



**Wandsworth Council Lifelong Learning Self-Assessment  
Report 2020/21**

**Self-Assessment Report 2020/21**

## Provider Profile

The Wandsworth Council Lifelong Learning (WCLL) service 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 through direct and subcontracted delivery, face-to-face, online and blended.
- Apprenticeships to young people and adults to internal LA Apprentices and externally employed.
- Accredited courses through a GLA Adult Skills budget aligned to local and London priorities, including provision in English, maths, ICT, ESOL employability and vocational areas.
- Work experience and preparation for employment funded through ESF.

### Wandsworth Council Corporate Objectives

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.

### WCLL Priorities and Objectives

We have used the above corporate objective to develop the priorities and objectives for our provision, as follows:

1. To lead and manage high quality learning that meet all learners' individual learning goals.
2. To increase the number of learners achieving and gaining qualifications to support their career progression.
3. To meet the needs of individuals, communities and employers in Wandsworth to support effective pathways to employment and increased independent living and wellbeing.
4. To widen participation in learning, including using digital technology.

5. To link adult skills and Community Learning to other key strategies and initiatives, such as the council's Employment and Skills Strategy, preparing young people for the world of work and the work of adult Social Services.

### Key Delivery Priorities for WCLL 2020/21

The WCLL 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 digitally disadvantaged



***Hannah Wood - Support Teaching and Learning in Schools L2 Apprenticeship***

### Our Subcontractors and Intent of Provision

Provider	Intent of Provision	Enrolment Numbers 20/21	Target 20/21
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	16	17

	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 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.	216	216
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.	73	78
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.	2765	3220
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.	196	212
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.	111	228
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.	1518	2116

### Delivery Locations

The college sites are in Wandsworth and Tooting and are well served by public transport.

Our new learning centre is in a central position within the borough at:

The Gwynneth Morgan Resource Centre

52 East Hill

SW18 2HJ

It is also served well by public transport, giving easy access to people from different

wards.

## **Our Governance**

### **Lifelong Learning Monitoring and Advisory Group (LLMAG)**

#### **Role**

The LLMAG has a strategic role in supporting and challenging the Lifelong Learning team to ensure they deliver the highest standards and quality of learner experience.

#### **Membership**

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. We have a nominated member for safeguarding.

### **Lifelong Learning Development Group (LLDG)**

#### **Role**

The LLDG acts in an advisory and development capacity and has an essential role in influencing service plans. The LLDG ensures that local managers and practitioners have a structured opportunity to shape local provision.

#### **Membership**

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.

### **Changes We Have Made This Year and Why**

1. We increased our IAG team allowing more resource available to support learners to identify and enrol on courses that will support with their personal objectives.
2. We introduced and completed the first Focused Review with our partner providers on Ensuring all Learners are Safe. This has enabled us to identify good practice to share and areas for development to action.
3. We updated key processes across our Community Learning and Apprenticeship provision to enable staff to tailor sessions to identify and meet individuals' needs and to give learners and Apprentices information and processes to enable them to review and evidence their learning. These include: Recording of IAG interviews; ILPs and Group Profiles for Community Learning; Reflective Accounts and Skills Scans for Apprentices and Sequencing Plans for staff to use with their learners and Apprentices.
4. We developed and implemented a Digital Strategy and Implementation Plan to support our digital provision which has now become embedded as part of all our provision. We initiated a laptop loan scheme to support digitally excluded learners, including some of those at our partner providers.
5. We significantly extended the way we communicate with staff, partners and providers. For example, by increasing frequency of meetings with providers. We updated our handbooks for learners and Apprentices and introduced a

newsletter for them. We developed some short training films for tutors on key teaching and learning strategies and have more in the pipeline.

6. We moved into our new office environment and training centre in September 2021. It is more accessible as it is in the centre of the borough and close to public transport, with better resources for learners and staff. We invested in advanced technology including Clever Touch screens and a range of laptops and PC's.
7. We worked with our smaller, niche partner providers to develop existing provision to support learners with Learning Disabilities and Difficulties (LDD) and digitally excluded learners. This included lending equipment, identifying additional courses to support learners with new life skills to help them operate more independently, post pandemic.
8. We audited the skills and knowledge of our providers' teaching staff and our internal tutors/skills coaches and supported them to complete sector specific CPD, so they have current industry knowledge to support learners and Apprentices.
9. We worked well to integrate our partner providers into all of our training and development, including meetings to share best practice, across the provision
10. We made a swift and successful transition during the first lockdown and managed to keep learners in learning
11. We integrated our self-assessment processes for Community Learning to provide a single process that involves all of our providers.
12. We worked closely with Lifelong Learning London Central Local Authorities, enabling a better understanding of patterns and trends in the sub-region, and collaborative working enabled the service to respond quickly to emerging needs.
- 13.

### Grade Table

Area	Grade
Quality of Education	2
Leadership and Management	2
Personal Development	2
Behaviours and Attitudes	2
Overall Effectiveness	2





***Lily Al-Tai - Community Interpreting level 3 – Adult Learner at South Thames College***

## **Quality of Education - Intent**

### **Strengths**

#### **Effective process to agree commissioned provision for each year.**

- We use a clear process to enable us to determine the provision we commission, so that we allocate funds to the agreed priorities for each year. This involves extensive due diligence, involving members of the governing board.
- The priorities in 2020/21 were tackling digital poverty and unemployment and to support residents, including those aged 60 and over and those with learning difficulties and disabilities, through provision in:
  - Enterprise
  - English and Maths
  - ESOL
  - Financial skills
  - Pre-employment NEETs (Not in Education, Employment or Training)
  - Health and wellbeing and;
  - Family learning

#### **Effective collaboration with local and national partners to ensure provision is aligned with priorities.**

- We made provision for 50+ learners to improve their employability and increase their digital capacity, having agreed the content of courses and referrals with the DWP.
- We increased our ESOL provision to meet the needs of the unemployed, aligned with DWP priorities and have recruited well for this provision.
- Our increased vocational provision on coaching and mentoring for WBC employees has led to more professional training and progression to Apprenticeships.

- Our provision has developed through recommendations and links through our advisory group. For example, in relation to developments at Battersea Power Station/Nine Elms, there will be a significant increase in the number of job opportunities in hospitality, retail and allied industries and we are preparing to meet demand.

### **Well-planned provision specifically for identified targets groups.**

- We continued to work with Deaf First and Baked Bean to make provision for LDD adults. We structured the provision to ensure that there is greater focus on developing learners' employability skills and increasing their independence in their communities.
- STC continued to provide bespoke accredited courses for community interpreters, meeting a specific need identified by local communities.

### **Effective strategies to widen participation.**

- We successfully maintained and extended the digital provision we developed at the start of the pandemic. This is now embedded into our curriculum, including through blended learning. We also implemented the loan of digital equipment and support for connectivity to reach to those who are digitally disadvantaged, including through our partner providers.
- In 20/21 29% of our learners were from the lowest 30% deprived areas in the borough.

### **Increased focus on employability at STC.**

A significantly higher proportion of the curriculum at STC is now directly in line with our agreed strategic priorities and is aimed at our target groups. Mainly, this has involved decreasing the leisure provision.

### **Introduction of short courses as progression to main courses.**

The College has recruited well to its new range of short introduction courses such as introduction to teaching assistant, childcare, admin etc. has helped to attract local residents who are new to adult learning. Although progression pathways from these courses need further development and promotion.

Our direct delivery provision now also includes short courses that help new learners to overcome their barriers to learning and develop the confidence and skills that will enable them to continue their learning and development. These include ESOL conversation courses and short course in specific start-up digital skills and have resulted in a good response from learners.

### **Areas for Improvement**

- Further work is needed to attract young people and motivate them to take up the programmes we offer.
- The College's introductory vocational courses need to attract more learners who want to progress, and we need to ensure that there are clear progression pathways.



- We need to develop the marketing for provision, especially through non-digital means, to increase participation and ensure that we reach the specified target groups.

## Implementation

### Strengths

#### **Well-planned and delivered short introduction courses.**

The short introduction courses are well planned. They support residents with little or no prior knowledge in the subject to enable them to make good progress. They focus on helping learners to overcome barriers to learning and enable them to learn specific skills, ready for their next step.

#### **Good specialist providers and tutors for niche provision.**

Deaf First and Baked Bean have tutors with specialist skills to support their learners. The curriculum now has a good structure, and the tutors are developing their teaching and planning skills, with greater focus on progression for their learners. Ensuring education with care and not care with education.

#### **Good focus on identifying learners' personal objectives.**

We have improved the initial information, advice and guidance (IAG) for all learners to guide them onto the most appropriate course. Learners and tutors now use our revised individual learning plan (ILP) to record learners personal learning alongside the course goals. Tutors use this information to plan their courses and sequences for their learning activities. This is standard practice for our direct delivery and at most of our partner providers, although further development is required at STC.

#### **Some very effective teaching practice.**

Many tutors use excellent inclusive approaches to involve all learners in a good range of relevant and challenging learning activities. Learners participate well and develop a good range of skills. E.g., ESOL and Community Interpreters.

#### **Good use of a wide range of engaging and innovative resources.**

Teachers are increasingly adopting a much wider range of digital techniques and resources that challenge learners and increase their participation and confidence in the use of digital technology. Learners have reported that this enables them to reinforce their learning between sessions and it increases their motivation to stay on the course and achieve their goals.

#### **Effective implementation and use of systems to identify apprentices' starting points.**

We are successfully developing the role of Skills Coaches to support our Apprentices. Skills Scan and Sequencing Plans are now used to identify

Apprentices' starting points against the standards, as well as initial assessment of English and Maths.

### Areas for Improvement

- We are improving practice in reviewing Apprentices' progress against the standards, with increased involvement of employers in planning Apprentices' development and reinforcement of their learning at work.
- More work is needed with staff and tutors at STC on IAG and the use of ILPs to ensure that all tutors use information on the initial assessment of learners' needs and personal goals, to plan and sequence learning activities.
- Further development of processes and tutors' skills in managing hybrid provision to ensure that all learners are equally involved and challenged.
- Greater emphasis is needed on supporting learners to identify the next steps at an early stage of their course, so that tutors use this information to enable them to develop to progress.
- Continued development in the teaching of English and Maths



***Danilo Kelber – Introduction to ESOL L1 and achieved ESOL L1 Award in Writing***

### Impact

#### Strengths

**Good progression by Apprentices.**

A high proportion of Apprentices have progressed to permanent contracts and/or promotion within their current roles or departments.

**Good development of Apprentices' skills, knowledge and behaviours.**

Supervising our Apprentices has enabled them to make significant progress from their initial baseline assessment, especially in Team Leading. The use of the Skills Scan is beginning to enable all our Apprentices to recognise and track their progress against the standards.

**Good achievement by Apprentices within the agreed timescales.**

There has been a vast improvement over three years in Apprentices' achievement within the timescales, including through disruption to their work schedules during lockdowns. End-point assessment results are good, with 98% of Apprentices passing first time and 47% achieving a Distinction, especially in business administration.

**Good progression to further learning for many learners.**

Good examples of learners progressing from the basic introductory courses, for local residents new to adult learning.

**Good development of ILP to measure learners' achievements against course and personal goals.**

More tutors and learners, including at most of our partner providers, are using the revised ILP to review and record learners' progress. We have developed short video films to help them follow this process. We are beginning to use this information to measure the overall impact of our Community Learning provision.

**Areas for Improvement**

- Lack of progression from some of the STC courses, especially in craft and some exercise courses.
- Further work is needed to follow up learners and Apprentices to measure the impact of our courses.
- Further use of the new ILPs is needed to collate learners' progress against their specific learning goals across all our provision.



***Annamaria Otves, using ESOL courses to improve skills for life and work.***

## Behaviours and Attitudes

### Strengths

#### **Good attendance and retention rates across most of the provision.**

- Attendance is good overall at 85%, the same as last year. High attendance rates have been maintained since the start of the pandemic, including through the lockdowns.
- Live data is now being used effectively by tutors and managers as they are now able to act promptly to follow up absenteeism.
- Similarly, retention rates are good at 96% for Community Learning and 90% for Classroom

#### **Effective development of learning environment that is productive for all learners.**

- Staff have been successful in developing a safe environment where learners feel able and inspired to voice their opinions. This was enhanced during the move to remote provision as learners have said that they felt particularly well supported to enable them to overcome any issues, so that they could continue with their learning.
- Our handbooks for learners and Apprentices clearly set out our expectations through our code of conduct and these are understood and followed effectively, reinforced by Tutors and Skills Coaches at induction and throughout the courses.

#### **Learners say they feel safe.**

- Learners feel able to express themselves safely in sessions and with managers and support staff. Many learners say that they found online provision daunting at first and are grateful for the support they receive so that they can continue their learning safely. This has also been the case on return to onsite provision.
- In focus groups, learners and Apprentices have welcomed the way that staff have established an inclusive environment.
- Tutors and Skills Coaches quickly report emerging concerns about individual. Learners who come forward or are referred to the safeguarding officers with a safeguarding issue or concern are grateful for the support they receive.

#### **Effective personal support.**

The handbooks have a well-designed section that has helped make learners aware of other organisations for self-referral and support. This is supplemented by Tutors and IAG Advisers to ensure that learners have the personal support they need. Examples of council-led services include the council's Employee Assistance Programme, "Talk Wandsworth".

## Areas for Improvement

A small proportion of learners complete the IAG process and enrol for courses but do not attend any sessions. This is across the providers, including the College and our direct provision. More work is needed to find out why this is the case to take action to improve the take up of courses.



*Cassius Osbourne, Deaf First, undertook a number of courses in English, maths, ICT, Cookery and Deaf History*

## Personal Development

### Strengths

#### **Courses have empowered learners to develop personally.**

Many of our courses have empowered learners with confidence to develop personally and progress to different careers and/or participate in their local communities and further learning. Examples include a learner that has progressed to teaching in a local college and another who developed IT skills to the extent that she was confident enough to train her staff.

#### **Good development of learners' transferable skills.**

The introductory courses also increased learners' development of transferrable skills to support with progression into employment. Especially those who are new to learning and those most affected by the pandemic. Subjects included: Resilience; building confidence; assertiveness skills; positive presentation – communicating and, how to conduct yourself in interviews.

#### **Good enrichment for Apprentices.**

Apprentices' enrichment workshops cover a range of subjects such as managing stress in the workplace and project management which has helped those



Apprentices who had to take on additional responsibilities at work, including remotely.

### **Enhanced careers guidance for Apprentices.**

The Apprentices who are not in permanent employment, in particular, receive in-depth bespoke individual career support sessions. These enable them to agree targets to support their progression upon completion of their Apprenticeship.

### **Increased focus on providing community learning learners with guidance and preparation for their next step.**

We increased the team of careers advisers and revised the ILPs so that learners and tutors have a record of the reasons why learners have joined each course and some thoughts about their next step, or how they intend to benefit from their course.

### **Good support for learners' and Apprentices' mental health and wellbeing.**

Tutors and Skills Coaches reiterate the importance of mental health and wellbeing through discussions on courses and at progress reviews. Learners have said that they also welcome the opportunity to discuss these topics with staff between sessions.

We carry out frequent checks with employers on appropriate working from home conditions for Apprentices. This included sending wellbeing surveys to Apprentices during lockdown.

### **Effective promotion of British values and the Prevent duty within lessons.**

Staff use their training on how to embed British values and the Prevent duty effectively in their teaching. This involves learners in relevant organic discussions about the subject matters, including local issues. These discussions help to raise learners' and Apprentices' awareness and understanding of how these matters relate to them at work, in their classes and at home.

Learners have said that they appreciate the mutual respect that permeates the learning environment. They welcome the diverse range of learners and Apprentices and the benefits of those differences. For example, the Learner of the Year represented the views of many learners when she expressed the pleasure of learning from others.

Learners also receive the monthly newsletter which includes topics that increase awareness of wider subjects such as environmental issues and safety. Tutors often raise these subjects in their lessons.

### **Positive feedback from learners on their personal development.**

Our learners have consistently used the evaluation forms, surveys and forums to feedback on how their confidence has improved since starting their courses, and the impact this has had on their lives.



Examples include learners who have made career changes and successfully gained employment, learners who have developed skills to enhance their impact which has then improved their performance in the workplace.

## Areas for Improvement

We need to continue to focus our IAG more on identifying appropriate next steps for the learners and support the momentum to change.

We are currently planning to enrich the curriculum further to include support for green living (alignment with council and London priorities) and to increase learners' and Apprentices' use of environmentally friendly practices.



***Ebru Kargili, ESOL student who has obtained employment and gained promotion***

## Leadership and Management

### Strengths

#### **Clear vision to widening participation and strategic planning.**

Our approach to leadership involves close working with different stakeholders and providers to help ensure that we are continuously identifying and responding to local needs. We are, therefore, constantly looking for and working with new networks so that we can align provision to support with needs. Recent activity has included working with the hospitality industry, in response to the impact of the restrictions as a result of the pandemic, the Economic Development Office and Digital Wandsworth.

Our active participation in networks with different providers and employers has raised the profile of Wandsworth Council.

Recent examples of how these networks have led to widening participation include discussions with Age UK, Wandsworth Chamber of Commerce and niche providers.

### **Effective leadership and management of the growth in our digital provision.**

During 2020/21, we successfully built on the initial measures to transfer our provision to online delivery through the development and implementation of our Digital policy. This included continued training and support for staff to maintain quality provision for all our learners and continuity plans with providers as the circumstances of lockdowns changed. We ceased contract with one partner provider who would not move to remote provision during lockdown, disadvantaging their learners. We prioritised investments and focused on providing training for staff and equipment to support online learning, such as Clevertouch screens and a laptop loan system for learners who were digitally disadvantaged.

We used effective risk assessments and carefully followed governance guidance on return to onsite delivery, including capping class sizes and developing hybrid provision.

### **Good development of quality improvement process.**

We work well with external specialists who provide challenge and support, especially in relation to our quality improvement processes and teaching and learning practices. We are constantly evolving, trying out and reviewing different approaches. For example, we have introduced focussed curriculum reviews for our internal provision and our partner providers. These have successfully raised providers' understanding of and focus on quality assurance and improvement, and they now bring examples and evidence of their work to the reviews, against each focus review theme. They have said that they have become less defensive and welcome the support to improve their practice.

We also have developed an effective structure to our quality plan and processes that ensures that we review and update each action on a monthly basis and can feed improvements and further action required to staff, providers and governors. All these developments in quality improvement have helped to build our Community Learning into a single provision.

### **Well-structured support and training for all staff.**

Our work with staff this year has focused on relieving some of the pressure by providing additional support to teams and individuals. This has led to creating an open culture where staff feel that their views are welcomed and used.

Additional support has included more frequent meetings, IT champions to support the team working from home, review of individual's workloads, increased hours and increased administrators. For example, we now have two Apprentices in our support team. Staff have reported that they appreciate the opportunities to air and iron out issues and adapt systems or process, such as the issues with online enrolments. Improved access to resources through a central SharePoint system, recording of meetings and the provision of short training videos to enable staff, including those of our partner providers, to review and reinforce their understanding.

### **Effective CPD and good practice meetings.**

Co-observations with our partner providers and increased peer observations have also provided opportunities for sharing good practice and identifying priorities for CPD. Discussions around what is good teaching have been central to review meetings and staff training. This has contributed to the development of a single WLL team for Community Learning with all our partner providers and internal delivery staff.

Recent improvements in teaching and learning through CPD have included the sharing of resources within and across subject areas, concerning online learning safety.

### **Good challenge to the curriculum through governance.**

The internal and external members of the Monitoring Advisory Group have provided significant support and challenge to enable us to align our curriculum to local needs.

They scrutinise performance data and funding reports in depth and are effective in holding us to account and ensuring that we prioritise funds and staffing resource in line with our key strategic priorities and prioritised local needs. Examples have included prioritising funding to support provision specifically for Somali women, and training to enable local people to become job ready apply for jobs in the three 5\* hotels opening locally.

All of our governors are taking an active role. For example, they have a good understanding of the provision and its positive impact, gained through visiting classes and talking to learners and staff. In turn, they have raised the profile of our provision to colleagues at work, fellow council members and residents.

### **Effective management of partner providers.**

Increased frequency of meetings from monthly to fortnightly and more intense monitoring of their provision has resulted in improved performance from all our providers. In particular, the focused reviews have allowed us to challenge their quality of their provision, its impact on learners and the extent to which they are meeting agreed performance indicators.

Their individual self-assessment reports are mostly self-critical and have relevant identified areas for improvement as well as the positive aspects. However, further work is needed on their self-critical scrutiny of performance data.

### **Areas for Improvement**

Further planning and recording of STC's tutors' CPDs, to update their specialist skills.

Increase destination tracking to measure the impact of provision, including through ways to increase the proportion of learners who complete the end-evaluation surveys and the number of responses from leavers contacted after six and 8 months.

Increase consultation with internal and external stakeholders to evaluate the impact of our provision on local communities and the local economy.

Further strategies to reduce the number of repeat learners in Community Learning, especially at STC and some of the other partner providers.

## Safeguarding

### Effective

- Effective cycle of reviewing safeguarding policy and practices, including the annual take-up of mandatory training by staff and governors.
- Effective risk assessments and action plans for safeguarding and Prevent.
- Effective safe recruitment processes for staff, volunteers, governors and external speakers, including at our partner providers.
- Good range of guest speakers and trainers to ensure that staff see how Safeguarding and Prevent issues are relevant to them and their learners. Examples include a Prevent co-ordinator who had previously been radicalised.
- Accurate checking of providers' risk assessment and their implementation of their safeguarding policies, including six-weekly meetings with STC. The Focused Review 4 on Safeguarding has reassured us that all learners benefit from effective safeguarding practices.
- Wide range of training materials for learners and Apprentices, including a short video in different languages and a personal development module for Apprentices.
- Effective support from our link safeguarding governor who completes an in-depth annual audit of all relevant procedures, including those for recording and dealing with referral or incidents.

### Areas for Improvement

- Further training for the designated Safeguarding Lead and officers on dealing with relationship and sexual harassment issues, that would then be shared with staff.
- Further analysis of localised risk in our Prevent risk assessment.



***Wandsworth Council Lifelong Learning Learner of the Year, Monika Stojcka, is pictured with the Mayor of Wandsworth, Councillor Richard Field.***

## Data

### COMMUNITY LEARNING

	2018-19	2019-20	2020-21
Unique learner numbers	2466	2060	1967
Enrolments	4852	4234	4066
Completed	4654	3984	3909
Retention rate	96%	94%	96%
Achieved	4597	3913	3879
Achievement rate	95%	92%	95%
Pass rate	99%	98%	99%

- High retention rate maintained despite Covid19
- Achievement rate has dipped slightly due mainly due to one provider 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
- Enrolments have dropped during 2019/20, mainly due to the largest subcontractor having a fall in learner numbers

### CLASSROOM ACCREDITED

	2018-19	2019-20	2020-21
Unique learner numbers	393	282	592
Qualifying starts	455	502	813
Completed	418	446	724
Retention rate	92%	89%	89%
Achieved	403	439	649
Achievement rate	88%	88%	80%
Pass rate	96%	98%	90%

## APPRENTICESHIPS

	Overall Achievement			Timely Achievement		
	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
<b>Qualifying starts</b>	101	51	75	107	44	29
<b>Framework learners in cohort</b>	100	41	40			
<b>Standard learners in cohort</b>	1	10	35			
<b>Achieved</b>	73	40	51	65	34	23
<b>Achievement rate</b>	72.28%	68.97%	76.12%	60.75%	77.27%	79.31%

## ATTENDANCE

	2018-19	2019-20	2020-21
<b>Community Learning</b>	88%	87%	87%
<b>Classroom Accredited</b>	88%	85%	90%

## GLOSSARY

<b>Achievement rate:</b>	The number of achieved learning aims as a percentage of the total number of learning aims in the cohort that ended
<b>Enrolments:</b>	Number of learners enrolled onto a course
<b>Pass rate:</b>	The number of achieved learning aims as a percentage of the total number of learning aims that have completed all the planned learning activities
<b>Retention rate:</b>	The number of learning aims that have completed all of the planned learning activities as a percentage of the total number of learning aims that ended
<b>Qualifying start:</b>	Where a learner has remained on their course for the planned duration of the course, or withdrew after a qualifying period as reviewed by the ESFA
<b>Unique learner numbers:</b>	Regardless of the number of courses a learner is enrolled onto, the learner will only count once under unique learner numbers