



## Wandsworth Council Lifelong Learning Three Year Development Plan 2022- 2025

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 2023**

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## Glossary

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ACL	Adult Community Learning
AEB	Adult Education Budget
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
LA	Local Authority
LEAFEA	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

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## Lifelong Learning Mission Statement

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“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 strategies and is directly linked to Wandsworth Council's priorities.

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## Introduction and Context

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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 (AEB) aligned to the local and London priorities, including provision in English, maths, ICT, ESOL employability and vocational areas.
- Apprenticeships to young people and adults, both internally within the Local Authority and to externally employed individuals.
- Work experience and preparation for employment funded through European Social Fund (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.

### Responsiveness and Adapting to Change

Since the start of the pandemic WCLL has changed the way, it delivers the Greater London Authority (GLA) contract. There has been a high demand for online provision in all areas, but particularly from adults requiring English, maths, preparation for employment, personal development training and careers information, advice and guidance. All courses delivered online by the WCLL team were offered 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, a more 'blended' approach, a combination of physical and virtual learning, will continue to operate. This has made learning much more accessible and flexible for some learners.

There has been an increasing emphasis on ESOL and employability skills training for new arrivals from Hong Kong, Afghanistan and Ukraine. This has been delivered extremely flexibly from multiple venues across the borough. The Service has also developed additional courses for those particularly impacted by the cost-of-living crisis.

The Service will continue to adapt and develop provision throughout the academic year with agreed targets and milestones. There is a particular focus on supporting ethnic minorities, learners with additional needs and the low waged. The Service has also developed workshops for families, so that parents and their children can learn together. The GLA has identified the following as key sector recruitment areas for the Adult

Education Budget: hospitality; digital; health & social care; the green economy, and the creative & cultural industries. This aligns with local priorities, in particular, opportunities arising from regeneration. There will also be a focus on delivering Multiply, the first programme to be funded through UK Shared Prosperity Fund (UKSPF).

Accommodation and access remain a key priority for the service. The Service will continue to prioritise opportunities for those who are digitally excluded and cannot access online learning. It will also continue to promote the excellent facilities available at the Gwynneth Morgan Centre, 52 East Hill, SW18 2HJ.

The Service has invested significant funds in transforming the curriculum and the main site in East Hill. 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.

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### Wandsworth Council Priorities

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<p>A fairer Wandsworth</p> <p>To make Wandsworth fairer we will:</p> <ul style="list-style-type: none"><li>• Work towards ensuring all local people have a genuinely affordable place to call home.</li><li>• Support residents who are impacted by the cost-of-living crisis and Covid -19</li></ul>	<p><b>Connect vulnerable residents in social housing</b> with education and training opportunities.</p> <p><b>Provide work experience for young people and adults</b> to support career choices.</p> <p><b>Work with vulnerable groups</b> that are impacted by Covid and the cost-of-living crisis, including: ethnic minority communities; migrants; young people; the low waged; and learners with additional needs.</p> <p><b>Enable easy access to adult learning</b> through multiple sites.</p> <p>Promote economic independence through <b>apprenticeships</b> and <b>skills training</b>.</p>
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	<p>Help residents secure <b>new job opportunities</b>.  <b>Partnership working with employers, stakeholders and networks</b> to address skills and recruitment challenges.</p>
<p>A compassionate Wandsworth</p> <p>To make Wandsworth more compassionate we will:</p> <ul style="list-style-type: none"> <li>• Be a compassionate Council that truly listens and is ambitious for all.</li> <li>• Create safer neighbourhoods where communities feel confident and protected and victims and survivors are supported</li> </ul>	<p><b>Maximise funding opportunities</b> to support provision.  <b>Deliver ESOL and language courses</b> to meet demand for work.  <b>Work with refugees to support life in the UK</b> - Council commitment to Borough of Sanctuary.  <b>Specialist provision</b> – e.g., support for hearing impaired adults to access community learning provision.  <b>Essential skills for work</b> courses for labour market entry/re-training &amp; career progression.  <b>Re-engaging the over 50s</b> in skills and well-being learning opportunities.  Promote <b>digital inclusion</b> for life and work.  Raise awareness of <b>positive mental health and well-being</b>.  <b>Helping learners to feel safe and supported</b>.  <b>Benchmarking performance</b> against other local authorities, ensuring participation and achievement levels provide value for money.</p>
<p>A more sustainable Wandsworth</p> <p>To make Wandsworth more sustainable we will:</p> <ul style="list-style-type: none"> <li>• Tackle climate change by working together with our residents, businesses and communities and will be carbon neutral as a council by 2030</li> </ul>	<p><b>Green curriculum</b> – improving awareness and impact. Working with other local authorities to ensure that all staff &amp; tutors develop their climate change knowledge, enabling them to understand how they can make changes individually and collectively.</p>

### Delivering the Council Values



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### Wandsworth Children's Services

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**As part of the Children's Service Plan, WCLL is responsible for the key areas of work, as set out below.**

- Improving the employment skills, career development, the quality of life and well-being of residents in the Borough.
- We want all Wandsworth residents to have access to a wide range of high-quality learning opportunities in a safe learning environment. Our provision will be responsive, flexible, and held at times and in places designed to meet the needs of learners, employers, and the local community.
- We will prioritise opportunities for those who are digitally excluded and cannot access learning.
- To enhance our offer to communities we will take learning into community-based settings that are local and accessible. WCLL will be present at new 'hubs' and will use existing community spaces to deliver the courses that are requested and needed most to help families reach their potential: ESOL; finance; cost-of-living; food poverty and preparing for employability.
- One of our ambitions is to enhance the number, quality, and access to apprenticeships for local people and employers. We will do this through increasing direct delivery and optimising the role of the Council in helping to stimulate and support engagement with apprenticeships.
- Through building relationships with public and private sector employers and key teams in the Council, including the Economic Development Office, we aim to forge strong links with new businesses and regeneration projects in our area to provide work experience placements for the young people and families in our borough. This

includes major regeneration sites like Nine Elms, Wandsworth Centre, and Clapham Junction.

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.

### **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.

### **The Purpose of Government Adult Education Board (AEB) Funding**

AEB funding aims to engage adults in learning and provide them with learning opportunities to help them gain new skills and knowledge to get into employment, progress in work or to further their education. The Service receives formula funding for accredited courses and a non-formula allocation for non-accredited provision. The Service delivery plan aligns with learning and skills priorities and is approved by the GLA.

Provision delivered by the Service is subject to the funding rules and eligibility as described in the document [Adult education budget \(AEB\) funding rules 2023 to 2024](#) 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 ACL funding as part of their 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 flexible, multi-agency approach and outreach in their local areas has enabled ACL providers to work effectively on local priorities. This includes working with statutory services within their local authorities supporting 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**

Working across multiple funding streams to contribute to national, regional and local priorities.

The curriculum is agile and takes account of national priorities, particularly in areas such as digital, English and maths. There is also a responsiveness to fast changing circumstances such as Covid, cost-of-living and work with refugees. Work is also aligned to the Mayor's [Skills Roadmap for London](#) and the [London Local Skills Improvement Plan](#) which outline London-wide priorities.

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### **Local Skills Improvement Plans**

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Local Skills Improvement Plans (LSIPs) were introduced in the Skills for Jobs White Paper in 2021. They are a Department for Education (DfE) initiative to support the localisation of the skills system. LSIPs aim to articulate employer skills needs and make recommendations for improving the post-16 technical education system. Further Education (FE) providers are required to have due regard for the LSIP in their provision, and LSIPs are used as the basis for investment of the Local Skills Improvement Fund (LSIF).

LSIPs are employer-led, and the process is led by an employer representative body. In London, the LSIP is led by BusinessLDN, working with The Federation of Small Businesses FSB London, London Chamber of Commerce & Industry, and the Confederation of British Industry London, with input from the GLA.

Given the scale of London, the four sub-regional partnerships have produced sub-regional reports, highlighting the distinct needs and priorities of employers in their area, which have been submitted along with the London-wide LSIP.

Central London Forward has produced a report which sets out the skills needs of employers in central London, and how the skills system could better meet those needs.

The report has been prepared by Central London Forward and Institute for Employment Studies to inform London's LSIP. It is based on extensive engagement with employers and other stakeholders.

### Summary of Priority Sectors

The research identified five priority sectors for central London, based on the size of the sector, the concentration of the sector in central London relative to the rest of the country, the prevalence of skills shortages, and the strategic importance of the sector:

- **Financial and professional services** – heavily concentrated in central London, accounting for a large proportion of employment and output.
- **Information and communication (digital)** – heavily concentrated (where?), accounting for a large proportion of employment, and a Mayoral priority sector.
- **Health and social care** – accounting for one in ten jobs in London, the sector is growing rapidly, it faces skills shortages, and is a Mayoral priority sector.
- **Arts, entertainment and recreation** – concentrated in central London, the sector plays an important role in attracting visitors, and it is set to grow rapidly.
- **Hospitality and retail** – the sector accounts for a large proportion of jobs in London, it faces skills shortages, and is a Mayoral priority sector.

Together, these sectors account for 7 in 10 jobs in central London. However, the proportion of jobs in each sector varies considerably from borough to borough. In Wandsworth, the two largest sector areas are Retail and Hospitality (23.7%) and Health and Social Care (22%). The number of people employed in ICT is comparatively low to other boroughs at 4.3%. 11.4% are employed in Financial/Professional Services and 3.5% in Arts, Entertainment and Recreation.

### Central LSIP Recommendations

The consultation identified nine priorities to improve the skills system locally:

- **Employer engagement** - working closely with businesses to help them understand training options and funding, and to co-design provision so that it meets needs.
- **Industry expertise** - provision delivered by tutors with relevant industry expertise.
- **Industry placements** - high-quality placements to give experience of the industry.
- **Flexible provision** - short and modular courses, allowing businesses and learners to pick the elements that meet their needs.
- **Digital provision** - to increase accessibility of training opportunities.
- **Updating provision** - regularly reviewing content to ensure it reflects industry needs.

- **Career mapping** - highlighting progression available within a sector.
- **Embedding digital skills** - ensuring provision helps strengthen digital skills.
- **Improving pay and job quality** - to address labour shortages in low pay sectors.

WCLL will adopt an agile approach to the work of the LSIPs and adapt the curriculum in response to skills needs. The service already works in the Retail and Hospitality and Health and Social Care sectors, as well as other areas identified by the research.

Additionally, the emerging needs around personal development/transferable skills, often referred to as 'fusion skills', are a key feature of service provision.

The service has a key role to engage young people and adults through its curriculum, promoting progression to further study and/or higher levels of attainment. It will also be necessary to plan for emerging job roles and changes in the labour market.

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## Demographic Context

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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 4<sup>th</sup> 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).

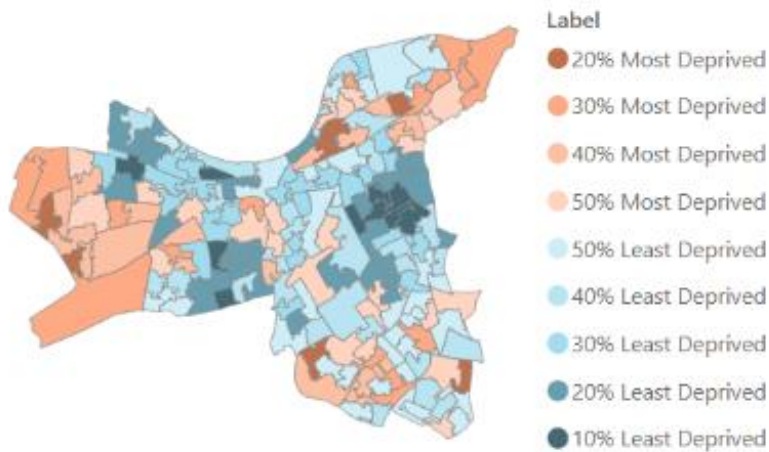
Wandsworth has a lower proportion of 0-19 years olds and 65+ adults than London and a much higher percentage of 20-44 years olds compared to London and England. However, the Census also revealed that there were 4,000 85+ year olds, 307 more (+8.3%) compared to 2011. This is the highest number of 85+ 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) Up to date map? 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 WCLL 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 WCLL 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 Tailored Learning to other key strategies and initiatives	<p>Align the work of WCLL to wider local, regional and national strategies including employability, parenting and families and well-being for all ages.</p> <p>Contribute to the Council's work with care leavers, vulnerable families, migrants and learners with disabilities and learning difficulties. Participate in area reviews and partnerships, ensuring that appropriate provision is in place for Wandsworth residents.</p>

**14 action-based objectives that enable the Service to deliver its priorities. These objectives are updated annually:**

1. To maintain numbers on Tailored/Community Learning and develop provision in line with Government strategy.
2. To continue to develop strategies to engage hard-to-reach learners and increase their participation in learning, particularly in community settings.
3. To improve and increase the capacity to deliver apprenticeships.
4. To develop and maximise opportunities for work experience and work-related learning through the Wandsworth Education Business Partnership, also known as BEST.
5. To increase the number of learners on accredited programmes.
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.
7. To improve the quality and range of provision to maximise outcomes for learners.
8. To continue to develop a responsive range of employability programmes.
9. To further develop & improve IAG within the Service.
10. To maintain and develop provision for older learners.
11. To maximise the participation of younger learners aged 16-24 in learning programmes.
12. To deliver a marketing strategy to recruit target groups of learners and meet contractual targets.
13. To ensure that programmes are delivered in ways that are accessible to learners.
14. Carry out a comprehensive survey in order to capture progression and destination data for learners in each academic year.

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## Section 2: Summary of Recent Performance and Impact

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Approximately 4,000 children, young people and adults of all ages took part in WCLL programmes in Wandsworth in 2022/23. They included:

- Informal Community Learning (non-accredited provision) for 1,858 adults (4,032 enrolments)
- Community Learning leading to qualifications for 748 participants. In terms of actual accredited enrolments, there were 1,356, indicating that participants complete multiple qualifications.
- An additional 299 accredited enrolments were recorded through the AEB Good Work for All contracts.
- 33 Apprentices on a programme across 4 sector areas with 15 qualifying starts in-year.
- 1,621 young people accessing work experience placements.
- 434 enrolments on Multiply (numeracy project), the first skills programme launched through the UKSPF.
- Employability courses leading to qualifications and effective preparation for employment.
- Personal development programmes, 'fusion skills,' to enable progression into and in work.
- 322 enrolments on Functional Skills (English, maths, ICT) courses.
- 1,009 enrolments on English for Speakers of other Languages (ESOL) courses.
- 152 refugees and new arrival enrolment.
- Widening participation to encourage people who do not normally take part in adult 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.
- Are learners without a level 2 qualification those who lack digital skills and/or experience barriers to access digital technology.
- Are ex-offenders.
- Have been severely impacted by the Covid-19 pandemic (employment, financial, wellbeing).
- Adult learners accessing education and training opportunities that promote better and more sustainable ways of living and working.

### **Funding Opportunities**

WCLL has a demonstrable track record of attracting funding from diverse sources: 19+ Adult Education Budget (AEB) funding for accredited and non-accredited (informal) provision; income from apprenticeships (levy and non-levy); income from the provision of work experience; direct income for the provision of courses to adults ineligible for GLA funding; European Social Fund and the UK Shared Prosperity Fund (UKSPF). From August 2022 the service delivered the Multiply programme. Multiply is the first priority of the 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 provision in Wandsworth.

### **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, regional and national 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 2023/24:

- Deaf First at Oak Lodge School
- MI ComputSolutions Inc.
- Katherine Low Settlement
- Ripe Learning
- South Thames College
- Wandsworth City Learning Centre

Other partnerships include:

- Employers - the development and expansion of partnerships with employers has been central to the success of ESF projects, apprenticeships and work experience. It is anticipated that the UKSPF will present opportunities to sustain and develop this activity.
- Wandsworth Chamber of Commerce – participation in local events enables the service to link with other education providers and businesses in the borough.
- 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.
- Close working with other local authorities and networks to share best practice, informing all aspects of strategy with a focus on policy, curriculum, quality and IAG.

### **Working as Part of Local and National Networks**

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

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

Lifelong Learning London Central (LLLC) – Purpose

- To align work to Mayoral priorities as set out in the Mayor's [Skills Roadmap for London](#) and the [London Local Skills Improvement Plan](#)
- Be responsive to local need as set out in individual borough strategies.
- Refocus 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.

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## Section 3: How Lifelong Learning is Planned and Managed

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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 that encourages residents to engage in learning, and to develop skills for employment. There is also a focus on learning that supports an overall sense of well-being.

There is a strong focus on data in communication and planning meetings to enable internal and external stakeholders to provide information on progress and to inform curriculum planning. Other features include:

- Key regional documents include: the Mayor's [Skills Roadmap for London](#) and the [London Local Skills Improvement Plan](#).
- National and regional professional networks (e.g., HOLEX, LEAFA, London Central Skills Officer Group) help support policy into practice.
- Participation in LSIP sub-regional events and consideration of key findings/recommendations for WCLL.
- The Wandsworth Lifelong Learning Monitoring and Advisory Group (MAG) 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.
- Consideration of the Education Inspection Framework in all aspects of service development.
- Ensuring robust Continuous Professional Development processes so that all staff are able to deliver programmes to the highest possible standard.

In 2022/23 the service has focussed on the following subject areas and courses:

- English and maths functional skills.
- English language skills for those for whom English is a second language.

- Introductory courses- 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.
- Courses and activities that promote and develop confidence building, communication skills, personal presentation, and individual resilience.
- Increase in personal development courses and vocational courses, particularly aimed at those who are newly unemployed.
- Enterprise.
- Digital courses or activities that introduce people to technology, social media and ICT skills. Also, support with access to equipment and the internet.
- Health and wellbeing.
- 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.
- Healthy lifestyles, nutrition and wellbeing.
- Family Learning activities.
- 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.
- 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.

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

- Adults with low levels of attainment
- 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)
- Ethnic minority communities

### **Equality, Diversity and Widening Participation**

Equality, diversity and safeguarding underpin all WCLL 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 30.1% of the population from ethnic minority communities.

WCLL carefully monitors learner demographics to ensure that programmes are accessible to our communities. Wandsworth residents account for 51% of our participants in Community Learning. The majority are based in Tooting Broadway, West Hill, Roehampton, Falconbrook and Furzedown 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.

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.
- Organisations who work with ethnic minority communities.
- 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 38% white, 6% mixed, 2% Chinese, 20% Asian, 22% black African/Caribbean, and 9% 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 WCLL learners are aged between 30-59. In the last year, the percentage of learners aged 50+ represented 33% (745 learners) of learners participating in Community Learning. 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 well-being.

Apprentices are aged between 16-56 years, with 3 (9%) who are 50+ years old.

Those on accredited classroom courses are aged 19 to 71 years, with 211 learners aged 50+ and 253 ESOL learners.

### Quality, Self-Assessment and Inspection

From 1<sup>st</sup> September 2019 Ofsted implemented the Education Inspection Framework (EIF) to carry out inspections.

#### The EIF Framework



#### 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. 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 LLDG feeds into the LLMAG and 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 can shape local provision.

Both groups are responsible for monitoring the implementation of the Lifelong Learning Three Year Plan. 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 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:

- Children's Services
- Economic Development
- Stronger and Safer Communities
- Adult Social Care
- Libraries

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 contact learners 6 months and more after they have completed their course to track their progression externally, and 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 1,736 responses. The key headlines are as follows:

- 96% of learners said they had sufficient information about their course before they started.
- 99% graded the teaching on their course as Good or better - Excellent (86%) Good (13%).
- 99% of learners felt they were treated fairly and with respect by all staff.
- 99.5% felt they were safe whilst on their course.
- 93% 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 (3%); Apprenticeship (4%); other full time education (6%); other part time education (65%); paid employment of 16 hours or more per week (17%); paid employment of less than 16 hours per week (8%); self-employed for 16 or more hours per week (4%); self-employed for less than 16 hours per week (4%); and voluntary work (12%).
- As a result of attending the course: 39% have developed new interests; 74% have learnt new skills that will help them in the future; 66% have developed skills that will help make changes in their lives; 49% feel more positive about the future; 31% have set clear goals and ambitions for themselves; 48% feel more self-confident; 26% have improved their sense of wellbeing; 26% feel they have improved their employability skills and 19% feel their confidence with Digital Skills has improved.
- 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 (81%) and Good (17%).

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; 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.
- 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.

### **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**

WCLL's core curriculum is developed taking into consideration a number of elements including local, borough needs, the Mayor's [Skills Roadmap for London](#) and the [London Local Skills Improvement Plan](#) which outline London-wide priorities. WCLL 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 key Priorities for Community Learning and Accredited Provision 2023/24 Guidance document, which can be found here: [WCLL Key Priorities for Community Learning and Accredited Provision 2023-24\\_CS2071 \(wandsworthlifelonglearning.org.uk\)](#).

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 2023/24 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 here: [Supply Chain Partner Management and Fee Policy 2024 \(wandsworthlifelonglearning.org.uk\)](#).

### **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 Brimcome - 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 here:

[Safeguarding-Policy-and-Procedure-including-prevent-and-e-safety-December-2022.pdf \(wandsworthlifelonglearning.org.uk\)](#).

### **Commitment to Learners**

WCLL is committed to providing the community with the best possible learning. All providers commissioned by WCLL 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 'leaner 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)	2021/22	2022/23	2022/23	2023/24	2024/25
	Actual	Target	Actual	Target	Target
Number of unique learners	1,831	2,075	1,858	2,125	2,000
Number of enrolments	4,242	4,150	4,032	4,200	4,100
Direct delivery	778	1,200	859	1,230	1,250
Commissioned providers	3,464	2,950	3,173	2,970	2,850
<b>Retention and Achievement Rates</b>					
Retention rate	95%	95%	96%	95%	95%
Achievement rate	95%	94%	95%	94%	94%
Attendance rate	84%	90%	89%	90%	90%
<b>Curriculum packages - enrolments</b>					
Digital skills	1103	480	1141	485	1000
Enterprise	69	70	95	75	70
English, maths and ESOL	1515	905	1611	910	900
Pre-employment Training	1098	1925	735	1940	1300
Declared difficulties/disabilities	26	305	0	310	100
Health and wellbeing	309	205	311	210	300
Family learning	13	40	7	45	20
Financial skills	30	30	100	35	110
Green/Sustainability	N/A	N/A	N/A	N/A	260
Other	79	185	32	190	40



<b>Learner Profile</b>					
Wandsworth residents	58%	60%	55%	60%	60%
Declared disabilities / learning difficulties	22%	15%	21%	15%	20%
Male	19%	24%	19%	24%	24%
Ethnic minorities	59%	56%	62%	56%	56%
50+	28%	33%	35%	33%	33%
60+	10%	15%	16%	15%	15%
Areas of deprivation (lowest 30% of national deprivation rates)	25%	30%	24%	30%	30%
<b>Classroom (Accredited)</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>
	<b>Actual</b>	<b>Target</b>	<b>Actual</b>	<b>Target</b>	<b>Target</b>
<b>Performance</b>					
Enrolments (includes FCFJ)	657	680	1357	700	1400
Number of unique learners	467	475	749	485	800
Level 3 FCFJ enrolments	19	20	32	25	35
Retention rate	89%	95%	94%	95%	95%
Achievement rate	84%	88%	89%	88%	88%
Attendance rate	90%	90%	87%	90%	90%
<b>Learner Profile</b>					
Wandsworth residents	42%	60%	52%	60%	60%
Declared disabilities / learning difficulties	25%	15%	25%	15%	21%
Male	21%	24%	19%	24%	24%
Ethnic minorities	64%	56%	55%	56%	56%

50+	37%	33%	23%	33%	25%
60+	11%	8%	7%	8%	8%
Areas of deprivation (lowest 30% of national deprivation rates)	35%	34%	35%	34%	34%
<b>Good Work for All</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>
	<b>Actual</b>	<b>Target</b>	<b>Actual</b>	<b>Target</b>	<b>Target</b>
Enrolments	287	314	299	N/A	N/A
Funding	£138,251	£137,899	£ 154,212	N/A	N/A
<b>Multiply Numeracy</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>
	<b>Actual</b>	<b>Target</b>	<b>Actual</b>	<b>Target</b>	<b>Target</b>
Number of courses and activities	N/A	182	75	184	50
Funding	N/A	£116,666	£116,666	£116,666	£77,778
<b>Apprenticeships</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>
	<b>Actual</b>	<b>Target</b>	<b>Actual</b>	<b>Target</b>	<b>Target</b>
<b>Apprenticeships - Performance</b>					
Qualifying starts	40	30	15	35	20
Achievement rate	60%	69%	67%	70%	70
<b>Apprenticeships placed - Progression data</b>					
In work/education following apprenticeship	78%	80%	100%	82%	82%
Other	22%	20%	0%	18%	18%
<b>Apprenticeships - Learner Profile</b>					
Employed in Wandsworth	87%	80%	100%	80%	80%
Declared disabilities/learning difficulties	23%	15%	19%	15%	15%

Male	28%	25%	18%	25%	25%
Ethnic minorities	40%	56%	66%	56%	56%
Ages 16 - 23	23%	23%	24%	23%	25%
Ages 24+	77%	77%	76%	77%	77%
Areas of deprivation (lowest 30% of national deprivation rates)	32%	29%	39%	29%	40%

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

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 strategies and is directly linked to Wandsworth Council's priorities.

### ***A fairer Wandsworth***

To make Wandsworth fairer we will:

Work towards ensuring all local people have a genuinely affordable place to call home. Support residents who are impacted by the cost of living crisis and COVID-19.

### ***A compassionate Wandsworth***

To make Wandsworth more compassionate we will:

Be a compassionate Council that truly listens and is ambitious for all. Create safer neighbourhoods where communities feel confident and protected and victims and survivors are supported.

### ***A more sustainable Wandsworth***

To make Wandsworth more sustainable we will:

Tackle climate change by working together with our residents, businesses and communities and will be carbon neutral as a council by 2030.

<b>AIMS</b>	<b>ACTIONS</b>	<b>Progress 2022/3</b>
<b>1. To maintain numbers on Community Learning and develop provision in line with Government strategy.</b>	<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>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 decline in unique learner numbers, although this is a national trend and is well documented.</p>

AIMS	ACTIONS	Progress 2022/3
	<p>iii. Consider and act on local labour market information and demographic data to respond to community needs &amp; 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>Some of the challenges associated with maintaining good participation numbers include: generally static 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 a 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</p>

Commented [NJ1]: Could we add

AIMS	ACTIONS	Progress 2022/3
		<p>and progression remain at the core of service delivery.</p> <p>The service actively markets an increasing 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 1,858 adults. This represents a total of 4,032 individual enrolments, meaning that many adults registered for more than one course. Non-accredited enrolment numbers are down 5% on 2021/22.</p> <p>In accredited Community Learning the service has delivered learning to a total number of 749 adults. This represents a total of 1357 individual enrolments. Accredited enrolment numbers have increased by 107% on 2021/22. A further 299 enrolments were recorded through the 2 Good Work for All partnership contracts. This increases the enrolments to 1,656 vs 944 for 2021/22 which represents an increase of 75%.</p>

AIMS	ACTIONS	Progress 2022/3
		<p>In non-accredited Community Learning the percentage of Wandsworth residents has decreased by 3% from 58% to 55%. There will be a closer focus on achieving the target of 60% in the new academic year.</p>
<p><b>2. To continue to develop strategies to engage hard-to-reach learners and increase their participation in learning, particularly in community settings.</b></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 22/23 a total commissioning budget of £770,650.45 was awarded to a diverse group, including: the Further Education college, the voluntary sector and independent training providers. In 22/23 organisations included: South Thames College, MI Comput Solutions, Katherine Low Settlement; ; 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</p>

AIMS	ACTIONS	Progress 2022/3
		<p>Team. The Council's Employment and Skills strategy provides a structure for this work.</p> <p>The service has worked closely with Council colleagues and community groups in the provision of ESOL and preparation for work programmes – supporting the work towards becoming a Borough of Sanctuary (accreditation pending).</p> <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; Wandsworth VCS Partnership.</p>
<p><b>3. To improve and increase the capacity to deliver apprenticeships.</b></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>There was a total of exactly 15 qualifying starts with an average monthly in learning number of 29 apprentices. There was an achievement rate of 67% which will remain above the average national achievement rate which was 53% in 2021/22.</p> <p>The decline in learner numbers has been</p>



AIMS	ACTIONS	Progress 2022/3
	<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>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. This will include the involvement of the Council's HR team and a sharing of what works across the SSA.</p>
<p><b>4. To develop and maximise opportunities for work experience and work-related learning through the Wandsworth Education Business Partnership, also known as BEST.</b></p>	<p>i. Increase the number of schools involved in work experience.</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>The service worked with a total of 14 schools in the delivery of work experience. This consisted of 5 Wandsworth secondary schools, x1 Wandsworth FE College, x1 Wandsworth PRU, x3 Wandsworth SEN schools, x1 SEN School from the Independent Sector, x1 schools from the Independent Sector, x2 schools from Lambeth.</p> <p>3 Wandsworth SEN schools 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. This has continued r with 1621 students placed in 22/23. This is consistent with participation numbers prior to the pandemic. This is a particularly strong achievement as work placements are harder to</p>

AIMS	ACTIONS	Progress 2022/3
		<p>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 5 schools to provide better information to young people prior to their work experience.</p> <p>The service has worked with young people from the Virtual School, supporting them into further education/training, work experience, and employment.</p> <p>Working as part of the Westminster led Digital Hub 8 adult learners were placed into work experience placements. All 8 students have progressed into employment.</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 23/24, with a particular focus on employer engagement, apprenticeships and recruitment (including work experience) to targeted adult education programmes.</p>

AIMS	ACTIONS	Progress 2022/3
<p><b>5. To increase the number of learners on accredited programmes.</b></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 680 accredited enrolments there has been an overall total of 1,357 – an increase of 107% on last year’s end of year total. In addition to this a further 299 accredited enrolments were recorded through the AEB Good Work for All contracts. This increases the enrolments to 1,656 vs 944 for 22/23 which represents an increase of 75%.</p> <p>The target has been set at 700 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 – 368 enrolments</p> <p>Digital skills – 425 enrolments</p> <p>Maths – 121 enrolments</p> <p>Employability – 183 enrolments</p> <p>English – 86 enrolments</p>

AIMS	ACTIONS	Progress 2022/3
		<p>Health &amp; social care – 92 enrolments</p> <p>Hospitality &amp; catering – 3 enrolments</p> <p>Retail – 1 enrolment</p> <p>Other – 78 enrolments</p> <p>Summary of non-accredited curriculum packages:</p> <p>English, maths &amp; ESOL – 1,611 enrolments</p> <p>Digital skills – 1,141 enrolments</p> <p>Pre-employment training – 735 enrolments</p> <p>Health &amp; Wellbeing – 311 enrolments</p> <p>Enterprise –95 enrolments</p> <p>Financial skills – 100 enrolments</p> <p>Family learning – 7 enrolments</p> <p>Other – 32 enrolments</p> <p>All apprentices must achieve the required standards in English and maths as part of their chosen framework/standard. 2 English and 3 maths certificates were issued to apprentices, in addition to the figures above.</p>

AIMS	ACTIONS	Progress 2022/3
		<p>The service increased the number of full level 3 courses. In 2022/23 19 learners started level 3 programmes which is an increase of 111% on 2021/22 and this will increase further in the next academic year.</p>
<p><b>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 &amp; support the development of best practice.</b></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 &amp; how new themes might gel with &amp; 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, Head 2Work, Hospitality Pathways, Progress into Hospitality.</p> <p>Erasmus +: 2 live projects which commenced at the beginning of 2020 ended during the academic year: 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. Going forward, learning from both projects have been integrated into the curriculum.</p> <p>In addition to the core AEB grant the service has delivered 299 enrolments totaling £154,212.21, in</p>

AIMS	ACTIONS	Progress 2022/3
		<p>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> <p>The service is also part of a successful ESF GLA Digital Hub which will focus on delivering work experience and job outputs. In 2022/3 the service provided 11 work experience placements in the ICT sector to adults.</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 3-year period to deliver the Multiply numeracy programme. In 22/23 the service had 184 enrolments onto Multiply programmes.</p> <p>The service continued to compete for additional monies throughout the year and was awarded £450k additional AEB funding. The service has also attracted additional funds to provide courses for recent migrants. Work is in place to align work with local business ESG strategies.</p>
<p><b>7. To improve the quality and range of provision to</b></p>	<p>i. All learning provision to be graded 2 (Good) or better.</p>	<p>In Nov 2021 Ofsted inspected and agreed the service had maintained a</p>

AIMS	ACTIONS	Progress 2022/3
<p><b>maximise outcomes for learners.</b></p>	<p>ii. Developing our curriculum to ensure that it meets a wider range of residents, particularly those who are unemployed, in low paid work and with additional learning needs.</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>iv. Development of tutors' pedagogical skills</p> <p>v. Improve apprenticeship achievement rates.</p> <p>vi. Continue to develop and embed British Values, Safeguarding and EDI.</p> <p>viii. Ensure that learners have access to good facilities and equipment to participate in effective learning.</p>	<p>Grade 2 Good provision grade. Self-Assessment activities conducted with all providers also rated the provision as Good. 99% of learners surveyed rated the teaching on their course 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 learners, and from feedback from subcontractors and other stakeholders. Participation of learners with SEN and/or LLDD is strong at 22%. The over 50s represent 33% of all learners. Participation of 16-24 year olds remains challenging – 100% of AEB learners are 19+, 24% of apprentices are aged 16-23 years.</p> <p>100% 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 22/23.</p> <p>Courses aim to develop and celebrate different cultures in the context of delivering learning re British Values,</p>

AIMS	ACTIONS	Progress 2022/3
		<p>Safeguarding and EDI. The service will continue to have a focus on improving this work.</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 has improved - 89% for non-accredited Community Learning and 87% for accredited. WCLL use a text reminder service to learners prior to the course which we hope will improve attendance rates.</p> <p>Apprenticeship achievement rates were 67% and this remains above national achievement rates of 53% for 2021/22. 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 created and sustained into future provision. 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</p>



AIMS	ACTIONS	Progress 2022/3
		<p>meetings are held monthly and focus on sharing experience of effective 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><b>8. To continue to develop a responsive range of employability programmes.</b></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 – 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>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 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 has taken place to continue to align to GLA</p>

AIMS	ACTIONS	Progress 2022/3
	<p>iv. To ensure programmes are designed as viable 'feeders' into 9 Elms development employment opportunities.</p>	<p>priority sector areas – particularly Green. Courses promoting sustainability in a hospitality context have taken place.</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><b>9. To further develop &amp; improve IAG within the Service.</b></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. 5 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>The service has successfully retained the Matrix standard and is implementing the development plan. The Matrix report is extremely positive and identifies IAG as a key feature of direct delivery. The priority for 23/24 is to ensure that learners across all provision are aware of next steps (not just direct delivery).</p> <p>Outreach IAG will also be a priority, ensuring that there</p>

AIMS	ACTIONS	Progress 2022/3
<p><b>10. To maintain and develop provision for older learners.</b></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>is increased presence at different events and venues.</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 33% (745) and 60+ 14% (321) 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 range in age from 16-56 years, with 4 registered 50+ apprentices working across all subject areas.</p> <p>Those on accredited Classroom courses range in age from 19-71 years. There are 211 learners aged 50+ of which 253 are also ESOL learners.</p> <p>The service participated in a Hoxley led survey involving 30 adult education services – to better understand and</p>

AIMS	ACTIONS	Progress 2022/3
<p><b>11. To maximise the participation of younger learners aged 16-24 in learning programmes.</b></p>	<p>i. To raise awareness of the youth programmes available: Head 2Work, Traineeships.</p> <p>ii. To increase the number of young people progressing to/accessing apprenticeships.</p>	<p>plan for adult learners aged 50+.</p> <p>This has remained 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.</p> <p>The service will work with the Council's HR Team to generate apprenticeship vacancies.</p>
<p><b>12. To ensure that programmes are delivered in ways that are accessible to learners.</b></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 organisations and residents, and internally, by minimising the two councils' environmental impact by cutting carbon, waste and pollution.</p>	<p>WCLL responded to COVID-19 in an agile and developmental manner. Throughout 22/23 the service continued to offer a mixture of physical and on-line classes which successfully maintained attendance and increased participation.</p> <p>The service has continued to invest funds in transforming the curriculum and the main site with a significant increase in the number of courses being delivered directly.</p> <p>Funding has been deployed in the following ways:</p> <ul style="list-style-type: none"> <li>• investment in upgrading and future proofing ICT equipment, supporting both physical and e-learning environments.</li> <li>• ensuring that the centre is safe. Learners can see that there is considerable investment in the building and</li> </ul>

AIMS	ACTIONS	Progress 2022/3
		<p>equipment and that all steps have been taken to maximise health and safety.</p> <ul style="list-style-type: none"> <li>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</li> </ul> <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>
<p><b>13. To deliver a marketing strategy to recruit target groups of learners and meet contractual targets.</b></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</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, Insta, LinkedIn and Twitter.</p> <p>The service is increasingly aware of effective strategies to achieve required communication outcomes and has continued to</p>

AIMS	ACTIONS	Progress 2022/3
	<p>approaches to improve participation in apprenticeships.</p> <p>v. Maximise communication with existing learners to promote recruitment and retention.</p>	<p>increase engagement across all social media platforms. The service closely monitors starts on AEB programmes.</p> <p>A high number of events/festivals have been delivered and include National Apprenticeship Week, Learning at Work Week &amp; 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>The service Marketing and Engagement Plan has been revised to maximise participation.</p>
<p><b>14. Carry out a comprehensive survey in order to capture progression and destination data for learners in each academic year.</b></p>	<p>i. Carry out a comprehensive survey of identified learners.</p> <p>ii. Collate and share information with staff and stakeholders through the LLMAG, Lifelong Learning Development Group, the Education and Standards Group and the Children's Services Education Overview and Scrutiny Committee.</p> <p>iii. Use information and data to inform future provision.</p> <p>iv. Ensure improvements in the capture of</p>	<p>The service adopts a number of methods to measure the impact of learning programmes.</p> <p>Data has been used to collate information on destination and impact.</p> <p>We consult and involve learners in course design through learner 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 Year Plan;</p>

AIMS	ACTIONS	Progress 2022/3
	<p>progression and destination data.</p>	<p>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 99% of learners rated the teaching on their course as Excellent or Good.</p> <p>London Learner Survey – 46% response rate to the survey, up on last year’s 43%. The service will maximise efforts to achieve the GLA target of 50%.</p>

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## Revision History

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Original issue date:	August 2018
Last revision date:	November 2023
Next review date:	November 2024
Target audience:	All
Name/job title of originator/author:	Head of Lifelong Learning
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Location on system:	SharePoint

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