



**Worth it.**

## **Wandsworth Council Lifelong Learning Self-Assessment Report 2018/19**

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

## Wandsworth Lifelong Learning Self- Assessment Report - 2018/19

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### 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.

## 1. Wandsworth – Local Area

### Demographics and Economic Context

Wandsworth's predominant demographic is young, professional, transient and growing with a higher population density than the London average, placing Wandsworth as the tenth most densely populated area in the country (Census 2011).

**Population size:** There has been a significant increase from 260,392 at the 2001 Census to 326,000 in 2018.

**Black and Minority Ethnic groups:** The percentage of BME groups compared with white British has remained the same since the 2011 Census with 29% representation.

**Older People:** The number of residents aged 65+ was projected to increase to 31,286 in 2019 compared to 27,000 in 2018. We are awaiting release of the final figures.

**Unemployment:** Wandsworth is an inner London borough which performs well. At 3.5%, the unemployment ratio is the 2<sup>nd</sup> lowest in London after Hammersmith & Fulham, and the percentage of low paid residents is also the joint lowest in London (with Richmond Upon Thames) at 11%.

**Deprivation:** In the least deprived third of London boroughs in 2015 and 2019.

**Borough Developments:** Battersea Power Station is one of Europe's largest regeneration projects and continues to gain momentum following completion of the first phase, "Circus West Village", which is now home to over 1,000 residents. The 2<sup>nd</sup> phase has now been started with a view to the development being fully completed by 2028. It is expected that up to 15,000 new jobs will be created due to this development with significant numbers expected in the retail and hospitality sector.

## **Wandsworth Lifelong Learning Self- Assessment Report - 2018/19**

### **Service Contribution**

Wandsworth Council's Lifelong Learning service (WCLL) is part of the Council's Early Help Division in the Children's Services Department. It is responsible for a wide range of Lifelong Learning activities and courses across the borough.

WCLL's main functions are to deliver:

- An extensive programme of part-time Community Learning courses
- Apprenticeships to young people and adults
- Accredited courses through an Adult Skills budget
- Work experience and preparation for employment
- A funding strategy which maximises income for young people and adults learning in Wandsworth

### **Community Learning**

Community learning funds are targeted at the most vulnerable learners in Wandsworth with the aim of maximising education and employment outcomes. There is also a focus on health and wellbeing, particularly for older participants.

The provision is designed to help learners to build confidence and interpersonal skills which can support progression into accredited learning or employment. An extensive non-accredited learning offer helps to improve the lives of residents by promoting better social integration and cohesion and their health and wellbeing. One of the aims is to offer learning which is beneficial to the family unit and encourages participation from learners of all ages, abilities and backgrounds. The service offer is diverse ranging from personal development to support for entry back into work and to well-being courses for the over 60's.

### **Apprenticeships**

WCLL has re-structured in line with apprenticeship reforms and provides a range of standard and framework programmes at different levels. Over the last year one of the key priorities was to improve the number, quality and access to Apprenticeships for local people and employers. The service continues to deliver to those already in employment as well as those new to the labour market.

Subcontracted arrangements have reduced during 18/19 with the remaining provider specialising in the delivery of security apprenticeships.

WCLL has been part of a small working group, with Human Resources and Way to Work (Achieving for Children), to ensure that the apprenticeship opportunities are made available and promoted to staff in the Shared Service Agreement (SSA) between Wandsworth and Richmond Council and maintained schools.

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### **Projects**

During 2018/19 the service participated in several European Social Fund (ESF) projects which generated additional funding, strengthened partnerships and supported the Lifelong Learning mission and key priorities:

#### **TODAY (Takeover Days in Europe)**

##### **Project aim**

To develop an engagement and participation toolkit co-designed by young people and youth workers to create 'Takeover Days'. 'Takeover Days', based on the UK Children's Commissioner's Takeover Day Challenge, are events that enable young people to 'take over' a leadership role for one day in a local authority or other major institution. Their purpose is to:

- engage young people and develop their leadership and other transversal skills.
- raise their awareness of the roles that these institutions play in their own lives and as active citizens of the EU.

#### **BREW (Building Resilience and Enterprise for Women)**

##### **Project aim**

To enable women aged 50+ who face complex barriers to employment and inclusion to develop higher skills and qualifications to enter or re-enter work and improve their overall life prospects by creating a training programme in entrepreneurial and digital skills underpinned by coaching in resilience, confidence building and motivation.

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### ALLIES (Apprentices Living and Learning in Europe)

#### Project aim

To broaden young apprentices' and trainees' skills, competences, independence and resilience in the context of living, learning and working in other European countries through VET work-based learning (WBL) placements of one month in Valencia and Perugia. At least 50% of learners are from backgrounds with fewer opportunities and/or under-represented in Apprenticeship programmes in London.

#### The Provision

The breakdown of the provision is as follows:

Area	Number of Enrolments	Key subjects/topics covered
Community Learning (non-accredited)	4852	Health and wellbeing, Speaking, reading, writing, punctuation and grammar, ICT, Leisure, Arts and Foreign Languages and Personal Development
Accredited courses	455	ESOL, maths and English courses, employability and vocational courses
Apprenticeships	100	Support Teaching and Learning in Schools (STL), Business Admin (BA), Customer Service (CS), Management (MAN), Adult Care (HSC), Childcare
Work Experience	1500	BEST – working to place years

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		10 -13 on short work experience placements
Projects	320	Integr8, Pan Out, Takeover Day, BREW

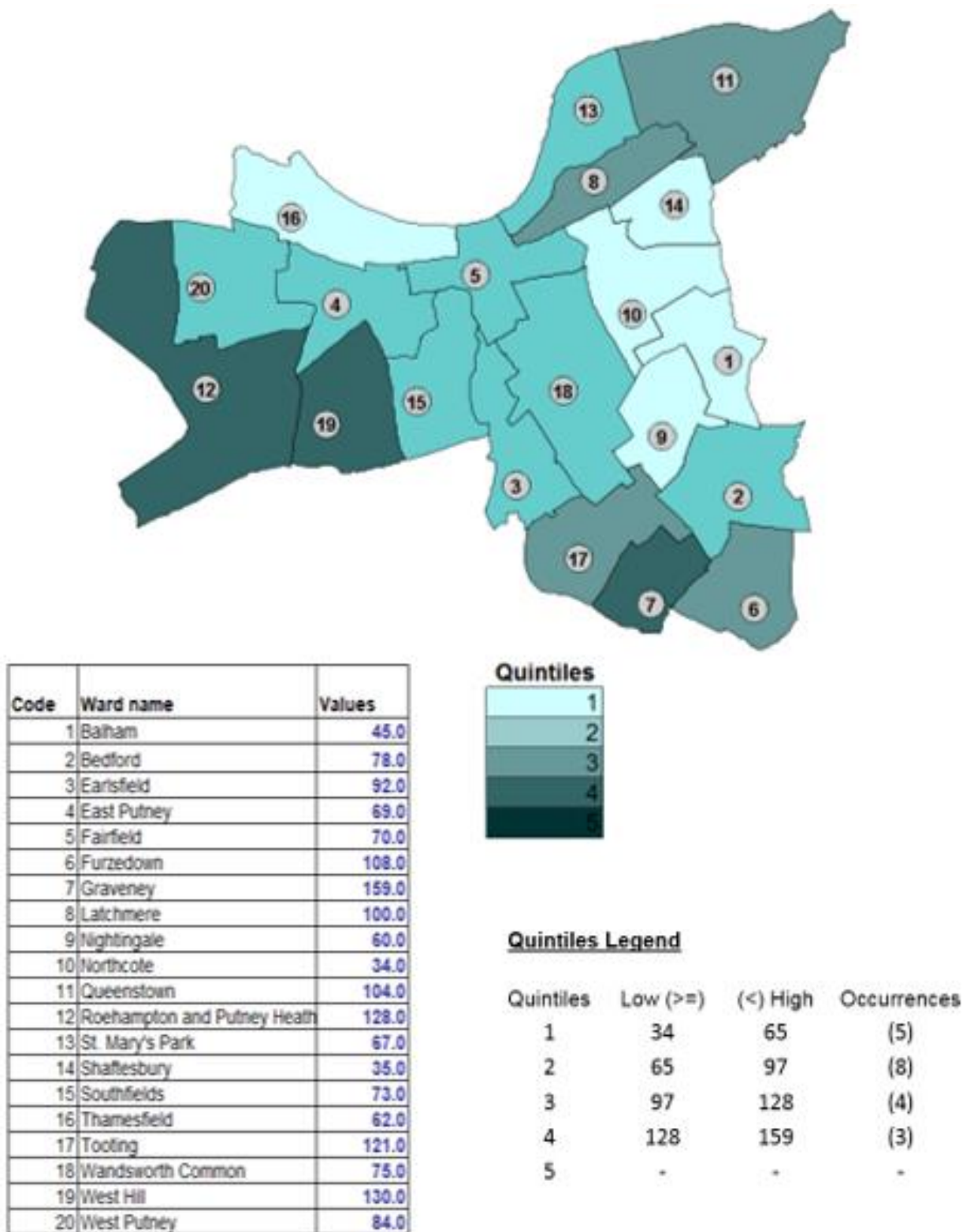
Partners during 2018/19 that delivered subcontracted provision

Baked Bean Company	The Baked Bean Company's purpose is to provide outstanding services for people with disabilities and learning disabilities.
Banham Academy	Delivers Fire, Emergency and Security systems apprenticeships. This is a niche area with very few providers offering this qualification. Banham have been part of the Trailblazer group that designed these standards.
Deaf First	Deaf First provides life skills courses for deaf or hard of hearing students within their network.
GL Libraries	Offer beginner, intermediate and advanced IT skills sessions for adult learners. Most learners are aged 60+.
Hestia	Hestia support Wandsworth residents aged 60+ with their finances, improve health and help individuals access training or education.
Katherine Low Settlement	Katherine Low Settlement is a multi-purpose charity that has been serving the communities of Wandsworth since 1924. They are dedicated to tackling poverty and building stronger communities. KLS run a range of community projects to support children and their families, older people, newly-arrived communities and unemployed people. They provide courses to help people improve their English where English is not their first language.
Let Me Play	Recruit, train and place apprentices within nurseries, schools and businesses across the UK.
South Thames College – Wandsworth	The School of Adult & Community Learning at South Thames College provides learning opportunities for learners aged 19+. Courses run during the day and evenings to support individuals through the promotion of well-being (Physical, Economic, Social, Emotional) Personal Development and Employment Skills. Non accredited ESOL, life skills, wellbeing, arts and foreign languages courses for adult learners are delivered.



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## Delivery Locations

*Learner Participation (number of learners) in Wandsworth by Ward*



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### Aims and Priorities

The Council has 6 strategic objectives that reflect the Council's priorities and its ongoing corporate ambition to deliver high quality, value for money services including keeping the council tax among the lowest in the country:

- Providing the best start in life
- Cleaner, safer, better neighbourhoods
- More homes and greater housing choice
- Helping people get on in life
- Encouraging people to live healthy, fulfilled and independent lives
- Value for money

WCLL's aims and priorities are outlined in our **Three-Year Development Plan**, which aligns with The Council's corporate objectives, above. Priorities include a clear intent to:

- Lead and manage high quality learning
- Increase the number of learners achieving and gaining qualifications
- Meet the needs of individuals, communities and employers in Wandsworth to support effective pathways to employment
- Widen participation in learning
- Link adult skills and community learning to other key strategies and initiatives

Service planning and policy are designed to meet the priorities of central and local government, for example, the Department for Education (DfE) and the regional strategies of the Greater London Agency (GLA). Priorities are transparent in team planning and meetings for Community and Family Learning, Work Based Learning ESF NEETS - Not in Employment, Education or Training projects, European projects and, BEST (the Education Business Partnership).



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### Executive Summary

#### Changes since 2017-18:

- Extended governance which includes greater range of stakeholders to bring increased support and challenge to the senior leadership team
- Increased range of “Introduction to Employment” courses to meet local skills shortages and needs
- Increased impartial career advice for learners seeking work and/or wishing to progress to further learning or change career direction
- Development and delivery of a learner voice strategy which increases opportunities for learners to provide feedback that will be used to improve their experiences and enable them to influence curriculum planning and delivery
- 12% increase in number of learners enrolling on accredited courses to support the development of mathematics, English and employability skills
- Increased number of delivery locations across the borough. Now delivering in over 40 sites that provide easy access to residents
- Increased achievement for accredited courses (+6%) and community learning (+3%)
- Reduction of overall achievement rates from 84% to 73% for apprenticeships due to poor historical performance of a subcontractor. This contract is now terminated.

In September 2019 successfully retained the Matrix standard for impartial information, advice and guidance. Key findings identified included:

- Staff interviewed felt fully supported and empowered by management,
- WCLL displays a passion for helping the most marginalised to overcome their barriers and move on with their life and learning goals. WCLL proactively engages with some of the hardest to reach residents, helping them to identify and achieve their goals.
- WCLL seeks out diverse funding streams, and particularly European funding, to provide a particularly innovative range of programmes to residents, empowering them to identify and realise their goals.
- WCLL is offering a holistic service that goes well beyond qualifications and employability skills and empowers learners to improve their life chances and the lives of those around them.
- WCLL’s central IAG function makes a strong contribution to WCLL’s success and learners’ confidence in the wider service.

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### **Summary of Identified Strengths and Areas for Improvement 2019-20**

#### **Strengths**

- Improved performance management of subcontractors which has resulted in increased achievement
- Strong partnerships and curriculum offer that aligns with the Council's corporate objectives and meets the needs of community
- Increased learner voice activities across the provision to gain feedback on how to improve services and the curriculum offer
- Good standards of teaching and learning with improved use of target setting for learners to make progress
- Increased availability of introduction and taster vocational route courses with a progression rate into employment/further learner of 16%
- Increased number of learners on English, maths, ESOL and employability programmes under direct delivery increased by 12%

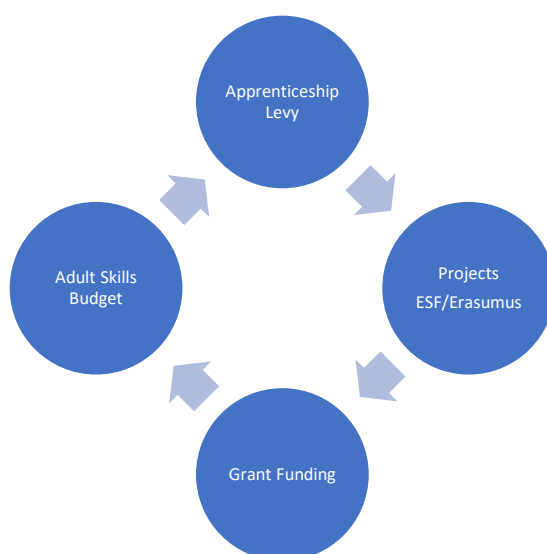
#### **Areas for Improvement**

- Improved identification of starting points for learners to ensure learning is planned to meet their individual needs to ensure good progress in developing new knowledge, skills and behaviors
- Develop the curriculum further to ensure there is continued, coherent planning to support local, regional and national priorities with agreed intent recorded for all curriculum areas
- Increase destination tracking of learners to voluntary work, employment and further learning.
- Improving the engagement of hard-to-reach learners through community-based venues and groups
- Improve the timely pass rate for all Apprentices to meet or exceed national average

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### Funding

Unlike many London local authorities, WCLL has a successful track record of attracting a range of funding from diverse sources. In addition to the current funding received from the Greater London Agency's (GLA) annual grant and levy funding from employers for apprenticeships, it succeeded in securing European funding and direct revenue from clients. It will continue to develop its fundraising strategy and partnerships to maximise opportunities for learners and residents. These diverse income streams reduce the risk of solely relying on grant funding from GLA.



### Governance

This strategic group, Monitoring and Advisory Group (MAG), is chaired by the Deputy Leader of the Council and Cabinet Member (Economic Development, Skills and Employment) and other members of the group include: The Assistant Director of Early Help, Head of Lifelong Learning, members of the business community, voluntary sector and education representative. Members of the Group are responsible for bringing support and challenge to the Lifelong Learning Management Team to ensure they deliver highest standards and quality learner experience.

The focus of the group includes all aspects of governance and service improvement with a focus on:

Statutory governance requirements including:

- Ensuring safeguarding is effective
- Monitoring health and safety arrangements

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- Adherence and compliance to General Data Protection Act
- Promotion of Equal Opportunities and Diversity
- Ensuring government funding is spent with probity and integrity
- Overview of the strategic direction of the service

In addition, group members focus on monitoring performance by reviewing:

- and moderating Self-Assessment Report judgements and grades;
- in-year progress of the quality improvement plan actions;
- all aspects of participation rates on all programmes;
- progress of learners including achievement rates on accredited and unaccredited programmes with a focus on the performance of English and mathematics;
- learner profile information and any achievement gaps between different groups of learners;
- progression data on all accredited programmes, including apprenticeships, and identified unaccredited community learning courses;
- the number of learners who are Wandsworth residents/non-Wandsworth residents; and
- how well the service meets the needs and priorities of Wandsworth, learner satisfaction and feedback

The work of the Lifelong Learning Development Group (LLDG) feeds into the LL Monitoring and Advisory Group (MAGG). The LLDG is chaired by the Head of Lifelong Learning. Consisting mainly of education and training providers the LLDG has an operational function and has an essential role in influencing service plans, ensuring that local managers and practitioners have a structured opportunity to shape local provision. Applications for funding will also be reviewed and approved at panel.

### Self Assessment grades profile

Area	Ofsted Inspection 2016
Overall effectiveness	2
Effectiveness of learnership and management	2
Quality of teaching, learning and assessment	2
Personal, Development and Behaviour	2
Outcomes of learners	2
Apprenticeships	2
Adult Learning	2

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<b>Area</b>	<b>SAR 18/19</b>
Overall effectiveness	2
Leadership and management	2
Quality of education	2
Personal Development	2
Behaviour and Attitudes	2
Adult Learning	2
Apprenticeships	2

**Leadership & Management****Strengths**

- Safeguarding is effective and learners feel safe
- Clear vision for providing high-quality education and training for key residents
- Effective engagement with a range of stakeholders including local services, communities, employers and organisations
- Range of services targeted at learners with additional needs to help them progress
- Innovative curriculum designed to empower learners to achieve their goals and successfully move on to their next step
- Independent governance providing relevant support and challenge

*Safeguarding is effective and learners feel safe*

- Greater focus with all learners on local and national issues which has resulted in increased awareness of what to do if issues occur
- Designated safeguarding training has been completed
- Updated policy distributed to all
- New safeguarding training for specific areas – Adult Community Learning and Work Based Learning has been undertaken by all staff members as part of annual update

*Clear vision for providing high-quality education and training to key residents*



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- Commissioning strategy in place which clearly documents priority areas to support the widening of participation of targeted groups
- Three Year Plan contains all targets, vision and mission for the service
- Increased the number of courses offered in the community such as ESOL and short personal development courses at children centres

### *Effective engagement with a range of stakeholders including local services, communities, employers and organisations*

- Partnership working with Work Match which is located in the Economic Development Office
- Part of Lifelong Learning London Central – collaboratively working to focus on employment and skills, social integration and health and well being
- Working with the SSA to design a bespoke programme embedding employer specific learning objectives

### *Range of services targeted at learners with additional needs, to support progression*

- Commissioned additional programmes with specialist providers to support learners with additional needs
- Provided support to providers to develop their curriculum further to ensure a comprehensive range of programmes available for learners
- Completed learner voice activities at provider venues to identify areas where support can be provided

### *Innovative curriculum designed to empower learners to achieve their goals and successfully move on to their next step*

- Increased number of personal development courses delivered in the community with progression to accredited programmes
- Range of introductory vocational courses available to support learners with potential career changes
- Variety of different level courses available to help build confidence and encourage progression

### *Independent governance providing support and challenge*

- Independent members appointed from range of stakeholders, providing sector expertise and specialist knowledge
- Internal and external support and challenge for adult learning senior staff which is exceptional in local authority organisation

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### Areas for Improvement

- Increase assessors' understanding of teaching and learning theories that help learners make best progress
- Involve staff in making improvements to the service by including them in feedback sessions and surveys
- Increase interaction between governors and learners

#### *Increase assessors' understanding of teaching and learning theories that help learners make best progress*

- Assessors to undertake Level 3 Education in Training Award to support development of their teaching skills which will support with transition from frameworks to standards
- Regular Continuous Professional Development (CPD) activities across the provision to be held to exchange best practice, improve learner experiences and enable learners to make best progress

#### *Involve staff in making improvements to the service by including them in feedback sessions and surveys*

- Increase frequency of staff survey to enable in-year feedback and action
- Specific staff survey to be distributed to all team members, responses and actions be to discussed at team meetings
- Regular updates on actions and feedback gained from learners, employers, staff and stakeholders to be presented and discussed at each team meeting

#### *Increase interaction between governors and learners*

- Attendance target for governors at meetings and learner forums to be agreed and monitored
- Learner newsletter to contain feature articles on governors to help increase learner awareness of governing board

### Quality of Education

#### Strengths

- Good staff development programme for tutors to support development of teaching practice
- Effective, impartial IAG in place to support learners to progress into employment/further education
- Key strengths identified through OTLA include variety of delivery, pace, personal

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development and checking learner progress

- Curriculum intent is clear and meets regional and local priorities

### *Good staff development programme for tutors to support development of teaching practice*

- Regular CPD sessions with subcontractors and internal delivery practitioners which has supported development and standardisation of teaching practice
- Brainstorming during CPD sessions to agree lesson documentation to aid planning and sequencing of lessons and aims to reduce tutor workloads

### *Effective impartial IAG in place to support learners to progress into employment/further education*

- Over 300 learners have attended IAG sessions which has helped 16% progress into employment
- 98% of learners rated the IAG service they received as either excellent or good
- Matrix Inspection and learner feedback confirmed that learners have felt motivated and supported to progress

### *Key strengths identified through OTLA include variety of delivery, pace, personal development and checking learner progress*

- Impact of CPD sessions has been noted in OTLA's, this has supported increased retention and achievement rates for accredited courses
- 98% of learners rated our ability to deliver the course, in an interesting and enjoyable way, as either excellent or good

### *Curriculum intent is clear and meets regional and local priorities*

- Clear strategy in place to ensure the service is meeting corporate objectives and local needs

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### Areas for Improvement

- Ensure all tutors and assessors maintain up to date knowledge and skills related to the specialist subjects they teach
- Increase destination tracking to support evidence of impact of learning
- Further development of online teaching resources and materials to support independent learning for learners

*Ensure all tutors maintain up to date knowledge and skills related to the specialist subjects they teach*

- All direct delivery tutors to attend sector specific CPD activities during 19/20
- All assessors to undertake Level 3 in Education and Training
- Update of tutors' subject knowledge and skills to ensure they meet current industrial and commercial standards where necessary

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### *Increase destination tracking to support evidence of impact of learning*

- Tracking of destination to be undertaken at additional intervals including end of programme and 3 and 6 months after leave date
- Data reports to be produced on a monthly basis to monitor progression upon completion of programme and inform future curriculum planning

### *Further development of online teaching resources and materials to support independent learning for learners*

- VLE on ePortfolio system to be developed to include interactive resources available for apprentices
- Online resources to be available to support learners completing accredited courses for employability

### *Review of Observations of Teaching, Learning and Assessment*

- During 18/19 Observation Training was conducted by an expert quality consultant and co-observations were then completed with all subcontractors to standardise and develop observation practice
- Areas identified as requiring development in 2019/20 include challenge and stretch for the most able learners and planning learning. CPD events have already been held
- CPD events are conducted bi-monthly with representatives from all subcontractors attending and sharing best practice to develop teaching practice
- OTLA policy has been updated in line with the Education Inspection Framework

## Personal Development

### **Strengths**

- Support functions available to increase learner's development outside of the curriculum this includes access to career advisors, functional skills specialists
- Range of enrichment activities available to support health and wellbeing and personal development of learners
- Recognition events and social media posts to celebrate learner success to help build confidence and self esteem

### *Support functions available to increase learner's development outside of the curriculum this includes access to career advisors and functional skills specialists*

- All learners able to book 121 sessions with IAG advisor to support with personal or career goals
- Out of 600 learners surveyed 495 felt more self-confident after attending their course
- Learners are signposted to a range of additional organisations/agencies to support

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their individual goals/needs

### *Range of enrichment activities available to support health and wellbeing and personal development of learners*

- Learners encouraged, where eligible, to enrol on additional courses covering areas such as Character Education, Resilience and Personal Behaviour for Success
- All learners set personal goals at the start of the programme which are monitored and supported throughout

### *Recognition events and social media posts to celebrate learner success to help build confidence and self esteem*

- Annual awards evening to celebrate range of achievements
- Regular social media posts to celebrate individual learner achievements
- Learner focussed films created to recognise and celebrate achievements, distance travelled and impact that learner programmes have had

Areas for Improvement
<ul style="list-style-type: none"><li>• Increase learners' awareness, across the provision, of the value of diversity and celebrating what we have in common</li><li>• Increase the number of social action projects available, across the provision, that learners can become involved with</li><li>• Develop opportunities that will help to broaden learner's awareness of local and national issues</li></ul>



### *Increase learner's awareness, across the provision, of the value of diversity, celebrating what we have in common*

- Appropriate promotion during lessons of differences, raising awareness and understanding
- Short online resources to be available to increase their awareness of what diversity is and how it can be valued in society

### *Increase the number of social action projects available across the provision that learners can become involved with*

- Work with providers across the provision to design and implement a variety of programmes that learners can undertake to become involved in the community
- "Suggestion Corner" to be part of learner newsletter to showcase different projects running in the borough and raise awareness of how learners can get involved



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*Develop opportunities that will help to broaden learners' awareness of local and national issues*

- Learner newsletter to include updates of local issues and actions being undertaken
- Increase appropriate embedding and promotion of issues during teaching sessions to prompt discussion and debate on issues

### Behaviours and Attitudes

#### Strengths

- Good attendance at 91%
- Range of different environments utilised that are safe welcoming and meet learner needs
- Clear code of conduct in place
- Good retention as learners are motivated and want to achieve

#### *Good attendance at 91%*

- Attendance remains good across all programmes
- Clear policy in place for RAG rating attendance and actions that will be taken to address issues

#### *Range of different environments utilised that are safe welcoming and meet learner needs*

- Increased number of community venues used during 18/19 across the borough
- Commissioning process includes specific targets for geographical areas where participation is low and is a disadvantaged area

#### *Clear code of conduct in place*

- All learners provided with learner handbook and there is an induction session focus on agreeing the code of conduct, behaviours and expectations from all parties which has resulted in all members behaving in a professional manner

#### *Good retention as learners are motivated and want to achieve*

- 96% retention rate for community learning and 92% for classroom (accredited) learning
- Learner survey results record that 97% of learners rated the information and advice and guidance they received prior to enrolling on the course as either good or excellent

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### Areas for Improvement

- Online register system to be rolled out across all courses to enable closer monitoring of attendance and punctuality
- Standardise process across the provision for evidencing support and guidance provided to learners to maximise learner progress

#### *Online register system to be rolled out across all courses*

- Online system will support quicker identification of specific courses/learners where attendance is an issue and early actions can be agreed to aid improvement

#### *Standardise process across the provision for evidencing support and guidance provided to learners*

- Standardisation to ensure that all support being provided is clearly recorded and funded

## Adult Learning

### Community Learning

A total of 2,703 adult learners participated in Community Learning across 12 subject areas. Achievement rates in Community Learning range from 90% to 100%. In the three largest subject areas, achievement rates were as follows:

- Arts, Media and Publishing 100%
- Languages, Literature and Culture 100%
- Preparation for Life and Work 100%
- The overall achievement rate has increased from 92.3% to 95% (+2.7%)

The number of unique learner numbers (i.e. separately registered learners) has decreased by 16.3% from 3,229 in 2017/18 to 2,703 in 2018/19. This represents a total of 4,942 individual enrolments, meaning that many adults registered for more than one course. The duration of ESOL non-accredited courses was also increased during 18/19 to further develop skills and encourage progression onto accredited courses and, subsequently, over 90% of learners did. To put this in context, nationally there has been a 24% decrease in the number of adult learners since 2013/14 (*Source - Further education and skills: March 2019 tables*).

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The Lifelong Learning service has continued to re-align the curriculum with the Government's priorities for Community Learning, with a focus on courses that develop skills and attributes for work and promote health and well-being for learners of all ages.

In 2018/19 the following strengths were identified within the Community Learning provision:

- Range of curriculum targeted and delivered in deprived areas
- Good achievement, retention and pass rates
- Diverse range of provision available to support individual needs – including LDD learners, ESOL
- Effective partnership working to develop programmes that meet local community needs

The service continues to implement changes to procurement and commissioning processes to ensure that learning provision is more targeted. Priorities are as follows:

- improving the engagement of hard-to-reach learners through community-based venues and groups;
- ensuring that funding is maximised to reach the most disadvantaged and vulnerable learners. This includes adult learners without their first level 2 qualification, the unemployed, low waged, learners aged 60 or above and those with learning difficulties and disabilities;
- ensuring that provision is planned within a wider policy context, with consideration given to Early Years, Mental Health, loneliness and social integration strategies

### Apprenticeships

In 2018/19 there were a total of exactly 100 starts with an average monthly in-learning number of 140 apprentices. There was an achievement rate of 73% which will remain above the average overall national achievement rate.

The decrease in achievement rates is attributable to one subcontractor, Let Me Play, whose overall achievement rate was 28%. When the data for this provider is removed the achievement rate increases to 85%, which is line with the previous academic year.

In 2018/19 the following strengths were identified within the Apprenticeship provision:

- Good range of additional support functions in place to support achievement and progress which includes impartial IAG/careers advisor, specialist Functional Skills tutor
- Assessors have relevant, up to date sector experience and knowledge
- Good pastoral care provided to support development of skills and behaviours

In 2019/20 the service will focus on the following priorities for apprenticeships:

- improving achievement and timely completion

## Wandsworth Lifelong Learning Self- Assessment Report - 2018/19

- Increase the number of social action projects available across the provision that apprentices can become involved with
- Increase apprentices' knowledge of local and national risks

### Data Report

#### Headline Data – Apprenticeships

Appendix A contains a detailed data report.

	Overall Achievement			Timely Achievement		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Cohort	43	70	100	37	65	104
Achieved	31	59	73	8	49	65
Achievement Rate	72.09%	84.29%	73.00%	21.62%	75.38%	62.50%

#### Apprenticeships – Achievement Rates by Provider

		Overall Achievement			Timely Achievement		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
<b>Collage Arts</b>	Cohort	5	2	4	6	1	4
	Achieved	4	2	3	3	1	3
	Achievement Rate	80.00%	100.00%	75.00%	50.00%	100.00%	75.00%
<b>Let Me Play Ltd</b>	Cohort		18	18		18	18
	Achieved		17	5		17	5
	Achievement Rate		94.44%	27.78%		94.44%	27.78%
<b>Wandsworth Borough Council</b>	Cohort	28	33	78	30	29	82
	Achieved	21	28	65	5	19	57
	Achievement Rate	75.00%	84.85%	83.33%	16.67%	65.52%	69.51%

#### Apprenticeships – Destinations

Destination	2016/17	2017/18	2018/19
Employment	46%	48%	67%
Education	18%	10%	6%
Unemployed	21%	9%	2%
Other/Unknown	15%	33%	25%

## Wandsworth Lifelong Learning Self- Assessment Report - 2018/19

### Key Findings

There was a 12% increase for timely achievement for learners with a disability in 2018/19. This was due to having a larger number of learners on programme, also more LDD learners in 2018/19 were undertaking L3 qualifications and required additional support with Functional Skills.

There was a significant difference between timely achievement for those learners aged 16-18 and 19-23 compared to those 24+. This is due to the cohort size for 24+ being nearly 3 times larger and a great number of these learners had not undertaken learning for some time and required additional support and guidance.

There was a difference between timely achievement for learners on Education and Training Apprenticeships in 2017/18 compared to 2018/19. This was due to having a larger number of learners on programme.

As previously mentioned, achievement rates have dropped in 2018/19 due to performance of the subcontractor Let Me Play.

### Headline Data – Classroom

#### *Classroom Learning Rates – Overall*

	2017-18	2018-19
<b>Cohort</b>	396	455
<b>Completed</b>	343	418
<b>Retention rate</b>	87%	92%
<b>Achieved</b>	323	402
<b>Achievement rate</b>	82%	88%
<b>Pass rate</b>	94%	96%

### Key Findings

Male participation remains significantly lower than female in 2018/19 however there has been a slight increase in number of males in comparison to 2017/18.

41% of classroom learners progressed into either employment or further learner in 2018/19 however a high proportion are showing as destination other/unknown which is an area of improvement required for 2019/20.

**Wandsworth Lifelong Learning Self- Assessment Report - 2018/19****Headline Data – Community Learning*****Community Learning – Overall Rates***

	2016-17	2017-18	2018-19
<b>Cohort</b>	5728	5679	4852
<b>Completed</b>	5454	5349	4654
<b>Retention rate</b>	95%	94%	96%
<b>Achieved</b>	5255	5242	4597
<b>Achievement rate</b>	92%	92%	95%
<b>Pass rate</b>	96%	98%	99%

**Key findings**

- Increased achievement, retention and pass rates.
- Male participation remains lower than female in 2018/19 however there was no significant differences with retention, achievement or pass rates.

Reduced participation in comparison to 2018/19 which is in line with national statistics which have seen a reduction in number of Adult learners enrolling.



**Wandsworth Lifelong Learning Self- Assessment Report - 2018/19**

## Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2017/18

2018-19 SAR - COMMUNITY LEARNING PROVIDER RATES						
Provider	Enrolments	Completed	Retention rate	Achieved	Achievement Rate	Pass Rate
Aspire	17	13	76%	13	76%	100%
Baked Beans	71	71	100%	71	100%	100%
Deaf First	41	37	90%	34	83%	92%
English for Action	90	89	99%	89	99%	100%
Greenwich Libraries	113	111	98%	109	96%	98%
Hestia	78	75	96%	75	96%	100%
Katherine Low Settlement	58	57	98%	57	98%	100%
Share Community	6	6	100%	6	100%	100%
South Thames College	3781	3604	95%	3553	94%	99%
Wandsworth Council	597	587	98%	587	98%	100%
<b>Totals</b>	<b>4852</b>	<b>4650</b>	<b>96%</b>	<b>4594</b>	<b>95%</b>	<b>99%</b>

South Thames College (STC) remain the largest Community learning provider.

## Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2017/18

**Learner Survey Results**

<b>Question</b>	<b>Excellent</b>	<b>Good</b>	<b>Requires Improvement</b>	<b>Inadequate</b>	<b>No response</b>
The information I received about the course/workshop	68%	29%	1%		2%
Our ability to deliver the session in an interesting and enjoyable way	70%	28%	1%		1%
Our ability to treat you fairly and with respect	36%	57%	1%		6%
The information, advice and guidance you received about the opportunities for progression in to further learning	65%	32%	1%		2%
Our ability to provide you with information regarding what to do if you have any concerns regarding your safety and the safety of others including the use of the internet and e-safety	58%	26%	3%	1%	13%
How would you rate your overall experience	67%	23%	1%		9%

## Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2017/18

### **How this self-assessment report has been produced**

The preparation of this self-assessment report was co-ordinated by the senior managers responsible for the Adult and Community provision and Apprenticeships.

Information was drawn from:

- Performance data
- Feedback from termly and monitoring meetings with subcontractors
- Lifelong Learning Development Group
- Observation of lessons and workplace reviews and assessment
- Course feedback from learners and tutors
- Learner surveys
- Feedback from WCLL team
- Three Year Development Plan
- Previous year's Quality Improvement Plan
- Subcontractors Self-Assessment Reports
- Feedback from stakeholder meetings

### **Moderation**

The initial draft of the report is moderated by the Head of Service and Assistant Director. The report is then sent to members of the MAG for approval.

### **Validation**

Once the internal moderation meetings were completed, a draft of the Wandsworth Lifelong Learning Self-Assessment Report was sent to an external consultant. The outcome of this meeting was a set of recommended grades for the Service as a whole. The final ratification of the Self-Assessment Report is undertaken by the Lifelong Learning Development Group. The finished report is uploaded to the Gateway and the Lifelong Learning website.