

LONDON AI CAMPUS

Insights Report

Supported by Google

Camden STEAM





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The launch of Google's London AI Campus is a seismic moment... This area of London is unique across the world. It boasts not only a huge tech presence, but has leading universities and innovative creative industries on its doorstep. And on top of that, a pipeline of world class talent through its young people. It's one of the most exciting places in the world, and there's huge potential for success.

So I say to the young people in King's Cross and St Pancras: whatever your interest, whatever your talent, AI is the opportunity of the future - so get involved.

Take advantage of it.

Sir Keir Starmer MP,
At the Campus launch, 27th November 2024



The London AI Campus is a powerful example of Camden's schools working together and our education strategy in action, harnessing technology to ensure every young person has greater access to education, work and opportunity. By working closely with Google and Camden Council, the Campus connects our students and teachers with world-class STEAM expertise, helping young people to gain the skills, confidence and networks needed to thrive in a rapidly changing world, while supporting educators to explore how technology can enhance learning and teaching.

We're proud to see our work in Camden driving national learning through these innovative partnerships and demonstrating how a locally aligned, collaborative education system can inspire positive change.



Stephen Hall, Chief Executive Officer, Camden Learning,
November 2025



Eric and Dinara,
Students



Mikayla,
Student



Our goal has always been to ensure that young people growing up within arms reach of the Knowledge Quarter feel that the future being built on their doorstep belongs to them. We're incredibly proud of the progress being made at the London AI Campus to support that goal.

The partnership with Camden Learning has already begun to unlock profound confidence and career readiness in the young people taking part, equipping them with a deep, practical understanding of the AI-powered technologies that are set to solve some of the greatest challenges of our generation. We hope the lasting legacy of this Campus will be a King's Cross community where every student feels empowered to navigate—and shape—an AI-driven future.



Kate Alessi, VP & Managing Director for Google UK and Ireland,
November 2025

The London AI Campus is a partnership between Camden Learning, Camden Council and Google that is providing young people with the confidence to navigate an AI-driven future.

This report assesses its first year of operation and asks how we can build on the early findings of this sandbox model to support the UK's AI ambitions.

**LONDON
AI CAMPUS**
Supported by Google



Dr Jamie Frost

CEO, teacher, technologist

I'm now the CEO of DrFrostMaths, an online maths teaching platform that gets over 3 million views every day. Before going into teaching, I coded trading algorithms for an investment bank and then went back to university to get a PhD.

It's really important to enjoy your job: that's what you will be doing for a massive chunk of your life! I didn't know I would end up running a charity, but it does help to have ideas about possible trajectories for your career.

Maths can take you anywhere.
Where will it take you?

A community pilot - with nationally relevant insights

At its core, the Campus offers a two-year enrichment and mentoring programme for STEM A-level students that focuses on AI literacy and broader career skills. The Campus also provides teacher training on Artificial Intelligence for local and national educators, and operates an 'Opportunity Centre', which serves as an after-school learning space for sixth form students with AI-focused masterclasses.

Developed and delivered as part of Google's community partnership in its UK home borough of Camden, it was always understood that the Campus could also provide actionable insights that would help other UK public-private partnerships to increase AI adoption and skills. This report is the result of those insights, and we are grateful for the guidance and expertise of our Advisory Board of national experts from across business, education and skills who helped us ask the questions that would be helpful to audiences outside of Camden.

Early success has been demonstrated in the raising of both aspirations and attainment levels, and can be attributed to a number of factors.

This report details what we see as the early success factors for this Campus to support other projects aiming to boost broader AI adoption and career-readiness in the AI age: teaching in a physical place that feels different to school; a trusted delivery partner rooted in the education system; meaningful engagement from local employers; a space for educators to upskill in a peer-to-peer context; and a curriculum that goes beyond basic AI skills to reinforce the creative and critical thinking that is needed by the workforce of the future.

These factors do not belong exclusively to Camden; variations of the infrastructure that are needed - school partnerships, a local education agency, tech clusters, industry partners and convening bodies - exist all across the UK. What is needed is for them to come together with purpose.

We are excited by the conversations we have had with others across the UK, and hope that - by sharing what we have learned in the first year of operation at the London AI Campus - we can support other projects to thrive.



Arsema and Rahmo,
at the 'Build a Brain' presentation

01

Why Camden, why now?

Google's UK footprint is primarily in Camden, and our community programme has a strong focus on youth opportunity, reflecting the stark reality that - although we are part of the world-leading 'Knowledge Quarter' innovation district, this borough is also home to over 40%¹ child poverty rates - in comparison to the national rate of 28%.²

This is a theme that the local MP, and now Prime Minister, Keir Starmer, has continuously returned to, including in the general election campaign last year.

In my constituency... one of the most deprived areas in the country... the children in the schools in Somers Town can look out of their school windows across to the back of King's Cross developments and see huge corporations. There are fantastic facilities being put up for Google.... It's just that they can see it. But they can never imagine that that's where they will work. That is a few 100 yards, but they can't make that leap.

Sir Keir Starmer MP, 16 May 2024



This challenge was also recognised by the local council who set up the pioneering schools-led partnership of **Camden Learning** in 2017. One of the three ambitions set out in the borough-wide Education strategy is 'flourishing lives', with their aim to help young people to become confident, life-long learners and drive change for social good. **Camden STEAM**, a joint endeavour between Camden Council and Camden Learning, supports this by deploying the borough's diverse range of institutions

and businesses, including the 'Knowledge Quarter' innovation district, to enrich learning both in the classroom and through industry experiences, supporting skills outside of core curriculum such as public speaking, team working and leadership. There are now over 70 STEAM employers working with **Camden STEAM** and over 200 STEAM Ambassadors (employee volunteers) supporting the borough's students.

¹ We Make Camden: State of the Borough 2024, Camden Council

² Households Below Average Income: an analysis of the UK income distribution: FYE 1995 to FYE 2024, Department for Work and Pensions

Google sits on the Camden STEAM Partnership board, and has been an active partner to Camden Learning since its inception.



Largest participant of the annual **STEAM Work Experience Week**: 100 Year 12 students hosted each July, with a particular focus on those from underrepresented backgrounds.

Hundreds of primary school students hosted each year, with a visit programme focused on demonstrating the diversity of roles at Google and an interactive tour of the **Accessibility Discovery Centre** (ADC London).



Enabled London Clean Air Initiative's **CAPS project** to be developed and piloted in Camden, providing hands-on science workshops for hundreds of Year 9 & 10 students.



Camden's disparities in wealth and opportunity are unusually extreme, but - as the Prime Minister has said - what works in this borough can be a blueprint for other areas. It is in that context that we co-developed the London AI Campus pilot.



Financially supported the development of sustainability workshops delivered by the **Royal Institution** and piloted in Camden schools before being scaled nationally.

STEAM Ambassadors from Google regularly take part in school careers activities such as delivering assemblies to primary children and giving careers talks to secondary and sixth form students.



02

Campus origins

In 2023, Google's work experience lead and creative strategist, Amy Brown, explored how Camden's young people could benefit from their proximity to Google's world-leading AI work.

The original concept was to develop an AI school in the borough that would allow Camden's young people to benefit from their proximity to Google's world-leading AI R&D. Camden Learning developed the original concept further, reframing from a 'school' into a 'campus' model that would benefit students from across the borough. Google and Camden Learning then developed what would become the core principles of the proposed 'campus'.

Inclusivity

AI that will work for everyone must include everyone. The AI Campus will widen access to students from all backgrounds and encourage them to consider future careers in AI.



Academic excellence

The AI Campus will support students to access career opportunities and develop the deep foundational knowledge that will enable them to gain a place at one of the UK's top universities.



Complementarity

The AI Campus will enhance, and not compete with, the current educational offering within Camden schools, bridging the gap between school and the workplace.



Scalability

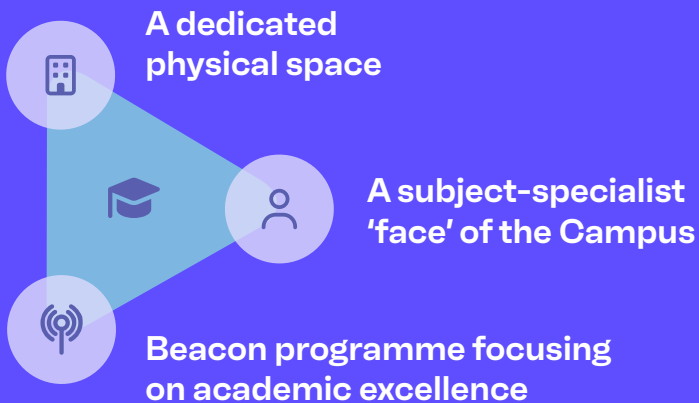
While the AI Campus is a local concept, the impact will reach much further by acting as an incubator hub to develop insights around AI and education, and through teacher training at the site.



The campus model offered a less formal environment for students to work creatively and develop interpersonal relationships with confidence.

In addition, shaping into a campus helped embrace a wider range of learning approaches, with different partners. This, coupled with a focus on interdisciplinary learning and employer engagement, would create a different student experience to a typical school offer.

As the concept became a reality, the following elements proved fundamental to the early success, and - arguably - to any future 'campus' style project:



A dedicated space/hub to host the Campus and create a hub of activity and programming.



In Camden's case, there was a dedicated building, which is council-owned and situated in Somers Town. It originally opened in the late 1990s as a 'City Learning Centre', part of the then government's education strategy and Excellence in Cities (EIC) programme, and was later absorbed into Camden Learning's wider schools programme, rechristened as the 'Camden Learning Centre'. The CLC's primary use since 2002 has been for hands-on, practical computer science teaching for Camden's primary schools.

The ability to house the Campus in a physical space that is embedded in the community has been transformative to the project, offering a focal point for training and engagement. In turn, the launch of the Campus has provided a new schedule of programming that has helped justify the Council's continuing resourcing of the building. We have seen an increase in the broader use of the Campus for teacher training and other educational sessions.

A dedicated Campus Director to be responsible for delivering on the Campus principle of 'academic excellence'.



The Campus Director is employed by Camden Learning and serves as the 'face' of the programme with students and partner organisations. The Director leads, in partnership with the Camden Learning ecosystem, on curriculum design and delivery.



While we always recognised the importance of getting the right person, reality has only served to emphasise the importance of this role - and the challenge of sourcing candidates that fulfil the breadth of the remit.

Candidates for this position were required to have:

-  Teaching qualification (school or FE) in Maths, Physics or Computer Science.
-  Strong interest in and knowledge of the latest technology developments, in particular AI.
-  Curriculum design experience, ensuring students can understand how to critically apply their subject knowledge to AI and emerging technologies.
-  Great organisational skills and the ability to juggle teaching commitments with ensuring the building is safe and well-used with minimum supervision.
-  Great people skills, building strong relationships with teachers from Camden's 10 secondary schools, in order to ensure students have the best enrichment teaching at the Campus.
-  Political sensitivity, judgement and ability to work with senior business leaders, public sector leaders and politicians with excellent communication, presentation and influencing skills to achieve outcomes.

The teacher shortage was reflected in the challenge of sourcing talent and, after consulting with the hiring team and Advisory Board members, we extended the search parameters to include candidates with proven expertise in programme and stakeholder

management, such as Operations Officers from multi-academy trusts, leaders from local councils, or education professionals who have transitioned from teaching into broader leadership roles.



Amyrah (left) and **Andrea** (right), during a campus lesson.



Beacon programme, focusing on academic excellence.



The core programme is designed to focus on turbocharging the paths of 16-18 year-olds who are interested in pursuing careers related to AI and tech: the London AI Campus's AI Connect programme.

By developing a 'beacon project', we anticipated that we could inspire the broader student body and engage local organisations to support its long term success. Arguably, the strong ownership of the Campus by the local educational ecosystem and the positive coverage has supported this thesis. However we appreciate this is an early observation, and recognise the limitations of this focus.

03

The core programme

AI Connect

The goal was to develop a programme that acted as a beacon to the wider student body. Participants were likely to be open to exploring a career 'in' AI, but their success would hopefully inspired everyone else to engage with the broader Campus.

This programme offers a two-year enrichment and mentoring programme for STEM A-level students that focuses on AI literacy and broader career skills.



The programme is scheduled around the A-level enrichment timetable: students are expected to attend weekly two-hour classroom sessions held in term time at the AI Campus, led by a dedicated Campus Director.



They also have a 1:1 mentoring session with a professional working in a STEAM Camden-based company every half term such as Google, AstraZeneca, Springer Nature and Zappi. AI Connect's first cohort (who started in October 2024) of 30 students came from across all 10 of Camden's secondary schools.



Students applying to the programme had to be taking maths and one other STEM A-level, plus gained GCSE Grade 7 or above in Maths and Science (2 GCSEs). For students eligible for free school meals, or who are looked after or previously looked after, a Grade 6 or above was required in these subjects.



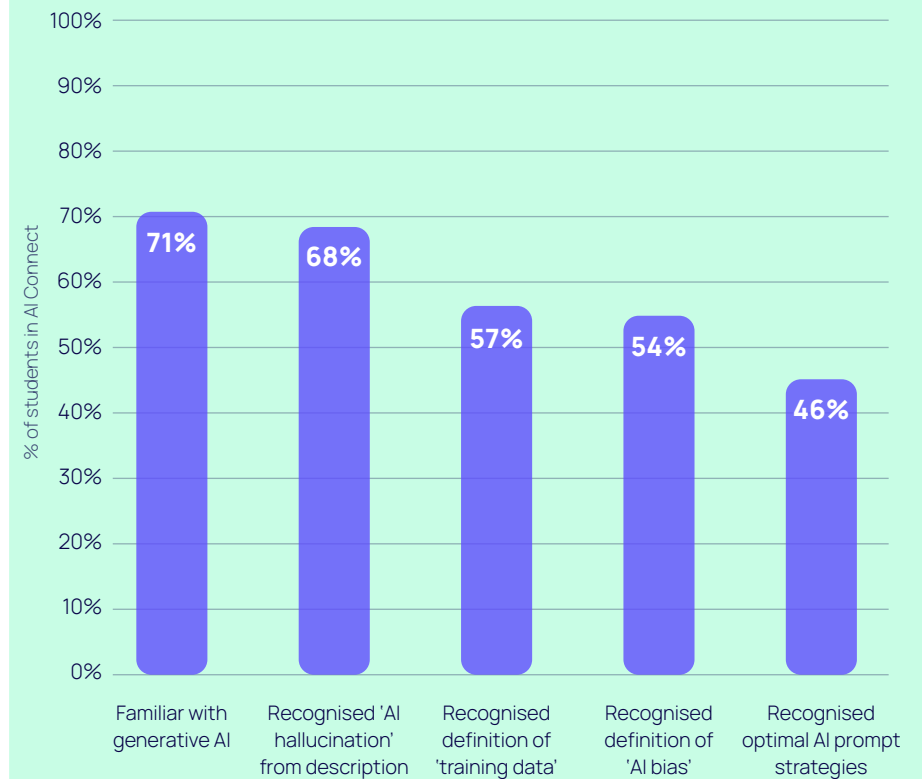
Although applications were open to all, there was a very intentional promotional push to support widening of the AI talent pipeline and this was reflected in the cohort: **40% identify as female and 56% qualify for free school meals.**

The aspiration for AI Connect is that successful students will:

- Develop foundational AI and IT literacy
- Develop foundational analytical skills and recognise patterns in information and data
- Understand diverse career pathways and opportunities in emerging AI and tech fields
- Cultivate strong social skills and teamwork abilities
- Establish effective critical thinking and conceptual thinking
- Gain self-esteem and self-efficacy in pursuing AI-related career pathways
- Gain the confidence and skills to communicate effectively, build professional relationships and navigate the workplace



Student knowledge of AI concepts (n = 28)



A baseline of AI and IT literacy of the first AI Connect cohort was established by research conducted in November 2024 by ImpactEd. From surveying students, it was apparent that whilst the group demonstrated a relatively solid foundation in AI and IT literacy, their understanding of AI fundamentals was less developed.

For instance, 71% of students surveyed had heard of generative AI, fewer students understood more technical concepts such as training data (57%), AI bias (54%) and how to optimise prompting AI (46%) - signalling an awareness of AI without understanding, or being able to apply it foundationally.

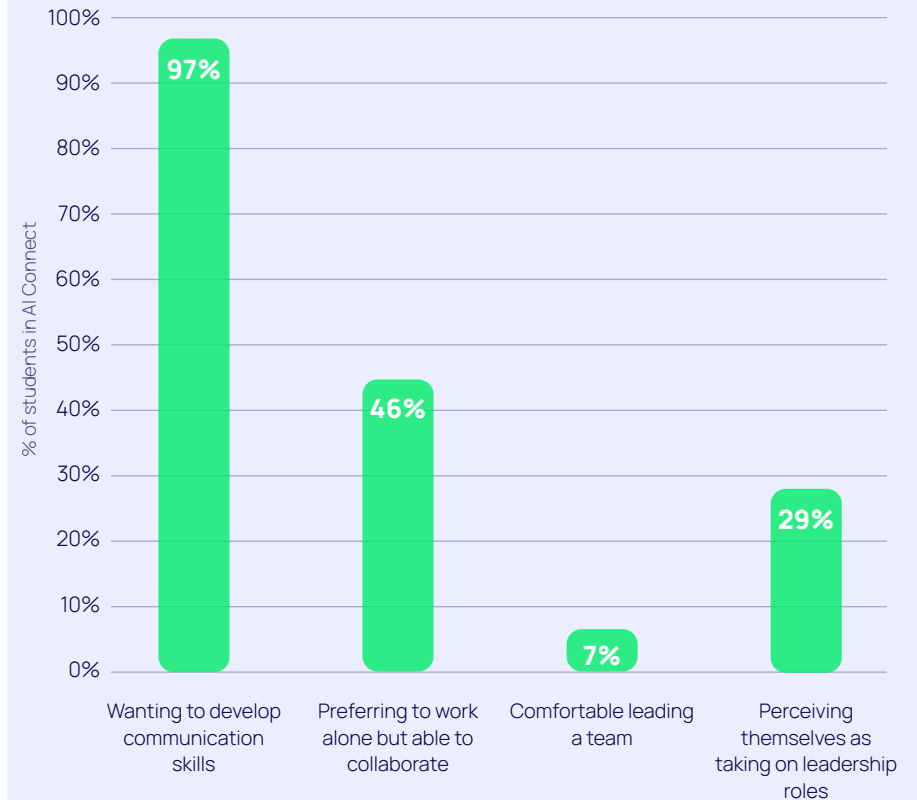
³ 28 out of 30 students were interviewed by ImpactEd.



Although the Campus curriculum had been designed to align with **UNESCO's AI competency framework for students (2024)**, the original AI literacy levels meant the curriculum for AI Connect needed to evolve from the original expectations of the Campus Director (former Secondary Education Lead at the National Centre for Computing Education).

The same research reviewed the cohort's broader career-readiness skills (sometimes referenced as 'soft skills'). Almost all students (97%) expressed a strong desire to improve their communication skills. However, far fewer saw themselves taking on leadership roles in group activities (29%), and only a very small proportion felt comfortable leading a team (7%). This gap between what students wanted to develop and how confident they felt at the time highlighted a significant opportunity for growth.

Student professional skills: baseline assessment before AI Connect Programme (n = 28)



The curriculum (*see appendix*) has now been optimised to both enhance AI studies and for career-readiness skills. Particular highlights have been topics

focusing on real-world application, such as 'AI and Sustainability' and 'Build a Brain', a partnership with UCL (*see spotlight*).

04

Spotlight



Laura and the AI Campus have taught me not to be ashamed of having confidence.

- AJ

I went to a Google [& Working Options] networking event where I met a lot of people from big companies like NBC, Universal and, Mace Construction. And these are just people I would have never had a chance to speak to in my lifetime without the help of the AI Campus team and Google.

- Student



She knows what she's doing with people our age. Some people really don't know how to talk to teenagers. So it's really refreshing, having someone who can easily speak with us and understand where they're coming from and treat us not like children, but not quite like full adults.

- Amyrah discussing Laura, Campus Director

[Participating students] just generally felt a lot more confident just working with people of different backgrounds.

- Teacher



She [Safa Abbas] comes from the same Pakistani background as me and my sister, and when she was talking about her background and how she was raised, it was just very similar to us, we felt like we could relate to her.

- Saira on her favourite Campus speaker, Safa Abbas, Machine Learning Scientist and Working Options Ambassador

Spotlight

on
student
experience

The Campus students have demonstrated strong progress in practical AI skills and key career-readiness skills such as confidence, communication, and independence.

The evidence suggests that even one afternoon a week at the AI Campus delivers impact well beyond technical skills: students report feeling supported and teacher interviews noted an increase in student confidence. Campus staff consistently observe that students are demonstrably more comfortable presenting, collaborating, and contributing in varied settings. This was evident in the students' behaviour during the July 2025'

Camden STEAM work experience week. During this programme, they worked with Camden employers, including Google, and had the opportunity to apply the skills they have developed at the Campus in real-world settings. Employers highlighted that AI Campus students stood out within the Camden-wide cohort, demonstrating confidence, leadership, and strong collaborative skills.



*Hajra,
at a group
presentation.*

They've been more willing to take on more leadership roles in the school and take on those opportunities rather than before where they were a little bit more shy about certain things, but now they are quite happy to represent at school, at talks or participating in other sorts of schemes.

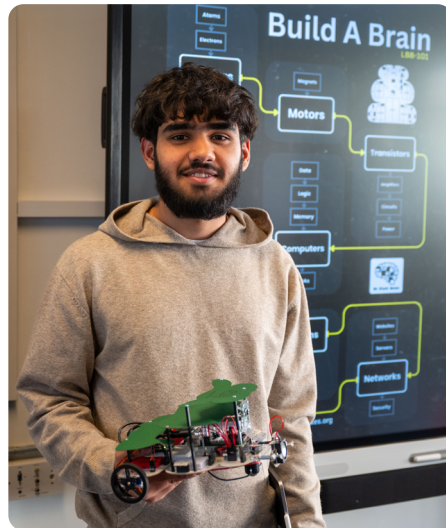
- Teacher

Spotlight

on
content
programming

The core curriculum was designed by the Campus Director to incorporate real-world applications of AI and to allow partnerships with local and national institutions. A good example of this was the partnership with 'No Black Boxes'.

Build a Brain is a 12-week hands-on course exploring how AI powers robotics, created and delivered by **No Black Boxes** team and generously supported by the Jean-François de Clermont-Tonnerre Foundation and Sainsbury Wellcome Centre. It was run as the first major project for the AI Connect students after their six-week introduction to the AI Connect programme in Term 1. For most students, this was a brand-new field.



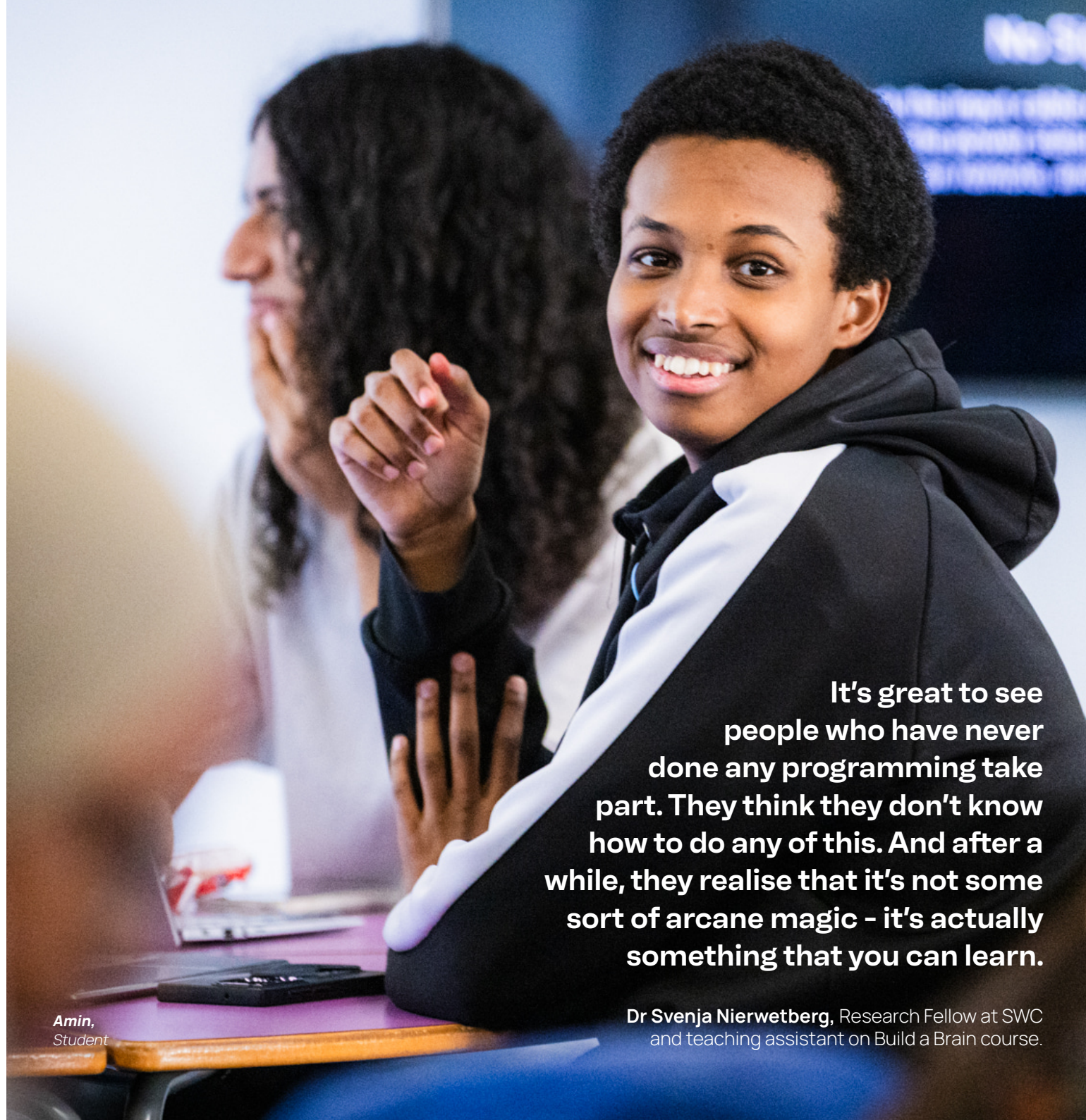
This course isn't just about building robots, it's about understanding what technology is made of. We start at the very beginning and build a real example of modern technology from scratch. Nothing is hidden. With this foundation, the students really take control, turning their own ideas into new creations.

Dr Elena Dreosti,
co-founder, No Black Boxes

The course introduced students to microcontrollers, electronics and machine learning in an applied way. The practical skills required to build and programme a robot made students' A-level studies (particularly maths and physics) much more tangible, and has led to a number of the students exploring potential careers in the field.

The programme also supported broader career-readiness skills through an end-of-project team demo and presentation to professionals, mentors and parents. This exercise demonstrated a visible improvement in many students' confidence, teamwork and communication skills – all core skills that employers value in the current marketplace.

Although No Black Boxes is primarily targeted at post-graduates, we see this particular programme as highly impactful and scalable.



Amin,
Student

It's great to see people who have never done any programming take part. They think they don't know how to do any of this. And after a while, they realise that it's not some sort of arcane magic - it's actually something that you can learn.

Dr Svenja Nierwetberg, Research Fellow at SWC and teaching assistant on Build a Brain course.

Spotlight

on
professional
mentoring

As part of the AI Connect programme, the cohort was matched with 1:1 professional mentoring. In the first year, mentors came largely from Google/Google DeepMind, with support from Camden STEAM partners Springer Nature and AstraZeneca. It is notable that the second year has seen many other locally-based organisations get involved. All mentors underwent mentor training, safeguarding training (NSPCC), and DBS checks. Students were matched with mentors based on their interests and ambitions with the aim of forming impactful relationships quickly.

For many students, it's their first connection with a professional outside family or school, and Year 1 feedback has shown the positive impact of personalised support and investment: 84% of mentors reported

the experience to be rewarding, and students have spoken fondly of having a guiding adult who is not a teacher or family member. Where mentors did not report the experience was rewarding, time constraints and the early stage of the students' journeys were given the primary reason.

So it was actually interesting to kind of have someone who's only a little bit ahead of me in their path to get a point of view.

Eric, Student

The support I received has been invaluable - a personal mentor who taught me what soft skills mean, what companies look for and even how to document progress when developing and coding, which is what I aspire to be.

**LaSWAP Sixth Form
College student**



The biggest success was watching my mentee present back at the No Black Boxes session. I was very impressed with how much they had learned and what they could achieve from the course.

- London AI Campus mentor

*Atis,
presenting for
the classroom.*

Camden Learning partnered with the employability and life skills charity **Working Options in Education** to design and deliver the mentoring programme.

In 2024, across England and Wales, Working Options' programmes that provide real-world networking opportunities, mentoring, work experience and apprenticeships engaged 73,278 young people in-person and 2.2 million+ online. For the AI Campus, Working Options co-designed and delivered an initial training workshop to all mentors, and has provided on-going support to professionals in the programme. Mentoring sessions run once per half term, usually in person at the mentor's workplace or the AI Campus. Students are encouraged to arrange logistics and set an agenda with their mentor through emails, helping them build skills on professional correspondence.

Initially, we had focused on AI specialists to be the mentors, but the main value has been building confidence in professional interactions. For the second year, the Campus team - supported by Working Options - are focused on broadening the pool of mentors and organisational backgrounds to support this goal.

Spotlight

on
teacher training

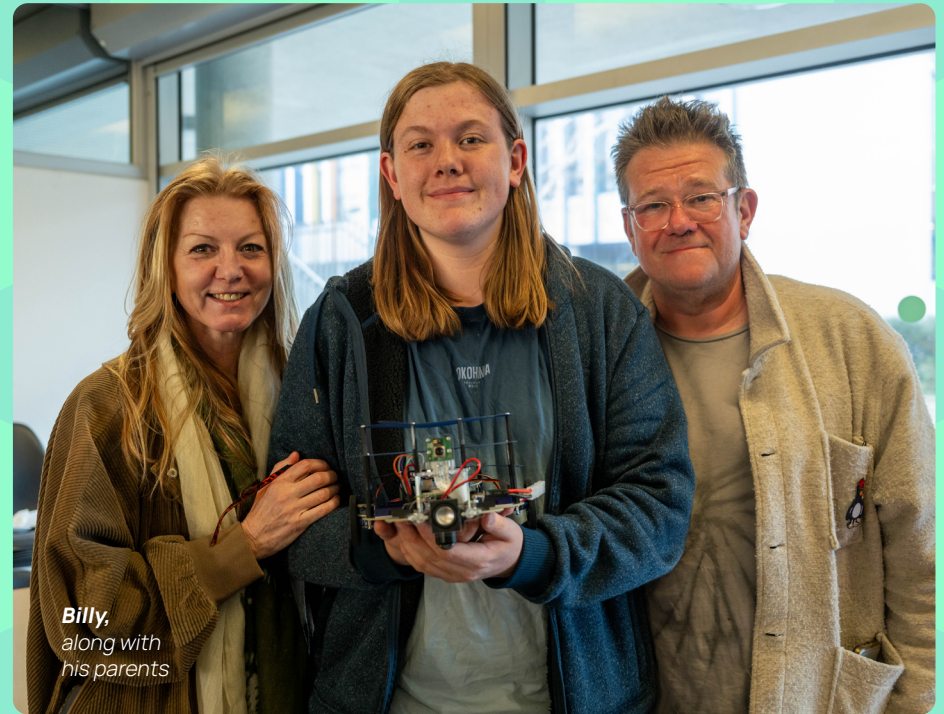
The Campus has quickly been established as a hub for teachers' continuing professional development. Over the course of the Campus' first year, strong uptake has highlighted a clear need not only for AI training, but also for a space where educators can exchange ideas, raise concerns, and build confidence outside the school day.

Anecdotal feedback from Campus training is that many teachers feel students are more advanced than them in their understanding of AI. This has led to uncertainty around when and how to use AI tools appropriately, with common concerns including safeguarding and lack of contextual nuance.

Core to the Campus' current teaching offer is an in-person version of

ExperienceAI, the award-winning teacher training programme developed by Raspberry Pi and Google DeepMind. The training covered data-driven models, bias in limited datasets, decision trees, and the ethical considerations of AI in education.

Although the programme was designed for Key Stage 3 (11-14), it attracted teachers from all Key Stages, with particular interest from primary (11 and under) and Special Educational Needs and Disabilities educators. Sixty-five teachers took part in the in-person Campus training during Year 1, delivered by Parent Zone. The expectation is that they will go on to support 15,846 young people.



*Billy,
along with
his parents*

Parent Zone has been thrilled to collaborate so closely with teachers at the AI Campus as part of our Experience AI training programme.

Our events are engaging a diverse group of practitioners nationwide, who are all leaving with increased confidence to teach AI concepts. We are successfully equipping educators to support their pupils with the skills and knowledge needed to thrive in an AI driven future.

As the school curriculum changes to ensure the teaching of AI becomes a statutory part of the national curriculum we know that the need for this training will continue to grow.

Megan Rose, Chief of Staff, Parent Zone,
November 2025

05

What's next?

Our priorities for the second year have been shaped by the early insights. This next phase will focus on increasing teacher support, establishing a charitable foundation, and broadening the student offer through the Opportunity Centre.

Increasing teacher support



In Year 2, Camden Learning's focus on teacher training will increase at the London AI Campus through the expansion of professional development offerings to cater to diverse teacher needs and the universal capacity challenges.

The second year offer to educators has already been broadened, with recent sessions including an AI in Education Department of Education pilot; Educate Ventures training on AI & Safeguarding in classrooms; and Google for Education's Google Gemini & AI Bootcamp, which provides teachers with hands-on experience using AI tools to enhance teaching, learning, and efficiency.

Work has also begun to support AI adoption in specific subject areas, with a pilot being developed in support of Camden Learning's established subject

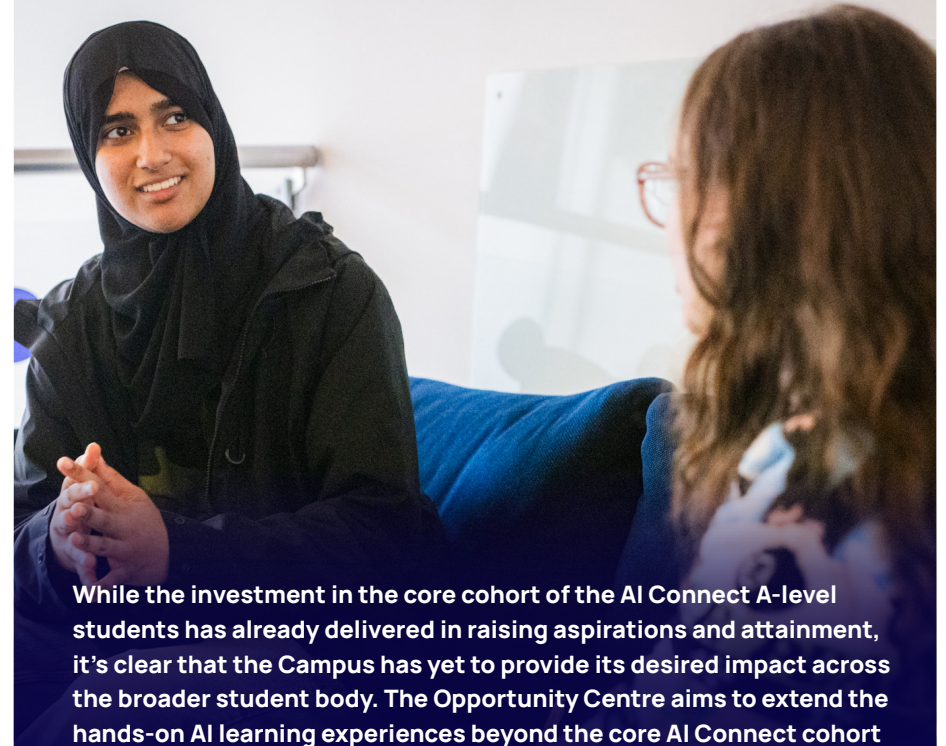
networks across primary and secondary schools, which brings together practitioners to focus on curriculum design and effective pedagogy. The pilot will explore how targeted and subject-based technical support and insight talks from local employers can further enhance teachers' use of AI applications to enrich learning experiences for students - and support capacity-building for teachers themselves. This targeted, subject-based exploration aims to demonstrate how AI can meaningfully support.

Supporting national partners: creating a charitable structure

● ● ● LONDON ● ● ● AI CAMPUS

The Campus team will also form a Charitable Incorporated Organisation (CIO) to support long-term financial sustainability and encourage broader employer involvement. We also recognise that this structure provides scope for a series of AI Campuses built in partnership with local educational ecosystems and employers, but with shared content and support networks.

Broadening the local offer: the Opportunity Centre



While the investment in the core cohort of the AI Connect A-level students has already delivered in raising aspirations and attainment, it's clear that the Campus has yet to provide its desired impact across the broader student body. The Opportunity Centre aims to extend the hands-on AI learning experiences beyond the core AI Connect cohort to secondary and sixth form students across Camden.

Local employers are increasing their engagement, notably through the launch of a series of masterclasses, convened by the Knowledge Quarter and featuring their broad membership of institutions; the Donmar Warehouse is developing presentation skills classes for teenagers

to be piloted at the Campus and then taken to other UK cities (with support from Google.org); and Google's Code Next is delivering a six-week programme for Key Stage 4 students and a 4 week programme for Key Stage 3 learners that joins forces with American students.

06

Conclusion

As the first year's cohort prepares for their A-levels and the first stage of their post-school careers, the feedback from their school teachers is that this experience is demonstrably expanding horizons with students aspiring to more ambitious post-school goals. It will be a test of the project on how we are able to maintain support for our 'alumni'.

We have just welcomed our second AI Connect cohort who will benefit not only from the key lessons that we have taken from the first year of operation on what is needed for success of this community resource in London, but also the core elements needed to replicate elsewhere. →

1. Curriculum content

now reflects the early-stage of AI literacy in UK classrooms, with the first term giving more focus to foundational principles.



2. The value of the mentoring programme

has been primarily on interaction with professionals - building confidence to correspond and to represent oneself, rather than specific AI skills, and this widens the pool of potential mentors from across neighbouring institutions.



3. A strong educational body

at the centre of the governance is vital, and needs a Camden Learning-like organisation at the nexus (potentially a role filled by local authority, an area based partnership or multi-academy trust in other areas).

Camden Learning's relationship with every state school in the borough means all local students have the opportunity to engage, either through the AI Connect programme or the broader programme of the Opportunity Centre. The educational body also ensured alignment with schools' objectives and buy-in for the pilot through leading early consultation with headteachers, computer science teachers and career education leads.



4.

A dedicated space

which feels related but separate from day-to-day schooling is working as an effective 'bridge' between education and the future of workplaces.



5.

Public-private partnership

is at the heart of this project. Although the concept was originated and financially enabled by Google, it was important to ensure that our role was cited as 'supporting', encouraging broader partnerships with industry and academia, and reflecting the leading role of Camden Learning in curriculum design and delivery. In the first year, organisations including UCL, Raspberry Pi, Zappi, Working Options, AstraZeneca and Springer Nature have provided mentors and expert speakers.



Many of these conclusions resonate with the expert guidance provided by our Advisory Board at the outset, and perhaps the greatest value of the past year has been to test the many theories of navigating the opportunity of AI in a real-world setting.

We thank them for their wise counsel.

Advisory Board

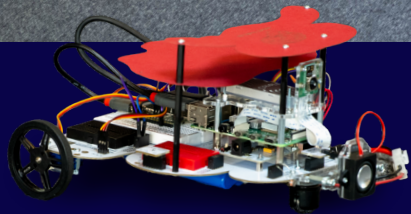
The following people generously gave their time and expertise in their personal capacity as we set up the London AI Campus.

Phoebe Garfinkel
Dr Daniel Glaser
Raj Kaur
Professor Rose Luckin
Dr Joe Marshall
Nigel Morris
Henri Murison
Emily Nott
Katie O'Donovan
Andrew Pakes MP
Marsha Quallo-Wright

We also thank **Oli de Botton** and Dr **Anna Valero** who left the board early to take up government advisory roles.

Disclaimer

Advisory Board participation does not imply endorsement of the findings, conclusions, or recommendations in this report. The views and analysis presented are solely those of the authors, and none of the individuals mentioned should be considered responsible or accountable for its content.



First cohort of students, teachers and some of their mentors at the final presentation of the Build a Brain project

07

Appendix



AI Connect curriculum

The AI Connect curriculum is interdisciplinary and has been designed to complement students' A-level choices.

The curriculum has been developed by the Camden Learning team and draws on expertise from within the Camden STEAM network. A new theme is introduced each term and each component has been designed to emphasise real-world application and align with UNESCO's AI competency framework for students (2024).

The first cohort within the two-year programme conclude in July 2026 with the Year 13 students presenting a 'capstone project' and a graduation ceremony and certificate presentations with parents, carers, teachers and industry professionals who've been involved with the programme.

The AI Connect curriculum for the initial cohort is outlined below in the next pages. →



Term 1: Introduction to AI and Enrichment Programme

6 weeks, October to December 2024

Objective

Explore core concepts of AI and the programme structure

Content focus & key activities

Introduction to AI literacy. Fundamentals of AI, collaborative teamwork, and problem-solving frameworks.

Real-world input

Involvement of Google/Google DeepMind engineers, machine learning engineers and other AI related industries.

UNESCO mapping

Aspect 1:

AI Literacy - Understand what AI is, capabilities and limitations of AI, role of data in AI.

Aspect 5:

Human and Societal Representation - Recognise diversity, equity and inclusion in AI.



Term 2: 'Build a Brain'

12 weeks, January to April 2025

Objective

Learn how AI is used in robotics from core understanding of atoms to electronics to training a robot through reinforcement learning.

Content focus & key activities

A practical introduction to AI by building an artificial brain. Students progress from understanding the mechanisms of atoms, electricity to using electronics, code and programming software to make hardware act like an intelligent robot.

Real-world input

Practical training in state-of-the-art technology. Supported by the No Black Boxes team with mentorship from PhD students working in Neuroscience and AI (Sainsbury Wellcome Centre/Gatsby).

UNESCO mapping

Aspect 2:

AI Applications and Use - Use AI to solve problems, Understand key technologies (e.g. sensors, robotics, machine learning)

Aspect 3:

Digital and Data Competency - Data collection, algorithms, model training

Aspect 5:

Human and Societal Representation - Reflect on impact of AI systems



Term 3: AI and Sustainability

5 weeks, April to May 2025

Objective

Explore AI's potential in environmental sustainability

Content focus & key activities

- Study of AI tools for climate modelling and energy efficiency.
- Development of AI projects targeting climate impact.
- Ethical discussions and final project presentations.

Real-world input

Collaboration with environmental NGOs and scientists. Panel of experts in environmental fields providing real world use cases of AI and Sustainability.

UNESCO mapping

Aspect 2:
AI Applications and Use - AI in sustainable development

Aspect 4:
Ethics of AI - Assess ethical risks, Promote transparency and fairness



Term 4: Investigate AI's impact on education and employment

7 weeks, June to July 2025

Objective

Investigate AI's impact on education and employment

Content focus & key activities

Exploration of AI's role in education and its ethical implications. AI project work during a dedicated work experience week. Reflection on work experience and exploration of AI careers.

Real-world input

- Work experience placements.
- Mentorship and career guidance from industry professionals.
- Panel of experts for Future Pathways discussion.
- University
- visit to UCL East Robotics Department.

UNESCO mapping

Aspect 1:
AI Literacy - AI in society and labour markets

Aspect 4:
Ethics of AI - Ethical concerns, Promote responsible AI use

Aspect 5:
Human and Societal Representation - Bias and discrimination in AI



Term 5: AI & Health

8 weeks, September to December 2025

Objective

Use AI and Human-Centred Design to explore global health issues aligned with UN SDGs

Content focus & key activities

Introduction to AI in healthcare and related ethical challenges. Development of AI-powered health solutions in teams. Focus on ethical design, systems thinking, and project refinement. Focus on Relational Prompt engineering, RAG techniques, systems thinking, ethical awareness in creating an AI project targeting healthcare.

Real-world input

- Mentorship from industry professionals.
- Ethical reviews by mentors.
- Case studies on AI in healthcare.

UNESCO mapping

Aspect 2:

AI Applications and Use - Apply AI in real-world health contexts

Aspect 4:

Ethics of AI - Ethical challenges, mitigation, and governance

Aspect 5:

Human and Societal Representation - Inclusive, human-centred approaches



Term 6: Capstone Project

12 weeks, January to July 2026

Objective

Integrate learning into a comprehensive project.

Content focus & key activities

- Identification and development of AI solutions for local/global issues.
- D2 Finalisation and public presentation of projects.

Real-world input

- Collaboration with local government or community organisations.
- Working with Camden Council's Digital and Technology teams on creating prototype/artefact using AI to solve a real problem affecting the local community.

UNESCO mapping

Aspect 1:

AI Literacy - Communicate about AI responsibly

Aspect 2:

AI Applications and Use - Apply AI to solve authentic problems

Aspect 3:

Digital and Data Competency - Feedback loops and system performance



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