



Wandsworth Council Lifelong Learning Three Year Development Plan 2019 - 2022

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

Updated November 2020

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Lifelong Learning Mission Statement

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

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

Wandsworth Council’s Corporate Objectives

The Council has six strategic objectives (and sub-objectives) that reflect the Council’s priorities and its ongoing corporate ambition to deliver high quality, value for money services including keeping the council tax amongst the lowest in the country:

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

Introduction and Context

Wandsworth Council's Lifelong Learning service (WCLL) is part of the Council's Education, Standards and Inclusion division in the Children's Services Department. It is responsible for a wide range of lifelong learning activities and courses across the borough.

WCLL's main functions are to deliver:

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

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

Impact of Covid-19

As with all learning providers the way that the service operates has changed.

Since April 2020 the service has offered provision on-line. During this period there has been significant curriculum development with courses being adapted and developed in response to the needs of learners, employers and all other stakeholders.

There has been a demand for on-line provision in all areas, but particularly from adults requiring personal development training and careers information, advice and guidance.

All courses delivered directly by the council's Lifelong Learning team are offered remotely using Google Classroom and this has been highly effective. This process, or similar, has been adopted by most sub-contractors with confirmation from most subcontractors that they are still able to deliver contracts.

It is anticipated that all providers will start to re-introduce some learning in a physical classroom setting from September 2020; however, it is highly likely that a more 'blended' approach, a combination of physical and virtual learning, will operate for most of the academic year.

The service has been able to consider the impact of Covid-19 in the commissioning process and all processes are in place for Service Level Agreements and contracts to operate from August 1st 2020.

In order to deliver the best possible outcomes for service users, it will be important to respond quickly to changing circumstances throughout the academic year. The service will aim to mitigate barriers to learning through all provision, direct and commissioned.

The service will also work to maximise opportunities for those who are digitally excluded.

Wandsworth Children's Services - SMART Growth Action Plan

The service links into the Wandsworth Smart Growth Programme and action plan. The service will continue to adapt and develop provision throughout the academic year with agreed targets and milestones. There is a particular focus on supporting BAME communities, young people and the low waged. The service has also developed workshops for families, so that parents and their children can learn together.

At least 50% of all learning provision will be delivered on-line as the service continues to adapt learning programmes so that they are flexible and accessible.

GLOSSARY

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

The Purpose of Government Supported Community Learning

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

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

Most provision delivered by the Service is subject to the funding rules and eligibility as described in the document [ESFA funded adult education budget 2020-21](#).

Nationally, Adult Community Learning (ACL) services educate, train and retrain 500,000+ adult learners annually and deliver quality provision.

ACL providers are in the main Local Authority Adult Community Learning services, Institutes for Adult Learning (IfAL) and independent third sector providers who deliver adult education.

There are over 200 organisations receiving adult community learning (ACL) funding as part of their Adult Education Budget (AEB) allocation working in over 1000+ centres. In the light of Covid-19 they have adapted their offer to a virtual environment and now provide a blended approach.

ACL providers share a joint mission to provide education, skills and learning that give adults a second chance and supports their employment prospects and wellbeing, which in turn improves productivity and creates the circumstances for economic success. They take a multi-agency approach and their flexibility and reach into their local areas has enabled ACL providers to work effectively on local priorities. This includes working with statutory services within their Local Authorities (LAs) to support some of the most vulnerable individuals and families to provide routes into employment and to prevent a deterioration of their circumstances.

Work is directed by government and regionally by the GLA in London. AEB funding ensures that the most disadvantaged can gain essential basic maths and English qualifications, and digital skills, as well as pre-vocational qualifications to aid their progression into further learning and sustainable employment. Those with very low skills are able to improve their job prospects and/or move up a skills level.

WCLL is incrementally increasing the number of adults progressing and participating in accredited Community Learning.

Influencing Strategies

Skills for Londoners Strategy 2018

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

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

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

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

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

The Centenary Commission on Adult Education

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

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

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

Centre for London, City Skills: Strengthening London's Further Education Offer June 2020)

The report highlights the following key issues:

- Creating opportunities for young people: one in six Londoners aged between 20-24 is not in education, employment or training – and this share is as high as in the rest of England.
- Tackling low pay: people without qualifications are at a significant disadvantage in the capital. Their pay is only three per cent higher than in the rest of country, compared to 24 per cent for Londoners with level 3 qualifications.
- Responding to the 2020 coronavirus pandemic: unemployment levels have been rising sharply over just a few months, and casual workers and young people looking to enter the labour market for the first time are likely to face higher barriers to employment in times of crisis.
- Adapting to automation: London's economy is likely to be disrupted in coming years, with routine administrative and manual jobs replaced by growth in areas such as health, hospitality and sports, placing a premium on retraining and lifelong learning.

Read the full report: <https://www.centreforlondon.org/reader/city-skills/>

The Centre for Social Justice, The Long Game: How to reboot skills training for disadvantaged adults June 2020

"...our offer for individuals who are furthest removed from the prospect of learning is not strong enough. Community learning courses have a good track record in reaching individuals who are traditionally hard to engage.

They help people build skills and improve their job prospects and are strongly linked to better mental health. However, participation dropped by 23 per cent between 2011/12 and 2018/19 and we are concerned that there is unmet need."

Read the full report: <https://www.centreforsocialjustice.org.uk/library/the-long-game-how-to-reboot-skills-training-for-disadvantaged-adults>

Building Integrated Communities

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

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

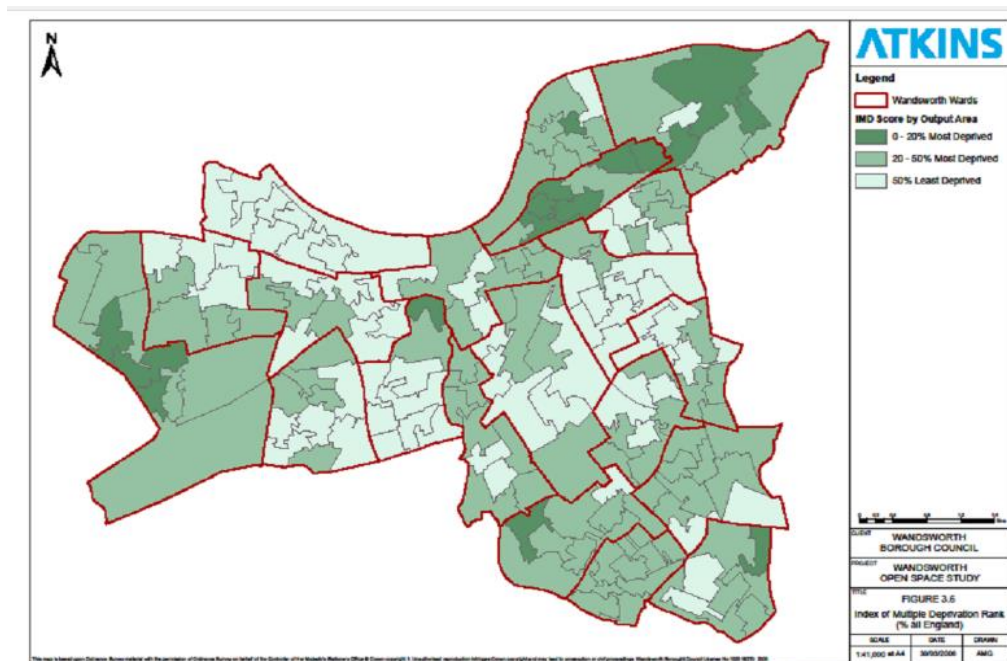
Demographic Context

Wandsworth is the largest inner London borough with a population of approximately 332,524. There are many more 20-44-year olds than is the case for London generally, with 54% of the population in this group.

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

The English Indices of Multiple Deprivation (2019) rank Wandsworth as 173 of 317 on the average score, where 1 is the most deprived, and the area ranked 317 is the least deprived. The highest levels of deprivation in the borough are concentrated in the wards of Latchmere, Roehampton and Queenstown. There are also concentrations of deprivation in the West Putney and Tooting areas.

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



Key Statistics and Background Information

- 40% of Londoners leave school without basic English and Maths.
- There are 800,000 Londoners paid below the London Living Wage.
- Research shows that low pay is often persistent. In a national study, of every four people in low pay in 2001, three were still low paid a decade later.
- London creates jobs but Londoners are not always well placed to get them.
- There is a growing older population.
- Unemployment is above national average and there are pockets of long term unemployed.
- There is a growing migrant population who require ESOL.
- People are spending longer in work, leading to a need for mid-life retraining.
- The unemployment rate for 16 to 24-year olds in London is 2.9 times higher than for adults aged 25 to 64.
- One in six Londoners aged between 20-24 is not in education, employment or training
- British black, Asian, and minority ethnic (BAME) Londoners have higher rates of unemployment and economic inactivity than other ethnic groups. Women are also more likely to be unemployed than men in London – nine per cent of men are not in work compared with 33 per cent of women.
- Groups such as young people and care leavers particularly miss out on the training and job opportunities that the capital offers.
- Londoners need to be equipped and supported to grasp the opportunities that living in a global city creates.
- The number of people with a disability is increasing, resulting in a growing LDD (Learners with Difficulties or Disabilities) need.
- Too many Londoners are not getting the careers support they need and are not getting the most out of the adult education and skills system.

Section One: Lifelong Learning Priorities, Aims and Objectives

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

Section Two: Summary of Recent Performance and Impact

Just under 5,000 children, young people and adults of all ages took part in Lifelong Learning programmes in Wandsworth in 2019/20. They included:

- Community informal learning (non-regulated provision) for 2,060 adults (4234 enrolments)
- Community learning leading to qualifications for 282 participants, down from 391 the previous year. In terms of actual enrolments, there were 502 enrolments, up from 455 last year, this happens when participants complete multiple qualifications
- 135 Apprenticeships on a programme across 6 sector areas, 58 qualifying starts in year
- Employability courses leading to qualifications and effective preparation for employment
- Functional Skills (English, Maths, ICT)
- English for Speakers of other Languages (ESOL)
- Widening participation to encourage people who do not normally take part in learning
- Programmes for young people who are NEET (Not in Education, Employment or Training)
- Work experience for young people
- Programmes for people with learning disabilities and difficulties
- Courses that promote active ageing and well-being
- Family Learning for all family members
- European Projects which target specific groups in the community and encourage sharing best practice

Widening Participation

WCLL has continued to develop provision for young people and adults who require additional support with learning and/or participation in the labour market. This strategy is further supported through work with sub-contracted providers and partners to increase participation, particularly with those who:

- Are furthest away from work
- Are in low paid employment and/or are low qualified
- Have a government entitlement to Basic Skills and/or up to Level 2 qualifications
- Are socially isolated (or at risk of social isolation)
- Live in an area of poor social cohesion
- Would benefit from improved health or wellbeing
- Have a learning difficulty or disability
- Are older learners who would benefit from more social interaction
- Are under-achieving or under-represented
- Need to retrain
- Are learners whose first language is not English
- Are learners without a Level 2 qualification
- Are men who are traditionally under-represented in adult learning

Funding Opportunities

WCLL has a demonstrable track record of attracting a range of funding from diverse sources: 19+ Adult Education Budget (AEB); non-formula & formula funding; Greater London Authority (GLA) community and family learning; income from apprenticeships (levy and non-levy); income from the provision of work experience; European Social Fund and Erasmus. The service will continue to review and develop its fundraising strategy and partnerships to maximise income for Wandsworth residents.

Apprenticeships

WCLL has re-structured in line with Apprenticeship reforms and provides a direct offer of accredited qualifications for the programme. One of the team's key priorities has been to improve the number, quality and access to Apprenticeships for local people and employers. This is being achieved through increasing direct delivery and optimising the role of the Council in helping to stimulate and support engagement with Apprenticeships.

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

Work Experience

WCLL delivers the Education Business Partnership - known as Business and Education Succeeding Together (BEST) - for most of the borough's schools' work experience placements. In a typical year, the team works with approximately 700 employers to create more than 1600 placements. Covid-19 has meant that the services offered by the team have been re-configured to: support specific work-related projects for young people, including virtual placements; and, support the wider Lifelong Learning team with recruitment and administration across all other programmes.

BEST continues to work closely with other key teams in the council, including the Economic Development Office to forge strong links with new businesses and regeneration developments moving into the area including major regeneration sites such as Nine Elms, Wandsworth Town Centre and Clapham Junction.

There are also very strong links with the Virtual School, where there is targeted support for young people to receive enhanced work-related learning support and careers information, advice and guidance.

Partnerships

Cross-sector partnerships, both in and out-of-borough, enable WCLL to work effectively at local sub-regional, pan-London, national and European levels. This allows the service to expand the breadth and depth of provision and respond to very specific individual, community and labour market needs. The Wandsworth Lifelong Learning Monitoring and Advisory Group (LLMAG) and the Lifelong Learning Development Group (LLDG) provide a strategic forum for partners and other stakeholders to meet, discuss, agree and monitor performance across the service.

WCLL's main Community Learning partners in 2019/20:

- South Thames College
- MI ComputSolutions Inc.
- Deaf First
- Hestia Age Activity
- Katherine Low Settlement
- Baked Bean Charity
- Adult Training Network
- Wandsworth City Learning Centre

Other partnerships include:

- Public/private sector - large-scale European Social Fund (ESF) projects targeting young people and adults, improving careers guidance, career pathways and access to further learning and/or employment.
- Employers - the development and expansion of partnerships with employers has been central to the success of ESF projects, Apprenticeships and work experience.
- Work Match team - located in the Wandsworth Economic Development Office. Work Match aims to increase local employment opportunities with emphasis on those created through the regeneration of Nine Elms.
- European Union projects - partnerships with a wide variety of professionals across Europe provide an additional and rich source of alternative educational practice.
- Close working with other local authorities and networks to share best practice, informing all aspects of strategy with a focus on curriculum, quality and IAG.

Working as Part of Local and National Networks

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

WCLL is an active member of Lifelong Learning London Central, consisting of 11 other local authority providers of adult education. The Head of Lifelong Learning is part of the steering group which focusses on the following areas: **Quality; Curriculum Development; Funding; and, Positioning and Influencing**. In response to Covid-19, a recent development has been the initiative, *Keep London Learning*. The initiative brings together all remote learning opportunities offered by 28 local authority services in a single strategically maintained **Keep London Learning** site: www.keeplondonlearning.com

Lifelong Learning London Central (LLLC) – Purpose

- To align work to Mayoral priorities as set out in Skills for Londoners and the Central London Forward (CLF) Skills Strategy.
- Be responsive to local need as set out in individual borough strategies.

- Re-focus AEB delivery on outcomes in work, health and social integration, rather than qualification output.

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

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

Section Three: How Lifelong Learning is Planned and Managed

WCLL's core team consists of 31 staff led by the Head of Lifelong Learning who reports to the Assistant Director of Education, Inclusion and Standards (Department of Children's Services). The Head of Lifelong Learning is responsible for ensuring the curriculum is designed and developed in response to local and regional needs, informed by central government policy.

Curriculum Planning

There are a number of inter-related processes that inform curriculum planning and development:

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

In 2019/20 the service was already implementing significant curriculum changes. This process was further accelerated by pandemic. Key points include:

- Increasing ESOL and basic skills provision and programmes that support learners' wellbeing and personal development.
- New courses to support residents who are unemployed or whose employment status may be insecure due to the pandemic and economic downturn.
- Significant development of on-line courses with accredited enrolments increased by 30%.
- Increase in personal development courses and vocational courses, particularly aimed at those who are newly unemployed/furloughed.
- Focus on supporting 18-24 year-olds into employment or learning through local ESF and national funding programmes.
- Supporting digital skills and access to equipment and the internet.
- Investing in marketing and communications to improve awareness and participation in learning.
- Researching further developments to support local priorities e.g. Green growth and sustainable development.
- Restructured apprenticeship delivery in line with sector reforms.
- Significant development for tutors in how to use Google Classroom to deliver on-line.

There continues to be a focus on work for priority groups such as:

- Young people and adults who are not in Employment, Education or Training (NEET)
- Adults with low skills
- Young people in care and care leavers
- Young People and adults with learning difficulties and disabilities
- Families in need of additional support
- Young people and adults in deprived parts of the borough

Equality, Diversity and Widening Participation

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

The population of Wandsworth is approximately 332,524 making up a highly diverse local community with almost 31% of the population from BAME communities.

WCLL carefully monitors learner demographics to ensure that programmes are accessible to our communities. Wandsworth residents account for 58% of our participants in community learning. The majority are based in Graveney, West Hill, Tooting and Roehampton and Putney Heath wards.

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

In order to reach and meet the learning needs of targeted groups of individuals organisations are invited to deliver adult education opportunities with the funding available. The service actively seeks partnerships with organisations working with the following groups:

- Young people and adults with disabilities and learning difficulties
- Adults suffering from mental health issues
- Adults requiring personal development/employability skills
- BAME groups
- Lone parents
- Older learners

WCLL delivered education and training activities to more than 2,200 people in the last academic year.

In Community Learning participants were predominantly female: 84% identify as female; 16% as male. The ethnic mix of learners is 44% white, 22% combined black, 1% Chinese, 21% Bengali, Indian and other Asian combined, 4% mixed ethnicity and 8% declared as other.

Working Across the Lifelong Learning age Range:

Lifelong learning is the ongoing, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons. Therefore, it not only enhances social inclusion, active citizenship, and personal development, but also self-sustainability, as well as competitiveness and employability.

The majority of our learners are aged between 30-59; however, we are seeing a growing trend in learners outside this age group. In the last year the percentage of learners aged 60+ represented 20% (419) learners participating in Community Learning. Marketing has focussed on encouraging applications across the lifelong learning range.

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, 9 cohorts of women have participated in a newly designed enterprise programme.

Provision at Hestia and at South Thames College particularly targets participants aged 60+, focussing specifically on well-being activities such as Art, Dance, History and Healthcare.

Apprentices are aged between 17-61, with 11 registered 50+, generally working across all subject areas.

Those on accredited Classroom courses are aged 20 to 75. There are 131 learners aged 50+ and 84 ESOL learners.

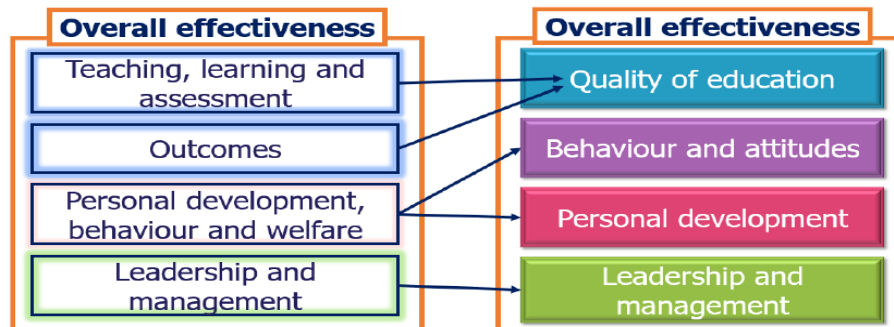
Quality, Self-Assessment and Inspection

From 1st September 2019 Ofsted has implemented the Education Inspection Framework (EIF) to carry out inspections. While there are differences between the old framework and the new one Ofsted says it is an evolution rather than revolution.

The EIF Framework



The Relationship Between the Old and New Ofsted Judgements:



What Does the Quality of Education (Q of E) Judgement Cover?

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

The Q of E judgement concentrates on three distinct aspects:

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

Intent

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

Implementation

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

Impact

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

Inspectors will focus on the following factors:

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

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

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

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

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

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

The service received an Ofsted Interim Visit on the 25/26 November. The purpose of this visit was to understand how the service has been delivered since the start of the pandemic and focussed on the following:

What actions are leaders taking to ensure that they provide an appropriate curriculum that meets the reasonable needs of learners and stakeholders and adapts to changed circumstances?

What steps are leaders, managers and staff taking to ensure that the approaches used for building knowledge and skills are appropriate to meet the reasonable needs of learners?

How are leaders ensuring that learners are safe and well informed about potential risks, including from online sources?

The visit was positive, and a short factual report can be found here: [Ofsted | Wandsworth London Borough Council](#)

Governance

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

Lifelong Learning Monitoring and Advisory Group (LLMAG)

This strategic group is chaired by the Council's Cabinet Member for Economic Development, Skills and Employment. Other members of the group include the Assistant Director of Education (Education, Inclusion and Standards), the Head of Lifelong Learning, members of the business community and voluntary sector, a learner representative, 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 focus on the following statutory governance requirements:

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

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

- All aspects of participation rates on all programmes
- Achievement rates on accredited and unaccredited programmes with a focus on the performance of English and mathematics
- Learner profile information
- Progression data on all accredited programmes, including apprenticeships and identified unaccredited community learning courses
- The number of learners who are Wandsworth residents/non-Wandsworth residents
- How well the service meets the needs and priorities of Wandsworth and travel-to-work communities
- Learner satisfaction and feedback

Lifelong Learning Development Group (LLDG)

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

Both groups are responsible for monitoring the implementation of the Lifelong Learning Three Year Plan. Please see progress against the 3 Year Plan in Section 5 of this document.

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.

Further Governance Arrangements

The service operates within the context of all the council's policies, procedures and approval processes.

There is regular reporting of progress against key priorities and alignment with the council's corporate objectives, with particularly close synergies to priorities in:

- The Children Plan
- Smart Growth Action Plan
- Economic Development
- Adults' social care

The service primarily reports to the Education and Children's Overview and Scrutiny Committee.

The Lifelong Learning service has agreed targets for both Adult Community Learning and Apprenticeships, with an expectation that the service will work towards an overall OFSTED Grade 1 (Outstanding).

Learner Involvement

Learners are consulted and involved in a range of ways:

- FE Choices Annual Learner Satisfaction Survey (Not done in 2019-20 – not undertaken in 2019-20 due to Covid-19)
- Through annual celebration of achievements and awards
- The annual learner survey at induction, during programme and completion
- Providing structured feedback throughout their learning
- Online in the Learner Evaluation page on the Lifelong Learning website
- Informal feedback to tutors and via the Lifelong Learning website
- Learner representatives at South Thames College and community-based agencies
- Through work-based learning providers and employers
- Bespoke learner consultations to inform new provision

We also make contact with learners 6 months and more after they have completed their course to track their progression externally, and also, to follow up on how their experience with WCLL has helped them with that progression.

Course Evaluation

The 2018 FE Choices survey indicated that Lifelong Learning is within the top 10% of those providers that returned a score for positive learner feedback and response rate.

Careers, Education, Information, Advice and Guidance (CEIAG)

Our aim is to provide excellent Careers Education, Information and Guidance (CEIAG), and related services which make a positive difference to people's lives.

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

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

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

- The Three-Year Plan and Annual Performance Report clearly articulate the vision, mission, objectives and expected outcomes for the service.
- Regular team meetings, trainings and individual meetings provide an effective infrastructure for personal development and communication.
- The service is part of Wandsworth Council's Children's Services Department and processes are driven from corporate and departmental structures. As part of that process the service has interpreted those policies in order to achieve objectives and reach identified groups. This includes learners of all ages at different points in their learning and employment journeys. Some examples of this include: working with young people and adults with additional learning needs and disabilities; working with families in appropriate settings; enabling some adult learners to participate in environments that are more easily accessible and fit for purpose.
- The service uses quantitative and qualitative data to inform curriculum development, adjusting delivery responsively and developmentally. Learner feedback mechanisms, including surveys and forums are essential. Erasmus programmes such as BREW (now e-advantage) and BRIDGE have the learner voice at the centre of the programme, where there are opportunities for participants to shape the curriculum and toolkits for current and future learners.
- The service works closely with employers, where employees are on skills programmes to ensure that all the skills and training achieved are closely aligned to the employer's skills requirements.
- Achieving effective communication and engagement with learners and potential learners continues to be a priority for the service. It is important to employ multiple strategies to reach priority learners. The service has a highly visual

marketing strategy which clearly articulates that learning is “Worth It” and this message is articulated via the Lifelong Learning website and all social media channels social media channels the service operates - Facebook, Instagram, LinkedIn and Twitter.

- Hard copy materials remain important for some learners who do not feel comfortable with social media. Libraries and other community venues are effective distribution points for marketing materials.
- Partnerships are at the heart of service delivery. A Quick Reference Guide provides an overview of courses available through the service, as well as details of other relevant providers and services.
- Recent work as part of 2 Careers Cluster projects have significantly improved the ability to meet the needs of service users. Work in hospitality has been strengthened through improved partnerships with delivery partners and employers such as Battersea Power Station Development Company, the Compass Group and a large number of high profile and niche SMEs. Although initially targeted at young people in schools, partnerships created are now being integrated into work with adults.

Tracking Learner Destinations

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

Fees and Remission

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

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

Wandsworth Lifelong Learning has several commissioned providers covering Community Learning and the Adult Skills Budget. Given the nature and breath of the curriculum, South Thames College is the only provider that currently charges fees. They set fees in the context of local needs and demands and generally, any fee increases are set and agreed on an annual basis. The college is encouraged to offer discounts to those who are on benefit (in particular those seeking employment) and people are over the age of retirement.

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

<https://www.wandsworthlifelonglearning.org.uk/wp-content/uploads/2020/05/0.-Community-Learning-Key-Priorities-Guidance-2019-20.pdf>

The commissioning process starts in January, with initial proposals presented to the Children’s Services Senior Management Team in March. This is followed by presentations to the governing body, the Lifelong Learning Monitoring and Advisory

Group and the council's Procurement Board, and associated procedures, before submitting recommendations to the Greater London Authority (GLA) for approval.

WCLL's Supply Chain Partners Management Fee Policy 2019/20 is updated annually and includes the latest on supply chain management methodology, learner fees, the Pound Plus Strategy and historic payments. It can be found with the rest of our policies and procedures at:

<https://www.wandsworthlifelonglearning.org.uk/policies-procedures/>

Health and Safety

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

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

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

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

Safeguarding

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

Accountability and Responsibility

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

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

Commitment to Learners

WCLL is committed to providing the community with the best possible learning. All providers commissioned by Lifelong Learning must adhere to the following standards, which underpin all monitoring and review processes. Performance indicators for each

standard are set out in the Quality Contract Compliance framework and Provider Guidance document.

It is expected that learners and apprentices:

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

Section Four: Moving forward – Performance Targets and Action Plan

Community Learning Targets	2019/20	2019/20	2020/21	2021/22
	Actual	Target	Target	Target
Number of Enrolments	4,234	6,500	5,500	5,800
• South Thames College	2,998	3,500	3,220	3,220
• Community Development (Small Providers)	772	1,100	734	1,034
• Direct Delivery	464	1,900	1,546	1,546
• Number of Participants (Unique Learners)	2,060	3,500	3,000	3,100
Retention and Achievement Rates				
• Overall Retention	95%	95%	95%	95%
• Overall Achievement	93%	94%	94%	94%
• Overall Attendance	87%	89%	90%	90%
English, Maths & ESOL				
• Number of learners	730	775	800	900
• Number of learners that enrolled onto one or more accredited courses	61	335	475	550
Learner Profile				
• Wandsworth residents	58%	70%	70%	70%
• Declared disabilities / learning difficulties	22%	8%	8%	8%
• Male	19%	23%	24%	24%
• Ethnic minorities	44%	56%	56%	56%
• 60+	20%	27%	26%	26%
• Areas of deprivation (lowest 30% of national deprivation rates)	24%	30%	24%	24%
Apprenticeship Targets	2019/20	2019/20	2020/21	2021/22
	Actual	Target	Target	Target
Apprenticeships - Performance				
• Apprenticeship Starts	58	160	100	100
• Achievement Rate	69%	85%	85%	85%
• Timely Success Rate	77%	75%	75%	75%
Apprenticeships - Progression Data				
• In work/education at 6 months	83%	75%	77%	78%
Apprenticeships - Learner Profile				
• Employed in Wandsworth	95%	65%	80%	80%
• LDD	17%	11%	15%	15%
• Male	19%	25%	25%	25%
• BME	43%	56%	56%	56%

Classroom (Accredited) Targets	2019/20	2019/20	2020/21	2021/22
	Actual	Target	Target	Target
Classroom - Performance				
• Starts	502	440	750	850
• Achievement Rate	87%	85%	87%	88%
• Timely Achievement Rate	95%	85%	85%	85%
Classroom - Learner Profile				
• LDD	19%	11%	15%	15%
• Male	12%	25%	25%	26%
• BME	53%	56%	56%	56%
Quality Targets	2019/20	2019/20	2020/21	2021/22
	Actual	Target	Target	Target
Observation of Teaching Learning and Assessment – Good or Better				
• Community Learning	N/a	90%	90%	90%
• Apprenticeships	N/a	90%	90%	90%
• Classroom	N/a	90%	90%	90%

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

The work of Lifelong Learning links to the Council's corporate objectives, with a particular emphasis on **Providing the best start in life, helping people get on in life and Encouraging people to live healthy, fulfilled and independent lives. All corporate objectives are listed below:**

- **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 2019/20
<p>1. To maintain numbers on Community Learning and develop provision in line with Government strategy.</p>	<p>i. Work with commissioned providers to develop provision in line with GLA guidance, incorporating regional and national strategies.</p> <p>ii. To ensure that direct delivery is planned and delivered in accordance with the above, and wherever appropriate developmental/leading the way.</p> <p>iii. Consider and act on local labour market information and demographic data in order to respond to community needs & aspirations.</p>	<p>The service has continued to develop provision, linking with local, regional and national priorities for adult learning. In line with national trends unique learner numbers continue to decline. There are a number of factors contributing to this which include: a much more targeted approach in reaching the most disadvantaged learners; impact of Covid-19 and, generally static funding levels.</p> <p>The service has, however, responded to the opportunities available at a local level and it is</p>

AIMS	ACTIONS	Progress 2019/20
	<p>iv. Consider and develop proposals for the introduction of fees for some LL direct delivery courses. Also, to mitigate low numbers on some courses that are free.</p>	<p>anticipated that this will start to impact on numbers from the start of the new academic year.</p> <p>In Community Learning the service has delivered learning to a total number of 2,060 adults. This represents a total of 4,234 individual enrolments, meaning that many adults registered for more than one course. The overall number of unique learner numbers has decreased by 27%.</p> <p>It is envisaged that the following factors will start to impact favourably on overall learner numbers. These include: a revised and responsive curriculum for learners; an established e-learning environment, providing more learner choice; improved accommodation facilities; increased focus on reaching the most disadvantaged learners in the borough, with an additional provider appointed to address employment and ESOL training requirements; increased focus on IAG to support progression; increased investment in communications to reach targeted communities.</p>
<p>2. To continue to develop strategies to engage hard-to-reach learners and increase their participation in</p>	<p>i. Funding panels meet monthly to ensure the most relevant and coherent learning offer.</p>	<p>Bi-monthly meetings take place with the Council's Economic Development Team and there is improved joint planning, particularly in relation to</p>

AIMS	ACTIONS	Progress 2019/20
<p>learning, particularly in community settings.</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>national activities focussing on Careers, Apprenticeships and Enterprise. Work as part of the Skills Officer Group with Central London Forward helps to connect this strategic work.</p> <p>There is a highly effective funding panel consisting of representatives from the Lifelong Learning Development Group which allocates from the AEB. Part of this role is to ensure that part of the AEB is devolved to community groups and settings. Some examples of this include work with: The Baked Bean Charity; Katherine Low Settlement; Deaf First at Oak Lodge School; and, Hestia Age Activity.</p> <p>Collaborative work with Lifelong Learning London Central, involving all 12 LAs in central London, and the initiative Keep London Learning has supported the development of adult learning in the capital.</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>There was a total of exactly 58 qualifying starts with an average monthly in learning number of 91 apprentices. There was an achievement rate of 69% which will remain above the average national achievement rate which was 64.7% in 2018/19.</p> <p>The decline in learner numbers has been disappointing and is line with national trends.</p>

AIMS	ACTIONS	Progress 2019/20
	iii. Respond to opportunities from introduction of apprenticeship levy/digital accounts for employers.	The service has increased the number of subjects available and is continuing to maximise communication to support engagement with apprenticeships.
4. To develop and maximise opportunities for work experience.	i. Increase the number of schools involved in work experience ii. Maximise other funding opportunities that are relevant to the BEST team.	<p>The service has consistently delivered in excess of 1,500 work experience placements during the last few years. Covid-19 has impacted this area of work as young people were unable to participate in work experience during the summer term 2020.</p> <p>BEST has re-organised resources to concentrate on the following activities in the 2020/21 academic year:</p> <ul style="list-style-type: none"> • Creation of virtual work experience opportunities with identified employers. • Head2Work – delivery of targeted training/employment programme for young people who are 18-24 and NEET. • Steps2Achieve – delivery of accredited learning programme for young people who would like to focus on a formal work-related learning route. • PRU – additional support made available to young

AIMS	ACTIONS	Progress 2019/20
		<p>people engaged in alternative provision.</p> <ul style="list-style-type: none"> • Pan Out 2 – engagement and delivery of activities in the hospitality sector, involving young people and employers. • Full Potential – supporting young care leavers with career/employment aspirations • Evaluating fund-raising options <p>It is hoped that the service will be able to resume physical work experience placements in the summer term of 2021.</p>

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<p>5. To maximise the number of learners on accredited programmes.</p>	<p>i. Continue to increase and develop maths, English and ESOL provision.</p> <p>ii. Increase support and personal/employment development for those who: are looking for work in work and want to develop skills.</p>	<p>The service has increased its focus on delivering accredited and non-accredited courses to support ESOL, English, Maths and employability.</p> <p>There has been an overall total of 502 accredited enrolments against a target of 455 - up 10.3% on last year's end of year total</p> <p>This rate of growth will continue to increase in the new academic year as both direct delivery and sub-contracted provision continue to focus on these curriculum areas.</p> <p>Summary of accredited and non-accredited courses</p> <ul style="list-style-type: none"> • 58 employability courses with 261 enrolments • 25 Maths courses with 174 enrolments • 20 English courses with 106 enrolments • 48 ESOL courses with 443 enrolments • 70 ICT courses with 452 enrolments <p>All apprentices must achieve the required standards in English and maths as part of their chosen framework/standard. 19 English and 19 maths certificates were issued to</p>
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		<p>apprentices, in addition to the figures above.</p> <p>In addition, a further 164 individuals participated in a number of personal development /employability related courses.</p>
<p>6. To maintain and deliver a fund-raising strategy that provides additional provision, aspiration, opportunity and the development of best practice. To continue to compete for European funds to deliver additional provision & support the development of best practice.</p>	<p>i. Maintain and develop strategic partnerships with individuals and organisations from both the private and public sector to maximise opportunity for the service.</p> <p>ii. Attend updates and seminars to ensure that the service is fully appraised of new funding opportunities & how new themes might gel with & enhance current work.</p>	<p>This continues to be a key area of work and progress can be summarised as follows:</p> <p>ESF work funded through the GLA. The service is working on the following projects: Careers Cluster - Pan Out 2, Head2Work, Hospitality Pathways, Progress into Hospitality.</p> <p>Erasmus +: there are 2 live projects which commenced at the beginning of 2020: ADVANTAGE and BRIDGE. ADVANTAGE is an e-mentoring Enterprise project supporting women aged 50+. BRIDGE supports the implementation of an improved ESOL strategy with the introduction of new language clubs to support 'invisible' groups to participate in learning.</p> <p>The service has also increased the value of its core grant with the GLA by £150k over a 2-year period, as well as securing an additional £220k to support the ICT infrastructure.</p> <p>Plans are in place to continue to maximise</p>

		funding, with the results of several applications pending.
<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. Developing our provision to ensure that it meets a wider range of local residents, especially those with SEND and the unemployed</p> <p>iii. Focussing our curriculum to ensure that it enables learners to develop the skills and knowledge to enhance their employability - for those in employment and unemployed.</p> <p>iv. Tutors' development of their subject knowledge of the subject(s) and courses they teach.</p> <p>v. Leaders' engagement with learners and others in their community, including – where relevant – parents, carers, employers and local services.</p> <p>vi. Improve overall attendance rate for CL. Improve Apprenticeship achievement rates.</p> <p>vii. Development of online learning</p>	<p>The self-assessment report for 2019/20 (SAR) confirms that the service is still at Grade 2 (Good) and highlights where the service is making progress.</p> <p>We have introduced a range of new courses including Head 2 Work, Preparing for a New Future to support unemployed learners. We are working with LLDD providers to develop courses to support progression into employment, further learning or increasing their ability to be more independent.</p> <p>We have supported tutors to complete sector specific CPD to ensure they have current working practices. We have tasked all subcontractors with this activity.</p> <p>We have increased contact with employers through Keep in Touch Calls, we have focussed reviews to ensure the course is aligning with workplace developments for the apprentices. We continue to meet with local services such as JCP and EDO. During 2019/20 we have introduced an online register system and this has now been rolled out to subcontractors for 2020/21. We are developing our online curriculum with the</p>

		aim of offering blended learning.
8. To develop a range of employability programmes.	<p>i. Consult with other agencies/attend trainings on possible qualifications e.g. Work Match</p> <p>ii. Deliver level 1 certificate in Health & social Care</p> <p>iii. Set up non- accredited and accredited courses in hospitality/retail/customer service in appropriate locations</p> <p>iv. Deliver courses providing access to security and cleaning job opportunities.</p> <p>v. To ensure programmes are designed as viable 'feeders' into 9 Elms development employment opportunities</p>	<p>There has been considerable progress in developing employability and 'fusion' programmes to better meet the needs of individuals and employers.</p> <p>Whilst the commentary on progress doesn't quite match the specific actions there is much to report.</p> <p>In general recruitment has been more successful with programmes that have been more generic than those which are more targeted.</p> <p>In other words, a comprehensive employability and 'fusion skills' offer has delivered the support that has enabled individuals to apply the learning to their current context, whether that is progressing into further learning/employment or up-skilling. Curriculum development has taken place through a variety of processes. This will continue to be a fluid and collaborative process during 2020/21 as opportunities as the service continues to prioritise this area of work.</p>
9. To further develop & improve IAG within the Service.	<p>i. Ensure designated staff are upskilled (level 4 IAG diploma)</p>	<p>The service holds the Matrix standard. 5 staff qualified to level 4 and 1 to level 6. 2 staff are working towards level 2.</p>

	<p>ii. Maintain a comprehensive progression map to use as a guidance tool.</p> <p>iii. Ensure frontline staff are fully trained in giving progression advice and using progression map</p> <p>(iv) Continue to implement Matrix development plan to keep strong focus on the quality of IAG.</p>	<p>There is a career plan for apprentices and further work is taking place with participants on classroom and Community Learning courses to standardise this approach across programmes.</p> <p>This is a high priority CPD area with further training taking place, particularly in relation to ensuring effective safeguarding, awareness of mental health, and welfare of learners.</p> <p>The service has successfully retained the retained the Matrix standard and is implementing the development plan. The Matrix report is extremely positive and identifies IAG as a key feature of direct delivery.</p> <p>Outreach IAG is effective and there are plans to further develop and structure this work in the new academic year.</p>
<p>10. To maintain and develop provision for older learners.</p>	<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 20% (419) learners participating in Community Learning. The BREW project has targeted women aged 50+,</p>

		<p>with the expectation that some participants will be significantly older than 50. Following a successful launch in March 2019 and subsequent networking events, 9 cohorts (Total 72) of women have participated in a newly designed enterprise programme. Provision at Hestia and some provision at South Thames College particularly targets participants aged 60+, focussing specifically on well-being activities such as: Dance, ICT, Art, Drama Marketing has focussed on encouraging applications across the lifelong learning range.</p> <p>Apprentices are in age from 17-61, with 11 registered 50+ apprentices generally working across all subject areas.</p> <p>Those on accredited Classroom courses range in age from 20 to 75. There are 131 learners aged 50+ and 84 ESOL learners.</p>
<p>11. To ensure that programmes are delivered in ways that are accessible to learners.</p>	<ul style="list-style-type: none"> i. To evaluate and plan how Wandsworth learners can access adult education. ii. To maximise the use of technology to benefit learners. iii. To support the council's overarching key priority to tackle the local and global threat of climate change, both 	<p>The service has implemented a significant e-learning offer which will improve access to learning for some groups of learners, particularly those that are new to adult education and can see that it can be a fast and flexible route to gaining further knowledge and skills.</p> <p>The service has been successful in securing</p>

	<p>externally, in partnership with local organisations and residents, and internally, minimising the two councils' environmental impact by cutting carbon, waste and pollution</p>	<p>additional funds to improve the digital infrastructure and to enable e-learning. This will result in the distribution of devices and wi-fi data cards in the new academic year. Recipients will also receive specific training to enable effective use of their equipment.</p> <p>This also involves the completion of the Gwynneth Morgan site where there has been significant investment in ICT to enable highly effective physical and remote learning.</p> <p>Climate Change - During autumn 2020 the service will start mapping curriculum, work related and employment opportunities, including in year AEB commissioning opportunities, that support local and regional objectives.</p>
<p>12. To develop and deliver a marketing strategy to recruit target groups of learners and meet contractual targets</p>	<ul style="list-style-type: none"> i. Ensure that there are appropriate electronic and hard copy methods of engagement. ii. Use social media effectively to maximise publicity and recruitment iii. Deliver a range of festivals and events (awards evenings, information days, fun days) to communicate the range of services available iv. Use a variety of social media, methods and approaches to improve 	<p>The service has continued to develop 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 re-freshed website and information on Instagram, LinkedIn and Twitter.</p> <p>The service is increasingly aware of effective strategies to achieve required communication outcomes and is actively seeking to increase</p>

	<p>participation in apprenticeships.</p>	<p>engagement across all social media platforms. The service closely monitors starts on Apprenticeships, participation in Community Learning. A high number of events/festivals have been delivered and include: National Apprenticeship Week, Learning at Work Week, Festival of Learning, Family Learning Festival.</p>
<p>13. Carry out a comprehensive survey in order to capture progression and destination data for learners in each academic year.</p>	<p>i. Carry out a comprehensive survey of identified learners.</p> <p>ii. Collate and share information with staff and stakeholders through the LLMAG, Lifelong Learning Development Group, the Education and Standards Group and the Children’s Services Education Overview and Scrutiny Committee.</p> <p>iii. Use information and data to inform future provision.</p> <p>iv. Ensure improvements in the capture of progression and destination data.</p>	<p>The service adopts a number of methods to measure the impact of learning programmes.</p> <p>Data 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>

Wandsworth Lifelong Learning Three Year Development Plan

Revision history

Original issue date:	August 2018
Last revision date:	November 2020
Next review date:	August 2021
Target audience:	All
Name/job title of originator/author:	Head of Lifelong Learning
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