Wandsworth Council Lifelong Learning
Key priorities for CL provision 2019/20

Aiming to improve the quality of life skills
and employability of residents in the Borough, making
Wandsworth a vibrant, prosperous learning community.

Updated April 2019

Wandsworth Council Lifelong Learning Key priorities for CL provision 2019/20

Contents

Introduction

The Wandsworth Lifelong Learning team is part of the Council's Children's Services Department. It is responsible for a wide range of lifelong learning activities and courses across the borough. The main functions of the service are to:

- deliver an extensive programme of part-time Community Learning
- apprenticeships to young people and adults
- accredited courses through an Adult Education budget
- work experience and preparation for employment

There is a high level of participation in all programmes from learners of different ages, backgrounds and experiences. Increasingly the focus of the Service is on those who are most disadvantaged to enable improved access to learning and employment.

The following text has been extracted from *'New Chances, New Challenges' a document published by the Department for Business, Innovation and Skills*.

The Purpose of Government Supported Community Learning:

- Maximise access to community learning for adults, bringing new opportunities and improving lives, whatever people's circumstances.
- Promote social renewal by bringing local communities together to experience the joy of learning and pride that comes with achievement.
- Maximise the impact of community learning on the social and economic well-being of individuals, families and communities.

The Lifelong Learning Development Plan reflects the work undertaken by the team and describes plans for the future in a measureable context. The Plan encompasses local and national priorities with the aim of targeting funding to maximise social and economic inclusion. On a local level the plan is directly linked to Wandsworth Council's corporate objectives.

Wandsworth Borough Council Corporate Objectives

Wandsworth Borough Council has identified five broad medium to long-term objectives to guide its activity and service planning. They reflect resident priorities and other significant policy developments or commitments within the Council as a high level statement of its intent. Wandsworth Council will:

1. Deliver high quality, value for money services
2. Improve opportunities for children and young people with an emphasis on early intervention and preventative work
3. Make Wandsworth an attractive, safe, sustainable and healthy place
4. Promote health and well-being for all adults with personalised and preventative care and support for adults in need – including those in housing need
5. Build a prosperous, vibrant and cohesive community

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Lifelong Learning Priorities and Objectives

Priorities	Objectives
1. To lead and manage high quality learning	• Develop staff, resources and infrastructure to ensure effective delivery of local and national policy objectives. • Continue to improve quality assurance and standards across Lifelong Learning in line with the Common Inspection Framework. • Continue to develop partnerships, funding and the procurement of high quality learning providers/subcontractors to ensure the long-term sustainability of Lifelong Learning services.
2. To increase the number of learners achieving and gaining qualifications	• Provide effective and relevant information, advice and guidance to assist learner achievement, accreditation and progression to further education, training and employment. • Where appropriate, expand the potential for accreditation across the curriculum, maximising use of new technologies.
3. To meet the needs of individuals, communities and employers in Wandsworth to support effective pathways to employment	• Consult and involve learners, employers, providers and other stakeholders to ensure the development of services which meet individual, corporate and community needs. • Work with employers to increase job outcomes in Wandsworth for young people and adults and close skills gaps. • Promote and provide access to English, Mathematics and other essential education and training required for the workplace. • Encourage learners to identify key experiences and skills to make the most of their opportunities to progress.
4. To widen participation in learning	• Provide an inclusive, responsive, innovative and broad offer to encourage and improve learner participation - promoting Lifelong Learning to all age groups. • Encourage learners to remain active, engaged and fit for longer. • Create learning environments where learners feel safe, respected and listened to regardless of their background or personal attributes.
5. To link adult skills and community learning to other key strategies and initiatives	• Align the work of Lifelong Learning to wider, local, national and European strategies including employability, parenting and families and well-being for all ages. • Contribute to the Council's work with care leavers, vulnerable families and learners with disabilities and learning difficulties. • Participate in area reviews and partnerships, ensuring that appropriate provision is in place for Wandsworth residents.

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Demographic Context

Wandsworth is the largest inner London borough with a population of approximately 316,000 – a rise from 272,000 in 2001. There are many more 20-44 year olds than is the case for London generally, with 54% of the population in this group.

Like most London boroughs, Wandsworth is ethnically diverse - 30% of the population is from ethnic minority groups with growing Black and Asian communities. Recent National Insurance data also show a rise in registrations from many European countries, particularly Italy, France and Poland.

The English Indices of Multiple Deprivation (2015) rank Wandsworth as 149 of 326 on the average score, where 1 is the most deprived, and the area ranked 326 is the least deprived. The highest levels of deprivation in the borough are concentrated in the wards of Latchmere, Roehampton and Queenstown. There are also concentrations of deprivation in the Tooting area.

As with most parts of London, areas of deprivation are closely located to areas of extreme advantage and the borough is set to benefit from the regeneration of the Nine Elms area which will provide up to 25,000 jobs over the next 20 years. The Nine Elms development is currently the largest regeneration project of its type in Europe.

Landscape Summary

- 40% of Londoners leave school without basic English and Maths.
- There are 800,000 Londoners paid below the London Living Wage.
- Research shows that low pay is often persistent: in a national study, of every four people in low pay in 2001, three were still low paid a decade later.
- London creates jobs, but Londoners are not always well placed to get them.
- There is a growing older population.
- Unemployment is above national average and there are pockets of long term unemployed.
- There is a growing migrant population who require ESOL.
- People are spending longer in work, leading to a need for mid-life retraining.
- Almost 100,000 (10%) 16-24 years old Londoners are Not in Employment, Education or Training (NEET), a slightly lower rate than the national average.
- Groups such as young people and care leavers particularly miss out on the training and job opportunities that the capital offers.
- Londoners need to be equipped and supported to grasp the opportunities that living in a global city creates.
- The number of people with a disability is increasing, resulting in a growing LLDD need.

Lifelong Learning Mission Statement

"All Wandsworth residents will have access to a wide range of high quality learning opportunities in a safe learning environment. Provision will be demand-led, flexible and held at times and in places designed to meet the needs of learners, employers and the local community. The Lifelong Learning team aims to improve the quality of life skills and employability of residents in the Borough, making Wandsworth a vibrant, prosperous learning community."

Equality, diversity and widening participation

WCLL and the Lifelong Learning Development Group will continue to work with partners to identify additional funding and opportunities to extend the widening participation programme. This programme has been very successful and has become an established route to develop new courses and attract under-represented groups into learning.

Wandsworth's Community Learning Fund will be at the heart of reaching Wandsworth's diverse communities to promote learning in exciting and innovative ways. Typically, in the region of 10-15 community-based projects per year have been supported by the Community Learning Fund.

The Lifelong Learning Equality & Diversity Steering Group meet quarterly to ensure effectiveness of engagement, equal opportunities and to ensure participation & achievement rates are consistent across provision and consistent with the local demographic.

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Adult education budget (AEB) devolution

In 2015 to 2016, the government agreed a series of [devolution deals between central government and local areas (Mayoral Combined Authorities) (MCAs) in England](#).

As part of the devolution deals, certain adult education functions, in the [Apprenticeships Skills, Children and Learning Act 2009](#), which are funded by the AEB, have been transferred to 6 MCAs in relation to their respective areas by [legislative orders](#) made under the [Local Democracy, Economic Development and Construction Act 2009](#). These functions have been delegated to the Mayor of London under [section 39A of the Greater London Authority Act 1999](#) (see [delegation letter](#)).

The Department for Education will transfer the relevant part of the AEB participation budget to the MCAs and the Mayor of London to undertake the adult education functions. These arrangements are commonly described as 'AEB devolution' and apply from academic year 2019 to 2020.

As part of their new responsibilities the devolved authorities will need to ensure that learners aged 19 and over in their area, who are eligible for funding, have access to appropriate education and training.

From the 2019 to 2020 academic year, the AEB will be apportioned into devolved and non-devolved budgets; approximately half of the AEB participation budget will be transferred by the Department for Education to the devolved authorities for the devolved authorities to administer.

This means that from 1 August 2019, the ESFA will no longer be accountable for administering the AEB in these areas. The ESFA will continue to be responsible for funding learners in England that are resident outside of the devolved areas.

The Mayor has set out his vision for skills and education for London in his [Skills for Londoners Strategy](#) and has outlined how he plans to achieve his ambitions through the draft [Skills for Londoners Framework](#).

A draft version of the [GLA's Adult Education Budget funding and performance management rules for grant-funded providers](#) 2019-2020 is now available. This document applies to all providers of AEB grant-funded education and training for London residents in 2019-2020. The final version of the AEB funding and performance management rules for grant-funded providers 2019-2020 will be published in May 2019.

In addition, the [GLA Adult Education Budget 2019-23 draft Funding Rates and Formula for All Providers](#) for the 2019 to 2020 funding year has been published. This document sets out the principles and features of the GLA funding system for the Adult Education Budget (AEB) in the 2019 to 2020 funding year (1 August 2019 to 31 July 2020).

Providers should note that, as per the Funding Rules, any subcontracting plans must be agreed with the GLA before any subcontracts are signed.

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Key delivery priorities for CL provision – Priority Groups 2019/20

The Lifelong Learning team includes staff who work with community providers to develop learning opportunities to encourage hard-to-reach and priority groups, including those who;

- are furthest away from work
- are in low paid employment and/or are low qualified
- have a government entitlement to basic skills and/or up to level 2
- are socially isolated (or at risk of social isolation)
- live in an area of poor social cohesion
- would benefit from improved health or wellbeing
- have a learning difficulty or disability
- are older learners who would benefit from more social interaction
- are underachieving or under-represented
- need to retrain
- are learners whose first language is not English
- are learners without a level 2 qualification
- are men who are traditionally under-represented in adult learning

Key delivery priorities for CL provision – Curriculum 2019/20

- Courses or activities that support improved English and maths skills
- Courses or activities that support increased English language skills for those for whom English is a Second Language.
- First rung - supporting students into work or further study - Courses or activities that offer employability skills and tailored training provision to engage those furthest from the workplace or learning
- Enterprise
- IT and digital - Courses or activities that introduce people to digital technology, social media and ICT skills
- Health and wellbeing
  - Courses and activities that promote and develop confidence building, communication skills, personal presentation, and individual resilience
  - Courses or activities that contribute to older people's health and quality of life by enabling them to stay physically and mentally active and promote their fitness and wellbeing
  - Courses or activities that support healthy lifestyles, nutrition and wellbeing
- Courses or activities that support and promote Family Learning activities
- Enrichment programmes that will improve wellbeing or lead to a job change (provide infrastructure and income generation)
- Courses or activities that provide clear progression routes - Informal ESOL and Functional Skills provision that provides a stepping stone to more formal/regulated provision
- Courses or activities that will engage disadvantaged priority groups in learning, specifically engaging adults with special needs (disability and learning difficulties), the socially isolated, adults suffering from mental health conditions, adults moving towards independent living and families on low incomes

GLA Adult Education Budget 2019-23 - Community Learning Objectives

1. Focus public funding on people who are disadvantaged and least likely to participate, including in rural areas and people on low incomes with low skills.

2. Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot.

3. Widen participation and transform people's destinies by supporting progression relevant to personal circumstances, e.g.:

    3.1 improved confidence and willingness to engage in learning;
    3.2 acquisition of skills preparing people for training, employment or self-employment;
    3.3 improved digital, financial literacy and/or communication skills;
    3.4 parents/carers better equipped to support and encourage their children's learning; and
    3.5 improved/maintained health and/or social well-being.

4. Develop stronger communities, with more self-sufficient, connected and pro-active citizens, leading to:

    4.1 increased volunteering, civic engagement and social integration;
    4.2 reduced costs on welfare, health and anti-social behaviour;
    4.3 increased online learning and self-organised learning; and
    4.4 the lives of our most troubled families being turned around.

5. Commission, deliver and support learning in ways that contribute directly to these objectives, including:

    5.1 bringing together people from backgrounds, cultures and income groups, including people who can/cannot afford to pay;
    5.2 using effective local partnerships to bring together key providers and relevant local agencies and services;
    5.3 devolving planning and accountability to neighbourhood/parish level, with local people involved in decisions about the learning offer;
    5.4 involving volunteers and Voluntary and Community Sector groups, shifting long term, 'blocked' classes into learning clubs, growing self-organised learning groups, and encouraging employers to support informal learning in the workplace;
    5.5 supporting the wide use of online information and learning resources; and
    5.6 minimising overheads, bureaucracy & administration.

Criteria for Assessing Expressions of Interest

In addition to the above, all proposed CL provision will be required to meet the following criteria:

- The proposed target group is one of those defined above.
- Appropriate safeguarding arrangements are in place.
- Mechanisms are in place to properly assess learner needs, and to provide information, advice and guidance to learners.
- Adequate resources are available to learners that are appropriate to the target group.
- There are suitable safe venues for delivery of adult learning
- The organisation has effective mechanisms and/or strategies to monitor the quality of provision.
- The organisation has up to date polices in place including Health & Safety, Diversity and Safeguarding.
- The organisation has adequate procedures in place to ensure the safeguarding of vulnerable adults
- The organisation has appropriate insurance cover.
- Financial viability of the organisation.
- The organisation has a past track record of delivering community-based learning.
- Due Diligence documentation is provided upon request and deemed to be of sufficient quality and content
- Suitable references are available.

Commissioning timeframe

The next opportunity to apply for Community Learning Funding will be in April 2019. This will be for activities to be delivered from 1st August 2019 up to 31st July 2020.
Applications will be accepted until 5pm on Tuesday 30th April 2019.
Future applications must be submitted by the last day of the month to be considered by the panel in the ensuing month.

Bidding process

To be considered for funding under the Community Learning fund organisations must complete a **Community Learning Expression of Interest** form for 2019/20. This form asks some general questions about your organisation and helps us establish if your organisation is in a position to deliver good quality Community Learning programmes in line with our overall mission. We also ask for references and for you to confirm that you have the necessary relevant up to date policies.

The form only needs to be completed once every academic year (August - July) but needs to be completed by all potential providers whether we have worked with you before or not.

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The completed **Community Learning Expression of Interest** forms are considered at a panel meeting consisting of Wandsworth Lifelong Learning staff and members of the Lifelong Learning Development Group. Decisions will be made by the panel as to whether your organisation meets the requirements to be a delivery partner.

The schedule for commissioning is as follows:

Activity	2019/20
Expressions of Interest & DD distributed	05/04/2019
Expressions of Interest & DD Returned	30/04/2019
Evaluation Panel	09/05/2019
Responses to EOI's	17/05/2019
Due Diligence Checks Completed	31/05/2019
Budgets & Profiles Agreed	31/05/2019
Service Level Agreements Sent Out	31/05/2019
Paperwork Distributed	TBC
Training on paperwork & process	TBC

The panel will meet within 2 weeks of the dates given and you will be informed of their decision within a week after that. If the panel agrees that your organisation meets the requirements to be a delivery partner you may apply for the learning activities you wish to run.

An *Expression of Interest* may be submitted at the same time as your first application to run learning activities and any such applications will be considered at the same panel meeting.

Please note that the panel will reject **all** incomplete applications.

Expression of Interest & Due Diligence Pack

NOTE FOR EXISTING PROVIDERS
Existing Providers DO NOT need to complete the entire Due Diligence Pack.
Only complete sections where information has changed, as well as the following sections in full -
- Customers & Locations
- Staffing
- Declaration
- Evidence Checklist

The application has 2 main component parts – The Expression of Interest, which is a narrative response, and Due Diligence which determines whether the applying organisation has the appropriate set up for delivery under the following areas; Organisation, Finance & Insurance, Data Security, Policies, Quality, Customers & Locations, Staffing, Declaration and the Evidence Checklist.

For a contract to be released, the applicant must pass both The Expression of Interest and Due Diligence. Where supporting documentation or evidence is not readily available, Lifelong Learning are happy to support and capacity build organisations.

New applicants should complete, in full, the Due Diligence areas of the application and provide all requested documentation. The list of required documentation is as follows –

Commissioning Team Checks -

Contract	Documentation
All	Copies of current Disclosure and Barring Service Certification for all delivery staff and evidence of completion of core training modules
All	Photo evidence of ESF Plaque on display
All	Public Liability Insurance
All	Last set of financial accounts
> £100k contract	Evidence of Matrix Accreditation, or evidence of working towards

Quality Team Checks -

Contract	Documentation
All	Health & Safety Policy
All	Safeguarding Policy - Including Radicalisation, Prevent and lockdown procedure
All	Evidence of current safeguarding training for all staff within the last year
All	Prevent Risk Assessment
All	Equality & Diversity Policy
All	Complaints Policy
All	Data Protection Policy
All	Staff Training & Development Policy
All	Latest copy of Health & Safety Risk Assessment for all delivery sites, including safeguarding risk assessments
All	Self Assessment Review
All	Quality Improvement Plan
All	Copies of Lesson Observations undertaken
All	OFSTED Reports if applicable
All	Evidence of data that has been gathered from learner surveys
All	CVs, certificates and staff qualification matrix for all delivery staff
All	Evidence of planning learning

Expression of Interest Guidance Notes – Community Learning

All applicants should note the "Key delivery priorities for CL provision – Priority Groups 2019/20" and "Criteria for Assessing Expressions of Interest" as this holds a significant weighting on your application and likelihood of approval.

1. **Other funding your organisation receives:**

This section should cover other sources of funding for training programmes, who provides the funding, a Description of the outputs for the funding and the Amount contracted.

2. **Please explain what your organisation's core provision or activity is and what are your key aims and objectives over the next 12 months.**

This section is a synopsis of your organisation covering an overview, activities and provision undertaken and strategic key aims and objectives over the next 12 months. This is more an overview of the organisation, rather than proposed delivery which is covered separately.

3. **Please give a brief summary of the activities you are proposing to deliver under any potential contract with Wandsworth Lifelong Learning:**

This section should detail all proposed activities and courses which the applicant intends to deliver. Applicants should consider the key priority areas and give detail on the content of courses. Applicants should consider:

- Are all proposed courses detailed?
- Are courses relevant to the key priority areas?
- What is the purpose of the courses/activities?
- What resources are available?

4. **Do you intend to deliver any provision outside Wandsworth?**

Please note that it is only in exceptional circumstances that we will allow delivery to take place outside Wandsworth.

5. **Funding for 2019/20 will follow the most disadvantaged and vulnerable learners with a focus on the Priority Groups outlined in the Key priorities for CL provision 2019/20 document. Please identify and describe how you will engage with these priority groups.**

Applicants should consider approaches to outreach, marketing, accessibility, courses on offer, specialisms in any of these areas etc… Applicants may also wish to detail their engagement approach to other target groups listed in the key priority groups.

6.   Service Targets

Please give an indication of how many learners/enrolments* this Service will deliver against WBC targets for 2017/18			
Description	WBC overall target for 2016/17	provider forecast (number of learners)	provider forecast (% of learners)
% of Wandsworth Residents	70%		
% of learners with declared disabilities/learning difficulties	5%		
% of learners who are male	22%		
% of learners from ethnic minorities	56%		
% of learners aged 60+	22%		
% in aspirations areas	8%		

- Aspiration Areas are defined as the 20% most deprived Lower Super Output Areas as determined by the English indices of deprivation 2015. In Wandsworth this covers areas of Latchmere, St Mary's Park, Roehampton and Putney Heath, Furzedown, Tooting & Queenstown.
- For more information on datasets or historic data, please contact a member of the Lifelong Learning team.

7. Please give an indication of which target learner groups you will engage

Please give an indication of which target learner groups you will engage	
Customer Group, Learners who…	Yes/No
...hest away from work	
...ow paid employment and/or are low qualified	
...government entitlement to basic skills and/or up to level 2	
...cially isolated (or at risk of social isolation)	
...an area of poor social cohesion	
...benefit from improved health or wellbeing	
...learning difficulty or disability	
...er learners who would benefit from more social interaction	
...derachieving or under-represented	
...o retrain	
...rners whose first language is not English	
...rners without a level 2 qualification	
...n who are traditionally under-represented in adult learning	

Tick all that apply.

8. COURSE FEES

The applicant should detail any course fees and ensure any fee remissions are in line with Wandsworth Community Learning Fee Policy.

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9. **How will your Service Users have their Functional Skills (English, Maths, and ICT) needs identified and supported?**

Applicants should consider –

- Induction process
- Initial assessment
- Diagnostic tools
- IAG
- Signposting and referral mechanisms
- Resources

10. **Describe how Service Users will be supported to progress both within the course and then on to further learning/work:**

Applicants should detail how they support and record information about progression of learners both whilst on programme and once they have left the course.

Within the course, applicants should consider –

- Induction
- Completion of the ILP and target setting (SMART)
- Reviews and feedback
- Any specialist support

And upon further learning/work –

- Signposting and referral mechanisms
- Service outcomes and measures
  Progression routes – Further courses, training, entry into employment, entry into education etc…

11. **How will you target and recruit learners?**

Applicants should consider marketing, outreach, previous engagement and inward referral mechanisms such as those from community groups, social workers, schools, colleges, training providers, IAG services etc…

12. **What contingency plans do you have in place if you are not able to recruit according to the numbers and target groups anticipated?**

Applicants should consider communication strategies with Lifelong Learning, as well as contingency plans, alternately proposed provision and recovery strategies.

13. **How will you consult with learners to allow them the opportunity to contribute to the design of your learning offer?**

Applicants should consider feedback from learners and how this is implemented into delivery. Learner forums, surveys and feedback sessions should not just be undertaken, but actions embedded to improve upon future delivery.

14. Have all the tutors who may deliver any proposed courses been DBS checked in the last 3 years?

Yes/No

15. What resources and services can you make available to individual students to support their learning needs?

Applicants should include whether they have access to, resources for learners with learning difficulties or disabilities; specialist services; points of referral. Applicants may have specialist experience engaging with and supporting learners defined within the priority groups and any detail on this should be included.

16. Please describe your arrangements for assessing the needs of individual learners (Initial Assessment):

Applicants should consider what tools are utilised to ensure that participants are on the right course and level, and whether any additional support is required with functional skills.

Differentiation and individualised target setting must be in place to ensure that outcomes for learners are achieved – both in terms of contractual outcomes and to meet the participants' objectives.

17. What systems are in place to provide information, advice and guidance to learners?

Applicants should consider what IAG is available to learners. Are staff IAG qualified? Are progression routes identified? Does signposting take place? Does the organisation hold an accreditation mark for IAG? Are participant's targets and objectives reviewed?

18. What systems are in place for tracking the progression of a learner once they have completed the course?

Applicants should consider the following; is a database or MIS system used to track learners? Are learners contacted after completing a course? Within what timeframe? Is destination and progression data captured? If so, is it reviewed?