



# New Anglia Colleges

Collectively advancing high quality further education

## Our vision





# Foreword

## Working with the New Anglia Local Enterprise Partnership

Award-winning apprentices, inspired new business ideas and exciting job opportunities leading to long-term careers. These are the stories of excellence from colleges across Norfolk and Suffolk.

From the 40,000 students, to all those who teach and mentor them, there has been great success, with so much more potential to exploit. Our ambition is to inspire Norfolk and Suffolk's future business leaders and entrepreneurs, and for them to see this as one of the best areas in the world to live and work.

The contribution our colleges make to the life of learners and the communities they serve cannot be underestimated. And today, more than ever, the invaluable relationship between further education and the workplace is fundamental to success.

Proposals from our colleges for careers education to be provided as standard to everyone from the age of 11 should be applauded and adopted. Meanwhile, the recently opened MyGo Centre in Ipswich is leading the way as the UK's first employment centre for young people looking for training, employment support and career coaching. Alongside this will be our Youth Pledge that offers all 16-24yr olds the guarantee of a job, work experience or training, for which we have the support of ministers and local MPs. And local businesses in increasing numbers are stepping up to the plate too by offering practical work experience, and integrating this into the curriculum is

a positive and most welcome proposal. Beyond school and college we also see a positive role for careers advice hubs that can offer support and develop talent and aspiration.

Local Enterprise Partnerships owe our success to a unique collaboration between education and business leaders and local authorities. In New Anglia we take considerable pride in this working particularly well. The investments we have made in colleges across Norfolk and Suffolk – and our ambition to do so much more – shows our determination to drive success.

I believe passionately in there being a place in our economy for people of all talents and abilities. Education leaders in Norfolk and Suffolk have no shortage of ambition for the thousands of youngsters and other learners who deserve to find the best possible opportunities in the exciting world of work. This vision sets out the clear direction of travel for the New Anglia Colleges.

**Mark Pendlington**  
Chairman of New Anglia LEP



# Introduction



**The 11 colleges from across Norfolk and Suffolk that make up the New Anglia Colleges Group (NACG) are major regional businesses in East Anglia.**

Our key contribution to this region is in the delivery of further and higher education that meets the needs of our population, society and industries. Our classroom-based and apprenticeship programmes are designed to prepare students for work and university and teach them what employers need them to know, so they leave both industry-ready and university-ready and ready to make an contribution to society.

Together, New Anglia Colleges educate 32,000 students and nearly 8000 apprentices per year. The net worth (i.e. the lifetime value to the region) of all qualifications awarded is a staggering £1.379 billion. We are proud to be the driving force and the engine behind the improving economic growth in the region.

The oil in our engine is the partnerships we all form with local businesses and employers to ensure our provisions are designed to best serve our regions. We are here for our communities, we are all based at the heart of our communities and we are here to serve our communities.

Our vision is important. It sets out the needs and priorities of the sector. We are working together, as we believe passionately in the ethos of 'education without borders', for this benefit of this region. We continue to offer our full support to the New Anglia Local Enterprise Partnership; together we are committed to raising educational standards and aspirations and a stronger regional economy.

We welcome your support

A handwritten signature in black ink, appearing to read 'Nikos Savvas', with a horizontal line underneath.

**Dr. Nikos Savvas**  
Principal of West Suffolk College  
Chairman of the New Anglia Colleges Group









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At their most recent Ofsted inspection, over 80% of the NACG colleges were judged good or outstanding for their overall effectiveness





# Our Principals



*Peasgood*

**Corienne Peasgood**  
Principal



*Pomfret*

**David Pomfret**  
Principal



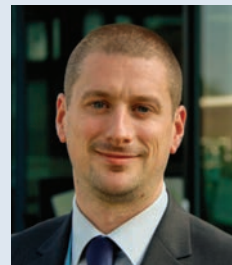
*Catherine Richards*

**Dr. Catherine Richards**  
Principal



*David Henley*

**David Henley**  
Principal



*Rimmer*

**Stuart Rimmer**  
Principal



*Pretty*

**Jo Pretty**  
Principal



*Yolanda Botham*

**Yolanda Botham**  
Principal



*Grieve*

**Kevin Grieve**  
Principal



*Viv Gillespie*

**Viv Gillespie**  
Principal



*Whittaker*

**Alan Whittaker**  
Principal



*Savvas*

**Dr. Nikos Savvas**  
Principal











# New Anglia Colleges

## Delivering our vision

# Our asks for the future

## 1. Supporting student choice

### Careers education and advice

**Our Government should introduce systematic careers education for 11 to 18-year-olds and facilitate a careers hub between schools, colleges and universities in each area, led by the local enterprise partnership.**

We have expressed our concern about recent policy decisions, particularly placing a duty on schools to secure careers advice for their pupils, but with no funding attached. We welcome the fact, however, that Ofsted will soon be inspecting schools in relation to curriculum and personal development, within which we assume the provision of careers advice will be included.

The Government needs to work with schools and colleges to reintroduce systematic careers education into the curriculum which should, in effect, become an entitlement for every child and young person. This education should include understanding different types of businesses, how stereotyping affects career decisions, the qualities needed to enhance employability and looking methodically at the choices available and what is required for particular jobs<sup>1</sup>.

This systematic provision should be complemented by visits from local businesses, colleges and work experience placements. Such careers education will be particularly important for young people with learning difficulties and/or disabilities.

Every year our colleges educate and train over 21,000 people, 60% of these at level 3





## Education accounts for students aged over 19

**All adult students, whether studying at university or college, should have equivalent access to grants and loans via new education accounts. The Government, the student and their employer should contribute to this account. This would facilitate genuine learning throughout life and bring greater equity between further and higher education students.**

Currently, adult students in FE aged between 19 and 24 have very few options to support themselves financially through their learning. Meanwhile, university students are able to access grants as well as loans. Other than apprenticeships, the funding given to adult skills training has declined by 35% since 2009-10<sup>3</sup>. University funding has been maintained and enhanced through the introduction of student loans to cover increasing fees.

It is essential that adults have access to the courses and qualifications they need to retrain or progress in their careers in order to be economically productive. A thriving economy, and the nature of England's workforce, needs people to remain in work later in life. The education and training support system, however has not caught up with these requirements and heavily subsidises university students aged between 18 and 21. All adult FE students should have the same access to student support as university students. This would, particularly help those on low incomes and/or benefits.

Over 10,000 adults study at our colleges  
each year







## Affordable and accessible student transport

**Transport legislation has not caught up with the fact that everyone is now required to participate in education and training until their 18th birthday. The transport rights for 16 to 18-year-olds in education should mirror those which apply to school children so that all young people can choose the courses which best enable them to achieve their potential.**

Colleges spend huge amounts of money on transport for their students every year – both from their bursary and core budgets. This money should be directed to teaching and learning. However without transport provision, many students would not be able to get to college in the first place. Meanwhile, local authorities have cut the funding they give to local bus services, particularly since 2010. The Campaign for Better Transport estimates that 2014 is set to be the worst year yet for cuts to bus services<sup>4</sup>. Almost £20 million has been earmarked for cuts from local authority bus funding with potentially more on the horizon.

We believe students should be able to access the best course for them and should not be forced to choose a course as a result of transport restrictions. Taking a course which interests and engages a young person is obviously the best way to keep them in education and maximise their chances of securing sustainable employment, or a place in higher education.

The Government needs to update the transport rules to ensure local authorities undertake a full assessment of the travel needs of 16 to 18-year-olds within their area and ensure they can access college.

Education and training success rates across our colleges are 82%

## 2. Sustaining economic recovery through education and training

### **Creating a higher technical and professional education system fit for the 21st century**

**The higher education system should be reformed to ensure it can respond quickly in training the engineers, technicians and professionals of the future. Further education colleges should be given the power to award higher technical and professional certificates, in partnership with employers.**

The OECD recently reported that England's post-secondary vocational education provision is small compared to other countries at just 10%<sup>5</sup>.

A rebalance towards technical and professional education is vital in ensuring the sustainable growth of the economy. In the past 50 years, there has been a continuous gravitational pull towards academic education and this has accelerated since the conversion of polytechnics to universities in 1993. It is time we redressed the balance. At a time of skills shortages, we know that technical and professional education should be a route that is open to all and not just those presumed to be lacking the capability to go to university.

FE colleges are perfectly placed to take on the role of providing higher technical and professional education; they have dual professional teachers who combine their occupational and teaching expertise with access to industry standard facilities. The Commission on Adult Vocational Teaching and Learning (CAV TL) report<sup>6</sup> highlighted these characteristics as key elements of providing excellent programmes of teaching and learning. However, in addition to resources, and in order to achieve true parity with academic education, colleges need to have the autonomy to make awards that are built with employers to meet their needs as well as those of students. This would help address a crippling shortage of skilled engineers and technicians with practical skills and experience.

We call for those colleges, held in high regard by local employers and their community, and who have a solid track record in delivering higher level qualifications, to have the equivalent of degree awarding status. They could then work in conjunction with other colleges to award their own qualifications at Levels 3, 4 and 5, thereby helping people progress. This would be within the context of a new technical accreditation council<sup>7</sup>, operated as a social partnership between employers and colleges.





## Preparing young people for apprenticeships

**Develop a comprehensive pre-apprenticeship, concentrating on the needs of 16 to 24-year-olds, helping them prepare for an apprenticeship and gain the skills businesses need.**

The Coalition Government introduced traineeships for both 16 to 18-year-olds and those aged over 19. Colleges have welcomed this initiative and worked hard to recruit trainees and engage local employers, with whom the trainee has to spend some of their working week. Despite this, 80% of colleges say it is difficult to convince employers to take on a trainee and 36% say the same about apprentices<sup>8</sup>.

Meanwhile, the number of 16 to 18-year-olds becoming apprentices has declined. This is because in most sectors businesses are reticent about employing an apprentice this young, especially when there might be someone older available with more experience. In addition, research has shown that only 17% of 11 to 16-year-olds had actually heard of apprenticeships, with the rest, therefore, unlikely to pursue it as an option<sup>9</sup>.

To address this increasing concern, traineeships should be considered pre-apprenticeship training, specifically created to prepare 16 and 17-year-olds for a full apprenticeship. This training should last two years, be set at Level 2 (GCSE equivalent) and include the soft skills so desperately needed by employers. It would, of course, include a work experience element, and build on the concept of study programmes<sup>10</sup> and the raising of the participation age in education or training to the age of 18.

Where particular sectors wish to continue to recruit 16 and 17-year-old apprentices, for example in hospitality, catering or hairdressing, they should be allowed to continue to do so.

However in other areas, such as construction, engineering and plumbing, employers have shown little willingness to recruit people aged 16 or 17. The next Government should work with those sectors to understand exactly what skills these young people lack. This proposal would provide this age group with a genuine alternative to university at the age of 18.



## Continued autonomy to respond to local needs

**FE and sixth form colleges are essential in providing education and training to local people. They have been rooted in their communities for decades, or even centuries. This knowledge enables colleges to provide the courses and qualifications which local people want. Colleges know their local market best and should be able to create their post-19 curriculum, and associated fees, accordingly.**

Colleges are not-for-profit organisations and are run in the public interest through their governing bodies, consisting of local people and employers. Colleges have demonstrated their ability to work with LEPs and respond flexibly to employers' and students' needs. This partnership should continue to develop, with LEPs, informed by colleges, having a role in advising on the skills training provided locally. Colleges need to continue to have the autonomy to respond to the specific skills needs of all their communities.







## Meeting the English and maths challenge

**To enable colleges and schools to meet the OECD challenge, the next Government should develop new English and maths qualifications which allow students, aged 16 to 19 and adults to gain the skills that businesses needs.**

Only 59% of 16-year-olds achieve a grade A\*-C in GCSE English and maths<sup>11</sup>. The previous Government launched significant reforms to GCSEs (including to English and maths) in an effort to make them more rigorous and to ensure that they are an accurate portrayal of ability. These new GCSEs will be taught from September 2015 and graded 1-9, with 9 being the highest. Whilst recognising the principle behind these changes, and the intent to raise standards, we believe that even fewer young people will achieve a 'good' GCSE grade in English and maths.

These young people will, however, still need to continue with English and maths after the age of 16 in order for them to understand the application of literacy and numeracy skills (both in and out of work) and to secure a good job. The vast majority will study these subjects in an FE college, often alongside a vocational qualification.

Unfortunately, many young people dislike English and maths, often because of the way it has been taught in schools and because the current GCSE seems distant from the real world outside the classroom.

We are clear that it is not in these students' best interests, especially those furthest away from achieving a current GCSE grade C to be asked to take the GCSEs again and again.

Therefore, the Government should work with businesses, large public sector employers such as the NHS and local councils, and colleges to develop new English and maths qualifications, which are rigorous and related to the world of work. These qualifications might also be appropriate to 'adult returners', i.e. those people who left school perhaps many years ago but want to improve their English and maths for personal or career reasons.





Apprenticeship success rates in NACG are 74.5% (above the national average)





# 3. Creating a fair and effective education system

## Funding which matches student need

There should be no further funding cuts to the education of 16 to 18-year-olds and they should be brought within the Government's protective ringfence. The Government needs to conduct a once in a generation review of how money is spent at each stage of compulsory education to ensure the budget is used most effectively. The results of this review should be implemented by the end of the next Parliament in 2020 at the latest.

The Net Present Value of all 16 – 18 achievements in 2013/14 was over £620m, 12% higher than the previous year



## Spending scarce resources sensibly

**New schools should only be approved where there is genuine local demand because of poor quality provision and/or rising pupil numbers.**

Recent Governments placed great emphasis on creating new schools or allowing existing schools to open a sixth form to enhance choice and competition between institutions. Too often this happened with little reference to local supply or demand which resulted in the replication of courses and qualifications. This was a waste of resource and we welcome the announcement in October 2014 that only schools graded good or outstanding should be able to open new sixth forms. But they should not stop there.

The Government should maintain the higher quality thresholds for new sixth forms, and review any existing sixth forms that are not viable or fail to meet an acceptable standard - in which case closure should be an option.

DfE will be under significant financial pressure in 2015 due to the rising pupil population, increasing teacher pension costs and curriculum reform. We estimate that DfE could face a black hole of some £600 million in its 2015 budget, rising to £4.6 billion by 2018-19<sup>14</sup>.

In light of the pressures to save money and raise standards, a different approach is needed for the education for 16 to 19-year-olds. The Government should only allow a new school (including studio schools and university technical colleges) to open if it will genuinely meet demand and/or cater for rising pupil numbers. Government should always insist on public consultation when new or expanded schools are proposed. Any school or sixth form should be required to demonstrate, in advance, how it will provide value for money. The nation can no longer afford new 'boutique' schools<sup>15</sup>.

The Government should tip the balance more towards collaboration, rather than encouraging competition. Central and local government should encourage such relationships by allowing flexibility and providing schools and colleges with the tools to do this rather than seeking to control and direct their actions in detail.















# Our colleges







# City College Norwich

“We firmly believe, through working in partnership with other regional providers of education and training, that collectively our standards increase, our understanding of our students’ needs grows and our ability to develop and deliver the right courses to the right people in the right places is enhanced.”

**Corrienne Peasgood, Principal**



## Megan Rix

Hairdressing Apprentice Megan Rix, who works for Redz Hair Stylists in Beccles, was named City College Norwich’s Apprentice of the Year 2014. Megan first started working for Redz aged 14, whilst still at school. She has excelled in her work and apprenticeship whilst at the same time becoming a parent. Megan recently completed her level 2 hairdressing apprenticeship and progressed on to level 3 as she continues to develop her skills and experience.

Jo Mitchell, salon owner, Redz Hair Stylists, said: “We have had lots of apprentices, but no one quite like Megan.”

## Munim Sikder

Sports Science student Munim Sikder 19, seized the opportunities and support available to City College Norwich’s students to develop their business ideas. With the support of his business mentor, Simon Linstead from Nurture Financial Planning, Munim launched The Nest Dessert and Shisha Lounge, which alongside its business objectives aims to promote social cohesion and build cultural understanding.

His impressive business plan earned him the backing of the Unltd social enterprise fund and he also won an award from Nurture Financial Planning.







## The College of West Anglia

“CWA has an extensive history of collaboration both in and out of the education sector, as we strongly believe successful partnerships are essential to improving economic and social wellbeing in the area. We are proud to be part of New Anglia Colleges and support this vision, which can greatly improve the future for people in our region.”



**The College**  
of West Anglia

**David Pomfret, Principal**

### Wayne Griffiths

Wayne previously worked as a self-employed PC technician but wanted to follow his dream of becoming a PE teacher. He chose to study a sports science course, as it enabled him to progress to university. He is now studying a degree in physical education.

“I decided to return to education at 31 years old as I knew if I didn’t follow my dream of becoming a PE teacher now I never would! Studying at college will help you to grow and the tutors will always have time to help and support you. As well as the great facilities, you meet interesting people with amazing experiences to share.”



### Chloe Webb

Chloe was an A-level student at CWA before studying the BA (Hons) Psychosocial degree. She has also undertaken a short teacher training course which means she has gone from being an A-level student, to graduate, to gaining a teaching qualification on her ‘one stop shop’ journey.

Her teaching team said: “We would like to congratulate Chloe on achieving a first class honours degree. This is due to her hard work and is richly deserved. It has been a pleasure and an honour to teach her and we would like to offer her every success in the future.”







## East Norfolk Sixth Form College

“We are committed to this vision and to serving our local and regional community by responding and adapting to the needs of our learners and of our employers. East Norfolk Sixth Form College students are contributing to a skilled workforce and we are excited to be part of this college collaboration within the Local Enterprise Partnership.”

**Dr. Catherine Richards, Principal**



### Gabi King

“When I was at EN, I always knew that I would go into engineering, but I wasn’t sure of the path I would take. As well as university, I applied for various apprenticeships via the National Apprenticeships website.

“Following application, I completed and passed an online aptitude test for basic maths and English skills and was invited to London for an interview. I am proud to say that out of 1,100 applicants from the UK, I was one of the six chosen to travel to Berlin to join another 24 apprentices from across Europe. Studying at EN enabled me to grow into a confident person.”

### Sophie Lewis

“I completed A-levels at EN, enabling me to study physics at Imperial College London, where I gained a 1st class Masters Degree. I spent the next nine months as a mergers and acquisitions analyst at Credit Suisse in Canary Wharf, London.

“I moved back from London at the end of 2011 and am currently working as a business analyst for Seajacks UK Limited in Great Yarmouth. EN offered exceptional support, which was essential during the university applications stage. The considerate staff helped me make an educated and informed choice about my future.”







## Easton & Otley College

Easton&OtleyCollege

“We are fully behind this vision. Working closely with employers, we provide training programmes for people of all ages - filling job vacancies in industries with skills shortfalls – in our case with the focus on the landbased industries. With the backing of Westminster, we can continue to help create a better tomorrow.”

**David Henley, Principal**

### Katie Piper

Katie studied animal management at college, with the aim of going to university to study to become a veterinary nurse.

“I had a great time at Easton & Otley - A-levels aren't for everyone and college life should be considered more seriously by everyone. It gave me industry-specific knowledge that has helped me, now I am studying a degree at the Royal Veterinary School.

“My time at college was outstanding, not only did I make a lot of friends, but I have been able to fulfill all of my ambitions.”



### Tom Parkhurst

Tom studied a retail management apprenticeship, to achieve his target of running a pub by the age of 20. At 19, he became one of the youngest landlords in the UK and has employed over 20 of his own apprentices in the past seven years.

“Easton & Otley had a great reputation for apprenticeships, and the tutors were very helpful and supportive. The course gave me an excellent grounding in business. I am heading towards a decade in charge of a place that I am proud to work in every day; the college was essential to my career development and getting me to where I wanted to go.”







# Great Yarmouth College

“We are focused on creating a higher technical and professional education system fit for the 21st Century. By training young people to deliver the skills, knowledge and behaviours required by local businesses, we provide clear progression for our students and enable industry to further develop and grow employment opportunities in our region.”

**Stuart Rimmer, Principal**



## Aaron Bartlett

Aaron completed a level 3 diploma in mechanical engineering in 2012 and started a full-time job as a quality engineer with Armultra straight away.

He secured the job with the help of staff member, Gary Jefferson, who matched him to the vacancy and had worked part-time with the company in his last term at college.

“I was expecting to do an apprenticeship, until Gary told me about the job at Armultra that he thought would suit me.”

Aaron has ambitions to be a project manager.

## Beth Smith

Beth studied a diploma in art, design and photography and a foundation degree in fashion and textiles at GYC. She is now completing a top-up year at Manchester University, hoping to go on to a career in fashion.

“My school really wanted me to stay in its sixth form but I hate exams; studying the diploma at college allowed me to be assessed throughout. The course gave me a good grounding for my foundation degree, allowing me to explore different techniques and photography. I have always been interested in fashion and liked textiles and really enjoyed the course.”







# Lowestoft College



“We are committed to providing excellent education and training, aimed at inspiring students and preparing them with the technical and employability skills needed to enter new and exciting employment opportunities in this region. As part of New Anglia Colleges, we look forward to working together to raise aspirations and build our economy for the future.”

**Jo Pretty, Principal**

## Jessica Jackson

Whilst at Lowestoft College, Jessica was named as the ‘Beauty Therapies Student of the Year’ 2014 and also won the national finals of the annual SEBTA Student of the Year competition.

Jessica worked in administration and attended university before deciding that working in the beauty industry was the career for her. During her time at college she always had a highly professional attitude and was regularly on hand to offer support to others.

She now works at The Retreat beauty salon in Southwold.



## Vitorino long

Whilst on the level 3 Public Services extended diploma at Lowestoft College, Vitorino long won the ‘Success Through Determination Award’ at the college’s annual Celebration of Achievement Awards and was also named as the ‘Lowestoft Journal Student Achiever of the Year’.

Vitorino moved to the UK for education and career opportunities after working as an interpreter in Macau. His tutors saw how much he achieved through determination, commitment and hard work. Vitorino became a Special Officer with Suffolk Constabulary after successfully completing the training.





## Lowestoft Sixth Form College

“Our report is a powerful, timely analysis of what a modern FE system needs to ensure we secure the best future for every student. Collectively, as New Anglia Colleges we are stronger, louder and better able to champion the needs of our communities – vitally important in economically challenging times.”

**Yolanda Botham, Principal**



### Karl Casteleiro

Karl recently won the award for technology at our student awards evening due to his outstanding achievement in his BTEC IT diploma, but also due to the way that he achieved it. He was committed to completing each and every piece of coursework to the highest possible standard, which led to him achieving a Distinction in every unit. Karl also found time along the way to support and help others. He frequently shared his knowledge and expertise with others and was always ready to spend time helping fellow students to develop both their theoretical knowledge and their practical skills. He was a pleasure to teach and got the grades he fully deserved.

### Daniella Harrison

During her A-level studies Daniella was selected as one of only 175 participants out of over 2,000 eligible applicants for the Sutton Trust US Programme. She spent a week studying at Yale University and also visited Harvard and MIT. Daniella will be supported through the programme to apply to a US university.

The organisers said: “We were highly impressed by Daniella’s suitability and commitment to the programme as demonstrated in her original application, as well as her performance in the residential. We hope you look forward to the exciting opportunities which lie ahead.”







## Paston Sixth Form College



“We understand the journey students make from school to college and then on to university or employment. The culture and ethos reflect this and the atmosphere is vibrant and engaging. Students receive outstanding academic and tutorial support and are valued as individuals enabling them to achieve their long term career goals.”

**Kevin Grieve, Principal**

### Elliott Simpson

Elliott studied A-levels at Paston before gaining a Professional Degree at the University of Bristol. He now works at Westover Veterinary Centre, where he is involved in evolving the exotic work at the practice.

“Paston gave me exposure to a broad array of science which was integral to the further study I undertook at university, and to the job I do now. I had a clear career choice from the very beginning and the teachers worked very hard to help me achieve my goals.”



### Victoria Banham

Victoria studied media production at Paston, before achieving a degree in film and TV production at the University of Cumbria. She has since worked on a variety of TV and film projects, including “Star Wars: Episode 7,” for which she was a location assistant.

“I always said at Paston that I would love to be David Attenborough’s camera woman and that would be the dream! As much as that is still true, never did I realise I would be working on one of the biggest, most highly anticipated movies of the last few decades!”





## Suffolk New College

“We are passionate about the success of all of our students and working in partnership can only benefit everyone in this region. As a network of colleges we represent our respective communities, making them a focus for education & skills to support economic growth. We are proud of the wide range of destinations & careers that our students go onto achieve.”

**Viv Gillespie, Principal**



### Charlie Thackery

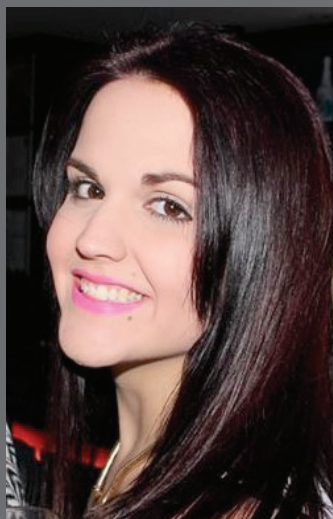
“I chose Suffolk New College because I knew the college was really good. The tutors were always supportive. They catered for a mix of learning styles which meant that everyone was able to learn and get good results.”

“Having passed all my exams with merits and distinctions, I am now working in the industry as an apprentice with EDF Energy. This involves two years at their state-of-the-art facility in Portsmouth, returning to complete my training on-site at Sizewell B Power Station, hopefully culminating in a very promising career.”

### Katie King

“When I left school I worked as an administrator, although I’d always liked the idea of Children’s Nursing, but without A-levels I didn’t think it was an option. Determined to make a change, I contacted the college and found out that a level 3 diploma was an alternative route to my dream.”

“I’m now studying a four year MSc in child nursing at Nottingham. I was thrilled to be accepted, as it’s the only university in the country offering the course. There are seventeen spaces available with nine applicants for each place! Suffolk New College really helped me on the way to achieving my ambition.”







## Suffolk One

# one

“We are thrilled to be part of New Anglia Colleges in our efforts to increase the effectiveness of further education. Collaborative working and innovation through joint action will continue to expand educational opportunities aligned to the needs of our students to develop the professional skills they need to successfully launch into their next steps.”

**Alan Whittaker, Principal**

### Tyler Walsh

After studying his A-levels at Suffolk One, Tyler went on to achieve an apprenticeship at Willis Ltd.

“I believe the help and support I received from my teachers and personal progress tutor to obtain work experience and build my CV gave me a great foundation.

“My experience at One was challenging, but enjoyable, as I was responsible for organising and completing my work on time, which has helped me a lot in the transition from education to a working environment.”

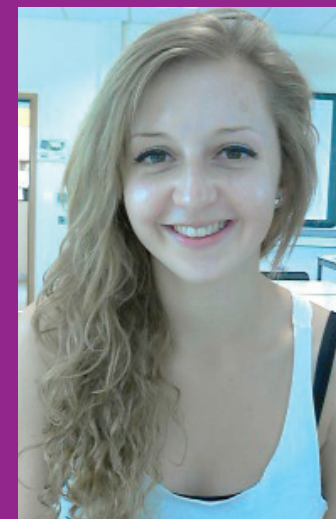


### Kayleigh Skene

After studying at Suffolk One, Kayleigh went on to achieve a place at University of Cambridge to read psychology and behavioural science.

“The array of courses and advice received from teaching staff was the reason I chose One; they helped me put a plan in place to achieve my goals.

“The ethos helped me achieve new skills and grow in confidence both personally and academically, it has also given me opportunities to take on additional activities like the extended project which is the equivalent to an AS level.”





# West Suffolk College

"I am honoured to be working alongside 10 other colleges from this region. As everyone knows the power of many working together is unstoppable. Our vision sets out our ambitions and commitment to our learners and our communities. Together we will continue to inspire, educate and innovate to provide the skilled workforces of the future."

**Dr. Nikos Savvas, Principal**



## Dan Swain

"I chose to do an apprenticeship to enable me to continue studying, whilst gaining excellent work experience. I don't believe engineering can be learnt purely in the classroom and as I didn't have much exposure to engineering as I grew up, I wanted to do an apprenticeship to acquire some practical knowledge alongside the theoretical. Thanks to Delphi Diesel, I'm gaining a degree and getting hands on experience in a leading company."

Dan was awarded the National Apprenticeship Service Advanced Apprentice of the Year, Central and Eastern Region of the UK 2014.

## Kerry Paskell

"I had hoped to be a teacher and thought that doing A-levels at sixth form was my only option. I quickly realised A-levels weren't for me and contacted West Suffolk College. I now study a diploma in Children's Care Learning Development."

"I hope to become a speech therapist, which is something I would never have dreamed about. The course has opened my eyes to a wide possibility of jobs. I get to spend two days a week on placement which allows me to see where the course links to real life. I feel supported, I know my opinion matters and I feel like I have a say in my education."





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