

ADULT TRAINING NETWORK



**REPORT FOR THE PERIOD
AUGUST 2010 – JULY 2011**

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ORGANISATIONAL DETAILS

The Adult Training Network is a Registered Charity Number 1093609, established in July 1999, and a Company Limited by Guarantee number 42866151. The Head Office is at the King's Hall Methodist Church, South Road, Southall, UB1 1RB. The Adult Training Network has a Board of Trustees and a Managing Director, who is the main contact person for the organisation. Further information on the Adult Training Network can be found on the organisation's website at www.adulttrainingnetwork.org.uk. The Chair of the Board of Trustees is Mr Pinder Sagoo and the Managing Director is Mr Sarjeet Singh Gill.

MISSION STATEMENT

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

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

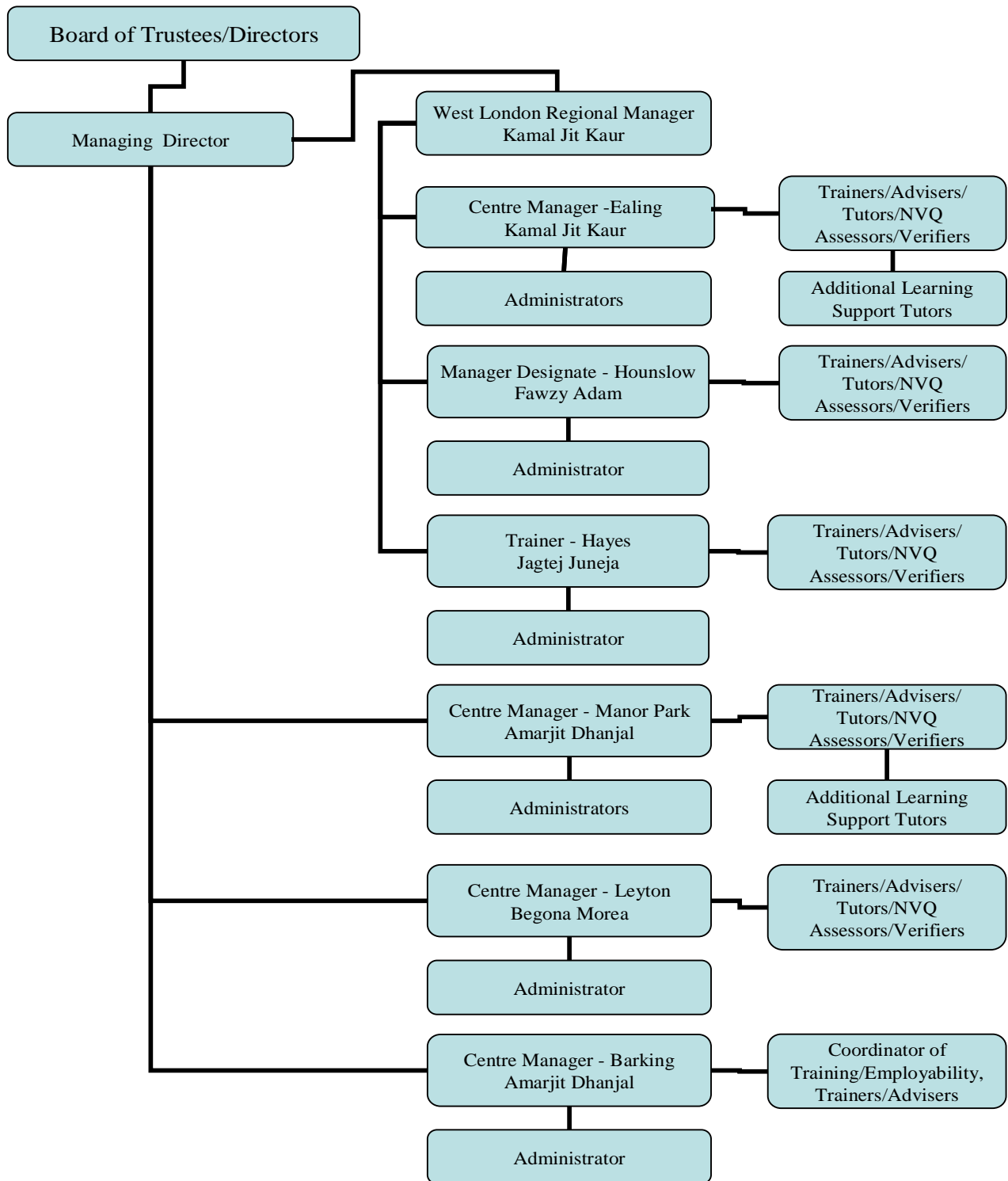
In addition, the Adult Training Network strives to integrate learners into the social and cultural fabric of society at large.

AIMS AND OBJECTIVES

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

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

ORGANISATIONAL CHART OF THE ADULT TRAINING NETWORK



TRAINING CENTRES

ATN has six delivery centres in West and East London which have operated throughout the year August 2010 – July 2011. The centres details are:

ATN Southall: King's Hall Methodist Church, South Road
Southall, UB1 1RB.
Tel: 020 8574 9588

ATN Leyton: Suite 1/4, Gateway Business Centre
210 Church Road, Leyton, E10 7JQ.
Tel: 020 8523 8774

ATN Manor Park: Manor Park Methodist Church,
Herbert Road, Manor Park, E12 6AY.
Tel: 020 8553 1133

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

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

ATN Hillingdon: CAMS Training Centre, Uxbridge House,
460 Uxbridge Road, Middlesex, UB4 0SD.
Tel: 020 85690563

BUSINESS PLAN

AIMS

One of the principal aims of ATN is to improve the basic skills and employment prospects of disenfranchised people from the community who have little or no access to mainstream education. This primarily, but not wholly includes people from ethnic minorities and refugees. ATN will target learners from the Southall wards of the London Borough of Ealing and other surrounding areas, North London, East London and South East London boroughs. Due to the catchment areas that ATN is focusing on 70 % of our learners are from ethnic minorities backgrounds. In addition, ATN will positively promote the culture of lifelong learning leading to empowerment and regeneration of all sections of the community.

OBJECTIVES

Short term:

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

Medium Term:

- ❖ To provide vocational guidance, counselling and advice at a general level.
- ❖ To work towards being a major provider of opportunities for people with disadvantages by removing barriers to Education, Training and Employment.
- ❖ To provide nationally recognised qualifications sought by employers and educational establishments.
- ❖ To incorporate an effective work experience placement system leading to full time and part time employment opportunities.
- ❖ To strengthen links with existing and new employers to review the effectiveness of up-skilling their workforces.
- ❖ To establish strong partnerships with Welfare to Work 'Prime' contractors, delivering effective sub-contracted provision.

Long term:

- ❖ To develop in-house Tutor and staff/volunteer training facilities.
- ❖ To develop outreach courses, increasing course numbers to their maximum potential in the target area.
- ❖ To further develop job placement and sustainable job opportunities in line with learner intake.
- ❖ To become a sub-contractor of choice for those 'Prime' contractors engaged, through effective and innovative delivery of programmes.

OVERALL AIMS AND OBJECTIVES

The overall aims and objectives are monitored closely throughout the course to ensure a successful learning environment. Management and Trainers meet at regular intervals to monitor and evaluate learners' progress and project quality and impact on the target community.

All courses are designed to lead to a nationally recognised certificate acceptable to prospective employers and /or further education establishments, or to provide job seeking soft skills and motivation to long term unemployed and workless groups, leading to sustained employment.

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

ATN projects provide learners with basic and key skills, personal development, and self- confidence to take up job opportunities and higher vocational training in order to gain eventual sustainable employment.

QUALITY SUSTAINABLE EMPLOYMENT.

In addition to in-house Careers Counselling, Advanced Training providers, local employers are invited to periodically address learners on the training / employment pathway, allowing learners an insight into their personal development and their future career prospects.

Initial contacts are made with other Training providers where appropriate learners can progress further in their individual Training / Career Pathway through complimentary provision with these providers. These include:

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

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

ATN's projects are designed to compliment and implement the objectives of the 'Work Programme' national strategy, subject to funding.

ATN's project are designed to be consistent with Local, London Councils, Skills Funding Agency and the European Social Fund, regeneration strategies and also to compliment and support strategies for up-skilling both employed and unemployed individuals.

EQUAL OPPORTUNITIES HEALTH & SAFETY POLICIES

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

PROMOTION

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

MARKET RESEARCH & ANALYSIS

TRAINING NEEDS IN RELATION TO UNEMPLOYMENT IN THE TARGET AREA

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

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

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

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

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

DISABILITY AND HEALTH PROBLEMS

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

EDUCATION AND TRAINING

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

ATTITUDE TO WORK

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

DOMESTIC ISSUES

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

JOB READINESS

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

BASIC LIFE SKILLS

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

FINANCIAL ISSUES

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

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

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

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

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

Ealing has a higher proportion of single parents than the national average. 5% of all household in Ealing contain children under the age of 15 cared for by only 1 person over the age of 16, compared to an average of 4.1% in England and Wales as a whole. 94% of lone parents in the borough are women facing comparatively more barriers to seeking gainful employment than instance women in couples with children, or women without children. Lone parents and children living in households of one-parent families are particularly vulnerable to deprivation. Nationally, in 1999, the total weekly income of one-parent families was 37% of that of comparable two parent families. The unemployment rate for one – parent families in Ealing is higher than the borough's average rate, and two thirds of one parent families in the borough are non-earning households. In Ealing around 21% of all female lone parents had full time

jobs, but given that these women are likely to incur high child care costs and that nationally the average women's wage is only 63% of the average male's wage, those lone parents are at risk of considerable levels of deprivation.

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

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

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

TRAINING NEEDS IN RELATIONSHIP TO EMPLOYER'S REQUIREMENTS

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

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

Further, interviews in the trade press showed that recruitment across the sector continues to reach unprecedented levels and shows no signs of abating. Demands range from basic support roles through to project directors, reflecting increased business activities and confidence in the economy.

Of those employees in the West London workforce who report a gap between the skills they possess and which are required by them at the workplace, 53% identified Computer / Information Technology skills as their key skill deficit.

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

West London – A Global Business Centre, West London Leadership; Strategic Development Framework notes that West London “is the heart of the UK’s largest concentration of information Technology (IT) activity, and is one of Europe’s leading IT centre.”

A project report for Business Link London West (“Reaching out to Ethnic Minority Growth Business”) noted that the West London area has a large and prosperous Asian business community with strong traditions of trading, mutual help and family financial support. This group is experiencing organisational changes in moving away from the sole trader retail sector into managed business in the service and production manufacturing sectors. Asian enterprises are the most mature and expanding ethnic minority business fraternity in West London and have the potential to grow and diversify using local business support services.

ATN has also undertaken research amongst local SMEs in Tower Hamlets and Newham recently in the 2006/2007 period across a range of sectors e.g. Hospitality, Apparel, Catering and Administrative. The overwhelming message which was coming across was the lack of basic skills in English, Numeracy and ICT. Further skills gaps were also identified in Health and Social Care, Administration and Food Safety in Catering.

ATN is now embarking on its objectives of meeting these skills shortages clearly identified through external research and ATN’s own labour market findings.

ATN’S LOCAL EMPLOYER NEEDS SURVEYS

ATN has conducted market research at Heathrow Terminals 1, 3, 4 and 5 and also along the hotels based along the Bath Road, identifying main qualifications, experience and skills required by the employers. By identifying this information ATN will be able to pitch its provision accordingly.

Summary: ATN is ideally located in the heart of Southall with excellent transport links to Heathrow Airport. The area is well serviced by buses 105 and 482 which provide potential employees good means of transportation to Heathrow directly. Out of 32 employers interviewed, 68.8% desired a qualification in Customer Services, 62.5% in Basic Food and Hygiene, 34.3% in Basic Health and Safety, 22% in Literacy, 10% in Retail and 6% in Numeracy. Of relevant experience required, 9.3% wanted employees with experience of Retail and 68.7% with experience of Customer Services. Each employer was asked to rate different skills and personal qualities and their desirability. The most sought after were (in order); Working under pressure (100% of respondents strongly desire this), Standing (99.4%) , Patience (98.1%), Good Listening and Showing Initiative (97.5%), Customer Service and Team Work(96.9%) and Punctuality (95.6%). Interestingly, Numeracy skills (85.6%) are more in demand than Literacy skills (83.8%)

The market research was conducted within the retail and food and drinks sectors thereby indicative of the concentration of employers within Heathrow Airport and its vicinity. The full analysis is in Appendix D.

HOUNSLOW BOROUGH ANALYSIS

Hounslow’s overall resident population is 43% BAME

London Borough of Hounslow			
JSA Claimants	Economically Inactive claimants	Proportion of claimants Unemployed	Proportion of claimants Economically Inactive
5129	12971	28%	72%

Located in outer west London, adjacent to Heathrow and intersected by many of the major transport routes into the capital from the south and west, Hounslow functions as a gateway to London. These factors have led to an economy influenced by the airport and served by concentrations of commercial and industrial activities in the Borough's town centres and along the road, rail and waterway routes through the Borough. The Council encourages entrepreneurship and business growth and seeks to ensure Hounslow remains an attractive location for business, which can contribute to the growth of the local economy. The presence of major providers of Higher and Further education in the Borough greatly assists in this respect.

Hounslow is a diverse borough culturally and also economically. Industrial and commercial land in the western part of the Borough is dominated by airport related logistics, construction and service industries including hospitality and catering. The West area, together with Heston and Cranford, contains close to half the Borough's identified industrial and commercial estates, including the strategically important North Feltham Trading Estate. Other large industrial estates can be found off the Great West Road in Brentford, with smaller local estates in the Central Hounslow and Isleworth area.

Elsewhere in the Borough, where the airport has less of a direct influence, there have been signs of restructuring in the wider economy.

The Borough's four town centres – Hounslow, Chiswick, Brentford and Feltham, plus Chiswick Business Park, the Great West Road and Bedfont Lakes are the Borough's existing office areas. Hounslow and Feltham town centres have undergone significant redevelopment and the Council is currently facilitating the regeneration of Brentford. Chiswick Business Park, close to Chiswick town centre, has developed to become one of the strongest Locations for office lettings outside central London. Whilst the business park at Bedfont Lakes and offices on the 'Golden Mile' have traditionally been key office locations, the relatively low levels of access by public transport means these locations are not sustainable alternatives to town centres and Chiswick Park. Changes of use are now a feature on the 'Golden Mile' as a number of vacant employment sites have been subject to interest from developers for major residential led mixed-use developments.

In terms of its labour force, the Borough's economy supports approximately 121,400 jobs (Annual Business Inquiry Employee Analysis, 2005) and has an economically active resident population of 117,100 (Annual Population Survey, July 2005 – June 2006). Service industries account for 92.5% of jobs in the Borough, the majority of which are in finance, IT, other business activities and distribution, hotels & restaurants.

The number of employment opportunities is projected to grow by a further 15.2% between 2006 and 2026, creating an additional 19,900 jobs (GLA Outer London: Issues for the London Plan 2007). It is likely that the majority of these jobs will be in the business and service sectors, based on employment trends at a London and West London level. Note, the Council has reviewed the ONS data and is questioning the accuracy of this. The Council considers the ONS population figures to be an underestimate of the Borough's existing population.

Hounslow has relatively low unemployment for London, but, as elsewhere, particular groups (e.g. some ethnic minorities, lone parents and people with disabilities) experience significantly higher unemployment levels. Another distinctive feature of Hounslow's labour force is the disproportionate number of people with low qualification levels (particularly amongst those in the west of the Borough). This may in part reflect the number of low skilled jobs in the local economy, of which the principal driver is Heathrow Airport. The low level of skills amongst residents has a number of implications. There is an immediate effect in that take home pay and household incomes are low. This was highlighted in the GLA Economics

Current Issues Note 14 Patterns of low pay in London (March 2007), which states that low pay is concentrated in outer London with particular reference to Hounslow (16,200 people).

In the longer term, if, as is likely, the need for low skilled jobs diminishes through productivity gains and growth in higher skilled “new economy” jobs, there will be higher unemployment and a less competitive local business base. Furthermore, many of the existing employment opportunities and skill shortages are already in higher skill areas. As explained in later sections, the Council is seeking to develop the skills and knowledge of its residents, providing the opportunity for people to reach their full potential. Through enhancing choice and access, the Council wishes to inspire and create a workforce with the ability to meet the needs of businesses locating in the Borough.

Another related aspect of employment is that Hounslow has relatively low levels of entrepreneurship, reflected in levels of business start-up that are low by London standards. Again, this is particularly the case in the west of the borough. The provision of affordable workspace on flexible terms for small to medium sized companies could provide for more local entrepreneurship and innovation and contribute to the health of the local economy

Airport related employment accounts for approximately 20% of the Borough’s employment as far as it is possible to determine. In addition, many blue chip and smaller firms are attracted to Hounslow by its convenient location between the airport and central London.

GEOGRAPHICAL TARGETING/HOUNSLOW WARD SEGMENTATION

Heston and Cranford Area Profile

Heston and Cranford: ‘At a glance’



Wards
Cranford
Heston West
Heston Central
Heston East

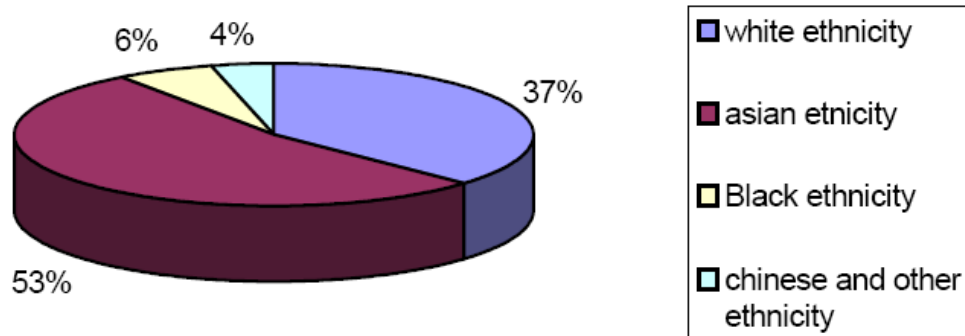
Heston and Cranford area also experience pockets of localised deprivation particularly in terms of housing and low incomes. This is not reflected in the indices of deprivation, which are based at ward level. As a result Government funding is no targeted to these areas unfortunate polarization of young people within the borough, central Hounslow having large South Asian and Somalian communities, whilst the wests of the borough, areas like Feltham are predominantly white.

The total population of Heston & Cranford area is 44,047 (2001 ONS Census) Heston and Cranford have the highest proportion of non-white resident compared with any other area (63%). The area has the highest proportion of Asian residents, 53%.

Ethnicity in Heston and Cranford

Source: ONS 2001 Census

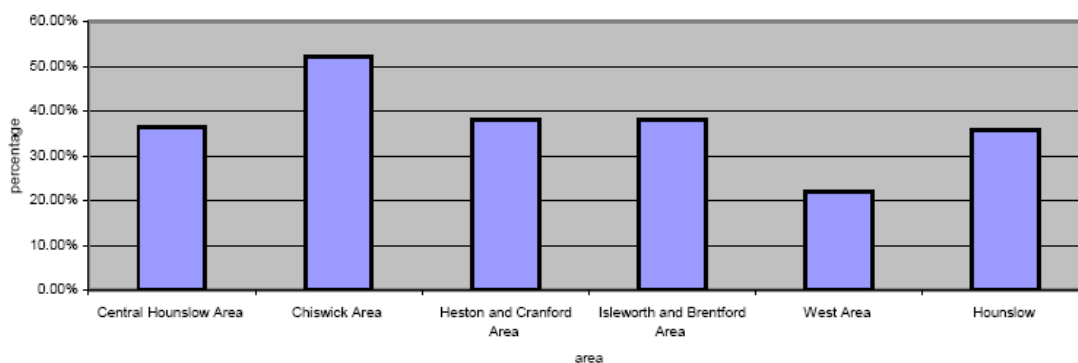
Ethnicity in Heston and Cranford



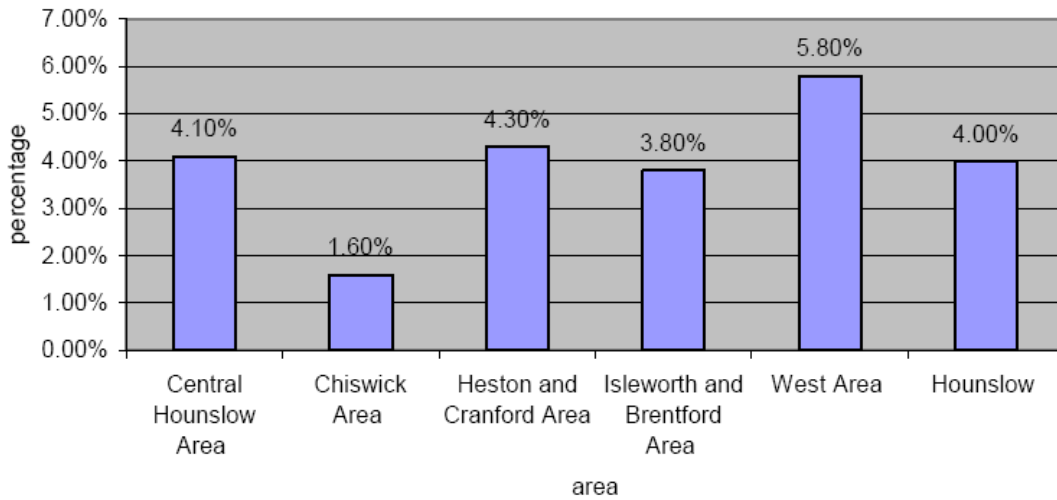
The area also has the highest proportion of young people (between 0-19 years), in the borough 28.9%, 65% of residents feel that their area is a place where residents respect the ethnic differences between people, this is higher than the borough average of 61% (BMG Residents Panel Survey 2005)

Over half the residents questioned in 2006 stated the main reason for living in the Heston and Cranford area was that they had always lived in the area and family and friends (BMG residents Panel Survey 2006) Heston and Cranford residents identified a lack of local services and low pay to be serious problems in their area (BMG Residents panel survey 2006)

38.2% of young people aged 18-25 are enrolled on an undergraduate or postgraduate course. This is higher than the borough average of 35.9%



Percentage of people aged 16-19 in employment by area committee



Percentage of people aged 16-19 in employment by area committee

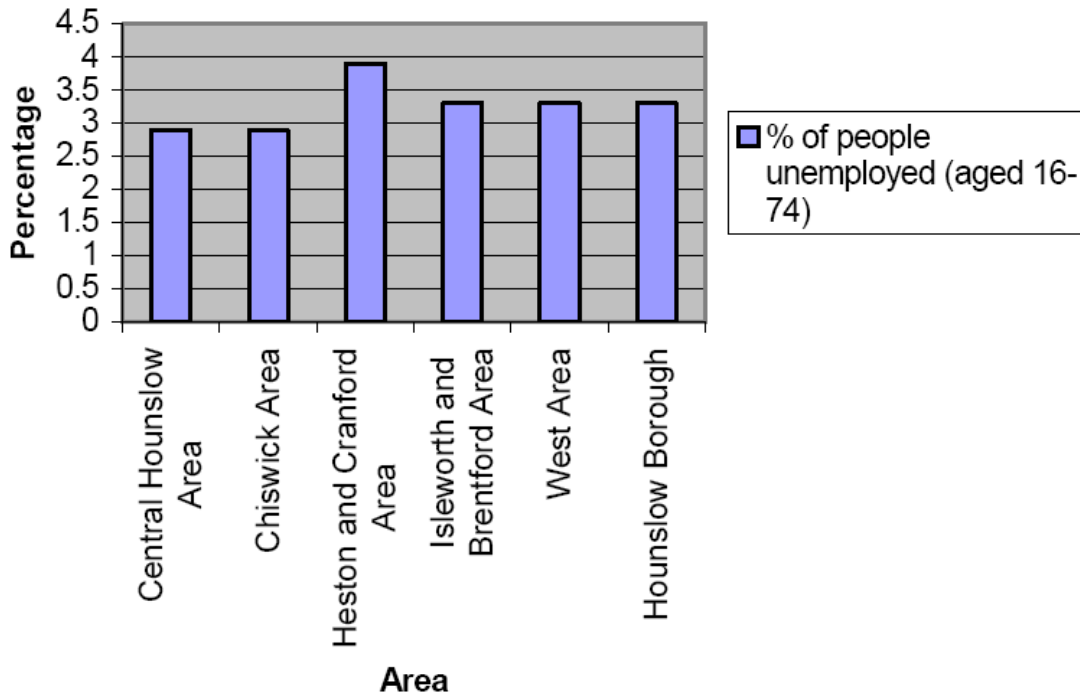
Source: 2001 ONS Census 4.3% of young people aged 16-19 are in employment, this is above the borough average.

ATN has carried out and will continue to meet the needs of the hard to reach in the Heston & Cranford wards by mentoring people who live in small pockets of deprivation within the ward which include large housing estates such as **The Beavers Estate / Redwood Estate (Cranford Ward 0 and Wheatlands Estate/ Convent Way (Heston East)**

ATN has gained the support of various businesses with regards to work placements and sustainable employment based at the Vista Business Centre as well as the Beavers Community Centre who have maintained links with ATN in referring clients from the Beavers Estate/ surrounding ward areas for ESOL, LITERACY, SIA SECURITY, ICT and Employability courses.

ATN has also maintained strong links in terms of Out Reach with the Brabzon Community Centre Forum who administers and supports clients from both the Wheatland and Convent Way estates based in Heston East. The housing estates target audiences in this particular ward are those who are from workless families, and importantly long term unemployed. ATN also recognizes that the majority of people living in Heston & Cranford Wards are those of different ethnic backgrounds where there would be ESOL/ LITERACY Needs.

% of people unemployed (aged 16-74)



Percentage of people unemployed aged 16-74 by area

Source: 2001 ONS Census

Heston and Cranford has a highest rates of unemployment amongst people 16-74 years.

West Area Profile

West Area: 'At a glance'

Map of the borough highlighting West Area

Source: London Borough of Hounslow

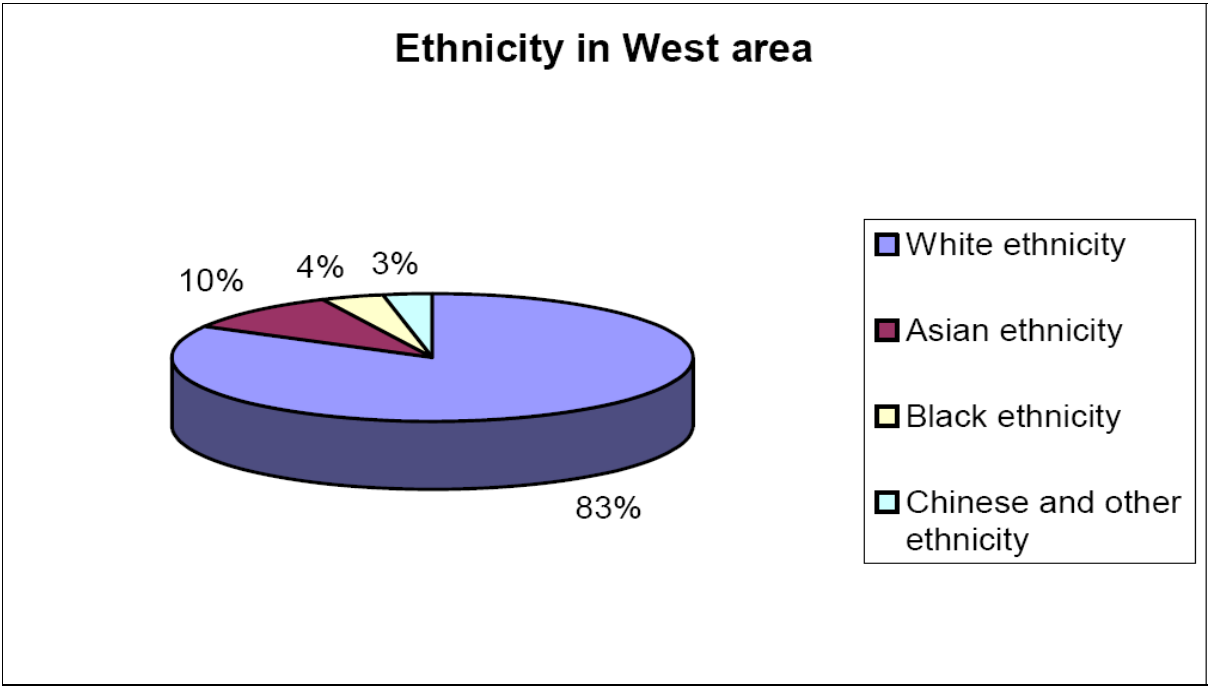
The West is one of the largest areas geographically. The area lies just south of Heathrow Airport, on the fringe of West London.



Wards
Bedfont
Feltham North
Feltham West
Hanworth
Hanworth Park

Map of the borough highlighting West Area

Source: London Borough of Hounslow



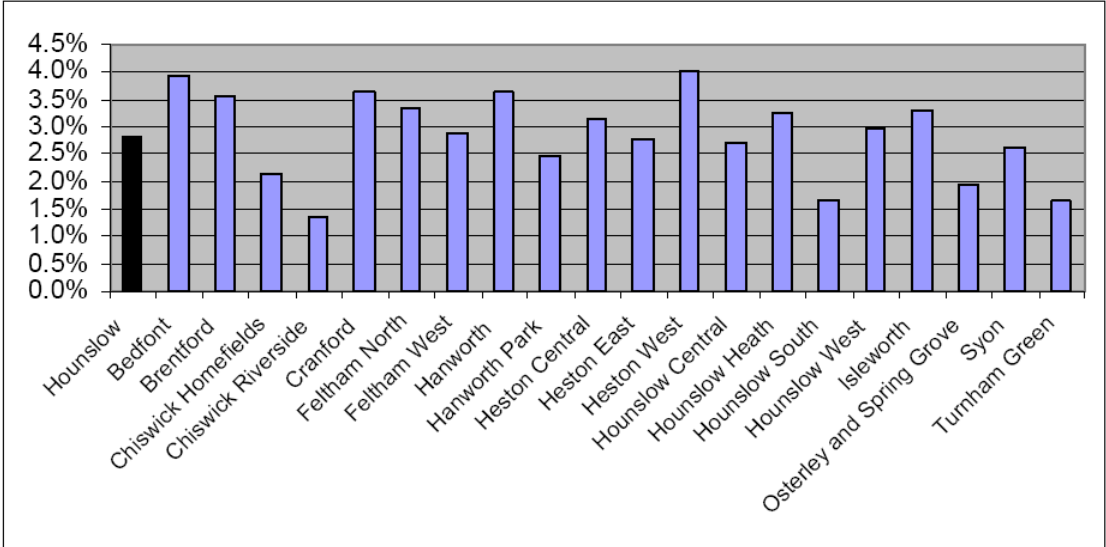
Ethnicity in West Area of Hounslow

Source: Census, ONS, 2001

Hounslow as a borough has a rich and vibrant cultural mix. The West Area has a large proportion of White ethnicity, 83% (Census, ONS, 2001).

Socio-economic information

Unemployment claimant estimates 2007



Source: Labour market survey, Taylor Associates, 2007

Unemployment is varied across the borough. Most recent figures estimate that it is at its lowest in Chiswick Riverside Ward and at its highest in Heston West and Bedfont.

Specialist industries dominate the West economy, accounting for around 62% of local jobs. Most of the specialist industries appear to be linked to Heathrow.

1 in 3 jobs in the West Area (about 9,000) are directly related to Heathrow

(West Area Study, 2005).

Significant pockets of deprivation exist within ward boundaries in smaller geographical areas. These smaller areas are named Super Output Areas

(SOA) and are shown on the map below. As the range of data available for the borough at this level is much smaller, these need to be considered using the indices of multiple deprivation. These indices cover 7 domains of deprivation including income, employment, health deprivation and disability, education skills and training, barriers to housing services, the living environment, and crime. Across all the domains, 3 of the 139 SOAs in Hounslow are recognised to be in the worst 10% in England and this fall within Feltham West, Hanworth and Isleworth. Similarly, 3 areas in Hounslow (again in Feltham West, Hanworth and Isleworth) are in England's most deprived 10%. 22 areas are in the country's 40% least deprived.

Multiple deprivation in Hounslow is below the national average, with Hounslow ranking 102nd out of 354 districts in England, 17th out of 33 London boroughs, and 7th out of 20 Outer London boroughs (where first is the most deprived).

Ranking of SOAs in Hounslow Borough by Index of Multiple Deprivation 2004

Source: Indices of Deprivation, ODPM, 2004

Around 25% of Hounslow's 90,000 homes lie in the West Area (West Area Study 2005). 28% of the housing stock in the West Area is social housing, slightly above the regional average. This stock is concentrated in Hanworth Ward, where it accounts for 37% of homes (West Area Study 2005).

Pockets of deprivation with the West Area ward are especially Council Housing Estates which include. **The Butts Farm and Oriel Estates (Hanworth Ward)** and the **Sparrow Farm Estate based in (Feltham North Ward)**

The Council Estates mentioned have experienced a high level of drug crime, long term unemployment, lone parents/ ESA Claimants and those from Workless Families.

ATN recognises that the West Area ward has the majority of White ethnicity in the whole Borough and has mentored clients to seek employment opportunities in retail, Logistics, Food & Hospitality and Security, rather than JUST Soft Skills training such as ESOL & LITERACY,

ATN has established close links with an organization such as Each Hounslow who have a strong understanding in giving advice and guidance to a large number of clients who fall within this ward with drug, alcohol, ESA and long term unemployment issues. They have always supported ATN with referring these type of client groups on employability training courses.

ATN Out – Reach activities will include engaging the Butts Farm Estate Community Centre/ Support Forum who have set up an Advice & Guidance Information Centre to help residents who are classed as Aylum seekers/ refugees or from other BME communities living on the estate who would benefit from **ESOL, LITERACY** and other basic skills training that ATN provides in order to enable them to be job ready.

Isleworth and Brentford Area Profile

Isleworth and Brentford: 'At a glance'



Map of the borough highlighting Isleworth and Brentford Area

Source: London Borough of Hounslow

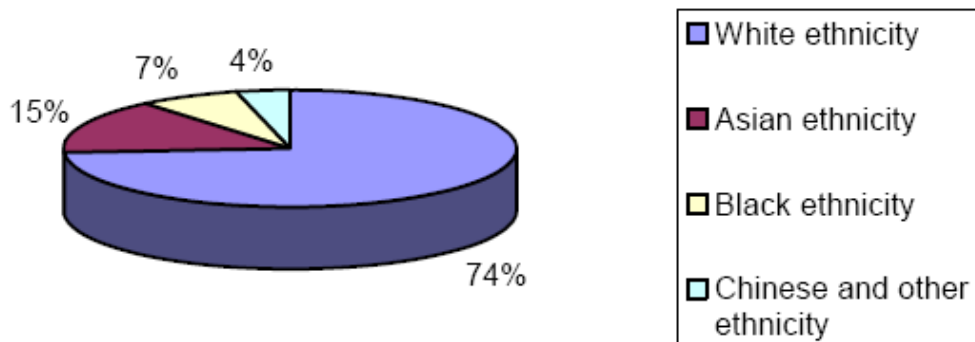
Brentford has been long associated with industries such as tanning and gas, whilst in the past; Isleworth was renowned for its orchards and market gardens. Bordered by the River Thames, today the area has a varied natural and built environment, containing many listed buildings: the Syon, Osterley and Gunnersbury estates, the Grand Union Canal and open spaces. The area has long been a major employment area, firstly with the development of heavy industry around the docks and riverside, and more recently with the development of a number of key retail and employment sites such as Brentford High Street and the Great West Road, the latter an employment site of some importance for the borough and London as a whole.

Isleworth and Brentford: The people

The population across the borough is expected to grow over the lifetime of the Area Plan.1 the total population of the Isleworth and Brentford area is 41,659 (Census, ONS, 2001).

Hounslow as a borough has a rich and vibrant cultural mix. Isleworth and Brentford has a high proportion of White ethnicity (74%) and a proportionately low Asian population (15%) when compared to the borough average (35% BME). Encouragingly, 60% of residents surveyed agree that their area is a place where residents respect ethnic differences between people (Residents Panel Survey, BMG, 2005).

Ethnicity in Isleworth and Brentford



Ethnicity in Isle worth and Brantford area

Source: Census, ONS, 2001

70% of residents surveyed are satisfied with their area as a place to live (Residents Panel Survey, BMG, 2006). 44% of residents surveyed cited affordable housing as the principal reason for living in the area (Residents Panel Survey, BMG, 2006).

Areas of deprivation that fall within this ward are large Council Housing Estates which are the, **Ivy Bridge Estate (Isleworth Ward) and the Green Dragon Estate (Brentford Ward)**,

ATN have and will continue to forge close links with the Local Community Link Centre which is based on the Ivy Bridge Estate to help local residents with Basic Skills and Employability needs.

Hounslow Council and the Job Centre Plus have helped ATN interact and engage local residents from the Green Dragon Estate through direct referrals.

WEST LONDON INFORMATION (FROM DWP):

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

EMPLOYMENT, EARNINGS, AND WORKING AGE BENEFIT STATISTICS: Total working age population is currently 1 million, with district employment rate of 69.1%, varying from Hillingdon, with a 66.6% employment rate; Harrow, with 66.9%; Brent, with 67.1%; Ealing, with 67.3%; Hounslow, with 70.3%, and Hammersmith & Fulham at 72.9%. Registered unemployment in West London as of Sept 2010 stands at 39,400, which has reduced by 8% over the last 12 months; 25.8 % of the unemployed are in Brent; 23.5% in Ealing; 15.6% in Hammersmith & Fulham; 13.2% in Hillingdon; 11.2% in Hounslow and 10.7% in Harrow. 44% of those have been registered less than 13 weeks, 21% between 13-26 weeks; 20% between 26 – 52 weeks, and 15% more than 12 months. 23% of those that are registered unemployed are young people aged 18-24, while 16% are aged over 50. There are 57,700 customers recorded as being on Incapacity Benefits in West London (Employment Support Allowance or Incapacity Benefit); varying from 22.1% of this number in Ealing, to 11.8% in Harrow. There are 22,780 lone parents recorded as claiming benefits within West London, of which 10.5% of this number are resident in Harrow; 13.2% in Hammersmith & Fulham; 16.5% in Hounslow; 17.4% in Hillingdon; 20.6% in Brent and 21.8% in Ealing. 74.5% of jobs within the District are full time (against a London rate of 73.1%), varying from Brent, where 71.4% of jobs are full time, to Hillingdon with 77.7% of jobs being full time. Within the District the service sector accounts for 88.1% of jobs, with 7.5% in manufacturing and 4.4% in construction and related trades; 24.9% of jobs within the service sector are in public administration, education or health. Hammersmith and Fulham had the highest number of jobs engaged within the service sector, with 94.2% of all jobs within the borough being in this sector, while Brent, at 85.5%, has the lowest. Ealing (at 9.1% of jobs within borough) and Brent (at 9.2%) have highest proportion of manufacturing jobs, while Hammersmith and Fulham (at 4.3%) has the lowest. Harrow has the highest number of construction jobs, at 7.8% of jobs within borough, while Hammersmith & Fulham has the least at 1.5%. Average weekly wage rates vary from £525 per week in Brent to £671 in Hammersmith & Fulham (against a London average of £599 per week).

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

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

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

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

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

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

PRINCIPAL INDUSTRIES/ KEY EMPLOYERS: West London has a diverse economic base, with nearly 70,000 businesses, with two-thirds of the workforce employed in small and medium enterprises. It has a large scale service sector centred on Heathrow Airport. There are large scale warehouse developments in and around the airport. There are major retail outlets in Westfield and Brent Cross; Westfield, located in White City/Shepherds Bush, has over 260 stores and employs some 7,000 staff. West London has 10 of the UK's most prestigious business parks, including Park Royal, which is the largest in Europe. There are large scale food and drink manufacturers, including Diageo in Park Royal, Hazelwood Foods in Willesden, McVities' Biscuits in Harlesden and Noon Products in Southall. There are many international companies based in West London, including CISCO communications, GlaxoSmithKline, Sky Discovery Channel and the BBC. The public sector employs 137,000 people, 20% of all jobs available. In total there are some 750,000 jobs within West London, which contributes more than £27 billion a year to the UK economy.

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

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

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

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

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

Hillingdon - There are over 8,435 VAT registered businesses in Hillingdon, providing some 200,000 jobs and whilst, many are small and medium enterprises, Hillingdon has one of the highest number of major international and European headquarters outside of the City/Canary Wharf/West End. As the home to Heathrow Airport, the busiest international airport in the World and the largest single employment site within the UK, Hillingdon has a much higher than London and GB average job density, so although 50% of LBH residents live and work within the borough, approximately 65% of jobs within Hillingdon are occupied by non-residents. 35% of jobs are in transport and communications (London average 7.4%) and 21% in Distribution, Hotels and restaurants. 14% of jobs are in public administration, education & health, which is much lower than London average of 22% (reflecting Heathrow impact). Hillingdon has a very large economy by national standards, ranked 14 of 408 UK Local authority districts and 5th in London. Borough has a strong knowledge economy base attributed to biotech cluster (Amgen, GlaxoSmithKline, Nobel Biocare, Otsuka Pharmaceuticals, Parexcel) concentrated within Stockley Park/Uxbridge and significance of Brunel University. 7.9% of working age people in Hillingdon are self employed – the second lowest across West London and below London average of 9%

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

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

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

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

EAST LONDON INFORMATION (FROM DWP):

Waltham Forest:

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

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

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

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

OTHER ISSUES WHICH MAY IMPACT ON THE SUCCESSFUL DELIVERY OF

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

Barking & Dagenham:

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

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

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

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

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

Newham:

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

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

CUSTOMER PROFILE: The population is ethnically diverse. Of the resident population, 82,390 (33.7%) people describe themselves as White British. 13,740 (5.6%) are in other White ethnic groups, 52,653 (21.5%) are Black or Black British, 79,302 (32.5%) are Asian or Asian British, 8,248 (3.3%) describe themselves as 'Mixed', and 7,558 (3.1%) as Chinese or Other. The census data shows that 62% of Newham

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

PRINCIPAL INDUSTRIES/ KEY EMPLOYERS: As in Hackney the proportion of small, medium and medium-large businesses is higher than the proportions for London. Small businesses employing 1-10 employees make up about 86% of employing units in Newham. Although public sector employers in Newham make only 9% of all firms in Newham, they emerged as the largest employer in the borough. Key growth sectors include Hotels and Restaurants, Retail, Real Estate, Renting and Business Activities, public administrations, Education and Health and Social Work. Newham is moving more towards a service based economy. Major regeneration and private sector developments include; Stratford City - 37,000 jobs between 2007 and 2020; Royal Docks - 16,300 jobs between 2008 and 2016; Canning Town & Custom House - 5,000 jobs between 2007 and 2025; Olympic Delivery Authority - Expected levels of jobs and opportunities are expected to be maintained at current levels (around 100 a month). Construction related jobs with an expectation of a significant volume of security jobs. In the next 2 quarters.

COMPANY ACCOUNTS:

The company accounts were audited to the year end in September 2011 by Chartered Accountants and Registered Auditors Rehncy Shaheen of Greenford Road, Middlesex. They concluded that the financial statements give a true and fair view of the state of the charitable company's affairs as at 30th September 2011 and of its surplus for the year then ended and have been properly prepared in accordance with the Companies Act 1985.

STAFFING ESTABLISHMENT:

The number of staff at the beginning of August 2010 was fifty and at their peak in September 2010 and January 2011 there were sixty members of staff employed. The fluctuation in staff numbers reflected the additional work generated from our delivery contracts especially the termly intake of sessional tutors for RUTC programmes and the reduction as these contracts came to a conclusion. The reduction from the April 2011 peak was also as a result of the tapering off of Richmond upon Thames College courses as the reduced quota of learners had been largely met in the first two terms. Over the whole year there was a net loss in staffing of 2% (one member of staff) which is low.

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

STAFF DEVELOPMENT & TRAINING:

During the year all members of staff completed in total 98 training opportunities (both external qualifications and training courses and internal training workshops) as part of their continuing professional development. A Staff Performance Management Scheme was introduced, as part of the staff appraisal process, which is designed to monitor and assess performance, including factors contributing to the overall effective performance of all staff, and to identify and facilitate individual staff training needs and appropriate additional qualifications. The qualifications started/achieved were:

Qualification/Training	Level	No. of Staff	Qualification/Training	Level	No. of Staff
MBA	7	1	PGCE	7	1
Internal Verifiers Award	4	5 (3 working towards)	PTTLS	3	3
In House Tutor's Training	–	17	PTTLS	4	2
In House Administration Training	–	14	NVQ in Customer Service	3	1
In House ALS Training	–	3	Assessors Award	4	5 (2 working towards)
Team Leading	3	1	ACCA	4	1 (working towards, completed 9 of 14 modules)
Team Leading	2	1	AAT (Book Keeping & Accounts)	3	1
Business Admin	3	2	Health & Safety	2	1
IAG	3	2	First Aid	2	1
CELTA	5	1	Safeguarding Vulnerable Adults	-	23
DTTLS	7	2	Assorted External Training Workshops		10

PARTNERSHIP AGREEMENTS:

During the year there were informal partnership agreements continued between the Adult Training Network and strategic and delivery partners such as Job Centre Plus, West London Working, LDA, Ealing Council, local faith venues and local colleges. New partnerships have been established with A4e to deliver the JCP Support Contract in West London and further partnerships with Ingeus have been developed to support the delivery of the West London Sustained Employment Project (WLSEP) which commenced in Sept 2010. ATN is also working actively with East London Business Alliance (ELBA), Reed in Partnership, Worknet and Skills Match in East London and Heathrow City Partnership in West London to support clients into sustainable jobs. Given that ELBA, Skills Match and Heathrow City Partnership also have extensive links with employers, ATN customers are often referred to these agencies for job outcomes. The interaction with these key stakeholders adds value as it offers yet another route for ATN to place its customers. ATN will continue to seek partners, particularly within the Welfare to Work sector and with the Skills Funding Agency, where ATN would hope to sub-contract to Prime Contractors.

ACCREDITATION:

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

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

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

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

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

ACTIVITIES AUGUST 2010 – JULY 2011

In the year 2010 – 2011 ATN offered a variety of projects and courses from six locations across London, for four different organisations.

Richmond upon Thames College:

In this period the following courses were conducted: SKILLS FOR LIFE: - ESOL (Courses covering all levels from Entry Level 1 to Level 1), Literacy (Courses covering all levels from Entry Level 1 to Level 1); ICT Courses:- ICT Skills for Life (Courses covering Entry Three Award in Using ICT, Level 1 Award for IT Users and Level 1 Certificate for IT Users.) There were a total of 903 enrolments (a decrease of 5.3% over 2009-2010 following the 12.9% increase from the previous year and the 13.1% increase from 2007 - 2008), 397 for Basic Skills (SfL) (a slight increase of 10 (2.6%) from the previous year, which followed a decrease of 76 (16.5%) from 2008 – 2009, and 506 for ICT which was a decrease of 24 (4.5%) from the previous year, which had been an increase of 177 (50.1%) from 2008-2009. The SIA course, which was a new development for 2009 – 2010, was not delivered in 2010, - 2011, due to funding allocation. In the period Sept 2010 – July 2011, Adult Training Network Southall employed twenty five members of staff, a Centre Manager, thirteen Tutors, four Additional Learning Support Staff, one Network Engineer, two

Financial Coordinators, three Administrators and one Cleaner. In Hounslow there were seven members of staff employed, a Manager Designate, three Tutors, one Additional Learning Support Staff and two Administrators. There is an overall decrease in staffing of 2 members (6%) from last year when 34 members of staff were employed. This was mainly due to experienced and qualified tutors teaching more than one session per day. ATN opened a new delivery centre in Hounslow on the Beavers estate which has proved popular with the local community and has enabled ATN to deliver courses where there is a high demand. In 2009-10 there was only 1 ALS (part-time) for ESOL but in 2010-11 we had 1 part-time and 1 full-time ALS for ESOL. This meant that all groups of learners of ESOL learners were supported ensuring that retention and success rates trends over the last five years were maintained at a high level (91.48% success rate and 91.85% retention rate). All ICT groups were offered ALS support as in previous years resulting in excellent retention (98.2%) and success (93.75%) rates. Enrichment activities for the learners have been included into the programmes, such as trips to the British Museum & Science Museum. Many learners have lived in London for years but had not visited the city. The trips taught them how to use public transport in and around London resulting in added value to their learning experience. Some of the adult learners have also confirmed given that they would now like to take their children to the museum as they felt confident enough to make the journey there on their own. Learners also visited Syon Park and had a picnic to promote their social skills. Some learners also went to the theatre with their tutor to watch a play. Learners were also taken to the library where they became members and therefore were able to use the library facilities and also borrow books to improve their English. In addition they could take their children to the library as part of their own family learning experience. International Women's Day was celebrated at the centre thereby creating awareness that women are making positive strides as a majority of our learners are women. Learners also paid bus fares on hardship grounds thereby making it easy for them to attend classes regularly. ICT embedded in ESOL. Learners enjoyed the IT sessions. Tutors ran CV and interview techniques workshops. CVs' were also word processed for learners. End of terms parties held to celebrate learners, tutors, management, admin staff success and achievements. Additional funds spent on purchasing ESOL, Literacy and ICT resources. Tutors were also provided training and guidance on completing course evaluation reports. Although ALS funding had been reduced from the initial allocation of £80K to £60K, ATN subsidised ALS tutor funding for ICT programmes in the final term from April 11 – July 11. This ensured that weaker learners were offered the opportunity to progress and achieve their qualification aims. The overall retention rate for all courses was at the very high level of 94.91% which was marginally down from the 95.81% of 2009-2010 but has maintained the high level which has shown a steady rise from 94.67% in 2008-2009, 93.44% in 2007-2008, 90.86% in 2006-2007, which in turn was up from 90.2% for 2005/6 and from 2004/5 at 80.18%. The retention rate for all ICT courses was exceptionally high at 98.03%, maintaining the exceptionally high rates of the last few years (99.96% 2009-2010 and 97.73% of 2008-2009). ICT courses continued to perform at very high level the Full Success Rate was 91.90% which was slight decrease from the 93.83% from 2009-2010 which was also slight decrease from the 95.75% of 2008-2009, following the slight improvement on 95.51% for 2007-2008, which was in turn an increase of 6.54% over the 88.97% of 2006-2007, and was an increase of 6.37% over 2005/6 with 82.6% that was over 20% better than 2004/5. However the trend has been stabilised at a very high level. The Full Success Rate percentage for Basic Skills of 88.98% was slightly improved from 87.6% in 2009-2010, was in turn at a very high level although slightly lower than the 89.42% of 2008-2009, which was 3.5% higher than the 85.92% of 2007-2008 and showed continuous improvement on the 76.77% of 2006-2007, which was a 6.57% increase over 2005/6 which in turn was a 7.5% improvement over 2004/5. Effective use of Management Information Systems and registers continued to enhance attendance patterns, punctuality and achievement. In addition the recording of reasons for withdrawals and progression to new courses has added positively to course reviews.

Waltham Forest College:

The Adult Training Network (ATN) has conducted courses in ESOL – Skills for Life in collaborative partnership with Waltham Forest College. ESOL courses spanning a range of abilities from Entry 1 to

Entry Level 3 were conducted at the Gateway Business Centre (Leyton) and Manor Park Methodist Church (Manor Park). Both ATN Centres are easily accessible, located at the heart of each community with nearby public transport links. Some Learners took a Full Entry Level qualification at the appropriate level and others took the Speaking & Listening component. A total of thirty-six ESOL courses were undertaken over the three terms in the academic year September 10 – July 11. This represents a 16.28% decrease in the number of ESOL courses on the previous year. The previous year's (2009/10) figure of 43 ESOL courses was 6.5% lower than in 2008/09, with 52.2% fewer classes overall. This is due to the cessation of funding for Adult Literacy and SIA – Door Supervision learning aims. The 2008/09 figure of 90 courses was a 36.4% increase over the sixty-six courses delivered in 2007-2008, which was, in turn, a 52.4% increase on the previous year. All ESOL learners undertook exam-based qualifications, accredited by City & Guilds. The target group is disenfranchised and socially excluded learners in the community who have little or no access to mainstream education. During the academic year 2010/11, a total of 319 learners achieved their learning goal across all programmes. This represents a decrease of 5.62% on the previous year – due to a reduction in contract value and subsequent fall in learner numbers. During the academic year 2009/10, a total of 338 learners achieved their learning goal across all programmes. This represents a decrease of 51.7% from the achievements in 2008/09 which was, in turn, an increase of 54.2% on 2007/8. The sharp increase in enrolments in 2008/09 was due to additional learning aims being offered (including Adult Literacy and SIA – Door Supervision). As previously mentioned, the large drop in funded course availability led to the reduction in learner numbers. In fact, in 2009/10 the number of ESOL learners gaining full or partial achievement rose to 338, an increase of 13% on the 2008/09 figures. The figure of 299 achievements in 2008/09 was a decrease of 24.3% over 2007/8, which in turn was an increase of 118% over 2006/7. The increase in enrolments for ESOL was reflective of the concentration of funding solely on this learning aim. This academic year, the retention rate for ESOL rose by 0.09% to 91.36% over the 2009/10 figure of 91.27%. The 2009/10 figure of 91.27% was a 1.73% decrease from the 2008/09 figure of 93%. The 2008/09 figure was a rise of 2.6% on the 2007/08 figure of 90.4%, which was a slight decrease of 1.3% over 2006/7. The 2006/7 figure of 91.7% was in turn an increase over the figure of 86.4% in the 2005/6 year. ATN has maintained a retention rate above 90% for the last 5 years, a great achievement and the foundation upon which progress is maintained. The success rate in ESOL for all courses over the three terms was 89.86%, a 1.28% decrease on the 2009/10 figure of 91.14%. The 2009/10 figure was a 0.14% increase on the previous years' figure of 91%. The 2008/09 figure was a 2.7% increase on the 2007/08 figures. The rate for 2007/8 was a slight decrease of 0.45% on the 2006/7 figures, but was, in turn, an increase of 13.6% over 2005/6. ATN's success rate remains higher than the college's benchmark. The maintenance of high rates of success and achievement may be attributed to a number of factors: The delivery model continues to include two term courses with a focus on Speaking and Listening in term one and a focus on Reading and Writing in Term 2. The use of single component qualification aims e.g. Speaking and Listening has been adopted to facilitate qualification outputs and to support learners in achieving bite size chunks of knowledge in a more easily digestible format, over a term. The GLH per term have been reduced to 120 for Speaking & Listening and 150 for Full Award, experience proving that learners are able to study over a shorter period of time, but more intensively, resulting in attainment of their learning goals. Further there continues to be greater tracking of learners' attendance patterns for ESOL courses; e.g. contacting learners when they are absent over three consecutive days. In addition, there is greater attention to pastoral and personal issues at tutorials and more detailed recording and review of academic progress. The previously implemented system of lateness and early leaving forms has been used effectively to track punctuality patterns. As a result of this monitoring, the learners are continually made aware of their personal responsibilities with regards to regular attendance, punctuality and early leaving.

A4e - JCP Support Contract:

ATN has delivered the JCP Support Contract as a sub-contractor to A4e. The programme provides non-accredited skills to support Job Searching and gaining, and sustaining, employment. The project has

delivered achieved all targets. To date until the 07/07/11 from the inception of the project in Dec 2009, 204 customers have obtained jobs which have been tracked of which 75% have been sustained. 18 jobs were tracked this quarter (Apr to Jun 11). The job entry breakdown figures are as follows (this quarter in brackets): Hillingdon 31 (1) jobs, Hounslow 29 (3) jobs, Barking 101(12) jobs, Ealing 43 (1) jobs. The actual number of jobs actually obtained is estimated at 25% more than the tracked figure as many customers have changed mobile phones and are not traceable, whilst others are not willing to disclose personal information. Numerous other customers believe that the programmes have moved them closer to the labour market.

Ingeus Reach Project:

ATN was successful in tendering to deliver a subcontract for Ingeus in the Borough of Hounslow. The project is helping Lone Parents, Incapacity benefit claimants and partners to support them into jobs which are sustainable. Most clients come to the centre at least twice a week to search and apply for jobs, cold call employers, take part in one-to-one Mock interviews, attend workshops (Interview Techniques, CV writing, Covering and Speculative Letters, Confidence Building). There continues to be a follow up on absenteeism, and appointments are rearranged. However, most clients do attend all their appointments and are on time. More customers are attending interviews compared to the previous April to June quarter. Additional staff members have been recruited to provide clients with one-to-one support and deliver workshops. Progress reviews are conducted every 8 weeks. A meeting is arranged with the client and previous targets are reviewed. If the client has achieved all the targets, new targets are agreed with the client actively involved in the process. Good working relationships continue to develop with a number of key stakeholders in terms of referrals/recruiting clients for the project. We are liaising with many organisations/employers including some of the following: Hounslow Job Centre; Hounslow Community Mental Health; Hounslow Substance Misuse Team; Employers within the Vista Business centre; Hounslow Citizens Advice Bureau; Employment Agencies in Hounslow; Hounslow Homes; Places for Children (Hounslow).

WELFARE TO WORK FUTURE PROGRAMMES

ATN has been successful in securing two new sub-contracts under the DWP/JCP Work Programme. These are as a 'Vocational Routeway' provider for Ingeus and as a 'Menu Partner' for Reed in Employment. Both contracts are for West London. Contracts have been agreed and arrangement for delivery have been finalised, delivery will be from September 2011. Additional negotiations have been undertaken and additional work, under these contracts, has been discussed.

MATRIX ACCREDITATION

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

The assessor identified three strengths over and above the previously identified strengths of; 'Excellent support to its students, which is inclusive and all-embracing of student needs' and 'the close-knit nature of the organisation facilitates good interaction with students and Adult Training Network and capitalises on this to listen exceptionally well to students needs and react to feedback wholeheartedly. Similarly the organisation engages with staff and partners, regularly to openly receive comments on the service', these were that; 'ATN has expanded its delivery range to better meet the needs of local communities and has opened up new avenues

in creating employability options for its students'; 'ATN presented as an organisation, with focus, on students, existing and potential, who are in need of gaining a competitive edge in a packed market place and have grasped the opportunity to offer students, the tools to compete in such a market place'; 'The competency and commitment of staff was perceived to be exceptional and was clearly manifested in the responses from students, who highly valued the efforts made on their behalf and of opportunities afforded to them.'

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

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

EXTERNAL VERIFICATION & INSPECTION REPORT

City and Guilds

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

There were two routine visits from Mr W Salton-Cox from the City & Guilds during the year on 9th December 2010 and 15th March 2011 for the Certificates in Adult Literacy/Numeracy and the ITQ Level 1 for IT Users qualification. The External Verifier gave the Adult Literacy/Numeracy Qualification Status Tariff as 'None' (Direct Claim Status, no action plan) as previously, the ITQ Level 1 for IT Users was raised from a tariff of 02 to 'None' which achieved Direct Claim Status.

The External Verifier commented as follows;

Adult Literacy/Numeracy:

'All assessments sampled were correctly assessed to the City and Guilds marking criteria; please see action plan for further comments.'

'The manager, Amarjit Dhanjal, has a positive hands-on approach; discussions with Amarjit and other staff and inspection of centre documentation indicated that there is much very good informal and formal communication. In the last year, the centre has a large number of students studying the Adult Literacy and Numeracy. However, because of funding constraints, this is likely to reduce significantly.'

'The centre I visited for this report is based in church accommodation and very accessible to the local community. In addition to the usual facilities, the centre has computer facilities which are used extensively on their literacy and numeracy courses.'

'Candidates are well supported; they are given initial assessments to gauge the correct level course and the centre uses ILP to monitor progress and give formal feedback. In addition, the wide range of different scenarios used indicates that the centre is taking into account the needs, interests and backgrounds of its candidates.'

'Notwithstanding the action points, assessment and internal verification records and documentation were very well presented and facilitated easy access to all required evidence. More staff have become involved in the internal verification process which is a positive move from a CPD perspective. A pointer to good practice is that Amarjit Dhanjal, the QAC for the course, still internally verifies at least one assessment per year for each assessor.'

'All records were very well organised and any requested were made readily available.'

ITQ Level 1 for IT Users:

‘All assessments sampled were assessed correctly to the City and Guilds marking criteria.

One candidate was registered after taking an assessment. The centre is to note that candidates should be registered as soon as possible after the commencement of a course and, in any event, before they take any City and Guilds assignments.’

‘I had brief discussions with many staff including a classroom assistant, assessors, internal verifiers, the QAC and the director, and it was evident that there is very good communications across all levels of staff.’

‘All staff are well qualified to deliver the qualification and all are involved in CPD activities. In particular, in addition to the assessors and internal verifiers, the classroom assistant I interviewed was very well qualified in IT.’

‘All students have numeracy and literacy assessments before starting the course. The centre has classroom assistants who support the students, in particular with any language difficulties. If it is felt that a student's language difficulties would make the IT course too difficult, they are enrolled on a literacy course prior to taking the IT. The four candidates I interviewed were full of praise for the centre staff and the support they offer. They were also pleased with the City and Guild assessments but thought that there was insufficient time for the Internet unit.’

‘All assessment and internal verification documentation was well organised; all assessments were assessed correctly to the City and Guilds marking criteria. In one instance (candidate no1 above) there was a slight discrepancy in the marking - the student scored 41 and not 42 as indicated but this did not affect the summative assessment (the pass mark was 33). The centre does reassess any students near the pass mark; nevertheless, the centre should check all its totalling more carefully. Staff (and students) pointed out there was insufficient time to complete the Internet Unit (107) and the Using Email Unit (108) and will be emailing centre support with their comments.’

‘All records were well organised and all requested documentation was made readily available.’

EXTENSION ACTIVITIES

ADULT LEARNERS' WEEK

ATN celebrated Adult Learner's Week with cakes on 19th May 2011 in our Leyton Centre.



BRITISH MUSEUM VISIT

A group of Leyton learners and staff visited the British Museum on the 7th June 2011.



SOUTHALL ACTIVITIES

Students from all the courses participated in various cultural programmes and celebrated Diwali / Eid which included a special lunch party.



Students were taken by their tutors and other staff to various places of interests such as the local library, market, museums, theatre, etc that help to enhance their learning and to promote positive ethos. – June 2011





ATN has an open door policy. It provides advice and guidance for students on various issues and for purposes, which include sorting out issues with councils, telephoning various companies regarding their bill payment, etc.



ATN also encourages learning by providing a great share of learners' travelling expenses

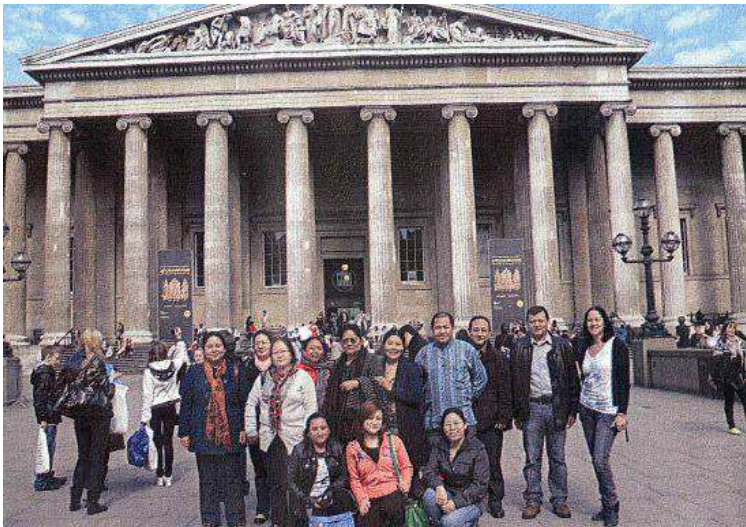
We also celebrated International Women's Day – March 8th 2011



HOUNSLOW ACTIVITIES

On the 22nd October 2010, the ESOL and ICT students went on a joint trip to the Natural History and Science Museum in London. Two groups of Adult Literacy learners and two ICT groups made the trip to London which was sponsored by ATN.

The learners really enjoyed the trip and took pictures. For some learners, it was the first time they ever went to a museum. They found the trip to be very informative. This helped them to write about their day out and later had a presentation in class about the day's activities.



We also had an end of term party in April 2011. Learners came in dressed in traditional attire and brought in food from different countries. It was an exciting cultural event with learners sharing information about food from their country. We all sampled foods from different countries and this encouraged integration and cultural awareness.

LOCAL LIBRARY VISIT

A group of Learners and staff visited to local Lea Bridge Library on the 5th May 2011.



SUCCESS STORIES – CASE STUDIES

ATN LEYTON CASE STUDIES

Zaneta Biliotaviciene – Waltham Forest College



Zaneta Biliotaviciene is from Lithuania. She started doing a course at ATN in January 2010. She successfully achieved Entry 1 Full Award qualification and progressed to Entry 2 Speaking and Listening. Zaneta was always an active participant in the lessons. She attended her classes regularly and her hard work paid off when she successfully achieved Entry 2 Speaking and Listening qualification. Currently Zaneta is still with ATN and working towards achieving Entry 2 Full Award.

Mourad Beggah – Waltham Forest College

Mourad Beggah is from France. He came to London to improve his English, develop his speaking skills and make new friends. He started doing an ESOL course at ATN in January 2011 and successfully achieved Entry 1 Full Award in April 2011. He is planning to do more courses in the future. Mourad has proved to be a very motivated, hard-working and positive learner, always willing to help others. His regular participation in the classes resulted in boosting his confidence, improving his communication skills and making a lot of new friends in the group. Mourad believes that his ESOL qualification will help him find a job in the near future.



Edyta Litwinska - Waltham Forest College



Edyta Litwinska is from Krakow in Poland. She lived there all her life until she came to the UK in 2006. When she came to the UK she aimed to earn good money and return to her home country. She came with family. Her son goes to school. When she came to the UK, she could not speak English at all – she could not even pronounce alphabets. Edyta found a job as a room attendant but her job role involved no English communication skills. She started learning English with the aid of a dictionary. She enrolled at ATN Leyton to study English in January 2011. This was her first real experience of classroom-based learning. After attending classes at ATN Leyton for several months, she is confident enough to apply for better paid jobs. Recently, she has made applications to garments shops. Edyta understands that she needs to improve her communications skills because the job market is very competitive. Her learning experience at ATN has boosted her confidence and she hopes to find a better job very soon.

ATN HILLINGDON CASE STUDIES

Percival Bailey - Job Search Support Customer

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

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

ATN SOUTHALL CASE STUDIES

“Barriers to employment overcome through quality employment related training.”

Raxa Soni

Raxa Soni was initially referred to the Adult Training Network’s Southall centre by Southall Job Centre Plus to undertake beginners ESOL classes to overcome language barriers. Raxa had lived in the U.K for 20 years but could understand and speak very little English as she had never worked other than being a homemaker bringing up a young family.

After successfully completing the ESOL Entry 1 qualification she gradually started to gain more confidence within herself and enrolled on further ESOL and literacy courses at the Adult Training Network funded by Richmond Upon Thames College.

With the ability to now understand and speak English Raxa was now able to apply for entry level jobs as well as also enrolling on a basic ICT courses at ATN which again is funded by Richmond upon Thames College.

However Raxa was still finding it difficult to seek employment opportunities because of her lack of experiences. The staff at ATN advised her to undertake a two week work placement as a volunteer administrator within its own Southall centre in order for her to gain and transferable skills.

Raxa Soni says” *I would like to thank all the staff and tutors for giving me the opportunity to overcome all my personal barriers. I was very impressed with the setup at ATN and I am very grateful to Richmond Upon Thames College for course funding*”.

After completing a one to one CV workshop with ATN Staff, Raxa has successfully gained permanent employment from Sept 2011 as a home carer for London Care Plc where she is very happy.

Apsara Iqbal

Apsara Iqbal a young girl of South Indian origin arrived into the U.K 4 years ago and had completed her GCSE at Acton High School as well as obtaining an accounting level 4 qualification at Uxbridge College in June 2011.

Apsara had not previously worked in the U.K other than a 1 week work trial for the retail outlet Peacocks where she worked as retail assistant. Apsara’s main ambitions were to either work in office administration or in financial accounting. Due to limited opportunities and experience being required Apsara found herself like many other young people in Southall unemployed and signing on at the local job centre.

In early July 2011 Adult Training Network’s Southall Centre signed an agreement with its local Southall Job Centre Plus helping them to achieve its aim in giving local people the opportunity to gain work experience which could lead to sustainable employment in the future.

Apsara became the first individual to benefit from this new programme and started her 8 week work placement at ATN where she would work as a volunteer office junior, helping senior staff with RUTC Enrolments for the new academic year starting in September 2011.

Apsara impressed all the staff and management with her enthusiasm, hard work and the ability to carry out tasks quickly with a high level of accuracy. Ravinder Sandhu ATN’S senior administrator recommended that Apsara be given a part –time permanent position as an administrator within the Southall centre.

Apsara says “ *I would like to thank the advisors at Southall Job Centre Plus and the Adult Training Network for giving me the opportunity to undertake a work placement which has lead to myself being given a job at end of it. I really enjoyed the placement which enabled me to gain many administrative skills.*”

HOUNSLOW CASE STUDIES

REACH PROJECT WEST LONDON

The Adult Training Network has recently started working in partnership with Ingeus to deliver the REACH West London programme which provides free support for beneficiaries who have been unemployed twelve months or more and living in the London Borough of Hounslow. As part of the project the Adult Training Network has had to establish links further with local employers and obtain work placements leading to sustainable employment. It has previously gained recognition for its success in employer engagement on previous employability projects.

Fadumo Ali - Realising the power to work

Fadumo of Somali origin had also not previously worked since arriving from Somalia. She had previously worked as a cleaner and religious tutor in her native country. Whilst in England she has been a home maker looking after her young children and elderly family members. Fadumo was initially referred for the Reach programme by Hounslow Job Centre Plus. The staff at the Adult Training Network spent a considerable amount of time on Initial Advice and Guidance and in doing so gained a better understanding of her personal goals and ambitions.

Fadum says "I am very grateful to all the staff at Adult Training Network for their support in helping me remove barriers and I now feel that I have gained a lot more confidence in myself from when I first enrolled on the programme. The work placement at Marriott Hotel in Twickenham was very interesting and gave me an insight in what employers are generally looking for today. I am impressed in how quickly staff were able to organise my placement as well as help me financially with travel. I would recommend this programme to anyone seeking work experience leading to sustainable employment."

Fadumo has now used her work experience at Marriott Heathrow branch where she was working in the Food & Beverage department as a stepping stone and has now started working as a cleaning operative part-time at Longford High school in Feltham and is very happy.

Mrs Sita Rai - Entry Level Certificate in Adult Literacy/ REACH

Mrs Sita Rai has been a committed ATN – Hounslow' student since February 2010 when she started a Literacy Entry 2 course, finished the course successfully in April then progressed into Literacy Entry 3 course in September, completed and passed the course in December 2010. In January 2011 she joined REACH as she is looking for employment. Next term she will be doing an IT course as she wants to improve her IT skills.

During the Literacy Entry 3 course she proved to be a very keen, enthusiastic student, always anxious to learn more and improve her language skills. The news that she has passed found a much more confident lady in her ability to communicate in English and ready to pursue a part time job as a retail sales assistant.

When interviewed for this case study she thanked us again and said that before she enrolled in these Literacy courses, she always needed her husband's assistance in helping making a phone call, or a GP' appointment, meet the children' teachers, ...etc and now she is happy she can do all these by herself. She mentioned as well that she has been to a job interview and passed it and will soon start work as a sales assistant in a shop.

It is inspiring to see that the input each of us here at ATN as a team helped Mrs Rai get confidence in herself not only improving her language skills as well getting independent and employed.

Upon joining the REACH programme after her Literacy class, Sita was able to gain employment as a cleaner with Sodexo Defence at the Calvary Barracks in Hounslow

Ms. Siobhan Hanlon - “The sky is the limit”

Siobhan had been unemployed for 9 years spending her time raising her two girls as a lone parent. Siobhan’s IT skills were initially weak so she decided to enroll on a basic ICT course at ATN Hounslow funded by Richmond Upon Thames College. ATN staff also tailor made a CV and covering letter as she was also pursuing employment opportunities. Through intensive a one-to-one mock interviews with ATN Siobhan was able to build her skills and was successfully selected for the position of Sales Assistant with WHSmith. Siobhan says *“A big thank you to ATN for all the hard work in helping me to get a job in retail and giving me the opportunity to gain an accredited ICT qualification.”*

Staff at ATN always regularly track her progress in relation to job sustainability and have received the good news from Siobhan that she has been promoted to the position of a supervisor within only 3 months of her commencing employment at WHSmith.

Ryagina Khortiyeva - A4E Launch Pad “Slowly but surely”

Ryagina was referred to the Adult Training Network’s Hounslow Vista Centre by Hounslow Job Centre Plus for the new Reach programme. She was quite anxious to seek employment as she had no working experience to date in the U.K. To help overcome these barriers staff assisted her with her CV, job search and importantly one to one mock interviews.

Ryagina says “I can not thank all the staff enough at the Adult Training Network for helping me meet my personal aims and objectives. I was very impressed with the high level of professionalism and the facilities at the Vista Business Centre. The one to one mock interviews were the turning point as it helped boost my confidence and I felt I was ready to face any job interview”.

After successfully undertaking a work placement and impressing management at the prestigious Marriott Hotel Heathrow in the Food & Beverage Department she has been assured that when a vacancy arises she would be appointed permanently.

FUTURE DEVELOPMENTS & PRIORITIES

During the year the Director has followed developments regarding future funding opportunities for the coming year, particularly in the Welfare to Work Sector. These have included opportunities with alternative funding streams through the Department of Work and Pensions and Jobcentre Plus, in the capacity of sub-contractor to Prime contractors. The success in gaining two sub-contracts with Ingeus and Reed in Employment to deliver the Department of Work & Pensions Jobcentre Plus Work Programme has opened a new and potentially significant area for delivery and builds on the existing programmes with Ingeus and A4e.

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

Developing expertise and skills to effectively deliver the Work Programme will be a priority for the coming year. The Director will continue to explore other additional funding streams, in particular with the Skills Funding Agency as a sub-contractor to Prime contractors.

CONCLUSION

August 2010 to July 2011 has been a very profitable and significant year in terms of development for the Adult Training Network. The success in securing major additional funding from two prominent Prime Contractors from the Welfare to Work sector was particularly encouraging. This success allows ATN to further develop skills and expertise in the, currently high profile, Welfare to Work sector and recognises ATN's past record in supporting customers in overcoming barriers to employment.

The Adult Training Network has been able to invest in additional staffing, resources and in providing an improved teaching and learning environment for learners. The new opportunities when combined together with the established franchise delivery for Richmond upon Thames College and Waltham Forest College, have all combined to help the Adult Training Network deliver approximately two thousand nine hundred and seventy eight learning opportunities, and 303 employment opportunities, across all projects, 85% of which were sustained over 6 months. This is the highest number of job opportunities recoded by ATN since the inception of the organisation in 1999 making it the the most successful from the perspective of job starts and sustained jobs.

Appendix A

Adult Training Network's Self Assessment Report For Richmond upon Thames College



CROSS COLLEGE SELF ASSESSMENT

RICHMOND UPON THAMES COLLEGE SELF-ASSESSMENT REPORT

DATE COMPLETED: 22.09.2011

OVERVIEW OF PROVISION AND BACKGROUND INFORMATION

This particular SAR report is written for a collaborative outreach franchise project being conducted by the Adult Training Network (ATN) at the King's Hall Methodist Church in Southall, Middlesex, and at the Vista Business Centre, Suite B513, 50 Salisbury Road, Hounslow, Middlesex in partnership with Richmond upon Thames College. Courses were conducted from September 2010 to August 2011.

In this period the following courses were conducted: SKILLS FOR LIFE: - ESOL (Courses covering all levels from Entry Level 1 to Level 1), Literacy (Courses covering all levels from Entry Level 1 to Level 1); ICT Courses:- ICT Skills for Life (Courses covering Entry Three Award in Using ICT, Level 1 Award for IT Users and Level 1 Certificate for IT Users.) There were a total of 903 enrolments (a decrease of 5.3% over 2009-2010 following the 12.9% increase from the previous year and the 13.1% increase from 2007 - 2008), 397 for Basic Skills (SfL) (a slight increase of 10 (2.6%) from the previous year, which followed a decrease of 76 (16.5%) from 2008 – 2009, and 506 for ICT which was a decrease of 24 (4.5%) from the previous year, which had been an increase of 177 (50.1%) from 2008-2009. The SIA course, which was a new development for 2009 – 2010 was not delivered in 2010, - 2011 due to funding allocation.

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

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

The main objectives of the educational programmes are to:

- (i) Develop Learners' reading, writing, speaking and listening skills in English.
- (ii) Provide Learners with basic survival English for everyday life in UK.
- (iii) Provide Learners with basic English for access to other college courses.
- (iv) Equip Learners to progress to the next level of ESOL provision.
- (v) Provide Learners with the opportunity to develop their numeracy skills
- (vi) Support Learners in their chosen progression path.

(vii) Build the self-confidence of Learners.

(viii) Develop the ICT skills of people from the local community who have little or no access to mainstream education provision and ICT resources.

(ix) Support learners to acquire job search techniques including interview skills and CV writing to enable them to successfully compete for and acquire sustainable jobs.

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

In the period Sept 2010 – July 2011, Adult Training Network Southall employed twenty five members of staff, a Centre Manager, thirteen Tutors, four Additional Learning Support Staff, one Network Engineer, two Financial Coordinators, three Administrators and one Cleaner. In Hounslow there were seven members of staff employed, a Manager Designate, three Tutors, one Additional Learning Support Staff and two Administrators. There is an overall decrease in staffing of 2 members (6%) from last year when 34 members of staff were employed. This was mainly due to experienced and qualified tutors teaching more than one session per day.

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

Ealing is the 4th most diverse borough in the UK and more than 100 languages are spoken in the Borough. 41.3% of residents are from an ethnic minority, compared to 9.1% nationally, and 28.8% across London. About 20% of the minority ethnic community describe themselves as Asian. Ealing covers an area of around 55 square km in West London (21 sq. miles) and with 318,500 people is the third most populous borough in London. Overall, Ealing is relatively prosperous but it is a community of sharp contrasts. Pockets of serious poverty exist in the borough, with residents experiencing poor standards of health and education, low incomes and high benefits dependency. Twenty three per cent of Ealing's areas are within the top 20 per cent most deprived areas in the country. The most deprived wards closest are: Northolt West End, Norwood Green, Southall Broadway, Southall Green and Dormers Wells (West London Local Economic Assessment Feb 2011)

The unemployment rate in Sept 2011 in Ealing which has a population of 318,500 was 3.9% and there were 8538 JSA claimants at job centres with 2585 unemployed for more than six months. Wards with relatively high unemployment rates are Glebe, Northcote, Mount Pleasant, Dormers Wells; which are Southall wards and Victoria and Heathfield. The rates in the Southall wards are above the national average of 7.9%

Current figures (2001 census) suggest that the proportion of the local population from minority ethnic background in the borough of Ealing where this project is based in Southall is 41.3% compared to a national average of around 6%. 37.6% of the population do not have English as their mother tongue and there have been recent changes to the ethnic mix of the local population and are due to an inflow of some groups as a consequence of increased numbers of asylum seekers and refugees.

(Adult Training Network) 2010/2011 Retention, Achievement and Success Rates

September 2010 - August 2011(Southall ONLY)

Subject	No of learners	Withdrawals	No retained	% retained	No of full achievement	Partial achievement	% full achievement	% partial achievement	full success %
Basic skills (ESOL)									
ESOL Entry 1 S&L	45	7	38	84.44%	37	0	97.37%	0.00%	82.22%
ESOL Entry 2 S&L	31	3	28	90.32%	28	0	100.00%	0.00%	90.32%
ESOL Entry 3 S&L	51	5	46	90.20%	45	0	97.83%	0.00%	88.24%
ESOL Level 1 S&L	22	1	21	95.45%	21	0	100.00%	0.00%	95.45%
ESOL Level 2 S & L	10	0	10	100.00%	10	0	100.00%	0.00%	100.00%
ESOL Entry 1 full Award	28	0	28	100.00%	28	0	100.00%	0.00%	100.00%
ESOL Entry 2 full Award	31	4	27	87.10%	27	0	100.00%	0.00%	87.10%
ESOL Entry 3 Full Award	39	2	37	94.87%	37	0	100.00%	0.00%	94.87%
ESOL Level 1 Full Award	13	0	13	100.00%	13	0	100.00%	0.00%	100.00%
Cumulative Basic skills Total (ESOL)	270	22	248	91.85%	246	0	99.19%	0.00%	91.11%
Literacy									
Literacy Entry 1	14	2	12	85.71%	12		100.00%	0.00%	85.71%
Literacy Entry 2	26	2	24	92.31%	24	0	100.00%	0.00%	92.31%
Literacy Entry 3	24	3	21	87.50%	21		100.00%	0.00%	87.50%
Literacy Level 1	10	1	9	90.00%	9	0	100.00%	0.00%	90.00%
Literacy Level 2									
Cumulative Basic skills Total (Literacy)	74	8	66	89.19%	66	0	100.00%	0.00%	89.19%

ICT									
OCR, C&G Entry level Award in Using ICT Entry 3	201	3	198	98.51%	192	6	96.97%	3.03%	95.52%
C&G, Level 1 Award for IT users	154	4	150	97.40%	139	11	92.67%	7.33%	90.26%
C&G, Level 1 Certificate for IT users	89	0	89	100.00%	79	10	88.76%	11.24%	88.76%
Total (ICT)	444	7	437	98.42%	410	27	93.82%	6.18%	92.34%
Cumulative Total for all subject areas (Southall)	788	37	751	95.30%	722	27	96.14%	3.60%	91.62%

(Adult Training Network) 2010/2011 Retention, Achievement and Success Rates

September 2010 - August 2011 (Southall/Hounslow Combined)

Subject	No of learners	Withdrawals	No retained	% retained	No of full achievement	Partial achievement	% full achievement	% partial achievement	full success %
Basic skills (ESOL)									
ESOL Entry 1 S&L	45	8	37	82.22%	36	0	97.30%	0.00%	80.00%
ESOL Entry 2 S&L	31	3	28	90.32%	28	0	100.00%	0.00%	90.32%
ESOL Entry 3 S&L	51	5	46	90.20%	46	0	100.00%	0.00%	90.20%
ESOL Level 1 S&L	22	1	21	95.45%	21	0	100.00%	0.00%	95.45%
ESOL Level 2 S& L	10	0	10	100.00%	10	0	100.00%	0.00%	100.00%
ESOL Entry 1 full Award	28	0	28	100.00%	28	0	100.00%	0.00%	100.00%
ESOL Entry 2 full Award	31	4	27	87.10%	27	0	100.00%	0.00%	87.10%
ESOL Entry 3 Full Award	39	1	38	97.44%	38	0	100.00%	0.00%	97.44%
ESOL Level 1 Full Award	13	0	13	100.00%	13	0	100.00%	0.00%	100.00%
Cumulative Basic skills Total (ESOL)	270	22	248	91.85%	247	0	99.60%	0.00%	91.48%
Literacy									
Literacy Entry 1	29	7	22	75.86%	22	0	100.00%	0.00%	75.86%
Literacy Entry 2	45	3	42	93.33%	42	0	100.00%	0.00%	93.33%
Literacy Entry 3	37	3	34	91.89%	34	0	100.00%	0.00%	91.89%
Literacy Level 1	16	1	15	93.75%	15	0	100.00%	0.00%	93.75%
Literacy Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Cumulative Basic skills Total (Literacy)	127	14	113	88.98%	113	0	100.00%	0.00%	88.98%

ICT									
					(3 no achievements)				
OCR,C&G Entry level Award in Using ICT Entry 3	227	3	224	98.68%	215	6	95.98%	2.68%	94.71%
C&G, Level 1 Award for IT users	183	6	177	96.72%	166	11	93.79%	6.21%	90.71%
C&G, Level 1 Certificate for IT users	96	1	95	98.96%	84	11	88.42%	11.58%	87.50%
Total (ICT)	506	10	496	98.02%	465	28	93.75%	5.65%	91.90%
Cumulative Total for all subject areas (Southall/Hounslow)	903	46	857	94.91%	825	28	96.27%	3.27%	91.36%

(Adult Training Network) 2010/2011 Retention, Achievement and Success Rates

Subject	No of learners	Withdrawals	No retained	% retained	No of full achievement	Partial achievement	% full achievement	% partial achievement	% full success
September 2010 - December 2010 (Southall/Hounslow)									
Total (ESOL)	86	9	77	89.53%	77	0	100.00%	0.00%	89.53%
Total (Literacy)	59	4	55	93.22%	55	0	100.00%	0.00%	93.22%
Total ICT	209	4	205	98.09%	195	7	95.12%	3.41%	93.30%
Jan 2011 - April 2011 (Southall/Hounslow)									
Total (ESOL)	116	7	109	93.97%	109	0	100.00%	0.00%	93.97%
Total (Literacy)	68	10	58	85.29%	58	0	100.00%	0.00%	85.29%
Total (ICT)	145	3	142	97.93%	134	8	94.37%	5.63%	92.41%
April 2011 - August 2011(Southall)									
Total (ESOL)	68	6	62	91.18%	61	0	98.39%	0.00%	89.71%
Total (ICT)	152	3	149	98.03%	136	13	91.28%	8.72%	89.47%

CUMULATIVE BASIC SKILLS TOTAL: September 2010 - August 2011(Southall/Hounslow)

Cumulative Basic skills Total for all subject areas (ESOL, LITERACY, ICT)	903	46	857	94.91%	825	28	96.27%	3.27%	91.36%
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List key strengths and weaknesses

Strengths	Weaknesses
<ul style="list-style-type: none"> • ATN opened a new delivery centre in Hounslow on the Beavers estate which has proved popular with the local community and has enabled ATN to deliver courses where there is a high demand. • In 2009-10 there was only 1 ALS (part-time) for ESOL but in 2010-11 we had 1 part-time and 1 full-time ALS for ESOL. This meant that all groups of learners of ESOL learners were supported ensuring that retention and success rates trends over the last five years were maintained at a high level (91.48% success rate and 91.85% retention rate). • All ICT groups were offered ALS support as in previous years resulting in excellent retention (98.2%) and success (93.75%) rates. • Enrichment activities for the learners have been included into the programmes, such as trips to the British Museum & Science Museum. Many learners have lived in London for years but had not visited the city. The trips taught them how to use public transport in and around London resulting in added value to their learning experience. Some of the adult learners have also confirmed given that they would now like to take their children to the museum as they felt confident enough to make the journey there on their own. Learners also visited Syon Park and had a picnic to promote their social skills. Some learners also went to the theatre with their tutor to watch a play. • Learners were also taken to the library where they became members and therefore were able to use the library facilities and also borrow books to improve their English. In addition they could take their children to the library as part of their own family learning experience. • International Women's Day was celebrated at the centre thereby creating awareness that women are making positive strides as a majority of our learners are women. • Learners also paid bus fares on hardship grounds thereby making it easy for them to attend classes regularly. • ICT embedded in ESOL. Learners enjoyed the IT sessions. Tutors ran CV and interview techniques workshops. CVs' were also word processed for learners. • End of terms parties held to celebrate learners, tutors, management, admin staff success and achievements. • Additional funds spent on purchasing ESOL, Literacy and ICT resources. • Tutors were also provided training and guidance on completing course evaluation reports. • Although ALS funding had been reduced from the initial allocation of 	<ul style="list-style-type: none"> • Not enough vocational courses on offer for progressing learners (eg administration, finance and ALS programmes). There was high demand for these programmes but funding was not available. • Programmes were not offered in Hounslow during the summer term as funding was only available to sustain the programmes in Southall.

£80K to £60K, ATN subsidised ALS tutor funding for ICT programmes in the final term from April 11 – July 11. This ensured that weaker learners were offered the opportunity to progress and achieve their qualification aims.

- The overall retention rate for all courses was at the very high level of 94.91% which was marginally down from the 95.81% of 2009-2010 but has maintained the high level which has shown a steady rise from 94.67% in 2008-2009, 93.44% in 2007-2008, 90.86% in 2006-2007, which in turn was up from 90.2% for 2005/6 and from 2004/5 at 80.18%. The retention rate for all ICT courses was exceptionally high at 98.03%, maintaining the exceptionally high rates of the last few years (99.96% 2009-2010 and 97.73% of 2008-2009).

- ICT courses continued to perform at very high level the Full Success Rate was 91.90% which was slight decrease from the 93.83% from 2009-2010 which was also slight decrease from the 95.75% of 2008-2009, following the slight improvement on 95.51% for 2007-2008, which was in turn an increase of 6.54% over the 88.97% of 2006-2007, and was an increase of 6.37% over 2005/6 with 82.6% that was over 20% better than 2004/5. However the trend has been stabilised at a very high level.

- The Full Success Rate percentage for Basic Skills of 88.98% was slightly improved from 87.6% in 2009-2010, was in turn at a very high level although slightly lower than the 89.42% of 2008-2009, which was 3.5% higher than the 85.92% of 2007-2008 and showed continuous improvement on the 76.77% of 2006-2007, which was a 6.57% increase over 2005/6 which in turn was a 7.5% improvement over 2004/5.

- Effective use of Management Information Systems and registers continued to enhance attendance patterns, punctuality and achievement. In addition the recording of reasons for withdrawals and progression to new courses has added positively to course reviews.

- ATN has had its matrix accreditation extended for a further three years and has maintained an excellent IAG delivery standard, and the IAG process has significantly improved the service to learners.

- High level of additional learning support provided to meet learners needs

Signed by:

S Singh Gill

Date:

22/09/11

COMMON INSPECTION FRAMEWORK QUESTIONS

How are achievement and learning affected by resources?

To answer this question evaluate:

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

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

<p>ATN has sought external funding and courses for staff development, which has led to a number of staff improving their qualifications.</p> <p>Ongoing high quality IAG for learners and a matrix accredited service.</p> <p>Termly internal training days have been arranged for tutors and classroom assistants in embedding Skills for Life into vocational programmes and inducting new staff and refreshing existing staff on the QA requirements of the programmes including ILPS, registers, course reviews, attendance, success rates, punctuality and progression routes.</p> <p>Support staff have been provided and have made a significant impact with some learners through their ability to communicate with learners in their native language.</p> <p>Staff share good practice at regular staff meetings.</p> <p>ESOL courses are benefiting from the inclusion of greater ICT usage and the use of audio/visual learning materials particularly the use of video and Powerpoint. This has resulted in a greater engagement of learners in classrooms. It has also generated greater interest in learning.</p> <p>A new Training Centre which commenced in Jan 2009 has now been firmly established on the Beaver's estate in Hounslow.</p> <p>Redecoration of the teaching and common areas, including new carpeting throughout. Further refurbishment, including new external windows has been commissioned for the coming year and additional rooms have been added in Southall.</p>	<p>Staff development records and appraisal reports</p> <p>Successful MATRIX re-accreditation in July 2010.</p> <p>Staff meeting records.</p> <p>Learner satisfaction surveys and tutor course Evaluation reports.</p> <p>Minutes of meeting.</p> <p>Schemes of work, Inventory of Items</p> <p>New centre fully embedded and delivering courses.</p> <p>Physical existence of new carpets and improved decor.</p>
<p>Weaknesses</p>	<p>Evidence</p>
<p>The FENTO standards require that tutors should work towards Level 4 qualifications. Some of the tutors are not qualified to Level 4, although most of the ESOL staff are qualified to Level 4 not all have a subject specialist CELTA Module 2 qualification.</p>	<p>CVs of tutors, Certificates</p>

<p>Access problems for learners with mobility problems. There is no lift to the first floor of the building. However, a ground floor classroom is available.</p>	<p>No lift access to the first floor of the site. However, there are two additional ground floor classrooms.</p>
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Consider:

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

How effective are the assessment and monitoring of learners progress?

To answer this question evaluate:

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

Strengths	Evidence
<p>Regular and effective progress tutorial reviews are held to give learners regular feedback on their progress with the different modules of their qualification programmes.</p>	<p>Learner ILP and Reviews</p>
<p>The embedding of Basic Skills courses assessed through examination has been effective and Learners have been well prepared for this particular method of assessment.</p>	<p>Results of external assessments</p>
<p>Each learner is given a number of small individual milestones to achieve at tutorial sessions. These are reviewed at four weekly</p>	<p>Individual Learning Plan - Reviews in ILPs ESOL and ICT folders</p>

<p>intervals and new milestones set if initial targets have been met. Slower learners are given more time and support to complete existing milestones.</p> <p>The continued use of single module qualifications (e.g. Speaking & Listening) in ESOL has contributed to learner achievement and success.</p> <p>EV grades for all programmes have been very encouraging with very positive feedback from EVs for ESOL. EV comments responded to in a timely and comprehensive manner.</p> <p>The Literacy Skills of some ICT learners was an additional barrier to their success. Simplified worksheets have been introduced.</p>	<p>Results of External Assessment.</p> <p>EV reports for ECDL and ESOL; refer to continuous improvement sections.</p> <p>Worksheets, Schemes of work.</p>
<p>Weaknesses</p>	<p>Evidence</p>
<p>The ongoing monitoring of learners progress in some programmes can be further improved to more accurately assess the milestones attained and to provide additional support where appropriate.</p>	<p>ILPs, Learners completed worksheets and mock assessment papers</p>

Consider:

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

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

To answer this question evaluate:

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

Strengths	Evidence
<p>Basic skills has been identified as a key gap in the training provision in West London by the SFA which this provision is intended to address</p> <p>ICT courses use 'real life' usage situation to embed learning and help develop the understanding of the use of ICT within every day business and as an aid to life in general.</p> <p>High recruitment rates and very good retention rates, indicate that learner needs and the needs of the local community are being met.</p> <p>Regular attendance patterns.</p> <p>Great emphasis is placed on enrichment activities, these included;- Learners taken to Southall and Ealing library and enrolled as members, Visit to the Natural History Museum and other places of interest and cultural events. End of course celebration parties take place for the majority of courses.</p> <p>Effective progression routes for learners for a number of different Levels in ESOL and ICT at ATN.</p> <p>Learners signposted to further progression courses at local colleges.</p>	<p>SFA strategic plan</p> <p>Learner surveys and feedback, curriculum scheme of work, course notes and lesson plans.</p> <p>ATN database statistics: Registers.</p> <p>ATN database statistics: Registers.</p> <p>Course timetables/schedules and reports and photographs on company Website.</p> <p>End of course reviews. ATN database statistics</p> <p>End of Course reviews. Customer feedback and results.</p>
Weaknesses	Evidence
<p>Not enough variety of vocational programmes currently on offer, (eg administration, finance and ALS programmes).</p> <p>The majority of learners that passed the ICT Qualifications at Level 1 wished to progress onto the Level 2 course but unfortunately these courses are not funded.</p>	<p>Learner feedback. Discussions by learners with senior staff.</p> <p>Learner feedback. Discussions by learners with senior staff.</p>

Consider:

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

How well are learners guided and supported?

To answer this questions evaluate:

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

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

necessary.	
Weaknesses	Evidence
Further work could still be developed to give additional guidance to learners on the range of career options and learning pathways which can be followed to attain successful career goals. Learners have expressed a need for a greater range of vocational progression opportunities to be offered at ATN.	Learner feedback.

Consider:

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

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

To answer this question evaluate:

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

Strengths	Evidence
Effective promotion of training to target groups of ethnic minorities and refugees.	Data on trainees' ethnic origin and initial assessment of individual learners needs.
The management strives to create a culture where the needs of the learner are the placed at the forefront of the ethos of the organisation. Differentiated learning, individual learning plans, regular tutorials and monitoring coupled with review of teaching and learning are important ingredients in raising achievement and supporting	Learner resources, ILPs with reviews, Schemes of work , Lesson plans, IV records

<p>learners.</p> <p>The staff teams are well coordinated into subject specialist areas and set challenging targets at staff meeting and collective staff workshop days.</p> <p>The trustees monitor progress closely and offer guidance and support in reviewing progress and supporting learning. Further, in collaboration with the Senior Staff trustees review performance targets, retention/ attendance targets and address organisational, financial, academic, health and safety and other pertinent issues.</p> <p>Strategic objective of high levels of full achievement achieved; 871 achieved with an achievement rate of 95%</p> <p>Clear strategic objectives set</p> <p>Effective use of Management Information Systems and registers to enhance attendance patterns and punctuality</p> <p>Resources which are current and culturally relevant for the needs of the diverse ethnic group of learners are used. The current (DfES) Skills for Life resource pack is especially relevant as are the materials generated specifically for the qualifications. Further, new DIUS materials which embed basic skills into key subject areas such as ICT are being used more consistently and widely.</p> <p>Ongoing development of Quality Assurance System and Manual.</p> <p>Further development of systems following successful MATRIX accreditation and working towards the IIP quality mark.</p> <p>Staff development identification and external training organisation in place. Accreditation is being sought so ATN can deliver PTTLs, CTLLS and NVQs in Classroom assistant and Leadership and Management.</p>	<p>Minutes of staff meetings and collective ATN staff workshop minutes.</p> <p>Minutes of meetings</p> <p>Awarding bodies results reports, Student certificates</p> <p>Business Plan linked to Delivery Plan and SAR for RUTC.</p> <p>Tutor registers and MIS data is in a format which promotes ease of use. ATN statistical data</p> <p>DfES Skills for Life tutor and learner resource packs. City & Guilds tutor's materials.</p> <p>Quality Assurance manual.</p> <p>Matrix accreditation and certification. Record of commitment, meetings attended and documents produced.</p> <p>Staff development records, certificates of attendance and qualifications. Accreditation application forms.</p>
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Learners who have financial issues are provided with travel fare to the centre	Receipts, Bus tickets, Oyster Cards.
Weaknesses	Evidence
The Staff Performance Management System and systems to review staff performance have been introduced over the last three to four years but continuing, ongoing, development is needed. Further development is needed to ensure more effective review procedures, which include a performance-related element in financial remuneration. Self-appraisal has developed but still needs further development.	Staff review procedures including current documentation.

Consider:

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

Commentary on Action Plan

Action Point	Progress
Further embedding of Staff Management Performance systems to review staff performance.	Matrix accreditation has been achieved (re accredited in July 2010), but IIP is ongoing. The new Staff Performance Management system has been introduced but still needs to be further embedded.
IIP accreditation being actively pursued by ATN.	Accreditation process is ongoing, but moving slowly and hopefully will be now concluded in 2012.
Development of a Central library of in-house resources.	Ongoing development and additional resources being constantly added to the resources library.
Canteen area and additional facilities for Initial Assessments during term time to be developed.	Additional space has now been made available in the space opposite the Main ATN teaching space on the first floor.

Development Plan

Areas requiring improvement	Targets for improvements	Person responsible	Specific action required	Timescale for completion with dates
Further embedding of Staff Management Performance systems to review staff performance.	Development of use of Staff Performance Management system. Introduction of Peer observations.	Sarjeet Gill and Kamaljit Kaur. Tutors	Development of use of Staff Performance Management system. Introduction of Peer observations.	July 2012
IIP accreditation being actively pursued by ATN.	Gaining IIP accreditation.	Sarjeet Gill and Kamaljit Kaur	Pursuance of timetable for IIP accreditation.	July 2012
Major Refurbishment of the Southall training centre including new external windows and internal decoration.	New windows installed and internal decoration completed.	Sarjeet Singh Gill	External contractors to be asked for quotes and employed for refurbishment.	November 2011
Additional rooms to be added to the Southall training centre.	New rooms available for training.	Sarjeet Singh Gill	Request to be made to the Trustees of the building.	October 2011
Further marketing of the newly established Hounslow Centre.	Greater volume of enquiries from local residents.	Kamajit Kaur and Tutors.	Increased marketing and awareness campaign.	Starting September 2011 and Ongoing.
Investigation into seeking funding for Apprenticeships.	Sub-contract to deliver apprenticeships.	Sarjeet Singh Gill	Business case to be developed and approaches to funding body.	April 2012

Appendix B

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



SELF ASSESSMENT REPORT 2010/11

Adult Training Network

Scope and Range of Provision

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

A total of thirty-six ESOL courses were undertaken over the three terms in the academic year September 10 – July 11. This represents a 16.28% decrease in the number of ESOL courses on the previous year. The previous year's (2009/10) figure of 43 ESOL courses was 6.5% lower than in 2008/09, with 52.2% fewer classes overall. This is due to the cessation of funding for Adult Literacy and SIA – Door Supervision learning aims. The 2008/09 figure of 90 courses was a 36.4% increase over the sixty-six courses delivered in 2007-2008, which was, in turn, a 52.4% increase on the previous year. All ESOL learners undertook exam-based qualifications, accredited by City & Guilds.

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

ACHIEVEMENT AND STANDARDS

Q.1 How well Do Learners Achieve?	
Key Strengths	Evidence

<p>During the academic year 2010/11, a total of 319 learners achieved their learning goal across all programmes. This represents a decrease of 5.62% on the previous year – due to a reduction in contract value and subsequent fall in learner numbers.</p> <p>During the academic year 2009/10, a total of 338 learners achieved their learning goal across all programmes. This represents a decrease of 51.7% from the achievements in 2008/09 which was, in turn, an increase of 54.2% on 2007/8. The sharp increase in enrolments in 2008/09 was due to additional learning aims being offered (including Adult Literacy and SIA – Door Supervision). As previously mentioned, the large drop in funded course availability led to the reduction in learner numbers.</p> <p>In fact, in 2009/10 the number of ESOL learners gaining full or partial achievement rose to 338, an increase of 13% on the 2008/09 figures. The figure of 299 achievements in 2008/09 was a decrease of 24.3% over 2007/8, which in turn was an increase of 118% over 2006/7. The increase in enrolments for ESOL was reflective of the concentration of funding solely on this learning aim.</p> <p>This academic year, the retention rate for ESOL rose by 0.09% to 91.36% over the 2009/10 figure of 91.27%. The 2009/10 figure of 91.27% was a 1.73% decrease from the 2008/09 figure of 93%. The 2008/09 figure was a rise of 2.6% on the 2007/08 figure of 90.4%, which was a slight decrease of 1.3% over 2006/7. The 2006/7 figure of 91.7% was in turn an increase over the figure of 86.4% in the 2005/6 year. ATN has maintained a retention rate above 90% for the last 5 years, a great achievement and the foundation upon which progress is maintained.</p> <p>The success rate in ESOL for all courses over the three terms was 89.86%, a 1.28% decrease on the 2009/10 figure of 91.14%. The 2009/10 figure was a 0.14% increase on the previous years' figure of 91%. The 2008/09 figure was a 2.7% increase on the 2007/08 figures. The rate for 2007/8 was a slight decrease of 0.45% on the 2006/7 figures, but was, in turn, an increase of 13.6% over 2005/6. ATN's success rate remains higher than the college's benchmark.</p> <p>The maintenance of high rates of success and achievement may be attributed to a number of factors: The delivery model continues to include two term courses with a focus on Speaking and Listening in term one and a focus on Reading and Writing in Term 2. The use of single component qualification aims e.g. Speaking and Listening has been adopted to facilitate qualification outputs and to support learners in achieving bite size chunks of knowledge in a more easily digestible format, over a term. The GLH per term have been reduced to 120 for Speaking & Listening and 150 for Full Award, experience proving that learners are able to study over a shorter period of time, but more intensively, resulting in attainment of their learning goals. Further there continues to be greater tracking of learners' attendance patterns for ESOL courses; e.g. contacting learners when they are absent over three consecutive days. In addition, there is greater attention to pastoral and personal issues at tutorials and more detailed recording and review of academic progress. The previously implemented system of lateness and early leaving forms has been used effectively to track punctuality patterns. As a result of this monitoring, the learners are continually made aware of their personal responsibilities with regards to regular attendance, punctuality and early leaving.</p>	<p>Learner Certificates. C&G reports signed by the External Moderator at formal visits.</p> <p>C&G Accreditation Reports. Student Certs. Registers and attendance statistics. Enrolments. ATN MIS.</p> <p>Appendix A – Statistical Breakdown</p>
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Key Weaknesses	Action Plan	Who By	When By
<u>Learner Attendance and Punctuality patterns to be improved on ESOL courses.</u>	Greater emphasis at Induction on required attendance and the need for punctuality. Tutors to issue constant reminders during the course and early intervention to discuss any issues with the individuals concerned.	All Tutors	Ongoing between Sept 11 – July 12

QUALITY OF EDUCATION AND TRAINING

<i>Q.2 How effective are teaching, training & learning?</i>	
<i>Q.3 How are achievement and learning affected by resources?</i>	
Key Strengths	Evidence
<p>Q2</p> <p>i).Dedicated and qualified tutors who have access to support, both internally and externally.</p> <p>ii) Regular observations of teaching practice are conducted both by the Q.A. Coordinator and WFC staff.</p> <p>iii) Individual learning plans for each learner are filled in and reviewed periodically.</p> <p>iv) Differentiated learning is adopted for differing levels of ability for group work, pair work and whole group sessions.</p> <p>v) Regular individual tutorials are held to monitor individual learner achievement and to set, monitor and review individual goals/milestones.</p> <p>vi) The use of extension activities included visits to the Olympic Village, St Paul's Cathedral, the National Gallery, Greenwich Observatory, Leyton Orient FC and talks from Primary Health Care Trust representatives. Extension activities have stimulated learning and maintained learners' interest, utilising the skills developed during training in everyday scenarios. This has helped maintain excellent retention and success rates above the WFC benchmarks for retention and success.</p> <p>Q3</p>	<p>Tutor CVs</p> <p>Minutes of meetings</p> <p>Teacher resource files</p> <p>ILPs</p> <p>Achievement ratification by C&G</p> <p>Resources, Books, materials</p>

<p>Additional learning resources for all learning aims continue to be added to those already available. This has facilitated teaching and learning. New materials related to the syllabus and examinations have been purchased and distributed to all relevant staff.</p> <p>New ICT resources including hardware and software have continued to be purchased and innovatively used to enhance the learning experience, embedding ICT skills in the attainment of personal learning goals.</p> <p>The Manor Park site makes effective use of Additional Learning Support assistants, placing them in classes at Entry 1.</p> <p>ATN has maintained the excellent level of Information, Advice and Guidance offered to prospective and existing learners – Fully implementing the principles of The Matrix Standard (achieved in July 2007, reviewed July 2010).</p> <p>Over the course of the last year, two teachers have completed the Diploma of Teaching English in the Lifelong Learning Sector.</p> <p>Other staff have undertaken short courses (e.g. Safeguarding, CPD requirements within the Institute for Learning, etc.).</p> <p>All teaching staff are members of the Institute for Learning and, as such, have committed to 30 hours of Professional Development per year.</p>	<p>Registers , Learner feedback survey</p> <p>Matrix accreditation certificate.</p> <p>Courses enrolments and progress towards qualifications.</p>
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Key Weaknesses	Action Plan	Who By	When By
<p><u>Q2 Although all ESOL staff are qualified to Level 4 standard they do not all have subject specialist qualifications in CTLLS and DTLS.</u></p>	<p>Tutors to upgrade their qualifications by enrolling in further education colleges. ATN to pay for half the training costs</p>	<p>ESOL Tutors and Sarjeet Gill</p>	<p>Ongoing</p>

LEADERSHIP AND MANAGEMENT

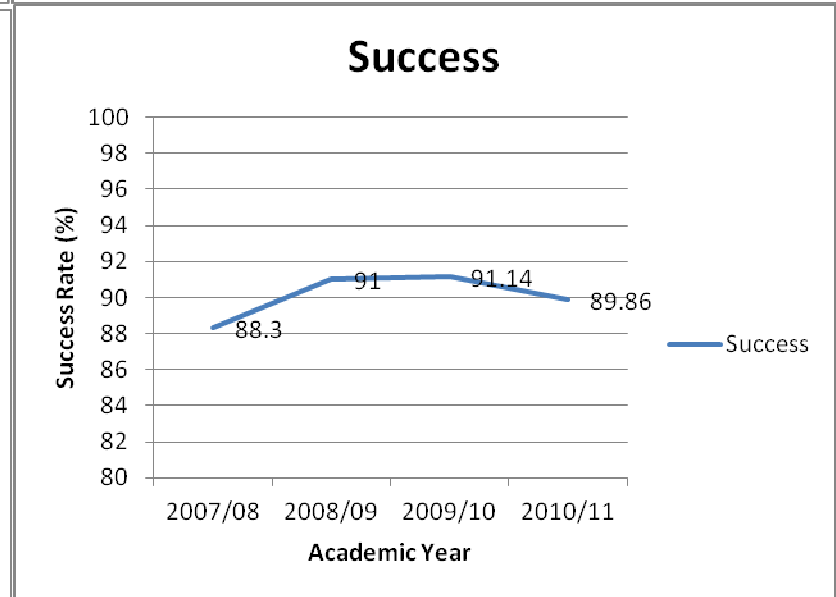
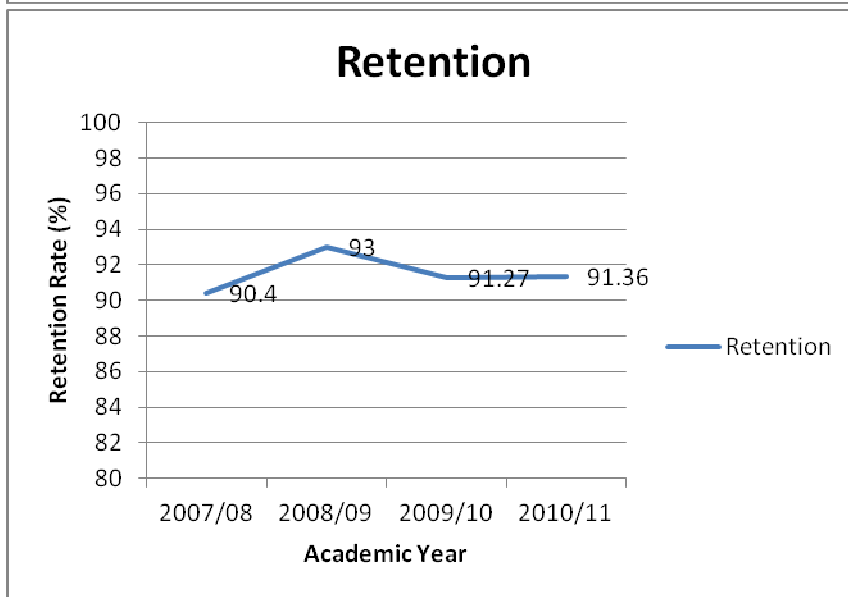
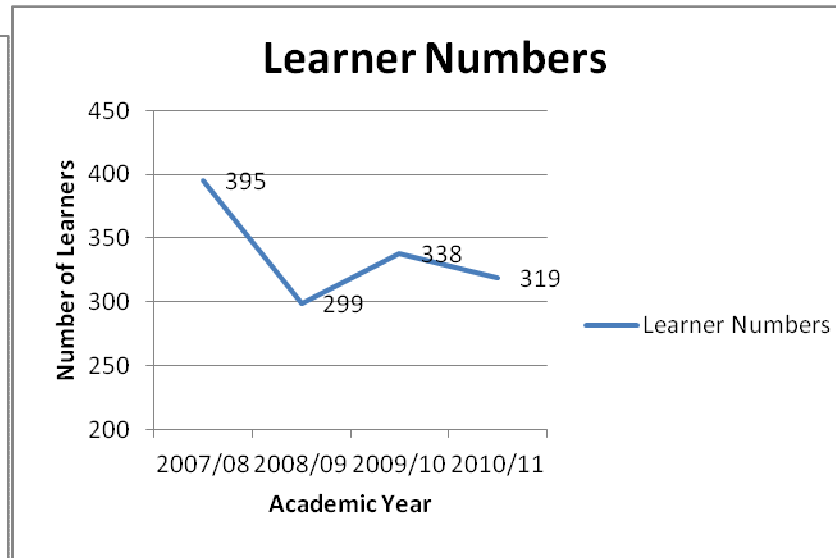
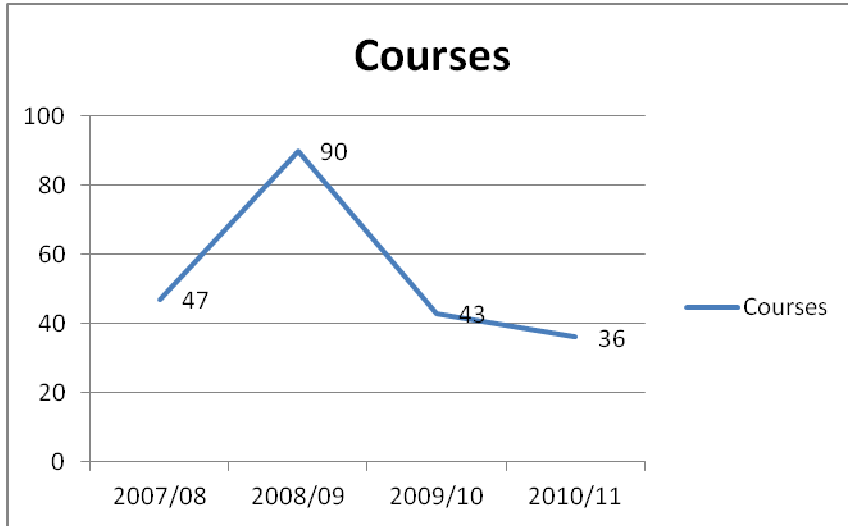
<p><i>Q.4 How effective is the assessment and monitoring of learners' progress?</i></p>
<p><i>Q.5 How well do the programmes and course meet the needs and interests of learners?</i></p>
<p><i>Q.6 How well are learners guided and supported?</i></p>
<p><i>Q.7 How effective are leadership and management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

Key Strengths	Evidence
<p>Q4. There is a regular update of learners' progress, with the identification and recording of key milestones achieved in ILPs by tutors. This enables the recording of individual chunks of knowledge for learners and provides an insight into the gaps in knowledge, which need addressing.</p> <p>In all classes, worksheets and progress are regularly assessed and feedback is provided by tutors. Each learner is given a number of small individual milestones to achieve at tutorial sessions. These are reviewed at the middle of each course and new milestones are set when initial targets have been met. Less confident learners are given more time and support to complete existing milestones.</p> <p>Internal verification is conducted on a termly basis and allows the Internal Verifier enough opportunity to provide feedback to tutors and for tutors to read, analyse and implement recommendations.</p> <p>Q5. All potential learners undertake an initial assessment to ascertain their suitability for their course of interest. Diagnostic Assessment enables the tutor to more effectively pitch classes at the correct level, taking into account individual learner's strengths and weaknesses.</p> <p>The content of courses is designed to reflect the needs and interests of learners, incorporating themes of equality and diversity, all within the constraints of the examination requirements. For example, ESOL material is geared for everyday situations – shopping, visits to the doctor etc. In addition, learners are also taken on trips to the local library, park, leisure centre, etc. These extension activities offer learners the opportunity to practice speaking and listening in everyday situations. Library visits also enable learners to become familiar with the resources available and they are also encouraged to become members. Enrichment activities are encouraged in all classes; these can include activities such as using the internet for research, visits to museums, talks and other day-to-day event trips (Examples: Visit to the Olympic Village at Stratford, train stations, talks on recycling and lessening one's carbon footprint as well as healthcare visitors providing information on illnesses prevalent in the area (i.e. TB), visit to Newham City Farm, shopping trips to Walthamstow (with corresponding activities), visit to Greenwich Park).</p> <p>The high retention and achievement rates indicate that learners' needs are being met.</p> <p>Q6. Learners are made aware of college facilities and are encouraged to utilise them.</p> <p>Through effective negotiation of strategic partnerships, learners are offered comprehensive support and progression routes. These include job brokerage services, guidance towards further educational opportunities and accessing local community support organisations.</p> <p>Learners with special needs are referred to specialist agencies e.g. Social Services, Housing Dept, the Advice and Guidance Department of Waltham Forest College and the Refugee Advice Centre.</p> <p>Q7. The management strives to create a culture where the needs of the learner are placed at the forefront of the ethos of the organisation and have undertaken the Matrix quality mark to support the IAG service given to learners.</p> <p>Differentiated learning, individual learning plans, regular tutorials and monitoring coupled with review of teaching</p>	<p>Learner files ILPs</p> <p>IV records</p> <p>ESOL diagnostic tests</p> <p>Retention and Achievement Rates Enrichment Activities Record Sheets</p> <p>Matrix Accreditation achieved</p>

<p>and learning are important ingredients in raising achievement and supporting learners. In addition, the management consult with tutors at staff meetings and on a one to one basis to review current resources with a view to updating and upgrading them.</p> <p>Staff members are also consulted on their own personal training needs and are supported to attend training sessions, which will enhance their role in imparting skills and knowledge. Staff members attended a variety of training courses to develop their qualifications, with recent enrolments on the PTLLS, CELTA and the DT(E)LLS. All Centre Managers are able to conduct effective staff appraisals and have ensured that they take place in a structured and timely way.</p>	<p>Emails of acceptance Workshop materials and notes</p>
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Key Weaknesses			
Key Weaknesses	Action Plan	Who By	When By
<p>Q5 and Q6) Restricted access to the training centre at the Gateway Business Centre for learners with limited mobility due to the absence of a lift to the first floor.</p>	<p>Learners from Leyton who are classified as disabled are referred to the main Waltham Forest College site in Walthamstow or Leytonstone Learning Link in Leytonstone.</p>	<p>Administrator</p>	<p>Ongoing</p>

4 Year Trends



SUMMARY

This has been an extremely successful academic year and has built on the success of 2009/10 when ATN made a positive contribution to WFC's success rate. The experiences gained over the previous five years (2005 - 2010) have had a very positive effect on both retention and achievement.

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

The Retention, Achievement and Success rates of 2010/11 were very high and every effort will be made to maintain the standards and improve upon them wherever possible. In the upcoming academic year, the ATN will endeavour to improve upon its performance in all aspects.

All of the staff and learners at ATN look forward to the challenges of the 2011/12 academic year with renewed enthusiasm and vigour including undertaking the actions necessary to address the weaknesses identified in the SAR report and reviewing their impact and degree of successful implementation.

SIGNED : *Amarjit Dhanjal*

Amarjit Dhanjal

Centre Manager (Manor Park & Barking)

DATED : 12/09/2011

Appendix C

Adult Training Network's

A4e Sub-Contracted

Jobcentre Plus Support Contract
Quarterly Reports



improving people's lives

London Central & North Region

SELF ASSESSMENT REVIEW Document

Office(s):	Adult Training Network (Hounslow, Ealing, Barking & Hillingdon)
Contract(s):	JSPSC
Quarter No: 1 (Apr-June) 2 (July-Sept) 3 (Oct-Dec) 4 (Jan-Mar)	July 2010 – Sept 2010 (Q2 – 2010/11)

This Self Assessment Review Document should be completed by the Business Improvement Champion with the Business Manager and Team Leader following input from all staff and users of the provision to support completion of the Office/Contract Annual Self Assessment Report and then for ongoing Quarterly monitoring.

This review should be linked to the working Quality Improvement Action Plan.
The Regional Quality Manager will be monitoring this document at each Quality Monitoring Visit.

Grade each CIF Area as follows:

1 – Outstanding 2 – Good 3 – Satisfactory 4 – Inadequate

SELF ASSESSMENT REPORT/CIF REVIEW

Reviewed by:	Sarjeet Singh Gill	Date Completed:	7 th Oct 2010	Overall Effectiveness Grade - (1-4)
Office/Contract(s):	JSPSC Ref: JCPSC/CPA24/09/354	BM: Kamaljit Kaur		2

Area to be Reviewed – against the Office & Regional Self Assessment Reports and Common Inspection Framework:	Evaluative statements with judgements to describe where you are currently against each aspect of the CIF:	Describe where the EVIDENCE for the evaluative statements and judgements can be located and what this looks like:	Grade:
<p>OUTCOMES FOR LEARNERS</p> <p>A1) How well do learners achieve and enjoy their learning?</p>	<p>Customers' achievement is good and there is a high level of enjoyment and satisfaction. There are no complaints and there are compliments on feedback sheets.</p> <p>Customers feel they have gained new skills. They are also happy with the premises and the warm and welcoming atmosphere. Feedback received has been positive with the main results consisting of good quality training being provided, friendly environment and helpful advice. Customers are impressed by course content and facilities and they want to come back for Job Search Support Centre after their work placements. Most customers were happy with the course and their attendance and participation in the programme was good. They are all happy with their work placements and are learning new skills. Feedback on feeling more confident and recommending this session to someone else was 79% in Barking, 89% in Ealing,</p>	<p>Customer Feedback for Barking, Hounslow, Hillingdon and Ealing.</p> <p>Monthly reports for Barking, Hounslow, Hillingdon and Ealing</p>	2

<p>A2) How well do learners improve their economic and social well-being through learning and development?</p>	<p>93% in Hillingdon, and 76% in Hounslow. The feedback received from customers from each module has been positive, with the main results consisting of good quality training being provided, friendly environment and helpful advice. Positive feedback received from the JCP representative and increased number of customers attending the centre.</p> <p>To date from the inception of the project in Dec 2009, 63 customers have gained employment (Barking -29, Hillingdon – 10, Ealing – 17 and Hounslow – 7). Numerous other customers believe the programmes have moved them closer to the labour market.</p> <p>There have been no reported incidents relating to health and safety. Customers are not specifically asked, ‘Do you feel safe?’ However there are many incidences of customers referring to the ‘Friendly’ and ‘Supportive’ and “Comfortable” environment, which implies they feel safe. They are also happy with the premises and the warm and welcoming atmosphere.</p>	<p>Various Monthly Reports from all centres.</p> <p>Jobs spreadsheets</p>	<p>2</p>
<p>A3) How safe do learners feel?</p>	<p>Customers are well able to make informed choices about their own health and well being. Customers are encouraged during the Induction and during the one-to-one sessions and agreed Individual Learning Plans to identify areas of choice and concern relating to their health and well being. They are also happy with the premises and the warm and welcoming atmosphere. Feedback received has been positive with the main results consisting of good quality training being provided, friendly environment and helpful advice.</p>	<p>Various Monthly Reports from all centres.</p> <p>Hounslow Monthly Report 04/08/10</p> <p>Hillingdon Monthly Report 04/08/10</p>	<p>2</p>
<p>A4) Are learners able to make informed choices about their own health and well being?</p>	<p>Those customers entering employment will obviously make a positive contribution to their</p>	<p>Hounslow Monthly Report 04/08/10</p> <p>Hillingdon Monthly Report 04/08/10</p>	<p>2</p>

<p>A5) How well do learners make a positive contribution to the community?</p>	<p>local communities by having more disposable income to spend locally and also have a positive social, and economic impact on their immediate families. Others participate in work placements and a number engage, and are encouraged to engage, in voluntary work to support various charitable activities within the communities in which they live.</p>	<p>Discussions with Customers, trainers and Centre Mangers.</p>	<p>2</p>
<p>QUALITY OF PROVISION</p>			
<p>B1) How effectively do teaching, training and assessment support learning and development?</p> <p>B2) How effectively does the provision meet the needs and interests of users?</p>	<p>Teaching and Learning is satisfactory Recent Observations of Teaching and Learning grade as a '3'. Some of the comments made by the observer of the lesson A.Dhanjal for Fiona Jones were as follows: Good lead in Observed stages led onto each other well Maintained good level of learner focus in the class, particularly through name nomination and controlled discussion.</p> <p>Customers consider the provision meets their needs and interests. Feedback on feeling more confident and recommending this session to someone else was 79% in Barking, 89% in Ealing, 93% in Hillingdon, and 76% in Hounslow Feedback received has been positive with positive comments that the programmes were challenging, clear, useful practical, valuable, thought provoking, enjoyable comprehensive and</p>	<p>(i) Observation Reports on the 28/9/10 of Hapz Ball –Interpersonal and Interactive Skills – Grade 3 (ii) Launch Pad – Working Environments – observation report on the 28/9 of Fiona Jones – Grade 3 Mr Dhanjal has confirmed that this can easily be translated into a 2 if the actions suggested in the reports are followed through.</p> <p>Customer Feedback surveys</p>	<p>3</p> <p>2</p>

	comprehensive and stimulating		
LEADERSHIP AND MANAGEMENT			
C1) How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	ATN's management is pro-active in developing the organisation and raising expectations throughout the organisation, and draws on a wealth of experience to do this. There were a number of initial teething problems with the delivery of this contract and direct intervention, from senior management, assisted in the swift resolution of these issues.	ATN Annual Report, various SARs and Quality audits from funding bodies.	2
C2) How effectively do governors and supervisory bodies provide leadership, direction and challenge?	ATN is a charity and has Trustees who take an active interest in the overall direction of the Adult Training Network. The Director is responsible for the day to running of the company. The Charity is regulated by the Charities Commission and produces Annual reports and financial statements.	Adult Training Network Annual Report	2
C3) How effectively does the provider promote the safeguarding of learners?	ATN delivers a variety of contracts for a number of funding bodies and fully complies with both the letter and the spirit of all safeguarding matters, drawing on the best practice from all partners, to ensure a high level threshold for all customer and staff related safeguarding issues.	ATN Policies and Procedures	2
C4) How effectively does the provider actively promote Equality and Diversity, tackle discrimination and narrow the achievement gap?	ATN in a BAME led organisation and delivers in some of the most Ethnically diverse Boroughs in London and as such works extremely effectively to actively promote Equality and Diversity, tackle discrimination and narrow the achievement gap. ATN conducts regular Customer satisfaction surveys and regularly discusses the services deliver with other partners and funding bodies. This proves to be very effective in contributing to ATN's continuous improvement programme.	ATN's Mission Statement. EO&D Reports from funding bodies. Customer satisfaction Reports.	2

<p>C5) How effectively does the provider engage with users to support and promote improvement?</p> <p>C6) How effectively does self-assessment improve the quality of the provision and outcomes for learners?</p> <p>C7) How efficiently and effectively does the provider use its available resources to secure value for money?</p>	<p>ATN's self-Assessment process makes a significant and effective contribution to ATN's Continuous Improvement Process.</p> <p>ATN is a charity and as such uses all available resources to ensure that value for money is a major consideration in all expenditure.</p>	<p>ATN's Policies and Procedures. Customer Surveys and partner meetings.</p> <p>ATN's policy and Procedures. Action Plans and Quality Improvement Plan.</p> <p>Financial statements. Final Project Reports for Major Funding bodies.</p>	<p>2</p> <p>2</p> <p>2</p>
<p>OVERALL EFFECTIVENESS</p> <p>How effective and efficient is the provider in meeting the needs of learners and other users and why?</p>	<p>ATN has been successful in developing close links with local jobcentre Plus offices and the appropriate advisers. This has been reflected in the increased referrals to all programmes. The customers consider the provision to be very good and helpful, identifying the training and the advice and support given as very good. The quality of teaching and learning is consistently good and retention and completion rates are very good. The network of local employers providing Work Placements continues to grow and very positive relationships have been, and will continue to be, developed. An increasing number of customers are entering work as a direct result of the intervention of these programmes.</p>	<p>Feedback from users and referral agencies Evidence in feedback forms and verbal confirmation</p>	<p>2</p>
<p>CAPACITY TO IMPROVE</p> <p>What is the provider's capacity to make and sustain improvements?</p>	<p>ATN has continually developed and modified the procedures to ensure the success of these programmes. Referrals from JCP were the most significant issue but through a comprehensive approach to visits, meeting and contacts this has</p>	<p>Feedback from users and referral agencies Evidence in feedback forms and verbal confirmation.</p>	<p>2</p>

largely been overcome. ATN is extremely flexible in the approach it takes to programme delivery and the management is pro-active in ensuring the process of Continuous Quality Improvement is rigorously implemented. This gives ATN a very good capacity to make and sustain improvements.

What Learners Like	What Learners think could be improved
<p>They are also happy with the premises and the warm and welcoming atmosphere. Feedback received has been positive with the main results consisting of good quality training being provided, friendly environment and helpful advice. Customers are impressed by course content and facilities and they want to come back for Job Search Support Centre after their work placements. Most customers were happy with the course and their attendance and participation in the programme was good. They are all happy with their work placements and are learning new skills. Feedback on feeling more confident and recommending this session to someone else was 90% and Launch Pad customers and 100% for other modules. The feedback received from customers from each module has been positive, with the main results consisting of good quality training being provided, friendly environment and helpful advice. Some of the comments were as follows:</p> <p>The workshop has enabled me to enhance my knowledge The Trainer was brilliant and made every effort to help Attended my first interview in over 10 yrs and felt very confident Better than I thought it would be The total atmosphere was excellent and encouraging Excellent course, exceeded my expectations. Course was well presented by enthusiastic, knowledgeable trainer, who was pleasant and approachable. I feel much happier + confident after attending Anyone who comes to this training will be motivated even if they weren't that type of person and also enjoy friendly staff and help with anything.</p>	<p>(1) JCP should send only send clients with a certain level of proficiency in English as it is perceived that it holds the rest of the group back. (2) Some learners have requested that job search support centre should be longer than six weeks. (4) Job search customers wanted to have the option for work placements, similar to Launch Pad. (5) Customers have requested for the availability of more courses. I.e. SIA, IT training, First Aid, Health and Safety.</p>

TAXONOMY OF WORDS FOR SELF-ASSESSMENT by Grade:

Grade 1	Grade 2	Grade 3	Grade 4
<p>Excellent Very good Highly effective Energetically Outstanding High quality Very successful Vigorous Well above sector average Extensive updating Meticulously High standard Wide access</p>	<p>Broad range of Strong Flexible Good Consistently Well-planned Effective Ensured Systematic Justifiable Well-equipped Thoroughly Productive links Good practice Good opportunities Successful Above sector average Good standard Maintenance of provision well-recorded well-structured very good up to date robust clear active appropriate meaningful challenging successful</p>	<p>Vocationally relevant Satisfactory Range of courses Organised Useful summary Committed Monitoring Useful Generally satisfactory opportunities At sector average</p>	<p>Weak Little Brief Difficulty Below sector averages Few employers Declining Missed opportunities Shortcomings Insufficient Restricted progression Very weak Very little use Well below No evidence Poor Inadequate No effective strategy out of date over reliance on poor quality adverse impact on ... very little ... unacceptable ... under developed lack of ... restricted by ... not sufficiently challenging uninspiring (teaching) hampered by ...</p>



improving people's lives

London Central & North Region

SELF ASSESSMENT REVIEW Document

Office(s):	Adult Training Network (Hounslow, Ealing, Barking & Hillingdon)
Contract(s):	JCPSC
Quarter No: 1 (Apr-June) 2 (July-Sept) 3 (Oct-Dec) 4 (Jan-Mar)	Oct 2010 – Dec 2010

This Self Assessment Review Document should be completed by the Business Improvement Champion with the Business Manager and Team Leader following input from all staff and users of the provision to support completion of the Office/Contract Annual Self Assessment Report and then for ongoing Quarterly monitoring. This review should be linked to the working Quality Improvement Action Plan. The Regional Quality Manager will be monitoring this document at each Quality Monitoring Visit.

Grade each CIF Area as follows:

1 – Outstanding 2 – Good 3 – Satisfactory 4 – Inadequate

SELF ASSESSMENT REPORT/CIF REVIEW

Reviewed by:	Sarjeet Singh Gill	Date Completed:	18 th Jan 2011	Overall Effectiveness Grade - (1-4)
Office/Contract(s):	JSPSC Ref: JCPSC/CPA24/09/354	BM: Kamaljit Kaur		2

Area to be Reviewed – against the Office & Regional Self Assessment Reports and Common Inspection Framework:	Evaluative statements with judgements to describe where you are currently against each aspect of the CIF:	Describe where the EVIDENCE for the evaluative statements and judgements can be located and what this looks like:	Grade:
<p>OUTCOMES FOR LEARNERS</p> <p>A1) How well do learners achieve and enjoy their learning?</p>	<p>Customers' achievement is good and there is a high level of enjoyment and satisfaction. There are no complaints and there are compliments on feedback sheets and in Comments/Compliments Book. Customers feel they have gained new skills. They are also happy with the premises and the warm and welcoming atmosphere. Feedback received has been positive with the main results consisting of good quality training being provided, friendly environment and helpful advice. Customers are impressed by course content and facilities and they want to come back for Job Search Support Centre after their work placements. Most customers were happy with the course and their attendance and participation in the programme was good. They are all pleased with their work placements and are learning new skills. Feedback on feeling more confident and recommending this session to</p>	<p>Customer Feedback for Barking, Hounslow, Hillingdon and Ealing. Comments book</p> <p>Monthly reports for Barking, Hounslow, Hillingdon and Ealing</p>	2

<p>A4) Are learners able to make informed choices about their own health and well being?</p> <p>A5) How well do learners make a positive contribution to the community?</p>	<p>about their own health and well being. Customers are encouraged during the Induction and during the one-to-one sessions and agreed Individual Learning Plans to identify areas of choice and concern relating to their health and well being. They are also pleased with the premises and the warm and welcoming atmosphere. Feedback received has been positive with the main results consisting of good quality training being provided, friendly environment and helpful advice.</p> <p>Those customers entering employment will obviously make a positive contribution to their local communities by having more disposable income to spend locally and also have a positive social, and economic impact on their immediate families. Others participate in work placements and a number engage, and are encouraged to engage, in voluntary work to support various charitable activities within the communities in which they live</p>	<p>Monthly reports from Barking, Hounslow Hillingdon and Ealing</p> <p>Discussions with Customers, trainers and Centre Mangers</p>	
<p>QUALITY OF PROVISION</p> <p>B1) How effectively do teaching, training and assessment support learning and development?</p>	<p>B1) Teaching and Learning is generally of good quality. A Recent Observations of Shifalli Panesor's Launch Pad on the 12/10/10 in Ealing was Graded a 2. The observer of the lesson Kamaljit Kaur confirmed in her lesson observation report that the lesson was well planned and the ice breaker activity involved a discussion of Dream Jobs in which learners had to guess each others dream jobs. This ice breaker provided the opportunity for learners to interact in a friendly and inclusive environment. In terms of the effectiveness of teaching, training and learning it was noted that</p>	<p>Lesson Observation Report</p>	<p>2</p>

<p>B4) How effective are the care, guidance and support learners receive in helping them to attain their learning goals?</p>	<p>Hounslow is very supportive and is sending us more customers. ATN has an excellent working relationship with the Job centre Plus offices Pan London.</p> <p>The care, guidance and support is of a very high standard and is positively reported by customers in their regular feedback. ATN's IAG is Matrix accredited. Feedback received has been positive with the main results consisting of good quality training being provided, friendly environment and helpful advice. Feedback received from customers has been positive with positive comments that the programmes were challenging, clear, useful practical, valuable, thought provoking, enjoyable comprehensive and stimulating</p>	<p>Customer surveys Matrix re accreditation achieved in late July 2010</p>	
<p>LEADERSHIP AND MANAGEMENT</p> <p>C1) How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?</p> <p>C2) How effectively do governors and supervisory bodies provide leadership, direction and challenge?</p> <p>C3) How effectively does the provider promote the safeguarding of learners?</p>	<p>ATN's management is pro-active in developing the organisation and raising expectations throughout the organisation, and draws on a wealth of experience to do this.</p> <p>ATN is a charity and has Trustees who take an active interest in the overall direction of the Adult Training Network. The Director is responsible for the day to running of the company. The Charity is regulated by the Charities Commission and produces Annual reports and financial statements. The safeguarding of learners is of paramount concern to ATN's Governing Body and Senior Managers. All staff at ATN are required to have enhanced CRB clearance. ATN delivers a variety</p>	<p>ATN Annual Report, various SARs and Quality audits from funding bodies</p> <p>Adult Training Network Annual Report</p>	<p>2</p>

<p>C4) How effectively does the provider actively promote Equality and Diversity, tackle discrimination and narrow the achievement gap?</p> <p>C5) How effectively does the provider engage with users to support and promote improvement?</p> <p>C6) How effectively does self-assessment improve the quality of the provision and outcomes for learners?</p>	<p>of contracts for a number of funding bodies and fully complies with both the letter and the spirit of all safeguarding matters, drawing on the best practice from all partners, to ensure a high level threshold for all customer and staff related safeguarding issues.</p> <p>ATN in a BAME led organisation and delivers in some of the most Ethnically diverse Boroughs in London and as such works extremely effectively to actively promote Equality and Diversity, tackle discrimination and narrow the achievement gap</p> <p>ATN conducts regular Customer satisfaction surveys and regularly discusses the services deliver with other partners and funding bodies. This proves to be very effective in contributing to ATN’s continuous improvement programme. ATN staff engages with and mentors customers who have personal issues and whose attendance, motivation and confidence is low. The objective is to remove the barriers to work and to offer ongoing support even when the customer has achieved employment to ensure that the employment is sustained.</p> <p>ATN’s self-Assessment process makes a significant and effective contribution to ATN’s Continuous Improvement Process. The feedback from customers, the monitoring of teaching and learning, the quality of employer engagement, the number of work placements against starts, the retention rate and the number of job outcomes are all considered to ensure that outcomes for learners are improved</p> <p>ATN is a charity and as such uses all available resources to ensure that value for money is a major</p>	<p>ATN’s Mission Statement. EO&D Reports from funding bodies. Customer satisfaction Reports</p> <p>ATN’s Policies and Procedures. Customer Surveys and partner meetings.</p> <p>ATN’s policy and Procedures. Action Plans and Quality Improvement Plan.</p>	
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<p>C7) How efficiently and effectively does the provider use its available resources to secure value for money?</p>	<p>consideration in all expenditure. ATN employs the majority of its costs towards employing front line staff. It also ensures that the learners' financial needs are considered and to this end meets their travel costs in full on a weekly basis.</p>	<p>Financial statements. Final Project Reports for Major Funding bodies</p>	
<p>OVERALL EFFECTIVENESS</p> <p>How effective and efficient is the provider in meeting the needs of learners and other users and why?</p>	<p>ATN has been successful in developing close links with local jobcentre Plus offices and the appropriate advisers. This has been reflected in the increased referrals to all programmes. The customers consider the provision to be very good and helpful, identifying the training and the advice and support given as very good. The quality of teaching and learning is consistently good and retention and completion rates are very good. The network of local employers providing Work Placements continues to grow and very positive relationships have been, and will continue to be, developed. An increasing number of customers are entering work as a direct result of the intervention of these programmes</p>	<p>Feedback from users and referral agencies Evidence in feedback forms and verbal confirmation</p>	<p>2</p>
<p>CAPACITY TO IMPROVE</p>			<p>2</p>

<p>What is the provider's capacity to make and sustain improvements?</p>	<p>ATN has continually developed and modified the procedures to ensure the success of these programmes. Referrals from JCP were the most significant issue but through a comprehensive approach to visits, meeting and contacts this has largely been overcome. ATN is extremely flexible in the approach it takes to programme delivery and the management is pro-active in ensuring the process of Continuous Quality Improvement is rigorously implemented. This gives ATN a very good capacity to make and sustain improvements. Although the Support Contract does not consider job outcomes as a performance indicator, ATN has taken on board the need to track jobs. To this extent jobs are being tracked by contacting customers on the telephone and via emails.</p>	<p>Feedback from users and referral agencies Evidence in feedback forms and verbal confirmation. Jobs spreadsheets for each centre</p>	
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What Learners Like	What Learners think could be improved
<p>Some of the customer comments were as follows:</p> <p>The tutor came across as very thorough within the lesson and her answers to questions were frank.</p> <p>During my six weeks I attended five interviews which is a lot more than I had been invited to prior to this workshop</p> <p>I was able to add more information into my CV</p> <p>The works shop was excellent</p> <p>Overall it was an interesting six weeks. The staff were really friendly and helpful</p>	<p>If the group was smaller than you can get more time with the tutor</p> <p>More one to one support needed</p>



improving people's lives

London Central & North Region

SELF ASSESSMENT REVIEW Document

Office(s):	Adult Training Network (Hounslow, Ealing, Barking & Hillingdon)
Contract(s):	JCPSC
Quarter No: 1 (Apr-June) 2 (July-Sept) 3 (Oct-Dec) 4 (Jan-Mar)	4 - Jan 2011 – Mar 2011

This Self Assessment Review Document should be completed by the Business Improvement Champion with the Business Manager and Team Leader following input from all staff and users of the provision to support completion of the Office/Contract Annual Self Assessment Report and then for ongoing Quarterly monitoring. This review should be linked to the working Quality Improvement Action Plan. The Regional Quality Manager will be monitoring this document at each Quality Monitoring Visit.

Grade each CIF Area as follows:

1 – Outstanding 2 – Good 3 – Satisfactory 4 – Inadequate

SELF ASSESSMENT REPORT/CIF REVIEW

Reviewed by:	Sarjeet Singh Gill	Date Completed:	13 th April 2011	Overall Effectiveness Grade - (1-4)
Office/Contract(s):	JSPSC Ref: JCPSC/CPA24/09/354	BM: Kamaljit Kaur		2

Area to be Reviewed – against the Office & Regional Self Assessment Reports and Common Inspection Framework:	Evaluative statements with judgements to describe where you are currently against each aspect of the CIF:	Describe where the EVIDENCE for the evaluative statements and judgements can be located and what this looks like:	Grade:
OUTCOMES FOR LEARNERS A1) How well do learners achieve and enjoy their learning?	<p>Customers' achievement continues to be good and there continues to be a high level of enjoyment and satisfaction. There have been no complaints in this quarter and there are further compliments on feedback sheets and in Comments/Compliments Book.</p> <p>This quarter's Customers feel they have gained new skills. They are also happy with the premises and the warm and welcoming atmosphere. Feedback received has been positive with the main results consisting of good quality training being provided, friendly environment and helpful advice. Customers are impressed by course content and facilities and they want to come back for Job Search Support Centre after their work placements. Most customers were happy with the course and their attendance and participation in the programme was good. Those on placements were all pleased with their work placements and believed they had learned or were learning new</p>	<p>Customer Feedback for Barking, Hounslow, Hillingdon and Ealing. Comments book</p> <p>Monthly reports for Barking, Hounslow, Hillingdon and Ealing</p>	2

<p>A2) How well do learners improve their economic and social well-being through learning and development?</p>	<p>skills. The feedback received from customers regarding each module has been positive, with the main results consisting of good quality training being provided, friendly environment and helpful advice. Positive feedback received from the JCP representative although the numbers attending the programme over this quarter is significantly lower than for the previous quarter, particularly in Ealing, however this was affected by the Christmas break in the first part of the quarter. This was also partly due to contractual volumes being exceeded cumulatively. Barking continued to have a high level of referrals.</p> <p>The majority of Customers agreed that their confidence had increased as a result of the course 96% in Barking and 88% in Ealing.</p> <p>To date until the 13/4/11 from the inception of the project in Dec 2009, 185 customers have obtained jobs which have been tracked of which 75% have been sustained. 19 jobs were tracked this quarter (Jan to March 11). The job entry breakdown figures are as follows (this quarter in brackets): Hillingdon 30 (2) jobs, Hounslow 25 (5) jobs, Barking 88(4) jobs, Ealing 42 (8) jobs. The actual number of jobs actually obtained is estimated at 25% more than the tracked figure as many customers have changed mobile phones and are not traceable, whilst others are not willing to disclose personal information.</p> <p>Numerous other customers believe that the programmes have moved them closer to the labour market</p> <p>There have been no reported incidents relating to health and safety. Customers are not specifically asked, ‘Do you feel safe?’ However there are many incidences of customers referring to the ‘Friendly’ and ‘Approachable’ and “Comfortable” environment, which implies they feel safe. (99% of customers in Barking and 97% of customers in</p>	<p>Jobs spreadsheet</p> <p>Monthly reports from Barking, Hounslow Hillingdon and Ealing Customer Feedback for Barking, Hounslow,</p>	
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<p>B1) How effectively do teaching, training and assessment support learning and development?</p>	<p>Teaching and Learning is generally of good quality. Three Observations of Learning took place this quarter. Fiona Jones’ Finding and Getting a Job on the 12/01/11 in Barking was Graded a 2. The observer of the lesson Amarjit Dhanjal confirmed in his lesson observation report that the strengths were , “Well structured Session with aims and objectives clearly conveyed to the clients’ and ‘Very good monitoring, with follow-up of further tasks – ensuring each client was on task.’ Haps Bal’s Finding and Getting a Job on the 14/01/11 in Barking was Graded a 2. The observer of the lesson Amarjit Dhanjal confirmed in his lesson observation report that the strengths were, ‘Good clear resources – especially examples of personal profiles and exemplar cover letters’, ‘Engaging activities which kept clients interested’ and ‘Good positive feedback.’ In both cases areas for improvement were identified and discussed with staff. Fawzy Adam’s Launchpad on 01/03/11 was Graded 2 by Kamaljit Kaur who commented, ‘The lesson was well planned... The group was well managed and all learners made significant contributions’ and ‘the lesson was run at a good pace and all the learners were involved in the activities.’</p>	<p>Three Lesson Observation Reports</p>	
<p>B2) How effectively does the provision meet the needs and interests of users?</p>	<p>B2) Customers consider the provision meets their needs and interests. Feedback on recommending this session to someone else was 97% in Barking which is an improvement of 4% since the last quarter, 92% in Ealing which is also an improvement of 4% since the last quarter, Hillingdon and Hounslow remained the same as previously. Feedback received has been positive with positive comments that the programmes were interesting, revealing, practical, clear, useful, valuable, thorough, enjoyable stimulating, realistic,</p>	<p>Learner feedback surveys, Customer feedback analysis spreadsheet E mails, Diaries Monthly Reports</p>	

<p>B3) How effectively does the provider use partnerships to develop its provision to meet learners needs?</p>	<p>challenging, though provoking and comprehensive</p> <p>Continuing efforts are being made to engage local Jobcentre Plus Offices staff with responsibility for the target group of customers. ATN staff are continuing to visit both Hayes and Southall Jobcentre Plus offices regularly to provide information relating to the courses being offered. Staff are also visiting Uxbridge Jobcentre Plus office to provide information on the Job Search Support Centre and Launch Pad. ATN staff continue to be in regular contact with all the Lone Parent Adviser from Ealing, Southall, Hayes and Uxbridge JCP and a number of other advisers via telephone and emails. The advisers are updated regularly on new programmes including Launch Pad for Lone Parents and the Vocational Programmes on offer. The advisers are also pleased with the fact that work placements are proving to be successful as many customers are entering employment. Marina Donaldson, the Lone Parent's Manager at Hounslow JCP continues to be very supportive and is sending us more customers. ATN has an excellent working relationship with the Job centre Plus offices Pan London and continues to develop this relationship.</p> <p>The care, guidance and support are of a very high standard and is positively reported by customers in their regular feedback. ATN's IAG is Matrix accredited. Feedback received has been positive with the main results consisting of good quality training being provided, friendly environment and helpful advice. Feedback received from customers has been positive with positive comments that the programmes were challenging, clear, useful practical, valuable, thought provoking, enjoyable comprehensive and stimulating</p>	<p>Customer surveys Email evidence Feedback evidence</p> <p>Email evidence</p>	
<p>B4) How effective are the care, guidance and</p>			

<p>support learners receive in helping them to attain their learning goals?</p>		<p>Matrix re-accreditation achieved in late July 2010</p>	
<p>LEADERSHIP AND MANAGEMENT C1) How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?</p> <p>C2) How effectively do governors and supervisory bodies provide leadership, direction and challenge?</p> <p>C3) How effectively does the provider promote the safeguarding of learners?</p> <p>C4) How effectively does the provider actively promote Equality and Diversity, tackle discrimination and narrow the achievement</p>	<p>ATN's management is pro-active in developing the organisation and raising expectations throughout the organisation, and draws on a wealth of experience to do this.</p> <p>ATN is a charity and has Trustees who take an active interest in the overall direction of the Adult Training Network. The Director is responsible for the day to running of the company. The Charity is regulated by the Charities Commission and produces Annual reports and financial statements.</p> <p>The safeguarding of learners is of paramount concern to ATN's Governing Body and Senior Managers. All staff at ATN are required to have enhanced CRB clearance. ATN delivers a variety of contracts for a number of funding bodies and fully complies with both the letter and the spirit of all safeguarding matters, drawing on the best practice from all partners, to ensure a high level threshold for all customer and staff related safeguarding issues.</p> <p>ATN in a BAME led organisation and delivers in some of the most Ethnically diverse Boroughs in London and as such works extremely effectively to actively promote Equality and Diversity, tackle discrimination and narrow the achievement gap.</p> <p>ATN conducts regular Customer satisfaction</p>	<p>ATN Annual Report, various SARs and Quality audits from funding bodies and Qualifications Awarding Bodies</p> <p>Adult Training Network Annual Report and Externally Audited Financial report.</p> <p>ATN's Mission Statement. EO&D Reports from funding bodies. Customer satisfaction Reports</p>	<p>2</p>

<p>gap?</p> <p>C5) How effectively does the provider engage with users to support and promote improvement?</p> <p>C6) How effectively does self-assessment improve the quality of the provision and outcomes for learners?</p> <p>C7) How efficiently and effectively does the provider use its available resources to secure value for money?</p>	<p>surveys and regularly discusses the services deliver with other partners and funding bodies. This proves to be very effective in contributing to ATN's continuous improvement programme. ATN staff engages with and mentors customers who have personal issues and whose attendance, motivation and confidence is low. The objective is to remove the barriers to work and to offer ongoing support even when the customer has achieved employment to ensure that the employment is sustained.</p> <p>ATN's self-Assessment process makes a significant and effective contribution to ATN's Continuous Improvement Process. The feedback from customers, the monitoring of teaching and learning, the quality of employer engagement, the number of work placements against starts, the retention rate and the number of job outcomes are all considered to ensure that outcomes for learners are improved. From the QIP monthly meetings between the different centre management staff are taking place to share good practice and to standardise procedures.</p> <p>ATN is a charity and as such uses all available resources to ensure that value for money is a major consideration in all expenditure. ATN employs the majority of its costs towards employing front line staff. It also ensures that the learners' financial needs are considered and to this end meets their travel costs in full on a weekly basis.</p>	<p>ATN's Policies and Procedures. Customer Surveys and partner meetings.</p> <p>ATN's policy and Procedures. Action Plans and Quality Improvement Plan.</p> <p>Financial statements. Final Project Reports for Major Funding bodies</p>	
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OVERALL EFFECTIVENESS			
How effective and efficient is the provider in meeting the needs of learners and other users and why?	<p>ATN has been successful in developing close links with local jobcentre Plus offices and the appropriate advisers. This has been reflected in the increased referrals to all programmes. The customers consider the provision to be very good and helpful, identifying the training and the advice and support given as very good. The quality of teaching and learning is consistently good and retention and completion rates are very good. The network of local employers providing Work Placements continues to grow and very positive relationships have been, and will continue to be, developed. An increasing number of customers are entering work as a direct result of the intervention of these programmes</p>	<p>Feedback from users and referral agencies Evidence in feedback forms and verbal confirmation</p>	2
CAPACITY TO IMPROVE			
What is the provider's capacity to make and sustain improvements?	<p>ATN has continually developed and modified the procedures to ensure the success of these programmes. Referrals from JCP were the most significant issue but through a comprehensive approach to visits, meeting and contacts this has largely been overcome. ATN is extremely flexible in the approach it takes to programme delivery and the management is pro-active in ensuring the process of Continuous Quality Improvement is rigorously implemented. This gives ATN a very good capacity to make and sustain improvements. Although the Support Contract does not consider job outcomes as a performance indicator, ATN has taken on board the need to track jobs. To this extent jobs are being tracked by contacting customers on the telephone and via emails. From the QIP a number of actions have been taken, these include; The introduction of quality checks on all ATN/A4e provision by a senior</p>	<p>Feedback from users and referral agencies Evidence in feedback forms and verbal confirmation. Jobs spreadsheets for each centre. Quality Improvement Plan.</p>	2

	<p>member of ATN and/or a consultant; The creation of a 'model document file' which is available in each centre as a point of reference and as exemplar material; Arrangements are being made for a pan-London training session regarding the completion of paperwork, hopefully with the assistance of Mr Naseem Khan; Internal training sessions and handouts on producing SMARTer targets and identifying a wider range of customer job searching activity; Centre managers checking and initialling evidence on customer files.</p>		
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What Learners Like	What Learners think could be improved
<p>Some of the customer comments were as follows:</p> <p>'You Focused on a small group which was excellent for learning.'</p> <p>'I enjoyed the course throughout. It was very interesting The basics taught of the course were very clear and inspiring. In one word to comment I would say it was thorough.'</p> <p>'It has been a useful and valuable day and I would recommend it to others.'</p> <p>'I found this jobsearch for 6 weeks very interesting and helped a lot and I am really grateful for all the time and help I received by the staff.'</p> <p>'You tried to get every trainee that attends this course to express themselves.'</p> <p>'I found the workshop beneficial in helping me to improve my interview skills and also to the key skills my CV should include.'</p> <p>'This course gives the skills you need to know on how to prepare yourself step by step to obtain the job you want.'</p> <p>'Attending the workshops helped me more than I expected .The trainers were helpful in many different ways.'</p> <p>'I found the two day course extremely helpful and informative which in turn has inspired me in my jobsearch.'</p> <p>'I think launchpad has been very useful. It has also given me some sense of routine</p>	<p>'Increase role playing elements to session people may not like them but it keeps them awake and also decrease hours of sessions.'</p> <p>'Thought the tutor was well mannered and well spoken and the windows need a clean.'</p> <p>'Questions need rewording for a4e assessments.'</p> <p>'Make it less longer and maybe a bit more organised.'</p> <p>'Maybe helpful if candidates could get on the programme even earlier than this stage of jobsearch.'</p> <p>'Get in some projector so we can watch a video on what we been taught.'</p> <p>'Differentiate yourselves from the jobcentre - this might make peoples attitudes more positive.'</p>

other than the school runs. It has also given me a lot of useful tips in job searching and also with updating my CV. Although I would like to be in employment by applying for jobs that I know I'm more than capable of, it sometimes is difficult to actually apply for a number of different reasons one being, not having a GOOD up to date CV and also the application form. Here at launchpad it's really been enjoyable to come to and having a wider and more varied job to apply for. The people here are also very friendly and helpful.'

'I found launchpad very helpful and useful. I'm more confident to look for a job now and go out and find one. I've learnt more about computers whilst I've been here too. It was very enjoyable to come here and I don't really want to stop. The staff have been very friendly and helpful.'



improving people's lives

London Central & North Region

SELF ASSESSMENT REVIEW Document

Office(s):	Adult Training Network (Barking, Ealing, Hillingdon & Hounslow)
Contract(s):	JCPSC
Quarter No: 1 (Apr-June) 2 (July-Sept) 3 (Oct-Dec) 4 (Jan-Mar)	1 - Apr 2011 – June 2011

This Self Assessment Review Document should be completed by the Business Improvement Champion with the Business Manager and Team Leader following input from all staff and users of the provision to support completion of the Office/Contract Annual Self Assessment Report and then for ongoing Quarterly monitoring. This review should be linked to the working Quality Improvement Action Plan. The Regional Quality Manager will be monitoring this document at each Quality Monitoring Visit.

Grade each CIF Area as follows:

1 – Outstanding 2 – Good 3 – Satisfactory 4 – Inadequate

SELF ASSESSMENT REPORT/CIF REVIEW

Reviewed by:	Sarjeet Singh Gill	Date Completed:	12th July 2011	Overall Effectiveness Grade - (1-4)
Office/Contract(s):	JSPSC Ref: JCPSC/CPA24/09/354	BM: Kamaljit Kaur		2

Area to be Reviewed – against the Office & Regional Self Assessment Reports and Common Inspection Framework:	Evaluative statements with judgements to describe where you are currently against each aspect of the CIF:	Describe where the EVIDENCE for the evaluative statements and judgements can be located and what this looks like:	Grade:
OUTCOMES FOR LEARNERS A1) How well do learners achieve and enjoy their learning?	<p>Customers' achievement continues to be good and there continues to be a high level of enjoyment and satisfaction. There have been no complaints in this quarter and there are further compliments on feedback sheets and in Comments/Compliments Book.</p> <p>This quarter's Customers feel they have gained new skills. They are also happy with the premises and the warm and welcoming atmosphere. Feedback received has been positive with the main results consisting of good quality training being provided resulting in increased confidence, friendly environment and helpful advice. Customers are impressed by course content and facilities and they want to come back for the Job Search Support Centre after their work placements or Finding and Getting a Job units. Most customers were happy with the course and their attendance and participation in the programme was good. Those on placements were all pleased with their work placements and</p>	<p>Customer Feedback for Barking, Hounslow, Hillingdon and Ealing. Comments book</p> <p>Monthly reports for Barking, Hounslow, Hillingdon and Ealing</p>	2

<p>A2) How well do learners improve their economic and social well-being through learning and development?</p>	<p>believed they had learned or were learning new skills. The feedback received from customers regarding each module has been positive, with the main results consisting of good quality training being provided, friendly environment and helpful advice.</p> <p>This quarter, ATN has cumulatively received 482 referrals, of which 279 started (57.88% referrals to starts, or 5.15% above the London average). Compared to regional averages, ATN Barking converted 61.86% of its 194 referrals into starts, 12.72% above the East London average. In West London, ATN Ealing, Hillingdon and Hounslow converted 55.21% of their 288 referrals into starts, 0.43% above the West London average.</p> <p>To date until the 07/07/11 from the inception of the project in Dec 2009, 204 customers have obtained jobs which have been tracked of which 75% have been sustained. 18 jobs were tracked this quarter (Apr to Jun 11). The job entry breakdown figures are as follows (this quarter in brackets): Hillingdon 31 (1) jobs, Hounslow 29 (3) jobs, Barking 101(12) jobs, Ealing 43 (1) jobs. The actual number of jobs actually obtained is estimated at 25% more than the tracked figure as many customers have changed mobile phones and are not traceable, whilst others are not willing to disclose personal information.</p> <p>Numerous other customers believe that the programmes have moved them closer to the labour market.</p> <p>Strict adherence to Health and Safety legislation and internal policies have resulted in no Health and Safety incidents.</p> <p>All clients receive an induction to every new course within which they are made aware of fire/bomb</p>		
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	<p>many customers are entering employment. Marina Donaldson, the Lone Parent's Manager at Hounslow JCP continues to be very supportive and is sending us more customers.</p> <p>In East London, ATN Barking has maintained strong links with Job Centres in Barking, Dagenham and Redbridge. ATN maintains a presence at London Borough of Barking & Dagenham (LBBD) Provider Forum meetings, which are used as an opportunity to learn of new initiatives which may benefit the clients and for networking.</p> <p>Most recently, ATN has contacted the DABD (formerly the Disablement Association of Barking and Dagenham) with a view to providing CRB checks for work placements and voluntary opportunities.</p> <p>Other training providers are keen to work with ATN and its clients, with at least 10 learners having gained a Door Supervision certificate and license through Free2Learn.</p> <p>Since taking responsibility for the Barking & Dagenham JCP District, ATN has started working closely with the 3rd Party Provision Manager at the JCP, Mr. Aly Khan. Supportive of ATN's work within the community, ATN hopes to further develop links with the JCP and other providers in enhancing the quality of provision for all users.</p> <p>The care, guidance and support are of a very high standard and is positively reported by customers in their regular feedback. ATN's IAG is Matrix accredited. Feedback received has been positive with the main results consisting of good quality training being provided, a friendly environment and helpful advice. The majority of clients stated that the provision was Useful, Interesting, Enjoyable, Practical, Valuable and Useful.</p>		
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<p>B4) How effective are the care, guidance and support learners receive in helping them to attain their learning goals?</p>		<p>Matrix re-accreditation achieved in late July 2010</p>	
<p>LEADERSHIP AND MANAGEMENT C1) How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?</p> <p>C2) How effectively do governors and supervisory bodies provide leadership, direction and challenge?</p> <p>C3) How effectively does the provider promote the safeguarding of learners?</p>	<p>ATN's management is pro-active in developing the organisation and raising expectations throughout the organisation, and draws on a wealth of experience to do this.</p> <p>ATN is a charity and has Trustees who take an active interest in the overall direction of the Adult Training Network. The Director is responsible for the day to running of the company. The Charity is regulated by the Charities Commission and produces Annual reports and financial statements.</p> <p>The safeguarding of learners is of paramount concern to ATN's Governing Body and Senior Managers. All staff at ATN are required to have enhanced CRB clearance. ATN delivers a variety of contracts for a number of funding bodies and fully complies with both the letter and the spirit of all safeguarding matters, drawing on the best practice from all partners, to ensure a high level threshold for all customer and staff related safeguarding issues.</p>	<p>ATN Annual Report, various SARs and Quality audits from funding bodies and Qualifications Awarding Bodies</p> <p>Adult Training Network Annual Report and Externally Audited Financial report.</p>	<p>2</p>

<p>C4) How effectively does the provider actively promote Equality and Diversity, tackle discrimination and narrow the achievement gap?</p> <p>C5) How effectively does the provider engage with users to support and promote improvement?</p> <p>C6) How effectively does self-assessment improve the quality of the provision and outcomes for learners?</p>	<p>ATN in a BAME led organisation and delivers in some of the most Ethnically diverse Boroughs in London and as such works extremely effectively to actively promote Equality and Diversity, tackle discrimination and narrow the achievement gap.</p> <p>ATN conducts regular Customer satisfaction surveys and regularly discusses the services deliver with other partners and funding bodies. This proves to be very effective in contributing to ATN’s continuous improvement programme. ATN staff engages with and mentors customers who have personal issues and whose attendance, motivation and confidence is low. The objective is to remove the barriers to work and to offer ongoing support even when the customer has achieved employment to ensure that the employment is sustained.</p> <p>ATN’s self-Assessment process makes a significant and effective contribution to ATN’s Continuous Improvement Process. The feedback from customers, the monitoring of teaching and learning, the quality of employer engagement, the number of work placements against starts, the retention rate and the number of job outcomes are all considered to ensure that outcomes for learners are improved. From the QIP, monthly meetings between the different centre management staff continue to take place to share good practice and to standardise procedures.</p> <p>ATN is a charity and as such uses all available resources to ensure that value for money is a major consideration in all expenditure. ATN employs the majority of its costs towards employing front line staff. It also ensures that the learners’ financial needs are considered and, to this end, meets their travel costs in full on a weekly basis.</p>	<p>ATN’s Mission Statement. EO&D Reports from funding bodies. Customer satisfaction Reports</p> <p>ATN’s Policies and Procedures. Customer Surveys and partner meetings.</p> <p>ATN’s policy and Procedures. Action Plans and Quality Improvement Plan.</p>	
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<p>C7) How efficiently and effectively does the provider use its available resources to secure value for money?</p>		<p>Financial statements. Final Project Reports for Major Funding bodies</p>	
<p>OVERALL EFFECTIVENESS</p> <p>How effective and efficient is the provider in meeting the needs of learners and other users and why?</p>	<p>ATN has been successful in developing close links with local jobcentre Plus offices and the appropriate advisers. This has been reflected in the sustained referrals to all programmes. The customers consider the provision to be very good and helpful, identifying the training and the advice and support given as very good. The quality of teaching and learning is consistently good and retention and completion rates are very good. The network of local employers providing Work Placements continues to grow and very positive relationships have been, and will continue to be, developed. An increasing number of customers are entering work as a direct result of the intervention of these programmes</p>	<p>Feedback from users and referral agencies Evidence in feedback forms and verbal confirmation</p>	<p>2</p>
<p>CAPACITY TO IMPROVE</p> <p>What is the provider's capacity to make and sustain improvements?</p>	<p>ATN has continually developed and modified the procedures to ensure the success of these programmes. Referrals from JCP were the most significant issue but through a comprehensive approach to visits, meetings and contacts, this has largely been overcome. ATN is extremely flexible in the approach it takes to programme delivery and the management is pro-active in ensuring the process of Continuous Quality Improvement is rigorously implemented. This gives ATN a very good capacity to make and sustain improvements. Although the Support Contract does not consider</p>	<p>Feedback from users and referral agencies Evidence in feedback forms and verbal confirmation. Jobs spreadsheets for each centre. Quality Improvement Plan.</p>	<p>2</p>

	<p>job outcomes as a performance indicator, ATN has taken on board the need to track jobs. To this extent jobs are being tracked by contacting customers on the telephone and via emails. From the QIP a number of actions have been instituted and maintained, these include; The introduction of quality checks on all ATN/A4e provision by a senior member of ATN and/or a consultant; The creation of a ‘model document file’ which is available in each centre as a point of reference and as exemplar material; Internal training sessions in order to identify a wider range of customer job searching activities; Centre managers checking customer files and providing feedback.</p>		
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What Learners Like	What Learners think could be improved
<p>Some of the customer comments were as follows:</p> <p>It’s been a real eye opener for me on interview techniques and now I have an updated and well presented CV. I am quite happy I attended this module and hope the JCP will give more of this opportunity to single parents.</p> <p>I found all the workshops very interesting and helpful. I could take this knowledge with me to my new job and inspire others to learn what I have learnt.</p> <p>Delighted my CV is completed.</p> <p>Feel confident about interviews.</p> <p>Enjoyed the workshops.</p> <p>Being on the course I feel more confident and all my questions have been answered.</p> <p>I have learnt how to get ready for interview. It is brilliant.</p> <p>This tutor has great talent for the way she presents and keeps our interest on all topics. She builds our confidence.</p>	<p>To send lone parents to the module at the early stages of being registered with the jobcentre and not wait for people to stay in benefits for long periods. Yes. Extend the course duration. (Launchpad client)</p> <p>More job search. (Launchpad client)</p> <p>Only give a varied range on topics for presentation. (Launchpad client)</p> <p>I am not computer literate and found it very hard to keep up with everything.</p> <p>Giving free food.</p> <p>Not really perhaps provide a low budget as many of us can’t afford to eat out.</p> <p>Found it more difficult because of language differences.</p> <p>Course not long enough but very helpful. I would like to come back and carry on jobsearching as they have been very helpful.</p>

I learnt how to tailor my CV and I am leaving with a greatly improved document I am also considering volunteering as a teaching assistant.

Training and teacher was very helpful, gained a lot more knowledge about interviews and jobsearch and CV is now updated to an excellent level and I am a lot more confident about going for a job.

**The teacher Fiona Jones and all your workers are excellent, they all worked well as a team and Fiona is a good teacher ready to help and explained as many times as possible. Generally all the workers are very very helpful.
Very enjoyable course I would definitely recommend other moms out of work to attend, Great teacher hardworking made the course work easy to understand. Also wonderful reception/admin staff helpful and friendly.**

I have enjoyed coming to this class. I have learnt some things that I would recommend this to most lone mums.

After submitting my CV and application for the past year, the process has become a burden and the approach was becoming too casual. The course has provoked a reassessment of my approach to jobsearching.

Appendix D

Adult Training Network's Employer's Needs Survey

EMPLOYMENT OPPORTUNITIES & ENGAGEMENT

ATN is ideally located in the heart of west London with excellent transport links to Heathrow Airport. The area is well serviced by buses 105 and 482 which provide potential employees good means of transportation to Heathrow directly.

ATN has conducted market research at Heathrow Terminals 1, 3, 4 and 5 and also along the hotels based along the Bath Road, identifying main qualifications, experience and skills required by the employers. By identifying this information ATN will be able to pitch its provision accordingly. ATN has set up employer engagement opportunities with employers mentioned in the report which have lead to successful clients gained sustainable employments. Employers have been supportive in overcoming employment barriers in the borough,

ATN have invited employers to attend interview workshops in order to help screen suitable clients in order to match them to suitable vacancies that may arise.

SUMMARY:

Out of 32 employers interviewed, 68.8% desired a qualification in Customer Services, 62.5% in Basic Food and Hygiene, 34.3% in Basic Health and Safety, 22% in Literacy, 10% in Retail and 6% in Numeracy.

Of relevant experience required, 9.3% wanted employees with experience of Retail and 68.7% with experience of Customer Services.

Each employer was asked to rate different skills and personal qualities and their desirability. The most sought after were (in order); Working under pressure (100% of respondents strongly desire this), Standing (99.4%) , Patience (98.1%), Good Listening and Showing Initiative (97.5%), Customer Service and Team Work(96.9%) and Punctuality (95.6%)

Interestingly, Numeracy skills (85.6%) are more in demand than Literacy skills (83.8%)

The market research was conducted within the retail and food and drinks sectors thereby indicative of the concentration of employers within Heathrow Airport and its vicinity. **Please refer to table below**

No	Organization	Nature of Business	Qualifications/Experience	Desirable Qualifications	Team	Motivating	Leading	Decisions	Assembling/Fixing	Manual Dexterity	Co-ordination	Computers	Money	Admin	Planning	Lit	Num	Customer Service	Selling	Handwriting	Listening	Initiative	Confident	Enthusiastic	Pressure	Standing	Patient	Punctual	Availability of Positions
1	Marks & Spencer	Retail	Good customer service and communication skills	None	5	3	3	4	1	3	5	3	5	3	5	5	5	4	4	4	5	5	3	5	5	5	5	5	No vacancies. However, client's can drop their CV's.
2	Boots	Retail	No qualifications necessary. Good customer service skills are essential.	Customer service qualifications.	5	4	3	2	3	3	4	1	5	2	2	4	5	5	5	2	5	5	5	5	5	5	5	5	Check and apply online.
3	Tie Rack & Rolling Luggage	Retail	No qualifications necessary. Good customer service skills are desirable.	Customer service qualifications.	5	4	3	4	2	3	4	2	5	4	4	4	4	5	5	3	5	5	5	5	5	5	5	5	No vacancies. However, client's can drop their CV's.
4	Glorious Britain	Retail	Good command of English, excellent customer service skills and product knowledge.	In house training is given.	5	4	3	4	1	3	4	1	5	3	3	4	4	5	4	5	5	4	5	5	5	5	5	5	No vacancies at present. However, client's can drop their CV's for future Sales Assistant positions.
5	Pound world	Retail	No qualifications necessary. Experience in retail is an advantage.	No qualifications.	5	5	4	5	2	5	5	2	5	4	5	3	3	5	5	2	5	5	5	5	5	5	5	5	No vacancies at present.
6	Matalan	Retail	Qualifications aren't essential. Experience in retail is desirable.	No qualifications.	5	5	2	4	2	2	4	2	5	4	4	4	4	5	5	2	5	5	5	5	5	5	5	5	No vacancies at present.

7	Sky Food & Wine	Retail	English language and excellent numeracy skills.	English Language, Numeracy and customer service.	4	2	1	1	1	1	5	1	5	1	1	4	5	4	3	3	5	4	4	4	5	5	5	5	5	No vacancies at present.
8	Virgin Media	Retail	Previous retail experience is an advantage. However, in house training given.	Customer service and product knowledge.	5	4	3	4	1	1	5	3	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	They did have Sales Assistant Vacancies, which have just been filled.
9	Radisson Edwardian Heathrow	Hotel	Basic Food Hygiene, Basic Health & Safety, First Aid and chef qualifications.	The qualifications mentioned are offered in house.	5	4	2	4	2	2	4	1	4	3	4	3	3	5	4	2	4	5	4	4	5	5	5	5	Pastry Chef and Sous Chef.	
10	Sheraton Skyline Heathrow	Hotel	Basic Food Hygiene, Basic Health & Safety and Customer Service.	The qualifications mentioned are offered in house.	4	4	3	3	3	3	4	3	4	4	4	4	4	5	4	3	4	5	4	4	5	5	5	4	Check and apply online	
11	Renaissance Heathrow	Hotel	Basic Food Hygiene, Basic Health & Safety and IT training. Good Customer Service skills. Previous experience an advantage.	In house training given.	5	5	3	3	2	3	4	2	5	4	5	4	5	5	4	2	5	5	5	4	5	5	5	5	Check and apply online	
12	Marriott Hotel Twickenham	Hotel	Basic Food Hygiene, Basic Health & Safety, chef qualifications and customer service.	In house training given.	5	4	3	3	3	3	3	3	4	3	3	4	4	5	4	3	5	5	5	4	5	5	5	5	Check and apply online	
13	Marriott Hotel Heathrow	Hotel	Basic Food Hygiene, Basic Health & Safety, chef qualifications and customer service.	In house training given.	5	5	3	4	2	4	3	2	5	4	5	5	4	5	4	3	5	5	4	4	5	5	5	5	Check and apply online	

14	Comfort Hotel Heathrow	Hotel	Basic Food Hygiene, Basic Health & Safety and Customer Service.	In house training given.	5	5	5	4	3	4	4	3	4	4	4	4	4	5	4	3	5	5	4	4	5	5	4	4	No vacancies at present.	
15	Jury's Inn	Hotel	Basic Food Hygiene, Basic Health & Safety and Customer Service.	It depends on the job. All chefs must be qualified. A basic certificate in food hygiene is desirable. However, is also offered in house.	5	5	4	3	3	4	4	3	3	4	2	4	4	5	5	4	5	5	4	5	5	5	5	5	No vacancies at present.	
16	Premier Travel Inn	Hotel	Basic Food Hygiene & NVQ Chef qualifications.	Basic Food Hygiene is delivered in house.	4	4	4	4	4	4	4	3	5	4	3	4	4	5	3	3	5	4	4	4	4	5	5	4	5	No vacancies at present.
17	Gold's Gym & Hotel	Hotel & Gym	Sports and fitness qualifications, Basic Food Hygiene and previous experience in the role is desirable.	Sports and fitness qualifications and Basic Food Hygiene.	5	5	5	5	3	4	5	4	5	5	4	5	5	5	4	5	5	5	5	5	5	5	5	5	No vacancies at present.	
18	Café Rouge	Café/catering	Good customer service and communication skills and preferably a level 2 qualification in Food Hygiene.	Basic Food Hygiene, Basic Health & Safety and Customer Service.	5	4	3	5	2	3	4	2	5	5	5	5	5	5	5	2	5	5	5	5	5	5	5	5	No vacancies at present, but possible in Dec 2011.	
19	Bagel Street Deli Café	Café/catering	A level 2 in Food Hygiene would be an advantage. Good customer service skills.	Basic Food Hygiene and Customer service.	5	4	2	4	2	3	4	2	5	3	4	5	5	5	5	5	5	5	5	3	5	5	5	5	No vacancies. However, client's can drop their CV's.	
20	Costa Coffee	Café/catering	Good command of English, excellent customer service skills.	Basic Food Hygiene and customer service.	5	3	3	4	1	3	5	3	5	3	3	5	5	4	4	4	5	5	5	5	5	5	5	5	No vacancies at present.	

21	Costa Ti Mezz	Café/catering	No qualifications necessary.	Basic Food Hygiene, Basic Health & Safety and Customer Service - provided in house.	5	3	3	3	1	2	4	3	5	3	4	5	5	5	4	5	5	5	4	5	5	5	5	5	No vacancies at present.
22	Ponte's Group	Café/catering	No qualifications necessary.	Basic Food Hygiene. Also delivered in house if clients don't have the qualification.	5	4	4	5	2	3	5	2	5	5	5	4	4	5	5	2	5	5	4	4	5	5	5	5	No vacancies. However, client's can drop their CV's.
23	Millie's Cookies	Bakery	No qualifications necessary. Need good customer service skills. Basic Food Hygiene is offered in house.	Basic Food Hygiene and a good command of English.	5	4	2	1	2	3	4	2	3	3	4	5	5	5	5	2	5	5	5	4	5	5	5	5	No vacancies. However, client's can drop their CV's.
24	The Three Bells	Pub	No qualifications necessary. However, bar experience is preferable.	Basic Food Hygiene and customer service.	5	5	3	3	2	3	4	2	5	4	4	4	4	5	5	2	5	5	5	5	5	5	5	5	No vacancies. However, client's can drop their CV's.
25	Weatherspoons	Pub	Good English, customer service skills and Basic Food Hygiene. Previous bar work experience desirable, but not essential.	Basic Food Hygiene and customer service.	5	3	3	3	1	1	4	1	5	2	3	4	5	5	5	5	5	4	5	5	5	5	5	5	No vacancies. However, client's can drop their CV's.
26	Bite	Restaurant	Basic Food Hygiene qualifications preferable but not essential. In house training is given.	Basic Food Hygiene, customer service, literacy and numeracy skills.	4	4	3	4	1	3	4	3	5	3	3	4	5	5	4	4	5	5	5	5	5	5	5	No vacancies. However, client's can drop their CV's. They usually have catering/kitchen assistant positions.	

27	TRS	Food Manufacturing	Yes all clients must have a certificate in Basic Food Hygiene. If they don't then in-house courses are delivered.	Basic Food Hygiene, Basic Health & Safety and Forklift Training	5	5	3	4	2	4	5	3	3	4	5	3	3	5	3	2	4	5	5	5	5	4	4	5	No vacancies at present.
28	Bombay Halwa	Food Manufacturing	It depends on the job. It's an advantage if clients already have a level 2 in Food Hygiene and Health and Safety.	Basic Food Hygiene, Health & Safety, Forklift Training and First Aid.	5	4	2	4	3	4	5	4	3	5	4	3	3	5	2	2	4	5	4	5	5	5	5	5	No vacancies at present.
29	Asianic Logistics	Import & Export Courier	Previous experience essential.	Import & export experience, excellent telephone manner and good customer service skills.	4	4	3	3	1	1	4	5	5	5	4	4	4	5	4	5	5	5	5	5	5	5	5	5	No vacancies at present.
30	ISG Ltd	Recruitment Agency	Clients must be friendly and approachable, have good customer service skills and are well presented.	It depends on the job.	5	3	3	4	2	4	5	3	3	4	4	5	5	4	2	5	5	5	5	5	5	5	5	5	They have part-time vacancies only - mainly Passenger Service Assistant jobs.
31	Aviserve Ltd	Recruitment Agency	Depending on the cleaning and portering vacancies - some may require previous experience. Good command of English, punctuality and attention to detail.	It depends on the job.	5	4	3	3	3	4	5	1	1	1	3	4	4	4	2	3	5	5	5	5	5	5	5	5	Cleaning and portering vacancies may be available during the Christmas period.

Summary of the above table:

Qualifications/Experience in Decending Order			%	In Descending Order	%
Customer Service		22	68.75	Pressure	100.0
Basic Food and Hygiene		20	62.5	Standing	99.4
In House Training		13	40.625	Patient	98.1
Basic Health and Safety		11	34.375	Listening	97.5
No Qualifications		8	25	Initiative	97.5
Literacy		7	21.875	Team	96.9
Chef		5	15.625	Customer Service	96.9
Retail		3	9.375	Punctual	95.6
Numeracy		2	6.25	Enthusiastic	93.8
Forklift Training		2	6.25	Confident	91.3
First Aid		2	6.25	Money	87.5
Bar Experience		2	6.25	Co-ordination	86.3
Telephone		1	3.125	Num	85.6
Sports and Fitness		1	3.125	Lit	83.8
SIA		1	3.125	Selling	81.9
Product Knowledge		2	6.25	Motivating	80.6
IT Training		1	3.125	Planning	75.6
Communications		1	3.125	Decisions	71.9
Literacy vs. Numeracy			Numeracy is wanted more then Literacy	Admin	69.4
				Handwriting	66.3
				Leading	60.6
				Manual Dexterity	60.6
				Computers	47.5
				Assembling/Fixing	40.0

ATN has also conducted market research at the Treaty shopping centre in Hounslow high street and conducted phone interviews with local employers in the Heathrow area, identifying the main qualifications, experience and skills required by the employers. In identifying this information, ATN will pitch its provision accordingly.

To summarise:

Out of **30 employers** interviewed, 40% desired a qualification in Customer Service, 16% in Retail and 33% in Literacy, 6.6% Numeracy and 3.3% SIA Qualification.

Each employer was asked to rate different skills and personal qualities and their desirability. The most sought after were (in order);

People skills: 100% of all respondents agreed that Working in a team and Motivating Others were very important. 63% chose Leading a Group as being very important and 83% chose Decision making.

Practical Skills: 83% of respondents chose Manual Dexterity whilst 93% chose Co-ordination as being very important.

Data Skills: 73% of respondents identified Computers Skills whilst 97 % chose Numeracy, 43% chose Administrative duties and 100% chose Literacy as being important.

Communication Skills: 100% of all respondents regarded Customer Service Skills and Good Listening Skills as being an important skill for prospective employees to possess. 93% of respondents chose Legible Handwriting and 70% chose Selling and persuading.

Personal Strengths: All respondents require employees to be able to use own initiative, Have confidence, Enthusiasm, Possess the ability to work under pressure, Patience and Punctuality.

The market research conducted thus far has, to a large extent, been within the retail, childcare, IT and food & drink sectors – indicative of the concentration of employers within the Hounslow area. **Please refer to table below**

Organisation	Nature of Business	Qualifications/Experience	Desirable Qualifications	Team	Motivating	Leading	Decisions	Assembling/Fixing	Manual Dexterity	Co-ordination	Computers	Money	Admin	Planning	Lit	Num	Cust Serv	Selling	Handwriting	Listening	Initiative	Confident	Enthus	Pressure	Standing	Patient	Punct	Availability of Positions	
Primark	Mixed fashion	No	Customer Service Level 1	5	4	4	5	2	4	5	4	4	2	4	5	5	5	5	4	5	5	5	5	5	5	4	5	No	
Next	Mixed fashion	No	Retail Skills level 1	5	4	5	5	3	4	4	5	1	2	1	5	5	5	5	4	5	5	5	5	5	5	5	5	5	No
Tesco	Groceries	No	Retail Skills level 1	5	5	5	5	2	4	4	5	1	2	1	5	5	5	5	4	5	5	5	5	5	5	5	5	5	No
Sodexo Defence	Facilities Management	No	SIA Level 2	5	4	4	5	2	4	4	5	3	2	1	5	5	5	5	5	5	5	5	5	5	4	5	5	No	
Novotel	Leisure	Yes	Literacy Level 1	5	5	2	5	2	4	4	5	3	2	1	5	5	5	5	4	5	5	5	5	5	4	5	5	NO	
Subway	Restaurant & Bar	No	Numeracy Level 1	5	5	4	5	2	4	4	4	1	2	3	4	5	5	5	4	5	5	5	5	5	5	5	5	No	

Whsmith Staines	Gifts, Confectionaries and stationery	No	Customer Service Level 1	5	4	4	3	2	2	4	4	3	4	3	4	5	5	5	4	5	5	5	5	5	5	5	5	No	
Superdrug	Health, Beauty and Hairdressing	No	Retail Skills level 1	5	4	3	3	2	4	4	4	3	4	2	4	5	5	5	5	5	5	5	5	5	5	5	5	5	No
ASDA	Groceries	No	Numeracy Level 1	5	5	4	5	2	4	5	4	1	3	1	5	5	5	5	5	5	5	5	4	5	4	5	5	No	
Giggles Nursery	Childcare	NVQ Childcare Level 3	Literacy Level 1	5	4	4	4	1	4	5	4	2	4	5	5	5	5	1	4	5	5	5	5	5	5	5	5	No	
Caffe Gondola	Restaurant & Bar	No	Customer Service Level 1	5	4	2	4	1	4	4	2	3	2	2	5	5	5	4	2	5	5	5	5	5	5	5	5	No	
Master Robert Hotel	Leisure	No	Literacy Level 1	5	5	4	3	1	1	3	3	3	4	4	4	4	5	2	2	5	5	5	5	5	5	5	5	No	
London Care	Care	No	Customer Service Level 1	5	5	4	5	1	4	1	2	2	4	4	5	4	4	1	4	5	5	5	5	5	4	5	5	No	
Top Shop, Hounslow	Mixed fashion	No	Customer Service Level 1	5	4	2	4	1	4	4	4	4	2	4	5	5	5	5	4	5	5	5	5	5	5	5	5	No	

Blue Inc	Retail	No	Customer Service Level 1	5	5	4	5	1	1	4	4	4	4	4	5	4	5	5	4	5	5	5	5	5	5	5	No		
Waitrose	Groceries	No	Retail Skills level 1	5	5	4	3	1	1	4	5	4	4	4	5	5	5	5	4	5	5	5	5	4	5	5	5	No	
Gate Aviation	Services	No	Customer Service Level 1	5	4	2	4	1	1	4	2	2	2	2	5	5	5	2	4	5	5	5	5	5	5	5	5	No	
Maison	Homeware and Furniture	No	Customer Service Level 1	5	5	4	5	1	4	4	5	4	4	5	5	5	5	5	4	5	5	5	4	5	5	5	5	No	
Capital Hair & Beauty	Health, Beauty and Hairdressing	No	Customer Service Level 1	5	4	2	5	1	4	4	4	4	2	4	5	5	5	5	4	5	5	5	5	5	5	5	5	No	
Timberland	Footwear	NO	Customer Service Level 1	5	5	4	5	1	4	4	4	4	3	4	5	5	5	5	4	5	5	5	5	5	5	5	5	No	
Civic Centre	Services	No	Literacy Level 2	5	5	4	5	2	4	4	5	4	5	5	5	5	5	2	5	5	5	5	5	5	5	4	4	5	No
Amadues	IT Software Development	IT Programming	Literacy Level 2	5	5	5	5	2	5	5	5	4	4	5	5	2	4	3	5	5	5	5	5	5	5	4	4	5	NO

Morrison's	Groceries	No	Customer Service Level 1	5	5	2	4	2	4	4	4	4	2	4	5	5	5	5	4	5	4	5	5	5	5	5	No
Enterprise Cleaning	Services	No	Literacy Entry Level	5	4	2	2	1	5	4	2	2	2	4	4	4	4	1	4	5	5	4	5	5	5	5	No
Prestige Dry Cleaners	Services	No	Literacy Level 1	5	4	2	4	2	4	4	2	4	4	4	5	5	5	3	4	5	5	5	5	5	5	5	No
Pizza Perfection	Restaurant & Bar	No	Literacy Level 1	5	4	3	4	2	4	4	4	4	4	4	5	5	5	4	4	5	5	5	5	5	5	5	No
Wilkinson	Department Stores	No	Retail Skills level 1	5	4	5	5	3	4	4	5	1	2	1	5	5	5	5	4	5	5	5	5	5	5	5	No
Yummishes	Restaurant & Bar	No	Literacy Level 1	5	5	2	5	2	4	5	2	4	2	5	5	5	5	5	4	5	5	5	5	5	5	5	No
Windsor Kindergarten	Nursery	NVQ Childcare Level 3	Literacy Level 1	5	4	5	5	1	4	5	4	2	5	5	5	5	5	1	5	5	5	5	5	5	5	5	No
Wasabi Sushi and Bento	Restaurant & Bar	No	Customer Service Level 1	5	4	4	5	1	4	5	2	2	2	2	5	5	5	4	4	5	5	5	5	5	5	5	No

Appendix E

Adult Training Network's Sub-Contracted INGEUS

LDA/DWP Deprived Area Fund West London Sustained Employment Programme (LB Ealing)

Self Assessment Report (October 2010 – September 2011)

Contract delivery																			
	Annual Target	Cumulative Target To Date	Quarter 1	APR-11	MAY-11	JUN-11	Quarter 2	JUL-11	AUG-11	SEP-11	Quarter 3	OCT-10	NOV-10	DEC-10	Quarter 4	JAN-11	FEB-11	MAR-11	Actual
Target 1 (primary outcome):	Job Entry			4	6	6		6	7	7		1	2	3		7	7	8	64
Contract target				5	4	8		6	6	5		1	2	3		1	3	4	48
BAME	55%			5	3	7		5	5	2		1	2	3		1	2	2	38
Disabled	15%			1	0	1		1	0	0		0	0	0		0	0	0	3
Women	51%			4	4	5		5	5	4		1	2	3		1	3	4	41
Target 2 (starts):	Starts			22	22	22		12	10	0		16	17	19		21	22	22	205
Contract target				21	29	39		35	9	0		19	17	13		8	19	23	232
BAME	55%			15	25	17		27	7	0		14	13	10		6	15	13	162
Disabled	15%			6	5	5		6	3	0		0	0	1		2	1	4	33
Women	51%			12	22	31		30	5	0		19	17	12		6	18	20	192
Target 3:	Sustained Jobs			1	2	3		1	2	3									12
Contract target				1	2	3		1	2	5									14
BAME				1	2	3		1	1	4									12
Disabled				0	0	0		0	0	0									0
Women				1	2	3		1	2	5									14

Quarter 1											
Question	No of very positive responses	Points	No of positive responses	Points	No of neutral responses	Points	No of negative responses	Points	No of very negative responses	Points	Total number of responses
1a	20	184	16	81	0	2	0	0	0		36
1b	22	176	14	87	0	2	0	0	0		36
1c	20	176	16	90	0	0	0	0	0		36
1d	21	152	15	105	0	0	0	0	0		36
1e	20	168	16	93	0	2	0	0	0		36
2a	22	156	13	96	1	6	0	0	0		36
2b	12	136	20	102	4	12	0	0	0		36
2c	16	148	18	102	2	6	0	0	0		36
2d	18	136	12	108	6	8	0	0	0		36
2e	18	164	13	90	5	6	0	0	0		36
2f	13	148	17	96	6	10	0	0	0		36
3	18	188	18	78	0	2	0	0	0		36
										Total	432

ANNUAL

Question	No of very positive responses	Points	No of positive responses	Points	No of neutral responses	Points	No of negative responses	Points	No of very negative responses	Points	Total number of responses	Total score
1a	46	184	27	81	1	2	0	0	0	0	74	267
1b	44	176	29	87	1	2	0	0	0	0	74	265
1c	44	176	30	90	0	0	0	0	0	0	74	266
1d	38	152	35	105	0	0	1	1	0	0	74	258
1e	42	168	31	93	1	2	0	0	0	0	74	263
2a	39	156	32	96	3	6	0	0	0	0	74	258
2b	34	136	34	102	6	12	0	0	0	0	74	250
2c	37	148	34	102	3	6	0	0	0	0	74	256
2d	34	136	36	108	4	8	0	0	0	0	74	252
2e	41	164	30	90	3	6	0	0	0	0	74	260
2f	37	148	32	96	5	10	0	0	0	0	74	254
3	47	188	26	78	1	2	0	0	0	0	74	268
Total											888	3117

$$\% \text{ score} = \frac{\text{Total score}}{\text{Total available score}} \times 100$$

$$88\% = \frac{3117}{3552} \times 100$$

Total Star Rating points 7.897804054

Question	In place? F = fully FI = fully in place but needs some improvement P = partially in place N = not in place/being developed	Evidence or examples of current practice	Assessment of level of performance Rate 1 – 4 1 = Outstanding; 2= Good; 3 = Satisfactory; 4 = Inadequate	Priority for action? Rank 1 – 3 1 = high priority
Quality of provision/meeting client needs				
1. There is a comprehensive induction for all clients	F	Yes all Reach clients are given a detailed induction on the first day when they come to enrol for the programme. The induction covers Fire Action, Code of Conduct, Health & Safety at Work Act 1974, Health & Safety Policy, tour of the site, introduction to key personnel, prohibited areas or activities, electrical failure/safety, list of all machinery or equipment which the customer might be expected to use, display screen equipment, first aid facilities, accident reporting, fire fighting equipment, evacuation procedure, risk assessment, general housekeeping and the equal opportunities policy of Adult Training Network. All clients are given an induction pack which they sign and date once we have covered all the above mentioned points. The customer is also given a broad understanding of the nature of the programme, the expectations of the service that the customer will receive from ATN and the attendance and commitment requirements that ATN has of the customer.	2	3

<p>2. Clients receive appropriate advice and guidance on starting and on completion of participation in the service</p>	<p>F</p>	<p>2. Clients continue to receive appropriate advice and guidance throughout the programme. Clients who have gained employment receive ongoing support. Clients are contacted to find out if they have any issues at work or need any further assistance. Initially during the first month we contact clients on a weekly basis, and then on a monthly basis.</p>	<p>2</p>	<p>3</p>
<p>3. Progress reviews are used effectively with appropriate targets being set together with the client, to assist progression and achievement of goals</p>	<p>3. Quite a few clients were interested in applying for catering jobs. However, for most jobs a Level 2 Certificate in Food Hygiene was required - which clients did not have. A Food Hygiene course has been arranged for clients which is taking place on 6th April 2011. Once clients achieve the qualification, it will give them a better chance of gaining employment in the catering sector.</p>	<p>2</p>	<p>3</p>	

Continuous Improvement

<p>4. Effectiveness is regularly monitored and evaluated against the aims and objectives of the service to ensure that it is responsive to customer needs and local priorities</p>	<p>F</p>	<p>4. Clients have started to attend more regularly. They now attend at least twice a week. There is follow up on absenteeism, and appointments are rearranged. More customers are now attending interviews as compared to the previous quarter. Additional staff members have been recruited to provide clients with one-to-one support.</p>	<p>3</p>	<p>3</p>
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<p>5. An effective quality assurance process is embedded throughout the organisation</p>	<p>F</p>	<p>ATN's Performance management follows the 'Practical Quality Assurance System for Small Organisations' (PQASSO) system and is the responsibility of the Managing Director, Sarjeet Singh Gill. Continuous Quality Improvement is based on self-assessment in an honest and evidenced-based way to address weaknesses and build on strengths, and to provide a continuously improving service for participants, partners and employers. It involves surveys of participants and employers, using questionnaires, focus groups and meetings, collection of information on performance, key performance indicators include retention, achievement, destinations, analysis by Equal Opportunities categories and attendance. Each quarter these figures are compared with base-line figures on the demographics for the delivery area and for performance targets for similar projects. Quarterly reviews form the basis for the Project Development Plan and the Self Assessment Report. This Development Plan addresses identified weakness from the Self Assessment Report. Lesson Observations are integral and follow the Ofsted framework for inspection. Retention and Achievement action plans are produced if a course is identified as having retention or achievement issues. All necessary information required by the Prime Contractor and Funding Body is recorded on ATN's MI system and the Prime Contractor's RESMAN database. Participants complete attendance timesheets, which are verified by mentors/job brokers. Information collected include hours attended, activities undertaken and progress made. All outputs and outcomes are monitored against targets; this also specifically include Equal Opportunities and Diversity targets. An audit trail for participants who receive financial support has been established, monitored and verified by the project manager. All project costs, appropriately evidenced, are recorded, monitored, evaluated and claimed. Monthly evaluation reports are produced containing each month's management statistics, start dates, number of participants, hours and costs for participants, staff and administration</p>	<p>2</p>	<p>3</p>
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Leadership, management and infrastructure				
6. There is a clear vision and associated aims and objectives for the organisation with a strategic plan/business plan/development plan in place that is reviewed on a regular basis	F1	<p>ATN has a clear mission statement which is as follows: The Adult Training Network (also known simply as ATN) strives to provide the best quality education and training to socially excluded members of the community who have little or no access to mainstream education.</p> <p>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.</p> <p>In addition, the Adult Training Network strives to integrate learners into the social and cultural fabric of society at large. ATN also has clear aims and objectives for good quality education including job brokerage leading to sustainable employment. In addition, there is a business plan including a development plan which is updated and reviewed on a regular quarterly basis.</p>	2	3
7. An engagement and outreach strategy is in place and reviewed regularly	<p>7. Robust employer engagement has continued to take place in the local area including hotels, retailers, catering and cleaning companies. Cold calling employers takes place on a daily basis. A good example is when an advisor contacted a cleaning company who had a job vacancy and forwarded CV's of clients who were interested. The employer then got in touch with the clients and interviews were arranged. As a consequence, one customer gained employment.</p> <p>Clients are taken on weekly retail walks – where they hand in their CV's to employers. Last week clients visited employers in Feltham and this week they are going to visit employers in Hounslow. Specialised training for clients who want to work in retail takes place on a regular basis.</p> <p>Mock Interview sessions also take place regularly. This has led to</p>	2	3	

	<p>clients attending more interviews each week.</p> <p>The Hounslow Mental Health Team has started referring IB claimants. An initial meeting took place with the Team Leader, followed by a presentation of the Reach project to the support workers and advisors.</p> <p>The Hounslow Substance Misuse Team has also agreed to refer IB claimants. They would like us to run initial group sessions at their premises to tell the clients about the Reach project. Clients will then come to our centre to enrol.</p> <p>The Hounslow Job Centre has confirmed that they will be able to refer IB claimants to us in April 2011. Currently a new opportunity number is being set up.</p> <p>Door-to door leafleting is continuing to take place. Leaflets have also been distributed in Polish shops and a church in Maswell Park in Isleworth.</p> <p>Quite a few clients have been recruited from the Hounslow library. We have been allocated a desk inside the library to promote the Reach project.</p> <p>Hounslow Homes invited us to a Jobs Fair at a community centre in Brentford. A stall was booked for us to advertise the Reach project to local residents.</p> <p>Work placements/work trials are organised by liaising with current and new employers. This is done by visiting employers and building a good relationship with them. Once a good relationship is established employers contact us when job vacancies arise.</p>		
<p>8. Sub delivery partners are, effectively managed to ensure that the needs of clients are met <i>NB: if no provision is sub contracted please insert '0' in column E.</i></p>	<p>N/A</p>		

<p>9. Networks with key stakeholders are effectively used, managed, maintained and reviewed to ensure that the service meets the needs of clients and employers are met and promotes social cohesion</p>	<p>F</p>	<p>9. Good working relationships continue to develop with a number of key stakeholders in terms of referrals/recruiting clients for the project. We are liaising with many organisations/employers including some of the following:</p> <ul style="list-style-type: none"> • Hounslow Disability Network • Hounslow Community Mental Health • Hounslow Substance Misuse Team • Employers within the Vista Business centre • Hounslow Citizens Advice Bureaux • Employment Agencies in Hounslow • Hounslow Homes • CW4ward community centre in Convent Way • Convent Way Community Centre • Greenfield's Children's centre • Places for Children (Hounslow) • Hounslow Social Club • Connexions 	<p>2</p>	<p>3</p>
<p>10. There is a commitment to continuous professional development and staff are appropriately trained and experienced to provide the breadth of skills and interventions to support and progress clients</p>	<p>10. ATN staff are required to attend both internal and external training sessions. All staff are attending a Safeguarding training session on Friday 1st April. Other in house training sessions due to take place are training on how to enrol clients on ResMan. A workshop was also held on Employability Performance Rating by Ingeus recently.</p>	<p>2</p>	<p>3</p>	

<p>11. Equality and Diversity are effectively promoted, discrimination tackled and reasonable adjustments provided for clients and staff</p>	<p>The Adult Training Network (ATN) is committed to equal opportunities and positively welcomes all people who respect the right of others. ATN actively seeks to prevent all kinds of discrimination. ATN acknowledges that developing equal opportunities is a continual process requiring review, evaluation and target setting. ATN recognises the cultural diversity of the student body. ATN offers equality of opportunity to all potential customers and current customers to access education and learning. Learning opportunities will be available to all sections of the community who have been traditionally disadvantaged from accessing education/training (e.g. disabled people, women with children etc). ATN and its staff provide the best quality education to all its customers and provide opportunities for progression and achievement and advancement in the ATN environment. ATN staff are bilingual and are able to speak the following languages:</p> <ul style="list-style-type: none"> - Hindi - Punjabi - Urdu- Malay - Tamil - Marathi - Spanish - Portuguese - Hausa - Twi - Tagalog 	<p>2</p>	<p>3</p>
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