



Wandsworth Lifelong Learning 2018-19 Annual Report

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

November 2019

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Summary

This report contains details of the main outcomes delivered by the Lifelong Learning service in 2018/19. The report also sets out priorities for the current academic year and beyond with performance against key performance indicators attached as Appendix 1.

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 continue to restructure and increase learner numbers in the 2019/20 academic year and this drop is consistent with national performance. In the three largest subject areas, success rates were as follows: Arts, Media and Publishing 95% (+4.28%), Languages, Literature and Culture 93% (+0.42%), and Preparation for Life and Work 96% (+3.18%). The Overall Achievement Rate has increased from 92.3% to 95% (+2.7%).

In apprenticeships there were a total of exactly 100 starts with an average monthly learning number of 140 apprentices. There was an achievement rate of 73% (-11%) which will remain above the average overall national achievement rate. The national average achievement rate in 2017/18 was 66.7%. The decrease in achievement rates is attributable to one subcontractor, whose overall achievement rate was 28%. When the data for this provider is removed the achievement rate increases to 85%, which is line with the previous academic year. The service will no longer sub-contract apprenticeship provision.

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 enrolments and 1250 non-accredited enrolments. 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.

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.

Lifelong Learning has worked on 5 different projects receiving monies from the European Social Fund: Wandsworth Ambitions, Pan Out, ALLIES, TODAY, BREW (Building Resilience and Enterprise for Women). The service has continued to compete for additional funding and has received confirmation of 2 new Erasmus Projects, ADVANTAGE and BRIDGE; and a further ESF project called Hospitality Pathways, which will be delivered in partnership with a number of other local providers. Plans are in place to continue to maximise funding, with the results of a number of applications pending.

The service continues to implement quality and service delivery improvements and has a self- assessment report (SAR) for 2018/19 and Quality Improvement Plan (QIP). Lifelong Learning was last inspected by Ofsted in March 2016 and awarded a Grade 2 ("good") across all areas. The current SAR confirms that the service is still good; however, there is continued emphasis on improving the overall grade profile. The service has been set a target to achieve Grade 1 (Outstanding) at the next inspection.

It is anticipated that the next inspection will take place in March 2021.

GLOSSARY

CPD	Continuous Professional Development
ESFA	Education and Skills Funding Agency
ESOL	English for Speakers of Other Languages
QIP	Quality Improvement Plan
HOLEX	Association of Adult Education and Training Organisations
IAG	Information, Advice and Guidance
LEA FEA	Local Education Authorities Forum for the Education of Adults
SAR	Self-Assessment Report

2018/19 Performance Headlines

Community Learning

A total of 2,703 adult learners participated in Community Learning across 12 subject areas. Success rates in Community Learning range from 90% to 100%. In the three largest subject areas, achievement rates were as follows: Arts, Media and Publishing 95% (+4.28%), Languages, Literature and Culture 93%% (+0.42%), and Preparation for Life and Work 96% (+3.18%). The Overall Achievement Rate has increased from 92.3% to 95% (+2.7%).

The number of unique learner numbers (e.g. separately registered learners) has decreased by 16.3% from 3,229 in 2017/18 to 2,703 in 2018/19. This represents a total of 4,942 individual enrolments, meaning that many adults registered for more than one course. To put this in context, nationally there has been a 24% decrease in the number of adult learners since 2013/14 (Source - Further education and skills: March 2019 tables). Some of this decline is due to a static budget, however, other significant factors include: more focussed targeting of hard-to-reach participants; more vulnerable learners on longer courses; increased levels of administration/data collection, which is a barrier for some clients.

In comparison to other London boroughs, in 2017/18, Wandsworth had the 5th highest number of people participating in Community Learning of the London boroughs (28 Local Authority ACL providers, source – FE and skills learner participation by provider, local authority, funding stream, learner and learning characteristics: 2017 to 2018)

In terms of cost per learner, Lifelong Learning also ranked 9th (allocation ÷ learners). Although there was a slight decrease in 2018/19 participation, Wandsworth continues to be one of the higher performing boroughs. Data for 2018/19 has not yet been published. The service has plans to increase participation in Community Learning unique learner numbers to 3,500 in the 2019/20 academic year. See Appendix 1 for target participation rates.

The Lifelong Learning service has continued to realign the curriculum with the Government's priorities for Community Learning, with a particular focus on courses that develop skills and attributes for work and promote health and well-being for learners of all ages. The focus on developing quality assurance systems, an updated curriculum, and introducing longer and accredited courses wherever appropriate, has resulted in the overall reduction of numbers participating in activities. However, the planned increase in

direct delivery, a new sub-contracted provider and synergies with new European related programmes, are expected to impact positively on Community Learning enrolment numbers.

Community Learning and Adult Skills in 2019/20

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

- emphasis on increasing the number of adults accessing accredited programmes. In particular: English, maths, ESOL and Employability
- improving the engagement of hard to reach learners through community-based venues and groups
- ensuring that funding is maximised to reach the most disadvantaged and vulnerable learners. This includes adult learners without their first level 2 qualification, the unemployed, low waged, learners aged 60 or above, and those with learning difficulties and disabilities
- ensuring that provision is planned within a wider policy context, with consideration given to Early Years, Mental Health, Loneliness and social integration strategies
- reduced funding for leisure-based learning, with an expectation that adults who are able to pay for their learning should fund themselves

Lifelong Learning will be working with South Thames College, MI Compute, the City Learning Centre, libraries, children's centres and a number of community-based organisations to deliver a broad curriculum offer, with a particular focus on interventions to support employability, well-being and stronger families. Lifelong Learning will also continue to increase direct delivery to address skills gaps and respond to local needs. Partnership working with the Council's Economic Development Team, children's centres and community groups and venues will continue to be key to increasing the participation of adults in most need of education and training opportunities.

Widening Participation

WCLL's Widening Participation programme is very successful and 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 the fund and the team collaborate with up to 10-15 community partners each year to develop learning aimed at hard-to-reach and priority groups that experience diverse barriers to learning. These groups include lone parents, BAME groups, people with mental health issues, disabilities and learning issues, older learners and adults who require employability skills. During the last year the following organisations

During the last year the following organisations delivered opportunities through the widening participation fund: The Baked Bean Charity; Katherine Low Settlement; Deaf First at Oak Lodge School; English for Action; GLL Libraries; Hestia Age Activity; and, Share Community. There was a total of 517 enrolments mainly concentrated in the following subject areas: English, maths, ICT and ESOL, with provision highly contextualised for different groups of community learners.

The Lifelong Learning team continues to grow direct provision in this area and there were an additional 478 enrolments.



Making the Perfect Cup of Coffee - Barista Training as part of the Festival of Learning

Apprenticeships

In 2018/19 there were a total of exactly 100 starts with an average monthly in learning number of 140 apprentices. There was an achievement rate of 73% which will remain above the average overall national achievement rate. The national average achievement rate in 2017/18 was 66.7%.

The current Lifelong Learning performance is 11% below the performance in 2017/18 when the overall success rate was 84%. The achievement rate on apprenticeships is below the Council's target of 85% and the timely achievement rate was 63% against a target of 75%.

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

The Council has been moving towards a direct delivery only model for apprenticeships and Lifelong Learning has now de-commissioned all subcontractors on the apprenticeship programme. It is important for all areas of the council to support apprenticeships and full usage of the levy. The target for 2019/20 will be to increase the number of starts to 150 and increase achievement rates to 85% and timely achievement rate to 75%.

The full range of qualifications offered by the service includes: Business Administration, Child Care, Health and Social Care, Management, Customer Service, Supporting Teaching and Learning and most frameworks are delivered at levels 2 and 3, except for Business Administration at level 4 and Management at level 5. The service is seeking accreditation to deliver School Business Manager level 4 and Facilities Management level 2 from January 2020

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

- improving the quality and success rates in all provision with targets for 2019/20 to continue to exceed national rates
- increasing the number of learners employed in Wandsworth from 60% in 2018/19 to maintaining at least 70% of learners employed in Wandsworth
- improving collaborative links with internal and external partners to improve access and progression outcomes for learners
- increasing participation and number of apprenticeship frameworks to align with recommendations emerging from the area review and the introduction of the apprenticeship levy in May 2017
- carry out development work to develop strategies to support progression to higher level apprenticeships leading to professional status in Teaching and Social Work
- Increasing positive destinations for all learners from 67% in employment to 75% as well as increasing the frequency of destination tracking to timescales of three and six months

Quality assurance arrangements

The last Ofsted inspection took place between 1st - 4th March 2016. The service was awarded the following grades:

Overall effectiveness	2
Effectiveness of leadership and management	2
Quality of teaching, learning and assessment	2
Personal development, behaviour and welfare	2
Outcomes for learners	2
Adult learning programmes	2
Apprenticeships	2

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 good progress. The service has been set a target to achieve Grade 1 (Outstanding) at the next inspection. It is anticipated that the next inspection will take place in March 2021.

Key changes since the last Self-Assessment Report include:

- Extended governance which includes a greater range of stakeholders to bring support and challenge to the senior leadership team
- Increased range of introduction to employment courses to meet local skills shortages
- Increased career advice on offer for learners seeking work or wishing to progress to further learning
- Development and delivery of a learner voice strategy which has increased opportunities for learners to provide feedback and influence curriculum planning and delivery
- increased volume of accredited courses available to support development of mathematics and English skills
- increased access to technology to support initial assessments in the community; and

- increased number of direct delivery learners recruited for ESOL, maths, English and vocational courses

The Self-Assessment Report confirms the following strengths:

- Clear vision for providing high-quality education and training to key local residents
- Effective engagement with a range of stakeholders including local services, communities, employers and organisations
- Innovative curriculum designed to empower learners to achieve their goals and successfully move on to their next step
- Good staff programme for tutors to support development of teaching practice
- Recognition events to celebrate learner success to help build confidence and self-esteem
- Good achievement, retention and pass rates

Areas for improvement

The service routinely conducts Self-Assessment of the provision using a variety of methods which include surveys, development team days, provider and stakeholder self-reflection reports, review of national and local priorities and objectives alongside reviewing performance against EIF. The Self-Assessment Report is completed annually and actions for improvement are documented in a Quality Improvement Plan (QIP) which is updated and reviewed on a monthly basis. This is the key document that drives all quality assurance priorities. The SAR has identified the following key areas for improvement:

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



Sam Robb-McKinlay – Lifelong Learning Management Trainer

Matrix Award

The Lifelong Learning service holds the Matrix standard for information advice and guidance (IAG). The service successfully retained the standard in September 2019. There is a formal assessment every 3 years and there is an annual check to review progress against improvement actions.

The matrix Standard is a unique quality framework for organisations to assess and measure their information, advice and/or guidance services, which ultimately supports individuals in their choice of career, learning, work and life goals. The Standard consists of four elements that fit around an organisation's business themes. These elements are: 1. Leadership and Management 2. Resources 3. Service Delivery 4. Continuous Quality Improvement. For further details on Matrix visit: <http://matrixstandard.com/>

This year's assessment was extremely positive and identified good progress since the last formal assessment in 2016. The process also identified affirmed some areas for improvement and development.

Strengths

- Staff interviewed felt fully supported and empowered by management, or as one staff member said: *'Management here are amazing, they really have the right people in the right positions'*
- WCLL displays a passion for helping the most marginalised to overcome their barriers and move on with their life and learning goals. WCLL proactively engages with some of the hardest to reach local residents, helping them to identify and achieve their goals

- WCLL seeks out diverse funding streams, and particularly European funding, to provide a particularly innovative range of programmes to local residents, empowering them to identify and realise their goals
- WCLL is offering a holistic service that goes well beyond qualifications and employability skills and empowers learners to improve their life chances and the lives of those around them
- WCLL's central IAG function makes a strong contribution to WCLL's success and learners' confidence in the wider service

Suggested areas for improvements

- Documents do not always celebrate the full impact of the service and the distance travelled by learners
- WCLL is currently planning to update its website and it may also like to look at wider marketing strategies as part of the same exercise. A refreshed marketing and ICT strategy could help to improve awareness of the service
- As part of staff CPD and service development, WCLL might like to nominate a member of staff to take units of the level 6 'Careers Leader' qualification
- While clients have their proposed outcomes defined and measured for each WCLL programme they undertake, there are nonetheless a number of learners who have undertaken several courses in different subjects over a fairly long time period
- Several staff members mentioned that they would like to show the role of their IAG service in changing lives through the use of longer term destination data

Other comments

'The assessment was brought to life by a workforce that was passionate about empowering its learners to achieve'

'Apprenticeship staff ...spoke of their work with apprentices with Special Educational Needs (SEN) who had been turned down by other providers and also successful work with a group of deaf teaching assistants.'

'The IAG service is a truly embedded feature within the learner journey and the wider WCLL offer'

Business and Education Succeeding Together (BEST)

The BEST team continue to work closely with secondary schools and colleges providing work experience opportunities and placements to students in years 10-13. In the last academic year, 1602 students accessed work experience. The team is currently developing their school and employer network in London.

Work experience preparation and launch assemblies are now being delivered to schools by the team and the offer to schools has expanded to include talks at parents' evenings, support with students at risk of NEET, help with meeting the Gatsby benchmarks and arranging careers events.

The team has continued to work on the Full Potential project with young people from the Virtual School. BEST is responsible for providing 1:1 careers guidance interviews to the young people who are referred to the programme and for sourcing work experience placements that are specifically tailored to their interests.

BEST has been working on the Erasmus+ 'Take Over Days For Young People In Europe' project and is responsible for sourcing employers for the young people to be paired with for the day. This will include sectors such as Hospitality, Construction and IT.

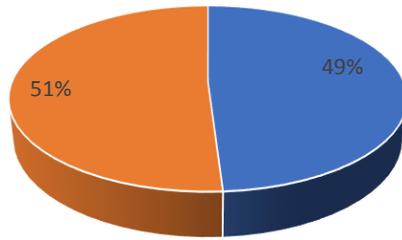
The Work Related Learning Manager has recently become an Enterprise Adviser for local school Ernest Bevin College. Enterprise Advisers are volunteers who work with a school's leadership team to help them to develop their careers programme and to support implementation of the Gatsby benchmarks.

Below, is a table confirming work experience numbers in 2018/19 and projected numbers for 2019/20.

School/College	Total Number for the school 2018-2019	Forecast 2019-2020
Bolingbroke Academy Y11	111	0
Francis Barber (Tooting Centre) Y11	17	17
Francis Barber (Westdean) Y11	12	11
Thames Christian College Y10	21	26
Nightingale Y10	12	12
Graveney Y11	44	50
Burntwood School Y10	265	273
Burntwood Y12 HSC	15	0
Chestnut Grove Y10	155	160
Chestnut Grove Y12	135	135
Southfields Academy Y10	96	0
Saint John Bosco Y10	97	103
Ernest Bevin College Y12 ICT	13	0
Ernest Bevin Y12 extended	25	0
Ernest Bevin Y10	174	172
Putney High School	22	0
SFX Sixth Form College	448	436
ACADEMIC YEAR TOTALS	1662	1395

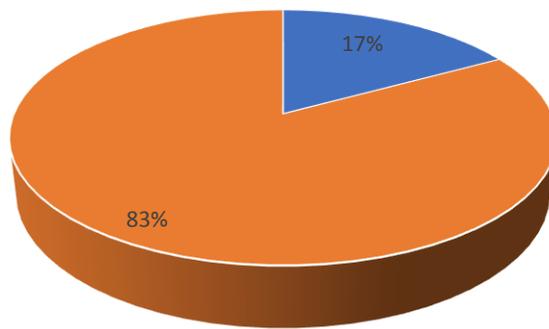
The above learners completed surveys and some of the results are as follows:

Gender



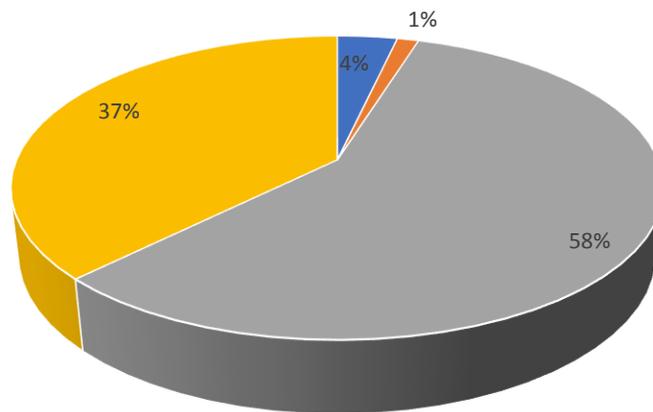
■ Male ■ Female

Special Educational Needs Ratio



■ Has SEN ■ Does not have SEN

'I better understand the skills employers are looking for'



■ Disagree ■ Strongly Disagree ■ Agree ■ Strongly Agree

BEST Awards

During the year BEST celebrated 26 years of delivering work experience in Wandsworth. To mark the occasion this year's awards event was hosted by Ernest Bevin College and was attended by students from Ernest Bevin College, Graveney Academy, Burntwood Academy, Chestnut Grove Academy, and Nightingale Community Academy.

Many employers who have provided work experience were also at the ceremony. SW London & St Georges Mental Health NHS Trust (Springfield Hospital) received the BEST Partnership Award.

Mayor of Wandsworth, Jane Cooper led the event, with inputs from:- Steve Pinto, Wandsworth Chamber of Commerce; Sarah Banham and Andre Burwood from Battersea Power Station Development Company; and, Councillor Will Sweet, Cabinet Member (Education and Children's Services. Hassan Ahmed from Ernest Bevin School talked about his work experience with Fleetline Coachworks. . Details of the event and a link to the film can be found on the Council's news page:

<https://www.wandsworth.gov.uk/news/october-2019/celebrating-work-experience-in-wandsworth/>



Annual BEST Awards, November 2019

Curriculum Development

In apprenticeships there is a very clear strategy to increase the number of frameworks offered and the number of apprentices participating. Developments have included offering Business Administration level 4 and Public Sector Operational Delivery Officer level 3. The service will also offer the Schools Business Manager programme at levels 3-5 from January 2019. Enrichment activities for apprentices include: financial awareness, mindfulness and coping with stress.

In Community Learning the service will continue to implement a more targeted model which increases the number of delivery locations in order to reach priority groups of learners. There is a much sharper focus on provision being primarily targeted at learners with learning needs below level 2 and greater opportunities for employability related training. Further focus will also be on activities supporting the inclusion of other learner groups who are vulnerable and/or disadvantaged; including those with learning difficulties and/or disabilities, the elderly and families who require additional support to enable effective engagement.

In work-based and work-related learning, the service will respond to opportunities and developments to maximise the benefits for local learners and employers. The service has an opportunity to work with all stakeholders including schools, employers and funders, to improve and strengthen pathways to apprenticeships and other work-based learning routes. Lifelong Learning will work closely with Wandsworth Chamber of Commerce and the Council's Economic Development Office, particularly with regard to opportunities arising from Nine Elms.

Governance arrangements and partnerships

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

Lifelong Learning Monitoring and Advisory Group

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 LL Monitoring and Advisory Group. The LLDG is chaired by the Head of Lifelong Learning. Consisting mainly of education and training providers the LLDG has an operational focus. The LLDG has an essential role in influencing service plans and ensures that local managers and practitioners have a structured 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 2).

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.

Communication and Decision Making

Key issues and Key Performance Indicators are reported quarterly to the Director's Board, Leader's meeting and then to the appropriate Overview and Scrutiny Committee.

Lifelong Learning reports 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 the time of the next inspection which is expected in March 2021.

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.

Arrangements for commissioning are overseen/supported by the council's Procurement Board, and where appropriate recommendations are further approved through the SO83 process which is managed by the Democratic Service team. Occasionally, other reports are managed through the SO83 process. This is when there a decision is needed within a very specific timeframe. A recent example of this has included authorising Erasmus + projects and staff participation in transnational meetings.

There is a highly effective funding panel consisting of representatives from the Lifelong Learning Development Group which makes allocations from the Widening Participation Fund.

In order to maintain contact with regional and national networks the service is a member of two national networks that host and facilitate regular meetings and training opportunities. The networks are: HOLEX, a national organisation representing local authority providers (the activity is governed by the Association of Adult Education and

Training Organisations - AAETO) and the Local Education Authorities Forum for the Education of Adults (LEAFEA).

Devolution/Area Review

Wandsworth Lifelong Learning has 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 Hoxex (Association of Adult Education and Training Organisations) and LEAFEA (Local Education Authorities Forum for the Education of Adults) and this work will continue as the skills budget was devolved to London in 2019. A key document relating to devolution is the Mayor of London Skills for Londoners strategy (<https://www.london.gov.uk/what-we-do/business-and-economy/skills-and-training/skills-londoners-strategy-2018>).

The Head of Lifelong Learning attends the Central London Forward (CLF) Skills Officer Group.

The service has also participated in a Central London sub-regional partnership consisting of 17 ACL providers in central London. Monies from the DFE Transition Fund have provided the resources for collaborative working and a report setting out the key findings. The report identifies that there should be closer collaboration as 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.

Since this the 12 London local authority ACL providers in central London, now known as Lifelong Learning London Central LLLC are working closely together on these priorities. As part of this process, 6 seminars over 3 days, involving officers, Councillors, the voluntary sector, and governing body members have taken place. The focus of the seminars were **Employment and Skills, Social Integration and Health and Wellbeing**. This collaborative work will continue into the next academic year.

English, Maths & ESOL

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 enrolments and 1250 non-accredited enrolments. 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.

There has been significant focus on building the capacity of apprenticeship staff. Staff have had functional skills training that has increased their confidence to teach English and mathematics and embed these into their learning and assessment sessions. A lead tutor for functional skills is in place to assure the quality of teaching and learning in English, mathematics and ESOL and provide tutors with support. This has included the introduction of maths and English training for Council staff.

Around eight out of ten learners who take functional skills in English and mathematics achieve well and a high proportion of ESOL learners successfully completed their qualification. The progression of learners on ESOL, English and mathematics courses to

higher level courses is much improved; with around 40% progressing to courses internally.

In 2018/19 there will continue to be a focus on targeting resources to this area. This will be a particular focus of the Lifelong Learning Adult Education Strategy for Children's Centres.

Personal Development for Work and other employability related programmes

In addition, 85 participants participated in employability related programmes which included: Award in Conflict Management (RQF) Level 2, Certificate in Team Leading Principles (RQF) Level 2, Award in Understanding Employment, Business and Enterprise Level 1, Award in Personal Behaviour for Success Level 1, Award in Personal Behaviour for Success Entry 3, Award in Character Education Entry 3, and Award in Personal Development for Employability (RQF) Level 1.

Learner Satisfaction and Destination of Learners

Destination data for 2018-19 has been collected from all Apprenticeship and Classroom learners who have completed in the 2018-19 academic year, and the following figures were summarised:

Apprenticeships:

- 67% are in paid employment
- 6% have moved into further education or higher level apprenticeships
- Only 2% is unemployed

Classroom:

- 16% are in paid employment
- 25% have moved onto further education (including community learning)
- Only 2% is unemployed

Community Learning:

Of 600 evaluation forms:

- 90% of the responses *Excellent* or *Good* for overall experience
- 97% of the responses *Excellent* or *Good* for the information they received about the course
- 98% of the responses *Excellent* or *Good* for Our ability to deliver the course content in an interesting and enjoyable way
- 98% of responses *Excellent* or *Good* for our ability to treat learners fairly and with respect
- 97% of responses *Excellent* or *Good* for the information, advice and guidance received about the opportunities for progression into learning
- 85% of responses *Excellent* or *Good* for Our ability to provide you with information regarding what to do if you have any concerns regarding your safety and the safety of others

180 Learners progressed from a non-regulated Community Learning programme onto an accredited classroom-based provision. Qualifications included; Conflict Management,

Customer Service, Personal Behaviour for Success, Team Leading Principles, ESOL Mixed Levels, ICT, maths and English.

J2 Profit was commissioned to contact Community Learning participants from the 2017/18 reporting period. The aim of the contract was to quantify the impact of a community learning course on their learners' lives. Lifelong Learning also wanted to measure any progress the learner has made towards either an Education and Skills Funding Agency (ESFA) defined destination or 'life enhancing' destinations defined by J2 Research (measuring the softer outcomes of community learning). 462 learners were included in the survey. Brief summary of findings:

- 43% of Learners progressed into Employment
- 12.3% have moved into other education paths
- 11.3% progressed onto another course
- 23.2% have better English and maths skills
- 47.2% made new friends
- 19.5% developed new interests
- 47% developed new skills to make changes
- 38.3% now set clear goals and ambitions
- 65.5% are more self-confident at home, work and in everyday life
- 1.3% improved money management
- 12.3% can now help family members
- 5.6% are more active in the community (e.g. volunteering)
- 66.2% feel more positive about the future
- 6.7% need less healthcare support
- 3.7% supported another learner on a course

A full report on this aspect of Community Learning is available on request.



Councillor Cook awards a certificate at the Lifelong Learning Awards (October 2019)

Safeguarding

The service continues to review and develop arrangements to safeguard all learners. Safeguarding arrangements continue to be effective. During 2018/19 the service has:

- Followed mandatory safeguarding practices when recruiting new members of staff which includes enhanced DBS check and references being completed to confirm identity and suitability of the individual. All staff members have completed core mandatory online training in safeguarding, equality and diversity and Prevent
- Rigorously review central record to ensure all information regarding DBS records and staff CPD in relation to Safeguarding, Prevent and Health and Safety is completed and documented
- Sourced specialist organisation to deliver mental in the community training to all team members and subcontractor representatives
- 2 staff members attending Wandsworth Council Mental Health Champion Training
- Safeguarding policy has been updated and now incorporates information on e-safety
- New safeguarding training for specific areas Adult Community Learning and Work Based Learning has been undertaken by all staff members as part of annual update
- Embed and promote safeguarding within learning and assessment, discussing different scenarios with learners to raise awareness of what do if events arise
- Set up a dedicated confidential Safeguarding Lead site to ensure all current issues and actions being taken are available for all DSL's to access and review cases

Marketing

The service has continued to develop its marketing strategy in order to achieve organisational objectives.

The Lifelong Learning team has an internal marketing group which delivers an extensive marketing plan. In the last year main accomplishments have included:

- Continuing to promote the Service's website; containing blogs, all information materials and films
- Very close working with the Council's communications team to ensure that they are fully aware of blogs/events, in order to maximise the impact of press releases and information communicated via social media
- Continuing to promote the striking 'worth it' logo with both on-line and paper-based communication materials
- A new employer guide for apprenticeships
- New marketing materials promoting a significant number of apprenticeship frameworks
- Targeted marketing to support recruitment to a large number of Community Learning based courses
- Marketing campaigns to support National Apprenticeship Week, Learning at Work Week, Festival of Learning and Family Learning Festival
- Press releases and significant promotion of apprenticeship vacancies

- Increasing social media presence, with frequent use of Facebook, LinkedIn and Twitter to help improve engagement
- A high number of presentations to young people, adults and stakeholders, in particular, employers
- Attendance at a high number of information days/careers fairs in schools and community venues

An awards' evening, celebrating the achievements of apprentices and adult learners took place at the Council's Civic Suite on the 10th of October 2019.

The BEST awards, celebrating achievement and engagement in work experience, took place at Ernest Bevin College on the 15th of October 2019.



Hassan Ahmed speaking at this year's BEST Awards

Development actions for marketing include:

Website refresh: the new website has now been operating for over 2 years and requires a re-refresh. This is necessary in order to make the site easier to navigate and to highlight **What's New** and **What's Coming Up?**

Erasmus + programmes



Students and staff representing WCLL at the TakeOver conference in Transylvania

Takeover Days in Europe (TODAY)

Duration: 04/06/2018 – 03/06/2020

Project website: www.youthtoday.eu

Project aim

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

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

Activities to date

The Takeover Day Toolkit is being co-designed and tested by 100 young people (aged 16-24) and 40 youth workers with at least 10 Takeover 'host' employer organisations across partner countries. The toolkit is divided into 2 sections:

materials to help young people and youth workers create a Takeover Day.
learning and coaching materials to support young people's development of leadership and personal development skills, volunteering and active citizenship.

The first draft of the toolkit has been created and 39 young people from partner countries met for a week in July in Romania to take part in the project's training camp to test some

of the toolkit materials. The toolkit is being piloted with a further 61 young people from September to March across the project through a series of 2-3 hour 'mini' takeovers culminating in at least one full Takeover Day per country in February/March. The pilot stage also includes a programme of workshops focusing on the personal development and leadership skills that young people need to take part in a Takeover Day. The final toolkit will be available for download from the project website. All young people and youth workers logging 20 hours participation with the project will receive a Youthpass certificate.

Local publicity events will be held by each partner at the end of the project to promote the project's results with a final conference in Valencia in May 2020.

Grant

Total grant: EUR 194,642.00 (WCLL allocation: EUR 68,114.00). The first 40% of the grant was made at the start of the project. The interim report to trigger the second grant payment of 40% has been submitted (3/8/19) The next payment should be made by October 3rd subject to the report being approved by the UK National Agency.

Project Partners

- WCLL (Co-ordinator)
- XANO Channel – Network of teaching professionals and organisations promoting education, employment and cultural opportunities, Valencia, Spain
- SPEKTRUM – Education and training centre, Miercurea Ciuc, Harghita County, Romania
- PETIT PAS – Economic, Education and Cultural Development Agency, Trani, Puglia, Italy

Building Resilience and Enterprise for Women (BREW)

Duration: 01/09/2018 – 31/08/2020

Project website: www.brewproject.eu

Project aim

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

Activities to date

Partners have created a training programme and materials that will be piloted with 200 women and 10 practitioners across the project between October 20th 2019 and June 30th 2020. These materials will be downloadable from the project website and are divided into 3 sections:

- Business planning
- Marketing (with a focus on digital marketing)
- Confidence building and resilience

In addition, the project is creating an engagement toolkit to help practitioners recruit learners from this frequently hard-to-reach group. Trainers and coaches from all partners are attending a 4 day workshop (8-12 October 2019) to explore the materials before the pilot training programme starts at the end of the month. All learners and educators completing the programme will receive a EUROPASS certificate.

In the UK in particular, the project is proving very timely. Over 90 women attended the launch event in March 2019. This is being followed by series of short workshops (June to October) to attract learners. The maximum numbers (30 per event) attended the first two workshops and there is a strong demand for more.

Local publicity events will be held by each partner at the end of the project to promote the project's results with a final conference in London in July 2020.

Grant

Total grant: EUR 250,850.00 (WCLL allocation: EUR 76,328.00). The first 40% of the grant was made at the start of the project. The interim report to trigger the second grant payment of 40% has been submitted (2/9/19). The next payment should be made by October 31st subject to the report being approved by the UK National Agency.

Project Partners

- WCLL (Co-ordinator)
- L'Alqueria – Network of teaching professionals and organisations promoting education, employment and cultural opportunities, Valencia, Spain
- SPEKTRUM – Education and training centre, Miercurea Ciuc, Harghita County, Romania
- Consorzio ABN – Social welfare network, Perugia, Italy
- West Creative – a marketing and social media consultancy



Apprentices Living and Learning in Europe (ALLIES)

Duration: 20/07/2018 – 19/07/2020

Project aim

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

Activities to date

36 learners have successfully taken part in work placements in Valencia and a further 24 will be going to Perugia from January 2020.

Grant

EUR 191,800.00 - 70% of this was made at the start of the project. The final 30% will be made 60 days after receipt and approval of the final report.

Partners

- L'Alqueria – Valencia, network of VET teachers/organisations
- SMART, Perugia, Technology marketing start-up (also WBL provider)
- Consorzio ABN Sociale, Perugia – social cooperative

ADVANTAGE

Duration: 01/09/2019 – 28/02/2022

Aim of project

To create a digital e-community to match women aged 50+ who are disadvantaged in the labour-market to business mentoring and other resources, including a Peer to peer e-community featuring:

- Online P2P matching to mentoring/coaching.
- Live-event streaming
- Directory and downloadable coaching/training and other EU and local resources (IO2)
- Pop-up screen tips for members
- Networking
- Online skills/personal development audit
- Evaluation tools to measure quantity/quality of the digital tools and mentoring

A short peer-to-peer e-mentoring coaching programme (10 hours), blending online and face-to-face delivery with optional social media focus.

40 participants (women aged 50+) will be trained as peer mentors.

4ADVANTAGE's e-community and resources will be PILOTED with 200 women and 20 educators across the 6 partners.

Activities to date

NB. awaiting contract from the NA

Grant

EUR 310, 900 (WCLL allocation c. EUR 78,000)

Partners

- WCLL (coordinator)
- West Creative – marketing and design agency (London)
- Educa – Training and business language centre (Czech Republic)
- Consorzio ABN – Social welfare network (Italy)
- Alqueria – Education network (Spain)

Bridging the integration gap of long-settled migrants through Language & Culture Animation (BRIDGE)

Duration: 15/1/2020-14/1/2022

Project aim

To create and evaluate the professional role of a "Language and Culture Animateur" to support the integration and social inclusion of marginalised migrants. The project will create a training programme and competence-based framework for Language and Culture Animateurs. This will be tested in informal settings (community-based Language Clubs) by 40 Language & Culture Animateurs working with "invisible" long-settled migrants who don't speak their host country's language to a degree to allow them to carry out normal daily activities: for example taking care of their own health, following their children's progress through the education system and taking part in community life.

Grant

Total grant: EUR 315,000. WCLL's allocation EUR 78,000; WCLL must provide EUR 19,800 co-finance (e.g. staff time tbc).

Partners

- Consorzio ABN (Coordinator)
- WCLL
- Cukorova university (Adana, Turkey)
- Folksuniversitetet, Malmo, Sweden

Other European Social Fund programmes

The service completed work as part of 2 ESF Careers Clusters (Pan Out and Wandsworth Ambitions). The projects have attracted over £1.3 million to support

Wandsworth students over a 3 year period. Below is a summary of work carried out on both projects.

Pathways into the Hospitality Sector (Pan Out)

Project Aims

Delivered in partnership with Rionva (Lead), and sector specialists Learn. Train. Recruit (LTR), ESF funded Sector Specific Careers Cluster Pan Out, ran for a period of 26 months. During this time the project met and exceeded all targets, delivering 80+ activities and reaching over 4000 pupils and 150 teachers. 9 schools and 24 employers worked collaboratively with partners to design and deliver a series of innovative, participative, world-of-work focused activities with the following aims:

To raise the profile of the food and accommodation services as a viable, varied and exciting career opportunity, with excellent possibilities for career progression, and to do this, by involving employers from the sector.

To encourage Employer Engagement not only in the delivery of real-work activities/interventions for pupils but also in the design of relevant Careers Strategies within schools.

Main project objectives:

To support schools and college leaders to design a high-quality careers offer

Each school participated in a needs analysis. This process identified key areas of need in relation to careers guidance, employer engagement and more specifically guidance on how best to incorporate the Food and Accommodation Services offer into their existing strategy.

One of the key objectives in helping school leaders to design a high-quality careers offer, was to encourage and enable ongoing relationship with the employers they worked with during the pilots.

All schools have received support to enhance and develop their careers strategies. In line with the recommendations within the new national careers strategy this work has been structured around the Gatsby Benchmark, so that schools can be confident that not only are they meeting their legal duties but that they are working towards an excellent careers programme, based on the best national and international research.

To pilot sustained employer/HE activities for pupils

During the project, partners delivered 80+ pilot activities, working to bring schools and employers together to provide innovative interventions for pupils. These activities were aimed at increasing the profile of the sector, informing both teachers and pupils of the multiple career pathways available in the sector, whilst developing the core and transferable skills of the young people involved.

The project has succeeded in raising the profile of the diverse careers available in the hospitality sector. Some of the activities have included:

- Wandsworth Young Chef involving the Compass Group, Chartwells Baxtor Storey and Billingsgate Market
- Tooting Street Food Challenge – highly innovative project/competition involving young people, restaurants and small businesses in Tooting. This was an opportunity to highlight the diversity of Tooting and businesses inside and outside of Tooting Market
- Mayor’s Office Charity Dinner – 2 high profile fundraising events with students from Pan Out producing the food alongside professional chefs;
- Day trip to RAF Brize Norton
- Day trip to the Compass Group Head Office;
- Daksha Mistry, former Master Chef finalist involved in various community events and delivering masterclasses
- Celebrity JJ Goodman, owner of London Cocktail Club, (cocktail masterclass for teachers) and involvement in community events
- Leonard Cheshire Day Centre in Battersea producing food and refreshments for community events. This has included Diwali and Christmas events
- Hotel Rafayel on the Left Bank – hosting groups of students
- A Day in the Life of... Tours - visits to Taj Hotels, Think Rise and China Tang at the Dorchester
- School Assemblies – several of the employers have been involved;
- Careers Fairs and events
- RAF STEM Roadshow – 5 schools in Wandsworth (in partnership with Wandsworth Ambitions cluster);
- Chelsea Football Club – students have the chance to experience work on the extensive catering side of the organisation
- The Big Debate Challenge
- Careers Talks and Events
- Practical training sessions/masterclasses
- Teacher training events

Match and support pupils into work placement and internships brokered by Youth Talent ESF

During the lifetime of the project over 300 pupils gained work experience working with Wandsworth’s BEST team. Schools included in the Pan Out Cluster were Ernest Bevin College, Graveney Academy, Southfields Academy, Nightingale Community Academy, St Cecilia’s Church of England School and Chestnut Grove Academy, Paddock School and students from the hospitality school at Merton College.

Funding

The partnership received almost £800,000 over a 3-year period. Lifelong Learning received £275,000 for the delivery of project activity and work experience placements.

Overall impact

The Pan Out project has been extremely successful in terms of impact, meeting and exceeding its quantitative targets by some considerable margin but also creating a real impact on both the employers and schools involved but on the hospitality industry. The

considerable attention and support that this project continues to receive from the industry's leading bodies and key stakeholders, our waiting list of employers and the fact that several of the activities will continue after the project ceases, are all testament to the success of the project and the way it has been implemented. Interest and understanding of the industry have definitely been achieved and can be demonstrated by the fact that when we first approached schools, they had no understanding and little interest in the industry. However, we now have several schools who will continue to work together and also with employers who will continue their relationship with Wandsworth schools.

Other information

For further information on Pan Out there is a website: www.panout.london. The website contains a promotional film demonstrating the diversity and variety of careers that can be accessed by working in this dynamic sector. There are also a number of blogs and films contained on the Lifelong Learning website: www.wandsworthlifelonglearning.org.uk.

For further details on employers and activities related to Pan Out please see Appendix 6.

London Ambitions Careers Cluster

March 2019 marked the official end of Wandsworth's London Ambitions Careers Cluster. The two year programme comprised of activities linked to the 7 key recommendations in the "London Ambitions" report (<http://www.londoncouncils.gov.uk/londonambitions Careers>), which aims to transform the careers and employment support offer for all young Londoners.

The Careers Cluster's primary objective was to enhance partnership working with key stakeholders, namely local schools and colleges, around the careers guidance and inspiration agenda. In collaboration with South Thames College, the Cluster provided through its 18 projects, a much-needed boost to local efforts to improve links between education and industry.

The Cluster comprised 5 schools/educational establishments and 2 colleges including: Ark Putney Academy, St John Bosco College, Southfields Academy, Francis Barber PRU, the Virtual School, St Francis Xavier College and South Thames College respectively.

To fulfil its mandate, 18 projects were established based on the results of a needs analysis completed by participant schools and colleges. All activities were open to Cluster schools/colleges and included:

- Raising awareness of apprenticeships
- Raising awareness of Higher/Degree apprenticeships as an alternative route to Higher Education (HE) and CPD for Teachers in collaboration with Aim Higher
- Increasing support for students with SEND into EET opportunities
- Improving the access of disadvantaged young people into HE
- Improving use of Labour Market Information (LMI) in schools
- Improving students' employability skills
- Sector specific projects in construction, digital, creative, STEM and enterprise
- Individual schools' projects allowing each cluster school/college to develop a relationship with a local employer that can support a range of activities to embed employment/ skills needs into the curriculum

Due to its success, the Cluster was granted an extension by the GLA resulting in the offering of an additional 5 projects in year two in the following areas:

- STEM- sessions with Roehampton University for Key Stage 3 pupils to learn how science relates to the sector
- Hospitality- Working with the employer Prêt à Manger, pupils in KS3 and 4 will participate in Barista training with the opportunity to learn best practice for customer service and try their hand at food prep
- Childcare- pre and post 16 sessions for young people to learn about the childcare sector and its related career pathways
- Higher Apprenticeships- a short film was commissioned with London South Bank University (LSBU) to share with Cluster schools. It will include input from employers and LSBU
- Digital – alternative work experience project with the employer Digilab and Ark Putney Academy's year 10 students

As a result of the popularity of the Thames Tideway boat trip in year one, 60 young people in year 12 and 6 teachers from 3 of the Cluster schools were given the opportunity to enjoy this Cluster activity again this year. Feedback was excellent with attendees also being treated to a lunch at Tideway's office in central London and a presentation about progression pathways in the construction industry.

As in year one, the Careers Cluster's objectives were met in year two. Most of the Cluster participants engaged with activities offered and where they were unable to take up opportunities, organisers have been flexible in accommodating alternatives.

The focus in the last few months has been on evaluating the impact of the Cluster activities through data collection (feedback forms from students and teachers, case studies, video interviews etc) and sustainability plans to inform a final evaluation of the Careers Cluster.

The sustainability plans from participating Cluster schools/colleges for continued working with the employers are contained in Appendix 7.



Wandsworth Young Chef finalists 2019

Lifelong Learning Structure

A restructure of the Lifelong Learning team took place in January 2017. Proposals were approved by the Education Overview and Scrutiny Committee on September 18th 2016 (Paper No. 16-334). The current team structure is attached as Appendix 5.

Finance

Financial performance for the 2018/19 financial year was strong, with income generated across several funding streams. Overall the service achieved a break-even position.

ESFA income generated £1,866,048.40, Apprenticeship Levy £145,647.04, ESF programmes £164,708.00 and the BEST work experience income was £146,795.00 bringing total revenue to £2,323,198.44.

Contract	Income
16-18 Apprenticeships (Pre-May 2017)	£ 79,240.55
Adult Apprenticeships (Pre-May 2017)	£ 174,083.40
16-18 Non-Levy Apprenticeships (Post-May 2017)	£ 12,860.00
Adult Non-Levy Apprenticeships (Post-May 2017)	£ 21,898.66
16-18 Traineeships Programme Funding	£ 28,698.43
Adult Education Budget (Classroom and 19-24 Traineeships)	£ 180,142.36
Community Learning Income	£ 1,369,125.00
ESFA TOTAL INCOME	£ 1,866,048.40
16-18 Levy Apprenticeships	£ 15,103.87
Adult Levy Apprenticeships	£ 130,543.17
Levy TOTAL INCOME	£ 145,647.04
CALM – Careers and Mentoring (ESF)	£ 61,056.00
ESF Employment Plus (ESF)	£ 20,694.00
Wandsworth Ambitions (ESF)	£ 19,443.00
Pan Out (ESF)	£ 63,515.00
ESF TOTAL INCOME	£ 164,708.00
BEST (Work Experience) (Income from schools)	£ 89,795.00
BEST (Work Experience) ESF	£ 57,000.00
BEST TOTAL INCOME	£ 146,795.00
TOTAL INCOME	£ 2,323,198.44

Appendix 1 – Key Performance Indicators (KPIs)

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
• Internal 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%

Appendix 2 - 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>•</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>iv. Consider and develop proposals for the introduction of fees for some LL direct delivery</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 continue to restructure and increase learner numbers in the 2019/20 academic year and this drop is generally consistent with national performance.</p>

AIMS	ACTIONS	Progress 2018/19
	<p>courses. Also, to mitigate low numbers on some courses that are free.</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 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>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</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 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</p>

AIMS	ACTIONS	Progress 2018/19
	apprenticeship levy/digital accounts for employers	<p>2020, to include: School Business Manager (Level 4) and Facilities Management (Level 2).</p> <p>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:</p> <ul style="list-style-type: none"> • are looking for work • in work and want to develop skills. 	<p>Overall numbers in this area have increased:</p> <p>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>

AIMS	ACTIONS	Progress 2018/19
		In addition, a further 85 individuals participated in a number of personal development /employability related courses.
<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 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</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>

AIMS	ACTIONS	Progress 2018/19
	<p>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>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 case studies to demonstrate the effectiveness of programmes offered.</p>
<p>8. To develop a range of employability programmes.</p>	<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>
<p>9.To further develop & improve IAG within the Service.</p>	<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>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</p>

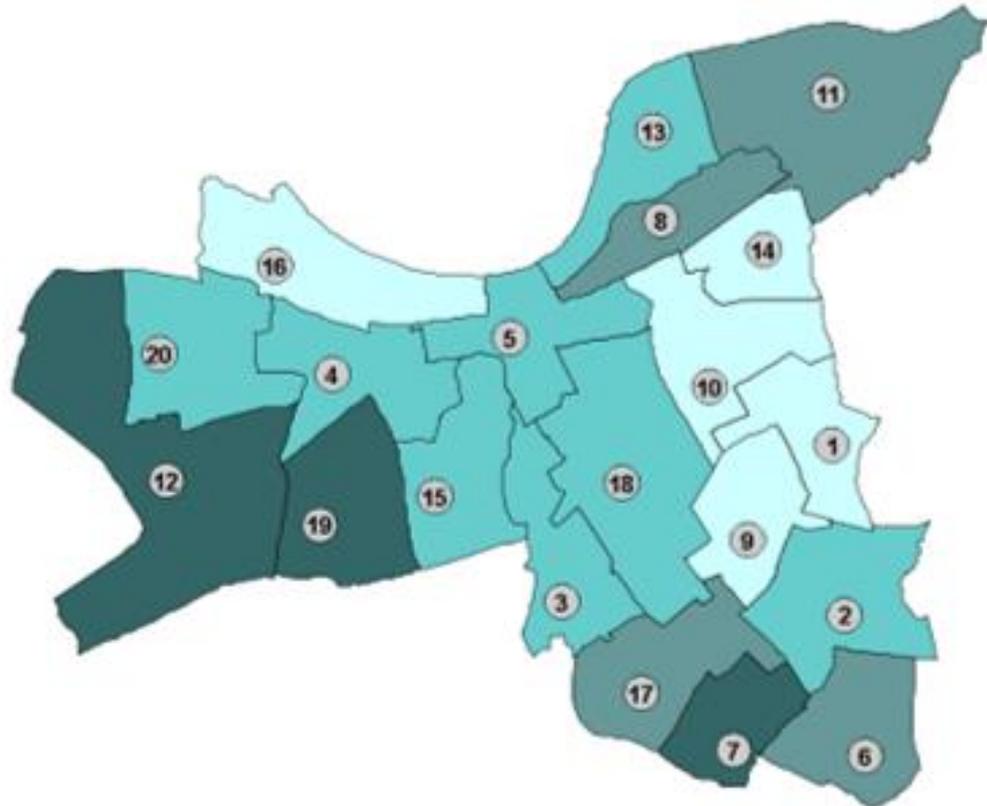
AIMS	ACTIONS	Progress 2018/19
	<p>(iii) Ensure frontline staff are fully trained in giving progression advice and using progression map</p> <p>(iv) Continue to implement Matrix development plan to keep strong focus on the quality of IAG.</p>	<p>Learning courses to standardise this approach across programmes.</p> <p>This is a high priority CPD area with further training 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 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>	<p>(i) Commission health and wellbeing courses</p> <p>(ii) Actively seek out bidding opportunities that focus on older learners</p> <p>(iii) Develop accredited employability programmes for older learners to recognise growing number of 50+ unemployed in Wandsworth</p>	<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.</p> <p>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.</p> <p>Provision at Hestia and Randall Close Resource Centre particularly targets participants aged 60+, focussing specifically</p>

AIMS	ACTIONS	Progress 2018/19
		<p>on well-being activities such as: Dance, ICT, Art, Drama</p> <p>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>	<p>(i) Ensure that there are appropriate electronic and hard copy methods of engagement.</p> <p>(ii) Use social media effectively to maximise publicity and recruitment</p> <p>(iii) Deliver a range of festivals and events (awards evenings, information days, fun days) to communicate the range of services available</p> <p>(iv) Use a variety of social media, methods and approaches to improve participation in apprenticeships.</p>	<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</p>	<p>(i) Carry out a comprehensive survey of identified learners.</p>	<p>The service adopts a number of methods to measure the impact of learning programmes.</p>

AIMS	ACTIONS	Progress 2018/19
<p>data for learners in each academic year.</p>	<p>(ii) Collate and share information with staff and stakeholders through the LL MAG, 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>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>

Appendix 3 - Learner Participation Maps 2018/19

Learner Participation (Learner Postcode) in Wandsworth



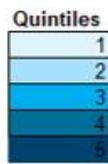
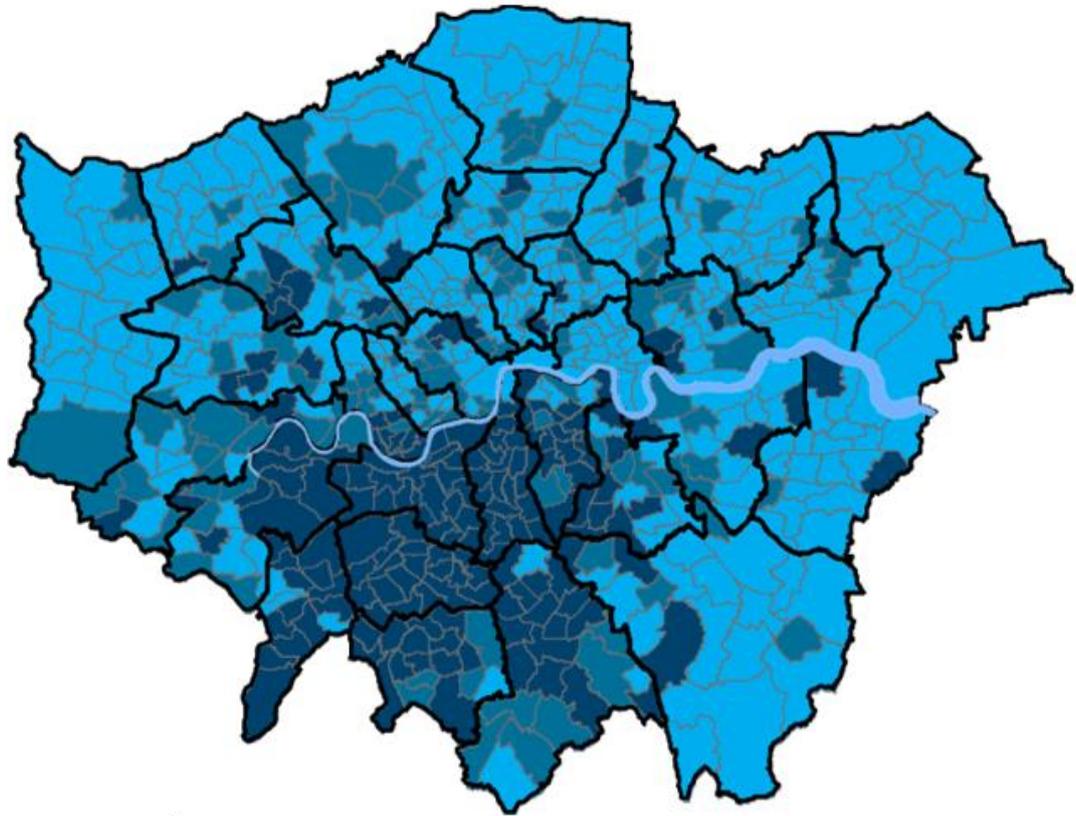
Code	Ward name	Values
1	Balham	45.0
2	Bedford	78.0
3	Eartsfield	92.0
4	East Putney	69.0
5	Fairfield	70.0
6	Furzedown	108.0
7	Graveney	159.0
8	Latchmere	100.0
9	Nightingale	60.0
10	Northcote	34.0
11	Queenstown	104.0
12	Roehampton and Putney Heath	128.0
13	St. Mary's Park	67.0
14	Shaftesbury	35.0
15	Southfields	73.0
16	Thamesfield	62.0
17	Tooting	121.0
18	Wandsworth Common	75.0
19	West Hill	130.0
20	West Putney	84.0



Quintiles Legend

Quintiles	Low (>=)	(<) High	Occurrences
1	34	65	(5)
2	65	97	(8)
3	97	128	(4)
4	128	159	(3)
5	-	-	-

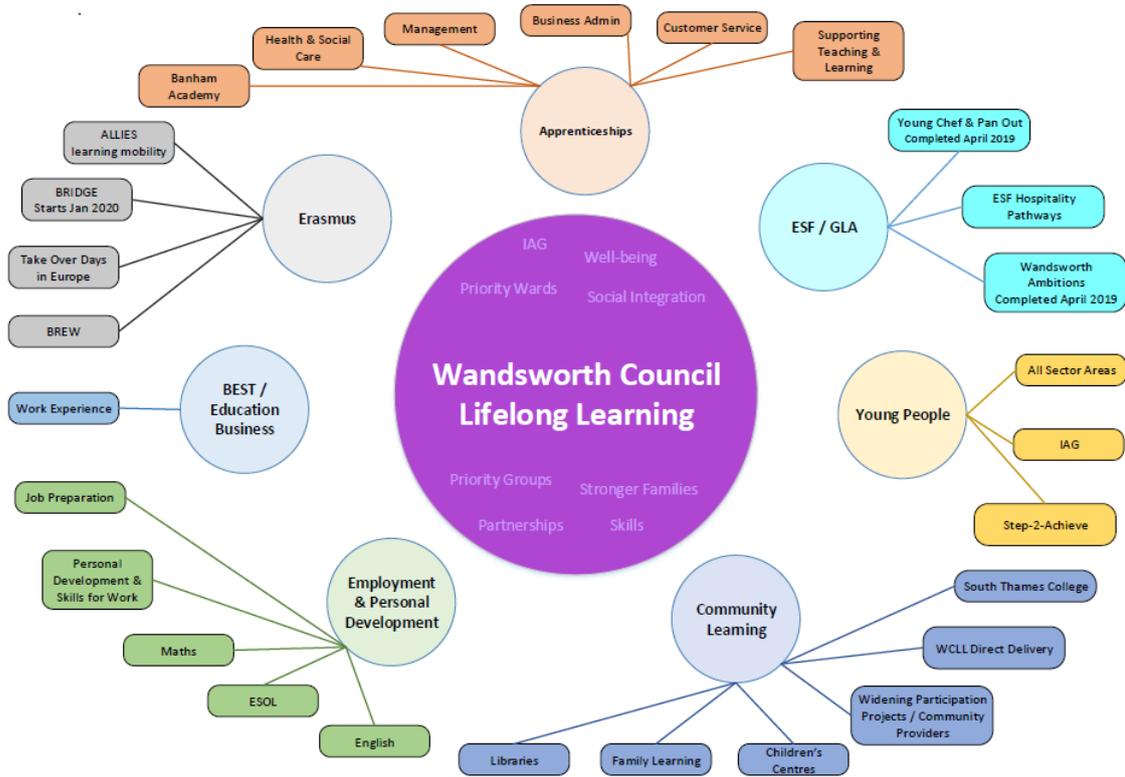
Learner Participation (Learner Postcode) across London Boroughs



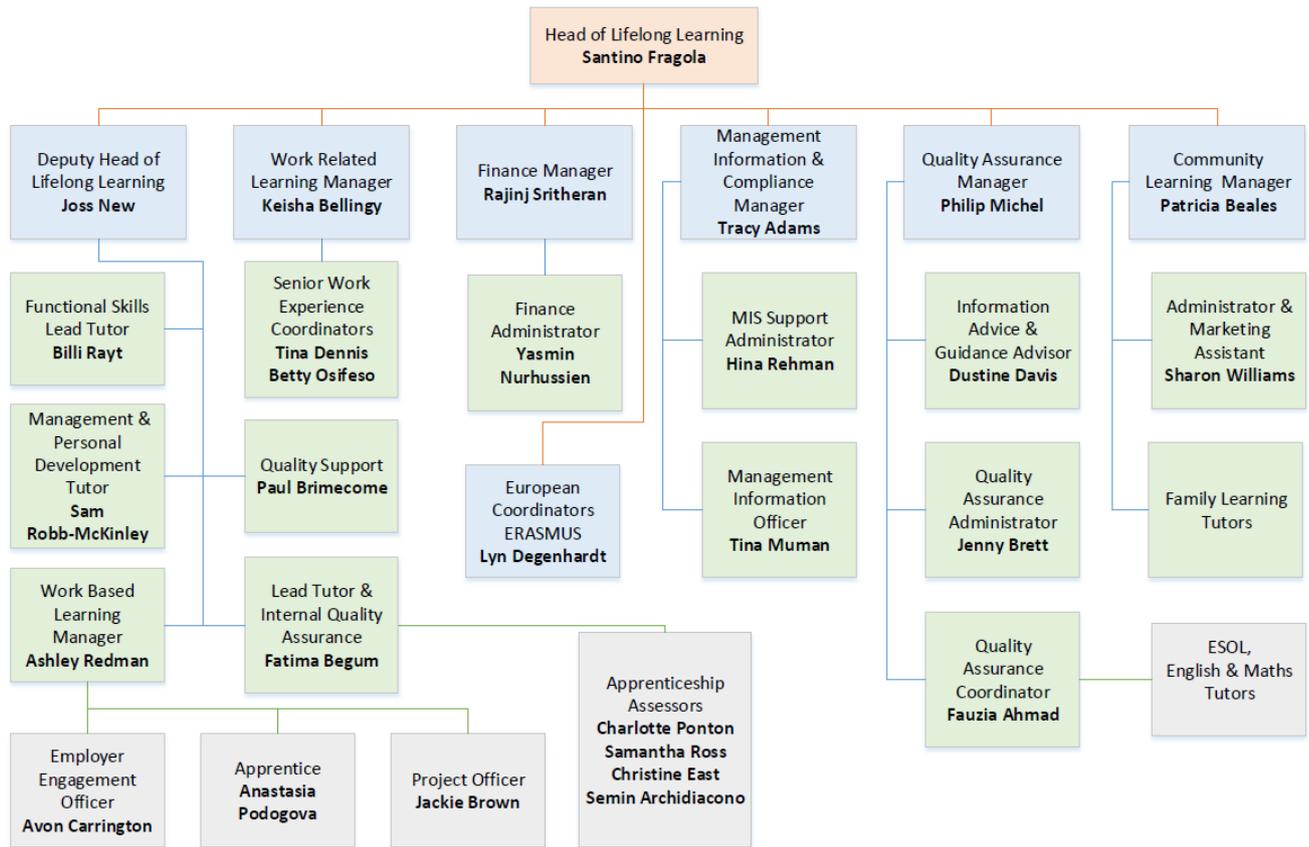
Quintiles Legend

Quintiles	Low (\geq)	(<) High	Occurrences
1	0	0	(0)
2	0	0	(0)
3	0	1	(328)
4	1	2	(126)
5	2	159	(170)

Appendix 4 – Delivery Diagram



Appendix 5 - Organisation Chart



Appendix 6 - Pan Out

Below is a list of some of the Employers engaged in Pan Out and the activities in which they were involved:

Compass Group

Compass Group lead on the Wandsworth Young Chef competition, hosting master classes, providing judges and working alongside pupils during the heats and finals. Compass Group also provided open days, masterclasses, shadowing and information days at their training and innovation centre in Chertsey. Nick Vadis has taken an active part in the careers film produced and judging of the Wandsworth Young chef competitions.

Chartwell's

Chartwell's are part of the Compass Group. During the Wandsworth Young Chef competitions, they provided judges, professional chefs to cover masterclasses (e.g. knife skills) and tutorials in schools. Hosting, facilitating and supervising the cook offs. Chartwells carried out information sessions in schools and provided an insight into contract catering opportunities.

WBC The Mayor's Office

Involved in all aspects of the WYC competition but more importantly give pupils the opportunity to get involved in all aspects of event planning and hosting by offering the training to pupils wishing to be involved in the Mayor's Charity Dinner, BEST awards and WYC winner's ceremony.

The Royal Air Force

The Royal Air Force have been involved in delivering STEM roadshows at participating schools, which were very well attended by whole year groups and their teachers. Several schools have also attended visits at Brize Norton and RAF Northolt where they had a tour of a working base and found out all about the hospitality roles and facilities on the base. RAF representatives have also attended school assemblies, careers fairs, and parent's information sessions, whilst some students attended the RAF careers office based in Central London.

The London Cocktail Club

The London Cocktail Club have been exceptional in their engagement for both students and teachers - delivering CPD events for teachers to highlight opportunities in the industry. JJ Goodman has worked with students to assist in helping them prepare for various Wandsworth events like BEST awards, preparing "mocktails" and attending careers evenings and events. LLC took part in the short film which was produced about the hospitality Sector. They were an active employer in the planning and delivery of the Tooting Street Food Challenge, and also worked to develop the branding workshop.

Leonard Cheshire

Representing a different aspect of the sector, this has been inspiring for the students and teachers who have been involved in events held at the day centre for people with

disabilities. Chief Executive William Kavanagh took part in the Pan Out careers film produced for use in schools by careers guidance staff and teachers. Pupils also catered for and hosted a number of charity events at the centre, receiving expert tuition to prepare meals and training to serve their products; this included Christmas and Diwali events. Also catering for a training event for Dignity in Care, held at the centre. This has provided much needed practical experience in all aspects of the industry along with opportunities for volunteering.

Think Rise

Have attended several year group assemblies and were also part of the first Day in the Life taster tour for schools; where a group from a school would visit several different hospitality employers in one day to get a real feel for how different the sector can be from one environment to the next. They have also been regular supporters of the Mayor's charity dinner and attended the school cluster network meetings with schools.

Hotel Rafayel

Attended a number of school assemblies and careers fair at various schools.
Attended the Future Careers Week Event at Southfields Academy, meeting with students to discuss the Hospitality sector and relevant career opportunities available. They were also part of the Day in the Life taster tour for schools.
Hotel Rafayel hosted work experience and workplace visits for pupils from various schools to gain an insight into the Hospitality industry.

Planet Planit

Planet Planit has launched an inter schools challenge to coincide with the Mayor's Charity Dinner, which sees pupils work on various aspects of event management. This inter school challenge provides practical training, guidance and support to help pupils move through the stages of event planning to the final event. Recently Planet Planit, in conjunction with Chelsea FC, hosted a school debating competition based on Hospitality which was a great success and the winning team came from Burntwood school.

The Kennel Club

Attended Careers fairs, assemblies and were part of the first Taster Tour for Schools. As private members club The Kennel Club presented to teachers and students a very different side to the hospitality world to what they know and expected. They offered shadowing opportunities with the opportunity to progress onto work or apprenticeships. The Kennel club hosted the Day in the Life tour where pupils were given an opportunity to experience the roles of various employees in the organization.

China Tang

Contributed to the Pan Out Careers film which was produced for the website and also for schools to use as part their careers sessions. They took part in a number of successful events and assemblies, provided advice on interview techniques, CV's etc, offering interview practise and feedback sessions and working on the series of Employers Guides to... training materials which were distributed to schools and pupils. They were also part of the first "Taster Tour" and represented the luxury end of the hospitality market.

St James Court Hotel London

Attended Assemblies and careers events in various schools. Provided small group and whole assembly advice and workshops on job applications, interview techniques, CV's etc., offering interview practise and feedback sessions.

BASE/Baxter Storey

Spoke at teacher events to highlight diversity of opportunity in the sector and particularly as it applied to the local Nine Elms development, which is likely to offer significant employment opportunities to pupils from the cohort in the future. Baxter Storey supported the Tooting Street Food Challenge acting as mentors, judges and specialists' trainers.

Billingsgate Fish Market

As part of WYC, the finalists from all schools attend a tour of the market and receive a masterclass on how to buy and prepare all kinds of fish. Billingsgate also attend various schools to deliver master classes on fish-based dishes.

Appendix 7 - Schools Clusters

Each cluster school was supported financially to develop a new employer relationship and project activity. Six of the seven schools developed their own projects and have successfully sustained relationships with a new employer as a result.

Cluster	Update	Comments
Digilab and Ark Putney Academy (APA)	Plans in place to run the project again next year and possibly as a project alternative to other work experience.	Ark Putney Academy wanted to trial an 'alternative work placement' project to support year 10 students to get experience of the world of work. Project activity was developed with Digilab – Creative Hub in Wandsworth – and micro businesses to support students to deliver to a work brief. The project was ambitious with 90 students taking part. Initial feedback suggested that there were some teething problems however, these were resolved and APA and Digilab plan to continue this arrangement and refine the processes for year 10 students next year.
SFX and Multiplex	Relationship is continuing.	SFX College partnered with Multiplex (a construction company) to develop curriculum in STEM subjects that can relate to employment opportunities. Students experienced company visits and have applied for work experience placements as a result. On-going plans to work with students across curriculum areas has been agreed.
STC and Halifax	Relationship is continuing.	The Halifax supported a series of sessions with STC Business Students to help them develop their employability/ interview skills and to understand more about work in the business sector. As a result of the engagement, the Halifax has also agreed to offer work experience (this is new for the Halifax who don't currently offer this). The Halifax is also talking to the college about Apprenticeship opportunities. This project is being sustained and embedded in the business studies curriculum.
Southfields Academy and Tideway West	Relationship is continuing.	Southfields Academy worked with Tideway West to develop relevance of construction/ engineering and environmental activities linked to curriculum. Tideway West recently opened their construction site in Wandsworth – a walk or short bus ride from the school. In addition to providing support in the classroom, Tideway West also participated in the school's 'Careers Fortnight' activities to help students learn about various career opportunities within the construction sector. This relationship is on-going and Tideway West (and the other Tideway groups) are also keen to support other Wandsworth schools.
St John Bosco College (SJBC) and Nation Ladies	Relationship is continuing.	SJBC established relationships with a new charity Nation Ladies. Their inspiration-based support is particularly targeted at girls from BAME backgrounds to raise their aspirations and inspire future careers. Nation ladies provided female mentors from professions such as law, dentistry and medicine to

		help SJBC students understand how to progress to careers in the professions and provided mentoring for them to navigate and prepare their progression. Nation ladies also arranges industry visits to companies, so students get a taste of the environment.
Francis Barber PRU and Dellaglio Foundation	Relationship is continuing.	The PRU worked with the Dellaglio Foundation to put teacher resources together to help students with 1-1 support for employability.
Work Experience	Schools can buy work placement support from the Local Authority – BEST. Circa £100 per placement.	Schools were very pleased to have benefited from the Careers Cluster resource to support work placements. All schools and colleges have plans to increase the work experience element for their students. However, only Southfields Academy has some capacity allocated for the school careers staff to help source and co-ordinate work placements. The other cluster schools will find it very difficult to provide work placements. BEST – the Local Authority education business partnership will provide a work placement service for schools. However, the service must be paid for. The cost to the Careers Cluster was £100 per placement hence schools with 60-100 students in year 10 will find this cost prohibitive.
Careers Cluster networking and coordination	Possibly through the Local Authority or Wandsworth Professional Development Centre, a reduced co-ordination function could continue.	The coordination of the Careers Cluster activities and developing relationships has been the core of Cluster activity. This function will not continue beyond the end of the Careers Cluster due to the end of funding. It is possible (and the Local Authority is considering) that it will reinstate termly meetings with Wandsworth schools to share information, best practice etc. around the CEIAG agenda. However, this has not been confirmed. Wandsworth schools also hold a Curriculum Group meeting that have CEIAG as an agenda item and this could continue. Wandsworth Professional Development Centre could take forward some of the careers Co-ordination role – but likely this would need to be funded by schools – but at a reasonable cost.