

TRURO & PENWITH COLLEGE

**CURRICULUM
STRATEGY**

LOOK FURTHER · REACH FURTHER · GO FURTHER



COLLEGE VISION GO FURTHER

The curriculum is built around our core vision that students will go further in their education and career as a result of studying at Truro and Penwith College, than they would do if they studied elsewhere.



CURRICULUM AMBITIONS

Three core ambitions apply to all funded courses offered at the College. The curriculum should enable students to **1. Look Further, 2. Reach Further and 3. Go Further.**

LOOK FURTHER

Look Further recognises the importance of students developing ambitious career aspirations that align with their strengths and interests. It recognises that the college needs to raise student's awareness of potential careers and next steps, ensuring they are not constrained by a lack of exposure to different careers or a lack of confidence or belief in what they can achieve. This ambition recognises the significant impact that future aspirations have on achievement and educational and career choices.

REACH FURTHER

Reach Further aligns with the college mission that students reach the highest possible level of achievement whilst at the college. Students should attain more than they would elsewhere, develop significantly as a person and have their experience enriched far beyond course or subject specification requirements.

GO FURTHER

Go further embodies the college vision and overall aim for the long term impact we want to have on learners lives. As part of this aim we want students to make informed choices on their next steps. For example, they choose the right university course for them or a job role/ apprenticeship that provides a strong platform for reaching their future career ambitions.

This also refers to students having the skills they need to excel in those next steps. For those progressing to university this means they develop the skills and confidence to meet academic requirements, work well individually and as a team, perform well in assessments, make new friends and take advantage of opportunities. For students entering the workplace or an apprenticeship this would mean that they have the skills and confidence to perform well and form positive relationships with colleagues and customers, so that their employers and colleagues recognise their potential.

Finally Go Further recognises that the curriculum offered should reflect the skills required by employers, supporting the growth of both the National and Cornish economy and enable employers to take advantage of emerging industries and opportunities.

VISION SUMMARY

OUR AMBITIONS

LOOK FURTHER

Aspiration: Students gain the confidence and self-belief to set ambitious progression and career goals

Inspiration: Students are inspired by interactions with staff, stakeholders and alumni

REACH FURTHER

Triumph: Students exceed expectation and achieve their full potential

Talent: Lecturers have a passion for teaching and learning and are experts in their field

T&PC Magic: Facilities, enrichment and opportunities are exceptional

GO FURTHER

Progression: Students progress to competitive universities, apprenticeships and jobs that provide strong foundations for successful careers

Prosper: Students develop the skills needed to flourish at university or in employment

Productivity: Students gain the skills employers need, supporting the economy to thrive

OUR VALUES

W

WELLBEING

E

ENGAGEMENT

A

ASPIRATION

R

RESPECT

College staff and students have identified four cornerstone values that are crucial to creating a high performing inclusive culture in which our curriculum ambitions can be realised.

Wellbeing: looking after our own physical, social, and emotional wellbeing; the most important foundation for a happy, healthy, and prosperous future.

Engagement: taking full advantage of the opportunities available to us, both at college and beyond.

Aspiration: Wanting the best future for ourselves and having the self-belief that we can achieve it; looking beyond the horizon we may initially see.

Respect: playing an active part in creating positive inclusive communities, where everyone is valued and respected.

VISION SUMMARY

SKILLS FOR YOUR FUTURE

Based on research into the core skills needed to succeed and thrive within college, higher education and work environments the following skills are embedded across the curriculum.

Team Working: The ability to form positive working relationships and work collaboratively with others.

Communication: The ability to articulate your thoughts and ideas, actively listen to and influence others.

Creativity and Innovation: The ability to look at situations and challenges from different perspectives, and to find alternative solutions.

Confidence and Resilience: Having confidence in yourself, your abilities, and the value you can add and the resilience to overcome obstacles and challenges.

Academic Skills: The core skills that underpin future academic success and enable you to achieve your full potential both at college and university. These include personal organisation, writing, research, referencing and analysis; these skills are also valuable in the workplace.

Physical Literacy: The motivation, confidence, and physical competence to engage in physical activities for life. This supports long term physical and mental health.

CURRICULUM CONTEXT

ECONOMIC CONTEXT

Truro and Penwith College serves Cornwall and the isles of Scilly, an area of economic deprivation, where people have traditionally not had the same life chances as many other areas within the UK, including the Southwest.

The economy has been dominated by agriculture and tourism with productivity levels significantly behind the rate for the South West region and the rest of the UK. The challenge being rather than a lack of jobs, a lack of highly skilled, highly paid jobs; with a high proportion of low skilled, low paid jobs, leading to in work poverty. People in Cornwall are more likely to work in either hospitality or health and social care, but they are rarely employed in high-value, high-salary professions such as finance and insurance or science and technology.

In 2021 a typical full-time worker in Cornwall and the Isles of Scilly earned just 89% of the regional average and 84% of the national average in terms of weekly pay. On top of this students and their families face the challenge of high house prices, due to the substantial demand for holiday homes; Cornwall has the highest number of vacant houses of any local authority area in England. Despite its status as the fourth poorest county in terms of value added per head, Cornwall ranks 21st most expensive in terms of average house prices. Poor transport and public transport networks also prove a challenge to the local community, this also leads to significant challenges with students accessing work experience and limits employment options for those without their own transport.

Due to significant investment in Cornwall and Isles of Scilly (ESF, UK Shared Prosperity, Town Deal, Future High Streets Fund, Getting Building Fund), natural resources within the county and a shared determination there are a number of significant and emerging growth sectors within Cornwall:

- **Clean energy resources**
Capitalising on unrivalled natural resources including unique opportunities in floating offshore wind.
- **Geo-resources**
Harnessing expertise and the critical minerals necessary for the low-carbon transition, in a sustainable way, including technology metals e.g. lithium.
- **Data and space**
Exploiting the unique physical, digital and intellectual assets in the region, and using data to overcome local and global challenges.
- **Visitor economy**
Potential to be a global leader for low-carbon experiences for visitors and residents, maximising links to the environment, heritage and culture.
- **Agri-food**
Creating a productive and sustainable sector maximising market opportunities for land and marine management, and food processing/production.

There is also a significant construction sector with the county, driven by population growth higher than UK norms.

These growing industries will provide high skilled jobs, providing more career opportunities for local people, with a shared ambition of overcoming the challenges previously outlined.

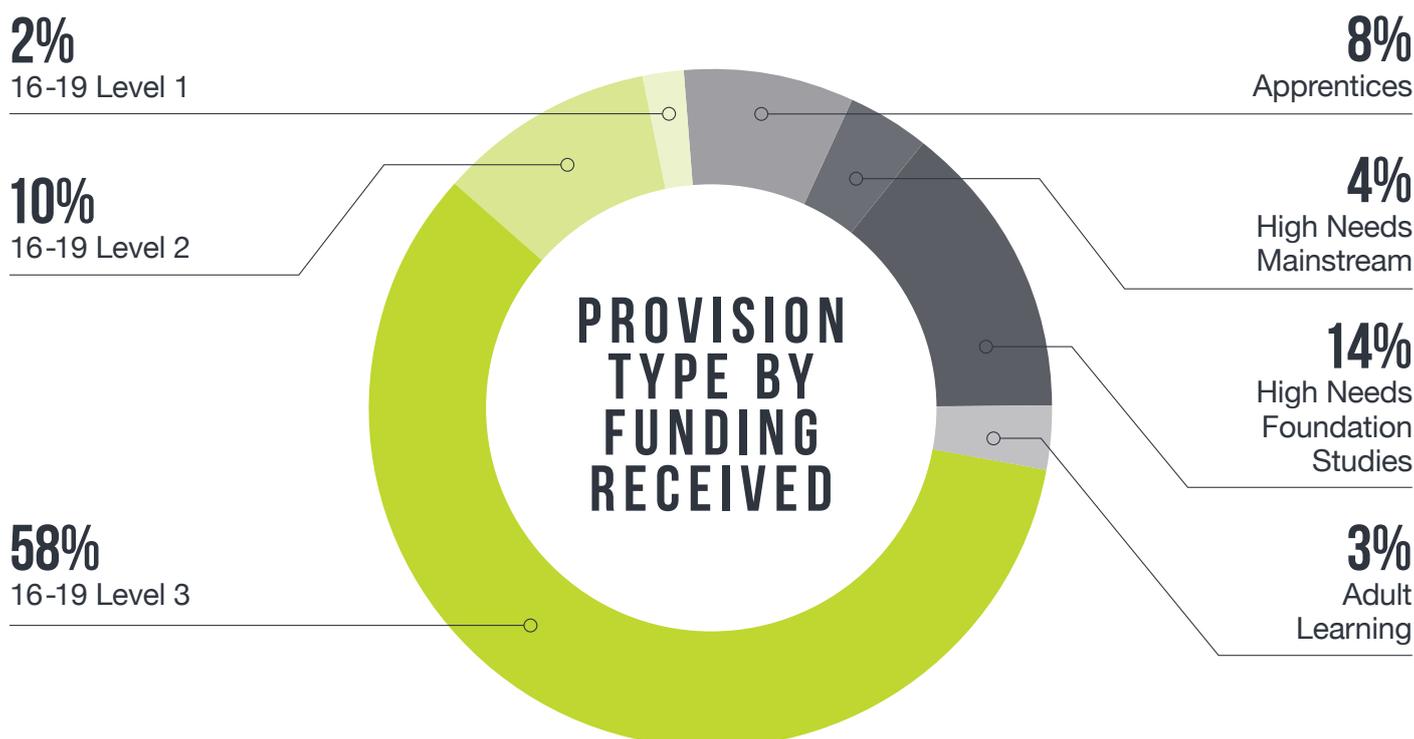
CURRICULUM CONTEXT

EDUCATIONAL CONTEXT

There are over 11000 16-19 learners in full time education within Cornwall. Approximately 5000 (45%) of these are enrolled at Truro and Penwith College, 1500 at Callywith College (a free school set up and sponsored by Truro and Penwith College), 2700 at Cornwall College, 900 in school sixth forms within reasonable travel distance of Truro and Penwith College and another 900 in sixth forms to the East of the county and not within an easy travel distance.

Cornwall College have a significant focus on vocational, occupational and apprenticeship courses and do not offer A Levels. They also offer limited Access to HE and adult courses. Many curriculum areas overlap but they also offer provision not provided by Truro and Penwith College, these include; some construction trades particularly electrical and plumbing and land based, marine engineering and boatbuilding, equine and horticulture. Cornwall College have a greater number of students studying at Level 2 and below, whereas the greater number of Truro and Penwith College students study at Level 3 (see diagram below).

Callywith College's curriculum is predominantly at Level 3 and largely reflects the A Level and vocational curriculum offered at Truro and Penwith College. They do not provide occupational courses, apprenticeships or adult courses. Callywith College was set up and sponsored by Truro and Penwith College to ensure that students in the East of the County had access to outstanding further education provision, without the need for excessive travel.



STUDY PROGRAMME OFFER

The College offers over 40 A Level subjects, including subjects not readily available within state funded further education. A small number of one A Level equivalent certificates are offered in subjects that compliment the A Level offer, these are combined with two A Level subjects. These provide an alternative for students who wish to study A Levels but may struggle with the academic requirements of a three A Level programme. The College offers a 4 A Level programme for students with an average grade profile of 8; although as per all course enrolments this is subject to advice and guidance. The College is also the sole provider of the International Baccalaureate in Cornwall.

The College offers over 10 different Extended Diplomas (three A Level equivalents); delivered as Foundation Diplomas within year one, with the intended aim that the majority of learners complete a two year programme and the full Extended Diploma. We recognise that these also provide the option for students to achieve a qualification in year one and progress to employment or apprenticeships.

The College has a well developed occupational curriculum, which has been enhanced with investment in specialist facilities and employer partnerships; most recently an investment in electric vehicle laboratories and retrofit renewable technology within construction. This includes courses in hospitality, hair and beauty, construction and motor vehicle.

The Apprenticeship offer is growing at the college in partnership with employers and in response to local industry skills needs. This includes the occupational areas listed above, engineering, nursing and allied health, AAT and Business Administration.

The College was a wave-one T Level provider and offers T Levels in construction, digital, childcare and nursing. T Levels have only been introduced where local employers have identified that they will equip learners with the skills that employers need. For example, despite the college's investment in engineering we do not currently offer the T Levels in engineering. This was a result of extensive employer consultation where a range of employers identified that the T level options were too narrow for the local employment market and could negatively impact students progression into employment.

The College has a limited Level 1 and 2 Progression offer, which is predominantly aimed at supporting students to gain Maths and English GCSE qualifications and prepare them for Level 3 study. Employability skills are built into the curriculum in recognition that some students will progress onto employment or an Apprenticeship. The College also provides GCSE Maths and English provision alongside occupational and vocational courses.

The College has a small adult provision which includes professional courses such as AAT, Maths and English Functional Skills and GCSE and Access to HE. Access to HE provision includes subjects such as health and social care / nursing, science and medicine and humanities.

The College has its own University Centre, where we have developed programmes including higher level Apprenticeships and higher technical qualifications (HTQ) that provide progression routes for our further education learners, with a specific focus on higher skilled roles and addressing identified workforce gaps. This includes teaching, law, software development and IT, nursing and allied health and engineering. This also includes HNC/D progression routes for occupational programmes including Construction Management and Hospitality Management.

CURRICULUM ENRICHMENT

The College prides itself on providing a comprehensive curriculum approach that meets our curriculum ambitions. These include the following elements wrapped around study programmes:

A comprehensive tutorial programme including subjects such as information on society, healthy relationships, citizenship, healthy lifestyles, study skills, resilience, progression routes and careers. Tutorials also introduce students to various support teams so they are aware of the support available and how to access it, including learning support, students support, career and work experience support.

The College is committed to providing high quality careers advice and guidance through a structured careers programme that is accessible to all and provides personalised provision to support individuals build upon their skills and previous experience. The team of experts have excellent knowledge of the labour market intelligence which enables them to identify opportunities linked with local and national priorities.

An extensive enrichment programme with over 40 different options that embodies the values of our college community and develops the skills, proven to underpin future career and academic success. It lays the foundations for healthy lifestyles and the ability to contribute positively to the communities in which we live and work. The College offers both weekly timetabled enrichment and Health, Wellbeing and Sport drop-in sessions.

Directed study sessions are built into all vocational courses, supervised by Directed Study coaches, these encourage and enable students to develop independent study skills.

Maths and English one-to-one support sessions are available to all students regardless of their prior qualifications or level of study.

Programme areas broaden students' experiences by arranging an array of trips, visits and entrance into sector specific national and international competitions.

Two student support days are timetabled for all first year students, the first in September focuses on high aspirations and the second in June focuses on supporting destinations.

DESTINATIONS

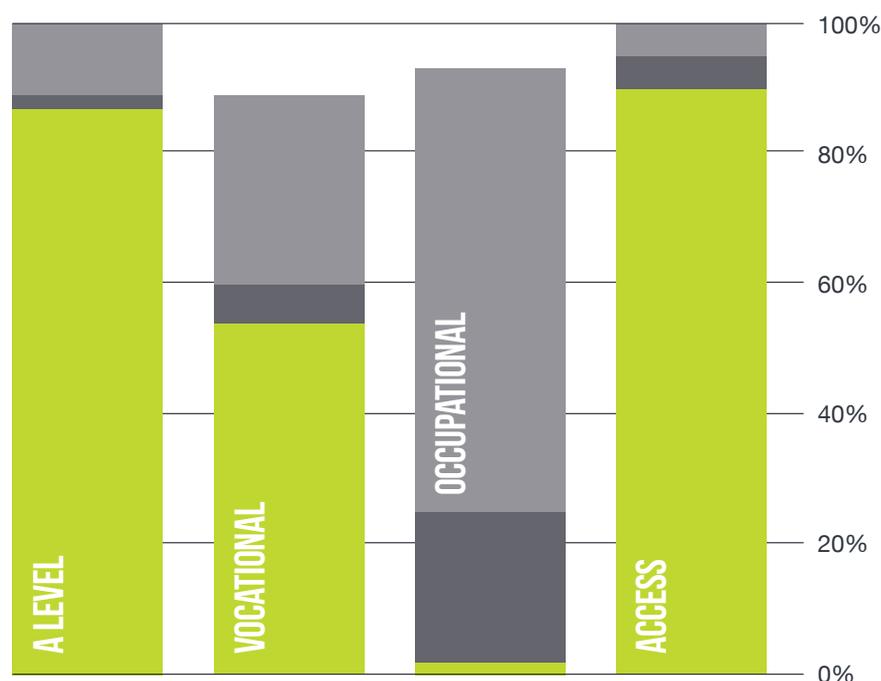
The College curriculum is designed with an understanding of student destinations.

The most common destination from study programmes for young people is university, with 60% of students that leave the college progressing to university. This differs significantly for different provision types (see the chart below), with 75% of A Level learners progressing to university compared to 55% of vocational. The number of vocational students progressing into employment and apprenticeships is slowly growing each year.

For our occupational programmes students' progress within further education and then to apprenticeships and employment, with a negligible number progressing to University. Noticeably the number of students progressing to apprenticeships rather than straight into employment is increasing. This is viewed as a positive change as it leads to students securing employment in their chosen trade. The College is supporting higher level progression for occupational students through the University Centre Truro and Penwith offer.

DESTINATION SUMMARY

Summary of full-time learners once they have completed their College journey.



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