

WANDSWORTH LIFELONG LEARNING
SELF-ASSESSMENT REPORT 2016/2017

Wandsworth Lifelong Learning Self- Assessment Report - 2016/2017

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Lifelong Learning Mission Statement

All Wandsworth residents will have access to a wide range of high quality learning opportunities in a safe learning environment. Provision will be 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.

1. Introduction

Background

Wandsworth Council's Community learning provision, 'Wandsworth Council Lifelong Learning' (WCLL), is part of its Department of Children's Services. WCLL is responsible for a wide range of lifelong learning activities throughout the borough. In 2016/17, 7,643 learners participated in its range of extensive non-accredited and accredited part-time community learning, apprenticeships, traineeships, functional skills, work experience and employability programmes and ESOL. These are delivered through two main channels:

Community Learning: designed to widen participation, promote health and wellbeing, support families with the education of their children and improve employability skills to assist learners to find learning and/or employment opportunities. There is a high level of participation from learners of all ages, backgrounds and experiences.

Learning is delivered mainly through subcontractors with an increasing amount of direct delivery. In the 2016/17 Academic Year the main subcontractors were South Thames College (biggest subcontractor) and Aspire at Southfields Academy with a wide range of smaller subcontractors ranging from Library services to schools - offering community based learning, mainly targeting disadvantaged learners

Apprenticeships and traineeships: the Apprenticeships service was restructured in 2015 leading to significant improvements in participation and achievement rates as well as introducing new subject areas including Health and Social Care, Support Teaching & Learning in Schools, Customer Service, Management and Business Administration. The Council continues to work with a small number of apprenticeship providers delivering in Fashion, Creative Skills and Digital Media.

Wide-ranging partnerships, combined with a broad-based funding strategy have enabled the service to forge strong and relevant links between education, employment and the wider community. These partnerships, some carefully nurtured over many years and others that bring fresh perspectives, continue to create exciting opportunities through which learners can be inspired to reach their full potential.

Partners include:

English For Action	EFA London provides English for Speakers of Other Languages (ESOL) courses for migrant communities across London.
Deaf First	Deaf First provides life skills courses for deaf or hard of hearing students.
Baked Bean Company	The Baked Bean Company was founded by Jade and Nikko Hardrade-Grosz in 1997 with the express purpose of providing outstanding services for people with learning disabilities.
Share Community	Share works with disabled people who need extra help and support in order to achieve their potential and realise their dreams and aspirations.
Sound Minds	Sound Minds is a user led charity and social enterprise transforming the lives of people experiencing mental ill health through participation in arts activities
HESTIA	Hestia help people find a permanent home, manage their finances, take care of their health and access training or education as well as providing emotional and practical support to help people succeed in life.
Aspire	Aspire provide the community with fantastic courses that can benefit the general public both physically, mentally and also with life skills. They offer Accredited ESOL & English & Maths Adult learning.
GL Libraries	Beginner, intermediate and advanced IT skills sessions for adult learners. The majority of learners are aged 60+.
Katherine Low Settlement	Katherine Low Settlement is a multi-purpose charity that has been serving the communities of Wandsworth since 1924. They are dedicated to tackling poverty and building stronger communities. KLS run a range of community projects to support children and their families, older people, newly-arrived communities, and in the future with unemployed people. Non accredited

	ESOL for adult learners is offered.
South Thames College	The School of Adult & Community Learning at South Thames College provides learning opportunities for learners aged 19+. Courses run during the day and evenings to support individuals through the promotion of Well-being (Physical, Economic, Social, Emotional) Personal Development and Employment Skills. Non accredited ESOL, life skills and wellbeing courses for adult learners are delivered.
Banham Academy	Delivers Fire, Emergency and Security systems apprenticeships. This is a niche area with very few providers offering this qualification. Banham have been part of the Trailblazer group that designed these standards.
Fashion Enter	Fashion Enter is not for profit, social enterprise, which strives to be a centre of excellence for sampling, grading, production and for learning and development of skills within the fashion and textiles industry.
Collage Arts	Collage Arts is a leading arts development, training and creative regeneration charity based in the Haringey Cultural Quarter.
Let Me Play	Recruit, train and place apprentices within schools and businesses across the UK.

Lifelong Learning's aims and priorities

WCLL's aims and priorities are outlined in its **Three Year Development Plan**, the principle document outlining the Council's response to local and national priorities in community learning and skills.

The Three Year Plan highlights five main strategic aims:

- To lead and manage high quality learning;
- To increase the number of learners achieving and gaining qualifications;
- To meet the needs of individuals, communities and employers in Wandsworth;
- To widen participation in learning from pre-school to retirement and beyond; and
- To link adult skills and community learning to other key strategies and initiatives.

The Council's priorities are linked to Lifelong Learning strategic and operational activities outlined in the Three Year Plan. Service planning and policy are designed to meet central government priorities of, for example, the Department for Education (DfE) and the regional strategies of the Education and Skills Funding Agency (ESFA).

WCLL contributes to the Council's Children and Young People's Plan in particular, work with vulnerable young people and the Employment and Skills Strategy. Priorities are

transparent in team planning and meetings for Community and Family Learning, Work Based Learning (including Traineeships and Apprenticeships), ESF NEETs projects, European projects and, BEST (the Education Business Partnership).

Priorities for Community Learning are as follows:

- Emphasis on increasing the number of adults accessing accredited programmes. In particular: English, Maths, ESOL and Employability;
- Improving the engagement of hard to reach learners through community based venues and groups;
- Ensuring that funding is maximised to reach the most disadvantaged and vulnerable learners. This includes adult learners without their first level 2 qualification, the unemployed, low waged, learners aged 60 or above and those with learning difficulties and disabilities; and,
- Reduced funding for leisure based learning with an expectation that adults who are able to pay for their learning should fund themselves.

In 2017/18 the service will focus on the following priorities for apprenticeships:

- Improving the quality and achievement rates in all provision with targets for 2017/18 to continue to exceed national rates;
- Increasing the number of Wandsworth resident learners from 38% in 2016/17 to 45% in the 2017/18 academic year;
- Improving collaborative links with internal and external partners to improve access and progression outcomes for learners;
- Increasing participation and number of apprenticeship frameworks to align with recommendations emerging the area review and the introduction of the apprenticeship levy in April 2017; and
- Carry out development work to develop strategies to support progression to higher level apprenticeships leading to professional status in Teaching and Social Work.

Steering groups monitor and quality assure the work of the team. These include: Lifelong Learning Development Group; the Employer Responsive Group; the Lifelong Learning Monitoring Group; and Partnership (EBP) Board of Directors.

National bodies such as the Local Education Authorities Forum for the Education of Adults (LEAFEA), National Network of Local Adult Learning Providers; (HOLEX) and more locally the London Work Based Learning Alliance are also increasingly influential in shaping the work of the section.

2. Summary of strengths and areas for improvement

Key strengths summary

- Effective governance continues to provide a strong vision for service development
- Curriculum planning led by senior managers and subject sector specialists responds to identified local need and strengthens targeted work for the borough's priority groups
- Staff CPD has benefited from a range of resources to develop individuals and improve the professional practice resulting in improved delivery standards and a motivated team.
- Good standards of teaching and learning with improved use of target setting, assessment and holistic approach have helped improve learners' progress.
- Enrichment workshops and activities help to develop learners' personal development and core skills

Key areas for Improvement summary

- Continue to improve management impact on apprenticeship achievement rates – particularly timely achievement rates.
- Increase learner voice activities across the provision to ensure programmes are meeting learner expectations and supporting self development and progression
- Improve initial assessment of learners' existing knowledge and skills to ensure their programme is challenging and stretching.
- E-Learning resources are underdeveloped and under-used. Development in this area will enable Apprentices to have access to learning materials which will support with meeting required 20% off the job training obligation.
- More British Values workshops to be held for tutors and sub-contractors to improve their understanding and help build confidence to enable effective promotion and discussion with learners.
- Continue to support learners' develop maths and English skills
- Improve attendance on some community learning courses

3. Self Assessment grades profile

	Ofsted Inspection Grades 2016	SAR 15/16	SAR 16/17
Overall effectiveness	2	2	2
Effectiveness of leadership and management	2	2	2
Quality of teaching, learning an assessment	2	2	2
Personal, Development and Behaviour	2	2	2
Outcomes for learners	2	2	2
Apprenticeships	2	2	3
Adult Learning	2	2	2
Traineeships	N/I	N/G	3

4. Overall effectiveness - Grade 2

In the last 12 months the department has restructured and an experienced infrastructure is now in place. Achievements this year include:

- Curriculum has been aligned with borough needs and objectives
- Increased monitoring of sub-contracted provision which has resulted in improvement of achievement and timely results
- CPD events delivered across the provision to standardise provision and share best practice
- Permanent IAG adviser now in place to offer career guidance and support on pathways available
- Range of enrichment workshops delivered to support development of personal skills

5. Effectiveness of Leadership & Management- Grade 2

Strengths	Key Areas for Improvement
Effective governance continues to provide a strong vision for service development	Continue to improve management impact on apprenticeship achievement rates – particularly timely achievement rates.
Curriculum planning led by senior management team responds to identified local need and strengthens targeted work for the borough's priority groups	Increase learner voice activities across the provision to ensure programmes are meeting learner expectations and supporting self development and progression
More frequent and more effective monitoring of sub-contracting is improving the quality of provision with an increased number of joint OTLAs to help standardise delivery	Continue to improve the promotion of British Values.
Staff CPD has benefited from a range of resources to develop individuals and improve professional practice resulting in improved delivery standards and a motivated team.	Increase the range of short courses available, focus being on employability and health to support with well being and progression to employment.
Safeguarding is effective	Effective use of ILP to capture starting point, target setting, progress and destination.

Strengths

- Effective governance continues to provide a strong vision for service development and delivery.** The service has an ambitious vision and clear strategy to ensure it meets the needs of borough residents and employers. The Lifelong Learning Development Group (LLDG) is the principal group responsible for overseeing the implementation of the Lifelong Learning strategy. The LLDG is chaired by the Assistant Director of Education, Performance and Planning and consists of representatives from the WCLL team, elected members (including the Cabinet Member for Employment, Skills and Business Development), South Thames College, the Council's Economic Development Office, Libraries and representatives of other training providers from both private and voluntary sectors. It meets termly to discuss strategy, monitor current provision and develop the curriculum to best address gaps and meet the wide range of needs in the borough. There is also a bi- monthly Monitoring Group where the two elected members meet with the Assistant Director for Education, Performance and Planning, the Head of Lifelong Learning and the senior management team to discuss evaluation, strategy and implementation. This meeting also entails a review of performance, scrutiny of data, progress against SAR areas of improvement, Quality Improvement plans, finance profiles and Health and Safety.

- **Curriculum planning led by senior management team responds to identified local need and strengthens targeted work for the borough's priority groups.** Wandsworth's Lifelong Learning Development Group takes a strategic overview of curriculum development. The curriculum is also shaped by developments within Wandsworth Council and there are particular links with Children's Services, Adult Social Services, the Economic Development Office and Culture and Libraries.

Examples of this work are:

- employability courses to help support those on zero contract hours and low income roles to progress and increase income/hours/progression prospects;
 - Increased ESOL, English and maths provision across the community – working with Children Centre's to help encourage learners to enrol;
 - partnership working with schools and other providers on varied projects such as Young Chef which has helped young people develop skills and confidence. (Feedback from schools involved in this project has been extremely positive);
 - an increased offer of different apprenticeship frameworks/standards have been introduced including higher level apprenticeships (Business Admin 4) and Management 5;
 - Equality and diversity is embedded across the curriculum. A general code of conduct is discussed/agreed at the start of the programme, importance of tolerance and respect of others is reinforced. During lesson observations this has been noted as a strength. Embedding and promoting this into the provision has increased learners awareness of what diversity is and how it should be valued in society.
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- **More frequent and more effective monitoring of sub-contracting is improving the quality of provision with an increased number of joint OTLAs to help standardise delivery.** A Quality Monitoring group has been formed to review provider reports on a monthly basis and moderate OTLAs. SMART targets are agreed and discussed and followed up where required. This is resulting in increased standardisation and has identified themes that require improvement/strengths Providers have now been RAG rated (Risk Assessed on a red, amber green basis); a red alert for example, immediately triggers additional monitoring such as unplanned lesson observations. A strict Due Dilligence process has been implemented where providers must submit a range of evidence to support/demonstrate they are able to deliver quality provision and ensure standards are met before they can be approved for delivery. During this process WLL also request company accounts to ensure that the provider is financially sound.
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- **Staff CPD has benefited from a range of resources to develop individuals and improve the professional practice resulting in improved delivery standards and a motivated team.** Recent CPD includes:
 - NVQ in IAG for all direct delivery assessors
 - ILM L3 for all new team leaders within direct delivery

- All new staff members meet with each team member to learn what they do.
- Bi-monthly CPD teaching training activities and workshops are held and subcontractors are invited to attend - creating opportunity to share best practice and standardise provision. This training has helped developed teaching skills and more strenghts have been identified during OTLA's.
- Mandatory online safeguarding training is undertaken by all staff with regular update training for designated safeguarding individuals. (A DBS register and reporting processes are in place)

Areas for improvement

- **Continue to improve management impact on apprenticeship achievement rates – particularly timely achievement rates.** In the last 12 months, actions plans have been put in place on One File. Records of 1-2-1 meetings with assessors demonstrate that actions and support measures are being implemented to support timely achievement. Sub-contractors' data is reviewed on a timely basis and actions documented to ensure that learners are achieving at planned end date. Awareness of setting and agreeing realistic duration of programmes has been documented, further development is required to ensure learners are conscious of how targets support with meeting the overall programme objectives.
- **Increase learner voice activities.** While learners are involved in activities within Apprenticeships and Traineeships through online surveys and face to face forums similar activities need to be replicated across the provision and 'You Said We Did' will be distributed using a range of channels.
- **Continue to improve the promotion of British Values.** A range of promotion activities have occurred during the year, within Apprenticeships learners now attend workshops that cover British Values. Short quizzes have also been implemented to encourage learners to research and gain knowledge of this area. There is still further development that can be undertaken to raise awareness across the provision of what these values are. Learners also need to have increased awareness of what radicalisation and extremism to support with managing their own safety and those of others.
- **Increase range of short courses available** In the last 12 months employability courses have been delivered to help develop skill set and aid progression in the workplace. The Curriculum could be expanded further to include health and well being and career progression workshops to help support local objectives within the borough.
- **Improve effectiveness of ILPs** with regular 121 meetings to discuss progress with qualification and development needs, SMART target setting agreed and recorded to support with overall achievement of learning and personal aims.

6. Quality of Teaching, Learning and Assessment - Grade 2

Strengths	Key Areas for Improvement
Good standards of teaching and learning with improved use of target setting, assessment and holistic approach have helped improve learners' progress.	OTLA year-end analysis showed the main areas for development as: pace of delivery, assessment methods, promotion of E&D and British Values and planning Learning
A varied, carefully planned curriculum responds to local learner, community and labour market needs	Improve initial assessment of learners' baseline existing knowledge and skills to ensure their programme is challenging and stretching.
Very good subject industry knowledge of tutors enhances learners' experience.	Improve the recording of written assessment feedback to help learners further develop their employability, maths and English skills.
	E-Learning resources are underdeveloped and under-used which can restrict methods of fulfilling 20% off the job regulation.
	Improve learner awareness of E-safety measures to increase their protection

Strengths

Observation of Teaching, Learning and Assessment			
Year	Percentage of OTLAs where over 3 KPIs have been recorded as a strength	Percentage of OTLAs where less than 3 KPIs have been identified as requiring improvement	Percentage requiring improvement or inadequate (more than 3 KPIs require addressing)
2015/16	84%	20%	16%
2016/17	86%	18%	16%

- Good standards of teaching and learning with improved use of target setting, assessment and holistic approach has helped improve learners' progress.** 86% of lessons observed across the provision had 3 or more KPI's recorded as a strength This has been supported in 2016/17 by:

 - Non-graded, developmental observations of teaching, learning and achievement (OTLA) with action plans to address gaps in performance monitored regularly to ensure progress against specified outcomes.

- OTLA moderation meetings to standardise practice and analyse emerging areas of strength and developmental areas.
 - Increased focus on joint observations with sub-contractors. In most cases there has been common agreement on the strengths/areas for improvement of the lessons observed.
 - In-house training has covered a range of topics (e.g. lesson planning, managing conflict in the classroom) helping to address gaps in performance and standardise performance.
- **A varied, carefully planned curriculum responds to local learner, community and labour market needs resulting in more opportunities for learners to progress to further learning, higher apprenticeships and employment. The curriculum also supports learners' wellbeing and families.** For example:
 - Flexible delivery methods meet the needs of learners unable to attend in working hours and Crèche services are funded in some areas.
 - Activity based courses for health and wellbeing for over 60's
 - Mindfulness through art classes for the over 60's
 - Employability courses help support those on zero contract hours and low income roles to progress and increase income/hours/progression prospects;
 - Developing courses to widen participation in partnership with specialist community based organisations that work with client groups such as mental health, hearing impairment and learning difficulties.
 - Increased ESOL, English and maths provision across the community – working with Children Centre's to help encourage learners to enrol;
 - Partnership working with other providers on varied projects such as ESF Young Chef which has helped young people develop skills and confidence. (Feedback from schools involved in this project has been extremely positive);
 - An increased offer of different apprenticeship frameworks/standards has been introduced including higher level apprenticeships (Business Admin 4) and Management 5.
- **Very good subject industry knowledge of tutors** who draw from their extensive professional backgrounds and life skills to enhance learners' experience. All assessors have extensive sector experience and undertake CPD activities annually to ensure knowledge and skills are current which can then be used during tutorial sessions with learners.

Areas for improvement

- OTLA year-end analysis showed the main areas for development as: pace of delivery, assessment methods, promotion of E&D and British Values and planning Learning.
- Improve initial assessment of learners' existing knowledge and skills to ensure a programme is designed that will challenge and stretch them effectively.
- Improve the recording of written assessment feedback to include development areas on a qualification and personal goals (verbal feedback to learners has been noted as strength within OTLAs).
- E-Learning resources are underdeveloped and under-used which can limit the methods available for learners to develop and fulfil 20% off the job requirement.

7. Personal development, behaviour and welfare – Grade 2

Strengths	Areas for Improvement
Enrichment workshops and activities help to develop learners' personal development and core skills	Assessors' feedback to learners quickly on their written work must be more consistent to help develop knowledge and improve their writing and communication skills
Regular events are held to celebrate community learners, trainees and apprentices' achievements that re-inforce their motivation to learn and progress.	More British Values workshops to be held for tutors and sub-contractors to improve their understanding of how to effectively promote and embed this within teaching sessions at appropriate times.
Learners develop good industry knowledge and interpersonal skills which is used to function more effectively	Health and wellbeing to be promoted regularly and embedded where possible across all programmes.
Learners feel safe and demonstrate awareness of procedures to follow should they be concerned about their welfare	

Strengths

- **Enrichment workshops and activities each month cover areas such as Financial Awareness, Career Progression, Dealing with Stress in the workplace, helping to develop learners' personal and core skills.** Managers are increasing opportunities for tutors and providers to have brainstorming sessions to identify enrichment activities for the provision and curriculum. These include:
 - a new mindfulness course will be delivered to Trainees and Apprentices to help them learn different strategies to cope with change/stressful situations.
 - IAG advisor who runs a bi weekly careers workshops to support learners with progression into employment or further learning and reviews career plan.

- Apprentices and Trainees complete short quizzes covering e-safety, radicalisation and extremism, health living and lifestyle to help prompt research and thought and gain knowledge of subject areas and how to protect themselves
 - Trainees are encouraged to explore/learner more about progression opportunities available to them – recent visit to Careers Fair increased their awareness of potential next steps
 - Learners are encouraged to work collaboratively, for example, recent Trainees worked together to complete and present a project on the borough. This project encouraged individuals to interact and take ownership for planning, implementing and presenting their project to the management team. This project also provided the learners with an opportunity to learn more about the borough and current development and priorities.
- **Regular events are held to celebrate community learners, trainees and apprentices' achievements that re-inforce their motivation to learn and progress.** Often this is the first time a learner has received any form of award and they are highly valued. Learners are proud of their achievement– one has featured in a short film saying how the programme has increased his confidence and helped him find employment. The events are well-publicised within the borough and have also proved to be an effective engagement tool.
 - **Learners develop good personal, social and interpersonal skills which they use to operate more effectively.** Observations of Teaching, Learning and Assessment and survey results demonstrate that programmes have had a positive impact on learner's ability and conduct.
 - **Learners feel safe and demonstrate a good understanding of procedures to follow should they be concerned about their welfare or the welfare of others.** Regular reviews are conducted and learner knowledge of core learning is tested and checked and development opportunities are identified and addressed to ensure learner awareness.

Areas for improvement

- Assessors' feedback to learners on their written work must be more consistent and focus on how the learner can develop and improve further within their working environment or English and maths skills.
- More British Values workshops to be held for tutors and sub-contractors to improve their understanding
- Health and wellbeing to be promoted regularly and embedded where possible. Appropriate CPD activities are being developed in order to support tutors in these areas. Resources are being developed to increase learner knowledge of potential risk in relation to health and the benefits of a healthy lifestyle which can be used across the provision.

8. Outcomes for learners – Grade 2

Strengths	Areas for Improvement
A high proportion of learners successfully complete their course and achieve good outcomes.	Continue to improve timely achievement within Apprenticeships
Learners improve their English and Maths skills well. 28% of apprentices upgraded their Functional Skills to achieve a higher level than required by the framework.	Improve participation rate of males, people with disabilities and care leavers
Community Learning Achievement is higher than the national average.	Increase number of learners recruited for Traineeship and Apprenticeship programme
	Improve Trainee progression rate – currently 36%
	Improve learner progression from non-accredited to accredited provision

Strengths

Overall Achievement Rates 2016/17	Total Starts	Total Completers	Retention (%)	Achievement (%)
Community Learning	7643		96%	91%
Apprenticeships – Overall		75%		
Apprenticeships – Timely		21%		
Traineeships		36% of learners progressed into employment/ education		

- **A high proportion of learners successfully completed their course and achieved good outcomes.** The overall achievement rates for community learning was 91% and Apprenticeships 75% (NA 2015/16 was 67.1%)
 - 78% of learners on Apprenticeship programmes progressed into employment/further learning
 - 36% of Trainees progressed into work/education
 - Retention for CL was 96%
 - an increased volume of accredited learning is now available across the borough in Children Centres offering further achievement opportunities
 - Subcontractor achievement for Apprenticeships is overall good – one provider has current achievement rate of 80%

- **Learners have improved their English and Maths skills well.** A number of apprentices upgraded their Functional Skills to achieve a higher level than required by the framework.
- **Community Learning achievement is higher than the national 36% average.** A large proportion of courses have achieved above the national average.

Areas for Improvement

- Continue to improve timely achievement within Apprenticeships.
- Improve participation rate of males (currently only 20% for CL), people with disabilities and care leavers
- Increase number of learners recruited for Traineeship and Apprenticeship programmes and progression.
- Improve Trainee progression rates – currently 36% of learners have progressed into employment.

9. Summary of Data Reports

Apprenticeships

- As a result of decreasing subcontracted provision and improved caseload management to ensure learners are progressing appropriately, Lifelong Learning has increased overall success rate for the third year running. Legacy data issues caused by a single large employer no longer influence QAR outcomes and consequently current rates are a more accurate depiction of learner experiences. This positive trend is forecast to continue in 2017/18 with an increased cohort of learners expected to achieve (75) within the academic year.
- Achievement rates have increased for Health and Social Care (SSA1) and Business Administration and Law frameworks (SSA1). This increment can be attributed to smaller cohorts of learners with more focused and high quality teaching and learning taking place.
- Achievement rates have decreased for Arts, Media and Publishing (SSA9), this is due to a much smaller cohort being on programme and hence significant impact when 2 have not achieved out of the 6 expected. Learners in this sector area are from subcontracted provision, with outcomes forecast to achieve in 2017/18.
- Timely achievement has decreased due to unrealistic duration of programmes being agreed – Lifelong Learning has identified this as a weakness and made improvements in this area through tightened subcontractor management and setting more realistic planned end dates with all learners, taking differentiation and learner ability into account. Legacy data is therefore still affecting this outcome, however a significant improvement is forecast in 2017/18 QAR timely data.

Community Learning

- Achievement and Retention on Community Learning courses continues to be an area of high performance, with slight decreases year on year due to lower participation – a trend consistent with national performance. 2014-15 (95.8% Overall, 97.7% Retention), 2015-16 (94.3%, 97.3% Retention) & 2016-17 (92.2%, 95.6% Retention).
- Reduction in volume of learners that have achieved 01.2 (Nursing) due to PSAD (provider) no longer continuing with their provision.
- Increased attendance and retention rates across a majority of programmes.

Classroom

- Achievement rates for Education and Training has decreased slightly this year - 84.62% to 82.01% (-2.61%). However this still represents a strong outcome with 196 of 239 learners in key skill areas such as Functional Skills, ESOL and Employability courses leading to positive outcomes for learners and increased chances of sustained and long-term employment.
- All SSA areas, other than Education and Training (SSA13) improved or maintained with previous year's data. Performance in Education and Training (SSA13) fell below minimum standards as a result of a piloted 24+ Loans course with a small cohort of learners performing below expectations.
- Increased achievement rates for Preparation for Life and Work (SSA14) were a result of more targeted and effective delivery in this area. (15/16 – 62 of 76 Learners Achieved – 81.58%, 16/17 – 165 of 185 Learners achieved - 89.19%).
- Lifelong Learning will continue to offer current courses, whilst offering additional courses based on local requirements in 2017/18 with similarly positive outcomes expected.

Traineeships

- Courses within the Traineeship programme achieved at a high rate, with 65 of 69 programme outcomes achieved (Traineeships 16-19 SFA Funded – 100%, Traineeships 19+ - 91.11%).
- Impact in this area can be considered as positive, with 36% of learners having progressed into employment/further training after 6 months.

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10. Provision Data

Overview

	2016/17 Target	2016/17 Actual	2017/18 Target	2018/19 Target	2019/20 Target
Adult Skills Targets					
Apprenticeships					
• Starts (Levy)	n/a	23	100	120	140
• Starts (Non-Levy)	120	104	100	100	100
Apprentice Participation Profile					
• Wandsworth Residents	22%		40%	45%	50%
• Placed in Wandsworth	40%	53%	30%	32%	34%
Retention and Achievement					
• Achievement Rate	75%	75.6%	75%	78%	78%
• Timely Achievement Rate	55%	21.6%	55%	58%	61%
Progression Data					
• In work/education at 6 months	45%	78%	59%	65%	70%
Traineeships					
Traineeship Starts	50	30	30	40	50
• 16-18	45	14	20	30	35
• 19-24	5	16	10	10	15
Progression Data					
• In work/education at 6 months	45%	36%	50%	55%	60%
Classroom based learning					
• Number on CBL	100	125	130	140	150
Retention and Achievement					
• Achievement Rate	84%	88%	84%	84%	84%
• Timely Achievement Rate	85%	87%	85%	85%	85%
Impact Targets Note 1					
• Gained employment	28%	30%	30%	32%	34%

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Apprenticeship Overall Performance Total

	Overall Achievement			Timely Achievement		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
Cohort	162	120	41	173	60	37
Achieved	76	81	31	32	23	8
Achievement Rate	46.91%	67.50%	75.61%	18.50%	38.33%	21.62%

Apprenticeships Achievement Rates by SSA Tier 1

		Overall Achievement			Timely Achievement		
		2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
01: Health, Public Services and Care	Cohort	36	28	10	36	21	10
	Achieved	15	18	9	5	11	1
	Achievement Rate	41.67%	64.29%	90.00%	13.89%	52.38%	10.00%
04: Engineering and Manufacturing Technologies	Cohort	5	15		8	7	
	Achieved	3	12		0	4	
	Achievement Rate	60.00%	80.00%		0.00%	57.14%	
06: Information and Communication Technology	Cohort	1					
	Achieved	1					
	Achievement Rate	100.00%					
09: Arts, Media and Publishing	Cohort	41	32	6	47	13	7
	Achieved	28	28	4	17	6	3
	Achievement Rate	68.29%	87.50%	66.67%	36.17%	46.15%	42.86%
13: Education and Training	Cohort	63	35	14	66	11	10
	Achieved	17	17	9	2	0	1
	Achievement Rate	26.98%	48.57%	64.29%	3.03%	0.00%	10.00%
15: Business, Administration and Law	Cohort	16	10	11	16	8	10
	Achieved	12	6	9	8	2	3
	Achievement Rate	75.00%	60.00%	81.82%	50.00%	25.00%	30.00%

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Education & Training Achievement Rates by SSA Tier 1

		Overall Achievement		
		2014/15	2015/16	2016/17
01: Health, Public Services and Care	Cohort	30	15	12
	Achieved	15	15	12
	Achievement Rate	50.00%	100.00%	100.00%
	Completed	25	15	12
	Retention Rate	83.33%	100.00%	100.00%
	Pass Rate	60.00%	100.00%	100.00%
	Learners Below Min. Standards Threshold	30	0	0
% Below Min. Standards Threshold	100.00%	0.00%	0.00%	
04: Engineering and Manufacturing Technologies	Cohort	4		3
	Achieved	4		3
	Achievement Rate	100.00%		100.00%
	Completed	4		3
	Retention Rate	100.00%		100.00%
	Pass Rate	100.00%		100.00%
	Learners Below Min. Standards Threshold	0	0	0
% Below Min. Standards Threshold	0.00%		0.00%	
08: Leisure, Travel and Tourism	Cohort			4
	Achieved			4
	Achievement Rate			100.00%
	Completed			4
	Retention Rate			100.00%
	Pass Rate			100.00%
	Learners Below Min. Standards Threshold	0	0	0
% Below Min. Standards Threshold			0.00%	
13: Education and Training	Cohort	4		34
	Achieved	4		11
	Achievement Rate	100.00%		32.35%
	Completed	4		11
	Retention Rate	100.00%		32.35%
	Pass Rate	100.00%		100.00%
	Learners Below Min. Standards Threshold	0	0	34
% Below Min. Standards Threshold	0.00%		100.00%	
14: Preparation for Life and Work	Cohort	107	76	185
	Achieved	55	62	165
	Achievement Rate	51.40%	81.58%	89.19%
	Completed	84	67	165
	Retention Rate	78.50%	88.16%	89.19%
	Pass Rate	65.48%	92.54%	100.00%
	Learners Below Min. Standards Threshold	81	11	3
% Below Min. Standards Threshold	75.70%	14.47%	1.62%	
15: Business, Administration	Cohort			1
	Achieved			1

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and Law	Achievement Rate Completed		100.00%		
	Retention Rate		100.00%		
	Pass Rate		100.00%		
	Learners Below Min. Standards Threshold	0	0	0	
	% Below Min. Standards Threshold				0.00%

Education & Training Achievement Rates by Ethnicity

		Overall Achievement		
		2014/15	2015/16	2016/17
31: White English / Welsh / Scottish / Northern Irish / British	Cohort	31	18	38
	Achieved	18	13	36
	Achievement Rate	58.06%	72.22%	94.74%
	Completed	24	15	36
	Retention Rate	77.42%	83.33%	94.74%
	Pass Rate	75.00%	86.67%	100.00%
	Learners Below Min. Standards Threshold	21	4	6
% Below Min. Standards Threshold	67.74%	22.22%	15.79%	
32: White Irish	Cohort	5		4
	Achieved	4		4
	Achievement Rate	80.00%		100.00%
	Completed	4		4
	Retention Rate	80.00%		100.00%
	Pass Rate	100.00%		100.00%
	Learners Below Min. Standards Threshold	2	0	0
% Below Min. Standards Threshold	40.00%		0.00%	
34: White Other	Cohort	7	28	39
	Achieved	5	25	36
	Achievement Rate	71.43%	89.29%	92.31%
	Completed	7	28	36
	Retention Rate	100.00%	100.00%	92.31%
	Pass Rate	71.43%	89.29%	100.00%
	Learners Below Min. Standards Threshold	3	3	2
% Below Min. Standards Threshold	42.86%	10.71%	5.13%	
35: Mixed White and	Cohort	8	4	6
	Achieved	5	1	6

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Black Caribbean	Achievement Rate	62.50%	25.00%	100.00%
	Completed	5	1	6
	Retention Rate	62.50%	25.00%	100.00%
	Pass Rate	100.00%	100.00%	100.00%
	Learners Below Min. Standards Threshold	6	1	2
	% Below Min. Standards Threshold	75.00%	25.00%	33.33%
36: Mixed White and Black African	Cohort	2		5
	Achieved	1		3
	Achievement Rate	50.00%		60.00%
	Completed	1		3
	Retention Rate	50.00%		60.00%
	Pass Rate	100.00%		100.00%
38: Mixed Other	Learners Below Min. Standards Threshold	2	0	2
	% Below Min. Standards Threshold	100.00%		40.00%
	Cohort	7	2	12
	Achieved	4	2	10
	Achievement Rate	57.14%	100.00%	83.33%
	Completed	4	2	10
39: Asian or Asian British Indian	Retention Rate	57.14%	100.00%	83.33%
	Pass Rate	100.00%	100.00%	100.00%
	Learners Below Min. Standards Threshold	7	0	1
	% Below Min. Standards Threshold	100.00%	0.00%	8.33%
	Cohort	4	2	3
	Achieved	1	2	2
40: Asian or Asian British Pakistani	Achievement Rate	25.00%	100.00%	66.67%
	Completed	4	2	2
	Retention Rate	100.00%	100.00%	66.67%
	Pass Rate	25.00%	100.00%	100.00%
	Learners Below Min. Standards Threshold	3	0	0
	% Below Min. Standards Threshold	75.00%	0.00%	0.00%
40: Asian or Asian British Pakistani	Cohort	9	7	19
	Achieved	6	7	14
	Achievement Rate	66.67%	100.00%	73.68%
	Completed	9	7	14
	Retention Rate	100.00%	100.00%	73.68%
	Pass Rate	66.67%	100.00%	100.00%

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	Learners Below Min. Standards Threshold	4	0	1
	% Below Min. Standards Threshold	44.44%	0.00%	5.26%
41: Asian or Asian British Bangladeshi	Cohort	8	1	4
	Achieved	3	1	1
	Achievement Rate	37.50%	100.00%	25.00%
	Completed	8	1	1
	Retention Rate	100.00%	100.00%	25.00%
	Pass Rate	37.50%	100.00%	100.00%
		Learners Below Min. Standards Threshold	6	0
	% Below Min. Standards Threshold	75.00%	0.00%	75.00%
42: Chinese or Other ethnic group Chinese	Cohort	1		
	Achieved			
	Achievement Rate	0.00%		
	Completed	1		
	Retention Rate	100.00%		
	Pass Rate	0.00%		
	Learners Below Min. Standards Threshold	1	0	0
	% Below Min. Standards Threshold	100.00%		
43: Asian or Asian British Other	Cohort	8	2	4
	Achieved	4	2	3
	Achievement Rate	50.00%	100.00%	75.00%
	Completed	5	2	3
	Retention Rate	62.50%	100.00%	75.00%
	Pass Rate	80.00%	100.00%	100.00%
		Learners Below Min. Standards Threshold	7	0
	% Below Min. Standards Threshold	87.50%	0.00%	25.00%
44: Black or Black British African	Cohort	10	8	32
	Achieved	5	8	22
	Achievement Rate	50.00%	100.00%	68.75%
	Completed	10	8	22
	Retention Rate	100.00%	100.00%	68.75%
	Pass Rate	50.00%	100.00%	100.00%
		Learners Below Min. Standards Threshold	7	0
	% Below Min. Standards Threshold	70.00%	0.00%	25.00%
45: Black or Black British Caribbean	Cohort	18	13	30
	Achieved	2	13	27
	Achievement Rate	11.11%	100.00%	90.00%

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	Completed	8	13	27
	Retention Rate	44.44%	100.00%	90.00%
	Pass Rate	25.00%	100.00%	100.00%
	Learners Below Min. Standards Threshold	17	0	3
	% Below Min. Standards Threshold	94.44%	0.00%	10.00%
46: Black or Black British Other	Cohort	9	3	16
	Achieved	9		11
	Achievement Rate	100.00%	0.00%	68.75%
	Completed	9		11
	Retention Rate	100.00%	0.00%	68.75%
	Pass Rate	100.00%		100.00%
	Learners Below Min. Standards Threshold	9	3	4
	% Below Min. Standards Threshold	100.00%	100.00%	25.00%
47: Arab	Cohort	2	1	8
	Achieved	1	1	6
	Achievement Rate	50.00%	100.00%	75.00%
	Completed	2	1	6
	Retention Rate	100.00%	100.00%	75.00%
	Pass Rate	50.00%	100.00%	100.00%
	Learners Below Min. Standards Threshold	1	0	1
	% Below Min. Standards Threshold	50.00%	0.00%	12.50%
98: Any other	Cohort	16	2	12
	Achieved	10	2	9
	Achievement Rate	62.50%	100.00%	75.00%
	Completed	16	2	9
	Retention Rate	100.00%	100.00%	75.00%
	Pass Rate	62.50%	100.00%	100.00%
	Learners Below Min. Standards Threshold	15	0	2
	% Below Min. Standards Threshold	93.75%	0.00%	16.67%
99: Not known/not provided	Cohort			5
	Achieved			5
	Achievement Rate			100.00%
	Completed			5
	Retention Rate			100.00%
	Pass Rate			100.00%

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	Learners Below Min. Standards Threshold	0	0	1
	% Below Min. Standards Threshold			20.00%
ZZ: Prefer not to say	Cohort			2
	Achieved			1
	Achievement Rate			50.00%
	Completed			1
	Retention Rate			50.00%
	Pass Rate			100.00%
	Learners Below Min. Standards Threshold	0	0	0
	% Below Min. Standards Threshold			0.00%

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Community Learning Outcomes by SSA

01: Health, Public Services and Care

		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
01.2 Nursing and Subjects and Vo	Achieved	181	143	65	181	143	65	
	Leavers	186	150	73	186	150	81	
	Achievement	97.30%	95.30%	89.00%	97.30%	95.30%	80.20%	86.60%
01.3 Health and Social Care	Achieved	202	22	16	202	22	16	
	Leavers	202	22	16	202	22	18	
	Achievement	100.00%	100.00%	100.00%	100.00%	100.00%	88.90%	86.60%
01.5 Child Development and Well	Achieved	205	104	1	205	104	1	
	Leavers	206	107	1	206	107	1	
	Achievement	99.50%	97.20%	100.00%	99.50%	97.20%	100.00%	86.60%
01: Health, Public Services and Care	Achieved	588	269	82	588	269	82	
	Leavers	594	279	90	594	279	100	
	Achievement	99.00%	96.40%	91.10%	99.00%	96.40%	82.00%	86.60%

02: Science and Mathematics

		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
02.1 Science	Achieved	24	15	11	24	15	11	
	Leavers	26	15	13	26	15	13	
	Achievement	92.30%	100.00%	84.60%	92.30%	100.00%	84.60%	82.80%

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03: Agriculture, Horticulture and Animal Care		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
02.1 Science	Achieved	24	15	11	24	15	11	
	Leavers	26	15	13	26	15	13	
	Achievement	92.30%	100.00%	84.60%	92.30%	100.00%	84.60%	82.80%

05: Construction, Planning and the Built Environment		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
05.2 Building and Construction	Achieved	27	100	120	27	100	120	
	Leavers	28	100	136	28	100	161	
	Achievement	96.40%	100.00%	88.20%	96.40%	100.00%	74.50%	88.70%

06: Information and Communication Technology		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
06.1 ICT Practitioners	Achieved	412	319	366	412	319	366	
	Leavers	427	332	387	427	332	436	
	Achievement	96.50%	96.10%	94.60%	96.50%	96.10%	83.90%	86.00%

		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
06.1 ICT for users	Achieved	308	235	238	308	235	238	
	Leavers	325	244	261	325	263	271	
	Achievement	94.80%	96.30%	91.20%	94.80%	89.40%	87.80%	86.00%

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		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
06: Information and Communication Technology	Achieved	720	554	604	720	554	604	
	Leavers	752	576	648	752	595	707	
	Achievement	95.70%	96.20%	93.20%	95.70%	93.10%	85.40%	86.00%

07: Retail and Commercial Enterprise		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
07.3 Service Enterprises	Achieved	226	110	7	222	108	7	
	Leavers	226	110	7	226	110	8	
	Achievement	100.00%	100.00%	100.00%	98.20%	98.20%	87.50%	90.20%

		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
07.4 Hospitality and Catering	Achieved	405	286	349	405	286	349	
	Leavers	421	302	370	421	302	455	
	Achievement	96.20%	94.70%	94.30%	96.20%	94.70%	76.70%	90.20%

		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
07: Retail and Commercial Enterprise	Achieved	631	396	356	627	394	356	
	Leavers	647	412	377	647	412	463	
	Achievement	97.50%	96.10%	94.40%	96.90%	95.60%	76.90%	90.20%

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08: Leisure, Travel and Tourism		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
08.1 Sport, Leisure and Recreati	Achieved	1242	778	599	1242	778	599	
	Leavers	1278	816	637	1287	882	827	1700
	Achievement	97.20%	95.30%	94.00%	96.50%	88.20%	72.40%	88.20%

09: Arts, Media and Publishing		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
09.1 Performing Arts	Achieved	591	320	406	591	320	405	
	Leavers	620	352	429	626	375	517	
	Achievement	95.30%	90.90%	94.60%	94.40%	85.30%	78.30%	86.80%

09.2 Crafts, Creative Arts and D		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
09.2 Crafts, Creative Arts and D	Achieved	5614	4449	1391	5614	4449	1391	
	Leavers	5892	4701	1517	5923	4737	1960	
	Achievement	95.30%	94.60%	91.70%	94.80%	93.90%	71.00%	86.80%

09.3 Media and Communication		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
09.3 Media and Communication	Achieved	162	142	42	162	142	42	
	Leavers	169	148	47	169	148	47	
	Achievement	95.90%	95.90%	89.40%	95.90%	95.90%	89.40%	86.80%

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		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
09.4 Publishing and Information	Achieved	189	99		189	99		
	Leavers	198	104		203	114		
	Achievement	95.50%	95.20%		93.10%	86.80%		86.80%

		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
09: Arts, Media and Publishing	Achieved	6556	5010	1839	6556	5010	1838	
	Leavers	6879	5305	1993	6921	5374	2524	
	Achievement	95.30%	94.40%	92.30%	94.70%	93.20%	72.80%	86.80%

10: History, Philosophy and Theology

		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
10.1 History	Achieved	128	122	107	128	122	107	
	Leavers	132	132	112	132	132	149	
	Achievement	97.00%	92.40%	95.50%	97.00%	92.40%	71.80%	78.00%

12: Languages, Literature and Culture

		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
12.1 Languages, Literature and C	Achieved	474	670	640	474	670	640	
	Leavers	500	723	684	500	723	913	
	Achievement	94.80%	92.70%	93.60%	94.80%	92.70%	70.10%	81.50%

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		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
12.2 Other Languages, Literature	Achieved	745	660	9	745	648	9	
	Leavers	792	719	9	792	719	218	
	Achievement	94.10%	91.80%	100.00%	94.10%	90.10%	4.10%	81.50%

		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
12: Languages, Literature and Culture	Achieved	1219	1330	649	1219	1318	649	
	Leavers	1292	1442	693	1292	1442	1131	
	Achievement	94.30%	92.20%	93.70%	94.30%	91.40%	57.40%	81.50%

14: Preparation for Life and Work

		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
14.1 Foundations for Learning an	Achieved	1114	583	626	1114	566	626	
	Leavers	1173	603	712	1199	744	881	
	Achievement	95.00%	96.70%	87.90%	92.90%	76.10%	71.10%	82.50%

		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
14.2 Preparation for Work	Achieved	279	35	26	279	35	26	
	Leavers	282	35	28	282	35	28	
	Achievement	98.90%	100.00%	92.90%	98.90%	100.00%	92.90%	82.50%

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		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
14: Preparation for Life and Work	Achieved	1393	618	652	1393	601	652	
	Leavers	1455	638	740	1481	779	909	
	Achievement	95.70%	96.90%	88.10%	94.10%	77.20%	71.70%	82.50%

15: Business, Administration and Law

		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
15.1 Accounting and Finance	Achieved	113	54	92	113	54	92	
	Leavers	115	56	104	115	56	125	
	Achievement	98.30%	96.40%	88.50%	98.30%	96.40%	73.60%	83.20%

		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
15.3 Business Management	Achieved	7			7			
	Leavers	7			7			
	Achievement	100.00%			100.00%			83.20%

		Overall			Timely			National Avg.
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15
15: Business, Administration and Law	Achieved	120	54	92	120	54	92	
	Leavers	122	56	104	122	56	125	
	Achievement	98.40%	96.40%	88.50%	98.40%	96.40%	73.60%	83.20%

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Grand Totals		Overall			Timely		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Grand Totals	Achieved	13152	9954	5158	13148	9922	5157
	Leavers	13734	10553	5596	13811	10853	7186
	Achievement	95.80%	94.30%	92.20%	95.20%	91.40%	71.80%
	Completed	13423	10265	5352	13423	10265	5352
	Retention	97.70%	97.30%	95.60%	97.20%	94.60%	74.50%
	Pass Rate	98.00%	97.00%	96.40%	98.00%	96.70%	96.40%

11. How this Self Assessment Report was produced

The self-assessment process is coordinated by the Deputy Head of Service and Quality Manager. It includes meetings with subcontractors, providers and curriculum leads, who complete their own self-assessment reports and submit them to WCLL. Following moderation, they agree and finalise the SAR.

Further information was drawn from:

- Performance data
- Feedback from termly monitoring meetings with the main (A&C) providers and (A) Subcontractors
- Lifelong Learning Development Group
- Curriculum Leadership Groups
- The various operational groups (i.e. Employer Engagement Steering Group; Community Development/Family Learning Forums, Curriculum Leadership Groups etc.)
- Observation of lessons and workplace reviews and assessment
- Course feedback from learners and tutors
- Learner and employer surveys
- Feedback from WCLL team
- Reports to Committee by Head of Service
- Three Year Development Plan
- Previous year's Quality Improvement Plan

Moderation and validation

There is extensive communication between senior managers and provision specific SAR writers. Included in this process are small community based providers, who write a version of the self-assessment report to inform the writing of the SAR. Once second drafts were completed, all sector areas at South Thames College (STC) are moderated by both senior managers at WCLL and through standard college quality assurance procedures. The Headline SAR from STC and SARs from the other main providers, Aspire and the Libraries service are moderated at a formal meeting with the Deputy Head of Service and Head of Service. Each subcontractor wrote detailed SARs supported by evidence. These were moderated and once approved fed directly into the main SAR.

Once internal moderation is completed, a draft of the Wandsworth Lifelong Learning Self - Assessment Report is presented at a validation meeting led and interrogated by an external OFSTED trained consultant. This meeting included the Head of Service (Lifelong Learning), two senior managers for Adult and Community and Apprenticeships, and key managers from main providers/subcontractors. The outcome of this meeting was a set of recommended grades for the Service as a whole. The final ratification of the Self-Assessment Report is undertaken by the Lifelong Learning Development Group.

Other input into self-assessment

Peer Review and Development Group: WCLL is part of a pan-London PRD group with partners from other local authority adult education providers from Camden; Hillingdon; Harrow; Royal Borough of Greenwich; Enfield; Islington; Royal Borough of Kensington and Chelsea; Haringey; Lambeth; Hammersmith and Fulham and Southwark. Members of the group are responsible for curriculum and quality in their respective organisations. Work has focused on aspects of the self -assessment process and this has included participation in the moderation of self -assessment reports, enabling valuable sharing of practice and a clearer shared understanding of the process of making sound judgements.

Quality Improvement Plan

As soon as SARs are moderated/validated, Quality Improvement Plans are put in in place. These are monitored at provider termly review meetings, line management meetings, team meetings at STC and Lifelong Learning team meetings with progress reported to the Lifelong Learning Development Group. The QIP also informs the following year's self-assessment process which reports on its key recommendations.