

EXE.

ANNUAL REVIEW 2023/24

ISSUE #06



FOUNDATIONS FOR THE FUTURE

exeter college 

OUR STUDENT CONTRIBUTORS



Hello, my name is Nellie Le Breton. I am studying Politics, English Literature and Later Modern History A Levels. I am also passionate about art, music and archaeology. I plan to study History and Politics at university.



Hi, my name is Ruby Hedden, and I am studying the Level 3 Extended Diploma in Creative Media (Journalism). I am interested in journalism as well as photography as it has been a passion of mine for years. I aim to pursue a career in journalism and plan to go to university to study the subject.



My name is Annabelle Arrowsmith, and I study A Levels in Classical Civilisation, English Literature and Psychology. I am also a student lead for the Exeter College Arts and Literary Magazine. I plan to study a joint degree in Classics and English Literature at university.



My name is Niamh McLaughlin, and I'm studying A Levels in English Literature, English Language and Philosophy. I hope to continue with English Literature at university and would love to pursue a career in journalism.



My name is Barnaby Goodwin. I am studying a Level 3 Extended Diploma in Creative Media (Journalism) and have an interest in print journalism as well as TV presenting. My ambition is to study Journalism at Cardiff University, with the aim to pursue a career in radio and TV presenting.

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WELCOME

23/24

Hello and welcome to the latest issue of the EXE magazine. This Annual Review highlights our key College performance metrics and showcases the journey of some of our fantastic alumni. This year the magazine champions our Foundation Learning provision and reflects how this has evolved over the years. Reading on, you will find interviews with former students who have progressed from the faculty to successes in their careers, higher education, and more besides.

It is with great pride that I write to you as Chair of the Board of Exeter College, where we see continued investment in the full range of our provision at all levels. Further to the opening of the Hub for Independent Living and Learning early in 2023, the Foundation faculty has been able to offer a dedicated space to learners on the Independence Gateway programme. In 2024 the faculty further expanded its capacity for specialist support in becoming the faculty of Foundation Learning and Inclusion. We are now also able to help more learners with disrupted educational backgrounds with the addition of Connect @ The Fountain Centre. Advancements like this reflect the College's commitment to the delivery of world-class education and training for the whole of our city and region; and for the full spectrum of our students' needs.

This year has also seen investments in faculty areas ranging from Sport (with the expansion of the Exwick Sports Hub facilities), to Hospitality and Catering (where improvements to the existing building have increased service capacity). And, in spring 2024, construction work began on the new Centre for Law and Social Sciences which will provide new, tailored accommodation for learners in these subject areas. These projects are vital in continuing to deliver the best possible learning experience for our student community. See page 6 for more about these developments.

Of course, sat alongside the importance of investment in resources is that of investment in people. I am ever grateful to the staff who teach and guide learners through their time at Exeter College and support them on their next steps into the world of work, education, training, and many other pathways. They help to lay the foundations that shape an individual's future, and we see this illustrated time and again as we read the features in this issue.



BINDU ARJOON
CHAIR OF THE BOARD OF GOVERNORS





PRINCIPAL'S UPDATE

23/24

This year has been one of significant change for the UK with a general election and subsequent change in government after 14 years of one-party rule. It is the first time I have seen such a change in my decade as Principal and CEO of Exeter College.

Against this backdrop of the changing of the guard in the political sphere, Exeter College has continued its upward trajectory of delivering exceptional results, starting with the International Baccalaureate (IB) results in July. The College's mean point score of 35.3 was an impressive 5 points above the global average, with one student achieving 45/45 (placing them amongst the top-ranking IB graduates in the world).

Students receiving results in summer 2024 also boasted exceptional outcomes, with an A Level pass rate of 99.5%, 2.5% above the national average. A* to C grades also outstripped national levels at 83% against 76%. Our vocational provision was also impressive with an overall pass rate of 99.2%, and high grades across Sport, IT, Science, Health and Social Care. T Levels celebrated a 100% pass rate in Construction, Health, Business, Education and Childcare, and an overall pass rate of 96.6% (7.9% above the national average). We even had two T Level students awarded Distinction Stars (equivalent to an A* at A Level), making them just two of fourteen such grades in the whole of the UK.

These outstanding achievements need to be considered in the context of the years of disruption to learning that most of these students would have known right through secondary school: these are truly brilliant outcomes.

Adult learners at the College too had much to celebrate. Those taking their GCSE Maths outperformed the national average, with 71% achieving high grades (4 and above) against the 59.6% UK average. And of those sitting GCSE English, 61% attained high grades, in line with the national trend.

Access to Higher Education students boasted excellent progression, with three Access to Science graduates securing places to study Medicine at the University of Exeter and six Social Science students (out of nine) placed at their first choice university.

Apprenticeships have also had a positive year, with 500 apprentices having been successfully matched with employers at the start of the 2023-24 academic year. We saw record recruitment over the year, setting a new record for the size of our Apprenticeship programme.

Many of our student successes are featured under Our Highlights (pages 4-6) but this list is by no means

exhaustive. The past year has produced several national sporting awards across disciplines including hockey and rugby, as well as accolades in the construction arena (one student winning Apprentice of the Year in the National Heating and Plumbing Awards), catering (with the crowning of the Young Seafood Chef of the Year), and three Accountancy apprentices winning gold at World Skills.

Students across the board have impressed with attainments ranging from selection for the Paris 2024 Olympics to another having her script shortlisted by the National Theatre. There is certainly much to celebrate from the 2023-24 academic year.

Partnerships remain integral to our mission and values, offering our students a wealth of opportunities beyond the classroom. Relationships with employers such as GWR and HepcoMotion continue to provide a broad range of real-world experience to apprentices and learners, and sporting partnerships with Exeter City Football Club and Exeter Chiefs are still opening doors for our talented sportspeople. Added to these long-established links are new inroads with partners and collaborators regionally, nationally and worldwide (our link with Embry-Riddle Aeronautical University in Florida now in its third year). It is this year also that our College restaurant (@thirty-four), home to the Michael Caines Academy, was crowned AA Student Restaurant of the Year across the whole of the UK.

Regarding our estate, 2023-24 has been one of laying foundations, with much work done to grow and improve our accommodation for the future. Friends, alumni and associates of the College from across the years (with 2025 set to mark 55 years of Exeter College as a tertiary college) will discover considerable upgrades to facilities and resources at all our sites achieved in the last academic year. This includes a £12.5m Centre for Law and Social Sciences due to open in September 2025.

I am often approached by policymakers and colleagues within the sector asking about the College's growth and achievements. Such a reputation is with thanks to all those (staff, students, employer partners and other stakeholders) who have contributed both to the successes of the past year and, indeed, to those successes and strides forward of previous years that have enabled Exeter College to be where it is today. My sincere gratitude to you all.

JOHN LARAMY CBE
COLLEGE PRINCIPAL AND CEO



Sixth Form College

Oxbridge success

This year 60 Exeter College students applied to Oxbridge, with 24 offers received. This 40% success rate of applications to offers sets a new record for Exeter College, and secures our position amongst the best sixth forms in the country.



“Almost all sixth form courses, whether A Level or technical qualifications, are entirely or largely based on challenging final exams. The 2024 student cohort worked alongside our amazing subject specialist teachers and tutors to hone not just their knowledge, but more importantly the character, confidence and resilience that is necessary in the build-up to these assessments.”

Jade Otty, Deputy CEO

[Click here for results headlines](#)

T Level student named in Exeter Tomorrow's '30 under 30'

Max Slaney, an IT T Level student, was nominated for the Exeter Today magazine's '30 Under 30.' He earned this recognition after InExeter highlighted his impressive software development work during his work placement with them.



Students join England U18 Six Nations Squad

Israel Akinrowo, Nick Lilley, and Luke Evans made the cut for the 2024 national Under 18 Six Nations rugby squad. This made Exeter College the only college to have three representatives on the team. Their selection is a wonderful recognition of the partnership between our Rugby Academy and Exeter Chiefs.



Student shortlisted in the National Theatre's playwriting competition

A Level student and Performing Arts Academy member, Clay Colman, was shortlisted in the National Theatre's New Views playwriting competition with their play *The Kids are Smoking, Again*, selected from over 500 UK entries. Showcased in July as a rehearsed reading by professional actors, the play explores the inner lives of two generations linked by shared struggles.



Dance Academy students wow with performance at the RAMM

Dance Academy students delivered an impressive performance at the Royal Albert Memorial Museum (RAMM) in Exeter, inspired by renowned video artist Bill Viola's exhibition. UAL full time diploma dance students, dressed in skirts designed by A Level textiles students, performed solos, duets, and group pieces throughout the museum.



Higher Technical Education and Adult Learning

Graduates honoured at Exeter Cathedral ceremony



Over 250 adult graduates from various programmes gathered in October 2023 to celebrate their achievements, processing to Exeter Cathedral for a ceremony featuring a keynote speech from alumnus Ben Page, CEO of Ipsos.



Adults celebrate English and Maths

Adult learners taking GCSE Maths surpassed the national average, with 71% earning high grades (4 and above) compared to the UK average of 59.6%. For GCSE English, 61% achieved high grades, matching the national trend.

Skills Bootcamps expand

This year the College continued to build on the success of its Skills Bootcamps, becoming the largest provider of the Bootcamps in the South West. These free short-term training courses for adults are government-funded and many delivered in partnership with Devon County Council. The Bootcamps focus on in-demand skills across a range of career sectors and by 2024 the College boasted a total of 12 Bootcamps.

Adult learners recognised in summer celebration

Staff and adult learners gathered at Exeter Castle for an unforgettable evening filled with celebrations, live music and awards. Si Egan (far right) was one such winner. He has excelled in his Creative Writing classes and now runs his own writing group, the St Sidwell Scribblers!



Apprenticeships and Employers

Apprenticeship Expo 2024

The annual Apprenticeship Expo, hosted by the College as part of National Apprenticeship Week, drew an impressive crowd with 2000 attendees and over 50 employers in attendance. This unique, free-of-charge event offered a valuable opportunity for aspiring apprentices to connect with a wide range of employers gathered under one roof, showcasing job opportunities for the next generation of skilled workers.



Success at the National Institute of Carpenters competition

Carpentry and Joinery Apprentices excelled at the Institute of Carpenters annual competition at Carpenters' Hall. Isaac Bruce won first place in the Under-20s, with Robin Poynter-Taylder and Tom Reid following in second and third. Alumna Laura Michell claimed the Over-20s prize for the second year in a row.





Two decades of football excellence



Marking 20 years in 2024, the partnership between Exeter College and Exeter City Football Club stands as a model of educational and community impact, with over 100 students in men's and women's football, CEFA, and futsal academies. Key achievements over this time have included expanded academy participation, improved community facilities, a professional player pathway, and a Foundation Degree with Plymouth Marjon University and Exeter City FC. The degree, now in its tenth year, actively supports students into football coaching and teaching positions, some with the ECFC's affiliated charity, Exeter City Community Trust.

Apprentice wins international award



At the start of the 2023 academic year, Molly Wysocki-Jones, a Level 5 Learning and Development Consultancy/Business Partner apprentice, now with NHS Resolution, won the Chartered Institute of Professional Development's People Management Award for Outstanding HR or Leadership and Development Apprentice.

Finance, Infrastructure and Sustainability

Breaking New Ground

In January 2024, the College announced its largest-ever investment in campus facilities: a £12.5 million Centre for Law and Social Sciences (CLS). This new centre responds to growing student demand for academic programmes like A Levels, T Levels, and the International Baccalaureate. Replacing the Baker Building, the CLS will include classrooms, a staff room, study and social areas, an exam suite, and a moot chamber.



[Click here for the architect's renderings of the new CLS.](#)

@thirty-four restaurant goes from strength to strength



In 2023 the College's @thirty-four restaurant was named College Restaurant of the Year by the AA following a nationwide competition. The restaurant impressed judges with an event celebrating the 75th anniversary of the NHS. This prestigious award is the highest honour a training restaurant can receive, coming shortly after they were awarded the AA Highly Commended College Rosette earlier in the year. The restaurant's building was also enhanced over the summer of 2024 to increase service capacity.

Exwick Sports Hub

Construction began in the summer of 2024 on new sports facilities in Exwick to serve both the College and the broader Exeter community. The project includes an all-weather rugby pitch, which will replace the existing pitch at the Flowerpots playing fields, and a new sports pavilion to update the old changing rooms near the cricket pitch. Work is due to be completed in 2025.

The Fountain Centre

Exeter College is now equipped to support more learners with disrupted educational backgrounds through the addition of Connect @ The Fountain Centre. This new facility located in the heart of the city enhances the College's ability to provide tailored support for students who have faced challenges in their education.



1970-2025 Mapping out 55 years

Our 55 years as the UK's first tertiary college have provided some memorable moments of success for us, our staff and our students. Here are some of those highlights that have shaped the College over the last 55 years.



First groups of girls from Bishop Blackall School join the College. By 1972 all post-16 students from local schools are enrolled at the College.



College moves from Belmont Park Huts (there since 1947) to Bishop Blackall School and Episcopal Annexe.

HM Inspectors - 88% of lessons are marked as satisfactory or above (compared to a national average of 73%).



Phillip Merfield
College Principal
(1970-1984)

Number of full time staff increased by 28% in decade.

1980



William Hibberd's old grocery warehouse on Queen Street is acquired for College use as a training centre in mechanical, motor vehicle and agricultural engineering.



Dr John Capey OBE
College Principal
(1984-1997)

1990



Approval is given for Exeter College to offer the International Baccalaureate.

Exeter College acquires corporation status.



Exeter Technical College becomes Exeter College of Further Education and is announced as the first tertiary college in the country.

Exeter College of Further Education is officially renamed Exeter College.



City college 'best in West'

Best in the West for sending more students to university than any other school or college.



College purchases Victoria House, a former builder's merchant.



Exeter College





UNIVERSITY
OF PLYMOUTH • COLLEGES
EXETER COLLEGE

College offers one of the first Foundation Degrees in the UK – Management with the University of Plymouth.



Our Centre for Creative Industries is opened, complete with multimedia facilities and a state-of-the-art TV studio.



Automotive Centre moves to Marsh Barton.



Sports Academy is formed, a scheme that would become a mainstay of the College's education offering.



Ted Wragg and the Laurence Building open their doors for the first time, with Laurence providing specialist spaces for hospitality, catering, hair and beauty courses.



Tim Smith
College Principal
(1997-2002)

2000



Victoria Yard Studios are officially opened by Malcolm Wicks, Minister for Lifelong Learning.

FE Funding Council's Inspectorate declares College 'one of the best in the west'. 95% of lessons are marked as satisfactory or better.



Richard Atkins
College Principal
(2002-2016)



Exeter College's Construction Centre at Falcon House is officially opened, giving students access to the latest industry equipment.



£5.5 million Hele Building opens, providing updated teaching and learning spaces, as well as a student canteen and new reception area.



Reach Academy launches with an initial intake of 50 gifted and talented students.

Exeter College



...for the whole community





Exeter College is graded 'Outstanding' in a pilot "no notice" inspection by Ofsted and is awarded the Times Educational Supplement 'Outstanding Provider of the Year'.



Exeter College's state-of-the-art Maths and Science Centre is opened in the heart of Exeter, taking the place of a building which had been disused for the previous ten years.



A new £2.4 million Gym and Dance Studio is opened, complete with the latest fitness equipment, spinning room and teaching spaces.



A full Ofsted inspection returns and once again grades the College as 'Outstanding'. We are also crowned BTEC College of the Year.

2010



Haven Banks Outdoor Education Centre run in partnership with Devon County Council opens.



Apprenticeship Hub opens on Queen Street.



John Laramy
College Principal
and CEO
(2016-present)

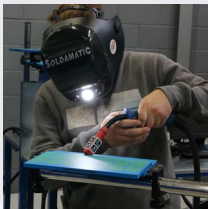
2020



Local authority approval of plans to shape the redevelopment of our Hele Road site over the next 20 years.



The Technology Centre at Monkerton opens, giving students the latest industry-standard facilities for technology-related courses.



Our Advanced Engineering Centre, a £3 million extension, welcomes students for the first time, creating a UK leading centre of excellence for robotics and virtual welding.





Exeter College transitions to remote learning due to COVID-19.



Exeter College receives the prestigious Queen's Anniversary Prize in recognition of its curriculum innovation in digital technology.



Ofsted reaffirmed Exeter College as Outstanding, rating it 'strong' for meeting local skills needs - making it the first College in the UK to achieve the highest marks in both aspects of Ofsted's enhanced inspections.



Connect @ The Fountain Centre opens in the heart of Exeter in summer 2024, offering enhanced support to learners with disrupted educational backgrounds.



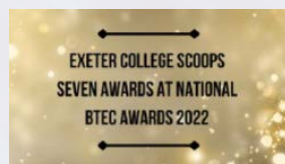
Exeter College announces its largest investment to date: a £12.5 million building for law and social sciences.



Minister Gillian Keegan inaugurates Exeter College's new £10.3 million Digital and Data Centre, part of the South West Institute of Technology's plan to transform digital, engineering, and manufacturing technology in the region.



College launches a new Hub for Independent Living and Learning (the HILL).



Exeter College wins seven awards at the National BTEC Awards 2022.



Exeter College announces plans to develop new sports facilities in Exwick to enhance its sports programmes and support the wider Exeter community.

Edited by Barnaby Goodwin



THE MAP

OUR NEW STRATEGIC PLAN 2025-2029

This year Exeter College launches its new Strategic Plan. The MAP sets out Exeter College's focus for the next four years.

Our VISION

To be an exceptional College.

Our VALUES

Ambition – Collaboration – Energy

Our PURPOSE

To provide outstanding education and training to enable our learners, community, city and region to thrive; now and in the future.



One of the standout features of the city of Exeter is the coherent education ecosystem, where the Schools, College and University all work together in a spirit of cooperation and collaboration. The evidence of the impact of this work was seen very clearly in the summer of 2024 as, both at secondary and College level, the city attained its best ever results, achieving a standard and a consistency that was truly remarkable. When we also consider the achievements of the world-class University of Exeter, there is much to celebrate in regard to education within the city, both this year and looking to the future.

John Laramy CBE
College Principal and CEO



Our STRATEGIC PRIORITIES

Excellence

To make a difference to people's lives by ensuring that our curriculum is relevant, agile and inclusive, so that everyone has the opportunity to realise their full potential.

Talent

To recruit, develop and retain the best staff in all facets of the College to underpin the establishment of a truly exceptional learner experience.

Spaces

To create a bespoke state-of-the-art identity in each building which in turn provides the best place to learn, train and work.

Sustainability

To remain financially robust, while investing ethically in our place for the benefit of our environment and community.

Place

To work with educational partners with purpose, clarity and ambition, so that the South West is, over time, viewed as the best educational region in the UK.

Connections

To impact positively on the region's productivity by working in partnership with key stakeholders to meet the evolving skills needs of the city and region.

Visit exe-coll.ac.uk/about/policies for the full version.



AMBITION



COLLABORATION



ENERGY



Chris Petherham, Joy Mosley and Jo Webb

FOUNDATION LEARNING BRIDGING THE GAP

Today we sit in the company of three key players in the development of Foundation Learning at Exeter College. Joy Mosley became Vocational Manager of Foundation Studies in 2001, at the inception of the faculty as we now know it. She first recruited Chris Petheram, now Head of Learning Support, to the post of Team Leader in Skills for Living in that same year, and Jo Webb, now Head of Foundation Learning and Inclusion, joined the faculty initially as a Level 1 lecturer in 2003.

Joy leads the conversation as we talk about the way this area has changed over the years, and the vision for the faculty as it adapts to emerging trends and the needs of young people progressing from secondary school now.

At the time of the forming of the Foundation Learning faculty in the late 90s to early 2000s there had been a gradual shift from an unstructured curriculum, without accreditation or resources, predominantly aimed at disengaged or disadvantaged learners, towards a more coherent and diversified offer that catered for a range of individual needs. Joy remembers actively working with City & Guilds to achieve this end, resulting in revisions to programmes such as the Technical Vocational Education Initiative (TVEI) which gave students the equivalent of two GCSEs and thus an access point to further training for those without these qualifications.

Joy started working as a Youth Opportunity Tutor with Exeter College in 1981, progressing to a tutor post and then a lecturer role with the Community Care Faculty, and was eventually appointed to the Vocational Manager position in 2001.

As Manager, and later Head, she had long campaigned for a fit-for-purpose facility to house the faculty. Between 2001 and 2007 Joy saw student numbers



jump from 70 to 400 and staff from 20 to over 100, with provision spread across five sites. The team moved into new accommodation in the Ted Wragg building in 2007. Securing a suitable learning environment for her staff, equipped with a kitchen, flat for independent living, ample PCs and modern classrooms, was such a focus for Joy that she postponed her retirement by four years to see the project come to fruition. When asked about the naming of the building, she explains that:

Ted Wragg (educationalist and academic), had appeared recently in the TV documentary 'The Unteachables'. He was a supporter of the College and had the same ethos as ours, that nobody should be turned away from the opportunity to learn. It was an obvious decision to name the building after him.



Click here to view the ITV Westcountry News report on the opening of the Ted Wragg building in 2007

By the time of the move into Ted Wragg, the Foundation curriculum offered pre-foundation, Skills for Living, Level 1 programmes (in Business, IT, Care, Hospitality, and Public Services), Entry to Employment, APEX (for adults with learning difficulties), and Fast Track GCSEs. Joy comments about perceptions of the provision years ago:

"Lots of parents were nervous about their young people coming into Foundation Studies. I had to explain that it wasn't uniquely a special needs department. It was an open door for anyone requiring learning support, an entry point, a leg up."

Chris remembers the moment he was hooked into teaching on the Foundation programmes further to covering a pre-foundation class. He reminisces about the sense of fun and enthusiastic engagement from the learners, "I had the most wonderful time, I felt I could really make a difference in the classroom." After teaching and training in other faculties, he moved to the Foundation faculty in 2001, eventually taking up the mantle as Head of Faculty in 2008. At that time, as well as the increased prominence of data-recording to evidence student achievement, strong tutoring continued to be integral to the faculty's values and success:

We really had staff who were passionate about making a difference to those kids.

Jo adds, to nods of agreement from Joy and Chris, that now, as then, to give students the wraparound, holistic support they need takes time. Jo observes that for many students their needs have moved from study-based, practical requirements more to emotional and mental health support, to which end, "The staff are still key."

* The Channel 4 series 'The Unteachables' aired in 2005. It followed top teachers trying to educate supposedly unteachable teens, finding a way to connect with them so they were able to learn and to feel valued. The project was led by Professor Ted Wragg.



The importance placed on giving learners sufficient time with appropriately trained staff is reflected in recent changes to the Foundation offer. In summer 2024, the Foundation faculty, managed by Chris alongside the Learning Support team since 2018, split away to create capacity for more nurturing and bespoke provision for students.

The faculty continues to offer courses for those with high needs through the specialist centre, the HILL (the Hub for Independent Living and Learning), as well as Level 1 (with most students taking GCSEs alongside), and Fast Track GCSE. It also offers Connect, which facilitates a more student-centred approach via four learning pathways, each with a different level of engagement and certification opportunities determined by an individual's needs and goals.

This commitment to accommodate learners' needs works in symbiosis with the wider College, which actively welcomes progression from the Foundation faculty in the full knowledge that the groundwork for support and achievement has been properly embedded. This is a paradigm shift from the attitudes Joy witnessed in her early-stage career. She references the 'Cinderella factor' that typified the prevailing national trend of under-investment in education for students with additional needs. This new landscape in Foundation Learning is the culmination of years of ongoing review and collaboration with learners and their families, feeder schools and faculties, and has brought the faculty to a place where they are now truly bridging the gap between school and home education and the attainment of a young person's potential in the years beyond that.

Official opening of the HILL in March 2023





SOPHIE WILSON

JUST BE YOURSELF



Sophie Wilson has blossomed since first starting at Exeter College in 2020. She began with the Gateway to Independence course, where she enjoyed making friends, developing crucial life skills, and learning with supportive tutors. Indeed, she says “Being with my teachers was my favourite memory from the HILL.”

Sophie and her classmates were encouraged by their teachers to ride buses, cook, and buy things in shops independently. “I can do it all by myself now, and now I feel confident,” she says proudly. She praises the learning environment at the HILL, and particularly credits her tutors’ unwavering encouragement and patience throughout her course.

Sophie progressed onto a Supported Internship in October 2023. She has a work placement as a cleaner at the Royal Devon and Exeter Hospital. Sophie particularly enjoys her work in the labour and neo-natal wards.

As well as successfully undertaking her Supported Internship, Sophie works part time at the Imperial, a popular pub situated just outside the city centre. This is a busy role where she is on her feet cleaning tables and delivering orders.*

Sophie aspires to work at CEDA, an independent charity which provides learning and social opportunities for disabled people in Devon.

“I want a job helping people like me. I especially want to work with children to help them develop their learning skills.”

Sophie’s enthusiasm and hard work throughout her time at Exeter College has truly set her up for success. Her advice to students considering joining a Gateway course is simple: “Just be yourself.”

COURSE EXPLAINER

Gateway to Independence

Students on this Entry Level course practice essential life skills, participate in wider community projects, and develop their English and Maths. Gateway students learn in small, supportive groups at the HILL.

Supported Internships

This course helps adults with an EHCP to progress towards employment. Interns spend two days per week at a work placement, and one day per week at College learning employability skills, and essential English and Maths for use in the workplace. Learners are supported by job coaches, tutors, and their employer.

*Since completing her course, Sophie was offered a permanent contract to work in an expanded role at the Imperial.



OWEN DOWD

CLIMBING THE CONFIDENCE LADDER

Owen's positivity is apparent as soon as we meet.

He started at College in 2020 and soon into his Gateway to Independence programme, he announced to his tutors that he would be completing all the Gateway courses. This he duly did, working his way to Progression and then Skills, and graduating in July 2023.

Owen's positive outlook and can-do attitude have been key in his time at College and in the workplace.

In July 2023, upon completing Gateway to Skills, Owen was awarded the Skills Award for his year group, both for his commitment to completing coursework (even when he was off ill) and for helping his peers with their maths skills. This recognition was the pinnacle of years of gradually building up resilience and confidence. Owen tells us:

"I am a different person now to who I was 10 years ago. When I started out I was really shy, but by the end of College I would talk to new people."

Owen has been supported on this journey by his lecturers. He recalls how they gently encouraged him just by being there. He also remembers that teachers were firm, but fair, and always had a sense of humour.

Owen also benefitted from the work-based and community-focused aspects of the Gateway programmes, including tree planting, fixing fences, and a charity walk (that Owen insisted the class do a second time!). The work experience was also varied and appropriate as Owen added to his skillset: he moved through different supermarket roles in Progression (from cashier, to café assistant, to shelf-stocking).



In Skills he consolidated his learning with another retail role, and then a charity shop position where Owen remembers:

"I liked that role. I was mostly on the till on my own, and talking to people, helping them."

All these experiences meant Owen felt ready to move into employment after his Skills course. He now works as a cleaner and reflects that, "I have improved over time." Owen believes that his positive mindset helped him secure his current job:

"At my six-month review I was told that I can take feedback. It is one of the reasons I got the job. I learnt from my mistakes."

When asked about the skills learned at College that still support Owen in his work and life today, he is quick to cite, "Communication, teamwork, friendships and confidence." For such an optimistic individual it is no surprise that he ends our interview with the following advice for those considering the Gateway programmes: "Remember the teachers are there to help you. Don't doubt yourself. Don't give up."

COURSE EXPLAINER

Gateway to Skills

This course is a motivational, Level 1 programme that acts as a stepping stone towards further training, employment or courses available at College.



**ANDREW
SEATON**

**HISTORY
THROUGH
A NEW
LENS**





Alumnus Dr Andrew Seaton first came to the College to study Fast Track GCSEs in English, Maths and Citizenship Studies, with BTECs in ICT and Business Studies, followed by A Levels in History, Law, English and Politics. He recalls that, "It was a bit of an adjustment going from being home educated and moving around, to going into a more formal educational setting."

Asked for his enduring memories of attending College, Andrew said, "Going into a supportive, vibrant teaching environment where there were such great teachers and friendly people was a fantastic, life-changing thing for me." He fondly recalls lunchtimes spent with friends ("quickly made" in Andrew's words), the "amazingly well-equipped" College, and supportive staff who "eased any anxieties" he felt about re-entering the classroom setting.

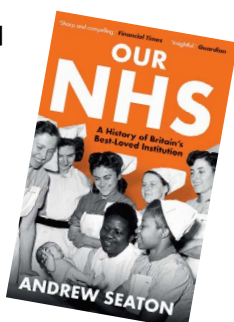
Following a gap year, Andrew completed a BA in History at the University of Oxford. During a subsequent brief period working for the Civil Service, he returned to education and pursued an MA in the History of Science, Technology and Medicine at King's College London, leading to specialisation in the history of science and medicine, and a PhD at New York University, for which he wrote his thesis on the NHS. In describing this experience, Andrew remembers, "It took about seven years to finish but in that time you take classes, you learn languages, you teach undergraduates."

A lot of stuff is restricted and locked for very good privacy reasons, so I had to find other ways of writing about this.

Click here to hear Andrew's response to challenges in research.

Having graduated in 2021, he recalled, "It was quite hard finishing the PhD. New York was hit hard by the pandemic, in full-on lockdown, and it was difficult to access books. So, it was challenging in that sense, but I loved it."

He subsequently wrote a book, titled *Our NHS: A History of Britain's Best-Loved Institution*. The book has recently been shortlisted for the Wolfson History Prize, the leading award for history in the UK. Our NHS explores the question 'Why is it that the NHS is so culturally important



in the UK?'. Andrew's initial interest was sparked by watching the opening ceremony of the 2012 London Olympics (when the NHS was featured in "What it meant to be British, the projection of the country on the world stage") as well as by American friends who were confused by national pride in a healthcare system.

One reason Andrew has enjoyed writing about the NHS is that: "You can use the NHS to talk about politics, or healthcare and medicine and how that's changed over time, or gender and women's changing place in society, or even immigration and the extent to which the NHS has relied on workers from overseas both in the past and still today."



Click to hear from Andrew on surprises in research into the NHS.

There are inherent challenges in being a historian. Andrew explains, "You're trying to look at the history of an institution and let it exist on its own terms and not let it be clouded by what's going on now. The most important thing is asking interesting questions and, then, hopefully, using history to understand where we are now and where we might be in the future."

Andrew's parting words advise aspiring writers that:

You'll write best if it's something that you care about and that you're interested in. Some of the best writing, whether that's novels or journalism, comes from a place where you can tell that the writer really cares.

Written by Annabelle Arrowsmith

COURSE EXPLAINER

GCSE Fast Track

This course allows students to complete four GCSEs in one year, combining lectures, group work, and independent study. Unique in the UK, it offers strong support while encouraging self-directed learning for motivated students.



JAMIE DYER

WRITING YOUR OWN STORY

These days Jamie Dyer spends much of his time busy with his local football team. This is not where he originally pictured himself at this stage of summer 2024 (when we catch up with him), but he has re-imagined his journey from College to sports journalist and, in so doing, has carved out a role in which his talents and ambitions have come together.

As a coach and supporting manager of the Honiton Town Women's team, Jamie has played an important part in developing this relatively new ensemble. He tells us:

“My role involves lots of shouting at the team from the sidelines! They come to me for advice. And when I'm not needed on the pitch, I focus on the writing. I go where I'm needed.”

Jamie is responsible for much of the team's media coverage, producing news articles and other material for the website, and now has his own column in the match day programme. And, as if all that wasn't enough, he has also started his FA coaching badges, further cementing his commitment to the team and to extending his sphere of knowledge of the sport.

That Jamie is embracing these opportunities in some ways is no surprise; his connection to Honiton Town is deep-rooted in the fact that his grandfather used to play for the club in the sixties. But this was not the original plan.

Jamie started out at Exeter College studying on the Progression Gateway, transitioning to a Level 1 course in Digital Media (now Creative Tech), progressing to a Level 2 and then Level 3 Diploma in Creative Media Production (Journalism and Social Media pathway). Further to his studies Jamie had intended to go to university in September 2023. Although he held unconditional university offers for Sports Journalism, Jamie - who has cerebral palsy which affects his fine motor skills and requires him to use a wheelchair - was eventually advised that his university choices could not fully accommodate his needs in the right way. Jamie's response was pragmatic:

“I have had to re-evaluate my options. I am still looking at other universities I could go to, and in the meantime, I am keeping myself busy. A year ago, I would never have thought I'd be in a coaching or management position at a football club.”

There is no doubt that Jamie's Digital Media course went a long way in furthering his passion for sports writing. He enthuses about the variety of topics taught, from animation to advertising, ethics, to print media, and the industry encounters facilitated by lecturers. Jamie is also full of praise for the Learning Support team who provided, “Both study and moral support. I would bounce ideas with them, discuss assignment briefs. Those moments were invaluable. Some of the team became my closest friends.”

The more we hear from Jamie the more we are impressed by his optimism and resourcefulness: the traits of a sports journalist and commentator in the making. Reflecting on his experiences of recent years, we ask if he has any advice to impart, and in his response Jamie's outgoing and persevering nature shines through:

“Whatever you want to do, keep a positive mindset, keep believing you will get there. When one avenue closes, another opens. There are plenty of ways to go about achieving your goals, just keep putting your foot in the door and work hard when the opportunity comes.”





COURSE EXPLAINER

Progression Gateway

This course provides learners with a strong foundation for advancing to a Level 1 course or employment. It develops study skills, supports Maths and English, offers work experience, and addresses personal, social, and emotional needs.





EXETER CATHEDRAL

A PLACE FOR EVERYONE

Exeter Cathedral has been opening its doors for centuries, but it is in recent years, with funding and support from its benefactors and partners in the city, region and beyond, that it has been able to innovate and extend its reach via new avenues. Exeter College has been fortunate to benefit from this outreach work in the following ways...



Community engagement

A Level student, Nellie Le Breton, sits on Exeter Cathedral's youth panel and was well-placed to interview Ella Barber, the Youth Engagement Officer (above right), and Lis Spencer, the Community Outreach Officer (above left), to learn more about their part in the Cathedral's mission to welcome in the community.

From volunteering opportunities (conducting tours, creating educational materials, and more), to work experience, internships, university placements and the youth panel, there are so many possibilities for young people to engage with the Cathedral. I had the chance to speak with Ella and Lis about how these different pathways encourage key skills, build confidence, and enhance practical experience in a range of areas from archiving to tour guiding. Ella notes there are benefits for those "Wanting to get into careers in heritage, but also for those wanting to bolster their CV more generally." Lis observes that more recently the connection with Exeter College has evolved to include work with a variety of teaching areas including Childcare, English Literature, Construction, and Textiles (with one College lecturer supporting interviews for the textile artist commissioned to create an artwork for the new Treasures Gallery). She tells me, "It would be great for student engagement in all departments to become second nature."

Lis's remit also encompasses work with charities, and other organisations, to create opportunities for people to access the Cathedral and improve it for generations to come. She stresses that without the support of the National Lottery Heritage Fund, developments like free family holiday activities or the new Cloister events wouldn't be possible. In providing opportunities to get involved, they aim to attract "those less likely to come to the Cathedral."

It is key to the Cathedral's future to engage new visitors through events like concerts, free entry periods and engagement roles, like the Riddler in Residence. This innovative project involves the local community with the Cathedral creatively. As a religious space there can be stigma around who can be involved, but Ella assures me that, "We are very much breaking down those barriers and those perceptions. We want everyone to feel welcome."

Finally, I ask Ella and Lis about their vision for the future of the Cathedral and what they would like people to take away from their story. "It's that it's here for everyone." Lis concludes, "Think about the history of it. It's been here for so long and the people of the city are those people who it's for."

Written by Nellie Le Breton

Heritage

With support from the National Lottery Heritage Fund, Exeter Cathedral is transforming some of its infrastructure to facilitate improved accessibility to its buildings, archives and other resources. An integral part of this project has involved reimagining its Chapter House interior. In 2023 the Cathedral gifted the Testament Sculptures - commissioned in the early 1970s and formerly displayed in the Chapter House - to Exeter College. These sculptures, interpretations of the stages of creation, will be re-homed in the new Centre for Law and Social Sciences at the Hele Road site, which will open its doors in September 2025.

[Click here for more on Exeter Cathedral's Development appeal.](#)



detail: Nativity



detail: Nativity

Celebration

Exeter Cathedral has played host to many large-scale College events over the years, including our Festival of Carols (see also page 24), Higher Education graduation and, more recently, in 2020, the annual Student Awards when the College celebrated its 50th anniversary. At the time of writing, plans are underway for the 2025 student awards ceremony which will also take place at the Cathedral to mark 55 years of tertiary provision in the city.





ADAM MORAN

MUSIC MAN



Adam Moran will be a familiar face to many. He is active on the music scene in and around Exeter and further afield. Readers may know him as Adam in the Hat, frontman of Bill Ding and the Skyscrapers, or The Drat Pack, half of the musical duo Fat Beard, and even quizmaster of The Big Fat Quiz. This man has many guises.

But today Adam puts down the mic to talk to us about his long-standing Exeter College connections, and particularly his time working with students in the faculty of Foundation Learning.

With both parents working as Salvation Army vicars, Adam was raised around the fanfare and flourish of brass bands. Coming to College in 1998 (until 2001) to study A Levels in Music, Film, and Theatre (plus AS Levels in Religion and English Language), it was perhaps inevitable that he would become an active member of the hugely popular Big Band. He started out playing the tenor horn alongside the alto saxophonists before transitioning to a vocal part. Adam remembers his first set as a vocalist singing 'Come Fly with Me'. His lecturer hushed the rest of the band and proclaimed, 'Adam, you didn't tell me you could actually sing.'

And from there, singing gained further prominence in Adam's life when in January 1999 he collaborated with a music lecturer to establish the Inspirational Choir, open to staff and students. This choir moved away from the classical flavour of the other ensembles on offer at the time. Adam tells us:

"We wanted to introduce something with more groove, like a gospel choir, but totally inclusive, not just for those of certain faiths and beliefs. Just something that inspired."

Adam ran the Inspirational Choir for fifteen years, with a short break whilst he went to university at Manchester Met where he studied Creative Writing and Drama.

In 2005, Adam returned to direct the choir and to join the team in Foundation Learning. He worked on the GCSE Fast Track programme and progressed from support worker to qualified Maths teacher. During his early days with Foundation Learning he was approached to set up an extracurricular choir that ran for the faculty's learners every Wednesday afternoon. Adam quickly determined that the College's Festival of Carols would be the ideal focal point for their sessions through the first term.

The carol concert, held at Exeter Cathedral, has been performed there by students and staff since the late 1980s. Adam recalls what the Foundation Learning choir brought to this special event each year. With the choir leading the way, he would then involve the congregation and the other performers in singing along. Participating in this way offered the audience a chance to let loose during what could be perceived as a formal, traditional concert. Adam reflects that, "Both my choirs gave people unconscious permission to relax."



More importantly, performing as part of the choir, and particularly as part of the concert, offered students the chance to build confidence and form new friendships. Adam stresses that students supported each other at every step with a shared purpose of what could be achieved in working together, irrespective of different needs. He also comments on the essential role of support workers who "really knew the students and were able to combat nerves by drawing on memories of past successes."

Although Adam eventually left College in 2018 as gigs built up and made his full time role as a lecturer untenable, his legacy in establishing the Foundation Learning choir lives on, with current learners creating memorable Cathedral performances to this day.

And whilst Adam's legacy continues here at College, the College in turn remains an integral part of Adam's professional journey. Adam credits his College lecturers and the access and exposure they gave him to the Exeter music scene for springboarding his musical career. Indeed, Adam's first paid gig was off the back of a lecturer, and founder of the Exe City Big Band (a professional ensemble), hearing his vocals with the College's Big Band.

“They told me ‘You are a great frontman; you know how to hold a crowd.’ Once you’ve had that spoken into your life then you think, ‘Maybe I am good enough, maybe I can do this.’”

It is poetic that Adam went on to speak similar words of positivity and affirmation into the lives of the young people he worked with, words that now carry him on his trajectory through a career as a performer with many hats.



GARY HAYES

ON CREATING CHANCES





We sit with Gary Hayes, Headteacher at Chances Education in Dawlish, with an aspect over the adjacent park. The setting couldn't be more perfect for the nurturing of a calm and purposeful environment for the students here.

Gary came to Chances, a short-term alternative education provider, in January 2010 and remembers that things weren't always this way. He reflects on the noise and relative chaos, particularly challenging in the transition from his former mainstream school in Uffculme.

“The school was not as it is now. It needed a change to move forward, to offer something for that cohort of children who sit in the middle ground of alternative education, those starting to show cracks in their learning, for whom school isn't the priority. Collectively as a team we decided the change had to be early intervention, for students who want to learn but who are facing obstacles.”

Gary knew it would be a tricky first year in the wake of significant changes to the school's mission, one in which the team would have to turn away some students and re-educate mainstream schools about their revised offer and their core ethos of early intervention. But ultimately, this change exposed the Chances provision to schools who previously would never have considered it as an option, who could now access timely mediatory action to re-engage their learners in school.

When the school was inspected in 2018, with Gary at the helm and a new culture embedded, the Ofsted rating moved from 'requires improvement' to 'good': an outcome that reflected years of groundwork and active collaboration.

Gary began at Exeter College in 1999 where he studied A Levels in Maths, Physical Education, and Communication Studies (now Media Studies). Gary, a team player at heart, recalls, "I loved playing as part of all the sports teams. I was in the men's football first team." And, if it weren't for Gary's College lecturers, his career may have taken a different path. He explains:

“I was going to apply for primary school teaching but when I took my application to my PE lecturers, they told me they felt I would thrive in secondary school. Those comments made me work harder.”

Gary eventually went on to study for a Bachelor of Education at what is now Plymouth Marjon University, specialising in PE. The degree was accredited by the University of Exeter and offered comprehensive formative training that would stand Gary in good stead for his current role. In his first year alone, he was placed in six schools across the South West exposing him to different social and economic areas with a wide spectrum of behavioural issues. As head of an alternative education provider Gary supports students with diverse portfolios who come to Chances due to mental health issues, family situations, and more besides.

Whatever circumstance brings students to Chances, the learners are brought together with a clear understanding that expectations are high: children need to be in lessons, in full school uniform, working hard, and wanting to engage. The Chances model is as close to a secondary school as possible. The core differences are its size (there are on average 25 students on roll here), and the support that is readily available to learners. The team, half composed of teachers, half of youth workers, enables incidents to be addressed immediately.

High standards are encouraged by the team. Gary recalls the tight team he worked with in Bournemouth during his training and how they inspired his team's approach now; this is a high-energy, solution-focused team willing to go the extra mile to support other colleagues. And to fully understand his team and the challenges they sometimes face, Gary has put himself back on the timetable.

“The reason why Chances works more than anything is because of the team we have working here.”

When asked what success looks like for Gary, he replies simply, "That students reintegrate into their mainstream school." The journey to this end goal is different for each young person and requires conversation and collaboration with the school from the outset. Chances has an 85% successful return rate and strategies to prepare learners for this step are continually under review.

Years into a career in teaching and educational leadership, we wonder if Gary is ever surprised by anything in his work. He reflects:

“It's how brilliant children can be. And given the chance, they still want to be children, mess around, play in the park. It's important to give them the opportunity to still have a childhood, to just be children.”



OUR PEOPLE

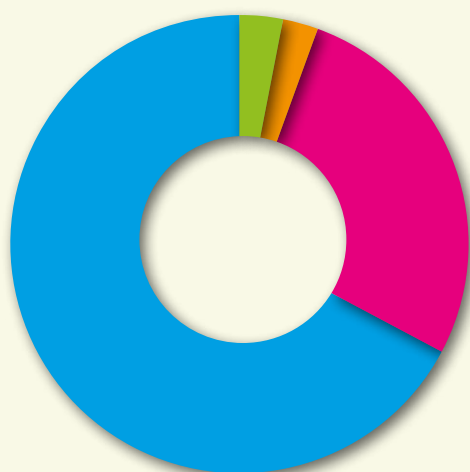
23/24

Our vision to be an exceptional college is only made possible through the continued recruitment and development of the best staff across all areas of the organisation.

Through 2023/24 we broadened our staff development and wellbeing programme. We collapsed the curriculum on three separate days, and for the final week of the summer term, to deliver a total of 129 professional development opportunities (including sessions on trauma-informed teaching, digital skills, understanding autism and neurodiversity, and more) and a total of 95 wellbeing workshops (which ranged from chocolate making, to glass fusing to yoga, plus many others).

Staff Statistics:

Total number of staff employed on full time or fractional contracts in 2023-24: **1297**



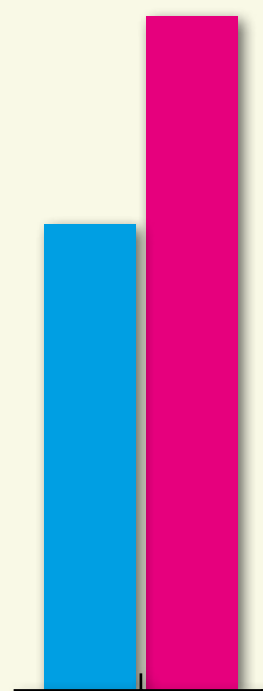
Staff by Main Job Role

Management Non-Teaching	3.32%
Management Teaching	2.47%
Non-Teaching (Support)	27.14%
Teaching and Learning	67.08%



Staff by Age

16 - 24	5.40%
25 - 34	15.96%
35 - 44	26.29%
45 - 54	25.37%
55 - 64	21.43%
65 +	5.55%



Staff by Sex at Birth

Male	40.86%
Female	59.14%





OUR STAFF VOICE

23/24

Over 96% of staff said...

- They have a productive relationship with colleagues
- The College has a reputation for the high quality of its provision
- The College is committed to tackling prejudice and discrimination
- The College provides a healthy and safe environment for its learners and staff



Steve
Construction Tutor

"Just over 40 years ago, I started as an apprentice bricklayer at Exeter College and coming back was just a nice way to see the last few years of my career. Teaching again is one of the best decisions I have ever made - it's absolutely fantastic."



Amelie
Industry Placement Liaison Officer

"Supporting students to achieve their aspirations is really rewarding."

...and over 94% of staff said

- They're proud to be a member of staff at the College
- They understand how their role contributes to Exeter College being successful
- The College provides a wide range of staff benefits
- The College is committed to continual improvement

Top 5 most popular staff wellbeing activities in 2023/24:

- ★ Chocolate making
- ★ Glass fusing
- ★ Doodle for wellbeing
- ★ Flower arranging and spring bowl creation
- ★ Pilates/yoga

Delivered:

- ★ 129 professional development opportunities
- ★ 95 wellbeing sessions



Dean
Media Tutor

"I was a student here, and to come full circle and now teach here is brilliant - it's genuinely a lovely community to be part of."



SARAH BATES-RYAN

BROADENING HORIZONS





Sarah Bates-Ryan is the backbone of our Hub for Independent Living and Learning (HILL). After doing her PGCE with us, she progressed from Associate Lecturer to Team Leader, and is now Curriculum Area Manager of our faculty of Foundation Learning and Inclusion (FLI).

Prior to teaching, Sarah was a scientist. "I did a PhD in neuroscience many years ago. I worked at Harvard Medical School, studying how brains are impacted by various learning difficulties." As much as she enjoyed her research, she says, "It was a very insular role and I spent lots of time by myself in the laboratory. I was really focused on how a learning difficulty looks in the brain, but I never really got to meet the people who have learning difficulties."

Spurred by this work, Sarah took up a PGCE at Exeter College with plans to teach A Level Biology. Towards the end of her course, she happened to do some cover work in the faculty of FLI and discovered that she finds "working with young people with special educational needs really rewarding."

My previous life as a scientist tied in nicely with my second career, where I was really excited to work with young people with special educational needs.

Sarah found the transition - from solitary research to her work at the HILL - a wholly rewarding one.

The HILL focuses on teaching those with special needs. Learners "study a programme of personal development, with a bespoke curriculum for each individual." This includes "dance and drama productions," and essential life skills such as using public transport, budgeting, communication, and cooking.

In the 2023/24 academic year, the students were even taken out on their first residential to Magdalen Farm in Chard.

"As staff we had to be quite brave to make that offer. There was a lot of work involved to get parents on board, and to get students comfortable with the idea of being away from home. We actually didn't think that a lot of students would take us up on the offer, but we had many attend. The trip was just incredible. I just couldn't believe it, seeing learners that actually have very low verbal skills sitting and talking to their classmates."

Sarah is proud of how the HILL is helping to meet our community's demand for education for learners with higher needs. The HILL is "a small and well-staffed" home away from home for learners. It forms a crucial "stepping stone between secondary and whatever is next for that young person."

She's keen to expand the HILL's offer, particularly in light of increasing numbers of students who need special educational support.



There's a really big need for the HILL in our local community, and that need is only going to grow in the next few years. We're really excited to work with the local community and build our offer.

In the HILL's first year of existence, the teachers have already opened so many doors for their learners. So, here's to many more years of the HILL, where its students can grow, connect and flourish.



Click here to see what Sarah has in store for the faculty of FLI in years to come.

Written by Niamh McLaughlin



OUR FINANCES

23/24

The Exeter College Group generated an operating surplus of £2,848k for 2023/24, after FRS102 pension adjustments of £146k. Student numbers for our 16-18 cohort continued to grow and the College is classified as having "Good" financial health by the ESFA.

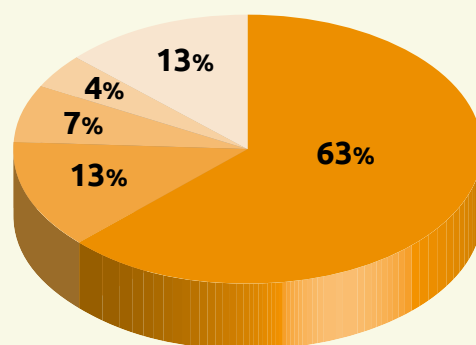
Investment in the College infrastructure continued in 2023/24, with £5m invested in buildings, specialist equipment and IT projects.

A full transcript of the statutory financial statements for the year ended 31 July 2024 is available from the Head of Governance, Exeter College, Hele Road, Exeter, EX4 4JS, or on the College website: exe-coll.ac.uk/about/governors

The College's auditors, Bishop Fleming, have issued an unqualified opinion on the statutory financial statements.

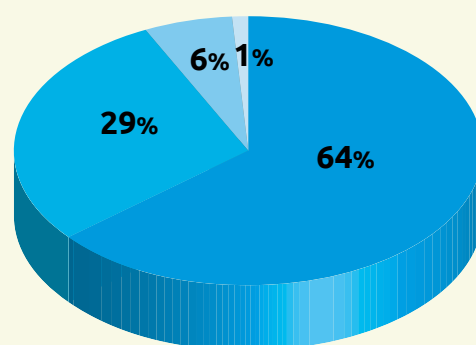
INCOME:

	£'000
Funding Body Income (ESFA 16-18)	40,184
Funding Body Income ((ESFA 16-18) Apprenticeships)	8,347
Other Funding Body Grants	4,582
Tuition Fees and Education Contracts	2,651
Other Income	8,240
Total Income	64,004



EXPENDITURE:

	£'000
Staff Costs	39,245
Other Operating Expenditure	17,850
Depreciation	3,648
Interest and Other Finance Costs	413
Total Expenditure	61,156



During the 23/24 financial year, work started on a new state-of-the-art Centre for Law and Social Sciences (CLS) building on our Hele Road site. Delivering 24 new classrooms, a moot room and learning centre, this will open in September 2025.

Preparatory work also commenced on a new sports pavilion and 3G rugby pitch at our Flowerpots site, with learners and our local community having access to the new facilities during the early part of 2025.

In a busy year for capital investment, a series of 22/23 projects were completed, alongside new kitchen and restaurant space for our Hospitality, Hair and Beauty

faculty. Finally, a mezzanine floor at our Construction Centre has enabled demand to be met, and a significant investment has been made in our IT infrastructure and hardware.

Approximately £5m was invested into capital in the year. We expect investment of up to £20m to be spent in 24/25 in completing the CLS building and Flowerpots site, and we are already planning the next project for 25/26 to enable the College to meet the continued growth in learner numbers.

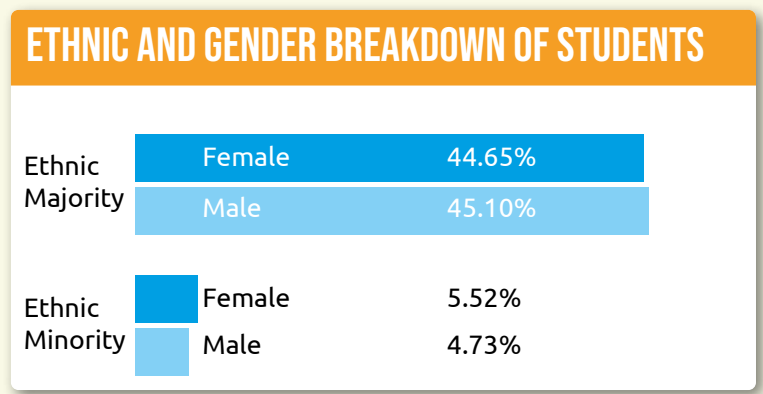
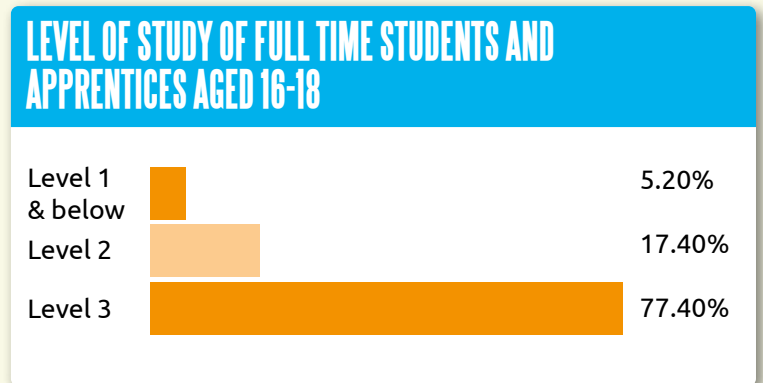
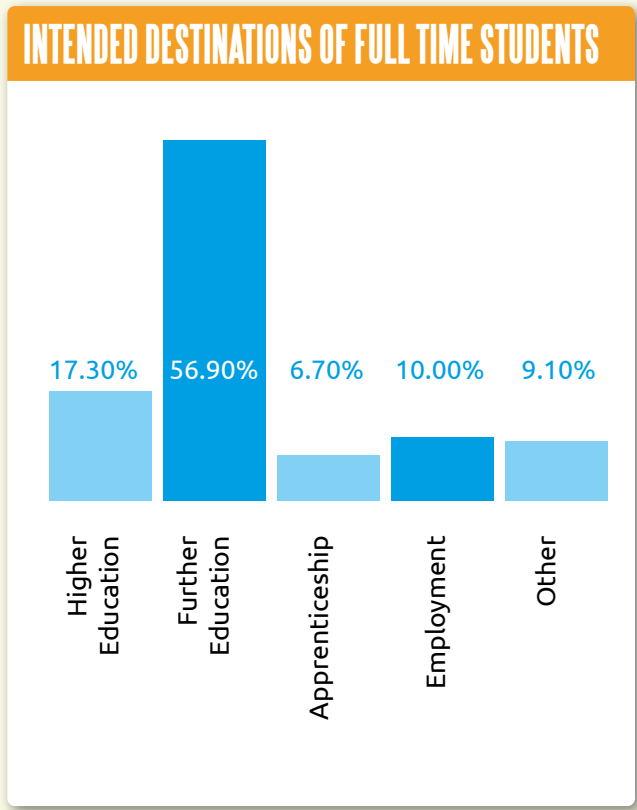
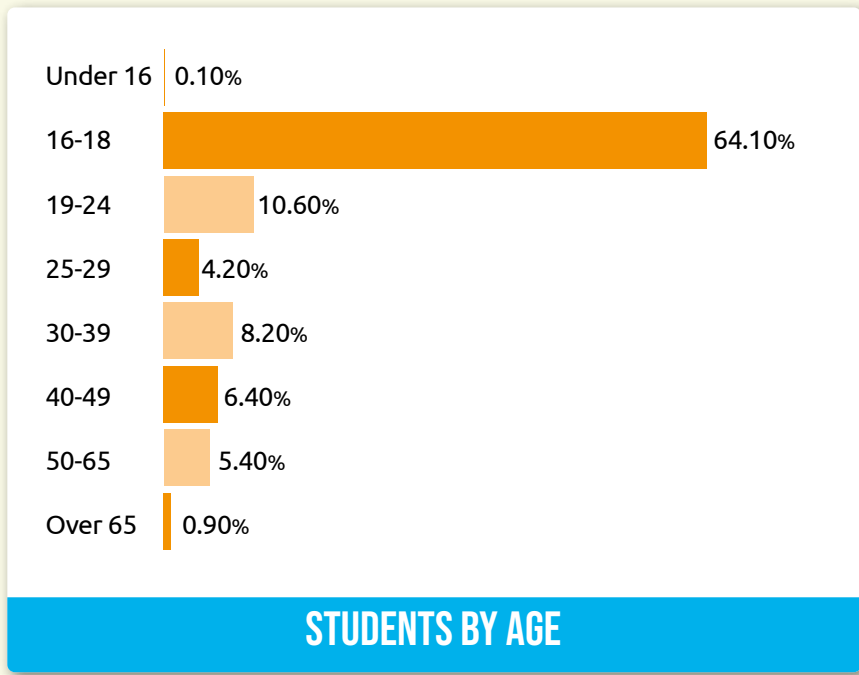
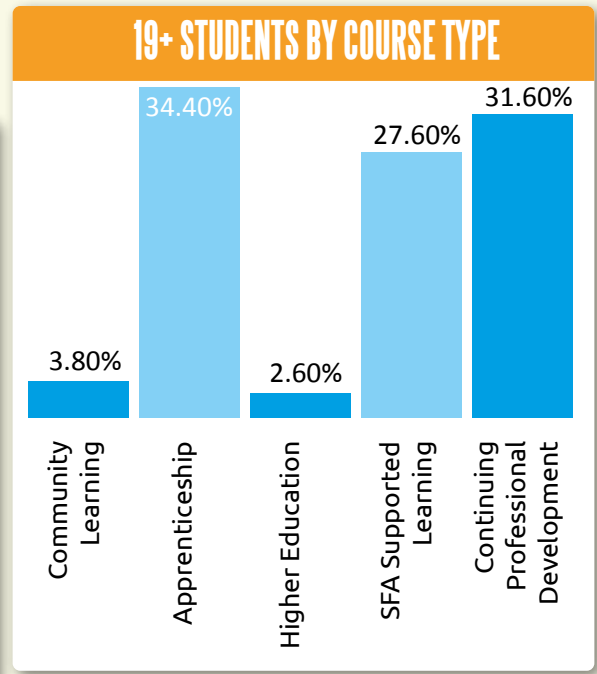
Richard Church, Chief Operating Officer



STUDENT STATISTICS

23/24

Total students enrolled = **12345**





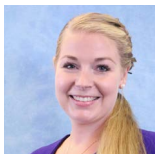
COLLEGE GOVERNANCE

SENIOR LEADERSHIP TEAM



John Laramy CBE

MSc PGCE MCIOB
Principal and Chief Executive



Jade Otty

BA (Hons) PGCE QTS PGDip
Deputy Chief Executive



Richard Church

BA (Hons) ACA
Chief Operating Officer



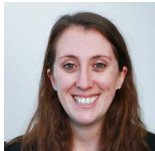
Sam Hillman

BSc (Hons) PGCE
Deputy Vice Principal



Lisa Smith

MMus BMus (Hons) LTCL PGCE
Assistant Principal



Billie Stokes

LLB (Hons) LPC PGCE
Assistant Principal



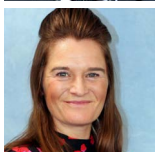
John Dowell

FCCA
Executive Director of Finance



Steve Strang

Executive Director of Estates and Sustainability



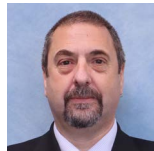
Gemma Noble

MA BSc (Hons)
Executive Director of People and Organisational Development



Mike Blakeley

Executive Director of Partnerships and Apprenticeships



Toby Coombes

MSc
Executive Director of College Information Services

BOARD OF GOVERNORS

The Board is drawn from the community which the College serves and includes two staff and two student governors.

Members, who usually serve a maximum of two, four-year terms, are committed to seeking assurance that the College is working towards its Strategic Plan, within an agreed budget. Governance at the College is outstanding and the Board has signed up to the Association of Colleges Code of Good Governance (2024). The College is compliant with all six principles, and with the Charity Commission's Governance Code. Assurance on risk management is delegated to the Audit and Risk Assurance Committee, which reports back to the full Board, and which works closely with external and internal auditors.



Bindu Arjoon

Chair of the Board
CEO, Exeter City Council
External Member



Patrick Tigwell

Vice Chair of the Board
Partner, Westcotts Chartered Accountants and Business Advisers
External Member



John Laramy CBE

College Principal and Chief Executive



Jess Adams

Further Education Student Member



**Graham Atkins**

Chief People Officer, NHS Somerset
External Member

**Sue Clarke OBE**

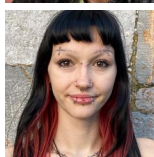
Former Head of Education for
Devon County Council
External Member

**Pam Degregorio**

Deputy Head of Faculty, Humanities,
Languages and Social Sciences
Teaching Staff Member

**Ashish Ghadiali**

Director of Peregrine Pictures Ltd
Co-opted Member

**Lucy Gregson**

Adult and Higher Education
Student Member

**Antony Hart**

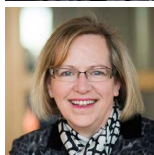
Local Policing Commander for
Exeter, East and Mid Devon
External Member

**Neil Hitchings**

Director of PKF Francis Clark
External Member

**Rob Hutchins**

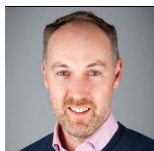
External Member

**Carol McCormack OBE**

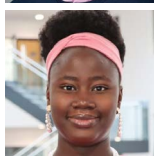
External Member

**Stewart Noakes**

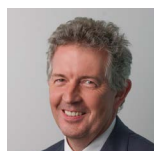
Technology Entrepreneur
External Member

**Damion Norcombe**

IT Manager
External Member

**Ayomide Okesola**

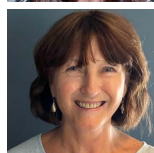
Co-opted Member

**Professor Tim Quine**

Deputy Vice Chancellor, University of Exeter
External Member

**Victoria Roberts**

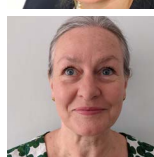
Exams Manager
Support Staff Member

**Cynthia Sedgman**

External Member

**Lindsay Skinner**

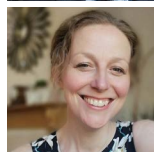
Director of Education, Ted Wragg Trust
External Member

**Adele Westcott**

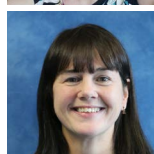
Head of Internal Audit, Met Office
Co-opted Member

**Stephen Wiltshire**

Managing Director, Exeter Airport
External Member

**Sally Wolkowski**

Lead Enterprise Architect, Met Office
External Member

**Alison Layton-Hill**

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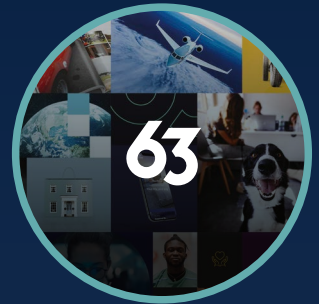
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