

# INSPIRING LEARNING

SINCE 1854



## WM COLLEGE ACCOUNTABILITY STATEMENT 2023/24



[wmcollege.ac.uk](https://wmcollege.ac.uk)

# PURPOSE AND VISION

## OVERVIEW

WM College promotes and encourages an inclusive and stimulating ethos which values cultural diversity and social inclusion amongst all learners. The College is dedicated to widening access to education for all, providing opportunities for lifelong learning and improving employment prospects for the diverse range of London adults who may be unable to study full time and who need to fit their studies in alongside work and family commitments.

WM College aims to ensure a balance of provision that meets the needs of all learners, whether they are learners engaging with first steps foundation level provision, those who are seeking to develop and improve their skills for employment or those who are looking for personal development, good health and wellbeing, and an opportunity to engage with and enjoy learning.

The mission statement and strategic objectives have been revised and updated to ensure that they continue to be fit for purpose in a post pandemic, post-Brexit environment. These strategic objectives underpin all areas of work within WM College, as they provide the focus for continuous development and improvement of the whole service. WM College will continue to champion and respond to the needs of learners to ensure that they are all enabled to continue to access the widest possible range of learning, whatever their background or previous educational experiences.

## STRATEGIC AIMS AND OBJECTIVES

- Provide an enriching learning experience that raises aspirations, celebrates success and promotes inclusion and diversity.
- Ensure all learners are supported and inspired to meet and exceed their individual aims and objectives and progress towards long term goals.
- Enable learning that leads to employment and 'good jobs', improved physical and mental health and social and emotional well-being.
- Support learners to become 'expert learners' through teaching and learning that takes place beyond the classroom and develops their employability and digital skills.



# CONTEXT AND PLACE

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. 52% of all learners live with poverty and hardship, as identified by their postcodes. 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.

Camden has a particularly diverse population; neighbourhood profiles illustrate the local community that make up a large cohort of learners:

## Ethnicity

- 33.7% of Camden residents are from minority ethnic communities, with 18.1% of Asian heritage and over 9% Black or Black British.
- 61.8 % of Somers Town residents are from minority ethnic communities, with 32.5% of Asian heritage and 16% Black or Black British.
- In 2021 59.5% of WM College learners self-identified as white (compared to 66% in Camden as a whole and 38.2% in Somers Town), with 36% Black or Asian, the remaining 16% being Mixed, Any Other or Unknown.
- The area served by the College is linguistically diverse with Bengali, Somali, Spanish, Arabic, Portuguese and French being the main community languages.

## Employment

- 5% of adults in Camden are unemployed whilst 7% are unemployed in Somers Town.
- 47.9% of adults in Somers Town are economically inactive compared to 37.3% in Camden as a whole.
- 23.7% of adults in King's Cross and 18.9% in Camden Central claim out of work benefits compared to 9.3% in Camden as a whole.
- Small businesses (10-49 employees) make up 9% (London average 7.5%).
- Of those in work, 67% are in managerial, technical or professional occupations.
- Gross weekly pay is £771 (London average £765) showing that those who are in work are similar to the rest of London

## Education

- 17.8 % of adults in Somers Town have no qualifications compared to 11.8 % in Camden as a whole.
- 35.2% of adults in Somers Town only have qualifications up to Level 3 compared to 26.4% in the borough as a whole

## Deprivation

- 32.1 % of adults in Camden Town and Mornington Crescent and 36.4 % of adults in Somers Town are deprived in at least one dimension with 21.4% in Somers Town deprived in two Dimensions.

(Four Dimensions of deprivation = Education, Employment, Health and Housing)

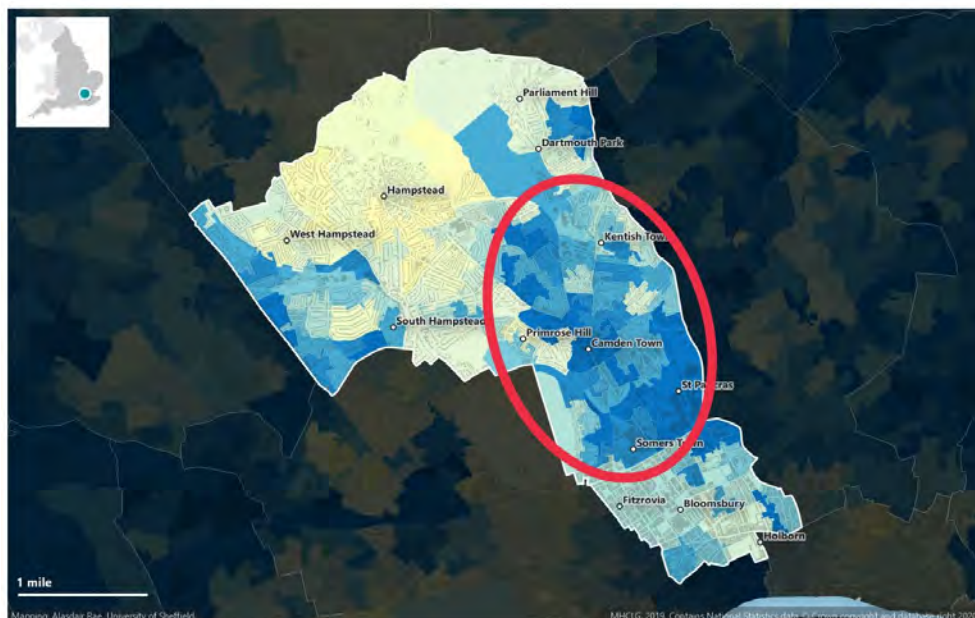




# CONTEXT AND PLACE - CONTINUED

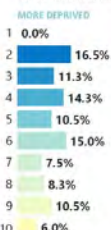
## Index of Multiple Deprivation 2019

### CAMDEN



### Local authority profile

% of LSOAs in each national deprivation decile

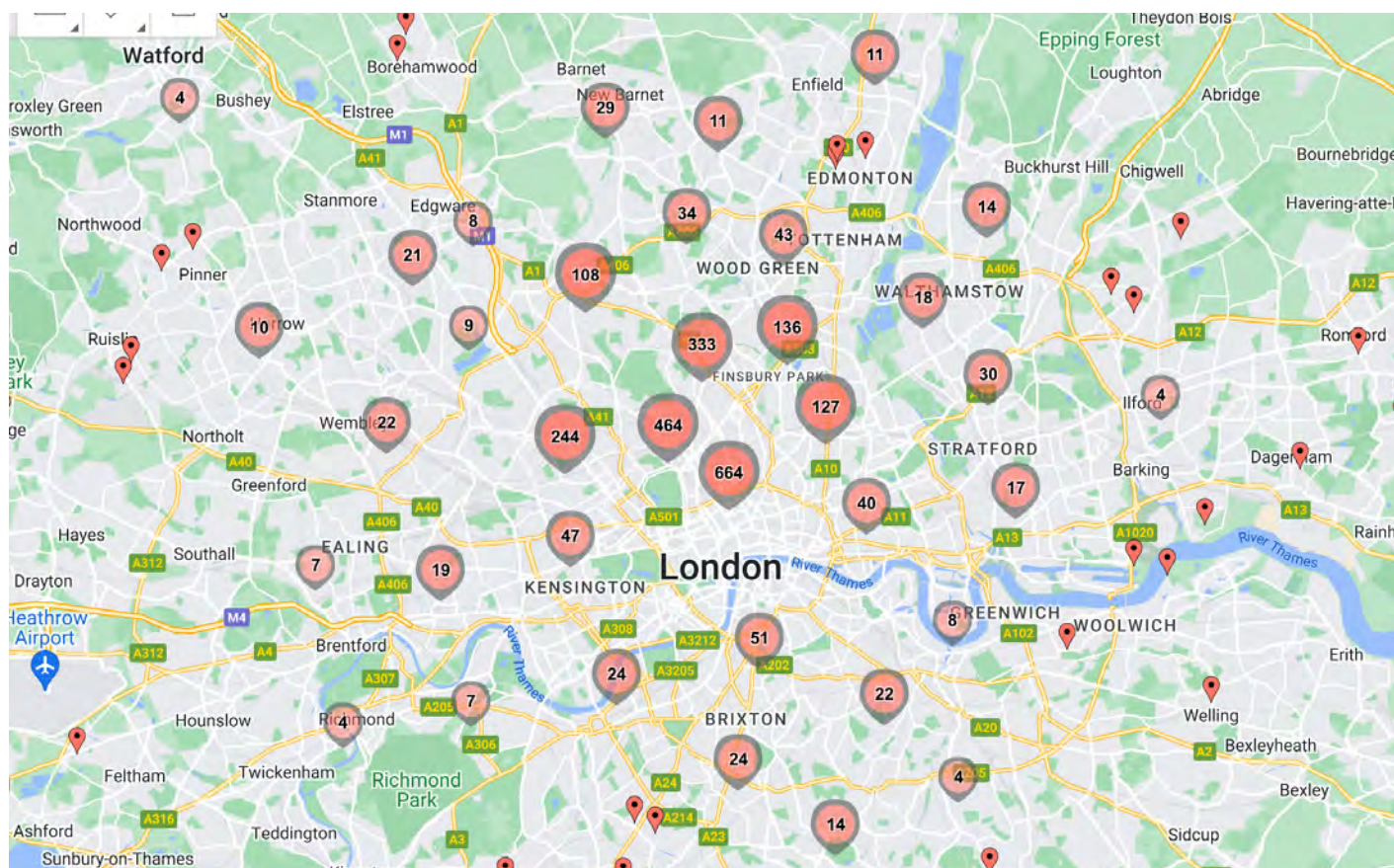


### What this map shows

This is a map of Index of Multiple Deprivation (IMD) 2019 data for **Camden**. The colours on the map indicate the deprivation decile of each Lower Layer Super Output Area (LSOA) for England as a whole, and the coloured bars above indicate the proportion of LSOAs in each national deprivation decile. The most deprived areas (decile 1) are shown in blue. It is important to keep in mind that the data relate to small areas and do not tell us how deprived, or wealthy, individual people are. LSOAs have an average population of just under 1,700 (as of 2017).



## WM COLLEGE CATCHMENT



# APPROACH TO DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT

Set out the overall approach you have taken to identifying your key priorities and target outcomes

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

The College also ensures that its priorities are aligned with government policies, strategies and funding rules. There is an increasing expectation from the GLA and DfE that adult education providers design a curriculum with a focus on meeting the needs of local employers as can be seen from the Skills for Jobs White Paper, the GLA Skills Roadmap for London, Ofsted's enhanced inspection (which requires Ofsted to inspect and make a judgement on how well a provider is meeting local needs), bid opportunities which incentivise providers to deliver courses in priority sectors, and the remit and recommendations of the London LSIP.

In planning the curriculum offer for 2023/24 proposals for each curriculum area were developed which clearly articulated the curriculum intent and how the proposed programme aligned with national, regional and local priorities.

The proposals addressed the following four questions:

- What is the main purpose of this course?
- How do we know there is a need (social or economic)?
- Are we the right provider to be offering the course?
- What do we expect learners to progress onto after this course?

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.

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



# KEY STAKEHOLDERS

In establishing key priorities, WM College consults in a variety of ways with both internal and external stakeholders.

## Internal stakeholders

- Learners' views are collected through the annual learner satisfaction survey (QDP), in end of course evaluations, or feedback to teachers and managers.
- Teachers' views are solicited when producing the annual Self-Assessment Report for each curriculum area.
- Governors help shape priorities and target outcomes as stated above.

## External stakeholders

- Employers – e.g. Camden Council commissions Award in Education teacher training courses from WM College for Council employees; Bluebird Care, a social care recruitment agency, has offered guaranteed interviews for learners on L1 and L2 social care courses, given employer talks to learners at the College and advised on curriculum delivery models for 23/24 that would best suit the training and qualification needs of their agency staff.
- Community partners (charities, primary schools, community organisations, libraries) – WM College has a number of partners with whom it delivers courses in ESOL, IT, employability, numeracy, health and wellbeing or arts and crafts. Partners are consulted on and invited to co-design the course offer and course content.
- Services and organisations that support residents towards or into work, e.g. Good Work Camden, LIFT (leading Inclusive Futures through Technology), Proud To Care North London, have attended enrichment events at the College and met with learners to discuss roles and employment opportunities in given sectors. Such organisations will play a key role in the College's employability and careers IAG strategy.
- Camden's ESOL Advisory Service (EAS) – the EAS refers learners to the College's ESOL provision. Another function of the EAS is that if a cohort of residents or a community organisation or employer requests a bespoke ESOL course, the EAS will disseminate the request to all the local ESOL providers and invite proposals for delivery.

# KEY STAKEHOLDERS

## ENGAGEMENT WITH OTHER PROVIDERS IN THE AREA

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

Outreach and access officers from Birkbeck and London Met have provided careers advice for learners on Art Foundation, Early Years or AAT courses who are interested in progressing to Higher Education, and the partnerships with these HE providers plays a key role in the development of WM College's employability and careers IAG strategy.

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



# CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p><b>1. Support the basic skills needs of local residents with a large and flexible programme of ESOL, English, maths and basic IT courses from complete beginner to advanced (including English and maths GCSE).</b></p>	<p><b>Skills Roadmap for London p21/22</b>  <i>'Equipping Londoners with essential skills makes it possible for people from all backgrounds to contribute positively to society, connect with others who are different to themselves, improve their economic prospects, and be more informed and active citizens. While there is a move to deliver more higher-level skills provision, this should not come at the expense of learning essential skills. With many Londoners still requiring basic skills, the AEB must continue to have a focus on delivering provision at level 2 and below.'</i></p> <p><b>The Evidence Base for London's Local Skills Strategy p70</b>  <i>'Despite strengths in higher level qualifications, there are still large parts of the capital's population with lower skills levels, with particular challenges in basic literacy and numeracy.</i></p> <p><i>There is also a relatively high proportion of adult Londoners with lower proficiency in 'basic skills' compared to adults in England as whole.</i></p> <ul style="list-style-type: none"> <li>• <i>Basic skills proficiency makes a strong contribution to variation in earnings and other aspects of well-being.</i></li> <li>• <i>Of nine English regions, London ranks only fifth for literacy and seventh for numeracy. This is only partly explained by the fact that London is home to many people who do not have English as a first language.'</i></li> </ul> <p><b>Lloyds Consumer Digital Index 2022</b>  <i>'c.10.2 million (20%) lack the digital foundations - c.5.0 million (10%) cannot use an app and c.4.5 million (8%) cannot turn on a device and enter login information by themselves. Overall, c.5.3 million (10%) of the UK, lack both the digital basics and the essential digital skills for everyday life.'</i></p>



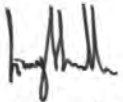



<p><b>2. Increase the curriculum offer at Level 3 and develop the pipeline of L2 provision that will enable progression onto L3, with a particular focus on courses in the priority sectors of digital and creative media.</b></p> <p><b>Digital</b> To increase our offer of courses above entry level, providing learners with progression pathways onto accredited provision at Levels 1, 2 and 3.</p> <p><b>Creative Industries</b> Offer digital Media courses at Level 1 and Level 2 to equip learners with knowledge of industry standard software and develop the skills they need to progress onto higher level qualifications, either within the college or into other providers.</p>	<p><b>London LSIP</b> Creative industries is identified as a priority area and digital as a priority cross-cutting theme.</p> <p>CLF's LSIP findings cite skills shortages in creative media in backstage roles including audio-visual and production staff. For all skills training the LSIP recommendations and findings are:</p> <p><i>'Continue to introduce a more modular, flexible approach to the delivery of existing training'</i></p> <p><i>'... London was perceived as having a distinct lack of provision of IT education below Level 2.'</i></p> <p><i>'...critical cross-cutting digital recruitment gaps were highlighted across a number of sectors'</i></p> <p><i>'all sectors, both basic and advanced digital skills will be highly sought after in the short-to medium-term (2-5 years).'</i></p>
<p><b>3. Offer courses that focus on learning for personal development and wellbeing, and enable learners to develop confidence, find fulfilment and build relationships within an inclusive learning community.</b></p>	<p><b>AEB Funding Rules</b> <i>'The purpose of community learning is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:</i></p> <ul style="list-style-type: none"> <li><i>• progress towards formal learning or employment and/or</i></li> <li><i>• improve their health and well-being, including mental health and/or</i></li> <li><i>• develop stronger communities'</i></li> </ul> <p>These overarching purposes have been broken down into the seven core purposes listed below. From 2023/24 Community Learning provision needs to align to one of these:</p> <ul style="list-style-type: none"> <li>• Engaging and/or building confidence</li> <li>• Preparation for further learning</li> <li>• Preparation for employment</li> <li>• Improving essential skills (English, including English for Speakers of Other Languages, maths and digital provision)</li> <li>• Equipping parents/carers to support children's learning</li> <li>• Health and well-being</li> <li>• Developing stronger communities</li> </ul>

<p><b>4. Deliver innovative numeracy provision as part of the Multiply initiative, engaging new learners onto numeracy provision below L2 with a particular focus on supporting learners to overcome maths anxiety.</b></p>	<p><b>Skills Roadmap for London p21/22</b></p> <p><i>'City Hall will also ensure that new funding to deliver Multiply in London adds value to existing numeracy support funded by the AEB and targets those who might face barriers to accessing existing provision.'</i></p>
<p><b>5. Further develop the employability strategy which builds strong links with local employers, ensures employability is effectively embedded into skills-based courses, and strengthens the wraparound support for learners to help them gain work experience or get into work.</b></p>	<p><b>London LSIP</b></p> <p>One of the goals is to <i>'build stronger relationships between educators and employers so that information can be shared in both directions and acted on better.'</i></p> <p>Lack of transferable skills is identified as one of the four cross-cutting themes which is a priority skills need. It makes the following recommendation - <i>'Support the scaling up of the Skills Builder Framework* in London so that it becomes the primary route for education and business to help build transferable skills in Londoners'.</i></p>
<p><b>6. Develop more systematic tracking of learner destinations including better analysis and recording of internal progression</b></p>	<p>Effective tracking of learner destinations can help to inform decisions around curriculum design and IAG and is needed to demonstrate and measure impact of provision.</p>
<p><b>7. Increase learner numbers in Community Learning funded provision , to increase fee income from people who can afford to pay and use where possible to extend provision to those who cannot.</b></p>	<p><b>AEB Funding Rules</b></p> <p><i>'You must have in place a 'Pound Plus' policy. You must invest Pound Plus fee income/savings for the people who most need, and can least afford, community learning provision.'</i></p>
<p><b>8. Develop a sustainability action plan for achieving net zero by 2030</b></p>	<p><b>Skills Roadmap for London p33/34</b></p> <p>All City Hall-funded adult education providers will be asked to have a plan in place by 2024, setting out the actions they will take to achieve net zero-carbon by 2030.</p>

# CORPORATE STATEMENT

On behalf of the Working Men's College Corporation, it is hereby confirmed that the plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the Board at their meeting on 24th of May 2023.

Chair of Governors:  **Guy Shackle**

Principal/Chief Executive and Accounting Officer:  **Maria Rosenthal**

**Dated: 24th May 2023**

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

## **SUPPORTING DOCUMENTATION:**

London LSIP Public Consultation Document

WMC-Strategic-plan 2022-23

Skills Roadmap for London

AEB Funding Rules 2023-24

Lloyds Bank Consumer Digital Index 2022

Skills Strategy for Londoners - Evidence Base