WM College
Annual Accountability Statement
2025 – 2026

https://www.wmcollege.ac.uk/about-us/key-documents/

Purpose

WM College, formally known as Working Men's College, is one of six Institutes of Adult Learning (IAL) in London. It maintains its strong tradition in liberal arts education with a broad curriculum offer in visual and performing arts but is also Camden's key provider of essential skills with a large offer to support those with language, literacy, numeracy or digital skills needs at level 2 and below. The college also offers a small programme of vocational courses to give learners the skills and qualifications they need for employment.

WM College offers a balance of provision to meet the needs of all learners, whether they are looking for job related skills, wanting to take up a new leisure interest, or wishing to enhance their wellbeing through broader creative learning and the opportunity to be part of a community of learning with all the benefits that brings for health, wellbeing and self-efficacy.

The college's strategic plan for 2024-27 sets out the college's intent to develop a curriculum offer that:

- aligns with local and national priorities
- considers the needs of the community, industry trends and government initiatives
- fosters industry partnerships that enable learners to gain practical work-related experience
- delivers essential skills to the local community to support adults' life chances
- addresses digital literacy skills and prepares learners for the demands of the modern workforce

The College gives high priority to strengthening its links with employers and developing its provision in line with London LSIP recommendations and the London Growth Plan objectives, balancing this with its remit of supporting health and wellbeing, social inclusion and personal development.

Context and place

Apart from one small cohort of full-time learners aged 18 studying a Level 3 Foundation Art Diploma, all of the college's courses are part time and for adults. In 2024/25 84% of provision is non-accredited, even though about 37% of learners are on adult skills provision. Of the learners on adult skills provision, 98% are studying at level 2 and below, with 62% at entry level. 42% of learners on accredited adult skills provision in 24/25 are at entry level.

The profile of WM College learners is overwhelmingly that of learners with a low level of basic skills and the college's most significant contribution to meeting local skills needs is its provision in foundation learning and essential skills (ESOL, English, maths and basic IT). ESOL, English, maths, digital skills comprise 33% of the provision in 24/25. ESOL currently accounts for 19% of enrolments, English 4%, maths 4% and ICT 5%.

The college is situated in Camden and delivers provision out of over 15 community venues such as schools, homeless charities and community centres. Camden residents account for 49% of all learners, and a large number from Islington and Hackney, all boroughs with high levels of deprivation.

Demographic data on Camden on deprivation, education and employment status indicate a need for skills development to enable residents to improve their economic circumstances. The college's main site on Crowndale Road is in the ward of St Pancras & Somers Town. St Pancras & Somers Town, the neighbouring wards of Regent's Park, King's Cross and Camden Town all have high levels of multiple deprivation.

The data below comes from the ONS 2021 Census Topic Summaries *2021 Census Topic Summary Ward Profiles*

22 of Camden's 133 neighbourhoods (also referred to as LSOAs - Low-Level Super Output Areas), are in the top 20% most income deprived in England with the college located where many of these are concentrated.

The 2021 Census data classifies households by four dimensions of deprivation: employment, education, health and disability, and household overcrowding.

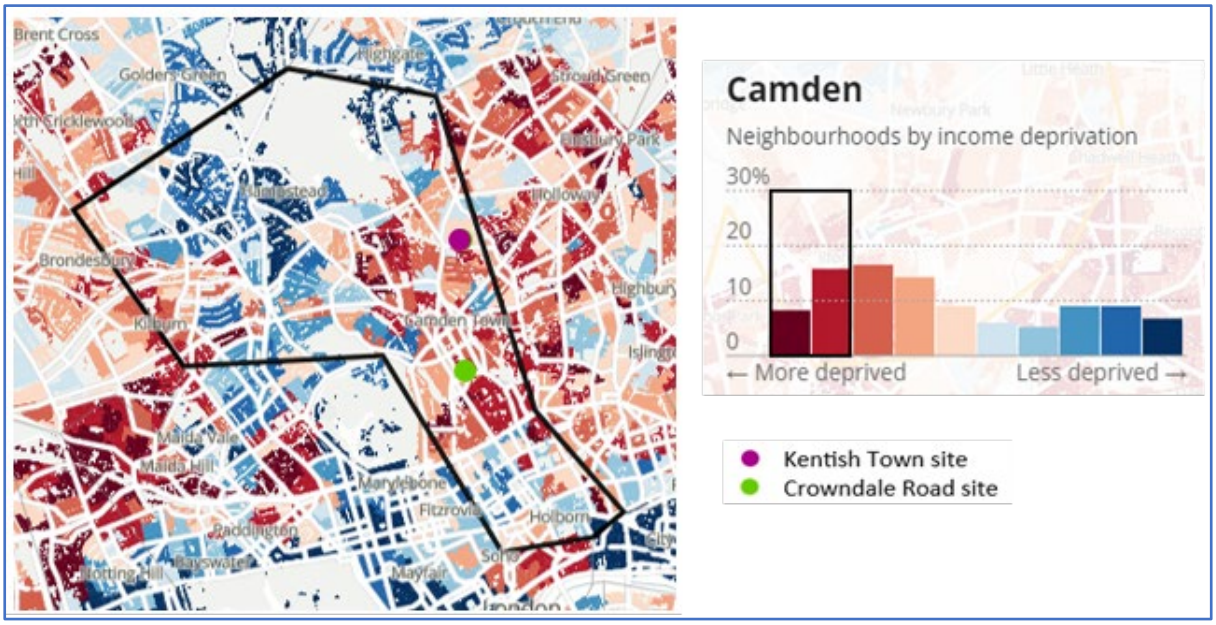
Ward	Households deprived in one dimension	Households deprived in two dimensions
St Pancras and Somers Town	35.9%	22.9%
Regent's Park	34.3%	19.3%
King's Cross	34.4%	16.3%
Camden Town	31.8%	16.2%
Camden borough	***31.9%***	***14.6%***

The percentages of adults with no qualifications or qualifications at L2 or below are:

Ward	No qualifications	Qualifications at L2 or below
St Pancras and Somers Town	18.5%	17.3%
Regent's Park	15.4%	15.2%
King's Cross	12.2%	12.0%
Camden Town	12.6%	13.5%
Camden borough	***11.8%***	***12.2%***

The percentages of adults who are unemployed or economically inactive are:

Ward	Unemployed	Economically inactive
St Pancras and Somers Town	13.1%	47.5%
Regent's Park	11.2%	43.4%
King's Cross	13.7%	48.7%
Camden Town	9.9%	37.2%
Camden borough	***8.1%***	***37.3%***



https://www.ons.gov.uk/visualisations/dvc1371/#/E09000007 *Indices of Multiple Deprivation 2019*

Approach to developing the annual Accountability Statement

The college seeks to understand local needs and determine its curriculum priorities in a number of ways.

1. Self-assessment

The college reflects on its purpose and vision against the background of its context and place and refines priorities year on year via its self-assessment process. It evaluates itself against the Education Inspection Framework, identifying strengths and areas for improvement, which then form the basis for the Quality Improvement Plan (QIP).

2. Consulting with internal stakeholders

Learners' views are collected through the annual learner satisfaction survey (QDP), in end of course evaluations, or feedback to teachers and managers and through learner focus groups.

Teachers' views are solicited as part of the annual Self-Assessment Report for each curriculum area.

Governors play an active role in shaping the College's key priorities, through scrutiny and challenge at termly sub-committee and board meetings, and through an annual governors' strategy day looking specifically at the curriculum offer.

3. Government policy and initiatives and labour market intelligence

The college ensures that its priorities are aligned with government strategies and funding rules. We have used the London Growth Plan, GLA funding rules for 2025/26, GLA Delivery Plan guidance and findings of the LSIP to inform our college Strategic Plan and our Accountability Statement, to create an Employability and Careers Strategy and to set priorities for curriculum planning.

In planning the curriculum offer for 2025/26 proposals for each curriculum area were developed which clearly articulated the curriculum intent and how the proposed programme aligned with national, regional and local priorities. The proposals addressed the questions:

- *How do you know there is a need (social or economic) for this type of course?*
- *Are we the right provider to be offering this course?*

and referenced their responses to the LSIP priority sectors and cross-cutting themes, and to knowledge of other local provision and the college's own performance and resources.

4. Consulting with external stakeholders and networking

An employer engagement manager position was created in January 2024 and part of the postholder's remit is to ensure the college has a good understanding of local needs and employment-related opportunities by:

- attending networking events (e.g. Good Work Camden, Knowledge Quarter, Westminster Business Council, Euston Skills Centre, Central District Alliance BID),
- establishing links with organisations such as Grow London (which represents SMEs), Restart DWP, ASK (the DfE's Apprenticeship Support & Knowledge for schools and colleges programme), Camden and Islington volunteer services, local housing associations, recruitment agencies such as Kings Cross Recruit and Red5People
- approaching local SMEs direct to identify opportunities relating to Creative, AAT, IT, ESOL curriculum areas as well as for learners interested in start-ups.

The college's key external stakeholders are:

Employers – e.g. Facilities and venue management employers such as Wilson James, Carlisle Support Services, JCP Cleaning Services, Bidvest Noonan; SMEs in the creative arts such as Koko, the Finish Line, Maple S Creative; employers offering work experience or employer insight in finance or

administration such as the Living Centre, Francis Crick, MKS Accountants; the British Library and British Museum etc.

Community partners (charities, primary schools, community organisations, libraries) – WM College has a number of partners with whom it delivers courses in ESOL, IT, employability, numeracy, health and wellbeing or arts and crafts. Partners are consulted on the course offer and course content.

Services and organisations that support residents towards or into work, e.g. Good Work Camden, LIFT (leading Inclusive Futures through Technology), Bluebird Care, Special People, Kings Cross Recruit, have attended enrichment events at the college and met with learners to discuss roles and employment opportunities in given sectors.

Civic – e.g. GLA, ESFA, LSIP, Camden Council (e.g. Apprenticeship team, Camden ACL etc), DWP (links with the Kentish Town branch), Camden & Islington ESOL Advisory Service (the EAS refers learners to the college's ESOL provision but also, if a cohort of residents or a community organisation or employer requests a bespoke ESOL course, the EAS will disseminate the request to all the local ESOL providers and invite proposals for delivery).

5 Partnership working

The College has an extensive network of local partners who it works with to:

- provide bespoke courses for the residents they work with, or for employees
- establish progression routes onto their provision for WM College learners,
- facilitate referral of the residents they work with to appropriate courses at the College,
- co-ordinate local provision to avoid duplication where there are multiple providers,
- provide learning opportunities in the community that build skills and confidence
- refer WM College learners to partners that provide services such as IAG for HE, support for entrepreneurs, job search, volunteer placements.

6 Collaboration and coordination with other local providers

WM College liaises with Camden Council's Adult Community Learning service to identify how the college's provision can complement that of Camden Council's and to establish and facilitate progression routes from the Council's provision onto more substantive provision at WM College.

Outreach and access officers from Birkbeck and London Met have provided careers advice for learners on Art Foundation, Early Years or AAT courses who are interested in progressing to Higher Education.

The college is an associate member of Bridge Central London Skills Partnership, a group of 10+ providers in Central London Forward collaborating on funding opportunities, knowledge sharing, and employer engagement. The college is also a member of a mayoral Digital Skills Academy which aims to map local provision of digital skills at L2 and above, establish progression pathways and strengthen employer engagement with the digital skills sector.

Principals from the London-based Institutes for Adult Learning meet as a group to share knowledge and good practice and develop a common voice and representation in formal consultations and processes that shape government policy, such as the London LSIP. The group regularly invites guest speakers from GLA, Holex, AoC etc. and is part of the All-Party Parliamentary Group. This collaboration between IALs helps to inform how WM College positions itself in the local adult education landscape. The college principal is also the chair of Holex and thus involved in shaping policy and strategy for and with the sector.

Contribution to national, regional, local priorities

Objective	Success Criteria / Target	Link to national, regional & local priorities
1. Develop a more employer-led approach to vocational and skills provision		
1.1. Deliver SIA-license qualifications in door supervision and security guarding in response to recruitment needs identified by local employers.	• Deliver 3 x SIA-license courses in door supervision and security guarding, either through Skills Bootcamps or using the GLA flexibilities for license to practise accreditation.	• London ASF flexibilities for 25/26 which include the funding of SIA license to practise qualifications for the hospitality sector • WM College Employability and Careers Strategy 2023-2026
1.2. Obtain feedback from employers on course content for vocational provision and for generic / non-vocational skills provision	• Feedback and input provided by employers as to course content for all vocational courses and findings used to amend schemes of work. • Feedback provided by at least 3 employers and recruitment services as to recruitment processes and what skills / qualities they prioritise in candidates for generic, non-vocational job roles; schemes of work on essential skills courses amended accordingly.	
2. Ensure learners with employment aspirations are effectively prepared for work		
2.1. Increase the opportunities for learners to interact with employers, agencies that provide career guidance, and providers of further learning (through workplace visits, talks, insight days, progression fairs etc.)	• All vocational accredited courses and employment focused creative digital media courses include a work visit, employer insight day or visiting speaker relevant to the vocational subject in 25/26. • Hold a career or job fairs attended by employers, recruitment agencies or employment support agencies both from vocational and general non-specialist sectors; 50% of learners in ESOL (E3-L2), English & maths attend one of these. *Targets from the college Employability and Careers Strategy year 3 (25/26)*	• Gatsby Benchmark 5 Gatsby Toolkit for Colleges • WM College Employability and Careers Strategy 2023-2026 • Ensuring training providers and employers work together to offer practical work experience will be one of the priorities for the Inclusive Talent Strategy, due to be launched later in 2025, and which is part of the London Growth Plan.
2.2. Increase work experience opportunities (including the setting of live project briefs) for learners on finance and creative media courses	• Work experience offered by at least 1 employer in the finance sector • Work experience offered to all learners on door supervision courses • At least 1 live project brief for learners on creative media courses	
3. Work in partnership with local providers to strengthen progression pathways, prevent duplication and share resources and best practice		
3.1 Develop progression routes from WM College creative media or digital courses onto higher level courses elsewhere through partnership with Digital Skills Academy (led by WAES), and LSIF Bridge	• Progression routes mapped for WM College learners to higher level creative media or digital courses with other providers within the Digital Skills Academy or Bridge Partnership and all WM College tutors in these subject areas incorporating this information into progression advice to learners.	• Inclusive Talent Strategy / London Growth Plan ambition for a coordinated system for skills. It calls for progression pathways tailored to growth sectors to provide a pipeline for

Objective	Success Criteria / Target	Link to national, regional & local priorities
3.2 Closer collaboration with Camden ACL to reduce duplication and strengthen progression pathways	• Clear delineation of type of outreach provision provided by WM College vs Camden ACL, with WM College focusing on essential skills or employability focused provision and Camden ACL on health and wellbeing. • Established mechanisms for learners to be referred from Camden ACL onto WM College provision	Londoners to move into Level 3 and higher qualifications.
3.3 Sharing of resources or best practice with local networks such as the LSIF Bridge Partnership, other IALs, or similar London providers	• Collaboration with RHACC to share good practice and resources related to the quality cycle (OTLAs, RaRPA etc) • Peer moderation of SARs with at least 2 other London based providers • Piloting use of LSIF Bridge sustainability learning resources and audio-visual tutor support tutorial	
4. Increased focus on essential skills		
4.1 Realign the Adult Skills Fund to have an increased focus on supporting priority groups to gain essential skills (e.g., literacy, numeracy, digital, ESOL)	• Over half the college's Adult Skills Fund enrolments for 25/26 to be on essential skills (English, maths, ESOL or digital skills) and GCSE English and maths provision. • Realign our community outreach provision to focus mainly on essential skills thus reaching learners less able to engage with more formal learning. • Digital skills at Entry and Level 1 to increase by 12% (from 1064 glh in 2425 to 1196 in 2526)	• Supporting priority groups to gain essential skills will be one of the priorities for the Inclusive Talent Strategy. The London Growth Plan states 13% of Londoners have no qualifications at all. • GLA Economics (2023). Local Skills Improvement Plan: Evidence Base, May 2023: *"The employment rate for Londoners aged 16 to 64 with degree-level qualifications (NVQ4+) is more than twice that for those without any formal qualifications (86% vs. 37%) – a wider gap than in the rest of England."* • Strong demand for courses in essential digital skills or the excel skills needed for successful engagement in business and accounting courses, evidenced by waiting lists
5. Support learners to gain green skills		
5.1 Include discrete courses in green skills in the curriculum offer and continue to embed carbon literacy across the curriculum	• 5 green courses planned for 2526, which focus on awareness of climate issues and sustainability for everyday life and employability • Pilot an inhouse Carbon Literacy accredited course for WM College teachers • Pilot use of CLF LSIF partnership's online carbon literacy learner resources with 2 classes (each from a different curriculum area) by Apr 2026	• Investment in green skills will be one of the priorities for the Inclusive Talent Strategy. • Green is a London LSIP cross-cutting theme. The London LSIP recommends that carbon literacy be embedded across the curriculum.

Objective	Success Criteria / Target	Link to national, regional & local priorities
	• Embed carbon literacy into schemes of work for all vocational courses, all skills courses at E3 and above and from at least 50% of tailored learning arts courses	• Mayoral commitment to net zero by 2030
6. Develop greater financial sustainability by reducing reliance on public funding and diversifying income streams		
6.1 Expand the full cost offer and increase fee income	• Successfully deliver at least 3,400 glh under full cost deliver (up from 2000 glh in 24/25, an increase of 70% increase on 24/25). • Deliver 4 corporate offer courses by July 2026. • Develop an "Experience Day" offer, delivering 4 courses by July 2026. • Carry out a more detailed analysis of delivery costs as part of the business planning cycle, increasing course fees where appropriate to better reflect costs for those who are able to pay.	• College strategic plan strategic objective 4 – Financial Sustainability
6.2 Diversify income streams	• Pilot rental of digital design bureau facilities for external use by July 2026. • Develop and deliver experience days and corporate team building days. • Expand the offer of venue hire for external events in Maurice Hall and Library.	
6.3 Reduce reliance on Adult Skills Funding by expanding the 16-19 offer and pursuing alternative funding offers such as Skills Bootcamps	• Increase learner recruitment of under 19s on the L3 Foundation Diploma in Art & Design by 20%. • Apply for Skills Bootcamp funding to run SIA licence courses in Door Supervision and Security Guarding.	

Local Needs Duty

The key skills needs that WM College is addressing

Essential Skills:

- **ESOL** from pre-entry to level 2, including learners who already have good vocational skills, experience and expertise but need better language skills to enable them to work locally
- **English and maths** from entry level to GCSE
- **Digital skills**, particularly at beginner and entry level

Vocational skills in priority sectors such as security for hospitality or professional services, accounting, creative digital media

Confidence building enabling learners to participate more in their community and build skills for work

Transferable skills embedded into a range of courses (ESOL, English, maths, Supported Learning, IT, employability focused outreach courses and vocational courses) to build learners' capacity and confidence to apply for jobs when they are ready

Job search skills through the College's in-house employability coaching service

Professional skills for self-enterprise for artists

Evidence that WM College is meeting local need effectively

High learner numbers in the essential skills provision types listed above

Feedback from learners on the college annual satisfaction survey, confidence gains surveys, ILPs and course evaluations highlighting the benefits that learners identify

Feedback from partners and employers that we work with

Alignment of the provision to local priorities in the LSIP, and strategies such as London Growth Plan and Inclusive Talent Strategy

Curriculum plans which are mapped against key drivers at the planning stage

Destination data (anecdotal from teachers and CMs, destination tracking by MIS, records from employability coach, reports from partners such as Kings Cross Recruit)

Mapping WM College learner demographic data (in terms of income poverty, employment status, qualification level)

At the Ofsted inspection in February 2024, Ofsted judged the college to be making a reasonable contribution to meeting skills needs. The inspection report says the following:

> *Leaders have a good understanding of the part they play in meeting local skills needs. They know how their curriculum contributes to meeting these needs. They make sure that their strategic targets and curriculum plans align to these needs. For example, the college offers a broad range of easily accessible community learning courses, as well as courses in ESOL, English, mathematics and basic ICT skills. These courses help to support local residents to improve their skills, as well as their social mobility.*
>
> *Leaders work successfully in partnership with other local adult community learning providers and councils to design their curriculum. This ensures the courses they offer complement the curriculum offered by others.*

Leaders work effectively with a range of local employers and stakeholders to agree the specific timing of courses in high demand. For example, leaders arranged a bespoke ESOL course for a multi-national cleaning company that wanted to improve the English skills of its employees. Employers and stakeholders appreciate that leaders and managers respond quickly to these requests.

On a small number of courses, leaders and tutors involve employers and partners in planning the content that is taught. For example, leaders added content about volunteering to an ESOL course designed for a local community partner. This helped learners understand how they can contribute to their community. In other areas such as in fashion and design, managers have worked with employers to set work-related projects for learners to complete. However, leaders do not ensure that the majority of curriculum areas involve employers sufficiently in the planning and teaching of courses.

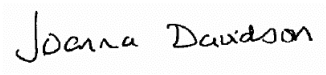
The college's most significant contribution to meeting local skills needs is its provision in foundation learning (learning at Level 2 and below) and in essential skills (ESOL, English, maths and basic IT), although it also contributes to meeting skills needs in other ways as shown above.

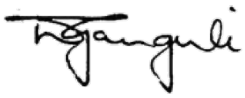
Two main areas for development, which the college recognizes and are part of the QIP and the Employability and Careers strategy milestones, are:

1. Get more employer involvement in designing the content of courses.
2. Develop more robust processes for destination tracking by MIS and from partners, and internal progression reporting.

Corporation / Governing Body statement

On behalf of the Working Men's College Corporation, it is hereby confirmed that the plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the Board at their meeting on 27th of June 2024.

Chair of Governors: 

Principal/Chief Executive and Accounting Officer: 

Dated: 26/06/2025

The Accountability Statement will be published on the college's website within three months of the start of the new academic year and can be accessed from https://www.wmcollege.ac.uk/about-us/policies/

Supporting documentation

London LSIP BLDN

WM-College-Outline-Strategy-Plan-2024-v5.pdf

Ofsted Inspection Report 2024

London Growth plan

GLA ASF Draft 2025–26 grant funding and performance management rules

GLA ASF 2025-26 delivery plan guidance v2

Indices of Deprivation 2019 Camden Summary and 2021 Census Topic Summary Ward Profiles