level 1 Certificate in ESOL for Work, a qualification designed to enhance one's English language skills whilst providing useful information for the workplace. In addition, they received job-search support and new CVs to aid them in their search as well as mentoring for any issues affecting their confidence.

With renewed confidence in their skills and abilities, it was not long before they progressed into employment.

At the time of writing, Yordan is working as a Team Leader and Lilyana is a full-time mother.

Sadia Sajid – ANTLES

Sadia arrived from Pakistan with her husband and they settled in the Whitechapel area of London.

Although she had received a good level of education in her home country, she found herself lacking confidence in her skills, this led her to the Adult Training Network.

Sadia first joined an ESOL class to gain more confidence in her spoken English. Her enthusiasm to learn and willingness to work were visible to all and this resulted in her gaining a work placement within the organisation – in the position of teaching assistant.

Going from strength to strength, the management decided to offer the position to her on a permanent basis, an opportunity she readily accepted.

When the ATN's centre in Whitechapel closed, Sadia said goodbye to the organisation and embarked on a different kind of journey – raising a family.

Nicketa Gammond – Learndirect

Nicketa, a young mother from Jamaica, came to ATN Upton Park with the intention of improving her ICT skills and entering employment in an administrative role. After an initial interview, she was enrolled on the Learndirect system.

Her initial and diagnostic assessments revealed that she required further support with her numeracy skills and, when offered, readily accepted the courses on offer. She was also enrolled on the i-start programme, learning ICT and personal development skills in tandem with her numeracy studies. Picking up the skills required to access her courses within the centre, she was soon able to confidently access them from home – enabling her to spend more time studying from home.

Nicketa achieved the certificate in Adult Numeracy at Entry Level 3, substantial improvements to her ICT skills and a massive boost to her self-confidence.

Omid Popalzai – Waltham Forest College

Omid was a keen and motivated learner who arrived in the UK from Afghanistan via a period in Germany. Having been referred for ESOL provision to the Adult Training Network by the East Ham JCP, Omid was ready to engage with the class. Initial assessment revealed his skills to be fairly basic, so he started at Entry 1 Speaking & Listening.

Being in England and witnessing his first general election, Omid greatly enjoyed learning about the different parties in Great Britain. As his skills started improving, he became better able to learn what they represent and how they differ from other countries. He also enjoyed taking part in activities designed to help him tell potential employers about his skills, for instance information which could be useful in a supporting statement for a job.

Most importantly, Omid could see his own progress and this has led him to return to the centre, continuing his progress through the levels until he reaches the fluency he desires.

Kristi Ilves – Train to Gain

Kristi joined the company, initially to work as a cleaner. However, seeing the courses on offer and backed by fellow staff members, she enrolled on ATN's Train to Gain programme.

Very eager to learn and improve her skills, Kristi balanced her work, studies and home –life with precision – giving as much time as possible to each.

With skills in literacy and numeracy assessed at Entry Level 3, Kristi undertook courses in both subjects.

She made rapid progress and it was not long before she worked her way up to Level 2.

The confidence built up through gaining new skills and qualifications gave Kristi the motivation to try her hand at something new – working as a teaching assistant.

Currently on maternity leave, Kristi is missed within the company and looking forward to resuming her burgeoning career.

ATN HILLINGDON CASE STUDIES

Percival Bailey - Job Search Support Customer

Percival Bailey and I discussed his CV and I recommended a few changes. These were put into action and Percival was very happy with his improved CV. We then arranged another meeting to discuss his future career where I suggested Percival attend my Transferable Skills workshop which would help identify his skills and abilities for a wider range of job search. Following this Percival felt a lot more motivated and confident in looking for employment.

Percival became a very determined man who will certainly keep his options open. Following 8 years as a Tele Communicator with the Royal Air Force and redundancy from 24 years with E.D.S. as a Computer Operator, he is currently in a temp position with Corporate Security, while also undertaking further training. This includes a Plumbers Course and Percival is about to take his Theory Test to train for a Driving Instructor position.

ATN SOUTHALL CASE STUDIES

Jaswinder Kaur Virdee - CETFAD

Jaswinder enrolled on CETFAD programme in 2009. She came from India in 2007 to join her husband. She had never worked previously being a home maker. She was provided with a lot of mentoring to improve her communication skills, team work, customer-service and job search. A work placement was arranged for her at Chini Chor restaurant, where she worked as a Kitchen Assistant. At the end of her work placement she was offered the position of Kitchen Assistant in Aug 2009. Jaswinder was recently promoted to the position of Cashier. A number of customers interested in gaining work experience in hospitality department went to Chini Chor Restaurant in which they successfully completed their placements.

Santosh Singh - ANTLES

Santosh, from ANTLES programme, was sent to Superdrug for her 30 hour work placement as Retail. Santosh worked well and was promised by the manager that she will be contacted if a vacancy should arise.

FUTURE DEVELOPMENTS & PRIORITIES

During the year the Director has followed developments regarding future funding opportunities for the coming year, particularly in the Welfare to Work Sector. These have included opportunities with alternative funding streams through the Department of Work and Pensions and Jobcentre Plus, in the capacity of sub-contractor to Prime contractors. The success in gaining a sub-contract with A4e to deliver the Jobcentre Plus Support Contract has opened a new and potentially significant area for delivery. The new Government plans to introduce the Work Programme over the coming year and ATN has expressed initial interest in tendering has been registered with a number of large potential Prime Contractors for the training delivery associated with the new approach.

The long-term relationships that exist with Richmond upon Thames College and Waltham Forest College, and to a lesser extent Ealing Council, 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.

Becoming more involved in Department of Work and Pensions and Jobcentre Plus funding and sub-contracted delivery of elements of the Work programme will be a priority for the coming year. The Director will continue to explore other additional funding streams, in particular with the Skills Funding Agency.

CONCLUSION

August 2009 to July 2010 has been a very profitable and significant year in terms of development for the Adult Training Network. The success in securing major additional funding from one of the most prominent Prime Contractor from the Welfare to Work sector was particularly encouraging. This success allows ATN to further develop skills and expertise in the, currently high profile, Welfare to Work sector and recognises ATN's past record in supporting customers in overcoming barriers to employment.

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 College and Waltham Forest College, have all combined to help the Adult Training Network deliver approximately three thousand five hundred, learning opportunities, and 220 employment 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 2009-2010 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

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 2009 to July 2010.

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); 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 954 enrolments (an increase of 12.9% over 2008-2009 following the 13.1% increase from the previous year), 387 for Basic Skills (SfL) (a decrease of 76 (16.5%) from the previous year this follows the increase of 30.4% (108 additional learners) from the previous year 2007-2008) and 530 for ICT (an increase of 177 (50.1%) from 2008-2009 following the decrease of 6.8% from the previous year. The SIA course, which was a new development for this year, had 37 learners.

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 seven separate London boroughs including Ealing, Hounslow, Hillingdon, Waltham Forest, Tower Hamlets, Barking & Dagenham 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 2009 – July 2010, Adult Training Network Southall employed 30 members of staff, a Centre Manager, 16 Tutors, 2 Financial Coordinators, 1 Maintenance Worker, 5 Additional Learning Support Staff, 4 Administrators and 1 Cleaner. This is an increase in staffing of 3 (11%) from last year when 27 members of staff were employed. In Hounslow there were four members of staff employed, a Manager Designate, an Administrator, an ICT Tutor and a Literacy tutor.

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 2009/2010 retention, achievement and success rates

Sep 09 - April 10

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	26	1	25	96.15%	24	0	96.00%	0.00%	92.31%
ESOL Entry 1 full Award	33	3	30	90.91%	29	0	96.67%	0.00%	87.88%
ESOL Entry 2 S&L	55	8	47	85.45%	45	0	95.74%	0.00%	81.82%
ESOL Entry 2 full Award	54	9	45	83.33%	42	0	93.33%	0.00%	77.78%
ESOL Entry 3 S&L	17	0	17	100.00%	17	0	100.00%	0.00%	100.00%
ESOL Entry 3 Full Award	23	3	20	86.96%	20	0	100.00%	0.00%	86.96%
ESOL Level 1 (S&L)	19	2	17	89.47%	16	0	94.12%	0.00%	84.21%
ESOL Level 1 Full Award	8	0	8	100.00%	8	0	100.00%	0.00%	100.00%
Literacy Entry 1	37	5	32	86.49%	31	0	96.88%	0.00%	83.78%
Literacy Entry 2	40	5	35	87.50%	34	0	97.14%	0.00%	85.00%
Literacy Entry 3	39	2	37	94.87%	37	0	100.00%	0.00%	94.87%
Literacy Level 1	13	0	13	100.00%	13	0	100.00%	0.00%	100.00%
Literacy Level 2	23	0	23	100.00%	23	0	100.00%	0.00%	100.00%
Cumulative Basic skills total (ESOL, Literacy and Numeracy)	387	38	349	90.18%	339	0	97.13%	0.00%	87.60%

ICT									
ICT Skills for life Entry 1	80	0	80	100.00%	76	0	95.00%	0.00%	95.00%
ICT Skills for life Entry 2	110	0	110	100.00%	106	0	96.36%	0.00%	96.36%
ICT Skills for life Entry 3	139	0	139	100.00%	132	0	94.96%	0.00%	94.96%
NEW CLAIT Certificate	87	0	87	100.00%	78	5	89.66%	5.75%	89.66%
NEW CLAIT Diploma	61	0	61	100.00%	59	1	96.72%	1.64%	96.72%
E-Quals Standard Level 1	23	2	21	91.30%	20	0	95.24%	0.00%	86.96%
E-Quals Enhanced Level 1	30	0	30	100.00%	25	5	83.33%	16.67%	83.33%
Total ICT	530	2	528	99.62%	496	11	93.94%	2.08%	93.58%
SIA	37	0	37	100.00%	36	0	97.30%	0.00%	97.30%
Cumulative totals for all subject areas	954	40	914	95.81%	871	47	95.30%	5.14%	91.30%

List key strengths and weaknesses

<p>Strengths</p> <ul style="list-style-type: none"> Continued trend in increased enrolments showing a 12.9% increase on 2008/9, 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 90.18%, this represents a 2.26% decrease over the 92.44 % of 2008-2009 but is still at a very high level. The retention rate for all ICT courses was 	<p>Weaknesses</p> <ul style="list-style-type: none"> ATN was unable to conduct programmes in the period April –July 2010 as the funding volume had been utilised prior to this period. This resulted in a lack of continuity in the learners' learning experience from one term to the next and from one level to the
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exceptionally high at 99.96%, a further 2.23% improvement on the 97.73% of 2008-2009, this is the highest ever achieved. The overall retention rate for all courses was up at the very high level of 95.81% and has shown a steady rise from 94.67% in 2008-2009, 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 perform at very high level the Full Success Rate was 93.83% which was a slight decrease from the 95.75% of 2008-2009, following the 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. ATN was able to offer additional programmes at Entries 1 and 2 which ensured that beginners were entered on the appropriate level, thus allowing for a greater degree of differentiation. In previous years beginners had been enrolled at Entry 3.

- The Full Success Rate percentage for Basic Skills of 87.6% was also at a very high level although slightly lower than the 89.42% of 2008-2009, 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 the Security Industry Approved Door Supervision course proved very successful with a 100% retention rate and a 97.83% 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 has had its matrix accreditation extended for a further three years 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

next.

- ATN had intended to conduct a Numeracy group in the period April – July 2010 but was not able to due to as available funding had been utilised in the previous two terms.
- Not enough variety of vocational programmes currently on offer, e.g. Classroom Assistants courses for which there has been an expressed need.

Signed by:

S Singh Gill

Date:

11/10/10

COMMON INSPECTION FRAMEWORK QUESTIONS

How are achievement and learning affected by resources?

To answer these questions 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, two have achieved the award this year 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 participates 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	Staff evaluation forms, Staff Performance Management documentation.

<p>management team. All staff have a personal development plan which is reviewed at 6 monthly intervals.</p> <p>ATN has sought external funding and courses for staff development, which has led to a number of staff improving their qualifications.</p> <p>Ongoing high quality IAG for learners and a matrix accredited service.</p> <p>Special Training days have been arranged for tutors and classroom assistants especially support by CfBT in embedding Skills for Life into vocational programmes</p> <p>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.</p> <p>Staff share good practice at regular staff meetings.</p> <p>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.</p> <p>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</p> <p>Redecoration of the teaching and common areas, including new carpeting throughout.</p>	<p>Staff development records and appraisal reports</p> <p>Successful MATRIX re-accreditation in July 2010.</p> <p>Staff meeting records.</p> <p>Learner satisfaction surveys and tutor course Evaluation reports.</p> <p>Minutes of meeting.</p> <p>Schemes of work, Inventory of Items</p> <p>Physical existence of the ICT suite with bench and ICT equipment</p> <p>Physical existence of new carpets and improved decor.</p>
<p>Weaknesses</p>	<p>Evidence</p>
<p>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.</p>	<p>CVs of tutors, Certificates</p>

<p>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.</p> <p>ESOL staffs have requested loudspeakers to be installed in classrooms used for aural work.</p>	<p>No lift access to the first floor of the site. However, there are two additional ground floor classrooms.</p> <p>Course reviews.</p>
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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
<p>Regular and effective progress tutorial reviews are held to give learners regular feedback on their progress with the different modules of their qualification programmes.</p> <p>The embedding of Basic Skills courses assessed through examination has been effective and Learners have been well prepared for this particular method of assessment.</p> <p>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</p>	<p>Learner ILP and Reviews</p> <p>Results of external assessments</p> <p>Individual Learning Plan - Reviews in ILPs ESOL and ICT folders</p>

<p>milestones.</p> <p>The continued use of single module qualifications (e.g. Speaking & Listening) in ESOL has contributed to learner achievement and success.</p> <p>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.</p> <p>The Literacy Skills of some ICT learners was an additional barrier to their success. Simplified worksheets have now been introduced.</p> <p>New schemes for ICT at Entries 1 and 2 introduced last year have been embedded 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.</p>	<p>Results of External Assessment.</p> <p>EV reports for ECDL and ESOL; refer to continuous improvement sections.</p> <p>Worksheets, Schemes of work.</p> <p>Schemes of work,</p>
<p>Weaknesses</p>	<p>Evidence</p>
<p>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.</p>	<p>ILPs, Learners completed worksheets and mock assessment papers</p>

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 these questions 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.
The majority of learners progressed from ICT Entry Level 3 to Level 1 IT.	ATN database statistics: Registers.
Regular attendance patterns.	ATN database statistics: Registers.
Most Learners passed the e-quals Level 1 either with distinction or credit in their final assessment.	ATN database statistics: Registers.
Great emphasis is placed on enrichment activities, these included;- Learners taken to Southall and Ealing library and enrolled as members, Visit to the Natural History Museum and end of course celebration parties.	Reports and photographs on company Website.
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.	
Introduction of the SIA approved Door Supervision Course has been well received and very successful.	Course timetables/schedules

	End of course reviews. ATN database statistics End of Course reviews. Customer feedback and results.
Weaknesses	Evidence
<p>Not enough variety of vocational programmes currently on offer, e.g. Classroom Assistants courses for which there has been an expressed need.</p> <p>The majority of learners that passed the e-quals Level 1 wished to progress onto the Level 2 course but unfortunately these courses are not funded.</p>	<p>Learner feedback. Discussions by learners with senior staff.</p> <p>Learner feedback. Discussions by learners with senior staff.</p>

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
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<p>ATN has built on the success in gaining Matrix accreditation and provides an excellent IAG service to learners.</p> <p>Effective initial assessment used to identify individual learners needs which inform their ILP</p> <p>Regular review of learner progress and tutorial sessions</p> <p>Additional Learning Support given to both Basic Skills and ICT learners with ALS needs.</p> <p>High level of support on pastoral issues</p> <p>Simplified resources have been produced and together with practical demonstrations and exercise these have contributed to the learners successes.</p> <p>Support staff have been available to help tutors through interpreting into native language to aid understanding, where appropriate and necessary.</p>	<p>Successful Matrix re-accreditation in July 2010 and certification.</p> <p>ILPs, Diagnostic Assessments in Basic Skills – Literacy, Numeracy and ESOL ,Team minutes</p> <p>ILPs</p> <p>Registers, CVs of ALS staff.</p> <p>Learner satisfaction survey. 90% report good or better levels of satisfaction with support offered.</p> <p>Resources available in ESOL/Literacy/Numeracy teaching rooms and in resources library. Success rates</p> <p>Course evaluation forms and customer satisfaction surveys</p>
<p>Weaknesses</p>	<p>Evidence</p>
<p>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.</p>	<p>Learner feedback.</p>

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 evaluates:

- 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
<p>Effective promotion of training to target groups of ethnic minorities and refugees.</p> <p>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.</p> <p>The staff teams are well coordinated into subject specialist areas and set challenging targets at staff meeting and collective staff workshop days.</p> <p>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.</p> <p>Strategic objective of high levels of full achievement achieved; 871 achieved with an achievement rate of 95%</p> <p>Clear strategic objectives set</p> <p>Effective use of Management Information Systems and registers to enhance attendance patterns and punctuality</p>	<p>Data on trainees' ethnic origin and initial assessment of individual learners needs. 37% of all trainees have additional learning or social needs, with 33% of ICT trainees having ALS needs and a further 47% of basic skills learners having such needs.</p> <p>Learner resources, ILPs with reviews, Schemes of work , Lesson plans, IV records</p> <p>Minutes of staff meetings and collective ATN staff workshop minutes.</p> <p>Minutes of meetings</p> <p>Awarding bodies results reports, Student certificates</p> <p>Business Plan linked to Delivery Plan and SAR for RUTC.</p> <p>Tutor registers and MIS data is in a format which promotes ease of use. ATN statistical data</p>

<p>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.</p> <p>Ongoing development of Quality Assurance System and Manual.</p> <p>Further development of systems following successful MATRIX accreditation and working towards the IIP quality mark.</p> <p>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.</p> <p>Learners who have financial issues are provided with travel fare to the centre</p>	<p>DFES Skills for Life tutor and learner resource packs. City & Guilds tutor's materials.</p> <p>Quality Assurance manual.</p> <p>Matrix accreditation and certification. Record of commitment, meetings attended and documents produced.</p> <p>Staff development records, certificates of attendance and qualifications. Accreditation application forms.</p> <p>Receipts, Bus tickets, Oyster Cards.</p>
<p>Weaknesses</p>	<p>Evidence</p>
<p>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.</p>	<p>Staffs review procedures including current documentation.</p>

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 staffs 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	Appropriate 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 (re accredited in July 2010), 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 2011.
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.
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	ICT audit undertaken and additional ICT resources have been added,

increasing and upgrading equipment.	including 12 new computers in one ESOL training room and the upgrading of all monitors and CPUs in one of the ICT rooms.
Canteen area and additional facilities for Initial Assessments during term time to be developed.	Additional space has now been made available in the space opposite the Main ATN teaching space on the first floor.

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	All 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 10- July11
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 11
IIP accreditation being actively pursued by ATN.	Gaining IIP accreditation.	Sarjeet Gill and Kamaljit Kaur	Pursuance of timetable for IIP accreditation.	July11

Develop additional new vocational courses to cater for learner progression needs	Development of several new courses, the Level 2 NVQ in Retail and Customer Service, 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 etc	Nov 10
Loudspeakers to be installed in classrooms used for aural work.	Loudspeakers installed.	Sarjeet Gill and Kamaljit Kaur	Installation of loudspeakers	January 2011

Appendix B

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

SELF ASSESSMENT REPORT 2009/10

Adult Training Network

Scope and Range of Provision

The Adult Training Network (ATN) has conducted courses in ESOL – Skills for Life in collaborative partnership with Waltham Forest College. ESOL courses spanning a range of abilities from Entry 1 to Entry Level 3 were conducted at the Gateway Business Centre (Leyton), Manor Park Methodist Church (Manor Park), the Harold Road Centre (Upton Park) and the London Muslim Centre – Business Wing (Whitechapel). 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.

A total of forty-three ESOL courses were undertaken over the three terms in the academic year September 09 – July 10. This represents a 6.5% decrease in the number of ESOL courses on the previous year and 52.2% fewer courses overall. The substantial drop in the number of courses was due to the cessation of funding for SIA – Door Supervision and Literacy outcomes. The previous year's figure of 90 courses was a 36.4% increase over the sixty-six courses delivered in 2007-2008, which was, in turn, a 52.4% increase on the previous year. All ESOL learners undertook exam-based qualifications approved by the QCA and accredited by City & Guilds.

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

<p>During the academic year 2009/10, a total of 338 learners achieved their learning goal across all programmes. This represents a decrease of 51.7% from the achievements in 2008/09 which was, in turn, an increase of 54.2% on 2007/8. As previously mentioned, the large drop in funded course availability led to the reduction in learner numbers.</p> <p>In fact, the number of ESOL learners gaining full or partial achievement rose to 338, an increase of 13% on the 2008/09 figures. The figure of 299 achievements in 2008/09 was a decrease of 24.3% over 2007/8, which in turn was an increase of 118% over 2006/7. The increase in enrolments for ESOL was reflective of the concentration of funding solely on this learning aim.</p> <p>The retention rate for ESOL fell by 1.73% to 91.27% from the 2008/09 figure of 93%. The 2008/09 figure was a rise of 2.6% on the 2007/08 figure of 90.4%, which 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. Although the retention rate did drop over this academic year, maintaining the standard at above 90% should be considered a great achievement and the foundation upon which progress is maintained.</p> <p>The success rate in ESOL for all courses over the three terms was 91.14%, a 0.14% increase on the previous years' figure of 91%. The 2008/09 figure was a 2.7% increase on the 2007/08 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.</p> <p>Increases in the rates of success and achievement 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.</p>	<p>Learner Certificates. C&G reports signed by the External Moderator at formal visits.</p> <p>C&G Accreditation Reports. Student Certs. Registers and attendance statistics. Enrolments. ATN MIS.</p> <p>Appendix A – Statistical Breakdown</p>		
Key Weaknesses	Action Plan	Who By	When By

<u>Learner Attendance and Punctuality patterns to be improved on ESOL courses.</u>	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 10 – July 11
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QUALITY OF EDUCATION AND TRAINING

<i>Q.2 How effective are teaching, training & learning?</i>	
<i>Q.3 How are achievement and learning affected by resources?</i>	
Key Strengths	Evidence
<p>Q2</p> <p>i).Dedicated and qualified tutors who have access to support, both internally and externally.</p> <p>ii)Regular observations of teaching practice are conducted both by the Q.A. Coordinator and WFC staff.</p> <p>iii) Individual learning plans for each learner are filled in and reviewed periodically.</p> <p>iv) Differentiated learning is adopted for differing levels of ability for group work, pair work and whole group sessions.</p> <p>v) Regular individual tutorials are held to monitor individual learner achievement and to set, monitor and review individual goals/milestones.</p> <p>vi) The use of extension activities included visits to the Houses of Parliament, St Paul’s Cathedral, the Whitechapel Gallery, the National Gallery, Greenwich Observatory, Leyton Orient FC 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 benchmarks for retention and success.</p> <p>vii) In addition to the above, ATN was inspected as part of WFC’s wider Ofsted inspection, helping to positively contribute and display the effective work carried out on a daily basis within the centres.</p> <p>Q3</p> <p>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.</p>	<p>Tutor CVs</p> <p>Minutes of meetings</p> <p>Teacher resource files</p> <p>ILPs</p> <p>Achievement ratification by C&G</p> <p>Resources, Books, materials</p> <p>Registers ,</p> <p>Learner feedback survey</p>

<p>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. The Manor Park site makes effective use of Additional Learning Support assistants, placing them in classes at Entry 1.</p> <p>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, reviewed July 2010).</p> <p>Over the course of the last year, two teachers have undertaken the Diploma of Teaching English in the Lifelong Learning Sector.</p> <p>Other staff have undertaken short courses (e.g. Online learning resources i.e. Moodle, 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 skills into learning programmes.</p> <p>All teaching staff are members of the Institute for Learning and, as such, have committed to 30 hours of Professional Development per year.</p>	<p>Matrix accreditation certificate.</p> <p>Courses enrolments and progress towards qualifications.</p>
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Key Weaknesses	Action Plan	Who By	When By
<p><u>Q2 Although all ESOL staff are qualified to Level 4 standard they do not all have subject specialist qualifications in CTLLS and DTTLs.</u></p>	<p>Tutors to upgrade their qualifications by enrolling in further education colleges. ATN to pay for half the training costs</p>	<p>ESOL Tutors and Sarjeet Gill</p>	<p>Ongoing</p>

LEADERSHIP AND MANAGEMENT

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

<p>Q4. There is a regular update of learners' progress, with the identification and recording of key milestones achieved in ILPs by tutors. This enables the recording of individual chunks of knowledge for learners and provides an insight into the gaps in knowledge, which need addressing.</p>	<p>Learner files ILPs</p>
<p>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.</p>	<p>IV records</p>
<p>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.</p>	<p>ESOL diagnostic tests</p>
<p>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.</p>	
<p>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 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).</p>	<p>Retention and Achievement Rates Enrichment Activities Record Sheets</p>
<p>The high retention and achievement rates indicate that learners' needs are being met.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	<p>Matrix Accreditation achieved</p>
<p>Staff members are also consulted on their own personal training needs and are supported to attend training</p>	<p>Emails of acceptance Workshop materials and</p>

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 have ensured that they take place in a structured and timely way.			notes
Key Weaknesses	Action Plan	Who By	When By
Q5 and Q6) Restricted access to the training centre at the Gateway Business Centre for learners with limited mobility due to the absence of a lift to the first floor.	Learners from Leyton who are classified as 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 2008/09 when ATN made a positive contribution to WFC's success rate. The experiences gained over the previous four years (2005/09) 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.

Through the professionalism and dedication of the staff as well as the eagerness of the learners, ATN was able to positively contribute to Waltham Forest College's 2009/10 Ofsted inspection.

The Retention, Achievement and Success rates of 2009/10 were very high 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 2010/11 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
Sarjeet Singh Gill
Director

DATED :

October 2010

Appendix C

Adult Training Network's

A4e Sub-Contracted

Jobcentre plus Support Contract

Examples of Monthly Performance Reports

Office: Adult Training Network – BARKING & DAGENHAM

Date: 06/07/10

Completed by: Mafalda Giudice

BY 12 P.M ON A FIRST WEDNESDAY OF A NEW MONTH

	Action needed	By when
Performance <i>(current performance – number of modules actually taking place, number of attendees per module, placements (if delivering Launch Pad) ; contributing factors to performance; action underway to improve performance; good practice identified)</i>		
For the month of July, the Adult Training Network delivered 18 modules, receiving a total of 135 referrals from the Jobcentre.	Work placements for the Launch Pad module have been organised for the 4 week placement scheme which started on 05.07.10. Various companies were contacted to arrange work placements and 12 out of 13 clients got the placement: 7 clients were placed at the Wildlife Trust London in Barking and Dagenham; 3 clients at the Salvation Army shop in Ilford; 1 client at ATN Leyton; 1 client at ATN Barking. Health & Safety Pre- vet checklist is taking place.	N/A
Quality <i>(results of monitoring visits, Ofsted inspection, progress against improvement plan, results of observation and other internal QA activity, results of spot checks)</i>		
Representatives of Barking Jobcentre Plus kept in contact with ATN Barking about Launch Pad. They were satisfied with the quality of training provided and the feedback received from the clients that were on the course.	Keeping in regular contact with work placement centres to ensure no difficulties arise. Also inform job centre progress.	
Customer Feedback <i>(results of surveys, informal feedback, feedback received from JCP, actions resulting from feedback)</i>		
The feedback received from clients from each module has been positive, with the main results consisting of good quality of training being provided, friendly environment and helpful advice. Positive feedback received from the JC representatives and increased number of clients attending the centre.	Customers with ESOL/ICT needs will be referred to specific organisations that could help them overcome language barriers before attending any of our training sessions.	Ongoing

Marketing Activities (marketing activities undertaken, JCP offices visited)		
Adult Training Network are meeting local Job Centres representatives with the aim of making sure each client is referred to relevant training modules, according to their needs. To ensure quality further, the ATN staff is internally auditing the paperwork following the best quality practices.	Adult Training Network Barking will continue engaging with local job centres for possible referrals. Representatives of ATN are attending the Skills and Jobs event being organised by the Barking Learning Centre between 10am-4pm on Monday 26 July. ATN will have a stand to promote the funded training and employment opportunities for LBBB residents.	26/07/2010
Health & Safety (policy status, safeguarding arrangements, promotion of safe learner concept, training for clients and staff, observation re H&S, incidents/accident reports)		
The health, safety and welfare of learners are very important to Adult Training Network. We ensure that all learners are entitled to learning that takes place in safe, healthy and supportive environment. Our up-to-date health and safety policy statement summarises our approach for making our learners safe at our premises and also enable learners to be more aware and responsible for their own health, safety and welfare. Risk assessments are undertaken regularly. The office has a qualified first aider. Each learner is inducted on arrival and is asked to read A4e's terms of conditions as well as reading and signing ATN's own Induction pack which include company policies and procedures for Health and Safety.	None	N/A
Equality & Diversity (policy status – including bullying and harassment and ECM standards, promotion activity, training for clients and staff)		
Adult Training Network Barking has policies and procedures in place to ensure equality and diversity. The members of staff reflect the local community and are aware of their needs.	None.	N/A
Premises (premises set up, number of computers, rooms, etc)		
The offices of Adult Training Network Barking provide two full classrooms (each equipped with computers and printers) as well as a group study area, and a job search area. ATN acquired two air conditioning units in order to face the heath and keep the clients happy with the premises.	Site is fully equipped to engage with customers.	N/A
Other (any other issues)		

Office: ATN Ealing

Date: 7/07/10

Completed by: Shifalli Panesor

BY 12 P.M ON A FIRST WEDNESDAY OF A NEW MONTH

	Action needed	By when
Performance <i>(current performance – number of modules actually taking place, number of attendees per module, placements (if delivering Launch Pad) ; contributing factors to performance; action underway to improve performance; good practice identified)</i>		
Launch Pad 2 started on 25/05/2010 and training finished on 24/06/10. Out of 18 clients two dropped out and the other 16 clients are currently on their work placements. Job Search Support Module started on 21/04/10 with referrals for 19 clients out of which 11 attended and finished on 4/06/10. Currently seven Job Search Support modules are running with total of 122 referrals out to which 78 attended.	Continue to keep in touch with JCP advisors at the local Job Centres and update JCP of client's progress. Follow the progress of previous Launch Pad clients.	Ongoing
Quality <i>(results of monitoring visits, Ofsted inspection, progress against improvement plan, results of observation and other internal QA activity, results of spot checks)</i>		
Kamaljit Kaur, Regional Centre Manager is updated on a regular basis and she also takes the opportunity to meet the new clients during their classes and get feedback from them. Paperwork is audited internally following best practice measures, in order to improve quality.		
Customer Feedback <i>(results of surveys, informal feedback, feedback received from JCP, actions resulting from feedback)</i>		
Customers' feedback has always been very positive, with the main results consisting of good quality of training being provided, friendly environment and helpful advice. Launch Pad customers were extremely pleased by the course and started their work placement with new confidence.		

Marketing Activities (<i>marketing activities undertaken, JCP offices visited</i>)		
We have been regularly liaising with Southall and Ealing Job Centres personally and via telephone. Work Placement Officer attended two Options and Choices event and took the opportunity to speak to a number of clients.	To continually engage with the job centre advisors. Also to give information to advisors and clients, about the courses including Vocational training available. Work Placement Officer Nadiya Akhtar attended Choices and Options events on two occasions and took the opportunity to speak to the JCP Advisors and clients.	Ongoing
Health & Safety (<i>policy status, safeguarding arrangements, promotion of safe learner concept, training for clients and staff, observation re H&S, incidents/accident reports</i>)		
Health & Safety policies are in place. Risk assessments undertaken regularly including fire risk assessments. Inductions were undertaken when customers were enrolled. New staff members are given an induction when first employed. Subsequently, they are given refresher training regularly. No incidents to date.	None. (There have been no H&S incidents.)	Ongoing fire risk assessments and staff training.
Equality & Diversity (<i>policy status – including bullying and harassment and ECM standards, promotion activity, training for clients and staff</i>)		
Policies and procedures for the above are in place. Marketing is undertaken in job centres, door to door leafleting in community languages is also undertaken. Faith venues and community centres are also targeted to ensure that the client group represents the ethnic composition of the local area. Members of staff are appointed with a host of different community language skills.	Continue with the policies and procedures stipulated in the box to the left.	Ongoing.
Premises (<i>premises set up, number of computers, rooms, etc</i>)		
Two rooms are available. There are 15 computers installed with internet access. A colour photocopier, printer and telephone facilities are also available in the training room.	N/A	None.
Other (<i>any other issues</i>)		

Office: ATN Hounslow

Date: 2/7/10

Completed by: Fawzy Adam

BY 12 P.M ON A FIRST WEDNESDAY OF A NEW MONTH

	Action needed	By when
Performance <i>(current performance – number of modules actually taking place, number of attendees per module, placements (if delivering Launch Pad) ; contributing factors to performance; action underway to improve performance; good practice identified)</i>		
In the month of June 2010. We delivered a launch pad programme. <ul style="list-style-type: none">• 14 clients referred• 8 clients attended	Informed JCP of clients that didn't attend and relay performance information to them.	Fawzy Adam
Quality <i>(results of monitoring visits, Ofsted inspection, progress against improvement plan, results of observation and other internal QA activity, results of spot checks)</i>		
Regional Manager Kamaljit Kaur has had spot checks of the paper work.		
Customer Feedback <i>(results of surveys, informal feedback, feedback received from JCP, actions resulting from feedback)</i>		
Customer feedback forms suggest that clients in general are very satisfied with the provision and feel they have gained some new skills at the end of the programmes. They are also happy with the premises and the warm and welcoming atmosphere here.		

Marketing Activities (<i>marketing activities undertaken, JCP offices visited</i>)		
I have been in constant contact with the Hounslow JCP and made some links with the advisors. We have a good working relationship with the Job Centre.	To continually engage with the job centre advisors. Also to give presentation to advisors at their weekly meetings. Also emailed managers information about courses and timetables etc	F Adam
Health & Safety (<i>policy status, safeguarding arrangements, promotion of safe learner concept, training for clients and staff, observation re H&S, incidents/accident reports</i>)		
Health and Safety policies are in place. Risk assessments undertaken regularly including fire risk assessments. Inductions are undertaken when customers are enrolled. New staff members are given an induction when first employed. Subsequently they are given refresher training regularly. No incidents to date.	None	Ongoing fire risk assessments and staff and customer training.
Equality & Diversity (<i>policy status – including bullying and harassment and ECM standards, promotion activity, training for clients and staff</i>)		
Policies and procedures for the above are in place. Marketing is undertaken in job centres, door to door leafleting in community languages is also undertaken. Faith venues, community centres are also targeted to ensure that the client group represents the ethnic composition of the local area. Staff are appointed with a host of different community language skills	Continue with the policies and procedures stipulated in the box to the left.	Ongoing
Premises (<i>premises set up, number of computers, rooms, etc</i>)		
Training room is adequate and we have expanded on our IT facilities. We have 13 computers available for the clients to use for job search and refreshment facilities are always available.	Site is fully equipped and always ready to engage with customers.	None
Other (<i>any other issues</i>)		

Office: Adult Training Network - HILLINGDON

Date: 07/07/10

Completed by: Jagtej Juneja

BY 12 P.M ON A FIRST WEDNESDAY OF A NEW MONTH

	Action needed	By when
Performance <i>(current performance – number of modules actually taking place, number of attendees per module, placements (if delivering Launch Pad) ; contributing factors to performance; action underway to improve performance; good practice identified)</i>		
Out of 11 customers 10 have successfully completed the Launch pad course which started on the 18 th May 2010. 8 customers have started their work placements and the other 2 are in the process of searching for the work placements. The Job Search Support centre has started on the 21/06/2010 with 29 referrals, but 22 starts.	Continuing to keep in touch with JCP advisors at all the local Job Centres (Southall, Hayes and Uxbridge) Jagtej and Sue to continue contacting employers, and emailing customer CV's on their request.	Ongoing
Quality <i>(results of monitoring visits, Ofsted inspection, progress against improvement plan, results of observation and other internal QA activity, results of spot checks)</i>		
Customer Feedback <i>(results of surveys, informal feedback, feedback received from JCP, actions resulting from feedback)</i>		
Launch Pad customers are impressed by course content and the facilities, and they want to come back for Job Search Support Centre after their work placements. The feedback received from customers has been positive, with the main results consisting of good quality of training being provided, friendly environment and helpful advice.		Immediately
Marketing Activities <i>(marketing activities undertaken, JCP offices visited)</i>		
Jagtej has visited both Southall and Hayes Job Centres on numerous occasions to provide the details of courses running. Sue has also contacted and visited the Uxbridge Job Centre and given them information about Job Search Support Centre and Launch Pad. Job Centre advisors are also happy with the fact that work placements are proving to be successful as many customers are getting the jobs.	Ongoing	Ongoing

Health & Safety (<i>policy status, safeguarding arrangements, promotion of safe learner concept, training for clients and staff, observation re H&S, incidents/accident reports</i>)		
A4E terms and conditions are laminated and on display. Terms and Conditions to be discussed during Induction, room is safe and all wires are out of walking area. Accident book is available and qualified First Aiders are present on the site. Unannounced visits from Hayes JCP, completing Health & Safety check	Monitor and review health and safety policies and procedures on a regular basis, at least quarterly Fire Alarm is tested once a week.	Ongoing
Equality & Diversity (<i>policy status – including bullying and harassment and ECM standards, promotion activity, training for clients and staff</i>)		
A4E terms & Conditions are on display. Induction packs are ready including Fire Procedures, Equal Opportunities, and Harassment for customers to read with Tutor completing and signing during their Induction.	Monitor and review equality and diversity policies and procedures on a regular basis, at least quarterly.	Ongoing
Premises (<i>premises set up, number of computers, rooms, etc</i>)		
Training room also includes customer computer, printer, photocopier and telephone with additional computers available in two other rooms. We have recently purchased 4 laptops to assist customers with their job search.	Site is fully equipped.	Fully equipped
Other (<i>any other issues</i>)		
		Ongoing

Appendix D

Adult Training Network's

LDA Opportunities Fund 2007/10

Bangladeshi Community English and
Employment Skills (BCEES)

FINAL EVALUATION – May 2010



European Union
European Social Fund
Investing in jobs and skills



Project Evaluation

Bangladeshi Community English & Employment Skills (BCEES)

Date: May 2010

Author: Amarjit Dhanjal,
Adult Training Network

Appendix A: Opportunities Fund Self-Evaluation Template

Use this template to complete the self-evaluation.

Project Summary	
Project Name	Bangladeshi Community English and Employment Skills (BCEES)
LDA Delivery Manager	Anna Mold
Manager completing the self evaluation	Amarjit Dhanjal
Project Number	23602
Total approved LDA funding for project	£349,990.00
Total Lifetime Cost of the Project	£345706.90
Actual Project start date	28/09/2007
Actual Project end date	31/04/2010

1.0 Executive Summary

The project was extremely successful, significantly over performing on all targeted/profiles outputs and was delivered slightly under the original budget. The project provided excellent value for money and provided an unexpected legacy of ICT for continued use in the community.

The project also re-enforced the exceptional need within Tower Hamlets and Newham and highlighted the desire amongst the communities to improve their skills and employment prospects.

The management, administration and delivery were all of a high standard and the outputs achieved were commendable. The locations of ATN centres were significant to the success of this project as they were within easy travelling distance for the participants. The provision of additional Learning Support tutors also contributed significantly as the skills levels of the beneficiaries was much lower than originally envisaged at the outset of the project.

The skills and professionalism of the delivery team must not be underestimated and they are to be congratulated on the support and guidance given to the beneficiaries throughout the lifetime of the project, and for their contribution to the overall success of the project.

ATN's management will seek to secure additional funding for future projects in these boroughs, delivering further opportunities to these significantly disadvantaged communities and utilising the skills and expertise of the staff team.

2.0 Methodology

This report is the product of quantitative and qualitative research methods, analysing the outputs and outcomes against targets, identifying strengths and weaknesses in the design and delivery of the project. Data used includes monthly monitoring reports (PPRs), reports and comments from delivery staff, beneficiaries, centre managers, administrators and the Director (Mr Sarjeet Singh Gill).

The following documents form the core data from which analysis is possible:

- Quarterly ERTs (documenting expenditure)
- PPR (monthly beneficiary/output monitoring report)
- Reports by the LDA Monitoring Officer
- Awarding Body Certificates
- Attendance Documentation
- Centre Manager Reports

3.0 Project Background, Context and Rationale

The Bangladeshi Community English and Employment Skills (BCEES) project was targeted at unemployed and workless people from the local Bangladeshi communities within Tower Hamlets and Newham. It provided beneficiaries with up to 26 weeks of tuition/support which included: developing their English Language skills, gaining certification at Pre Entry Level up to Level 2 (initially Entry 3 to Level 2); Additional qualifications in Numeracy and ICT; Developing their job searching skills to enable them to gain sustainable employment; Arranging Work Placements and Work Trials to help beneficiaries develop work skills and Brokering sustainable employment within and beyond the local community. The project was delivered at a number of local venues with offices at the heart of the community. Beneficiaries gained a qualification from City & Guilds/ OCR following intensive courses of study in ESOL, Numeracy and ICT. Job searching skills included Preparing a Curriculum Vitae, Application forms, Supporting Letters, Interview & Telephone Techniques, The Local Labour market, Communication skills and Starting a Job. ATN's job brokers helped secure Work Placements, Work Trials and sustainable jobs by networking with local employers and matching beneficiaries to Placement/Employment opportunities. Support was given for up to 13 weeks after the commencement of employment.

The project was managed and delivered by the Adult Training Network from centres in Manor Park, Upton Park, Bethnal Green and Whitechapel, with the Whitechapel site being established specifically for the delivery of the project.

Amendments to the Original Aims

Setting out to deliver ESOL qualifications at a minimum of Entry 3 (intermediate), ATN's vast delivery experience showed that for the majority of potential learners (walk-ins, Job Centre referrals, etc) learning aims at Entry 3 were more aspirational than possible. Internal statistics for ESOL provision showed that for the academic year 2007/2008, 67% of learners enrolled had needs as Entry 1 or below. ATN had pre-established centres in areas where the close-knit nature of the communities provided ample opportunities for living a good standard of life without the need to interact in English. By expanding the learning aims to include Entry level, a wider range of beneficiaries could be enrolled, aiming the provision at the people who would benefit the most – developing language skills, with opportunities to progress into further education or employment.

Local needs

The 'Focus on London 2007' (published in August 2007) report by the Office for National Statistics reported that: 'In 2006/2006 Tower Hamlets had the lowest employment rate not just in London but the whole of Great Britain at 54%' (Pg. 52, ONS, 2007).

Further to the above, 75.4% of males and only 47.9% of females were economically active, the lowest rate of female employment not just in London, but the nation.

In Newham, where over 50% of the population are classified as Black, Asian and Minority Ethnic groups, 74.4% of males and 55.3% of males were economically inactive.

Considering the above statistics, it became very clear that there was a large proportion of residents in Newham and Tower Hamlets who could benefit from the skills, training and enhanced employment opportunities this project could bring. ATN, in turn, with its excellent track record in assisting beneficiaries in overcoming their barriers, building confidence, gaining qualifications and entering employment, was ideally positioned to help.

Experienced tutors and administrators, as well as newly recruited local staff (specifically for the project) were brought onto the project and received a thorough induction, a process repeated over the lifetime of the project for new staff members.

The quality of IAG, tutor support and assessment practices were subject to the same high level of stringency applied to all other programmes.

The prior skills and knowledge of the staff were to be tested and enhanced through encountering a vast range of beneficiaries, each with their own idiosyncracies, barriers and importantly, aspirations – which, to many, were hidden at first.

A range of the barriers faced include:

- Underdeveloped communications skills (oral & written)
- Little or no experience of basic skills, including ICT
- Issues with childcare
- Few employment opportunities
- Low self-esteem leading to a lack of self-belief
- Low career aspirations with a lack of employment advice

4.0 Project Aims and Objectives

The beneficiaries of the project would be from the following backgrounds:

- 250 Beneficiaries, of which 150 would be women
- 200 beneficiaries to be classified as Black and Minority Ethnic (BAME)
- 25 beneficiaries to be classified as disabled
- 10 refugees, 10 asylum seekers, 10 ex-offenders, 20 lone parents, 2 homeless, 20 over 50, 2 recovering from addiction, 10 home carers

Of the above beneficiaries, the following outputs were agreed:

- Employment Support would be offered to a minimum of 250 BAME learners, 135 women and 25 disabled learners.
- Skills for Life qualifications would be provided to 225 BAME learners, 135 women and 25 disabled learners.
- 30 BAME learners, 10 women and 2 disabled learners would benefit from Skills (Basic).
- For Skills (Level 2), 30 BAME learners, 10 women and 2 disabled learners would benefit.
- Skills (Other) learners would include 50 BAME learners, 25 women and 2 disabled learners.

5.0 Project Outputs and Spend (Gross)

5.1 Commentary on project outputs

Project output table

Output	Target/Profile output	Actual output
Employment Support	250	419
Skills (Basic)	30	62
Skills (Level 2)	30	65
Skills (Other)	50	97
Skills for Life	225	331

Although all targets were achieved well ahead of schedule, ATN remained 'on-profile' for the final few months of the project, the achievements of which have led to overachievement in all outputs.

5.2 Commentary on participants

Please refer to the attached spreadsheet for statistical data on the enrolment of participants and the achievement of outputs in relation to the profile.

There were a total of 588 enrolments, broken down into the constituent groups below:

- Employment Support – Of the 250 outputs profiled, ATN achieved 419 (67.6% above profile), 416 of whom were BAME learners, 28 classified as disabled and a total of 225 women learners
- Skills (Basic) – Of the 30 outputs profiled, 62 were achieved (106.67% above profile), all 62 were BAME learners, 4 of whom are classified disabled and 25 are women
- Skills (Level 2) – Of the 30 profiled outcomes, ATN achieved 65 (116.67% above profile). 63 of the learners were classified as BAME, 10 as disabled, with a further 23 women learners
- Skills (Other) – Of the target 50 outputs, ATN achieved 97 (94.7% above profile), 95 of whom were BAMEs, 4 disabled and 49 women
- Skills for Life – The target of 225 was surpassed as ATN achieved 331 outputs (47.11% above profile). Of the outputs, 330 were classified as BAME, 6 as disabled and 172 women

ATN underperformed with beneficiaries with a disability taking a Skills for Life learning aim, where 6 learners were recruited from a target of 25 (76% below target). It is possible that for many learners with a disability, the perceived stigma was enough to withhold the information, regardless of the high quality of learning provided to all. In many cases, learners preferred not to disclose their status either way, a legitimate choice, but one not reflected in the computerised enrolment data. During the lifetime of the project, ATN contacted organisations specialising in aiding those with disabilities (such as 'Mind' in Tower Hamlets), establishing referral and educational opportunities.

Although ATN underperformed with regards to the Skills for Life target, the table below evidences the fact that the overall target for beneficiaries with disabilities was exceeded by 8.

Although not mentioned above, the targets for ex-offenders (as seen in the table below) were also underachieved (rationale given in section 5.3 – Equalities Information).

Project participant table

Number of participants supported from the following backgrounds	Target/Profile number of participants		Actual number of participants	
	Male	Female	Male	Female
Young people (aged 13-17) not in education, employment or training (NEET)	-	-	-	-
People from BME groups (including migrants/refugees)	100	150	248	336
Women	0	150	248	340
Disabled People	12	13	17	16
Older People	10	10	16	19
Ex-offenders	5	5	0	0
Economically inactive people	-	-	-	-
Employees of SMEs	-	-	-	-

5.3 Equalities information

Fully in support of equality of opportunity, ATN aimed to recruit beneficiaries from all sections of the community and, as can be seen in the above table, overachieved in all areas except one. In truth, it is likely that Ex-offenders were present at different times during the lifetime of the project, but did not reveal themselves as such. All beneficiaries were given the opportunity to fill the optional 'Further Information' section of the enrolment form, with many leaving the section blank. Indeed, to identify oneself as an ex-offender may be a cause of embarrassment and could potentially destabilise the working relationship at a very early point (or indeed demanding that a beneficiary discloses any criminal convictions).

Not reflected in the above table, ATN also had targets for specific groups (i.e. BAME, learners with disabilities, female learners) for each of output. Each target was achieved, some by a very large margin (330 BAME learners achieved Skills for Life outputs against a target of 225 (46.67% above profile), 225 women received employment support over a target of 135 (66.67% above profile)), with one target left unfulfilled. Of the 25 beneficiaries with disabilities to take a Skills for Life learning aim, only 6 were recruited and achieved. During the project, ATN developed links with specialist organisations, such as Mind in Tower Hamlets. The beneficiaries recruited mainly required employment support and skills up to level 2, but few were in need of ESOL support.

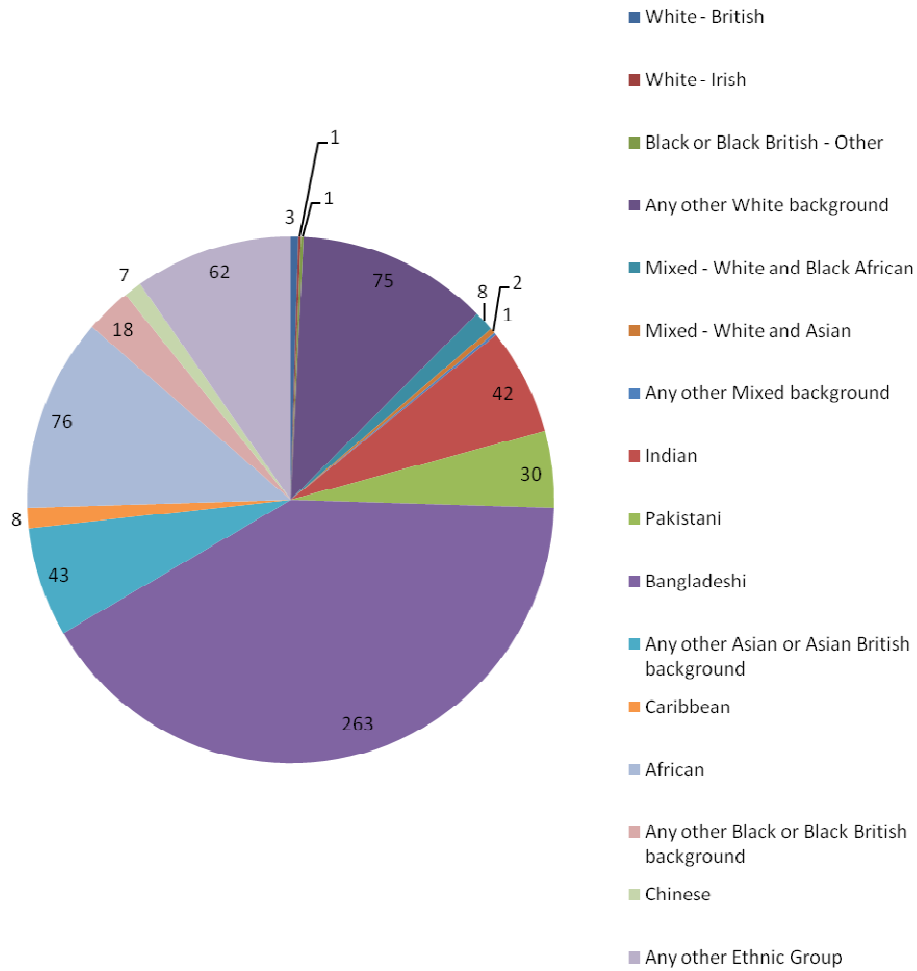
As with the previous case, it is likely that a higher number of beneficiaries with disabilities were recruited, yet did not identify themselves as such.

Participant Ethnicity Data:

<u>Ethnicity</u>	<u>Number of Beneficiaries</u>
White - British	3
White - Irish	1
Black or Black British - Other	1
Any other White background	75
Mixed - White and Black African	8
Mixed - White and Asian	2
Any other Mixed background	1
Indian	42
Pakistani	30

Bangladeshi	263
Any other Asian or Asian British background	43
Caribbean	8
African	76
Any other Black or Black British background	18
Chinese	7
Any other Ethnic Group	62

Beneficiary Ethnicity Data



As the above shows, ATN recruited heavily in the boroughs of Tower Hamlets and Newham, enrolments reflecting the BAME constituent communities within. As originally aimed, the majority of learners (263) (41.1% of total) were Bangladeshi. Opening the project to other ethnic groupings saw a large number of African (76) (11.9% of total), White Other (reflective of the high number of Eastern European migrants to the area) (75) 11.7% of total), Indian (42) (6.56% of total) and Pakistani (30) (4.68% of total) beneficiaries join the project. One of the largest groups was classified as 'Any Other Ethnic Group' (62) (9.68% of total), a further reminder of the sheer diversity of London, a truly global community.

5.4 Commentary on project spend

The overall project was under-spent by £4,283.10 which was 1% of the total available funds of £349,990 and indicates the project expenditure was very well regulated and controlled. Within the overall spend there were some variations to the initial allocations and some monies were transferred between revenue items, with the approval of the LDA monitoring officers, during the course of the project to ensure ATN could be more effective in the delivery of the project.

As all the major outcome targets were exceeded the project overall represented excellent value for money and with the agreed additional expenditure on Computers and printers there is a legacy that will continue to benefit the local community.

The total staff costs accounted for 71% of the actual spend (£247,059.60) against the budget of £242,291.90 (69% of budget). This was an over-spend of £4,767 (2% of budget). The administrator costs were 6% over-spent. The management and direct teaching costs were all under-spent, particularly the Project Management which was under-spent by £21,786.60 (26% of budget). The saving were transferred to the Additional Learning Support Tutor costs which were more than quadrupled from a budget of £5,367.90 (2% of Budget) to £24,317.40 (7% of spend). This was as result of the lower than expected skills set of the beneficiaries and to ensure the beneficiaries recruited could be fully supported with their basic skills and ESOL needs so that they could fully access the project. Four Additional Learning Support tutors were appointed as opposed to the one originally budgeted for. The consultancy costs were significantly over budget at £15,756.20 (5% of actual spend) against a budget of £2,160 (1% of budget). Within this revenue item is the expenditure for external tutors that were engaged to deliver Level 2 qualifications in Door Supervision (SIA) and Food Safety in Catering, and also tutoring for Skills Other outcomes for ICT. The additional expenditure can be justified as the outcomes were significantly beyond project targets. The Level 2 qualifications target was 30 but 65 were achieved (217% of target) and the Skills Other outcomes target was 50 but 97 were achieved (194% of target).

The Beneficiary costs were significantly under-spent. Only one third of the budgeted childcare costs were used. The expectation had been to support 5 beneficiaries with child care with an expected cost for 13 weeks of childcare at £150 per week. This was an expectation of £1,950 per beneficiary. The 3 beneficiaries that were supported averaged a cost of £1,184. However 60% of the expected beneficiaries were supported but demand was slightly lower than expected. The travel costs were much lower than expected. The actual spend was £1,954.30 against the budget of £17,550.10 this was an 89% under-spend. The original calculation had expected to support 100 beneficiaries with weekly travel at £13.50 per week. In reality only 9 beneficiaries received travel payments. However, this does highlight the high level of 'local' need as a total of 588 beneficiaries accessed the project so 579 of these lived within three miles of ATN's delivery centres.

Within the Other Costs, Publicity, Stationery and Telephones were all broadly in line with the budgets. The Rental costs were lower than expected at £45,669.10 a saving of £15,413.90 (25% of budget). There was a significant increase in the expenditure on computers and printers. This was agreed to enable computers to be purchased for all three delivery centres (Manor Park, Upton Park and Whitechapel) instead of the original one site at Whitechapel. This provided for easier access to computers for beneficiaries and contributed to the outcome targets. This additional provision also had an impact in reducing the travel cost of beneficiaries as facilities were available in their local centre. The additional computers have provided a project legacy as they continue to be available for use by the local communities.

Project Spend Table

	Approved Budget (£)	Actual (£)	Variance (£)
Total LDA Grant	349,990.00	349,990.00	0
Additional Income	-	-	-
Total Spend	349,990.00	345,706.90	£4283.10

5.5 Management and administration costs

The management and administration costs were budgeted at £133,935 which was 38% of the original budget. The actual cost was £115,272.30 which was 33% of actual spend. This represented an under-spend of £18,662.70, 14% of budget. This represents good value for money as the management and administration was fundamental to the overall success of the project. All record keeping, reporting, administration and management were conducted to a high standard and ensured the spirit and expectations of the project were fulfilled. Audit reports confirm the project was well managed throughout. The under-spend on management and administration balanced almost completely the over-spend in providing the three extra Additional Learning Support tutors.

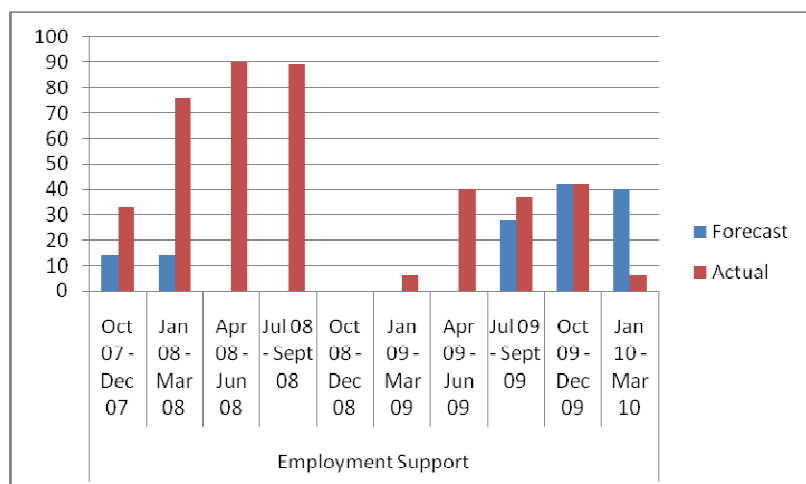
5.6 Conclusions on outputs and spend

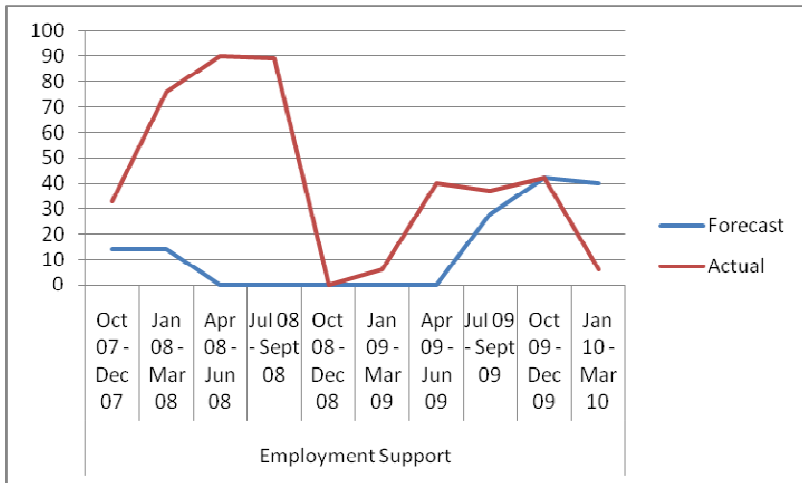
All significant outputs were significantly exceeded and the actual spend was within budget, with a slight under-spend of £4,283.10 which represents 1% of the total budget. Considering these two factors the project was well managed and was good value as all significant outputs were delivered within the original budget for the project.

6.0 Assessment of Impact by Aim/Objective and Outcome

6.1 Achievements against project objectives

6.1.1 Employment Support

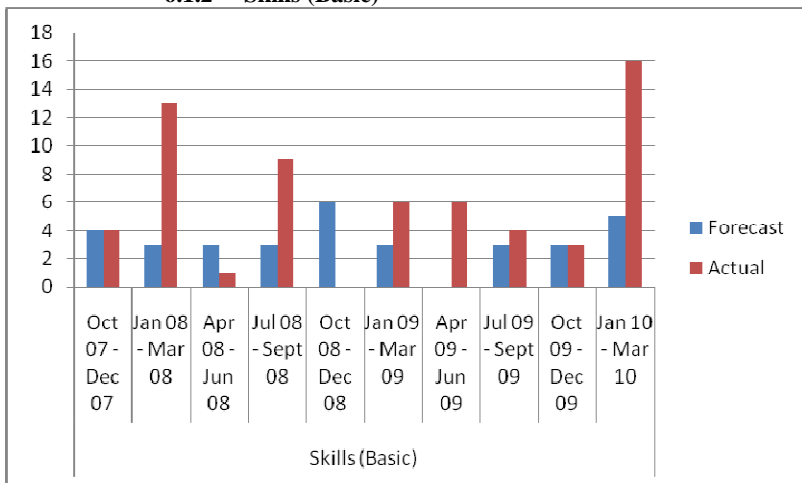


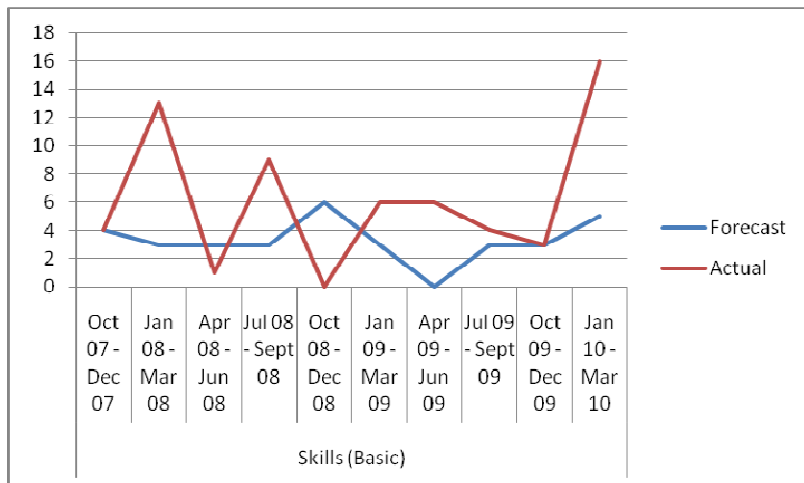


The need for Employment Support, readily available and tailored to the needs of the clients was made immediately apparent with high levels of take-up from the start of the project. Although not profiled for, the project was the perfect mechanism by which the overwhelming needs of the clients could be met. The original target of 250 Employment Support outcomes was achieved in the first year of the project lifetime, with 288 outcomes recorded by September 2009. The subsequent shortfall in targets gave the staff members scope for focussing on alternative outcomes, displayed by the drop in outcomes from October 2008 to March 09. With the re-profiling came further targets, a continuous stream of new beneficiaries were approaching job-readiness and helped ATN to reach its targets between April and December 2009. Within the last quarter, 6 out of the profiled 40 (85% under profile) outcomes were achieved. Although coming in under profile for the quarter, the overall figure of 419 outcomes was 169 (67.6%) higher than the target of 250.

Inclusive within the above, ATN surpassed its targets for BAMEs (416 outcomes from a target of 250) - (66.4% higher), Disabled learners (28 from a target of 25) - (12% higher) and for women learners (225 from a target of 135) - (66.67% higher).

6.1.2 Skills (Basic)



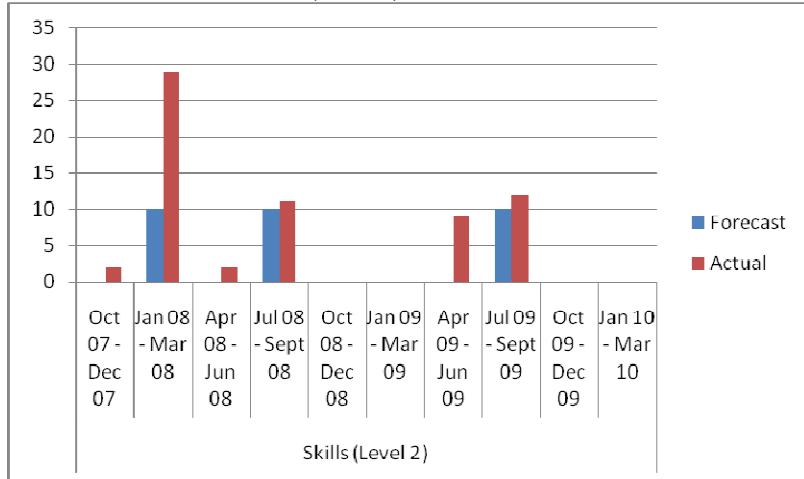


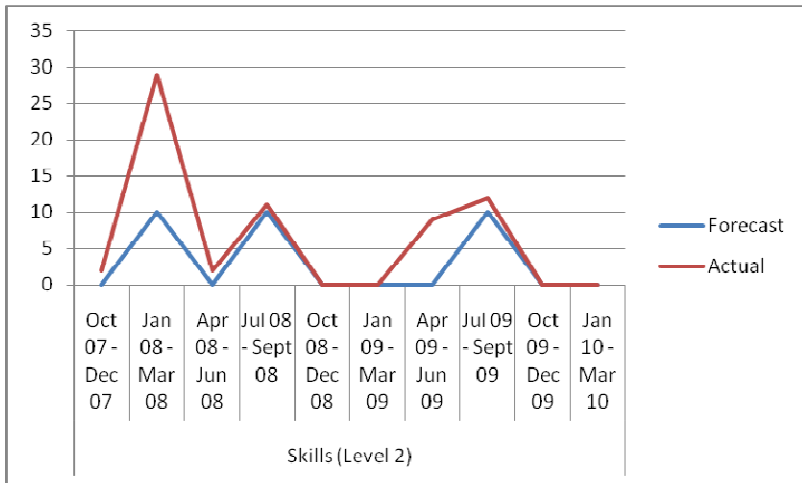
In a government report from January 2009, it was estimated that 23.8 million adults in the UK had numeracy skills below that needed to gain a good GCSE (Telegraph, 2009), further highlighting the importance of this learning aim. As previously mentioned, ATN successfully delivered an LDA/ESF co-funded project called ANTLES, aimed specifically at raising the level of numeracy and employability skills within the target communities. The lessons learned from this project about marketing, delivery and progression informing and guiding the ANTLES project to successfully achieve its stated aims.

With relatively low targets and a further LDA funded project specifically aimed at raising the level of numeracy within the boroughs of Newham, Tower Hamlets and Ealing, ATN stayed very close to the profiled targets throughout the project lifetime. Minor drops below the forecasted rate of outcomes in the quarters Apr 08 – Jun 08 and Oct 08 – Dec 08, were offset by over performance in 5 of the other quarters (especially Jan 08 – Mar 08 and Jan 10 – Mar 10, within which outcomes were a minimum of 3 times the profiled rate).

With regards to the target groups, 62 learners were BAMEs (32 (or 106.67%) over target), 4 were classified as disabled (2 (or 100%) over target) and 25 were women (15 (or 150%) over target).

6.1.3 Skills (Level 2)



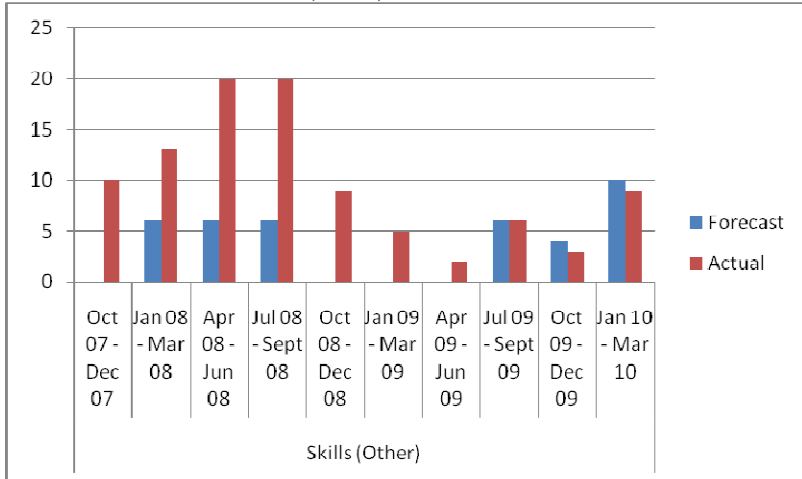


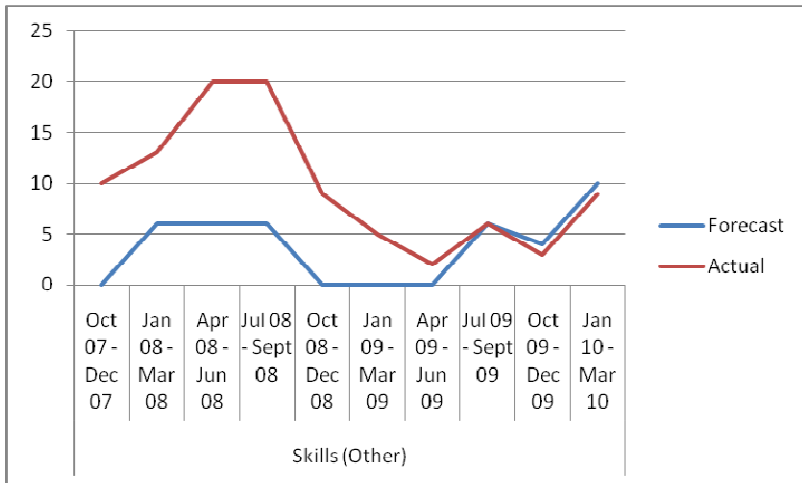
As shown in the graphs above, ATN's achievement of Skills (Level 2) targets remained on-profile throughout the lifetime of the project. Significant overachievement in the quarter Jan 08 – Mar 08 ensured that ATN reached the target of 30 within the first 2 quarters. Due mainly to the compact nature of the qualification, requiring on average 6 hours to complete, courses were run as and when required, with sufficient beneficiaries to ensure sustainability. The main qualification achieved was the Level 2 Food Safety in Catering certificate, a specialised course which would more directly lead to employment than many of the others available.

63 of the learners were BAMEs (110% increase on the target of 30), 10 were disabled (400% increase on the target of 2) and 23 were women (130% increase on the target of 10).

Although the targets for this particular output were relatively low, the importance of sector specific training can not be ignored. The Chartered Institute for Environmental Health (CIEH) states that possession of the Level 2 certificate is a fundamental requirement for all food handlers, thus beneficiaries close to job readiness or those considering a change of direction ensured a high demand was ever present. (CIEH, 2010)

6.1.4 Skills (Other)



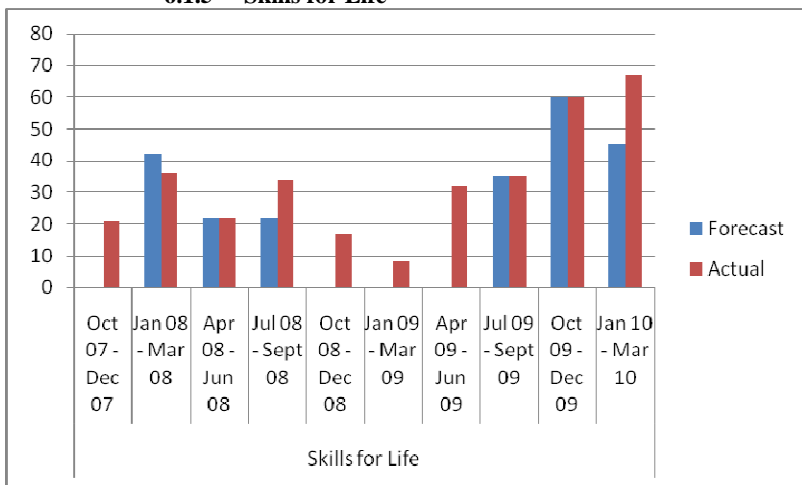


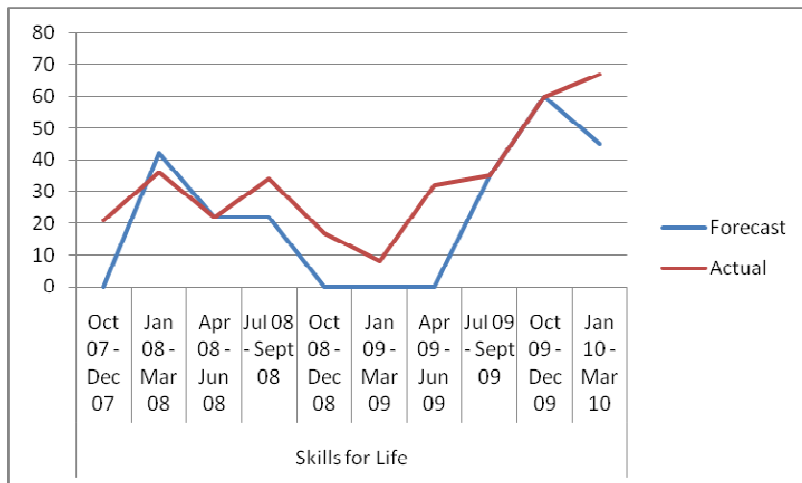
The impact of Information Technology can be felt in all areas of life, not just in a working environment. As such, uptake of IT provision has maintained its popularity over the length of the project and beyond. The need for ICT skills within working environments has been exacerbated by the economic downturn, research commissioned by Vodaphone showing that 'More than a fifth of firms say they lack the IT skills needed for their businesses to thrive' (computing.co.uk, May 2010).

As with all of the profiled targets, the outcomes were achieved within the first 5 quarters of the project. Within the final 2 quarters, ATN was 2 (or 14.2%) outcomes below the profiled rate taking the total to 97, an additional 47 (94.7% above profile) outcomes above what was contracted.

Of the target groups, 95 were BAME learners (45 (or 90%) over contract), 4 were disabled (2 (or 100%) over contract) and 49 were women (24 (or 96%) over contract).

6.1.5 Skills for Life





The need for ESOL classes is apparent, the demand for it among the constituent communities, clear. With the sole exception of the quarter Jan 08 – Mar 08, ATN recruited, taught and qualified an equal or higher number of beneficiaries than profiled. After the initial surge of outcomes in the first quarter, ATN focussed heavily on recruitment of beneficiaries, setting up referral routes from other local organisations. In February 2008, ATN joined the Newham ESOL Exchange, a group focussed specifically on making opportunities for studying ESOL clear and accessible for all (including information on eligibility, times, class sizes). To date, ATN remains a core member and is present in the steering group, using our wealth of experience to positive ends. This, among many of ATN’s working relations has insured a steady stream of clients, solidifying ATN’s reputation as a leading training provider and first port of call for a variety of needs.

6.2 Achievement against project outcomes

One of the specific outcomes for the project was the attainment of job outcomes (70 (or 28%) into full time, 40 (or 16%) into part time and 5 (or 2%) self-employed). Strong progress made in the quarters Jan 08 – Mar 08 (12 (17.1% of the target) outcomes) and Apr 08 – Jun 08 (12 (20.7% of the remaining) outcomes) was the product of relationships built with employers in the first quarter. Many of the job outcomes achieved were in local SMEs, with vocations as diverse as retail, care and school meal-time supervision.

The popularity of learning outcomes, in particular Skills for Life, attracted a steady influx of beneficiaries, many whose language skills were nominal and who could not be classified as ‘job-ready’. Restricted by the maximum amount of tuition one of the beneficiaries could receive as well as the roll-on-roll-off nature of the project, few learners were able to reach the level of paid employment whereby they would be ‘better off’ than by claiming benefits.

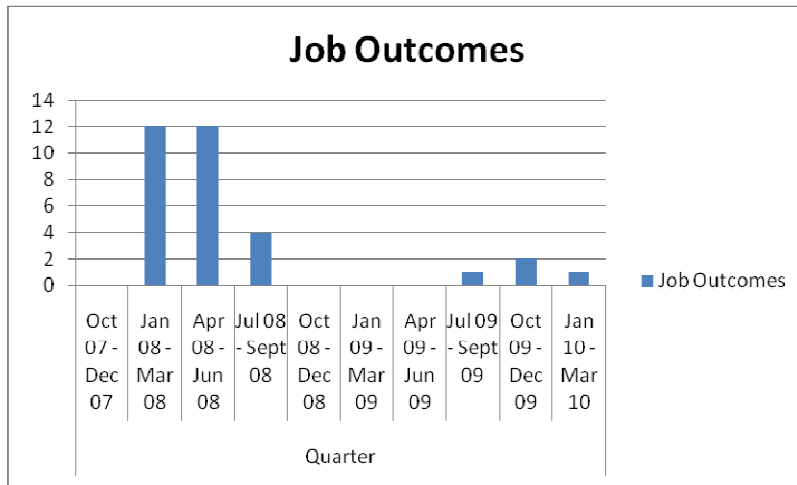
In many cases, the overwhelming need for educational opportunities was more important to the beneficiaries than entering employment. Anecdotally, there were instances in which beneficiaries had arrived from countries where they had reached positions of responsibility, but felt that until their knowledge of English had improved, they would not be able to work. One beneficiary encountered was a trained x-ray technician at a hospital in India, now only offered opportunities in cleaning.

Employment opportunities were explored, with regular job-search sessions, updated vacancies published and representatives from employment agencies invited to interview the clients, yet the results were not manifest.

Added to the above, the decline in the economic climate over the project lifetime made entering employment all the more difficult as many employers, small and large, reduced vacancies and, for many, enforced redundancies.

Unemployment reached the point whereby in February 2010 unemployment figures reached their highest rate in 16 years, with record numbers of people classified as economically inactive. (Guardian, 03/2010)

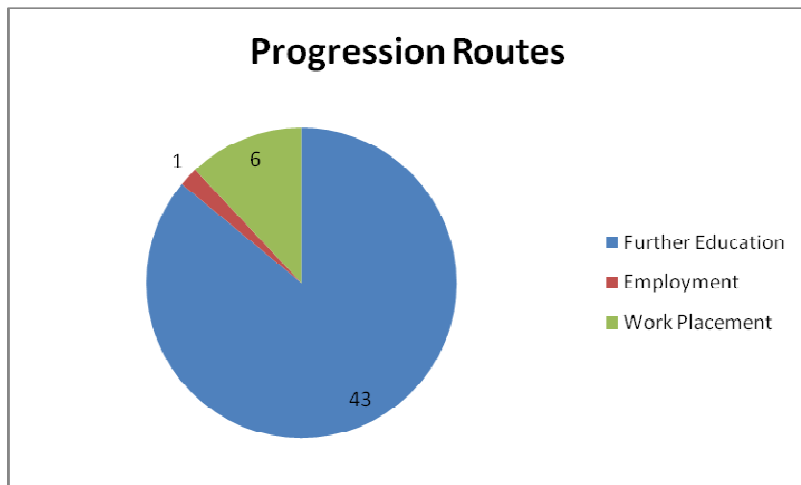
The tuition, advice and guidance provided by the ATN to its beneficiaries, although not manifest in job outcomes, was successful in the raising of skills and the dispensing of employment advice, knowledge and skills that will contribute, over time, to the social cohesion and local economy.



Further Progression Routes:

A random sampling on 50 beneficiaries’ records revealed the following progression routes:

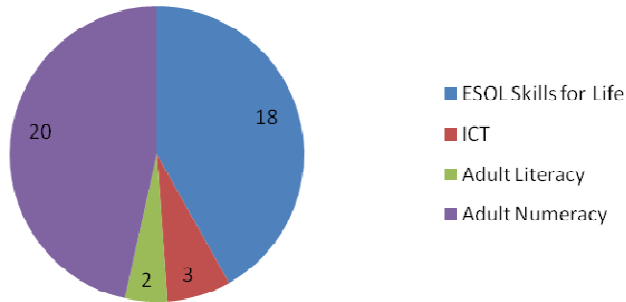
<u>Progression Route</u>	<u>Number of Beneficiaries</u>
Further Education	43
Employment	1
Work Placement	6



The vast majority of learners progressed into further education, evidencing the need of the beneficiaries to upskill themselves to the point where they could consider themselves closer to the job market.

Looking at the range of qualifications progressed onto, ESOL (18 progressions) and Numeracy (20 progressions) were by far the most popular. The choice of progression routes is a fair reflection of the skills shortage faced on a national scale and evidence of ATN’s commitment to help redress the balance.

Further Education Sector



6.3 Strategic Added Value

The Adult Training Network has used the opportunities brought by the project to expand its network of contacts, raising its profile within the community and building a reputation for reliability. In particular, ATN has worked closely with regional Job Centre Plus offices, securing referrals for all learning outcomes.

Below are just a few examples of organisations based in Tower Hamlets and Newham which have developed strong working relationships with the ATN:

- Skillsmatch - Through which job vacancies were made available to beneficiaries in the borough of Tower Hamlets
- Community Links – Referrals of clients in need of Food Safety training and up-to-date information on job opportunities
- Learning Works – A source of referrals for ESOL training
- Jagonari Centre – Based in Whitechapel, the provision at the Jagonari Centre was a great progression route for many learners in Tower Hamlets
- Froud Centre – Referrals for ESOL and Employability Skills learners
- Harold Road Centre – ATN’s base within the Harold Road centre benefitted from sound referrals both onto programmes and progression routes from and to other organisations within the same building (i.e. Widows & Orphans, RAMP)
- Sencia – In possession of a Job Centre contract for direct referrals for beneficiaries with ESOL needs, Sencia required an additional organisation to upskill the learners whose starting level did not qualify for their services.

The ATN has also been a member of the Newham ESOL Exchange since February 2008 and has a representative in the steering group. The aim of the group is to clarify and raise the profile of ESOL provision within the borough. The ATN has been able to use this forum to establish relationships with other providers in the area, sharing good practice, information and supporting the development of adult education opportunities within the area.

7.0 Trends and Issues

7.1 Key Barriers to Achievement

As with an earlier LDA funded project run by the Adult Training Network, there were instances during this project where beneficiaries were required to be transferred by Job Centre Plus to other provision as they were New Deal

customers and had moved into their period for mandated activity. Despite efforts to retain the beneficiaries, to do so may have had a negative effect on their receipt of benefits.

A major barrier to the successful attainment of employment targets was the recruitment of beneficiaries whose starting point was too far from the job market. To elaborate, many learners in the boroughs of Tower Hamlets and Newham were assessed as having an English language level of Entry 1 or lower. A majority of learners stated that they had no prior qualifications and, in many cases, had never worked before. With an apparent lack of self belief, compounded by the 'safe-option' of sustaining a lifestyle on benefits, the motivation to take up employment within one's grasp had little appeal. However, to aim recruitment solely at beneficiaries closer to the labour market in both skills and experience, would have been to deny those who arguably needed the services more. For some beneficiaries, ambitions extended further with plans to get into further education and resume working within a role they may have already experienced. Yet getting to the language level required to enter the course was a task within itself and unsustainable within the lifetime of the project.

Added to the above, the prevalent economic climate made entering employment all the more difficult as many employers, small and large, reduced vacancies and, for many, enforced redundancies. Unemployment reached the point whereby in February 2010 unemployment figures reached their highest rate in 16 years, with record numbers of people classified as economically inactive. (Guardian, 03/2010)

7.2 Key Opportunities

ATN was well represented in the boroughs of Tower Hamlets and Newham, with sites in Bethnal Green, Whitechapel (Tower Hamlets), Upton Park and Manor Park (Newham). The coverage provided by each of the centres ensured that the majority of beneficiaries were guaranteed a centre in their vicinity, with transport costs included for learners living further away.

The wide coverage also ensured that relationships developed with other organisations in the vicinity of one centre could be shared and benefit a wider range of beneficiaries.

Fully qualified and enthusiastic staff were integral to the recruitment and continued participation by beneficiaries, ensuring high levels of attendance which translated into high levels of achievement across all learning aims.

7.3 Management and Delivery Processes

The delivery of outputs was designed to reflect the needs of the beneficiaries. For example, in the Whitechapel site, a high proportion of female Muslim beneficiaries did not feel comfortable with male learners in class, so specific 'women's only' classes were run at times to suit their needs. The level of uptake and satisfaction were both high, indicative of successful implementation.

Development of relations with other local organisations created a wealth of referrals and progression routes. Indeed, where ATN's provision was not the obvious choice for certain groups of beneficiaries, i.e. beneficiaries with disabilities, links were made with local organisations to raise the profile of the project. One example is 'Mind', based in Tower Hamlets, who cater mainly for beneficiaries with disabilities. They were welcoming of training opportunities provided to their clients, while ATN relished the development of a new, mutually beneficial, partnership.

Classes were delivered during morning, afternoon and evening sessions between the centres, with job-search support during drop-in sessions or by appointment. Early in the project, one job-search coordinator was employed, spending a set amount of time every week in each of the sites. In January 2009, a further job-search coordinator was employed, based mainly at Manor Park with the brief of enhancing relations with employers, particularly in light of the economic crisis.

The management of the project was enhanced through the utilisation of two managers, working closely with each other and the Director. Monthly and quarterly targets were divided between the managers, keeping open a constant dialogue whereby shortfall in one area could be compensated for by another. The process was effective as can be evidenced by the overachievement in all target outputs (see section 6).

In August 2008, the Bethnal Green centre was closed due to completion of the other funding streams sustaining the centre. On programme beneficiaries transferred to the Whitechapel centre where they could

continue to receive further tuition, information, advice and guidance. Additional travel expenses were refunded to recompense inconvenienced beneficiaries.

Within the final quarter, having achieved the majority of outputs, activity within the Whitechapel and Upton Park centres came to a conclusion. Output in the Manor Park centre was raised, with all qualification outputs met.

ATN's excellent track record in delivering ESOL, basic skills and employability programmes ensured that a wealth of experience, developed over many years, was brought to the strategic and operational sides of the project. Although all of the above helped facilitate the efficient advancement of the project outputs, there are certain factors which could have been improved, for example:

- In the pursuit of job outcomes, ATN should have aimed advertising more directly at beneficiaries who were job-ready or close to being so. With additional training needs catered for and guidance from job-search coordinators, a higher number of job outcomes could have been achieved.
- With regards to the recruitment of beneficiaries with a disability, ATN should have forged better and a higher volume of working relationships with local organisations offering bespoke training to learners with disabilities.

7.4 Added Value

The added value of the project is apparent when comparing the offer to that which is readily available elsewhere within the boroughs. Free and readily available access to ESOL provision is not as prevalent as it once was, with oversubscription to the limited number of courses becoming the norm. As previously mentioned, many providers would only be prepared to take on beneficiaries from whom they would be able to achieve a qualification, leaving a wealth of learners with serious needs and few options. ATN was able to offer these beneficiaries access to the education they sought, enriched with developmental opportunities for employability and basic skills.

The activities within the centre have been and continue to be supportive of cross-cutting themes (more is mentioned in section 8.0). To give some examples, health care professionals, representatives of the police force and environmental awareness officers were all invited to the centres and conducted workshops with the beneficiaries. This enrichment was embraced and further developed in day to day activities, such as learning about health issues in ESOL classes, preparing healthy eating menus in ICT modules and reducing the waste created by the centres. ATN is fortunate to have a very talented staff team, many fluent in local community languages (such as Bengali, Hindi, Urdu) and any number of other languages with world-wide appeal (Spanish, French, Portuguese), their usefulness in removing an enormous barrier to education is apparent.

7.5 Value for Money

The project was delivered under budget and produced many more outputs than targeted/profiled, and therefore offered exceptional value for money. The target for recruitment of beneficiaries was 250 but the actual number recruited was more than double at 588. The profiled unit cost per participant was set at £1399.96 whereas the actual spend per participant recruited was just £58.94, which was only 42% of the expected cost per participant.

Considering unit cost against each of the target outputs gives similar value for money indications. The Employment Support target was for 250 outcomes at £1399.96 per outcome, the actual Employment Support outputs were 419 which was the equivalent of £825.08 per output. The combined Skills Outputs (Basic, Level 2, other and Skills for Life) had a target of 335 outputs which was £1044.75 per output against an actual 555 outputs at a unit cost of £622.90. Considering all the expected outputs there was a total of 585 expected outputs, £598.27 per output and the actual outputs delivered were 974, £354.94 per output. This represents 59.3% of the expected unit cost per outcome.

The project reached a far greater number of beneficiaries, and delivered a far greater number of outputs, than profiled. There was also an unexpected legacy of ICT equipment for use in the community beyond the lifetime of the project. This was all delivered below the original budget which can only be described as exceptional value for money.

7.6 Exit Strategy

Having arrived at the conclusion of the project lifetime, ATN will take forth the lessons learned into new endeavours. Although the project has closed, the legacy remains observable in the additional capacity delivered, skills developed through adapting to new systems and integrating them into our own.

Although no direct successor to this project exists, the increase in confidence, skills and development of a team which is able to meet its goals is a recommendation for future funding.

Certain aspects, although no-longer considered outputs, have become standard practice – members of staff are on hand for assistance with CV writing; job vacancies are still published and the notice board updated. Even after the conclusion of the project, the will to help people and develop the community remains.

8.0 ESF Cross-cutting themes

The ESF Cross-Cutting themes were identified early-on in the project and integrated into the daily activities undertaken in the ATN:

Equal Opportunities

Each ATN Training Centre appointed an Equal Opportunities Champion, who was identified to all beneficiaries and who was readily available to discuss and encourage discussions on equality of opportunity issues. All the marketing/publicity, some in community languages, portrayed ATN's aims and objectives for equal opportunities, as well as ensuring that there was no bias in the materials used to advertise the project and recruit beneficiaries. A code of conduct was developed in collaboration with staff and beneficiaries. Staff members were informed of the importance of equal opportunities in removing barriers to social exclusion at staff meetings where equal opportunities issues were a standing agenda item. Staff were also expected to implement equal opportunities practices in all aspects of interaction with beneficiaries and delivery. Resources that were culturally sensitive and relevant to the experiences of the learners were chosen and produced, where necessary. The process of advertising, recruitment and selection was reviewed and monitored regularly and positive steps were taken to implement the equal opportunities policy of the Adult Training Network. All beneficiaries were asked to complete an equal opportunities monitoring form at induction and a database of beneficiaries' details was established. Equality monitoring was undertaken on each recruitment cohort and reviewed to ensure that expected targets were met. An examination of the constitution of the total potential beneficiary population allowed for comparison.

Routine equal opportunities monitoring took place on a quarterly basis. Where the regular monitoring identified any under representation, additional steps were taken and revisions made. This enabled ATN to rectify the identified weakness and focus future recruitment on the under-represented groups identified. The composition of the staff team reflected the ethnic mix of the area at all levels of the organisation and was subject to routine Equal Opportunity monitoring on a quarterly basis.

Recruitment was undertaken using the ethnic press, local community organisations and Job Centre Plus, to enable as wide an opportunity for targeted minority groups to apply for posts. Project staff examined expectations of behaviour and how interpersonal relationships could be improved. In this way ATN sought to make clear our perspectives and the potential repercussions of unacceptable behaviour. The equal opportunities policy of ATN was incorporated into the design, delivery and management of the project. Beneficiary recruitment was open to the entire population within the parameters set by the project. ATN ensured that there was no bias or prejudice in the recruitment process and sought to address learning difficulties and disabilities on a case by case basis. Proactive measures were taken to ensure that the letter and spirit of the equal opportunities policy of Adult Training Network was fully implemented.

Sustainable Development

Locally based training in the community reduced fuel consumption, and hence pollution, made 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 helped in this regard. Limiting the use of paper by making maximum use of computerised logging and record keeping helped minimise the use of natural resources. Beneficiaries were encouraged to travel by public transport. Provision of basic skills and ICT training contributed 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 enhanced the prospects of the individual beneficiaries, their immediate and extended families, and the local communities. The

project targeted industry sectors with identified skills and work force gaps and aimed to develop the skills of beneficiaries to enable them to fill the vacant positions, thus contributing to the overall development of the community. It was expected that as a number of beneficiaries gained employment, with others having developed skills and experience, that those communities were 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 developed 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.

Information Technology

ICT was used throughout the project and in particular for Basic Skills learning, job application and job-seeking skills. Qualified and experienced ICT tutors had a significant input into the project both in design and delivery. All beneficiaries acquired skills by using learning software, CD ROMs, interactive CDs, internet and other forms of computer based learning. Beneficiaries were encouraged to take ICT qualifications at Entry Level 3 or above, where appropriate. The use of word processing for letters and CVs, the internet for job searching and emails for job applications was emphasised throughout the project. Additional support was available for those with little or no previous ICT experience. Staff incorporated the range of training materials available through ICT across all basic skills. Staff also used ATN's ICT management systems to record and store information on course attendance, programme delivery and beneficiary progress and to transfer information, including monthly monitoring reports, to the LDA.

ATN's management systems make appropriate use of ICT and these were applied to the project. All data relating to the project was stored securely using security passwords and timed log-out modes on administration computers. ATN is on the Data Protection Register and all beneficiaries were given an explanation of the Data Protection Act, which detailed the data stored by ATN, and were asked to give their approval for data storage and sharing with project partners by signing an approval form.

Health

ATN arranged visits by representatives of the PCT to hold workshops within which prevalent health matters were discussed. Course Conveyors consolidated the information with additional activities, ones which had the dual purpose of enhancing the learners' language abilities whilst keeping them and their families informed.

Leaflets on health issues are also delivered to each centre and made available to all learners.

One of the main topics within each term of ESOL is 'Health' within which learners learn to manipulate language within a healthcare setting – from joining a surgery, through setting up appointments, describing symptoms and understanding instructions regarding taking medicine safely.

9.0 Key Conclusions & Lessons learnt

Beneficiaries:

Over the course of the project, ATN recruited a far greater number of beneficiaries than were initially required (135.2% over-recruitment). More as a result of over-performance in the first year and subsequent re-profiling than by original design, a key lesson would be to bring performance more in line with what is expected, ensuring a continuous flow of outputs from quarter to quarter.

Skills for Life:

By far the most demanded output facilitated by the project, future projects should maintain the consideration for beneficiaries with very low levels of English, if possible, extending it to non-accredited 'pre-entry' courses.

Progression to Employment:

Multiple barriers to employment encountered by those furthest from the labour market made this the most challenging target of all. Although good practice was developed, maintaining the progress and utilising innovative approaches is a must. ATN's recent acquisition of a Job Centre Support Sub-Contract is partly a result of employability skills tutoring through the BCEES project, but also has the potential to act as a mentor for future employability courses.

Numeracy:

The UK skills deficit for numeracy is vast, with government and employers placing greater emphasis on its development. Overachieving on numeracy targets displays ATN's commitment to identifying where weaknesses exist and raising standards. Envisaging future projects with greater emphasis on numeracy skills, ATN is prepared to contribute.

10.0 Using and Sharing the Results from the Evaluation (if appropriate)

ATN will use the results of this evaluation to inform further bids and to modify our current delivery of existing projects. The project clearly confirmed the great need that exists within the communities in Tower Hamlets and Newham, and the desire of those within these communities to improve their skills and to find employment. The locations of the ATN centres were shown to be ideally placed to attract participants and were easily accessible to those participants.

ATN would be pleased to discuss the details of the results of this evaluation with any interested parties to ensure the maximum benefit to the communities of Tower Hamlets and Newham. Once approved the full report will be available on the ATN website.

11.0 References

<http://www.cieh.org/> (CIEH, April, 2010)

<http://www.computing.co.uk/computing/news/2245792/downturn-fuels-uk-skills-crisis> (computing.co.uk, May, 2010)

<http://www.guardian.co.uk/business/interactive/2009/jun/22/unemployment-and-employment-statistics-recession> (Guardian, March, 2010)

http://www.statistics.gov.uk/downloads/theme_compendia/foI2007/Focus_on_London_2007.pdf (ONS, August, 2007)

<http://www.telegraph.co.uk/education/educationnews/4372738/Almost-24-million-adults-with-poor-numeracy-skills-say-MPs.html> (The Daily Telegraph, January, 2009)

Appendix E

Adult Training Network's

LDA/ESF Co-financed Project

Adding Numeracy to Life &
Employability Skills (ANTLES)

FINAL EVALUATION – October 2010



European Union
European Social Fund
Investing in jobs and skills



Project Evaluation

Adult Training Network Adding Numeracy to Life & Employability Skills (ANTLES)

Date: October 2010
Author: Amarjit Dhanjal,
Adult Training Network

Annex A: Self-Evaluation Template

Use this template to complete the self-evaluation.

Project Summary	
Project Name	Adding Numeracy to Life & Employability Skills (ANTLES)
LDA Delivery Manager	Halima Begum and Allan Simpson
Manager completing the self evaluation	Amarjit Dhanjal
Project Number	214
Total approved LDA funding for project	£249,999.79
Total Lifetime Cost of the Project	£252,044.18
Actual Project start date	1/11/2008
Actual Project end date	31/08/2010

12.0 Executive Summary

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The Adding Numeracy to Life and Employability Skills Project (ANTLES) was a two year European Social Fund (ESF) & London Development Agency (LDA) co-funded project run by the Adult Training Network (ATN). Its core aims were to upskill beneficiaries in the boroughs of Ealing, Tower Hamlets and Newham with essential language, employability skills, numeracy training and work experience in an effort to help beneficiaries into sustainable employment.

The project was extremely successful, meeting all and significantly over performing on most targeted/profiled outputs¹ and was delivered exactly to the original budget². The project provided excellent value for money³, and helped raise the profile of the organisation enabling it to continue its work in up skilling beneficiaries back into work.

High recruitment of beneficiaries re-enforced the exceptional need within Tower Hamlets, Newham and Ealing, highlighting the desire amongst the communities to improve their skills and employment prospects.

The management, administration and delivery were all of a high standard and the outputs achieved were commendable. The locations of ATN centres were significant to the success of this project as they were located in central areas, within easy travelling distance for the participants.

The skills and professionalism of the delivery team must not be underestimated and they are to be congratulated on the support and guidance given to the beneficiaries throughout the lifetime of the project, and for their contribution to the overall success of the project.

ATN's management will seek to secure additional funding for future projects in these boroughs, delivering further opportunities to these significantly disadvantaged communities and utilising the skills and expertise of the staff team.

13.0 Methodology

This report is the product of quantitative and qualitative research methods, analysing the outputs and outcomes against targets, identifying strengths and weaknesses in the design and delivery of the project. Data used includes monthly monitoring reports (ANTLES Participant Spreadsheet), Output Values Return form (OVR) reports and comments from delivery staff, beneficiaries, centre managers, administrators and the Director (Mr Sarjeet Singh Gill).

The following documents form the core data from which analysis is possible:

- OVR (documenting outputs achieved per month and associated funding)⁴

¹ See Section 6

² See Section 5.4

³ See Section 7.5

- ANTLES Participant Spreadsheet (monthly beneficiary/output monitoring report)⁵
- Statement of Grant Expenditure (monitoring project spend)
- LDA/ESF Output Definition Handbook
- Reports by the LDA Monitoring Officer
- Awarding Body Certificates
- Beneficiary Output Documentation
- Attendance Documentation
- Centre Manager Reports

14.0 Project Background, Context and Rationale

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The Skills for Life Survey of October 2003 stated that ‘around 23.8 million adults had numeracy skills at Level 1 or below... Nearly one in two (47 per cent) were classified at Entry level 3 or below in the numeracy assessment, including one in five (21 per cent) at Entry level 2 or below. This means that 15 million adults in England had Entry 3 or lower level numeracy skills and that 6.8 million of these were classified at Entry level 2 or below’⁶.

The above figures were reflected in the Adult Training Network’s own research (albeit on a smaller scale), that of 125 residents surveyed, 71% expressed an interest in improving their skills with 61% wishing to learn skills that would help them get a job. 59% of those surveyed described their numeracy skills as unsatisfactory.

Based on the successful formula used for existing LDA and London Councils projects, ANTLES represented a clear shift in emphasis from the development of Literacy to Numeracy skills. Further employability units and essential language skills development were necessary to enhance the provision and ensure beneficiaries could participate in a well structured and certified course of learning.

The Adding Numeracy To Life and Employability Skills (ANTLES) project was targeted at economically inactive residents in the boroughs of Ealing, Tower Hamlets and Newham. Beneficiaries were offered up to 195 guided learning hours, with a variety of modules to enhance their skills, confidence and employability. The following units were offered:

- ESOL for Work (at Entry 3 and Level 1) – in order to both raise the beneficiaries’ language level and develop their confidence in workplace communication scenarios;
- Certificates in Numeracy between Entry 1 and Level 2 – measures put in place to help redress the identified skills imbalance;
- Non-accredited training in Financial Planning – giving beneficiaries with little or no experience skills which are useful for budgeting and which could help them adapt when in sustainable employment;
- Jobsearch/IAG – providing beneficiaries not just with a tailored CV, but the skills needed to find and secure employment;
- Work placements and voluntary work – which offered beneficiaries the opportunity to get real-life experience in a working environment.

During the lifetime of the project, beneficiaries were also offered mentoring with the express intention of raising one’s self-worth and structuring a plan of how to overcome perceived obstacles to progression.

Further to the above, ATN had targets for Employer Engagement – understanding that the needs of the employer are of paramount importance when training beneficiaries for the job market. ATN planned to develop links with new employers and consolidate already existing ones in order to give beneficiaries the skills and knowledge they would need to make the transition into employment a seamless one.

ATN’s job brokers helped secure Work Placements and sustainable jobs by networking with local employers and matching beneficiaries to Placement/Employment opportunities. Gaining employment represented the main aim of the majority, but in order to sustain it support was given for up to 6 months after commencement of employment.

ATN operated the project out of its offices based in the heart of each community, in areas where uptake would be strong and the effects would create a real difference in the beneficiaries’ lives. Further, each centre was located within areas with strong retail links, such as:

⁴ Appendix A

⁵ Appendix B

⁶ Skills for Life Survey (2003), Pg 19. Published by TSO.

- Southall, located in the borough of Ealing – One of the largest concentrations of South-Asian diaspora in the UK. Aside from the numerous restaurants, the area contains a multitude of small to large employers, business parks and shopping centres (i.e. Hayes, Hounslow, Ealing and, more recently, Westfield)
- Manor Park & Upton Park, located in the borough of Newham – With large numbers of the Bangladeshi, Indian and Pakistani communities resident, many businesses are to be found in the East Ham and Green Street areas
- Whitechapel, located in the borough of Tower Hamlets – In proximity to the City and with many local businesses (especially restaurants), the site was ideally and centrally located

15.0 Project Aims and Objectives

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The beneficiaries of the project would be from the following backgrounds:

- 170 beneficiaries, of which 87 would be women
- 153 beneficiaries to be classified as Black and Minority Ethnic (BME)
- 26 beneficiaries to be classified as disabled
- 34 beneficiaries would be aged 50 or over
- 17 beneficiaries would be lone parents
- 90 beneficiaries would be economically inactive
- 80 beneficiaries would be unemployed

Of the above beneficiaries, the following outputs were agreed:

- 50 beneficiaries would complete Work Placements
- 20 beneficiaries would complete Voluntary Work
- 170 beneficiaries would receive jobsearch support and IAG
- 155 beneficiaries would complete non-accredited training
- 200 beneficiaries would achieve an accredited qualification
- 50 employers would be engaged with in enhancing the project's offer
- 170 beneficiaries would be mentored
- 80 beneficiaries would progress to Further Education
- 27 beneficiaries would enter employment
- 27 beneficiaries would sustain their employment for at least 6 months

16.0 Project Outputs and Spend (Gross)

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16.1 Commentary on project outputs

Project output table

Output		Target	Actual
Starters		170	300
Number of Pathway Activities:	Work Placement	50	51
	Voluntary Work	20	21
	Jobsearch/IAG	170	214
	Completion of Non-Accredited Training	155	155
	Accredited Training	200	232

	Employer Engagement	50	51
	Mentoring	170	194
	IAG for people in work	0	0
Number of Progressions to FE or further work-focused training		80	102
Training for Employees	SfL Training (accredited at EL 3 or above)	0	0
	SfL Training (accredited below EL3 or non-accredited)	0	0
Progression to Employment (including Self- Employment)	Entering Employment within 6 weeks of Leave Date	27	35
	In employment 6 months after Leave Date	27	26
Evaluation report		1	1

For almost all of the stated outputs, ATN reached the target set and in many cases, overachieved.

- Starters – Of the 170 outputs profiled, ATN achieved 300 (76.5% above profile)
- Work Placements – Of the 50 outputs profiled, ATN achieved 51 (2% above profile)
- Voluntary Work – Of the 20 outputs profiled, ATN achieved 21 (5% above profile)
- Jobsearch/IAG – Of the 170 outputs profiled, ATN achieved 214 (25.9% above profile)
- Completion of Non-Accredited Training – Of the 155 outputs profiled, ATN achieved 155 (to profile)
- Accredited Training – Of the 200 outputs profiled, ATN achieved 232 (16% above profile)
- Employer Engagement – Of the 50 outputs profiled, ATN achieved 51 (2% above profile)
- Mentoring – Of the 170 outputs profiled, ATN achieved 194 (14.1% above profile)
- Progressions to FE or further work-focused training – Of the 80 outputs profiled, ATN achieved 102 (27.5% above profile)
- Entering Employment within 6 weeks of leave date – Of the 27 outputs profiled, ATN achieved 35 (29.6% above profile)
- In employment 6 months after leave date – Of the 27 outputs profiled, ATN achieved 26 (3.7% under-performance)

Most project targets were met, with overachievement in all but two of the outputs (Non-Accredited Training and Sustained Employment for 6 months after the leave date). The largest overachievement was for ‘Starters’, with 76.5% additional provision achieved. The modular nature of the project gave beneficiaries the opportunity to select their own programme of learning, with very popular units such as Jobsearch and Numeracy heavily subscribed to. There was little surprise in this as, at the planning stage, it was anticipated that such units would receive the most interest from beneficiaries.

16.2 Commentary on participants

Project participant table

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Number of participants supported from the following backgrounds	Target/Profile number of participants		Actual number of participants	
	Male	Female	Male	Female
Young people (aged 13-17) not in education, employment or training (NEET)	-	-	-	-
People from BME groups (including migrants/refugees)	76	77	145	149
Women	-	87	-	152
Disabled People	13	13	4	2
Older People	17	17	25	31
Ex-offenders	-	-	-	-
Economically inactive people	45	45	148	152
Employees of SMEs	-	-	-	-

The targets for participant enrolments shown above were designed to ensure a wide range of beneficiaries were able to access the service.

Groups specifically targeted were:

- People from BME groups – Of the target 76 males, 145 were recruited (90.8% above profile) and of the target 77 females, 149 were recruited (93.5% above profile)
- Women – Of the target 87 women, 152 were recruited (74.7% above profile)
- Disabled People – Of the target 13 males, 4 were recruited (69.2% underperformance) and of the females, 2 of the target 13 were recruited (84.6% underperformance)
- Older People – Of the 17 males profiled, 25 were recruited (47% above profile) and of the 17 females, 31 were recruited (82.4% above profile)
- Economically inactive people – Of the 45 males profiled, 148 were recruited (228.9% above profile) and of the 45 females, 152 were recruited (237.8% above profile)

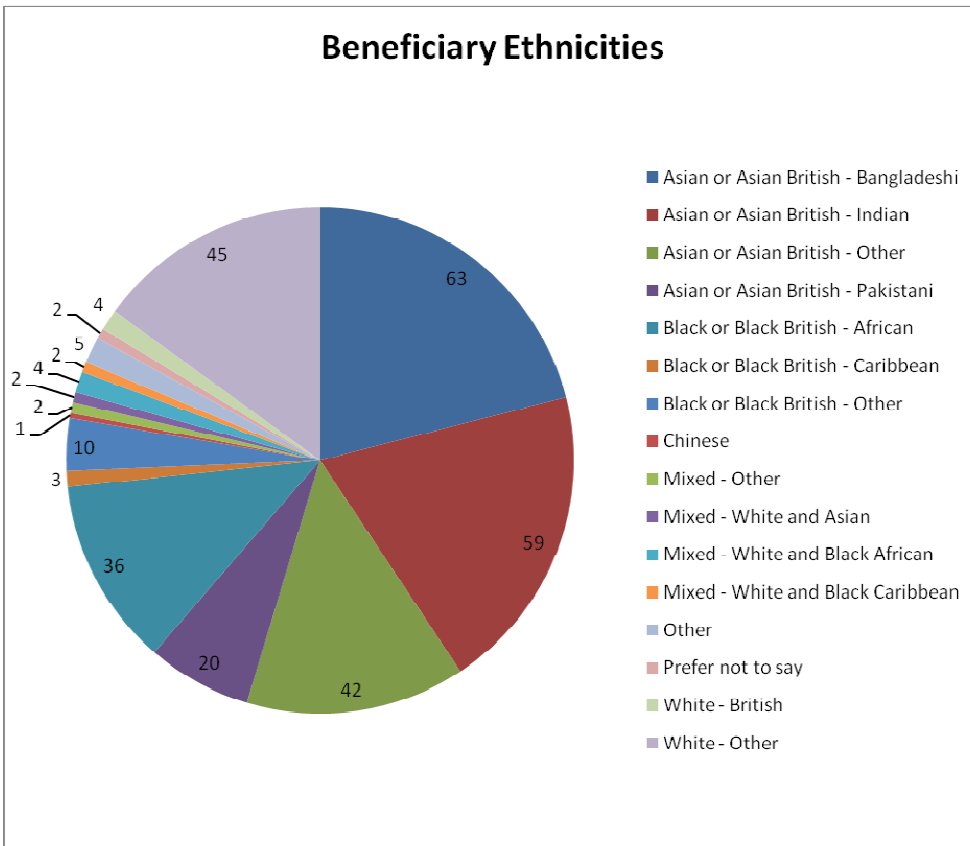
The only area within which ATN underperformed was the recruitment of beneficiaries with a disability. A total of 26 learners were profiled, but only 6 were enrolled (76.9% underperformance). It is possible that for many learners with a disability, the perceived stigma was enough to withhold the information, regardless of the high quality of learning provided to all. In many cases, learners preferred not to disclose their status either way, a legitimate choice, but one not reflected in the computerised enrolment data. During the lifetime of the project, ATN contacted organisations specialising in aiding those with disabilities (such as 'Mind' in Tower Hamlets), establishing referral and educational opportunities.

16.3 Equalities information

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Ethnicity	Male	Female	Total:
Asian or Asian British - Bangladeshi	28	35	63
Asian or Asian British - Indian	22	37	59
Asian or Asian British - Other	20	22	42
Asian or Asian British - Pakistani	10	10	20
Black or Black British - African	20	16	36
Black or Black British - Caribbean	3	0	3
Black or Black British - Other	7	3	10

Chinese	0	1	1
Mixed - Other	2	0	2
Mixed - White and Asian	2	0	2
Mixed - White and Black African	1	3	4
Mixed - White and Black Caribbean	1	1	2
Other	3	2	5
Prefer not to say	0	2	2
White - British	3	1	4
White - Other	26	19	45
Total:	148	152	300



ATN’s recruitment in the target boroughs of Tower Hamlets, Newham and Ealing reflects well the BAME constituent communities within. Recruitment proceeded through proven successful measures, such as leaflet distribution in a range of community languages (i.e. Bengali, Hindi, and Urdu). Libraries, local community venues, shops and job centres were all targeted as well as other local training providers. By establishing as wide and inclusive a catchment area as possible, ATN was able to not only meet, but surpass their target for enrolments (300 enrolments, or 76.5% above the original profile of 170 beneficiaries).

The majority of beneficiaries were from the Bangladeshi community (21.0%), closely followed by learners of Indian origin (19.7%). With the inclusion of Asian – Other (14.0%) and Pakistani (6.7%) beneficiaries, the total for enrolments of Asian or

Asian British beneficiaries accounted for 61.3% of the total. This figure is unsurprising when considering that people of Asian origin account for approximately 42.5% of the population of Newham, 34.6% of Tower Hamlets and 23.3% of Ealing⁷. A high proportion (12.0%) of beneficiaries of Black-African origin were also recruited, the ethnic make-up of the population showing that 12.7% of Newham residents are Black-African, 2.8% in Tower Hamlets and 4.1% in Ealing. Another ethnicity which was well represented during the project was White-Other beneficiaries, with 15.0% of the total. In Newham 5.4% of the population are classified thus, 7.9% in Tower Hamlets and 9.5% in Ealing. The minimal enrolment numbers for Chinese beneficiaries (0.3% of total) were reflective of the low numbers in the local areas, with 1.4% of Newham residents, 2.3% in Tower Hamlets and 1.4% in Ealing. Given the mixed ethnic profile of the areas, the clients who were referred to the project were a diverse range who reflected the ethnic composition of Tower Hamlets, Newham and Ealing.

The range of ethnicities present on the project helped to enrich the experience for all beneficiaries, the diversity prevalent in any one of the classes provided ample opportunities to communicate and share knowledge about their lives, cultures, difficulties and opportunities.

16.4 Commentary on project spend

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Project Spend Table

	Approved Budget (£)	Actual (£)	Variance (£)
Total LDA Grant	£249,999.79	£252,044.18	-£2,044.39
Additional Income	£0.00	£0.00	£0.00
Total Spend	£249,999.79	£239,998.75	£10,001.04

The project achieved almost all the project targets. ATN was paid an additional sum for 10 starters which resulted in excessive payment of £4376.50. However, ATN was not paid fully for the targets achieving after March 2010 due to the re-profiling of the targets by the LDA. As a result of re-profiling, ATN lost an amount of £332.11. There is currently an outstanding funding of £2,000.00 for the final Evaluation Report, which has yet to be paid by LDA to ATN. The above variance of £2,044.39 is adjusted as follows: (4,376.50-332.11-2,000). In many areas of activity the project delivered more outputs than the target. If these additional outputs had been paid at the original unit cost the project would have delivered outputs to the additional value of £84,008.21. If all outputs had been paid this would have made the total payments for the project £334,008. This represents an additional value for no additional costs of 33.60% of the original contract value, which is £1.34 of value delivered by ATN for every £1 spent on the project by the LDA. There is a surplus of £10,001.04 which is a result of cost saving techniques adopted by ATN.

⁷ <http://legacy.london.gov.uk/gla/publications/factsandfigures/dmag-update-20-2007-ons-ethnic-group-estimates.pdf>

Additional Outputs value

Description		Target	Total Outputs Delivered	Additional outputs delivered over target	Unit Cost	Value of additional outputs not paid
Starters		170	300	130	£437.65	£56,894.50
Training for unemployed or economically inactive people	Work Placements	50	51	1	£173.02	£173.02
	Voluntary Work	20	20	1	£173.02	£173.02
	Job searching/IAG	170	214	44	£173.02	£7,612.88
	Completion of Non-Accredited Training	155	155	0	£173.02	£0
	Accredited Training	200	232	32	£173.02	£5,536.64
	Employer Engagement	50	51	1	£173.02	£173.02
Progression	Progression to FE or Further Work-Focussed training	80	102	22	£465.00	£10,230.00
	Entering Employment within 6 weeks of Leave Date	27	35	8	£459.30	£3,674.40
	In employment 6 months after Leave Date	27	26	-1	£459.27	-£459.27
Evaluation Report		1	1	0	£2,000	0
			Total Value of Additional Outputs			£84,008.21

16.5 Management and administration costs

Description		Profile	Actual Costs	Variance
Staff Costs			£216,199.05	
Beneficiary Costs	Travel		£2,240.97	
	Child Minding		£1,618.00	
Other Costs	Stationery		£7,384.80	
	Equipment & Resources		£2,737.50	
	Rent		£6,387.56	
	Telephone		£598.02	
	Exam & Licence		£2,832.85	
Totals			£239,998.75	

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The Management and administration costs are in line with similar projects that ATN has delivered over the past few years. Staff costs account for 90% of the expenditure highlights ATN's commitment to ensuring that beneficiaries received a high level of

personal service with specialist help where appropriate. As ATN delivered this project in centres that were also delivering other programmes the proportioning of centre and operating cost also enables good value to be achieved. Other costs are largely in line with the profiled expenditure.

16.6 Conclusions on outputs and spend

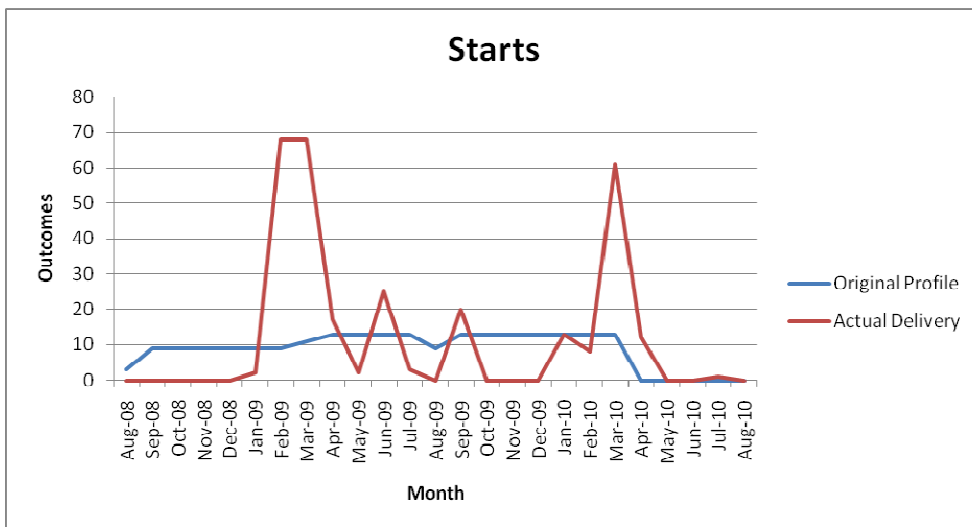
The project delivered significantly more outputs than the project targets. This enabled far more beneficiaries than profiled to benefit from the project. This also ensured that many more beneficiaries that expected benefitted by achieving the positive outcome measures of the project. When calculated in financial added value terms this additional delivery this additional outputs represented an additional value, for no additional costs, of 33.60% of the original contract value, which is £1.34 (rounded off) of value delivered by ATN for every £1 spent on the project by the LDA.

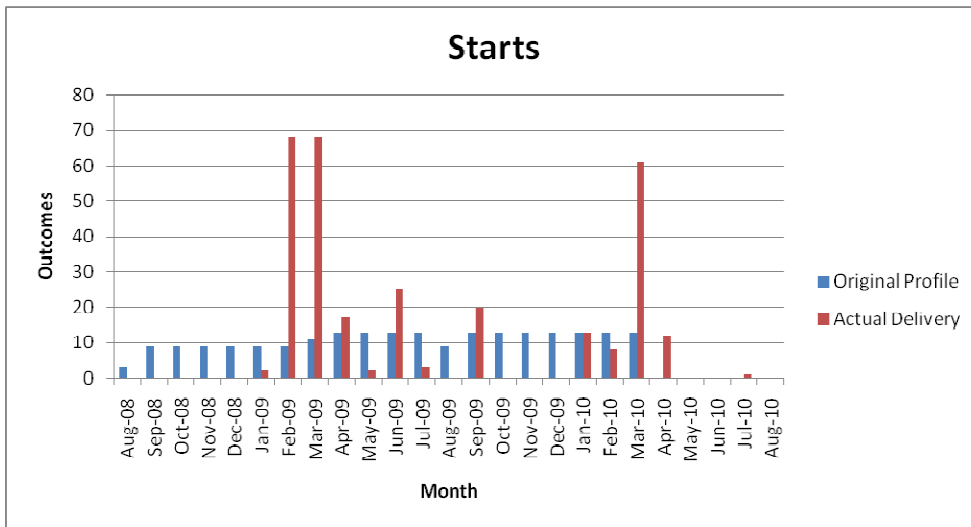
17.0 Assessment of Impact by Aim/Objective and Outcome

17.1 Achievements against project objectives

17.1.1 Starters

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Definition – A beneficiary who has registered their details with the project, received an induction, one-to-one initial assessment and agreed an Individual Action Plan.

Due to contract negotiations with the LDA, ATN was 46 starts behind schedule by January 2009. Strong performance between February and April 2009 ensured that ATN not only reached the cumulative target of 81, but surpassed it by 74 starts (91.3% over-performance). The following months (May 2009 – April 2010) saw peaks in enrolments roughly corresponding to school term times (June 2009, September 2009, January, March and April 2010).

ATN met and surpassed the target number of starts by June 2009, reaching 182 beneficiaries. Recruitment did, however, continue until the conclusion of the project, ensuring that as many beneficiaries as possible could access the training and support initiatives on offer and prosper from them.

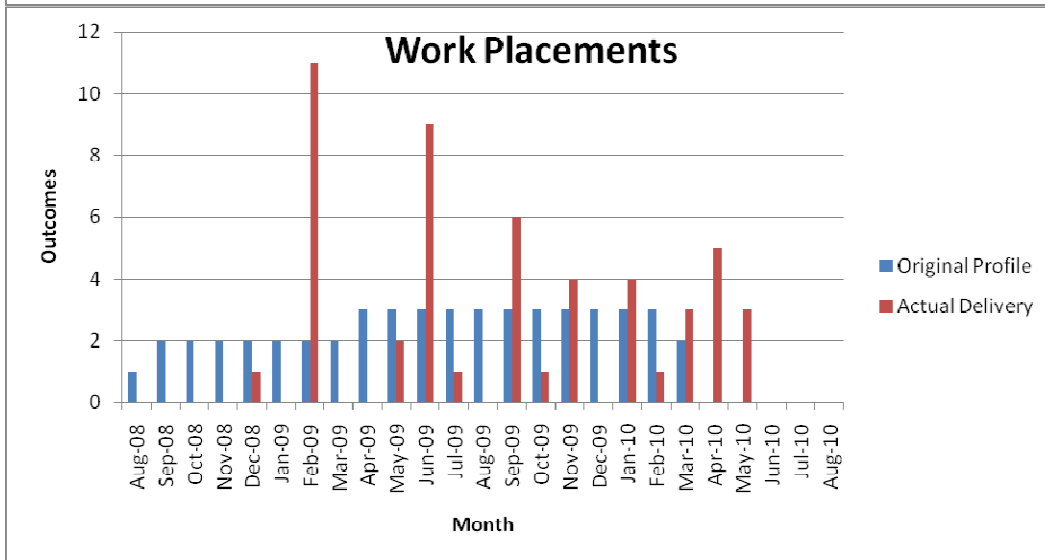
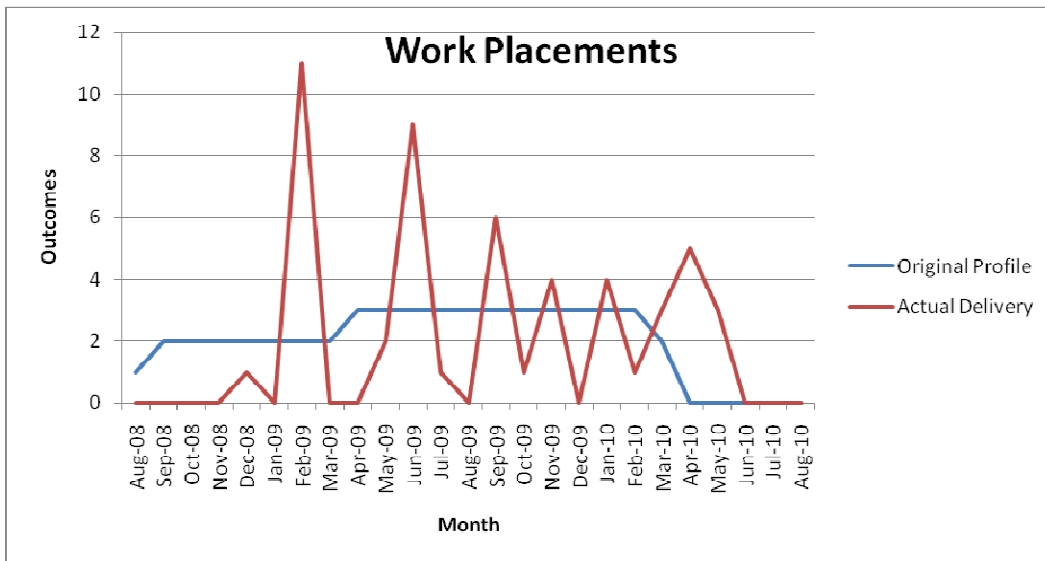
There was a surge in enrolments (and subsequent outcomes) in March 2010 when 61 beneficiaries were enrolled. Their participation ensured that the vast majority of remaining targets were achieved.

By the conclusion of the project, 300 beneficiaries had been enrolled, a 76.5% increase over the original target of 170. Individual participant targets were also surpassed for: BMEs (294 enrolments over a target of 153, or 92.1% increase), women beneficiaries (152 over a target of 87, or 74.7% increase), older people (56 over a target of 34, or 64.7% increase) and economically inactive participants (300 over a target of 90, or 233.4% increase).

However, ATN did underperform with regards to beneficiaries with disabilities, recording 6 participants from a total of 26 (76.9% underperformance). It is likely that further beneficiaries with disabilities were recruited, but may have preferred not to make a disclosure.

17.1.2 Work Placements

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Definition – Structured work experience related to the beneficiary's aspirations for over 30 hours, but fewer than 5 weeks. Workplaces were assessed for health & safety and suitability, with project staff performing visits to ensure appropriate development.

Delays to the commencement of the project meant that performance in Work Placements remained behind profile for the lifetime of the project, with all outcomes achieved by May 2010. Periods of over-performance in February, June, September 2009 and January, March, April and May 2010 ensured that, although behind profile, the variance between targets and outcome attainment was minimal.

In order to ensure a high level of return during the close out period, additional members of staff were allocated to developing work placement opportunities in local businesses. This ensured that ATN not only met the target of 50 placements, but surpassed it by 1 (2% increase).

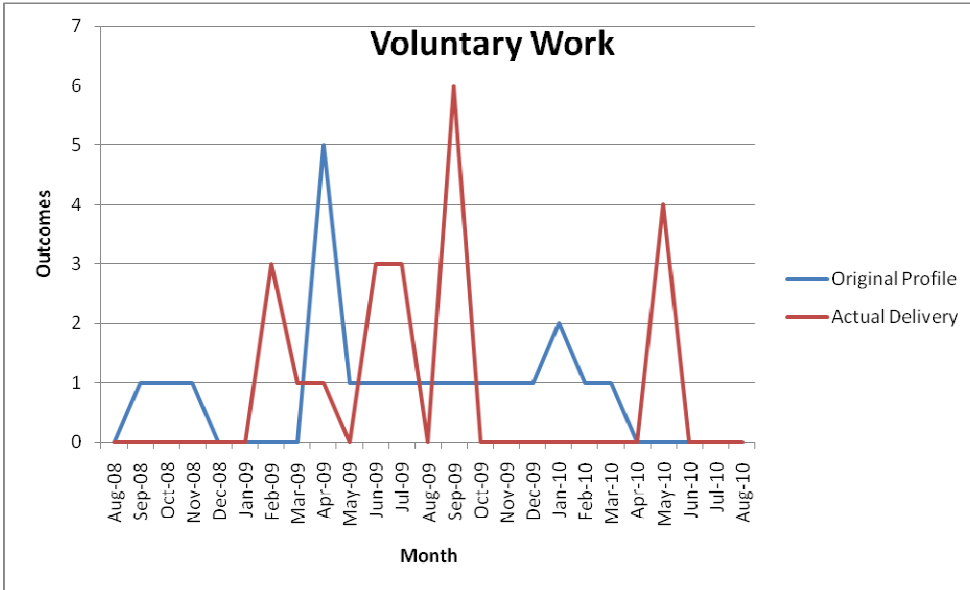
Sectors within which the beneficiaries undertook placements were as follows:

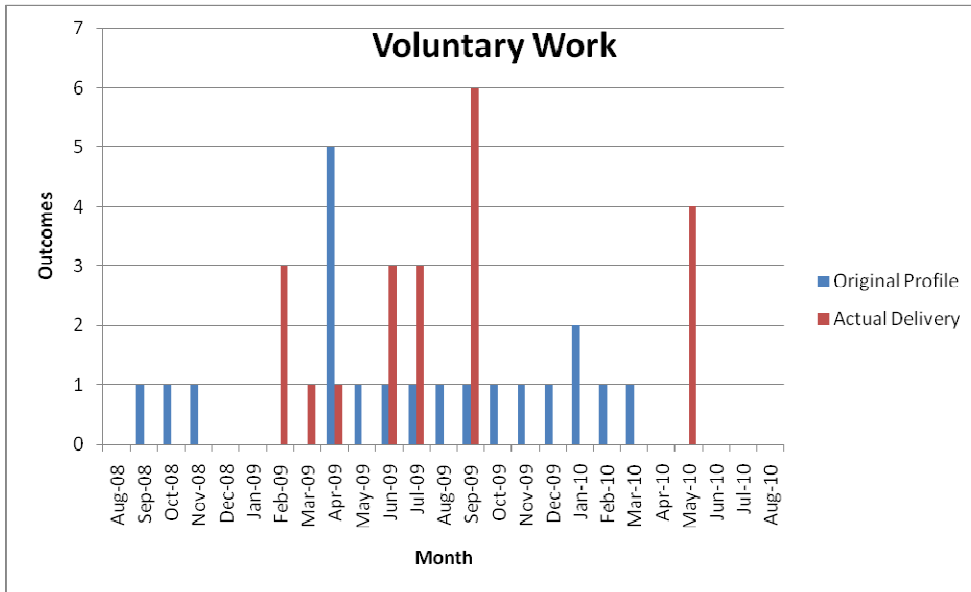
Work Placements	
Sector	Percentage
Charity	56.30%
Retail	37.40%
Health	6.30%

The majority of beneficiaries (56.30%) worked in the Charity sector, with activities including fundraising and administration. The majority of the placements were expedited with the assistance of Shanti International – A not for profit charity organisation based in Old Street, London (mentioned further in Section 6.3).

17.1.3 Voluntary Work

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Definition – Voluntary Work undertaken outside normal delivery hours, with hours completed not included in the overall total for other claimable outputs. The work should cover at least 5 weeks and fit-in with the beneficiary’s overall aims in their Individual Action Plan.

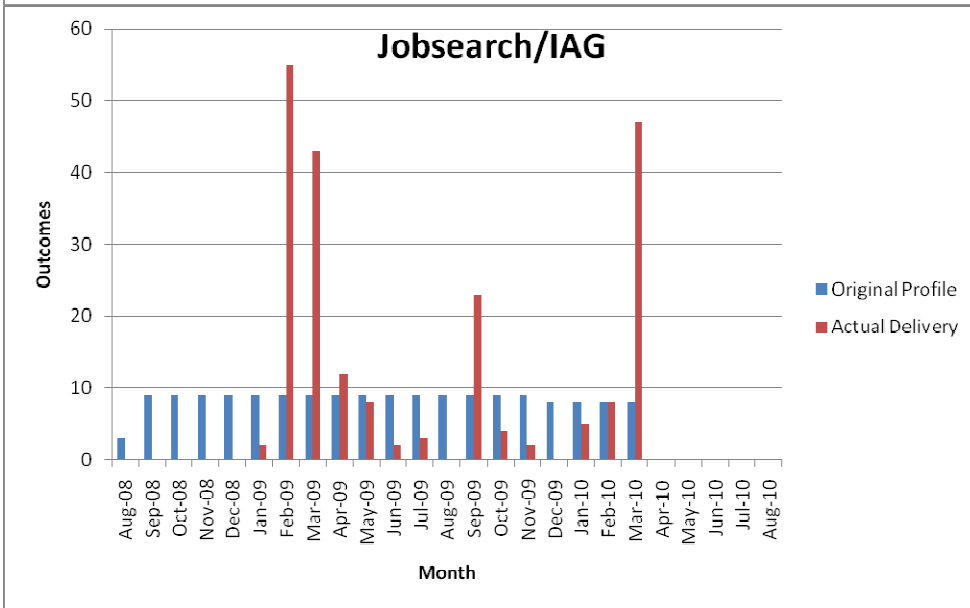
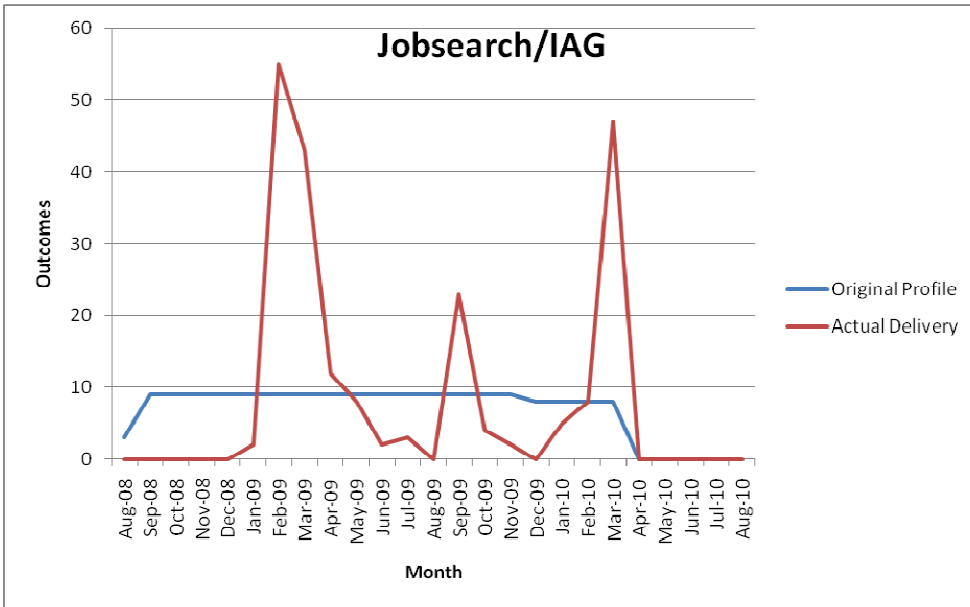
Despite the profile averaging out at approximately 1 voluntary work placement per month, ATN remained behind schedule until September 2009 (again, due to delays in the commencement of the project). The over-performance in the months June to September 2009 saw 17 beneficiaries undertake placements over a target of 13 (30.8% increase). The subsequent shortfall in attainment of outcomes led to ATN reaching the target in May 2010. The requisite number of voluntary work placements were undertaken to specification, with the majority of beneficiaries working in the retail sector, which was both relevant to their needs and the aims of the project.

Sectors within which the beneficiaries undertook voluntary work opportunities were as follows:

Voluntary Work	
Sector	Percentage
Education	13.30%
Charity	40%
Retail	46.70%

The majority of beneficiaries (46.70%) undertook placements with Barnardos, working within their chain of retail outlets. 40% of beneficiaries undertook voluntary work with the charity Shanti International, while the remainder worked within educational organisations, such as the Jagonari Centre in Whitechapel.

17.1.4 Jobsearch/IAG

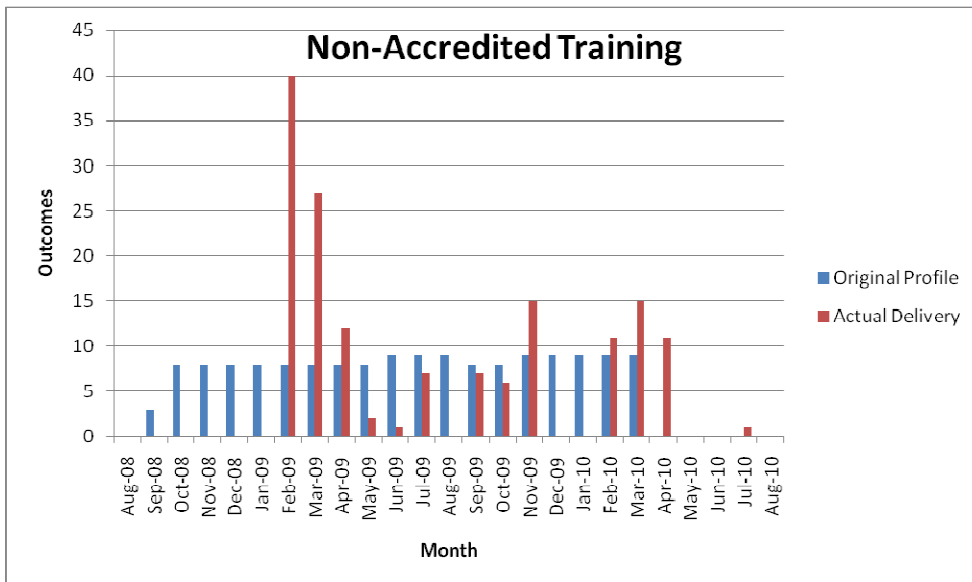
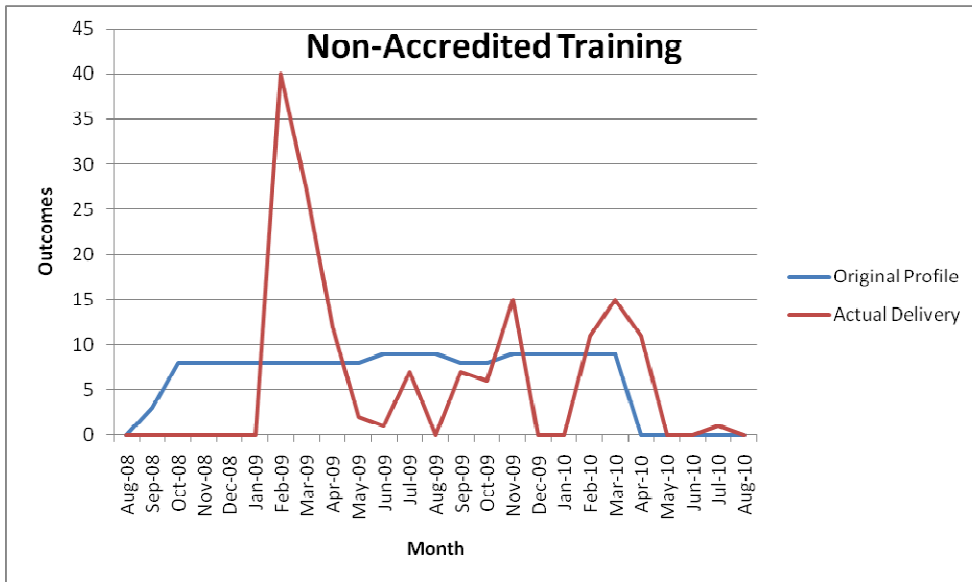


Definition – Activities included CV writing, preparing a cover letter, interview training, IAG consultation and referral (i.e. legal advice, progression routes).

214 beneficiaries received job search support and IAG within the lifetime of the project; this represents an increase of 25.9% over the profiled 170. Delivery of outputs was, in general, under profile for the majority of months during the project. However, within the periods where there were vast increases in enrolments, delivery was substantially higher than the profiled rate, e.g. February 2009, when delivery was 611.1% over profile. Negating the slow start to the project, ATN caught up with the profiled rate by February 2009. Subsequent performance ensured that the total of 170 was achieved early, by March 2010, with 214 outcomes recorded.

The vast majority of starters in March 2010 also received job-search and IAG, ensuring a cumulative total of 214 outcomes (25.9% above profile).

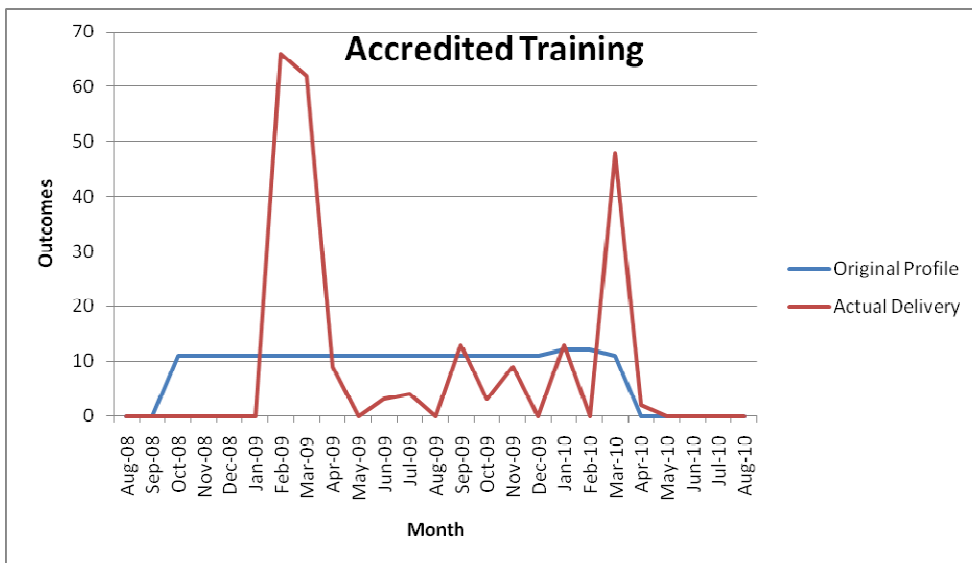
17.1.5 Completion of Non-Accredited Training

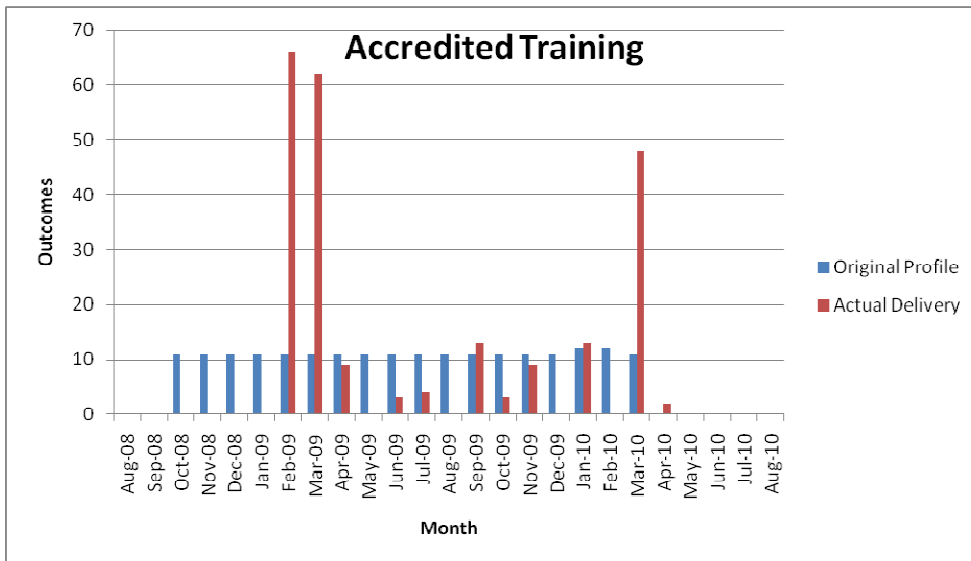


Definition – A minimum of 6 hours training, which does not lead to an accredited qualification. The course should be supportive of the work conducted on the project.

All 155 beneficiaries profiled to undertake non-accredited training completed a course in ‘Managing Personal Finance’. During the course, beneficiaries learnt about monitoring income and expenditure, budgeting skills, savings, loans and identifying the best deal (i.e. insurance, goods). Delivery of this outcome commenced in February 2009 and rapid uptake ensured that by March 2009 ATN had not only caught up with the profile, but surpassed it by 16 outcomes (31.4% over-performance). Performance thereafter exceeded the profiled rate in April and November 2009, but was below profile for all months in between – roughly corresponding with lulls in the amount of beneficiaries starting on the project (see 6.1.1). By January 2010, ATN was 20 outcomes short of the profiled rate and 38 short of the cumulative target. The subsequent strong performance between February and April 2010 (with a further outcome in July 2010) ensured that ATN reached the total.

17.1.6 Accredited Training





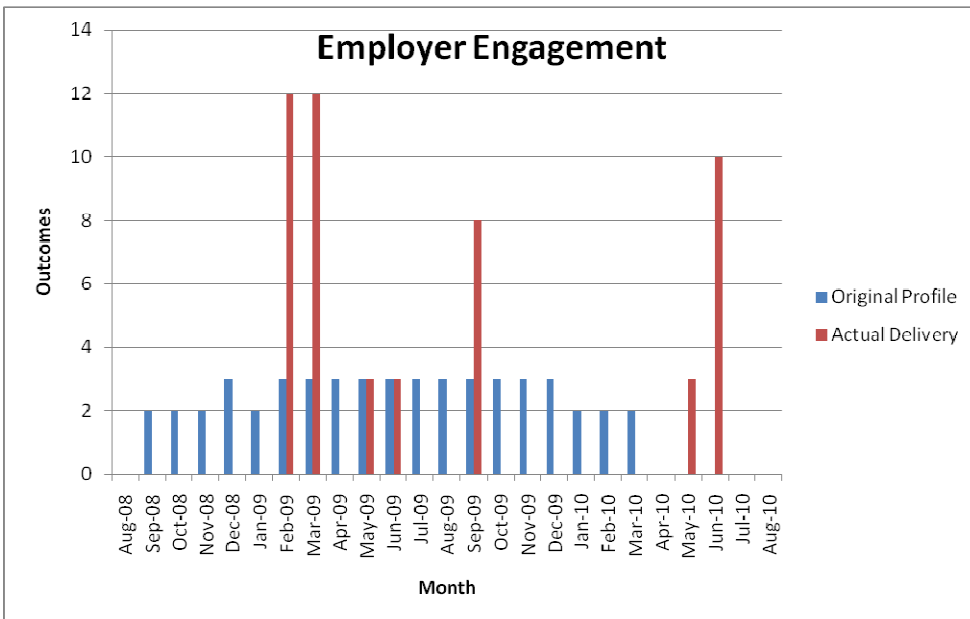
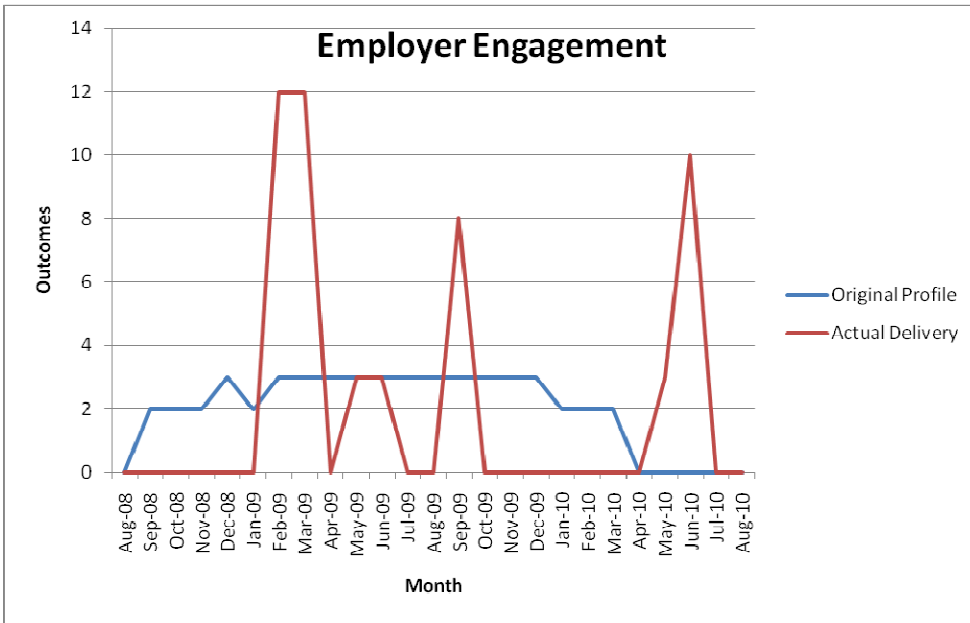
Definition – A minimum of 6 hours training leading to an accredited qualification.

To achieve an ‘Accredited Training’ outcome, beneficiaries completed a course in either ESOL for Work (at levels Entry 3 or Level 1) or Adult Numeracy (between levels Entry 1 and Level 2). Beneficiaries took, on average, 53.8 hours to complete their course of learning, ranging from a minimum of 6 hours to a maximum of 287.

Delivery of outcomes commenced in January 2009, with the first achievements recorded in February 2009. The combined outcomes from February and March 2009, not only reached the profiled rate, but surpassed it by an additional 62 outcomes (93.9% over-performance). Continuous attainment of outcomes over the following months ensured that provision remained in line with the profiled expectations. A final surge in enrolments in March and April 2010 saw the cumulative target of 200 achieved, with an additional 32 outcomes (16% increase).

Unsurprisingly, the vast majority of qualification outcomes were for Certificates in Adult Numeracy, with 217 outcomes achieved. The other qualification outcome was for the Certificate in ESOL for Work, for which 15 beneficiaries achieved an outcome. As the main focus of the project and the overarching identified need was for an increase in Numeracy provision

17.1.7 Employer Engagement



Definition – Employer Engagement activities supported the participants and the project, ensuring the project took into account employers’ needs while supporting them in recruiting ESF participants.

Employer Engagement outcomes were centred around meeting with local employers and using the partnership to enhance the quality and direction of the project and the employer’s own business. An Employer Engagement handbook⁸ was drawn up to help provide business advice and guidance to employers, gaining their confidence and building a relationship. In return,

⁸ Appendix C

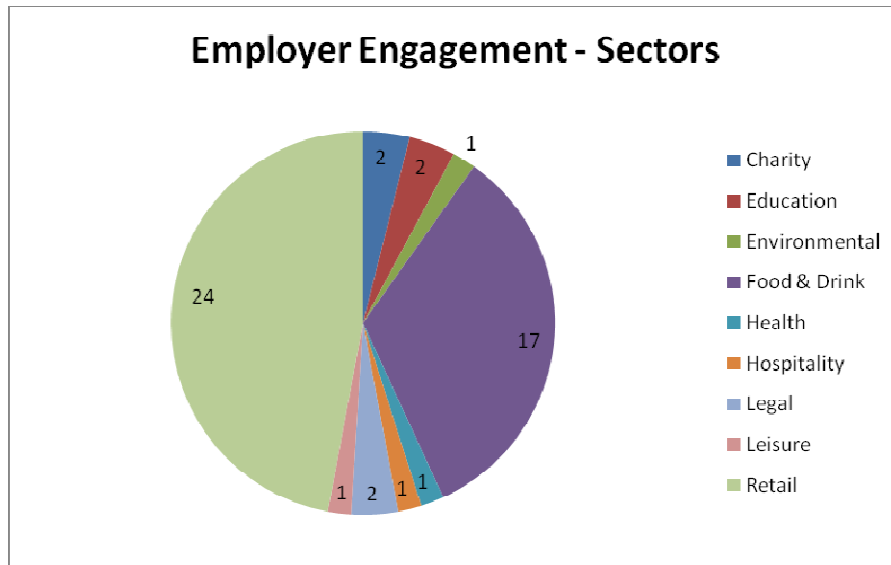
employers were invited to provide input into the running of the project, offering placements and, for suitable beneficiaries, job opportunities.

Engagement activities were carried out over the course of the project lifetime, but attainment of the outputs was centred around four main periods – February to March 2009, May to June 2009, September 2009 and May to June 2010. This process ensured that the requisite number of hours were completed, a process complicated due to employers’ working hours.

Cumulatively, ATN achieved 51 outputs as compared to the profiled target of 50 (2% over profile) – the value of the activity, immeasurable as compared to the working relationships developed, solidifying ATN’s reputation within the local area.

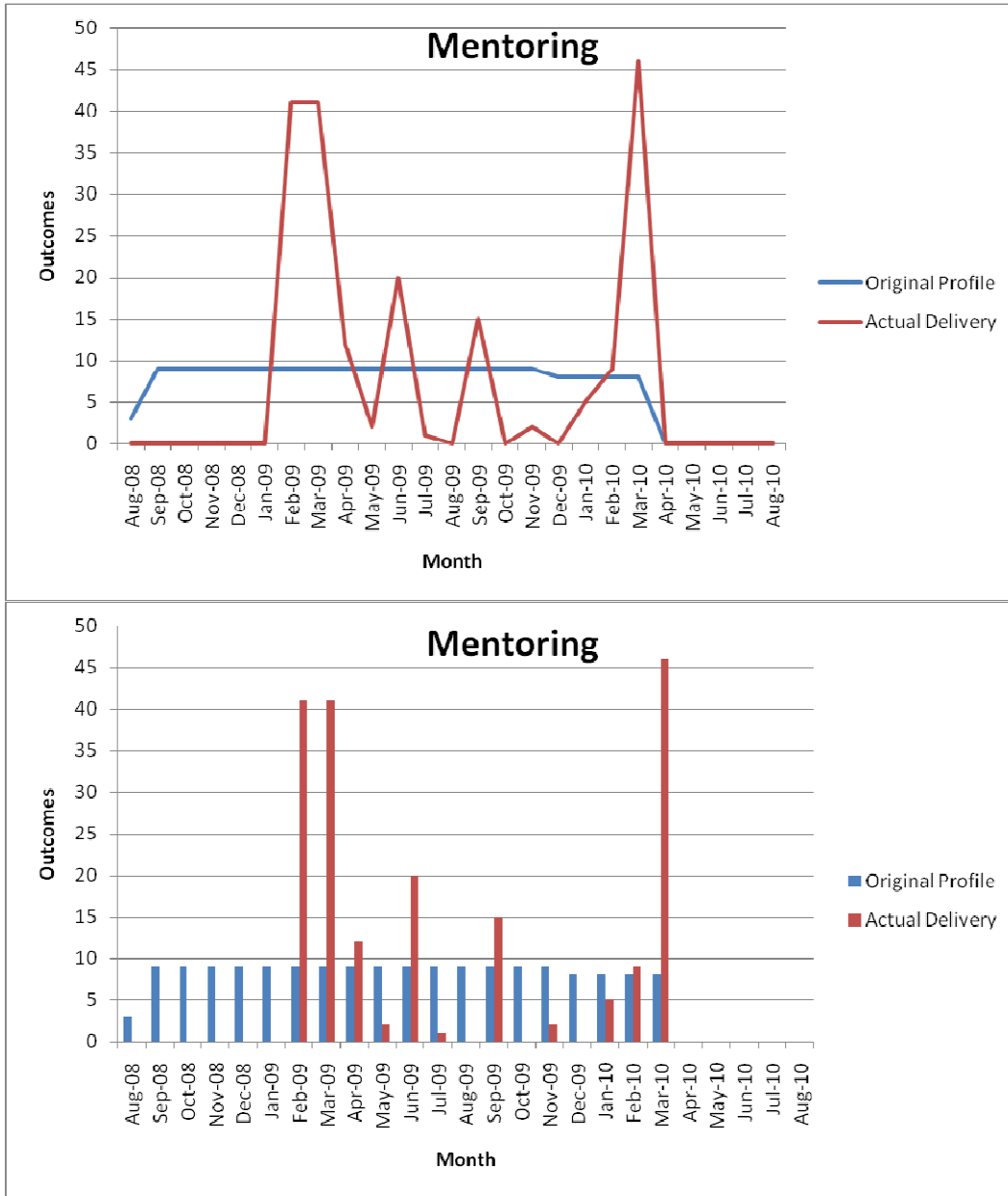
The organisations which participated in engagement activities reflect well the prevalent industries local to ATN’s centres:

Employer Engagement - Sectors	
Sector	Number
Charity	2
Education	2
Environmental	1
Food & Drink	17
Health	1
Hospitality	1
Legal	2
Leisure	1
Retail	24
Total:	51



The vast majority of organisations were in the Retail sector (47.1%), followed by Food & Drink (33.3%), with the remaining 19.6% divided between the remaining sectors (Charity, Education, Environmental, Health, Hospitality, Legal and Leisure).

17.1.8 Mentoring



Definition – Confidential one-on-one mentoring sessions aimed at confidence building and helping remove barriers to progression.

All beneficiaries were offered the mentoring service, but of the 300 beneficiaries 194 accepted the service (24 outcomes or 14.1% above profile). Mentoring is a valuable tool and greatly enriched the project offer, helping to give the beneficiaries more

direction and making visible the options before them. The purpose was not to counsel the beneficiaries, but to look at their barriers to achievement and progression and agree on a route to attaining them. Many beneficiaries came forward with problems of self-confidence, having not worked for a lengthy period of time; others had little recent experience of the educational setting and desired help in adjusting. By setting milestones, which were subsequently reviewed, beneficiaries participated in a step-by-step approach, making visible progress towards their aims.

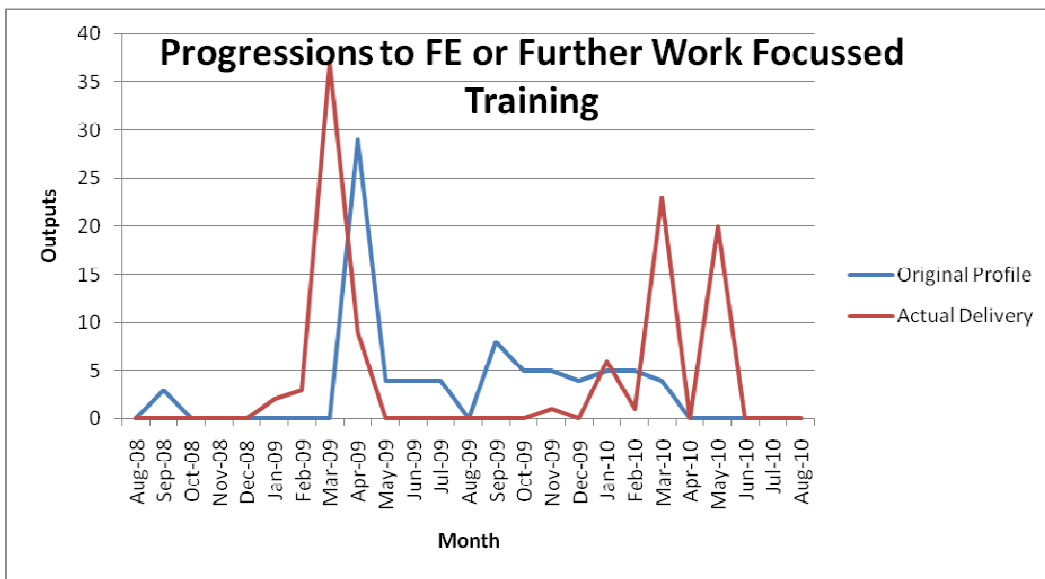
Although the attainment of outputs did not follow the profile exactly over the course of the project, all targets were met. This was due to periods of over performance as in February to April 2009, June and September 2009 and March 2010 when performance was at the most 5.75 times the profiled rate. The process of mentoring was such that to effect real change and improvement, time had to be taken over a period of weeks or months. A knock on effect was that outcomes could only be claimed when sufficient progress had been made, appearing as spikes of achievement in the aforementioned months.

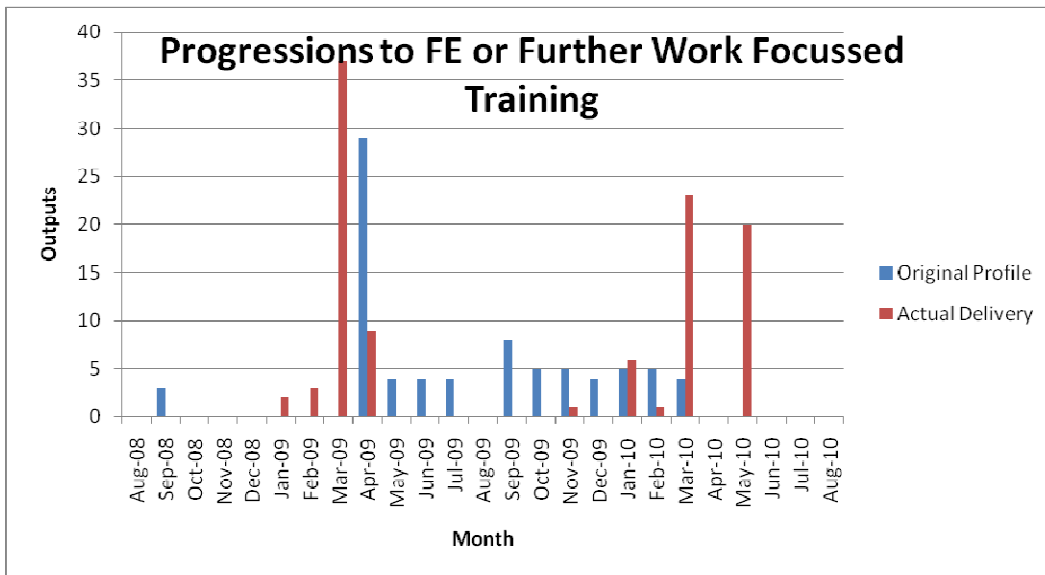
Of the 194 beneficiaries who received mentoring, 163 (or 84.0%) achieved an accredited qualification, 37 (19.1%) went on a work placement, and 9 (4.6%) completed a voluntary work outcome. Of the progressions, 52 (26.8%) went into Further Education, 29 (14.9%) progressed into employment within 6 weeks of leaving the project with a further 21 (10.8%) remaining in employment for at least 6 months after leaving the project.

17.2 Achievement against project outcomes

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17.2.1 Number of Progressions to FE or Further Work-Focussed Training

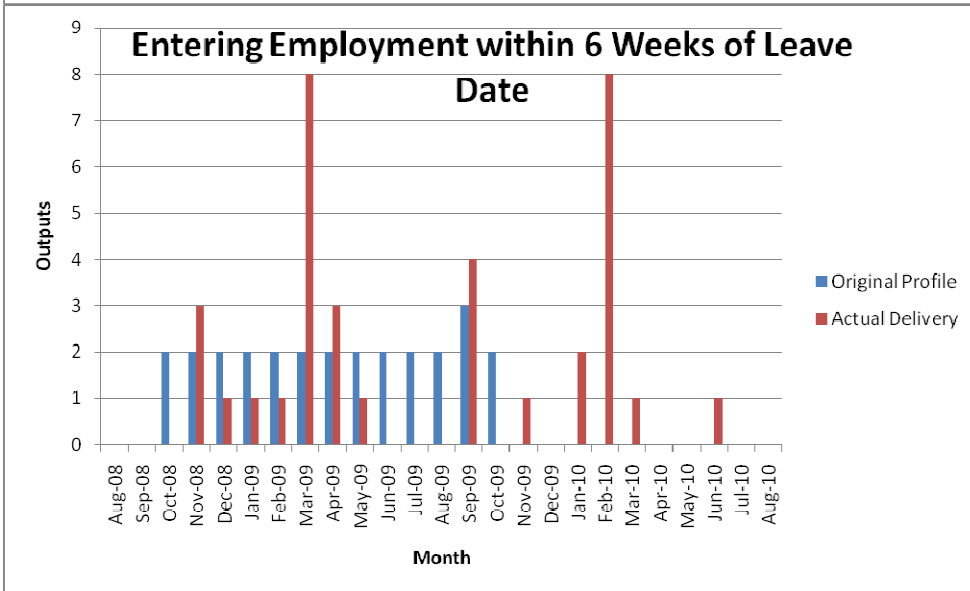
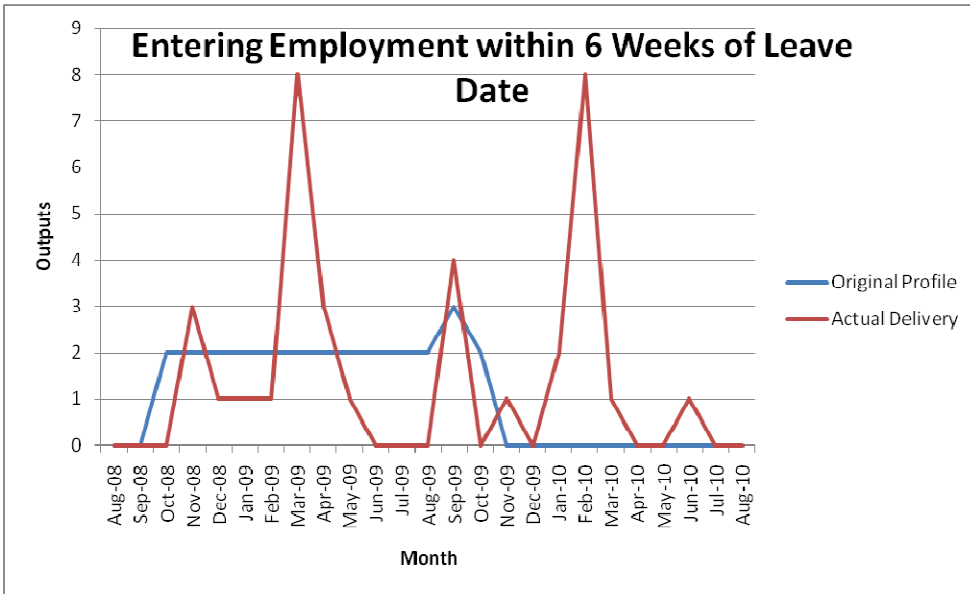




Definition – Progression to a further learning course or work-focussed programme, the value of which is complementary to the progress made on the ANTLES programme.

Progress was anticipated to be slow at the beginning of the project, with beneficiaries first requiring tuition and support before progressing. However, many progressions in March 2009 ensured that ATN was ahead of the profiled rate (with 42 progressions out of the profiled 3). The subsequent shortfall in targets enabled staff at ATN to concentrate efforts more heavily on outcomes which were as yet behind profile. By February 2010, ATN was 17 outputs short of the profiled rate and 21 short of the project total. Strong performance in March 2010 ensured that ATN met the project total and exceeded it by 2. Beneficiary progressions during the project close-out period also reached a peak in May 2010, when 20 beneficiaries progressed into further education having completed their course of learning. This took the total to 102 progressions, a 27.5% increase above the profile.

17.2.2 Entering Employment within 6 Weeks of Leave Date

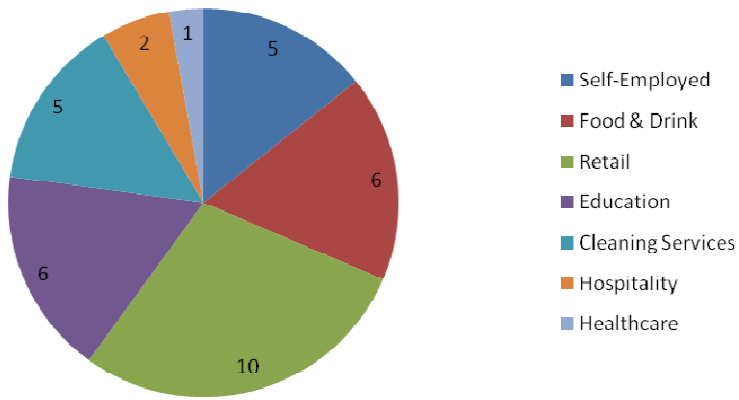


Definition – Paid employment (including self-employed) for at least 13 weeks after the participant’s end date. For self-employed beneficiaries, at least 70 hours of work had to be completed within the first 13 weeks.

Delays to commencement of the project ensured that by February 2009, ATN was 4 outputs behind the profiled rate, the subsequent over-achievement in March and April 2009, bringing delivery back in line. The shortfall between May and August 2009 was countered by a more steady attainment rate in the following months through to March 2010 (with an additional output achieved in June 2010). This ensured that ATN achieved a total of 35 outputs, 8 more than the profiled target of 27 (a 29.6% increase).

Sector Progression

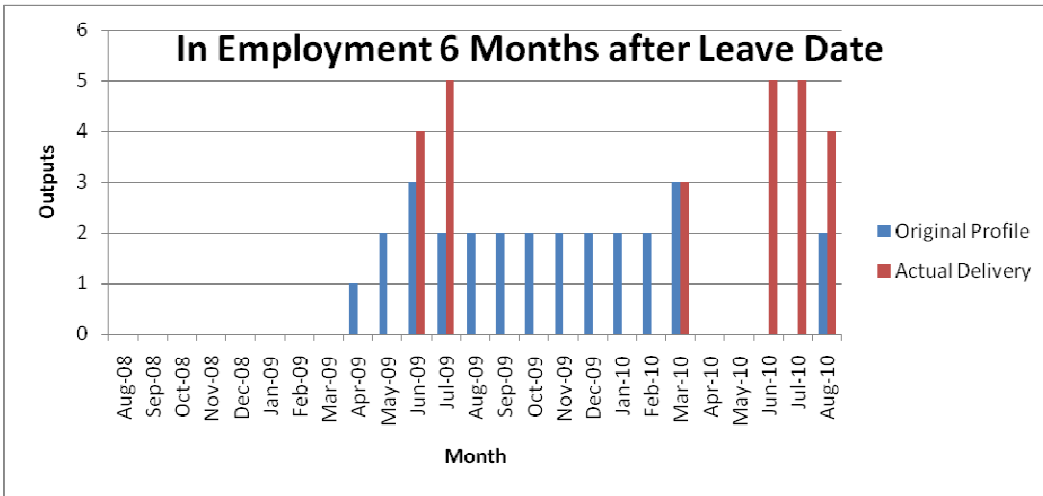
Progression - Sectors



The chart above displays the sectors into which beneficiaries entered employment. The largest proportion (28.6%) went into the Retail sector, followed by 17.1% into Food & Drink and Education, 14.3% into Self-Employment and Cleaning Services, 5.7% into Hospitality and 2.9% into Healthcare.

6.2.3 In Employment 6 Months After Leave Date



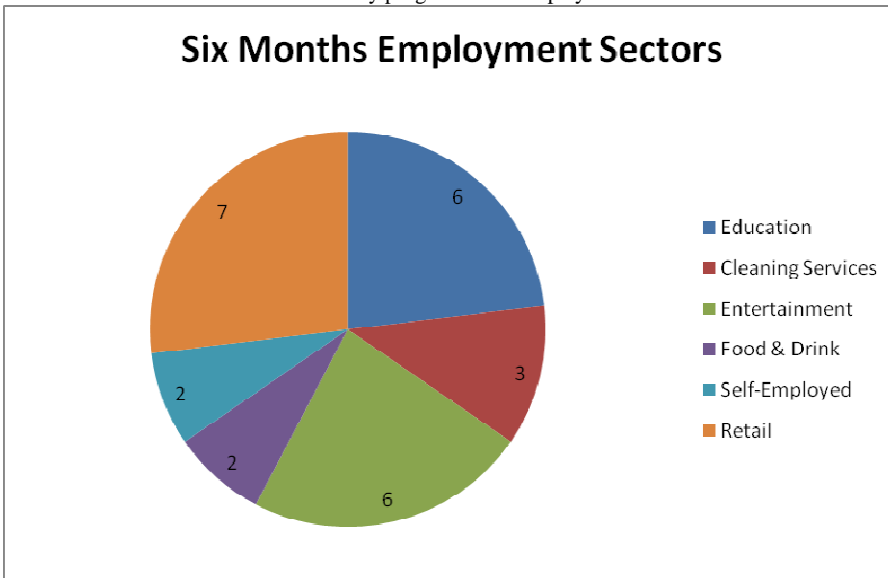


Definition – Beneficiaries should be in paid employment of 8 hours or more per week, having (a) secured a job on leaving the project, (b) secured a job on leaving the project and is currently in a different job, or (c) secured a job between 7 weeks and 6 months of leaving the project.

The target of 27 beneficiaries in employment 6 months after the leave date was underachieved by a single output. All activities ceased within the given time frame of up to 6 months after the cessation of outcome attainment. A strong start to achieving the outputs between June and July 2009 was then followed by a gap of 8 months before further targets were achieved. Attainment of the targets was dependent on beneficiaries initially entering employment – delays in which had a knock-on effect on when their employment after 6 months output could be claimed.

Not all beneficiaries entering employment remained thus for the whole 6 months, a factor which could have limited the progress made within this output. However, good tracking of beneficiaries’ progress post completion ensured that additional beneficiaries who had entered employment 7 or more weeks after completing the project were located.

The breakdown of sectors into which they progressed are displayed below:



The largest proportion of beneficiaries in employment after 6 months were in the Retail sector (26.9%), followed by Education and Entertainment (23.1% each), Cleaning Services (11.5%), Food & Drink and Self-Employment (7.7%).

17.3 Strategic Added Value

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The Adult Training Network has used the opportunities brought by the project to expand its network of contacts, raising its profile within the community and building a reputation for reliability. In particular, ATN has worked closely with regional Job Centre Plus offices, securing referrals for all learning outcomes.

Below are just a few examples of organisations based in Tower Hamlets, Newham and Ealing which have developed strong working relationships with the ATN:

- Skillsmatch - Through which job vacancies were made available to beneficiaries in the borough of Tower Hamlets
- Community Links – A provider of up-to-date information on job opportunities as well as a source for finding work placements
- Jagonari Centre – Based in Whitechapel, the provision at the Jagonari Centre was a great progression route for many learners in Tower Hamlets
- Froud Centre – Referrals for ESOL and Employability Skills learners
- Harold Road Centre – ATN’s base within the Harold Road centre benefitted from sound referrals both onto programmes and progression routes from and to other organisations within the same building (i.e. Widows & Orphans, RAMP)
- Sencia – In possession of a Job Centre contract for direct referrals for beneficiaries with ESOL needs, Sencia required an additional organisation to up skill the learners whose starting level did not qualify for their services
- Mind (in Tower Hamlets) – A source of referrals for learners with disabilities
- Shanti International – A charity based in Tower Hamlets, with London wide Work Placement opportunities
- Job Centre Plus (Southall, Whitechapel, Plaistow, Stratford, East Ham) – Each Job Centre provided referrals for Employability and English, ensuring a steady stream of beneficiaries were made aware of services offered

The ATN has also been a member of the Newham ESOL Exchange since February 2008 and has a representative in the steering group. The aim of the group is to clarify and raise the profile of ESOL provision within the borough. The ATN has been able to use this forum to establish relationships with other providers in the area, sharing good practice, information and supporting the development of adult education opportunities within the area.

18.0 Trends and Issues

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18.1 Key Barriers to Achievement

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There were instances during the project when beneficiaries were required to be transferred by Job Centre Plus to other provision as they were New Deal customers and had moved into their period for mandated activity. Despite efforts to retain the beneficiaries, to do so may have had a negative effect on their receipt of benefits.

The Adult Training Network achieved all set outcomes for employment within 6 weeks of leaving the project; the profiled figure was 27 outcomes out of 170 starts (15.9% of beneficiaries). However, achieving 35 job outcomes from a total of 300 beneficiaries presents a conversion of starts to employment outcomes percentage of 11.7%.

The prevalent economic climate made entering employment all the more difficult as many employers, small and large, reduced vacancies and, for many, enforced redundancies. Unemployment reached the point whereby in February 2010 unemployment figures reached their highest rate in 16 years, with record numbers of people classified as economically inactive⁹.

⁹ <http://www.guardian.co.uk/business/interactive/2009/jun/22/unemployment-and-employment-statistics-recession>

18.2 Key Opportunities

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ATN was well represented in the boroughs of Tower Hamlets, Newham and Ealing, with sites in Whitechapel (Tower Hamlets), Upton Park and Manor Park (Newham) and the organisation's head office in Southall (Ealing). The coverage provided by each of the centres ensured that the majority of beneficiaries were guaranteed a centre in their vicinity, with transport costs included for learners living further away.

The wide coverage also ensured that relationships developed with other organisations in the vicinity of one centre could be shared and benefit a wider range of beneficiaries.

Fully qualified and enthusiastic staff were integral to the recruitment and continued participation by beneficiaries, ensuring high levels of attendance which translated into high levels of achievement across all learning aims.

One of the most critical factors in establishing the success of the project stemmed from the beneficiaries recruited. Unlike previous projects run by the organisation, ANTLES required that beneficiaries be at an ESOL level of at least Entry 3 in order to benefit from the ESOL for Work qualifications. This circumvented problems presented by low linguistic ability – more often than not a barrier to employment. Beneficiaries were better able to express themselves and, by learning preparatory employment skills, could more fully harness their employability potential.

Beneficiaries not at the appropriate level for accredited qualifications were given opportunities to undertake preparatory non-accredited courses as well as benefitting from IAG/Jobsearch and mentoring sessions.

18.3 Management and Delivery Processes

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The delivery of outputs was designed to reflect the needs of the beneficiaries. For example, in the Whitechapel site, a high proportion of female Muslim beneficiaries did not feel comfortable with male learners in class, so specific 'women's only' classes were run at times to suit their needs. The level of uptake and satisfaction were both high, indicative of successful implementation.

Development of relations with other local organisations created a wealth of referrals and progression routes. Indeed, where ATN's provision was not the obvious choice for certain groups of beneficiaries, i.e. beneficiaries with disabilities, links were made with local organisations to raise the profile of the project. One example is 'Mind', based in Tower Hamlets, who cater mainly for beneficiaries with disabilities. They were welcoming of training opportunities provided to their clients, while ATN relished the development of a new, mutually beneficial, partnership.

Classes were delivered during morning, afternoon and evening sessions between the centres, with job-search support during drop-in sessions or by appointment. Early in the project, one job-search coordinator was employed, spending a set amount of time every week in each of the sites. In January 2009, a further job-search coordinator was employed, based mainly at Manor Park with the brief of enhancing relations with employers, particularly in light of the economic crisis.

The management of the project was enhanced through the utilisation of three managers, working closely with each other and the Director. Monthly and quarterly targets were divided between the managers, keeping open a constant dialogue whereby shortfall in one area could be compensated for by another. The process was effective as can be evidenced by the achievement of all target outputs (see section 6.1).

Within the final quarter of delivery, having achieved the majority of outputs, activity within the Whitechapel and Upton Park centres came to a conclusion. Output in the Manor Park and Southall centres was raised, with all outstanding outputs met.

ATN's excellent track record in delivering ESOL, basic skills and employability programmes ensured that a wealth of experience, developed over many years, was brought to the strategic and operational sides of the project. Although all of the above helped facilitate the efficient advancement of the project outputs, there are certain factors which could have been improved, for example:

- With regards to the recruitment of beneficiaries with a disability, ATN should have forged better and a higher volume of working relationships with local organisations offering bespoke training to learners with disabilities.

18.4 Added Value

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The added value of the project is apparent when comparing the offer to that which is readily available elsewhere within the boroughs. Free and readily available access to ESOL provision is not as prevalent as it once was, with oversubscription to the limited number of courses becoming the norm. ATN was able to offer these beneficiaries access to the education they sought, enriched with developmental opportunities for employability and skills training.

The activities within the centre have been and continue to be supportive of cross-cutting themes (more is mentioned in section 8.0). To give some examples, health care professionals, representatives of the police force and environmental awareness officers were all invited to the centres and conducted workshops with the beneficiaries. This enrichment was embraced and further developed in day to day activities, such as learning about health issues in ESOL classes, preparing healthy eating menus in ICT modules and reducing the waste created by the centres.

ATN is fortunate to have a very talented staff team, many fluent in local community languages (such as Bengali, Hindi, Urdu) and any number of other languages with world-wide appeal (Spanish, French, Portuguese), their usefulness in removing an enormous barrier to education is apparent.

Unit Cost Table

	Starters	Work Placements	Voluntary Work	Jobsearch/IAG	Non-Accredited Training	Accredited Training	Employer Enagagement	Mentoring	Progressions to FE	Entering Employment (6 weeks)	In Employ (6 months)
Target Profile											
Target Outputs	170	50	20	170	155	200	50	170	80	27	
Target Unit Costs	£437.65	£173.02	£173.02	£173.02	£173.02	£173.02	£173.02	£0.00	£465.00	£459.30	£
Total Project Budget	£74,400.50	£8,651.00	£3,460.40	£29,413.40	£26,818.10	£34,604.00	£8,651.00	£0.00	£37,200.00	£12,401.10	£12,
Actuals											
Actual Outputs	300	51	21	214	155	232	51	194	102	35	
Actual Unit Costs	£248.00	£169.63	£164.78	£137.45	£173.02	£149.16	£169.63	£0.00	£364.71	£354.32	£
Total Actual Spend	£74,400.50	£8,651.00	£3,460.40	£29,413.40	£26,818.10	£34,604.00	£8,651.00	£0.00	£37,200.00	£12,401.10	£12,

The project was delivered to budget and produced many more outputs than profiled (with the exception of 6 month job outcomes), thereby offering exceptional value for money. The target for recruitment of beneficiaries was 170, but the actual number recruited was substantially higher at 300. The profiled unit cost per participant was set at £2,859.34 (excluding the cost of the Evaluation Report) whereas the actual spend per participant recruited was just £2,407.62, which was 84.2% of the expected cost per participant.

Considering unit cost against each of the target outputs gives similar value for money indications, for example:

- Starters – 170 were profiled at a unit cost of £437.65, 300 were achieved at a unit cost of £248.00 (56.7% of expected cost)
- Work Placements – 50 were profiled at a unit cost of £173.02, 51 were achieved at a unit cost of £169.63 (98% of expected cost)
- Voluntary Work – 20 were profiled at a unit cost of £173.02, 21 were achieved at a unit cost of £164.78 (95.2% of expected cost)
- Jobsearch/IAG – 170 were profiled at a unit cost of £173.02, 214 were achieved at a unit cost of £137.45 (79.4% of expected cost)
- Non-Accredited Training – 155 were profiled at a unit cost of £173.02, all 155 were achieved to budget

- Accredited Training – 200 were profiled at a unit cost of £173.02, 232 were achieved at a unit cost of £149.16 (86.2% of expected cost)
- Employer Engagement – 50 were profiled at a unit cost of £173.02, 51 were achieved at a unit cost of £169.63 (98% of expected cost)
- Mentoring – 170 were profiled for at a unit cost of £0.00, ATN achieved 194 outcomes, included within the service
- Progressions to FE – 80 were profiled at a unit cost of £465.00, 102 were achieved at a unit cost of £364.71 (78.4% of expected cost)
- Entering Employment within 6 Weeks of Leave Date – 27 were profiled at a unit cost of £459.30, 35 were achieved at a unit cost of £354.32 (77.1% of expected cost)
- In Employment at 6 Months – 27 were profiled at a unit cost of £459.27, 26 were achieved at a unit cost of £476.92 (103.8% of expected cost).

The project reached a far greater number of beneficiaries, and delivered a far greater number of outputs than profiled. Additional resources, partnerships and the sheer impact made by the project in the surrounding areas provides a strong legacy by which ATN can continue its work in developing skills enhancement and employability opportunities.

18.6 Exit Strategy

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Having arrived at the conclusion of the project lifetime, ATN will take forth the lessons learned into new endeavours. Although the project has closed, the legacy remains observable in the additional capacity delivered, skills developed through adapting to new systems and integrating them into our own.

Although no direct successor to this project exists, the increase in confidence, skills and development of a team which is able to meet its goals is a recommendation for future funding.

Certain aspects, although no-longer considered outputs, have become standard practice – members of staff are on hand for assistance with CV writing; job vacancies are still published and the notice board updated. Even after the conclusion of the project, the will to help people and develop the community remains.

19.0 ESF Cross-cutting themes

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The ESF Cross-Cutting themes were identified early-on in the project and integrated into the daily activities undertaken in the ATN:

Equal Opportunities

Each ATN Training Centre appointed an Equal Opportunities Champion, who was identified to all beneficiaries and who was readily available to discuss and encourage discussions on equality of opportunity issues. All the marketing/publicity, some in community languages, portrayed ATN's aims and objectives for equal opportunities, as well as ensuring that there was no bias in the materials used to advertise the project and recruit beneficiaries. A code of conduct was developed in collaboration with staff and beneficiaries. Staff members were informed of the importance of equal opportunities in removing barriers to social exclusion at staff meetings where equal opportunities issues were a standing agenda item. Staff were also expected to implement equal opportunities practices in all aspects of interaction with beneficiaries and delivery. Resources that were culturally sensitive and relevant to the experiences of the learners were chosen and produced, where necessary. The process of advertising, recruitment and selection was reviewed and monitored regularly and positive steps were taken to implement the equal opportunities policy of the Adult Training Network. All beneficiaries were asked to complete an equal opportunities monitoring form at induction and a database of beneficiaries' details was established. Equality monitoring was undertaken on each recruitment cohort and reviewed to ensure that expected targets were met. An examination of the constitution of the total potential beneficiary population allowed for comparison.

Routine equal opportunities monitoring took place on a quarterly basis. Where the regular monitoring identified any under representation, additional steps were taken and revisions made. This enabled ATN to rectify the identified weakness and focus future recruitment on the under-represented groups identified. The composition of the staff team reflected the ethnic mix of the area at all levels of the organisation and was subject to routine Equal Opportunity monitoring on a quarterly basis.

Recruitment was undertaken using the ethnic press, local community organisations and Job Centre Plus, to enable as wide an opportunity for targeted minority groups to apply for posts. Project staff examined expectations of behaviour and how interpersonal relationships could be improved. In this way ATN sought to make clear our perspectives and the potential repercussions of unacceptable behaviour. The equal opportunities policy of ATN was incorporated into the design, delivery and management of the project. Beneficiary recruitment was open to the entire population within the parameters set by the project. ATN ensured that there was no bias or prejudice in the recruitment process and sought to address learning difficulties and

disabilities on a case by case basis. Proactive measures were taken to ensure that the letter and spirit of the equal opportunities policy of the Adult Training Network was fully implemented.

Sustainable Development and Environmental Sustainability

Locally based training in the community reduced fuel consumption, and hence pollution, made 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 helped in this regard. Limiting the use of paper by making maximum use of computerised logging and record keeping helped minimise the use of natural resources. Beneficiaries were encouraged to travel by public transport. Provision of basic skills, ICT and subject specific training contributed 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 enhanced the prospects of the individual beneficiaries, their immediate and extended families, and the local communities. The project targeted industry sectors with identified skills and work force gaps and aimed to develop the skills of beneficiaries to enable them to fill the vacant positions, thus contributing to the overall development of the community. It was expected that as a number of beneficiaries gained employment, with others having developed skills and experience, that those communities were 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 developed 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.

Information Technology

ICT was used throughout the project and in particular for job application and job-seeking skills. Qualified and experienced ICT tutors had a significant input into the project both in design and delivery. All beneficiaries acquired skills by using learning software, CD ROMs, interactive CDs, internet and other forms of computer based learning.

The use of word processing for letters and CVs, the internet for job searching, emails and job applications was emphasised throughout the project. Additional support was available for those with little or no previous ICT experience. Staff incorporated the range of training materials available through ICT across all basic skills. Staff also used ATN's ICT management systems to record and store information on course attendance, programme delivery and beneficiary progress and to transfer information, including monthly monitoring reports, to the LDA.

ATN's management systems make appropriate use of ICT and these were applied to the project. All data relating to the project was stored securely using security passwords and timed log-out modes on administration computers. ATN is on the Data Protection Register and all beneficiaries were given an explanation of the Data Protection Act, which detailed the data stored by ATN, and were asked to give their approval for data storage and sharing with project partners by signing an approval form.

Health

ATN arranged visits by representatives of the PCT to hold workshops within which prevalent health matters were discussed. Course Conveyors consolidated the information with additional activities, ones which had the dual purpose of enhancing the learners' language abilities whilst keeping them and their families informed.

Leaflets on health issues are also delivered to each centre and made available to all learners.

Within ESOL for Work courses, one of the main topics introduced is 'Health' within which learners learn to manipulate language within a healthcare setting – from joining a surgery, through setting up appointments, describing symptoms and understanding instructions regarding taking medicine safely.

The London Development Agency is scheduled to run training sessions based on Health as a Cross Cutting Theme during November and December 2010 – For which ATN will send representatives. Information gained at the sessions will be disseminated among all staff within internal training sessions.

20.0 Key Conclusions & Lessons learnt

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Beneficiary Recruitment

Over the course of the project, ATN recruited a far greater number of beneficiaries than were initially required (76.5% over-recruitment). This arose more from the need to achieve targets which had not had as rapid an uptake as others towards the start of the project (i.e. Work-Placements and Non-Accredited Qualifications). A key lesson would be to bring performance more in line with what is expected, ensuring a continuous flow of outputs from quarter to quarter.

Disability Awareness

As mentioned in Section 5.2, the sole area of underperformance within the ANTLES project was for the recruitment of beneficiaries with a disability. ATN will endeavour to consolidate existing relationships and develop new ones with organisations specialising in disability awareness and training. The potential for staff development as well as collaborative provision on future projects will benefit each organisation as well as making the level of provision more accessible to all.

Appendix F

Adult Training Network's LDA Opportunities
Fund 2007/10

Customised Employability Training for Food
& Drink
(CETFAD)

FINAL EVALUATION – February 2010



European Union
European Social Fund
Investing in jobs and skills



Project Evaluation

Adult Training Network Customised Employability Training for Food and Drink (CETFAD)

Date: October 2010
Author: Amarjit Dhanjal,
Adult Training Network

Annex A: Self-Evaluation Template

Use this template to complete the self-evaluation.

Project Summary	
Project Name	Customised Employability Training for Food and Drink (CETFAD)
LDA Delivery Manager	Halima Begum, TANK Consulting
Manager completing the self evaluation	Amarjit Dhanjal
Project Number	215
Total approved LDA funding for project	£299,999.54
Total Lifetime Cost of the Project	£299,999.54 (value of outputs claimed) / £207,537.16 (cost of running the project)
Actual Project start date	1 st November 2008
Actual Project end date	31 st July 2010

21.0 Executive Summary

The Customised Employability Training for Food and Drink programme (CETFAD) was a two year European Social Fund (ESF) & London Development Agency (LDA) co-funded project run by the Adult Training Network (ATN). Its core aims were to upskill beneficiaries in the boroughs of Ealing, Tower Hamlets and Newham with essential language, employability skills, vocational training and work experience in an effort to help beneficiaries into employment in the Food & Drink sector.

The project was extremely successful, meeting all and significantly over performing on most targeted/profiled outputs¹⁰ and was delivered exactly to the original budget¹¹. The project provided excellent value for money¹², and helped raise the profile of the organisation enabling it to continue its work in up skilling beneficiaries back into work.

High recruitment of beneficiaries re-enforced the exceptional need within Tower Hamlets, Newham and Ealing, highlighting the desire amongst the communities to improve their skills and employment prospects.

The management, administration and delivery were all of a high standard and the outputs achieved were commendable. The locations of ATN centres were significant to the success of this project as they were located in central areas, within easy travelling distance for the participants.

The skills and professionalism of the delivery team must not be underestimated and they are to be congratulated on the support and guidance given to the beneficiaries throughout the lifetime of the project, and for their contribution to the overall success of the project.

ATN's management will seek to secure additional funding for future projects in these boroughs, delivering further opportunities to these significantly disadvantaged communities and utilising the skills and expertise of the staff team.

22.0 Methodology

This report is the product of quantitative and qualitative research methods, analysing the outputs and outcomes against targets, identifying strengths and weaknesses in the design and delivery of the project. Data used includes monthly monitoring reports (CETFAD Participant Spreadsheet), Output Values Return form (OVR) reports and

¹⁰ See Section 6

¹¹ See Section 5.4

¹² See Section 7.5

comments from delivery staff, beneficiaries, centre managers, administrators and the Director (Mr Sarjeet Singh Gill).

The following documents form the core data from which analysis is possible:

- OVR (documenting outputs achieved per month and associated funding)¹³
- CETFAD Participant Spreadsheet (monthly beneficiary/output monitoring report)¹⁴
- Statement of Grant Expenditure (monitoring project spend)
- LDA/ESF Output Definition Handbook
- Reports by the LDA Monitoring Officer
- Awarding Body Certificates
- Beneficiary Output Documentation
- Attendance Documentation
- Centre Manager Reports

23.0 Project Background, Context and Rationale

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The Customised Employability Training for Food and Drink (CETFAD) project was targeted at economically inactive residents in the boroughs of Ealing, Tower Hamlets and Newham. Beneficiaries were offered up to 195 guided learning hours, with a variety of modules to enhance their skills, confidence and employability.

The following units were offered:

- ESOL for Work (at Entry 3 and Level 1) – in order to both raise the beneficiaries’ language level and develop their confidence in workplace communication scenarios;
- The Level 1 Foundation Certificate in Food Hygiene – to introduce beneficiaries to basic workplace regulations whilst achieving a recognised qualification;
- The Level 2 Award in Food Safety in Catering – a qualification which consolidated knowledge gained at Level 1 whilst greatly enhancing their employability;
- Non-accredited training in Cookery and Customer Service – giving beneficiaries with little or no experience a taste of what they could expect when in sustainable employment;
- Jobsearch/IAG – providing beneficiaries not just with a tailored CV, but the skills needed to find and secure employment;
- Work placements – which offered beneficiaries the opportunity to get real-life experience in a working environment.

During the lifetime of the project, beneficiaries were also offered mentoring with the express intention of raising one’s self-worth and structuring a plan of how to overcome perceived obstacles to progression.

Further to the above, ATN obtained targets for Employer Engagement – understanding that the needs of the employer are of paramount importance when training beneficiaries for the job market. ATN planned to develop links with new employers and consolidate already existing ones in order to give beneficiaries the skills and knowledge they would need to make the transition into employment a seamless one.

ATN’s job brokers helped secure Work Placements and sustainable jobs by networking with local employers and matching beneficiaries to Placement/Employment opportunities. Gaining employment represented the main aim of the majority, but in order to sustain it support was given for up to 6 months after commencement of employment.

ATN operated the project out of its offices based in the heart of each community, in areas where uptake would be strong and the effects would create a real difference in the beneficiaries’ lives. Further, each centre was located within areas known for their strong links to the food and drink industry, such as:

- Southall, located in the borough of Ealing – One of the largest concentrations of South-Asian diaspora in the UK. Countless restaurants operate in the Broadway area, whilst Noon Products Ltd also operates a large production factory in the area.

¹³ Appendix A

¹⁴ Appendix B

- Manor Park & Upton Park, located in the borough of Newham – With large numbers of the Bangladeshi, Indian and Pakistani communities resident, many restaurants are to be found in the East Ham and Green Street areas.
- Whitechapel, located in the borough of Tower Hamlets – In addition to the restaurants located in Whitechapel, nearby Brick Lane has a multitude of restaurants from end to end.

24.0 Project Aims and Objectives

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The beneficiaries of the project would be from the following backgrounds:

- 200 beneficiaries, of which 102 would be women
- 180 beneficiaries to be classified as Black and Minority Ethnic (BME)
- 30 beneficiaries to be classified as disabled
- 40 beneficiaries would be aged 50 or over
- 20 beneficiaries would be lone parents
- 140 beneficiaries would be economically inactive
- 60 beneficiaries would be unemployed

Of the above beneficiaries, the following outputs were agreed:

- 120 beneficiaries would complete Work Placements
- 200 beneficiaries would receive jobsearch support and IAG
- 183 beneficiaries would complete non-accredited training
- 190 beneficiaries would achieve an accredited qualification
- 120 employers would be engaged with in enhancing the project's offer
- 200 beneficiaries would be mentored
- 80 beneficiaries would progress to Further Education
- 45 beneficiaries would enter employment
- 15 beneficiaries would sustain their employment for at least 6 months

25.0 Project Outputs and Spend (Gross)

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25.1 Commentary on project outputs

Project output table

Output		Target	Actual
Starters		200	386
Number of Pathway Activities:	Work Placement	120	123
	Voluntary Work	0	6
	Jobsearch/IAG	200	225
	Completion of Non-Accredited Training	183	225
	Accredited Training	190	229
	Employer Engagement	120	124
	Mentoring	200	200
	IAG for people in work	0	0
Number of Progressions to FE or further work-focused training		80	140
Training for Employees	SfL Training (accredited at EL 3 or above)	0	0
	SfL Training (accredited below EL3 or non-accredited)	0	0
Progression to Employment (including Self- Employment)	Entering Employment within 6 weeks of Leave Date	45	45
	In employment 6 months after Leave Date	15	19
Evaluation report		1	1

For each of the stated outputs, ATN reached the target set and in many cases, overachieved.

- Starters – Of the 200 outputs profiled, ATN achieved 386 (93% above profile)
- Work Placements – Of the 120 outputs profiled, ATN achieved 123 (2.5% above profile)
- Jobsearch/IAG – Of the 200 outputs profiled, ATN achieved 225 (12.5% above profile)
- Completion of Non-Accredited Training – Of the 183 outputs profiled, ATN achieved 225 (22.9% above profile)
- Accredited Training – Of the 190 outputs profiled, ATN achieved 229 (20.5% above profile)
- Employer Engagement – Of the 120 outputs profiled, ATN achieved 124 (3.3% above profile)
- Mentoring – Of the 200 outputs profiled, ATN achieved 200 (to profile)
- Progressions to FE or further work-focused training – Of the 80 outputs profiled, ATN achieved 140 (75% above profile)
- Entering Employment within 6 weeks of leave date – Of the 45 outputs profiled, ATN achieved 45 (to profile)
- In employment 6 months after leave date – Of the 15 outputs profiled, ATN achieved 19 (26.6% above profile)

All project targets were met, with overachievement in all but two of the outputs (Mentoring and Entry to Employment within 6 weeks of the leave date). The largest overachievement was for ‘Starters’, with 93% additional provision achieved. The modular nature of the project gave beneficiaries the opportunity to select their own programme of learning, with very popular units such as Jobsearch and ESOL for Work heavily subscribed – sometimes at the exclusion of other outputs. Further beneficiaries were recruited to ensure that targets across all outputs were met, a process which ensured completion of the project to the agreed specifications.

25.2 Commentary on participants

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Project participant table

Number of participants supported from the following backgrounds	Target/Profile number of participants		Actual number of participants	
	Male	Female	Male	Female
Young people (aged 13-17) not in education, employment or training (NEET)	-	-	-	-
People from BME groups (including migrants/refugees)	90	90	138	226
Women	-	102	149	237
Disabled People	15	15	5	2
Older People	20	20	29	43
Ex-offenders	-	-	-	-
Economically inactive people	70	70	149	237
Employees of SMEs	-	-	-	-

The targets for participant enrolments shown above were designed to ensure a wide range of beneficiaries were able to access the service.

Groups specifically targeted were:

- People from BME groups – Of the target 90 males, 138 were recruited (53.3% above profile) and of the target 90 females, 226 were recruited (151.1% above profile)
- Women – Of the target 102 women, 237 were recruited (132.3% above profile)
- Disabled People – Of the target 15 males, 5 were recruited (66.6% underperformance) and of the females, 2 of the target 15 were recruited (86.6% underperformance)
- Older People – Of the 20 males profiled, 29 were recruited (45% above profile) and of the 20 females, 43 were recruited (114.9% above profile)
- Economically inactive people – Of the 70 males profiled, 149 were recruited (112.8% above profile) and of the 70 females, 237 were recruited (238.6% above profile)

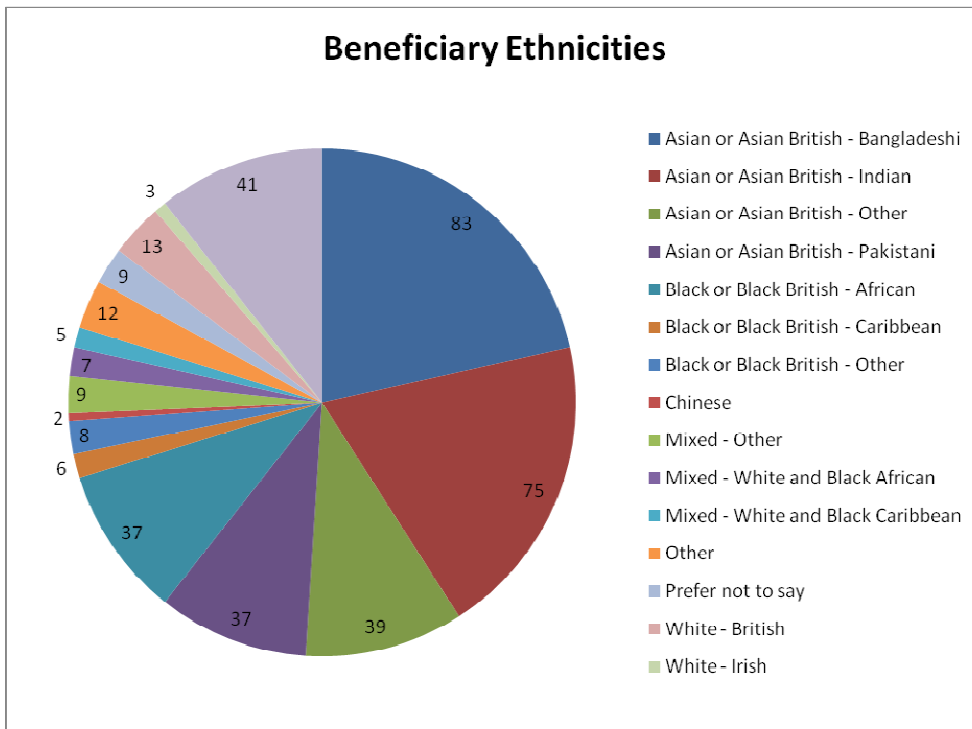
The only area within which ATN underperformed was the recruitment of beneficiaries with a disability. A total of 30 learners were profiled, but only 7 were enrolled (76.6% underperformance). It is possible that for many learners with a disability, the perceived stigma was enough to withhold the information, regardless of the high quality of learning provided to all. In many cases, learners preferred not to disclose their status either way, a legitimate choice, but one not reflected in the computerised enrolment data. During the lifetime of the project, ATN contacted organisations specialising in aiding those with disabilities (such as ‘Mind’ in Tower Hamlets), establishing referral and educational opportunities.

25.3 Equalities information

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Ethnicity	Male	Female	Total:
Asian or Asian British -	39	44	83

Bangladeshi			
Asian or Asian British - Indian	15	60	75
Asian or Asian British - Other	18	21	39
Asian or Asian British - Pakistani	16	21	37
Black or Black British - African	21	16	37
Black or Black British - Caribbean	0	6	6
Black or Black British - Other	3	5	8
Chinese	0	2	2
Mixed - Other	2	7	9
Mixed - White and Black African	4	3	7
Mixed - White and Black Caribbean	3	2	5
Other	1	11	12
Prefer not to say	6	3	9
White - British	5	8	13
White - Irish	1	2	3
White - Other	15	26	41
Total:	149	237	386



ATN's recruitment in the target boroughs of Tower Hamlets, Newham and Ealing reflects well the BAME constituent communities within. Recruitment proceeded through proven successful measures, such as leaflet distribution in a range of community languages (i.e. Bengali, Hindi, and Urdu). Libraries, local community venues,

shops and job centres were all targeted as well as other local training providers. By establishing as wide and inclusive a catchment area as possible, ATN was able to not only meet, but surpass their target for enrolments (386 enrolments, or 93% above the original profile of 200 beneficiaries).

The majority of beneficiaries were from the Bangladeshi community (21.5%), closely followed by learners of Indian origin (19.4%). With the inclusion of Asian – Other (10.1%) and Pakistani (9.6%) beneficiaries, the total for enrolments of Asian or Asian British beneficiaries accounted for 60.6% of the total. This figure is unsurprising when considering that people of Asian origin account for approximately 42.5% of the population of Newham, 34.6% of Tower Hamlets and 23.3% of Ealing (DMAG, 2007).

A high proportion (9.6%) of beneficiaries of Black-African origin were also recruited, the ethnic make-up of the population showing that 12.7% of Newham residents are Black-African, 2.8% in Tower Hamlets and 4.1% in Ealing.

Another ethnicity which was well represented during the project was White-Other beneficiaries, with 10.6% of the total. In Newham 5.4% of the population are classified thus, 7.9% in Tower Hamlets and 9.5% in Ealing.

The minimal enrolment numbers for Chinese beneficiaries were reflective of the low numbers in the local areas, with 1.4% of Newham residents, 2.3% in Tower Hamlets and 1.4% in Ealing.

Given the mixed ethnic profile of the areas, the clients who were referred to the project were a diverse range who reflected the ethnic composition of Tower Hamlets, Newham and Ealing.

The range of ethnicities present on the project helped to enrich the experience for all beneficiaries, the diversity prevalent in any one of the classes provided ample opportunities to communicate and share knowledge about their lives, cultures, difficulties and opportunities.

25.4 Commentary on project spend

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Project Spend Table

	Approved Budget (£)	Actual (£)	Variance (£)
Total LDA Grant	£299,999.54	£299,999.54	0
Additional Income	-	-	-
Total Spend	£299,999.54	£207,537.13	-£92,462.35

The project achieved all the project targets and so the full contract value has been claimed. In many areas of activity the project delivered more outputs than the target. If these additional outputs had been paid at the original unit cost the project would have delivered outputs to the additional value of £113,249.22. If all outputs had been paid this would have made the total payments for the project £413,248.76. This represents additional value for no additional costs of 37.75% of the original contract value, which is £1.38 of value delivered by ATN for every £1 spent on the project by the LDA. [There is currently £10,341.86 of ‘outstanding funding’ and £2,000 for the final Evaluation report, that has yet to be paid by the LDA to ATN, however these figure have be calculated as if these outstanding monies have been paid.]

Description		Target	Total Outputs Delivered	Additional outputs delivered over target	Unit Cost	Value of additional outputs not paid
Starters		200	386	186	£447.00	£83,142.00
Number of Pathway activities	Work Placements	120	123	3	£132.38	£397.14
	Voluntary Work	0	6	6	£0.00	£0.00
	Jobsearch/IAG	200	225	25	£132.38	£3,309.50
	Completion of Non-Accredited Training	183	225	42	£132.38	£5,559.96
	Accredited Training	190	229	39	£132.38	£5,162.82
	Employer Engagement	120	124	4	£132.37	£529.48
	Mentoring	200	200	0	£132.38	£0.00
IAG for people in work		0	0	0	£0.00	£0.00
Number of Progressions to FE or further Work-focussed training		80	140	60	£186.25	£11,175.00
Progression into Employment	Entering Employment within 6 weeks of Leave Date	45	45	0	£993.33	£0.00
	In employment 6 months after Leave Date	15	19	4	£993.33	£3,973.32
Evaluation Report		1	1	0	£2,000.00	£0.00
			Total Value of Additional Outputs		£113,249.22	

25.5 Management and administration costs

Description		Profile	Actual Costs	Variance
Staff Costs		£227,266.00	£173,493.70	£-53,772.30
Beneficiary Costs	Travel	£9,100.00	£1,297.31	£-7,802.69
	Child Minding	£9,750.00	£3,126.60	£-6,623.40
Other Costs	Stationery	£6,000.00	£8,603.43	£2,603.43
	Equipment & Resources	£8,000.00	£10,141.45	£2,141.45
	Rent	£33,596.00	£6,243.80	£-27,352.20
	Telephone	£4,000.00	£526.04	£-3,473.96
	Exam & Licence	£2,258.00	£4,104.80	£1,846.80

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Totals	£299,970.00	£207,537.13	-£92,432.87
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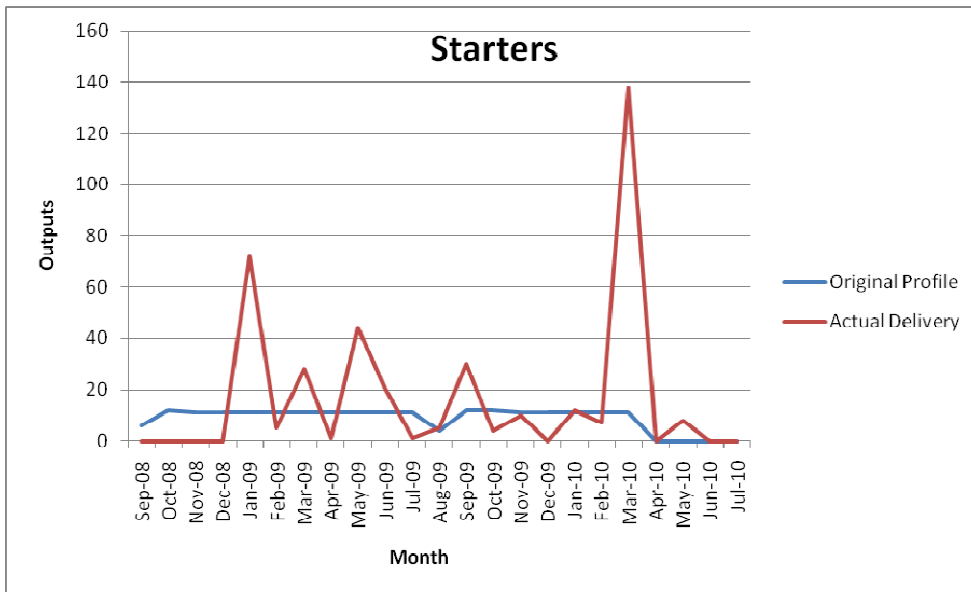
5.6 Conclusions on outputs and spend The project delivered significantly more outputs than the project targets. This enabled far more beneficiaries to benefit from the project. This also ensured that many more beneficiaries that expected benefited by achieving the positive outcome measures of the project. When calculated in financial added value terms this additional delivery represented an additional value, for no additional costs, of 37.75% of the original contract value, which is £1.38 of value delivered by ATN for every £1 spent on the project by the LDA. This represents extremely good value for the project over all.

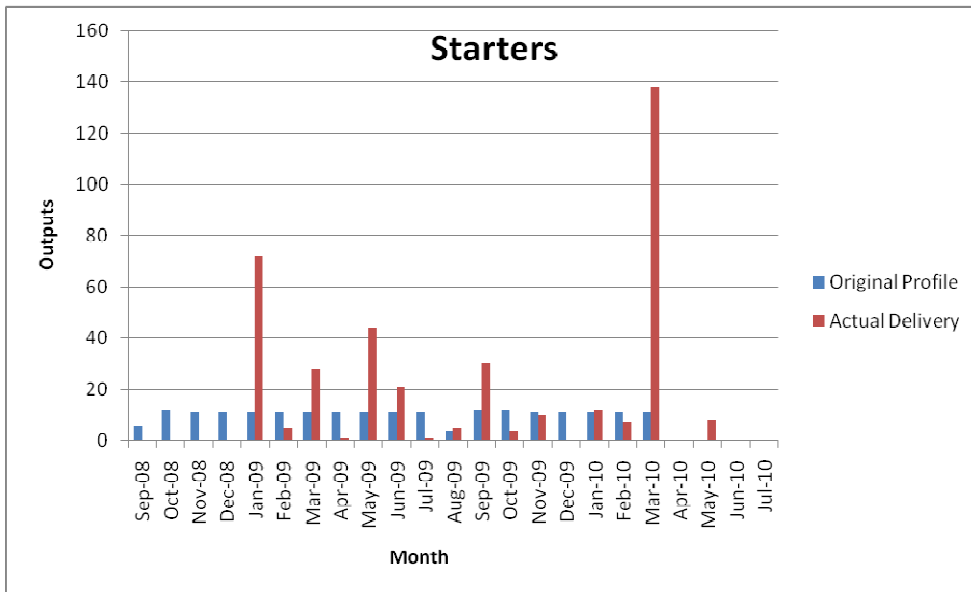
26.0 Assessment of Impact by Aim/Objective and Outcome

26.1 Achievements against project objectives

26.1.1 Starters

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Definition – A beneficiary who has registered their details with the project, received an induction, one-to-one initial assessment and agreed an Individual Action Plan.

After an initially slow start to the project due to contract negotiations with the LDA, ATN was 40 starts behind schedule by December 2008. Strong performance in January 2009 ensured that ATN not only reached the cumulative target of 51, but surpassed it by 21 starts (41.2%). The following months (February 2009 – February 2010) saw a steady stream of enrolments, with peaks in March 09, May 09 and September 09 attributable to increased enrolments for Food Safety in Catering certificates.

ATN reached the target number of enrolments by September 09, reaching 207 beneficiaries. However, as not all beneficiaries required the full range of services provided by the project, further enrolment were required to ensure all outputs were met.

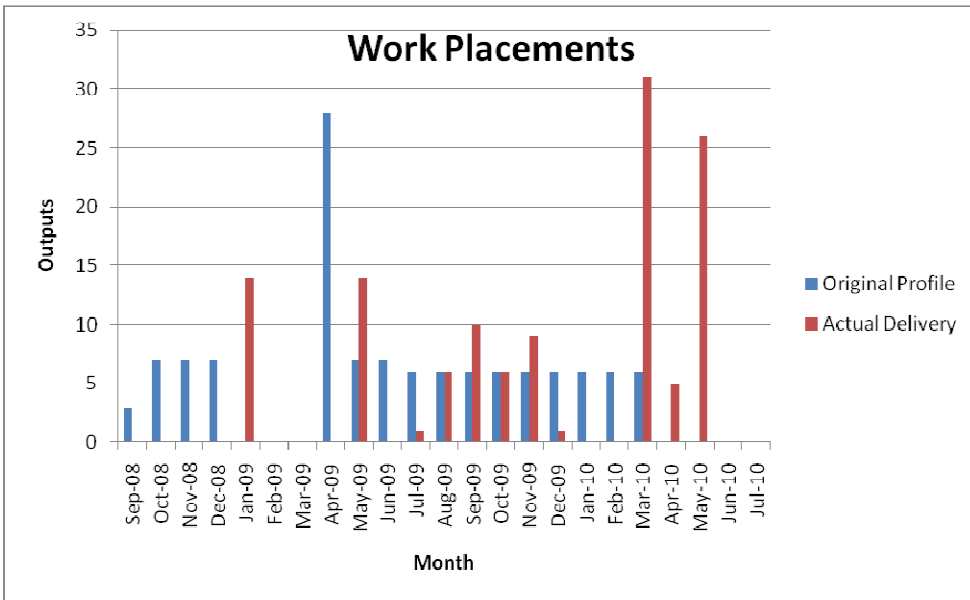
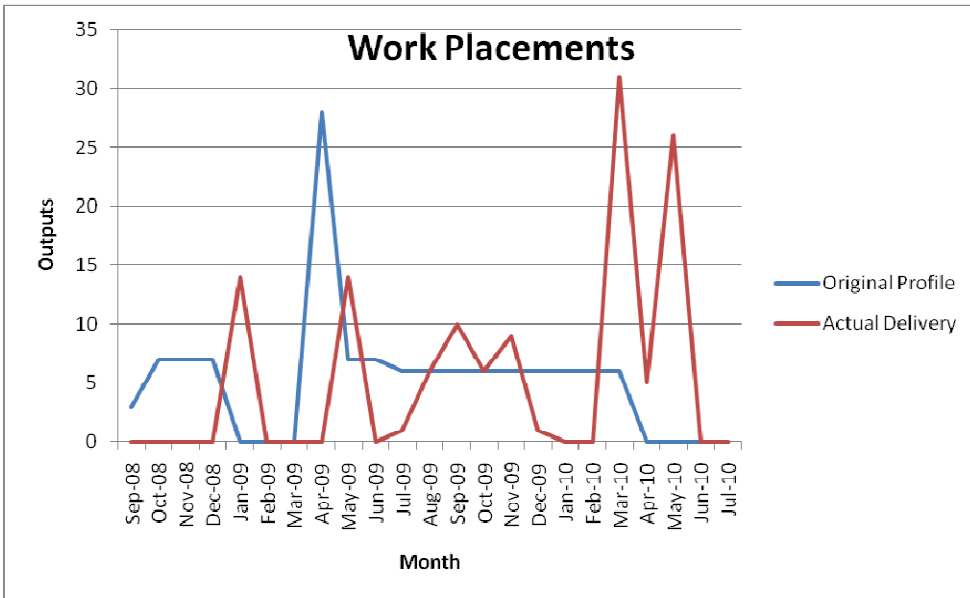
The project delivery deadline of March 2010 saw a sharp rise in enrolments (and subsequent outputs) during that month. A total of 138 learners were enrolled, ensuring the completion of the majority of targets.

By the conclusion of the project, 286 learner had been enrolled, a 93% increase over the original target of 200. Inclusive within the above, ATN surpassed targets for BME males (139 enrolments over a target of 90, or 54.4% increase), BME females (228 enrolments over a target of 90, or 153.3%), women beneficiaries (237 over a target of 102, or 132.3%), older males (29 over a target of 20, or 45%), older females (43 over a target of 20, or 114.9%), economically inactive males (150 over a target of 70, or 114.3%) and economically inactive females (239 over a target of 70, or 241.4%).

However, ATN did underperform with regards to learners with disabilities among males (5 from a target of 15, or 66.6% under) and females (2 from a target of 15, or 86.2% under). As previously mentioned (section 5.2), it is likely that further learners with disabilities were recruited, but may have preferred not to make a disclosure.

26.1.2 Work Placements

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Definition – Structured work experience related to the beneficiary’s aspirations for over 30 hours, but fewer than 5 weeks. Workplaces were assessed for health & safety and suitability, with project staff performing visits to ensure appropriate development.

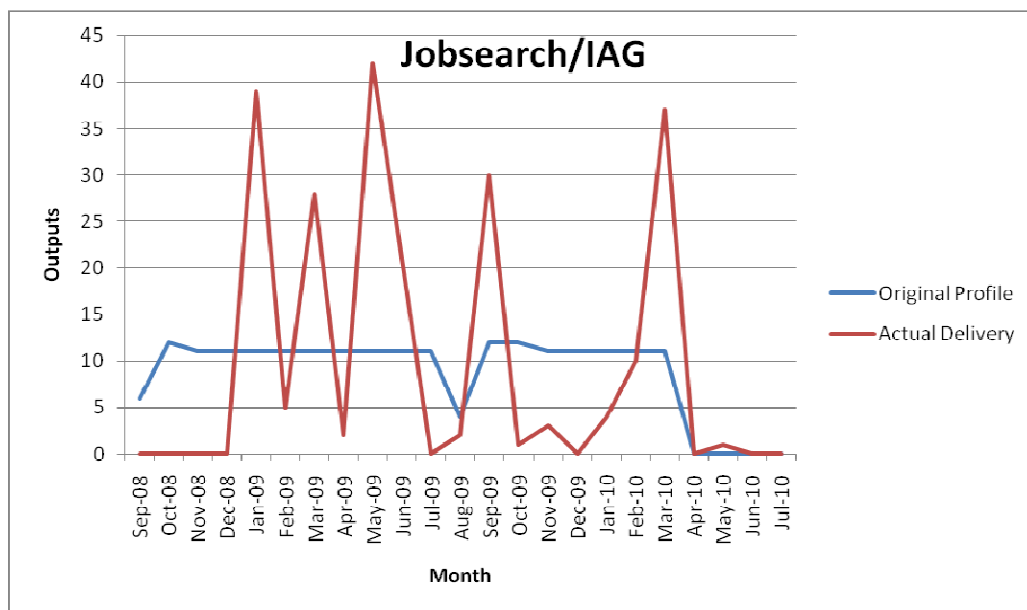
Slow uptake of work placements among beneficiaries meant that by February 2010, ATN had achieved 61 of the profiled 114 (46.5% under profile). The underperformance was due, in part, to concerted efforts in locating paid work opportunities and focussing on raising the level of the beneficiaries’ basic skills in order to fully take advantage of the available opportunities. Performance was also affected as a consequence of the delay in enrolling beneficiaries onto the programme (as was elaborated upon in section 6.1.1).

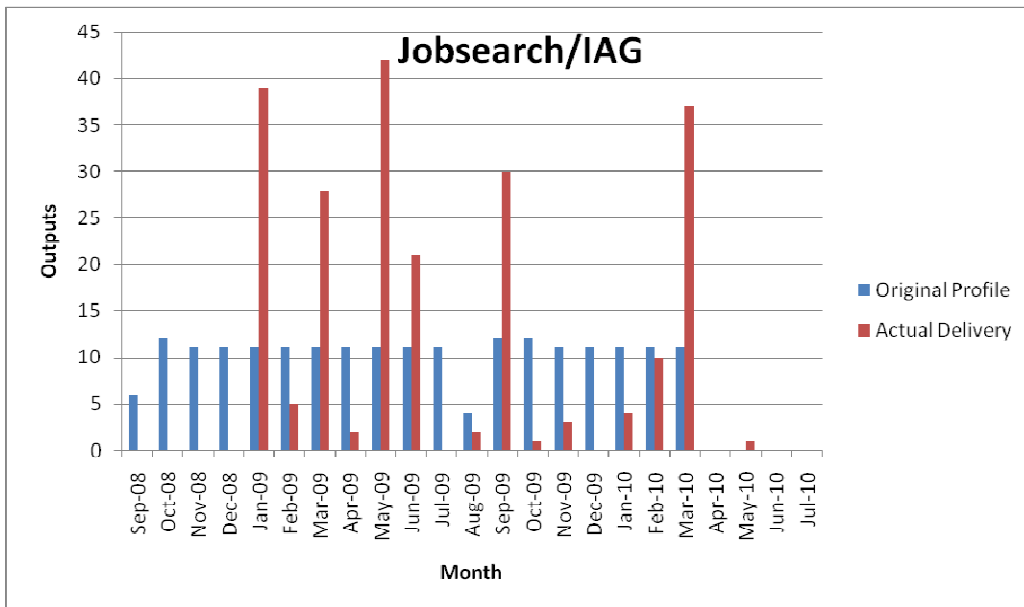
Strong enrolments in March 2010 ensured that 31 further beneficiaries entered placements, with a further 5 in April and 26 in May. This brought the cumulative total to 123, 3 more than the profile, or an increase of 2.5%.

It has been mentioned that before March 2010 61 placements had taken place. To ensure a high level of return during the project close out period, additional members of staff were allocated to developing work placement opportunities in local businesses. This, in turn, led to the high level of performance between March and May 2010.

Sampling of 25 beneficiary records indicates that the majority of placements were in the Food & Drink sector (44%), followed by Retail (20%) and Customer Service (20%), Nursing and Administration each had 8% of the beneficiaries. Although many beneficiaries were taken on through SMEs (such as independent butchers, restaurants), the majority of placements were facilitated through larger organizations such as Tesco and Peacocks.

26.1.3 Jobsearch/IAG



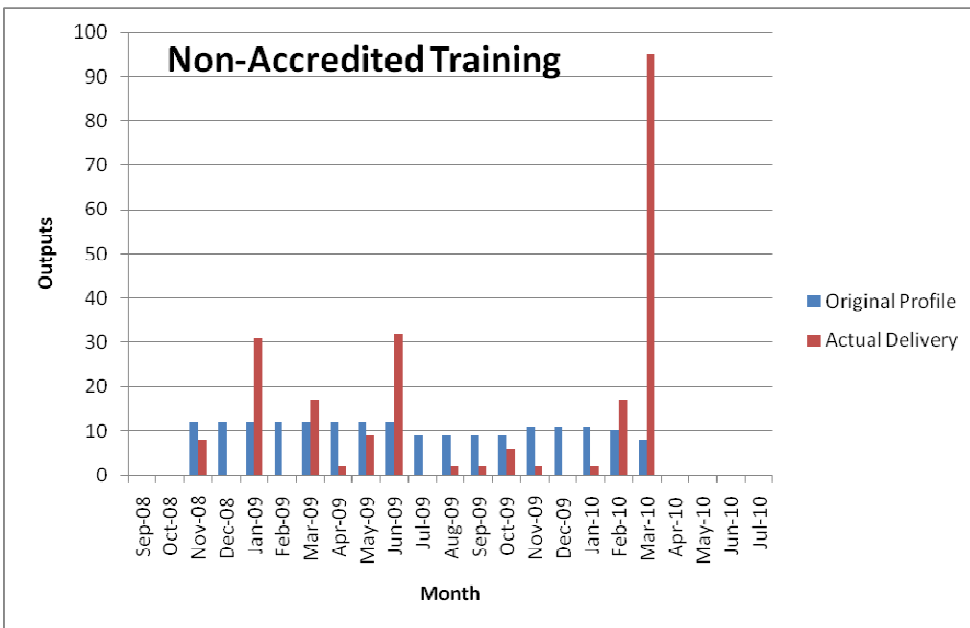
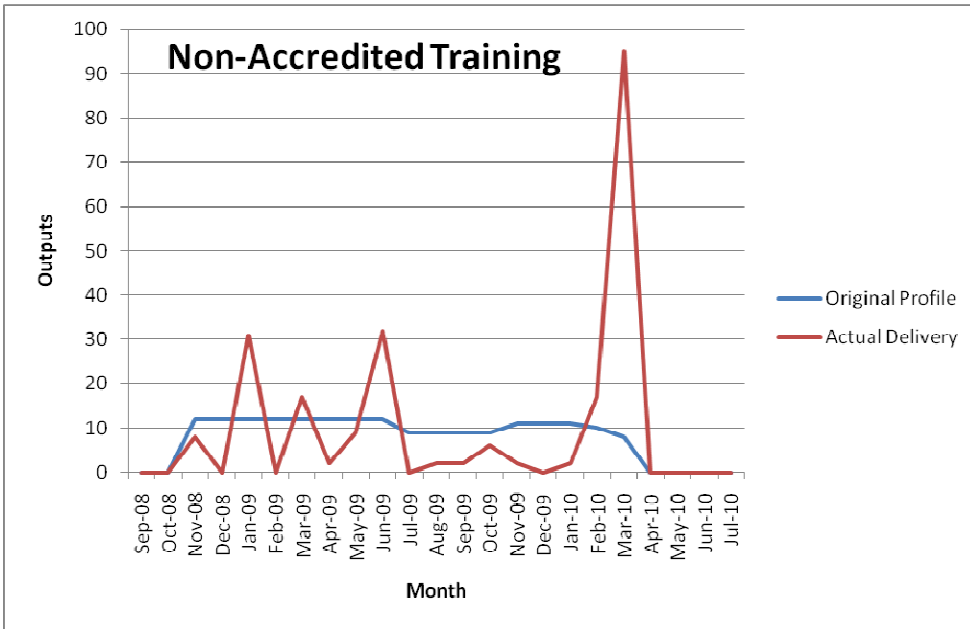


Definition – Activities included CV writing, preparing a cover letter, interview training, IAG consultation and referral (i.e. legal advice, progression routes).

225 beneficiaries received job search support and IAG within the lifetime of the project, this represents an increase of 12.5% over the profiled 200. Delivery of outputs was, in general, under profile for the majority of months during the project. However, within the periods within which there were spikes in enrolments, delivery was at a minimum of twice the profiled rate (June 09) with a maximum of 281.8% above profile in May 09.

Negating the slow start to the project between September and December 2008, the vast majority of outputs were delivered within the first 9 months of operation (January – September 2009), with 169 outputs over a target of 133 (27.1% overperformance). The uptake figures are indicative of the need within the local communities for advice and guidance into work with a professionally made CV to help expedite their ambitions.

26.1.4 Completion of Non-Accredited Training



Definition – A minimum of 6 hours training, which does not lead to an accredited qualification. The course should be supportive of the work conducted on the project.

225 beneficiaries completed a course of non-accredited training over a profiled figure of 183 (22.9% over performance). This entailed either undertaking a course in Cookery or Customer Service. During Cookery classes, learners at the Manor Park centre were able to utilise the kitchen facilities in preparing a starter, main course and dessert. The customer Service unit entailed elements of theory and role play, using the trainer’s experience in the hotel industry to help provide the setting.

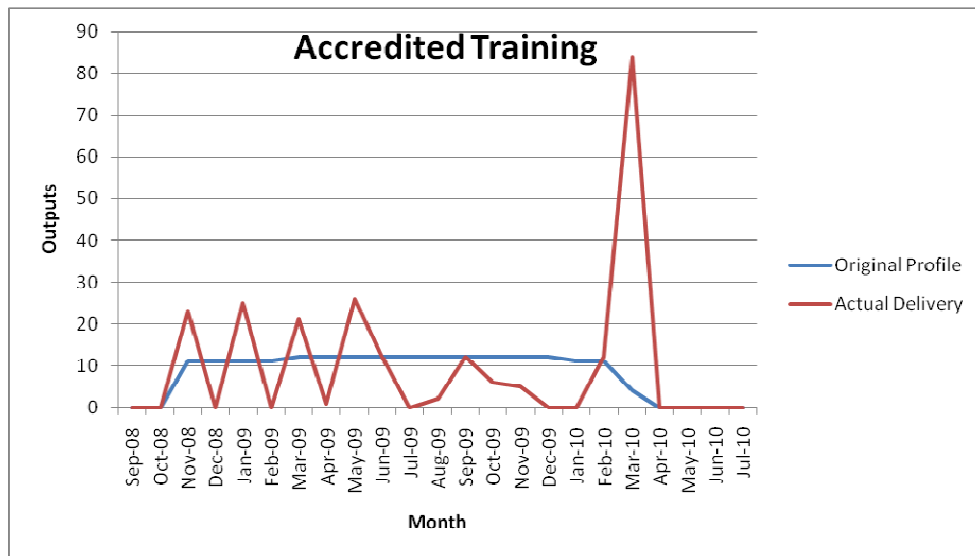
Single non-accredited courses were run in November 08, May 09 and October 09, with a greater focus in January, March & June 09 and February 2010 to help maintain progress against the profile. Realising that by March 2010, ATN would be 53 outputs short of the target of 183, much emphasis was placed on recruiting new beneficiaries and introducing current ones to Customer Service. This resulted in the aforementioned 22.9% over performance.

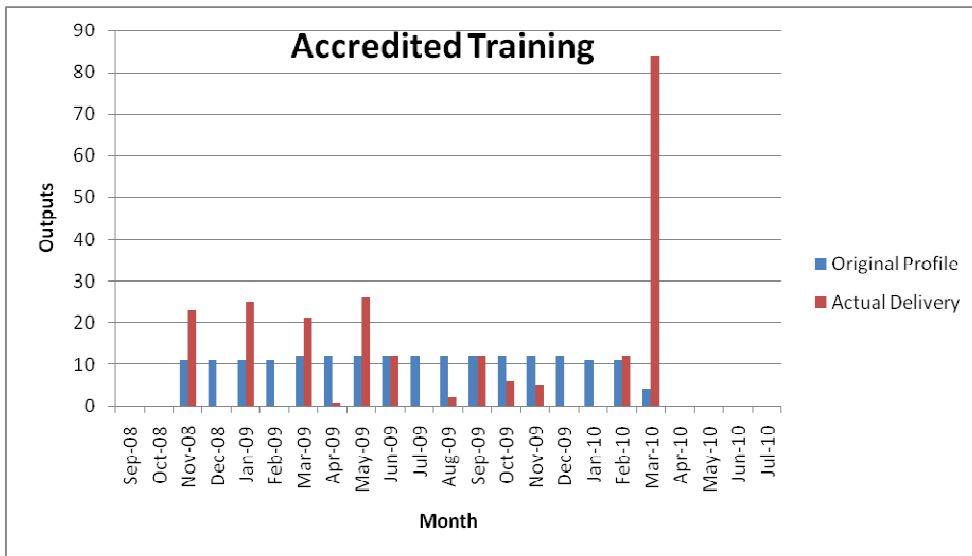
The following table displays within which subjects the outcomes were achieved:

Non Accredited Training	
Subject	Beneficiaries
Cookery	17
Customer Service	208

The vast majority of beneficiaries (208) undertook Customer Service training, with the remainder (17) undertaking a unit in Cookery. The beneficiary numbers were as anticipated, with a lot of interest in Customer Service skills which would prove useful in a multitude of working environments. Spaces in the Cookery class were limited by the need to ensure strict adherence to health & safety. Teaching fewer beneficiaries, the teacher was able to devote a great deal of time and attention to each, ensuring they were fully competent at making the set dishes.

26.1.5 Accredited Training





Definition – A minimum of 6 hours training leading to an accredited qualification, in the case of this project, between Entry 3 and Level 2.

Accredited training outputs were triggered by completion of courses in ESOL for Work (Entry 3 or Level 1), the Level 1 Foundation Certificate in Food Hygiene or the Level 2 Award in Food Safety in Catering. Awarding body guidance pertaining to the GLH of each course indicated that ESOL for Work certificates would be the lengthiest courses, with the Level 1 in Food Hygiene the shortest. The lull in achievements in December 08, February 09, April 09, June-August 09 and December 09 to January 2010 were all accompanied by strong performances in the months following immediately after. This was due to beneficiaries studying ESOL for Work attending training sessions for at least one month before achieving the qualification.

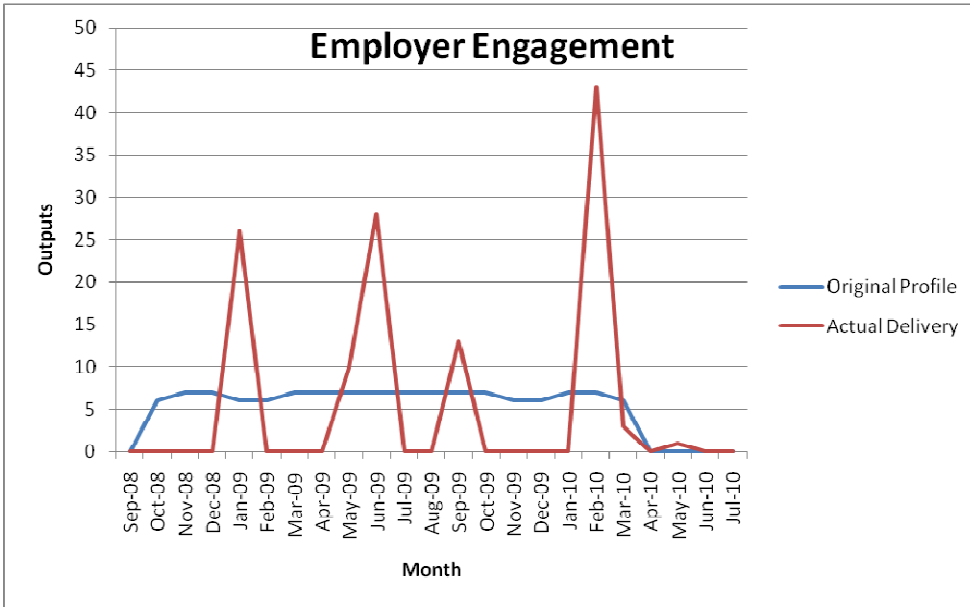
Up to and including February 2010, 145 qualifications had been achieved compared to the profile of 186, representing underperformance of 22%. Strong levels of enrolments for the Level 1 Certificate in Food Hygiene in March 2010 ensured that ATN not only met the cumulative target of 190, but surpassed it by a further 39 outcomes, 20.5% over performance.

The following table displays the subjects within which outcomes for accredited training were achieved:

Accredited Training	
Subject	Beneficiaries
ESOL for Work	81
Certificate in Food Hygiene	148

As expected, the majority of outcomes were achieved through attainment of Certificates in Food Hygiene. The Certificate in Food Hygiene is the benchmark which must be reached to work in food preparation and thus attracted a wealth of beneficiaries who saw it as a key milestone in progressing into employment. The short length of the course was also regarded as a positive feature in that the impact made by achieving the award could present tangible benefits in the short term. The majority of beneficiaries who utilize the ATN’s services are in need of essential language training and thus the uptake on the ESOL for Work learning aim was very strong. The lengthy nature of the course, in that all four language skills were developed, resulted in fewer beneficiaries being trained.

26.1.6 Employer Engagement

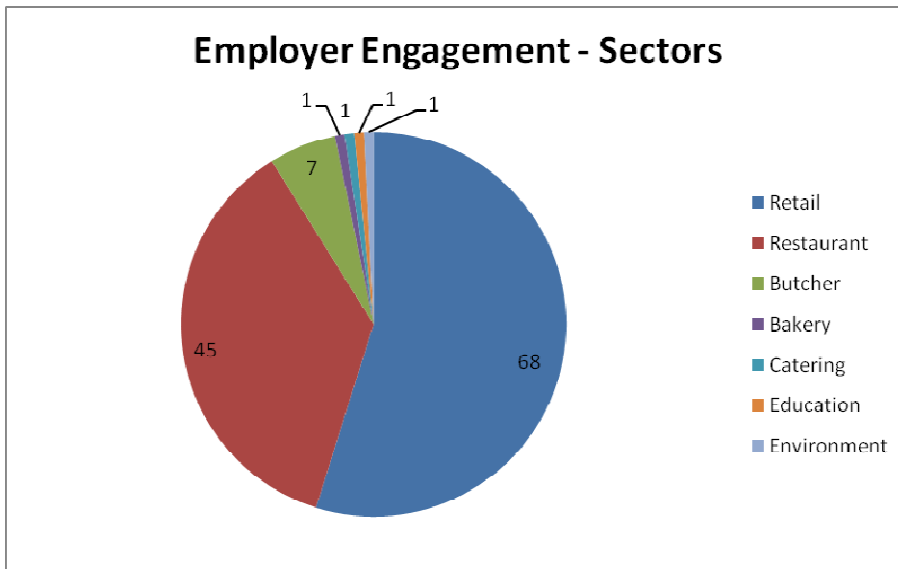


Definition – Employer Engagement activities supported the participants and the project, ensuring the project took into account employers’ needs while supporting them in recruiting ESF participants.

Employer Engagement outcomes were centred around meeting with local employers and using the partnership to enhance the quality and direction of the project and the employer’s own business. An Employer Engagement handbook¹⁵ was drawn up to help provide business advice and guidance to employers, gaining their confidence and building a relationship. In return, employers were invited to provide input into the running of the project, offering placements and, for suitable beneficiaries, job opportunities.

Engagement activities were carried out over the course of the project lifetime, but attainment of the outputs was centred around four main periods – January 09, May – June 09, September 09 and February – March 10. This process ensured that the requisite number of hours were completed, a process complicated due to employers’ working hours.

The following chart displays the sectors from which employers were engaged with:

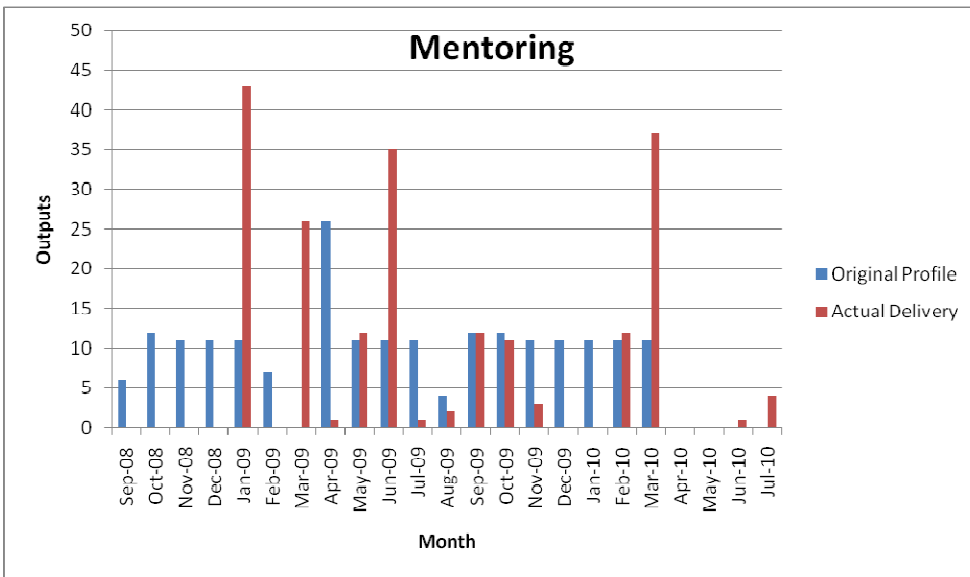
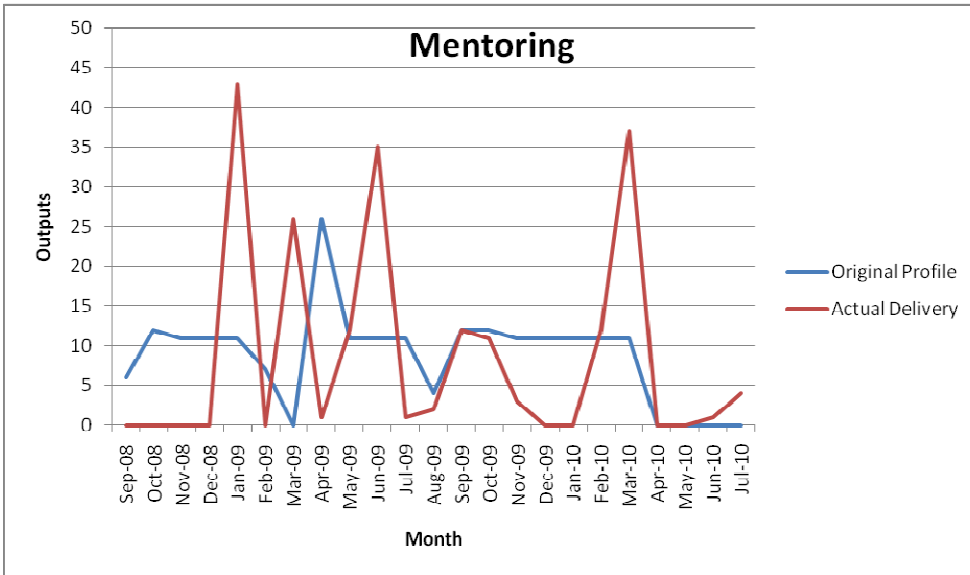


The vast majority of employers were in the Retail sector (shops and supermarkets), followed by Restaurants (including fast-food retailers), Butchers were also well represented, with other organisations including a Bakery, Catering firm, Education provider and an Environmental Health Agency.

Cumulatively, ATN achieved 124 outputs as compared to the profiled target of 120 (3.3% over profile) – the value of the activity, immeasurable as compared to the working relationships developed, solidifying ATN’s reputation within the local area.

26.1.7 Mentoring

¹⁵ Appendix C



Definition – Confidential one-on-one mentoring sessions aimed at confidence building and helping remove barriers to progression.

All beneficiaries were offered the mentoring service, but of the 386 beneficiaries 200 accepted the service (exactly to profile). Mentoring is a valuable tool and greatly enriched the project offer, helping to give the beneficiaries more direction and making visible the options before them. The purpose was not to counsel the beneficiaries, but to look at their barriers to achievement and progression and agree on a route to attaining them. Many beneficiaries came forward with problems of self-confidence, having not worked for a lengthy period of time; others had little recent experience of the educational setting and desired help in adjusting. By setting milestones, which were subsequently reviewed, beneficiaries participated in a step-by-step approach, making visible progress towards their aims.

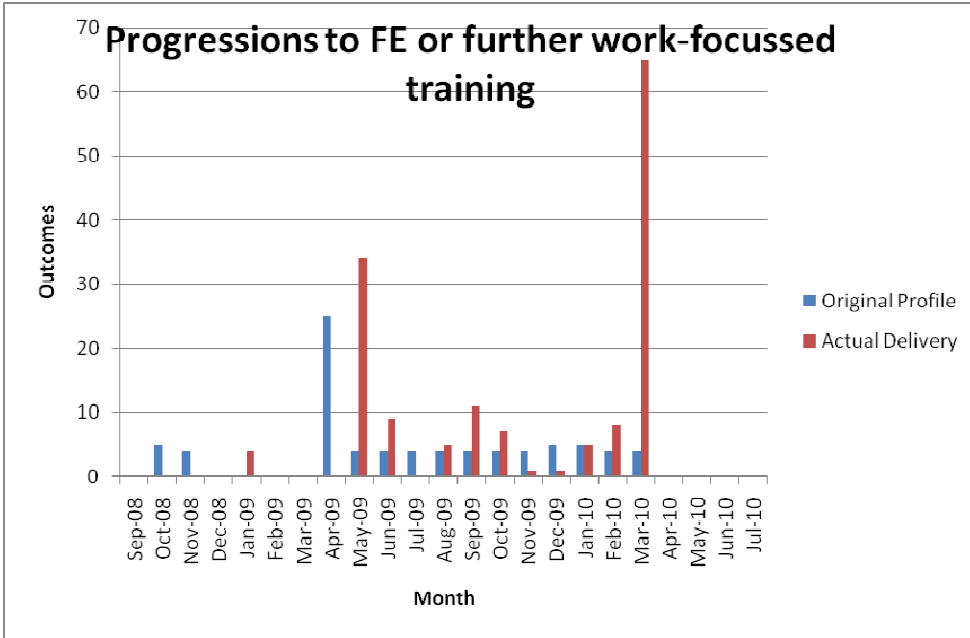
Although the attainment of outputs did not follow the profile exactly over the course of the project, all targets were met. This was due to periods of over performance as in January & June 09 and March 10, when performance was a minimum of three times the profiled rate. The process of mentoring was such that to effect real change and improvement, time had to be taken over a period of weeks or months. A knock on effect was that outcomes could only be claimed when sufficient progress had been made, appearing as spikes of achievement in the aforementioned months.

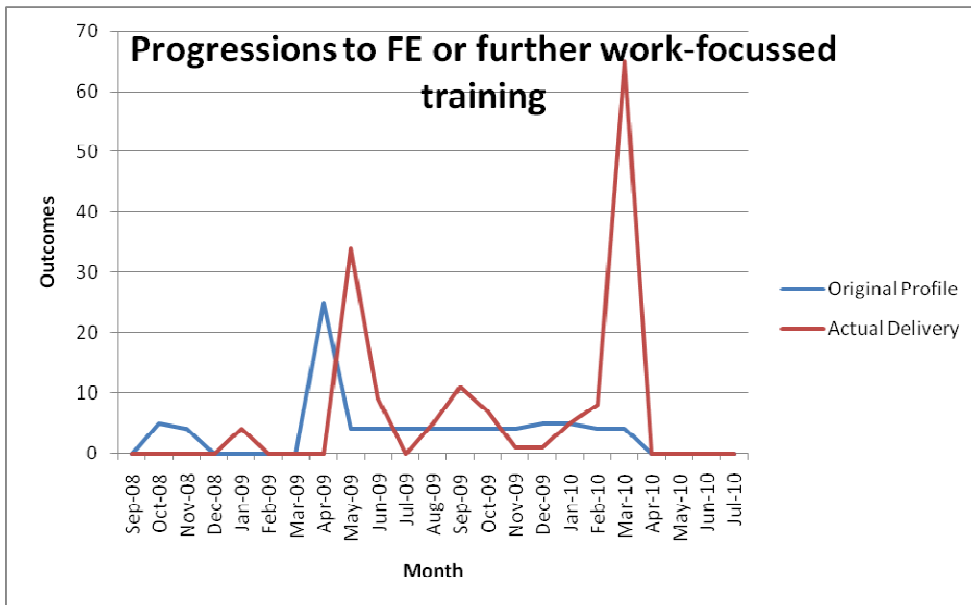
Appendices D & E contain case studies for two beneficiaries who received mentoring during their learning journey, helping them to go on and achieve their stated goals.

26.2 Achievement against project outcomes

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Progressions to FE or further work-focussed training





Definition – Progression to a further learning course or work-focused programme, the value of which is complementary to the progress made on the CETFAD programme.

Progress was anticipated to be slow at the beginning of the project, with beneficiaries first requiring tuition (ESOL for Work classes in many cases) and support before progressing. By May 2009 ATN had matched the profiled number of progressions, with 38 beneficiaries having entered further education. Strong progress continued to be made, as in September 2009, the start of the academic year.

The total of 80 progressions was achieved in February 2010, with 85 outputs registered (6.25% above profile). With the strong increase in all outcomes over the February/March 2010 period, a similarly high percentage of beneficiaries progressed from the project into Further Education opportunities, taking the total to 140 progressions, 75% above profile.

For the vast majority of beneficiaries who progressed into Further Education, a small proportion returned to the project, receiving further support in entering employment. 2 beneficiaries entered part time employment, 3 into full time, 2 into self-employment and 1 unemployed.

In all of the above cases, checks were made to ensure beneficiaries were not double funded for employment outcomes with other providers.

Entering Employment within 6 weeks of leaving date



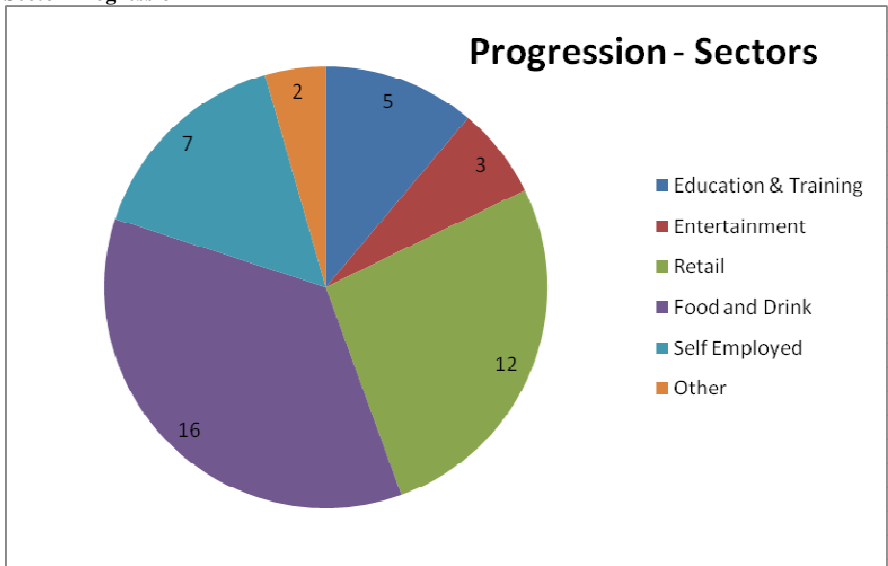
Definition – Paid employment (including self-employed) for at least 13 weeks after the participant’s end date. For self-employed beneficiaries, at least 70 hours of work had to be completed within the first 13 weeks.

The progress made by beneficiaries roughly followed the profile, with periods of underachievement (November 2008, March-April 2009, July 2009 and November 2009 – April 2010) followed by overachievement (January 2009, June 2009, September – October 2009 and May 2010) evening out the delivery.

At the mid-stage of the project, September 2009, 28 beneficiaries had progressed into employment. With the profile at 26 progressions, this represents a 7.7% overperformance.

Gaining the final 5 outcomes took delivery past the March 2010 deadline and was achieved in July 2010, ensuring 100% of the targets were met.

Sector Progression



This chart displays the sectors within which beneficiaries entered employment. The largest sector was Food and Drink with 35.6% of beneficiaries, 26.7% into Retail jobs, 15.6% Self-Employed, 11.1% into Education and Training, 6.7% into Entertainment and 4.4% listed as Other.

In employment 6 months after the leave date

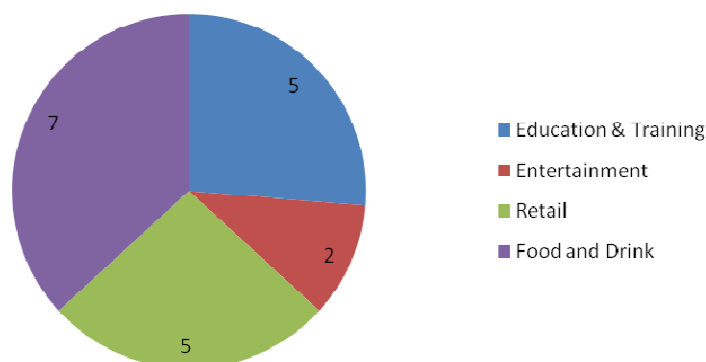


Definition – Beneficiaries should be in paid employment of 8 hours or more per week, having (a) secured a job on leaving the project, (b) secured a job on leaving the project and is currently in a different job, or (c) secured a job between 7 weeks and 6 months of leaving the project.

Aside from the single outcome in May 2009, regular tracking of beneficiaries progressed into employment revealed further outcomes in October 2009 (5), January 2010 (6) and June – July 2010 (7).

Sector Progression – 6 months

6 months employment sectors



The chart above displays the sectors within which beneficiaries achieved 6 months employment. 100% of the beneficiaries employed in the Education sector were retained, 66.7% in the Entertainment sector, 41.7% in Retail and 43.7% in Food and Drink.

26.3 Strategic Added Value

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The Adult Training Network has used the opportunities brought by the project to expand its network of contacts, raising its profile within the community and building a reputation for reliability. In particular, ATN has worked closely with regional Job Centre Plus offices, securing referrals for all learning outcomes.

Below are just a few examples of organisations based in Tower Hamlets, Newham and Ealing which have developed strong working relationships with the ATN:

- Skillsmatch - Through which job vacancies were made available to beneficiaries in the borough of Tower Hamlets
- Community Links – Referrals of clients in need of Food Hygiene training and Work Placements. Also a provider of up-to-date information on job opportunities
- Jagonari Centre – Based in Whitechapel, the provision at the Jagonari Centre was a great progression route for many learners in Tower Hamlets
- Froud Centre – Referrals for ESOL and Employability Skills learners
- Harold Road Centre – ATN’s base within the Harold Road centre benefitted from sound referrals both onto programmes and progression routes from and to other organisations within the same building (i.e. Widows & Orphans, RAMP)
- Sencia – In possession of a Job Centre contract for direct referrals for beneficiaries with ESOL needs, Sencia required an additional organisation to up skill the learners whose starting level did not qualify for their services
- Mind (in Tower Hamlets) – A source of referrals for learners with disabilities
- Shanti International – A charity based in Tower Hamlets, with London wide Work Placement opportunities
- Job Centre Plus (Southall, Whitechapel, Plaistow, Stratford, East Ham) – Each Job Centre provided referrals for Employability and English, ensuring a steady stream of beneficiaries were made aware of services offered

The ATN has also been a member of the Newham ESOL Exchange since February 2008 and has a representative in the steering group. The aim of the group is to clarify and raise the profile of ESOL provision within the borough. The ATN has been able to use this forum to establish relationships with other providers in the area, sharing good practice, information and supporting the development of adult education opportunities within the area.

27.0 Trends and Issues

27.1 Key Barriers to Achievement

There were instances during the project when beneficiaries were required to be transferred by Job Centre Plus to other provision as they were New Deal customers and had moved into their period for mandated activity. Despite efforts to retain the beneficiaries, to do so may have had a negative effect on their receipt of benefits.

The Adult Training Network achieved all set outcomes for employment within 6 weeks of leaving the project, the profiled figure was 45 outcomes out of 200 starts (22.5% of beneficiaries). However, achieving 45 job outcomes from a total of 386 beneficiaries presents a conversion of starts to employment outcomes percentage of 11.6%. The prevalent economic climate made entering employment all the more difficult as many employers, small and large, reduced vacancies and, for many, enforced redundancies. Unemployment reached the point whereby in February 2010 unemployment figures reached their highest rate in 16 years, with record numbers of people classified as economically inactive. (Guardian, 03/2010)

27.2 Key Opportunities

ATN was well represented in the boroughs of Tower Hamlets, Newham and Ealing, with sites in Whitechapel (Tower Hamlets), Upton Park and Manor Park (Newham) and the organisation's head office in Southall (Ealing). The coverage provided by each of the centres ensured that the majority of beneficiaries were guaranteed a centre in their vicinity, with transport costs included for learners living further away.

The wide coverage also ensured that relationships developed with other organisations in the vicinity of one centre could be shared and benefit a wider range of beneficiaries.

Fully qualified and enthusiastic staff were integral to the recruitment and continued participation by beneficiaries, ensuring high levels of attendance which translated into high levels of achievement across all learning aims. One of the most critical factors in establishing the success of the project stemmed from the beneficiaries recruited. Unlike previous projects run by the organisation, CETFAD required that beneficiaries be at an ESOL level of at least Entry 3 in order to benefit from the ESOL for Work or Food Hygiene qualifications. This circumvented problems presented by low linguistic ability – more often than not a barrier to employment. Beneficiaries were better able to express themselves and, by learning preparatory employment skills, could more fully harness their employability potential.

Beneficiaries not at the appropriate level for accredited qualifications were given opportunities to undertake preparatory non-accredited courses as well as benefitting from IAG/Jobsearch and mentoring sessions.

27.3 Management and Delivery Processes

The delivery of outputs was designed to reflect the needs of the beneficiaries. For example, in the Whitechapel site, a high proportion of female Muslim beneficiaries did not feel comfortable with male learners in class, so specific 'women's only' classes were run at times to suit their needs. The level of uptake and satisfaction were both high, indicative of successful implementation.

Development of relations with other local organisations created a wealth of referrals and progression routes. Indeed, where ATN's provision was not the obvious choice for certain groups of beneficiaries, i.e. beneficiaries with disabilities, links were made with local organisations to raise the profile of the project. One example is 'Mind', based in Tower Hamlets, who cater mainly for beneficiaries with disabilities. They were welcoming of training

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opportunities provided to their clients, while ATN relished the development of a new, mutually beneficial, partnership.

Classes were delivered during morning, afternoon and evening sessions between the centres, with job-search support during drop-in sessions or by appointment. Early in the project, one job-search coordinator was employed, spending a set amount of time every week in each of the sites. In January 2009, a further job-search coordinator was employed, based mainly at Manor Park with the brief of enhancing relations with employers, particularly in light of the economic crisis.

The management of the project was enhanced through the utilisation of three managers, working closely with each other and the Director. Monthly and quarterly targets were divided between the managers, keeping open a constant dialogue whereby shortfall in one area could be compensated for by another. The process was effective as can be evidenced by the overachievement in all target outputs (see section 6.1).

Within the final quarter of delivery, having achieved the majority of outputs, activity within the Whitechapel and Upton Park centres came to a conclusion. Output in the Manor Park and Southall centres was raised, with all outstanding outputs met.

ATN's excellent track record in delivering ESOL, basic skills and employability programmes ensured that a wealth of experience, developed over many years, was brought to the strategic and operational sides of the project.

Although all of the above helped facilitate the efficient advancement of the project outputs, there are certain factors which could have been improved, for example:

- With regards to the recruitment of beneficiaries with a disability, ATN should have forged better and a higher volume of working relationships with local organisations offering bespoke training to learners with disabilities.

27.4 Added Value

The added value of the project is apparent when comparing the offer to that which is readily available elsewhere within the boroughs. Free and readily available access to ESOL provision is not as prevalent as it once was, with oversubscription to the limited number of courses becoming the norm. ATN was able to offer these beneficiaries access to the education they sought, enriched with developmental opportunities for employability and vocational training.

The activities within the centre have been and continue to be supportive of cross-cutting themes (more is mentioned in section 8.0). To give some examples, health care professionals, representatives of the police force and environmental awareness officers were all invited to the centres and conducted workshops with the beneficiaries. This enrichment was embraced and further developed in day to day activities, such as learning about health issues in ESOL classes, preparing healthy eating menus in ICT modules and reducing the waste created by the centres. ATN is fortunate to have a very talented staff team, many fluent in local community languages (such as Bengali, Hindi, Urdu) and any number of other languages with world-wide appeal (Spanish, French, Portuguese), their usefulness in removing an enormous barrier to education is apparent.

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27.5 Value for Money

Unit Cost Table

	Starters	Work Placements	Jobsearch/IAG	Non-Accredited Training	Accredited Training	Employer Engagement	Mentoring	Progressions to FE	Entering Employment (6 weeks)	In Empl (6 mo
Target Profile										
Target Outputs	200	120	200	183	190	120	200	80	45	
Target Unit Costs	£447.00	£132.38	£132.38	£132.38	£132.38	£132.37	£132.38	£186.25	£993.33	
Total Project Budget	£89,400.00	£15,885.60	£26,476.00	£24,225.54	£25,152.20	£15,884.40	£26,476.00	£14,900.00	£44,699.85	£1
Actuals										
Actual Outputs	386	123	225	225	229	124	200	140	45	
Actual Unit Costs	£231.61	£129.15	£117.67	£107.67	£109.83	£128.10	£132.38	£106.43	£993.33	
Total Actual Spend	£89,400.00	£15,885.60	£26,476.00	£24,225.54	£25,152.20	£15,884.40	£26,476.00	£14,900.00	£44,699.85	£1

The project was delivered to budget and produced many more outputs than profiled, thereby offering exceptional value for money. The target for recruitment of beneficiaries was 200, but the actual number recruited was almost double at 386. The profiled unit cost per participant was set at £3,414.18 whereas the actual spend per participant recruited was just £2,840.38, which was 83.2% of the expected cost per participant.

Considering unit cost against each of the target outputs gives similar value for money indications, for example:

- Starters – 200 were profiled at a unit cost of £447.00, 386 were achieved at a unit cost of £231.61 (51.8% of expected cost)
- Work Placements – 120 were profiled at a unit cost of £132.38, 123 were achieved at a unit cost of £129.15 (97.6% of expected cost)
- Jobsearch/IAG – 200 were profiled at a unit cost of £132.38, 225 were achieved at a unit cost of £117.67 (88.9% of expected cost)
- Non-Accredited Training – 183 were profiled at a unit cost of £132.38, 225 were achieved at a unit cost of £107.67 (81.3% of expected cost)

- Accredited Training – 190 were profiled at a unit cost of £132.38, 229 were achieved at a unit cost of £109.83 (83% of expected cost)
- Employer Engagement – 120 were profiled at a unit cost of £132.37, 124 were achieved at a unit cost of £128.10 (96.8% of expected cost)
- Mentoring – 200 were profiled for at a unit cost of £132.38, all 200 were achieved at a unit cost of £132.38 (100% of expected cost)
- Progressions to FE – 80 were profiled at a unit cost of £186.25, 140 were achieved at a unit cost of £106.43 (57.1% of expected cost)
- Entering Employment within 6 Weeks of Leave Date – 45 were profiled at a unit cost of £993.33, all 45 were achieved at a unit cost of £993.33 (100% of expected cost)
- In Employment at 6 Months – 15 were profiled at a unit cost of £993.33, 19 were achieved at a unit cost of £784.21 (78.9% of expected cost)

The project reached a far greater number of beneficiaries, and delivered a far greater number of outputs than profiled. Additional resources, partnerships and the sheer impact made by the project in the surrounding areas provides a strong legacy by which ATN can continue its work in developing skills enhancement and employability opportunities.

27.6 Exit Strategy

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Having arrived at the conclusion of the project lifetime, ATN will take forth the lessons learned into new endeavours. Although the project has closed, the legacy remains observable in the additional capacity delivered, skills developed through adapting to new systems and integrating them into our own.

Although no direct successor to this project exists, the increase in confidence, skills and development of a team which is able to meet its goals is a recommendation for future funding.

Certain aspects, although no-longer considered outputs, have become standard practice – members of staff are on hand for assistance with CV writing; job vacancies are still published and the notice board updated. Even after the conclusion of the project, the will to help people and develop the community remains.

28.0 ESF Cross-cutting themes

The ESF Cross-Cutting themes were identified early-on in the project and integrated into the daily activities undertaken in the ATN:

Equal Opportunities

Each ATN Training Centre appointed an Equal Opportunities Champion, who was identified to all beneficiaries and who was readily available to discuss and encourage discussions on equality of opportunity issues. All the marketing/publicity, some in community languages, portrayed ATN's aims and objectives for equal opportunities, as well as ensuring that there was no bias in the materials used to advertise the project and recruit beneficiaries. A code of conduct was developed in collaboration with staff and beneficiaries. Staff members were informed of the importance of equal opportunities in removing barriers to social exclusion at staff meetings where equal opportunities issues were a standing agenda item. Staff were also expected to implement equal opportunities practices in all aspects of interaction with beneficiaries and delivery. Resources that were culturally sensitive and relevant to the experiences of the learners were chosen and produced, where necessary. The process of advertising, recruitment and selection was reviewed and monitored regularly and positive steps were taken to implement the equal opportunities policy of the Adult Training Network. All beneficiaries were asked to complete an equal opportunities monitoring form at induction and a database of beneficiaries' details was established. Equality monitoring was undertaken on each recruitment cohort and reviewed to ensure that expected targets were met. An examination of the constitution of the total potential beneficiary population allowed for comparison.

Routine equal opportunities monitoring took place on a quarterly basis. Where the regular monitoring identified any under representation, additional steps were taken and revisions made. This enabled ATN to rectify the identified weakness and focus future recruitment on the under-represented groups identified. The composition of the staff team

reflected the ethnic mix of the area at all levels of the organisation and was subject to routine Equal Opportunity monitoring on a quarterly basis.

Recruitment was undertaken using the ethnic press, local community organisations and Job Centre Plus, to enable as wide an opportunity for targeted minority groups to apply for posts. Project staff examined expectations of behaviour and how interpersonal relationships could be improved. In this way ATN sought to make clear our perspectives and the potential repercussions of unacceptable behaviour. The equal opportunities policy of ATN was incorporated into the design, delivery and management of the project. Beneficiary recruitment was open to the entire population within the parameters set by the project. ATN ensured that there was no bias or prejudice in the recruitment process and sought to address learning difficulties and disabilities on a case by case basis. Proactive measures were taken to ensure that the letter and spirit of the equal opportunities policy of the Adult Training Network was fully implemented.

Sustainable Development and Environmental Sustainability

Locally based training in the community reduced fuel consumption, and hence pollution, made 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 helped in this regard. Limiting the use of paper by making maximum use of computerised logging and record keeping helped minimise the use of natural resources. Beneficiaries were encouraged to travel by public transport. Provision of basic skills, ICT and subject specific training contributed 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 enhanced the prospects of the individual beneficiaries, their immediate and extended families, and the local communities. The project targeted industry sectors with identified skills and work force gaps and aimed to develop the skills of beneficiaries to enable them to fill the vacant positions, thus contributing to the overall development of the community. It was expected that as a number of beneficiaries gained employment, with others having developed skills and experience, that those communities were 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 developed self-confidence which had a significant impact within their own communities and in developing contact with other communities in their local area, and further a field.

Information Technology

ICT was used throughout the project and in particular for job application and job-seeking skills. Qualified and experienced ICT tutors had a significant input into the project both in design and delivery. All beneficiaries acquired skills by using learning software, CD ROMs, interactive CDs, internet and other forms of computer based learning. The use of word processing for letters and CVs, the internet for job searching, emails and job applications was emphasised throughout the project. Additional support was available for those with little or no previous ICT experience. Staff incorporated the range of training materials available through ICT across all basic skills. Staff also used ATN's ICT management systems to record and store information on course attendance, programme delivery and beneficiary progress and to transfer information, including monthly monitoring reports, to the LDA. ATN's management systems make appropriate use of ICT and these were applied to the project. All data relating to the project was stored securely using security passwords and timed log-out modes on administration computers. ATN is on the Data Protection Register and all beneficiaries were given an explanation of the Data Protection Act, which detailed the data stored by ATN, and were asked to give their approval for data storage and sharing with project partners by signing an approval form.

Health

ATN arranged visits by representatives of the PCT to hold workshops within which prevalent health matters were discussed. Course Conveyors consolidated the information with additional activities, ones which had the dual purpose of enhancing the learners' language abilities whilst keeping them and their families informed. Leaflets on health issues are also delivered to each centre and made available to all learners. Within ESOL for Work courses, one of the main topics introduced is 'Health' within which learners learn to manipulate language within a healthcare setting – from joining a surgery, through setting up appointments, describing symptoms and understanding instructions regarding taking medicine safely. Themes of health & safety in the workplace were further reinforced within the Food Safety and Hygiene courses – ensuring that beneficiaries were fully aware of their duty of care to their fellow staff and end-product users.

29.0 Key Conclusions & Lessons learnt

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Beneficiary Recruitment

Over the course of the project, ATN recruited a far greater number of beneficiaries than were initially required (93% over-recruitment). This arose more from the need to achieve targets which had not had as rapid an uptake as others towards the start of the project (i.e. Work-Placements and Non-Accredited Qualifications). A key lesson would be to bring performance more in line with what is expected, ensuring a continuous flow of outputs from quarter to quarter.

Relevance of the Provision

From the uptake and successful completion of the project's outcomes, it is clear that there is a well defined need for the provision. However, qualification outcomes set between Entry 3 and Level 2 served to exclude beneficiaries whose level of English was not at that level. Future projects should maintain the consideration for beneficiaries with very low levels of English, if possible, extending it to non-accredited 'pre-entry' courses.

30.0 Using and Sharing the Results from the Evaluation (if appropriate)

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ATN will use the results of this evaluation to inform further bids and to modify our current delivery of existing projects. The project clearly confirmed the great need that exists within the communities in Tower Hamlets, Newham and Ealing, and the desire of those within these communities to improve their skills and to find employment. The locations of the ATN centres were shown to be ideally placed to attract participants and were easily accessible to those participants.

ATN would be pleased to discuss the details of the results of this evaluation with any interested parties to ensure the maximum benefit to the communities of Tower Hamlets, Newham and Ealing. Once approved the full report will be available on the ATN website.

31.0 References

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<http://legacy.london.gov.uk/gla/publications/factsandfigures/dmag-update-20-2007-ons-ethnic-group-estimates.pdf>
(DMAG, 2007)

<http://www.guardian.co.uk/business/interactive/2009/jun/22/unemployment-and-employment-statistics-recession>
(Guardian, March, 2010)

Appendix G

Adult Training Network's

Learndirect

'New Year Review' Report 2009 - 2010

Provider in Region Review Document

Section 1 - (to be completed at the first review of the academic year)

New Year Review

Provider Name:	Adult Training Network
Number & Name of Centres:	LN07LC143 – ATN
Number & Name of Outreach:	N/A
Date:	26/11/09

<p>Previous Years' Performance</p> <p>Reflect on 08/09 KPIs and Budget use</p> <p>What went well?</p> <p>Key areas for Improvement</p>	<p>Provider commentary:</p> <p>Adult Training Network was a new provider for learndirect. With excellent support from Learndirect management, great demand at the ground and availability of variety of flexible courses helped Adult Training Network to achieve targets on time. Adult Training Network provided good value for money to UFI by delivering more KPIs within the same budget. After first year with Learndirect we learnt that we need to manage our funding and KPIs delivery and this year that experience will reflect in our delivery.</p>					
	<p>RPM commentary: (Annual target achievements and performance for mainstream contract)</p> <p>Targets & Budget</p> <p>As a new provider, ATN performed really well in its first year with learndirect . Provider was awarded initial contract of £70,000 with 50 first SFL tests. After having a slow start in Quarter 1 performance was picked up in period 4 and provider delivered all 50 tests at the end of Quarter 2. ATN was awarded additional £30,000 with 30 EL3 tests target due to their excellent delivery in Entry level 3 tests. Centre achieved this additional target in the end of Quarter 3 and was awarded another £5000. At year end, ATN delivered 96 total SFL tests including 67 EL3 tests with £115,000. ATN was the second highest EL3 deliverer in London.</p> <p>Summary of year end figures is as below</p> <table style="width: 100%; border: none;"> <tr> <td>SFL Target : 80</td> <td>Actual : 96</td> </tr> <tr> <td>EL3 Target : 57</td> <td>Actual : 67</td> </tr> <tr> <td>Budget : £115,000</td> <td>Actual : £114,376</td> </tr> </table>	SFL Target : 80	Actual : 96	EL3 Target : 57	Actual : 67	Budget : £115,000
SFL Target : 80	Actual : 96					
EL3 Target : 57	Actual : 67					
Budget : £115,000	Actual : £114,376					

	<p><u>Fee Collection</u> N/A</p> <p><u>Success Rate</u> Provider had excellent Success Rate through out the year... Q1 : 96.8% Q2 : 82.9% Q3 : 81.7% Q4 : 84.6%</p> <p><u>Learner Satisfaction</u> Number of learners contributed in online surveys were quite low, hence no report was generated for centre</p> <p><u>Audit</u> ATN was not part of any Substantive Audit in 08-09.</p> <p><u>Inspection</u> N/A</p>
	<p>RPM commentary: (Annual target achievements and performance for other contracts, e.g. TtG)</p>
	<p>N/A</p>
	<p>RPM commentary: (Key areas for Improvement)</p>
	<ul style="list-style-type: none"> • Online learner survey contributions

<p>New Year Discussions</p> <p>Targets and Budget for 09/10</p>	<p>Provider commentary and aspirations: Adult Training Network has delivered the required KPIs for the 1st Quarter and has given a very good value for money. We are also working as Ufi Pilot Assessment Centre and recently we have received some additional targets to deliver Foundation Learning Tier (FLT). We strongly believe that we would be able achieve all the targets offering variety of courses to our learners. We would be very happy to offer Train to Gain delivery through learndirect and meet the</p>
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Business development plans	widespread demand at our centre.
	Provider commentary: (SAR and Development plan progress) SAR was submitted and approved by RPM. As per Development Plan funding usage was closely monitored (and as compare to last year's Q1) funding was used very judiciously and all the KPIs were achieved in a very cost-effective way.
	RPM commentary: (Annual targets and budget for mainstream contract)
	ATN passed the "Network Review" process for 09/10 successfully and has been awarded with the contract value of £150,000 with 116 first SFL test pass KPIs. New contract and target values for 09-10 are as below, SFL Annual Targets : 116 Of which EL3 Tests : 40 Budget : £150,000
	RPM commentary: (Annual targets and budget for other contracts, e.g. TtG, LiTUK)
	N/A
	RPM commentary: (Business Development and general comments, e.g. Marketing, Staffing, Audit etc)
	RPM commentary: (Actions going forward)

Section 2

Quarterly Provider in Region Reviews
*(Produced in Preparation for Quarterly Performance Reviews
 For completion by Provider and RPM)*

Quarter 1 review date:	26 th of November 2009
Quarter 2 review date:	10 th of March 2010
Quarter 3 review date:	4 th of June 2010.

ACTION: As indicated, please prepare commentary on all sections below in preparation for the next Quarterly Performance review with your RPM.

PART A: Performance – Provider Summary to be completed by Provider and submitted to RPM prior to each Quarterly Review

Used in conjunction with FMI, commentary should include:

- *Commentary should be at Provider level and break down to Centre level.*
- *Delivery against YTD target.*
- *Pipeline activity and progress of on-programme learners*
- *Factors affecting under/over performance*
- *RPM commentary on predicted performance for the remainder of the year, highlighting any concerns for discussion during the next review.*
- *Considerations for the need to re-profile and proposed changes to target and budget allocations*
- *Any details of learner engagement strategies*

SfL Delivery - Sfl Learner Numbers - <i>Sfl learners yet to take 1st test</i> - <i>Numeracy/Literacy split</i> NVQ Delivery - <i>L2 NVQ delivery</i> - <i>L2 ITQ delivery</i> - <i>L3 NVQ delivery</i> FLT Learners Total Learners	Provider Q1 commentary: Adult Training Network is well placed in the heart of community that helps a lot to get a large number of learners to come and take advantage of flexible learning facility offered through learndirect. Delivery was slow in the start, however, we have achieved all the KPIs for the first quarter and we are very confident that we will achieve all of our future targets.
	RPM Q1 commentary: The performance in first two Periods of the year was slower then expected but numbers have been increased in Period 4 after ATN delivered 21 tests in Period 4. EL3 delivery is excellent and centre is delivering more EL3 tests against the target. Quarter 1 has been ended with provider on 100% of its Quarter 1 targets and 30% of its Annual target. Breakdown of delivery is as below,
	Period 1 SFL Target : 11 Actual : 6 EL3 Target : 6 Actual : 3 Period 2 SFL Target : 23 Actual : 14 EL3 Target : 6 Actual : 14

Period 3

SFL Target : 35 Actual : 35
EL3 Target : 10 Actual : 26

YTD SFL Programme Enrolments : 43
EL3 target for ATN is now increased from 40 to 50.

Due to quality delivery of EL3 tests and good track record of ATN working with JCP on employability , UFI has awarded the centre additional budget of £17,500 to deliver 50 “FLT”(i-start) qualifications in next 8 months. These qualifications would be funded at the rate of £350 each making annual contract value for Provider £167,500. EL3 target is also increased to 50 from 40 due to high volume of EL3 learners in pipeline. Profile changes have been agreed with centre manager and additional KPIs and funding will show on FMI from the beginning of December 09.

New contract values and KPIs are as below,

SFL First Tests	116
Entry Level 3 Tests	50
FLT Quals	50
Contract Value	£167,500

FMI will not show FLT targets until end of Q2, performance would therefore be monitored based on profile

Provider Q2 commentary:

By the end of Q2, the ATN was at 88% of its target KPIs – with 59 out of 67 outcomes recorded. Over the Q2 period, a total of 43 All Test Passes were completed, evidencing that fact that learners are achieving strong progression routes and are in the process of up skilling themselves in order to access FLT learning.

The Christmas period disrupted the timely completion by learners with 82.29% of Entry Level Literacy learners achieving, but only 50% classified as Timely.

92.16% Entry Level Numeracy learners achieved their goals, with 73.77% Timely.

The average for ATN’s Overall Success was 91.14%, 3.1% higher than the national average, yet 1.72% lower than the London Region’s. The Timely Completion rate was 63.73%, 6.21% lower than the national average and 3.88% lower than the London average.

3 of ATN’s other funded projects are due to be completed by the end of March 2010, at which time it is expected that enrolments and attainment of KPIs will increase to bring the provider in-line with the profile.

To date, there have been 3 enrolments for FLTs. The increase in learners taking second and third Skills for Life exams signals a willingness by learners to progress onto FLT learning, ensuring that their skills are at an appropriate level to attempt the completion of a Level 2 course.

A thorough internal audit was undertaken by the ATN, utilising UFI’s audit checklist. Areas for improvement included tutor support notes, the practice of which has been improved accordingly.

RPM Q2 commentary:

Slower performance in Q2 compare to Quarter1 due to Christmas Break and high number of Timed out learners, ATN delivered only 88% of its Quarter 2 SFL tests and 51% of annual target. No FLT achievement against the target of 50 in Quarter 2. No additional target has been allocated to provider in Q2. Profile has been adjusted with un-delivered KPIs shifted to Period 7. Delivery in each period was as below,

Period 4

SFL Target : 11 Actual : 9
EL3 Target : 3 Actual : 7

Period 5

SFL Target : 9 Actual : 6
EL3 Target : 3 Actual : 4

Period 6

SFL Target : 12 Actual : 9
EL3 Target : 3 Actual : 3

Key Actions

KPI delivery to be improved to minimum of 95% or above.
Attention required towards FLT enrolments in order to achieve annual target of 50.

Provider Q3 commentary:

At the end of Q3, ATN was at 81% for first test passes with 77 achievements out of a target of 95. All test pass figures were at 80% with 107 achievements out of 134.

The Skills for Life success rate for ATN is at 75.19%, 14.25% below the average for London and 11.26% below the average for England. Timely completion is currently at 68.25%, 1% higher than the London average, but 3.92% below the average for England.

The overall success rate is 75.18%, 13.45 below the average for London and 9.93% below the average for England. Timely completion is at 66.92%, 2.07% higher than the London average, but 2.59% below the average for England.

As advised by the RPM, enrolments for funded provision have ceased – with related staff focussing solely on completion of the existing learning goals. At the end of Q3, ATN was at £146,245 from a total of £150,000 – seeking to use the remaining funding for the completion of existing programmes of learning.

In order to achieve the All Test Pass target of 170 (total as of Q3: 107), ATN has maintained enrolments on unfunded programmes of learning – short programmes which should lead to achievement of the target by mid-July (at time of writing, ATN

achieved 11 All Test Passes within the first 3 weeks of Period 10).

RPM Q3 commentary:

KPI delivery remained slow in Quarter 3 and provider delivered only 81% of its YTD first test target and 80% of its All tests target. ATN delivered 77 First tests passes and 107 All tests.

Due to demand for “All tests” in London and payment issue for cross over learners, I have advised provider to focus toward “All tests” and not just First tests target. Therefore, “First Tests” target are now freeze to YTD actual (77) so provider could focus towards All tests and complete existing pipeline

New Targets will show on FMI from last week of May as below,

First Tests Target : 77	YTD Actual : 77
EL3 Numeracy Target: 47	YTD Actual : 47
All Tests Target : 170	YTD Actual : 170

Profile has been amended and uploaded in FMI.

Provider has also been advised to stop all the programme enrolments as current pipeline is enough for this year targets and any learner crossing over to new academic year (with expected end date in this year) will not get paid. Provider could start enrolling again in July for completions in August subject to available funding.

Performance in all 3 periods of Quarter 3(based on all Tests Target) is as below,

Period 7

SFL Target : 98	Actual : 90
EL3 Target : 42	Actual : 44

Period 8

SFL Target : 116	Actual : 102
EL3 Target : 44	Actual : 47

Period 9

SFL Target : 134	Actual :107
EL3 Target : 46	Actual : 47

YTD SFL Programme Enrolments : 184

YTD All SFL Target	134
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	<table border="1"> <tr> <td>YTD All SFL Actual</td> <td>107</td> </tr> <tr> <td>YTD Funding Target</td> <td>£135,115</td> </tr> <tr> <td>YTD Funding Actual</td> <td>£136,761</td> </tr> </table>	YTD All SFL Actual	107	YTD Funding Target	£135,115	YTD Funding Actual	£136,761				
YTD All SFL Actual	107										
YTD Funding Target	£135,115										
YTD Funding Actual	£136,761										
	<p><i>After Network review and moderation, UFI London Region has decided to not to offer extension of contract to ATN for Academic year 2010-2011. The decision is based on Geographical coverage and cuts in funding for next year.</i></p>										
	<p>Actions agreed: (to be discussed at next review)</p>										
	<p>Key Actions in last Quarter,</p>										
	<ul style="list-style-type: none"> • To withdraw all inactive learners on programme. • To ensure all existing learners are achieved by the end of July so there are no crossover or transferred learners. • To ensure Success rate is improved from 65% timely to atleast 75%. 										
SSOA Targets	<p>Provider Q1 commentary: (Commentary submitted as part of Q1 review)</p>										
	<p>RPM Q1 commentary:</p>										
	<p>SSOA targets for ATN in AY 09-10 are as below,</p>										
	<table border="1"> <tr> <td>1st Literacy Level 1 Tests</td> <td>29</td> </tr> <tr> <td>Numeracy Entry Level 3 Tests</td> <td>50</td> </tr> <tr> <td>All learners</td> <td>345</td> </tr> <tr> <td>SFL Learners</td> <td>283</td> </tr> <tr> <td>FLT Learners</td> <td>62</td> </tr> </table>	1 st Literacy Level 1 Tests	29	Numeracy Entry Level 3 Tests	50	All learners	345	SFL Learners	283	FLT Learners	62
1 st Literacy Level 1 Tests	29										
Numeracy Entry Level 3 Tests	50										
All learners	345										
SFL Learners	283										
FLT Learners	62										
	<p>Provider Q2 Commentary: (Commentary submitted as part of Q2 review)</p>										
	<p>At the end of Period 6, ATN has delivered 78 “all tests” with 40 EL3. 2 FLT enrolments with no achievements yet.</p>										
	<p>RPM Q2 commentary:</p>										
	<p>At the end of Period 6, ATN has delivered 78 “all tests” with 40 EL3. 2 FLT enrolments with no achievements yet.</p>										
	<p>Provider Q3 Commentary: (Commentary submitted as part of Q3 review)</p>										

	<p>At the end of Q3, ATN has achieved 77 First Test Passes and 107 All Test Passes. 8 learners have achieved Literacy Level 1 and 47 Numeracy Entry 3, with a further 3 FLT achievements.</p>												
	<p>RPM Q3 commentary:</p>												
	<p>SSOA at the end of Quarter 3 is as below</p> <table border="1"> <tr> <td>1st Literacy Level 1 Tests</td> <td>8</td> </tr> <tr> <td>Numeracy Entry Level 3 Tests</td> <td>47</td> </tr> <tr> <td>All learners</td> <td>159</td> </tr> <tr> <td>SFL Learners</td> <td>157</td> </tr> <tr> <td>FLT Learners</td> <td>13</td> </tr> <tr> <td>Total Programme Enrolments</td> <td>184</td> </tr> </table>	1 st Literacy Level 1 Tests	8	Numeracy Entry Level 3 Tests	47	All learners	159	SFL Learners	157	FLT Learners	13	Total Programme Enrolments	184
1 st Literacy Level 1 Tests	8												
Numeracy Entry Level 3 Tests	47												
All learners	159												
SFL Learners	157												
FLT Learners	13												
Total Programme Enrolments	184												
	<p>Actions agreed: (to be discussed at next review)</p>												
<p>Train to Gain - YTD performance - Learners past expected end dates</p>	<p>Provider Q1 commentary: (Commentary submitted as part of Q1 review)</p>												
	<p>RPM Q1 commentary:</p>												
	<p>N/A</p>												
	<p>Provider Q2 Commentary: (Commentary submitted as part of Q2 review)</p>												
	<p>RPM Q2 commentary:</p>												
	<p>N/A</p>												
	<p>Provider Q3 Commentary: (Commentary submitted as part of Q3 review)</p>												
<p>RPM Q3 commentary:</p>													
<p>N/A</p>													
<p>Actions agreed: (to be discussed at next review)</p>													
<p>Other contracts –</p>	<p>Provider Q1 commentary:</p>												

LITUK/R2R/ESF - Performance against profile and annual targets	N/A
	RPM Q1 commentary:
	N/A
	Provider Q2 commentary:
	RPM Q2 commentary:
	N/A
	Provider Q3 commentary:
	N/A
	RPM Q3 commentary:
	N/A
Actions agreed: (to be discussed at next review)	
Funding usage - Predictive funding - Summary of FMI & budget amendments, if appropriate	Provider Q1 commentary: (Commentary submitted as part of Q1 review) An action plan is in place to maximise the funding usage in a very cost effective way that could ensure timely delivery of KPIs and usage of allocated funding.
	RPM Q1 commentary: Finance Funding usage is currently low compare to KPI delivery and is an area of improvement for Quarter 2. Provider has only spent 75% of its Quarter 1 target and 22% of annual budget at the end of Quarter 1. Profile has been adjusted and unused funding has been re-distributed in remaining 9 periods of the year.
	YTD figures Funding Used:- £33,665 Target: - £45,100 Non Priority Usage: - £0

<p>Additional Learner Support No additional support has been claimed.</p>
<p>Provider Q2 Commentary: (Commentary submitted as part of Q2 review)</p>
<p>RPM Q2 commentary:</p>
<p>Finance Funding usage has been improved in Quarter2 after having slow first Quarter. Provider spent 99% of its YTD funding target at the end of Quarter 2 and 50% of its annual target. No additional funding has been allocated in Quarter 2.</p> <p><u>YTD figures</u> Funding Used:- £83,432 Target: - £84,415 Non Priority Usage: - £0</p>
<p>Provider Q3 Commentary: (Commentary submitted as part of Q3 review)</p>
<p>At the end of Q3, ATN had used £146,245 of a total budget of £155,600. To ensure achievement of the stated targets within the budget, ATN is using the remaining funding to complete existing enrolments. Remaining FLT targets and funding have been reallocated.</p>
<p>RPM Q3 commentary:</p>
<p>Due to regional decision of using FLT funding towards SFL, ATN had reduction of £11,900 in their annual budget. No change in "All tests" target. New annual budget is : £155,600</p> <p><u>YTD figures</u> Funding Used:- £136,761 Target: - £135,115</p>
<p>Actions agreed: (to be discussed at next review)</p>
<p></p>

**PART B: Quality Improvement – Provider summary to be completed by Provider and submitted to RPM prior to each Quarterly review.
Please comment on all contracts delivered for each section in Part B**

	Provider Commentary	RPM Commentary
<p>Centre Management Dashboard (RAG) - What key/common ratings are RED for >2 consecutive periods in centre's RAG ratings? - How are issues from the RAG measures being addressed? -How effective are actions already taken?</p> <p>To include Progression - How are you ensuring learners receiving exit interviews - Is the ILR (field A39) being updated with learners' intended destination?</p>	<p>Provider Q1 commentary: The centre is well managed with trained and experienced delivery staff. The management of Adult Training Network keeps a close eye to all the performance areas and endeavours to embed quality in the delivery and ensure a good value of money for UFI, enriching learning experience for learners and continued professional development for the staff.</p>	<p>RPM Q1 commentary:</p> <p>Overall Success Measure - Green Overall Quality Measure – Green Overall Target & Funding Measure – Amber Overall T2G Measure – Green</p> <p>RAG Issues</p> <p>Funding usage performance against profile : 75%</p>
	<p>Provider Q2 commentary: Overall Success Measures – Red Overall Quality Measures – Amber Overall Target and Funding Measure – Amber</p> <p>The decrease in Overall Success Measures is attributed to a fall in the timely completion of learners from a high of 82% to 64%. The completion date and monitoring procedures for learners are to be reviewed and, where applicable, modified to ensure closer monitoring of learners and stricter adherence to completion dates. Field A39 is updated for each learner completing their programme, yet the completion rate shown on the RAG data has dropped to 52% - possibly due to increased withdrawals post-Christmas and an increasing number of learners continuing their Learndirect education. As previously mentioned, SfL KPIs are at 88% of the target in the profile, while Entry 3 Numeracy is at 114%</p> <p>As previously mentioned, an internal audit took place between the 9th and 11th of February – utilising strict UFI audit checklists. The good practice and areas for improvement highlighted will prove instrumental in raising the level of performance in all aspects of the Centre Management RAG data.</p>	<p>RPM Q2 commentary:</p> <p>Overall Success Measure - Red Overall Quality Measure – Amber Overall Target & Funding Measure – Amber</p> <p>RAG Issues</p> <p>Programme Success Rate cumulative within year for Sfl : 67% Programme Success Rate cumulative within year, Timely : 64% Difference between expected and actual completion date for learners who have completed : 46% Measuring use of Field L39 Destination in the LSE : 52% Foundation Learners enrolling against profile : 14%</p>

	<p>Provider Q3 commentary: Overall Success Measures – Amber Overall Quality Measures – Amber Overall Target and Funding Measure – Amber</p> <p>Overall success measures have risen to amber due to increases in the cumulative and timely success rates for SfL qualifications. Although still lower than anticipated, the programme success rate cumulative within year for SfL is at 72%, with timely achievement at 67%. Although still low, staff at ATN are keeping better track of learners, calling up non attendance and setting end dates which more realistically reflect the amount of time learners can spend on course. The rate of acquisition of Entry 3 Numeracy test passes has been maintained at above 100% of profile, indicative of the high level of need in the local area. Increased enrolments undertaken at the start of Q3 have ensured a high spend level, with the funding level during Q3 fluctuating between 100% and 106%. This is strongly anticipated to drop in Q4 as remaining learning aims will be unfunded.</p> <p>Actions:</p>	<p>RPM Q3 commentary:</p> <p>Overall Success Measure - [REDACTED] Overall Quality Measure – [REDACTED] Overall Target & Funding Measure – [REDACTED]</p> <p>RAG Issues</p> <p>Programme Success Rate cumulative within year for SfL : 72% Programme Success Rate cumulative within year, Timely : 67% Difference between expected and actual completion date for learners who have completed : 56% Percentage of learners with expected end date greater or less than 31 days for England average for qualification : 40%</p>																																																		
<p>Success Rates - Compare with previous quarter(s) and National/Regional rates - (If applicable) What are the reasons for >3% increase/decrease on the previous quarter? - If rates are/were below minimum targets, what actions have been taken? How effective have these been? EDIMS - Review progress against EDIMs for the centres, how well is the centre on target? - (If applicable) What</p>	<p>Provider Q1 commentary: The centre was managed to maintain good success rate (82.86%) and will endeavour to improve the delivery model by retaining more students and get even better success rate.</p>	<p>RPM Q1 commentary:</p> <p>Excellent Success Rate for both “In-year” and “Cohort”.</p> <p>In-Year Success Rate</p> <table border="1" data-bbox="995 870 1665 987"> <thead> <tr> <th>Success Rate</th> <th>Centre</th> <th>London</th> <th>England</th> </tr> </thead> <tbody> <tr> <td>Full Level 2</td> <td>N/A</td> <td>49%</td> <td>47%</td> </tr> <tr> <td>SFL</td> <td>82.86%</td> <td>72.46%</td> <td>72.87%</td> </tr> <tr> <td>Overall</td> <td>82.86%</td> <td>71.94%</td> <td>72.42%</td> </tr> </tbody> </table> <p>Cohort Success Rate</p> <table border="1" data-bbox="995 1040 1688 1182"> <thead> <tr> <th rowspan="2">Success Rate</th> <th colspan="2">Centre</th> <th colspan="2">London</th> <th colspan="2">England</th> </tr> <tr> <th>Overall</th> <th>Timely</th> <th>Overall</th> <th>Timely</th> <th>Overall</th> <th>Timely</th> </tr> </thead> <tbody> <tr> <td>F L 2</td> <td>N/A</td> <td>N/A</td> <td>63.37</td> <td>49.57</td> <td>69.16</td> <td>57.39</td> </tr> <tr> <td>SFL</td> <td>96.67%</td> <td>82.86%</td> <td>100</td> <td>86.84</td> <td>94.43</td> <td>73.17</td> </tr> <tr> <td>Overall</td> <td>96.67%</td> <td>82.86%</td> <td>71.03</td> <td>57.83</td> <td>94.02</td> <td>72.78</td> </tr> </tbody> </table> <p>EDIMs Improve Success Rate in Chinese learners</p>	Success Rate	Centre	London	England	Full Level 2	N/A	49%	47%	SFL	82.86%	72.46%	72.87%	Overall	82.86%	71.94%	72.42%	Success Rate	Centre		London		England		Overall	Timely	Overall	Timely	Overall	Timely	F L 2	N/A	N/A	63.37	49.57	69.16	57.39	SFL	96.67%	82.86%	100	86.84	94.43	73.17	Overall	96.67%	82.86%	71.03	57.83	94.02	72.78
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<p><i>are the reasons for any >3% rate increase/decrease on the previous quarter?</i></p> <p><i>- How well are different groups performing since the previous quarter? Has the centre addressed any potential issues?</i></p> <p><i>- How well does the centre engage with different groups and represent the diversity of it's local population?</i></p>	<p>Provider Q2 commentary: The average for ATN's Overall Success was 91.14%, 3.1% higher than the national average, yet 1.72% lower than the London Region's. The Timely Completion rate was 63.73%, 6.21% lower than the national average and 3.88% lower than the London average. The success rate represents an increase of 8.28% on the last quarter. The success rate among Chinese learners remains at 100%. Figures for the success rate among Disabled learners are currently unavailable as completions have not yet been recorded. Of the 13 learners registered as having learning difficulties, 6 have completed, with a further 4 yet to do so.</p>	<p>Target : 80% Actual : 100%</p> <p>Improve Success Rate in Disable learners Target : 80% Actual : N/A</p> <p>RPM Q2 commentary:</p> <p>Success Rate has been reduced for both Cohort and "In-Year" due to high timed out learner.</p> <p>In-Year Success Rate</p> <table border="1"> <thead> <tr> <th>Success Rate</th> <th>Centre</th> <th>London</th> <th>England</th> </tr> </thead> <tbody> <tr> <td>Full Level 2</td> <td>N/A</td> <td>52.15%</td> <td>51.62%</td> </tr> <tr> <td>SFL</td> <td>66.67%</td> <td>70.41%</td> <td>71.54%</td> </tr> <tr> <td>Overall</td> <td>66.06%</td> <td>69.21%</td> <td>70.30%</td> </tr> </tbody> </table> <p>Cohort Success Rate</p> <table border="1"> <thead> <tr> <th rowspan="2">Success Rate</th> <th colspan="2">Centre</th> <th colspan="2">London</th> <th colspan="2">England</th> </tr> <tr> <th>Overall</th> <th>Timely</th> <th>Overall</th> <th>Timely</th> <th>Overall</th> <th>Timely</th> </tr> </thead> <tbody> <tr> <td>F L 2</td> <td>N/A</td> <td>N/A</td> <td>82.91%</td> <td>53.11%</td> <td>75.88</td> <td>56.83</td> </tr> <tr> <td>SFL</td> <td>91.14%</td> <td>64.36%</td> <td>93.42%</td> <td>68.49%</td> <td>88.75%</td> <td>70.72%</td> </tr> <tr> <td>Overall</td> <td>91.14%</td> <td>63.73%</td> <td>92.86%</td> <td>67.61%</td> <td>88.04%</td> <td>69.94%</td> </tr> </tbody> </table> <p>EDIMs</p> <p>Improve Success Rate in Chinese learners Target : 80% Actual : 100%</p> <p>Improve Success Rate in Disable learners Target : 80% Actual : 66.06</p>	Success Rate	Centre	London	England	Full Level 2	N/A	52.15%	51.62%	SFL	66.67%	70.41%	71.54%	Overall	66.06%	69.21%	70.30%	Success Rate	Centre		London		England		Overall	Timely	Overall	Timely	Overall	Timely	F L 2	N/A	N/A	82.91%	53.11%	75.88	56.83	SFL	91.14%	64.36%	93.42%	68.49%	88.75%	70.72%	Overall	91.14%	63.73%	92.86%	67.61%	88.04%	69.94%
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	<p>Provider Q3 commentary:</p> <p>The In-Year success rate for SfL is 71.63%, 0.78% higher than the London region's average but 2.77% lower than for England. Overall, the rate was 70.27%, 1.57% higher than the London average and 1.46% lower than for England.</p> <p>The overall cohort timely success rate was 66.92%, 2.07% higher than the London average, but 2.59% lower than the average for England.</p>	<p>RPM Q3 commentary:</p> <p>In-year Success rate increased from 66% to 70%. Timely Success rate increased from 63% to 66% but "Cohort Overall Success rate" is reduced from 91% to 75%.</p> <p>In-Year Success Rate</p> <table border="1"> <thead> <tr> <th>Success Rate</th> <th>Centre</th> <th>London</th> <th>England</th> </tr> </thead> <tbody> <tr> <td>Full Level 2</td> <td>0%</td> <td>47.65%</td> <td>51.90%</td> </tr> <tr> <td>SFL</td> <td>71.63%</td> <td>70.85%</td> <td>74.40%</td> </tr> <tr> <td>Overall</td> <td>70.27%</td> <td>68.52%</td> <td>71.73%</td> </tr> </tbody> </table>	Success Rate	Centre	London	England	Full Level 2	0%	47.65%	51.90%	SFL	71.63%	70.85%	74.40%	Overall	70.27%	68.52%	71.73%																																		
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	<p>The success rate for Chinese learners was 100%, a fact slightly misleading due to the low numbers recruited (1 at time of writing).</p> <p>With regards to learners with disabilities, 1 learner with a physical disability was enrolled and 1 with a disability affecting mobility (one of whom was withdrawn with the other yet to complete).</p>	<p>Cohort Success Rate</p> <table border="1" data-bbox="995 131 1673 277"> <thead> <tr> <th rowspan="2">Success Rate</th> <th colspan="2">Centre</th> <th colspan="2">London</th> <th colspan="2">England</th> </tr> <tr> <th>Overall</th> <th>Timely</th> <th>Overall</th> <th>Timely</th> <th>Overall</th> <th>Timely</th> </tr> </thead> <tbody> <tr> <td>F L 2</td> <td>0%</td> <td>100%</td> <td>79.39%</td> <td>43.94%</td> <td>73.09%</td> <td>49.03%</td> </tr> <tr> <td>SFL</td> <td>75.19%</td> <td>68.25%</td> <td>89.44%</td> <td>67.25%</td> <td>86.46%</td> <td>72.17%</td> </tr> <tr> <td>Overall</td> <td>75.18%</td> <td>66.92%</td> <td>88.63%</td> <td>64.85%</td> <td>85.11%</td> <td>69.51%</td> </tr> </tbody> </table> <p>EDIMs</p> <p>Improve Success Rate in Chinese learners Target : 80% Actual : 100%</p> <p>Improve Success Rate in Disable learners</p>	Success Rate	Centre		London		England		Overall	Timely	Overall	Timely	Overall	Timely	F L 2	0%	100%	79.39%	43.94%	73.09%	49.03%	SFL	75.19%	68.25%	89.44%	67.25%	86.46%	72.17%	Overall	75.18%	66.92%	88.63%	64.85%	85.11%	69.51%
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<p>Development Plan - <i>How well has progress been made against the DP?</i> - <i>(If applicable) How have slippages against actions been addressed?</i></p> <p>Observation - <i>What progress has been made against the OSAQ action plan?</i> - <i>Has the OSAQ System appraisal worksheet been completed? If not, when can this be planned for?</i></p>	<p>Provider Q1 Commentary: Funding was monitored against each KPI; therefore the centre was able to offer better value for money. Disabled learners have access to DDA complaint new building.</p> <p>Provider Q2 Commentary: Recruitment of learners from the Chinese community remains slow, due to low learner numbers in the vicinity of the centre. Of the 126 learners enrolled, 7 were withdrawn representing a withdrawal rate of 5.56%.</p> <p>Provider Q3 Commentary:</p>	<p>RPM Q1 Commentary: Development plan has been updated. Two observation were carried out in Quarter 1</p> <p>RPM Q2 Commentary: Development Plan has been updated, Observation copies to be received.</p> <p>RPM Q3 Commentary: Development Plan has been updated and reviewed.</p>																																		
<p>Actions:</p>																																				
<p>Learner Satisfaction - <i>How effectively does the Provider secure learner participation in the online survey?</i> - <i>What specific</i></p>	<p>Provider commentary:</p>	<p>RPM commentary: <u>Q1</u></p> <ul style="list-style-type: none"> • Period 3 report on ORC portal is showing that 9 learners have completed the survey from ATN centre. Result to be announced. <p><u>Q2</u></p>																																		

<p><i>improvements have been made as a result of feedback in the learner survey?</i></p>		<ul style="list-style-type: none"> Learner satisfaction at the end of Quarter 2 stands at 96%. <p>Q3</p> <ul style="list-style-type: none"> Current learner satisfaction is at 93%, reduced 3% from Q2.
	<p>Actions:</p>	
<p>Complaints and Safeguarding</p> <p><i>- How many complaints have there been relating to this provider/its centres since the last performance review?</i></p> <p><i>- Is there any pattern with previous complaints?</i></p> <p><i>- Were the complaints dealt with appropriately?</i></p> <p>- Have there been any vulnerable adult issues? Have they been reported to Venue Support?</p>	<p>Provider commentary:</p> <p>Safeguarding: Amarjit Dhanjal has completed 'Designated Person' training and Nicholas James (Administration Team) is to attend in June 2010. The safeguarding policy has been distributed and an internal training session undertaken.</p> <p>The single complaint received was due to the system highlighting the learner was under-age. It was not clear to management at that time that special permission could be sought. The learner was invited back but declined.</p>	<p>RPM commentary:</p> <p>Q1 No complain received in Q1.</p> <p>Q2 No complain received in Q2.</p> <p>Q3 One complain received in Q3 with regards under 19 learner wanting to enrol onto course. Complain has been resolved.</p>
	<p>Actions:</p>	
<p>Staff Development</p> <p><i>- Do the provider/centres meet/exceed the Ufi requirements for staff qualifications?</i></p> <p><i>- Does your RNDM have the current staff development information?</i></p>	<p>Provider Q1 commentary: Last year three of the staff members started NVQ level 5 in Management which they have successfully finished. Six members of staff are enrolled on A1 while 3 members of staff are enrolled on V1 qualifications which they plan to finish by February 2010.</p>	<p>RPM Q1 commentary:</p>
	<p>Provider Q2 commentary:</p> <p>All members of staff previously enrolled on the A1 and V1 qualifications have yet to complete, but are scheduled to do so imminently.</p>	<p>RPM Q2 commentary:</p>
	<p>Provider Q3 commentary:</p> <p>Staff members taking the A1 award are awaiting verification of their portfolios.</p>	<p>RPM Q3 commentary:</p>

	Actions:	
Audit - If you were involved in the substantive audit and any issues arose, what actions are you taking to ensure they don't happen again? - What are your key concerns regarding funding probity and the risk of audit extrapolation? How are you addressing them?	Provider Commentary - Substantive Audit 1:	RPM Commentary - Substantive Audit 1: ATN was not selected for first Substantive Audit.
	Provider Commentary - Substantive Audit 2:	RPM Commentary - Substantive Audit 2:
	Actions:	

PART C: General Comments – Provider summary to be completed by Provider and submitted to RPM prior to each Quarterly Review

Any Other Business Eg. Marketing Plans? Eg. Session Targets?	Provider commentary: Adult Training Network is changing its marketing plan to bring in wider communities, reflecting the demographic picture of Newham. We are running three London Development Agency funded employability projects and have started a new Flexible New Deal Project that will help learndirect learners to find progression routes into future learning and development.	RPM commentary: <i>After Network review and moderation, UFI London Region has decided to not to offer extension of contract to ATN for Academic year 2010-2011. The decision is based on Geographical coverage and cuts in funding for next year.</i> Key Actions in last Quarter, <ul style="list-style-type: none"> • To withdraw all inactive learners on programme. • To ensure all existing learners are achieved by the end of July so there are no crossover or transferred learners. • To ensure Success rate is improved from 65% timely to atleast 75%.
	Actions:	