

Wandsworth Council Lifelong Learning Three Year Development Plan

2015-2018

Created August 2015

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Introduction

The Wandsworth Lifelong Learning team is part of the Council's Department for Education and Social Services. It is responsible for a wide range of lifelong learning activities and courses across the borough. The main functions of the service are to:

- deliver an extensive programme of part-time Community Learning
- apprenticeships to young people and adults
- accredited courses through an Adult Skills budget
- work experience and preparation for employment

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

The following text has been extracted from ***'New Chances, New Challenges'*** a document published by the Department for Business, Innovation and Skills.

The Purpose of Government Supported Community Learning:

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

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

Wandsworth Borough Council Corporate Objectives

Wandsworth Borough Council has identified five broad medium to long-term objectives to guide its activity and service planning. They reflect resident priorities and other significant policy developments or commitments within the Council as a high level statement of its intent. Wandsworth Council will:

1. Deliver high quality, value for money services
2. Improve opportunities for children and young people with an emphasis on early intervention and preventative work
3. Make Wandsworth an attractive, safe, sustainable and healthy place

4. Promote health and well-being for all adults with personalised and preventative care and support for adults in need – including those in housing need
5. Build a prosperous, vibrant and cohesive community

Wandsworth is the largest inner London borough with a population of approximately 307,000 – a rise from 272,000 in 2001. Like most London boroughs Wandsworth is ethnically diverse with increases in the Black and Asian communities - 30% of the population are from ethnic minority groups. Recent National Insurance data also shows a rise in registrations from many European countries, particularly Italy, France and Poland. There are many more 20-44 year olds than is the case for London generally, with 54% of the population in this group.

The index of Multiple Deprivation analysis ranks Wandsworth as 102 of 326 on the average score. 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 Tooting area. As with most parts of London, areas of deprivation are closely located to areas of extreme advantage and the borough is set to benefit from the regeneration of the Nine Elms area which will provide up to 25,000 jobs over the next 20 years. The Nine Elms development is currently the largest regeneration project of its type in Europe.

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 demand-led, 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 quality of life skills and employability of residents in the Borough, making Wandsworth a vibrant, prosperous learning community.”

Section one: priorities, aims and objectives

Aim

In Wandsworth, Lifelong Learning's aim is to provide an inclusive adult learning service, focusing on vulnerable groups, building communities and working with employers.

Lifelong Learning Priorities and Objectives

Priorities	Objectives
1. To lead and manage high quality learning	<ul style="list-style-type: none">- develop staff, resources and infrastructure to ensure effective delivery of local and national policy objectives- continue to improve quality assurance and standards across Lifelong Learning in line with the Common Inspection Framework- continue to develop partnerships, funding and the procurement of high quality learning providers/subcontractors to ensure the long term sustainability of Lifelong Learning services
2.To increase the number of learners achieving and gaining qualifications	<ul style="list-style-type: none">- provide effective and relevant information, advice and guidance to assist learner achievement, accreditation and progression to further education, training and employment.- where appropriate expand the potential for accreditation across the curriculum maximising use of new technologies
3.To meet the needs of individuals, communities and employers in Wandsworth to support effective pathways to employment	<ul style="list-style-type: none">- consult and involve learners, employers, providers and other stakeholders to ensure the development of services which meet individual, corporate and community needs- work with employers to increase employment outcomes in Wandsworth for young people and adults and close skills gaps- to promote and provide access to English, Mathematics and other essential training required for the workplace- encourage learners to identify key experience and skills in order to maximise positive progression
4. To widen participation in learning from pre-school to retirement and beyond	<ul style="list-style-type: none">- provide an inclusive, responsive, innovative and broad offer to encourage and improve learner participation from pre-school to retirement and beyond- to encourage learners to remain active, engaged and fit for longer

- create learning environments where learners feel safe, respected and listened to regardless of their background or personal attributes.

5.To link adult skills and community learning to other key strategies and initiatives

- align lifelong learning to wider local, national and European strategies e.g. employability, work with families, well-being strategies for people of all ages

- contribute to Wandsworth Council's Workforce Development Strategy

Section Two: Summary of recent performance and impact

Just under 9,000 people took part in Lifelong Learning programmes in Wandsworth last year, ranging from babies of just a few months taking part in Family Learning with their parents, to the oldest learner aged over 100.

Programmes include:

- Community learning leading to qualifications
- Skills (programmes leading to qualifications and effective preparation for employment)
- Community informal learning (short courses which do not lead to qualifications)
- Employment programmes such as Apprenticeships
- Functional Skills (English, Maths, ICT)
- English for Speakers of other Languages (ESOL)
- Widening participation learning to encourage people who do not normally take part in learning
- Programmes for young people who are NEET
- Work experience and internships for young people
- Programmes for people with learning disabilities and difficulties
- Courses that promote active ageing and well-being
- Family Learning for all family members
- European Projects which target specific groups in the community and encourage sharing of best practice.

Widening Participation

Courses are delivered by over 50 sub-contracted providers and partners which include FE colleges, community-based organisations, private companies and schools. Ring-fenced widening participation funding has supported 16 projects in the past 12 months targeting one or more of our priority groups, which include:

- People living in areas of deprivation
- Learners requiring help with functional skills
- Learners whose first language is not English
- Learners without a level 2 qualification
- People with disabilities/learning difficulties
- Men who are traditionally under-represented in adult learning
- Members of BAME groups
- Older people (60+)
- Young people at risk of becoming NEET (not in employment, education or training)
- Those who are unemployed

New funding for new learning

A constant search for new and different sources of funding has proved crucial in developing the service. In addition to the SFA's annual main grant, funding streams have included the Big Lottery, European Social and Structural Funds, and direct revenue from clients. Over

the last three years, the service has attracted funding totalling over 8 million pounds through a combination of competitive tendering, grant applications and block grant from the Skills Funding Agency.

Improved buildings

Capital works have resulted in new and improved facilities for adult and family learning at the Putney School of Art and Design, South Thames College, Aspire and the Wandsworth Professional Development Centre.

Employer responsive and Preparation for Work

There has been significant growth in Work Based Learning programmes with particular emphasis on enabling young people aged 16-24 to access apprenticeships. This has included the development of a new section within the team which deals exclusively with apprenticeships.

Linking to this expanding area, the Business and Education (BEST) has continued to provide work experience for over 1000 young people each year, including the expansion of the internship programme for sixth formers.

Partnerships

Partnerships across sectors, formed with organisations both in and out-of-borough have enabled Lifelong Learning to work effectively on a local sub-regional, pan-London, national and European level, expanding the breadth and depth of the service's provision and response to very specific individual, community and labour market needs. Main learning provider partners in Community Learning are South Thames College, Putney School of Art and Design, the Aspire Centre, the Libraries Service, with specialist community and third sector agencies also providing a significant proportion of learning.

Lifelong Learning works in partnership with other boroughs on large-scale ESF projects targeting young people who are NEET and the delivery of Apprenticeships. The development and expansion of partnerships with employers has been central to the success of these programmes. Main delivery partners on apprenticeships include: the Aspire Centre, Fashion Enter and Collage Arts. To support this network, the Employer Responsive Forum meets regularly to monitor the quality of the provision and to plan creatively for future development.

There are also close links with the 'Work Match' team which is located in the Wandsworth Economic Development Office. 'Work Match' has been established to maximise employment opportunities in the area, with particular emphasis on the opportunities created through the regeneration of Nine Elms.

Participation in European Union projects and the partnerships with a wide variety of professionals across Europe have provided an additional and rich source of alternative educational practice.

Finally, the Wandsworth Lifelong Learning Development Group provides a strategic forum for partners and other stakeholders to meet to discuss agree and monitor performance across the service as a whole.

Section Three: How Lifelong Learning is planned and managed

The Lifelong Learning team consists of 25 staff led by the Head of Lifelong Learning who reports to the Assistant Director for Prevention and Intervention (Department of Education and Social Services) and is responsible for ensuring that the curriculum is developed in response to central and local government priorities, for example, improving and expanding the functional skills provision and analysing and assessing the needs of employers and the local labour market in order to build a relevant apprenticeship programme. Alongside this, the needs and demands of local learners are gathered systematically so that the curriculum offer is as responsive as possible.

In the past 5 years in Community Learning there has been a staged increase in the amount of provision delivered on an outreach basis by an increasing the number of community based providers. Approximately 40% of provision is delivered by South Thames College, 19% by the Putney School of Art and Design, 7.4.% through Southfields Community College, 3.5% by libraries, with the remaining provision of around 29% delivered directly or contracted out to other organisations delivering courses in the community. These include: Deaf First, Balham Community Centre, Wandsworth Mencap, Hestia Age Activity, Royal Academy of Dance, Share Community Sound Minds and STORM.

The Adult Skills Budget and apprenticeship contract includes some direct delivery, supported by a number of contracted partners delivering provision which complements the local apprenticeship offer. One of the key priorities for the Lifelong Learning team is to improve the quality and to expand and improve access to apprenticeships for local people and employers. This will be achieved through increasing direct delivery and optimising the role of the Council in helping to stimulate and support engagement with apprenticeships.

A separate position paper sets out key targets for apprenticeship delivery between 2015 and 17. This is further supported by the Lifelong Learning Marketing Plan which aims to increase the number of local people and businesses participating in apprenticeships.

Curriculum planning

Each main curriculum area is led by a senior manager in the partnership who has a specialist manager who supports professional standards and development for each subject sector. A strategic overview of curriculum development is provided by the Lifelong Learning Development Group (LLDG) which is chaired by the Assistant Director (Prevention and Intervention, Department of Education and Social Services) and consists of representatives from the WCLL team, elected members, partner providers, employers and other interested groups and stakeholders who meet termly to discuss strategy, monitor current provision and gaps in provision and plan how best to meet the wide range of needs in the borough.

The curriculum is also shaped by developments within Wandsworth Council and there are particular links with: the work of Children's Services, Adult Services, developing relationships with employers through work with the Economic Development Office and linking with Culture and Libraries.

All courses are delivered in a context where learners understand equality, diversity and safeguarding. All staff promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs.

Equality, diversity and widening participation

Over the next three years, WCLL and the Lifelong Learning Development Group will continue to work with partners to identify additional funding and more opportunities to extend the widening participation programme. This programme has been very successful and has become an established route to develop new courses and attract under-represented groups into learning.

The Lifelong Learning team includes outreach workers who work with community providers to develop learning which will attract hard-to-reach and priority groups – these include people who experience difficulty or barriers to learning: for example, people with disabilities and learning difficulties, adults requiring employability skills, BAME groups, lone parents and older learners. Projects such as *Info-able*, funded by the European Union and Wandsworth's Widening Participation Fund, will be at the heart of reaching Wandsworth's diverse communities to promote learning in exciting and innovative ways. Typically, in the region of 15-20 community based projects per year have been supported by the Widening Participation fund.

The Learner Support Fund will also continue to be used to provide additional support and facilities for people who would not otherwise be able to participate.

To keep track of learners' achievements and progression WCLL is developing a new quality and data report for each area of delivery which also analyses equality and diversity data in order to set strategies to increase participation, accreditation, retention and achievement of all target groups.

Quality, self assessment and inspection

WCLL's priority is to provide a high quality service to enable learners to achieve their goals and be inspired to progress where appropriate. To support this, it has developed an interactive self-assessment process which includes partner providers and the views of learners and employers. Lifelong Learning's Quality Officer is responsible for ensuring that the team assesses both its own direct learning provision and that of its sub-contracted providers throughout the year, complemented by a training programme on the implementation of effective self-assessment for less-experienced providers.

Self-assessment evaluates the overall effectiveness of the service including Learner Outcomes, measured against a set of national quality standards and national averages the Quality of Teaching, Learning and Assessment and Leadership and Management, in line with the Ofsted Common Inspection Framework. Additionally, views of learners, employers and other stakeholders are incorporated.

Results of the self assessment are set out in an annual report and quality improvement action plan which lists the actions needed to improve and develop the service over the 12

months following the report. Providers are required to meet WCLL's quality standards and targets which are set out in the quality assurance framework, service level agreements and contracts. The service promotes the sharing of good practice through several mechanisms including the Lifelong Learning Development Group, curriculum leadership and quality groups and by running shared training events.

The service was last inspected by Ofsted in 2014 when the provision achieved overall grade 4 (inadequate)). Previously the service was inspected in 2010 and achieved grade 2. The service has in place a robust post inspection action plan (PIAP) and is will be re-inspected in early 2016.

Governance

The Lifelong Learning Development Group (LLDG) is responsible for implementing Community Learning and Skills strategies. The group is chaired by the Assistant Director (Prevention and Intervention, Department of Education and Social Services) and consists of providers, elected members and other key stakeholders. Outcomes and progress are reported to the Council's Education and Standards Group which reports into the Education and Children's Service Overview and Scrutiny Committee.

Learner Involvement

Learners are consulted and involved in a range of ways:

- through annual celebration of achievements and awards
- the annual learner survey at induction, during programme and completion
- providing structured feedback throughout their learning
- Online in the Learner Evaluation page on the Lifelong Learning website
- informal feedback to tutors and via the lifelong learning website
- learner representatives at South Thames College and community based agencies
- through the Friends of Putney School of Art and Design
- through work based learning providers and employers
- bespoke learner consultations to inform new provision

To help us establish if we are achieving these aims we asked our learners to complete the new FE Choices survey which grades responses to certain questions between 1 (bad) and 10 (good).

Information, Advice and Guidance (IAG)

Impartial IAG is essential for learners to help navigate the range of education, training and employment options available in the borough and beyond.

There will be a full evaluation of IAG available to all learners with plans to develop increased opportunities; with the aim of improving the access and quality of IAG and the range of outcomes achieved by learners.

Tracking Learner Destinations

The service has significantly developed systems for collecting progression data for learners. It will be essential to continue to collect this information to inform performance and planning reports and to ensure that service delivery is meeting the needs of learners.

Fees and remission

Funding rules are subject to change. There are still currently a number of free courses available, particularly in Family Learning and for those wanting to improve functional skills up to level 2. Mainstream community learning courses are free to vulnerable and hard-to-reach learners and charged at up to 80% of their total costs for all other learners. A new fees policy has been developed.

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 expects provider partners to have equally robust health and safety measures in place. It routinely monitors these arrangements through quality visits and service level agreements.

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. Since the Ofsted inspection in December 2014 comprehensive action has been taken to address all weaknesses. Safeguarding records are now held centrally and this ensures that there is good oversight of safeguarding matters across the provision.

Commitment to learners

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

It is an expectation that learners and apprentices:

1. Are recruited with integrity thereby ensuring that the large majority complete their programme successfully.
2. Receive detailed, comprehensive information, advice and guidance at entry so that they understand the demands and implications of their choice including opportunities for progression.
3. Appropriate to the programme followed; undertake initial assessment/ diagnostic testing that is actively used to inform the allocation of support, target setting, teaching strategies and the monitoring of their progress - recorded in an Individual Learning Plan.
4. Will be provided with a safe and secure learning environment and receive training to understand their responsibilities and that of others.

5. Through the receipt of well-planned teaching and assessment, delivered by qualified and enthusiastic teachers and assessors, will receive at least a consistently good learning experience.
6. Through the embedding and promotion of English and maths, will improve their skills with the large majority passing relevant national qualifications including community learning as appropriate.
7. 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.
8. Will (apprentices) meet with their assessor and employer every 6 weeks (minimum) 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.
9. Routinely receive high quality advice and guidance and towards the end of their programme be guided towards appropriate lateral progression or towards relevant further/higher education, training or meaningful employment.
10. Will benefit from continuous programme improvements, driven by robust self assessment that embraces the 'leaner voice', lesson monitoring designed to improve their learning experience, comprehensive destination monitoring, detailed quality improvement planning and ongoing, customized professional development for all staff.
11. Will routinely celebrate, explore and develop their understanding of equality of opportunity and diversity issues, throughout learning programmes.

Section four: Moving Forward – performance targets and action plan

Below is a summary of key targets for the service:

	2014/15 Target	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target
Community Learning Targets					
Number of Participants	9,000	7874	7,750	7,500	7,250
• Main Providers	5,700	5954			
• Community Development	1,600	562			
• Family Learning	1,700	1473			
• Number of children participating in FL courses	1,600	1430			
ESOL Numbers					
• Accredited Learners	110	187	200	250	300
• Non Accredited Learners	600	345	700	750	800
Retention and Success Rates					
• Overall Retention	96%	97.1%	96%	96%	96%
• Overall Success	94%	95.2%	95%	95%	95%
• Family Learning Retention	95%	97.0%	95%	95%	95%
• Family Learning Success	90%	98.6%			
• ESOL accredited retention	93%	83.1%	93%	94%	94%
• ESOL accredited success	77%	95.7%	80%	81%	82%
• ESOL non-accredited retention	95%	93.4%	95%	95%	95%
• ESOL non-accredited success	90%	91.2%	90%	91%	91%
Learner Profile					
• Wandsworth residents	70%	63.3%	67%	70%	73%
• Declared disabilities/learning difficulties	5%	4.5%	5%	5.5%	6%
• Male	22%	20.1%	23%	23.5%	24%
• Ethnic minorities	56%	57.8%	55%	55%	55%
• 60+	22%	22.4%	24%	24%	24%
• Aspirations areas	8%	3.5%	8%	9%	10%
Impact Targets <small>Note 1</small>					
• Gained employment	28%		32%	34%	36%
• Continued learning	87%		88%	88%	88%

	2014/15 Target	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target
Adult Skills Targets					
Apprenticeships					
Apprentices on programme	330	332	260	320	380
• 16-18	130	66	80	100	120
• 19+	80	266	90	130	150
• 2013-14 Learners (Starts)	120	66	90	90	110
Apprentice Participation Profile					
• Wandsworth Residents	22%	19.9%	40%	45%	50%
• Placed in Wandsworth	40%	33.4%	30%	32%	34%
Retention and Success					
• Success Rate	75%	66.4%	75%	78%	78%
• Timely Success Rate	55%	40.4%	55%	58%	61%
Progression Data					
• In work at 6 months	45%		59%	65%	70%
• In work at 12 months	36%		65%	70%	75%
Traineeships					
Trainees on programme	50	79	40	60	70
• 16-18	45	41	35	40	55
• 19-24	5	38	5	20	15
Progression Data					
• In work at 6 months	45%		50%	55%	59%
• In work at 12 months	45%		52%	57%	61%
Classroom based learning					
• Number on CBL	250	104	180	200	220
Retention and Success					
• Retention Rate	90%	93.3%	82%	83%	84%
• Success Rate	85%	62.5%	78%	79%	80%
Impact Targets <small>Note 1</small>					
• Gained employment	28%		32%	34%	36%
• Continued learning	87%		87%	87%	87%
Observation of Teaching Learning and Assessment – Good or Better					
• Community Learning and ASB	80%	96.4%	90%	90%	90%
• Apprenticeships	80%	92%	75%	90%	90%

WANDSWORTH LIFELONG LEARNING THREE YEAR ACTION PLAN

AIMS	ACTIONS	PROGRESS 2015-16	PROGRESS 2016-17	PROGRESS 2018-19
<p>To maintain numbers on Community Learning and to develop provision in line with Government strategy.</p> <p>Links to Wandsworth Council corporate objectives 1-5:</p> <ol style="list-style-type: none"> 1. Deliver high quality, value for money services 2. Improve opportunities for children and young people with an emphasis on early intervention and preventative work 3. Make Wandsworth an attractive, safe, sustainable and healthy place 4. Promote health and wellbeing for all adults with personalised and preventative care and support for adults in need – including those in housing need 5. Build a prosperous, vibrant and cohesive community 	<ol style="list-style-type: none"> 1. Work creatively with main providers to develop provision in line with SFA guidance. 2. Conduct market research to ensure that the offer matches community needs & aspirations. 			
<p>To continue to develop strategies to engage hard to reach learners and increase their participation in learning, particularly in community settings.</p> <p>Links to Wandsworth Council corporate objectives 4 and 5:</p>	<ol style="list-style-type: none"> 1. Ensure that funding panels meet on a monthly basis to ensure the most relevant and coherent learning offer 2. To work pro-actively with potential partners and to maximise links with community and economic regeneration. 			

<p>4. Promote health and wellbeing for all adults with personalised and preventative care and support for adults in need – including those in housing need</p> <p>5. Build a prosperous, vibrant and cohesive community.</p>				
<p>To develop apprenticeship provision in line with WCLL position statement.</p> <p>Links to Wandsworth Council Corporate objective 5:</p> <p>5. Building a prosperous, vibrant and cohesive community</p>	<ol style="list-style-type: none"> 1. To significantly improve the quality of apprenticeship provision, increasing success and timely completion rates above national rates. 2. To increase the level of direct apprenticeship delivery and to increase the numbers of apprentices from Wandsworth. 			
<p>To maximise the number of learners on accredited programmes</p> <p>Links to Wandsworth Council corporate objective 5:</p> <p>5. Build a prosperous, vibrant and cohesive community</p>	<ol style="list-style-type: none"> 1. To develop the curriculum through the new Curriculum and Quality Manager role. 2. Review and develop Maths, English and ESOL provision. 3. Rework the remit of the Lifelong Learning Development Group (LLDG) & the Curriculum Development Groups (CLGs) to more specifically focus on ‘big picture’ curriculum development, through a revised standing agenda. 			

AIMS	ACTIONS	PROGRESS 2015-16	PROGRESS 2016-17	PROGRESS 2018-19
<p>To continue to access European funds in order to deliver additional provision & to support the development of best practice</p> <p>Links to Wandsworth Council corporate objective 5:</p> <p>5. Build a prosperous, vibrant and cohesive community</p>	<ol style="list-style-type: none"> 1. Train key members of the team in European Project management. 2. Attend updates & seminars to ensure fully appraised of new funding opportunities & how new themes might gel with & enhance current Lifelong learning work. 			
<p>To improve the quality and range of provision to maximise outcomes for learners</p>	<ol style="list-style-type: none"> 1. All learning provision to be graded 2 (Good) or better. 2. To track all learners to monitor progression and to inform future planning. 			
<p>To develop a range of employability programmes in community settings</p> <p>Links to Wandsworth Council corporate objectives 2, 4 and 5.</p> <p>2. Improve opportunities for children and young people with an emphasis on early intervention and preventative work</p> <p>4. Promote health and wellbeing for all adults with personalised and preventative care and support for adults in need – including those in housing need</p> <p>5. Build a prosperous, vibrant and cohesive community</p>	<ol style="list-style-type: none"> 1. Consult with other agencies/attend trainings on possible qualifications. 2. Deliver level 1 certificate in Health & social Care in Battersea & Roehampton. 3. Set up level 1 certificate in retail/customer service in appropriate location. 4. Deliver courses providing access to security and cleaning job opportunities. 5. To ensure programmes are designed as viable 'feeders' into 9 Elms development employment opportunities 			

AIMS	ACTIONS	PROGRESS 2015-16	PROGRESS 2016-17	PROGRESS 2018-19
<p>To further develop & improve IAG within the Service</p> <p>Links to Wandsworth Council corporate objectives 1,2, 4 and 5:</p> <ol style="list-style-type: none"> 1. Deliver high quality, value for money services 2. Improve opportunities for children and young people with an emphasis on early intervention and preventative work 4. Promote health and wellbeing for all adults with personalised and preventative care and support for adults in need – including those in housing need 5. Build a prosperous, vibrant and cohesive community 	<ol style="list-style-type: none"> 1. Ensure designated staff are upskilled (level 4 IAG diploma) 2. Maintain a comprehensive progression map to use as a guidance tool. 3. Ensure frontline staff are fully trained in giving progression advice and using progression map 4. Continue with Matrix development plan to keep strong focus on driving up quality of IAG. 			
<p>To maintain and develop provision for older learners</p> <p>Links to Wandsworth Council corporate objective 4:</p> <ol style="list-style-type: none"> 5. Promote health and wellbeing for all adults with personalised and preventative care and support for adults in need – including those in housing need 	<ol style="list-style-type: none"> 1. commission health and wellbeing courses 2. Actively seek out bidding opportunities that focus on older learners 3. Develop accredited employability programmes for older learners to recognise growing number of 50+ unemployed in Wandsworth 			

AIMS	ACTIONS	PROGRESS 2015-16	PROGRESS 2016-17	PROGRESS 2018-19
<p>Wherever appropriate to compete for additional funding to meet the needs of Wandsworth learners.</p> <p>Links to Wandsworth Council corporate objectives 1-5:</p> <p>1.Deliver high quality, value for money services</p> <p>2.Improve opportunities for children and young people with an emphasis on early intervention and preventative work</p> <p>3.Make Wandsworth an attractive, safe, sustainable and healthy place</p> <p>4.Promote health and wellbeing for all adults with personalised and preventative care and support for adults in need – including those in housing need</p> <p>5.Build a prosperous, vibrant and cohesive community</p>	<ol style="list-style-type: none"> 1. To partner and link with sub-regional funding opportunities. 2. To identify and lead on appropriate bids on behalf of the Authority. 			

AIMS	ACTIONS	PROGRESS 2015-16	PROGRESS 2016-17	PROGRESS 2018-19
<p>To develop and deliver a marketing plan to recruit target groups of learners and meet contractual targets</p> <p>Links to Wandsworth Council corporate objectives 1-5:</p> <p>1. Deliver high quality, value for money services</p> <p>2. Improve opportunities for children and young people with an emphasis on early intervention and preventative work</p> <p>3. Make Wandsworth an attractive, safe, sustainable and healthy place</p> <p>4. Promote health and wellbeing for all adults with personalised and preventative care and support for adults in need – including those in housing need</p> <p>5. Build a prosperous, vibrant and cohesive community</p>				
<p>Carry out a comprehensive survey in order to capture progression and destination data for learners in each academic year.</p> <p>Links to Wandsworth Council corporate objectives 1-5:</p>	<ol style="list-style-type: none"> 1. Commission J2Profit to carry out a comprehensive survey of identified learners. 2. Collate and share information with stakeholders and through formal reports to the Lifelong Learning Development Group, the Education and Standards Group and the Children's Services Education Overview and 			

<p>1.Deliver high quality, value for money services</p> <p>2.Improve opportunities for children and young people with an emphasis on early intervention and preventative work</p> <p>3.Make Wandsworth an attractive, safe, sustainable and healthy place</p> <p>4.Promote health and wellbeing for all adults with personalised and preventative care and support for adults in need – including those in housing need</p> <p>5.Build a prosperous, vibrant and cohesive community</p>	<p>Scrutiny Committee.</p>			
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**Wandsworth Lifelong Learning
Three Year Development Plan**

Revision history

Original issue date:	August 2015
Last revision date:	September 2014 (previous 3 Yr Plan)
Next review date:	August 2016
Target audience:	All
Name/job title of originator/author:	Head of Lifelong Learning
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