



Wandsworth Council Lifelong Learning Three Year Development Plan 2017-2020

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

Updated August 2017

Wandsworth Council Lifelong Learning Three Year Development Plan: 2017-2020

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Wandsworth Council Lifelong Learning Three Year Development Plan: 2017-2020

This Lifelong Learning Development Plan reflects the work of Wandsworth Council's Lifelong Learning service. It describes its strategy for the future, sets out measurable goals and shows how it will target funding to maximise economic and social inclusion. The Plan encompasses local and national priorities and is directly linked to Wandsworth Council's corporate objectives.

Introduction and context

Wandsworth Council's Lifelong Learning service (WCLL) 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.

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 fundraising strategy which maximises income** for young people and adults learning in Wandsworth

There is a good level of participation in all programmes from learners of all ages, backgrounds and experiences. WCLL is continuing to increase its focus on those who are most disadvantaged to improve their access to learning and employment.

The Purpose of Government Supported Community Learning

The following text has been extracted from '**New Chances, New Challenges**' a document published by the former Department for Business, Innovation and Skills in 2011.

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

See also: <https://www.gov.uk/government/collections/future-of-skills-and-lifelong-learning>, August 2017.

Wandsworth Council's Corporate Objectives

The Council has identified five broad medium to long-term objectives to guide its work and service planning. They reflect residents' 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 (cross-cutting objective).
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, independence and wellbeing for all adults with personalised and preventative care and support for adults in need – including carers and those in housing need.
5. Build a prosperous, vibrant and cohesive community.

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.

Key statistics

- 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.”

Section one: priorities, aims and objectives

Lifelong Learning Priorities and Objectives

Priorities	Objectives
1. To lead and manage high quality learning	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.

Section Two: summary of recent performance and impact

Just under 7,000 children, young people and adults of all ages took part in Lifelong Learning programmes in Wandsworth in 2016/17. They included:

- Community informal learning (short courses which do not lead to qualifications) for just under 4,000 participants
- Community learning leading to qualifications for 196 participants
- 179 Apprenticeships across 8 sector areas
- 30 Traineeships for young people aged 16-23
- Skills (courses leading to qualifications and effective preparation for employment)
- Functional Skills (English, Maths, ICT)
- English for Speakers of other Languages (ESOL)
- Widening participation to encourage people who do not normally take part in learning
- Programmes for young people who are NEET
- Work experience and internships for young people
- Programmes for people with learning disabilities and difficulties
- Courses that promote active ageing and well-being
- Family Learning for all family members
- European Projects which target specific groups in the community and encourage sharing of best practice

Widening Participation

WCLL worked with an extensive range of providers and partners to increase participation, particularly from 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 qualifications;
- 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 under-achieving 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.

Funding opportunities

WCLL has a demonstrable track record of attracting a range of funding from diverse sources. In addition to the Education and Skills Funding Agency's (ESFA) annual main grant, it succeeded in securing European funding and direct revenue from clients. It will continue to develop its fundraising strategy and partnerships to maximise income for Wandsworth residents.

Apprenticeships

WCLL has re-structured in line with Apprenticeship reforms and provides a direct offer of accredited qualifications and Apprenticeships, supplemented by contracted partners. One of the team's key priorities has been to improve the number, quality and access to Apprenticeships for local people and employers. This is being achieved through increasing direct delivery and optimising the role of the Council in helping to stimulate and support engagement with apprenticeships. All sub-contracting arrangements must demonstrate clear and tangible benefits for Wandsworth learners.

The service has been maximising Apprenticeship funds for those already in employment as well as for those who are new to the labour market and continues to develop its partnerships with public and private sector employers and schools to increase awareness of, and participation in, the local programme.

Work Experience

WCLL delivers the Education Business Partnership - known as BEST (Business and Education Succeeding Together) for most of the borough's schools' work experience placements. In the past 12 months, it worked with approximately 700 employers to create in the region of 1,200 placements. This also enabled the service to generate Apprenticeship starts both locally and in the travel-to-work area. BEST worked closely with the Council's Economic Development Office to forge strong links with new businesses and regeneration developments moving into the area, including major regeneration sites such as Nine Elms, Wandsworth Town Centre and Clapham Junction.

Partnerships

Cross-sectoral partnerships both in and out-of-borough enable WCLL to work effectively at local sub-regional, pan-London, national and European level, expanding the breadth and depth of the service's provision and response to very specific individual, community and labour market needs. The Wandsworth Lifelong Learning Development Group (LLDG) provides a strategic forum for partners and other stakeholders to meet to discuss, agree and monitor performance across the service as a whole.

WCLL's main Community Learning partners in 2015-16:

- South Thames College
- Aspire Centre
- Libraries Service
- Specialist community and third sector agencies also provide a significant proportion of learning.

Other partnerships included:

- Local authorities - large-scale ESF projects targeting young people who are NEET and the delivery of Apprenticeships.
- Employers - the development and expansion of partnerships with employers has been central to the success of the ESF projects.
- 'Work Match' team - located in the Wandsworth Economic Development Office. 'Work Match' aims to increase local employment opportunities, with particular emphasis on those created through the regeneration of Nine Elms.
- European Union projects - partnerships with a wide variety of professionals across Europe provide an additional and rich source of alternative educational practice.

Area Review

Wandsworth Lifelong Learning participated in all aspects of the London Area Review, contributing to strategic meetings and focused local work with specific groups in London Central and London South. The Head of Lifelong Learning has worked closely with Holes (Association of Adult Education and Training Organisations) and LEAFA (Local Education Authorities Forum for the Education of Adults) and this work will continue as the skills budget is devolved to London in 2019.

Section Three: how Lifelong Learning is planned and managed

WCLL's team consists of 25 staff led by the Head of Lifelong Learning who reports to the Assistant Director of Education, Planning and Performance (Department of Children's Services). The Head of Lifelong Learning is responsible for ensuring the curriculum is developed in response to central and local government priorities for example:

- improving and expanding functional skills provision
- analysing and assessing the needs of employers and the local labour market to build a relevant Apprenticeship programme
- ensuring the curriculum offer is as responsive as possible to the needs and demands of local learners.

Curriculum planning

Wandsworth's Lifelong Learning Development Group (LLDG), chaired by the Assistant Director (Education, Planning and Performance of Children's Services) takes a strategic overview of curriculum development. The LLDG consists of representatives from the Lifelong Learning team, elected members, partner providers, employers, other interested groups and stakeholders. It meets termly to discuss strategy, monitor current provision and plan how best to address gaps and meet the wide range of needs in the borough.

All main curriculum areas are led by a senior manager and each subject sector's professional standards and development are supported by a specialist manager. The curriculum is also shaped by developments within Wandsworth Council and there are particular links with Children's Services, Adult Social Services, the Economic Development Office and Culture and Libraries. This strengthens targeted work for priority groups such as:

- Young people and adults who are NEET
- Young people in care and care leavers
- Adults with learning difficulties and disabilities
- Families in need of additional support
- Regeneration areas

Equality, diversity and widening participation

Equality, diversity and safeguarding underpin all WCLL's programmes and activities. Staff promote the fundamental values of democracy, the rule of law, individual liberty and mutual respect and tolerance between those with different backgrounds, faiths and beliefs.

WCLL's Widening Participation programme is very successful and is now an established route to attracting under-represented groups into learning and developing new courses

to engage them. A ring-fenced sum is allocated each year to WCLL's dedicated 'Widening Participation Fund' and the team includes outreach workers who collaborate with community partners to develop learning aimed at hard-to-reach and priority groups that experience diverse barriers to learning, for example:

- People with disabilities and learning difficulties
- Adults suffering from mental health issues
- Adults requiring employability skills
- BAME groups
- Lone parents
- Older learners

Typically, the Widening Participation Fund supports 15-20 community based projects each year. Over the next three years, WCLL and the Lifelong Learning Development Group will continue to work with partners to identify additional funding and opportunities to extend this programme. The impact of the Fund is measured through WCLL's robust management information systems which enables the service to monitor learners' achievements and progression across all areas of provision.

Quality, self-assessment and inspection

WCLL's priority is to provide a high quality service to promote maximum participation in learning, achievement and progression. To support this, the service has developed a comprehensive quality assurance framework which covers all provision, i.e. both direct and sub-contracted. Sub-contracted learning providers are required to meet WCLL's rigorous standards and targets which are agreed and specified in their service level agreements and contracts.

WCLL promotes quality and sharing good practice through several mechanisms including the Lifelong Learning Development Group, curriculum leadership and quality groups. It also runs shared training events for new and existing providers supported by regular training in self-assessment and quality assurance.

The Quality Assurance Manager is responsible for leading quality assurance and the annual self-assessment process against Ofsted's Common Inspection Framework.

Self-assessment involves all staff and subcontracted providers and includes comprehensive feedback from learners and employers. The results of the process are set out in WCLL's Self-Assessment Report (SAR) and Quality Improvement Plan (QIP) which lists the actions needed to improve and develop the service over the 12 months following the report.

The service was last inspected by Ofsted in March 2016 when the provision achieved overall grade 2 (Good).

Governance

The Lifelong Learning Development Group (LLDG) is the principal group responsible for monitoring the implementation of the Lifelong Learning Three Year Plan. The Group has been re-configured to include two elected members (including the Cabinet Member for Employment, Skills and Business Development) and is chaired by the Assistant Director of Education, Performance and Planning. Other members include South Thames College, Roehampton University, the Council's Economic Development Office, Libraries and representatives of other training providers from both private and voluntary sectors.

The two elected members meet bi-monthly with the Assistant Director for Education, Performance and Planning, the Head of Lifelong Learning and the Deputy Head to discuss evaluation, strategy and implementation.

WCLL reports to the Education Standards Group (ESG) which reports in to the Education and Children's Overview and Scrutiny Committee. The service has agreed targets for both Adult Community Learning and Apprenticeships, with an expectation that the service will work towards achieving an overall Grade 1 (Outstanding) by August 2018.

Learner Involvement

Learners are consulted and involved in a range of ways:

- FE Choices Annual Learner Satisfaction Survey
- through annual celebration of achievements and awards
- the annual learner survey at induction, during programme and completion
- providing structured feedback throughout their learning
- online in the Learner Evaluation page on the Lifelong Learning website
- informal feedback to tutors and via the Lifelong Learning website
- learner representatives at South Thames College and community based agencies
- through work-based learning providers and employers
- bespoke learner consultations to inform new provision

The 2017 FE Choices survey indicated that Lifelong Learning is within the top 10% of those providers that returned a score, for positive learner feedback and response rate.

Information, Advice and Guidance (IAG)

Impartial, accessible IAG is essential for learners to help navigate the very wide range of education, training and employment options available in the borough and beyond. While WCLL has a dedicated lead IAG Adviser, the job role of most members of the team includes supporting young people and adults with their learning choices.

The service holds the **matrix** quality standard for information, advice and guidance.

Tracking Learner Destinations

WCLL has comprehensive systems for collecting progression data on all learners. This essential information is used to inform planning and performance and ensure that the service is meeting the needs of learners.

Fees and remission

Funding rules are subject to change. In response to the latest changes, a new fees policy has been developed. Mainstream Community Learning courses are free to vulnerable and hard-to-reach learners and charged at up to 80% of their total costs for all other learners. Some other free non-mainstream courses are available, particularly in Family Learning and for those wanting to improve functional skills up to Level 2.

Health and Safety

All learners should feel respected, comfortable and safe while they are learning. WCLL complies with the Council's Health and Safety policy and requires provider partners to have equally robust health and safety measures in place. It routinely monitors these arrangements through quality visits and service level agreements.

Safeguarding

Safeguarding principles are embedded throughout Lifelong Learning and our partner providers are required to have up-to-date policies and procedures. The Lifelong Learning safeguarding strategy has been developed and aligned with the Council's overarching Safeguarding Policy. Safeguarding records are held centrally and this ensures that there is good oversight of safeguarding matters across the provision.

Commitment to learners

WCLL is committed to providing the community with the best possible learning. All providers commissioned by Lifelong Learning must adhere to the following standards, which underpin all monitoring and review processes. Performance indicators for each standard are set out in the Quality Contract Compliance framework and Provider Guidance document.

It is an expectation that learners and apprentices:

1. Are recruited with integrity thereby ensuring that the large majority complete their programme successfully.
2. Receive detailed, comprehensive information, advice and guidance at entry so that they understand the demands and implications of their choice including opportunities for progression.

3. Undertake initial assessment/diagnostic testing (appropriate to their programme) that is used to inform the allocation of support, target setting, teaching strategies and progress tracking. This will be recorded in an Individual Learning Plan.
4. Will be provided with a safe and secure learning environment and receive training to understand their responsibilities and that of others.
5. Receive as a minimum, a consistently good learning experience based on well-planned teaching and assessment, delivered by qualified, enthusiastic teachers and assessors.
6. Improve their skills through the embedding and promotion of English and maths, with the large majority passing relevant national qualifications, including community learning, as appropriate.
7. Will regularly have their work accurately assessed and appropriately annotated with comments, their progress checked and explained to them, and be routinely set and achieve meaningful targets for success.
8. (Apprentices) will meet with their assessor and employer at a minimum of every 6 weeks to review and record progress, set meaningful targets and review/develop apprentices' understanding and application of wider learning, for example: equal opportunities, diversity, life skills and health and safety.
9. Routinely receive high quality advice and guidance and towards the end of their programme be guided towards appropriate lateral progression or towards relevant further/higher education, training or meaningful employment.
10. Will benefit from continuous programme improvements, driven by robust self-assessment that embraces the 'learner voice', lesson monitoring designed to improve their learning experience, comprehensive destination monitoring, detailed quality improvement planning and ongoing, customised professional development for all staff.
11. Will routinely celebrate, explore and develop their understanding of equality of opportunity and diversity issues, throughout learning programmes.

Section Four: moving forward – performance targets and action plan

Summary of key targets

	2016/17 Target	2016/17 Actual	2017/18 Target	2018/19 Target	2019/20 Target
Community Learning Targets					
Number of Enrolments	8,000	7,643	7,500	7,750	8,000
• Main Providers	5,500	4,763	5,000	5,100	5,200
• Community Development	1,500	991	1,500	1,600	1,700
• Family Learning	1,000	597	1,000	1,050	1,100
Number of Participants	4,000	3,529	4,100	4,300	4,500
Retention and Success Rates					
• Overall Retention	96%	96%	96%	96%	96%
• Overall Success	94%	91%	94%	94%	94%
• Overall Attendance	90%	87%	90%	90%	90%
ESOL Numbers					
• Non Accredited Learners	600	397	600	600	600
• Progressing to accredited	100	78	100	100	100
Learner Profile					
• Wandsworth residents	70%	83%	70%	70%	70%
• Declared disabilities / learning difficulties	5%	3%	5%	5%	5%
• Male	22%	20%	22%	22%	22%
• Ethnic minorities	56%	57%	56%	56%	56%
• 60+	22%	34%	22%	22%	22%
• Aspirations areas*	25%	31%	25%	25%	25%

*Learner's postcode is within the lowest scoring 20% of IMD scoring within Wandsworth.

The Index of Multiple Deprivation (IMD) is an overall relative measure of deprivation constructed by combining seven domains of deprivation. The Indices of Deprivation 2015 provide a set of relative measures of deprivation for small areas (Lower-layer Super Output Areas) across England, based on seven domains of deprivation:

- Income Deprivation (22.5%)
- Employment Deprivation (22.5%)
- Education, Skills and Training Deprivation (13.5%)
- Health Deprivation and Disability (13.5%)
- Crime (9.3%)
- Barriers to Housing and Services (9.3%)
- Living Environment Deprivation (9.3%)

	2016/17 Target	2016/17 Actual	2017/18 Target	2018/19 Target	2019/20 Target
Adult Skills Targets					
Apprenticeships					
• Starts (Levy)	n/a	23	100	120	140
• Starts (Non-Levy)	120	104	100	100	100
Apprentice Participation Profile					
• Placed in Wandsworth	40%	53%	30%	32%	34%
Retention and Success					
• Success Rate	75%	75.6%	75%	78%	78%
• Timely Success Rate	55%	21.6%	55%	58%	61%
Progression Data					
• In work/education at 6 months	45%	78%	59%	65%	70%
Traineeships					
Traineeship Starts	50	30	30	40	50
• 16-18	45	14	20	30	35
• 19-24	5	16	10	10	15
Progression Data					
• In work/education at 6 months	45%	36%	50%	55%	60%
Classroom based learning					
• Number on CBL	100	125	130	140	150
Retention and Success					
• Success Rate	84%	88%	84%	84%	84%
• Timely Success Rate	85%	87%	85%	85%	85%
Impact Targets <i>Note 1</i>					
• Gained employment	28%	30%	30%	32%	34%
Observation of Teaching Learning and Assessment – Good or Better					
• Community Learning	80%	96.4%	90%	90%	90%
• Apprenticeships	80%	92%	75%	90%	90%
• Classroom	80%	92%	75%	90%	90%

WANDSWORTH LIFELONG LEARNING THREE YEAR ACTION PLAN 2017-2020

AIMS	ACTIONS	PROGRESS 2017-18	PROGRESS 2018-19	PROGRESS 2018-20
<p>To increase numbers on Community Learning and develop provision in line with Government strategy. (Links to WBC corporate objectives 1-5)</p>	<p>1. Work creatively with main providers to develop provision in line with ESFA guidance.</p> <p>2. Conduct market research to ensure that the offer matches community needs & aspirations.</p>			
<p>To continue to develop strategies to engage hard-to-reach learners and increase their participation in learning, particularly in community settings. (Links to WBC corporate objectives 4 and 5)</p>	<p>Funding panels meet monthly to ensure the most relevant and coherent learning offer</p> <p>Work with potential partners and maximise links with community and economic regeneration.</p>			
<p>To improve and increase the capacity to deliver apprenticeships (Links to WBC corporate objective 5)</p>	<p>Improve significantly quality of apprenticeship provision, increasing success and timely completion rates above national rates.</p> <p>Increase level of direct apprenticeship delivery and numbers of apprentices from Wandsworth.</p> <p>Respond to opportunities from introduction of apprenticeship levy/digital</p>			

AIMS	ACTIONS	PROGRESS 2017-18	PROGRESS 2018-19	PROGRESS 2018-20
	accounts for employers			
<p>To maximise the number of learners on accredited programmes (Linked to Wandsworth Council corporate objective 5):</p> <p>5. Build a prosperous, vibrant and cohesive community</p>	<p>Review and develop Maths, English and ESOL provision.</p> <p>Deliver employability programmes</p>			
<p>To continue to access European funds to deliver additional provision & support the development of best practice (Linked to Wandsworth Council corporate objective 5):</p> <p>5. Build a prosperous, vibrant and cohesive community</p>	<p>1. Develop fund-raising strategy to maximise available funding opportunities.</p> <p>2. Attend updates & seminars to ensure that the service is fully appraised of new funding opportunities & how new themes might gel with & enhance current Lifelong learning work.</p>			
<p>To improve the quality and range of provision to maximise outcomes for learners (Linked to Wandsworth Council corporate objective 5):</p> <p>5. Build a prosperous, vibrant and cohesive community</p>	<p>All learning provision to be graded 2 (Good) or better.</p> <p>To track all learners to monitor progression and to inform future planning.</p>			
<p>To develop a range of employability programmes in community settings</p>	<p>Consult with other agencies/attend trainings on possible qualifications.</p>			

AIMS	ACTIONS	PROGRESS 2017-18	PROGRESS 2018-19	PROGRESS 2018-20
<p>(Linked to Wandsworth Council corporate objectives 2, 4 and 5).</p> <p>2. Improve opportunities for children and young people with an emphasis on early intervention and preventative work</p> <p>4. Promote health and wellbeing for all adults with personalised and preventative care and support for adults in need – including those in housing need</p> <p>5. Build a prosperous, vibrant and cohesive community</p>	<p>Deliver level 1 certificate in Health & social Care in Battersea & Roehampton.</p> <p>Set up level 1 certificate in retail/customer service in appropriate location.</p> <p>Deliver courses providing access to security and cleaning job opportunities.</p> <p>To ensure programmes are designed as viable 'feeders' into 9 Elms development employment opportunities</p>			
<p>To further develop & improve IAG within the Service (Linked to Wandsworth Council corporate objectives 1,2,4 and 5):</p> <p>1. Deliver high quality, value for money services (cross-cutting objective)</p> <p>2. Improve opportunities for children and young people with an emphasis on early intervention and preventative work</p> <p>4. Promote health, independence and wellbeing for all adults with</p>	<p>Ensure designated staff are upskilled (level 4 IAG diploma)</p> <p>Maintain a comprehensive progression map to use as a guidance tool.</p> <p>Ensure frontline staff are fully trained in giving progression advice and using progression map</p> <p>Continue with Matrix development plan to keep strong focus on driving up quality of IAG.</p>			

AIMS	ACTIONS	PROGRESS 2017-18	PROGRESS 2018-19	PROGRESS 2018-20
<p>personalised and preventative care and support for adults in need – including carers and those in housing need</p> <p>5. Build a prosperous, vibrant and cohesive community</p>				
<p>To maintain and develop provision for older learners (Linked to Wandsworth Council corporate objective 4):</p> <p>4. Promote health, independence and wellbeing for all adults with personalised and preventative care and support for adults in need – including carers and those in housing need</p>	<p>Commission health and wellbeing courses</p> <p>Actively seek out bidding opportunities that focus on older learners</p> <p>Develop accredited employability programmes for older learners to recognise growing number of 50+ unemployed in Wandsworth</p>			
<p>Wherever appropriate to compete for additional funding to meet the needs of Wandsworth learners. (Linked to Wandsworth Council corporate objectives 1-5):</p> <p>1. Deliver high quality, value for money services (cross-cutting objective)</p> <p>2. Improve opportunities for children</p>	<p>To partner and link with sub-regional funding opportunities.</p> <p>To identify and lead on appropriate bids on behalf of the Authority.</p>			

AIMS	ACTIONS	PROGRESS 2017-18	PROGRESS 2018-19	PROGRESS 2018-20
<p>and young people with an emphasis on early intervention and preventative work</p> <p>3.Making Wandsworth an attractive, safe, sustainable and healthy place</p> <p>4.Promote health, independence and wellbeing for all adults with personalised and preventative care and support for adults in need – including carers and those in housing need</p> <p>5.Build a prosperous, vibrant and coh cohesive community</p>				
<p>To develop and deliver a marketing strategy to recruit target groups of learners and meet contractual targets</p> <p>Links to Wandsworth Council corporate objectives 1-5:</p> <p>1.Deliver high quality, value for money services</p> <p>2.Improve opportunities for children and young people with an emphasis on early intervention and preventative</p>	<p>Ensure that there are appropriate electronic and hard copy methods of engagement.</p> <p>Use social media effectively to maximise publicity and recruitment</p> <p>Deliver a range of events (awards evenings, information days, fun days) to communicate the range of services available</p>			

AIMS	ACTIONS	PROGRESS 2017-18	PROGRESS 2018-19	PROGRESS 2018-20
<p>work</p> <p>3. Make Wandsworth an attractive, safe, sustainable and healthy place</p> <p>4. Promote health and wellbeing for all adults with personalised and preventative care and support for adults in need – including those in housing need</p> <p>5. Build a prosperous, vibrant and cohesive community</p>				
<p>Carry out a comprehensive survey in order to capture progression and destination data for learners in each academic year.</p> <p>Links to Wandsworth Council corporate objectives 1-5:</p> <p>1. Deliver high quality, value for money services</p> <p>2. Improve opportunities for children and young people with an emphasis on early intervention and preventative work</p> <p>3. Make Wandsworth an attractive,</p>	<p>Carry out a comprehensive survey of identified learners.</p> <p>Collate and share information with stakeholders and through formal reports to the Lifelong Learning Development Group, the Education and Standards Group and the Children’s Services Education Overview and Scrutiny Committee.</p>			

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<p>safe, sustainable and healthy place</p> <p>4.Promote health and wellbeing for all adults with personalised and preventative care and support for adults in need – including those in housing need</p> <p>5.Build a prosperous, vibrant and cohesive community</p>				

Wandsworth Lifelong Learning

Three Year Development Plan

Revision history

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