



Wandsworth Council Lifelong Learning Three Year Development Plan 2019 - 2022

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

Updated August 2019

Contents

Introduction and context	3
Section One: Lifelong Learning Priorities, aims and objectives	7
Section Two: Summary of recent performance and impact.....	8
Section Three: How Lifelong Learning is planned and managed	11
Section Four: Moving forward – performance targets and action plan.....	20
Section Five: Wandsworth Lifelong Learning Three Year Action Plan 2019-2022	22

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.

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.”

Wandsworth Council’s Corporate Objectives

The Council has six strategic objectives (and sub-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 amongst the lowest in the Country:

- **Providing the best start in life** - By investing in early years provision, family support, school improvements, mentoring, apprenticeships and skills training
- **Greener, safer, better neighbourhoods** - By working with our community to combat climate change and improve our environment and our neighbourhoods – keeping them green, clean and safe
- **More homes and greater housing choice** - By delivering a range of homes to suit different needs for people who live or work in the borough, particularly for those on lower incomes, while providing more help and support to people who rent either from the council or privately
- **Helping people get on in life** - By helping people secure new job opportunities and encouraging investment in the borough
- **Encouraging people to live healthy, fulfilled and independent lives** - By helping young and old stay safe, active and in control of their lives
- **Value for money** - By maintaining the lowest possible council tax, making every pound go further and ensuring that we live within our means

Introduction and context

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 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 and to improve their access to learning and employment.

GLOSSARY

ACL	Adult Community Learning
AEB	Adult Education Board
ESF	European Social Fund
ESFA	Education & Skills Funding Agency
HOLEX	Association of Adult Education and Training Organisations
IAG	Information, Advice and Guidance
LEAFA	Local Education Authorities Forum for the Education of Adults
LLDG	Lifelong Learning Development Group
LLLC	Lifelong Learning London Central
LLMAG	Lifelong Learning Monitoring and Advisory Group
SAR	Self-Assessment Report

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.

- *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 the pride that comes with achievement.*
- *Maximise the impact of community learning on the social and economic well-being of individuals, families and communities.*

Funding - ESFA Guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/733335/2018-19_AEB_funding_pm_rules_July.pdf

The purpose of Community Learning is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:

- Progress towards formal learning or employment and/or
- improve their health and well-being, including mental health and/or
- develop stronger communities and social integration

Influencing Strategies

Skills for Londoners Strategy 2018

“Skills for Londoners” is the first post-16 skills and adult education strategy produced by a London Mayor. The Mayor's vision is:

'A City for all Londoners - making sure Londoners, employers and businesses get the skills they need to succeed in a fair, inclusive society and a thriving economy.'

The three key priorities at the heart of the Strategy are:

1. Empower all Londoners to access the education and skills to participate in society and progress in education and work
2. Meet the needs of London's economy and employers now and in the future
3. Deliver a strategic city-wide technical skills and adult education offer

Other key strategies shape and influence the context scope of service delivery:

The Centenary Commission on Adult Education

The Commission sets out a very clear statement about the history and future of Adult Education:

‘Adult education must not be regarded as a luxury for a few exceptional persons here and there... it is a permanent national necessity, an inseparable aspect of citizenship, and therefore should be both universal and lifelong.’

Read the full report: <https://www.centenarycommission.org/>

Loneliness Strategy October 2018

<https://www.gov.uk/government/news/pm-launches-governments-first-loneliness-strategy>

Building Integrated Communities

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/696993/Integrated_Communities_Strategy.pdf

<https://www.gov.uk/government/news/james-brokenshire-unveils-next-steps-to-building-integrated-communities>

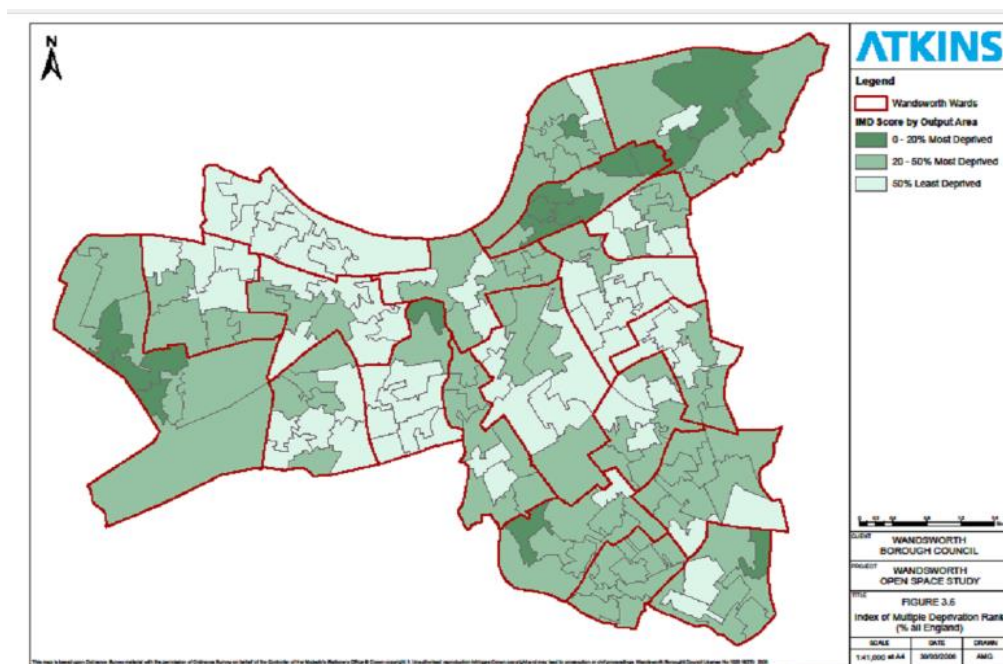
Demographic Context

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 LDD (Learners with Difficulties or Disabilities) need

Section One: Lifelong Learning Priorities, aims and objectives

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

Section Two: Summary of recent performance and impact

Just under 6,000 children, young people and adults of all ages took part in Lifelong Learning programmes in Wandsworth in 2018/19. They included:

- Community informal learning (non-regulated provision) for 2,703 adults (4,942 enrolments)
- Community learning leading to qualifications for 330 participants, up from 312 the previous year
- 140 Apprenticeships on a programme across 8 sector areas, 100 Starts in year.
- Employability 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 (Not in Education, Employment or Training)
- Work experience for 1500+ 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 best practice

Widening Participation

WCLL worked with an extensive range of providers and partners to increase participation, particularly with 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: 19+ Adult Education Budget (AEB); non-formula & formula funding; Greater London Authority (GLA) community and family learning; income from apprenticeships (levy and non-levy); income from the provision of work experience; European Social Fund and Erasmus. The service will continue to review and 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 for the programme. 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.

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 Business and Education Succeeding Together (BEST) for most of the borough's schools' work experience placements. In the past 12 months, the team worked with approximately 700 employers to create more than 1600 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-sector partnerships, both in and out-of-borough, enable WCLL to work effectively at local sub-regional, pan-London, national and European levels. This allows us to expand the breadth and depth of both our provision and response to very specific individual, community and labour market needs. The Wandsworth Lifelong Learning Monitoring and Advisory Group (LLMAG) and the Lifelong Learning Development Group (LLDG) provide a strategic forum for partners and other stakeholders to meet to discuss, agree and monitor performance across the service.

WCLL's main Community Learning partners in 2018-19:

- South Thames College
- GLL - Libraries Service

Specialist community and third sector agencies also provide a significant proportion of learning.

Other partnerships include:

- Public/private sector - large-scale European Social Fund (ESF) projects targeting young people and adults, improving careers guidance, career pathways and access to further learning and/or employment
- Employers - the development and expansion of partnerships with employers has been central to the success ESF projects, Apprenticeships and work experience
- 'Work Match' team - located in the Wandsworth Economic Development Office. 'Work Match' aims to increase local employment opportunities with 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
- Other local authorities and networks to share best practice, informing all aspects of strategy with a focus on curriculum, quality and IAG

Area Review and Devolution

Wandsworth Lifelong Learning participated in all aspects of the London Area Review, contributing to strategic meetings and focusing on local work with specific groups in London Central.

Working with other local authorities and networks such as HOLEX (Association of Adult Education and Training Organisations) and Local Education Authorities Forum for the Education of Adults (LEAFEA) has been key to transitioning the service into the next stage of development.

WCLL has also participated in a central London sub-regional partnership consisting of 17 Adult Community Learning (ACL) providers. Monies from the Department of Further Education (DFE) Transition Fund have provided the resources for collaborative working and generated a report setting out the key findings. The report identifies that there should be closer collaboration between providers of ACL in central London, across the following four themes: Positioning and Influencing; Quality and a self-improving system; an ACL curriculum for London and Funding and Planning.

As a result, 12 London local authority ACL providers (working group to be called Lifelong Learning London Central - LLLC) are co-operating closely on these priorities. This collaborative work will continue into the next academic year.

The key aims of Lifelong Learning London Central (LLLC) are:

- Promoting the value of the Adult Education Budget (AEB) funded learning in raising the aspirations of individuals and meeting the skills needs of the economy
- Increasing participation of central London residents in learning, especially among groups currently underrepresented in education such as those not in work or in low paid, insecure employment
- Supporting member services in the strategic development and delivery of AEB
- Working in collaboration and in partnership with other organisations to develop and deliver high quality, innovative approaches
- Sharing data and analysing activity on sub-regional level
- Sharing good practice to create a self-improving system to raise the already good quality of provision

Section Three: How Lifelong Learning is planned and managed

WCLL's team consists of 39 staff led by the Head of Lifelong Learning who reports to the Assistant Director of Education, Inclusion and Standards (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.

Curriculum planning

There are several inter-related processes that inform the curriculum process:

- National and regional strategies inform and influence the curriculum
- National and regional professional networks (e.g. HOLEX, LEAFA, London Central Skills Officer Group) help support policy into practice
- The Lifelong Learning Monitoring and Advisory Group has a strategic overview of curriculum needs and development and the Lifelong Learning Development Group (LLDG) is more operational, feeding into the strategic planning
- Pro-active use of local labour market and demographic information, working closely with the council's Economic Development and Community Partnerships services
- Close working with other council services and community groups to address priorities
- Review and development meetings with sub-contracted learning providers
- Learner engagement – surveys, forums and other feedback mechanisms

Wandsworth's Lifelong Learning Monitoring and Advisory Group (LLMAG) is chaired by the council's Deputy Leader and takes a strategic overview of curriculum development, on a termly basis. The Lifelong Learning Development Group (LLDG) consists of representatives from the Lifelong Learning team, partner providers, employers and other interested stakeholders. It also meets termly to discuss strategy, monitor current provision and plan how best to address gaps and meet the diverse needs of 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 close 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 not in Employment, Education or Training (NEET)
- Adults with low skills
- Young people in care and care leavers
- Adults with learning difficulties and disabilities
- Families in need of additional support
- Young people and adults in deprived parts of the borough

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 Lifelong Learning team includes outreach workers who collaborate with community partners to develop learning aimed at hard-to-reach and other priority groups who 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 10-15 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.

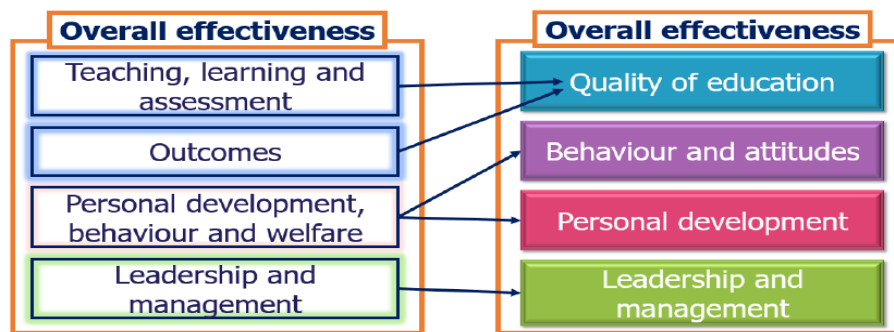
Quality, self-assessment and inspection

From 1st September 2019 Ofsted have used the Education Inspection Framework (EIF) to carry out inspections. While there are differences between the old framework and the new one Ofsted says it is an evolution rather than revolution. Adult Learning providers need to prepare for the impact of these changes in the planning, delivery and impact of their curriculum for 2019/20.

The new EIF Framework



The relationship between the old and new Ofsted judgements:



What does the Quality of Education (Q of E) judgement cover?

Inspectors will take a rounded view of the quality of education that a provider delivers to its learners.

The Q of E judgement concentrates on three distinct aspects:

- Inspectors will consider the provider's curriculum, which embodies the decisions the provider has made about the knowledge, skills and behaviours its learners need to fulfil their aspirations for learning, employment and independence
- They will also consider the way teachers teach and assess learners to build their knowledge and apply that knowledge as skills
- Finally, inspectors will consider the outcomes that learners achieve as a result of the education they have received

Intent

In evaluating the provider's educational intent, inspectors will primarily consider the curriculum leadership provided by senior and subject leaders. Inspectors will draw evidence for the curriculum intent principally from discussion with senior and subject leaders. The curriculum intent takes into account the needs of learners, employers, and the local, regional and national economy, as necessary.

Implementation

In evaluating the implementation of the curriculum, inspectors will focus on how the curriculum is taught at subject, classroom or workshop level. How well teachers use assessment to check learners' understanding and use the outcomes to plan further teaching.

Impact

When inspectors evaluate the impact of the education provided by the provider, they will focus on what learners have learned and the skills they have gained and can apply.

Inspectors will focus on the following factors:

“A well-constructed, well-taught curriculum will lead to good results because those results will reflect what learners have learned. There need be no conflict between teaching a broad, rich curriculum and achieving success in examinations and tests.”

Inspectors will not grade intent, implementation and impact separately. They will reach a single graded judgement (1-4) for the quality of education, drawing on all the evidence they have gathered and using their professional judgement.

WCLL’s priority is to provide a high-quality service to maximise 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 of 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 Education 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).

The current self-assessment report (SAR) and quality improvement plan (QIP) can be found at the following link: <https://www.wandsworthlifelonglearning.org.uk/wp-content/uploads/2019/01/201718-WCLL-SAR-Final-.pdf>

Governance

During the last year arrangements for governance have continued to develop.

Lifelong Learning Monitoring and Advisory Group (LLMAG)

This strategic group is chaired by the Council’s Deputy Leader and Cabinet Member for Employment, Skills and Business Development and other members of the group include the Assistant Director of Education (Early Help), the Head of Lifelong Learning, members of the business community and voluntary sector, a mental health specialist and an education and skills quality champion. Members of the Group are responsible for bringing support and challenge to the Lifelong Learning Management Team to ensure they deliver the highest standards and quality learner experience. The Lifelong Learning Management Team is present in an advisory capacity.

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

- Ensuring safeguarding is effective
- Monitoring of health and safety arrangements
- Adherence and compliance to General Data Protection Act
- Promotion of Equal Opportunities
- Ensuring government funding is spent with probity
- Overview of the strategic direction of the service

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

- All aspects of participation rates on all programmes
- Achievement rates on accredited and unaccredited programmes with a focus on the performance of English and mathematics
- Learner profile information
- 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
- How well the service meets the needs and priorities of Wandsworth and travel-to-work communities
- Learner satisfaction and feedback

Lifelong Learning Development Group (LLDG)

The work of the Lifelong Learning Development Group (LLDG) feeds into the LLMAG. The LLDG is chaired by the Head of Lifelong Learning. Consisting mainly of education and training providers the LLDG has an operational focus and has an essential role in influencing service plans, ensuring that local managers and practitioners have the opportunity to shape local provision.

Both groups are responsible for monitoring the implementation of the Lifelong Learning Three Year Plan. Please see progress against the 3 Year Plan (Appendix 9).

BEST Board (Business and Education Succeeding Together)

The BEST Board is a very well-established group and is chaired by the Executive Headteacher of Graveney Academy. The focus of the group is to ensure access to high quality work experience and maximising links between schools and employers. Other members include the Vice Principal of a secondary school, the Head of Lifelong Learning, local and regional employers and other key council officers, including a representative from the Economic Development Team.

Education and Standards Group (ESG)

The ESG is a sub-group of the Education and Children's Service Overview and Scrutiny Committee and has accountability for the delivery of adult learning in the borough rests with the London Borough of Wandsworth. This is governed via elected members in a Cabinet structure.

In addition, the service reports progress on key performance indicators on a quarterly basis. This includes achievement rates on apprenticeship programmes and up-dates on

performance/quality assurance arrangements to ensure that the service is meeting the requirements of the Education Inspection Framework.

The service has agreed targets for all aspects of service delivery with an expectation that the service will work towards achieving an overall Grade 1 (Outstanding) by the next inspection which is due in the Spring term of 2021.

WCLL reports to the Education Standards Group (ESG) which reports to the Education and Children's Overview and Scrutiny Committee.

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 2018 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)

Our aim is to provide excellent careers education, Information and Guidance, and related services which make a positive difference to people's lives.

Impartial, accessible IAG is essential for learners to help navigate the wide range of education, training and employment options available in the borough and beyond. This is critical for social mobility because it helps open learners' eyes to careers that they may not have considered. While WCLL has a dedicated lead IAG Adviser, the whole team work together to deliver results, through listening and understanding, to meet all of our customer needs.

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

As part of IAG delivery the following are important aspects of our approach:

- The Three-Year Plan and Annual Performance Report clearly articulate the vision, mission, objectives and expected outcomes for the service
- Regular team meetings, trainings and individual meetings provide an effective infrastructure for personal development and communication
- The service is part of Wandsworth Council's Children's Service Dept and processes are driven from corporate and departmental structures. As part of that process the service has interpreted those policies in order to achieve objectives and reach identified groups. This includes learners of all ages at different points in their learning and employment journeys. Some examples of this include: working with young people and adults with additional learning needs and

disabilities; working with families in appropriate settings; enabling some adult learners to participate in environments that are more easily accessible and fit for purpose

- The service uses quantitative and qualitative data to inform curriculum development, adjusting delivery responsively and developmentally. Learner feedback mechanisms, including surveys and forums are essential. Erasmus programmes such as BREW and TODAY have the learner voice at the centre of the programme, where there are opportunities for participants to shape the curriculum and toolkits for current and future learners. Parents on Family Learning Babies and Music courses are offered the opportunity to consider their future learning needs
- The service works closely with employers, where employees are on skills programmes to ensure that all the skills and training achieved are closely aligned to the employer's skills requirements
- Achieving effective communication and engagement with learners and potential learners continues to be a priority for the service. It is important to employ multiple strategies to reach priority learners. The service has a highly visual marketing strategy which clearly articulates that learning is "Worth It" and this message is articulated via the website and social media. Hard copy materials remain important for some learners who do not feel comfortable with social media. Libraries and other community venues are effective distribution points for marketing materials
- Partnerships are at the heart of service delivery. A Quick Reference Guide provides an overview of courses available through the service, as well as details of other relevant providers and services such as the Council's Work Match Team
- Recent work as part of 2 Careers Cluster projects have significantly improved the ability to meet the needs of service users. Work in hospitality has been strengthened through improved partnerships with delivery partners and employers such as Battersea Power Station Development Company, the Compass Group and a large number of high profile and niche SMEs. Although initially targeted at young people in schools, partnerships created are now being integrated into work with adults

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

Wandsworth Lifelong Learning's core curriculum is developed taking into consideration a number of elements including the [Skills for Londoners Strategy 2018](#), local needs and demographics relating to both participants and businesses.

Wandsworth Lifelong Learning delivers a range of courses using either council employed staff or sessional tutors. At present there are no charges for direct delivery as a high proportion of participants are unemployed or on a low income and attending courses in English, maths and ESOL.

Family Learning courses are also free.

Wandsworth Lifelong Learning has one main provider, South Thames College, and several smaller providers throughout the Borough that deliver a large range of courses.

The South Thames College Group is the only provider that currently charges fees. They set fees in the context of local needs and demands and generally, any fee increases are set and agreed on an annual basis. The college is encouraged to offer discounts to those who are on benefit (in particular those seeking employment) and people are over the age of retirement.

WCLL's Commissioning Process is outlined in a Policy available online:

(<https://www.wandsworthlifelonglearning.org.uk/community-learning-commissioning-2018-19/>).

All applications are approved by the Education and Children's Services Overview and Scrutiny Committee.

WCLL's Supply Chain Partners Management Fee Policy 2018/19 is updated annually and includes the latest on supply chain management methodology, learner fees, the Pound Plus Strategy and historic payments.

<https://www.wandsworthlifelonglearning.org.uk/wp-content/uploads/2019/01/1.-Wandsworth-Lifelong-Learning-Fees-Policy-2018-19-v1.pdf>

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.

In addition, we work with many employers. As part of this responsibility, our service:

- Works closely with the corporate health and safety team
- Ensures that all staff training is up-to date - there are a number of staff who hold IOSH accreditation
- Ensures that all workplace environments meet the requirements for apprenticeships and work experience placements

There is an appointed Health and Safety Champion in the Lifelong Learning Service.

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 oversight of safeguarding matters across the provision.

Accountability and Responsibility

WCLL has a Designated Safeguarding Lead (DL) Joss New, Deputy Head of Lifelong Learning, who takes lead responsibility for safeguarding. There are deputy safeguarding leads in Santino Fragola, Head of Service and Phil Michel Quality Manager.

Incidents of concern will be reported to the above safeguarding team as they are responsible for monitoring and managing incidents or concerns and working alongside other support agencies when needed.

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 expected that learners and apprentices:

- Are recruited with integrity thereby ensuring that the large majority complete their programme successfully
- Receive comprehensive information, advice and guidance at entry so that they understand the demands and implications of their choice including opportunities for progression
- Undertake programme specific assessment/diagnostic testing 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
- Will be provided with a safe and secure learning environment and receive training to understand their responsibilities and that of others
- Receive, as a minimum, a consistently good learning experience based on well-planned teaching and assessment, delivered by qualified, enthusiastic teachers and assessors
- 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
- 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
- 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
- Routinely receive high quality advice and guidance and, towards the end of their programme, be guided towards appropriate progression or towards relevant further/higher education, training or meaningful employment
- Will benefit from continuous programme improvements, driven by robust self-assessment, that embraces the 'learner voice', including: lesson monitoring designed to improve their learning experience; comprehensive destination monitoring; detailed quality improvement planning and ongoing, customised professional development for all staff
- Will routinely celebrate, explore and develop their understanding of equality of opportunity and diversity issues, throughout learning programme.

Section Four: Moving forward – performance targets and action plan

Community Learning Targets	2018/19	2018/19	2019/20	2020/21
	Actual	Target	Target	Target
Number of Enrolments	4,942	6,300	6,500	6,700
• South Thames College	3947	4,300	3,500	3,500
• Community Development (Small Providers)	517	1,000	1,100	1,200
• Direct Delivery	478	1,000	1,900	2,000
• Number of Participants (Unique Learners)	2703	3,400	3,500	3,600
Retention and Achievement Rates				
• Overall Retention	96%	95%	95%	95%
• Overall Achievement	95%	93%	94%	94%
• Overall Attendance	85%	88%	89%	90%
English, Maths & ESOL				
• Non-Accredited Learners	800	750	775	800
• Progressing to accredited	193	320	335	350
Learner Profile				
• Wandsworth residents	62%	70%	70%	70%
• Declared disabilities / learning difficulties	9%	8%	8%	8%
• Male	19%	22%	23%	24%
• Ethnic minorities	44%	56%	56%	56%
• 60+	26%	30%	27%	26%
• Aspiration areas*	25%	27%	30%	32%
Apprenticeship Targets	2018/19	2018/19	2019/20	2020/21
	Actual	Target	Target	Target
Apprenticeships - Performance				
• Apprenticeship Starts	100	150	160	180
• Achievement Rate	73%	85%	85%	85%
• Timely Success Rate	63%	75%	75%	75%
Apprenticeships - Progression Data				
• In work/education at 6 months	73%	75%	77%	78%
Apprenticeships - Learner Profile				
• Employed in Wandsworth	75%	65%	70%	70%
• LDD	10%	11%	11%	11%
• Male	23%	25%	25%	25%
• BME	38%	56%	56%	56%

Classroom (AEB) Targets	2018/19	2018/19	2019/20	2020/21
	Actual	Target	Target	Target
Classroom - Performance				
• Starts	452	420	440	460
• Achievement Rate	88%	85%	85%	85%
• Timely Success Rate	88%	85%	85%	85%
Classroom - Learner Profile				
• LDD	5%	11%	11%	11%
• Male	14%	25%	25%	25%
• BME	57%	56%	56%	56%
Quality Targets	2018/19	2018/19	2019/20	2020/21
	Actual	Target	Target	Target
Observation of Teaching Learning and Assessment – Good or Better				
• Community Learning	94%	90%	90%	90%
• Apprenticeships	86%	90%	90%	90%
• Classroom	62%	90%	90%	90%

Section Five: Wandsworth Lifelong Learning Three Year Action Plan 2019-2022

The work of Lifelong Learning links to the Council’s corporate objectives, with a particular emphasis on **Providing the best start in life, Helping people get on in life and Encouraging people to live healthy, fulfilled and independent lives:**

- **Providing the best start in life** - By investing in early years' provision, family support, school improvements, mentoring, apprenticeships and skills training
- **Greener, safer, better neighbourhoods** - By working with our community to combat climate change and improve our environment and our neighbourhoods – keeping them green, clean and safe
- **More homes and greater housing choice** - By delivering a range of homes to suit different needs for people who live or work in the borough, particularly for those on lower incomes, while providing more help and support to people who rent either from the council or privately
- **Helping people get on in life** - By helping people secure new job opportunities and encouraging investment in the borough
- **Encouraging people to live healthy, fulfilled and independent lives** - By helping young and old stay safe, active and in control of their lives
- **Value for money** - By maintaining the lowest possible council tax, making every pound go further and ensuring that we live within our means

AIMS	ACTIONS	Progress 2018/19
<p>1. To maintain numbers on Community Learning and develop provision in line with Government strategy.</p>	<p>i. Work with commissioned providers to develop provision in line with GLA guidance, incorporating regional and national strategies</p> <p>ii. To ensure that direct delivery is planned and delivered in accordance with the above, and wherever appropriate developmental/leading the way.</p> <p>iii. Consider and act on local labour market information and demographic data in order to respond to community needs & aspirations.</p>	<p>The service has continued to develop provision in line with local, regional and national priorities for adult learning. However, this restructuring of provision has resulted in a reduction in overall numbers in the academic year.</p> <p>In Community Learning the service has delivered learning to a total number of 2,703 adults. This represents a total of 4,942 individual enrolments, meaning that many adults registered for more than one course. The overall number of unique learner numbers has decreased by 16%. However, there are strategies in place to</p>

AIMS	ACTIONS	Progress 2018/19
	<p>iv. Consider and develop proposals for the introduction of fees for some LL direct delivery courses. Also, to mitigate low numbers on some courses that are free.</p>	<p>continue to restructure and increase learner numbers in the 2019/20 academic year and this drop is generally consistent with national performance.</p> <p>In 2018/19 there will continue to be a focus on re-shaping the curriculum and the service has set a target of 3,400 unique participants in 2018/19. This is a stretching target but takes into account additional funding streams that should enable the service to increase participation.</p>
<p>2. To continue to develop strategies to engage hard-to-reach learners and increase their participation in learning, particularly in community settings.</p>	<p>i. Funding panels meet monthly to ensure the most relevant and coherent learning offer</p> <p>ii. Review membership of panel to ensure coherence and effectiveness.</p> <p>iii. Work with potential partners and maximise links with community and economic regeneration.</p>	<p>Bi-monthly meetings take place with the Council's Economic Development Team and there is improved joint planning, particularly in relation to national activities focussing on Careers, Apprenticeships and Enterprise. There is a particularly strong link in ensuring e-communications</p> <p>There is a highly effective funding panel consisting of representatives from the Lifelong Learning Development Group which allocates from the Widening Participation Fund. In 2018/19 a total of 517 enrolments from 7 organisations were funded from this allocation.</p>
<p>3. To improve and increase the capacity to deliver apprenticeships.</p>	<p>i. Significantly improve the quality of apprenticeship provision, maintaining success and timely completion rates above national rates.</p>	<p>There was a total of exactly 100 starts with an average monthly in learning number of 140 apprentices. There was an achievement rate of 73% (-11%) which will</p>

AIMS	ACTIONS	Progress 2018/19
	<p>ii Continue to increase the level of direct apprenticeship delivery and numbers of apprentices from Wandsworth.</p> <p>iii. Respond to opportunities from introduction of apprenticeship levy/digital accounts for employers</p>	<p>remain above the average national achievement rate which was 66.7% in 2017/18. The fall in the achievement rate can be attributed to one provider. This service will no longer sub-contract apprenticeship provision.</p> <p>The service will be introducing new apprenticeships in January 2020, to include: School Business Manager (Level 4) and Facilities Management (Level 2). Some temporary flexibilities implemented by the ESFA in Jan-March 2020 will enable the service to increase participation by engaging non-levy employers.</p>
<p>4. To develop and maximise opportunities for work experience.</p>	<p>i. Increase the number of schools involved in work experience</p> <p>ii. Maximise other funding opportunities that are relevant to the BEST team.</p>	<p>The Education Business Partnership, also known as BEST (Business and Education Succeeding Together), continues to offer a comprehensive work experience service and has provided 1662 placements to young people in the borough. The BEST Team has excellent relationships with schools and employers that enables high levels of participation in work experience.</p> <p>In the next year the BEST Team will be actively looking to increase income and diversify the range of programmes offered.</p>

<p>5. To maximise the number of learners on accredited programmes.</p>	<p>i. Continue to increase and develop maths, English and ESOL provision.</p> <p>ii. Increase support and personal/employment development for those who: are looking for work in work and want to develop skills.</p>	<p>Overall numbers in this area have increased: Access to effective English, maths and ESOL provision remains a priority for the Government and the Lifelong Learning service. In 2018/19 there were 330 accredited learners and 1250 unaccredited learners.</p> <p>All apprentices must achieve the required standards in English and maths as part of their chosen framework/standard. 55 English and 82 maths certificates were issued to apprentices, in addition to the figures above.</p> <p>In addition, a further 85 individuals participated in a number of personal development /employability related courses.</p>
<p>6. To maintain and deliver a fund-raising strategy that provides additional provision, aspiration, opportunity and the development of best practice. To continue to compete for European funds to deliver additional provision & support the development of best practice.</p>	<p>i. Maintain and develop strategic partnerships with individuals and organisations from both the private and public sector to maximise opportunity for the service.</p> <p>ii. Attend updates and seminars to ensure that the service is fully appraised of new funding opportunities & how new themes might gel with & enhance current work.</p>	<p>Lifelong Learning has worked on 5 different projects receiving monies from the European Social Fund: Wandsworth Ambitions; Pan Out; ALLIES; TO:DAY; BREW (Building Resilience and Enterprise for Women).</p> <p>The service has continued to compete for additional funding and has received confirmation of 2 new Erasmus Projects; ADANTAGE and BRIDGE; and a further ESF project called Hospitality Pathways, which will be delivered in partnership</p>

		<p>with a number of other local providers.</p> <p>Plans are in place to continue to maximise funding, with the results of several applications pending.</p>
<p>7. To improve the quality and range of provision to maximise outcomes for learners.</p>	<p>i. All learning provision to be graded 2 (Good) or better.</p> <p>ii. Improve the attendance of learners by: supporting providers to develop strategies to improve attendance; setting ambitious targets for the attendance of learners and monitoring the effectiveness of these arrangements</p> <p>iii. Increase the availability of accredited English and mathematic courses</p> <p>iv. Increase tutor confidence in promoting British values and improving learners' understanding of radicalisation and extremism</p> <p>v. To track all learners to monitor progression and to inform future planning.</p> <p>vi. Ensure that all communication materials are clear and support participation.</p>	<p>The service has completed the self-assessment of provision for the 2018/19 academic year. The self-assessment report (SAR) confirms that the service is still at Grade 2 (Good) and highlights where the service is making progress.</p> <p>New on-line systems have been developed in order to improve registers/live data and to improve overall attendance rates. This includes supporting/targeting learners who have inconsistent attendance to achieve.</p> <p>Training and events enable tutors to develop the skills they need to be confident in celebrating difference.</p> <p>Systems to track all learner progression continue to develop with a number of mechanisms in place to help self-evaluation and inform future planning.</p> <p>Communication materials are generally satisfactory. In 2020 the service will review all communication materials to improve engagement and impact. There needs to be better use of social media and</p>

		case studies to demonstrate the effectiveness of programmes offered.
8. To develop a range of employability programmes.	<p>i. Consult with other agencies/attend trainings on possible qualifications e.g. Work Match</p> <p>ii. Deliver level 1 certificate in Health & social Care</p> <p>iii. Set up non- accredited and accredited courses in hospitality/retail/customer service in appropriate locations</p> <p>iv. Deliver courses providing access to security and cleaning job opportunities.</p> <p>v. To ensure programmes are designed as viable 'feeders' into 9 Elms development employment opportunities</p>	<p>In order to increase participation in employability related programmes, development work has taken place to deliver workshops and accredited courses across a number of subject areas including: ESOL for Work, Hospitality and a number of personal development courses. This will continue into 2019/20 with new funding and contracts to increase participation.</p> <p>Regular meetings are taking place with the Economic Development Office which are resulting in referrals to courses and apprenticeship vacancies.</p>
9. To further develop & improve IAG within the Service.	<p>i. Ensure designated staff are upskilled (level 4 IAG diploma)</p> <p>ii. Maintain a comprehensive progression map to use as a guidance tool.</p> <p>iii. Ensure frontline staff are fully trained in giving progression advice and using progression map</p> <p>iv. Continue to implement Matrix development plan to keep strong focus on the quality of IAG.</p>	<p>3 staff qualified to level 4 and 1 to level 6. 2 staff qualified to level 4 with a further member of staff undertaking this course.</p> <p>There is a career plan for apprentices and further work is taking place with participants on classroom and Community Learning courses to standardise this approach across programmes.</p> <p>This is a high priority CPD area with further training</p>

		<p>taking place, particularly in relation to ensuring effective safeguarding, awareness of mental health, and welfare of learners.</p> <p>The service has successfully retained the retained the Matrix standard and is implementing the development plan. The Matrix report is extremely positive and identifies IAG as a key feature of direct delivery.</p> <p>Outreach IAG is effective and there are plans to further develop and structure this work in the new academic year.</p>
<p>10. To maintain and develop provision for older learners.</p>	<ul style="list-style-type: none"> i. Commission health and wellbeing courses ii. Actively seek out bidding opportunities that focus on older learners iii. Develop accredited employability programmes for older learners to recognise growing number of 50+ unemployed in Wandsworth 	<p>The service continues to prioritise provision for older learners. As people are living and working for longer, there is a rapidly changing employment and well-being agenda. In the last year the percentage of learners aged 60+ represented 26% (703) learners participating in Community Learning. The BREW project has targeted women aged 50+, with the expectation that some participants will be significantly older than 50. Following a successful launch in March 2019 and subsequent networking events, 3 cohorts of women have participated in a newly designed enterprise programme. Provision at Hestia and Randall Close Resource</p>

		<p>Centre particularly targets participants aged 60+, focussing specifically on well-being activities such as: Dance, ICT, Art, Drama Marketing has focussed on encouraging applications across the lifelong learning range.</p> <p>Apprentices range in age from 16-67, with 25 registered 50+ apprentices generally working across all subject areas.</p> <p>Those on accredited Classroom courses range in age from 19 to 81. There are 54 50+ learners with 32 ESOL learners.</p>
<p>11. To develop and deliver a marketing strategy to recruit target groups of learners and meet contractual targets</p>	<ul style="list-style-type: none"> i. Ensure that there are appropriate electronic and hard copy methods of engagement. ii. Use social media effectively to maximise publicity and recruitment iii. Deliver a range of festivals and events (awards evenings, information days, fun days) to communicate the range of services available iv. Use a variety of social media, methods and approaches to improve participation in apprenticeships. 	<p>The service has developed a highly effective marketing plan that has produced new materials that can be marketed in hard copy and e-formats as well as improved social media presence with a new website and information on LinkedIn and Twitter.</p> <p>The service is entering a phase of development to look at assessing analytics and impact and to further develop strategies to achieve required outcomes. For example, improved number of starts on Apprenticeships, participation in Community Learning.</p> <p>A high number of events/festivals have been delivered: Young Chef, National Apprenticeship Week, Learning at Work Week, Festival of Learning, Family Learning Festival.</p>

<p>12. Carry out a comprehensive survey in order to capture progression and destination data for learners in each academic year.</p>	<p>i. Carry out a comprehensive survey of identified learners.</p> <p>ii. Collate and share information with staff and stakeholders through the LLMAG, Lifelong Learning Development Group, the Education and Standards Group and the Children’s Services Education Overview and Scrutiny Committee.</p> <p>iii. Use information and data to inform future provision.</p> <p>iv. Ensure improvements in the capture of progression and destination data.</p>	<p>The service adopts a number of methods to measure the impact of learning programmes.</p> <p>J2Profit (external agency) has been used to collate information on destination and impact.</p> <p>We consult and involve learners in course design through: learner surveys at induction; during programme and on completion; structured feedback; informal tutor feedback; bespoke learner consultations; case studies.</p> <p>Data/information is shared via: Three Yr Plan, Annual Report, Self-Assessment Report, Governance meetings.</p>
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Wandsworth Lifelong Learning Three Year Development Plan

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