

**Wandsworth**  
Lifelong  
Learning 

THE BRIGHTER BOROUGH  
  
Wandsworth



**Wandsworth Council Lifelong Learning  
Self-Assessment Report 2019/20**

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

## Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2019/20

1. The drivers and intent of our curriculum
2. ESF Projects
3. Delivery Locations
4. Governance
5. Self-Assessment grades profile
6. Overall Effectiveness
7. Leadership and Management
8. Quality of Education
9. Personal development
10. Behaviours and Attitudes
11. Safeguarding
12. Appendix 1: Data
13. Appendix 2: Projects



Farouk A Mahamid – ESOL

**Lifelong Learning Mission Statement**

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

**1. The drivers and intent of our curriculum**

**About the London Borough of Wandsworth**

Wandsworth has an estimated 328,828 residents, the second highest in inner London, and a growing population. The population of Wandsworth is much younger than both the London and England average. Nearly half of all people living in Wandsworth are aged between 25 and 44 years old. Almost 1 in 3 people are from a black, Asian or minority ethnic (BAME) group. The BAME population is higher in the south and north east of the borough.

Although Wandsworth performs well compared to other London boroughs for most indicators such as pay inequality, low pay, unemployment and housing delivery, areas of deprivation are closely located to areas of extreme advantage. The highest levels of deprivation in the borough are concentrated in the wards of Latchmere, Roehampton and Queenstown. There are also concentrations of deprivation in the Tooting area.

<b>London</b>	<b>Wandsworth</b>
<ul style="list-style-type: none"> <li>There are 800,000 Londoners paid below the London Living Wage.</li> </ul>	In 2018 - 23,000 (22.3%) were paid below the London Living Wage.
<ul style="list-style-type: none"> <li>There is a growing older population.</li> </ul>	The population of Wandsworth is much younger than both the London and England average. Nearly half of all people living in Wandsworth are aged between 25 and 44 years old. It has a high proportion of people aged between 30 and 34, creating a young population 'bulge' which is unique nationally.
<ul style="list-style-type: none"> <li>Unemployment is above national average and there are pockets of long term unemployed. 4.7% unemployment rate (June 20)</li> </ul>	Approximately 5k residents are unemployed, a rate of 2.7% (June 2020)
<ul style="list-style-type: none"> <li>Almost 10% 16-24 years old Londoners are NEET</li> </ul>	420 learners – 20.3% of Wandsworth 16-17-year old's

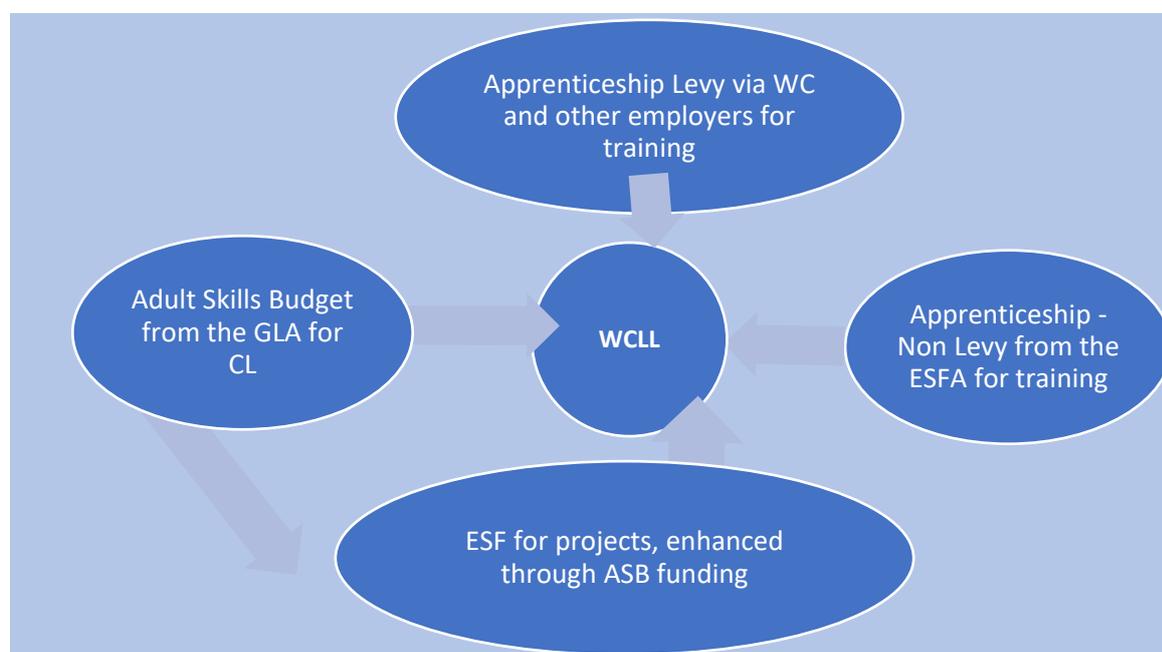
### Drivers for our curriculum

Wandsworth Council's Lifelong Learning service (WCLL) is part of the Council's Education, Standards and Inclusion Division in the Children's Services Department. We are accountable to Council Leaders, Elected Councillors, Assistant Director of Children's Services and funding agencies.

Our main function is 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.

We receive public funding from:



The drivers for our curriculum are therefore aligned to Wandsworth Council's strategic policies and the Greater London Authority (GLA) objectives for adult learning.

### Wandsworth Council has six key strategic priorities:-

- **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

## Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2019/20

- **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

### **The GLA and the 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.

### **Lifelong Learning Priorities and Objectives**

We have therefore used the above strategic aims to develop the priorities and objectives for our provision

1. To lead and manage high quality learning
2. To increase the number of learners achieving and gaining qualifications
3. To meet the needs of individuals, communities and employers in Wandsworth to support effective pathways to employment
4. To widen participation in learning
5. To link adult skills and community learning to other key strategies and initiatives

### **Key delivery priorities for Lifelong Learning 2019/20**

Our Lifelong Learning team includes staff who work with community providers to develop learning opportunities to encourage hard-to-reach and priority groups, including those who:

- are furthest away from work
- are in low paid employment and/or are low qualified

## Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2019/20

- have a government entitlement to basic skills and/or up to level 2
- 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 underachieving 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
- those who lack digital skills and access to digital technology (from April 2020)
- Ex-offenders

### Our curriculum for Community Learning

#### The intent of our Community Learning provision is to:

- work with those often furthest away from employment and society to ensure they are able to progress in life and work
- 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
- support the most disadvantaged to 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
- offer an extensive curriculum that helps to promote better social integration and cohesion, health and wellbeing
- provide learning which can be beneficial to the family unit and engage and encourage participation from learners from all ages, abilities and backgrounds.

### Our Community Learning provision 2019/20

(Please see Annex 1 for further data on our community learning provision)

Provider	Intent of Provision	Enrolment Numbers for 2019/20
Baked Bean Company	The provision for WCLL is for those with special educational needs and/or disabilities (SEND) or high needs. It is designed to give all learners, the knowledge and cultural capital they need to succeed in life. The curriculum includes IT, life skills and healthy living. This provision is delivered at Baked	24

Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2019/20

	Bean's Tooting site.	
Deaf First	Deaf First provides life skills courses for people who are deaf or hard of hearing on behalf of WCLL. The curriculum includes English, maths, ICT, Health and Wellbeing courses. This provision is delivered at the Balham site.	16
Hestia	The provision for WCLL is designed to meet the specific needs of older learners to help them improve and maintaining good physical and mental health and wellbeing. It also aims to reduce their isolation through the development of digital skills. This provision is delivered at Hestia's Tooting site.	36
Katherine Low Settlement	KLS runs a range of community projects to support children and their families, older people, newly arrived communities, and plan to work with unemployed people. They provide courses on behalf of WCLL to help people improve their English for Speakers of Other Languages (ESOL). This provision is delivered at KLS's Battersea office.	50
South Thames College	The aim of the provision for WCLL is to support individuals through the promotion of physical, economic, social, and emotional well-being and personal development and employment skills. Courses cover: non- accredited ESOL; life skills; wellbeing; arts and crafts; and foreign languages. STC deliver this provision at their Tooting and Wandsworth campuses and at various schools across the borough.	1569
Mi Comput	The provision for WCLL is designed to meet the needs of priority groups. This includes learners with no or low-level qualifications, or lack of maths and English skills including those whose first language is not English.	36
ATN	The curriculum for WCLL aims to unlock potential for employment and social prospects through education and training. They are for unemployed learners or those that wish to develop their English, maths and employability skills.	15
Greenwich Leisure Limited	The provision for WCLL aimed to develop learners' digital skills. The curriculum included a range of IT courses at different levels which encouraged progression upon completion. Courses were delivered mainly at the Battersea library.	61
WCLL	Our direct delivery provision consists of employability courses, ESOL, Functional Skills English, maths and ICT, Health and Wellbeing courses and professional learning. We deliver at various locations across the borough including Tooting and Battersea.	440

(Please see Annex 1 for further data on our community learning provision)



Alina – ESOL

## Our Apprenticeships

In 2019/20, WCLL continued to increase its direct delivery of apprenticeships. The remaining subcontracted provider specialises in delivery of security apprenticeships.

### The intent of our Apprenticeships is to:

- Help people who are unemployed to gain employment through apprenticeships, with specific support for care leavers
- Support Wandsworth Council departments and other local employers to recruit and train apprentices
- Support those in employment to develop their skills, knowledge and behaviours to enable them to progress within their chosen career
- Deliver an enriched curriculum to develop apprentice’s interpersonal and social skills

Provider	Intent of Provision	Numbers for 2019/20
WCLL (Direct Delivery)	Standards offered: Adult Care, Lead Adult Care, Team Leader, Operational Management, Teaching Assistant, Business Administrator and Customer Service.	58
Banham Academy	Part of an employer-led working group developing apprenticeship standard for the Fire, Emergency and Security systems.	3

## ESF-funded Projects

During 2019/20, WCLL participated in of the following ESF-funded projects which generated additional funding, strengthened partnerships and supported the Lifelong Learning mission and key priorities. We use our AEB grant to provide accreditation for some of the projects to enrich the learning and increase learners' employability through the achievement of recognised qualifications. Some learners progress from these projects to our community learning provision, especially in English and maths. (See Annex 1 for details on learner numbers and Annex 2 for further details on each project.)

**'Takeover Days'** is based on the UK Children's Commissioner's Takeover Day Challenge, are events that enable young people aged 14+ to 'take over' for one day a leadership role in a local authority or other major institution.

**Building Resilience and Enterprise for Women (BREW)**, aims 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 through training in entrepreneurial and digital skills.

**Apprentices Living and Learning in Europe (ALLIES)** aims to broaden young apprentices' and trainees' skills, competences, independence and resilience through VET work-based learning placements of one month in Valencia and Perugia.

**ADVANTAGE** aims to create a digital e-community to match women aged 50+ who are disadvantaged in the labour-market to business mentoring and other resources.

**BRIDGE** aims to create and evaluate the professional role of a "Language and Culture Animateur" to support the integration and social inclusion of marginalised migrants.

**Pan Out 2** is a Careers Cluster project focusing on careers in the food and accommodation sector and follows the highly successful Pan Out 1. It will also focus on how the industry has responded and adapted to the pandemic.

**Hospitality Pathways** aims to encourage equal access to lifelong learning for a minimum of 3587 people in the capital, currently employed or wishing to enter the hospitality industry or allied industries.

**Progress into Hospitality** aims to support 50 unemployed young people and adults into employment and further training opportunities within the hospitality sector and allied industries.

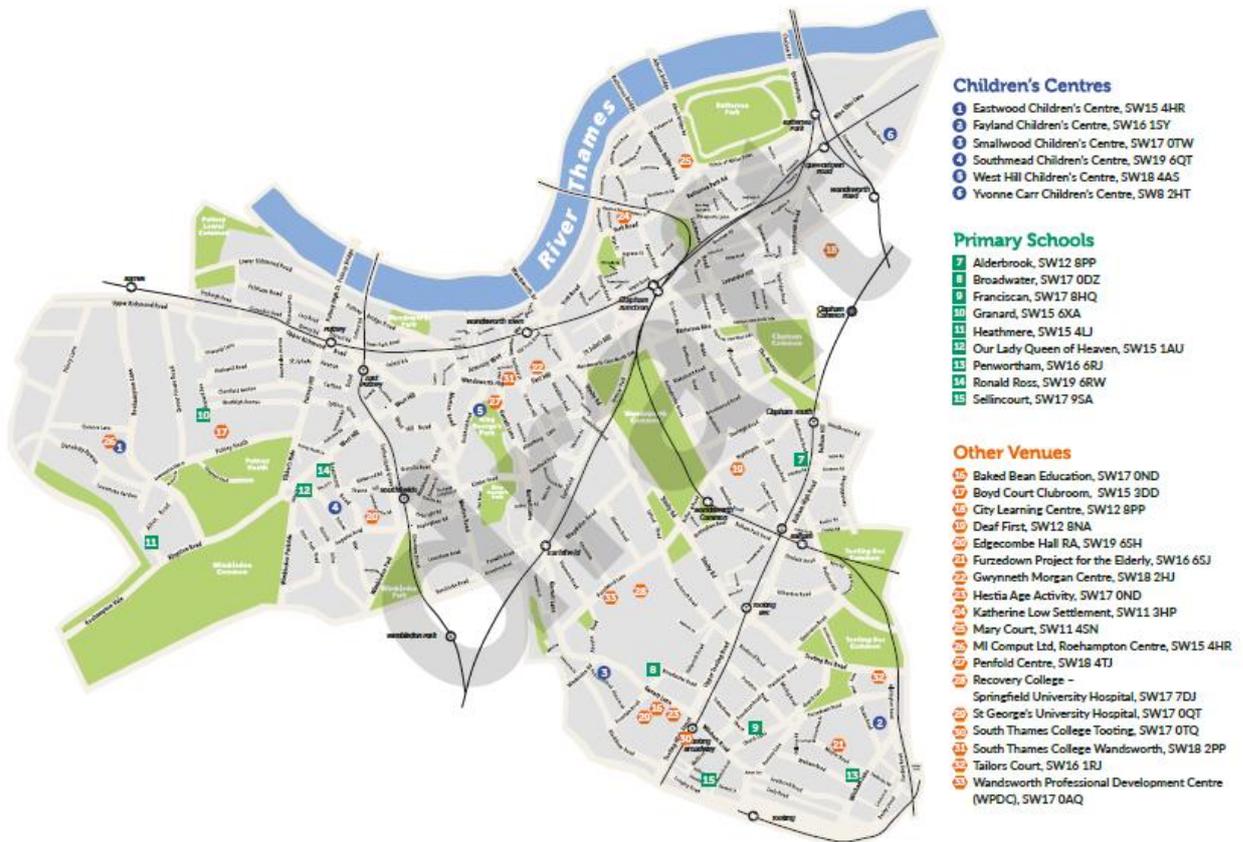
**Head 2Work** aims to support 40 NEET young people aged 18-24, residing in a London Borough and unemployed or Inactive (not in education or training).

# Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2019/20



## Delivery Locations

### Community Learning Participation (Learner Postcode) in Wandsworth



Wards	IMD Average Score Rank and extent % (London)	% of Residents Enrolled on WCLL Courses
Balham	549 / 0%	35
Bedford	394 / 0%	57
Earlsfield	468 / 0%	77

Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2019/20

East Putney	533 / 0%	60
Fairfield	516 / 0%	44
Furzedown	376 / 7%	92
Graveney	332 / 3%	123
Latchmere	147 / 31%	74
Nightingale	506 / 0%	46
Northcote	598 / 0%	19
Queenstown	260 / 15%	54
Roehampton and Putney Heath	176 / 17%	111
Shafesbury	462 / 0%	30
Southfields	519 / 2%	57
St Mary's Park	430 / 4%	67
Thamesfield	562 / 0%	40
Tooting	301 / 13%	120
Wandsworth Common	480 / 0%	57
West Hill	380 / 3%	120
West Putney	277 / 3%	66

\*The IMD uses a scale of 1-10, with 1 being the most deprived and 10 being the least.

### Governance

This strategic group is chaired by the Council's Cabinet Member for Employment, Skills and Business Development and other members of the group include:- Head of Lifelong Learning, Head of Employment and Enterprise Strategy, members of the business community, voluntary sector, student representative, 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 highest standards and quality learner experience.

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.

### Self-Assessment grades profile

	SAR 18/19	SAR 19/20
Overall effectiveness	2	2
Leadership and Management	2	2
Quality of Education	2	2
Behaviours and Attitudes	2	2
Personal Development	2	2
Apprenticeships	2	2
Adult Learning	2	2

### Overall effectiveness- Grade 2

The overall effectiveness of our Lifelong Learning provision is good. This is because:

- Responsive curriculum with increased focus on employability, including for young people
- Some excellent teaching and learning at partner providers and direct delivery
- Effective support for learners and apprentices, especially with the transfer to online learning
- Safeguarding is effective
- Learner feedback is very positive
- Good development of learners' resilience, confidence building and assertiveness skills
- Effective strategic planning to meet the needs of the borough
- Effective governance to support the development of our curriculum

### Quality of Education - Grade 2

#### The intent of our curriculum

Since Covid-19 (March 2020), we made significant changes to provision in response to the pandemic. We still worked within our priorities and adapted our curriculum to online provision from April 2020.

In **developing the curriculum for 2020/21**, we have prioritised the ESOL and basic skills

## Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2019/20

provision and programmes that support learners' wellbeing and personal development. We have introduced new courses to support local residents who are unemployed or whose employment status may be insecure due to the pandemic and economic downturn, including for those aged 18 to 24.

### **Strengths**

#### **Responsive curriculum with increased focus on employability, including for young people**

- Increased employability courses and the introduction of short non-accredited courses to support learners with a taster of new sectors – health and social care, administration, supporting teaching and learning in schools, and management and mentoring. WCLL has commissioned South Thames College to deliver some of these courses alongside direct delivery provision. There are clear progression opportunities to accredited courses or apprenticeship. The intent is to create different pathways through these short taster courses.
- Introduction of short employability courses in communication skills, building confidence and assertiveness to increasing learners' employability skills and prepare them for progression onto further learning or employment.
- Good use of the ESF projects, enhanced through AEB-funded qualifications, to support progression.
- Introduction of Head 2 Work programme aimed at unemployed 18 - to 24- year olds to support progression into employment or learning

#### **Effective collaboration with local stakeholders to plan the curriculum**

- Vocational areas such as hospitality to support the Nine Elms project, Health and Social Care to support demand for carer vacancies which have been identified through discussion with the Council's Economic Development Office, DWP and the Chamber of Commerce as a local need. The provision is targeted at those who are unemployed or returning to work – in line with our strategic objectives and to ensure that our provision is demand led.

#### **Good use of internal links from WCLL staff, Council staff and community links to ensure that we plan our provision to meet local priorities**

For example, we have designed an adult care worker apprenticeship programme for the KITE (Keep Independent through Enablement) Team. This programme has helped apprentices to complete their Care Certificate which was a key priority for the employer. At the start of the pandemic we also met with JCP who highlighted the need to have a range of programmes for Young People, we then designed the Head 2 Work course, aimed at supporting learners to progress into employment or further learning.

#### **Effective use of partner providers to extend and adapt the provision to specific target groups**

- We have worked with each of our subcontractors to agree and amend the purpose and aims of their provision. We have focused on supporting LDD providers such as Deaf First to adapt their provision to ensure learners develop the skills and behaviours they need for progression opportunities and/or greater independence.

## Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2019/20

Deaf First now have shorter courses, varied subjects with progression opportunities to enable learners to progress.

- We've worked with all partner providers since March 2020 to maintain the reach across the borough and the good breadth of provision. For example, MI Comput and ATN were both asked to expand their curriculum to include accredited employability courses to support unemployed learners. We have also worked with an internal council team CLC (City Learning Centre) to support with building our digital offer. We also expanded the range of courses offered for Festival of Learning 2020 to include short dance and well-being classes, coding, how to use devices, how to manage resilience, how to cook on a budget. The expanded range of courses resulted was very successful with over 100 learners participating in this festival.

### Areas for Improvement

- We did not reach all our intended target groups such as 60+ learners and LLDD learners from March to July, specific courses included STC craft and exercise programmes to support wellbeing.
- In developing the online provision, we are aware that currently some learners may be excluded from our provision due to lack of equipment and connectivity. Including these learners through an equipment loan scheme and training digital skills is a priority for Autumn 2020.
- Raise learner awareness of the sequence their course will follow to ensure they fully understand what they will be learning, review what they have learnt and identify further development areas



Building Resilience and Enterprise in Women (BREW Learners)

## **Implementation of the curriculum**

### **Strengths**

#### **Good development of apprenticeships to transfer to standards**

- Introduction of new systems such as the skills scan and reflective statement has helped increase Apprentice and Employer awareness of current skill set and areas of development. These documents will help to track the apprentice's development progress throughout the programme.
- Staff keep industry specialisms in business administration, care, teaching assistant and management up to date by returning to "work" in the sector annually and observing current practices, also completing sector specific training online. This is easily facilitated through the council.

#### **Good involvement of employers in planning apprentices' training and reviewing their progress**

- Good attendance by employers at progress reviews. Employers are involved in planning and supporting their apprentices' development. Reviews are used effectively to plan relevant opportunities for reinforcing learning and applying new skills.

#### **Some excellent teaching and learning at partner providers and direct delivery**

We have conducted joint observations with all our providers throughout the year and observed tutors who have specialist expertise, have demonstrated good planning for individuals based on effective assessment for learning. The tutors have facilitated challenging activities, learners are participating and applying what they have learnt for example completing practical tasks with products during furnishing classes, creating documents within an IT class, growing vegetables as part of a healthy living programme.

#### **Tutors' good development of online learning pedagogy**

- There has been a successful transition to online learning, tutors quickly adapted and created accessible resources to support and deliver online learning, with most learners that were midway through programmes prior to Covid remaining in learning. Retention rates for both Community Learning and Classroom Accredited remained at over 90+%.
- All our tutors have followed or are following the Open University Online Teaching course to develop their pedagogy skills. We are working with our subcontractors to ensure that their tutors are also developing their online delivery skills.

Observations of online sessions have shown that good practice and enhanced online teaching skills include learner participation, with learners feeling relaxed to express honest views, good online etiquette, effective assessment activities to check impact of learning.

### **Effective support for learners and apprentices, especially with the transfer to online learning**

- All apprentices who may have fallen behind during lockdown have an action plan so that they know what they need to do to catch up. Their progress is being reviewed fortnightly and we have increased visits
- To support learners with using Google classroom we have designed resource materials and organised drop-in sessions online so that learners can test that they can connect to the system prior to attending a session.
- For ESOL learners, tutors have arranged 1-2-1 telephone meetings to go through how to access the system online.
- We have faced challenges with some learners uploading assessments to the google portal and have used alternative methods such as emailing work instead to address these issues.
- We have conducted learner interviews to discuss their thoughts on online learning and returning to face to face delivery, we have shortened the lesson duration of some classes and created independent study activities in response to feedback received.

### **Areas for Improvement**

- Our accredited ESOL provision tends to focus too much on teaching what is required for the exams, and we are developing our tutors' skills planning learning activities so that they also develop learners to meet their personal goals
- Some Apprentices have struggled with passing Functional Skills ICT and maths, first time pass rate has reduced since Covid19. Where possible able and needed we are holding face to face recap and revision sessions with learners to support them.

### **Impact of our curriculum**

#### **Strengths**

#### **Good development of personal learning goals in non-accredited provision**

- A large majority of our learners said they felt the courses had benefitted their health and wellbeing, increased their ability to socialise and become more active in the community. Examples of learners' progress and achievement include learners progressing from short employability courses such as Take the Fear out of Interview onto the accredited programme Personal Development for Employability. ESOL learners have also enrolled onto other short courses that align with their personal goals.

#### **Good achievement of Preparation for Life Qualifications**

- We have a 98% achievement of learners achieving challenging personal goals for our Community Learning and 98% achievement of qualifications for our Classroom

## Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2019/20

accredited provision.

- We have maintained a 90% achievement rate for maths, English and employability programmes. Over 80% of our learners said they felt better prepared for the next stage of education, training or employment after completing their course.

### **Increased progression for ESOL learners onto non/accredited introduction and accredited courses**

- 66% of ESOL learners have progressed from non-accredited courses to accredited courses. 60% have progressed to other non-accredited courses.

### **Good progress by apprentices**

- 70% of placed apprentices have progressed into permanent employment at the end of their apprenticeship
- 78% of apprentices have continued to be employed at the end of their apprenticeship this includes apprentices that were recruited for apprenticeship roles and have gained permanent positions.
- A large majority have taken on additional responsibilities after the programme, for example a number of teaching assistants have progressed to HTLA (Higher Level Teaching Assistant) programmes
- 90% of apprentices stated they felt more confident in their abilities and had gained good knowledge and skills that they can use in the workplace after completing their apprenticeship

### **Areas for Improvement**

#### **Improve achievement rates for Health and Social Care and Management standards**

- Some apprentices within this sector mid programme struggled to commit to learning activities and fulfil 20% off the job requirement and were unable to complete their apprenticeship. In the last 12 months we have increased IAG provided to learners and managers at the start of the programme, implemented briefing sessions prior to programmes, and updated employer and learner guides regarding requirements of the Apprenticeship.

#### **Implement an equipment loaning scheme to support learners with accessing learning**

- Some disadvantaged learners have been unable to access our programmes due to lack of equipment and connectivity. We have successfully obtained funding to enable the purchase of a range of equipment which will enable learners to attend courses and participate in learning and assessment activities.

#### **Develop a digital learning offer to enable greater participation**

- Digital exclusion has meant some learners due to lack of skills and confidence have been unable to participate in learning. We have developed a digital offer which will support learners to gain essential digital skills which will support them in daily life

and access learning.



Deirdre Dowling – Business Admin Apprentice

## Behaviour and Attitudes – Grade 2

### Strengths

#### Learners and apprentices responded well to transfer to online learning

- Over 50% of learners that had initially started face-to-face courses want courses to remain online
- All Apprentices adapted quickly to online courses and attendance at group workshops remains at over 98%.

#### Good attendance rates for a large majority of Community Learning and Classroom courses

- Over 60% of subcontractors have achieved 90+ % attendance rates, the remaining subcontractors and direct delivery all have between 76 - 89% attendance.
- Overall attendance rate is 84%, last year it was 91% however over 50+ courses that were mid-way through delivery prior to lockdown and did not transfer to online learning

#### Effective use of code of conduct by learners, including online etiquette

- Over 98% of online observations have noted that learners are abiding by the code of conduct and feel able to voice their thoughts and opinions in a safe environment
- 98% of our learners have rated our ability to provide them with information on how to stay safe as Good or above

#### Learner feedback is very positive

- 75% of learners returned their end of course survey, and over 90% of learners surveyed have rated their overall experience with Lifelong Learning as Good or

## Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2019/20

above

- Over 85% of our learners would like to continue in learning after attending our courses
- 99% of our learners rated out ability to deliver sessions in an interesting and enjoyable way as either good or excellent.
- 99% of our learners felt they were treated fairly and with respect whilst on our programmes

### Areas for Improvement

#### Improve attendance rates for some CL courses

- The attendance rates for some direct delivery and subcontracted courses are below 85%. WCLL will now introduce a new register system and reporting software which will enable quick identification of courses with poor attendance. We will then be able to work with the subcontractor or internal team to identify reasons why and agree improvement actions.

## Personal Development – Grade 2

### Strengths

#### Good development of apprentices' interpersonal skills

- We have introduced monthly enrichment activities for apprentices, with over 50% of all apprentices attending, covering areas such as how to be a team player, how to communicate effectively, how to manage stressful situations successfully. Apprentices have gained confidence and knowledge of personal conduct within the workplace and how to address problems or respond to different situations in an appropriate manner. Many employers have commented in reviews that they can see an improvement and application of what apprentices have learnt in the workplace.

#### Good development of learners' resilience, confidence building and assertiveness skills

- 75% of learners returned their end of course survey, over 69% of learners have said they feel more confident since attending our courses
- We have developed a range of courses targeted at supporting learners to build resilience and assertiveness skills.

#### Learners' improved understanding of relevance of British values and Prevent to their programme and daily lives

- We have supported staff members with developing their skills to identify appropriate opportunities to promote and embed British Values within teaching session. Staff are now confident in identifying and responding to opportunities to discuss values with learners which has helped learners to increase their understanding. For example one assessor was observed having a discussion with an apprentice on Black Lives Matter, another tutor was observed having a discussion

around the dangers of online radicalisation.

### **All placed apprentice receive support on planning their next steps**

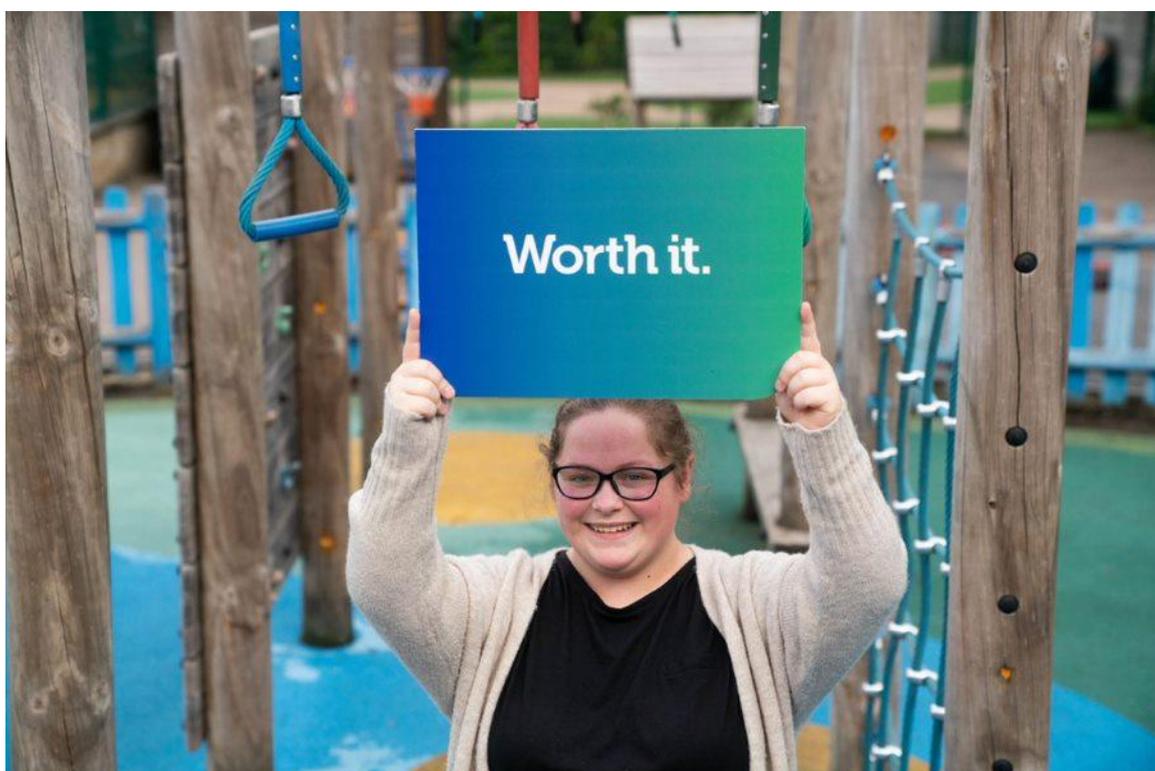
- We have a dedicated IAG advisor who conducts quarterly 121 sessions with all placed apprentices, these meetings are focussed on next steps and career plans post achievement. This provides the apprentice with independent career advice, SMART targets are agreed to support the learner with identifying career opportunities and additional activities that could support them such as interview courses.

### **Good support for learners' mental health and well-being, including though lockdown**

- One subcontractor Hestia had to cease learning activities at the start of lockdown has instead undertaken weekly keep in touch calls with their learners. These learners are elderly and unable to access digital courses, these calls reduced feeling of isolation for these individuals.
- Where Apprentice learners were identified as being vulnerable, we have completed evening welfare calls to support them during the lockdown period.

### **Areas for Improvement**

- Increase IAG support for CL learners across the provision at the end of their programme, supporting individuals with identifying next steps with employment or future learning.
- Increase the number of Self-Care, Mindfulness and Fitness classes available to support learners with their wellbeing and development of a healthy lifestyle



## Leadership & Management- Grade 2

### Strengths

#### Effective strategic planning to meet the needs of the borough

- Increased direct delivery provision to enable a quicker response to meet learner demand. We have quickly expanded the range and availability of courses to meet the changing needs of local residents. For example, adding short health and social care courses to introduce learners to this sector where there are employment opportunities now.
- We have worked with our providers and external stakeholders through the Lifelong Learning Development Group to discuss challenges of the new provision and identified ways in which the provision can/will change
- The pandemic has disrupted patterns of recruitment and we are working with other boroughs and the GLA to look at ways of improving communications, so that learners and potential learners can easily access the information required.
- We have successfully tendered and been awarded additional funding for projects detailed in Annex A, this includes BRIDGE a project aimed at supporting the integration and social inclusion of marginalised migrants.

#### Increased responsiveness to local needs through expanded team of tutors and IAG advisors

- We have expanded our direct delivery team of tutors and IAG advisors to enable us increased provision and respond effectively to needs of learners. The number of direct delivery courses has increased by over 45% since the start of Covid19. Where learner demand has been high with specific courses such as Conversation Classes, Building Confidence and Customer Service we have added additional courses.

#### Effective training and support for staff to support the transition to online learning

- All staff have received the necessary equipment required to operate effectively. This has included new laptops and telephones to enable them to work remotely, deliver online learning and maintain contact with their learners.
- All staff have attended a Prevent CPD session delivered by the London Prevent Co-Ordinator which has helped increase awareness of current local threats especially with the increase in online radicalization. Tutors and assessors have then incorporated knowledge gained within their sessions with learners and apprentices.
- Majority of staff have attended specific CPD sessions regarding how to deliver effectively online, which has increased their confidence and they have shared best practice with other tutors. Tutors ability to deliver effectively online has also resulted in good retention rates across a high majority of courses.
- OTLA's have shown that tutors have adapted resources to respond to the new platform of delivery, developed online materials to suit learner needs and made learners aware of increased online dangers and how to remain safe

### **Effective training and support for subcontractors to support the transition to online learning**

- All our subcontractors have received guidance on Covid and resource packs, with follow-up monitoring and support to enable them to provide safe learning environments in centres.
- We have continued monitoring meetings with providers and increased the frequency to fortnightly for some providers, to provide more intensive support and to monitor the quality of provision. For example, with STC we have been able to discuss and agree alternative courses that can be delivered to meet the needs of borough residents.
- We have increased the frequency of our monthly team meeting to weekly (initially) and then from September it has moved to fortnightly to maintain increased communication and enable us to respond swiftly to changing government requirements.
- We have increased our presence on SharePoint, posting articles, support information which is available to all staff to keep them up to date and informed of changes.

### **Enhanced monitoring of the quality of our apprenticeships and community learning, including at subcontractors**

- Our updated learning and apprenticeship handbooks provide information for staff and subcontractors on how we monitor the quality of the provision through focused reviews and observations of learning.
- We now carry out focused reviews on specific themes to enable us to evaluate the provision, share good practice and take swift action for improvement. For example, we have focused on ESOL delivery and apprenticeships initially and developed action plans to enrich the areas further and improve learner experiences and achievements.

### **Effective governance to support the development of our curriculum**

- A broad spectrum of individuals provide challenge and support in shaping the curriculum – including our student representative, the Economic Development Office and our employer representative. They are also champions for our provision. We arranged 'Role of a governor' and safeguarding training to ensure everyone is aware of roles and responsibilities.
- Our governors (MAG) have been kept fully up to date on changes to the curriculum and our practice and they have provided support and guidance, for example one governor made a suggestion regarding adapting online marketing materials to ensure they are suitable for ESOL learners.

### **Strong culture of shared values and continuous improvement supported by very clear expectations of staff, open communication**

- We have increased communication during remote working, through 121's with team members and weekly meetings. As a result, staff feel there is an open culture within

## Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2019/20

the department; that they are able to share opinions and ideas and have current information on the current curriculum and plans for the future.

- 20/23 staff members surveyed confirmed they felt strongly supported by management through lockdown, 3 felt they had been supported.
- 19/23 staff members surveyed agreed that the continuous professional development they have received has made them more confident in their role
- 22/23 staff members surveyed agreed that managers were considerate of their workload and wellbeing. This meant that staff felt they were able to give appropriate time and support to learners and were not compromising on the level of service due to time/work constraints.

### **Areas for Improvement**

#### **Increase Engagement with parents, carers and local services**

- Increase contact with parents/guardians of Apprentices aged 16-18 to ensure they are fully updated on progress and areas of development
- Target specific partners in order to widen participation, this will include LDD provision, Ex-Offender learners, homeless/unemployed learners

#### **Work with subcontractors to increase planning and recording of sector specific CPD for tutors**

- Standardise recording of CPD with subcontractors to ensure there is clear evidence of staff developing their pedagogical skills and confidence with delivering online and blended learning.

#### **Increase digital skills provision to enable learners who currently cannot engage on a course due to having limited skills**

- All courses are currently online and so not accessible to all. We need to implement a laptop loan scheme to increase participation from those who currently can't enrol due to lack of equipment or connectivity restrictions.

### **Safeguarding is effective**

#### **Effective monitoring and implementation of safeguarding policy**

- We have developed a learner wellbeing survey and respond accordingly; DSO will contact learners or assessor/tutor depending upon what has been recorded as a need, approximately 20 learners have been contacted and supported.
- Developed a more detailed online code of conduct for learners and staff, to adhere with the intent of increasing awareness of acceptable behaviour and how to stay safe online
- Appointed a Link Governor for Safeguarding
- External review of Prevent Action Plan has been completed and it is being

## Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2019/20

implemented to clearly record identified risks and actions being taken to address/reduce risks.

### **Effective updates for staff, subcontractors and governors**

- Mandatory safeguarding, Equality and Diversity and Prevent modules are completed by all new team members. Annual updates are also undertaken with all team members. This is recorded on the single central record (SCR) which is up to date and accurate.
- There has been an increased focus on updating team members on local risks, for example the London Borough Prevent Officer conducted a CPD update to the team and provided information on risks since Covid. Tutors/assessors are using the information obtained in discussions with learners to highlight risks and awareness and actions to take to stay safe.
- Designated Safeguarding Leads have attended annual training DSL Training at level 3 – Leads are: Santino Fragola (Head of LL), Joss New (Deputy Head of L) and Phil Michael (Community Learning Manager)
- All managers have completed Safer Recruitment Training

### **Effective monitoring of subcontractors' safeguarding practices**

- Due Diligence and monitoring meetings scrutinise subcontractor's management of safeguarding and safer recruitment practices are compliant.
- Introduced an annual focus visit with subcontractors to review their activities and procedures to ensure learners are safe.

### **Provide a safe and healthy learning environment for learners, apprentices and staff and staff**

- We have carried out a risk assessment for safeguarding and Prevent and updated our safeguarding policy and learner code of conduct for online delivery. This has been disseminated to staff, learners and subcontractors.
- Updated LARA (Learning Activity risk assessment) to consider risks with regard to online learning and Covid19.
- A wellbeing survey has enabled us to check on learners since lockdown and to promptly provide support where required. Examples of support provided include evening welfare calls to a learner that was self-isolating, increasing Apprenticeship visits to support apprentices adjusting to working from home.
- We have surveyed staff regarding their return to work to identify risks/fears. This has resulted in a planned rota that meets both individual and business needs
- The service links into the Wandsworth Smart Growth Programme and action plan which is all about supporting those most by Covid19; for example, we have developed courses such as Preparing for a New Future to support those facing redundancy.
- We have created a resource pack accessible to all learners (Google Classroom, One File and hard copy ) containing information on Covid19 and support available. This pack has also been circulated to sub-contractors who have been asked to make this

Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2019/20

available to learners, either by providing hard copies or electronic circulation.



**Shawnee Nash – Business Admin Apprentice - Learner of the Year 2020**

**Annexes**  
**Annex 1 Provision for 2019/20**

Area	Sub	Starts	Achievement Rate	Retention Rate	Pass Rate
Community Learning (non-accredited)	Health and well being	280	88%	99%	89%
	Speaking punctuation and grammar	958	91%	92%	100%
	ICT	440	90%	94%	96%
	Leisure	271	97%	97%	99%
	Arts	552	92%	95%	98%
	Foreign Languages	62	94%	94%	100%
Accredited courses	ESOL	120	88%	90%	97%
	Maths	23	87%	100%	87%
	English	25	88%	92%	96%
	Employability	28	93%	100%	93%
	Vocational	251	90%	90%	100%
	ICT	55	75%	75%	100%
Apprenticeships	Support Teaching and Learning in Schools	21	81%	81%	100%
	Business Admin	15	80%	80%	100%
	Customer Service	1	100%	100%	100%
	Management	9	33%	33%	100%
	Health and Social Care	5	80%	80%	100%
	Childcare	7	43%	43%	100%

**Data Analysis**

## Glossary

Enrolments	The number of learners who have enrolled on individual courses. Learners may enrol on more than one course in a subject or programme.
Unique Learner Numbers	Individual learners who have enrolled on a course or programme.
Leavers	The number of learners who have left a course or programme
Retention	The number of learners who completed the course or programme
Pass rate	The number of learners who achieved their individual goals (community learning) or passed the qualification (accredited provision)
Achievement rate	The number of leavers who achieved their individual goals or passed the qualification.

## COMMUNITY LEARNING

These programmes are all non-accredited and the pass rates refer to learners' achievements of their personal goals which are assessed by their tutors.

	2017-18	2018-19	2019-20
<b>Unique Learner Numbers</b>	3229	2703	2060
<b>Enrolments</b>	5679	4852	4234
<b>Completed</b>	5349	4654	3984
<b>Retention rate</b>	94%	96%	94%
<b>Achieved</b>	5242	4597	3913
<b>Achievement rate</b>	92%	95%	92%
<b>Pass rate</b>	98%	99%	98%

- High retention rate maintained despite Covid19, especially for Direct Delivery ESOL courses Baked Bean, Deaf First and MI Comput.
- Achievement rate has dipped slightly due mainly due to Hestia having to cease learning activities due to Covid19 and their cohort being unable to attend online or face to face sessions
- Pass rate remains high with most learners achieving their original personal goals set at the start of the programme. This year we are working with all providers and direct delivery teams to ensure that personal goals agreed with learners are sufficiently challenging.

Enrolments have dropped during 2019/20, this is due to a variety of reasons, STC's enrolments dropped by over 11% due to difficulties with certain practical courses being delivered online. Greenwich Leisure Libraries decided mid-year that they would not continue to deliver and subsequently only 26% of their profile was met. WCLL Direct Delivery non-accredited provision had an ambitious target of enrolments which was not met, mainly due to demand rising for accredited provision. Katherine Low Settlement (KLS) were particularly good at meeting profiled numbers

**Community Learning by Subject Sector**

		2017-18	2018-19	2019-20
<b>01: Health, Public Services and Care</b> Includes: Healthy Living, Yoga for 60+, Dance, Ta Chi and chair-based exercise	<b>Enrolments</b>	94	63	280
	<b>Unique Learner Numbers</b>	94	63	144
	<b>Retention rate</b>	97%	100%	99%
	<b>Achievement rate</b>	95%	98%	88%
	<b>Pass rate</b>	98%	98%	89%
<ul style="list-style-type: none"> <li>• There has been a reduction in achievement, mostly because Hestia ceased learning activities for their elderly learners who were unable to visit the day care centre where the training is conducted or engage in online learning.</li> <li>• Our work with Deaf First helped them change their provision to short courses increased, in 2018/19 they had 69 enrolments, and this increased by 381% to 263 enrolments in 2019/20 for LDD learners. These courses were more focused on enabling learners to develop their employability and independent living skills.</li> </ul>				
<b>02: Science and Mathematics</b> Includes: Family Learning Science course delivered by GLL		<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
	<b>Enrolments</b>	-	11	5
	<b>Unique Learner Numbers</b>		11	5
	<b>Retention rate</b>	-	100%	100%
	<b>Achievement rate</b>	-	100%	100%
	<b>Pass rate</b>	-	100%	100%
<ul style="list-style-type: none"> <li>• This was a successful short course delivered by the library to engage families to broaden their knowledge of science.</li> <li>• Smaller cohort this year as the library only delivered this at one location.</li> </ul>				
<b>03: Agriculture, Horticulture and Animal Care</b> This includes healthy beans course delivered by Baked Bean.		<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
	<b>Enrolments</b>	36	5	7
	<b>Unique Learner Numbers</b>	25	5	7
	<b>Retention rate</b>	100%	100%	100%
	<b>Achievement rate</b>	96%	100%	100%
	<b>Pass rate</b>	96%	100%	100%
<ul style="list-style-type: none"> <li>• This is one short course delivered by Baked Bean reduced enrolments over the last 2 years due to provider changing curriculum to focus on courses that will support learner to progress onto accredited programmes or live more independently.</li> </ul>				
<b>05: Construction, Planning and</b>	<b>Enrolments</b>	99	93	47

Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2019/20

<p><b>the Built Environment</b></p> <p>This sector area is mainly the short construction courses such as plumbing, soft furnishing and introduction to the sector courses that STC deliver.</p>	<b>Unique Learner Numbers</b>	89	69	37
	<b>Retention rate</b>	98%	95%	98%
	<b>Achievement rate</b>	97%	94%	98%
	<b>Pass rate</b>	99%	99%	100%
<ul style="list-style-type: none"> <li>• There has been a reduction in the number of enrolments this year, this is mainly due to the provider reducing the number of non-accredited courses in this area and increasing the number of accredited course that learners start with.</li> <li>• Learners stay on these courses and develop relevant practical skills to support progression to further learning or their interests.</li> <li>• However, some learners are on the course for many years and needs to progress to make room for new learners.</li> </ul>				
<p><b>06: Information and Communication Technology</b></p> <p>This includes the following courses: IT for Beginners, Word Process, learning how to use the internet and email, Introduction to ICT</p>	<b>Enrolments</b>	484	387	440
	<b>Unique Learner Numbers</b>	451	302	295
	<b>Retention rate</b>	96%	94%	94%
	<b>Achievement rate</b>	93%	91%	90%
	<b>Pass rate</b>	97%	97%	96%
<ul style="list-style-type: none"> <li>• Most of this provision has been delivered by Deaf First, Hestia, STC and GLL.</li> <li>• Increased enrolments this year within this area, this is due to an increase in number of digital courses on offer across the provision. These courses have been successful in enabling learners to take part in online learning courses and to communication with families, friends and/or work colleagues online.</li> </ul>				
<p><b>07: Retail and Commercial Enterprise</b></p> <p>This includes mainly Cake decorating courses delivered by STC and short family learning catering course.</p>	<b>Enrolments</b>	378	136	97
	<b>Unique Learner numbers</b>	268	92	63
	<b>Retention rate</b>	91%	97%	86%
	<b>Achievement rate</b>	90%	95%	86%
	<b>Pass rate</b>	99%	98%	100%
<ul style="list-style-type: none"> <li>• Over the last 2 years there has been a significant drop in enrolments within this area, this is mainly due to the decision to reduce the STC provision in areas such as cake decorating and increase their employability and vocational course offer.</li> </ul>				
<p><b>08: Leisure, Travel and Tourism</b></p> <p>This is mainly delivered with STC and includes Yoga and Tai Chi courses for learners aged 60+.</p>	<b>Enrolments</b>	635	671	271
	<b>Unique Learner numbers</b>	324	244	103
	<b>Retention rate</b>	96%	97%	97%
	<b>Achievement rate</b>	94%	96%	97%
	<b>Pass rate</b>	98%	99%	99%

Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2019/20

<ul style="list-style-type: none"> <li>In 2019/20, we worked successfully with STC to reduce the number of their leisure-based courses and aligning their provision with borough objectives such as increased employability and introduction to sector courses. This explains the drop in enrolments.</li> </ul>				
<b>09: Arts, Media and Publishing</b>  This includes upholstery, interior design and clothes making courses, mainly all delivered by STC.	<b>Enrolments</b>	1617	1175	584
	<b>Unique Learner Numbers</b>	295	574	304
	<b>Retention rate</b>	93%	96%	95%
	<b>Achievement rate</b>	91%	96%	92%
	<b>Pass rate</b>	98%	99%	97%
<ul style="list-style-type: none"> <li>Achievement rates have slightly dropped, this is due to certain practical courses such as upholstery and clothes making struggled to adjust to online delivery.</li> <li>There has been a significant reduction with enrolments in this area, this is mainly because a large number of STC's art courses did not go ahead due to Covid.</li> </ul>				
<b>10: History, Philosophy and Theology</b>  This includes History of London and London Walks courses, primary all delivered by STC.	<b>Enrolments</b>	98	110	173
	<b>Unique Learner Numbers</b>	49	59	57
	<b>Retention rate</b>	94%	96%	91%
	<b>Achievement rate</b>	92%	92%	91%
	<b>Pass rate</b>	98%	95%	100%
<ul style="list-style-type: none"> <li>There has been a slight dip in achievement this year, mainly due to some learners not continuing with learning during Covid.</li> <li>There has been an increase in enrolment this due to the decision to increase commissioning in these areas to support healthy living and wellbeing objectives.</li> </ul>				
<b>12: Languages, Literature and Culture</b>  <b>TA to confirm – think most courses are STC and DF</b>	<b>Enrolments</b>	1155	1095	1020
	<b>Unique Learner Numbers</b>	684	542	572
	<b>Retention rate</b>	94%	95%	92%
	<b>Achievement rate</b>	93%	93%	91%
	<b>Pass rate</b>	98%	99%	100%
<ul style="list-style-type: none"> <li>There has been a reduction with enrolments this year due to less commissioning in this area with the focus being on key borough and London objectives.</li> <li>Retention has dipped slightly due to Covid and learners' mid-course not returning.</li> </ul>				
<b>13: Education and Training</b>  Courses include direct delivery Public Speaking course	<b>Enrolments</b>	7	33	15
	<b>Unique Learner Numbers</b>	7	33	15
	<b>Retention rate</b>	100%	100%	100%
	<b>Achievement rate</b>	100%	100%	100%

Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2019/20

	<b>Pass rate</b>	100%	100%	100%
<ul style="list-style-type: none"> <li>All learners continue to make good progress towards course and personal goals</li> </ul>				
<b>14: Preparation for Life and Work</b>  This include: SPAG, Introduction to ESOL, Life skills – moving on, Introduction to English, Introduction to Maths, Non-Accredited ESOL at different levels.	<b>Enrolments</b>	1030	1042	1204
	<b>Unique Learner Numbers</b>	720	700	673
	<b>Retention rate</b>	94%	97%	94%
	<b>Achievement rate</b>	93%	96%	94%
	<b>Pass rate</b>	99%	99%	100%
<ul style="list-style-type: none"> <li>We were pleased that we managed to retain 94% of learners through term 3. We are still in touch with the learners who were unable to join us online.</li> </ul>				
<b>15: Business Administration and Law</b>  This includes: Planning to set up your own business, Business Planning, Introduction to Management	<b>Enrolments</b>	56	31	91
	<b>Unique Learner Numbers</b>	54	30	80
	<b>Retention rate</b>	98%	84%	97%
	<b>Achievement rate</b>	96%	81%	93%
	<b>Pass rate</b>	98%	96%	97%
<ul style="list-style-type: none"> <li>Increased enrolment numbers this year due to expanded curriculum offer in this area which has supported learners who wanted to learn more in relation to enterprise.</li> <li>Increased retention, achievement rates this year, this is due to having shorter courses that have aligned with areas learners have expressed an interest in learning about when completing their evaluation forms.</li> </ul>				

**Community Learning by Gender**

		2017-18	2018-19	2019-20
<b>Female</b>	<b>Enrolments</b>	4598	4044	3420
	<b>Unique Learner Number</b>	2690	2106	1675
	<b>Achievement rate</b>	92%	95%	92%
<b>Male</b>	<b>Enrolments</b>	1081	808	814
	<b>Learner Number</b>	539	597	379
	<b>Achievement rate</b>	92%	94%	94%

- 81% of enrolments are female, male participation is very similar to last year's and is in line with national statistics.
- There is a minimal difference in achievement and pass rates between the genders

Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2019/20

**Community Learning by Learners with Learning Difficulties and Disabilities**

		2017-18	2018-19	2019-20
<b>LLDD</b>	<b>Enrolments</b>	447	488	917
	<b>Unique Learner Numbers</b>	241	139	257
	<b>Retention rate</b>	93%	95%	96%
	<b>Achievement rate</b>	76%	93%	92%
		2017-18	2018-19	2019-20
<b>NO LLDD</b>	<b>Enrolments</b>	5232	4364	3317
	<b>Unique Learner Numbers</b>	3188	2564	1797
	<b>Retention rate</b>	94%	96%	94%
	<b>Achievement rate</b>	94%	95%	93%

- There has been an increase in enrolment numbers in 2019/20 for LLDD learners, this is due to LDDD providers revising their provision to offer shorter courses and developing their provision to support progression for learners and develop relevant life skills.
- There are no marked differences between retention, achievement or pass rates between LLDD and non LLDD learners. This shows that our providers work well with LDD learners to support their development towards challenging learning goals.

**Community Learning by Ethnicity**

		2017-18	2018-19	2019-20
<b>BAME</b>	<b>Enrolments</b>	2813	2411	2387
	<b>Unique Learner Numbers</b>	1763	1273	1222
	<b>Retention rate</b>	95%	96%	94%
	<b>Achievement rate</b>	93%	95%	92%
		2017-18	2018-19	2019-20
<b>Non-BAME</b>	<b>Enrolments</b>	2821	2441	1847
	<b>Unique Learner Numbers</b>	1466	1430	1273
	<b>Retention rate</b>	94%	96%	95%
	<b>Achievement rate</b>	92%	95%	94%

- 59% of Community Learning learners are from a BAME background
- There are no significant differences between retention or achievement rates of BAME and Non-BAME learner

**CLASSROOM ACCREDITED**

***Classroom Accredited Overall***

	2017-18	2018-19	2019-20
<b>Enrolments</b>	396	455	502
<b>Unique Learner Numbers</b>	337	393	288
<b>Completed</b>	343	418	446
<b>Retention rate</b>	87%	92%	93%
<b>Achievement rate</b>	82%	88%	87%
<b>Pass rate</b>	94%	96%	98%

- Enrolment numbers have increased again this year
- Retention, achievement and pass rate remain very similar to last year despite Covid. This shows that a very high number of learners who completed their courses passed the exams or met the awarding body's criteria for their qualification.

**Classroom Accredited rates by Subject Sector Area Tier 1**

		2017-18	2018-19	2019-20
<b>01: Health, Public Services and Care</b>  This includes Preparing to work in Health and Social Care, Conflict Management courses	<b>Enrolments</b>	12	12	15
	<b>Unique Learner Numbers</b>	12	10	8
	<b>Retention rate</b>	100%	100%	83%
	<b>Achievement rate</b>	100%	100%	83%
	<b>Pass rate</b>	100%	100%	100%
<ul style="list-style-type: none"> <li>• In response to the drop in enrolments at STC last year, we have now started to directly deliver these courses to meet current local need for carers.</li> </ul>				
<b>06: Information and Communication Technology</b>  This includes: Awareness of Social Media and Online Security	<b>Enrolments</b>	-	-	56
	<b>Unique Learner Numbers</b>	-	-	26
	<b>Retention rate</b>	-	-	75%
	<b>Achievement rate</b>	-	-	75%
	<b>Pass rate</b>	-	-	100%
<ul style="list-style-type: none"> <li>• This year we have started to offer accredited courses in this area as part of our BREW (Building Resilience and Enterprise with Women).</li> <li>• 42 learners passed the exam/completed their course to the required standards at level 1 Social Media and Online Security.</li> </ul>				
120				
<b>14: Preparation for Life and Work</b>  This includes: All ESOL accredited courses, Personal	<b>Enrolments</b>	339	387	244
	<b>Unique Learner Numbers</b>	295	360	143

Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2019/20

Development, Awards in English and maths, Functional Skills in English, maths and ICT	<b>Retention rate</b>	84%	90%	93%
	<b>Achievement rate</b>	78%	86%	90%
	<b>Pass rate</b>	93%	95%	97%
<ul style="list-style-type: none"> <li>The reduction with enrolments in English and maths was because STC did not apply for classroom funding this year as they are now offering this using their own funding.</li> <li>Retention, achievement and pass rates have increased this year which is due to additional IAG being completed by tutors at the start of the programmes to ensure all learners were on the right course.</li> </ul>				
<b>15: Business, Administration and Law</b>  This includes: Team Leading, Customer Service, Enterprise, Resilience courses which were part of the BREW (Building Resilience and Enterprise in Women) ESF project	<b>Enrolments</b>	45	56	187
	<b>Unique Learner numbers</b>	43	23	111
	<b>Retention rate</b>	100%	100%	87%
	<b>Achievement rate</b>	100%	100%	87%
	<b>Pass rate</b>	100%	100%	100%
<ul style="list-style-type: none"> <li>Significant increase of enrolments in this area, this is mainly due to introduction of programmes such as BREW and increasing the range of direct delivery courses. Online courses in Customer Service and Team Leading since Covid has resulted in a large increase in learners.</li> <li>77 learners achieved qualifications in Customer Service at L1 and 43 Team Leading at L2</li> <li>The reduction in achievement and retention rates, is partly because some learners were reluctant to return to one of the BREW programmes once it moved to online delivery.</li> </ul>				

**Classroom Accredited by Gender**

		2017-18	2018-19	2019-20
<b>Female</b>	<b>Enrolments</b>	361	398	444
	<b>Unique Learner Numbers</b>	311	352	230
	<b>Retention rate</b>	86%	92%	89%
	<b>Achievement rate</b>	81%	88%	88%
	<b>Pass rate</b>	94%	96%	99%
<b>Male</b>	<b>Enrolments</b>	35	57	58
	<b>Unique Learner Numbers</b>	26	41	58
	<b>Retention rate</b>	94%	91%	88%
	<b>Achievement rate</b>	91%	88%	84%
	<b>Pass rate</b>	97%	96%	96%

- 88% of our learners within accredited learning are female, this is in line with national data.

Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2019/20

- There is a slight difference between female and male achievement and pass rate
- Retention rates are the same for both genders

**Classroom Accredited by Learners with Learning Difficulties and Disabilities**

		2017-18	2018-19	2019-20
<b>LLDD</b>	<b>Enrolments</b>	42	26	95
	<b>Unique Learner numbers</b>	10	20	59
	<b>Retention rate</b>	79%	85%	73%
	<b>Achieved</b>	31	20	68
	<b>Achievement rate</b>	74%	77%	72%
<b>NO LLDD</b>	<b>Enrolments</b>	354	429	407
	<b>Unique Learner numbers</b>	327	373	229
	<b>Retention rate</b>	88%	92%	75%
	<b>Achieved</b>	292	382	301
	<b>Achievement rate</b>	82%	89%	74%

- Enrolment numbers for LLDD courses has significantly increased this year, this is due to the change in curriculum within both LLDD providers
- There has been a drop in retention for both LLDD and Non-LLDD learners this year, some of this is due to learners not being able to attend exams and achieve their full awards.

**Classroom Accredited by Ethnicity**

		2017-18	2018-19	2019-20
<b>BAME</b>	<b>Enrolments</b>	275	312	268
	<b>Unique Learner Numbers</b>	233	276	157
	<b>Retention rate</b>	88%	93%	89%
	<b>Achievement rate</b>	82%	89%	87%
	<b>Pass rate</b>	93%	96%	97%
<b>Non-BAME</b>	<b>Enrolments</b>	121	143	234
	<b>Unique Learner numbers</b>	104	117	131
	<b>Retention rate</b>	83%	90%	89%
	<b>Achievement rate</b>	80%	86%	88%
	<b>Pass rate</b>	97%	96%	100%

- 53% of learners on accredited courses are from a BAME background, there has been an increase in enrolments from Non- BAME backgrounds this year.

## Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2019/20

- There are no significant differences between retention, achievement or pass rates

## APPRENTICESHIPS

### GLOSSARY

Timely achievement	Achievement of the apprenticeship within the timescale agreed at the start of the programme
Overall achievement	Achievement of the apprenticeship, but after the end-date agreed at the start of the programme in line with national requirements.
Apprenticeship frameworks	These are assessed throughout the apprenticeship by the assessors through portfolios and observations. These have been discontinued.
Apprenticeship standards and the endpoint assessment (EPA)	Apprentices are required to develop specific knowledge, skills and behaviours specified by a national team of employers. Their achievement of these standards is assessed at the end of their apprenticeship. The EPA normally involves a project, a professional interview and portfolio. Some apprenticeships are linked to an additional qualification which may involve exams. Unlike the frameworks, apprentices are graded pass, (sometimes merit) and distinction at their EPA.
Off the job training requirements	All apprentices are required to spend 20% of their work time on off-the-job. Training. The equivalent of one day a week.

### *Apprenticeships overall*

	Overall Achievement		
	2017/18	2018/19	2019/20
<b>Cohort</b>	70	101	58
<b>Number of apprenticeships achieved - Frameworks</b>	59	73	36
<b>Number of apprenticeships achieved - Standards</b>	0	0	4
<b>Achieved</b>	59	73	40
<b>Achievement Rate</b>	84.3%	72.3%	69%
<b>National average</b>	67.3%	64.7%	N/A

	Timely Achievement		
	2017/18	2018/19	2019/20
	65	104	44
	49	66	34
	0	0	0
	49	65	34
	75.4%	64.4%	77.3%
	59.1%	61.0%	N/A

Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2019/20

- There has been a reduction in the number of enrolments in 19/20, some of this is due to lack of uptake from schools due to the 20% off the job requirements
- Achievement has dropped this year, this is mainly due to 18 apprentices that were due to sit EPA in June/July who did not want to sit end point assessments as they were facing pressures at work. Many of them are line managers whose roles had increased/changed since Covid. These apprentices have remained on programme, but we agreed to reschedule EPA's.
- Timely achievement has significantly improved this year as we are seeing the impact of ensuring apprentices and employers agree realistic end dates at the start of the programme. We also have improved our system for tracking apprentices' progress so that we can provide additional support for those who may be at risk of falling behind.

**Apprenticeships by Subject Sector Area Tier 1**

		Overall Achievement			Timely Achievement		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
<b>01: Health, Public Services and Care</b>	<b>Total Learner Numbers</b>	15	20	12	18	24	7
	<b>Achieved</b>	12	16	7	9	12	4
	<b>Childcare Level 2 (Framework)</b>	100%	50%	0%	0%	0%	0%
	<b>Childcare Level 3 (Framework)</b>	-	0%	50%	-	0%	17%
	<b>HSC Level 2 (Standard)</b>	100%	100%	100%	64%	0%	0%
	<b>HSC Level 3 (Framework)</b>	40%	100%	75%	34%	92.3%	75%
	<b>Public Services Level 3 (Framework)</b>	-	50%	-	-	50%	-
	<b>Achievement Rate</b>	80%	80%	58%	50%	50%	57%
<ul style="list-style-type: none"> <li>• Achievement rate in this area dropped mainly due to one specific group of apprentices from an internal department being unable to fulfil 20% off the job requirements and pass Functional Skills maths at Level 2. We have now agreed with this department that future apprentices will initially complete their Functional Skills within accredited learning, and then if able progress onto an Apprenticeship.</li> </ul>							
<b>04: Engineering and Manufacturing Technologies</b>	<b>Total Learner numbers</b>	17	-	-	17	-	-
	<b>Achieved</b>	12	-	-	12	-	-
	<b>Apparel Manufacturing Technology Level 3 (Framework)</b>	90%	-	-	90%	-	-

Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2019/20

	<b>Apparel Footwear and Leather Production Level 3 (Framework)</b>	40%	-	-		40%	-	-
	<b>Technical Textiles and Apparel Level 4 (Framework)</b>	50%				50%		
	<b>Achievement rate</b>	71%	-	-		71%	-	-
<b>08: Leisure, Travel and Tourism</b>	<b>Total Learner numbers</b>	18	-	-		18	-	-
	<b>Achieved</b>	17	-	-		17	-	-
	<b>Supporting the Delivery of Physical Education and School Sport Level 3 (Framework)</b>	94%	-	-		94%	-	-
	<b>Achievement rate</b>	94%	-	-		94%	-	-
<b>09: Arts, Media and Publishing</b>	<b>Total Learner numbers</b>	2		4	-	1	4	-
	<b>Achieved</b>	2		3	-	1	3	-
	<b>Creative and Digital Media Level 3 (Framework)</b>	100%		75%	-	100%	75%	-
	<b>Achievement rate</b>	100%		75%	-	100%	75%	-
<b>13: Education and Training</b>	<b>Total Learner numbers</b>	9	58	21		3	60	19
	<b>Achieved</b>	8	36	17		2	32	17
	<b>Support Teaching and Learning L2 (Framework)</b>	88%	85%	83%		67%	80%	83%
	<b>Support Teaching and Learning L3</b>	100%	50%	80%		-	42%	80%

Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2019/20

	<b>(Framework)</b>						
	<b>Achievement Rate</b>	89%	62%	81%	67%	53%	81%

- There has been an increase in achievement rates this year and a significant improvement of timely success rates, this is due to ensuring that realistic durations are agreed with apprentices and employers at the start of the programme and sequencing the programme effectively to ensure learning and assessment is completed within the agreed duration. We have also increased the amount of IQA sampling in this area which has supported timely achievement of the programmes.

<b>15: Business, Administration and Law</b>	<b>Total Learner numbers</b>	9	19	25	8	19	18
	<b>Achieved</b>	8	18	16	8	18	13
	<b>Business Admin L2 (Framework)</b>	100%	100%	87.5%	100%	100%	87.5%
	<b>Business Admin L3 (Framework)</b>	67%	100%	100%	100%	100%	100%
	<b>Business Admin L4 (Framework)</b>	-	-	0%	-	-	0%
	<b>Customer Service L2 (Framework)</b>	100%	100%	100%	100%	100%	100%
	<b>Business Management L3 (Standard)</b>	-	0%	37.5%	-	0%	0%
	<b>Business Management L5 (Standard)</b>	-	-	0%	-	-	0%
	<b>Achievement Rate</b>	89%	95%	64%	100%	95%	72%

- Achievement rates are lower this year and this is mainly due to learners not sitting EPA within agreed timeframes due to Covid.
- We have now increased the number of briefing sessions we complete with managers and apprentices prior to the programme to ensure that everyone is fully aware of the requirements of the programme including 20% off the job requirement.

**Apprenticeships by Gender**

		<b>Overall Achievement</b>		
		<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
<b>Female</b>	<b>Cohort</b>	48	77	47
	<b>Achieved</b>	37	57	33
	<b>Achievement Rate</b>	77 %	74%	70%
<b>Male</b>	<b>Cohort</b>	22	24	11
	<b>Achieved</b>	22	16	7
	<b>Achievement Rate</b>	100%	67%	64%

<b>Timely Achievement</b>		
<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
44	84	35
30	50	28
68%	60%	80%
21	23	9
19	15	6
90%	65%	67%

Wandsworth Borough Council Lifelong Learning Self-Assessment Report 2019/20

- 80% of our apprentices are female  
There is a difference between female and male achievement and timely achievement, this is mainly due to 50% of the learners that requested a later EPA date were male

**Apprenticeships by Learners with Learning Difficulties and Disabilities**

		Overall Achievement			Timely Achievement		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
<b>Disabled</b>	<b>Cohort</b>	13	19	10	12	21	7
	<b>Achieved</b>	10	12	7	8	10	7
	<b>Achievement Rate</b>	77%	63%	70%	67%	48%	100%
<b>Not disabled</b>	<b>Cohort</b>	55	82	37	53	86	37
	<b>Achieved</b>	47	61	32	41	55	27
	<b>Achievement Rate</b>	85%	74%	87%	78%	64%	73%
<b>Disability not known</b>	<b>Cohort</b>	2	-	1	-	-	-
	<b>Achieved</b>	2	-	1	-	-	-
	<b>Achievement Rate</b>	100%	-	100%	-	-	-

- There is a significant difference between achievement rates of not disabled and disabled apprentices. We had a group of LLDD learners at a SEN school and a number of these learners were unable to achieve FS ICT despite additional support which had an impact on overall achievement.

**Apprenticeships by Ethnicity**

		Overall Achievement			Timely Achievement		
		2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
<b>BAME</b>	<b>Cohort</b>	35	62	25	32	43	19
	<b>Achieved</b>	31	41	18	26	30	15
	<b>Achievement rate</b>	89%	66%	72%	81%	70%	79%
<b>Non-BAME</b>	<b>Cohort</b>	35	39	33	33	64	25
	<b>Achieved</b>	28	32	22	23	35	19
	<b>Achievement rate</b>	80%	82%	67%	70%	55%	76%

- 43% of our Apprentices are from a BAME background
- There is a slight difference between BAME and Non-BAME achievement and timely achievement

## **Annex 2: ESF-funded projects**

During 2019/20. the service participated in of the following ESF projects which generated additional funding, strengthened partnerships and supported the Lifelong Learning mission and key priorities:

**'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 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

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

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.

Through WCLL, over 90 women attended the initial launch event in March 2019. This was followed by further networking events with over 70xx women completing the accredited programme.

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

**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.

36 learners took part in work placements in Valencia, Spain. As a result of Covid-19 it wasn't possible to send two cohorts of young people to Perugia, Italy.

### **ADVANTAGE**

**Project Aim** - 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.
- Directory and downloadable coaching/training and other EU and local resources (IO2)
- Networking
- Online skills/personal development audit
- Evaluation tools to measure quantity/quality of the digital tools and mentoring

## **BRIDGE - Bridging the integration gap of long-settled migrants through Language & Culture Animation**

**Project Aim** - To create and evaluate the professional role of a "Language and Culture Mentor " 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.

### **Pan Out 2**

WCLL will be part of this highly successful Careers Cluster focusing on careers in the food and accommodation sector. Follows the highly successful Pan Out 1 which included exciting projects such as Wandsworth Young Chef of the Year, Tooting Street Food Challenge and the engagement of small, large, and everything in between employers. In summary, the employers involved were exceptional.

As we start to deliver Pan Out 2 the industry is obviously very different, however the industry is still there, and we will work with young people who are interested in being part of highly social and entrepreneurial working environments. It will also focus on how the industry has responded and adapted to the pandemic.

### **Hospitality Pathways**

To encourage equal access to lifelong learning for a minimum of 3587 people in the capital, currently employed or wishing to enter the hospitality industry or allied industries, via a network of employers supported by the project. As part of this target, the service will provide 830 starts over a 3-year period and delivery will focus on the development of basic skills and the achievement of level 2 and 3 qualifications. The project is designed to increase access to lifelong learning opportunities and to improve progression into work and progression at work.

### **Progress into Hospitality**

To support 50 unemployed young people and adults into employment and further training opportunities within the Hospitality sector and allied industries.

All participants to receive a minimum of 3 months direct delivery support prior to the start of the Social Action Programme. Main aim is to achieve progression into Education/Training and employment and sustain this for 26 weeks.

### **Head 2Work**

To support 40 NEET young people aged 18-24, residing in a London Borough and unemployed or Inactive (not in education or training). All young people to receive a minimum of 3 months direct delivery support prior to the start of the Social Action Programme. Main aim is to progress them into Education/Training and employment and sustain them for 26 weeks.