

## Adult Training Network Curriculum Area Self-Assessment Report 2017/18

<b>Curriculum Area</b>	<b>ESOL &amp; Functional Skills in Mathematics</b>
<b>Curriculum Manager</b>	<b>Kamaljit Kaur</b>
<b>Curriculum Directorate</b>	<b>Sarjeet Singh Gill</b>
	<b>Grade</b>
<b>Overall Effectiveness</b>	<b>2</b>
<b>Leadership and Management</b>	<b>2</b>
<b>Quality of Teaching, Learning and Assessment</b>	<b>2</b>
<b>Personal Development, Behaviour and Welfare</b>	<b>2</b>
<b>Outcome for Learners</b>	<b>2</b>

### **Overview of Provision (Include scope, range and volume)**

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.

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

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- (vi) Support Learners in their chosen progression path.
- (vii) Build the self-confidence of Learners.
- (viii) Develop the ICT skills of people from the local community who have little or no access to mainstream education provision and ICT resources.
- (ix) Support learners to acquire job search techniques including interview skills and CV writing to enable them to successfully compete for and acquire sustainable jobs.

ATN has an active Management Board (Trustees), which meets 4 times per year to provide strategic direction. The Director of ATN is responsible for supporting the Trustees in developing and implementing the strategy. The operational supervision of the West London project has been delegated to the Regional Manager of ATN.

### **Emerging strengths in 2017/18**

1. High quality professional development **and** robust performance management
2. Excellent pass rate (100%) and achievement rate (100%) for Functional Skills in Maths programmes.
3. Good achievement in teaching, learning and assessment with 100% of tutors receiving “good” grades.

### **Emerging areas for Improvement in 2017/18**

1. To improve retention and achievement rates for ESOL qualifications.
2. Continue to improve the quality of teaching, learning and assessment with a target of moving at least 25% of tutors to ‘outstanding’ grade.
3. To Improve learner progression into employment

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### Effectiveness of leadership and management

#### Criteria

Evaluate and consider :

how successfully ambitions for the provider's performance are set, reviewed and communicated with staff, learners, employers and other partners and the impact this has on the quality of provision and outcomes for all learners

how successfully leaders, managers and governors secure and sustain improvements to teaching, learning and assessment through high quality professional development and robust performance management to tackle weakness and promote good practice across all types of provision

the rigour of self-assessment, including through the use of the views of learners, employers and other stakeholders, its accuracy and how well it secures sustained improvement across the provider's work, including in any subcontracted provision

the strategic priority that leaders and managers give to the provision of English and mathematics to ensure that learners improve their levels of skills in these subjects compared with their starting points

the extent to which leaders, managers and governors collaborate with employers and other partners to ensure that the range and content of the provision is aligned to local and regional priorities (this may include inviting local employers to sit on their governing board)

how effectively leaders, managers and governors monitor the progress of groups of learners so that none is disadvantaged or underachieve

how well leaders, including members of the governing or supervisory bodies, provide challenge and hold the senior leader and other senior managers to account for improving the impact and effectiveness of provision

the extent to which learners receive thorough and impartial careers guidance to enable them to make informed choices about their current learning and future career plans

how effectively leaders, managers and governors monitor the progression and destinations of their learners (including whether learners enter secure and sustained employment) and use this information to improve provision

the extent to which leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (or

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those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), and how well learners and staff are protected from harassment, bullying and discrimination, including those based with employers and at other sites external to the provider

how well the provider prepares learners for successful life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs

how well the provider prepares disabled learners or those with special educational needs to become more independent in their everyday life

the effectiveness of safeguarding practice, including the prevention of radicalisation of learners and compliance with the Prevent duty

the extent to which provision for all learners can be maintained over time and leaders and governors take action to ensure this.

Strengths	How do you know?
<p>Staff support for improvement is constructive and very effective.</p>	<p>“A well organised visit. All records were made available for the EQA. 2 S/L activities were observed today and another learner interviewed. The Centre are doing a great job which was evident today.” (Functional Skills EV report, 8/2/2018)</p> <p>All delivery staff are eminently qualified to levels suitable for their areas of individual expertise and application. This includes : Masters level qualifications, PTLLS, CELTA, Level 4 Education &amp; Training in the specialism of ESOL and Functional Skills. Staff are encouraged at every juncture to grow within the organisation and to meet the fluctuating demands of a vastly diverse and ever-changing community. ATN is strongly committed to the development of its staff to ensure that they are skilled and equipped to provide the best teaching experience for all students. Highly qualified staff use their skills and expertise to plan</p>

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and deliver teaching, learning and support to meet each learner's needs.

The commitment of staff to their professional development remains good. Staff training is central to improvement and is integrated into a cycle of planning and implementation which focuses on raising standards. An extensive range of CPD courses are well-attended by staff. Some of the key CPD opportunities created for ATN's tutors included:

- Level 4 Level 4 Diploma in Advice and Guidance
- Level 3 Diploma in Business Administration
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Preparing for RARPA
- EV & IV feedback meetings
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Standardisation of marking training
- Preparing for Matrix and matrix assessor feedback
- Preparing for EV visits
- Negotiating Lesson observation grades
- Safeguarding training
- Equality & Diversity training
- Prevent training
- Embedding British Values
- Target Setting
- How to provide effective feedback
- How to use differentiation strategies effectively

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<p>Strong leadership and management has a positive impact on teaching, outcomes and ATN's sustainability</p>	<p>Staff undertaking training sessions have helped learners to have a better understanding of British values, E&amp;D, safeguarding etc. The sessions on differentiation strategies and feedback on assessments and lesson observations helped tutors to plan and deliver teaching sessions more effectively and efficiently. "Members of staff have been well supported in gaining qualifications in line with their role." (Matrix Annual review report, Nov 2017)</p> <p>Outstanding pass rate (100%) for all the qualifications delivered. This significant and sustained achievement has resulted from an improved cultural dialogue, which places ATN's primary focus on teaching, learning and assessment. A culture of success pervades the organisation, which is reflected in the quality of the learning atmosphere and its resources, which have been effectively financially managed. Director, managers and trustees have high expectations and have created a positive learning environment at ATN, which enables staff and learners to excel. ATN has consistently focused on improving the standards of teaching, learning and assessment and in turn improving outcomes of all groups of learners.</p> <p>A majority of people accessing ATN's services are disadvantaged as result of circumstances that may be initially of, and including; poor English language skills (reading, writing and speaking &amp; listening), educational achievement, literacy and numeracy difficulties, lack of confidence, all of which collectively, has resulted in marginalisation within the wider community. These issues are fully addressed by experienced staff. Every student has an individual learning plan (ILP) created for each level of study</p>
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Positive and supportive working and learning environment for all staff and learners, consistent with the ethos of respect and tolerance.

according to their needs and interests. These ILPs are regularly reviewed and new SMART targets are set for them to achieve further. According to course satisfaction survey 100% learners agreed that they had completed their ILPs and found their tutor to be supportive and helpful.

100% learners felt safe and respected on their course. (Learner satisfaction survey result July 2018). "Classroom was arranged effectively to include learners from diverse background. All the learners are aware of key concepts relating to equality and diversity such as the need to respect each other's culture, religion, race, colour, etc. In the lesson observed tutor could have explored further to embed E&D. For example, one learner commented festivals make them happy and tutor could have used this opportunity to embed British values & E&D by commenting on festivals in the UK and other countries." (OTLA report, 13/6/18) ATN is committed to providing a positive and supportive working and learning environment for all staff and learners, consistent with the ethos of respect and tolerance. ATN always aims to promote best practice in the advancement of equal opportunities and carry out its functions in such a way as to eliminate unlawful discrimination, promote equality, embrace diversity and tackle any persistent and long-standing issues of disadvantage. All staff attended Equality/Diversity, British Values, Prevent, Safeguarding training during 2017/18. Similar to the lesson observations conducted for other funded programmes, 100% of OTLA's identified good promotion of equality and diversity. However, some observation reports identify missed opportunities to promote British values.

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<p>Excellent impartial careers guidance to enable learners to make informed choices about their current learning and future career plans</p>	<p>Students are supported to exceptional levels whilst attending ATN and receive every encouragement to succeed, regardless of personal circumstances and individual barriers. At ATN learning programmes are efficiently structured to provide a coherent and substantive course of study at various levels with a range of activities which are appealing to the learners and facilitate them to meet their individual needs, including for those with learning difficulties and/or disabilities.</p> <p>ATN exists to create opportunities for its students many of whom come from disadvantages backgrounds. The College's mission is to create opportunities through inspiring teaching and learning is understood at all levels of the organisation. ATN has an NCS, (National Career Service,) contract for advice and guidance. During 2017-18 most learners worked closely with the NCS advisers working at Hayes and Southall centres who have regularly provided career advice and guidance. Labour market information was updated on a daily basis. Tutors also made sure that employability skills development is embedded into each session. "All learners are learning English to improve their career prospects. Teacher designed lessons to get them ready for employment. Learners are confident that they would get a job soon. One learner commented: " I am starting a job tomorrow" (OTLA report, 13/6/18)</p>
<p>Areas for Improvement</p>	<p>How do you know?</p>



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<p>Continue to improve safeguarding practices.</p>	<ul style="list-style-type: none"> <li>• <i>Nil entries on AT RISK register. Safeguarding issues to be monitored more closely considering the diversity of learner groups. Continue to improve awareness of staff through training on identifying potential safeguarding issues involving refugee learners.</i></li> </ul>
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<b>Quality of teaching, learning and assessment</b>
<b>Criteria</b>
<p>Evaluate and consider the extent to which:</p> <p>teaching and assessment methods and resources inspire and challenge all learners and meet their different needs, including the most able and the most disadvantaged, enabling them to enjoy learning and develop their knowledge, skills and understanding</p> <p>learners are supported to achieve their learning goals, both in and between learning sessions</p> <p>staff have qualifications, training, subject knowledge and experience relevant to their roles and use these to plan and deliver learning appropriate to learners of all abilities, reflect good industry practice and meet employers' needs</p> <p>staff identify learners' support and additional learning needs quickly and accurately through effective initial assessment, leading to the provision of high quality and effective support to help learners achieve as well as they can</p> <p>staff work with learners to ensure that teaching, learning and assessment are tailored to enable all learners to make good progress and prepare for their next steps</p> <p>staff assess learners' progress and performance and ensure that assessments and reviews are timely, frequent, fair, informative and reliable</p> <p>learners receive clear and constructive feedback through assessment and progress reviews and/or during personal tutorials so that they know what they have to do to improve their skills, knowledge and understanding to achieve their full potential</p> <p>employers, parents and carers, as appropriate, are engaged in planning learners' development; they are kept informed by the</p>

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provider of each learners' attendance, progress and improvement, where appropriate

teaching, learning and assessment promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying

staff are aware of and plan for individual learners' diverse needs in teaching or training sessions and provide effective support, including making reasonable adjustments for disabled learners or those with special educational needs

teaching promotes learners' spiritual, moral, social and cultural development

teaching, learning and assessment support learners to develop their skills in English, mathematics and ICT and their employability skills, including appropriate attitudes and behaviours for work, in order to achieve their learning goals and career aims.

Strengths	How do you know?										
<p>High standard of teaching, learning and assessment leading to outstanding outcome achievements.</p>	<p>“A good Centre with a team of experts who collectively work together to support a good standard of teaching and learning.” (ESOL EV report, March 2018)</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: yellow;"> <th style="padding: 5px;">Number of sessions observed</th> <th style="padding: 5px;">Outstanding</th> <th style="padding: 5px;">Good</th> <th style="padding: 5px;">Requires improvement</th> <th style="padding: 5px;">Inadequate</th> </tr> </thead> <tbody> <tr style="background-color: #add8e6;"> <td style="padding: 5px;">2</td> <td style="padding: 5px;">0 0.00%</td> <td style="padding: 5px;">2 100.00%</td> <td style="padding: 5px;">0 0.00%</td> <td style="padding: 5px;">0 0.00%</td> </tr> </tbody> </table> <p>The Teaching profile across the centres remains good and is improving. Overall there were 2 teachers in scope in 17/18 and 100% received observation grades citing them as good, which is consistent across the other centres and staff</p>	Number of sessions observed	Outstanding	Good	Requires improvement	Inadequate	2	0 0.00%	2 100.00%	0 0.00%	0 0.00%
Number of sessions observed	Outstanding	Good	Requires improvement	Inadequate							
2	0 0.00%	2 100.00%	0 0.00%	0 0.00%							

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Excellent formative feedback where learners are not afraid of making mistakes and build on the constructive feedback provided.

working on other funded provisions.

Tutors set high expectations in the most successful lessons and personal targets are continuously monitored both in class and through homework tasks. In both the OTLA's observers noted innovative use of differentiation strategies and resources as well as achievement of lesson objectives by most learners.

Learners are keen to contribute in lessons and are given the opportunity through varied and challenging activities which encourage the development of higher level thinking skills whilst providing necessary scaffolding to support less able or confident learners. "Overall excellent learning environment. Well-structured lesson with detailed differentiation strategies.... The learners achieved the set targets for the session. Some learners needed 1:1 help with certain activities." ." (OTLA report, FS Maths level 1 )

Clear and constructive feedback to learners through assessment and progress reviews ensures what learners have to do to improve their skills, knowledge and understanding to achieve their full potential. Most learners, regardless of their background or course have very clear understanding of their goals and most importantly how to achieve them. Expert advice and guidance at enrolment provides clear sightlines to specific career paths and help learners manage expectations. In good lessons formative feedback is common. Learners are not concerned about making mistakes and build on judgements as a result. Effective use of questioning strategies along with strong formative feedback provides clear progress indicators which are reviewed regularly.

ATN's judgements are trusted by external stakeholders. EV reports acknowledge both good learner support and excellent internal assessment which not only meets but exceeds the standards set by awarding bodies. Where appropriate as an assessment model, mock exams adhere to the rigours of awarding body protocols to prepare learners for the specific mode and terms of assessment as

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<p>Good promotion of equality and diversity through teaching, learning and assessment</p>	<p>well as interrogating their knowledge of content. Learner progress is successfully monitored through mid course and end course reviews. Targets are SMART and written in language accessible to the learner promoting ownership. "I have learnt a lot since I've started this course. My teacher is really good and helpful." (comments on mid point course evaluation ESOL Entry 1)</p> <p>End of the course customer satisfaction survey identifies that 100% of learners agreed that other members in the class were friendly and supportive. Good practice in the promotion of equality and diversity is widespread in preparation of lessons and course. Observation reports and learner feedback suggest that teachers pay attention to lesson plans to accommodate individual differences and individual needs in teaching sessions. Resources which are current and culturally relevant for the needs of the diverse ethnic group of learners are used.</p>
<ul style="list-style-type: none"> <li>• To improve target setting for lessons and ILPs.</li>   <li>• To improve embedding of Maths &amp; employability</li> </ul>	<p>Although targets are SMART and written in language accessible to the learner promoting ownership some lesson observations identified a need for improving target setting to achieve outstanding standards in teaching and learning.</p> <p>Embedding of various skills such as Maths &amp; ICT require improvement. "There were opportunities missed to integrate numeracy and employability into the lesson to enhance learners' mathematical skills and knowledge about employment. Some learners said getting a job makes them happy. Tutor could have used this opportunity to discuss employability. There was no planning</p>

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	<p>available to embed maths &amp; ICT. Probably tutor could have encouraged learners to check online dictionaries to find meaning of 'brainstorming'." (OTLA report, 13/6/18)</p>
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### Personal Development, Behaviour and Welfare of learners

#### Criteria

Evaluate the extent and consider, where relevant and appropriate:

the extent to which learners take pride in their work, become self-confident and self-assured, and know that they have the potential to be a successful learner on their current and future learning programmes, including at work

the proportion of learners who benefit from purposeful work-related learning, including external work experience where appropriate to their learning programmes and/or their future career plans, and how well they contribute to their workplace, including on work experience, as a valued member of the workforce

how well learners develop the personal, social and employability skills, including English, mathematics and ICT skills, required to achieve their core learning aims and appreciate the importance of these skills in the context of their progression and career aims

the extent to which learners achieve the specific units of their main vocational qualifications and relevant additional qualifications that enhance their learning and are likely to increase their future employability

the extent to which learners' standards of work are appropriate to their level of study and/or requirements of the relevant industries so that they can work effectively to realistically challenging academic or commercial deadlines

learners' use of the information they receive on the full range of relevant career pathways from the provider and other partners, including employers, to help them develop challenging and realistic plans for their future careers

how well learners know how to protect themselves from the risks associated with radicalisation, extremism, forms of abuse, grooming and bullying, including through the use of the internet, and how well they understand the risks posed by adults or young people who use the internet to bully, groom or abuse other people, especially children, young people and vulnerable adults

how well learners know how to keep themselves fit and healthy, both physically and emotionally

the extent to which learners feel and are safe and have a good understanding of how they can raise concerns if they do not feel

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3. Are the curricula offered by ATN based on highly dependent on the successful progress of students and appropriate learners' understanding of their rights and responsibilities as a learner and, where relevant, as an employee, as citizens and consumers in the community; and how well they work cooperatively with others in all settings and promote good and productive working relationships with their peers, employees and employers

the extent to which learning programmes, including enrichment activities, allow all learners to explore personal, social and ethical issues and take part in life in wider society and in Britain

how well learners attend learning sessions and/or work regularly and punctually, including through participation in any distance learning activities, such as online learning and the use of virtual learning environments

whether learners comply with any guidelines for behaviour and conduct stipulated by providers or employers and manage their own feelings and behaviour at work and during learning sessions.

Strengths	How do you know?
<p>Almost all learners demonstrate exemplary behaviour creating a culture which promotes tolerance and celebrates diversity.</p>	<p>As a result of high expectations from ATN's staff, most learners demonstrate exemplary behaviour creating a culture which promotes tolerance and celebrates diversity. Teachers, managers and students alike work hard to abide by the high standards expected at the College and as a result, there were no incidence of poor behaviour reported. Learners' behaviour is regularly cited as a positive feature in lesson observation reports and teachers' feedback confirms this as a particular feature at ATN. During 2017-18 no safeguarding issue was identified. Observation reports identify that all learners are aware of importance of safeguarding and who to approach to report safeguarding issues as posters are displayed in classrooms. The safeguarding policy was covered in learner induction as well as constantly reminded by staff. According to the</p>



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<p>Effective support for learners to meet their needs and interests.</p>	<p>satisfaction survey 100% of learners agreed that they felt safe and respected during the course.</p> <p>Tutors encourage their learners to be sympathetic to the needs of other learners regardless of their background. Therefore the learners respect and support each other. ATN offers support to learners who have expressed concerns in their personal lives. E.g. Housing, childcare, etc. ATN staff offer advice and guidance and also signpost clients to other specialist agencies in the local borough. "This learner was interviewed on the day. He was extremely satisfied on the programme and praised his Tutor and the rest of the team. He emphasised the fact that all staff have helped him with his employability skills and to create necessary letters needed for appropriate authorities ie Housing Benefit." (Functional Skills EV report, 8/2/2018)</p> <p>"Majority of them are looking for work and need to be able to improve their Functional Skills to be able to get a job and integrate into society. The courses run by the Adult Training Network benefits the learners immensely as it allows them to be more independent, confident and to promote social mobility." (OTLA report, FS Maths level 1 ). Various strategies effectively implemented through staff training, embedding of various themes into curriculum, poster displays, audits, etc. ensure good learner understanding of prevent strategy to promote British values and to stop people becoming radicalised or supporting terrorists. Teachers ensure that ground rules are established during learner induction and an atmosphere of respect and tolerance is created at all times and lead by example, Tutors understand that they have a uniquely powerful position as an educator to be a source of inspiration, tolerance, and hope in every</p>
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Good internal progression opportunities.

learner's life and keep an open mind. This allows to be able to remain open to multiple perspectives and avoid any form of personal attacks. According to learner satisfaction survey 100% of learners agree that the other members of their group were friendly and supportive and would recommend their course to someone else. "ATN ensures that all customers who attend ATN programmes benefit from expert advice and guidance in relation to career development and progression." (Matrix Annual review report, Nov 2017)

ATN has awareness of their learners' needs and interests and possesses an extensive employer network that has been established and ensures not only educational achievement, but also high levels of progression into sustainable work destinations and gain employability skills and work experience. ATN has an NCS, (National Career Service,) contract for advice and guidance and Matrix accreditation which was reviewed in November 2017.

"I learnt a lot in this course. I need to learn about computer. I need to improve my maths. Entry 1 (ESOL) helped me build my confidence. (learner comments on mid course review: ESOL Entry 1)" ATN provides excellent opportunities for learners to improve their economic and social well-being. The college ensures that students at all levels have employability integrated into their learning programmes. This is tailored to each particular level to ensure that it is relevant to the needs and aspirations of the learners. ATN also offers work experience to its learners through the partnerships established with the local employers and charities.

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	<p>Overall positive progression is 80%. During their time at ATN the majority of learners become self-confident, self-assured individuals. This is evidenced through the high rates of internal progression as well as other positive progression gained by leavers of learning programmes. 76% of learners have progressed to a higher level of study within ATN and 4% gained employment.</p>
<p>Areas for Improvement</p>	<p>How do you know?</p>
<ul style="list-style-type: none"> <li>• Improve ways to capture learner voice with a focus on improving learners' personal development, behaviour and wellbeing.</li> </ul>	<p>ATN has created a happy learning environment in which learners feel free to share and discuss their ideas and concerns. There are numerous opportunities for learners to have their voice heard using the surveys, evaluation forms, etc. which are fed back to students demonstrating ATN's commitment to address to students-raised issues and concerns in a timely and effective manner. However, there is a common notion that ATN will hugely benefit from holding focus group discussions and introducing schemes such as vouchers or internal certificates for high achievements to further improve attendance and learner behaviour and well being.</p>

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### Outcome for Learners

### Criteria

Evaluate and consider where relevant and appropriate, the extent to which:

learners make progress during their programme compared with their starting points, with particular attention to progress by different groups of learners

learners attain their learning goals, including qualifications, and achieve challenging targets

learners' work meets or exceeds the requirements of the qualifications, learning goals or industry standards

learners enjoy learning and make progress relative to their prior attainment and potential over time

learners progress to relevant further learning and employment or self-employment relevant to their career plans or gain promotion at work

learners acquire qualifications and the skills and knowledge that will enable them to progress to their chosen career, employment, and/or further education and training that have been planned in line with local and national priorities for economic and social growth

severely disabled learners or those with severe and complex special educational needs gain skills and progress to become more independent in their everyday life and/or progress to positive destinations such as employment

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there are any significant variations in the achievement of different groups of learners.

Strengths	How do you know?
<p>Excellent outcomes for learning programmes. All learners retained made outstanding progress during their programme compared with their starting points.</p> <p>Strong leadership and management coupled with robust performance have a positive impact on teaching and learning outcomes.</p>	<p>There have been a total of 25 enrolments in 2017/18. All learners were enrolled for either Functional skills in Maths or ESOL highlighting how ATN has responded to the needs of a diverse local community. Learners develop a range of skills for life including English and math- as appropriate for their individual needs- and complete formal qualifications throughout the course. Majority of learners make excellent progress on these qualifications.</p> <p>Functional skills in Maths qualifications accounted for 64% of adult enrolments and 36% of learners were enrolled on ESOL S/L qualifications. 23 learners have gained full qualifications and this translates into a pass rate of 100%. Retention rate is good at 92% and overall achievement rate is also 92%. Functional skills in Maths qualification has outstanding pass and achievement rate of 100% compared to ESOL which has a pass rate of 100% and achievement rate of 78%. Low achievement rate for ESOL qualification is due to the low numbers retained for this qualification. Retention rate for Functional Skills in Maths was 100% whereas for ESOL this was 78%.</p> <p>Macro and micro level monitoring of progress against targets at all levels of provision takes place from the very start of the</p>

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	<p>academic year and is evident in the agendas of management meetings throughout the organisation. Timely monitoring of income, funding conditionality, retention, attendance and continuous learner progress is embedded in the quality cycle. This includes detailed feedback from all stakeholders and learners. This enables managers to focus support to best improve outcomes for learners and leads to all staff and students being aware of their own personal targets with a clear plan to implement improvements. "Learners have regular opportunities to review their progress and goals. Ongoing and throughout. This was clear through the candidate interview." (Functional Skills EV report, 8/2/2018</p> <p>ATN has an extensive range of control measures in place to ensure due diligence and compliance in all of its operational processes and this is underpinned with a suite of documentation that clearly sets guidelines and parameters for ATN's operations. Policies are in place that ensures students are fully protected under legislation relating to Health &amp; Safety, confidentiality, Equality of Opportunity, diversity and the professional integrity of the organisation is constantly monitored internally and by external partners. ATN's management and <i>staff at all levels are strongly committed to improving attendance</i>. Staff work hard to promote a culture of high attendance.</p>
<b>Areas for Improvement</b>	<b>How do you know?</b>
<b>Inadequate employment rate</b>	Although 65 % of learners are optimistic about getting jobs once

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<p><b>To improve retention rate for ESOL learning programmes.</b></p>          <p><b>To improve achievement rate of ESOL learning programmes</b></p>	<p>their course is completed, 13% of learners believe that they are not equipped to go into a job situation once the course is completed. A further 22% were not sure whether the courses will enable them to obtain employment. During 2017-18 ATN established partnership with more than 50 local employers. Job search support is provided to students and NCS adviser is available to offer 1:1 career support. However, the good services offered by ATN have not had any immediate positive impact on learners to gain employment. Currently employment rate is 4% which is consistent with other funded provision where employment rate had been less than 6%.This underlines importance of establishing stronger relationship with more employers that will facilitate learners to gain work skills and employment opportunities.</p> <p>Overall retention rate was 92% which resulted from less than satisfactory retention rate for ESOL learning programmes which was 78%. The other learning programme, FS Maths had 100% retention rate.</p> <p>Overall achievement rate was 92% which resulted from the 78% of achievement rate for ESOL learning programmes due to 12% of withdrawal rate. FS Maths had 100% achievement rate.</p>
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