



WM College

Self-Assessment Report

2022 – 2023

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Background

WM College was founded in 1854 and is one of six Institutes of Adult Learning (IAL) in London. It continues its strong tradition of a liberal education with a broad curriculum offer that includes a vibrant offer in the creative and performing arts but also a large foundation learning provision to support those with language, literacy, numeracy or digital skills needs. Alongside this it also offers vocational courses to give learners the skills and qualifications they need for employment.

The WM College Mission, revised in 2019/20 and approved by the Governing Body is:

“To provide diverse, enriching and enjoyable lifelong learning including skills for work, in a supportive environment, for adults in Camden and the local area”

WM College aims to offer a balance of provision that meets the needs of all learners, whether they are needing to develop basic skills for everyday life or work, seeking qualifications to help them along a particular career path, or looking for personal development, and an opportunity to be part of a community of learning with all the benefits that brings for health, wellbeing and self-efficacy.

The college was inspected in November 2018 and was graded as good in all areas of the common inspection framework, with outstanding features in Personal Development, Behaviour and Welfare.

In May 2023 the College had a full Matrix inspection, which was extremely positive:

'this accreditation evidenced a WM College experience that is firmly underpinned with impartial and outcome focused IAG which is at the heart of the organisation's 'inspiring learning' driver. The matrix Standard's key principle of continuous development was apparent across all tiers of IAG delivery and shapes the college's wider focus upon delivering excellent learning experiences for adults in Camden and its travel to learn areas.'

Matrix report May 2023

SAR Process

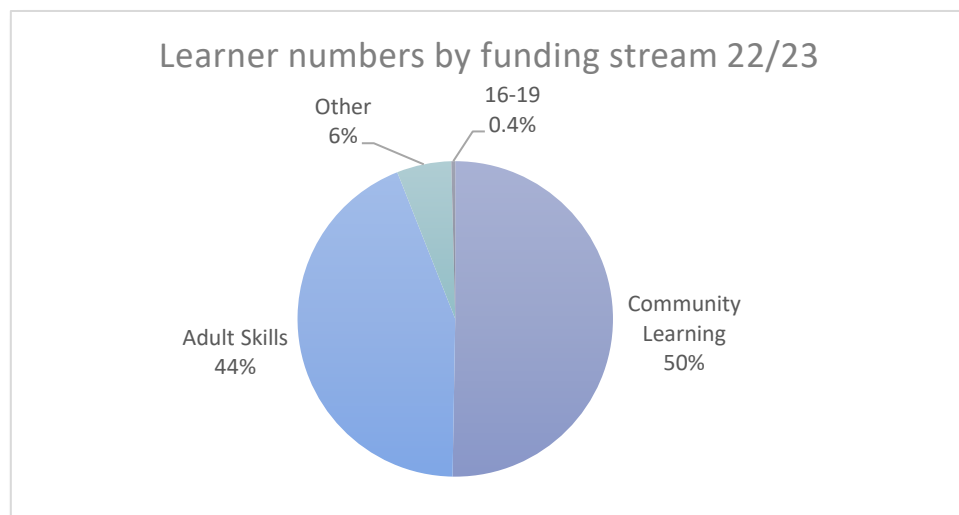
Individual SARs are written by curriculum managers drawing on evidence such as outcomes and participation data, lesson observations, learning walks, RaRPA audits, reports from awarding bodies, learner and staff feedback. Curriculum SARs identify key strengths and areas for improvement or development 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.

SARs produced across the organisation inform the whole College SAR. This is presented to governors for validation at the Curriculum and Quality Standards Committee in November.

Executive Summary

WM College provides courses across the Adult Education Budget (AEB) funding streams of community learning, adult skills and 16-19s. Some learners at L3 are funded via adult learning loans, and some are self-funding and pay full-cost fees and these both fall into the 'Other' category. The College also delivers Multiply courses, which are funded separately and also appear here in the 'Other' category. The proportions of delivery can be seen below.



Community Learning – This provision mainly comprises:

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

With the exception of provision out in the community, most community learning provision is delivered at our primary site on Crowndale Road, with printmaking and one or two other courses delivered at our smaller satellite site at Kentish Town.

Visual and performing arts is almost entirely non-accredited and accounts for 40% of the College's provision. 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 are on benefits, 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 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 22/23 the College worked with 16 delivery partners. At many of the partner venues where we run GIL, the College has 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 22/23 was in ESOL, English, maths, business, ICT, childcare, teaching, health and social care plus 8 accredited courses in visual and performing arts. It also includes non-accredited courses in Supported Learning, ESOL, English, maths and ICT, where courses use non-regulated formula-funded learning aims.

At the end of 22/23 the Childcare and Health & Social Care provision was closed. Enrolments had fallen year on year and on accredited courses had dropped to half what they were in 18/19 so the provision was no longer viable.

Other – The ‘other’ starts in 22/23 are primarily on Multiply (502), which is funded by a separate contract. The remainder are mostly accounted for by Level 3 loan-funded learners (10 adult learners on the L3 Art Foundation course and 6 on the L3 Award in Education and Training), and 67 learners on maths awards in term 1 which were not funded.

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 22/23, of the 48 learners on the FAD course, 38 were 18-year-olds.

Learner profile

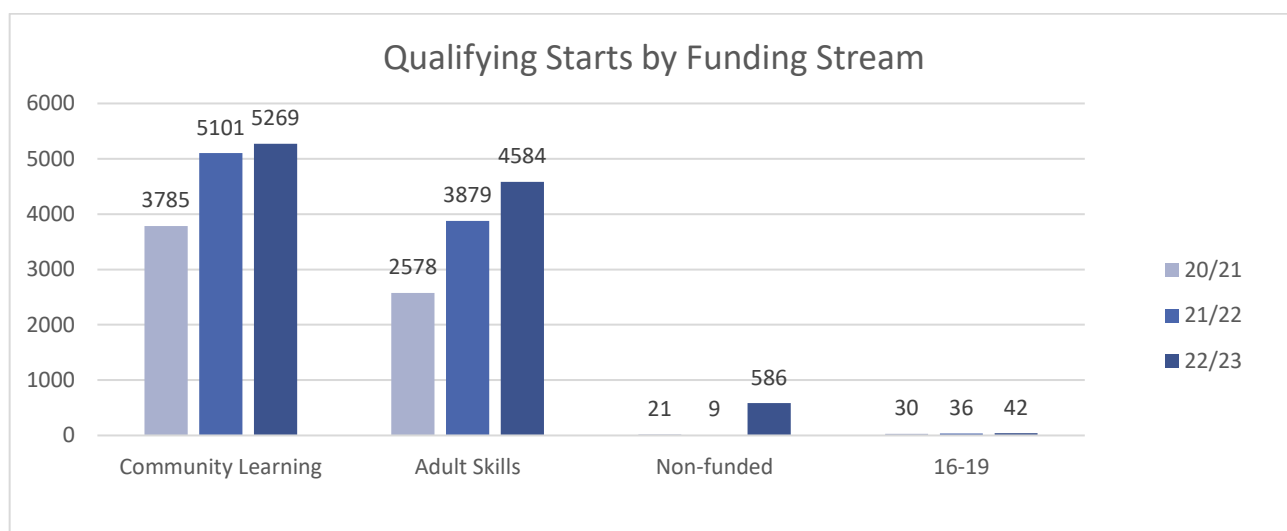
The number of starts and unique learners have continued their upward trend. There were 10481 starts and 3708 unique learners in 22/23, an increase on 21/22 of 16% and 11% respectively.

	20/21	21/22	22/23	Increase in 22/23 vs 21/22
Learners	2497	3329	3708	Up 11%
Starts	6414	9025	10481	Up 16%

The split between accredited and non-accredited has remained broadly constant across the last 3 years at around 20% accredited to 80% non-accredited.

	20/21	21/22	22/23
TOTAL Starts	6414	9025	10481
Accredited	1341 21%	1653 18%	1971 19%
Non-Accredited	5073 79%	7372 82%	8510 81%

Over the last three years the number of starts has increased on both Adult Skills provision and Community Learning, though the increase is slightly greater on Adult Skills.



Starts by level and accreditation

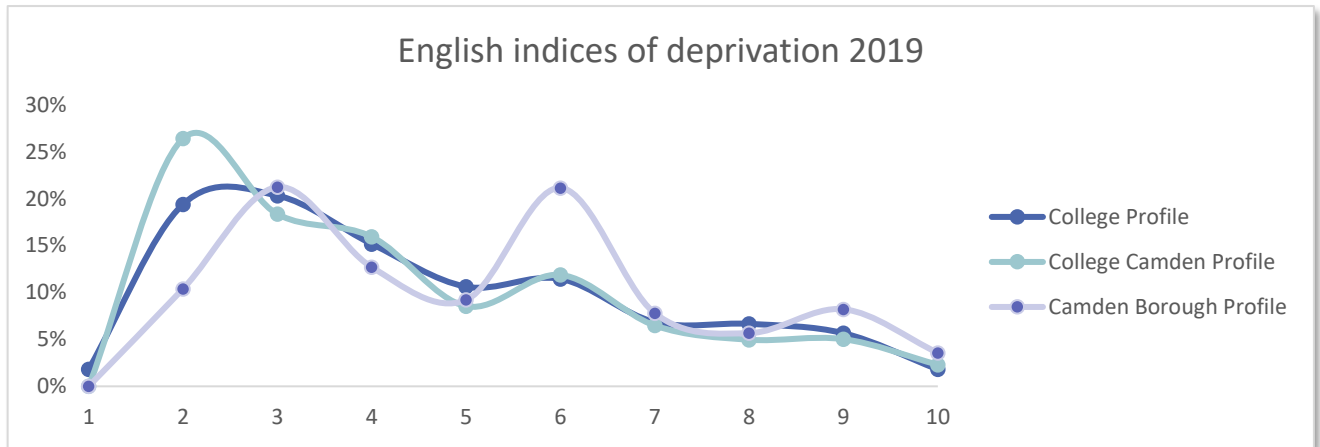
	20/21		21/22		22/23	
	Starts	% of all Acc	Starts	% of all Acc	Starts	% of all Acc
Accredited						
Entry Level	432	32%	634	38%	885	45%
Level 1	507	38%	592	36%	551	28%
Level 2	352	26%	379	23%	440	22%
Level 3	50	4%	48	3%	95	5%
Non-Accredited						
Entry Level	855	17%	1496	20%	2034	20%
Level 1	235	5%	475	6%	404	6%
Level 2	198	4%	300	4%	306	4%
Level Not Defined	3785	75%	5101	69%	5766	69%
	Starts	% of total	Starts	% of total	Starts	% of total
Accredited	1341	21%	1653	18%	1971	19%
Non-Accredited	5073	79%	7372	82%	8510	82%

The proportion of accredited provision that is delivered at Entry level has increased with now just under half of accredited provision being Entry level.

Demographics

WM College is a local college with Camden residents accounting for 50% 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 and Camden Town have high levels of multiple deprivation.

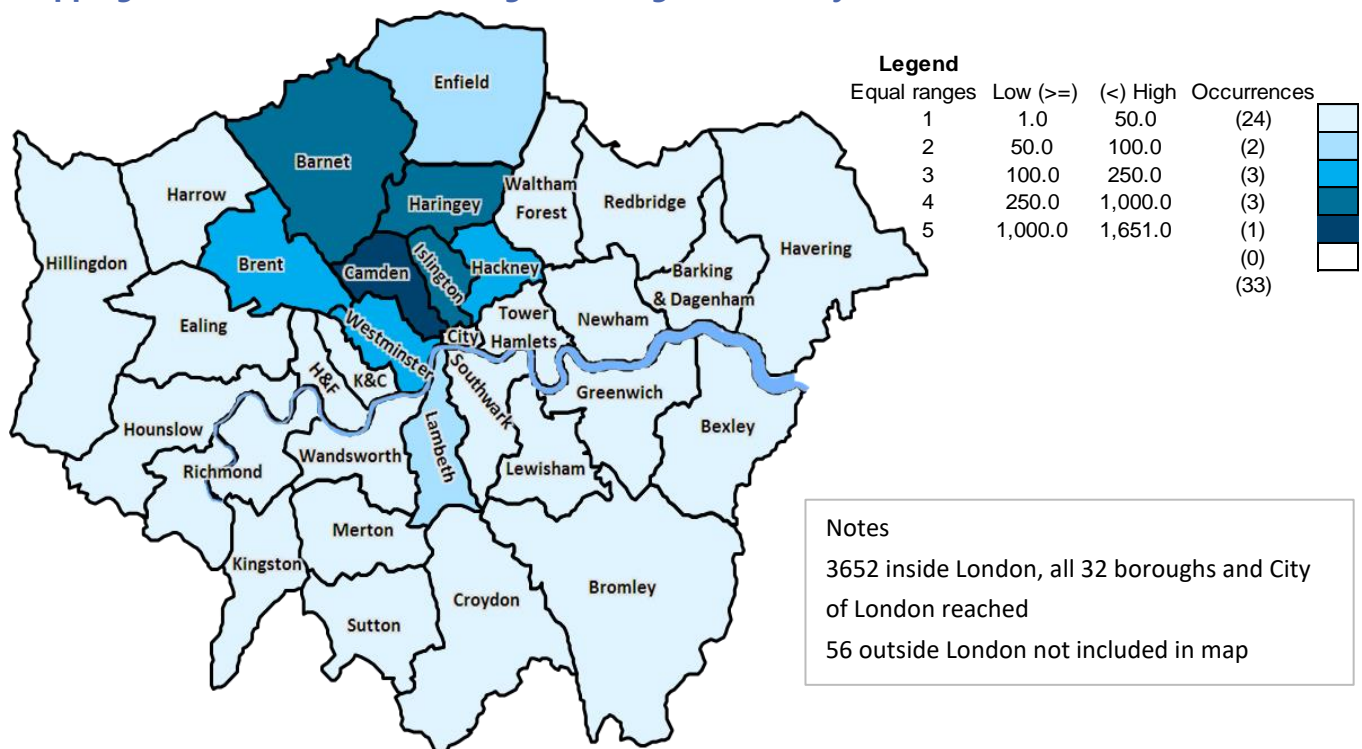
The local socio-economic profile – College comparison with Camden borough profile



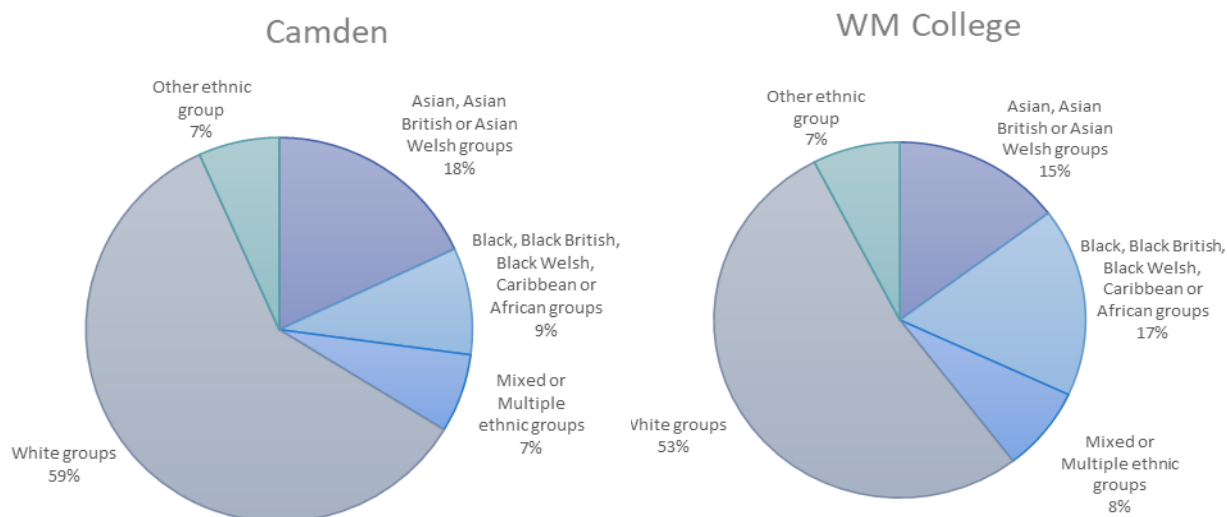
Index of Multiple Deprivation Decile	College Profile*	College Camden Profile*	Camden Borough Profile
1 (Most Deprived)	2%	0%	0%
2	19%	26%	10%
3	20%	18%	21%
4	15%	16%	13%
5	11%	9%	9%
6	11%	12%	21%
7	7%	6%	8%
8	7%	5%	6%
9	6%	5%	8%
10 (Least Deprived)	2%	2%	4%

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

Mapping of 22/23 learners according to borough where they are a resident



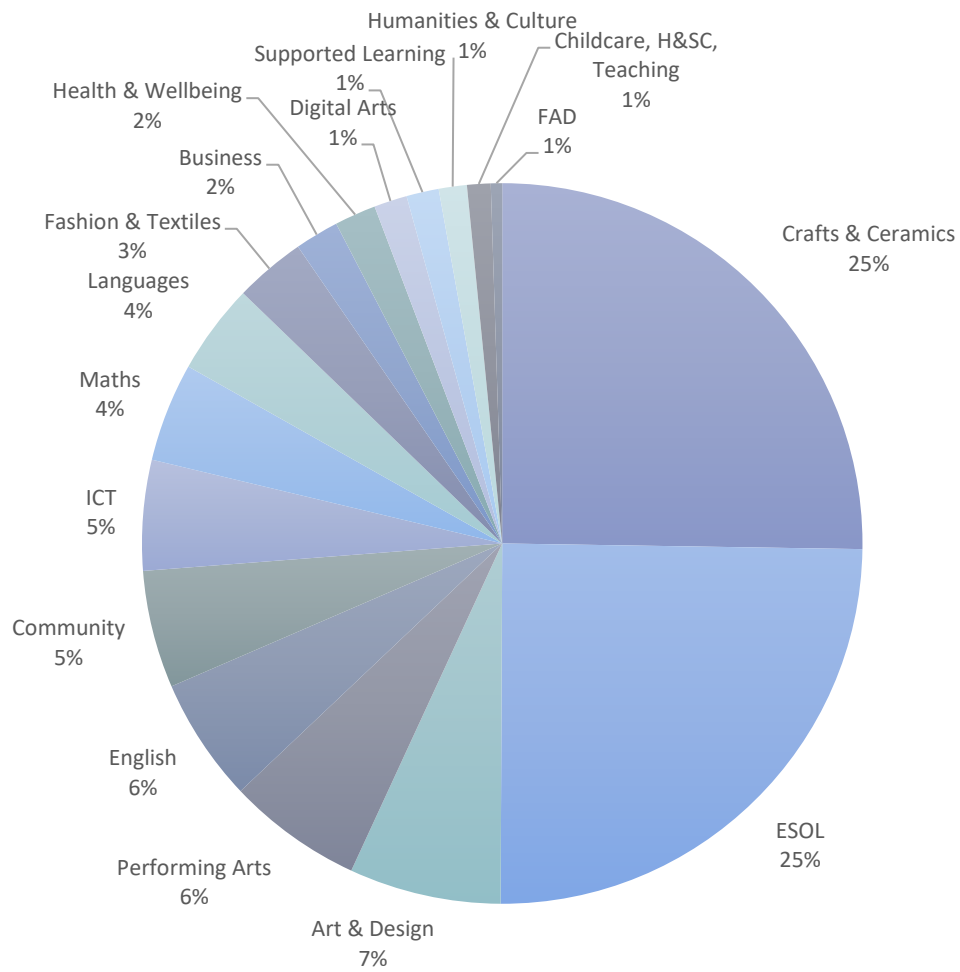
The College attracts learners from diverse backgrounds. Compared with the Camden borough profile, learners from Black Asian minority ethnic groups are better represented in the College than in the borough, with African and Caribbean groups being significantly better represented. The exceptions are Chinese and Indian, which are slightly less well represented.



Ethnicity		22/23 WM College % of total learners	Camden 2021 Census % of all usual residents		21/22 WM College % of total learners
Asian, Asian British or Asian Welsh groups	Total	14.7%	18.1%	-3.4%	14.7%
	Bangladeshi	6.7%	6.8%	-0.1%	7.7%
	Chinese	1.7%	3.2%	-1.5%	1.2%
	Indian	1.7%	3.3%	-1.7%	1.5%
	Pakistani	0.7%	0.8%	-0.1%	0.4%
	Other Asian	4.0%	4.0%	0.0%	3.9%
Black, Black British, Black Welsh, Caribbean or African groups	Total	17.1%	9.0%	8.2%	16.5%
	African	11.8%	6.8%	5.1%	11.4%
	Caribbean	4.2%	1.3%	2.9%	3.8%
	Other Black	1.1%	1.0%	0.2%	1.3%
Mixed or Multiple ethnic groups	Total	7.7%	6.6%	1.1%	7.7%
	White and Asian	1.5%	2.0%	-0.5%	1.4%
	White and Black African	1.5%	1.0%	0.5%	1.0%
	White and Black Caribbean	1.1%	1.2%	-0.2%	1.7%
	Other Mixed or Multiple ethnic groups	3.6%	2.4%	1.2%	3.6%
White groups	Total	52.8%	59.5%	-6.7%	52.3%
	English/Welsh/Scottish/N. Irish/British	27.6%	35.4%	-7.7%	28.3%
	Irish	2.4%	2.5%	-0.1%	2.6%
	Gypsy or Irish Traveller	0.0%	0.1%	0.0%	0.1%
	Roma	0.0%	0.5%	-0.5%	0.0%
	Other White	22.7%	21.1%	1.6%	21.3%
Other ethnic group	Total	7.6%	6.8%	0.8%	8.8%
	Arab	3.5%	2.1%	1.4%	3.7%
	Any other ethnic group	4.1%	4.7%	-0.5%	5.0%

25% of the learner population are males, decreasing slightly from 26% in 21/22 and 27% in 20/21.

Starts by department as % of total College starts - 22/23



Learner Satisfaction

There was a good response rate on the annual College satisfaction survey (QDP); 1,129 responses were received, equating to 30% of learners. The survey showed high levels of learner satisfaction and the College was well above external benchmarks on all the categories surveyed.

*External Benchmark: 1,286,054 learners from 101 colleges within the 'All Data' QDP national benchmark					
Summary - Cross College Outcomes 2022-23					
Question Area	Rating	Agree %	Distance Travelled	Quartile	External Benchmark
Before you started at college	75	94	+1	A	+12
My introduction to the college	83	98	-1	B	+9
Teaching and Learning	83	97	+1	A	+16
College facilities and services	78	95	+5	B	+8
Quality assurance	82	97	-1	A	+19
My next step	77	95	+2	A	+16
Wellbeing	80	96	+2	A	+11
British Values	84	98	+1	A	+12

Learners expressed highest rates of satisfaction with the following:

- The college is a good place to learn
- I feel safe at college / on my course
- The teaching on my course is good

Compared externally against similar colleges surveyed by QDP, the College's greatest strength was: "The college listens to my views"

Learners expressed lowest rates of satisfaction with the following:

- The WIFI service is good
- The cafe has good healthy food, and the service is good
- The College website is useful and easy to use

Compared externally against similar colleges surveyed by QDP, the College's greatest weakness was with regard to: "The directions and signs around the college are clear"

Question	Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not answered	Rating	Agree%	Distance Travelled	Quartile	External Benchmark
28 The college is a good place to learn	1108	858 76.0%	237 21.0%	6 0.5%	7 0.6%	21 1.9%	87	99	+2	A	+16
37 I feel safe at college/ on my course	1092	864 76.5%	217 19.2%	6 0.5%	5 0.4%	37 3.3%	88	99	+1	A	+13
12 The teaching on my course is good	1120	905 80.2%	190 16.8%	18 1.6%	7 0.6%	9 0.8%	88	98	-1	A	+15
29 The college listens to my views	962	659 58.4%	267 23.6%	22 1.9%	14 1.2%	167 14.8%	80	96	+4	A	+24
22 The WIFI service is good	908	532 47.1%	293 26.0%	59 5.2%	24 2.1%	221 19.6%	69	91	+5		
24 The cafe has good healthy food, and the service is good	991	588 52.1%	320 28.3%	67 5.9%	16 1.4%	138 12.2%	70	92	+3		
3 The College website is useful and easy to use	1026	559 49.5%	397 35.2%	56 5.0%	14 1.2%	103 9.1%	70	93	+4	A	+10
25 The directions and signs around the college are clear	1070	684 60.6%	333 29.5%	48 4.3%	5 0.4%	59 5.2%	77	95	+3	B	-2

SAR grading

Overall Grade Summary

	20/21	21/22	22/23
Overall Effectiveness	2	2	2
Quality of Education	2	2	2
Behaviour and Attitudes	1	2	1
Personal Development	1	1	1
Leadership and Management	1	1	2

Curriculum Department Grades

	Overall Effectiveness	Quality of Education	Behaviours & Attitudes	Personal Development	Leadership & Management
Art & Design and Fashion & Textiles	2	2	2	1	2
Business and ICT	1	1	1	2	1
Childcare, H&SC, Teaching					
Community	2	2	2	1	2
Crafts & Ceramics	1	1	1	1	1
Digital and Performing Arts	2	2	2	2	1
English and Maths	3	3	2	2	3
ESOL	2	2	2	1	2
FAD	1	1	1	1	1
Humanities & Culture & Languages	2	2	2	1	2
Supported Learning and Health & Wellbeing	2	2	1	1	1

Strengths of the Service:

1. Promotion of equity and diversity and providing an inclusive environment and learning experience: learners recognise and value highly the fact that staff treat them with respect and that teachers ensure all learners are included.
2. Learner voice is a strength for the College in terms of the extent to which it is captured, how the College responds and uses this information to improve, and in terms of the high levels of satisfaction that learners are expressing.
3. The College is agile and responsive in meeting learner and community need.
4. Learner personal development is outstanding: learners broaden their horizons, improve their wellbeing, independence and confidence and develop a deeper understanding of shared values and equity and diversity.
5. Learners demonstrate highly positive attitudes and commitment to their studies, taking pride in their work and being supportive and respectful towards their classmates.
6. Outstanding preparation for next steps for learners on FAD provision.
7. Partnership working is strong: the College has good links with organisations which it provides courses to, and those who provide support or referrals to the College. As a result the College is able to provide support and opportunities to our learners and meet local need effectively.
8. Contribution of Governors: holding to account; curriculum links; contributing ideas.

Areas for Improvement:

1. Raise achievement levels in English and Maths, especially Levels 1 and 2.
2. Improve retention rates in ESOL.
3. Continue to improve attendance rates. (Whilst attendance is slightly better than last year, more analysis is needed to determine the distribution of non-attendance across learner population and whether mean non-attendance is the best KPI to measure.)
4. Continue to develop the reporting and analysis of progression and destinations data.
5. Reducing the attainment gap on accredited provision between learners who have declared an LLDD and those who have declared they do not have an LLDD in ESOL, business and maths.
6. Further develop employer links.
7. 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.

Quality of Education

Intent

The curriculum is carefully designed to give learners the skills and knowledge they need for their next steps. There are clear progression routes within the curriculum offer and courses available at multiple levels from beginner to advanced or entry level to level 2, or in some subjects level 3.

ESOL is an example of a well differentiated curriculum offer with bridge classes between one level and the next, or courses focusing on reading and writing as well as all-skills courses, enabling learners to progress at different rates and work on the skills and at the level they need. The delivery model for weekday daytime classes which are 3 times a week is one day online and two onsite so that learners get most of their learning in a face-to-face setting, but also develop their digital skills.

The business and ICT curriculum area is another example of how effectively the curriculum offer has been structured to support progression. The introduction of bridging and additional technical courses has enabled learners to progress effectively to higher level courses and seen an improvement in achievement - notably on L1 EDSQ and Level 2 AAT. For instance, Excel classes tailored to accountancy and bookkeeping learners were introduced in 22/23 in response to an IT skills gap identified by the business tutors, and this has contributed to the increase in achievement rates on L2 Bookkeeping qualifications from 74% in 21/22 to 83% in 22/23.

The curriculum is ambitious for all learners including those with a learning difficulty/disability (LLDD). The Supported Learning provision, which runs courses for learners with mild to moderate learning difficulties and disabilities, is ambitious in its curriculum intent, with learners producing creative work of a high standard, taking part in an employability project to organize and run a pop-up shop in the College, and securing work experience placements and volunteering.

LAG delivery across Learners with Learning Difficulties or Disabilities (LLDD) provision and additional learner support is especially well connected to employability and examination centre LAG. Insightful leadership across this curriculum is enabling staff to work creatively to identify barriers to learners' achievement and instilling skills and approaches to remove barriers and help raise aspirations. The staff passion for learner centred impact is driving developments such as more supported volunteering opportunities and a focus on "conversations with industry" in order to create more progression pathways.

Matrix report May 2023

More widely, the College has a higher than sector average proportion of learners with an LLDD accessing the mainstream provision, including qualification courses. For 22/23, across FE skills provision nationally 18.3% of learners were recorded as having an LLDD. By comparison in the College this was 23.6% across all provision and in some subject areas much higher (e.g. English 30%, maths 32%, ICT 35%, digital arts 32%, performing arts 36%, FAD 40%). Through support provided by ALS, the library, workshops, loan of chrome books or dongles, digital learning support and access to IT facilities in the learning centre, those with support needs are able to access the same learning as others.

"Providing special assistance for students needing extra helping."

"Supports learners of all abilities."

QDP: 'Name 1 thing the College does well'

Initial assessment is used effectively to place learners on the right programmes and to identify starting points. For instance, creative crafts learners complete a skills audit at the start which the

tutor then uses to set personalized learning goals. This enables both returning and new learners to learn skills relevant to their starting point.

Across all departments, the curriculum content is carefully considered in terms of its intent. For instance, part of the ESOL curriculum intent is to help learners to understand their responsibilities and rights and integrate into their local communities. ESOL lessons therefore incorporate information about local services and how to access them, about British or shared values, and promote an understanding of equity and diversity. Learners are helped to understand relevant social issues or issues of public interest (e.g. transport strikes, voter ID).

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. There are additional courses in the curriculum offer that focus on creative practice such as developing a website for selling work.

Live project briefs are used on some courses such as the FAD visual communications pathway (illustration, graphics, picture making), where learners worked on a live project brief from FEAST, a local design agency.

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.

IAG delivery across the Foundation Arts department was brought to life especially well with students adding their positivity with the support. Here the organisation has strengthened induction based IAG to help enable more informed pathways and choices with a six-week programme of diverse experiential learning
Matrix report May 2023

In accounting classes the AAT tutor set up a mini accounting firm where learners have their own ledger folders and books and the tutor provides documents and receipts for the learners to input and update as a starter activity for every session, thus ensuring that learners are given realistic hands-on practice that resembles what they might do in an accounting or bookkeeping role.

Employment skills are embedded in the wider curriculum to include day to day behaviours (punctuality, meeting course work deadlines etc.) as well as skills related to specific vocations.

A 0.8 employability coach provides a 1-2-1 coaching service, supporting learners with job search or applications for further study, or identifying their career goals. This service is well used by learners. In 22/23 approximately 145 learners had on average 2 hours of 1-2-1 coaching and the learner feedback shows how highly learners value the positive impact this has had for them.

Implementation

Learners benefit from tutors with a high level of subject expertise. All tutors have a higher education qualification in their specialist area. Almost all are qualified teachers and any who are not are currently working towards a teaching qualification. In the arts and vocational provision, tutors are highly experienced in their subjects and the majority have relevant industry experience to

complement many years of teaching. Many are still practising professionals and exhibiting regularly so are well placed to develop learners' professional skills.

Advanced Learning Practitioners in ESOL, maths and arts support tutors to keep up with developments in pedagogy and understand current best practice. They also, alongside the digital learning manager, support tutors to enhance their use of digital technologies and a growing number of subject areas now make very effective use of digital resources and deliver online learning confidently and to a high standard.

Learner satisfaction with teaching is extremely high, and in the QDP when asked to name one thing the College does well, the most common reply was to praise the teacher. Learners generally found their teachers to be respectful, kind, committed, inclusive, caring.

'In my opinion, the college has the most professional, passionate and caring teaching people. The best English teachers ever.'

'Enthusiasm for learning from teaching staff is infectious'

'Standard of tuition, is great there is not one tutor that does not give 100per cent'

'The teaching is magnificent to me... The support, motivation, encouragement and the effort of my teacher XXX helps me a lot to improve myself in reading, writing and speaking, listening and grammar. Impressive, Impressive, Impressive.'

'The college is such a good example of high-quality teaching and actually caring about the student. The tutor XXX I had for my course was excellent. He taught at the right speed, explained everything clearly and he always helped even if it took several times. Nothing was too much trouble.'

QDP: 'Name 1 thing the College does well'

'I was very pleased with our conversation today. I am very inspired by your attitude towards me and your support, despite all the difficulties with me as a student. And of course, I was pleased with my result and the fact that you see sufficient progress in this result'...'I would like to express my deep gratitude and admiration for your patience and work as a professional! I always sincerely admire people who can do something at the highest level. You are for me as a teacher and as a person at the highest level. I am incredibly happy that I still find such amazing people in London'.

Email from ESOL learner to her tutor who had gone the extra mile earlier with pastoral support

The quality of teaching and learning at the College is monitored through a combination of OTLAs, learning walks, audits of ILPs and RaRPA processes. EQA reports from awarding bodies also provide an indicator of strengths and areas for development. Learner feedback and learner outcomes also help managers measure the quality of teaching and learning.

'The quality of study resources, access to pastoral support and the standard of teaching were rated good or better' AAT EQA feedback

'Reviewing feedback exemplars – All good, with specific dates and directed actions (eg: research 2 artists') Exactly how it should be. Great, BANG ON!' FAD EQA (Senior Lead EQA for UAL)

In 22/23 a new observation policy was implemented, taking the focus away from an annual observation for every tutor, and placing greater emphasis on Learning Walks and course file audits. Tutors are now required to be formally observed at least every two years, though where there are concerns they will be observed as soon as possible in the current year. All tutors are visited at least

once a year during Learning Walks. This approach has freed up managers to carry out thorough and timely course file audits, so that any issues around planning, goal setting, tracking of progress and feedback to learners on progress can be identified and addressed early in the academic year.

As a result of this change in process, the OTLA judgement profile alone gives a less complete picture of quality of teaching and learning than was the case previously, and findings need to be looked at alongside findings of course file audits, ILP audits, and learning walks. This is the more so for 22/23 given that it was the first year of the new policy and teachers that were prioritized for a formal observation this year included all who were less secure in their teaching practice.

41% of tutors had a formal observation (51 out of a possible 123). Those not formally observed were visited by a learning walk.

OTL judgements in order of strength	No. rated good	% rated good
Equity, diversity & inclusion	48	94%
Giving feedback	45	88%
Health & safety Stretch and challenge Supporting effective learning behaviours Supporting wider outcomes	42	82%
Prevent and shared values and safeguarding	40	78%
Checking learning including effective questioning skills	38	75%*
New learning, progress & achievement	37	73%*
Use of ongoing assessment to plan learning	36	71%*
Learners develop communication, literacy, numeracy & ICT skills	34	67%
Meeting individual needs	33	65%
Attendance and punctuality Variety and pace	32	63%
Use of ILT and/or high-quality resources to enhance learning	31	61%

*9 observations were in English and maths, where far more areas for development or areas for concern were identified than in any other departments. If excluding English and maths observation findings, the relative strengths and areas for development for the rest of the College look somewhat different; the ones where the change is greatest are listed below, with their revised proportions after English and maths are excluded.

- 83% - New learning, progress & achievement
- 79% - Use of ongoing assessment to plan learning
- 79% - Checking learning including effective questioning skills

Observations and learning walks show that promotion of equity and diversity and inclusive teaching is a strength in all curriculum areas. This is borne out by findings during the Matrix inspection and also from learner feedback in the QDP and on course evaluations.

'Equity, diversity and inclusion continues to be at the heart of a WM College IAG offer, with many examples provided of how learners are equipped to help realise a parity of outcomes and impact. Here staff across community learning, supported learning, additional learning support and the Multiply maths provision brought to life skilful IAG practices and approaches. For instance, during Multiply's 'number natter' and 'cake coffee and calculate' IAG conversational approaches result in removing barriers to participation from targeted groups and widening inclusion.'

Matrix report May 2023

'Providing a safe, encouraging, creative environment for a diverse range of people to learn.'

'As a disabled/ differently abled student I have received support with my needs'.

'The college offers a wide range of study to a diverse cross section of people and ages all of whom are encouraged to help and support and respect each other while we learn.'

'The AAT Booking Keeping Level 2 has been run so well. The tutor XXX is always polite, professional and very happy to help. He gets everyone in the class to contribute and so we all felt equal. I'm so happy at the WM College and I can't wait to start something new next year'

QDP: 'Name 1 thing the College does well'

Feedback to learners is also a strength across most provision. 98% of learners in the QDP agreed that "My teacher gives me feedback about what I am doing well and what I need to improve ".

In FAD learners and tutors revisit and review goals and aims in regular tutorials and learners receive clear and developmental written and verbal feedback on the summative and formative assessments that are built into the course.

Learner feedback on course evaluations on crafts courses shows that learners are benefiting from the feedback they get from their tutors.

'Each week the tutor has given me feedback and encouragement. This has helped me improve.'

'Helpful feedback on possible techniques which would be suited to what I was trying to achieve.'

'(My tutor's) feedback is thorough and consistently helpful and appropriate.'

QDP: 'Name 1 thing the College does well'

In English, observations showed that learners receive detailed and timely feedback on homework, and in class learners receive feedback and correction. In crafts tutors assess learners' prior skills, knowledge and understanding of the subject thoroughly to develop and plan to ensure courses are well differentiated for the range of learners attending. This means tutors can set challenging tasks for learners of different levels and support learners adequately to ensure they make good progress.

New learning, progress and achievement, use of ongoing assessment to plan learning, and effective checking of learning and questioning skills were found to be generally strong in OTLAs and learning walks for all areas except for English and maths.

'Good nomination with all learners involved, instant error correction / recasting was appropriate and effective, clarified the form of the grammar clearly on the board in the second task, set an authentic writing task about one's self, monitored and gave support to learners who were writing'.

ESOL Learning Walk report

'The lesson was reviewing previously learnt content that learners still struggle with. The course file contains large amounts of marked work including diagnostics and formative assessments which show that the tutor is tracking learners progress and planning accordingly. The observed lesson was well pitched to the learners' level with learners developing a range of skills.'

OTLA report – ESOL Pre-entry

In crafts courses effective use is made of skills trackers for each learner to identify what skills they have mastered and plan what they need to focus on next.

In English and maths, however, new learning, progress and achievement and use of ongoing assessment to plan learning were identified as being areas for development in well over half the observations and in a couple, as being a cause for concern, whilst checking of learning and questioning skills was found to be an area for development in just under half the observations. This aligns with the drop-in achievement rates in 22/23 on functional skills courses at levels 1 and 2 and on level 1 awards.

Meeting individual needs appears from the OTLA records to be an area for development in about a third of cases, although curriculum SARs generally find the meeting of individual needs to be effective if not strong, based on course file audits, RaRPA, learning walks and learner feedback.

'Very flexible – according to individual needs whilst maintaining a coherence and group atmosphere'

'I found that no students were left out and everyone got lots of attention from the tutors and got great feedback and suggestions. The classes were really engaging and the learning environment was really positive.'

'Embrace all levels of learning and bespoke to help us all as individual'

QDP: 'Name 1 thing the College does well'

'tutor has provided detailed and personalised mid-term feedback, with clear advice on how to improve and develop skills'

Course file audit – Life Drawing

'ILP mid-term feedback is good with specific suggestions for improvement.'

Course file audit – Beginners Italian

'Learners have engaged with ILPs very well, clearly identified personal goals and next step progression intentions and this has been integrated in planning. Mid-term feedback is clear, positive and contains constructive comments.'

Course file audit – Digital Photography

Staff develop their professional skills with a range of CPD. There are 3 inset days a year, various departmental and team trainings, individual training (internal or external or online), and a mentoring scheme. In addition, ALPs provide 1-2-1 coaching to new staff or for any tutor where a support need or development need is identified. CPD is well established and recorded. Topics that staff undertook CPD on in 22/23 include use of group profiles in planning lessons and setting individual goals, questioning techniques, adapting materials, teaching listening skills, SMART board training, online teaching, awarding body subject specific training (e.g. GCSE English), sustainability in the curriculum, questioning techniques, various subject specific trainings undertaken by individuals (e.g. using manipulative in maths, shibori techniques in textiles etc). As well as CPD directly related to teaching there was also CPD on digital learning, equity and diversity, neurodiversity, autism awareness for ALS staff, safeguarding and cybersecurity to name but some.

Resources are generally relevant, inclusive and support learning effectively. 97% of learners in the QDP agreed that "The materials and equipment in class and online are good".

Across the curriculum tutors make excellent use of online platforms. In Childcare courses for example all course materials are on Google classroom as is assignment marking. Teachers in English and ESOL make good use of realia to make learning more accessible and bring local and current issues into the classroom. In ESOL high quality inhouse materials are constantly developed and shared across the team by the CM, the ALP, the Curriculum Quality Tutor and the tutors, resulting in engaging materials that are bespoke to WM College learners, an excellent example being the online

resources created for the study skills module “How to Learn English”. In business and accounting, realistic scenarios are created to give learners practice that resemble what they might need to do at work (for example the mini company set up by one of the tutors for which learners need to update ledger books). In FAD, live project briefs are used in the viscomms pathway, providing motivating learning tasks that help learners understand what it would be like to work in that field. In crafts-based courses in the community tutors make innovative and highly engaging use of resources that promote recycling and upcycling and sustainability whilst helping learners to learn creative skills.

The Library and Learning Centre provide resources and services that meet the diverse needs of learners and promote independent learning. Staff work closely with curriculum staff to assist learning activities including offering drop-in support in the Learning Centre or remotely online.

“The library and learning centres are essential for me and other students in my group. We value and need the space, equipment and books”

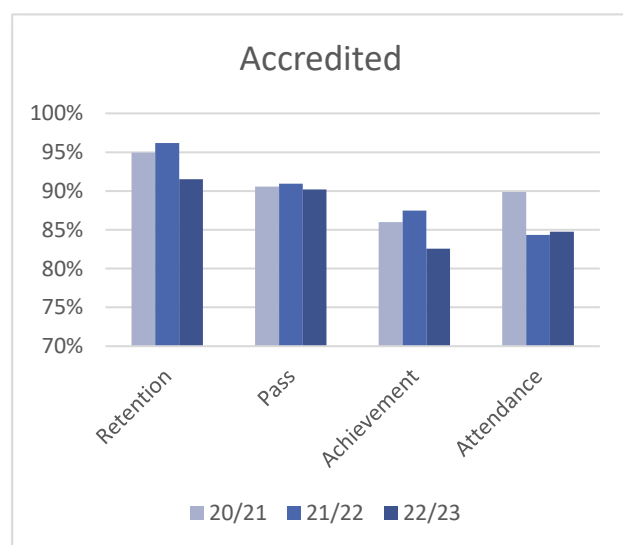
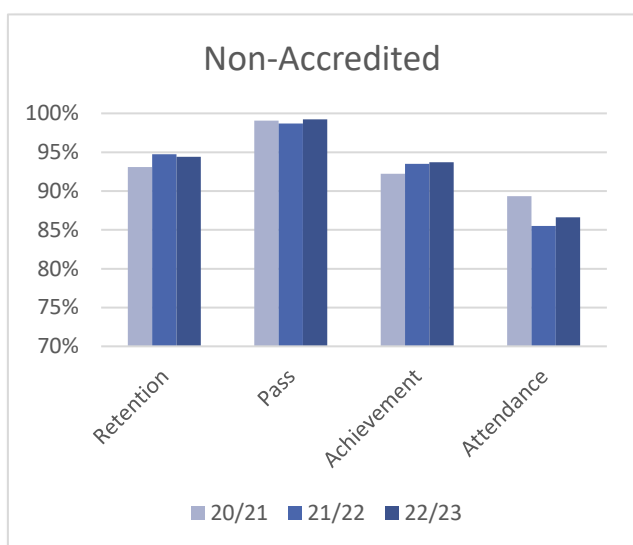
“These spaces provide an environment for us to work on projects calmly and with super friendly helpful staff”

Learner comments to Matrix inspector, May 2023

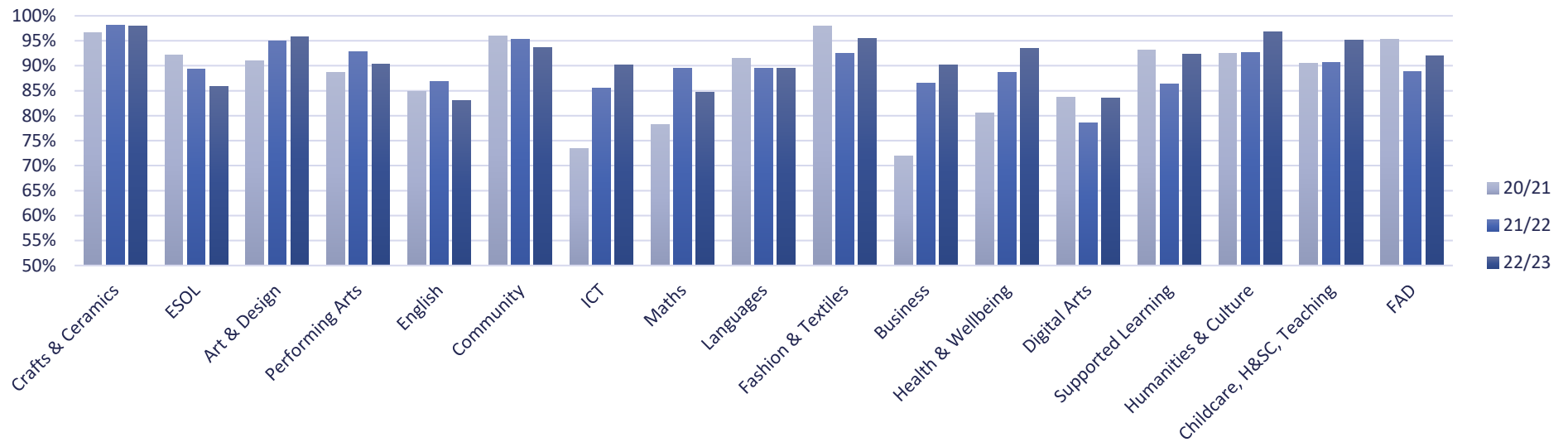
Impact

Achievement overall was high in 22/23, at 91.6%, almost matching the year before. However, achievement on accredited provision has fallen by 4%, mostly driven by a drop in retention though also a slight decline in pass rates. Retention, pass and achievement on non-accredited courses is high and has either maintained its level or increased slightly. Attendance on both accredited and non-accredited is marginally higher than the year before, at 86%.

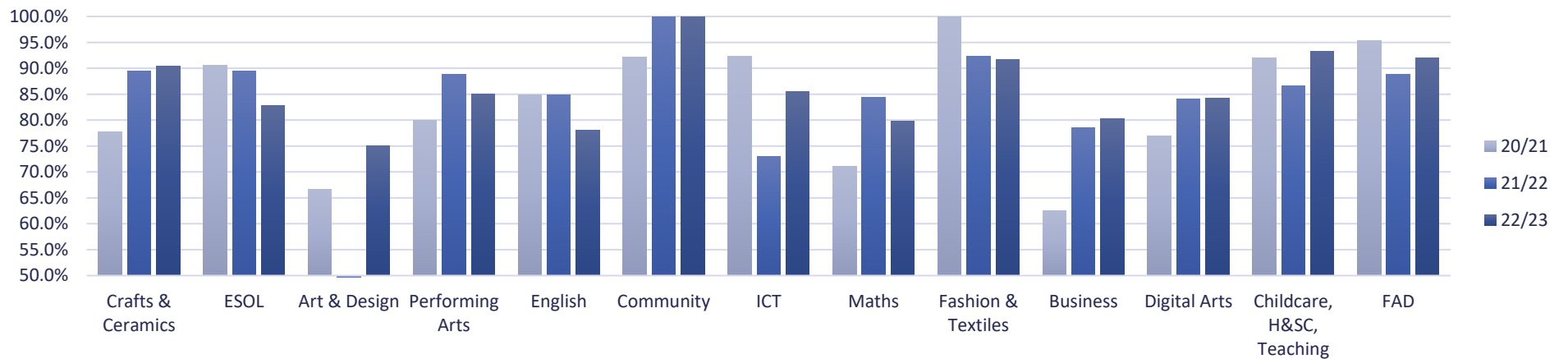
	Net Starts			Retention %			Pass %			Achievement %			Attendance %		
Accreditation	20/21	21/22	22/23	20/21	21/22	22/23	20/21	21/22	22/23	20/21	21/22	22/23	20/21	21/22	22/23
Overall	6414	9025	10481	93.5%	95.0%	93.9%	97.3%	97.3%	97.6%	90.9%	92.4%	91.6%	89.6%	85.0%	85.9%
Accredited	1341	1653	1971	94.9%	96.2%	91.5%	90.6%	90.9%	90.2%	86.0%	87.5%	82.5%	89.9%	84.3%	84.8%
Non-Accredited	5073	7372	8510	93.1%	94.7%	94.4%	99.1%	98.7%	99.2%	92.2%	93.5%	93.7%	89.3%	85.5%	86.6%



Overall Achievement Rate by Department



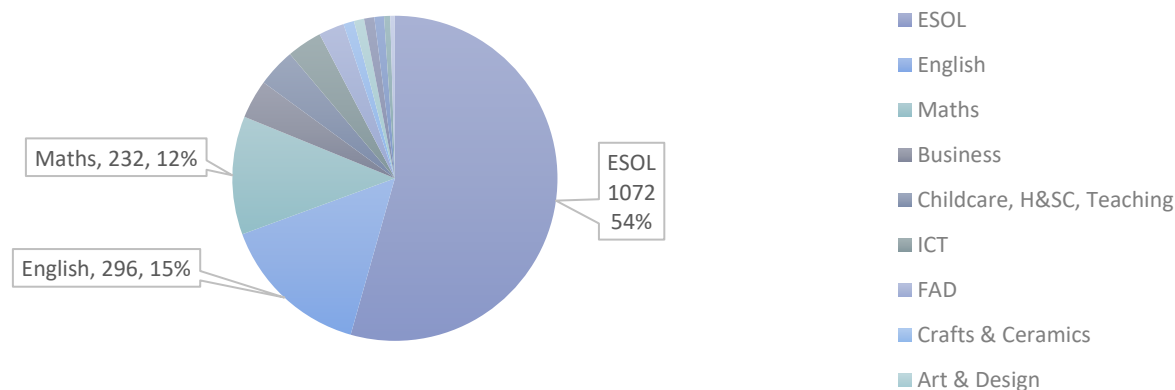
Accredited Achievement Rate by Department



Retention, Pass, Achievement – Whole College – Accredited 2022/23

Accredited	Net Starts			Retention %			Pass %			Achievement %			Attendance %		
Department	20/21	21/22	22/23	20/21	21/22	22/23	20/21	21/22	22/23	20/21	21/22	22/23	20/21	21/22	22/23
Crafts & Ceramics	27	19	21	92.6%	89.5%	95.2%	84.0%	100.0%	95.0%	77.8%	89.5%	90.5%	91.8%	92.8%	89.9%
ESOL	524	785	1072	96.2%	99.1%	91.6%	94.2%	90.2%	90.4%	90.6%	89.4%	82.8%	90.8%	84.0%	84.4%
Art & Design	3	0	20	66.7%	0.0%	80.0%	100.0%	0.0%	93.8%	66.7%	0.0%	75.0%	87.7%	0.0%	85.0%
Performing Arts	20	27	20	85.0%	88.9%	90.0%	94.1%	100.0%	94.4%	80.0%	88.9%	85.0%	91.1%	90.7%	90.2%
English	265	318	296	95.8%	94.3%	90.2%	88.6%	90.0%	86.5%	84.9%	84.9%	78.0%	87.4%	84.6%	87.3%
Community	51	21	9	98.0%	100.0%	100.0%	94.0%	100.0%	100.0%	92.2%	100.0%	100.0%	98.8%	91.7%	86.2%
ICT	26	37	69	92.3%	86.5%	87.0%	100.0%	84.4%	98.3%	92.3%	73.0%	85.5%	94.9%	93.0%	91.7%
Maths	169	160	232	94.7%	93.8%	93.5%	75.0%	90.0%	85.3%	71.0%	84.4%	79.7%	90.2%	84.6%	87.6%
Fashion & Textiles	17	13	12	100.0%	92.3%	91.7%	100.0%	100.0%	100.0%	100.0%	92.3%	91.7%	93.4%	89.2%	94.0%
Business	48	79	76	79.2%	94.9%	92.1%	78.9%	82.7%	87.1%	62.5%	78.5%	80.3%	85.6%	91.3%	93.1%
Digital Arts	26	25	19	88.5%	88.0%	94.7%	87.0%	95.5%	88.9%	76.9%	84.0%	84.2%	91.4%	90.6%	91.0%
Childcare, H&SC, Teaching	63	60	75	96.8%	91.7%	93.3%	95.1%	94.5%	100.0%	92.1%	86.7%	93.3%	91.6%	88.7%	87.3%
FAD	43	36	50	95.3%	88.9%	92.0%	100.0%	100.0%	100.0%	95.3%	88.9%	92.0%	88.0%	78.6%	77.5%
TOTAL	1341	1653	1971	95%	96%	92%	91%	91%	90%	86.0%	87.5%	82.5%	90%	84%	85%

Accredited Provision by volume of starts 22/23



Achievement of qualifications

Whilst overall achievement rates have remained relatively stable in most curriculum areas (with most areas showing a slight increase), on accredited provision there are some areas where there have been significant increases or decreases.

Business, childcare, health & social care, teaching, FAD and ICT have all increased their achievement, whilst there has been a drop in ESOL, English and maths. ESOL, English and maths together account for 81% of the College's accredited provision and thus their performance has a big impact on the College's overall accredited achievement rate.

Compared against 21/22 national achievement rates, 64% of the qualifications delivered by the College had achievement at or above the national benchmarks, and 36% were below.

L1 Essential Digital Skills (EDSQ) achievement was outstanding at 95%, a 49% increase on the previous year. Achievement on L1 and L2 business courses also rose by 5 and 9% respectively.

Learner progression towards higher level qualifications in ICT and business is excellent. There are examples of learners who did a beginner ICT course in 2021/22 and progressed through the levels to gain a L2 ICT qualification in 22/23. In business there are learners who did an introductory AAT workshop in 21/22 then gained a L3 Certificate in Bookkeeping 22/23, including a learner who progressed from a L1 ESOL class onto accounting and now has the L3 Certificate in Bookkeeping.

Achievement on the teaching and health and social care courses was 100%, but on childcare and teaching assistant courses 3 of the 6 qualifications delivered achieved below the national average.

Outcomes on the L3 FAD course were excellent. The achievement rate was 92% and 5% above the national achievement rate. 26% passed with distinction and 30% with merit, which is a little above the UAL national benchmark. 87% of the FAD learners applied via UCAS for a university place or an apprenticeship. Of the UCAS applicants, all were successful and offered their first choice.

In ESOL the achievement on accredited provision dropped by 7% from 89% to 83% (compared with a national achievement rate for ESOL of 88%). Pass rates had actually risen fractionally so the drop was due to a fall in retention of 7% down from 99% to 92%. This drop in retention may be due in part to the fact that the proportion of learners in ESOL with the residency status of "Asylum Seeker lived in the UK for 6 months or longer" doubled from 4% in 21/22 to 8% in 22/23, (up from 76 to 194). The withdrawal rate of those learners was also second highest (after those on immigration bail) at 25% compared to 9% the previous year. Tutors were reporting that learners were dropping out of the course as they were being rehoused by the Home Office.

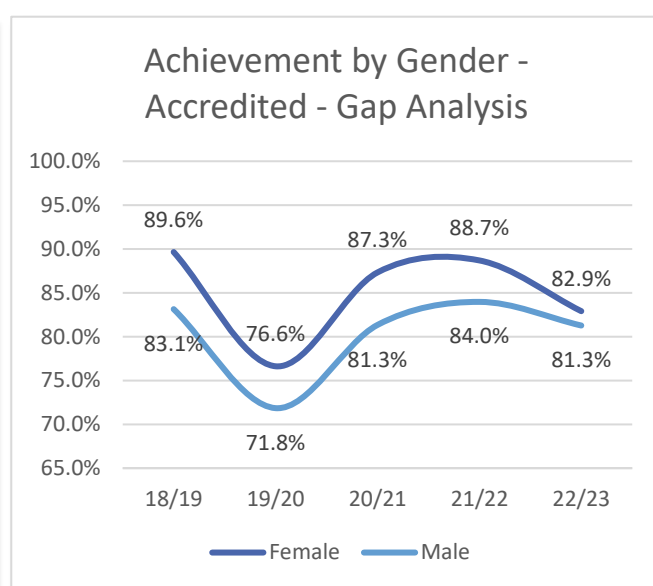
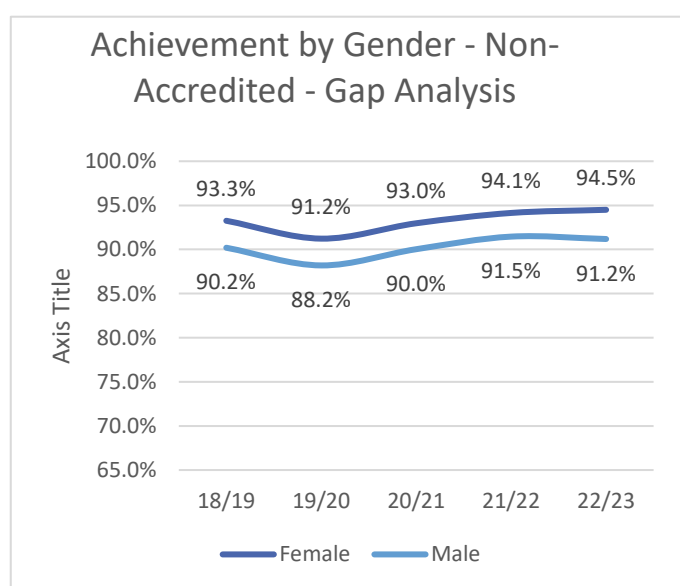
English and maths functional skills achievement rates at L1 and L2 were significantly lower than the previous year, with the lowest being L2 maths at 51%. L2 English functional skills has an achievement rate of 56%, which is 9% below the national achievement rate. English L1 and Maths L1 and 2 are in fact above the national achievement rate which is a reflection of the national picture currently of very low achievement on these qualifications. For example, the national achievement rate on functional skills qualifications for aged 19+ learners across FE has dropped since 18/19 from 71% to 57.7% for L1 maths, and from 70% to 50.5% for L2 maths. In English the drop is less extreme but nonetheless significant, with the national achievement rates dropping from 71% to 65.2% for L1 and from 70% to 65.2% for L2. Whilst this gives context to the College's drop in achievement it does not change the fact that the College needs to have a clear focus on improving achievement for learners taking these qualifications.

Qualification	Net Starts			Retention %			Pass %			Achievement %			NAR 19+	WMC vs NAR	Attend ance
	20/21	21/22	22/23	20/21	21/22	22/23	20/21	21/22	22/23	20/21	21/22	22/23	21/22		22/23
Maths FS E2	0	7	11	0%	86%	91%	0%	100%	90%	0%	86%	82%	84.6%	-2.8%	88%
Maths FS E3	11	18	24	100%	94%	96%	100%	94%	96%	100%	89%	92%	82.4%	9.3%	88%
Maths FS L1	29	20	49	97%	95%	90%	71%	89%	80%	69%	85%	71%	57.7%	13.7%	86%
Maths FS L2	48	27	51	94%	96%	92%	49%	73%	55%	46%	70%	51%	50.5%	0.5%	91%
English FS E2	0	4	2	0%	100%	100%	0%	75%	100%	0%	75%	100%	87.0%	13.0%	92%
English FS E3	10	17	27	80%	100%	96%	100%	100%	96%	80%	100%	93%	84.6%	8.0%	82%
English FS L1	50	38	51	94%	95%	92%	74%	86%	85%	70%	82%	78%	65.2%	13.2%	86%
English FS L2	42	56	61	93%	98%	95%	85%	71%	59%	79%	70%	56%	65.2%	-9.5%	89%

Achievement gaps

Achievement gaps have been identified for some demographic groups.

The achievement gap on non-accredited provision of females achieving better than males widened slightly from 2.6% in 21/22 to 3.3% in 22/23 but has been consistently close to 3% for the last 5 years. On accredited provision the gap narrowed from 4.7% in 21/22 to 1.6% in 22/23.

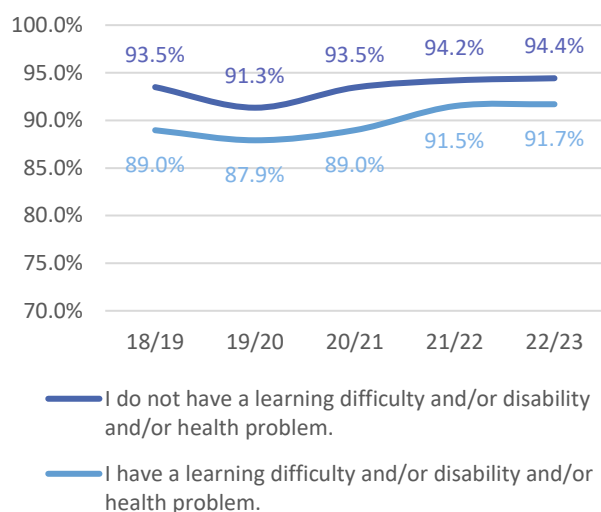


There is an achievement gap for learners who declare a learning difficulty and/or disability and/or health problem (LLDD) and those who declare they do not. Whilst this is small in non-accredited provision, it is significant in accredited provision (8.1%).

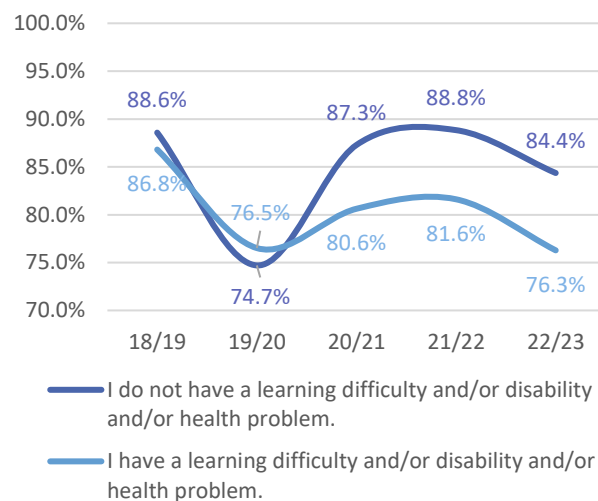
In accredited provision where those declaring LLDD and achieved less well than those declaring no LLDD the gap was 18% in ESOL, 16% in business, 6% in maths. On the other hand, in accredited ICT and English, those declaring LLDD achieved better by 12% and 6% respectively.

With ESOL, the achievement gaps were mainly in term 3, where that accreditation is reading and writing, and were greatest at Entry 2. Further drill down is being carried out to gain a better understanding of why this is the case. In business, it should be noted that although the gap is large there were only 15 learners with LLDD, as compared with ESOL where there were 130.

Achievement by LLDD
Non-accredited - Gap analysis

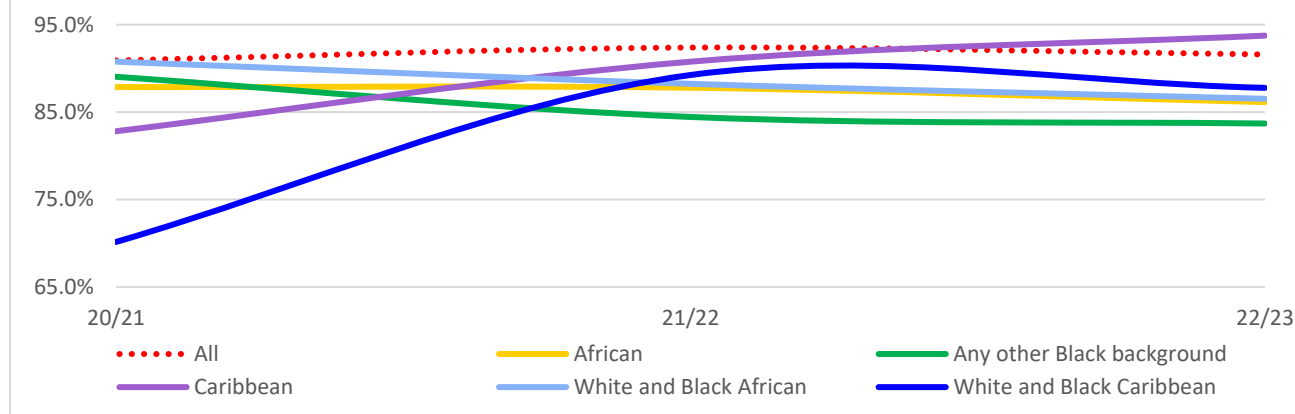


Achievement by LLDD
Accredited - Gap analysis



Ethnicity achievement gaps are harder to track because the ethnic group with the lowest achievement rate can be different from year to year, as is also the case for the group with the highest achievement. The graph below shows the ethnic groups that ranked within the bottom 3 (out of 19) over the last 3 years compared to the overall achievement rate (shown by dotted red line).

Achievement by Ethnicity - Gap analysis



Ethnicity	20/21	21/22	22/23	21/22	22/23	22/23
Whole College (All)	6414	9025	10481	90.9%	92.4%	91.6%
African	791	1081	1292	87.9%	87.8%	86.1%
Any other Black background	73	90	92	89.0%	84.4%	83.7%
Caribbean	256	325	400	82.8%	90.8%	93.8%
White and Black African	65	85	141	90.8%	88.2%	86.5%
White and Black Caribbean	67	93	90	70.1%	89.2%	87.8%

The table shows the number of starts. African is the largest group with a 5.1% achievement gap against the overall rate. Caribbean is next largest and has overtaken the overall rate. Any other Black has the greatest achievement gap though is also a significantly smaller group.

Outcomes on non-accredited courses

In the arts provision, progression onto further education is good. Several L2 ceramics students progressed onto a Level 3 ceramics course at Westminster Adult education Service. A printmaking student also progressed to HE from their non-accredited course.

Learners in the arts produce work of a very high quality as evidenced at a number of exhibitions held throughout the year in the College and also evidenced by recognition of learners' work in external exhibitions and competitions. Successes in 22/23 include the following:

- Several print learners had work exhibited in the Royal Academy Summer Show and Woolwich Print Fair.
- A millinery learner won the prestigious 'Innovative Use of Felt' award from the Worshipful Company of Felt Makers and her work is also currently featuring in the exhibition 'Hats Made Me' by the Culture Trust Luton, on until December 2023.
- Two learners won a JISC FE Digital Student Award for Positively Embracing Technology: one for using AI in his art and another for use of Blender (a 3D computer graphics software tool)

In performing arts, successful outcomes include learners performing in end of term College performances but also public performances. Blues Ensemble learners have taken part in public performances, and comedy and poetry learners have attended open mic nights.

As well as improvement in skills, learners experience the 'soft' outcomes of increased confidence, health and wellbeing, social integration and self-efficacy. There is strong evidence of this from the confidence and wellbeing gains surveys that are used in ESOL, English, maths, community, supported learning, ICT and health and wellbeing courses. There is also good evidence of this on community learning funded provision in course evaluations, learner feedback on QDP or on their ILPs. Examples of this are looked at more closely in the Personal Development section of the SAR.

Destinations and Progression

Based on a survey of all learners from 22/23 carried out in October 2023, 11% of learners got a job, 9% got a promotion and 50% continued with studies.

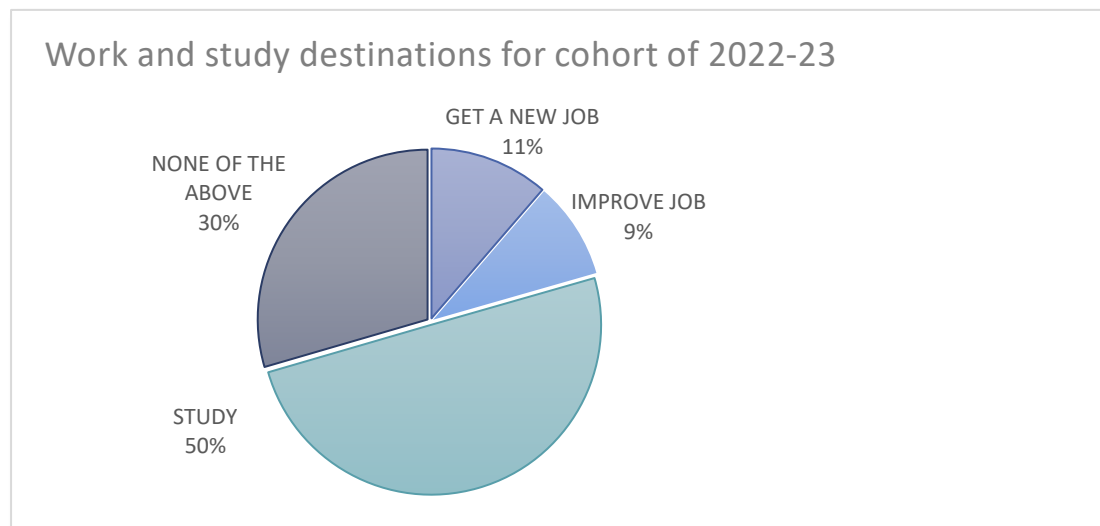
Internal progression data looking at what 21/22 learners progressed onto shows that 42% of learners returned from 21/22 to study at College in 22/23. Of these, 18% enrolled onto a course at a higher level. 65% of returning learners from community learning funded courses, progressed onto an accredited course in 22/23.

There is also a large body of anecdotal evidence from curriculum managers, teachers, community partners and the WM College employability coach regarding employment-related destinations of their learners. For example:

- Ten members of Hillside Clubhouse have got paid employment since taking part in WM College courses in 22/23.
- From Chadswell Healthy Living Centre, two learners found work and one learner is taking part in a community Champions course.
- One LDD learner is volunteering in the British Museum in his chosen areas of interest, Egypt

& Sudan, Middle East, Africa and Oceania, handling and cataloguing ancient artefacts, many of which were put on display for public viewing. A second learner is scheduled to join this supported volunteering programme.

- One LLD learner, who underwent a drastic change in his physical abilities following an accident, had formerly been a fitness professional and is now running courses at LISA (London Inclusion Sports Academy) as a disabilities coach.
- An Entry 2 ESOL learner was promoted at work to supervisor because of improvement in her listening and speaking skills.



Survey sent to all learners who studied in 22/23 (4106 learners) via text message, with a response rate of 17.4%. These percentages are therefore based on what is assumed to be a representative sample.

The College needs to improve on:

- Improve the achievement rates of English and maths learners at Level 1 and Level 2.
- Improve the quality of teaching in English and maths by improving assessment for learning, the checking of learning and use of questioning, and planning and delivering effectively so that learners are making progress and learning new skills and knowledge.
- Improve the retention rates and achievement rates of ESOL learners to previous levels and at least match the national achievement rates.
- Better MIS reporting on ALS to enable closer monitoring of its impact in narrowing attainment gaps.
- Further develop systems for destination monitoring.
- Develop better processes for recording learner outcomes where learners have left a course due to a positive destination such as gaining employment or volunteering.

Behaviour and Attitudes

Behaviour and Conduct

The College has high expectations for learner behaviour and attendance as set out in the learner conduct policy. All learners receive a College induction which in some areas is also supplemented by a learner handbook bespoke to the subject area (e.g. ESOL, English, Maths, Community, FAD). This sets out expected standards of behaviour including expectations of attendance. The learner conduct policy along with the complaints policy are available on the website and learners made aware of where they can access these during the induction.

Breaches of the code of conduct or any complaints from or about learners are dealt with impartially and in a timely manner by managers with the support of the Director of Learner Experience.

Most tutors also draw up a class code of conduct at the start of the course which is agreed and owned by the learners and tutor and this routinely includes expectations of tolerance for the views of others and mutual respect.

There is a wealth of evidence that learners behave with respect and kindness to each other and their tutors, and that they recognize and value the College ethos of respect, co-operation and inclusivity, which comes from all College staff and from other learners. This evidence can be found in observations and learning walks, in learner feedback on the QDP, course evaluations or confidence gains surveys, and in tutor SARs. In the performing arts, the curriculum manager introduced a learner award for most supportive learner, in recognition of the fact that in that curriculum area he and his tutors had noticed that learners often help each other to understand and comply with expected standards of behaviour.

"teaching and respecting each other no matter what their gender race religion and the college has a good atmosphere"

"Encouraging inclusivity, respect and a welcome for everyone. I can tell I am genuinely welcome. I massively appreciate this"

"encouraging creativity and creating community. the atmosphere is excellent. its very clear all the staff enjoy the environment and everyone is very committed, this reflects in the community spirit and openness in the classes"

QDP: 'Name 1 thing the College does well'

Attitude and Commitment to Study

Most learners show a very good level of commitment to their studies. They do this through good attendance rates (86%), engagement in class, where observations show learners to be purposeful and on-task, and good levels of engagement with homework or additional independent study.

In terms of attendance, where learners are unable to attend, most are proactive about informing their teacher and where possible accessing the lesson's materials online via Teams (all the vocational, ESOL, English, maths, languages and accredited arts courses have learning materials on Teams or Google Classroom for each lesson and many of the non-accredited visual arts courses also have learning materials on Teams).

In terms of engagement in class or with independent study, for instance, learners on ESOL, English and maths do a 10-hour self-access study skills module. In ESOL this is presented as an online course called "How to Learn English". When surveyed as to how helpful this had been, learners

rated it a 4.3 (with 5 being "very helpful"). In English and maths many learners completed well in excess of the 10 hours of study on BKSb which were required for the study skills module.

Another good example of commitment to studies are the learners completing the AAT Level 3 Certificate who petitioned the College to put on a follow-on course in September to enable them to complete a Level 3 Diploma.

Learners take pride in their work. This can be seen by the high level of participation in College exhibitions in the arts and the excellent standard of the work that they produce.

"I think I got better and I learnt a lot of things like mixing colours and drawing shadows. Drawing with charcoal and water colours. I am proud my art was sold at the pop-up-shop".
Learner review on the ILP – Supported Learning

'Lovely work beautifully presented and of a very high standard'
NCFE EQA: Arts L1 & 2

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

'I consider respect and tolerance built into the very walls. It feels like the first genuinely safe place of learning I have ever been.'

'Encouraging inclusivity, respect and a welcome for everyone. I can tell I am genuinely welcome. I massively appreciate this'

'encouraging creativity and creating community. the atmosphere is excellent. its very clear all the staff enjoy the environment and everyone is very committed, this reflects in the community spirit and openness in the classes'

'Providing a safe, encouraging, creative environment for a diverse range of people to learn.'

'Creating a welcoming comfortable jolly environment for learning and growth. It feels strongly like a safe haven.'

QDP: 'Name 1 thing the College does well'

The College needs to improve on:

- Although attendance is generally good, there are still some classes where it needs to improve and there needs to be more consistent follow-up of individuals with persistent poor attendance.

Personal Development

A curriculum that enables learners to develop interests and talents

The curriculum extends beyond the academic, technical or vocational, providing for learners' broader development. It does this through topics and activities incorporated into the course and also from out of class enrichment activities, and learners' wider gains are captured in the Confidence Gain surveys, the QDP survey and at Learner Success awards.

Teachers incorporate topics that deepen and extend learners' understanding of broader issues than the subject being taught, such as history, culture or current affairs.

Learners benefited from a range of enrichment activities during the year, both cross-college and at class level, which helped to extend their learning beyond the strictly academic, technical or vocational curriculum of their course.

Cross-college enrichment activities included talks on flora in African and Caribbean folklore to celebrate Black History Month, mindful art and maths activities in the café during mental health awareness week, a progression event in March to meet employers and organisations that provide support with job search or volunteering, Choices Day in June (a careers fair run by Camden ACL), the "How WM College changed my Life" learner success awards.

Arts learners develop their professional practice through exhibitions and performances. The Ruskin Gallery has a rolling programme of exhibitions that arts learners participate in, and they benefit from the Lowes Dickenson prize where a number of categories are available for them to submit work. Performing arts learners hold termly concerts.

Arts and crafts learners held a Christmas craft fair in college to sell their work to the wider college community. This both enabled the wider college to understand better the work of the arts and crafts learners and for those selling their work to develop the professional skills of organization, planning, teamwork, pricing, displaying and selling.

The LLD learners ran a pop-up shop in June as part of an employability project, which helped them develop skills of planning, teamwork, customer service but which also gave them an opportunity to engage with other learners and staff across the College.

'I enjoyed my visit to the (Supported Learning) Pop-Up Shop today - though I don't think I enjoyed it as much as the learners and their teachers! There was a great atmosphere of "common purpose" - working together and learning from each other. The College Founders should be proud that their spirit of "collegiality" is continued so admirably.'

Clerk to the Governors

Many tutors arranged class trips. FAD learners visited exhibitions and ESOL, English and maths learners had trips to museums, local business, the Houses of Parliament. LDD learners took a canal trip to Little Venice.

English and ESOL learners at Level 2 attended a workshop run by Birkbeck on critical thinking. Acting and drama learners attended workshops run by actors and staff of GATE theatre and 25 learners attended a play there (for 9 learners this was the first theatre play they had ever been to).

'We met Tatenda, assistant director of the fabulous 'Bootycandy' show, playing at the Gate Theatre. He was professional and patient. He gave us the opportunity to ask questions about the show and also what it's like to be behind the scenes. I found this fascinating to hear the Directors perspective and everything they need to take into account, from staging, actors to audience reaction, and lots more.'

Performing Arts Learner who attended one of the Gate Theatre workshops

Resilience, confidence, independence and knowing how to stay healthy

Both courses themselves and wider College initiatives support learners to develop resilience and independence and learn how to keep themselves physically and mentally healthy.

- During Talk Money Week – there was a dedicated webpage on iLearn (learner intranet), leaflets, a slide on the plasma screen in reception and on screensavers and a video running in the café. The theme was 'credit' – to help demystify some of the jargon, build people's understanding of credit products, and what their options are, including other forms of support that might be suitable.
- During Mental Health Awareness Week, information was disseminated to learners on Mind Camden Anxiety Support group and free mindfulness apps (Headspace & Insight Timer) were shared on College computer screensavers.
- Frequent safeguarding emails are sent out to learners and to all staff with information about where learners can get advice or support on welfare and wellbeing issues.
- Prior to local elections, voter photo ID sessions were arranged where any learners without photo ID could get support to apply for and obtain this.
- The College café provides home cooked healthy food, promoting a diet that includes fresh vegetables and salads.

There is ample evidence that learners are benefiting in terms of wellbeing and mental health.

"the whole course this year helped her immeasurably with her mental health. At the start of the course, she was signed off sick from work and was sometimes reluctant to leave the house but said that every Tuesday she wanted not to miss class, so she forced herself to attend the in-person lessons"

Tutor SAR

"By running the Art classes at SPCA, WM College has brought people together, making connections in the community, helping to alleviate loneliness. It has given them a structure to their week. It has given the users a sense of purpose, pride and achievement when they finish a project. They are learning new skills which helps with keeping the brain active, and it's something that they could continue at home."

SPCA Partner Survey

'WMC ran a bespoke Employment course for our members as well as running CV workshops and interview preparation, increasing their job prospects and career advancement. They were invaluable in building our members' confidence to prepare for work'

Hillside Clubhouse Partner Survey

"the college helps us to look after our mental health and this is extremely important"

Learner comment on QDP

The confidence and wellbeing gains surveys (see appendix 2) in English, maths, ESOL, Supported Learning, Health & Wellbeing, Community and ICT showed that a large proportion of learners felt their lives had improved in a wide range of areas that relate to functioning in society and being able to manage everyday tasks, and that their course had benefitted their health and wellbeing.

"Confidence (and Wellbeing) gained surveys are well established and upon further examination of the findings it is clear that soft outcomes extend beyond confidence to include many health and wellbeing and social integration and self-efficacy impacts".

Matrix report May 2023

Support for next steps

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

Employability and study skills development are embedded in lesson planning with prompts in all scheme of work templates.

A progression event was held in March where learners could meet employers, recruitment agencies, HE providers and organisations that support with job search or volunteering. About 400 learners attended and many signed up with the participating organisations for further ongoing support.

Choices Day in June run by Camden Council and hosted by WM College was also very well attended by WM College learners who were able to meet employers and educators from all over Camden for advice, guidance and information to learners.

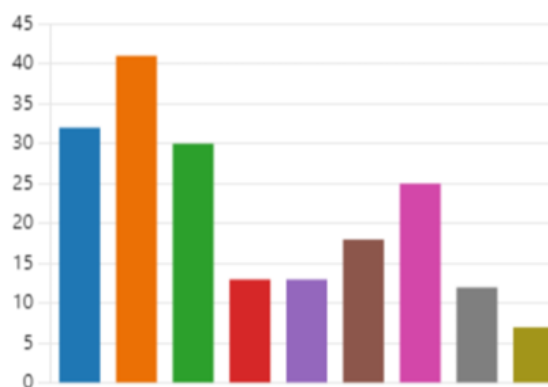
The College's in-house employability coach provides a 121 service to help learners with various aspects of job search, work experience or applications for further study. Approximately 145 learners used the service in 22/23, with an average of 2 sessions each. Approximately half the learners responded to a post-consultation survey, which showed the following outcomes:

What happened next?	%
Gained confidence in moving towards your goals	56%
Started a new course of study	26%
Began a volunteering role	17%
Started a new job	11%
Began a plan to become self-employed or develop a start-up business	8%

Below are the types of support that learners requested and received from the employability coach.

What type of service did the coach help you with?

Identifying your skills & abilities	32
CV writing	41
Job search	30
Interview skills & or practice	13
Completing application forms	13
Writing a personal statement -...	18
Composing a cover letter	25
Course search & ideas for furth...	12
Other	7



The QDP survey showed that 95 % of learners agreed that support with next steps was positive, up by 4 points from previous year and 15 points above similar colleges (see Appendix 1).

Preparing learners for life in modern Britain

Shared Values are well embedded into the curriculum. The College induction explains what these are and sets out the College's commitment to promoting these values. Tutors embed these values into their schemes of work and lessons and good practice in relation to embedding of these values was seen in 78% of observations. In the QDP 98% agreed that the College helps me understand values such as democracy, rule of law, individual liberty, respect and tolerance.

In English and maths and other subject areas, topics discussed in class include sex education for children, same sex marriage, and LGBTQ+ rights. Cultural traditions are also discussed such as Ramadan and Chinese New Year as well as the meaning of Christmas, Easter and Remembrance Day. Many curriculum areas incorporated BHM themes into their resources and lessons, such as the French Language and Culture conversation class which discussed Birago Diop and the Negritude movement. In English and maths an officer from UK Parliament gave 3 interactive presentations to learners on how Parliament works and how learners' voices can be heard. 105 learners attended this and later one learner contacted her MP as a result of the talk.

In the arts, art and artists from a wide range of cultures are included in contextual studies and for reference. Curriculum planning is under constant review to attract and meet the needs of more learners from ethnic minorities.

L2 tutor XXX shared that "The majority of my learners were from Ukraine and initially they didn't want to learn so much about UK life, but as the year progressed, most of them understood more and more about diversity (especially racial diversity) in London life. At least 9 out of 12 learners did as I suggested and chose a contemporary black prominent British person to research and to talk about in their individual presentations. I was so proud of one learner, XXXXX, who told me last week that she'd been to the National Portrait Gallery, recognised the picture of Doreen Lawrence and knew who she was and why she is so important in British life". ESOL Tutor SAR

Tutor XXX shared that in her Pre-Entry classes she has had "discussions around Eid and other festivals around the world" and "discussions around gender/sexuality". She wrote that "students shared they went to Pride, I created a safe environment, where students can ask questions and give opinions, class parties allow students to share cultures".

ESOL Tutor SAR

"WMC is actively engaged with their students - it is very uplifting to see how creativity and confidence both in myself as well as in the other students rise up."

Learner comment on QDP

The College needs to further improve on:

- Plan and deliver more cross-college enrichment activities to bring learners from different departments together and further build a sense of College community.
- Review how we collectively celebrate learner success and explore new ways of doing this.

Leadership and Management (L&M)

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, consisting of the Directors of Learning, the Director of Learner Experience and the Deputy Principal, monitors the processes within that cycle and their findings (e.g. OTLA moderation, review of EQA reports, monitoring curriculum QIPs, agreeing CPD priorities, reviewing findings from RaRPA moderations and course file audits, reviewing feedback from learner voice etc). The quality team also reviews policies and procedures related to the quality cycle (e.g. OTLA protocols, RaRPA policy, attendance policy) consulting with and updating curriculum managers.

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 guidance from line managers where there are concerns with performance, conduct or attendance.

Equity, Diversity and Inclusion

The College updated its Equity, Diversity and Inclusion policy in May 2022. In the annual staff conference in September 2022 the theme was neurodiversity and equity and diversity.

Recruitment processes for staff use anonymized applications at shortlisting to help avoid unconscious bias. At interview all prospective candidates are asked about their understanding of equity and diversity.

In the arts more life models have been recruited who are ethnically diverse. Likewise in digital and performing arts, management have been successful in achieving a more ethnically diverse tutor staffing profile. This helps provide a better model of diversity to the learners and may support a narrowing of ethnic attainment gaps or help attract a more ethnically diverse profile of learner.

In terms of management ethos, the College strives to ensure an inclusive work culture where staff are listened to and feel that they have a voice.

'curriculum managers were united in describing how the progress review boards are "not to be feared as data meetings" but rather "supportive conversations that are about working as one team to celebrate and improve our curriculum". This consultative leadership style extends to sessional tutors who feel "as valued as salaried tutors'.

Matrix report May 2023

Mental Health

The College launched a new Mental Health Strategy and Guidance in March 2022 and seven staff are currently trained as mental health first aiders, all of whom form part of the mental health action group. This group oversees the planning of activities to support staff and learners during the academic year. To support this strategy, the Director of Learner Experience completed a Senior Mental Health Lead qualification, the outcome of which is a full implementation plan for improving the mental health and wellbeing of staff and learners.

A Sexual Harassment statement was launched during the year that clearly sets out the College's position in that it will not be tolerated. This statement is appended to the Safeguarding & Prevent Policy.

The subjects of mental health and sexual harassment have been included in the learner induction materials for 2022-23.

Questions about both subjects have been added to the College's QDP Survey and the responses are:

- The College encourages me to look at my mental health: 95% agreed
- I know who to ask for help when struggling with my mental health: 92% agreed
- The College has processes in place to deal with sexual abuse/harassment well: 97% agreed
- I know who to speak to if I experience sexual abuse/harassment: 94% agreed

Sexual harassment/violence awareness training has been delivered to staff during 2022-23.

The responses to the questions around wellbeing in the QDP survey were all strong. The response to the question 'I feel safe at College' had 99% of learners state they agreed.

CPD

The College is committed to the continuing professional development of its staff. In 22/23 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.

Three Advanced Learning Practitioners train curriculum teams and support staff with individual training and mentoring as needed. They also internally verify and produce course material and generic schemes of work. The digital learning manager works with teams and individuals supporting to improve their digital skills. The College also took part in the mentoring programme through ETF – in 22/23 four staff completed the ETF mentoring training course and mentored nine tutors.

The Principal sends out a monthly newsletter to all staff, sharing news stories, flagging College events and updating staff information from external sources such as the GLA, DfE or Ofsted.

Ensuring learners are able to complete their course

Robust initial assessment ensures that learners are enrolled on the right course and have the potential to achieve. The departmental attendance policies lay down clear guidelines to learners and to staff on sending attendance warnings. 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.

'Off rolling' is never practised at the College as the priority is always to support learners rather than College statistics; however the College does operate a 'fitness to learn' policy where very rarely learners are discouraged from joining a course or transferred if they have health issues that mean they are incapable of meeting the course requirements.

Expectations around attendance and accountability are covered in the induction video 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. 259 learners borrowed a chromebook or dongle in 22/23. The College also works with Good Things Foundation to give free devices and data to learners in need: 20 laptops were given to learners and 58 mifis (with 6 months worth of data).

Governance

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

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 that meets a few weeks later, to approve the College SAR.

Some curriculum areas also have a link governor, who visits classes and meets with teachers and the curriculum manager to better understand that area and thus 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. The chair of the CQSC committee for example has given very useful input to senior managers to help them in the creation of a careers and employability strategy.

Safeguarding and Prevent

The Director of Learner Experience is the Executive Safeguarding and Prevent Lead. There were three other Safeguarding Leads for most of 22/23 making a team of 4 but one left in April 2023.

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 2022-23 were:

- Safeguarding- 98%
- Prevent- 98%
- Safer recruitment – 100%
- Staff that have not completed their training are new and will be closely supervised until their training is completed.

Safeguarding and Prevent Concerns	20/21	21/22	22/23
Safeguarding - learners	25	15	34
Safeguarding - staff	0	10	7
Prevent concerns investigated	2*	3*	1
Vulnerable learners supported	n/a	29	31

*Concerns unfounded

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 attends FE/HE Prevent Network Meetings and receives monthly bulletins to maintain up to date knowledge of wider issues and how they affect our local community. The information is then disseminated to managers and staff as appropriate. There is a dedicated governor for safeguarding who meets annually with the Executive Safeguarding Lead and there are

safeguarding updates termly at governor meetings.

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.

In February 2023 the Director of Learner Experience carried out some class visits to evaluate how well learners understood their rights and responsibilities under safeguarding and prevent. It was found that although their understanding seemed good, they were not reading or aware of the half-termly bulletins that the College had been emailing out, so the College moved to sending single subject emails instead.

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 and ICT provision)
- Complaints (formal and informal)
- Feedback – suggestions and compliments
- Learners requesting meetings with the principal and senior staff
- Student governors
- Learner representatives (in FAD)

Senior and middle managers analyse feedback and, where appropriate, make changes to learning, teaching and support services.

96% of learners in the QDP agreed that "The College listens to my views". This was 24 points higher than the external benchmark and in fact when compared against external benchmarks, this was the question where the College performed the best.

There is a very robust process for handling complaints and all complaints are taken seriously and investigated thoroughly and in line with the policy. In 22/23 4 formal complaints were raised, none of which were fully upheld; 42 informal complaints were raised.

The College recorded ad hoc feedback from learners and during 22/23, recorded 21 compliments, 24 statements of dissatisfaction, 14 suggestions. This feedback is monitored and managed and forms part of the Learner Voice reporting cycle.

Learner voice is a strength for the College in terms of the extent to which it is captured, how the College responds and uses this information to improve, and in terms of the high levels of satisfaction that learners are expressing.

'Congratulations for always asking feedback, to make your self-improvement is very important. Make me feel that my voice is also relevant for the decisions and development of the college.'

QDP: 'Name 1 thing the College does well'

Partnership Working

Partnership working is excellent. In 22/23 the College was involved in several different types of partnership work, which mainly fell into the following categories:

1. Organisations the College delivered courses to as part of its Community or Multiply offer – 17 primary schools, charities, libraries, community associations
2. Organisations that commissioned courses from the College (either full cost or they cover the fees) – e.g. Camden Council: L3 Award in Education and Training; MIND: 2 short ceramics courses; Bidvest Noonan: ESOL for office cleaners
3. Organisations that referred learners to the College – e.g. 5 organisations referred LLDD learners to WMC
4. Organisations that offered a service for the College learners – e.g. support for entrepreneurs, support finding jobs, IAG providers (e.g. NCS)
5. Employers offering work or volunteer placements e.g. British Museum and British Library offering supported volunteering placements for LLDD learners;
6. Employers offering insight days or workshops or to give talks to learners / provide live project briefs
7. Recruitment agencies (e.g. Bluebird – offered guaranteed interviews to H&SC learners; Kings Cross Recruit attended WM College's progression event and registered learners)
8. Other HE education providers offering a progression route to WM College learners – London Met, Birkbeck – providing progression IAG
9. Other FE / Adult Ed education providers – WM College Principal meets with the other London IALs for sharing good practice, joint lobbying and joint voice in public consultations; Camden ACL – for progression routes

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.

'I feel that the relationship that we have is based on mutual respect, professional and open honest dialogue.

You provide a robustly supportive service to our clients who have needed it, enabling many to go on to college courses which they may otherwise not have been able to do or had the confidence to do. Likewise, the professionalism, willingness, and genuine desire to support our clients, and the adaptability of the ALS in supporting with the range of additional needs they may have, and their backgrounds, instilled nothing but confidence in our service when referring our clients to your courses, given the level and standard of support you have offered.

Our clients consistently report positive experiences about their time at WMC, both in terms of the standard of teaching/courses and the support they have received if needed.

The openness towards and understanding of our clients and their backgrounds by ALS WMC is exceptional, this being even more important given the barriers our clients can often face from other organisations'.

Kate Willaims (ETE Lead) North London Forensic Service: Barnet & Enfield, Haringey Mental Health NHS Trust

'Community Learning's approaches to working with us is delivered with a firm determination to improve well-being and functional skills. Staff adopt a warm and embracing IAG approach and connect so well with clients that have multiple barriers to societal participation.'

Community Partner

Contribution to Skills Needs

Curriculum managers presented their curriculum plans for 2022/23 at Performance Review Boards, where rationale was challenged to ensure the planned curriculum aligned with the College strategic plan and regional and local priorities as set out in the Skills for Londoners strategy, and whether it was meeting the needs of learners and partner organisations.

The resulting curriculum offer aligned well with College and local priorities:

- a large ESOL, English and maths provision to develop basic skills for life and work;
- an increase in ICT provision especially at entry level, to address poor digital skills (self-identified by learners referring themselves to the College, but also highlighted in all Labour Market Intelligence as a significant issue nationally);
- a refreshed creative media offer (one of the Mayoral priority sectors); an increase in Level 3 provision (numbers nearly doubled) providing routes into employment;
- community learning provision that promoted health, wellbeing, increases in confidence and greater self-efficacy;
- professional skills built into creative arts courses to support those looking to progress into work or self-enterprise.

Below are some of the examples of how the curriculum offer and curriculum content is informed by the needs of learners and partners and has been designed to meet learner and local needs, and in some cases co-designed with community and employer partners.

ESOL – Provision is highly responsive to local need. The provision at pre-entry was increased in response to increased demand for ESOL for beginners. A summer school was put on in August to meet the need for ESOL for newly arrived Ukrainian refugees and support their swift integration.

Community – Bespoke courses are co-designed with partners to meet the needs of different community groups, for example ESOL for Volunteering and Work for Chadswell Healthy Living Centre; EDI and other employability related courses for Hillside Clubhouse (a charity supporting those with mental health needs back into work) etc. An employability course for Hillside Clubhouse members was hosted at Caledonian Road Job Centre, and the Job Centre supported the course with information on local job needs and opportunities.

The next page gives some examples of how WM College has worked in partnership with local employers, IAG organisations, HE advisors or community organisations to provide progression advice and opportunities for learners, meet local need and ensure curriculum content is relevant and prepares learners appropriately for their next steps.

LIFT

*'Leading Inclusive Futures Through Technology'
Helps residents into good local jobs in tech, digital,
and creative production*

Ran an insight session at WM College
attended by approx 80 learners from ICT and
digital media courses

Gate Theatre

25 performing arts learners attended one of
the 3 workshops run for our learners by
actors and staff from the theatre

40 learners attended one of the 3 plays (free
tickets secured via fundraising)

MIND

Ran 3 creative craft courses for MIND
members and co-designed the content

Attendees given a voucher to spend on a
mainstream WM College course

6 then progressed to a college course

Their members felt safe and welcome

Visiting speakers to FAD

Rebel Business School
WM College Employability Coach
Southbank University
Uni of West London
Uni Westminster Arts
Carthy Communications

Birkbeck

10 Level 2 ESOL and English learners attended
Critical Thinking Skills workshop in March 23

Birkbeck representative at College open days
to provide IAG

Blue Bird

social care agency

Guaranteed interview for all L1 and L2
social care learners

Advised on curriculum delivery models to
suit their agency staff

Progression Event

Attended by 400 learners and 12 organisations

Kings Cross Recruit
UCL NHS Foundation Trust – North London
Partners in Health & Care
LIFT
Camden Council's apprenticeship team
Camden & Islington Volunteer Centre
Good Work Camden
TERN – Entrepreneurial Refugee Network
Startup School for Seniors
Rebel Business School
London Met & Birkbeck
National Careers Service

And also...

Via one of the governors' connections, 5
learners from L3 AAT were interviewed for
work placement project

Links with In2Ed recruitment agency - 3 STL
learners secured a school placement

Working with Caledonian Road Job Centre to
support Hillside learners into paid work

British Museum - a Supported Learning
learner given a volunteering placement

LISA (London Inclusive Sports Academy) –
offered training to be a disability sports
coach to a Supported Learning learner

Live project briefs from FEAST for FAD
viscomms learners

The College needs to improve on:

- Better MIS reporting on ALS to enable closer monitoring of its impact in narrowing attainment gaps.
- Further develop systems for destination monitoring and recording and analysing progression data.
- Develop employer links
- 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: QDP

QDP Learner Survey Summary

*External Benchmark: 1,286,054 learners from 101 colleges within the 'All Data' QDP national benchmark					
Summary - Cross College Outcomes 2022-23					
Question Area	Rating	Agree %	Distance Travelled	Quartile	External Benchmark
Before you started at college	75	94	+1	A	+12
My introduction to the college	83	98	-1	B	+9
Teaching and Learning	83	97	+1	A	+16
College facilities and services	78	95	+5	B	+8
Quality assurance	82	97	-1	A	+19
My next step	77	95	+2	A	+16
Wellbeing	80	96	+2	A	+11
British Values	84	98	+1	A	+12

Before you started at college		Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not answered	Rating	Agree%	Distance Travelled	Quartile	External Benchmark
1	The information I received before I started college was correct	1080	760 67.3%	289 25.6%	20 1.8%	11 1.0%	49 4.3%	82	97	+2	A	+15
2	The college gave me good advice about how much to pay	807	496 43.9%	253 22.4%	40 3.5%	18 1.6%	322 28.5%	72	93	-1	A	+19
3	The College website is useful and easy to use	1026	559 49.5%	397 35.2%	56 5.0%	14 1.2%	103 9.1%	70	93	+4	A	+10
4	It was easy to enrol (online/in person)	1099	714 63.2%	314 27.8%	59 5.2%	12 1.1%	30 2.7%	75	94	=	B	+6
Summary			2529 56.0%	1253 27.7%	175 3.9%	55 1.2%	504 11.2%	75	94	+1	A	+12
My introduction to the college		Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not answered	Rating	Agree%	Distance Travelled	Quartile	External Benchmark
5	The induction process helped me feel comfortable in the college	1005	669 59.3%	317 28.1%	14 1.2%	5 0.4%	124 11.0%	81	98		A	+14
6	At the start I was told about college and my course	1044	722 64.0%	297 26.3%	19 1.7%	6 0.5%	85 7.5%	82	98	-2		
7	My teacher told me about health and safety at the college	1060	779 69.0%	256 22.7%	19 1.7%	6 0.5%	69 6.1%	84	98	-1	A	+10
8	The teacher told me about how to learn safely online at the college	951	662 58.6%	258 22.9%	22 1.9%	9 0.8%	178 15.8%	81	97		B	+10
9	My teacher told me about the rules for how to behave at the college	1059	781 69.2%	253 22.4%	16 1.4%	9 0.8%	70 6.2%	84	98	-2	B	+2
10	My teacher told me about the attendance and punctuality policies at the college	1064	799 70.8%	243 21.5%	16 1.4%	6 0.5%	65 5.8%	85	98	=	A	+5
11	I know who to ask for help if I do not feel safe or I am worried about the safety of another learner	1051	757 67.1%	269 23.8%	15 1.3%	10 0.9%	78 6.9%	83	98	+1	A	+11
Summary			5169 65.4%	1893 24.0%	121 1.5%	51 0.6%	669 8.5%	83	98	-1	B	+9
Teaching and Learning		Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not answered	Rating	Agree%	Distance Travelled	Quartile	External Benchmark
12	The teaching on my course is good	1120	905 80.2%	190 16.8%	18 1.6%	7 0.6%	9 0.8%	88	98	-1	A	+15
13	The staff are helping me get better with using computers	836	574 50.8%	215 19.0%	37 3.3%	10 0.9%	293 26.0%	78	94	+6	A	+22
14	I am making good progress on my course	1097	739 65.5%	321 28.4%	28 2.5%	9 0.8%	32 2.8%	80	97	=	A	+12
15	The materials and equipment in class and online are good	1095	799 70.8%	264 23.4%	23 2.0%	9 0.8%	34 3.0%	83	97	=	A	+17
16	My teacher gives me feedback about what I am doing well and what I need to improve	1089	826 73.2%	236 20.9%	20 1.8%	7 0.6%	40 3.5%	85	98	+2	A	+14
17	If I need it, the additional learning support I receive helps me learn and progress	878	617 54.7%	230 20.4%	21 1.9%	10 0.9%	251 22.2%	81	96		A	+18
18	Exams and assessments are well organised	814	571 50.6%	216 19.1%	20 1.8%	7 0.6%	315 27.9%	81	97	=	A	+14
Summary			5031 63.7%	1672 21.2%	167 2.1%	59 0.7%	974 12.3%	83	97	+1	A	+16
College facilities and services		Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not answered	Rating	Agree%	Distance Travelled	Quartile	External Benchmark
19	The staff on reception/telephone/online are helpful to me	1081	755 66.9%	291 25.8%	27 2.4%	8 0.7%	48 4.3%	81	97	+4	A	+7

20	The rooms I use are right for my course	1087	771 68.3%	273 24.2%	30 2.7%	13 1.2%	42 3.7%	81	96	+1	A	+5
21	All the equipment I use works well	1074	748 69.3%	293 26.0%	23 2.0%	10 0.9%	55 4.9%	81	97	+8	A	+6
22	The WIFI service is good	908	532 47.1%	293 26.0%	59 5.2%	24 2.1%	221 19.6%	69	91	+5		
23	The toilets are clean and easy to use	1089	722 64.0%	315 27.9%	38 3.4%	14 1.2%	40 3.5%	78	95	+2	A	+15
24	The cafe has good healthy food, and the service is good	991	588 52.1%	320 28.3%	67 5.9%	16 1.4%	138 12.2%	70	92	+3		
25	The directions and signs around the college are clear	1070	684 60.6%	333 29.5%	48 4.3%	5 0.4%	59 5.2%	77	95	+3	B	-2
26	The library resources (e.g., books, ebooks, online services and learning spaces) help me learn	874	597 52.9%	253 22.4%	17 1.5%	7 0.6%	255 22.6%	81	97		A	+20
27	I like the learning centre	993	713 63.2%	263 23.3%	13 1.2%	4 0.4%	136 12.0%	84	98		A	+8
	Summary		6110 60.1%	2634 25.9%	322 3.2%	101 1.0%	994 9.8%	78	95	+5	B	+8
Quality assurance		Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not answered	Rating	Agree%	Distance Travelled	Quartile	External Benchmark
28	The college is a good place to learn	1108	858 76.0%	237 21.0%	6 0.5%	7 0.6%	21 1.9%	87	99	+2	A	+16
29	The college listens to my views	962	659 58.4%	267 23.6%	22 1.9%	14 1.2%	167 14.8%	80	96	+4	A	+24
30	I know about how to complain if I am not happy	1000	606 53.7%	337 29.8%	40 3.5%	17 1.5%	129 11.4%	74	94		A	+19
31	I would recommend the college to a friend	1106	860 76.2%	215 19.0%	18 1.6%	13 1.2%	23 2.0%	85	97	-2	A	+17
32	My course is good value for money	987	713 63.2%	245 21.7%	16 1.4%	13 1.2%	142 12.6%	83	97	=		
	Summary		3696 65.5%	1301 23.0%	102 1.8%	64 1.1%	482 8.5%	82	97	-1	A	+19
My next step		Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not answered	Rating	Agree%	Distance Travelled	Quartile	External Benchmark
33	The college has helped me decide what to do next	1000	677 60.0%	272 24.1%	42 3.7%	9 0.8%	129 11.4%	78	95	+3	A	+16
34	I feel prepared to take my next step (e.g., employment or another course)	992	672 59.5%	272 24.1%	36 3.2%	12 1.1%	137 12.1%	78	95	+4	A	+15
35	The college employability coach and National Careers Service services are useful	638	384 34.0%	211 18.7%	30 2.7%	13 1.2%	491 43.5%	72	93		A	+15
	Summary		1733 51.2%	755 22.3%	108 3.2%	34 1.0%	757 22.4%	77	95	+2	A	+16
Wellbeing		Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not answered	Rating	Agree%	Distance Travelled	Quartile	External Benchmark
36	I have made new friends	1042	700 62.0%	306 27.1%	25 2.2%	11 1.0%	87 7.7%	80	97	+5		
37	I feel safe at college/ on my course	1092	864 76.5%	217 19.2%	6 0.5%	5 0.4%	37 3.3%	88	99	+1	A	+13
38	The college cares about the respect and safety of the learners	1028	776 68.7%	232 20.5%	12 1.1%	8 0.7%	101 8.9%	85	98	=	A	+17
39	I know who to ask for help with any problems	1055	747 66.2%	276 24.4%	24 2.1%	8 0.7%	74 6.6%	82	97	+2	A	+6
40	The college helps me to look after my mental health	887	562 49.8%	280 24.8%	30 2.7%	15 1.3%	242 21.4%	76	95	+2	A	+14
41	I know who to ask for help if I am having problems with my mental health	870	535 47.4%	268 23.7%	44 3.9%	23 2.0%	259 22.9%	72	92	+4	A	+10
42	The college has a good process to deal with sexual abuse or harassment issues	878	569 50.4%	279 24.7%	22 1.9%	8 0.7%	251 22.2%	79	97	+4		
43	I know who to speak to in college if I experience sexual abuse or harassment inside or outside	904	578 51.2%	275 24.4%	38 3.4%	13 1.2%	225 19.9%	76	94	+4	B	+5
	Summary		5331 59.0%	2133 23.6%	201 2.2%	91 1.0%	1276 14.1%	80	96	+2	A	+11
Shared Values		Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not answered	Rating	Agree%	Distance Travelled	Quartile	External Benchmark
44	The college helps me understand values such as democracy, rule of law, individual liberty and respect and tolerance	953	656 58.1%	277 24.5%	13 1.2%	7 0.6%	176 15.6%	82	98	+1	A	+12
45	I know that it is important that we identify discrimination (e.g., sexism, racism, homophobia) and try to stop it	1014	743 65.8%	259 22.9%	7 0.6%	5 0.4%	115 10.2%	85	99	=		
	Summary		1399 62.0%	536 23.7%	20 0.9%	12 0.5%	291 12.9%	84	98	+1	A	+12

Appendix 2: Confidence and Wellbeing Gains Surveys

ESOL

Studying ESOL has increased my confidence	Confidence Gain	A lot	A little
1. in my job	78%	43%	35%
2. when looking for work	85%	39%	46%
3. when I go to the doctor or dentist or hospital	95%	49%	46%
4. to make appointments	97%	60%	37%
5. when I talk to the teachers at my children's school	77%	45%	32%
6. when I have to help my children with their homework	70%	35%	35%
7. to understand letters from my children's school	76%	43%	33%
8. when I talk to my landlord	83%	40%	43%
9. when I talk to people at the council	85%	40%	45%
10. when I talk to people at the job centre	84%	41%	43%
11. when I talk to my neighbours	98%	56%	42%
12. to understand notices and signs	98%	62%	36%
13. when I go shopping	100%	73%	27%
14. when I watch TV	93%	50%	43%
15. to read newspapers and magazines in English	92%	42%	50%
16. to use the internet	98%	64%	34%
17. using a computer, tablet or smartphone	98%	67%	31%

This course has been important for me because...

It helps me get out of the house	55%
It keeps my brain active	78%
I have more confidence to speak out in a group	82%
I feel my opinions are more important	54%
I have more confidence to try new things	76%
I have made new friends	71%
I think other people respect me more now	45%

I can use...	Very well	Quite well	Not bad	Not well	I can't
Microsoft Word	43%	28%	18%	7%	4%
Microsoft Outlook	31%	30%	22%	11%	5%
Microsoft Excel	25%	26%	25%	8%	16%
Microsoft Powerpoint	27%	28%	20%	11%	14%
Google Chrome	56%	26%	12%	3%	3%
Microsoft Teams	56%	28%	11%	4%	1%
Google Maps	59%	21%	10%	5%	5%
Learning English websites	50%	34%	10%	3%	3%

Studying English has helped me...		Confidence gain	A lot %	A little %
1	to write letters and emails (e.g., to the council)	97%	81%	16%
2	to use the internet	90%	78%	22%
3	when I have to help my children with their homework	80%	69%	11%
4	to understand letters from my children's school	85%	77%	8%%
5	to read letters (e.g., from the bank or the council etc)	90%	76%	14%
6	to understand notices and signs	92%	76%	16%
7	to read newspapers and magazines in English	91%	80%	11%
8	in my job	73%	64%	13%
9	when looking for work (e.g., interviews, job applications)	86%	68%	18%
10	to study other courses (e.g., childcare, accounts etc)	85%	69%	16%
11	when I go to the doctor, dentist, or hospital or make appointments	95%	79%	16%
12	when I talk to the teachers at my children's school	93%	55%	38%
13	when I talk to my landlord	90%	65%	25%
14	when I talk to people at the council	82%	71%	11%
15	when I talk to people at the job centre	92%	60%	32%
16	when I go shopping	84%	73%	11%
17	when I use a computer, tablet or smartphone	94%	73%	21%
18	to read for pleasure (books or short stories)	96%	80%	16%

Other ways I have benefited from my English course:		
1	It helps me get out of the house.	62%
2	It keeps my brain active.	97%
3	I have more confidence to speak out in a group.	80%
4	I feel my opinions are more important.	42%
5	I have more confidence to try new things.	83%
6	I have made new friends.	79%
7	I think other people respect me more now.	22%
8	I know more about this country and the world now	63%
9	I know more about the planet, nature and climate issues now	23%

Studying maths has helped me...		Confidence gain	A lot %	A little %
1	work out my weekly bills	85%	66%	19%
2	check my change when I go out shopping	80%	63%	17%
3	work out the savings I can make in shop sales e.g. 25% off	94%	71%	28%
4	understand my benefit payments	69%	57%	12%
5	when I have to help my children with their homework	76%	66%	10%
6	in my job	78%	62%	16%
7	when looking for work (e.g., maths tests at job interviews)	87%	64%	23%
8	know the correct time on my watch so I'm not late for appointments	85%	62%	23%
9	read bus and train timetables	76%	62%	14%
10	understand graphs and tables in newspapers and magazines	87%	67%	20%
11	study other courses (e.g., childcare, accounting etc)	80%	65%	15%
12	weigh things (e.g., food at the supermarket or when I am cooking)	89%	63%	26%
13	measure things (e.g., material for dressmaking, furniture for a room etc)	84%	64%	20%
14	Read a thermometer or understand when I read or hear about temperatures (e.g., for the weather, or cooking, or body temperature)	95%	64%	12%
15	use a computer, tablet or smartphone	79%	58%	21%

Other ways I have benefited from my maths course:		
1	It helps me get out of the house.	46%
2	It keeps my brain active.	73%
3	I have more confidence to speak out in a group.	56%
4	I feel my opinions are more important.	40%
5	I have more confidence to try new things.	65%
6	I have made new friends.	54%
7	I think other people respect me more now.	22%
8	I know more about this country and the world now	30%
9	I know more about the planet, nature and climate issues now	23%

Digital Skills

Studying an IT course has helped me...		Confidence gain	A lot %	A little %
1	to use the Internet	98%	75%	23%
2	to write and send letters and emails (e.g., to the council. etc)	97%	52%	45%
3	when I have to help my children with their homework	45%	27%	19%
4	to shop or order online	77%	42%	34%
5	to access online resources (eg; from the bank, local services or the council etc)	84%	41%	44%
6	to understand IT terminology	97%	67%	30%
7	to use Office 365 better at work/home	94%	56%	38%
8	become more confident in Word	98%	63%	36%
9	become more confident in Excel	88%	30%	58%
10	become more confident in MS Teams	98%	56%	42%
11	become more confident in Google Chrome/ Explorer	98%	66%	33%
12	to use my smart phone to access by emails	86%	50%	36%
13	to become more aware of social media	97%	55%	42%
14	search for better deals when shopping	78%	41%	38%
15	when I go shopping	73%	36%	38%

Other ways I have benefited from my IT course		64 respondents
1	It helps me get out of the house	39%
2	It keeps my brain active	77%
3	I have more confidence to speak out in a group	52%
4	I have more confidence to try new things	64%
5	I feel more confident in using my Laptop/Mobile	86%
6	I have more confidence to have a go at something new on my PC	75%
7	I feel safer online	63%
8	I have made new friends	52%
9	I feel my opinions are more important	25%
10	I think other people respect me more now	20%
11	I know more about this country and the world now	17%
12	I know more about the planet, nature and climate issues now	16%

Supported Learning – Wellbeing Gains

Supported Learning	32 respondents
1. It helps me get out of the house.	97%
2. It keeps my brain active	94%
3. I have more confidence to speak out in a group.	84%
4. I feel my opinions are more important.	84%
5. I have more confidence to try new things.	84%
6. I have made new friends.	75%
7. I think other people respect me more now.	72%
8. It has helped my health.	81%

Health & Wellbeing – Wellbeing Gains

Health & Wellbeing Courses - Yoga & FeldenKrais	66 respondents
1. My physical health has improved.	79%
2. I have more energy.	68%
3. I feel more relaxed.	91%
4. I sleep better.	55%
5. I can think more clearly.	59%
6. I feel happier or more light-hearted.	77%
7. I am calmer and I get less stressed.	77%
8. It helps me get out of the house.	59%
9. I have made new friends.	45%
10. I have more self-respect.	42%
11. I have more confidence to speak out in a group.	41%
12. I have more confidence to try new things.	56%

Community Provision – GIL & CTY

GIL (Get Into Learning) - Community Provision	27 respondents
1. My physical health has improved.	63%
2. I have more energy.	67%
3. I feel more relaxed.	89%
4. I sleep better.	44%
5. I can think more clearly.	81%
6. I feel happier or more light-hearted.	70%
7. I am calmer and I get less stressed.	81%
8. It helps me get out of the house.	85%
9. I have made new friends.	85%
10. I have more self-respect.	74%
11. I have more confidence to speak out in a group.	67%
12. I have more confidence to try new things.	85%

CTY (Employability, ESOL, IT) - Community Provision	19 respondents
1. My physical health has improved.	95%
2. I have more energy.	89%
3. I feel more relaxed.	84%
4. I sleep better.	89%
5. I can think more clearly.	79%
6. I feel happier or more light-hearted.	74%
7. I am calmer and I get less stressed.	68%
8. It helps me get out of the house.	79%
9. I have made new friends.	68%
10. I have more self-respect.	95%
11. I have more confidence to speak out in a group.	79%
12. I have more confidence to try new things.	89%

Glossary

ACL	Adult & Community Learning	RAPO	Retention, Pass, Achievement & Attendance rate
ALP	Advanced Learning Practitioner	RaRPA	Recognising and Recording Progress & Achievement
ALS	Additional Learning Support	SAR	Self-Assessment Report
AVL	Arts and Vocational Learning	SLT	Senior Leadership Team
BAME	Black and minority ethnic heritage	SOW	Schemes of Work
GIL	Community 'Get into Learning' programme	VLE	Virtual Learning Environment
CM	Curriculum Manager	WMC	Working Men's College
CPD	Continuous Professional Development		
DBS	Disclosure and Barring Service		
DL	Director of Learning		
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		
FGM	Female Genital Mutilation		
FTE	Full Time Equivalent		
GCSE	General Certificate in Secondary Education		
GLA	Greater London Authority		
H&S	Health and Safety		
IAG	Information, Advice and Guidance		
ICT	Information Communication Technology		
i-Learn	WMC's learner intranet		
IAL	Institute for Adult Learning		
ILP	Individual Learning Plan		
ILT	Information & Learning Technology		
IOE	Institute of Education		
LLS	Learning and Life Skills		
MFL	Modern Foreign Languages		
MIS	Management Information Systems		
NCS	National Careers Service		
NVQ	National Vocational Qualification		
OTLA	Observation of Teaching, Learning & Assessment		
QCF	Qualifications and Credit Framework		