WM College Self-Assessment Report 2024 – 2025

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Context

WM College, formally known as Working Men's College, is one of five 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 vocational programme to give learners the 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 interest, or wishing to enhance their wellbeing through creative learning with all the benefits that brings for health, wellbeing and self-efficacy.

The College 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

In December 2024 the College withdrew from its satellite centre at Leighton Place in Kentish Town, where it had been running printmaking courses and about 20% of the College's ESOL provision. Printmaking relocated to the main site at Crowndale Road from September 2024, but ESOL continued at Leighton Place for the first term, then moved to Rhyl Primary School, in the nearby area of Gospel Oak, from January 2025.

Changes in funding rules came into effect from August 2024, with the Adult Education Budget being replaced by the Adult Skills Fund (ASF). Under the ASF, the Community Learning funding stream was replaced by Tailored Learning, with the requirement that Tailored Learning provision must meet one of seven prescribed purposes and must not be used to fund learning where the primary intent is for leisure. The College therefore introduced Full Cost courses, moving its languages, humanities & culture, and advanced crafts courses from grant funded Community Learning into full cost recovery.

There was also a reduction in the College's funding allocation of 2% compared with 23/24; the College had been given growth funding in 23/24, but this was not consolidated into the allocation for 24/25. Funding rates under the Adult Skills funding stream (the funding received per learner per qualification) were also increased meaning that it took fewer learners to reach the funding allocation. These two factors meant that the College needed to reduce its offer for 24/25.

The College was last inspected in February 2024 and was graded as good in all areas of the common inspection framework and judged to be making a reasonable contribution to meeting skills needs.

SAR Process

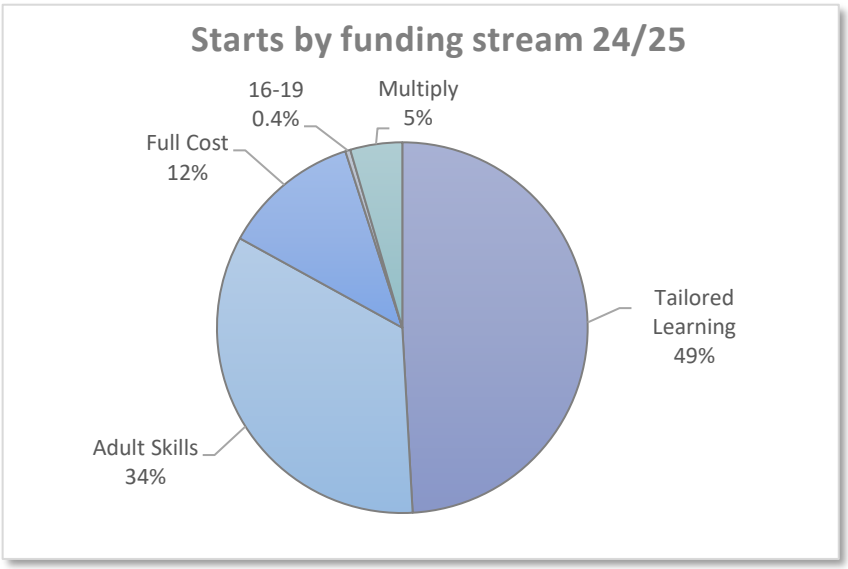
Individual SARs are written by curriculum managers drawing on evidence such as outcomes and participation data, lesson observations, learning walks, RaRPA audits, reports from awarding bodies, learner and staff feedback. Curriculum SARs identify key strengths and areas for improvement or development and Curriculum Quality Improvement Plans (QIPs) are developed from these. Managers present their SAR to the Senior Leadership Team at Performance Review Boards in mid-October, where evidence and judgements are validated, and grades are confirmed.

These SARs inform the whole College SAR, which is validated by governors at the Curriculum and Quality Standards Committee in November, who then recommend to the Board for final approval.

Curriculum Overview

Provision by funding stream

In 24/25 WM College provided courses across the funding streams of Tailored Learning, Adult Skills (including a small amount of Free Courses For Jobs provision), Multiply, 16-19s and Full Cost courses that were not publicly funded.



Tailored Learning – This provision mainly comprises:

- Visual and performing arts
- Modern foreign languages
- Humanities and culture
- Health and wellbeing
- Community outreach provision

Visual and performing arts is almost entirely non-accredited and accounted for 53% of the College's learners in 24/25. In the visual arts most learners are attending because of the health and wellbeing benefits that come from developing their creative skills and engaging in adult learning, though many are also engaged in, or looking to engage in, self-enterprise and the provision thus also develops learners' professional skills. In performing arts and digital arts, where a far larger proportion of learners in 24/25 were on benefits (60% and 65% respectively compared with 47% to 55% for other arts areas), a key purpose for the provision is to build confidence as well as preparing learners for further learning that can lead to employment.

Likewise, MFL, humanities and culture, and health and wellbeing courses all seek to promote health and wellbeing as well as building confidence.

Community outreach provision is delivered in partnership with local organisations such as primary schools, community associations and charities. Courses fall into two categories. The first is GIL (Get into Learning) consisting of short recreational courses in arts and crafts, music and drama or health and wellbeing. These courses are designed to engage adults into learning, alleviate loneliness and

promote wellbeing and confidence. The second category comprises courses with an employability or skills focus (mainly in ESOL, Employability, IT and EDI) which prepare learners for their next steps in learning or for employment or volunteering and help learners to develop self-efficacy. In 24/25 the College worked with 16 delivery partners. At many of the partner venues where we ran GIL, the College extended its provision to also include Multiply courses with maths embedded into crafts and arts.

Adult Skills – This comprises the College's accredited provision, which in 24/25 was in ESOL, English, maths, business, ICT, and teaching plus 10 accredited courses in visual and performing arts. It also includes non-accredited essential skills courses in Supported Learning, ESOL, English, maths, ICT and community provision where courses used non-regulated formula-funded learning aims.

16-19s – The Level 3 Art Foundation Diploma course (FAD) is a full time one year course for learners aged 18 and above and is the only course in the College that accepts 18-year-olds. It provides opportunities for younger and older learners who are not suited to large university settings and who benefit from a smaller college environment with more support. In 24/25, of the 52 learners on the FAD course, 46 were 18-year-olds (learners aged 19+ are funded under Adult Skills: Free Courses For Jobs).

Full Cost – Full cost courses are not publicly funded and are courses where the primary purpose for learning is leisure. Languages, humanities & culture, and advanced arts and crafts courses were moved from Community Learning in 23/24 and into full cost recovery for 24/25.

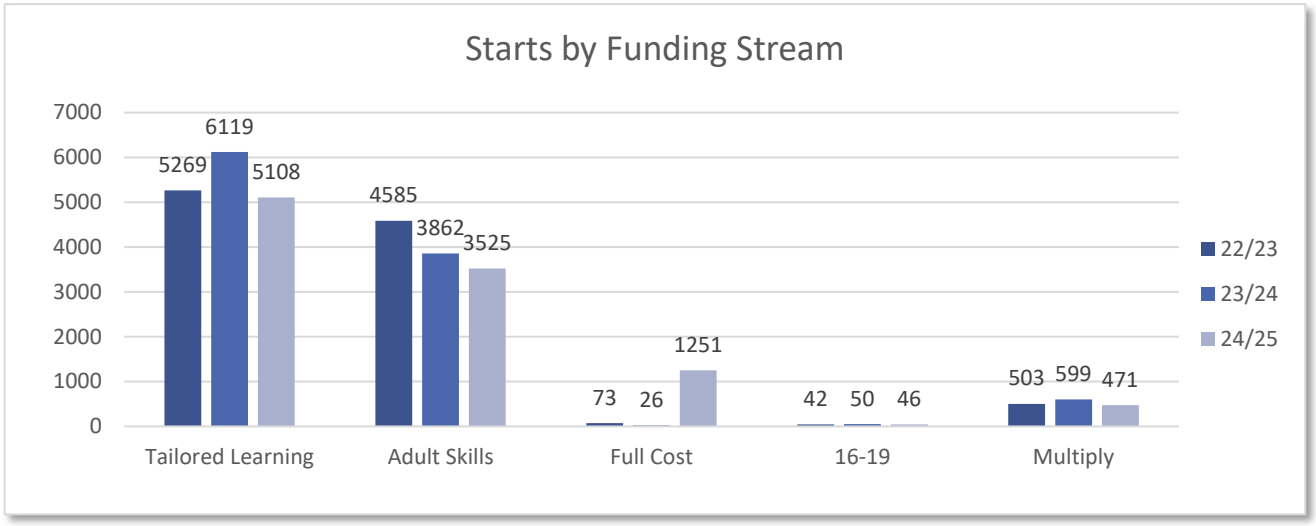
Multiply – Multiply was a 3-year initiative funded through the UK Shared Prosperity Fund, designed to improve adult numeracy through flexible and innovative projects. The programme officially ended on 31 March 2025, so Multiply delivery for 24/25 only covers two terms. However, the College was able to over-achieve by 31% and was funded for this over-delivery accordingly.

Learner recruitment

Overall, there was a 2% decrease in both the number of starts and unique learners in 24/25 compared with 23/24. This was a planned reduction and matched the 2% reduction in the funding allocation.

	22/23	23/24	24/25	23/24 vs 22/23	24/25 vs 23/24
Learners	3707	3839	3776	Up 4%	Down 2%
Starts	10482	10665	10401	Up 2%	Down 2%

Starts by funding stream: 3-year trend



Tailored Learning starts fell by 1011, due mostly to the move for some parts of the curriculum to full cost (languages, most of humanities & culture, and advanced arts and crafts courses) but also in part due to planned reductions in certain subject areas. There was a planned reduction in languages, performing arts and humanities & culture, a slight reduction in Art & Design with the closure of millinery at the end of 23/24 and a reduction in Creative Arts due in part to a planned reduction in bookbinding, but also the relocation of the printmaking department from Kentish Town to Crowndale over the summer meant that printmaking could not be offered during summer school.

Adult Skills starts fell by 337, due mostly to moving non-accredited English and maths courses in term one from Adult Skills to Tailored Learning, and by a small, planned reduction in ESOL.

Multiply funding came to an end in March 2025 so there were only two terms of Multiply delivery, hence the significant reduction in Multiply starts and learners.

Starts by level and accreditation: 3-year trend

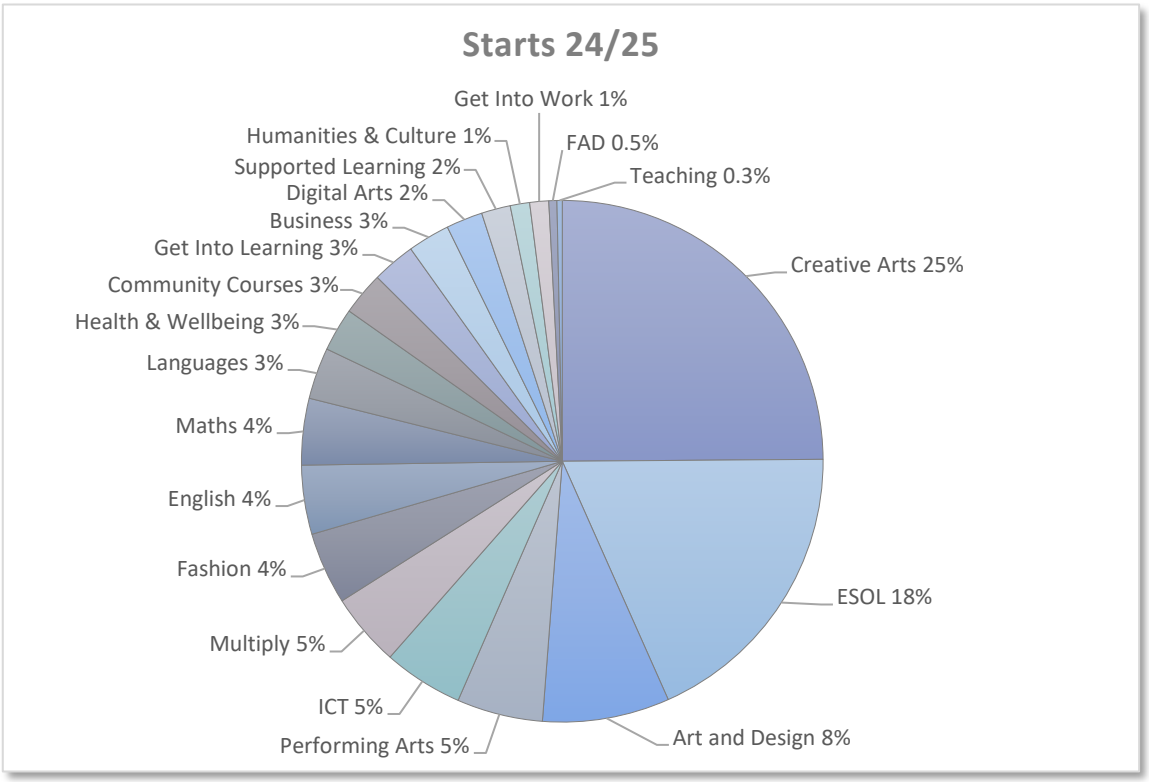
The split between accredited and non-accredited remains broadly similar for 24/25 as for 23/24 with 86% of provision being non-accredited.

	22/23	23/24	24/25
TOTAL Starts	**10482**	**10665**	**10401**
Accredited	1973 *19%*	1506 *14%*	1420 *14%*
Non-Accredited	8509 *81%*	9159 *86%*	8981 *86%*

	22/23		23/24		24/25	
Accredited	Starts	% of all Acc	Starts	% of all Acc	Starts	% of all Acc
Entry Level	887	45%	683	45%	540	38%
Level 1	551	28%	333	22%	388	27%
Level 2	440	22%	382	25%	373	26%
Level 3	95	5%	108	7%	119	8%
Non-Accredited	Starts	% of all Non-Acc	Starts	% of all Non-Acc	Starts	% of all Non-Acc
Entry Level	2033	24%	1864	20%	1959	22%
Level 1	404	5%	369	4%	474	5%
Level 2	306	4%	415	5%	551	6%
Level Not Defined	5766	68%	6511	71%	5997	67%
	Starts	% of total	Starts	% of total	Starts	% of total
Accredited	1973	**19%**	1506	**14%**	1420	**14%**
Non-Accredited	8509	**81%**	9159	**86%**	8981	**86%**

On accredited provision there was a slight shift towards higher levels. Provision at Entry level decreased by 7%, and a corresponding increase in Level 1. The proportion of Level 2 and 3 has increased slightly year on year over the last three years.

Starts by Department 24/25



Net starts and learner numbers: 3-year trend

	Net Starts			24/25 vs 23/24		Learners			24/25 vs 23/24	
Department	**22/23**	**23/24**	**24/25**	Starts	%	**22/23**	**23/24**	**24/25**	Learners	%
	10482	**10665**	**10401**	-264	-2%	**3707**	**3839**	**3776**	-63	-2%
Art and Design	670	846	819	-27	-3%	330	406	404	-2	0.5%
Business	194	254	271	17	7%	102	136	162	26	19%
Care, Early Yrs & Teaching	104	10	34	24	240%	85	10	34	24	240%
Community Courses	233	238	279	41	17%	124	110	119	9	8%
Creative Arts	2484	2755	2588	-167	-6%	793	835	857	22	3%
Digital Arts	146	235	235	0	0%	113	169	162	-7	-4%
English	548	410	445	35	9%	240	259	262	3	1%
ESOL	2444	2028	1920	-108	-5%	827	688	615	-73	-11%
Fashion	313	440	465	25	6%	178	218	230	12	6%
Foundation Arts Diploma	50	56	52	-4	-7%	50	56	52	-4	-7%
Get Into Learning	286	269	279	10	4%	128	152	148	-4	-3%
Get Into Work	140	88	122	34	39%	137	88	122	34	39%
Health & Wellbeing	183	251	280	29	12%	98	139	156	17	12%
Humanities & Culture	124	145	125	-20	-14%	72	89	73	-16	-18%
ICT	486	494	514	20	4%	265	293	279	-14	-5%
Languages	399	366	332	-34	-9%	203	192	172	-20	-10%
Maths	436	371	429	58	16%	217	212	248	36	17%
Multiply	503	610	471	-139	-23%	346	370	255	-115	-31%
Performing Arts	596	630	554	-76	-12%	264	299	282	-17	-6%
Supported Learning	143	169	187	18	11%	41	44	49	5	11%

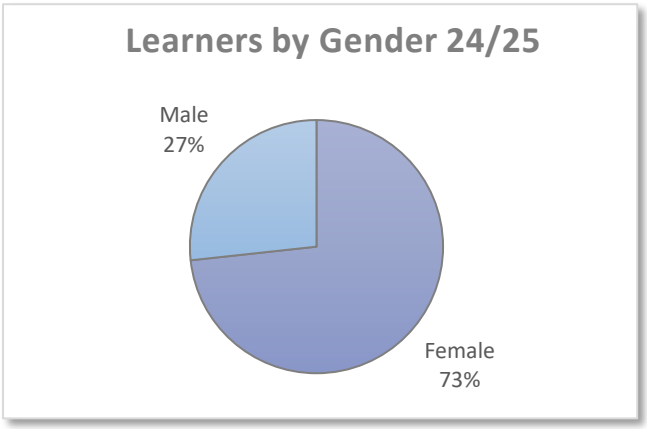
Learner profile

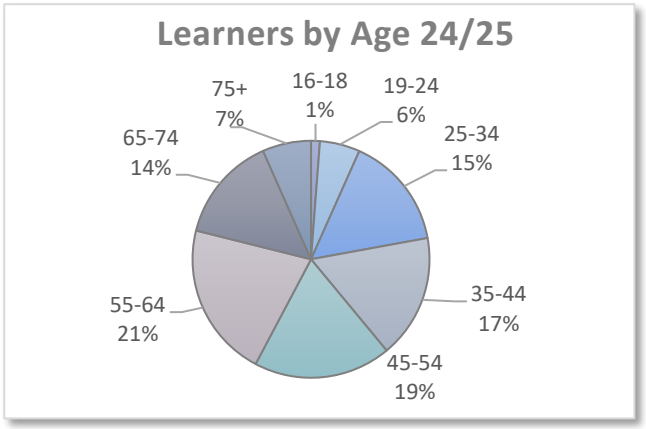
Demographics

Gender and age

27% of the learner population are males, increasing by 1% year on year across the last three years.

The percentage of learners aged 45 or older has increased year on year, and between 23/24 and 24/25 increased by 5%, and in 24/25 comprised 63% of learners.

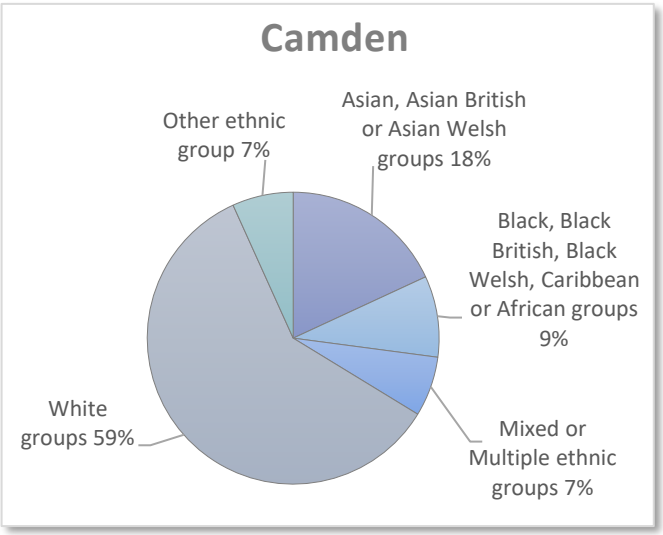


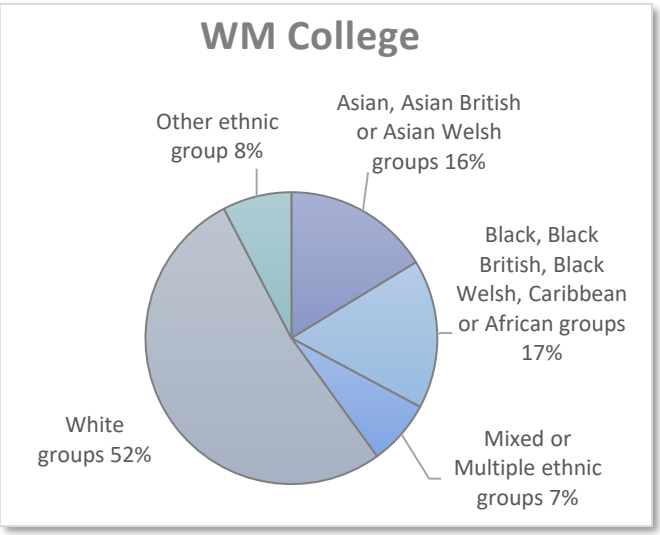


Ethnicity

Compared with the Camden borough profile, learners from combined minority ethnic groups are better represented in the College than in the borough, with Black minority groups being significantly better represented. The exceptions are Asian minority groups, which are slightly less well represented.

Ethnicity	24/25 College % of all learners	Camden 2021 Census % of all usual residents	*College 24/25 vs Camden*	23/24 College % of all learners
Asian, Asian British or Asian Welsh groups	**16.3%**	**18.1%**	*-1.8%*	**15.6%**
Black, Black British, Black Welsh, Caribbean or African groups	**16.5%**	**9.0%**	*7.5%*	**17.5%**
Mixed or Multiple ethnic groups	**7.2%**	**6.6%**	*0.6%*	**7.4%**
White groups	**52.3%**	**59.5%**	*-7.2%*	**52.2%**
Other ethnic group	**7.7%**	**6.8%**	*0.9%*	**7.3%**

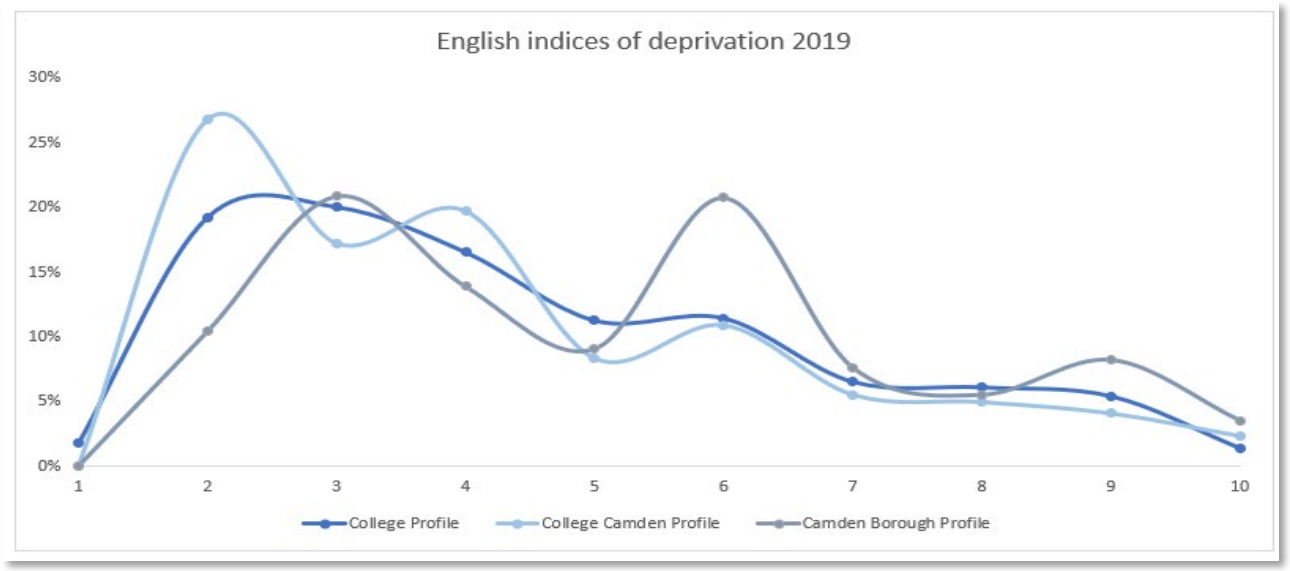




Socio-economic profile

WM College is a local college with Camden residents accounting for 42% of all learners, and a large number from Islington and Hackney, all boroughs with high levels of deprivation. The diversity of ethnic groups and languages spoken reflects the varying backgrounds of local residents. The wards which surround the College - St Pancras & Somers Town, King's Cross, Regent's Park, Camden Town and Gospel Oak – all have high levels of multiple deprivation.

The local socio-economic profile – College comparison with Camden borough profile



Index of Multiple Deprivation Decile	College Profile*	College Camden Profile*	Camden Borough Profile
1 (Most Deprived)	2%	0%	0%
2	19%	27%	10%
3	20%	17%	21%
4	17%	20%	14%
5	11%	8%	9%
6	11%	11%	21%
7	7%	6%	8%
8	6%	5%	6%
9	5%	4%	8%
10 (Least Deprived)	1%	2%	4%

*College Profile refers to all College learners, College Camden Profile refers to those learners who are resident in the borough of Camden.

Mapping of 24/25 learners according to borough where they are a resident

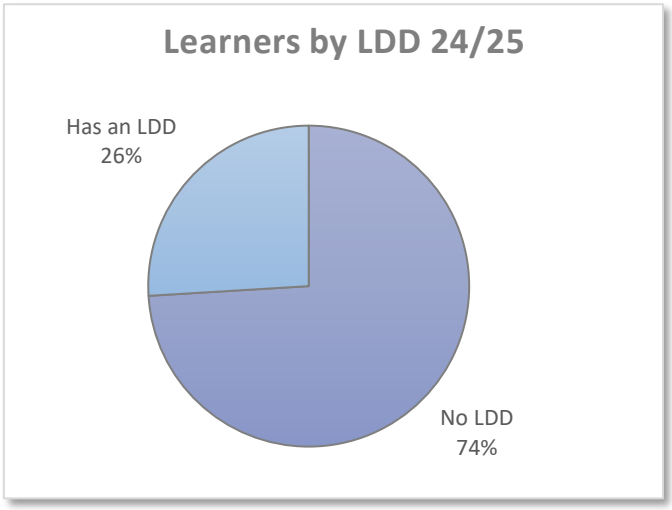


Legend			
Equal ranges	Low (>=)	(<) High	Occurrences
1	1.0	50.0	(22)
2	50.0	100.0	(4)
3	100.0	250.0	(3)
4	250.0	1,000.0	(3)
5	1,000.0	1,595.0	(1)
			(0)
			(33)

Notes
3716 inside London, all 32 boroughs and City of London reached.
60 outside of London not included in map.

Declared Learning Difficulty/Disability or requiring Additional Learning Support

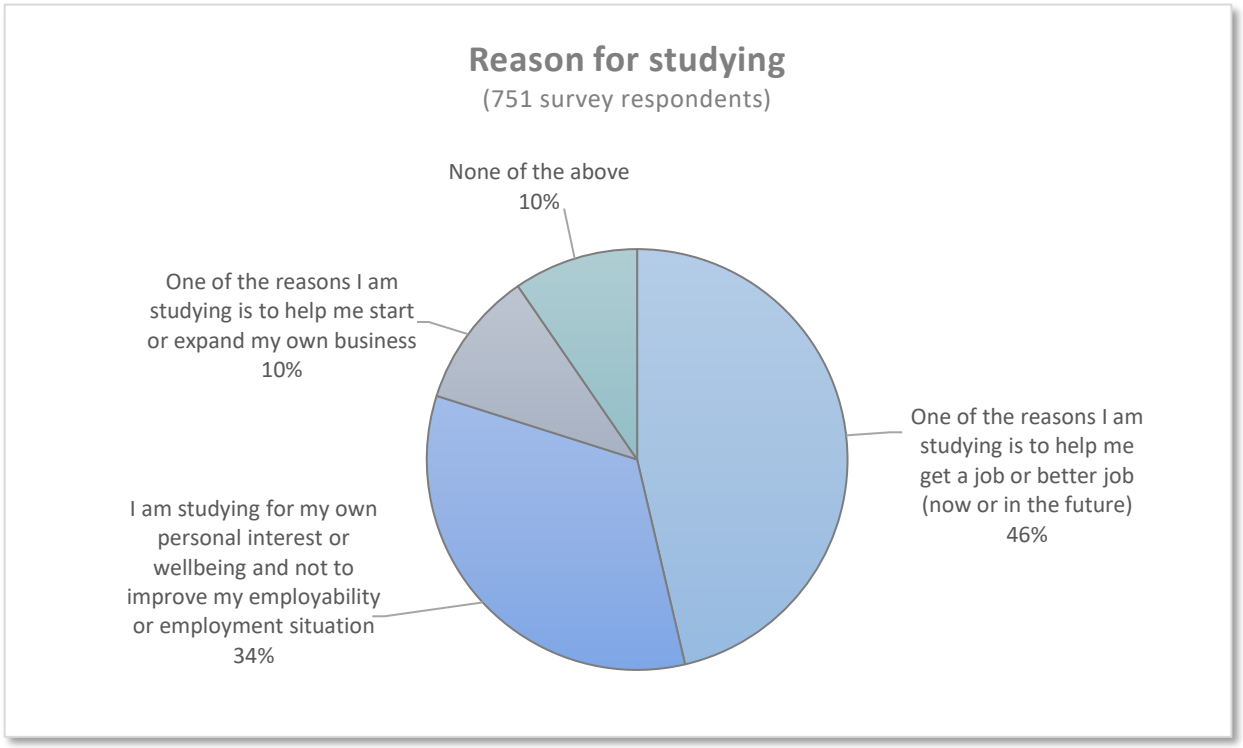
26% of learners declared an LDD on enrolment in 24/25, an increase of 1% year on year across the last three years and above the national rate* of 23%.



*Data for 2425 (August 2024 to April 2025) for adults aged 19+ participating in adult education and training (defined as all adult Further Education provision other than apprenticeships): https://explore-education-statistics.service.gov.uk/find-statistics/further-education-and-skills/2024-25

6% of learners received ALS (additional learning support) overall. On accredited provision this was 10% (an increase from 7% in 23/24), and on non-accredited provision this was 5% (up from 4% in 23/24).

Reason for studying



Learner Satisfaction

This year, 2,878 learners were invited to take part in the annual College Satisfaction Survey (QDP), with 1,066 responses received, giving a response rate of 37%. Overall, the survey results continue to reflect high levels of learner satisfaction, with the College performing above external benchmarks in most categories. However, the distance travelled data shows a decline compared to 2023/24, indicating that while overall satisfaction remains strong, ratings have decreased in several areas.

Summary - Cross College Outcomes 2024-25					** External Benchmark: 953,290 learners from 82 providers*
Question Area	**Rating**	**Agree %**	**Distance Travelled**	**Quartile**	**External Benchmark**
Introduction to the College	59	89	-15	C	-4
Teaching and learning	71	94	-7	B	+6
College facilities and services	65	93	-11	C	+2
Next step	57	89	-14	C	-4
Safeguarding, Wellbeing & Shared Values	75	95	-7	B	+4
Overall Quality of your College Experience	74	95	-10	B	+7

Mapped against the EIF, the QDP responses show the following:

Questions mapped against EIF	**Rating**	**Agree %**	**Distance Travelled**	**Quartile**	**External Benchmark**
Quality of Education	71	94	-9	B	
Behaviour and Attitudes	74	95	-7	B	
Personal Development	65	92	-11	B	
Leadership and Management	67	93	-11	B	

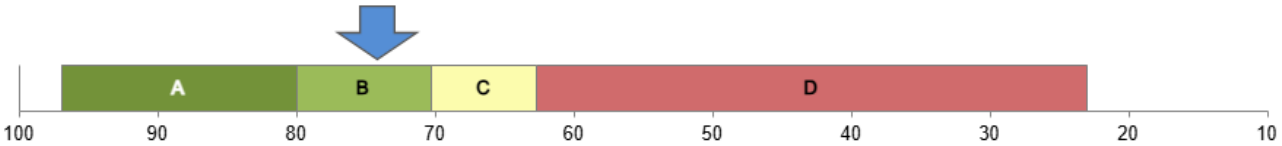
Learners expressed highest rates of satisfaction with the following:

- I would recommend the College to a friend
- I feel safe at college/on my course
- I enjoy coming to the college

Learners expressed lowest rates of satisfaction with the following:

- The cafe provides a good range of healthy food and good service
- The college has helped me decide what to do next
- The college website was useful and easy to use

'I enjoy coming to the College' was the greatest strength when compared externally against similar colleges surveyed by QDP, ' The college has helped me decide what to do next' was the greatest weakness when compared externally against similar colleges surveyed by QDP.



Wellbeing Comparison against QDP's Benchmark: Blue Arrow indicates the College's position

The 'Wellbeing Score' for College is **74**, placing it in the B quartile of QDP's National Benchmark. The figure has worsened by a rating of -7 compared to 2023/24.

For full responses and an explanation of how QDP ratings are calculated, see *Appendix 3: QDP*

SAR grading

Overall Grade Summary

	22/23	23/24	24/25	*Ofsted Feb 2024*
Overall Effectiveness	2	2	2	*2*
Quality of Education	2	2	2	*2*
Behaviour and Attitudes	1	2	2	*2*
Personal Development	1	2	2	*2*
Leadership and Management	2	2	2	*2*
Contribution to Skills Need		Reasonable	Reasonable	*Reasonable*

Curriculum Department Grades

Department	Year	Overall Effectiveness	Quality of Education	Behaviours & Attitudes	Personal Development	Leadership & Management
Art & Design and Fashion & Textiles	**24/25**	**2**	**2**	**2**	**1**	**2**
	23/24	2	2	2	1	2
Business and ICT	**24/25**	**2**	**2**	**2**	**2**	**2**
	23/24	1	1	1	1	1
Community	**24/25**	**2**	**2**	**2**	**1**	**2**
	23/24	2	2	2	1	2
Crafts & Ceramics	**24/25**	**1**	**1**	**1**	**1**	**1**
	23/24	1	1	1	1	1
Digital Arts	**24/25**	**2**	**2**	**2**	**2**	**2**
	23/24	2	2	2	2	2
English	**24/25**	**2**	**2**	**1**	**1**	**2**
	23/24	3	3	2	2	3
ESOL	**24/25**	**1**	**1**	**1**	**1**	**1**
	23/24	2	2	2	1	2
FAD	**24/25**	**2**	**2**	**1**	**1**	**2**
	23/24	1	1	1	1	1
Humanities & Culture and Languages	**24/25**	**2**	**2**	**2**	**2**	**2**
	23/24	2	2	2	2	2
Maths	**24/25**	**3**	**3**	**3**	**2**	**2**
	23/24	3	3	3	2	3
Performing Arts and Health & Wellbeing	**24/25**	**2**	**2**	**2**	**2**	**2**
	23/24	2	2	2	2	2
Supported Learning	**24/25**	**2**	**2**	**1**	**1**	**1**
	23/24	2	2	1	1	1

Key Strengths

1. Achievement on accredited provision is good, with two-thirds of provision above national averages. Outcomes in English and ESOL are particularly strong.
2. Learning sessions are skillfully planned, with strong practice in meeting individual needs in the arts in particular, and highly effective use of assessment to enable learners to understand what they need to work on as shown by EQA reports.
3. Learners benefit from excellent opportunities to develop their professional practice. Those in the arts produce work of a very high standard through engagement with live briefs, exhibitions, and performances that prepare them well for progression into creative industries.
4. A positive and respectful culture underpins learning across the College. Relationships between learners and staff are supportive, and learners show pride in their work, purposeful engagement in lessons, and commitment to their studies.
5. Learners gain significantly in confidence, resilience, independence and self-efficacy evidenced by learner and partner feedback and surveys.
6. Learners benefit from an extensive programme of employment-focussed enrichment activities.
7. There is a strong commitment to equity and inclusion, which has led to a reduction in awarding gaps between White ethnic groups and other than White ethnic groups.
8. Governance is very effective. Governors have clear oversight, hold leaders to account for quality, and contribute to the continuous improvement of learners' experiences and outcomes.
9. The College has an extensive network of local partnerships that it works with very effectively to meet local needs, ensure provision is co-ordinated and co-designed, and to share good practice.
10. Significantly strengthened employer links have enhanced the College's understanding of local skills needs and access for learners to employment-related opportunities.
11. Good employment outcomes for those studying because they wanted to improve their employment situation: 32% either got a job, a volunteering role or a work placement.

Key Areas for Improvement

1. Improve achievement for learners with learning difficulties and disabilities by strengthening early identification, personalising support, and ensuring closer collaboration between curriculum teams and learning support services.
2. Improve the achievement rates of maths learners on L2 functional skills and GCSE.
3. Improve attendance rates across all curriculum areas, with a particular focus on maths, and refine systems for recording and monitoring punctuality to ensure consistency and accountability.
4. Enhance the use of information learning technology and digital resources to ensure consistent and effective integration across teaching, learning, and assessment.
5. Strengthen systems for recording and analysing learner destinations and progression to provide more comprehensive data and better evidence of long-term impact.
6. Broaden participation in enrichment by offering more accessible opportunities beyond the core curriculum and improve the recording of participation to better capture engagement and impact.
7. Develop employer engagement further to ensure ongoing input into curriculum design and maintain close alignment with industry and labour market needs.
8. Increase curriculum efficiency and expand full-cost and income-generating provision to support financial sustainability and reduce reliance on public funding.
9. Improve staff satisfaction by addressing perceptions of equality of opportunity, dignity, and respect, and continue to foster a positive and inclusive working environment.

1) Quality of Education

Intent

1.1 Leaders adopt or construct a curriculum that is ambitious, appropriately relevant to local, regional and national employment and training priorities and designed to give learners, particularly the most disadvantaged, the knowledge and skills they need to succeed in life.

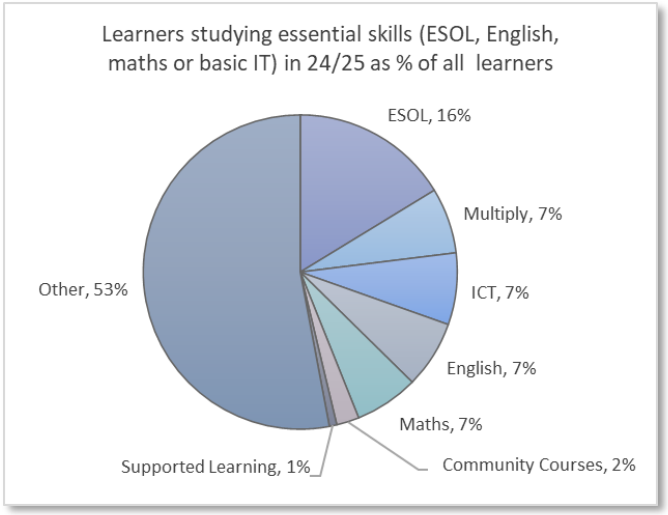
Whilst some provision is vocational and delivers skills needed immediately for employment, much of the skills offer focuses on helping learners progress towards employment and increased personal independence and the College's most significant contribution to local skills needs is its essential skills provision.

In 24/25 the College's skills offer was shaped by the key drivers set out below.

1. *National priorities in adult education for essential skills and foundation learning (e.g. legal entitlements for English, maths and Essential Digital Skills)*

2. *Skills Roadmap for London which highlights the need for essential skills and provision at level 2 and below*

   In 24/25, 47% of the College's learners and 39% of starts were on essential skills courses studying ESOL, English, maths or basic IT.



3. *National priorities to deliver vocational skills at level 3 and above*

   The College consolidated and marginally increased the number of starts on level 3 provision up to 119 in 24/25, with a marked expansion in its provision in teacher training.

   L3 provision in 24/25 consisted of: Award in Education and Training; Certificate in Bookkeeping AAT; Diploma in Accounting AAT; FAD.

4. *GLA and DfE initiatives such as Multiply*

   The College has developed innovative maths provision through Multiply with over 250 learners on Multiply in 24/25.

5. *London LSIP's four priority sectors, one of which is the creative sector.*

   The subregion of Central London Forward cites skills shortages in creative media in backstage roles including audio-visual and production staff, and sound, lighting and rigging technicians.

   The College delivered the following provision in the creative industry in 24/25:

   - 235 enrolments in Digital Arts, consolidating its offer of specialist skills in post-production and sound recording.
   - In September 2024 the College opened its Digital Design Bureau, featuring 3D printers, laser cutters, scanners, and other industry standard tools. This has enhanced the learning experience for learners on accredited illustration courses and FAD learners following the Visual Communications pathway, and enabled the College to introduce new courses in 3D printing and laser cutting. The creation of the Digital Design Bureau responds directly to national aims to *"bridge the digital skills gap"* and provide *"hands-on training using industry-*

standard tools" (Skills for Jobs White Paper, 2021), preparing learners for freelance, employment, or further study.

- 10 accredited courses at L1 and L2 in the following subject areas: digital photography, film and video, illustration, ceramics, fashion.
- A level 3 Foundation Diploma in Art and Design – 52 learners enrolled in 24/25.

6. *London LSIP's cross-cutting priorities of transferable (fusion) skills, digital skills and green*

Fusion skills are embedded into ESOL and English schemes of work. Learners engage directly in English by creating charts that map these skills across activities, encouraging self-reflection and greater awareness of their progress. Learners reflect on their development of fusion skills in the Confidence Gains survey across curriculum areas such as ESOL, English, ICT and Business. In Supported Learning, learners showed strong development across the full range of fusion skills, clearly evidenced in their professional running of the Supported Learning Pop-Up Shop. Fusion skills are also embedded into many of the visual and performing arts courses. For instance, arts and crafts courses highlighted skills of adaptability, independent thinking, critical thinking, creativity, analysis and evaluation. Performing arts courses highlighted health and wellbeing, skills of collaboration and teamwork, resilience, creativity. An observation in clothesmaking highlighted learners demonstrating resilience, confidence, and independence by working on garments independently and reworking mistakes after demonstrations.

Digital skills are developed in all vocational and essential skills courses through use of Teams for learners to access resources, complete assignments and attend online classes. There is an extensive programme of IT courses run by the IT department, but other departments such as ESOL, Supported Learning and community (outreach) also run IT courses.

Carbon literacy is embedded into many of the curriculum areas. There is a unit on sustainability in the L3 FAD and sustainability awareness is embedded into many of the arts and crafts courses, community courses and ESOL and English.

7. *Demographic data on Camden*

Camden demographic data on deprivation, education and employment indicate a need for skills development to help residents improve their economic circumstances. The College's main site on Crowndale Road is in the ward of St Pancras & Somers Town and its ESOL provision in Rhyl Primary School is in the ward of Gospel Oak. St Pancras & Somers Town, the neighbouring wards of Regent's Park, King's Cross and Camden Town and Gospel Oak all have high levels of multiple deprivation.

8. *Demand from partners or employers*

In 24/25 the College delivered courses commissioned by MIND to build confidence and support learners to progress to a college course, and a range of ESOL, literacy, maths, ICT and arts and crafts courses for community partners to support employability, digital and social inclusion and wellbeing.

9. *Demand from local residents*

Demand from local residents is reflected in the learner numbers and the waiting lists. Where resources allow, the College seeks to meet increases in demand, as long as this does not conflict with delivery of provision in priority areas (such as L3, LSIP priorities, courses directly linked to employment or courses for partners working with disadvantaged learners).

Enrolments grew in Business, Teaching, maths, English, Supported Learning, Health & Wellbeing, Fashion, ICT and in the College's outreach community provision.

Across all departments, curriculum content is carefully considered in terms of its intent.

The ESOL programme has very clear aims, e.g. developing confidence, active citizenship, digital as well as language skills (with some learners using a computer for the first time). All classes have an online element to help learners improve their basic digital skills alongside their English. There are also ESOL IT courses for Entry level learners, an ESOL Job Search course for learners at E3 and above who want extra support to apply for work, an ESOL maths class and an ESOL Spelling course. The wider ESOL curriculum includes a focus on Fusion skills and Education for Sustainable Development with examples of these integrated into teachers' planning.

The maths curriculum continues to be ambitious, supporting learners to develop the skills and confidence needed to progress and achieve. The introduction and full implementation of Century, an online learning platform combining artificial intelligence with learning science, has had a strong impact in 2024/25, enabling tutors to monitor progress at a granular level, identify individual skill gaps, and deliver targeted teaching and interventions. This has supported more personalised learning and improved the pace of progress for many learners. Although the number of learners on the GCSE maths pathway fell in 2024/25, enrolments on Level 2 Functional Skills increased. However, achievement at Level 2 remains below expectations, and work continues to ensure learners are well supported to complete and achieve their qualifications.

Creative craft classes embed skills needed for professional practice. Particularly on intermediate and advanced courses, learners learn how to photograph their work, prepare for exhibitions, cost their work and curate it, and ceramics and jewellery tutors encourage learners to create blogs and websites for their work. In visual and performing arts learners develop the skill of critiquing each other's work.

In FAD, a 6 week 'carousel' of learning enables learners to experience the three different pathways being offered in an extended induction before selecting their pathway for the rest of the course. The intent of FAD is to give learners the tools to make informed choices about their further studies.

In accounting classes AAT level 3 learners are provided with examples of real-life articles around HMRC tax court administration cases for discussion which provides some perspectives on what is expected in practice and the potential consequences of non-compliance.

In ICT the tutor for the level 2 Cyber Security course made use of current security breaches published in the media such as the M&S, Co-op and Harrods cyber-attacks. This puts relevance to the theories they studied and guided their understanding of security risks, identify threats and safeguards.

Live project briefs are embedded across all three FAD pathways, Level 2 accredited illustration courses, and courses in fashion and textiles, and film and video (see section 3.3)

1.2 The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

The curriculum is purposely designed to provide clear progression routes that enable learners to build their knowledge, skills, and confidence over time. From beginner and improver levels through to intermediate and advanced, programmes are structured to ensure learners first develop strong foundations before moving on to more independent and self-directed study.

In **Ceramics**, the curriculum provides a structured pathway for introductory courses through to accredited Level 1 and Level 2 qualifications, allowing learners to refine their technical and creative skills for the workplace or further study, including Level 3 or degree-level courses at other providers. Further progression is supported through specialist options such as Slip Casting, which enable learners to develop advanced techniques and deepen their craft expertise.

In **Business**, the curriculum offers a well sequenced route from Level 1 to Level 3 accredited

qualifications. Learners typically begin a three-day, workshop style introductory course that supports informed decision-making and smooth transition onto Level 1. From there, learners can progress to Level 2 or Level 3 Diplomas, gaining practical knowledge and confidence at each stage. Those completing the Level 3 Diploma in Accounting are well prepared to progress into employment or continue their studies at Level 4 or above through external training providers.

To support learners' progress in English and Functional Skills, a range of bridging and preparatory courses are available. The Bridge to Level 1 and Level 2 Functional Skills courses focus on consolidating core grammar and writing skills, addressing gaps that might otherwise hinder progression. The Access to GCSE English course provides a structured, non-accredited pathway introducing learners to GCSE style tasks, analytical skills and examination formats, helping them to develop knowledge and techniques needed for the next stage of study.

1.3 The provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs

The College's Supported Learning provision demonstrates a strong and ambitious curriculum intent, designed to enable learners with mild to moderate learning difficulties and disabilities (LDD) to achieve meaningful personal, social and vocational outcomes. Many also secure valuable work experience placements and volunteering opportunities, helping them develop practical skills, strengthen independence, and prepare for progression into further study, employment or community participation.

Beyond Supported Learning, the College is proud of its inclusive approach, ensuring that learners with LDD are well represented across mainstream provision, including on accredited courses. Nationally, in 2024/25, 23% of learners within Further Education and Skills were recorded as having a learning difficulty or disability, compared with 26% at the College.

While the College maintains the same academic, technical, and vocational ambitions for all learners, there remains an awarding gap between learners who declare a LDD and those who do not on accredited provision. To address this, the College has undertaken detailed analysis of performance data to identify where barriers to achievement may exist and to understand the factors contributing to differential outcomes. In response to these findings, the College is working proactively to mitigate these barriers through early identification of needs, personalised support planning and strengthened communication and collaboration between curriculum teams and Additional Learning Support (ALS).

Implementation

1.5 Teachers have expert knowledge of the subject(s) and courses they teach. Leaders provide effective support. Where relevant, teachers have extensive and up-to-date vocational experience.

Tutors have good subject expertise. All tutors have a higher education qualification in their specialist area. In the arts and vocational provision, the majority have relevant industry experience. Many tutors, especially those in the arts, are practising professionals and exhibit regularly. This ensures they are well placed to help learners develop professional and creative skills informed by current industry practice.

Advanced Learning Practitioners in arts, ESOL, and maths actively support tutors in developing their teaching practice through both formal and informal mentoring, as well as helping staff enhance their use of digital technologies leading to confident, high-quality online learning across subject areas.

In November 2024, Advanced Learning Practitioner for ESOL, Sam Pepper, won Inspirational Tutor of the Year at the Mayor of London Adult Learning Awards.

1.6 Teachers present information and demonstrate skills clearly, checking learners' understanding systematically, identifying misconceptions and providing clear, direct feedback. In doing this, they respond and adapt their teaching as necessary.

Across the College, teaching is generally clear and well structured. Teachers explain new concepts effectively, model skills step-by-step, and use questioning to help check and reinforce learner understanding. This is reflected in OTLAs, where 79% of lessons were rated good for checking learning (41 out of 52) and 85% good for the quality of feedback (44 out of 52). In these sessions, teachers break learning down effectively, use accessible language, and provide feedback that is both encouraging and developmental. 94% of learners in the QDP agreed that "I get regular feedback from my tutor on my work".

> *"Tutors are fantastic; they are incredibly patient and find different ways of explaining if a student doesn't understand. They ensure that each student is given attention and provide very helpful and clear guidance."*
> QDP Feedback CVAX0517CB

> *"Your verbal feedback was appropriate, clear, technical and constructive. It was clear what learners need to do next, how to trouble shoot and what to do to improve. The written feedback on the ILP was concise and clear, and the right level for this course".*
> OTLA Report – Clothesmaking

Many teachers are skilled at adapting explanations and demonstrations in response to learner needs, ensuring that learners remain engaged and can make progress. This is a particularly strong feature in ESOL, Art & Design, Supported Learning, Digital Arts and Maths, where learners benefit from well-structured explanations and clear modelling of process and technique. 94% of learners in the QDP agreed that 'I am making good progress on my course".

Learners generally feel supported and confident, with teachers fostering a positive learning environment. This is also reflected in 71% of lessons (37 out of 52) being rated good for Meeting Individual Needs, showing that most teachers make effective use of differentiation strategies to enable learners to access the curriculum.

Additional Learning Support for learners on non-accredited provision has been effective in enabling learners with support needs to successfully complete their courses, and achievement of ALS learners was 2% higher than that of non-ALS learners.

However, on accredited courses in 24/25, the achievement rate of ALS learners was 6% lower than for non-ALS learners (82% vs 88%) driven mainly by lower pass rates for ALS learners (85% vs 92%, a 7pp gap). Retention was slightly higher for ALS learners (97% vs 96%). Across curriculum areas, outcomes for ALS learners were mixed. Where ALS outperformed, cohorts were very small (often 1–4 learners). The largest ALS cohorts were English L2 (28), Maths L2 (31) and ESOL Entry (8). Gaps in these larger groups were modest or positive (e.g. English L2: 82% vs 86%, Maths L2: 84% vs 80%, ESOL Entry: 100% vs 92%), but there are pockets of concern - for example Maths L1 (ALS 27% vs non-ALS 86%) and ICT L1 (ALS 78% vs 86%), albeit on smaller ALS cohorts. To close this gap, the focus now needs to shift toward improving pass rates for ALS learners. Strengthening collaboration between curriculum teams and ALS staff, ensuring consistent and well-targeted support, and reinforcing assessment readiness will help ensure that ALS learners achieve outcomes more closely aligned with their peers.

1.7 Over the course of study, teachers design and use activities to help learners remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.

In the majority of observed lessons (77%), learners made good progress and demonstrated secure understanding of new content. Teachers take a planned and systematic approach to helping learners retain and apply knowledge over time. Prior learning is frequently revisited through various methods such as short retrieval tasks, questioning, or quick quizzes at the start of lessons. Teachers also place strong emphasis on helping learners develop independent habits and strategies that promote long-term

memory. For example, in maths, teachers use Century to extend practice and support learners in achieving fluency and mastery.

> *"Discussions with tutors and classmates helped me explore materials, techniques, and approaches I had not anticipated engaging with before the course."*
> FAD learner feedback

> *"The teaching was excellent and well structured. It was carried out in an inclusive manner, and all students were encouraged to stretch their musicianship"*
> Course evaluation: Blues Ensemble

OTLAs are rich in examples of how teachers:

- design lessons to build on previously acquired skills, linking new material to familiar contexts
- use individual feedback, one-to-one guidance, and peer support to monitor progress and gradually encourage autonomy
- use a range of hands-on, reflective and collaborative tasks to help learners apply knowledge in different contexts, promoting fluency and independence
- frequently prompt learners to reflect on what they had learned, identify areas for improvement and explain their reasoning and understanding

> *"Good use of scaffolding, taking answers provided beyond the initial question by probing learners, using different scenarios to explore impact of errors on both customer and supplier where these occur. Tax implications, cash flow, damage to reputation etc discussed."*
> OTLA report – Bookkeeping, AAT

1.8 Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently and flexibly, to evaluate the application of skills, to check understanding and inform teaching, or to understand different starting points & gaps.

> *"Learners benefited from your ongoing informal assessment of their attempts at the exercises and tasks and the swift feedback you provided. This enabled them to repeat attempts when necessary until they provided answers or pronounced featured words correctly."*
> OTLA report: Supported Learning ESOL Beginner

Assessment practice is strong across most curriculum areas. Diagnostic assessments at the start of each course establish clear baselines, enabling tutors to identify gaps and plan appropriate starting points. This is particularly effective in English, maths and ESOL, where tutors use diagnostic outcomes to adjust lesson content and reinforce weaker areas identified through early testing. Writing and reading mock exams, diagnostic grammar tests, and initial skills audits are used to shape teaching and track progression.

In visual arts courses, tutors use observation, dialogue, and continuous formative feedback to assess learner progress in real time. Learners receive constructive, individualised verbal, and written feedback during practical sessions. This allows learners to understand what they are doing well, what needs refinement, and how to improve their technical and conceptual skills.

> *"The assessment brief and feedback form contain personalised, detailed feedback, SPAG is picked up and some clear development points to enable the learner to improve their work."*
> OCN EQA feedback – L1 Creative Digital Photography

EQA reports from all awarding bodies indicate that assessment practice is rigorous, fair and well standardised, with clear evidence of positive impact on learner progression and achievement.

1.9 The resources and materials that teachers and trainers select and produce reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning, independent living and employment.

Resources across the curriculum are generally relevant, inclusive, and effectively support learning. This is reflected in learner feedback, with 94% of learners in the QDP survey agreeing that "The materials and equipment in class and online are good". Staff select and adapt resources to ensure they align with curriculum intent and effectively support the development of knowledge and skills over time.

> *'I enjoy video tutorials, handouts and practical demonstrations and the availability of my class materials on Teams.'*
> Course evaluation - Film & Video

> *"Having great teachers and resources at the college. Like the Macs, laser cutters, 3D printers, etc."*
> FAD learner feedback

Recent strategic investment in the Digital Design Bureau has introduced professional-grade 3D fabrication tools. These resources directly inform the curriculum and provide learners with access to industry-standard processes. This has raised expectations, improved the quality of learner outcomes, and increased motivation by enabling learners to produce work that mirrors professional practice.

In ESOL, most tutors are now confidently using AI-assisted resource creation to produce tailored and high-quality learning materials. This was a targeted objective within all salaried tutors' appraisal goals and has been successfully achieved. Support from the ALP, who produced a series of instructional videos, ensured consistent implementation and improved tutor confidence. This has resulted in resources that better meet individual learner needs and support more personalised progression.

Learners on AAT qualifications benefit from structured access to the MyAAT Virtual Learning Environment, which provides a comprehensive suite of e-learning materials aligned to qualification requirements. Scenarios are based on realistic workplace situations, enabling learners to apply theoretical knowledge to professional contexts and supporting their readiness for employment.

Century is used extensively across maths and English classes to support learners in independent study and to consolidate classroom learning. Alongside this, the use of Pinpoint Learning in maths enables teachers to identify gaps in learners' knowledge more precisely and provides an effective tool for monitoring learner progress.

The Library and Learning Centre offer a wide range of resources and support services that meet the diverse needs of learners and promote independent study. Staff work collaboratively with curriculum teams to enhance learning, providing both in-person drop-in support within the Learning Centre and remote assistance online.

> *"Great resources - I had difficulty accessing MS Teams where files were uploaded but the Learning Centre helped me to access my account."*
> Course evaluation - Feldenkrais

52 tutors had a formal observation (*58% of the teaching staff*). OTLA reports make judgements against 14 aspects of teaching and learning, and the findings from 24/25 are summarised in the table below. Overall, 72% of OTLA judgements rated teaching and learning as good. The main strengths were supporting effective learning behaviours, shared values and developing communication, literacy, numeracy and ICT skills. The area requiring most improvement was attendance and punctuality, and this was the case in most curriculum areas.

The OTLA profile only provides a partial view of the quality of teaching and learning. The majority of observations were carried out in the first term. Targeted CPD to address emerging areas for improvement, along with personalised post-observation action plans and course file audits led to in-year improvements seen in learning walks, and observation action plan reviews.

OTLA judgements in order of strength	No. rated good	% good in 24/25
Supporting effective learning behaviours	44	**85%**
Shared Values	43	**83%**
Learners develop communication, literacy, numeracy & ICT skills	42	**81%**
Giving feedback	41	**79%**
New learning, progress and achievement	40	**77%**
Supporting wider outcomes	40	**77%**
Equality, diversity & inclusion	39	**75%**
Meeting individual needs	37	**71%**
Stretch and Challenge	37	**71%**
Use of ongoing assessment to plan learning	34	**65%**
Variety and pace	33	**63%**
Checking learning incl. effective questioning skills	33	**63%**
Use of ILT and/or high-qual. resources to enhance learning	32	**62%**
Attendance and punctuality	26	**50%**

Impact

1.11 Learners develop detailed knowledge across the curriculum and, as a result, achieve well across all areas of their study. Learners make substantial and sustained progress from their identified and recorded starting points in each of their courses and, where applicable, across the curriculum. Where appropriate and available, impact is reflected in results from national examinations, which meet government expectations

Learners generally demonstrate good progress from their starting points, with the majority achieving their intended outcomes. This can be seen from OTLAs, (new learning, progress and achievement rated as good in 77% of lessons), satisfaction ratings in the QDP (94% of learners agreed with the statement 'I am making good progress on my course'), ILPs, teacher progress trackers, tracking in platforms such as Century, learner feedback via course evaluations or departmental surveys, learner work and qualification achievement rates.

"One of my students, Abdul, joined my Level 1 maths course and soon had a clear plan of attaining the qualifications required to progress. Abdul is the most studious person I have ever taught; written English and understanding the language of maths questions was a problem at first, however Abdul has overcome these barriers through practice and by asking many questions and clarifications".
Exceptional Progress Award nomination – WM College Learner Awards 24/25

"The teacher in my chosen course helps me to excel. In my opinion, the workshop for English is a great idea! To have different tutor, I have learned different strategies how to improve my learning capacity."
Get Online for Beginners learner - QDP

"This is a great course, and I have learned a huge amount in just a few classes."
Intermediate French learner - QDP

Learners in the arts produce work of a very high quality as evidenced at exhibitions held throughout the year in the College and also by recognition of learners' work in external exhibitions and competitions.

Successes in 24/25 include the following:

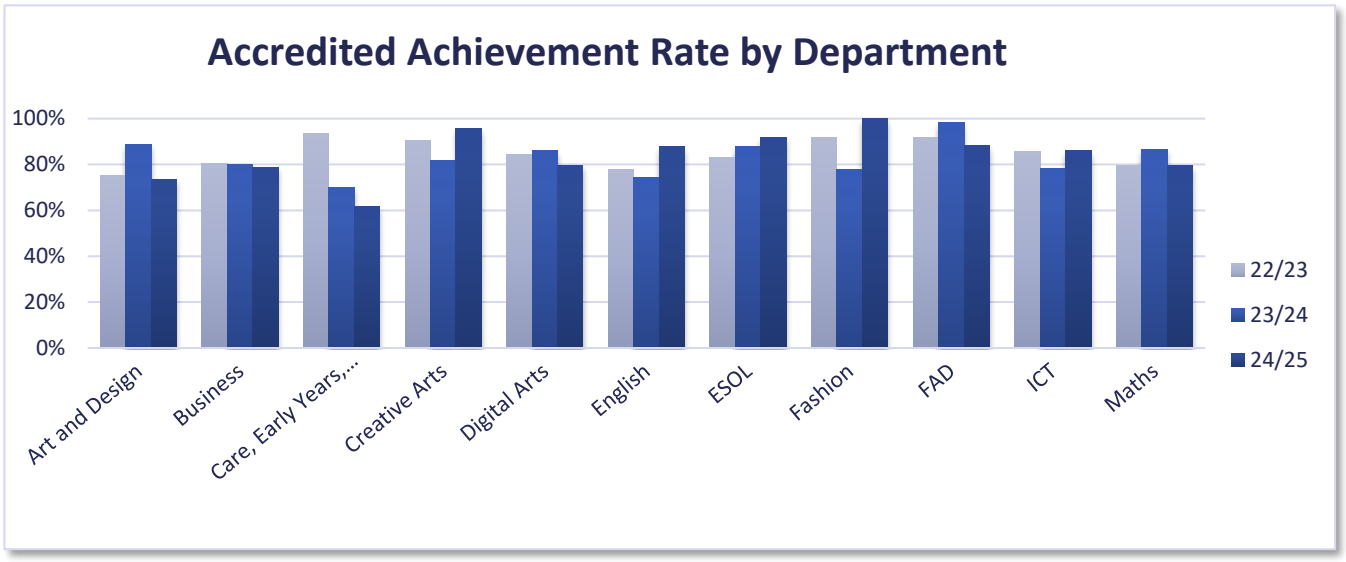
- The college reggae band performed live on stage at the Bloomsbury Festival in October 2024.

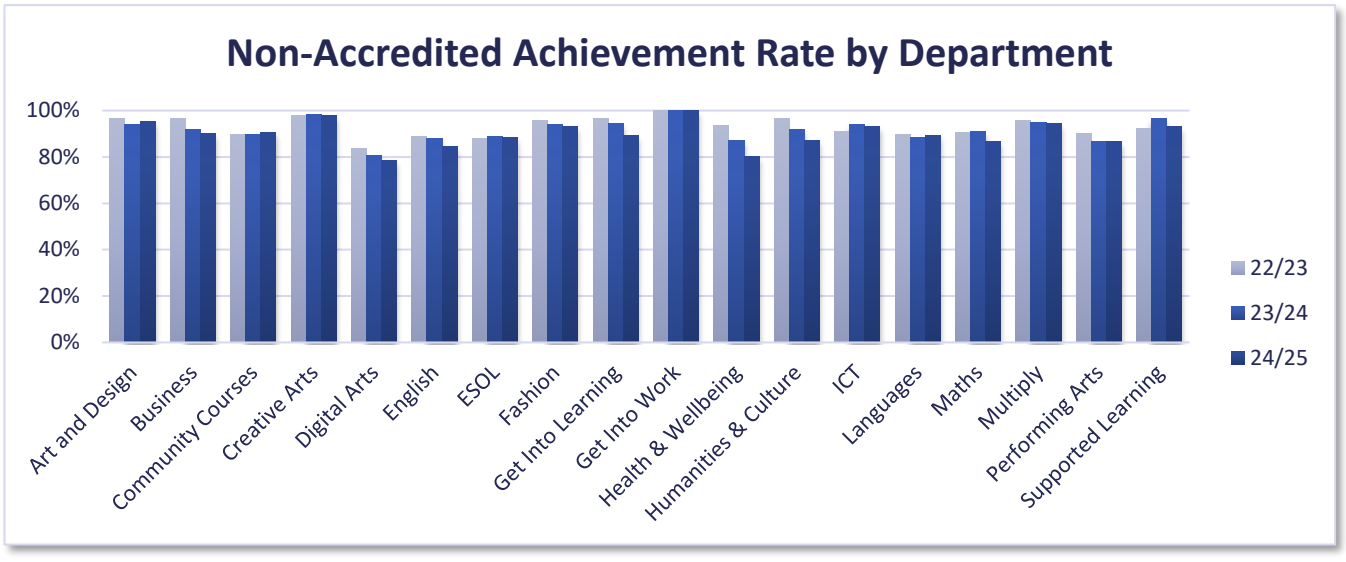
- One learner, a 101-year-old printmaker, was featured in their local newspaper and exhibited at the Mall Galleries with the Society of Graphic Fine Art, receiving a special mention.
- One learner was selected to exhibit with Southbank Printmakers and took part in the international juried exhibition Mini Print de Cadaqués.
- Another learner held a solo exhibition at Thames-Side Studios and participated in Take 5, a curated group exhibition in the venue's Viewing Room.

Achievement rates

Achievement overall is high at 91%. Achievement on accredited provision is good at 87.5%, up by 2.1% against 23/24. In 24/25, 66% of accredited provision was on qualifications that had achievement above the national average. Achievement on non-accredited provision is 92.1% and has dropped slightly across the last 3 years. For departmental overview and comparison of qualification achievement rates with national averages see *Appendix 1: Achievement rates*

	Net Starts			Retention %			Pass %			Achievement %			Attendance %		
Accreditation	**22/23**	**23/24**	**24/25**	**22/23**	**23/24**	**24/25**	**22/23**	**23/24**	**24/25**	**22/23**	**23/24**	**24/25**	**22/23**	**23/24**	**24/25**
Overall	**10482**	**10665**	**10401**	**94%**	**94%**	**94%**	**98%**	**98%**	**98%**	**91.6%**	**92.0%**	**91.5%**	**86%**	**87%**	**87%**
Accredited	1973	1506	1420	92%	96%	96%	90%	89%	91%	82.6%	85.3%	87.5%	85%	86%	87%
Non-Accredited	8509	9159	8981	94%	94%	93%	99%	99%	99%	93.7%	93.1%	92.1%	87%	88%	87%





Business and ICT

In bookkeeping, achievement is good at L2 and on the L3, both well above the national average. On L1 however, achievement was 15% lower than last year and 10% below the national average. On L3 Diploma in accounting, although achievement was only 71%, this is still 24% higher than the national average.

In ICT, achievement at E3 and L1 was good (89% and 83% respectively) and above the national average, though slightly lower than 23/24. Achievement at L2 was reasonable at 82% but slightly below the national average (note this was a cohort of just 11).

Qualification	Net Starts			Retention %			Pass %			Achievement %			NAR 19+	WMC vs NAR	Attendance
	22/23	23/24	24/25	22/23	23/24	24/25	22/23	23/24	24/25	22/23	23/24	24/25	23/43		24/25
Award in Bookkeeping L1	28	36	54	96%	97%	89%	89%	91%	83%	86%	89%	**74%**	84%	-10%	93%
Certificate in Bookkeeping L2	30	30	34	90%	87%	91%	93%	85%	94%	83%	73%	**85%**	74%	12%	92%
Certificate in Bookkeeping L3	18	22	19	89%	95%	89%	75%	90%	94%	67%	86%	**84%**	59%	25%	94%
Diploma in Accounting L3	0	12	14	0%	100%	93%	0%	67%	77%	0%	67%	**71%**	47%	24%	84%
Essential Digital Skills E3	35	30	38	86%	93%	97%	97%	96%	92%	83%	90%	**89%**	79%	10%	90%
Essential Digital Skills L1	24	17	30	96%	88%	93%	100%	100%	89%	96%	88%	**83%**	82%	1%	88%
Award in Skills for Professions in Digital Industries and Technology L2			11			100%			82%			**82%**	85%	-3%	87%

ESOL

Speaking and Listening achievement rates continue to be outstanding, maintaining high performance across all levels. All Speaking and Listening qualifications achieved between 90% and 100%, with Entry 2, Entry 3 and Level 2 all improving slightly on last year. Achievement rates remain comfortably above the National Average at every level, with particularly strong performance at Entry 2 (+11%) and Level 2 (+12%).

Reading outcomes remain positive, with achievement rates ranging from 89% to 100%. Entry 1, Entry 2 and Entry 3 have all maintained strong performance, with full achievement at Entry 1. Reading remains above the National Average at Entry 1, Entry 2 and Level 2, while slightly below at Entry 3 and Level 1.

Writing achievement rates have improved on 2023/24 at all levels. Overall achievement ranges from 84% to 100%, with notable improvements at Entry 1 and Entry 3. Writing performance is now broadly in line with the National Average, although Level 2 remains slightly below (-4%).

Qualification	Net Starts			Retention %			Pass %			Achievement %			NAR 19+	WMC vs NAR	Attendance
	22/23	23/24	24/25	22/23	23/24	24/25	22/23	23/24	24/25	22/23	23/24	24/25	23/43		24/25
Reading E1	81	53	37	98%	94%	100%	91%	94%	100%	89%	89%	**100%**	92%	8%	83%
Reading E2	102	83	54	88%	98%	98%	89%	94%	94%	78%	92%	**93%**	91%	1%	78%
Reading E3	85	77	64	93%	97%	100%	85%	88%	89%	79%	86%	**89%**	90%	-1%	83%
Reading L1	59	51	67	86%	98%	97%	84%	90%	92%	73%	88%	**90%**	92%	-2%	78%
Reading L2	57	40	32	95%	100%	97%	93%	90%	94%	88%	90%	**91%**	88%	3%	83%
Speak/Listen E1	71	55	41	90%	100%	98%	97%	89%	93%	87%	89%	**90%**	87%	3%	78%
Speak/Listen E2	77	67	54	87%	99%	100%	91%	95%	98%	79%	94%	**98%**	87%	11%	83%
Speak/Listen E3	86	71	68	95%	100%	99%	92%	90%	96%	87%	90%	**94%**	86%	8%	78%
Speak/Listen L1	58	50	72	95%	100%	100%	91%	98%	94%	86%	98%	**94%**	88%	7%	83%
Speak/Listen L2	61	44	39	93%	95%	100%	91%	95%	100%	85%	91%	**100%**	89%	12%	78%
Writing E1	65	54	36	97%	94%	100%	95%	86%	94%	92%	81%	**94%**	90%	5%	83%
Writing E2	87	84	53	86%	99%	98%	93%	87%	90%	81%	86%	**89%**	89%	0%	78%
Writing E3	76	67	65	92%	97%	100%	91%	83%	89%	84%	81%	**89%**	87%	2%	83%
Writing L1	55	50	53	86%	98%	98%	85%	88%	88%	73%	86%	**87%**	89%	-2%	78%
Writing L2	54	36	38	94%	100%	100%	86%	72%	84%	82%	72%	**84%**	88%	-4%	83%

English and Maths

In English, achievement rates were high on accredited provision. Achievement rose from 74% in 2023/24 to 88% in 2024/25, an overall increase of 14%. Achievement in Functional Skills Entry 3 and Level 1 remained particularly strong at 100% and 93%, both well above national averages (by 19% and 29%). GCSE English outcomes were also strong. 83% of learners achieved a grade 4 or above, compared with 67% the previous year. This is 50% higher than the national average (33%).

Performance in Functional Skills Maths at Entry Level and Level 1 continued to exceed national averages. Achievement at Entry 2 and Entry 3 remained high at 100% and 89%, while Level 1 achievement was 66%, significantly lower than last year but still 5% above the national rate. Achievement at Level 2 was 39%, this is 15% below the national average. In GCSE Maths, 37% of learners achieved a grade 4 or above, broadly consistent with the national average of 34%.

Qualification	Net Starts			Retention %			Pass %			Achievement %			NAR 19+	WMC vs NAR	Attendance
	22/23	23/24	24/25	22/23	23/24	24/25	22/23	23/24	24/25	22/23	23/24	24/25	23/43		24/25
Maths FS E2	11	6	5	91%	100%	100%	90%	100%	100%	82%	100%	**100%**	85%	15%	83%
Maths FS E3	24	18	18	96%	94%	94%	96%	100%	94%	92%	94%	**89%**	84%	5%	78%
Maths FS L1	49	29	32	90%	93%	97%	80%	89%	68%	71%	83%	**66%**	61%	5%	84%
Maths FS L2	51	1	18	92%	100%	100%	55%	0%	39%	51%	0%	**39%**	54%	-15%	70%
English FS E2	0		1	0%		100%	0%		100%	0%		**100%**	86%	14%	97%
English FS E3	27	15	6	96%	100%	100%	96%	93%	100%	93%	93%	**100%**	81%	19%	92%
English FS L1	51	41	29	92%	98%	100%	85%	80%	93%	78%	78%	**93%**	64%	29%	88%
English FS L2	61	55	46	95%	98%	98%	59%	59%	78%	56%	58%	**76%**	61%	15%	89%

Qualification	Net Starts			Retention %			Pass % (4 or above)			Ach % (4 or above)			AOC pass 19+ (4 or above)	WMC vs NAR
	22/23	23/24	24/25	22/23	23/24	24/25	22/23	23/24	24/25	22/23	23/24	24/25	23/43	
English GCSE	29	27	24	90%	96%	100%	77%	69%	83%	69%	67%	**83%**	33%	50%
Maths GCSE	30	97	83	97%	94%	98%	65%	45%	38%	57%	42%	**37%**	34%	4%

Teacher Training

Achievement on the L3 Award in Education and Training course was only 62% (on a cohort of 34), and was 27% below the national average. This was due more to low pass rates than low achievement, with several learners staying till the end of the course but not completing the course assignments.

Visual arts

Outcomes for learners in the L3 FAD course were good with achievement of 88% though lower than in 23/24 and 3% below the national average. There has also been a slight drop in the proportion of learners obtaining a merit or distinction and the College is 8.5% below the UAL benchmark for distinctions.

Year	Pass	Merit	Distinction	Achievement
22-23	44%	30%	26%	92%
23-24	38%	37%	25%	98%
24-25	41%	33%	20%	88%
UAL Benchmark	37.5%	34.0%	28.5%	

In the remainder of the visual arts provision there were 10 accredited courses which together delivered five qualifications with achievement at or above national averages on all but one of these qualifications. It should be noted however, that cohorts were small and also that where national starts were equal or close to the number of College starts, a comparison with national averages is not relevant. Notwithstanding, achievement generally was good and better than in 23/24, with the exceptions noted below.

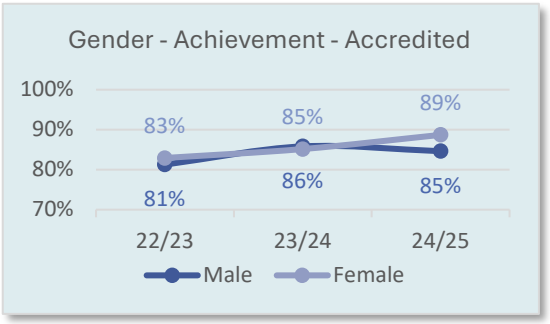
Achievement was good and above the national average on the L1 Award and L2 Certificate in Creative Craft, with much higher achievement than in 23/24 in ceramics and fashion, but low retention in drawing and painting for both L1 and L2. In film & video, and graphic design there were four accredited courses, three of which had good achievement, but on Level 1 film and video, retention was only 58%.

Subject	Qualification	Starts	Ret	Pass	Ach 24/25	NAR 19+	WMC vs NAR	NAR Starts
Ceramics	*L1 Award in Creative Craft*	*11*	*100%*	*100%*	***100%***	*87%*	*13%*	*1290*
Drawing & painting	*L1 Award in Creative Craft*	*11*	*73%*	*100%*	***73%***	*87%*	*-14%*	*1290*
Fashion	*L1 Award in Creative Craft*	*6*	*100%*	*100%*	***100%***	*87%*	*13%*	*1290*
TOTAL	**L1 Award in Creative Craft**	28	89%	100%	**89%**	88%	2%	1310
Ceramics	*L2 Certificate in Creative Craft*	*12*	*92%*	*100%*	***92%***	*87%*	*5%*	*400*
Drawing & painting	*L2 Certificate in Creative Craft*	*8*	*75%*	*100%*	***75%***	*87%*	*-12%*	*400*
Fashion	*L2 Certificate in Creative Craft*	*6*	*100%*	*100%*	***100%***	*87%*	*13%*	*400*
TOTAL	**L2 Certificate in Creative Craft**	26	88%	100%	**88%**	86%	2%	470
Film and video	*L1 Award in Skills for Professions in Creative & Digital Industries*	*12*	*58%*	*100%*	***58%***	*92%*	*-34%*	*30*
Graphic Design	*L1 Award in Skills for Professions in Creative & Digital Industries*	*11*	*91%*	*100%*	***91%***	*92%*	*-1%*	*30*
TOTAL	**L1 Award in Skills for Professions in Creative & Digital Industries**	23	74%	100%	**74%**	89%	-15%	30
Film and video	**L2 BTEC Certificate in Creative Media Skills**	10	90%	100%	**90%**	90%	0%	10
Graphic Design	**L2 Certificate in Photography**	11	82%	100%	**82%**	81%	1%	250

Awarding gaps

For full set of awarding gap graphs including departmental breakdown, see *Appendix 2*

Gender: Achievement of male learners was 4% lower than for female learners on accredited provision and 3% lower than for female learners on non-accredited provision.

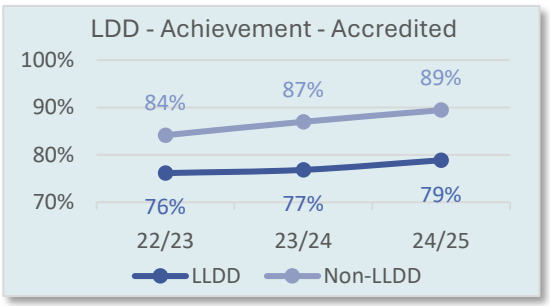


LDD: The awarding gap between learners who declare they have a learning difficulty or disability (LDD) and those who declare they do not (no LDD) is small in non-accredited provision and the same as in 23/24 (2%), but significant in accredited provision at 11%, and 0.4% higher than in 23/24.

In accredited provision in 24/25, departments with gaps greater than 5% were: Digital Arts (47%), Teaching (25%), FAD (7%) and ESOL (5%). The gap in FAD is new, but for Digital Arts and Teaching the gap has widened and in both these departments just under half the LDD learners achieved.

Some departments, however, saw significant narrowing or even reversal of gaps on accredited provision:

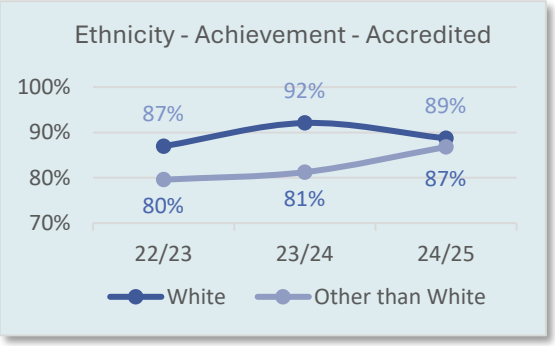
- English: gap narrowed from 9% in 23/24 to in 2% in 24/25.
- Business: gap narrowed from 16% in 23/24 to 5% in 24/25.
- ESOL: gap narrowed from 13% in 23/24 to 5% in 24/25.
- Art & Design: gap reversed from 5% in 23/24 to LDD learners achieving 19% better in 24/25.



Ethnicity: The overall achievement rate for learners from non-White ethnic groups is 4% lower than for White ethnic groups and has narrowed from a gap of 6% in 23/24. On accredited provision this gap is 2% and has narrowed significantly from an 11% gap in 23/24.

Four of the 11 departments delivering accredited provision in 24/25 had an achievement gap between White and non-White learners, compared with nine out of 11 in 23/24.

Gaps in accredited provision in 24/25 were as follows: Art & Design (19%) and FAD (15%) where the gap was new, Business (11%) where the gap widened by 1.6% against 23/24, and ESOL (3%) where the gap narrowed significantly from 12% in 23/245. In Art & Design it should be noted that the cohort is just 19 learners, so may not be statistically relevant.



Some departments actually saw a reversal of gaps on accredited provision:

- English: gap reversed from 23% in 23/24 to non-White learners achieving 4% better in 24/25.
- ICT: gap reversed from 17% in 23/24 to non-White learners achieving 1% better in 24/25.
- Creative Arts: gap reversed from 12% in 23/24 to non-White learners achieving 6% better in 24/25.

On non-accredited provision there are four departments where achievement for non-White learners is lower by 5% or more than for White learners. Humanities & Culture had an achievement gap of 9%, though on a relatively small cohort of non- White learners (36). Performing Arts, Business and Health & Wellbeing all had gaps of 5 or 6% on quite large cohorts.

Destinations and Progression

1.12 Learners are ready for the next stage of education, employment or training. They have gained qualifications or have met the standards to go on to destinations that meet their interests and aspirations and the goal of their course of study. Learners with SEND/high needs have greater independence in making decisions about their lives.

Progression to further learning is good. On accredited provision, where learners from 23/24 continued in the same subject in 24/25, the majority progressed to a higher level. Where learners remained at the same level, this was not necessarily a lack of progress. For example, in ESOL, some learners work towards a different mode than in the previous year, allowing them to extend their qualifications while remaining at the same overall level.

% of returners on accredited provision who moved up a level	
Department	**%**
Art and Design	100%
Business	62%
Digital Arts	50%
English	56%
ESOL	76%
ICT	100%
Maths	52%

Learners in Supported Learning are developing confidence and independence, enabling progression onto wider college courses when ready. Several learners have moved from Supported Learning onto Functional Skills English and Maths, ICT, and Creative Arts, using their LDD provision as the foundation for further learning.

Learners in the non-accredited outreach provision progress when ready, either into further college courses, volunteering, employment, or other meaningful next steps.

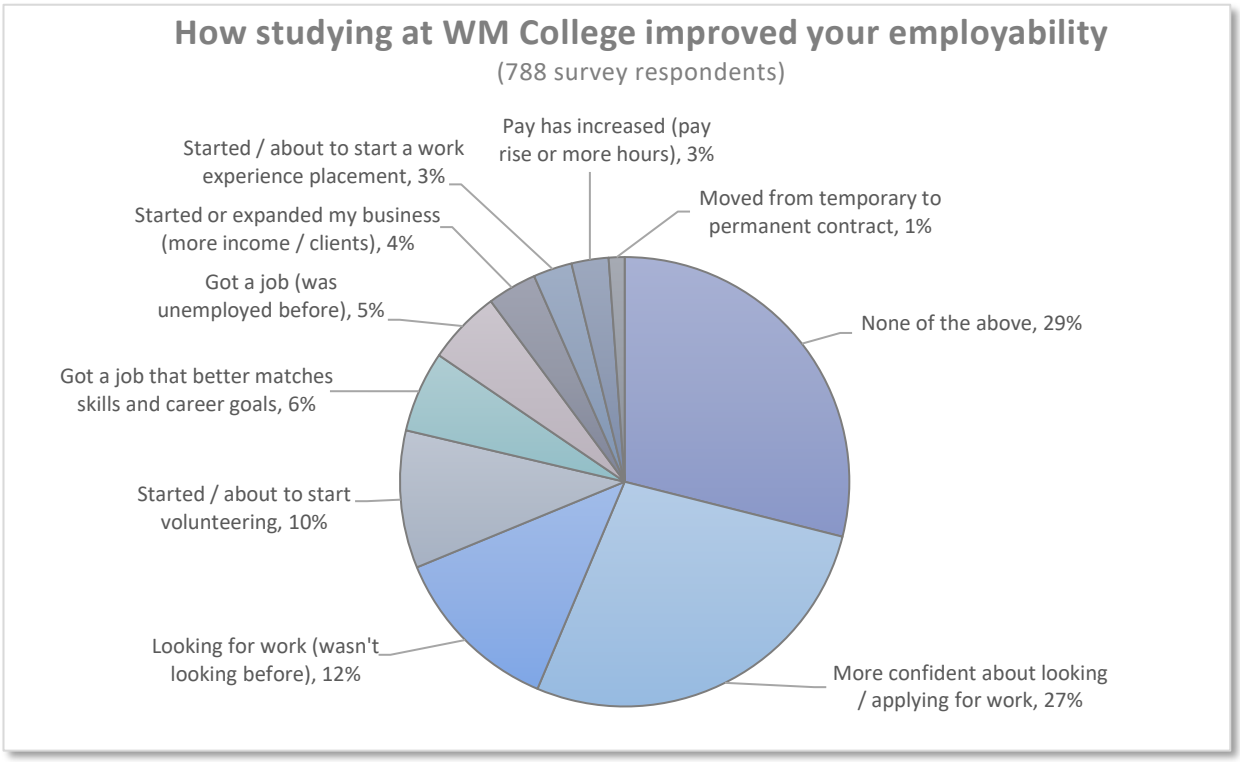
- Five learners from Hillside IT progressed into voluntary placements or paid employment.
- Four learners from Hillside Arts & Crafts progressed into further community engagement and activities.
- One learner from Hillside Public Speaking progressed into sustained employment in a café, supported by increased IT confidence.
- Parents from Rhyl Primary progressed into volunteering roles in the school as Mealtime Supervisors, with one parent progressing to volunteer at the British Heart Foundation shop.
- Several learners from Chadswell Healthy Living Centre progressed into employment as carers and school Mealtime Supervisors, with others volunteering within the centre.

On FAD, 8% of learners progressed to paid employment and 92% to HE or apprenticeships, with all UCAS applicants receiving an offer from their first choice of university.

Data on progression into employment has significantly improved in 24/25 but further work is needed to enable more comprehensive capture employment outcomes. However, the evidence to date does suggest that there is reasonable progression into work for those whose immediate goal is work.

In 24/25, the following outcomes were recorded for those who stated they were studying because they wanted to improve their employment situation (based on information collected through the QDP):

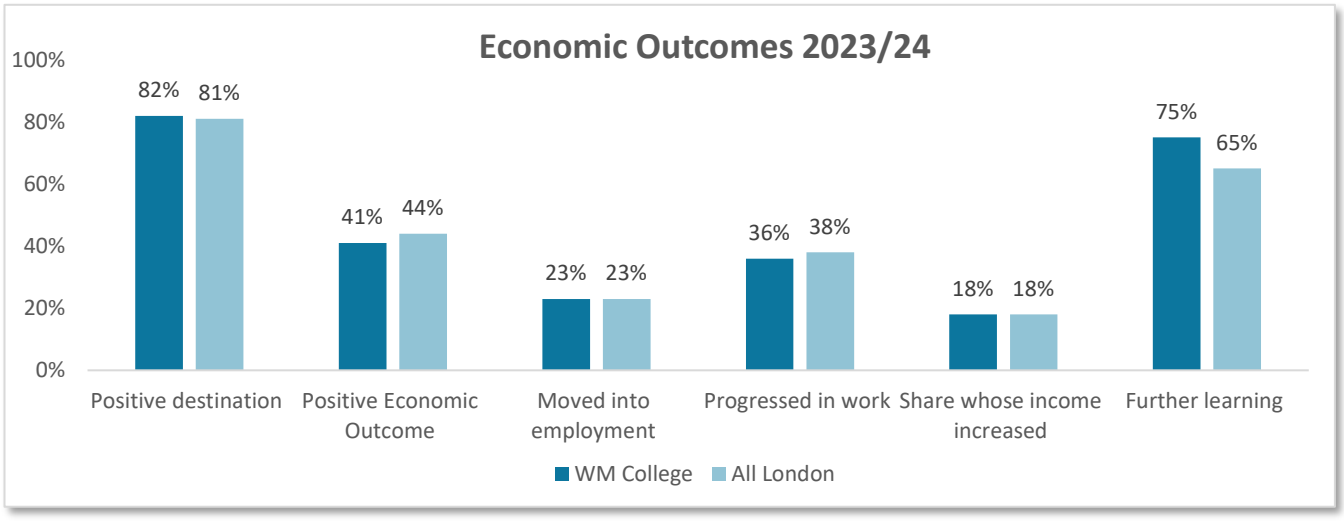
- 19% of learners got a job (previously unemployed), got a job better matching their skills and career goals), moved from a temporary to a permanent contract, increased their pay or hours, or started / expanded their own business.
- 10% got a volunteering role
- 3% got a work placement
- 12% started looking for work (having previously been economically inactive)
- 27% stated they were more confident about looking for or applying for work.

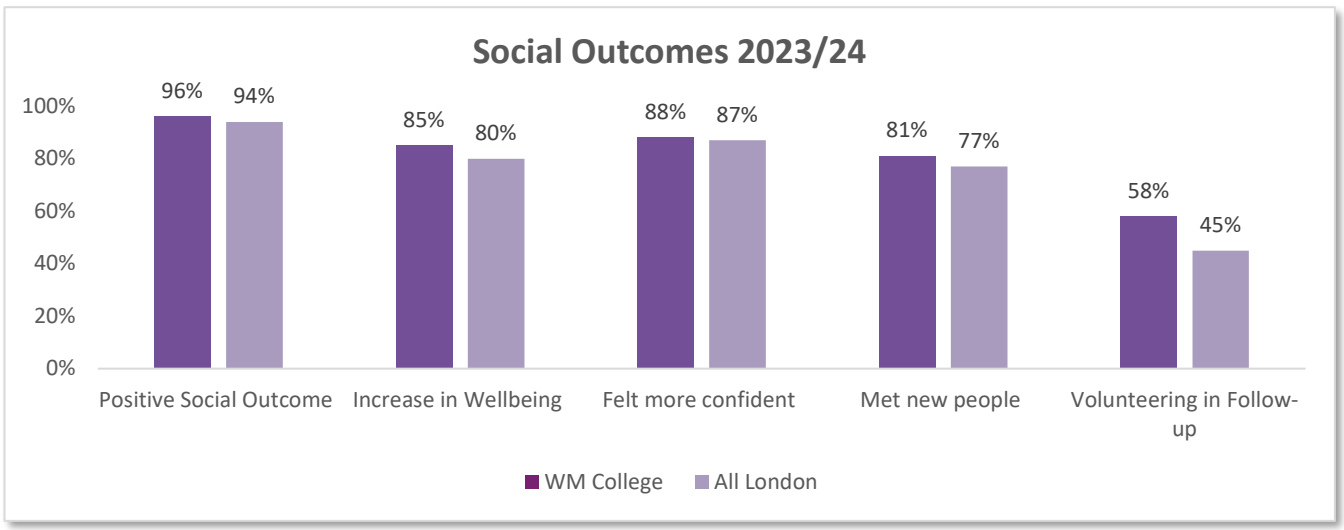


The London Learner Survey, which measures the social and economic benefits of adult learning, has released its 2023/24 provider-level findings. Because learners are surveyed about five months after finishing their courses, results are always slightly delayed. While these findings reflect 2023/24 rather than 2024/25, they remain relevant since the curriculum has changed little - apart from a stronger focus on employability skills.

The results confirm that the College's courses have a positive impact on learners' economic circumstances and overall wellbeing. 96% of learners reported a positive social outcome, and 82% of non-retired learners were either in employment or further learning (or about to start learning) after completing their course. Additionally, 41% reported a positive economic outcome, such as gaining employment, moving from a temporary to a permanent position, receiving a pay increase, or re-entering the job market after a period of inactivity.

Theme	Outcome	Definition
Economic outcomes	Positive destination	Share of non-retired learners in employment or further learning (or about to start learning) following their course
	Positive Economic Outcome	Share of non-retired learners where one of the following is true: *They moved into employment* *They moved from a temporary to a permanent job* *Their pay increased* *They continued onto further training at a higher NVQ level* *They moved from inactivity to looking for work*
	Moved into employment	Share of learners out of employment who moved into employment
	Progressed in work	Share of employed learners who experienced an increase in pay or hours or who moved onto a permanent contract
	Share whose income increased	Share of employed learners who saw an increase in pay
	Further learning	Share of learners who started or were about to start further learning
Social outcomes	Positive Social Outcome	Share of learners reporting one of the following is true: *They reported the course had a positive impact on their wellbeing* *They reported the course made them more confident; or* *They reported that the course helped them to meet new people*
	Increase in Wellbeing	Share of learners reporting the course had a positive impact on their wellbeing
	Felt more confident	Share of learners reporting the course had a positive impact on their confidence
	Met new people	Share of learners reporting the course helped them to meet new and different people
	Volunteering in Follow-up	Share of learners reporting that they participate in volunteering (at the follow-up survey)





Key strengths:

- Achievement on accredited provision is good, with two-thirds of provision above national averages, and particularly strong achievement in English and ESOL.
- Good employment outcomes: of those studying because they wanted to improve their employment situation: 32% either got a job, a volunteering role or a work placement.
- The College has a good understanding of how it meets local skills needs and curriculum programmes are designed with clear intent which aligns well with local skills needs.
- Learning sessions are skillfully planned, with strong practice in the arts in particular in meeting individual needs and highly effective use of assessment to enable learners to understand what they need to work on as shown by EQA reports.
- Good use of live project briefs enabling learners to develop their professional practice in the arts.
- Learners in the arts produce work of a very high quality, as seen in exhibitions and showcases of learner work

The College needs to improve on:

- Reduce the awarding gap between learners with LDD and their peers by further strengthening early identification, personalised support, and collaboration between curriculum teams and ALS.
- Improve the achievement rates of maths learners on L2 functional skills and GCSE.
- Improve use of ILT and resources in some courses.

2) Behaviour and Attitudes

2.1 Providers have high expectations of learners' behaviour and conduct and these are applied consistently and fairly. This is reflected in learners' behaviours and conduct.

Learners receive a structured induction when they join the College, ensuring that everyone is made aware of expectations around behaviour, attendance, and mutual respect. In several areas, this is reinforced through bespoke learner handbooks that reinforce professional standards and values. Learners are also shown where to access key policies such as the Learner Conduct Policy and the Complaints policy via the College website. In the QDP survey, 92% of learners agree that the induction made them feel comfortable in college.

Any breaches of conduct or complaints are managed promptly and impartially by curriculum managers, supported by the Director of Learner Experience, to ensure a fair and consistent approach.

Tutors regularly work with their groups to agree on shared class expectations that promote mutual respect, tolerance, and inclusivity. Learners respond positively, showing respectful and cooperative behaviour towards staff and peers. Evidence from observations, learning walks, learner feedback, and tutor SARs confirms that the College's ethos of respect and equality continues to be well embedded across all areas.

2.2 Learners' attitudes to their education or training are positive. They improve their attitudes over time. They understand their rights and responsibilities as learners. They are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements.

Many learners demonstrate a strong and sustained commitment to their education. This is reflected in good attendance across most courses, purposeful engagement during lessons (as seen in OTLAs and Learning Walks), and a willingness to complete homework and undertake additional independent study.

Learners also take pride in their work and achievements. In 24/25, this has continued to be reflected in high levels of participation in college exhibitions and showcases. The Lowes Dickinson Art Awards and Exhibition, held in the Ruskin Café Gallery, featured over 150 learner artworks across ceramics, printmaking, painting, sculpture, textiles, and jewellery - highlighting the creativity, skill and dedication of our adult learning community.

"I've been on a threshold and stuck there such a long time. If I jump this threshold I'll find my way, I know. ESOL gives confidence which I need and encourage to me to jump over that threshold".
ESOL Confidence Gains Survey

"Actually, I was thinking about learning English is so hard and difficult. But now I have changed my mind. Learning English is actually so interesting and fun. It is because of I got a good teacher Miranda. I think, she is amazing teacher who is always ready and Wellcome for teaching to students. Also, I should mention myself that I have been trying so hard for learning English. I'm proud of myself"
ESOL learner feedback – How to Learn English Survey

"Before I found WM College, I was feeling lost. No direction, no confidence, unsure of myself. But the moment I walked through those doors, something changed. I was welcomed with kindness, offered guidance, and reminded that I had something to give."
Jason, Mosaic design winner

2.3 Learners have high attendance and are punctual. This includes participating in any distance-learning activities

Attendance across both accredited and non-accredited provision remains stable at 87%, maintaining the improved level achieved in 2023/24 and continuing the steady upward trend seen over recent years. Just over half of the College's departments have attendance rates of 89% or higher, showing that strong attendance continues to be a key feature in many curriculum areas.

While the overall position is stable, a small number of areas continue to show attendance below the College target and remain priorities for targeted improvement.

- **Maths** continues to be an area of concern with overall attendance at 81%. Persistent issues include learner confidence, competing commitments, and the challenge of re-engaging adults who have previously struggled with maths.
- **Supported Learning** (82%) and **Health & Wellbeing** (84%) remain below the College target. However, these areas cater specifically to learners with additional support needs of long-term health conditions, and absences are often linked to unavoidable personal or medical factors. Absences in Supported Learning were also due to learners' engagement with employment readiness activities and supported work experience with our partners. As in previous years, differentiated attendance targets will be maintained for these programmes in 2025/26 to reflect the nature and needs of the cohort.

In all areas where attendance is lower, most learners remain proactive in communicating absences and accessing learning materials online via Teams. This continued use of digital learning materials helps mitigate the impact of unavoidable absences and supports learner progression. Teachers and managers across the College remain responsive and flexible in managing planned absences and supporting learners with complex personal circumstances. However, punctuality continues to require improvement and systems for monitoring and addressing lateness remain underdeveloped.

2.4 Relationships among learners and staff reflect a positive and respectful culture where the principles of equality and diversity are nurtured. Learners feel safe and rarely experience bullying, harassment or discrimination. If incidents occur, learners feel safe and confident to report them, knowing that staff will take swift and appropriate action.

Relationships among learners and staff reflect a positive and respectful culture, and this comes across strongly both from observations but also and particularly from learner feedback.

In the QDP, 96% of learners agreed they feel safe at college and 96% that learners are treated fairly and with respect, and these were both significantly above the external benchmarks.

"I love my tutor. She is a wonderful teacher. She teaches for you to solve your problems."
Business learner – Confidence Gains Survey

"It's an inclusive and welcoming community at WMC, by the tutors, staff and other students. I've not experienced this at an education facility as much as here."
Audio course - Learner - QDP

Key strengths

- Relationships among learners and staff reflect a positive and respectful culture.
- Learners take pride in their work and achievements, reflected in high levels of participation in college exhibitions and showcases.
- Many learners demonstrate a strong and sustained commitment to their education, reflected in good attendance across most courses and purposeful engagement during lessons.

The College needs to improve on:

- Continue to improve attendance rates, particularly in maths.
- Review how punctuality is recorded and monitored.

3) Personal Development

3.1 The curriculum extends beyond the academic/technical/vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents.

The curriculum extends beyond purely academic, technical, or vocational learning to support learners' broader personal and social development. This is achieved through both the topics and activities embedded within the course and a range of extra-curricular enrichment opportunities.

Teachers integrate themes that encourage learners to explore wider contexts and perspectives beyond the immediate subject area - such as historical, cultural, or current issues. For example:

- **Art History:** Learners attended a talk by guest speaker Alex Estorick (from the Estorick Collection, Canonbury) on art in the digital age, exploring topics such as NFTs and digital creativity.
- **AI Course:** Learners engaged in discussions on current affairs, exploring misinformation, fake news, and the ethical use of online tools, led by tutor Carola.
- **English:** Learners studied and discussed diverse texts and themes including Caribbean music, Chinese New Year, Holocaust Memorial Day, racism, democracy, and war poetry (e.g. Dulce et Decorum Est). Through themed projects learners explored environmental issues, neurodiversity, and social justice via literature and discussion, while Level 2 students reflected on lifelong learning inspired by an article by the Principal in the Camden Journal.

"Throughout this year, this course has been valuable in developing key skills such as critical thinking, communication, empathy and analytical skills. It has been particularly helpful for me in understanding a vast array of complex issues, how to effectively express my thoughts and opinions and see things from different perspectives."
English learner – end of year survey

"What the College does well: Encouraging students to push the boundaries of their practice, think outside the box and learn while making. The course gave me a broader outlook and allowed me to experiment in a judgement free zone."
FAD learner - QDP

Learners also took part in a variety of enrichment activities throughout the year, both across the college and within their classes, which broadened their learning experience beyond the academic, technical, and vocational elements of their courses.

Cross-college enrichment activities included an inspiring event to celebrate International Women's Day (IWD), focusing on success, allyship, and social change, talks by Natty Mark Samuels on African and Caribbean Folklore, a talk by published poet Paul Lyalls, tour of Arsenal Emirates Stadium, visit to Google HQ at Kings Cross, the College Winter Craft Fair (where learners across the arts sell their work), end of term concerts in the Maurice Hall for learners across the performing arts, opportunities to become a learner ambassador / volunteer to assist with College events, a cross-college mentoring scheme

Departments organised their own enrichment activities, of which the below are just some examples:

- **All arts departments:** Learners exhibit their work in the Winter Show, and the prestigious Lowes Dickenson competition, as well as visits to galleries, exhibitions and working studios.
- **Performing Arts:** Learners from all performing arts disciplines perform at end of term concerts.
- **Digital Arts:** Guest sessions from industry experts – including The Finish Line, Maple Street Studios and live sound engineer Seb Sebastien offered learners insight into current industry practices and expectations. Learners gained authentic experience through filming and

photographing the college's 170-year anniversary celebrations, and through live briefs with organisations such as Ave Media Design Studio and the Central District Alliance BID. Engagements with professionals like Rachel Collins from a leading creative agency further deepened understanding of digital marketing and career pathways.

- **English:** Enrichment activities included two Reading Aloud Events to celebrate World Book Night at which members of the College community shared selections from published and original work, a writing competition, cultural & educational visits (e.g. visit to The Wellcome Collection to learn about zine making), and working with volunteers from the Adult Literacy Trust (ALT) to practise reading for pleasure (9 learners taking part).
- **ESOL:** The department offered a rich programme of enrichment activities fostering confidence, communication, and cultural engagement. Highlights included the ESOL Book Club, Conversation Club, Peer Mentoring Programme, and the ESOL Podcast. A visit from the Ruth Hayman Trust raised over £200 and celebrated learner writing. Learners also enjoyed trips to museums and libraries, contributing to community integration and personal growth.
- **Supported Learning:** Learners ran a pop-up shop in the café selling Christmas-themed craft work made by learners and staff within the department.
- **Fashion & Textiles:** Learners collaborated on a community quilting project to produce the 'Portraits of Camden' quilt (see 3.3)
- **Community Learning:** Learners visited the British Library

3.2 The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and, where relevant, help them know how to keep physically and mentally healthy.

Learners are supported to develop resilience, confidence and independence, and to understand how to maintain their physical and mental health, through a range of curriculum initiatives. 94% of learners in the QDP report improved confidence, 6 points above the external benchmark.

There is a wealth of evidence in learner feedback in course evaluations, confidence gains surveys and the QDP, and feedback from partners, that learners gain in confidence, resilience, independence and self-efficacy and improve their physical and mental health. *See Appendix 4: Confidence and Wellbeing Gains Surveys*

For example, in the **ESOL** confidence gains survey (178 respondents), on average 85% of learners report improved their confidence across a range of everyday situations where they need to interact with service providers, authorities or their local community in daily life and work.

In **ICT and Business** (115 respondents) over 80% of learners agree that they have developed their ability to use their initiative, be adaptable and respond to changing circumstances, and work autonomously. 77% have more confidence to try new things and 86% recognize the benefits of "keeping their brain active".

In **English** (101 respondents), 61% of learners reported feeling more confident speaking in groups, 72% felt more confident trying new things, 66% felt more confident in the workplace, 87% felt more confident attending medical appointments, and 88% reported increased confidence in reading official letters. These outcomes demonstrate that English provision is having a direct and meaningful impact on learners' self-efficacy, autonomy and ability to manage real-life situations.

Within **FAD**, Tuesday morning whole-group sessions embed personal development through pastoral activities focused on studentship, ethics and wellbeing, with additional responsive sessions delivered as needs arise throughout the year. Activities such as writing artist statements encourage learners to articulate their ideas clearly and develop independence in presenting themselves and their work.

"It [wellbeing course] has different criteria from most classes at WMC, focusing on health and wellbeing instead of qualification, more relaxed and learning different lessons instead of one answer. Helpful for life lessons. Good to have a lesson that focuses on wellbeing rather than a grades."
ALS learner feedback

"My course is my mental health; the course is very interesting and making new friends".
GIL learner feedback

"Attending this course is good for my mind."
English learner feedback

"The course allowed me to get out of the house and learned that my reality is momentary, it gave hope. This helped my mental health tremendously".
English learner feedback

"A few students participated in ESOL Podcast, they were especially pleased when the newsletter was sent around and their peers got to listen to them…A handful of students also attended self-study drop in workshops and found the information empowering as it allows them to go on and study by themselves without getting lost amongst all the pop-ups and myriad websites offering help".
ESOL Tutor SAR

"I absolutely loved the course. It helped me in so many ways. […] I had been struggling for a few months with my mental health and this course had such a positive and impactful effect on me. I began to use my voice in different ways and started singing again."
Course evaluation – Mind, Body and Voice

3.3 At each stage of education, the provider prepares learners for future success in their next steps

The QDP survey ratings for learner satisfaction on support for next steps are below the external benchmark and show a significant drop against 23/24. This is disappointing given the expansion in 24/25 of employment and careers related opportunities provided by the College's Employability Team and the increase in learner engagement with these opportunities and does not align with other forms of feedback collected from learners regarding support on next steps. This may indicate that learners who access the additional wrap-around support provided by the employability team appreciate its benefits, but that there are still too many learners who are not aware of these services and / or that there is insufficient in-class advice at the end of a course as to what learners can progress on to the following year. The drop in ratings was predominantly in arts and humanities, so this may also be due in part to learner dissatisfaction with planned reductions for 25/26 in some of the arts and humanities provision, and fee increases.

Nonetheless the vast majority of learners (87%) do agree that the College has helped them decide what to do next and 90% agree they feel prepared to take their next step (e.g. employment or another course).

Throughout their learner journey, learners receive support to prepare for their next steps.

- The College induction slides include information about the College's employability coaching service and the jobs section of the learner intranet (iLearn)
- Employability and study skills development are embedded in lesson planning with prompts in scheme of work templates.
- In arts courses, especially at intermediate/advanced levels, tutors include elements of professional practice such as looking for exhibition opportunities and pricing their work.

- The College's employability team regularly organise talks, workshops, and workplace visits. In 24/25, 25 visits / talks were organised (see update on Employability and Careers Strategy below).
- Learners in FAD, L2 Illustration, fashion and textiles had opportunities to experience the world of work via live project briefs, Performing Arts learners performed at College events and Digital Arts learners supported filming and photography at College events:
    - On the FAD Fine Art pathway, learners worked with a curator to plan and produce work for a potential public exhibition in the gardens of St Pancras Old Church; learners on the Applied Arts pathway collaborated with the Fashion and Textiles Museum to design and create work suitable for retail within the museum shop; and learners on the Visual Communications pathway partnered with Feast, a professional graphic design agency, to produce poster concepts for West End theatre productions.
    - Level 2 illustration learners undertook a live brief to design a mosaic celebrating the WM College's 170th anniversary. Working with tutors and artists, learners pitched design concepts, with the selected piece realised and now permanently installed at the college entrance.
    - Fashion and Textile learners collaborated on a community project led by Joana Monteiro of the University of the Arts London to assemble 484 fabric portraits created in over 20 workshops in community settings into the "Portraits of Camden" quilt, now touring venues across Camden.
    - Film and video learners took part in the "Reasons To Be Cheerful" open submission project, with 16 learners from four courses making submissions. Three learners also undertook live work opportunities supporting with photography and filming of college exhibitions and events.
- The College's annual progression event where learners can meet employers, recruitment agencies, HE and apprenticeship providers and organisations that support with job search or volunteering was attended by 17 organisations and over 120 learners. Sectors represented included housing, cleaning, security, facilities, policing.
- All ESOL, English and maths classes at E3 and above are visited by the employability team to inform learners of the vocational course offer for the coming year and how to apply.
- At end of course tutorials tutors when reviewing ILPs, tutors discuss with learners their next steps and advise as to the next appropriate course (not necessarily at the College) and / or refer learners to the College's employability coaching service for careers advice.
- IAG and CIAG are a real strength on the FAD course – the first six weeks of the courses are a carousel where learners explore the three different pathways before choosing the one they will continue with. Once a week there is a 'Realise your Future' session where learners hear from a people working or studying the in creative industries.

The College delivered on its second year of its 3-year Employability and Careers Strategy, driving forward the following 4 strands of activity related to supporting learners' employability and career outcomes:

a) Careers Information and Resources – focusing on providing good careers information on iLearn

Learner engagement with the jobs page on iLearn has dramatically increased. Google metrics show that in 24/25 there were 3,366 views (2.5-fold increase on 23/24) by 2,119 users (3-fold increase on 23/24), staying an average of 1 min 24 seconds.

b) Employability in the curriculum – embedding employability into the curriculum and codesigning the curriculum and course offer with employers

Employability skills are embedded across the skills curriculum (e.g. ESD and fusion skills) and about 25% of Arts courses. There has been progress in engaging employers in the co-design of courses and collecting their feedback on course content, with 18 employers providing feedback on the skills

they are looking for. In most cases the impact of this will not be seen until 25/26, where feedback can influence the course offer and content of existing courses.

c) Employer engagement – to improve links with employers, access to local vacancies and work experience, and opportunities to meet employers

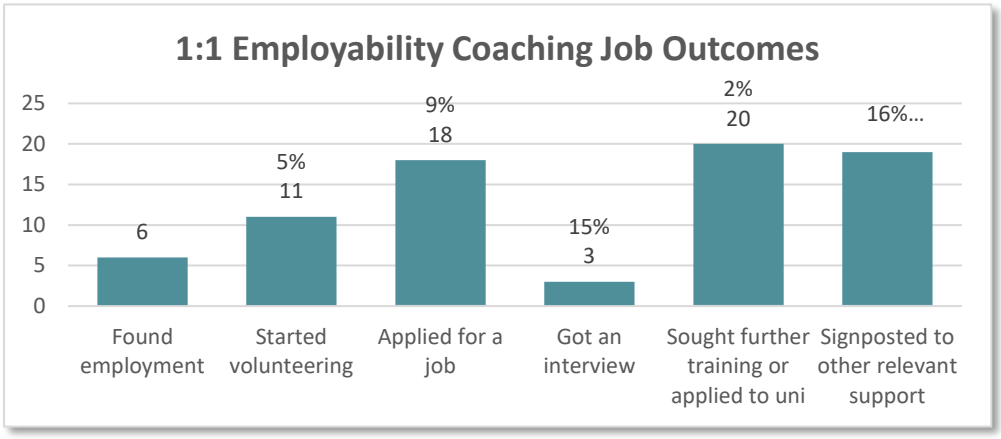
338 learners benefited from the following opportunities to meet employers in 24/25:

Employer	Activity	Which learners went?	Attended
Bloomsbury Festival	Open air performance	Reggae band	7
Freelance sound engineer	Visit to WMC	Creative, Sound & Film	10
Wellcome Collection	Visit and tour of Hard Graft	FAD	11
British Library Tour	Visit there	Community crses; ESOL	5
KOKO Curator tour	Visit there	Open to all: mixed	4
Emirates Stadium Tour	Visit & job opps: stewards, training, grounds people	Open to all: mixed	10
British Museum	Visit to WMC: Jobs in museum sector	Open to all: mixed	18
The Living Centre	Offer of Work Experience	1 x AAT learner	1
Red5People Recruiter	Online visit: interview training	ESOL level 2	12
WM College	Learning Ambassador / Volunteer at events	Open to all	6
Maple St Creative	Visit to WMC	Creative, Sound and Film	5
Fire Brigade	Visit here	Open to all: mixed	3
ASOS Business Analyst	Online talk: Insight into Digital Product Management	Essential Digital Skills	12
CIME Lab Photography Studio	Visit to WMC: working in photography industry	Photography class	10
Stuart Low Trust Finance Mgr	Online talk	AAT	14
The Finish Line (Postproduction)	Visit to WMC	Creative, Dig. Media, FAD	8
The Wellcome Collection	Visit there: Tour and Zine making	English	12
Wilson James Security	Visit to Google HQ & Accessibility Discovery Centre	Open to all: mixed	17
Poet Paul Lyall	Visit to WMC	Creative Writing	12
Wilson James at Google HQ	Interviewing for work experience	Open to all: mixed	5
Carlisle SS & Stuart Low Trust	Visit to WMC: Interview Practice	Open to all: mixed	8
Unity Works a tour of 3 spaces	Offered a tour of 3 facilities for ALS	ALS	3 tutors
Cockpit Studio	Visit here	All Art Learners	6
Feast Design	Live brief design	FAD/ Vis Comms	2
Progression Event	Various partners	Open to all: mixed	120

d) Support and advice – to help learners with job search and provide effective CIAG.

In-house employability support and advice is provided by the employability team, comprising the Employer Engagement Manager and the Employability Coach.

The Employability Coach provides a 121 service to help learners with various aspects of job search, work experience or applications for further study. 122 learners used the service in 24/25 (an increase of 25% compared with 23/24) with the following outcomes:



A range of employability workshops and careers advice sessions were provided to learners in 24/25 by the employability team. 16 drop-in workshops across the year on CV writing and cover letters were attended by 53 learners. The team also visited 14 classes to deliver presentations on next steps and employability and two in-class Careers Advice sessions were delivered to 48 FAD learners. Amazing Apprenticeships ASK also delivered an in-class session on "Routes into creative apprenticeships" for FAD learners (37 attendees) and "Routes into finance apprenticeships" for AAT learners (13 attendees). The employability team also signposted learners to Global Solutions webinars (funded by National Careers Service) and 12 learners attended these, each learner on average attending three webinars.

A mentoring scheme was introduced to pair learners with a mentor with experience (current or past) of working in a given profession who can provide career advice, job search guidance and support with job applications. Six learners have joined the scheme. One of these completed the mentoring programme, four started and the programme is still in progress, and one is waiting to be paired with a mentor. Feedback to-date has been extremely positive from both mentor and mentee. One mentor is from Carlisle Support Services (one of the College's employer partners) and the others are College learners who have relevant professional experience.

3.4 The provider prepares learners for life in modern Britain by: teaching them how to protect themselves from radicalisation and extremist views; helping to equip them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common; and promoting respect for the different protected characteristics as defined in law.

Shared Values are clearly embedded within the curriculum. These values are introduced during induction, where the College's commitment to promoting equity, diversity, and inclusion is explained. Tutors consistently reinforce these values through their schemes of work and lesson delivery. Good practice in embedding Shared Values was observed in 83% of lessons, and equity, diversity, and inclusion were judged to be good in 75% of observations.

In the QDP, 96% of learners agreed that the college is an inclusive community where diversity is valued. 96% agreed that students are treated fairly and with respect.

In **English,** EDI is deliberately embedded in both the curriculum design and the enrichment activities that take place beyond the classroom. The chosen course text, The Curious Incident of the Dog in the Night-time, features a central character on the autistic spectrum. Classroom activities were developed to explore themes such as mental health, neurodiversity, family challenges, and social inclusion.

In **community-based provision**, the goal is to normalise diversity by using learning materials that reflect a range of family structures, such as same-sex marriages, stepfamilies, divorced or widowed



parents, and foster or adoptive families, with attention to inclusive pronoun use. Interpreters, Including, at times, family members, are arranged to support learners, ensuring that even low-level or non-literate ESOL students can participate and contribute meaningfully.

In the **ESOL** curriculum, exploring themes such as Education for Sustainable Development and Fusion Skills supports learners in developing critical thinking and becoming active, engaged citizens in a meaningful and inclusive way. Internal examinations encourage community participation and cooperation, mirroring real-life situations, and allowing learners to practise handling linguistically challenging scenarios within a safe setting. Additionally, the ESOL Book Club created a space to discuss literature that represents diverse experiences, including texts like Billy Elliot, 12 Years a Slave, and Suffragette. These works address historical contexts and explore issues related to human rights and social equity.

> *"During the course we looked out at and discussed different topics, which helped me learn about many new things, other cultures and the features of life in the UK".*
> Learner feedback – ESOL Confidence Gains Survey

Key strengths:

- Learners gain significantly in confidence, resilience, independence and self-efficacy evidenced by learner feedback in course evaluations, confidence gains surveys and the QDP, and feedback from partners.
- Learners benefit from a rich programme of employment-focussed enrichment activities and employer-insight opportunities.
- Learners in the visual and performing arts benefit from good opportunities to experience real-life work contexts in the creative sector, participating in College exhibitions and concerts and in local and national exhibitions, engaging with live industry briefs and visiting creative work environments.

The College needs to further improve on:

- Increasing participation in enrichment activities by expanding accessible opportunities that allow learners to explore interests beyond their core curriculum.
- Improving the recording of enrichment participation to more effectively measure impact.

4) Leadership and Management

4.1 Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.

Curriculum planning and alignment to regional and national priorities

The College ensures that its priorities are aligned with government strategies and funding rules, using the Skills Roadmap for London, the findings of the LSIP and the GLA funding rules for 2024/24 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.

How the College shaped its 24/25 curriculum offer in response to key drivers is set out in Quality of Education under Intent. How the College engaged with stakeholders to understand local and regional skills needs and plan the 24/25 curriculum accordingly is set out under Contribution to Skills Needs.

Quality assurance

The Quality Cycle sets out the College's curriculum processes for ensuring that teaching and learning is of a high standard and inclusive. The quality team, which in 24/25 consisted of the Directors of Learning, Director of Learner Experience and Deputy Principal, monitor the processes within that cycle and their findings (e.g. OTLA moderation, EQA reports, curriculum QIPs, findings from RaRPA moderations and course file audits, feedback from learner voice). The quality team also reviews policies and procedures related to the quality cycle (e.g. OTLA protocols, RaRPA policy, attendance policy). The whole College QIP is reviewed by governors at the Curriculum Quality and Standards Committee.

Performance management

Appraisals are carried out for all salaried staff. For sessional teachers the OTLA action plan is the main appraisal mechanism. At appraisal, performance targets are set which align with curriculum QIPs, which in turn align with the findings of the SAR.

Performance review boards (PRBs) are held termly, where curriculum and service area managers present their progress against agreed KPIs to senior management. This provides an opportunity for senior managers to take a more detailed look at each curriculum area and both enhances senior management's understanding of the curriculum but also gives an opportunity for supportive challenge to the curriculum and service area managers and to explore together solutions or improvements.

Performance management policies such as capability, disciplinary and absence are implemented with support from HR and line managers where there are concerns with performance, conduct or attendance.

Equity, Diversity and Inclusion

The College made significant strides in embedding EDI across its operations in 24/25 and EDI initiatives and progress included:

- Achieving the Mayor of London's Good Work Standard accreditation.
- Developing and publishing a new EDI policy and action plan, informed by staff, governors, and a

data-driven EDI analysis.

- Committing to the Association of Colleges (AoC) EDI charter with a signed pledge and action plan, which are published on the College website.
- Committing to becoming an anti-racist organisation. Over 25 staff including all the Senior Leadership Team and a number of governors attended a full day training facilitated by the Black Leadership Group, to be rolled out to all staff at the September 2025 staff conference.
- Creating and disseminating an inclusive language guide to foster a welcoming environment.
- Producing an annual EDI calendar to raise awareness and promote engagement.
- Establishing active staff, EDI, and learner groups to facilitate feedback and representation; the staff EDI forum meets twice a term and a learner focus group that meets termly where topics under discussion include EDI.
- Actively reviewing recruitment data and broadening advertising strategies to attract a diverse workforce. understanding of equity and diversity. Recruitment processes for staff continue the practice of anonymized applications at shortlisting to help avoid unconscious bias and ensuring all candidates are asked about their understanding of equity and diversity at interview.
- Analysing learner attainment through an EDI lens, informing quality improvement targets. Awarding gaps for learners from minority ethnic groups narrowed in 24/25, though gaps for LDD learners remain significant on accredited provision. In terms of both ethnicity and LDD, further work is needed to understand exactly where those gaps are, their causes and possible remedies.
- Training for curriculum managers and observers on how to report on EDI in lesson observations as well as CPD in several curriculum teams in January on a "windows and mirrors" approach to embedding EDI into teaching and learning.
- CPD day in March 2025 included "Neurodiversity – Working with Difference" training for non-curriculum staff and "Strategies for managing and supporting learners with SEND needs" for curriculum staff
- Enhancing awareness of inclusive practices through open dialogue and flexible scheduling (e.g., adjusting CPD day for Eid).
- Integrating Equality Impact Assessments (EIAs) into decision-making processes, considering all nine protected characteristics.
- Measuring the sense of inclusive environment and belonging by asking specific questions in the York staff survey, to establish the extent to which staff feel a sense of belonging at the College. In 24/25, 88% of respondents said they either agreed or strongly agreed with the statement that the College has an inclusive culture, and 81% agreed or strongly agreed they belong at the College.

Mental Health

The College has had a Mental Health Strategy and Guidance in place since March 2022 and five staff are currently trained as mental health first aiders. The Director of Learner Experience in 24/25 held a Senior Mental Health Lead qualification.

Prompts to discuss and monitor staff wellbeing are now included in the appraisal template, to ensure measures are considered to address any wellbeing issues.

At CPD day in March there were wellbeing workshops for staff for the final hour which were well received. The College links with 'Education Support', a registered charity specifically focussed on mental health support for those who work in education.

For staff members who are returning from sickness absence that is mental health related, managers do a wellness action plan as part of their return to work. Resource from Mencap.

4.2 Leaders focus on improving teachers' subject and teaching knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice, subject knowledge and up-to-date vocational expertise of staff build and improve over time. This includes their expertise in remote education.

CPD

The College is committed to the continuing professional development of its staff. In 24/25 there were three cross-college CPD days, and several departmental CPD events for curriculum teams. The departmental CPD events are generally focused on teaching and learning and subject specific.

CPD is well established and recorded. Topics that staff undertook CPD on in 24/25 included AI, fusion skills, menopause awareness, building resilience, supporting neurodiverse learners, conflict resolution, participatory ESOL, assistive technology, spelling and morphology in the ESOL classroom, developing discussion in the maths classroom, understanding and overcoming maths anxiety, mirrors and windows (in arts classes and in English classes) to name but a few.

Three Advanced Learning Practitioners train curriculum teams and support staff with individual training and mentoring as needed.

Four middle managers attended a Mastering Leadership Training course.

4.3 Leaders ensure that all learners, including those with SEND and high needs, and disadvantaged learners, get the information, advice, guidance and support to achieve their next steps and progress to positive destinations. Leaders provide the support for staff to make this possible.

Careful initial assessment ensures that learners are enrolled on the right course and have the potential to achieve. Additional support needs identified at point of initial assessment are followed up to make sure that the College is able to put the right support in place. However, awarding gaps on accredited provision between learners who declare a learning difficulty or disability and those who do not are significant (10%) and indicate that not all learners are getting the support that they need.

Every effort is made to retain learners on courses. This can include ALS, transfer to a different course, and pastoral support. In addition, the increased use of the virtual classroom means that learners that miss classes can catch up and do not lag behind, which is a common reason for dropping out.

Expectations around attendance and accountability are covered in the learner induction and tutors remind learners regularly. Regular meetings with curriculum managers, teaching staff and ALS discuss any potential learners who may be at risk of dropping out and what support is in place to help them.

The Learning Centre and Library provide two areas for learning outside of the classroom and offer support and training for digital skills and employability development.

Learners are also able to borrow chrome books if they need them. 220 learners borrowed a chromebook or laptop in 24/25. The College also works with Good Things Foundation to give free devices and data to learners in need: 51 MiFi dongles (with 6 months' worth of data) and 84 SIM cards were given to learners last year.

> *"The college is a nice environment for learning with many resources - available for the students. Library and learning centre it's great"*
> English learner - QDP

The College has a three-year Employability and Careers Strategy, as outlined in section 3.3, which sets out yearly milestones for providing CIAG (Careers Information, Advice and Guidance), opportunities for learners to meet with employers and wraparound support with job search. Most of the milestone objectives for 24/25 were met or mainly met.

4.4 Leaders engage effectively with their community, including, where relevant, with parents/carers, employers, local services and organisations responsible for local and regional economic planning

The College has an extensive network of local partners who it works effectively with to provide learning opportunities and support the employment aspirations of residents in the local community. This is expanded on under the Contribution to Skills Needs section.

The College's key external stakeholders are:

- **Employers** e.g. Wilson James (5 work placements offered at Google HQ); Carlisle Support Services (mock interview practice and providing a mentor for the College's mentoring scheme); Whittington Hospital and British Museum (supported work experience placements for LDD learners); the Living Centre (1 AAT learner doing work experience); JCP Cleaning (1 learner gained a job); over 20 employers hosting workplace visits or giving a talk at WM College.
- **Community partners** (charities, primary schools, community organisations) – 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.

> *'The courses run for our organisation are informed by the knowledge that WMC and the Community Manager has of our client group (mental health). The supportive nature of the teachers and the environment that is created allows our users the space to become accustomed to learning environments over time and with support.'*
>
> Partner feedback –Hillside Clubhouse

- **Organisations that support residents towards or into work** e.g. Unity Works (for LDD learners), Good Work Camden, LIFT (leading Inclusive Futures through Technology), Kings Cross Recruit, Red5People, ASK (the DfE's Apprenticeship Support & Knowledge for schools and colleges programme)
- **Civic** e.g. GLA, DfE, LSIP, Camden Council (e.g. Apprenticeship team, Camden ACL, Camden ESOL Advice Service), DWP (links with the Kentish Town branch), Unity Works social enterprise, NHS, British Museum, Adult Literacy Trust (volunteers support learners in the English department to read for pleasure)

Partnership work is excellent. Feedback from some of the partners shows how much they value their partnership with the College and the extent to which the College is meeting their needs.

The Kundakala Project – Collaboration with WM College

Kundakala was founded to support women of ethnic minority backgrounds to navigate the post-pandemic cost-of-living crisis. Inspired by the creativity and resilience of the founder's late mother, artist Kunda Kirloskar, its aim is to provide tailoring and enterprise skills to help students become professional seamstresses. Alongside developing sewing skills, participants are taught how to budget, reduce debt and open new avenues of income generation, while maintaining their caring and cultural responsibilities.

Kundakala, WM College and Rhyl Primary School formed a partnership in early 2024. We discussed our visions and hopes and researched local needs and related tailoring employment opportunities. Rhyl Primary School engaged learners from three nearby schools and the local community, while Kundakala and WM College worked together to create an impactful course of study. With Multiply funding, and over two terms, participants were taught how to use sewing machines, while incorporating maths skills into their practice. They made products such as tote bags, purses, bags and garments for themselves. One-to-one employability support was offered followed by a workshop on starting their own microbusinesses.

The college's partnership with Kundakala and Rhyl has benefited the community not just in gaining skills for employment but in achieving significant health and well-being outcomes. Students report a large increase in confidence in their sewing and maths skills and in everyday life. They report having better mental health and a feeling of greater connectedness, belonging and hope. 40% of students attending all the programmes have gained income through commissions and product sales. One key area of the project's success is to identify areas where specific cultural clothing items are not readily available in mainstream retail outlets. This ensures there is a demand for tailoring professionals who can stitch or alter these outfits.

Nomination for WM College Partner of the Year Award 2024/25

4.5 Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.

The College strives to ensure an inclusive work culture where staff are listened to and feel that they have a voice. A staff forum led by the two staff governors meets at least twice a term without senior management presence and the staff governors then feed back to the Principal.

The staff survey that had been introduced in June 2024 was repeated in March 2025. This is the York College survey which provides benchmarking against other FE providers. In 2024 the College scores were low against the benchmark, especially around effectiveness of communication. In 2025 the overall communication score showed improvement by 11.5% though the College remains below the average for other colleges. Similarly, when rating how considerate leaders and managers are of workload and wellbeing, the score improved by 7% but remains below the average.

In 24/25 the College achieved the Mayor of London's Good Work Standard accreditation.

In order to reduce workload for teachers, TeacherMatic licences were bought for all teaching staff in 24/25 and training in use of AI to create lesson plans and learning resources.

Governance

4.6 Those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education and training and help to ensure continuous and sustainable improvement.

There is a curriculum and quality standards committee that meets once per term and where key aspects of the quality cycle are scrutinized (e.g. emerging OTLA findings, quality improvement plans, key themes such as employer links, business planning and the curriculum offer). Governors also validate the College SAR at this committee and make a recommendation to the full board to approve the College SAR.

Most curriculum areas also have a link governor, who visits classes and meets with the curriculum manager to better understand that area and ensure that board decisions are more informed. Link governors bring a useful external perspective to the quality of provision in a curriculum area.

Governors also assist in terms of sharing their own expertise or, if they have relevant contacts, putting managers in contact with others who may be able to advise or assist.

4.7 Those responsible for governance ensure that the provider fulfils its legal duties and responsibilities. These include, for example, those under the Equality Act 2010, and those in relation to the 'Prevent' strategy and safeguarding.

There is a dedicated governor for safeguarding who meets annually with the Executive Safeguarding Lead and there are safeguarding and Prevent updates termly at governor meetings.

4.8 Leaders protect staff from harassment, bullying and discrimination.

The College has a Dignity at Work policy as well as grievance and disciplinary policies. Where staff do raise a grievance, or if there is a potential disciplinary case, investigations are carried out impartially and with due regard for the wellbeing of all parties. The College is clear that it will not tolerate harassment, bullying or discrimination.

Safeguarding and Prevent

In 24/25 the safeguarding team comprised the Director of Learner Experience (Executive Safeguarding and Prevent Lead) and three other Safeguarding Leads.

The online safeguarding awareness module is undertaken by all staff with a 3-year refresher cycle. Prevent awareness is embedded into the mandatory induction training for all staff on a 3-year refresher cycle, as well as Safer Recruitment training for managers.

Rates of compliance at the end of 2024-25 were:

- Safeguarding - 98% of staff have completed the training at least once, with 18% still due to renew
- Prevent - 99% have completed the training at least once, with 15% still due to renew
- Safer recruitment - 90% (those who still need to complete this were new managers)
- Sexual harassment training – 64% of staff have completed this

Safeguarding and Prevent Concerns	22/23	23/24	24/25
Safeguarding - learners	34	35	18
Safeguarding - staff	7	16	13
Prevent concerns	1	1	0

The Safeguarding & Prevent Policy and Procedure was reviewed as part of an annual cycle in line with the Keeping Children Safe in Education guidance. The Prevent Risk Assessment and Action Plan is reviewed termly at the Senior Leadership Team Meetings and Prevent, alongside Safeguarding, is a standing item to be discussed fortnightly. A Safeguarding panel meets once a term which has a cross-section of staff.

The Director of Learner Experience attended FE/HE Prevent Network Meetings receiving monthly bulletins to maintain up to date knowledge of wider issues and how they affect our local community and disseminating this information to managers, staff and learners as appropriate.

Safeguarding information is disseminated to learners in a variety of ways: it is in the learner induction; there are posters around the College with contact details and photographs of the Safeguarding Leads; the email and phone number are on the back of learners' ID cards; there is information about Safeguarding on screensavers on all learner networked computers; information is emailed out to learners and staff regularly to ensure they have access to services and information for issues such as mental health, money worries, access to food banks, scam warnings.

Learner Voice

Learner voice is captured in a variety of ways:

- QDP (the College's annual satisfaction survey)
- End of course evaluations (for arts and vocational provision)
- Confidence and wellbeing gains surveys (in ESOL, English, Maths, Supported Learning, Health & Wellbeing, Community, Business and ICT provision)
- Other departmental feedback forms (many CMs do their own short surveys for their provision)
- Complaints (formal and informal)
- Feedback – suggestions and compliments
- Learner focus group (meeting termly with senior managers and a governor from CQSC)
- Learner representatives (in FAD and maths)
- Learners requesting meetings with the principal and senior staff

Senior and middle managers analyse feedback and, where appropriate, make changes to learning, teaching and support services. For example, a comfortable seating area for learners has been created on the 3rd floor in response to learner requests, and new learner award categories were introduced into the 24/25 Learner Awards in line with suggestions put forward at the learner focus group.

91% of learners in the QDP agreed that "The College listens to my views' (5 points higher than the external

benchmark).

There is a very robust process for handling complaints and complaints are taken seriously and investigated thoroughly and in line with the policy. In 24/25, eight formal complaints were raised, six of which were upheld and one partially upheld. 43 informal complaints were raised.

The College recorded ad hoc feedback from learners and during 24/25, recorded 15 compliments, 0 suggestions. This feedback is monitored and managed and forms part of the Learner Voice reporting cycle.

Learner feedback is generally extremely positive but sometimes engagement is low, for example low response rate to the destinations survey and low attendance at forums.

Key strengths:

- Strong and appropriate focus on promotion of equity and diversity resulting in significant progress towards reduced awarding gaps between non-White and White learners, and a more inclusive workplace.
- The College has an extensive network of local partnerships that it works with very effectively to meet local needs, ensure provision is co-ordinated and co-designed, and to share good practice.
- Governors have good oversight of the quality of education learners receive. Governors are engaged, hold leaders to account and consequently continuously improve learners' experience at College.

The College needs to improve on:

- Increase curriculum efficiency and develop the full cost offer and income generation courses to reduce reliance on public funding and offset funding cuts and rising costs.
- Improve staff satisfaction levels in particular in relation to staff perceptions of equality of opportunity and being treated with dignity and respect.

5) Contribution to Skills Needs

How do we engage with relevant stakeholders to understand local and regional skills needs and plan our curriculum accordingly?

The Employer Engagement Manager networks extensively to develop employer links through networks such as the Central District Alliance BID (Business Improvement District), the Knowledge Quarter, Westminster Business Council, Good Work Camden and through direct engagement with organisations such as Kings Cross Recruit, Argent, One Housing, or local SMEs.

As a result the College significantly strengthened its engagement with local employers in 24/25. The Employer Engagement Manager has made links with over 50 employers enhancing the College's understanding of local needs and access for College learners to employment-related opportunities.

In collaboration with curriculum managers, the Employer Engagement Manager provided opportunities for learners to meet with employers, through an extensive programme of employer talks and site visits, and expanded the opportunities for learners to engage with live project briefs (see section 3.3 for details).

Curriculum managers for community outreach and Multiply outreach provision liaise with existing community partners to co-design a programme of outreach courses. The College also consults with other local providers understand the local skills offer and avoid duplication or look for synergies.

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. 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.

The College has used the findings of the LSIP to inform our Accountability Statement, create an Employability and Careers Strategy and set priorities for curriculum planning.

The College works with its extensive network of local partners to:

- **Provide bespoke courses** – examples are: courses commissioned by MIND to build confidence and support learners to progress onto a college course; all courses delivered by the Community and Multiply outreach department are bespoke to the requirements of the community partner.
- **Offer progression routes** – the College offers a progression route for learners from Camden Adult Community Learning, (which has provision that is generally first-steps, low level and non-intensive) onto more intensive courses, or courses at higher levels at WM College.
- **Facilitate referral to WM College courses** - The Supported Learning department has strong links with adult social care and surrounding councils to facilitate the referral of service users to the College. Partners include London Learning Disability Charity, Kentish Town DWP Disability Employment Advisor, Camden Learning Disability Service (CLDS), Barnet, Enfield and Harringay Mental Health NHS Trust; maths has an established pipeline of referrals from Camden Learning; the ESOL department works with the Camden ESOL Advice Service and the Employment Training Officer who works with Afghan refugees to arrange bespoke initial assessments for learners including those referred by local job centres and facilitate their access to College ESOL courses.
- **Co-ordinate local provision** - In the College's outreach provision, where multiple providers are offering courses, the College liaises with other providers, to minimise duplication. For instance, the College runs courses at Hillside Clubhouse in Islington, but has an agreement with Islington ACL not to offer maths or English there as those are run by Islington. Similarly, the College does not run family learning courses as these are provided locally by Camden ACL, and decided against running BSL courses as City Lit has proven expertise in delivering this.
- **Provide learning opportunities in the community** - The College's community outreach provision aims to address access to employment, social cohesion/integration, health and wellbeing and widening participation in the Camden/Islington borders. In addition to developing ESOL, English, maths and IT skills, courses embed knowledge of local volunteering and employment opportunities, employability support and development of soft skills such as attendance, punctuality, good work ethic and fusion skills. Co-location of College ESOL courses at Rhyl Primary School enable Rhyl school parents and residents in the Gospel Oak area to access substantial ESOL courses (typical courses run for 7.5 hours a week across 34 weeks).
- **Share good practice** – The College ESOL management team visited Redbridge Institute of Adult Education (graded outstanding in last two Ofsted inspections) to share best practice.

How do we involve relevant stakeholders in the design and implementation of the curriculum to prepare learners for future education or work?

Community-based courses are co-designed, with the partner consulted as to course content and purpose. An example of this is the focus on mental health for courses at Hillside Clubhouse, where courses included coping strategies and ways to deal with stress and interview rejection.

Bespoke crafts courses developed with Mind in Camden help their members to gain the confidence to travel to, and learn in, a more formal educational environment.

Use of live project briefs in some courses enables learners to gain professional skills and meet real work deadlines and industry standards and adds relevant experience to their CV. Live project briefs were used on FAD pathways, L2 accredited illustration courses, fashion and textile courses (the Portraits of Camden quilt project), and film and video courses (see 3.3).

In the Arts and Vocational area, many tutors are either practising artists, performers or industry professionals so learners benefit from expert tuition, developing insights into creative and vocational employment sectors. Tutors are able to support learners in using new technologies and developing high level, sector related skills. For example the AAT tutors are both qualified accountants with one working in Commercial Banking before qualifying as a tutor. Other tutors exhibit their artwork, conduct masterclasses and perform in prestigious venues both locally and nationally, inviting learners to attend and involving them in tours and visits.

Input from employers into course offer and course content has increased but remains limited. In 24/25 feedback was collected from 18 employers on both the College's curriculum offer, on the content of a range of college courses and the skills they are looking for, and on what their recruitment processes are. However, given the point in the year when employer feedback was received, in most cases the impact will not be seen until 25/26, where feedback can influence the course offer and content of existing courses.

Nonetheless there are some examples of how employer feedback influenced the 24/25 curriculum:

- Accounting courses using the software Xero were delivered in response to feedback from Impact Hub Kings Cross who said they would want potential employees to be able to use this software.
- Maple Street Creative reviewed the College's schemes of work for its audio courses confirming that the right knowledge and skills were being covered, but with some suggestions for contexts in which learners could apply and practise these skills, which will feed into 25/26 courses.
- All security companies recommended we offer the SIA L2 Door supervisor qualification as a gateway to jobs, which led to the College submitting a bid to the GLA for skills bootcamp funding for Door Supervision courses.

What skills needs are we meeting and how do we know?

The key skills needs that we are addressing through the curriculum are:

- confidence building to enable learners to participate in their community and build skills for work
- basic English and maths from entry level to GCSE
- ESOL from pre-entry to level 2, including for learners who already have good vocational skills, experience and expertise but need to develop their language skills to enable them to work locally
- digital skills, particularly at beginner and entry level, but also use of AI at higher levels
- transferable / fusion skills embedded into a range of skills courses (ESOL, English, maths, basic

IT, Supported Learning, employability focused outreach courses and vocational courses) to build learners' capacity and confidence to apply for jobs when they are ready; learners develop skills in problem solving, teamwork and resilience as well as basic IT, English, maths and communication

- professional skills for self-enterprise and qualifications in the arts that enable progression to HE
- vocational qualifications in business, ICT, creative digital media and arts, teacher training
- job search skills (through the College's in-house employability team and courses such as ESOL job search)

We know that we are meeting local need from

- continued learner demand for the provision listed above, with high learner numbers in essential skills provision
- feedback from learners on the College annual satisfaction survey (QDP), confidence gains surveys, ILPs and course evaluations highlighting the benefits that learners identify
- feedback from partners that we work with
- the fact that this provision aligns to the needs identified in the LSIP, other LMI (e.g. Lloyds Consumer Digital Index), the priorities in the London Growth Plan
- the mapping of curriculum plans against key drivers at the planning stage
- destination data comprising anecdotal from teachers and CMs, inhouse destination tracking by MIS (surveys and a newly developed facility for tutors to record learner employment outcomes on EBS), records from employability team, reports from partners such as Kings Cross Recruit, or community partners)
- mapping WM College learner demographic data (in terms of income poverty, employment status, qualification level etc.).

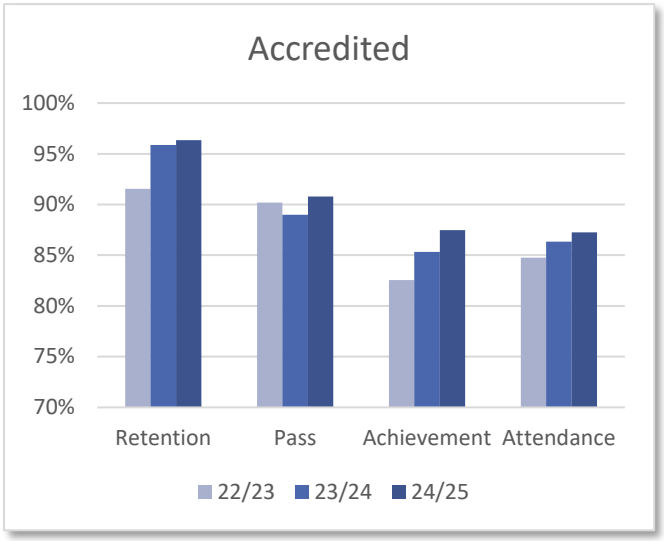
Key strengths:

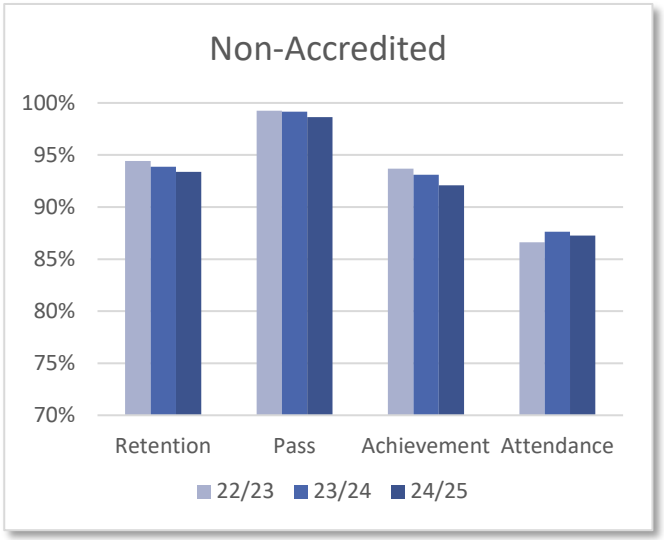
- Good development of employer links to ensure the curriculum offer and course content is meeting the needs of employers and learners are better prepared for employment.

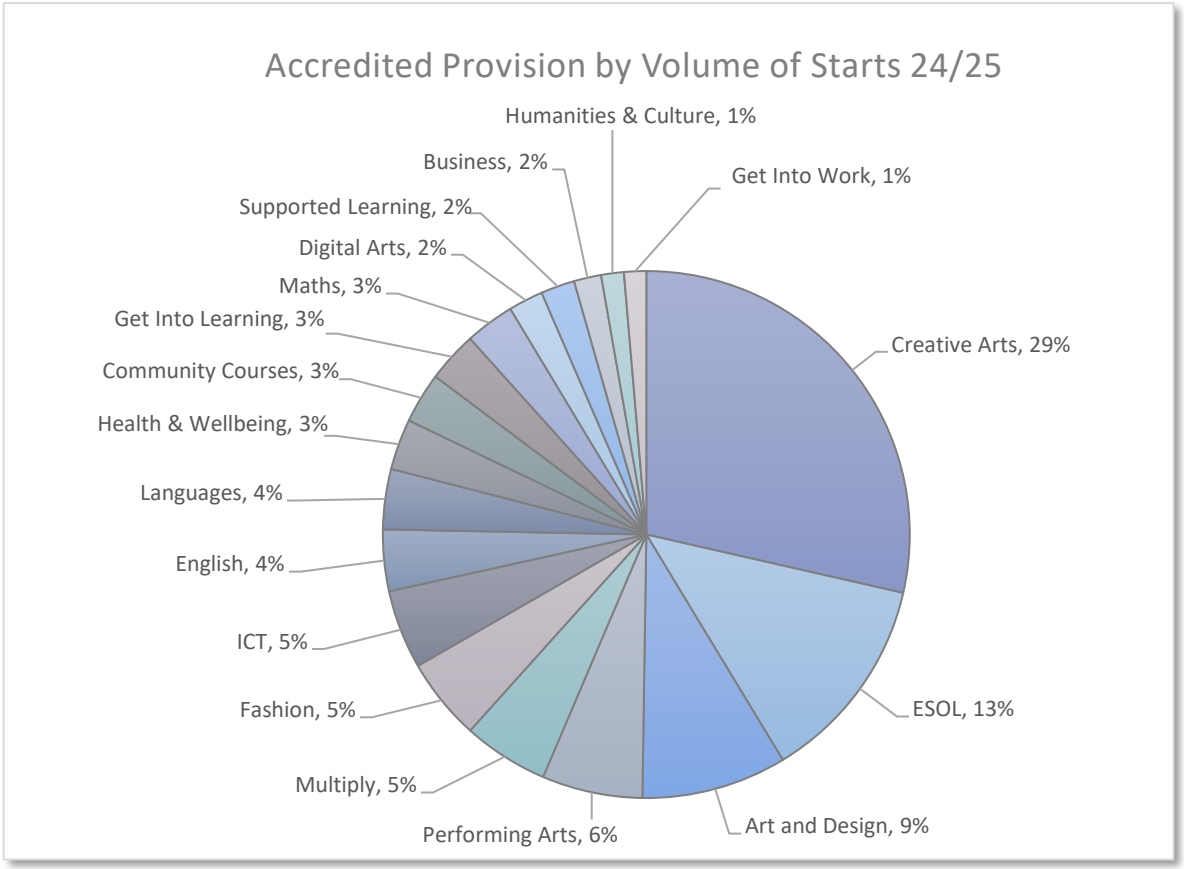
The College needs to improve on:

- Further develop employer input into curriculum content.
- Continue to build on the careers and employability strategy to consolidate and extend the good work that has begun in terms of helping learners get into work / better work.

Appendix 1: Achievement rates







Accredited

89% 90% +

	Net Starts			Retention %			Pass %			Achievement %			Attendance %		
Department	**22/23**	**23/24**	**24/25**	**22/23**	**23/24**	**24/25**	**22/23**	**23/24**	**24/25**	**22/23**	**23/24**	**24/25**	**22/23**	**23/24**	**24/25**
Art and Design	20	18	19	80%	89%	74%	94%	100%	100%	75%	89%	74%	85%	93%	91%
Business	76	106	121	92%	93%	90%	87%	86%	87%	80%	80%	79%	93%	91%	90%
Teaching	75	10	34	93%	80%	88%	100%	88%	70%	93%	70%	62%	87%	92%	91%
Creative Arts	21	22	23	95%	95%	96%	95%	86%	100%	90%	82%	96%	90%	93%	91%
Digital Arts	19	29	44	95%	86%	80%	89%	100%	100%	84%	86%	80%	91%	92%	92%
English	296	141	106	90%	97%	99%	87%	77%	89%	78%	74%	88%	87%	89%	90%
ESOL	1074	882	773	92%	98%	99%	90%	90%	93%	83%	88%	92%	84%	86%	87%
Fashion	12	18	12	92%	83%	100%	100%	93%	100%	92%	78%	100%	94%	99%	94%
FAD	50	56	52	92%	98%	92%	100%	100%	96%	92%	98%	88%	78%	85%	87%
ICT	69	55	79	87%	89%	96%	98%	88%	89%	86%	78%	86%	92%	86%	89%
Maths	232	151	157	94%	94%	97%	85%	92%	82%	80%	87%	80%	88%	87%	80%
TOTAL	**1973***	**1506***	**1420**	**92%**	**96%**	**96%**	**90%**	**89%**	**91%**	**83%**	**85%**	**87%**	**85%**	**86%**	**87%**

89% 90% +

Non- Accredited

	Net Starts			Retention %			Pass %			Achievement %			Attendance %		
Department	**22/23**	**23/24**	**24/25**	**22/23**	**23/24**	**24/25**	**22/23**	**23/24**	**24/25**	**22/23**	**23/24**	**24/25**	**22/23**	**23/24**	**24/25**
Art and Design	650	828	800	97%	94%	95%	100%	100%	100%	96%	94%	95%	90%	90%	89%
Business	118	148	150	97%	97%	96%	99%	94%	94%	97%	92%	90%	94%	93%	93%
Community Courses	224	238	279	92%	91%	94%	98%	99%	97%	90%	89%	91%	85%	88%	90%
Creative Arts	2463	2733	2565	99%	99%	99%	99%	100%	99%	98%	98%	98%	92%	93%	92%
Digital Arts	127	206	191	85%	81%	81%	98%	99%	97%	83%	81%	79%	88%	89%	88%
English	252	269	339	90%	89%	87%	99%	99%	98%	89%	88%	85%	87%	86%	88%
ESOL	1370	1146	1147	89%	90%	90%	99%	99%	98%	88%	89%	88%	82%	84%	84%
Fashion	301	422	453	96%	95%	94%	100%	99%	100%	96%	94%	93%	91%	92%	89%
Get Into Learning	286	269	279	97%	96%	92%	100%	98%	97%	97%	94%	89%	88%	87%	88%
Get Into Work	140	88	122	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health & Wellbeing	183	251	280	95%	87%	82%	99%	100%	97%	93%	87%	80%	88%	83%	84%
Humanities & Culture	124	145	125	98%	92%	89%	99%	99%	98%	97%	92%	87%	94%	91%	91%
ICT	417	439	435	91%	95%	95%	100%	100%	98%	91%	94%	93%	88%	89%	91%
Languages	399	366	332	90%	90%	90%	100%	98%	100%	89%	89%	89%	89%	87%	89%
Maths	204	220	272	93%	93%	88%	98%	98%	98%	91%	91%	87%	87%	92%	81%
Multiply	503	606	471	96%	96%	94%	100%	99%	100%	96%	95%	94%	89%	87%	91%
Performing Arts	576	616	554	91%	88%	87%	100%	99%	99%	90%	87%	86%	89%	90%	87%
Supported Learning	143	169	187	97%	96%	95%	96%	100%	98%	92%	96%	93%	83%	84%	82%
TOTAL	**8509***	**9159***	**8981**	**94%**	**94%**	**93%**	**99%**	**99%**	**99%**	**94%**	**93%**	**92%**	**87%**	**88%**	**87%**

**Where there were starts in 22/23 or 23/24 but no starts in 24/25, those rows have not been included though their number is included in the total, hence totals for 22/23 and 23/24 may be greater than the sum of the rows above.*

WMC Achievement rates 24/25 vs National Achievement Rates (NARs) 23/24

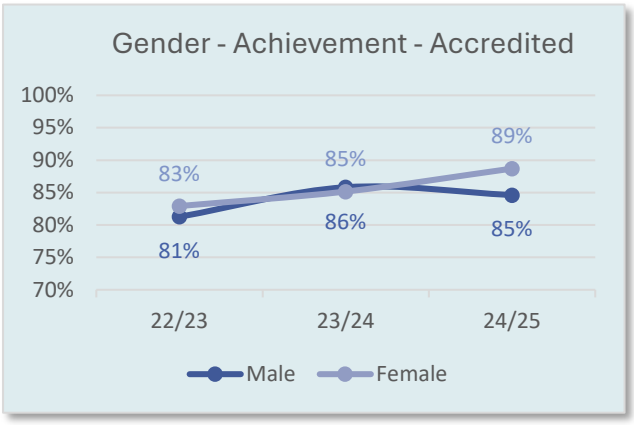
The NAR used is for learners aged 19+ (except FAD, where the NAR for all ages is used). NARs are published at in March each year for the previous academic year at: https://www.gov.uk/government/collections/further-education-and-skills-statistical-first-release-sfr

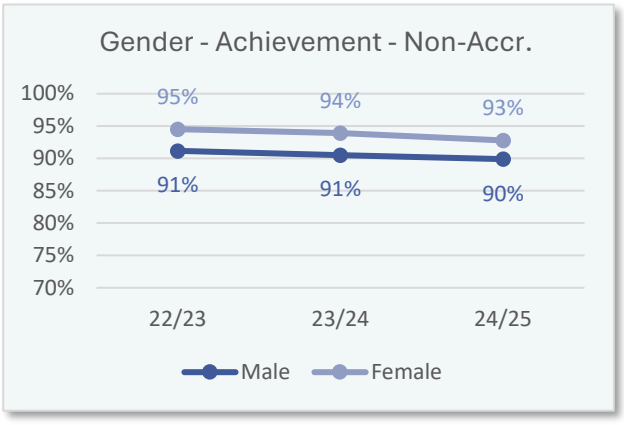
Department	Level	Qualification	Starts	Ret %	Pass %	Ach %	NAR 2324	WMC vs NAR	NAR Starts
Business	Level 1	Award in Bookkeeping	36	97%	91%	**89%**	85%	4%	1900
Business	Level 1	Award in Bookkeeping	54	89%	83%	**74%**	84%	-10%	2000
Business	Level 2	Certificate in Bookkeeping	34	91%	94%	**85%**	74%	12%	1260
Business	Level 3	Certificate in Bookkeeping	19	89%	94%	**84%**	59%	25%	260
Business	Level 3	Diploma in Accounting	14	93%	77%	**71%**	47%	24%	2420
ICT	Entry	Essential Digital Skills (Entry 3)	38	97%	92%	**89%**	79%	10%	1320
ICT	Level 1	Essential Digital Skills	30	93%	89%	**83%**	82%	1%	1080
ICT	Level 2	Award in Skills for Professions in Digital Industries & Technology	11	100%	82%	**82%**	85%	-3%	40
Teaching	Level 3	Award in Education and Training	34	88%	70%	**62%**	89%	-27%	430
ESOL	Entry	Award in ESOL Skills for Life (Reading) (Entry 1)	37	100%	100%	**100%**	92%	8%	5930
ESOL	Entry	Award in ESOL Skills for Life (Reading) (Entry 2)	54	98%	94%	**93%**	91%	1%	7600
ESOL	Entry	Award in ESOL Skills for Life (Reading) (Entry 3)	64	100%	89%	**89%**	90%	-1%	6880
ESOL	Level 1	Award in ESOL Skills for Life (Reading)	67	97%	92%	**90%**	92%	-2%	4850
ESOL	Level 2	Award in ESOL Skills for Life (Reading)	32	97%	94%	**91%**	88%	3%	1900
ESOL	Entry	Award in ESOL Skills for Life (Speaking and Listening) (Entry 1)	41	98%	93%	**90%**	87%	3%	5660
ESOL	Entry	Award in ESOL Skills for Life (Speaking and Listening) (Entry 2)	54	100%	98%	**98%**	87%	11%	6830
ESOL	Entry	Award in ESOL Skills for Life (Speaking and Listening) (Entry 3)	68	99%	96%	**94%**	86%	8%	6450
ESOL	Level 1	Award in ESOL Skills for Life (Speaking and Listening)	72	100%	94%	**94%**	88%	7%	4580
ESOL	Level 2	Award in ESOL Skills for Life (Speaking and Listening)	39	100%	100%	**100%**	89%	12%	1760
ESOL	Entry	Award in ESOL Skills for Life (Writing) (Entry 1)	36	100%	94%	**94%**	90%	5%	4820
ESOL	Entry	Award in ESOL Skills for Life (Writing) (Entry 2)	53	98%	90%	**89%**	89%	0%	5960
ESOL	Entry	Award in ESOL Skills for Life (Writing) (Entry 3)	65	100%	89%	**89%**	87%	2%	5460
ESOL	Level 1	Award in ESOL Skills for Life (Writing)	53	98%	88%	**87%**	89%	-2%	3870
ESOL	Level 2	Award in ESOL Skills for Life (Writing)	38	100%	84%	**84%**	88%	-4%	1440
Maths	Entry	Functional Skills Qualification in Mathematics (Entry 2)	5	100%	100%	**100%**	85%	15%	6120
Maths	Entry	Functional Skills Qualification in Mathematics (Entry 3)	18	94%	94%	**89%**	84%	5%	9470
Maths	Level 1	Functional Skills Qualification in Mathematics Level 1	32	97%	68%	**66%**	61%	5%	12830
Maths	Level 2	Functional Skills Qualification in Mathematics Level 2	18	100%	39%	**39%**	54%	-15%	10450
Maths	Level 2	GCSE (9-1) in Mathematics	84	96%	94%	**90%**	79%	11%	22930
English	Entry	Functional Skills Qualification in English (Entry 2)	1	100%	100%	**100%**	86%	14%	3740
English	Entry	Functional Skills Qualification in English (Entry 3)	6	100%	100%	**100%**	81%	19%	6890
English	Level 1	Functional Skills Qualification in English	29	100%	93%	**93%**	64%	29%	10930
English	Level 2	Functional Skills Qualification in English	46	98%	78%	**76%**	61%	15%	11410
English	Level 2	GCSE (9-1) in English Language	24	100%	100%	**100%**	80%	20%	18980
FAD	Level 3	Foundation Diploma in Art and Design	52	92%	96%	**88%**	92%	-3%	3920
Various - Arts	Level 1	Award in Creative Craft	28	89%	100%	**89%**	88%	2%	1310
Various - Arts	Level 2	Certificate in Creative Craft	26	88%	100%	**88%**	86%	2%	470
Digital Arts	Level 1	Award in Skills for Professions in Creative and Digital Industries	23	74%	100%	**74%**	89%	-15%	30
Digital Arts	Level 2	Certificate in Creative Media	10	90%	100%	**90%**	90%	0%	10
Digital Arts	Level 2	Certificate in Photography	11	82%	100%	**82%**	81%	1%	250

Appendix 2: Awarding Gaps

Gender

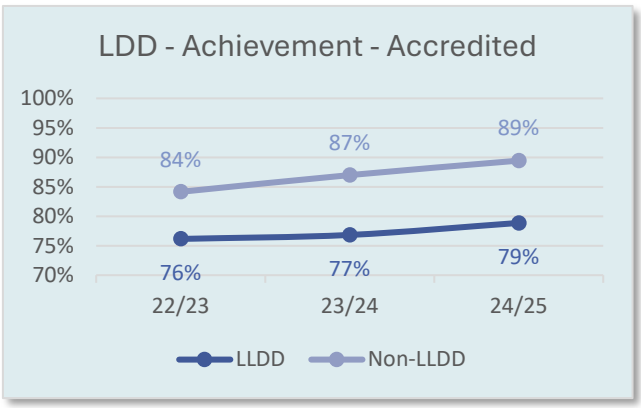
Achievement rates for accredited and non-accredited

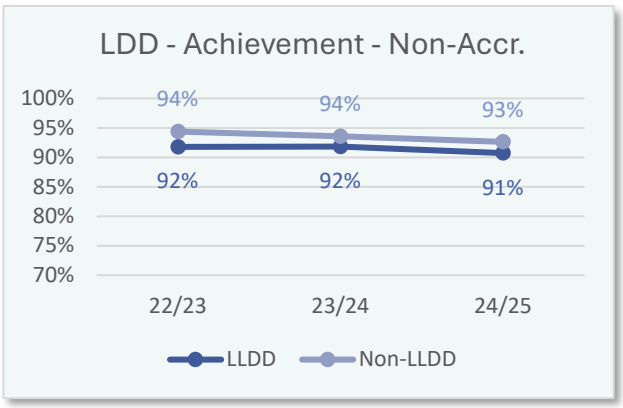




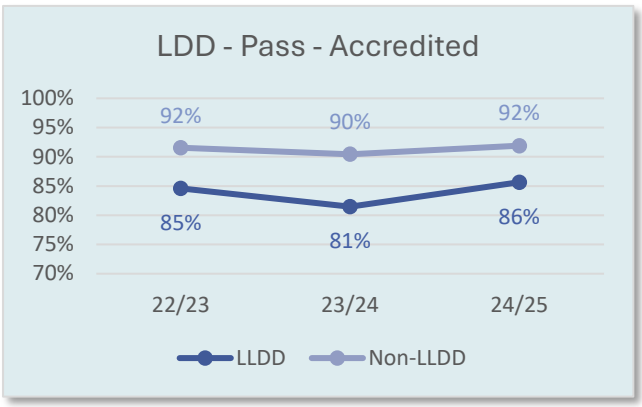
Learning Difficulty / Disability

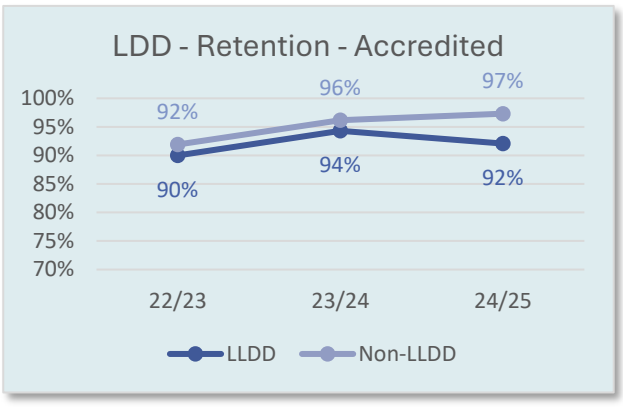
Achievement rates for accredited and non-accredited





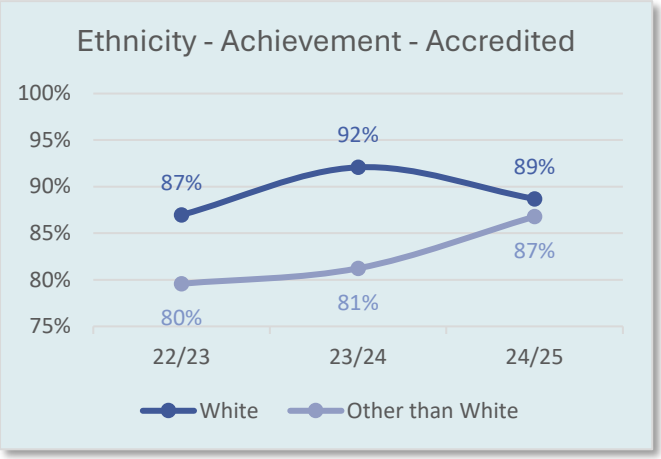
Pass and retention rates for accredited

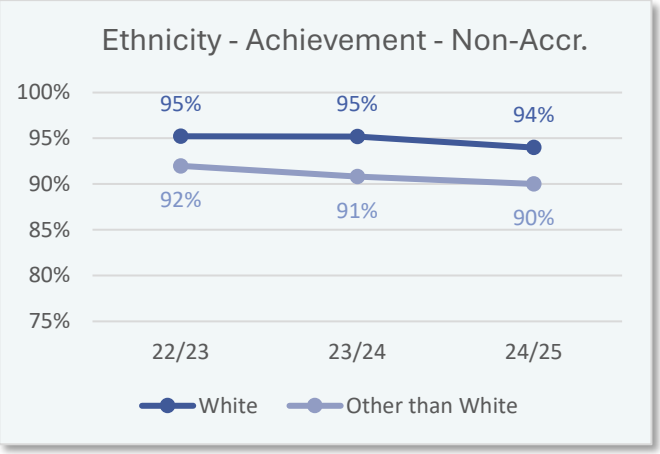


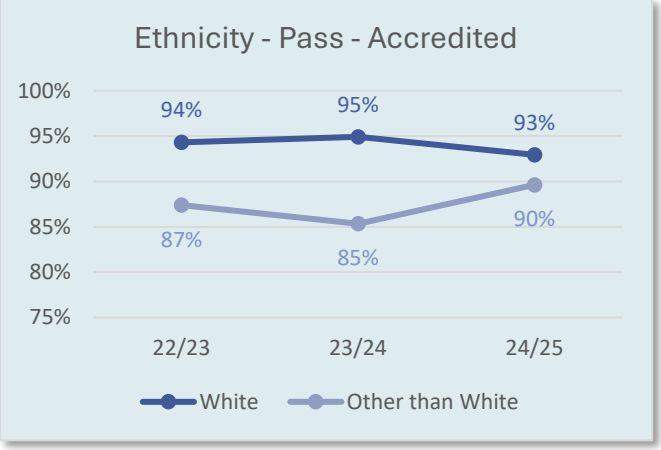


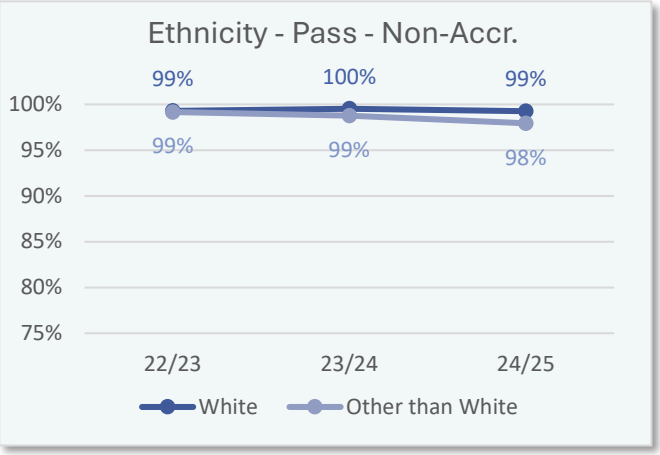
Ethnicity

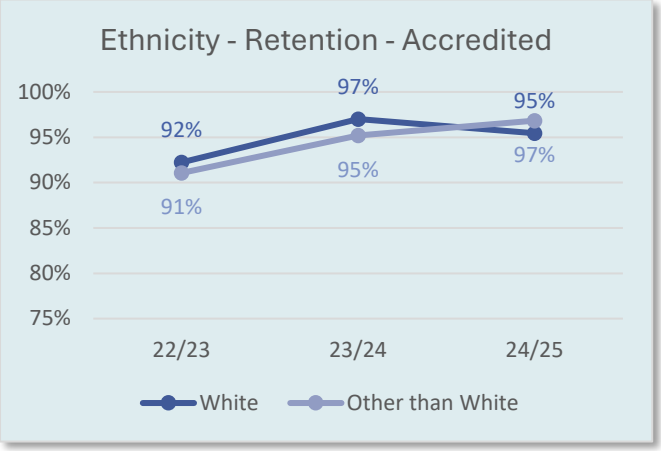
White ethnic groups compared with all other ethnic groups combined

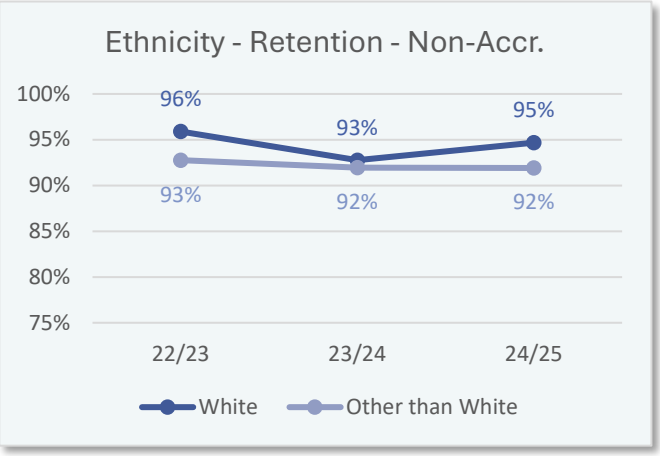






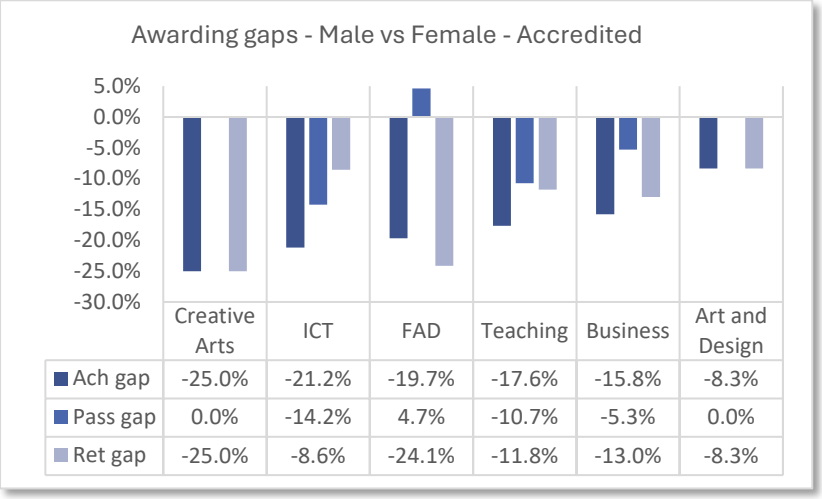




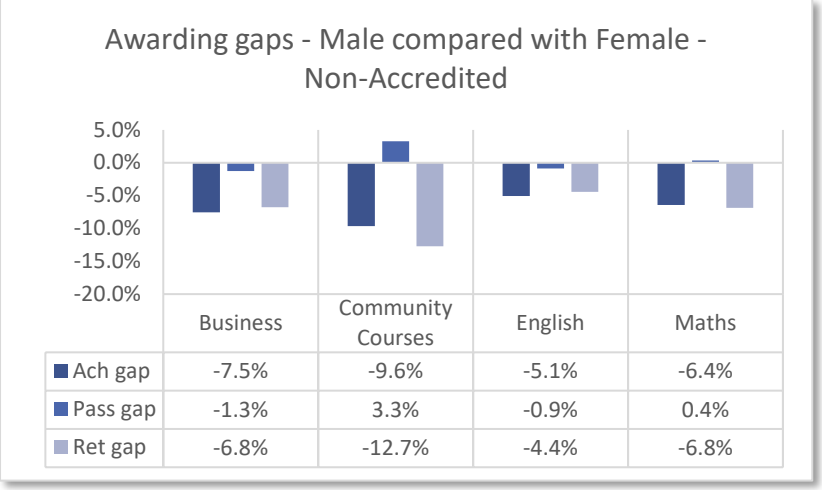


Departments with awarding gap of 5% or more

Gender

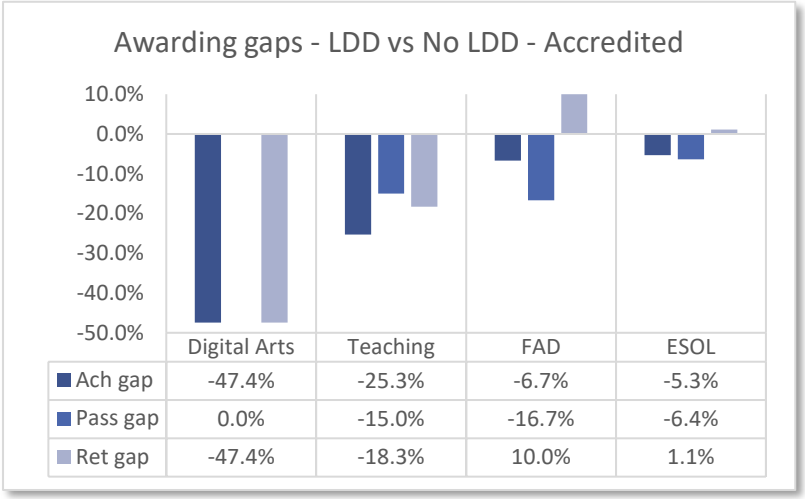


Net Starts in 24/25 – Accredited		
Department	**Male**	**Female**
Creative Arts	4	19
ICT	35	44
FAD	7	45
Teaching	17	17
Business	37	84
Art and Design	3	16

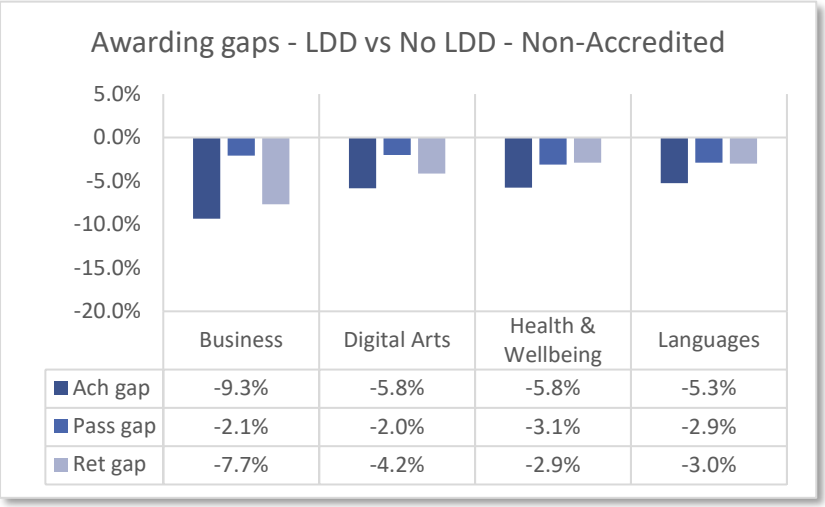


Net Starts in 24/25 – Non-Acc		
Department	**Male**	**Female**
Business	46	104
Community Courses	22	257
English	78	261
Maths	85	187

Learning Difficulty / Disability

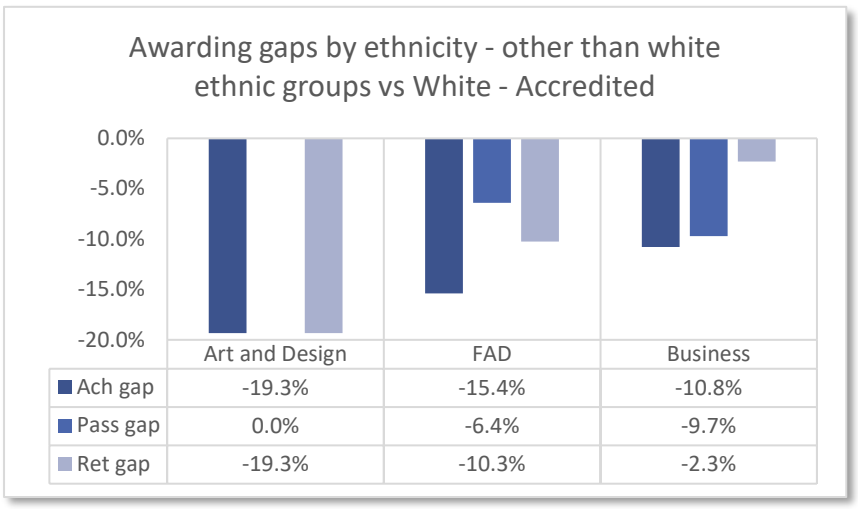


Net Starts in 24/25 – Accredited		
Department	**No LDD**	**LDD**
Digital Arts	31	13
Teaching	21	13
FAD	40	12
ESOL	711	62

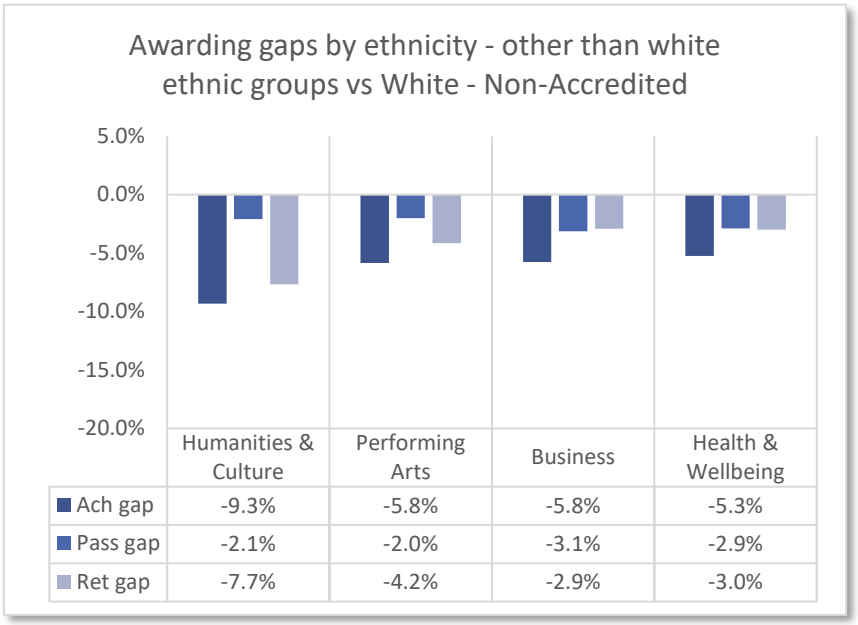


Net Starts in 24/25 – Non-Acc		
Department	**No LDD**	**LDD**
Business	123	27
Digital Arts	114	77
Health & Wellbeing	183	97
Languages	276	56

Ethnicity



Net Starts in 24/25 – Accredited		
Department	**White**	**Non-White**
Art & Design	11	8
FAD	39	13
Business	47	74



Net Starts in 24/25 – Non-Acc		
Department	**White**	**Non-White**
Humanities & Culture	89	36
Performing Arts	351	203
Business	49	101
Health & Wellbeing	200	80

Appendix 3: QDP Learner Survey Responses

Summary - Cross College Outcomes 2024-25 (1,066 Respondents. External Benchmark: 953,290 learners from 82 providers)					
Question Area	**Rating**	**Agree %**	**Distance Travelled**	**Quartile**	**External Benchmark**
Introduction to the college	59	89	-15	C	-4
Teaching and learning	71	94	-7	B	+6
College facilities and services	65	93	-11	C	+2
Next step	57	89	-14	C	-4
Safeguarding, Wellbeing & Shared Values	75	95	-7	B	+4
Overall Quality of your College Experience	74	95	-10	B	+7

Introduction to the College		Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not answered	Rating	Agree%	Distance Travelled	Quartile	External Benchmark
1	The college website was useful and easy to use	967	356 33.4%	489 45.9%	88 8.3%	34 3.2%	99 9.3%	54	87	-14	C	-4
2	It was easy to enrol	1025	466 43.7%	446 41.8%	80 7.5%	33 3.1%	41 3.8%	60	89	-17	C	-6
3	The induction helped me feel comfortable in the college	864	376 35.3%	420 39.4%	49 4.6%	19 1.8%	202 18.9%	63	92	-14	C	-3
	Summary		1198 37.5%	1355 42.4%	217 6.8%	86 2.7%	342 10.7%	59	89	-15	C	-4
Teaching and Learning		Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not answered	Rating	Agree%	Distance Travelled	Quartile	External Benchmark
4	The teaching on my course is good	1055	738 69.2%	251 23.5%	34 3.2%	32 3.0%	11 1.0%	77	94	-7	B	+5
5	The materials in class and online are good	1027	586 55.0%	377 35.4%	44 4.1%	20 1.9%	39 3.7%	71	94	-8	B	+5
6	Exams and assessments are well organised	648	327 30.7%	272 25.5%	30 2.8%	19 1.8%	418 39.2%	66	92	-9	B	+6
7	I get regular feedback from my tutor on my work	1006	579 54.3%	362 34.0%	45 4.2%	20 1.9%	60 5.6%	71	94		B	+5
8	If I need it, the additional learning support I receive helps me learn and progress	653	362 34.0%	251 23.5%	23 2.2%	17 1.6%	413 38.7%	70	94	-6	B	+9
9	I am making good progress on my course	1021	501 47.0%	458 43.0%	39 3.7%	23 2.2%	45 4.2%	67	94	-9	C	-1
10	I am becoming more confident	994	507 47.6%	425 39.9%	40 3.8%	22 2.1%	72 6.8%	68	94	-10	B	+6
	Summary		3600 48.2%	2396 32.1%	255 3.4%	153 2.1%	1058 14.2%	71	94	-7	B	+6
College Facilities and Services		Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not answered	Rating	Agree%	Distance Travelled	Quartile	External Benchmark
11	The staff on reception are helpful to me	985	552 51.8%	388 36.4%	25 2.3%	20 1.9%	81 7.6%	72	95	-12	C	-1
12	All the equipment I use is of a good standard	1004	481 45.1%	447 41.9%	53 5.0%	23 2.2%	62 5.8%	65	92	-12	C	-2
13	The IT resources (computers and chrome books) help me learn	703	334 31.3%	325 30.5%	30 2.8%	14 1.3%	363 34.1%	67	94	-8	B	+6
14	The cafe provides a good range of healthy food and good service	826	316 29.6%	413 38.7%	66 6.2%	31 2.9%	240 22.5%	56	88	-9	B	+8
	Summary		1683 39.5%	1573 36.9%	174 4.1%	88 2.1%	746 17.5%	65	93	-11	C	+2
Next Step		Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not answered	Rating	Agree%	Distance Travelled	Quartile	External Benchmark
15	The college has helped me decide what to do next	765	307 28.8%	358 33.6%	66 6.2%	34 3.2%	301 28.2%	55	87	-16	C	-10
16	I feel prepared to take my next step (e.g. employment or another course)	807	349 32.7%	380 35.6%	43 4.0%	35 3.3%	259 24.3%	60	90	-13	C	-2
17	I have found the college employability coach and employability workshops useful	432	180 16.9%	200 18.8%	41 3.8%	11 1.0%	634 59.5%	58	88	-9	C	+5
	Summary		836 26.1%	938 29.3%	150 4.7%	80 2.5%	1194 37.3%	57	89	-14	C	-4
Safeguarding, Wellbeing & Shared Values		Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not answered	Rating	Agree%	Distance Travelled	Quartile	External Benchmark
18	I feel safe at college/ on my course	1038	681 63.9%	315 29.5%	22 2.1%	20 1.9%	28 2.6%	78	96	-8	B	+5
19	The college is an inclusive community where diversity is valued	1012	618 58.0%	357 33.5%	16 1.5%	21 2.0%	54 5.1%	76	96			
20	Students are treated fairly and with respect	1029	646 60.6%	339 31.8%	21 2.0%	23 2.2%	37 3.5%	76	96	-8	B	+6
21	I know who to ask for help if I do not feel safe or I am worried about the safety of another learner	979	545 51.1%	370 34.7%	38 3.6%	26 2.4%	87 8.2%	70	93	-5	C	-1
	Summary		2490 58.4%	1381 32.4%	97 2.3%	90 2.1%	206 4.8%	75	95	-7	B	+4
Overall Quality of your College Experience		Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not answered	Rating	Agree%	Distance Travelled	Quartile	External Benchmark
22	The college gives me good chances to learn	1040	625 58.6%	370 34.7%	24 2.3%	21 2.0%	26 2.4%	75	96	-11	C	-5
23	The college listens to my views about my course	858	391 36.7%	388 36.4%	53 5.0%	26 2.4%	208 19.5%	62	91	-14	B	+5
24	I enjoy coming to the college	1029	666 62.5%	322 30.2%	22 2.1%	19 1.8%	37 3.5%	77	96	-8	A	+14
25	The college feels welcoming	1034	656 61.5%	338 31.7%	24 2.3%	16 1.5%	32 3.0%	77	96		B	+10
26	I would recommend the college to a friend	1030	713 66.9%	268 25.1%	25 2.3%	24 2.3%	36 3.4%	79	95	-7	A	+14
	Summary		3051 57.2%	1686 31.6%	148 2.8%	106 2.0%	339 6.4%	74	95	-10	B	+7

What is a QDP Rating and how is it calculated?

The QDP Rating is a weighted score which can range from -100 to +100. It provides a much better means of comparison as the spread of the scores is wider and it takes into account the negative feedback received, which provides a better measure of the level of satisfaction. QDP recommend the use of the Rating Score, when comparing internally and externally as it provides a wider range of scores and measures the level of enthusiasm for a particular question. Using the same question and answers as above the Rating calculation is as follows:

Answer	No. learners	Score	..which equals..	..a Rating of..
Strongly Agree	34	1	34	**67 [calculated by (47/70) * 100]**
Agree	31	0.5	15.5	
Disagree	4	-0.5	-2	
Strongly Disagree	1	-1	-1	
TOTALS	**70**		**47**	

Appendix 4: Confidence and Wellbeing Gains Surveys

Studying English has helped me...		Confidence gain	A lot	A little	N/A
1	to write letters and emails (e.g. to the council)	**92%**	70%	22%	7%
2	to read newspapers and magazines in English	**91%**	74%	17%	8%
3	to understand notices and signs	**88%**	78%	10%	12%
4	to read letters (e.g. from the bank or the council etc.)	**88%**	73%	15%	12%
5	when I go to the doctor or dentist or hospital or make appointments	**87%**	77%	10%	10%
6	to use the internet	**86%**	68%	18%	13%
7	when I go shopping	**85%**	75%	10%	12%
8	using a computer, tablet or smartphone	**84%**	69%	15%	13%
9	to study other courses (e.g. childcare, accounts etc.)	**83%**	67%	16%	11%
10	when looking for work (e.g. interviews, job applications)	**80%**	51%	29%	17%
11	when I talk to people at the council	**77%**	56%	21%	22%
12	when I talk to my landlord	**73%**	58%	15%	26%
13	in my job	**66%**	57%	9%	31%
14	when I talk to people at the job centre	**64%**	49%	16%	33%
15	when I talk to the teachers at my children's school	**52%**	47%	6%	46%
16	to understand letters from my children's school	**51%**	49%	3%	48%
17	when I have to help my children with their homework	**48%**	36%	12%	50%

Other ways I have benefited from my English course		101 respondents
1	It keeps my brain active	**81%**
2	I have more confidence to try new things	**72%**
3	I have read more this year	**63%**
4	I have more confidence to speak out in a group	**61%**
5	I know more about the world, ideas, nature, politics, current affairs	**53%**
6	It helps me get out of the house	**45%**
7	I have new friends	**45%**
8	I feel my opinions are more important now	**37%**
9	I appreciate nature more and know more about the problems that our planet faces	**35%**
10	I think other people respect me more now	**24%**

Studying ESOL has helped me...		Confidence gain	A lot	A little
In every day life	when I go shopping	**93%**	59%	34%
	to make appointments	**92%**	50%	42%
	when I write messages	**92%**	45%	46%
	when I talk to my neighbours	**88%**	44%	44%
	when I write emails	**88%**	39%	49%
	to understand notices and signs	**88%**	45%	43%
	to understand letters from my children's school	**88%**	43%	44%
	when completing application forms	**87%**	43%	44%
	when I talk to the teachers at my children's school	**87%**	43%	44%
	when I go to the doctor or dentist or hospital	**85%**	41%	44%
	when I write formal letters	**85%**	30%	55%
	when I watch TV	**85%**	36%	49%
	speaking to people in my job	**84%**	43%	40%
	when I talk to people at the job centre	**83%**	35%	48%
	when I talk to my landlord/landlady	**82%**	36%	47%
	when I talk to people at the council	**81%**	34%	47%
	when I have to help my children with their homework	**80%**	32%	48%
	when looking for work	**79%**	33%	47%
	writing emails for my job	**79%**	37%	43%
	to read newspapers and magazines in English	**76%**	29%	47%
	when I attend job interviews	**72%**	26%	46%
Digital skills	Microsoft Teams	**90%**	61%	28%
	Google Maps	**88%**	64%	24%
	Google Chrome	**87%**	57%	30%
	Learning English websites	**87%**	48%	39%
	Shopping online	**86%**	54%	32%
	Microsoft Word	**83%**	46%	37%
	Browsing the internet	**83%**	52%	30%
	Microsoft Outlook	**78%**	39%	40%
	Microsoft Excel	**72%**	31%	42%
	Microsoft Powerpoint	**68%**	26%	42%
Fusion skills	Working on your own	**88%**	45%	43%
	Oral communication	**87%**	36%	51%
	Written communication	**86%**	25%	61%
	Working with other people	**86%**	41%	45%
	Organisation	**83%**	38%	45%
	Flexibility	**83%**	36%	47%
	Critical thinking (carefully thinking about issues to understand them better)	**82%**	34%	48%
	Solving problems	**78%**	34%	44%
	Creativity (thinking about or producing new works, ideas or solutions)	**77%**	30%	46%
	Resilience (coping well with difficult situations)	**72%**	28%	44%

Other ways I have benefited from my ESOL course	178 respondents
I have more confidence to try new things	**52%**
I have more confidence to speak out in a group	**51%**
It keeps my brain active	**48%**
I have made new friends	**45%**
It helps me get out of the house	**31%**
I feel my opinions are more important	**30%**
I think other people respect me more now	**24%**

Studying IT / Business has helped me...		Confidence gain	A lot %	A little %
1	become more confident in MS Teams	92%	58%	34%
2	understand IT terminology	**90%**	52%	38%
3	use Office 365 better at work/home	**89%**	53%	36%
4	use the Internet	**88%**	69%	19%
5	become more confident in Google Chrome/ Explorer	**87%**	61%	26%
6	become more confident in Word	**86%**	51%	35%
7	become more confident in Excel	**82%**	37%	44%
8	use my smart phone to access my emails	**82%**	60%	22%
9	access online resources (eg from bank, local services, council)	**81%**	51%	30%
10	use IT skills to access local/council/GP facilities	**80%**	50%	30%
11	write and send letters and emails (e.g., to the council. etc)	**77%**	47%	30%
12	become more aware of social media	**77%**	48%	30%
13	read reviews before buying products	**77%**	48%	29%
14	search for better deals when shopping	**76%**	42%	34%
15	help friends and family with basic IT skills	**76%**	38%	37%
16	shop or order online	**73%**	43%	30%
17	when I have to help my children with their homework	**48%**	28%	20%

Other ways I have benefited from my course		115 respondents
1	It keeps my brain active	**86%**
2	I have more confidence to try new things	**77%**
3	I have more confidence to have a go at something new on my PC	**64%**
4	I feel safer online	**59%**
5	It helps me get out of the house	**50%**
6	I have made new friends	**50%**
7	I have more confidence to speak out in a group	**45%**
8	I feel more confident in using my Laptop/Mobile	**45%**
9	I feel my opinions are more important	**27%**
10	I think other people respect me more now	**27%**
11	I know more about this country and the world now	**26%**
12	I know more about the planet, nature and climate issues now	**20%**

I have developed the following skills on this course		TOTAL Agree	Strongly agree	Agree
1	Oral communication / presentation skills (Speaking and listening to transmit and understand information and ideas with fellow classmates)	**89%**	30%	59%
2	Initiative (Being confident, resourceful and achieving without always being told what to do)	**89%**	28%	61%
3	Problem solving (Being able to find solutions to most course situations and challenges)	**89%**	25%	63%
4	Collaboration and teamwork (Working cooperatively with other students and achieving shared goals)	**88%**	32%	55%
5	Organisational skills (Planning, time management, deadlines, prioritisation, multi-tasking and being able to Manage your time and energy to achieve on your course)	**84%**	32%	52%
6	Adaptability / flexibility (Being able or willing to respond to changing circumstances)	**84%**	34%	50%
7	Independent working / autonomy (Self-managing actions and choices while also interacting with others)	**83%**	25%	58%
8	Written communication (Being able to write/type to clearly present ideas and information)	**79%**	26%	53%

Glossary

ACL	Adult & Community Learning	QDP	QDP Ltd: an independent provider of questionnaire-based feedback services to the education sector
ALP	Advanced Learning Practitioner		
ALS	Additional Learning Support	RAPO	Retention, Pass, Achievement & Attendance rate
AVL	Arts and Vocational Learning (WMC directorate)	RaRPA	Recognising and Recording Progress & Achievement
CIAG	Careers Information, Advice and Guidance	SAR	Self-Assessment Report
CM	Curriculum Manager	SLT	Senior Leadership Team
CPD	Continuous Professional Development	SOW	Schemes of Work
DBS	Disclosure and Barring Service	VLE	Virtual Learning Environment
DL	Director of Learning	WMC	Working Men's College
ESD	Education for Sustainable Development		
EBS	College Database		
EDI	Equity, Diversity and Inclusion		
EIF	Education Inspection Framework		
E-ILP	Electronic Individual Learning Plan		
EQA	External Quality Assurance		
ESFA	Education and Skills Funding Agency		
ESOL	English for Speakers of Other Languages		
FAD	Foundation Diploma in Art and Design		
FTE	Full Time Equivalent		
GIL	WM College's 'Get into Learning' programme		
GLA	Greater London Authority		
H&S	Health and Safety		
IAG	Information, Advice and Guidance		
i-Learn	WMC's learner intranet		
IAL	Institute for Adult Learning		
ILP	Individual Learning Plan		
ILT	Information & Learning Technology		
IOE	Institute of Education		
LDD	Learning Difficulties and Disabilities		
LLS	Learning and Life Skills (WMC directorate)		
LSIP	Local Skills Improvement Plan		
MFL	Modern Foreign Languages		
MIS	Management Information Systems		
NAR	National Achievement Rates		
NCS	National Careers Service		
NVQ	National Vocational Qualification		
OTLA	Observation of Teaching, Learning & Assessment		
QCF	Qualifications and Credit Framework		