



Wandsworth Council Lifelong Learning Three Year Development Plan 2021- 2024

The Lifelong Learning team aims to improve the employment skills, career development, the quality of life and wellbeing of residents in the Borough, making Wandsworth a vibrant, prosperous learning community.

Updated November 2022

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Lifelong Learning Mission Statement

“All Wandsworth residents will have access to a wide range of high-quality learning opportunities in a safe learning environment. Provision will be responsive, 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 employment skills, career development, the quality of life and well-being of residents in the Borough, making Wandsworth a vibrant, prosperous learning community.”

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

Wandsworth Council’s Corporate Objectives

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

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

Introduction and Context

Wandsworth Council's Lifelong Learning service (WCLL) is part of the Council's Education Division in the Children's Services Department. It is responsible for a wide range of lifelong learning activities and courses across the borough. This includes the participation of young people and adults across a number of programmes.

WCLL's main functions are to deliver:

- an extensive programme of part-time Community Learning courses through direct and subcontracted delivery, face-to-face, on-line and blended learning;
- accredited courses through an Adult Skills Budget aligned to the local and London priorities, including provision in English, maths, ICT, ESOL employability and vocational areas;
- apprenticeships to young people and adults to internal LA apprentices and externally employed; and
- work experience and preparation for employment funded through ESF and income generation from schools.

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

Continuing to Adapt to Change

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

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

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

All courses delivered online by the council's Lifelong Learning team is offered remotely using Google Classroom and this has been highly effective. This process, or similar, has been adopted by most sub-contractors.

All providers have re-introduced learning in a physical classroom setting. However, demand for on-line and blended learning continues to be a key feature of provision for a significant number of learners.

The service has invested significant funds in transforming the curriculum and main site in East Hill SW18. Funding has been deployed in the following ways:

- Further investment in up-grading and future-proofing ICT equipment, supporting both physical and e-learning environments.
- Ensuring that the centre is safe. Learners can see that there is considerable investment in the building and equipment, and that all steps have been taken to maximise health and safety, with best practice COVID-19 adaptations in place.
- Purchase of an additional 200+ devices and 20 mi-fi/data cards to further support learning, inside and outside the centre, with some particularly vulnerable learners receiving equipment on long-term loan.
- Supporting partners in the purchase of equipment and site adaptations.

The service will continue to prioritise opportunities for those who are digitally excluded and cannot access learning. It will also continue to promote the excellent facilities available in East Hill.

Wandsworth Children's Services

As part of the Children's Service Plan, Lifelong Learning is responsible for the Key Issues as set out below.

We will continue to build on the Department's successful work in supporting lifelong learning activity. Our programmes offer and outcomes for adult learners will be seen as a success by our external regulators in future inspections. We will:

- Continue to address digital poverty for adult learners
- Enhance the apprenticeship offer
- Expand and diversify the curriculum
- Target those most in need, particularly 50+

The Lifelong Learning team will continue to be flexible and agile to adapt and develop provision throughout the academic year with agreed targets and milestones.

It is vital that the service can respond to emerging and changing needs.

In the year ahead, the service will focus further development in the following areas:

- Work with migrant groups – there is an increasing demand for ESOL provision and language for work courses from a growing migrant population.
- Supporting groups that are impacted by Covid and the cost-of-living crisis, including: Black and Minority Ethnic (BAME) communities; migrants; young people; the low waged; and learners with learning difficulties and disabilities.
- Working with the over 50s – nationally there has been a decline in the participation of the over 50s in government funded education and training provision. The service is participating in a national piece of work to identify how to re-engage adult learners, in order that they are equipped to maintain skills and well-being.

- Climate/carbon literacy and awareness – we will be collaborating with other local authorities to ensure that all staff and tutors develop their climate change knowledge and to educate and empower adult learners, enabling them to understand how they can make changes individually and collectively.
- Working closely with community groups and settings to ensure that we are enabling the most vulnerable residents to access flexible learning programmes, to improve access to employment and progression at work e.g., Children’s Centres and community-based organisations.
- Improving the take-up of skills programmes, including apprenticeships.
- Collaborating with employers to address skills and recruitment challenges.
- There will also be a focus on delivering Multiply, the first programme to be funded through UK Shared Prosperity Fund (UKSPF).

Wandsworth Employment and Skills Strategy 2021-23

The ambition of the Wandsworth Council Employment and Skills strategy is to support residents with:

- *Getting ready for work*
- *Getting into work*
- *Getting on in work*

Embedded in the Employment and Skills Strategy are actions to support the most vulnerable residents. The work of Lifelong Learning plays a key role in delivering that ambition, and the service is part of the Wandsworth Employment and Skills taskforce that will plan and deliver agreed actions and services.

Increasingly, the service is working directly with employers, wherever possible, helping local employers to upskill staff and recruit to their workforce. This requires the service to be as agile as possible in the implementation of government funds.

GLOSSARY

ACL	Adult Community Learning
AEB	Adult Education Budget
BAME	Black and Minority Ethnic
BEST	Business and Education Succeeding Together
ESF	European Social Fund
ESFA	Education & Skills Funding Agency
ESG	Education & Standards Group
GLA	Greater London Authority
HOLEX	Association of Adult Education and Training Organisations
IAG	Information, Advice and Guidance
IfAL	Institutes for Adult Learning
LEAFA	Local Education Authorities Forum for the Education of Adults
LLDG	Lifelong Learning Development Group

LLLC	Lifelong Learning London Central
LLMAG	Lifelong Learning Monitoring and Advisory Group
QIP	Quality Improvement Plan
SAR	Self-Assessment Report
UKSPF	UK Shared Prosperity Fund

The Purpose of Government Supported Community Learning

Most provision delivered by the service is subject to the funding rules and eligibility as described in the document [Adult education budget \(AEB\) funding rules 2022 to 2023 - GOV.UK \(www.gov.uk\)](#) and the [GLA's Funding Performance & Management Rules](#).

This document highlights the following as key priorities for Community Learning:

- 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.
- Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot.
- Widen participation and transform people's destinies by supporting progression relevant to personal circumstances, including:
 - improved confidence and willingness to engage in learning
 - acquisition of skills preparing people for training, employment or self-employment
 - improved digital, financial literacy and/or communication skills
 - parents/carers better equipped to support and encourage their children's learning
 - improved/maintained health and/or social well-being
- Develop stronger communities, with more self-sufficient, connected and pro-active citizens, leading to:
 - increased volunteering, civic engagement and social integration
 - reduced costs on welfare, health and anti-social behaviour
 - increased online learning and self-organised learning
 - the lives of our most troubled families being turned around
- Commission, deliver and support learning in ways that contribute directly to these objectives, including:
 - bringing together people from backgrounds, cultures and income groups, including people who can/cannot afford to pay
 - using effective local partnerships to bring together key providers and relevant local agencies and services
 - devolving planning and accountability to neighbourhood/parish level, with local people involved in decisions about the learning offer
 - 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
 - supporting the wide use of online information and learning resources

- minimising overheads, bureaucracy and administration

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

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

There are over 200 organisations receiving adult Community Learning (ACL) funding as part of their Adult Education Budget (AEB) allocation working in over 1000+ centres.

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

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

WCLL aims to increase the number of adults progressing and participating in accredited Community Learning.

Influencing Strategies

Skills for Londoners Strategy

“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.

The GLA Adult Education Roadmap and wider recovery programme set the priorities and context for education, employment and skills in the capital.

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

The Centenary Commission on Adult Education

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

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

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

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

The report highlights the following key issues:

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

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

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

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

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

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

Demographic Context

Wandsworth is the second largest inner London borough with a population of 327,500 (2021 Census). The 2021 census revealed that the size and make-up of the local population has changed, particularly in relation to age.

Since the last Census, the Wandsworth population has increased by 6.7%. The borough had the 4th largest population increase in inner London. The local population is now older with the largest increase seen in 55-59 year olds (+43% since 2011), followed by 50-54 (+33%). There has been a large decrease in 0-4 year olds (-14% since 2011).

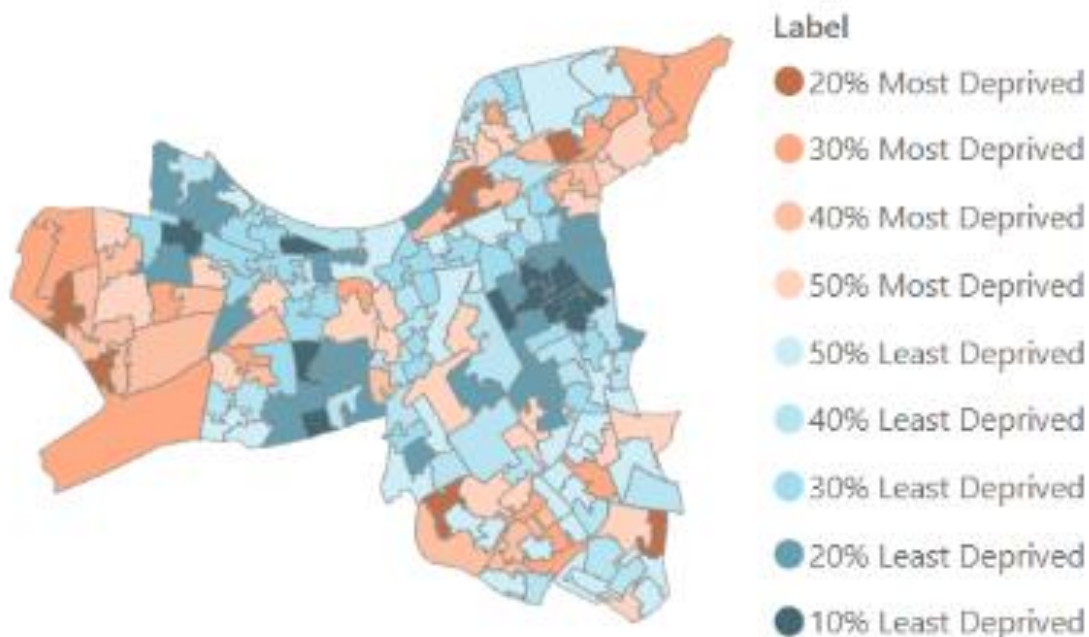
Wandsworth has a lower proportion of 0-19 years olds and 65+ adults than London and a much higher percentage of 20-44 years olds compared to London and England. However, the census also revealed that there were 4,000 85+ year olds, 307 more (+8.3%) compared to 2011. This is the highest number of 85+ year olds in inner London.

Like most London boroughs, Wandsworth is ethnically diverse – 30.1% of the population is from an ethnic minority group with growing Black and Asian communities.

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 remains one of the largest regeneration projects of its type in Europe.

Wandsworth LSAO Deprivation Level (2019)



Key Statistics and Background Information

- 40% of Londoners leave school without basic English and Maths.
- 1 in 5 Londoners paid below the London Living Wage.
- London creates jobs but Londoners are not always well placed to get them.
- There is a growing older population.
- Unemployment is above national average and there are pockets of long term unemployed.
- There is a growing migrant population who require ESOL.
- People are spending longer in work, leading to a need for mid-life retraining.
- The unemployment rate for 16- to 24-year-olds in London is 4 times higher than for adults aged 25 to 64.
- One in five Londoners aged between 16-24 is out of work
- British black, Asian, and minority ethnic (BAME) Londoners have higher rates of unemployment and economic inactivity than other ethnic groups. Groups such as young people and care leavers particularly miss out on the training and job opportunities that the capital offers.
- Londoners need to be equipped and supported to grasp the opportunities that living in a global city creates.
- The number of people with a disability is increasing, resulting in a growing LDD (Learners with Difficulties or Disabilities) need.

- Too many Londoners are not getting the careers support they need and are not getting the most out of the adult education and skills system.

Section 1: Lifelong Learning Priorities, Aims and Objectives

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

5. To link adult skills and Community Learning to other key strategies and initiatives

Align the work of Lifelong Learning to wider local, regional and national 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.

Section 2: Summary of Recent Performance and Impact

Approximately 4,000 children, young people and adults of all ages took part in Lifelong Learning programmes in Wandsworth in 2021/22. They included:

- Informal Community Learning (non-accredited provision) for 1,831 adults (4,242 enrolments)
- Community Learning leading to qualifications for 113 participants from 467. In terms of actual accredited enrolments, there were 657, indicating that participants complete multiple qualifications
- An additional 287 accredited enrolments were recorded through the AEB Good Work for All contracts.
- 66 Apprentices on a programme across 5 sector areas, 40 qualifying starts in year
- 1547 young people accessing work experience placements
- Employability courses leading to qualifications and effective preparation for employment
- Personal development programmes, 'fusion skills,' to enable progression into and in work
- Functional Skills (English, Maths, ICT)
- English for Speakers of other Languages (ESOL)
- Refugees
- Widening participation to encourage people who do not normally take part in learning
- Programmes for young people who are NEET (Not in Education, Employment or Training)
- Programmes for people with learning disabilities and difficulties
- Courses that support employment skills and well-being for the over 50s
- Skills support for parents
- European Projects which target specific groups in the community and encourage sharing best practice

Widening Participation

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

- Are furthest away from work
- Are in low paid employment and/or are low qualified
- Have a government entitlement to Basic Skills and/or up to Level 2 qualifications
- Are socially isolated (or at risk of social isolation)
- Live in an area of poor social cohesion
- Would benefit from improved health or wellbeing
- Have a learning difficulty or disability
- Are older learners who would benefit from more social interaction

- Are under-achieving or under-represented
- Need to retrain
- Are learners whose first language is not English
- Are men who are traditionally under-represented in adult learning

Funding Opportunities

WCLL has a demonstrable track record of attracting funding from diverse sources: 19+ Adult Education Budget (AEB); non-formula & formula funding; Greater London Authority (GLA) community and family learning; income from apprenticeships (levy and non-levy); income from the provision of work experience; European Social Fund and Erasmus.

From August 2022 the service will deliver Multiply. Multiply is the first priority of the UK Shared Prosperity Fund (UKSPF) and is focussed on improving numeracy skills.

The service will continue to review and develop its fundraising strategy and partnerships to maximise income for Wandsworth residents.

Apprenticeships

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

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

Work Experience

WCLL delivers the Education Business Partnership - known as Business and Education Succeeding Together (BEST) - for most of the borough's schools' work experience placements. In a typical year, the team works with approximately 700 employers to create more than 1500 placements.

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

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

Partnerships

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

WCLL's main Community Learning (AEB) partners in 2022/23:

- South Thames College
- MI ComputSolutions Inc.
- Deaf First
- Katherine Low Settlement
- Baked Bean Charity
- Wandsworth City Learning Centre
- Ripe learning

Other partnerships include:

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

Working as Part of Local and National Networks

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

WCLL is an active member of Lifelong Learning London Central, consisting of 11 other local authority providers of adult education. The Head of Lifelong Learning is part of the steering group which focusses on the following areas: **Quality; Curriculum Development; Funding; and Positioning and Influencing.**

Lifelong Learning London Central (LLLC) – Purpose

- To align work to Mayoral priorities as set out in Skills for Londoners and the Central London Forward (CLF) Skills Strategy.

- Be responsive to local need as set out in individual borough strategies.
- Re-focus AEB delivery on outcomes in work, health and social integration, rather than qualification output.

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

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

Section 3: How Lifelong Learning is Planned and Managed

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

Curriculum Planning

WCLL has an established reputation for offering a breadth of training and education programmes to adults and young people. It is a cross-cutting service which supports a residents to engage in learning and to support skills for employment, participation and a general sense of well-being.

The service uses data in team meetings to enable internal and external stakeholders to provide information on progress and to inform curriculum planning:

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

In 2021/22 the service has focussed on the following key priorities:

- 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. Also, support with access to equipment and the internet.
- 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.
- Sustained development of online courses, accredited and non-accredited, adapted to meet local needs.
- Increase in personal development courses and vocational courses, particularly aimed at those who are newly unemployed.
- Investing in marketing and communications to improve awareness and participation in learning.
- Increased flexibilities to suit learners' individual needs e.g., learners attend a 2-hour session online rather than a half day face-to-face session, reducing travel time.
- Increased contact/classroom time for learners who most benefit from face-to-face provision e.g., lower-level learners.
- Supporting digital skills and access to equipment and the internet.

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

- Adults with low skills
- Older learners aged 50+
- Young people in care and care leavers
- Young People and adults with learning difficulties and disabilities
- Parents in need of additional support
- Young people and adults in deprived parts of the borough
- Young people and adults who are not in Employment, Education or Training (NEET)
- BAME groups

Equality, Diversity and Widening Participation

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

The population of Wandsworth is approximately 327,500 (2021 Census) making up a highly diverse local community with almost 31% of the population from BAME communities.

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

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

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

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

WCLL delivered education and training activities to approximately 4,000 people in the last academic year.

Community Learning participants were predominantly female. 81% identify as female; 19% as male. The ethnic mix of learners is 40% white, 6% mixed, 1% Chinese, 22% Asian, 22% black African/Caribbean, and 10% declared as other.

Working Across the Lifelong Learning age Range:

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

Marketing has focussed on encouraging applications across the lifelong learning range. The majority of our learners are aged between 30-59. In the last year, the percentage of learners aged 50+ represented 28% (563 learners) of learners participating in Community Learning.

The BREW and e ADVANTAGE projects have targeted women aged 50+, with the expectation that some participants will be significantly older than 50.

There is provision at South Thames College which targets participants aged 50+, that offers a mix of employability and well-being activities. There are a number of introductory vocational courses, preparing for employment, ESOL, as well as courses to support a sense of well-being.

Apprentices are aged between 16-66, with 9 who are 50+ years old.

Those on accredited classroom courses are aged 20 to 83 years, with 173 learners aged 50+ and 133 ESOL learners.

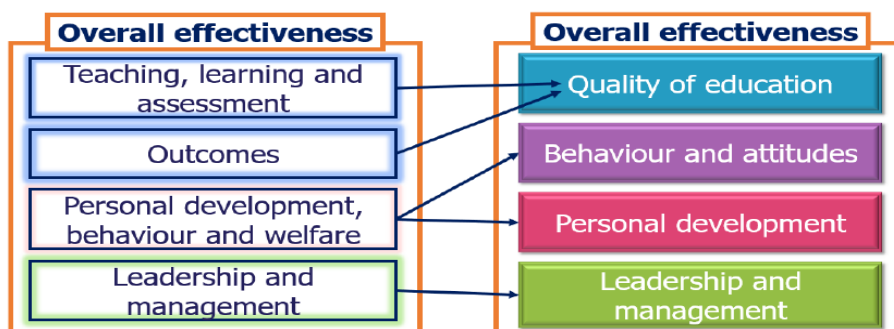
Quality, Self-Assessment and Inspection

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

The EIF Framework



The Relationship Between the Old and New Ofsted Judgements:



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

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

The Q of E judgement concentrates on three distinct aspects:

- Inspectors will consider the provider’s curriculum, which embodies the decisions the provider has made about the knowledge, skills and behaviours its learners need to fulfil their aspirations for learning, employment and independence.

- They will also consider the way teachers teach and assess learners to build their knowledge and apply that knowledge as skills.
- Finally, inspectors will consider the outcomes that learners achieve as a result of the education they have received.

Intent

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

Implementation

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

Impact

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

Inspectors will focus on the following factors:

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

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

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

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

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

The service received an Ofsted Short Inspection on the 3/4 November 2021. The service retained overall Grade 2 Good. The report can be found here:

[WCLL Ofsted 2021 Report](#)

Ensuring effective governance arrangements

External support and challenge are key to effective service delivery. The service will continue to utilise the skills and experience of Board members to improve and shape delivery. The LLMAG, LLDG and BEST Board provide an important role in ensuring that the service delivers agreed objectives.

Lifelong Learning Monitoring and Advisory Group (LLMAG)

This strategic group is chaired by the Council's Cabinet Member for Children's Services. Other members of the group include the council's Deputy Leader, Head of Economic Development, the Head of Lifelong Learning, members of the business community and voluntary sector, a learner representative, a mental health specialist and an education and skills quality champion.

Members of the Group are responsible for bringing support and challenge to the Lifelong Learning Management Team to ensure they deliver the highest standards and quality learner experience. The Lifelong Learning Management Team is present in an advisory capacity.

The focus of the group includes all aspects of governance and service improvement with a focus on the following statutory governance requirements:

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

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

- All aspects of participation rates on all programmes
- Achievement rates on accredited and unaccredited programmes with a focus on the performance of English and mathematics
- Learner profile information

- Progression data on all accredited programmes, including apprenticeships and identified unaccredited Community Learning courses
- The number of learners who are Wandsworth residents/non-Wandsworth residents
- How well the service meets the needs and priorities of Wandsworth and travel-to-work communities
- Learner satisfaction and feedback

Lifelong Learning Development Group (LLDG)

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

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

BEST Board (Business and Education Succeeding Together)

The BEST Board is a very well-established group and is chaired by the Executive Headteacher of Graveney Academy. The focus of the group is to ensure access to high quality work experience and maximising links between schools and employers. Other members include the Vice Principal of a secondary school, the Head of Lifelong Learning, local and regional employers and other key council officers, including a representative from the Economic Development Team.

Further Governance Arrangements

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

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

- The Children Plan
- Economic Development
- Adults' Social Care

The service primarily reports to the Education and Children's Overview and Scrutiny Committee. The service also provides regular up-dates to the Education and Standards Group (ESG).

The Lifelong Learning service has agreed targets for both Adult Community Learning and Apprenticeships, with an expectation that the service will work towards an overall OFSTED Grade 2 (Good) or better, with clear actions to develop Outstanding elements of provision.

Learner Satisfaction and Destination of Learners

Learners are consulted and involved in a range of ways:

- Participation in the GLA London Learner Survey -London Learner Survey
- Through annual celebration of achievements and awards
- Reviews during programme and evaluation on course completion
- Providing structured feedback throughout their learning
- Informal feedback to tutors
- Learner representatives at the Lifelong Learning Monitoring and Advisory Group and South Thames College,
- Learner and apprenticeship voice activities
- Apprenticeship network meetings
- Bespoke learner consultations to inform new provision

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

Course Evaluation

In addition to the London Learner Survey the service routinely carries out course evaluations. In the last academic year, the service collated 1104 responses. The key headlines are as follows:

- 96% of learners said they had sufficient information about their course before they started
- 98% graded their course as Good or better - Excellent (83%) Good (15%)
- 99% of learners felt they were treated fairly and with respect by all staff
- 98% graded the information, advice and guidance as Good or better - Excellent (74%) and Good (24%)
- 99% felt they were safe whilst on their course
- 89% responded that they were provided with information on Safeguarding procedures, Prevent and Internet Safety
- Following their courses, those who responded said they would be doing the following: Traineeship (2%); Apprenticeship (3%); other full time education (5%); other part time education (61%); paid employment of 16 hours or more per week (16%); paid employment of less than 16 hours per week (5%); self-employed for 16 or more hours per week (8%); self-employed for less than 16 hours per week (6%); and voluntary work (14%)
- As a result of attending the course: 48% have developed new interests; 74% have learnt new skills that will help them in the future; 45% have developed skills that will help make changes in their lives; 50% feel more positive about the future; 39% have set clear goals and ambitions for themselves; 61% feel more self-confident; 39% have improved their sense of wellbeing; and 44% feel they have improved their employability skills
- 97% felt that the course met their expectations/personal objectives for enrolling

- 98% graded their overall experience as a learner at Wandsworth Lifelong Learning as Excellent (77%) and Good (21%)

All employers participating in work experience programmes are routinely surveyed.

Partnership meetings and individual meetings with commissioned providers and stakeholders enable the service to receive feedback and input into all aspects of service delivery.

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

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

Impartial, accessible CEIAG is essential for learners to help navigate the wide range of education, training and employment options available in the borough and beyond. This is critical for social mobility and enables learners to consider opportunities and careers that they may not have been aware of. The WCLL team has 3 dedicated CEIAG Advisors, however, the whole team work together on this key priority; to delivering results, through listening and understanding, to meet all customer needs.

The service holds the **Matrix** quality standard for Information, Advice and Guidance (IAG).

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

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

strategies to reach priority learners. The service has a highly visual marketing strategy which clearly articulates that learning is “worth It,” and this message is articulated via the Lifelong Learning website and the social media channels the service operates - Facebook, Instagram, LinkedIn and Twitter.

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

Tracking Learner Destinations

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

Fees and Remission

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

Wandsworth Lifelong Learning delivers a range of courses using either council employed staff or sessional tutors. There are no charges for most courses delivered directly. A high proportion of participants are unemployed or on a low income and attending courses in English, maths ESOL and Preparation for Employment. From August 2022, the service has developed a list of course fees for those not eligible for free or subsidised provision.

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

WCLL’s Commissioning Process is outlined in our Community Learning Key Priorities and Guidance document on <https://www.wandsworthlifelonglearning.org.uk/policies-procedures/> webpage.

The commissioning process starts in January, with initial proposals presented to the council's Procurement Board. This is followed by recommendations made to the Children's Services Management Team and the Lifelong Learning Monitoring and Advisory Group, before confirming recommendations to the Greater London Authority (GLA) for contractual approval.

WCLL's Supply Chain Partners Management Fee Policy 2022/23 is updated annually and includes the latest on supply chain management methodology, learner fees, the Pound Plus Strategy and historic payments. This policy can be found on our policies and procedures webpage <https://www.wandsworthlifelonglearning.org.uk/policies-procedures/>

Health and Safety

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

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

- Works closely with the corporate health and safety team
- Works collaboratively with the council's Facilities Management team to ensure that premises are maintained to a high standard
- Ensures that all staff training is up-to date - there are several staff who hold IOSH accreditation
- Ensures that all work-place environments meet the requirements for apprenticeships and work experience placements

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

Safeguarding

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

Accountability and Responsibility

WCLL has a Designated Safeguarding Lead (DSL) Joss New, Deputy Head of Lifelong Learning, who takes lead responsibility for safeguarding. There are deputy safeguarding leads in Santino Fragola, Head of Service Fauzia Ahmed Quality Assurance Support Officer and Paul Brimecome Quality Manager.

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

The full Safeguarding Policy can be viewed on <https://www.wandsworthlifelonglearning.org.uk/policies-procedures/> webpage.

Commitment to Learners

WCLL is committed to providing the community with the best possible learning. All providers commissioned by Lifelong Learning must adhere to the following standards, which underpin all monitoring and review processes. Performance indicators for each standard are set out in the Quality Contract Compliance framework and Provider Guidance document.

It is expected that learners and apprentices:

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

Section 4: Moving forward – Performance Targets and Action Plan

Community Learning (Non-accredited)	2020/21	2021/22	2021/22	2022/23	2023/24
	Actual	Target	Actual	Target	Target
Number of unique learners	1,967	2,000	1,831	2,075	2,125
Number of Enrolments	4,066	4,100	4,242	4,150	4,200
Direct Delivery	831	1,100	778	1,200	1,230
Commissioned providers	3,235	3,000	3,464	2,950	2,970
Retention and Achievement Rates					
Retention rate	98%	95%	95%	95%	95%
Achievement rate	97%	94%	95%	94%	94%
Attendance rate	87%	90%	84%	90%	90%
Curriculum packages - enrolments					
Digital skills	304	475	1103	480	485
Enterprise	102	70	69	70	75
English, maths and ESOL	889	900	1515	905	910
Pre-employment Training	1852	1875	1098	1925	1940
Learning Difficulties and Disabilities	289	300	26	305	310
Health and Wellbeing	387	200	309	205	210
Family Learning	65	70	13	40	45
Financial skills	N/A	30	30	30	35
Other	178	180	79	185	190
Learner Profile					
Wandsworth residents	43%	60%	58%	60%	60%
Declared disabilities / learning difficulties	13%	8%	22%	15%	15%
Male	23%	24%	19%	24%	24%
Ethnic minorities	59%	56%	59%	56%	56%
50+	33%	33%	28%	33%	33%
60+	12%	26%	10%	15%	15%
Areas of deprivation (lowest 30% of national deprivation rates)	29%	27%	25%	30%	30%
Classroom (Accredited)	2020/21	2021/22	2021/22	2022/23	2023/24
	Actual	Target	Actual	Target	Target
Performance					
Enrolments (includes FCFJ)	882	890	657	680	700
Number of unique learners	592	595	467	475	485
Level 3 FCFJ enrolments	7	9	19	20	25
Retention rate	89%	95%	89%	95%	95%

Achievement rate	80%	87%	84%	88%	88%
Attendance rate	90%	90%	90%	90%	90%
Learner Profile					
Wandsworth residents	50%	60%	42%	60%	60%
Declared disabilities / learning difficulties	15%	8%	25%	15%	15%
Male	18%	24%	21%	24%	24%
Ethnic minorities	57%	56%	64%	56%	56%
50+	35%	33%	37%	33%	33%
60+	5%	11%	11%	8%	8%
Areas of deprivation (lowest 30% of national deprivation rates)	33%	27%	35%	34%	34%
Good Work for All	2020/21	2021/22	2021/22	2022/23	2023/24
	Actual	Target	Actual	Target	Target
Enrolments	N/A	344	287	314	N/A
Funding	N/A	£ 168,533	£ 138,251	£ 137,899	N/A
Multiply Numeracy	2020/21	2021/22	2021/22	2022/23	2023/24
	Actual	Target	Actual	Target	Target
Number of courses and activities	N/A	N/A	N/A	182	184
Funding	N/A	N/A	N/A	£ 116,666	£ 116,666
Apprenticeships	2020/21	2021/22	2021/22	2022/23	2023/24
	Actual	Target	Actual	Target	Target
Apprenticeships - Performance					
Qualifying starts	68	70	40	30	35
Achievement rate	76%	68%	60%	69%	70%
Apprenticeships placed - Progression data					
In work/education following apprenticeship	58%	78%	78%	80%	82%
Other	42%	22%	22%	20%	18%
Apprenticeships - Learner Profile					
Employed in Wandsworth	89%	80%	87%	80%	80%
Declared disabilities / learning difficulties	21%	15%	23%	15%	15%
Male	28%	25%	28%	25%	25%
Ethnic minorities	49%	56%	40%	56%	56%
Ages 16 - 23	33%	N/A	23%	23%	23%
Ages 24+	37%	N/A	77%	77%	77%
Areas of deprivation (lowest 30% of national deprivation rates)	30%	29%	32%	29%	29%

Section 5 - Lifelong Learning Action Plan from the Wandsworth Council Lifelong Learning Three Year Action Plan

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

Wandsworth Council's Corporate Objectives

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

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

AIMS	ACTIONS	Progress 2021/22
1. To maintain numbers on Community Learning and develop provision in line with Government strategy.	<p>i. Work with commissioned providers to develop provision in line with GLA guidance, incorporating regional and national strategies.</p> <p>ii. To ensure that direct delivery is planned and delivered in accordance with the above, and wherever appropriate developmental/leading the way.</p> <p>iii. Consider and act on local labour market</p>	<p>The service has continued to develop provision, linking with local, regional and national priorities for adult learning.</p> <p>The service has worked hard to mitigate a consistent decline in unique learner numbers, although this is a national trend and is well documented.</p> <p>Some of the challenges associated with maintaining good participation numbers include: generally static</p>

AIMS	ACTIONS	Progress 2021/22
	<p>information and demographic data to respond to community needs & aspirations.</p> <p>iv. To make learning more accessible, introduce twilight and evening provision in the Lifelong Learning direct learning offer.</p> <p>v. To ensure that there is an appropriate mix of physical, on-line, and blended courses to meet the needs of learners and employers.</p> <p>vi. Develop a policy and implementation plan to support hybrid delivery.</p>	<p>funding levels; a much more targeted approach in reaching the most disadvantaged learners; continuing impact of Covid-19 which has reduced the participation of some groups (e.g., older learners) and made adult learning slightly less local, with learners able to access remote provision offered by other boroughs, and vice versa.</p> <p>The service continues to shape and develop the curriculum in response to learners, employers and stakeholders, ensuring a response to needs and recovery in an agile way. Key developments include further developed e-learning environment; providing more learner choice; improved accommodation facilities; increased focus on reaching the most disadvantaged learners through direct delivery and commissioned providers; focus on IAG to support inclusion and progression; investment in communications to reach targeted communities and celebrate achievement.</p> <p>A focus on personal development skills for work, ESOL, English, maths, digital inclusion and maximising achievement and progression remain at the core of service delivery.</p> <p>The service actively markets an increasing</p>

AIMS	ACTIONS	Progress 2021/22
		<p>range of support to employers through marketing methods e.g., social media, e-mail shots and events. Often employers will be engaged with one part of the team e.g., work experience, and decide to engage in other training activities for their staff.</p> <p>Non-accredited Community Learning has delivered to a total number of 1,831 adults. This represents a total of 4,242 individual enrolments, meaning that many adults registered for more than one course. Non-accredited enrolment numbers are up 9% on 2020/21.</p> <p>In accredited Community Learning the service has delivered learning to a total number of 467 adults. This represents a total of 657 individual enrolments. Accredited enrolment numbers are down 22.9% on 2020/21. A further 287 enrolments were recorded through the 2 Good Work for All partnership contracts. This increases the enrolments to 944 vs 882 for 20/21 which represents an increase of 9.4%.</p> <p>In non-accredited Community Learning the percentage of Wandsworth residents has increased by 15% to 58%. In non-accredited Community Learning this figure is 42%.</p>

AIMS	ACTIONS	Progress 2021/22
		There will be a closer focus on achieving the target of 60% in the new academic year.
<p>2. To continue to develop strategies to engage hard-to-reach learners and increase their participation in learning, particularly in community settings.</p>	<p>i. Convene funding panel with members of the LL MAG to ensure the most relevant and coherent learning offer.</p> <p>ii. Work with potential partners to maximise links with community and economic regeneration.</p>	<p>There is an effective funding panel consisting of representatives from the Lifelong Learning Monitoring and Advisory Group that considers applications to the AEB. Recommendations for funding and formal subcontracting adhere to the requirements of the GLA/ESFA, the council's commissioning procedures, with programmes managed and quality assured in the context of the Education Inspection Framework.</p> <p>During 20/21 a total commissioning budget of £715,565.69 was awarded to a diverse group, including: Further Education, the voluntary sector and independent training providers. In 21/22 organisations included: South Thames College, MI ComputSolutions, The Baked Bean Charity; Katherine Low Settlement; Need2Succeed; Ripe Learning; Deaf First at Oak Lodge School; and the council's City Learning Centre.</p> <p>Bi-monthly meetings take place with the council's Economic Development Team. The council's Employment and Skills strategy provides a structure for this work.</p>

AIMS	ACTIONS	Progress 2021/22
		<p>Work as part of the Skills Officer Group with Central London Forward helps to connect this strategic work.</p> <p>Collaborative work with Lifelong Learning London Central, involving all 12 LAs in central London supports the development of adult learning in the capital. .</p> <p>Attendance at relevant networks: -Battersea Together, Wandsworth Employment Support Network.</p>
<p>3. To improve and increase the capacity to deliver apprenticeships.</p>	<p>i. Improve apprenticeship provision, maintaining achievement above national rates.</p> <p>ii Increase the number of apprenticeship vacancies and continue to develop the delivery of standards to meet demand from apprentices and employers.</p> <p>iii. Devise an action plan with a focus on marketing and communications; linking up apprenticeship providers in the borough; supporting local targets.</p>	<p>There was a total of exactly 40 qualifying starts with an average monthly in learning number of 66 apprentices. There was an achievement rate of 60% which will remain above the average national achievement rate which was 58% in 2020/21.</p> <p>The decline in learner numbers has been disappointing and is line with national trends.</p> <p>There will be a renewed focus on encouraging all local stakeholders to participate in apprenticeships, with a particular focus on the engagement of new entrants to the labour market.</p>
<p>4. To develop and maximise opportunities for work experience and work-</p>	<p>i. Increase the number of schools involved in work experience.</p>	<p>A total of 13 Wandsworth schools and 5 non-Wandsworth schools</p>

AIMS	ACTIONS	Progress 2021/22
<p>related learning through the Wandsworth Education Business Partnership, also known as BEST.</p>	<p>ii. Provide careers guidance to target groups of young people, including the Virtual School.</p> <p>iii. Ensure that young people are made aware of vocational opportunities available through the service.</p> <p>iv. Implement employer engagement strategies to support young people and adults with work experience, training and employment aims.</p> <p>v. Maximise other funding opportunities that are relevant to the BEST team.</p>	<p>participated in work experience. This included 4 SEN schools who participated in the ESF programme Pan Out 2</p> <p>BEST has resumed the offer of physical work experience. The first placements took place in December 2021, and this has continued into the new year with 1547 students placed. This is consistent with participation numbers prior to the pandemic. This is a particularly strong achievement as work placements are harder to identify with increased hybrid working. The service has also identified increased anxiety about work experience for some young people.</p> <p>The service has attended assemblies in 4 schools to provide better information to young people prior to their work experience.</p> <p>The service has worked with 36 young people from the Virtual School,</p> <p>In the last year, the BEST Team has also played a role in wider Lifelong Learning activities, supporting with recruitment and enrolments. This will continue and develop in the 22/32, with a particular focus on employer engagement, apprenticeships and recruitment (including work experience) to targeted</p>

AIMS	ACTIONS	Progress 2021/22
		adult education programmes.
<p>5. To increase the number of learners on accredited programmes.</p>	<p>i. Continue to increase the numbers of learners on accredited learning programmes with a particular emphasis on maths, English, digital skills and ESOL provision.</p> <p>ii. Prioritise support and personal/employment development for those who are looking for work, in work and want to develop skills.</p> <p>iii. Continue to expand available curriculum, with an increased emphasis on level 3 provision.</p>	<p>The service continues to focus on delivering accredited and non-accredited courses to support ESOL, English, maths and personal development for work/employability.</p> <p>Against a target of 890 accredited enrolments there has been an overall total of 657 – down 22.9%% on last year’s end of year total. In addition to this a further 287 accredited enrolments were recorded through the AEB Good Work for All contracts. This increases the enrolments to 944 vs 882 for 20/21 which represents an increase of 9.4%.</p> <p>The target has been set at 680 enrolments in the new academic year as both direct delivery and subcontracted provision continue to focus on these curriculum areas.</p> <p>Summary of Accredited curriculum packages:</p> <p>ESOL - 162 enrolments</p> <p>Digital skills – 109 enrolments</p> <p>Maths – 96 enrolments</p> <p>Employability – 66 enrolments</p> <p>English – 57 enrolments</p>

AIMS	ACTIONS	Progress 2021/22
		<p>Health & social care – 29 enrolments</p> <p>Hospitality & catering – 26 enrolments</p> <p>Other – 112 enrolments</p> <p>Summary of Non-Accredited curriculum packages:</p> <p>English, maths & ESOL – 1515 enrolments</p> <p>Digital skills – 1103 enrolments</p> <p>Pre-employment training – 1098 enrolments</p> <p>Health & Wellbeing - 309 enrolments</p> <p>Enterprise – 69 enrolments</p> <p>Financial skills – 30 enrolments</p> <p>LDD – 26 enrolments</p> <p>Family learning – 13 enrolments</p> <p>Other – 79 enrolments</p> <p>All apprentices must achieve the required standards in English and maths as part of their chosen framework/standard. 1 English and 2 maths certificates were issued to apprentices, in addition to the figures above.</p>

AIMS	ACTIONS	Progress 2021/22
		The service is increasing the number of full level 3 courses. In 2021/22 9 learners started level 3 programmes and this will increase further in the next academic year.
<p>6. To maintain and deliver a fund-raising strategy that provides additional provision, aspiration, opportunity, and the development of best practice. To continue to compete for funds to deliver additional provision & support the development of best practice.</p>	<p>i. Maintain and develop strategic partnerships with individuals and organisations from both the private and public sector to maximise opportunity for the service.</p> <p>ii. Attend updates and seminars to ensure that the service is fully appraised of new funding opportunities & how new themes might gel with & enhance current work.</p> <p>iii. Establish and deliver the UKSPF Multiply programme</p>	<p>This continues to be a key area of work and progress can be summarised as follows:</p> <p>ESF work funded through the GLA. The service is working on the following projects: Careers Cluster - Pan Out 2, Head2Work, Hospitality Pathways, Progress into Hospitality.</p> <p>Erasmus +: there are 2 live projects which commenced at the beginning of 2020: ADVANTAGE and BRIDGE. ADVANTAGE is an e-mentoring Enterprise project supporting women aged 50+. BRIDGE supports the implementation of an improved ESOL strategy with the introduction of new language clubs to support refugees and 'long settled' groups who haven't previously participated in learning.</p> <p>In addition to the core AEB grant the service has delivered 287 enrolments totaling £138,250.67 in funding as part of 2 GLA Good Work for All ESF AEB programmes – one bid led by the WEA and the other by WAES.</p>

AIMS	ACTIONS	Progress 2021/22
		<p>The service is also part of a successful ESF GLA Digital Hub which will focus on delivering work experience and job outputs.</p> <p>UKSPF succeeds EU Structural and Investment funds (ESIF) in the UK, post-Brexit. The fund is intended to reduce inequalities between communities, as part of the levelling up agenda. WCLL has been allocated £350,000 over a 3year period to deliver the Multiply (numeracy) programme,</p>
<p>7. To improve the quality and range of provision to maximise outcomes for learners.</p>	<p>i. All learning provision to be graded 2 (Good) or better.</p> <p>ii. Developing our curriculum to ensure that it meets a wider range of residents, especially those with: - SEND and the unemployed – particularly those aged 16-24 and older learners aged 50+</p> <p>iii. Develop clearer systems for measuring learners’ achievement of goals, including their destinations. Learners should be able to articulate their progress and achievements. Partner providers and other stakeholders should contribute to measuring the impact of the provision on local communities and businesses.</p>	<p>In Nov 21 Ofsted inspected and agreed the service had maintained a Grade 2 Good provision grade. Self-Assessment activities conducted with all providers also rated the provision as Good. 98% of learners surveyed rated the provision as good or better.</p> <p>Recruitment of learners: The service continues to adapt the curriculum in response to need. Changes are made in response to the work that we are delivering directly with clients, and from feedback from subcontractors and other stakeholders. Participation learners with SEN and/or LLDD is strong at 22%. The over 50s represent 30% of all learners. Participation of 16-24 year olds remains challenging – 100% of AEB learners are 19+, 23% of apprentices are 16-24.</p>

AIMS	ACTIONS	Progress 2021/22
	<p>iv. Development of tutors' pedagogical skills</p> <p>v. Improve overall attendance rate for CL.</p> <p>vi. Improve Apprenticeship achievement rates.</p> <p>vii. Continue to develop and embed online learning and improve quality and access.</p> <p>viii. Ensure that learners have access to good facilities and equipment to participate in effective learning.</p>	<p>78% of apprentices progressed into jobs after leaving their apprenticeship.</p> <p>Progression data (See course evaluation figures above)</p> <p>WCLL has conducted CPD audits and targeted all providers and internal staff to complete sector specific training during in 21/22.</p> <p>Detailed reports are now circulated fortnightly which have enabled greater monitoring to identify and rectify any gaps in attendance. The attendance rate across the service is 84% for non-accredited Community Learning and 90% for accredited. WCLL have also introduced a text reminder service to learners prior to the course which we hope will improve attendance rates.</p> <p>Apprenticeship achievement rates were 60% and this remains above national achievement rates of 58% for 2020/21. Some of the challenges associated with Covid and changes/impact on the workplace remain. The service is looking at how to encourage local employers to make better use of the funding available.</p> <p>During 20/21 a Digital Strategy and Implementation plan was</p>

AIMS	ACTIONS	Progress 2021/22
		<p>created and sustained into 21/22., This included specific actions to support tutors to deliver online training and as well as equipment needs. Tutors have completed CPD to develop their skills in delivering online sessions. Best practice Tutor meetings are held monthly and focus on sharing experience of effective online delivery.</p> <p>WCLL has a laptop and connectivity loan system in place to support learners that do not have equipment needed to learn. Our new centre has a range of technology which includes Clevertouch screens, laptops, tablets that learners can access. WCLL has purchased a range of online resources which learners can access and complete self-directed study activities.</p>
<p>8. To continue to develop a responsive range of employability programmes.</p>	<p>i. To deliver personal development (fusion skills) courses in response to labour market, employer, and learner needs.</p> <p>ii. To support and enable employers and individuals to access short non accredited and accredited courses to respond to economic challenges.</p> <p>iii. In curriculum planning, consider and respond to the sector areas highlighted by the GLA –</p>	<p>There has continued to be considerable progress in developing employability and ‘fusion’ programmes to better meet the needs of individuals and employers.</p> <p>The service has continued to increase the number of accredited and non-accredited courses, which are flexible and responsive, including short workshops, unit accreditation and full qualifications.</p> <p>The service curriculum enables learners to develop the skills required to enter</p>

AIMS	ACTIONS	Progress 2021/22
	<p>Creative and Cultural, Digital, Health and Social Care, Green Economy. In Wandsworth there is also a focus on Customer Service/Retail and Hospitality.</p> <p>iv. To ensure programmes are designed as viable 'feeders' into 9 Elms development employment opportunities.</p>	<p>or progress in sector areas. Work has continued to take place in GLA priority sector areas with a particular focus on Digital, Health and Social Care and Hospitality/service. Further work is taking place to continue to align to GLA priority sector areas – particularly Green</p> <p>The service has maintained collaborative work with the council's Work Match team who are supporting recruitment to the employment opportunities available in the Nine Elms area.</p>
<p>9. To further develop & improve IAG within the Service.</p>	<p>i. Ensure designated staff are upskilled and qualified at the appropriate level (levels 2-6).</p> <p>ii. Maintain a comprehensive progression map to use as a guidance tool.</p> <p>iii. Ensure frontline staff are fully trained in giving progression advice and using the progression map.</p> <p>iv. Continue to implement Matrix development plan to keep a strong focus on the quality of IAG.</p>	<p>The service holds the Matrix standard. 6 staff qualified to level 4 and 1 to level 6. 2 staff have achieved level 2.</p> <p>There is a career plan for apprentices and further work is taking place with participants on classroom and Community Learning courses to standardise this approach across programmes.</p> <p>This is a high priority CPD area with further training taking place, particularly in relation to ensuring effective safeguarding, awareness of mental health, and welfare of learners.</p> <p>The service has successfully retained the Matrix standard and is implementing the development plan. The</p>

AIMS	ACTIONS	Progress 2021/22
		<p>Matrix report is extremely positive and identifies IAG as a key feature of direct delivery.</p> <p>Outreach IAG is effective and there are plans to further develop and structure this work in the new academic year.</p>
<p>10. To maintain and develop provision for older learners.</p>	<p>i. Commission health and wellbeing courses.</p> <p>ii. Actively seek out funding opportunities that focus on older learners.</p> <p>iii. Develop accredited employability programmes for older learners to recognise a growing number of 50+ unemployed in Wandsworth.</p>	<p>The service continues to prioritise provision for older learners. As people are living and working for longer, there is a rapidly changing employment and well-being agenda. In the last year, the percentage of learners aged 50+ represented 31% (672) and 60+ 12% (258) learners participating in Community Learning.</p> <p>The eADVANTAGE mentoring and enterprise project targeted women aged 50+, with the expectation that some participants will be significantly older than 50.</p> <p>Marketing has focused on encouraging applications across the lifelong learning range.</p> <p>Apprentices are in age from 16-66 yrs, with 9 registered 50+ apprentices working across all subject areas.</p> <p>Those on accredited Classroom courses range in age from 20 to 83. There are 170 learners aged 50+ of which 47 are also ESOL learners.</p>

AIMS	ACTIONS	Progress 2021/22
		<p>The service will participate in a Hoxley led survey involving 30 adult education services – to better understand and plan for adult learners aged 50+.</p>
<p>11. To maximise the participation of younger learners aged 16-24 in learning programmes.</p>	<p>i. To raise awareness of the youth programmes available: Head 2Work, Traineeships and Kickstart.</p> <p>ii. To increase the number of young people progressing to/accessing apprenticeships.</p>	<p>This has proved to be an area of significant challenge.</p> <p>Despite several attempts to recruit to Traineeships and Head 2Work the service has been unable to attract cohorts. The service has supported the council's Kickstart programme, including the creation of a vacancy in Lifelong Learning.</p> <p>The service is recruiting to a number of vacancies suitable for young people looking to access apprenticeships.</p> <p>From September 2022 the service will record some new Head 2Work starts. This will also be the case for Progress into Hospitality.</p>
<p>12. To ensure that programmes are delivered in ways that are accessible to learners.</p>	<p>i. To evaluate and plan how Wandsworth learners can access adult education.</p> <p>ii. To maximise the use of technology to benefit learners.</p> <p>iii. To support the council's priority to tackle the local and global threat of climate change, both externally, in partnership with local</p>	<p>WCLL responded to COVID-19 in an agile and developmental manner. Throughout 21/22 the service offered a mixture of physical and on-line classes which successfully maintained attendance and participation.</p> <p>The service has continued to invest funds in transforming the curriculum and the main site with a significant increase in the</p>

AIMS	ACTIONS	Progress 2021/22
	<p>organisations and residents, and internally, by minimising the two councils' environmental impact by cutting carbon, waste and pollution.</p>	<p>number of courses being delivered directly.</p> <p>Funding has been deployed in the following ways:</p> <ul style="list-style-type: none"> • investment in upgrading and future proofing ICT equipment, supporting both physical and e-learning environments • ensuring that the centre is safe. Learners can see that there is considerable investment in the building and equipment and that all steps have been taken to maximise health and safety, with best practice COVID-19 adaptations in place • purchase of additional devices and mi-fi/data cards to further support learning, inside and outside the centre, with some particularly vulnerable learners receiving equipment on long term loan <p>The service has made positive changes, which include effective use of technology. Climate Change factors will have a significant impact on current and future curriculum, work related and employment opportunities. The service will continue to align practices with corporate initiatives, funders and partners continually looking for ways to adapt and contribute to this work.</p>

AIMS	ACTIONS	Progress 2021/22
<p>13. To deliver a marketing strategy to recruit target groups of learners and meet contractual targets.</p>	<p>i. Ensure that there are appropriate electronic and hard copy methods of engagement.</p> <p>ii. Use social media effectively to maximise publicity and recruitment.</p> <p>iii. Deliver a range of festivals and events (awards, information days, fun days) to communicate the range of services available.</p> <p>iv. Use a variety of social media, methods, and approaches to improve participation in apprenticeships.</p> <p>v. Maximise communication with existing learners to promote recruitment and retention.</p>	<p>The service has continued to develop and deliver a highly effective marketing plan that has produced new materials that can be marketed in hard copy and e-formats as well as improved social media presence with a refreshed website and information on Instagram, Facebook (Meta), LinkedIn and Twitter.</p> <p>The service is increasingly aware of effective strategies to achieve required communication outcomes and has continued to increase engagement across all social media platforms. The service closely monitors starts on Apprenticeships, participation in Community Learning.</p> <p>A high number of events/festivals have been delivered and include National Apprenticeship Week, Learning at Work Week & National Lifelong Learning Week - Festival of Learning.</p> <p>Communication with existing and recent learners has been improved to encourage participation in other LL programmes.</p>
<p>14. Carry out a comprehensive survey in order to capture progression and destination data for learners in each academic year.</p>	<p>i. Carry out a comprehensive survey of identified learners.</p> <p>ii. Collate and share information with staff and stakeholders through the</p>	<p>The service adopts a number of methods to measure the impact of learning programmes.</p>

AIMS	ACTIONS	Progress 2021/22
	<p>LLMAG, Lifelong Learning Development Group, the Education and Standards Group and the Children’s Services Education Overview and Scrutiny Committee.</p> <p>iii. Use information and data to inform future provision.</p> <p>iv. Ensure improvements in the capture of progression and destination data.</p>	<p>Data has been used to collate information on destination and impact.</p> <p>We consult and involve learners in course design through learner voice during programme and on completion, and through structured feedback, informal tutor feedback, bespoke learner consultations and case studies.</p> <p>Data/information is shared via: Three Yr Plan; Annual Report; Self-Assessment Report; Quality and Data Report; Management Reports; Governance and team meetings.</p> <p>Learner satisfaction rates are consistently high. Out of 1000+ learners responding to a learner survey 98% of learners rated their experience as Excellent or Good.</p> <p>London Learner Survey – 43% response rate to the survey. The service will maximise efforts to achieve the GLA target of 50%.</p>

Revision History

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