

Wandsworth Council
Lifelong Learning

Three Year Development Plan

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.

Wandsworth
Lifelong
Learning Worth it.





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Foreword

I am delighted to introduce you to the Wandsworth Council Lifelong Learning Three Year Development Plan which provides an overview of how adult learning is delivered in the borough. Additionally, the service provides other key programmes such as apprenticeships and work experience for people of all ages.

I will work closely with the council's Lifelong Learning team to ensure that residents are aware of the opportunities available. I have met adult learners and young people to understand the benefits of the programmes on offer and enjoyed contributing to the ongoing development of the service.

At the centre of service delivery is the belief that all learners can achieve their goals, and our staff and delivery partners are here to enable that to happen. This plan sets out the key priorities for the service for the next three academic years. We will continue to maximise funding and opportunities for adults, young people, and families in Wandsworth.

By delivering a high quality, accessible and inclusive adult learning and skills offer, we will support many of the council's strategic aims. The entrepreneurial nature of the service means that the service is always aspirational, ambitious and looking to build on our work with Wandsworth communities.



Cllr Judi Gasser Cabinet member for Children and Libraries and Chair of the Lifelong Learning Monitoring and Advisory Group

Lifelong Learning Mission Statement

“ All Wandsworth residents will have access to a wide range of high-quality learning opportunities in a safe learning environment. Provision will be responsive, flexible and held at times and in places designed to meet the needs of learners, employers and the local community. The Lifelong Learning team aims to improve the employment skills, career development, the quality of life and well-being of residents in the borough, making Wandsworth a vibrant, prosperous learning community. ”

This Lifelong Learning Development Plan reflects the work of Wandsworth Council's Lifelong Learning service. It describes its strategy for the future, sets out measurable goals and demonstrates how it will deliver the most effective plan for the borough. The plan encompasses local, regional and national strategies, and is directly linked to Wandsworth Council's priorities.

Introduction and Context

Wandsworth Council's Lifelong Learning service (WCLL) is part of the Council's Education Division in the Children's Services Department. It is responsible for the delivery of education and training programmes across the borough. This includes provision for young people and adults.

WCLL's main functions are to deliver:

- **An extensive programme of part-time non accredited Community, Tailored Learning courses** through direct and subcontracted delivery, face-to-face, on-line and blended learning.
- **Accredited courses through an Adult Skills Fund (ASF)**, aligned to local and regional London priorities, including English, maths, ICT, ESOL, preparation for employment and identified vocational areas. An additional Free Courses for Jobs allocation (FCFJ) offers fully funded Level 3 qualifications to eligible adults.
- **Apprenticeships to young people and adults**, both internally within the local authority and externally.
- **Work experience** and preparation for employment.
- **Other work/funded projects which generates income for young people and adults learning in Wandsworth** e.g., Get Britain Working, Youth Trailblazer, UK Shared Prosperity Fund (UKSP), direct income from services to organisations and individuals.

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 to improve their access to learning and employment.



Responsiveness and Adapting to Change

“ Adult education services act as community anchors by supporting economic development, fostering personal and professional growth, promoting social cohesion, enhancing health and well-being, and ensuring access and inclusion for all community members. These services create a more educated, skilled, and cohesive community, ultimately leading to a higher quality of life for individuals and the community as a whole. ”

Dr Susan Pember CBE, Adult Education - The Community Anchor (HOLEX)

Lifelong Learning provision has changed significantly in Wandsworth over the last 5 years. The service has invested in the building and facilities, ensuring that the Gwynneth Morgan Centre is a good base for classroom learning. Since the pandemic, on-line learning has remained strong with demand from adults requiring English, maths, preparation for employment, personal development training and careers information, advice and guidance. The curriculum offers a greater choice and there has been an increase in the number of Level 3 courses.

In total, adult education supports over 2,500 adults annually. WCLL delivers half of this directly from the main site in East Hill, community venues and on-line.

WCLL is supported by quality assured, commissioned providers, enabling multiple access points across the borough to deliver the best possible plan for Wandsworth. This approach means that the service is better able to support specific groups of learners and offer a broader curriculum. Curriculum planning considers local and regional demand in priority sector areas.

Wandsworth is officially a Borough of Sanctuary and the work of the Lifelong Learning team and partners has contributed to helping refugees and asylum seekers to gain the skills they need for life and work in London. Emphasis on ESOL and employability skills training is a priority for the service.



Cassius Osbourne former adult learner with Deaf First at Oak Lodge School.

WCLL has also developed additional courses for those particularly impacted by the cost-of-living crisis. WCLL has accessed monies through the council's Cost of Living Fund to provide courses to help residents with language/communication skills, preparing for employment, enterprise; and courses to support well-being such as Cooking on a Budget. The cost-of-living programme has been delivered in a much more agile and informal way, where we encourage adults to progress to other, more formal adult skills provision.

Wandsworth Council 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.
- Connect vulnerable residents in social housing with education and training opportunities.
- Provide work experience for young people and adults to support career choices.
- Work with vulnerable groups 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.
- Enable easy access to adult learning through multiple sites.
- Promote economic independence through apprenticeships and skills training.
- Help residents secure new job opportunities.
- Partnership working with employers, stakeholders and networks to address skills and recruitment challenges.



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.
- Maximise funding opportunities to support provision.
- Deliver ESOL and language courses to meet demand for work.
- Work with refugees to support life in the UK - Council commitment to Borough of Sanctuary.
- Specialist provision – e.g., support for hearing impaired adults to access community learning provision.
- Essential skills for work courses for labour market entry/re-training & career progression.
- Re-engaging the over 50s in skills and well-being learning opportunities.
- Promote digital inclusion for life and work.
- Raise awareness of positive mental health and well-being.
- Helping learners to feel safe and supported.
- Benchmarking performance against other local authorities, ensuring participation and achievement levels provide value for money.



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.

Green curriculum – improving awareness and impact. Working with other local authorities to ensure that all staff & tutors develop their climate change knowledge, enabling them to understand how they can make changes individually and collectively.

Green Economy Courses – delivery of courses directly and through commissioned partners that support sustainability targets.

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/Adult Skills 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.
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. To conduct a comprehensive survey in order to capture progression and destination data for learners in each academic year.



Delivering the Council Values

At Wandsworth Lifelong Learning, we follow Wandsworth Council's core values. These guide how we support our learners and work with the community to help people succeed.

Think bigger

Embrace difference

Connect better

Lead by example

Put people first

Think Bigger - We help learners aim high, whether it's gaining new skills, starting a career, or taking the next step in their journey. Our courses are here to inspire and support ambitious goals.

Embrace Difference - We value and welcome everyone, no matter their background or experience. Our programmes are designed to meet a wide range of needs and create an inclusive environment for all.

Connect Better - We bring people together learners, employers, and communities, helping build strong connections that open doors to new opportunities.

Lead by Example - Our team is committed to showing how learning can change lives, setting the standard for professionalism and care in education

Put People First - Our learners are always at the centre of what we do. We offer one-to-one support and guidance to make sure everyone feels supported and understood.



Wandsworth Council Lifelong Learning is part of Children's Services

Wandsworth Council Lifelong Learning supports young people and adults of all ages. As part of this work WCLL is responsible for the key areas of work set out below:

- Maximising participation and achievement through Adult Skills Funding.
- Improving the employment skills, career development, the quality of life and well-being of residents in the borough.
- Enabling access to high-quality learning opportunities in a safe learning environment, ensuring that provision is responsive, flexible, and held at times and in places designed to meet the needs of learners, employers, and the local community.
- 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.
- Support ambitions to enhance the number, quality, and access to apprenticeships and related skills training for local people and employers.
- Through building relationships with public and private sector employers, and key teams in the council, 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 adults in our borough. This incorporates a focus on those at school or college, and adults looking for sector specific experience. There is also a focus on care experienced young people and young people with an EHC Plan.

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.



Students and apprentices meet during National Apprenticeship Week.

Joint Working Across the Council – Lifelong Learning is a Cross-Cutting Service

Working closely with other departments is important. Many adult learners access different council services, either while engaging with WCLL, or at a later stage. Whilst the service is part of Children's Services, it is essential to connect with other council services to maximise opportunities for learners. Below is a list of key connections:

- Aligning with the work of the Economic Development Team to ensure that residents have the skills to access local job opportunities and work experience opportunities.
- Working collaboratively with the council's Human Resources and other local stakeholders to raise the profile of apprenticeships and other skills programmes.
- Working across the lifelong learning range and ensuring close links with Adult Social Services.
- Housing - ensuring that engagement officers, inside and outside of the council are aware of services.
- Connecting with the council's Refugee Services team to promote language and employment skills development.
- Working with Arts and Culture to promote London Borough of Culture, and the vital social and economic benefits of the creative sector.
- Working with colleagues in Climate Change and Sustainability, with a particular focus on how this area connects to curriculum development.
- Maximising opportunities to work with Libraries to support local residents.
- Working with internal and external stakeholders to ensure that the London Living Wage is paid and promoting the principles of the Good Work standard.



Evelyn Okwabi (right) Business Administration L3 Apprenticeship pictured with her manager Sarah Ansah.

The Purpose of Government Adult Skills Funding (ASF) Funding

ASF 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. Provision should support local labour market and economic development.

WCLL receives an ASF grant from the GLA. Provision delivered by the Service is subject to the funding rules and eligibility as described in the documents: [GLA ASF 2025 to 2026 funding and performance management rules](#) and the [GLA ASF 2025 to 2026 funding rates and formula](#) have been published to the [london.gov.uk](#) site along with accompanying documents.



After completing the Amazon Web Services (AWS) re/Start in Cloud Computing programme with WAES (Westminster Adult Education Service) and a placement with LGFL through Wandsworth BEST, Sagar Solonki went on to secure employment in the Digital sector.



Former BBC Masterchef finalist, Daksha Mistry has worked with the service to promote careers in hospitality.

Aligning Our Work Priorities

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

Government strategies to upskill and promote participation in education, employment and training are central to service planning.

Curriculum development is closely aligned to the Mayor's [London Growth Plan](#) and the [London Local Skills Improvement Plan](#) which outline London-wide priorities. The Mayor of London's Priority Sectors have been identified as Creative, Green Economy, Digital, Health & Social Care and Hospitality.

The London Skills Improvement Plan sets out the skills needs of employers in central London. The report focusses on the following sector areas: Finance/Professional Services; Information and Communication; Arts; Entertainment & Recreation; Health and Social Care and Hospitality and Retail.

The report highlights differences between boroughs. The hospitality and retail sector are a major source of jobs in central London, and vital for the visitor economy. The sector employed 520,000 employees in 2021, representing 16% of employees. In Wandsworth this figure was 25.6%. Since this data, Battersea Power Station has opened and this further increases the importance of this sector to the local economy.

In central London almost one in ten jobs (9%) are in the health and social care sector. In Wandsworth, 22% of all jobs are in this sector.



About Wandsworth

Wandsworth is the second largest inner London borough with a population of 327,502 (2021 Census). The 2021 census revealed that the size and make-up of the local population has changed, particularly in relation to age.

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

- Wandsworth has a lower proportion of 0–19-year-olds and 65+ adults than London and a much higher percentage of 20-44 years olds compared to London and England. The third highest percentage of 20-44 year olds in London. 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 with **32.2% of the population from ethnic minority group 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. Wandsworth ranks 10th least deprived out of 33 London boroughs. 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.



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>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. 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>

SECTION 2:

Summary of Recent Performance and Impact

Approximately 4,000 children, young people and adults of all ages took part in WCLL programmes in Wandsworth in 2024/25. Below is a headline summary of key activities.

The Lifelong Learning Impact Report for 2024/25 provides additional detail and can be read [here](#).

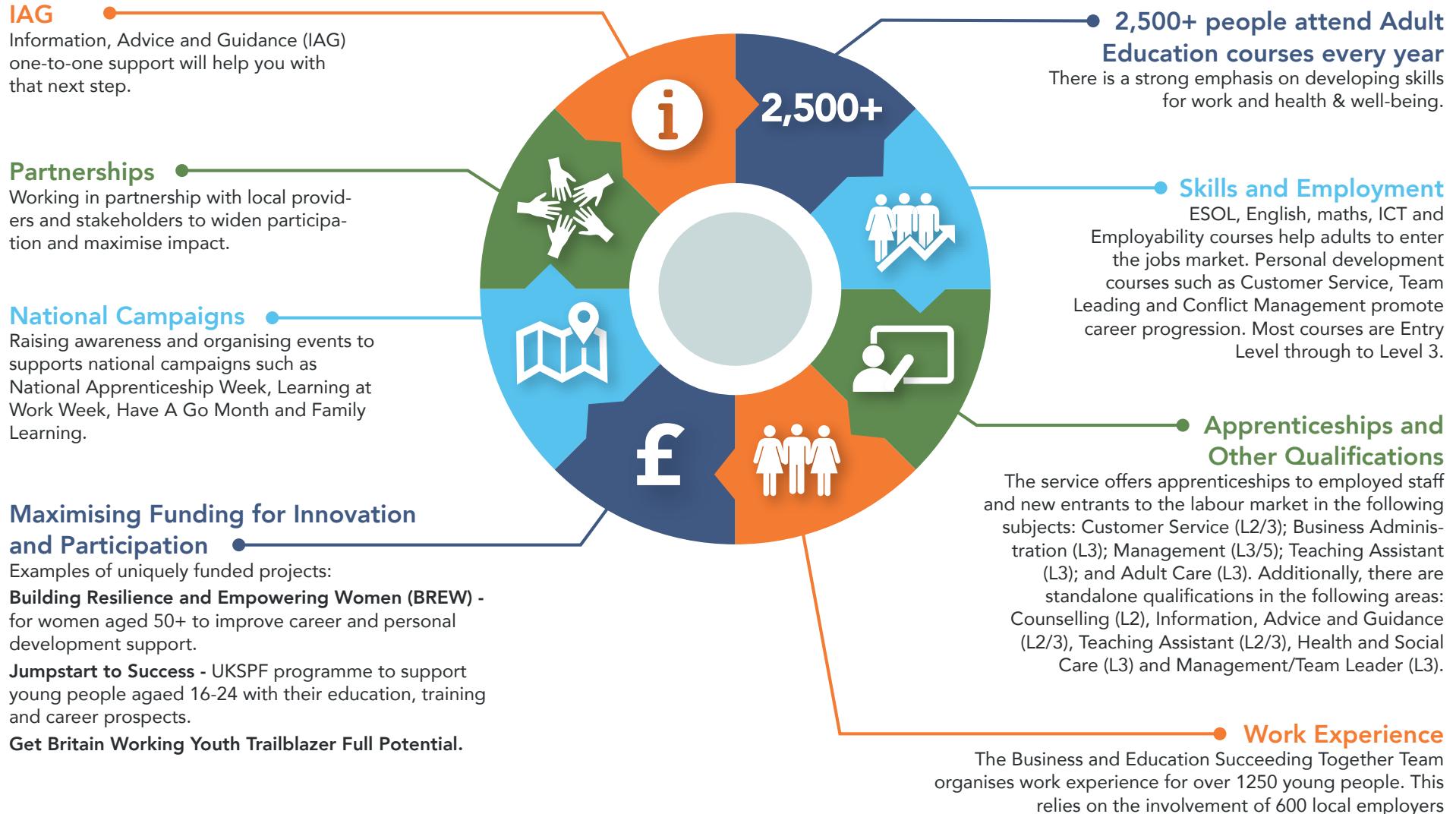


Alfonso Tammaro, former Functional Skills student, who progressed to a degree in Mental Health Nursing.



WCLL out in the community talking about learning opportunities.

Lifelong Learning at a glance



Funding Opportunities

WCLL has a demonstrable track record of attracting funding from diverse sources: 19+ Adult Skills Fund (ASF) for accredited and non-accredited Tailored Learning; apprenticeships; work experience; direct income from fee paying clients. The service has successfully delivered the Multiply programme through the UK Shared Prosperity Fund (UKSPF) which ended in March 2025. In a local authority partnership led by the City of London, the service is involved in Jumpstart to Success, a NEET to EET (not in Education, Employment or Training) programme aimed at young people aged 16-24. As part of Get Britain Working Youth Trailblazer Full Potential the service is supporting care experienced young people to progress into sustainable education, employment and training.

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

Apprenticeships

WCLL has been delivering apprenticeships for a number of years. The service offers apprenticeships in the following: Customer Service; Teaching Assistants; Health and Social Care; Business Administration and Management.

The council has made a pledge to increase the focus on apprenticeships and has committed additional resources to their implementation.

There is a particular focus on how to bring together a strategy that supports a wider approach to skills and work-related programmes; collaborating on strategies that support the delivery of apprenticeships, adult education, work experience, Graduate Programme, internships and supported internships. The work of the Economic Development Work Match Team.



Work Experience

WCLL delivers the Wandsworth Education Business Partnership – also known as Business and Education Succeeding Together (BEST). The service organises work experience placements for most of the borough's schools. Annually the team works with nearly 600 employers to create more than 1200 placements.

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

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



The Worshipful the Mayor of Wandsworth Cllr Jeremy Ambache hosts employers to discuss the importance of making work experience available to all young people.

Working in Partnership with Education and Skills Providers

Partnerships, both inside and out-of-borough enable WCLL to respond to needs. WCLL prioritises work with other council departments as close collaboration is essential.

Whilst WCLL provides a significant amount of provision directly, the service continues to commission a number of providers to provide multiple access points for adult education across the borough.

WCLL's Community Learning (ASF) commissioned partners for 2025/26:

- Adult Education & Employment Training
- Deaf First at Oak Lodge School
- LIBSUK Ltd
- MI ComputSolutions Inc.
- South Thames College
- Skills Room
- Strive Training (London) Ltd
- Wandsworth City Learning Centre

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.



Deaf First caption needed

Other key partnerships include:

- Employers - the development and expansion of partnerships with other public and private sector employers has been central to the success of Adult Education, apprenticeships and work experience.
- 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 the borough.
- 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.
- Independent Training Providers – working in partnership with ITPs to ensure services are connected and effective at a local level.
- Work with Further and Higher Education – ensuring our students are aware of opportunities.

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) has been key to strategic 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 focuses on the following areas: Quality; Curriculum Development; Funding; and Positioning and Influencing.



Pictured here at the Idea Store in Tower Hamlets are Adult Education and GLA colleagues after a meeting contributing to the development of the Inclusive Talent Strategy.

SECTION 3:

How Lifelong Learning is Planned and Managed

WCLL's core team consists of 38 full time equivalent staff led by the Head of Lifelong Learning who reports to the Director of Education in 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 an emphasis 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 of the process include:

- Regional documents: The Mayor's [London Growth Plan](#) and the [London Local Skills Improvement Plan](#).
- National and regional professional networks (e.g., HOLEX, LLLC, London Central London Forward Skills Officer Group) help support policy into practice.
- The Wandsworth Lifelong Learning Monitoring and Advisory Group (LLMAG) has a strategic overview of curriculum needs and development. The Lifelong Learning Development Group (LLDG),

consisting of providers and key stakeholders, is 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 can deliver programmes to the highest possible standard.

In 2024/25 the service has focused on the following subject areas and courses:

- Sector specific training in the following areas: Business and Administration; Customer Service; Digital; Education and Early Years; Employability, Health and Social Care; Hospitality; Retail and Sustainability
- English, maths and ICT functional skills.
- English language skills for those for whom English is a second language.

- Personal development skills supporting communication, customer focus, resilience, confidence building and motivation.
- Team Leading and Enterprise.
- Wider digital courses or activities that introduce people to technology, social media and ICT skills. Also, support with access to equipment and the internet.
- 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.

Additional Support for Learners

Curriculum planning considers the wider needs of adult learners, and the support required to support:

- Wider health and well-being.
- Access learning e.g. online options, learning environment.
- 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 learning.

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

- Adults with low levels of attainment
- Ethnic minority communities
- Older learners aged 50+
- Young people in care and care leavers
- Young people and adults with learning difficulties and disabilities
- Young people and adults who are socially isolated
- Young people and adults with health conditions, including mental health
- 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)
- Service users on low incomes, managing cost of living pressures

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 **327,502** (2021 Census) making up a highly diverse local community with **32.2% 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 **62%** of our participants in Community Learning. The majority are based in Roehampton, West Hill, Tooting Broadway, Furzedown and Wandsworth Town wards.

WCLL's commissioning strategy is an established route to attracting under-represented groups into learning and developing new courses to engage them.

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

Community Learning participants were predominantly female. **76% identify as female; 24% as male.** The largest ethnic mix of learners is **28% white, 16% African, 8% Pakistani and 6% as 'other Asian'.**

Working Across the Lifelong Learning Age Range

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 **32% (773 learners)** participating and 60+ **11% (267 learners)** participating in Community/Tailored Learning. In accredited Adult Skills this was **28%** for learners aged 50+ **(215 learners)** and **9% (69 learners)** aged 60+.

There is provision at WCLL, and a number of providers which targets participants aged 50+, offering 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 range in age from **16-53 years**.

Those on accredited classroom courses are aged **19-85 years**. There are **77 adults aged 50+** on accredited ESOL courses.

Quality, Self-Assessment and Inspection

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 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: direct support from key WCLL staff, sharing information through the Lifelong Learning Development Group.

WCLL 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.

WCLL received a full Ofsted Inspection between April 28 and May 2nd 2025. The service retained overall Grade 2 Good. The report can be found here: [Ofsted 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 following groups provide an important role in ensuring that the service delivers agreed objectives.

- Lifelong Learning Monitoring and Advisory Group (LLMAG)
- Lifelong Learning Development Group (LLDG)
- BEST Board (Business and Education Succeeding Together)

Lifelong Learning Monitoring and Advisory Group (LLMAG)

This strategic group is chaired by the council's Cabinet Member for Children and Libraries. Other members of the group include the Assistant Director 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/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 Tailored 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 connects closely with the LLMAG and is chaired by the Head of Lifelong Learning. Consisting of education/training providers and other key stakeholders. The LLDG has an operational focus, and 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 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. The service primarily reports to the Education and Children's Overview and Scrutiny Committee.

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.

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 and apprenticeship voice activities
- Apprenticeship network meetings
- Bespoke learner consultations to inform new provision

We also contact learners six 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 **1,000+ responses.**

- **99% of learners** rate the service as **Excellent** or **Good**.
- **65% of learners completed** the GLA London Learner Survey against a target of 50%.

This data is supported by effective use of case studies and learner feedback to support continuous improvement.

Read the Lifelong Learning Impact Report [here](#).

All schools and 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.

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 two 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).

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 to ensure that the service is meeting the needs of learners.

Commissioning, Fees, Working in Partnership

WCLL's core curriculum is developed taking into consideration a number of elements including local, borough needs, the Mayor's [London Growth Plan](#) 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 courses. WCLL has developed a list of course fees for those not eligible for free or subsidised provision.

WCLL commissions a number of providers delivering Tailored/Community Learning through the Adult Skills Fund.

WCLL's Commissioning Process is updated and made available on our website annually and can be found here: [Policies & Procedures - Wandsworth Lifelong Learning.](#)

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 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: [Policies & Procedures - Wandsworth Lifelong Learning](#)

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 policy 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, Assistant Head of Lifelong Learning, who takes lead responsibility for safeguarding. There are deputy safeguarding leads in Santino Fragola -Head of Service, Fauzia Ahmed - Quality Assurance Support Officer and Paul Brimecome - Quality Manager.

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

The full Safeguarding Policy can be viewed here: [Safeguarding-Policy-and-Procedure-including-prevent-and-e-safety-December-2022.pdf \(wandsworthlifelonglearning.org.uk\)](#)

SECTION 4:

Moving forward – Performance Targets and Action Plan

	2022/23	2024/25		2025/26	2026/27
	Actual	Target	Actual	Target	Target
Tailored Learning (Non-accredited)					
Number of unique learners	2,194	1,800	1,991	1,800	1,800
Number of enrolments	4,745	3,900	3,813	3,800	3,800
Direct delivery	1,354	1,295	1,502	2,150	2,300
Commissioned providers	3,391	2,605	2,311	1,650	1,500
Retention and Achievement Rates					
Retention rate	92%	94%	94%	95%	95%
Achievement rate	92%	93%	93%	94%	94%
Attendance rate	87%	89%	88%	89%	90%
Curriculum Packages - Enrolments					
British Sign Language	-	-	30	50	60
Creative Arts	-	-	2	10	20
Digital skills	1,172	960	673	700	700
English, maths and ESOL	2,215	1,785	1,636	1,600	1,500
Enterprise	90	75	50	75	75
Family learning	5	20	13	10	10
Financial skills	29	30	40	45	45
Green/Sustainability	2	30	55	80	100
Health and wellbeing	472	390	249	260	275

	2022/23	2024/25		2025/26	2026/27
		Actual	Target	Actual	Target
Pre-employment Training	736	610	1,065	970	1,015
Declared difficulties/disabilities	911	750	679	700	750
Other	24	0	0	0	0
Learner Profile					
Wandsworth residents	53%	60%	62%	60%	60%
Declared disabilities / learning difficulties	15%	18%	16%	17%	18%
Male	21%	21%	24%	25%	26%
Ethnic minorities	65%	56%	66%	65%	65%
50+	35%	28%	33%	35%	35%
60+	14%	8%	12%	12%	12%
Areas of deprivation (lowest 30% of national deprivation rates)	27%	35%	28%	29%	30%
Accredited Learning					
Performance					
Enrolments (includes FCFJ)	1,569	1,425	1,035	1,425	1,425
Number of unique learners	945	800	769	770	770
Level 3 FCFJ enrolments	95	115	142	150	150
Retention rate	94%	95%	93%	94%	95%
Achievement rate	91%	91%	86%	87%	88%
Attendance rate	88%	89%	89%	90%	90%
Learner Profile					
Wandsworth residents	47%	60%	59%	60%	60%
Declared disabilities / learning difficulties	17%	18%	21%	22%	23%
Male	20%	21%	22%	23%	24%

	2022/23	2024/25		2025/26	2026/27
	Actual	Target	Actual	Target	Target
Ethnic minorities	58%	56%	58%	59%	59%
50+	28%	28%	28%	29%	29%
60+	8%	8%	9%	8%	8%
Areas of deprivation (lowest 30% of national deprivation rates)	34%	35%	31%	32%	33%
Multiply Numeracy					
Enrolments	554	355	572	-	-
Funding	£116,666	£90,950	£90,950	-	-
Apprenticeships					
Apprenticeships - Performance					
Qualifying starts	14	20	7	10	12
Achievement rate	79%	70%	71%	70%	70%
Apprenticeships placed - Progression data					
In work/education following apprenticeship	71%	82%	90%	90%	90%
Other	29%	18%	10%	10%	10%
Apprenticeships - Learner Profile					
Employed in Wandsworth	90%	90%	71%	75%	75%
Declared disabilities/learning difficulties	42%	30%	0%	10%	15%
Male	21%	22%	29%	30%	30%
Ethnic minorities	64%	65%	43%	50%	50%
Ages 16 - 23	35%	40%	29%	40%	40%
Ages 24+	65%	60%	71%	60%	60%
Areas of deprivation (lowest 30% of national deprivation rates)	29%	30%	28%	30%	30%

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.



Aim

To maintain numbers on Tailored/Community Learning/Adult Skills and develop provision in line with Government strategy.

Actions

- i Work with commissioned providers to develop provision in line with GLA guidance, incorporating regional and national strategies.
- ii To ensure that direct delivery is planned and delivered in accordance with the above, and wherever appropriate developmental/ leading the way.
- iii Consider and act on local labour market information and demographic data to respond to community needs & aspirations.
- iv To make learning more accessible, introduce twilight and evening provision in the Lifelong Learning direct learning offer.
- v To ensure that there is an appropriate mix of physical, on-line, and blended courses to meet the needs of learners and employers.
- vi Develop a policy and implementation plan to support hybrid delivery.

Progress 2024-25

The service has continued to develop provision, linking with local, regional and national priorities for adult learning.

The service has continued to maintain participation levels/unique learner numbers despite a general decline in adult learner numbers. In 2024/25, the service met the Tailored (non-accredited) Learning participation target, delivering 3,813 enrolments to a total of 1,991 unique learners compared to a target of 1,800.

In accredited Adult Skills the service has delivered learning to a total number of 769 adults. This represents a total of 1,035 individual enrolments.

In non-accredited Tailored Learning the percentage of Wandsworth residents is 62% against a target of 60%.

The service continues to shape and develop its curriculum for learners, employers and stakeholders, responding to needs in an agile and effective way. Key developments include:

- Further enhancement of the e-learning environment, offering greater choice for learners.
- Improved accommodation and learning facilities.
- A stronger focus on supporting the most disadvantaged learners through both direct delivery and commissioned providers.
- Increased emphasis on high-quality

Information, Advice and Guidance (IAG) to promote inclusion and progression.

- Investment in communications to reach targeted communities and celebrate learner achievement.

The service continues to offer a mixture of classroom, online and hybrid learning to meet the needs of adult learners. This flexibility has supported access and improved participation.

A small Cost-of-Living grant awarded by the council has enabled greater flexibility and has attracted learners who would not normally participate in learning. This approach has encouraged participants to consider other learning opportunities.

A focus on essential skills - personal development for work, ESOL, English, maths, digital inclusion, and maximising achievement and progression - remains at the core of service delivery.

Level 2/3 qualifications are available in priority sector areas: Digital; Green/Construction; Creative; Hospitality and Health and Social Care.

The service actively communicates an increasing range of support to employers through marketing methods e.g., social media, email and events.

Aim

To continue to develop strategies to engage hard-to-reach learners and increase their participation in learning, particularly in community settings.

Actions

- i Convene funding panel with members of the LL MAG to ensure the most relevant and coherent learning offer.
- ii Work with potential partners to maximise links with community and economic regeneration.

Progress 2024-25

There is an effective funding panel consisting of representatives from the Lifelong Learning Monitoring and Advisory Group that considers applications to the ASF. Recommendations for funding and formal subcontracting adhere to the requirements of the GLA and the council's commissioning procedures, with programmes managed and quality assured in the context of the Education Inspection Framework.

During 24/25 a total of £542,925 was paid to a diverse group of providers, including: the Further Education college, the voluntary sector and independent training providers. In 24/25 organisations included Adult Education Employment and Training, Deaf First at Oak Lodge School, Katherine Low Settlement, LIBS UK, MI ComputSolutions, Ripe Learning, Skills Room, South Thames College, Strive Training, and the council's City Learning Centre.

Bi-monthly meetings take place with the Council's Economic Development Team. The council's Employment and Skills strategy provides a structure for this work.

The service has worked closely with council colleagues and community groups in the provision of ESOL and preparation for work programmes.

Participating in the Skills Officer Group with Central London Forward helps to connect London priorities.

Collaborative work with Lifelong Learning London Central, involving all 12 LAs in central London supports the development of adult learning in the capital.

Attendance at relevant local networks e.g. Wandsworth Employment Support Network; Wandsworth VCS Partnership.

Aim

To improve and increase the capacity to deliver apprenticeships.

Actions

- i Improve apprenticeship provision, maintaining achievement above national rates.
- ii Increase the number of apprenticeship vacancies and continue to develop the delivery of standards to meet demand from apprentices and employers.
- iii Devise an action plan with a focus on marketing and communications; linking up apprenticeship providers in the borough; supporting local targets.

Progress 2024-25

There was a total of 7 qualifying starts with an average monthly in learning number of 12 apprentices. There was an achievement rate of 71% which will remain above the average national achievement rate which was 60% in 2023/24.

The decline in learner numbers has been disappointing.

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. Led by the council's HR team, additional resources have been agreed to consider how the council will work with key partners. There will be a focus on how to bring a wider approach to skills and work-related programmes. A more strategic approach to how key partners working together in the delivery of apprenticeships, adult education, work experience, graduate programme, internships and supported internships.

Aim

To develop and maximise opportunities for work experience and work-related learning through the Wandsworth Education Business Partnership, also known as BEST.

Actions

- i Increase the number of schools involved in work experience.
- ii Provide careers guidance to target groups of young people, including the Virtual School.
- iii Ensure that young people are made aware of vocational opportunities available through the service.
- iv Implement employer engagement strategies to support young people and adults with work experience, training and employment aims.
- v Maximise other funding opportunities that are relevant to the BEST team.

Progress 2024-25

The service worked with a total of 11 schools in the delivery of work experience. This consisted of x4 Wandsworth secondary schools, x1 Wandsworth FE College, x2 Wandsworth PRU, x2 Wandsworth SEN schools, x1 school from the Independent Sector and the Wandsworth Virtual School.

A total of 1,165 students placed in 24/25.

The service has attended assemblies in schools to provide better information to young people prior to their work experience.

The service has worked with young people from the Virtual School, supporting them to access further education/training, work experience, and employment.

Working as part of the Westminster led Digital Hub the service has also placed adults into work experience/work shadowing opportunities.

BEST has developed work experience support for other youth programmes including Jumpstart to Success and the Youth Trailblazer Full Potential.



Aim

To increase the number of learners on accredited programmes.

Actions

- i Continue to increase the numbers of learners on accredited learning programmes with a particular emphasis on maths, English, digital skills and ESOL provision.
- ii Prioritise support and personal/employment development for those who are looking for work, in work and want to develop skills.
- iii Continue to expand available curriculum, with increased emphasis on Level 3 provision.

Progress 2024-25

Against a target of 1,425 accredited enrolments there has been an overall total of 1,035. This figure represents a reduction of 34% on the previous academic year, as performance is adjusted in line with reductions in funding available and increase in the funding value of individual qualifications.

Summary of Accredited curriculum packages:

- Digital skills – 41 enrolments
- Employability – 41 enrolments
- English – 116 enrolments
- ESOL – 353 enrolments
- Green/Sustainability - 19 enrolments
- Health & Social Care – 165 enrolments
- Hospitality & catering – 88 enrolments
- Maths – 109 enrolments
- Retail – 1 enrolment
- Other – 102 enrolments

Summary of non-accredited curriculum packages:

- British Sign Language – 30 enrolments
- Creative Arts – 2 enrolments

- Digital skills – 673 enrolments
- English, maths & ESOL – 1,636 enrolments
- Enterprise – 50 enrolments
- Family learning – 13 enrolments
- Financial skills – 40 enrolments
- Green/sustainability - 55 enrolments
- Health & wellbeing – 249 enrolments
- Pre-employment training – 1,065 enrolments

Up until recently all apprentices were required to achieve English and maths level 2 as part of their chosen framework/standard. 2 English and 4 maths certificates were issued to apprentices, in addition to the figures above.

The service increased the number of full level 3 courses. In 2024/25 142 learners started level 3 programmes, which is an increase of 49% on 2023/24.

Aim

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.

Actions

- i Maintain and develop strategic partnerships with individuals and organisations from both the private and public sector to maximise opportunity for the service.
- ii Attend updates and seminars to ensure that the service is fully appraised of new funding opportunities & how new themes might gel with & enhance current work.
- iii Establish and deliver the UKSPF Multiply programme.

Progress 2024-25

This continues to be a key area of work and progress can be summarised as follows:

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 was allocated £363,172 over a 3-year period to deliver the Multiply numeracy programme. In 24/25 the service had 318 enrolments on Multiply programmes and delivered a total of 1,500 enrolments across the 3-year period.

The service is also part of a NEET to EET programme aimed at 16-24 year olds, and is involved in a second year of delivery. In 24/25 a total of 61 young people participated in Jumpstart to Success (led by City of London) with 41 progressing to EET.

As part of Get Britain Working the service is involved in the delivery of the central London Youth Trailblazer project called Full Potential. The programme started on April 1st 2025 and targets 70 care experienced young people aged 17-25.

A total of £171,278 was achieved for Level 3 FCFJ provision. This includes additional funding from the DfE to provide learning for those outside of London. This enables those who do not live in London, but often work there, to access courses.

The service has also attracted additional funds to provide courses for recent migrants.

The BEST partnership has worked with the City Learning Centre to secure funding from Apple which focusses support for children, young people, parents and teachers. The 2025–26 programme will build on existing success by continuing support for the twenty schools already involved in the initiative, offering ongoing teacher training and updated resources to ensure long-term impact. It will also introduce six new schools to the programme, each receiving a class set of iPads, comprehensive staff development, and full implementation of Apple's Everyone Can Create and Everyone Can Code programmes.

Additionally, a new focus on accessibility will strengthen support for children with special educational needs by integrating Apple's accessibility tools into Special Educational Needs (SEN) resource bases, helping to create a more inclusive learning environment.

The service is part of a successful ESF GLA Digital Hub focusing on delivering work experience and job outputs. In 2024/5 the service provided work experience placements in the ICT sector to adults.

Aim

To improve the quality and range of provision to maximise outcomes for learners.

Actions

- i All learning provision to be graded 2 (Good) or better.
- 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.
- 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.
- iv Development of tutors' pedagogical skills
- v Improve apprenticeship achievement rates.
- vi Continue to develop and embed British Values, Safeguarding and EDI.
- viii Ensure that learners have access to good facilities and equipment to participate in effective learning.

Progress 2024-25

Ofsted inspected the service between April 28 and May 2 2025 and agreed the service had maintained a Grade 2 Good provision grade.

Recent self-assessment activities conducted with all providers continue to rate the provision as Good. 99% of learners surveyed rated the teaching on their course as good or better.

The service will now focus on developments associated with the Education Inspection Framework introduced in November 2025.

The service continues to adapt the curriculum in response to need. Changes are made in response to feedback from learners, subcontractors and stakeholders.

Participation of learners with SEN and/or LLDD is strong at 16%. The over 50s represent 32% of all learners. Participation of 16-24-year-olds remains challenging – 100% of ASF learners are 19+, 38% of apprentices are aged 16-23 years.

90% of apprentices progressed into jobs after leaving their apprenticeship.

The service will continue to monitor learner destinations using both our internal evaluation systems and the GLA London Learner Survey. Findings from our own survey (1,965 responses) show consistently high satisfaction levels: 98.6% of learners rated their overall experience as Excellent (72.5%) or Good (26.1%). In addition, 95.1% reported that their course helped them develop new skills to support their employment or career progression.

According to the London Learner Survey, 74% of learners progressed to further learning, and 42% felt they had progressed in work or moved into employment.

WCLL has conducted CPD audits and targeted all providers and internal staff to complete sector specific training during in 24/25.

Courses aim to develop and celebrate different cultures in the context of delivering learning re British Values, Safeguarding and EDI. The service will continue to have a focus on improving this work.

Detailed reports are circulated on a weekly basis enabling greater monitoring to identify and rectify any gaps in attendance. Attendance has increased to 88% for non-accredited Tailored Learning and increased to 89% for accredited. A text reminder service to learners prior to starting a course aims to improve attendance rates.

Apprenticeship achievement rate is 71% and this remains above national achievement rates of 60% for 2024/25. The service is looking at how to encourage local employers to make better use of the funding available.

Digital strategies have been sustained and developed post Covid. This has included specific actions to support tutors to deliver online training and as well as equipment needs.

Tutors have completed CPD to develop their skills in delivering online sessions. Best practice tutor meetings are held monthly and focus on sharing experience of effective delivery.

WCLL has a laptop and connectivity loan system in place to support learners that do not have the 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.

Aim

To continue to develop a responsive range of employability programmes.

Actions

- i To deliver personal development (fusion skills) courses in response to labour market, employer, and learner needs.
- ii To support and enable employers and individuals to access short non-accredited and accredited courses to respond to economic challenges.
- 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.
- iv To ensure programmes are designed as viable 'feeders' into Nine Elms development employment opportunities.

Progress 2024-25

There has continued to be considerable progress in developing employability and 'fusion' programmes to better meet the needs of individuals and employers.

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.

The service curriculum enables learners to develop the skills required to enter or progress in identified sector areas. Work has continued to take place in GLA priority sector areas with a particular focus on Digital, Green Economy, Creative Industries, Health and Social Care, Hospitality and Construction.

Courses promoting sustainability in a hospitality context have taken place.

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. Additionally, as part of the York Road/Winstanley regeneration plan we have recently begun to deliver courses from the Work Match offices.



Aim

To further develop and improve IAG within the Service.

Actions

- i Ensure designated staff are upskilled and qualified at the appropriate level (levels 2-6).
- ii Maintain a comprehensive progression map to use as a guidance tool.
- iii Ensure frontline staff are fully trained in giving progression advice and using the progression map.
- iv Continue to implement Matrix development plan to keep a strong focus on the quality of IAG.

Progress 2024-25

The service holds the Matrix standard. 1 member of staff is qualified to level 6, 5 staff qualified to level 4, 1 to level 3, with 2 further staff with level 2.

There is a career plan for apprentices and further work is taking place with participants on classroom and Community/Tailored Learning courses to standardise this approach across programmes.

The service 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.

Outreach IAG continues to be a priority, ensuring that there is increased presence at different events and venues.

Aim

To maintain and develop provision for older learners.

Actions

- i Commission health and wellbeing courses.
- ii Actively seek out funding opportunities that focus on older learners.
- iii Develop accredited employability programmes for older learners to recognise a growing number of 50+ unemployed in Wandsworth.

Progress 2024-25

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 32% (773) and 60+ 11% (267) learners participating in Community/Tailored Learning.

The eADVANTAGE mentoring and enterprise project targeted women aged 50+, with the expectation that some participants will be significantly older than 50.

Marketing continues to encourage applications across the lifelong learning range.

Apprentices range in age from 16 - 53 years, with 1 registered 50+ apprentice.

Those on accredited courses range in age from 19 – 85 years. There are learners aged 50+ on accredited courses of which 77 are also ESOL learners.

Aim

To maximise the participation of younger learners aged 16-24 in learning programmes.

Actions

- i To raise awareness of the youth programmes available.
- ii To increase the number of young people progressing to/accessing apprenticeships.

Progress 2023-24

The service has delivered bespoke programmes to 61 young people on the UKSPF Jumpstart to Success – 41 progressed to Education, Employment or Training (EET). The programme is continuing into the 25/26 fiscal year with an allocation of 65 starts.

As part of Get Britain Working the service is involved in the delivery of the central London Youth Trailblazer project called Full Potential. The programme started on April 1st, 2025, and will target 70 care experienced young people aged 17-25. The primary aim is to progress young people into education EET.

The service is working as part of a council led collaboration to look at how to establish a partnership that will bring together key individuals from local government, education, health, business, and the voluntary/community sector to improve participation in local skills programmes. The council is already involved in the delivery of apprenticeships, adult education, work experience, graduate programme, internships and supported internships. There are opportunities to develop the impact of this work directly and with partners.

Aim

To ensure that programmes are delivered in ways that are accessible to learners.

Actions

- i To evaluate and plan how Wandsworth learners can access adult education.
- ii To maximise the use of technology to benefit learners.
- 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.

Progress 2024-25

WCLL responded to COVID-19 in an agile and developmental manner. Throughout 24/25 the service continued to deliver a mixture of physical and on-line classes which successfully maintained attendance and increased participation.

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.

Funding has been deployed in the following ways:

- investment in upgrading and future proofing ICT equipment, supporting both physical and e-learning environments.
- ensuring that the centre is safe. There is considerable investment in the building and equipment and that all steps have been taken to maximise health

and safety.

- 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

LSIF – through a partnership led by Westminster Adult Education Service, WCLL has been able to access monies that help to improve teaching and facilities for digital sectors. The financial support should focus on LSIF priorities. The service has improved facilities and has launched a Level 3 qualification- Business Innovation, Sustainability and Growth L3 Certificate.

The service will continue to align practices with corporate initiatives, funders and partners continually looking for ways to adapt and contribute to this work..

Aim

To deliver a marketing strategy to recruit target groups of learners and meet contractual targets.

Actions

- i Ensure that there are appropriate electronic and hard copy methods of engagement.
- ii Use social media effectively to maximise publicity and recruitment.
- iii Deliver a range of festivals and events (awards, information days, fun days) to communicate the range of services available.
- iv Use a variety of social media, methods, and approaches to improve participation in apprenticeships.
- v Maximise communication with existing learners to promote recruitment and retention.

Progress 2024-25

The service has continued to develop and deliver a highly effective marketing plan, 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 X.

The service is increasingly aware of effective strategies to achieve required communication outcomes and has continued to increase engagement across all social media platforms. The service closely

monitors starts on ASF programmes. A high number of events/festivals have been delivered and include National Apprenticeship Week, Learning at Work Week & National Lifelong Learning Week - Festival of Learning.

Communication with existing and recent learners has been improved to encourage participation in other LL programmes.

The service Marketing and Engagement Plan has been revised to maximise participation.

Aim

Carry out a comprehensive survey in order to capture progression and destination data for learners in each academic year.

Actions

- i Carry out a comprehensive survey of identified learners.
- ii Collate and share information with staff and stakeholders through the LLMAG, Lifelong Learning Development Group, the Children's Services Education Overview and Scrutiny Committee, and, other communication strategies.
- iii Use information and data to inform future provision.
- iv Ensure improvements in the capture of progression and destination data.

Progress 2024-25

The service adopts a number of methods to measure the impact of learning programmes.

Data has been used to collate information on destination and impact.

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.

Data/information is shared via:

Three Year Plan; Annual Report; Self-Assessment Report; Quality and Data Report; management reports; governance and team meetings.

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.

London Learner Survey – 65% response rate to the survey, which is an increase of 8% on last year's 57%.

Revision history

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