



ADULT TRAINING NETWORK

ANNUAL REPORT

2023-2024

Adult Training Network (a company limited by guarantee)

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Structure governance and management

The Adult Training Network is a Registered Charity Number 1093609, established in July 1999, and a Company Limited by Guarantee number 4286151. The Head Office is at Unit 3 Triangle Centre, 399 Uxbridge Road, Southall, UB1 3EJ.

The Adult Training Network has a Board of Trustees and a Managing Director, who is the main contact person for the organisation. Further information on the Adult Training Network can be found on the organisation's website at <http://www.adulttraining.org.uk>. The Chair of the Board of Trustees is Mr Fawzy Adam and the Managing Director is Mr Sarjeet Singh Gill.

Objectives and activities

The Adult Training Network (known 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. The organisation was formed to help address the educational disadvantage suffered by certain marginalised sections of the community.

The main objectives of the educational programmes are to:

- Develop clients' employability skills
- Help to improve students' linguistic competence in English.
- Provide students with basic survival English for everyday life in UK.
- Provide students with basic English for access to other College courses. • Equip students to progress to the next level of ESOL provision.
- Support students in their chosen progression path.
- Build the self-confidence of students.
- Develop the ICT skills of people in the local community who have little or no access to mainstream education provision and ICT resources.
- Support learners to acquire career management skills such as job search techniques, interview skills, CV writing, confidence building, improving self-esteem and to enable them to successfully compete for and acquire sustainable jobs.
- Support learners with their well-being and mental health by conducting programmes in pain management, yoga, gardening and music.

Staffing

In the period August 2023 – July 2024, ATN employed 18 members of staff. ATN Southall employed a total of 11 staff members, who served various programmes funded by RUTC/HRUC, Sackler Trust, Step2Skills (Herts County Council), Merton Council, National Lottery Community Fund, Garfield Weston Foundation. It included the Director, Regional Manager, two part time administrators, one lead Quality Assurance Officer, 3 ESOL/Functional Skills/Maths tutors, one part time ICT tutor to deliver Digital Skills, one part time cleaner, one part-time finance coordinator. In Stevenage there were a total of four members of staff employed to serve learning programmes funded by Step2Skills. Staffing included: two part time tutors to deliver ESOL/Community Education programmes, one administrator and admin/outreach officer. In Merton two part time Digital Skills/English Tutors were employed including an Admin/Outreach Officer.

Staff Development & Training

During the year one member of staff started a Level 5 Diploma in Education and Training as part of their continuing professional development. There is strong evidence that teachers who continue to develop their skills during their careers contribute more to improved learner attainment and IQA processes. During 2023-24 we continued to provide support to 17 tutors and members of staff to extend and enrich their skills and to further enhance their professional development. Some of the key CPD activities attended by the staff in this period were as follows:

- Safeguarding
- Prevent
- Standardisation of Marking and Patterns and Trends
- Cyber Essentials
- Organisational Resilience Training
- Safer Recruitment
- Online e safety
- Matrix Preparation
- Introduction to IQA
- SMART - records of clear challenging group and individual objectives
- ILPs' based on initial assessment, learners starting points and goals ,interests & progression routes
- Learners' portfolios and reflections & review dates
- Quality assurance

- End of course paperwork, updating progress, achievements, satisfaction surveys, (exit questionnaires) intended and actual destination routes recorded,
- Diagnostic assessment, class profile, ILP, mid-course review, mock exams and end course evaluations
- Diversity and Inclusion
- SMART records of clear and challenging group and individual objectives
- Effective Digital Skills delivery
- Designated Safeguarding Lead Training Level 3
- Level 5 Diploma in Education and Training
- IAG (Level 2)
- OTLA
- Recognising and Recording Progress and Achievement (RARPA)
- Database Training
- Green Skills Training

QUALIFICATION ACCREDITATION

The Adult Training Network is accredited by the C&G (City and Guilds) for various qualifications including Functional Skills in English and Maths and ESOL at all levels including Entry Level 1, Entry Level 2, Entry Level 3, Level 1 and Level 2, Business Administration, ICT, etc. These include options for both paper-based and on-line testing. ATN is accredited to offer the following portfolio of qualifications:-

- ✓ Functional Skills English Entry 1 – Level 2
- ✓ Functional Skills Mathematics
- ✓ Business Administration Advanced Apprenticeship (Level 3) - England
- ✓ Business Administration Intermediate Apprenticeship (Level 2) - England
- ✓ Intermediate Apprenticeship in Customer Service (Level 2) (England)
- ✓ Advanced Apprenticeship in Customer Service (Level 3) (England)
- ✓ Level 2 Diploma in Business Administration
- ✓ Level 3 Diploma in Business Administration
- ✓ Diploma in Business Administration (Unit Route)
- ✓ ITQ Certificate for IT users (Level 2) - UNIT ROUTE

- ✓ ESOL Skills for Life full-mode qualifications
- ✓ ESOL Skills for Life full-mode qualifications (top up)
- ✓ ESOL Skills for Life single-mode qualifications
- ✓ ITQ Certificate for IT users (Level 1) - UNIT ROUTE
- ✓ ITQ Level 3 for IT users
- ✓ ITQ Level 2 for IT users
- ✓ ITQ Level 1 for IT users
- ✓ Functional Skills English
- ✓ Functional Skills Mathematics

ACTIVITIES AUGUST 23 –JULY 2024

HRUC – Period Sept 23 – August 24

Objectives of the Programme

The objectives of the programme are to develop the skills, confidence, employment and educational prospects of adult learners who are migrants, refugees and asylum seekers. This is being achieved by conducting programmes in ESOL from Entries 1 to Level 1 and in Functional Skills English for positive progression into further learning and employment prospects.

Activities

ATN engaged with 157 learners and delivered programmes of ESOL, Digital Skills and Maths which was embedded in the program content. Each participant was given an initial assessment to ascertain their level of competence in ESOL and Functional Skills Maths. This was followed by courses which included matrix accredited Information Advice and Guidance and course support by qualified tutors who provided targeted additional support when necessary for learners who found the programmes to be challenging.

Individual Learning Plans were developed which specify short and long term goals and milestones were reviewed, updated and recorded on a fortnightly basis between tutor and learner.

Additionally participants were supported with strategies for improving their health and well being.

Health and Wellbeing surveys were conducted at the beginning of programmes, mid course and at the end to determine the extent to which mental well being had improved.

Participants were also encouraged to use the free facilities and to keep in touch with ATN staff (laptops, desktops and printers) for CVs and job search support. Celebration events were held presenting participants with certificates and linking them to former learners who act as positive role models, sharing their experience and inspiring others.

At the end of each course, each learner was given an exit review which provided guidance and support for progression into further learning and/or jobs.

Monitoring and Evaluation

Learners undergo a comprehensive Initial assessment to determine English, maths and ICT Skills using the BKSB Initial and Diagnostic Assessments, assessments of employment skills). These provide the basis for our monitoring and evaluation processes, providing the baseline from which we (and the learner) can assess progress alongside the ILPs which detail goals and milestones. OTLAS and Learning Walks were conducted on a termly basis and the quality of teaching and learning was judged to be of a good standard

Profile of learners

The learners were primarily from BAME and refugee communities for ESOL programmes as follows: Asian 52, European (mainly Ukrainian) 75, African 14, Other 16.

Twenty nine percent of the learners were refugees, 8 % were asylum seekers and the rest were either British or those with settled status in the UK

Impact and Outcomes

The Achievement rate was a credible 90% with a retention rate of 91% and a pass rate of 99%, indicating that learners were engaged and benefitted from the programme.

The percentage of learners who progressed onto higher level accredited ESOL at ATN was 68%, whilst 11% moved into employment.

The families and communities of the participants benefitted from the improved knowledge and skills gained on the programme. In particular, the improved skills in Speaking and Listening and Reading and Writing supported learners to gain confidence and communicate more readily with officialdom and also informally. For many individuals this programme provided the conduit to embark on a journey of life-long learning, and they have encouraged others within their communities to improve their skills and enrol on locally provided courses

Learner Survey

The % of 109 learners surveyed who expressed excellent/good views were as follows:

- (i) Information, Advice and Guidance prior to the start of the course – 91%
- (ii) The quality of teaching during the course - 96%
- (iii) The achievement of personal learning goals – 89%
- (iv) The quality of the assessment procedure – 96%
- (v) The quality of support, advice and guidance you received throughout - 93%
- (vi) The quality of resources including the course notes and handouts – 94%
- (vii) The training venue and facilities – 88%
- (viii) Safety and respect experienced during the course - 95%
- (ix) Overall course rating, taking into consideration everything – 95%
- (x) Improvement of self confidence during the course -94%
- (xi) Development of well being during the course – 90%

Case Studies

Case Study 1

Mohammed Hali is originally from Morocco and he attended school until the 4th class. For personal reasons he left Morocco for Italy and he lived in Italy for 33 years. In Italy he worked as a forklift driver. He arrived in the UK in 2023 and worked as a cleaner for about a month but due to language issues he had to give up his job. Hali possesses limited communication skills in English. He was disillusioned as he had to work as a cleaner and was unable to see employment as a forklift driver due to language issues. He realised that in order for him to take up any exams for fork lift driving he has to improve his spoken and written skills in English. In addition to this he also has a child with disabilities and has to deal with the child's health issues. He was referred by the job centre as he was lacking confidence, had low self esteem, possessed limited English and was not feeling positive about himself. Upon arriving at ATN a staff member who spoke Italian assisted him with the enrolment and also explained to him the purpose of his referral. He was enrolled on the Sackler Trust Course on 08/11/2023. He was keen to improve his English, improve his employability skills, enhance his digital skills and also his mental health and well being. He settled well in the class and was attending the programme regularly. He was very keen in improving himself and he participated in class with enthusiasm. His tutor was very supportive and he had also made progress with his spoken and written English. He made friends in the class and during the tea break they would chat with each other. There was a change in his personality. He completed the course and was enrolled on the ESOL Entry 1 programme. He was very happy about the progression he was making.

When he arrived at ATN for enrolment he looked lost. With the help of the translator he enrolled on the Sackler Trust programme. The support he received from the tutor in the classroom helped him improve his English. He also forged friendships with his classmates and this had a positive impact with his well being. He found the staff at ATN user friendly and helpful.

Hali has enrolled on the ESOL Entry 1 course and he is planning to complete the course. Upon completion he would like to progress onto the ESOL Entry 2.

Hali hopes to obtain a fork lift licence once he improves his spoken and written English and look for employment as a fork lift driver.

Case Study 2

Nazmie had been referred by the Job Centre as she was dealing with her child's health issues and was lacking confidence and was not feeling positive about herself. She enrolled on the Sackler Trust Course on 17/10/2023 but had to withdraw as her child was ill and she had to take the child to Bulgaria for treatment. She re-enrolled for the course again on the 01/02/2024 as her child's health was better. She wanted to improve her English, her mental health and well being and also to enhance her employability prospects. At the start of the programme she was nervous but once she started attending the programme regularly her confidence grew. In addition, she also formed friendships with her fellow classmates. She was also supported by the tutor with improving her spoken and written English. She enjoyed her training and was keen to look for part-time work either as a cleaner or a shelf stacker. Her CV was updated and she attended an interview at Zagros Food Centre and she was successful at her interview, She started working part-time as a cashier. She was really very happy as she felt that she was helping to support her family financially. She commenced her employment in March 2023 whilst on the programme.

When she initially came to ATN she was feeling nervous but the office staff made her feel comfortable and welcome. The tutor Sobia Qureshi was very supportive and she helped her with improving my spoken and written English, digital skills and also with her confidence and mental health and well being. She also enjoyed being in the classroom where she forged friendships and looked forward to learning and attending class from Mondays through Thursdays.

At the present moment she would like to settle into her job and then she would like to enrol on an ESOL course which will enable her to help her children with their school work and also enhance her employment prospects.

This course has helped her to improve her confidence levels as well as her mental health and wellbeing. In addition, with the help of the tutor she was able to look for employment and has started working on a part-time basis.

Future programmes

ATN conducted these programmes between Sept 23 and Feb 24 for funding which was limited to £100K. Unfortunately, no new funding was forthcoming after this period, as the GLA had increased its allocation by 15% for each learner. Hence HRUC made the decision to conduct these programmes in house as there was no need to subcontract. Essentially, HRUC needed a lesser number of learners to draw down the same funding resulting in a loss of approximately £200K of funding.

Step2 Skills

Objectives of the programme

The objectives of the programme are to develop the skills, confidence, employment and educational prospects of adult learners who are migrants, refugees and asylum seekers and local residents. This is being achieved by conducting programmes in ESOL from Entries 1 to Level 1 and non accredited community learning courses in Digital Skills, Employment for positive progression into further learning at ATN or and employment prospects.

Activities

ATN engaged with 211 earners and delivered accredited programmes in ESOL and non accredited community learning programmes in Digital Skills, Maths, Get that Job and Pre Entry ESOL. Each participant was given an initial assessment to ascertain their level of competence in ESOL. This was followed by courses which included matrix accredited Information Advice and Guidance and course support by qualified tutors who provided targeted additional support when necessary for learners who found the programmes to be challenging.

Individual Learning Plans were developed which specify short and long term goals and milestones were reviewed, updated and recorded on a fortnightly basis between tutor and learner.

Participants were also encouraged to use the free facilities and to keep in touch with ATN staff (laptops, desktops and printers) for CVs and job search support. Celebration events were held presenting participants with certificates and linking them to former learners who act as positive role models, sharing their experience and inspiring others.

At the end of each course, each learner was given an exit review which provided guidance and support for progression into further learning and/or jobs.

Monitoring and Evaluation

Learners undergo a comprehensive Initial assessment to determine ESOL using the BKS Initial and Diagnostic Assessments. These provide the basis for our monitoring and evaluation processes, providing the baseline from which we (and the learner) can assess progress alongside the ILPs which detail goals and milestones. OTLAS and Learning Walks were conducted on a termly basis and the quality of teaching and learning was judged to be of a good standard

Profile of learners

The learners were from a diverse range of ethnicities including Ukranian, Polish, African and Asian communities. The % of learners from BAME communities was 95% and above profile.

Impact and Outcomes

The Achievement rate was a credible 94% with a retention rate of 100% and a pass rate of 94%, indicating that learners were engaged and benefitted from the programme.

The percentage of learners who progressed onto higher level accredited ESOL at ATN or FE was 53% ,whilst 26% continued being employed on a P/T basis or moved into employment

Learner Feedback

The % of 199 learners surveyed who expressed excellent/good views were as follows:

- (i) Information, Advice and Guidance prior to the start of the course – 90%
- (ii) The quality of teaching during the course - 91%
- (iii) The achievement of personal learning goals – 90%
- (iv) The training venue and facilities – 84%
- (v) Safety and respect experienced during the course - 100%
- (vi) Overall course rating, taking into consideration everything – 84%
- (vii) Improvement of self confidence during the course -92%
- (viii) Development of well being during the course – 89%
- (ix) Development of Digital Skills was 81%
- (x) Support received during the course was 92%
- (xi) Support with socialising, work and communication to mitigate against social exclusion was 97%

Garfield Weston Foundation

ATN was granted a sum of £30,000 for core funding by Garfield Weston Foundation and was able to fulfil the objectives set out in the grant bid to develop the skills, confidence, health and wellbeing for 678 beneficiaries cumulatively for all programmes and to support positive progression pathways into further learning and employment, similar to the previous academic year.

Activities

ATN conducted programmes in English, Digital, Health and Wellbeing and Employability skills in the grant year. Each beneficiary was provided with a Matrix accredited information advice and guidance session to explore barriers to learning and employment including additional support needs. This was followed by a BKSB initial and diagnostic assessment of English, maths and IT skills. Mental health/ Wellbeing was also assessed using the Warwick Edinburgh Mental Wellbeing Scale (WEMWB). This was followed by high quality teaching and learning sessions with SMART targets followed by mid-point and final assessments. At the end of each course there was a final progression advice session into further learning or work.

There were also opportunities for social inclusion and integration in the form of coffee mornings, end of course parties and celebration of cultural events where food and drink representing different culinary traditions was prepared and presented by the beneficiaries. Additionally, these events were enhanced by music from a multitude of different cultural heritages which added to inclusivity and mutual respect amongst participants. The above activities helped bring beneficiaries from different communities together to celebrate with food, music and drink. It also helped learners engage and network with each other including fostering friendships, social bonds and mutual respect. An added benefit was to promote social inclusion at the events. Together with the educational programmes which had taken place previously, the social events added to an important objective in supporting learners to integrate into the social fabric in the UK.

Outcomes

Most of our learners from Afghanistan, Syria, Ukraine, Sri Lanka, Pakistan and India have developed greater confidence, identity and self-worth to move into further education and employment. For example, 10% moved into employment on the Harrow Richmond Uxbridge College programme and 58% continued with ATN to develop their skills set further.

We continue to develop strong relationships with stakeholders such as local Job Centre Plus offices in Ealing and Merton, Merton Council, Herts County Council and local employers

ATN had a cumulative achievement rate of 90%, pass rate of 94% and retention rate of 96% which is

very credible and above national benchmark figures for all grant funded programmes and core funded by Garfield Weston Foundation.

Additionally, given our commitment to existing learners 53 of the beneficiaries achieved an achievement rate of 93%, pass rate of 100% and retention rate of 93% without any funding from any source.

There was also a tangible improvement in the mental health and wellbeing of learners at

the end of programmes when compared with their condition at the commencement of the courses. Beneficiaries were more confident in taking ownership of their lives and expressed the view that they were able to engage with people a lot better and did not feel so isolated as a result of attending the programme.

The families and communities of the participants benefitted from the improved knowledge and skills gained on the programme. In particular, the improved skills in the use of technology for communication and learning, which were cascaded throughout the participants families and friends. For many individuals this programme provided the

conduit to embark on a journey of life-long learning, and they have encouraged others

within their communities to improve their skills and enrol on locally provided courses

Challenges and Resolutions

Many of the learners are refugees who have suffered trauma and displacement from war torn zones apart from their lack of language skills. Tutors have worked diligently and selflessly to engage with learners and to provide them with the tools to integrate into and navigate a new education, work and social system in the UK. Consequently, motivation levels have improved dramatically. The tutors often experience linguistic obstacles while teaching refugees due to diverse languages in the classroom. These languages cause interference and confusion. To address this, tutors are resorting to GTM (Grammar Translation Method). At ATN several multi-lingual lexicons are provided to the learners in

the classrooms. The tutors need trauma-informed teaching approaches which need to be explored further at standardisation sessions lead by senior staff.

Learners are

encouraged to talk about bereavement and any recent trauma they have experienced in their lives. Practical barriers include poor attendance due to childcare and financial constraints of the learners. Staff at ATN are well-equipped in providing IAG and homework to such learners so that they can catch up with any sessions that they have missed. Institutional challenges include budget constraints for learning materials and resources. To address this issue the

senior staff members often discuss and share resources related to ESOL curriculum, mental health and well-being as well as digital skills. ATN intends to continue to support learners in a holistic manner with the strategies mentioned above.

Learner Survey Analysis

Learner surveys were conducted for all funding programmes. Ninety percent or more of the 547 beneficiaries who responded to the learner surveys expressed excellent/good views on Information, Advice and Guidance prior to the start of the course, the quality of teaching, achievement of personal learning goals, the quality of the assessment procedure, the quality of support advice and guidance received throughout, the quality of resources, training venue and facilities, safety and respect experienced, overall course rating

Sample Learner Comments

"My teacher is good and I improved my English and job skills."

"I am satisfied with the course because I have gained the skills to find a job."

"I am happy and satisfied with the course. I learnt a lot to do with employability."

"It helped me find a job and I learnt different things about jobs."

"I can read well, improved my vocabulary and pronunciation."

"I have improved my listening."

"I am satisfied because I now can talk with more confidence."

"This course helped me learn how to type. I never typed on the computer before and

"I was able to type a cover letter."

"This course helped me to communicate with other people."

"I would like more lessons on computer or digital skills. I need more hours for me to understand more about how to use a computer."

Case Studies

Numan Besmelah

Numan is originally from Afghanistan, where he was born and raised. Whilst he was there, he attended religious school and has had no prior employment history. He left Afghanistan and arrived in the UK in 2021 due to fear of persecution. As Numan did not have any employment history it would be hard for him to apply for and have success when looking for employment. Additionally, due to the language barrier he also faced, it meant that Numan would have to prioritise learning English so that he could begin achieving his dream as a bus driver in the future. Numan was later enrolled at ATN onto an Entry Level Award in ESOL Skills for Life Entry 1 course so he could begin achieving the qualifications he required to begin working. As he progressed within the course, Numan began to improve his written and spoken English, which allowed him to converse fluently with others as well as being able to successfully ask and answer questions. With the progress that Numan

quickly made, he was successful in finding himself employment, working part time as a mechanic at OT Service.

Numan is still hoping to achieve his dream of working as a bus driver in the future but he is currently enjoying his new role and has been grateful for the opportunity given to improve his English which helped aid him in finding his new job.

Conclusion

Adult Training Network is very grateful for the support of Garfield Weston Foundation in supporting the work of ATN. With the combined funding that we have received from all the funders the impact for the beneficiaries has been transformational. We intend to move forward in a proactive manner to overcome the challenges facing the beneficiaries who represent one of the most marginalised and disadvantaged groups in the community.

Sackler Trust

Objectives of the Programme

The objectives of the programme are to develop the skills, confidence, employment and educational prospects including the well being of migrants, refugees and asylum seekers. The programme also seeks to support their integration into wider society. This is being achieved by conducting programmes in pre Entry ESOL, Digital Skills, Employability and strategies for improving health and well being.

Activities

ATN engaged with 38 beneficiaries and delivered programmes of 96 hours in pre Entry ESOL, Digital Skills and Employability Support which was embedded in the program content. Each participant was given an initial assessment to ascertain their level of competence in ESOL and Digital Skills including career aspirations. This was followed by courses which included matrix accredited Information Advice and Guidance and course support by qualified tutors who provided targeted additional support when necessary for learners who found the programmes to be challenging.

Individual Learning Plans were developed which specify short and long term goals and milestones were reviewed, updated and recorded on a fortnightly basis between tutor and learner.

Additionally participants were supported with strategies for improving their health and well being.

Health and Wellbeing surveys were conducted at the beginning of programmes, mid course and at the end to determine the extent to which mental well being had improved.

Participants were also encouraged to use the free facilities and to keep in touch with ATN staff (laptops, desktops and printers) for CVs and job search support. Celebration events were held presenting participants with certificates and linking them to former learners who act as positive role models, sharing their experience and inspiring others.

At the end of each course, each learner was given an exit review which provided guidance and support for progression into further learning and/or jobs.

Monitoring and Evaluation

Learners undergo a comprehensive Initial assessment to determine English, maths and ICT Skills using the BKSBI Initial and Diagnostic Assessments, assessments of employment skills as well as health and well being using the Warwick Edinburgh Mental Well being Scale (WEMWBS). These provide the basis for our monitoring and evaluation processes, providing the baseline from which we (and the learner) can assess progress alongside the ILPs which detail goals and milestones.

Profile of learners

The learners were primarily from BAME communities as follows: Indian 12, Afghani 6, Bangladeshi 1, Bulgarian 1, Eritrean 1, Ethiopian 1, Italian 1, Nepali 2, Pakistani 2, Polish 2, Sudanese 2, Syrian 5, Ukrainian 1 Somali 1. The gender breakdown was 68% female and 32% male.

Twenty nine percent of the learners were refugees, 8 % were asylum seekers and the rest were either British or those with settled status in the UK

Age group percentages were as follows: 18-24 – 5%, 25-40 - 32%, 41-65 – 63%

Impact and Outcomes

The Achievement rate was a credible 87% with a retention rate of 89%, indicating that learners were engaged and benefitted from the programme.

The percentage of learners who progressed onto higher level accredited ESOL at ATN was 55%, whilst 10% moved into employment. One learner progressed onto a Beautician's course. 13% had health issues and 8% left as unemployed after the programme.

There was also a tangible improvement in the mental health and well being of learners at the end of programmes when compared with their condition at the commencement of the courses. Learners were more confident in taking ownership of their lives and expressed the view that they were able to engage with people a lot better and did not feel so isolated as a result of attending the programme.

The families and communities of the participants benefitted from the improved knowledge and skills gained on the programme. In particular, the improved skills in the use of technology for communication and learning, which were cascaded throughout the participants families, and friends. For many individuals this

programme provided the conduit to embark on a journey of life-long learning, and they have encouraged others within their communities to improve their skills and enrol on locally provided courses

Learner Survey

The % of learners who expressed excellent/good views were as follows:

- (i) Initial Induction and Explanation at the start of the course – 94%
- (ii) The standard of training during the course - 96%
- (iii) The skills learned during the course helping to improve your job prospects – 90%
- (iv) Support from staff at all stages of the programme – 94%

Case Studies

Case Study 1

Mohammed Hali is originally from Morocco and he attended school until the 4th class. For personal reasons he left Morocco for Italy and he lived in Italy for 33 years. In Italy he worked as a forklift driver. He arrived in the UK in 2023 and worked as a cleaner for about a month but due to language issues he had to give up his job. Hali possesses limited communication skills in English. He was disillusioned as he had to work as a cleaner and was unable to see employment as a forklift driver due to language issues. He realised that in order for him to take up any exams for forklift driving he has to improve his spoken and written skills in English. In addition to this he also has a child with disabilities and has to deal with the child's health issues. He was referred by the job centre as he was lacking confidence, had low self esteem, possessed limited English and was not feeling positive about himself. Upon arriving at ATN a staff member who spoke Italian assisted him with the enrolment and also explained to him the purpose of his referral. He was enrolled on the Sackler Trust Course on 08/11/2023. He was keen to improve his English, improve his employability skills, enhance his digital skills and also his mental health and well being. He settled well in the class and was attending the programme regularly. He was very keen in improving himself and he participated in class with enthusiasm. His tutor was very supportive and he had also made progress with his spoken and written English. He made friends in the class and during the tea break they would chat with each other. There was a change in his personality. He completed the course and was enrolled on the ESOL Entry 1 programme. He was very happy about the progression he was making.

When he arrived at ATN for enrolment he looked lost. With the help of the translator he enrolled on the Sackler Trust programme. The support he received from the tutor in the classroom helped him improve his English. He also forged friendships with his classmates and this had a positive impact with his well being. He found the staff at ATN user friendly and helpful.

Hali has enrolled on the ESOL Entry 1 course and he is planning to complete the course. Upon completion he would like to progress onto the ESOL Entry 2.

Hali hopes to obtain a fork lift licence once he improves his spoken and written English and look for employment as a fork lift driver.

Case Study 2

Nazmie had been referred by the Job Centre as she was dealing with her child's health issues and was lacking confidence and was not feeling positive about herself. She enrolled on the Sackler Trust Course on 17/10/2023 but had to withdraw as her child was ill and she had to take the child to Bulgaria for treatment. She re-enrolled for the course again on the 01/02/2024 as her child's health was better. She wanted to improve her English, her mental health and well being and also to enhance her employability prospects. At the start of the programme she was nervous but once she started attending the programme regularly her confidence grew. In addition, she also formed friendships with her fellow classmates. She was also supported by the tutor with improving her spoken and written English. She enjoyed her training and was keen to look for part-time work either as a cleaner or a shelf stacker. Her CV was updated and she attended an interview at Zagros Food Centre and she was successful at her interview, She started working part-time as a cashier. She was really very happy as she felt that she was helping to support her family financially. She commenced her employment in March 2023 whilst on the programme.

When she initially came to ATN she was feeling nervous but the office staff made her feel comfortable and welcome. The tutor Sobia Qureshi was very supportive and she helped her with improving her spoken and written English, digital skills and also with her confidence and mental health and well being. She also enjoyed being in the classroom where she forged friendships and looked forward to learning and attending class from Mondays through Thursdays.

At the present moment she would like to settle into her job and then she would like to enrol on an ESOL course which will enable her to help her children with their school work and also enhance her employment prospects.

This course has helped her to improve her confidence levels as well as her mental health and wellbeing. In addition, with the help of the tutor she was able to look for employment and has started working on a part-time basis.

Future programmes

ATN intends to continue similar programmes in the next year from Sept 24 – August 25 focussing on ESOL, Digital Skills and Employability including strategies for maintaining Health and Well being. Referrals will primarily be from JCPs in Ealing, Uxbridge, Hayes and Harrow. It is envisaged that there will also be self referrals and recommendations from previous learners.

National Lottery

Objectives of the Programme

Through this one-year project, ATN are improving the skills and employment prospects for 48 unemployed adults, who have recently arrived in the UK as refugees, asylum seekers or migrants and speak English as a second language.

We are achieving this by providing 45 Guided Learning Hours (GLH) per individual delivered to cohorts of 12 learners over 15 hours per week for 3 weeks. Course content includes:

- ESOL skills (15 GLH).
- IT skills (15 GLH).
- Job searching, applications and interview skills (10 GLH).
- Health and Well-being (5 GLH).

Activities

To date ATN has engaged with 14 learners and delivered programmes of ESOL, Digital Skills and Maths which were embedded in the program content. Each participant was given an initial assessment to ascertain their level of competence in ESOL and Functional Skills Maths. This was followed by courses which included matrix accredited Information Advice and Guidance and course support by qualified tutors who provided targeted additional support when necessary for learners who found the programmes to be challenging.

Individual Learning Plans were developed which specify short and long term goals and milestones were reviewed, updated and recorded on a fortnightly basis between tutor and learner.

Additionally participants were supported with strategies for improving their health and well being.

Health and Wellbeing surveys were conducted at the beginning of programmes, mid course and at the end to determine the extent to which mental well being had improved.

Participants were also encouraged to use the free facilities and to keep in touch with ATN staff (laptops, desktops and printers) for CVs and job search support. Celebration events were held presenting participants with certificates and linking them to former learners who act as positive role models, sharing their experience and inspiring others.

At the end of each course, each learner was given an exit review which provided guidance and support for progression into further learning and/or jobs.

Monitoring and Evaluation

Learners undergo a comprehensive Initial assessment to determine English, maths and ICT Skills using the BKSB Initial and Diagnostic Assessments, assessments of employment skills). These provide the basis for our monitoring and evaluation processes, providing the baseline from which we (and the learner) can assess progress alongside the ILPs which detail goals and milestones. OTLAS and Learning Walks were conducted on a termly basis and the quality of teaching and learning was judged to be of a good standard

Profile of learners

The learners who achieved were primarily from BAME and refugee communities for the programme as follows: Asian, Ukrainian, Syrian and African.

Impact and Outcomes

The Achievement rate was a credible 90% with a retention rate of 93% and a pass rate of 100% and an achievement rate of 93% indicating that learners were engaged and benefitted from the programme. Of the 6 learners who had a disability 5 achieved their learning goals.

The percentage of learners who progressed onto higher level accredited ESOL at ATN was 14% with 50% actively seeking employment. Of these it is estimated that 10% moved into employment

The families and communities of the participants benefitted from the improved knowledge and skills gained on the programme. In particular, the improved skills in Speaking and Listening and Reading and Writing supported learners to gain confidence and communicate more readily with officialdom and also informally. For many individuals this programme provided the conduit to embark on a journey of life-long learning, and they have encouraged others within their communities to improve their skills and enrol on locally provided courses

Learner Survey

All learners surveyed expressed excellent/good views on the following:

The course improved general well being, initial induction was of a high calibre, the quality of information advice and guidance

the quality of teaching during the course
the quality of support, advice and guidance you received throughout, the
quality of resources including the variety of course notes and handouts, the
training venue and facilities including teas and coffees at break times,
improvement of self confidence during the course, improved digital skills, job
searching skills, new updated CV of a high quality, the learners surveyed were
actively seeking work and development of well being during the course

Beneficiary comments

Please find below sample comments made by some of the beneficiaries on the value of the programme.

"I can read well, improved my vocabulary and pronunciation."

"I have improved my listening."

"I have started speaking in English."

Future programmes

Two programmes are scheduled in Sept 24 and March of 25 where we expect 20 learners cumulatively to participate in the programme and ATN is hopeful of similar outcomes to be achieved.

Merton Council

Intent

- ATN's priority is to prepare learners for their life goals such as obtain employment or to support their children with their education, rather than only gaining qualifications.
- The Leadership and Management of ATN know the communities they work with well and have a strong vision of aligning the curriculum intent to the needs of those communities.
- ATN has developed good relationships with the local JCPs who place learners with us, and they continue to inform us that we listen to their intent.
- The basic skills qualifications (Functional skills in English, Digital Skills and Multiply (Numeracy) offered at ATN are a priority for up-skilling, which has been documented by the Mayor of London, Merton Adult Learning and echoed by local employers. The range of provision offered by ATN was carefully considered and based on a thorough understanding and analysis of a wide range of information including local and national economic and social data and reports.

Activities

ATN is delivering in deprived wards in Mitcham in the east of the borough where Merton Council has focussed its priorities on. The basic skills qualifications (Functional skills in English, Digital Skills and Multiply (Numeracy) offered at ATN are a priority for up-skilling, which has been documented by the Mayor of London, Merton Adult Learning and echoed by local employers.

ATN conducted 153 learning opportunities in FF FS English (E1 –E3) and Digital Skills programmes in 23/24 and 53 learning opportunities in CL consisting of programmes in Pre Entry and Entry 1 English. Courses were conducted at Mitcham Library and SMCA which are easily accessible by public transport. Programmes were held at times to suit parents with childcare responsibilities.

The learner journey was conducted initially by IAG and IA sessions followed by course delivery following a SOW which was adapted as the course progressed. Learner progress was monitored and evaluated through a RARPA process which was documented on an ILP. Learner work was assessed throughout the course. OTLAs were conducted at least once a term to evaluate strengths and offer guidance on areas for development. Mid point and end point assessments were conducted and resits offered where necessary.

Learner voice was recorded and Progression and Destination data documented for each programme.

Monitoring and Evaluation

Learners undergo a comprehensive Initial assessment to determine English, maths and ICT Skills using the BKSBI Initial and Diagnostic Assessments, assessments of employment skills). These provide the basis for our monitoring and evaluation processes, providing the baseline from which we (and the learner) can assess progress alongside the ILPs which detail goals and milestones

OTLAs are sufficiently robust to identify strengths and areas for improvement and create a roadmap to improve the practice of tutors where appropriate and to maintain strengths.

Profile of learners

Learners are from deprived wards in Merton especially from Mitcham Wards. The ethnic composition of the learning cohort is Sri Lankan, Asian, Bangladeshi, Ukrainian, Syrian and Afghani.

Impact and Outcomes

- The achievement rate for Community Learning (Digital Skills and Pre Entry/Entry 1 English) was excellent at 97%
- The Formula Funded rate was 80% and needs to be raised to the benchmark of 85% for FS English.
- The retention rate for Community Learning was also excellent at 97%
- Retention for FF was 95%
- Standards of learner behaviour are excellent. Tutor feedback and OTLAs conducted in the year confirm that there is a calm learning environment which is conducive for teaching and learning.
- Good improvement of learner wellbeing and confidence compared to 22/23
- ATN is a very safe environment that fosters mental and physical well-being for all its students.
- Learners' development of English, mathematics and ICT along with employability skills is good and helps their progression into further learning and careers.
- Leaders and managers provide a clear strategic direction for ATN with regular strategic updates at SMT and Trustee Meetings which are held quarterly. A number of very experienced trustees including the Chair of trustees monitor all aspects of quality assurance and raise standards. Clear and detailed self-assessment process with culture of self-criticism and the identification of on-going development.

Learner Surveys

Learners have confirmed the following in Termly Surveys

- Learners developing better communication/language skills
- Excellent quality of teaching and learning.
- Learners gaining confidence to achieve their goals such as independence and empowerment.
- Employability skills, confidence to support their children with their school work and help themselves in daily life situations.
- Both sites are safe places and learners are respected.
- Excellent IAG process pre and post course.

Case Studies

Ali Gokcemen

Ali struggled with focus and information retention throughout his childhood due to undiagnosed dyslexia, which impacted his confidence and academic

achievements. Despite these challenges, he successfully ran his own business until the COVID-19 pandemic forced its closure, leaving him unemployed.

In search of new opportunities, Ali joined the Adult Training Network to improve his language skills and employability. Here, he discovered his dyslexia, which explained his lifelong struggles. With tailored support from his tutor, Ali completed Functional Skills courses at Entry Level 3 and passed his exams, significantly boosting his confidence.

Encouraged by his success, Ali advanced to digital skills training, becoming proficient in essential computer tasks such as online job searches and email communication. His tutor's guidance in career planning further motivated him, helping Ali set and pursue long-term goals. The training also included learning to navigate various software and understanding basic cybersecurity, enhancing his overall digital literacy.

Ali's transformation was evident not only in his skills but also in his outlook. He began participating more actively in group discussions, sharing his ideas confidently, and supporting his peers, which further bolstered his self-esteem. His tutor noticed his growing leadership potential and encouraged him to consider future roles that could leverage his newfound skills and confidence.

Today, Ali confidently navigates the job market, equipped with improved literacy and digital skills. The support he received from the Adult Training Network has transformed his outlook on life, instilling a renewed sense of purpose and optimism for the future. He is now exploring opportunities in fields that value digital proficiency and is excited about the possibility of combining his entrepreneurial spirit with his enhanced skill set.

Ionela Antoche

Ionela moved from Romania to the UK 15 years ago, seeking a better life. However, her limited English skills created significant barriers, affecting her confidence and motivation. Her struggles were further exacerbated by issues at work, culminating in the sudden death of her manager, which deeply impacted her morale and sense of direction.

Determined to turn her life around, Ionela joined the Adult Training Network. She started with English courses at Entry Level 2, where she received personalized support from her tutors. Their encouragement and tailored teaching methods helped her overcome her language barriers. Successfully completing her Entry Level 2 exams, Ionela's confidence began to grow. She then progressed to Entry Level 3, where she continued to excel, passing all her exams with dedication and hard work.

Encouraged by her progress, Ionela expanded her learning to include courses in personal finances and wellbeing as well as digital skills. These courses equipped her with practical knowledge and skills to manage her life better, further boosting her

self-esteem. Passing these exams reinforced her belief in her capabilities and opened up new opportunities for personal and professional growth. The comprehensive support from her tutors played a crucial role in her journey, offering not only academic guidance but also emotional support. They helped Ionela set realistic goals and develop a clear plan for her future. This holistic approach empowered her to rebuild her confidence and regain her motivation. Now, Ionela feels ready to return to the care sector, a field she is passionate about. With improved English skills, better financial understanding, and a positive outlook on life, she is well-prepared to re-enter the workforce. Ionela's experience with the Adult Training Network has been transformative, enabling her to overcome past challenges and look forward to a fulfilling career in care.

External Verification and EQA Report (City and Guilds)

The Adult Training Network continued to receive good reports from External Verifiers, College, Franchise Managers and Contract Managers from the various funding bodies. There were one External Verifier sampling activity in the academic year by City and Guilds External Quality Assurance Assessors in Functional Skills English and Maths . ATN retained Direct Claim Status in both these subject areas.

EQA report on Functional Skills in English & Mathematics

The EQA Assessor confirmed that the centre was organised and sent all records via secure track and trace Royal Mail prior to the visit.

Delivery in an orderly manner which covered all the Criterion/Standards for the FS Qualifications. The team are hard working and work well together to meet the needs of their learners;

this has been evident. The centre however need to tighten their Assessment and IQA practices. The centre are a hard working centre and have a good professional working relationship across the satellite sites and staff members

Matrix Accreditation

ATN is matrix accredited and gained accreditation in July 2007. The accreditation has been renewed every three years since then. In November 2023 ATN's accreditation was renewed after an assessment by the Matrix Assessor.

Significant progress has been made in areas suggested for development at last year's Accreditation Review, including adding learner comments to the Learner Voice section of the website, along with quantified data results; introduction of team meeting between the 2 Centres, and of a staff appraisal system.

The learner induction has been updated, and a Step 7 in the flow chart. Areas to be reviewed for progress next year include any increase in employer engagement and results from that, a partner survey; and impact to date from the Sackler Trust project. ATN continues to work hard to support its learners, including with IAG around employability aspects that are not funded, and in cost of living workshops . Advise on ways to economise. Sufficient evidence to enable a decision of

'Maintaining Accreditation'.

Future developments and priorities

Ever since its inception ATN has supported its learners to improve their confidence, develop their skills, get into work and become healthier. ATN will continue to source funding opportunities and strive to provide the best quality education and training to socially excluded members of the community who have little or no access to mainstream education. Building 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 is a high priority at ATN. The long-term relationship that exists with Step2Skills and Merton Council will continue to be fundamental to Adult Training Network's ability to deliver qualification courses in the communities we serve. The Director is seeking additional contracts from Trusts/Foundations including Garfield Weston, Sackler and National Lottery with the support of our bidding consultants to supplement any shortfall in funding. Additionally we are applying for funding from local authorities in London and the South East via funding portals such as Proactis.