



Worth it.

Wandsworth Council Lifelong Learning Key priorities for Community Learning and Accredited provision 2022/23

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

Updated January 2022

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Introduction

The Wandsworth Lifelong Learning team is part of the Council's Children's Services Department. It is responsible for a wide range of lifelong learning activities and courses across the borough.

The main functions of the service are to deliver:

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

There is a high level of participation in all programmes from learners of different ages, backgrounds and experiences. Increasingly the focus of the Service is on those who are most disadvantaged to enable improved access to learning and employment.

The [Wandsworth Council Lifelong Learning Three-Year Development Plan](#) reflects the work undertaken by the team and describes plans for the future in a measurable context. The Plan encompasses local and national priorities with the aim of targeting funding to maximise social and economic inclusion. On a local level the plan is directly linked to Wandsworth Council's corporate objectives.

Wandsworth Borough Council 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:

1. **Providing the best start in life** - By investing in early years provision, family support, school improvements, mentoring, apprenticeships and skills training
2. **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
3. **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
4. **Helping people get on in life** - By helping people secure new job opportunities and encouraging investment in the borough
5. **Encouraging people to live healthy, fulfilled and independent lives** - By helping young and old stay safe, active and in control of their lives
6. **Value for money** - By maintaining the lowest possible council tax, making every pound go further and ensuring that we live within our means

Lifelong Learning Priorities, Aims and Objectives

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

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 the largest regeneration project of its type in Europe.

Key delivery priorities for CL provision – Priority Groups 2022/23

The 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
- 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/or experience barriers to access digital technology
- are ex-offenders
- those that have been severely impacted by the Covid-19 pandemic (employment, financial, wellbeing)

Key delivery priorities for CL provision – Curriculum 2022/23

Key priorities have been determined:

- Courses or activities that support improved English and maths skills
- Courses or activities that support increased English language skills for those for whom English is a Second Language.
- First rung - supporting students into work or further study - Courses or activities that offer employability skills and tailored training provision to engage those furthest from the workplace or learning
- Enterprise
- IT and digital - Courses or activities that introduce people to digital technology, social media and ICT skills
- Health and wellbeing
 - Courses and activities that promote and develop confidence building, communication skills, personal presentation, and individual resilience
 - Courses or activities that contribute to older people's health and quality of life by enabling them to stay physically and mentally active and promote their fitness and wellbeing
 - Courses or activities that support healthy lifestyles, nutrition and wellbeing
- Courses or activities that support and promote Family Learning activities
- Enrichment programmes that will improve wellbeing or lead to a job change (provide infrastructure and income generation)
- Courses or activities that provide clear progression routes - Informal ESOL and Functional Skills provision that provides a stepping stone to more formal/regulated provision
- Courses or activities that will engage disadvantaged priority groups in learning, specifically engaging adults with special needs (disability and learning difficulties), the socially isolated, adults suffering from mental health conditions, adults moving towards independent living and families on low incomes

Purpose of Community Learning and Objectives

Purpose of Government Supported Community Learning:

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

Objectives

1. Focus public funding on people who are disadvantaged and least likely to participate, including in rural areas and people on low incomes with low skills.
2. Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot.
3. Widen participation and transform people's destinies by supporting progression relevant to personal circumstances, e.g.:

- 3.1 improved confidence and willingness to engage in learning;
 - 3.2 acquisition of skills preparing people for training, employment or self-employment;
 - 3.3 improved digital, financial literacy and/or communication skills;
 - 3.4 parents/carers better equipped to support and encourage their children's learning; and
 - 3.5 improved/maintained health and/or social well-being.
4. Develop stronger communities, with more self-sufficient, connected and pro-active citizens, leading to:
 - 4.1 increased volunteering, civic engagement and social integration;
 - 4.2 reduced costs on welfare, health and anti-social behaviour;
 - 4.3 increased online learning and self-organised learning; and
 - 4.4 the lives of our most troubled families being turned around.
 5. Commission, deliver and support learning in ways that contribute directly to these objectives, including:
 - 5.1 bringing together people from backgrounds, cultures and income groups, including people who can/cannot afford to pay;
 - 5.2 using effective local partnerships to bring together key providers and relevant local agencies and services;
 - 5.3 devolving planning and accountability to neighbourhood/parish level, with local people involved in decisions about the learning offer;
 - 5.4 involving volunteers and Voluntary and Community Sector groups, shifting long term, 'blocked' classes into learning clubs, growing self-organised learning groups, and encouraging employers to support informal learning in the workplace;
 - 5.5 supporting the wide use of online information and learning resources; and
 - 5.6 minimising overheads, bureaucracy & administration.

Greater London Authority (GLA)

Commissioning will also pay close attention to the requirements of the Skills for Londoners Strategy:

'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

In response to the impact of COVID-19, the GLA has published the [London Recovery Programme \(October 2020\)](#). The 9 recovery missions can be found on page 6 of this document.

Criteria for Assessing Expressions of Interest

In addition to the above, all proposed CL provision will be required to meet the following criteria:

- The proposed target group is one of those defined above.
- Appropriate safeguarding arrangements are in place.
- Mechanisms are in place to properly assess learner needs, and to provide information, advice and guidance to learners.
- Adequate resources are available to learners that are appropriate to the target group.
- If the provider has delivered for WCLL before they must have a strong track record of having delivered successfully against their delivery plans approved by WCLL.
- There are suitable safe venues for delivery of adult learning
- The organisation has effective mechanisms and/or strategies to monitor the quality of provision.
- The organisation has up to date policies in place including Health & Safety, Diversity and Safeguarding.
- The organisation has adequate procedures in place to ensure the safeguarding of vulnerable adults
- The organisation has appropriate insurance cover.
- Financial viability of the organisation.
- The organisation has a past track record of delivering community-based learning.
- Due Diligence documentation is provided upon request and deemed to be of sufficient quality and content
- Suitable references are available
- The organisation must plan provision in line with [WCLL's Digital Policy](#)

Curriculum Offer

Non-accredited provision:

The total budget for non-accredited provision in this invitation to offer is **£ 645,000.00** and the indicative allocations for the curriculum packages are as below:

Curriculum package	Indicative funding
Digital Skills	£60,000
Enterprise	£10,000
English, Maths and English for Speakers of Other Languages (ESOL)	£170,000
Financial Skills	£5,000
Pre-Employment Training	£140,000
Provision for people with LDD aged 24+	£140,000

Provision for disengaged (NEET) young adults aged 19-24	£50,000
Health and Wellbeing	£30,000
Family Learning	£40,000

Accredited provision:

Accredited curriculum packages include: Digital Skills; English; ESOL; Maths; and Vocational Skills. Priority areas for Vocational Skills are: Health & Social Care; Hospitality & Catering; and Retail.

Qualifications from Entry 1 to Level 2 must be listed as approved for funding on the ESFA's 'Find a learning aim' online search: <https://findlearningaimbeta.fasst.org.uk/>

Qualifications should have sufficient approval time to enable completion of delivery, verification and final certification. The indicative budget for Accredited provision in this invitation to offer is **£ 95,000.00** and the indicative allocations for the curriculum packages are as below:

Curriculum package – Qualifications up to Level 2	Indicative funding
Digital Skills	£20,000
English	£30,000
ESOL	£20,000
Maths	£10,000
Vocational (priority areas: Health & Social Care; Hospitality & Catering; Retail)	£15,000

Commissioning timeframe

Process	Deadline
Community Key Priorities Guidance, Expression of Interest and Course Application Form distributed	21/01/2022
Expression of Interest, Course Application Form and Business Continuity Plans to be returned to WCLL	21/02/2022
Evaluation of tender	22/02/2022 – 11/03/2022
Governor review	14/03/2022 - 25/03/2022
Result of Tender and Due Diligence templates distributed	28/03/2022 - 31/03/22

Contracts issued	TBC – we will need to wait until WCLL contract is issued by GLA
Signed copies of contract to be returned to WCLL	24/06/2022

Bidding process

To be considered for funding under the Adult Education Budget organisations must initially complete the following annually:

- The Community Learning Expression of Interest form 2022-23
- Course Application Form
- The Due Diligence document (if successful)

The Expression of Interest form asks some general questions about your organisation and helps us establish if your organisation is in a position to deliver good quality Community Learning programmes in line with our overall mission and quality framework. We also ask for references. The forms need to be completed once every academic year (August - July) by all potential providers whether we have worked with you before or not.

The Due Diligence form should be completed annually, and requests information to perform financial checks, company registration checks, DfE checks, and policy and CPD checks.

The Course Funding Application Form details the budget requested for the courses it is intended to deliver.

The completed Community Learning Expression of Interest form is considered at a panel meeting consisting of Wandsworth Lifelong Learning staff and certain members of the Monitoring and Advisory Group.

Your Business Continuity Plan must include actions in place to ensure that course delivery can continue in the case of any lockdowns and with minimal impact on learning. It must also describe how the provider will move to online learning in a timely manner.

We will not be able to contract with you if your organisation:

- Has an Ofsted rating of 'Inadequate' for any of the 4 categories: Quality of education; Behaviour and attitudes; Personal Development; and Leadership and management
- Does not meet the Education and Skills Funding Agency (ESFA) and Greater London Authority (GLA) Minimum Standards
- Has an above-average risk warning from a credit agency or if the outcome of your annual financial health assessment is inadequate, unless we have written permission in advance from the ESFA or GLA
- Has passed a resolution (or the court has made an order) to wind up or liquidate the company, or administrators have been appointed, or
- Statutory accounts are overdue

- If you have any other ESFA or GLA funding (directly or indirectly) and the funding from us takes your organisation over the £100,000 threshold for the funding year, you must ensure that you are listed on the Register of Training Organisations beforehand, otherwise we cannot contract with you until you do so
- If any of the required documents in this process are not returned in the required format and/or without all of the required information
- If any of the funding applied for is not in line with the priorities detailed or referenced in this document
- If we are unable to obtain satisfactory references for your organisation
- If you have delivered for WCLL previously and such delivery was not satisfactory as measured through regular monitoring reports.