

WANDSWORTH BOROUGH COUNCIL

REGENERATION AND COMMUNITY SAFETY OVERVIEW AND SCRUTINY
COMMITTEE – 3RD SEPTEMBER 2009

Report of the Director of Children's Services on the strategy, programmes and income streams for Lifelong Learning in 2009/10.

SUMMARY

Background

This report provides an overview of funding streams for Lifelong Learning in 2009/10. The report provides information on the main objectives for each funding stream and some very short case studies to illustrate outcomes for some individuals and groups. There is an explanation of the strategy for Wandsworth Lifelong Learning, including how it has developed, and the move towards a new national funding infrastructure, with the creation of the Young People's Learning Agency (YPLA) for 14-19 Year Olds and the Skills Funding Agency (SFA) for adults aged 19+. The report also describes how Lifelong Learning can contribute to many cross cutting priorities in local authorities.

Policy

The work of Lifelong Learning underpins the Council's commitment to the Government's Skills Pledge and supports the objectives of the Wandsworth Employment and Skills Strategy agreed by the Executive (Paper No. 08- 827). At a time of economic downturn the work and approach described is in line with the Leader of the Council's strategy for the Council's fight back against recession (Paper No. 09-269) approved by the Executive in March 2009 which has been endorsed by the Wandsworth Local Strategic Partnership. Work with families, particularly through Family Learning and Parenting programmes, is part of the Council's Child Poverty Strategy which is being developed and will be submitted to the Children and Young People's Services Overview and Scrutiny Committee in September 2009. The proposals to introduce Apprenticeships into the Council, Schools and close working partners were outlined in Paper No. 09-345.

Issues/Proposals

This report is for information.

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Director of Finance comments

The Director of Finance confirms the funding allocations as shown in Appendix 1 of this report. With effect from April 2010 two new agencies, the Skills Funding Agency (SFA) and the Young People's Learning Agency (YPLA), will take over the functions of the LSC which will cease to exist. In the absence of any information to the contrary we believe all existing funding contracts will be guaranteed. However, the impending change will be closely monitored to determine what effects this change would have on future funding levels and service delivery. Future developments as a result of the impending change will be brought to the attention of this Committee in future reports.

GLOSSARY

ACL	-	Adult and Community Learning
BME	-	Black and Minority Ethnic
DIUS	-	Department of Innovation, Universities and Skills
CLC	-	City Learning Centre
ESF	-	European Social Fund
ESOL	-	English for Speakers of Other Languages
FTE	-	Full Time Equivalent
IAG	-	Information, Advice and Guidance
ICT	-	Information and Communications Technology
LCLSC	-	London Central Learning and Skills Council
LLDG	-	Lifelong Learning Development Group
LSC	-	Learning and Skills Council
NEET	-	Not in Employment Education or Training
NIACE	-	National Institute of Adult Continuing Education
NOCN	-	National Open College Network
NVQ	-	National Vocational Qualification
PCDL	-	Personal and Community Development Learning
PSAD	-	Putney School of Art and Design
SCC	-	Southfields Community College
SFA	-	Skills Funding Agency
SME	-	Small Medium Enterprise
STC	-	South Thames College
WCLL	-	Wandsworth Council Lifelong Learning

RECOMMENDATIONS

1. This report is submitted to the Regeneration and Community Safety Overview and Scrutiny Committee for information. No decisions are required on it by the Council, the Executive or the regulatory and other committees.
2. However, if the Overview and Scrutiny Committee decides that recommendations on this report need to be made, these will be reported to the Executive and/or appropriate regulatory and other committees for consideration.

INTRODUCTION

3. This report outlines the role of Lifelong Learning in Wandsworth, the programmes and projects it delivers, key management arrangements and current and potential sources of income.
4. Paragraphs:
 - 5 – 6: Background to Lifelong learning in Wandsworth
 - 7 – 44: Lifelong Learning's current programmes and income
 - 45 – 59: Key aspects of management and delivery of Lifelong Learning
 - 60 – 65: Links to, and work with, other Council services
 - 66 – 77: Future developmentsAppendices:
 - 1 Summary of income streams
 - 2 List of Wandsworth Lifelong Learning providers
 - 3 Summary of Department of Innovation, Universities and Skills briefing paper
 - 4 Staff structure

BACKGROUND AND CONTEXT

5. Lifelong Learning in Wandsworth has grown and diversified over the past 5 years, with learner enrolments increasing by over 40%. In addition to the Adult and Community Learning (ACL) classes it has historically run, Wandsworth Council Lifelong Learning (WCLL) now includes a wider range of learning: the Family Learning programme, employment and training programmes and work with schools and disaffected teenagers. It encompasses learners from a very wide range of backgrounds and plays a key role in community development. In addition, WCLL works with local employers to develop education and training to meet the needs of the local labour market and contribute to Wandsworth's economy.
6. These developments have been influenced by several key drivers:-
 - a) Central and local government policies which increasingly require all learning providers to achieve challenging targets to support growth and improve skills and qualifications in the national labour market and contribute to the United

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Kingdom's success in a highly competitive global economy;

- b) The need to provide an offer that addresses the requirements of a much more culturally, economically and ethnically diverse learner group than even 10 years ago;
- c) The need to engage those groups that are hard-to-reach because they face many barriers to learning: for example, disability, caring responsibilities, language needs, deprivation, poor literacy and numeracy;
- d) Supporting social cohesion by providing learning that can bring individuals and communities together to work to achieve common goals to enrich their lives;
- e) The need to engage with, and respond much more directly to, the needs of employers and the local labour market;
- f) A less positive factor has been the freezing of the Learning and Skills Council (LSC) grant for mainstream ACL funding for the past five years. In order to continue to provide an extensive, diverse, high quality service, with the highest participation rate in London, it has been necessary to compete for income from other funding sources; and
- g) Another result of the increased focus on skills and qualifications has been a decrease to some extent of non-vocational and unaccredited courses (now termed 'personal and community development learning' – PCDL). The Department of Innovation, Universities and Skills' recent Informal Learning consultation recognised the need to ensure the continuation and strengthening of this type of learning and there is currently a robust debate as to how this should happen.

LIFELONG LEARNING PROGRAMMES AND PROJECTS

7. The Lifelong Learning team is responsible for the delivery of:-

- a) Adult and Community Learning;
 - Personal and Community Development Learning (traditional ACL offer)
 - Skills for Life and First Steps adult learning
- b) Wandsworth SEEN (supported education and employment network);
- c) Family Learning programme;
- d) European Social Fund employability projects;
- e) Train to Gain;
- f) Apprenticeships;
- g) BEST (Wandsworth Education and Business Partnership); and,
- h) Parenting initiatives.

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Adult and Community Learning (ACL)

8. For 2009/10 the Council has received notification of a grant from the LSC for £1,583,136. This is the main Adult and Community Learning block grant and funding levels have been static for the last 5 years. This is a key factor in the service increasing the number of its funding streams.
9. 75% of the grant is to fund the traditional ACL offer such as Arts and Crafts, Modern Foreign Languages, Sport, Music whilst the remaining 25% is targeted at hard to reach learners with much of the curriculum concentrating on Skills for Life including ESOL, ICT, work preparation/employability programmes and other entry level provision.
10. The Government has 'safeguarded' this funding and measures are in place to ensure that local authorities deliver numbers in this way. This funding supports approximately 10,500 learners per year and there are Service Level Agreements with all providers of learning.
11. The main providers are: South Thames College, Southfields Community College, Putney School of Art and Design and Libraries. The Lifelong Learning Team also delivers some direct provision. It is estimated that collectively providers are able to generate an additional income of approximately £700,000 through enrolment fees, and this supplements the block grant.

Case study: Age Activity

12. Most learners at Age Activity enjoy taking part in ICT classes, particularly in learning how to use email and search the internet. An eighty-nine year old learner commented: "...coming here and using my brain is what keeps me ticking, otherwise, I'd just be at home doing the same old thing." Other learners say how much they appreciate learning computing skills which enable them to use email to keep in touch with children and grandchildren across the world.

Case study: The Imani Group

13. This organisation works with women who are affected by domestic violence. One of the projects funded through Lifelong Learning's widening participation fund is a course for Imani's learners to develop their writing skills by recording their experiences of abuse. In addition to improving this key skill, the group's aim is to collect these experiences to form a book which they hope to use to raise awareness amongst professionals working in this field.

Family Learning

14. LSC funding of £212,914 supports approximately 1600 adults and 2,200 children each year to participate in a wide range of Family Learning activities. Use of this

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funding is becoming much more targeted at disadvantaged wards and there is a strong emphasis on family language, numeracy, budget management and general keeping up with the children courses. On many courses, the percentage of learners from disadvantaged wards exceeds 70%.

15. There is a strategic fit between Family Learning and Adult and Community Learning. Often, Family Learning is the first step to learning for the adult and the link with adult learning provides the progression opportunity. There is a strong curriculum link as over 60% of parents are involved in some form of Skills for Life which is a priority in the adult learning programme.
16. Family Learning and Adult and Community Learning represent two out of the five components of Extended Schools provision and Family Learning has been aligned to the Extended Schools strategy through its work with the Extended School clusters.

Case study

17. Through partnership between WCLL and the Council's libraries service, a mother of four attended ICT and literacy classes at her local library in Roehampton. She achieved a City and Guilds Literacy Certificate which gave her the confidence to start her own business making basket gifts and she has subsequently won a contract from St George's Hospital in Tooting.

Family Learning Impact Fund (FLIF)

18. In open competition with other local authorities, the service has secured an additional £195,000 which will be spent between 2008 and 2010. This budget is specifically focussed on supporting families at risk. There is a particular emphasis on Literacy, Numeracy, ESOL, Family Finance, with some flexibility in the curriculum to engage hard to reach families, with a particular focus on fathers.

Big Lottery Family Learning

19. In 2007, the Big Lottery announced a national funding round of £40 million to develop community based family learning opportunities. WCLL submitted a bid in partnership with Croydon Council's Adult Education Service which proposed new opportunities and pathways for both formal and informal family learning through two project themes: Creative and Media and Social Enterprise. The project was awarded a total of £500,000 and runs from June 2008-June 2011.

Neighbourhood Learning In Disadvantaged Communities (NLDC)

20. A total of £57,000 has been allocated by the LSC. This funding represents a mixture of capital and revenue funding to support the learning infrastructure in Third Sector organisations. The curriculum focus is on ICT, Skills for Life

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including ESOL, and other engagement activities. Many Third Sector organisations are able to offer entry level accredited learning programmes through this funding route.

Train To Gain

21. Train to Gain continues to be a key component of the national strategy to up-skill employees in the workforce focussing on those without their first full level 2 or 3 equivalent qualification. There is also support for those requiring additional support with literacy, numeracy and ESOL needs.
22. In 2006, the Lifelong Learning Service was part of a successful £3million pan-London bid to the LSC to deliver a range of NVQ qualifications over a 2 year duration. The partnership was led by Richmond Adult Community College and all members worked under the partnership name of 'Training London' (www.traininglondon.net) in order to extend services across London.
23. In 2008, the Lifelong Learning team submitted an application to the LSC to become a direct provider of Train to Gain and was awarded a 3 year contract. This success was largely based on the track record achieved within the Richmond contract.
24. During 2008/09 this area of activity has continued to grow with 213 candidates joining the programme. in the following areas: Health and Social Care, Teaching Assistants, ICT, Skills for Life and Cleaning and Support Services. There are 4 main providers: the Council's Training and Assessment Centre, Linden Lodge School Training and Assessment Centre, The Royal Hospital for Neuro Disability and Acting Up, an external consultancy specialising in cleaning and support services.
25. Train to Gain has proved particularly popular with the Council supply chain and working partners.
26. The 2008/09 contract generated a total of £335,000. The contract awarded from the LSC for 2009/10 is worth £207,000. Other workplace training funding streams by the government are being phased out as Train to Gain becomes the main conduit and 'brand' for skills training in the workplace.

ESF Train to Gain – SKILLS2

27. In addition to the above Train to Gain programme, the Council has recently been notified of a successful bid for £576,661 to the Learning and Skills Council's new Train to Gain programme funded through the European Social Fund (ESF). This is a cross-borough, multi-agency project led by Wandsworth Lifelong Learning (WCLL).

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28. The aim of this new Train to Gain project, SKILLS2, is to promote workforce development to small and medium sized employers (SMEs) to deliver programmes of personalised information, advice and guidance with workbased learning, accredited to NVQ Levels 2-4, with embedded Skills for Life, to 500 employees across a range of sectors. It will particularly focus on Third Sector, BME and family businesses in 6 South London boroughs: Wandsworth, Merton, Kingston, Southwark, Bromley and Sutton. This is a cross-borough council partnership led by WCLL. Curriculum delivery areas will include: Business Administration, ICT, Customer Service and Skills for Life.

Apprenticeships

29. Through competitive tendering, the Lifelong Learning team secured a 3 year contract to deliver apprenticeships to young people and adults. The second year allocation is £157,000. Paper No. 09-345 outlined the proposals to introduce apprenticeships into the Council, Schools and close working partners.

Personal Best programme

30. Funding to deliver Personal BEST was secured through the LSC's ESF Funding round in 2008. The budget for 2009/10 is £338,000 although a total of £800,000 is expected through this budget to support 1000 learners over a 2 year period.

31. The Personal Best programme concentrates on developing employability and volunteering skills and candidates achieve accreditation at level 1. The project is currently exceeding the target pass rate of 80% and many candidates are already progressing to employment. Candidates who successfully complete the programme are guaranteed an interview to become a volunteer at the 2012 Olympics.

Case study: Personal Best

32. Before joining Wandsworth's Personal Best programme in Roehampton, Antony Arthur had been unemployed for two-and-half years. His confidence was at a very low ebb and he was lonely. He recently completed an eight-week Personal Best course, achieving a Level 1 qualification in volunteering and now has the opportunity to be chosen to volunteer for the 2012 Olympics. A short film of Anthony's journey and success on the Personal Best programme has been recorded by BBC London and can be viewed on its website.

Wandsworth SEEN (Supported Employment & Enterprise Network)

33. In 2008 Lifelong Learning submitted an application through a competitive tendering process to secure £140 k to improve courses and employability support for learners with disabilities and learning difficulties. A further £160k has been secured for 2009/10.

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34. Working in close partnership with South Thames College and a number of voluntary and community sector organisations the project will focus on providing improved access for adults to work experience placements, employment and self employment opportunities. During the life of the project 150 adults will receive additional support.

Case Study: SEEN learner

35. A learner has been working as a volunteer at the Resources Library at Wandsworth Council's Professional Centre. She said:

'My confidence when I first started working at the library was very low. I had no experience and I had very low self-esteem. And now, 3 months later, my whole confidence, fears and self-esteem have developed into a positive, enthusiastic and happy experience, and skills I did not know I had and not thought I was capable of'.

Youth Projects

36. Funding to deliver 2 youth projects, FlexLearnEarn and EETMOTIV8 was secured through competitive tender through the LSC's ESF Funding round in 2008. Both projects are targeted at young people who are Not in Employment Education or Training (NEET) and potential NEET young people aged 14-19.
37. FlexLearnEarn was awarded a total of £167,000 with £97,000 allocated to the final year. The majority of this provision is being delivered by Nightingale School which is delivering a range of practical options (bricklaying, plumbing, painting and decorating) with accreditation for 80% of learners. Young people can progress to higher levels of learning within the school, South Thames College or other local training providers. Funding for this project will cease after the 2009 autumn term.
38. EETMOTIV8 provides re-engagement activities with Information, Advice and Guidance support. It secured a total of £129,000 with £75,000 allocated to the final year.

BEST –Wandsworth Education and Business Partnership

39. A total grant of £53,000 is available from the LSC to support the provision of work experience and other work related learning activities to young people. The Council does not fund this work and additional income is derived from schools and colleges for the provision of work experience opportunities and other work related learning workshops and services. This requires the service to raise a further £134,000 to break even.

Parenting programmes

40. The Council has been allocated a total of £393,000 for 2009/10 and 2010/11 through the Think Family Grant. The component funding streams include:

a) Parenting Experts

All local authorities receive funding for parenting experts to support strategic planning and deliver parenting programmes targeting those children who are 'at risk'. Wandsworth will receive £100,000 per year for 2009/10 and 2010/11.

b) Parenting Early Intervention Projects

These offer a coordinated package of support at an early stage, including access to parenting programmes. Target group: Parents of children aged 8-13 at risk of negative outcomes. Wandsworth will receive £193,000 per year for 2009/10 and 2010/11.

c) Family Intervention Projects (FIPs)

A multi-agency approach to provide whole-family support led by an assertive key worker. Key workers will have a small caseload of 5-8 families at any one time. Wandsworth will receive £100,813 per year for 2009/10 and 2010/11.

Migrant Impact Fund project

41. Lifelong Learning has received notification of a successful bid to the Migrant Fund, attracting £93,000 over a 2 year period. This funding will support additional ESOL provision, targeting additional learners, and build capacity in the community through the training and development of 'learner advocates', drawn from trusted members of local migrant communities.

42. It will particularly target mothers who are often isolated or reluctant to attend ESOL classes. Research has shown that the influence of Learner Advocates when they are also drawn from respected members of the potential ESOL learner's community will be a powerful influence in encouraging members of migrant communities to participate. Our local consultation with providers and learners has shown that by far the best means to engage learners in this target group is through word-of-mouth.

43. Outputs for the project include 15 trained Migrant Learner Advocates, an additional 240 individuals enrolled on ESOL courses, with a minimum of 70% to achieve accreditation.

European partnership working

44. Building on a successful partnership between Wandsworth's Economic Development Office with partners in Madrid and Lisbon, Lifelong Learning is taking part in a project with the same local authority network in Madrid, Red Local and Helsinki University's Department of Continuing Education. The project will develop tools to assist teachers of business and enterprise skills working primarily with young people. This is a small project which will allow the team to test the possibilities of partnership working in this way. Not only will Lifelong Learning benefit from the experience of other EU countries, it will also open the possibilities of applying for further European funding.

KEY ASPECTS OF MANAGEMENT AND DELIVERY OF LIFELONG LEARNING

45. The Lifelong Learning team sits in the Children's Services Division. It consists of 26 staff led by the Head of Lifelong Learning who reports to the Assistant Director (see appendix 4 for staff structure). In managing and delivering the service, the work of individual members of the team cuts across different strands of Lifelong Learning.
46. The staffing structure of Lifelong Learning provides economies of scale at all levels to distribute activities and functions in an effective way. Different initiatives combine budgets to deliver higher impact, best value projects. For example, Family Learning funds have been used to support projects in all the section's activities including BEST.
47. At present, the Head of Service is funded primarily through the ACL grant but provides strategic leadership for the whole section. Other posts also have a wider brief; the Principal Research Officer has responsibility for MI on 14-19 and ACL, and there are 3 administrative posts which support the whole section not just ACL and Family Learning.
48. The overarching aims and objectives of Lifelong Learning are outlined in its Three Year Development Plan which aligns to Wandsworth's Children and Young People's Plan and the LSC's Statement of Priorities. The Development Plan is also supported by individual strategies and action plans for: Skills for Life, Family Learning, Employer Engagement, 14-19 Developments, Parenting, the Education and Business Partnership and E Learning.
49. Lifelong Learning in Wandsworth, with its philosophy of 'something for everyone, from cradle to grave', cuts across the work of a wide range of Council services and has an important role in contributing to the delivery of some of the Council's key strategies including Employment and Skills, Child Poverty,

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Support for Older Learners, Learners with Learning Difficulties and Disabilities, Cultural Strategy and Parenting.

50. There is no blueprint, however, to show how Lifelong Learning services should be managed within local authorities and there are many different models in operation throughout the United Kingdom. Some authorities solely offer traditional part-time Adult and Community Learning classes, while others, like Wandsworth, deliver a wider range of learning. The aim of Lifelong Learning in Wandsworth is to provide 'something for everyone... from cradle to grave' with an emphasis on a diverse and inclusive service, particularly focusing on the most vulnerable groups in the Borough.
51. This inclusive and wide-ranging approach means that Wandsworth Lifelong Learning supports the work of other Wandsworth services and also engages very successfully in partnerships, in both applying for funding and delivering services, with other Council departments and external agencies as the case study below illustrates.

Case study: the widening participation (WP) fund

52. The WP fund is an example of WCLL's cross-cutting and partnership work to target delivery effectively to meet demand. Since 2001, approximately £100,000 each year has been ring-fenced specifically for projects focusing on widening the participation of learners that are under-represented or hard to reach – benefiting over 6000 learners to date. Applications to the WP fund are assessed and approved by Wandsworth's Lifelong Learning Development Group (LLDG) a partnership of learning providers and stakeholders from inside and outside the Council (including the LSC, JobCentre Plus, representatives from major and voluntary and community sector providers, schools and Wandsworth's Economic Development Office, Children's Services, Leisure and Amenities and Adult Social Services). Because the majority of these partners are either based in the community or have very close links to it, WCLL is able to use the WP fund to respond swiftly and flexibly to demand and need at a very detailed local level.

Quality arrangements and inspection

53. Since the service was last inspected in January 2006 by the Adult Learning Inspectorate, there have been some changes in inspection arrangements. OFSTED is now responsible for inspection.
54. The OFSTED quality assurance framework for lifelong learning is consistent with those used by the FE sector and, to some degree, schools. The Common Inspection Framework used by WCLL to monitor quality and by OFSTED inspectors applies to ACL, Family Learning, Train to Gain, Apprenticeships and ESF programmes. Currently the ACL Quality Officer provides support with quality assurance in the context of the Common Inspection Framework.

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55. The outcome of the last inspection was positive with the majority of provision achieving Grade 2 (Good). It is anticipated that the next inspection is likely to be much more challenging given the wider remit of the Lifelong Learning team. The Train to Gain, Apprenticeships and ESF programmes will be inspected alongside Adult and Community Learning and Family Learning. Having said this, many of the strengths identified in the last inspection have been sustained, if not improved. It is likely that the next inspection will be at the beginning of the spring term, although official notification has not been received.
56. The Leadership and Management element of the 2006 inspection achieved a Grade 2 (Good). Only 2 out of 7 central London boroughs achieved a grade 2 in this area. Internal and external stakeholders express high levels of satisfaction with The Council's Lifelong Learning department. What the Adult Learning Inspectorate (ALI) said:

“There has been effective strategic planning for service development over a four year period. During that time the provider has increased its enrolments by 40%, broadened its work with small community-based providers, and maintained and strengthened its good working relationships with its main subcontractors. Senior managers are very successful in gaining funding from multiple sources to initiate developments in provision across the borough”.

“Wandsworth LEA maintains very good partnership working with a range of providers, educational institutions, other borough departments, charitable organisations and community groups. It makes effective use of the Lifelong Learning Development Group. This body has wide ranging membership and involves most providers of adult and community learning across the borough”

The role of the Lifelong Learning Development Group (LLDG)

57. The Lifelong Learning Development Group (LLDG) is the strategic group responsible for formulating and implementing strategic plans for Adult and Community Learning in Wandsworth. It represents a partnership of learning providers, London Central LSC, JobCentre Plus, the voluntary and community sector and other Council departments. It steers strategy, provides a forum for discussion and debate and works as a successful bidding partnership (securing an additional £5.5 million over and above the grant funding over the last three years). It is able to respond promptly and flexibly at a detailed local level because the majority of partners are based in the community and/or have very close links to Wandsworth's residents and employers. It is supported by several sub groups: the Family Learning Forum, the National Open College Network (NOCN) Group, Quality Steering Group and the Train to Gain Steering Group.

Employer engagement

58. This is an increasingly important aspect of Adult Learning with significant growth of Train to Gain, Apprenticeships and Skills for Life in the workplace. The BEST Team works with approximately 800 employers at any one time providing work experience opportunities and collaborative links for the delivery of the new 14-19 diplomas. The BEST team also acts as an important link in attracting new employers to other programme areas in a number of key areas.

Partnership and cross-cutting work

59. Partnerships across sectors, formed with organisations both in and out-of-borough have enabled WCLL to expand the breadth and depth of its provision enabling it to respond to very specific individual, community and labour market needs. This is illustrated by the examples below of different partnership and cross-cutting work in Wandsworth.

Case studies

- a) WCLL has developed and is leading a partnership working across 6 London boroughs to bid for, and win, a Train to Gain contract of over £500,000. The partnership consists of neighbouring councils, voluntary and community sector and private sector organisations.
- b) WCLL secured a £500,000 Big Lottery Award to develop Family Learning through bidding in partnership with Croydon Borough Council and a private sector development agency.
- c) WBC has worked in partnership with Southfields Community College (an Extended School)/City Learning Centre over the past 5 years to develop and expand its adult learning provision. It initially used ring-fenced Widening Participation funding to run a series of taster and short courses. Provision has increased from 150 learners in 2003 to over 1000 and now covers the spectrum of PCDL with a particular emphasis on ESOL and employability skills. Southfields Community College already had a very high profile in the community as an extended school and provided a stable platform from which to develop a successful adult learning programme to appeal across the community.
- d) Nearly 10% of WCLL's PCDL is provided by community and voluntary sector providers running courses based on small classes with intensive tutor support. These partnerships with specialist community and voluntary sector providers target specific groups who experience a range of barriers to learning and employment. For example, a partnership with 'U Can Do IT' aimed a 10 week ICT course at people who were blind, deaf and physically disabled using specialist trainers with skills in screen readers, voice recognition

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systems and British Sign Language. The programme was designed to suit individual needs and offered one-to-one training where appropriate. The course covered the use of email and the internet enabling learners to use online shopping and banking facilities.

LINKS WITH OTHER COUNCIL DEPARTMENTS AND SERVICES

60. Lifelong Learning strategy aligns to key Council strategies which include the Children and Young People's Plan, Child Poverty, Employment and Skills, Cultural Strategy, Extended Schools and Older People.

Extended Schools

61. In particular, there is a direct link from Family Learning to the Extended Schools strategy where there has been some work to align the work of Family Learning with the Extended Schools clusters to ensure best value. This has resulted in an increase in the amount of adult and community learning in these venues, particularly where there are Skills for Life, ESOL and general employability needs. Currently Family Learning and ACL work with over 30 schools and there is an opportunity to further embed this provision through the clusters.

Leisure and Amenities

62. 2,271 learners are located in the Leisure and Amenities section of the Council through the Putney School of Art and Design and Libraries. In addition there is good partnership working on Family Learning. The development of collaborative work with libraries has been highly successful over the last five years. Work with libraries has now become formalised through a service level agreement and they are the fourth largest provider of ACL in the Borough. Work with libraries will continue to develop on ACL and other funding streams.

Adult Social Services

63. WCLL has effective links with Adult Social Services and providers and community groups working with clients in this area. In the last contractual year 1,846 learners aged 60+, just under 18% of the cohort, participated in WCLL programmes. Learners with disabilities/learning difficulties accounted for 472 learners, 4.5% of the cohort. Both of these groups represent priority areas for the WCLL and require on going effective dialogue with colleagues in social services.

Economic Development

64. WCLL is increasing its emphasis on working with employers and in linking with regeneration initiatives, particularly targeting residents at entry level to level 3 attainment. This is being carried out through the following funding streams:

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Adult and Community Learning, Train to Gain, Personal Best and Family Learning. Lifelong Learning has continued to be part of collaborative work in the Battersea area to raise employability levels and aspirations in the context of regeneration opportunities.

65. The Economic Development Office also works with a wide range of voluntary and community sector organisations and there has been some useful collaborative work in this area.
66. The Lifelong Learning team has representatives on the Wandsworth Business Support Network, the Battersea Power Station Steering Group and the Battersea Power Station Opportunity Board

FUTURE DEVELOPMENTS

Changes in national policy and delivery systems

67. Lifelong Learning has been subject to many changes over the past decade. Much of it has been well received, the drive to professionalise and improve quality in particular. In April 2010, the LSC will cease to exist and its functions will be split between a new Skills Funding Agency (SFA) and Young People's Learning Agency (YPLA). The SFA will be responsible for adult learning and Apprenticeships and the YPLA for 16-19 learning.
68. One of the reasons for this change is to minimise bureaucracy and streamline the currently complex contractual arrangements that frustrated many providers. Another major factor is the increasing emphasis on demand led, innovative learning which is able quickly to respond to the changing needs of learners and employers. The introduction of Skills Accounts across the country is a further measure to allow prospective learners more choice and flexibility.
69. A reduction in the bureaucracy will be very welcome across the sector. We do need however, to be careful that new policies and structures do not 'unravel' the numerous strands which compose the current infrastructure, in which lifelong learning is woven through other agendas and services (e.g. social cohesion, economic development, mainstream FE, extended schools, adult care).
70. As part of a local authority, WCLL is uniquely placed to deliver effective learning and interventions to support the engagement and achievement of learners across the lifelong learning range up to and including senior citizens. Continued support for Lifelong Learning from the government has enabled local authorities to significantly extend the range and impact of their provision of adult learning.
71. Central and local adult learning policy has recently been heavily driven by the need to skill and upskill the workforce. This strategy alone can not engage every learner, particularly those that are hardest to reach. It risks excluding those who

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wish to pursue non-vocational learning and does not, therefore, maximise opportunities to promote social cohesion.

72. The LSC has recently announced that the PCDL safeguard will continue which will protect provision for learners on personal development programmes in the next academic year. This restricts the amount and degree to which authorities can alter the current mix of provision.

Future developments

73. The final years of the first decade of the 21st century have proved exciting and challenging for everyone involved in planning and delivering learning services. The same challenges are likely to continue as new ones arise. The funding arrangements for mainstream adult and community learning have yet to be resolved. The new funding body (Skills Funding Agency) is of course, yet untested and there is an imperative to increase United Kingdom's number of skilled and qualified citizens but at the same time to safeguard the 'informal learning' that is a lifeline for many older people and others at risk of social exclusion.
74. WCLL has been able to build on its track record of developing partnerships and funding to widen participation and raise achievement through delivering a range of programmes such as Train to Gain and Apprenticeships, as well as attracting other funds such as ESF to deliver employability and other highly targeted programmes. Family Learning has been a particular multi-agency success story and has provided a platform for addressing learning needs at entry level and beyond. It is a clear example of where Adult Education providers have been able to bring skills and expertise to a wider strategic framework and has been highlighted in many inspection reports.
75. WCLL will continue to develop its approach of cross-cutting, multi-agency working. To continue to widen participation and create the conditions for inclusion it is essential to sustain partnerships with specialist community groups, libraries, schools, adult social services, JobCentre Plus and other agencies to deliver outcomes that address the priorities of local and national government.
76. These partnerships allow Wandsworth to respond rapidly and flexibly to learners' needs; encourage the sharing of best practice and involving providers and learners in shaping its adult learning strategy. In moving forward and thinking for the future, it is essential to continue to develop a 'mixed economy of learning'. This means having a system which is flexible enough to engage learners at different developmental points; to respond to diverse needs; to create pathways for learners from entry level and beyond, and to underpin the skills strategy which is at the forefront of current Government policy.

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77. The links between adult learning and family learning, with extended schools, with teenagers making the transition to adulthood, employers and the local community are becoming even stronger as local authorities are called on to respond to the current crisis in the economy that is impacting at all levels throughout every public service. Lifelong Learning's role is very much part of the 'glue' that helps to join up these disparate elements, as it is something that people can take part in throughout their lives – from infancy in family learning, right the way through to old age – 'something for everyone, from cradle to grave'.

78. Comments of the Director of Finance

The Director of Finance confirms the funding allocations as shown in Appendix 1 of this report. With effect from April 2010 two new agencies, the Skills Funding Agency (SFA) and the Young People's Learning Agency (YPLA), will take over the functions of the LSC which will cease to exist. In the absence of any information to the contrary we believe all existing funding contracts will be guaranteed. However, the impending change will be closely monitored to determine what effects this change would have on future funding levels and service delivery. Future developments as a result of the impending change will be brought to the attention of this Committee in future reports.

PAUL ROBINSON
DIRECTOR OF CHILDREN'S
SERVICES

The Town Hall,
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25th August 2009

BACKGROUND PAPERS

There are no background papers to this report.

Lifelong Learning Strategy, Programmes and Income Streams

Lifelong Learning Strategy, Programmes and Income Streams

APPENDIX 1: SUMMARY OF PROGRAMMES AND INCOME STREAMS FROM
SEPTEMBER 2009

Programme/project	Income stream	Amount
Adult and Community Learning (ACL)	LSC annual main grant Annual learner enrolment fees	£1, 583,136 £700,000
Family Learning Family Learning Impact Fund Big Lottery	LSC annual main grant LSC tender Big Lottery application (2008/11)	£212,914 £195,000 £500,000
Neighbourhood Learning In Disadvantaged Communities (NLDC)	LSC annual grant	£57,000
Train to Gain	LSC tender (2009/10) LSC ESF tender (2009/10 onwards)	£207,000 £576,661
Apprenticeships	LSC tender	£157,000
Personal Best	LSC/ESF tender (2008/10)	£800,000
Wandsworth SEEN	LSC tender (2008/10)	£300,000
FlexLearnEarn	LSC/ESF tender (2009/10)	£97,000
EETMOTIV8	LSC/ESF tender (2009/10)	£75,000
BEST	LSC annual grant Fee income	£53,000 £134,000
Think Family	DCSF grant (2009/11)	£786,000
Migrant Impact Fund	Government Office for London tender (2009/11)	£93,000
Educaemprende	EU Leonardo programme partnership	€24,255 (approximately £20,500)

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APPENDIX 2: LIFELONG LEARNING PROVIDERS

Main providers

South Thames College
Putney School of Art and Design
Libraries
Southfields Community College
Wandsworth Lifelong Learning

Widening Participation providers include:-

African Caribbean Library
London and Quadrant Housing
Battersea Baptist Chapel
Age Activity
Housebound Learners
Thrive
STORM
Age Concern
50 Plus Restart and Social and Cultural Group
The Imani Group
Louvaine Area Resident Association (LARA)
Thomas Pocklington
Oak Lodge
Together
Triangle
Balham Community Centre
Community First (Victory Baptist Church)
Regenerate
Sound Minds

NB. The number and range of providers varies each year. Voluntary and community sector organisations bid for funding each year from a ring-fenced widening participation fund. Applications are assessed by the Lifelong Learning team against the criteria set on in the application forms.

Lifelong Learning Strategy, Programmes and Income Streams

APPENDIX 3: DEPARTMENT OF INNOVATION, UNIVERSITIES AND SKILLS (DIUS) BRIEFING PAPER

Below is a summary of the briefing paper produced by DIUS (now part of the Department for Business Innovation and Skills) in November 2008 which outlines the key proposed reforms in adult learning.

Strategy and funding

1. A new Skills Funding Agency (SFA) is to be established which, with the new Young People's Learning Agency, will replace the LSC in 2010.
2. The SFA will be responsible for all FE and Apprenticeships. The YLPA for 16-19 learning.
3. It is even more important for learning to be flexible and responsive in the light of the current economic crisis. The SFA has been established to be demand led (learners and employers), responsive and will cut down on bureaucracy.
4. The UK commission for Employment and Skills will carry out skills forecasting based on employers' needs with input from the Sector Skills Councils, Regional Development Agencies and other stakeholders such as local and regional employment and skills boards.
5. DIUS (now part of the Department for Business Innovation and Skills) will be responsible for national strategy and targets and issue budgets to the SFA. It will work closely with the Department for Children, Schools and Families and Department for Work and Pensions.
6. The SFA will be responsible for allocating funding to providers – based on individual learner choice and employer demand. It will also manage and develop Train to Gain, the new National Apprenticeship Service and the new Adult Advancement And Careers Service.
7. A 'funding envelope' will be given to approved accredited providers. This will allow them more freedom to develop demand-led local services. They will be monitored by the SFA but there will be a 'lighter touch' than before.
8. Performance will be monitored through the new Framework for Excellence – a lighter touch than previously. Under performance will, as now, cause the SFA to trigger remedial action.
9. More use of E Learning is anticipated throughout the sector, and Becta, the leading agency for technology for learning will play a key role in this.

Provider roles

10. Will be responsible for responding to learner and labour market demand, through an emphasis on partnership working
11. Working together when appropriate to share services, apply economies of scale, carry out peer reviews
12. Take a leading role in economic development and regeneration

Qualifications development

13. Providers will be able to become accredited to award qualifications.
14. The SFA will be responsible for overseeing the system to accredit providers receiving public funding.
15. Qualifications development will be led by the Sector Skills Councils. They will determine which qualifications should be eligible for public funding. They will work with the UK Commission of Employment and Skills on the National Occupational Standards and vocational qualification reform (including Apprenticeships).
16. Qualifications (below degree level) standards and assessment will be regulated by Ofqual. It will also accredit awarding organisations.
17. The Qualifications and Curriculum Development Agency (QCDA) will advise government on curriculum and develop criteria for major qualifications such as GCSEs.

APPENDIX 4: STRUCTURE OF THE LIFELONG LEARNING TEAM

