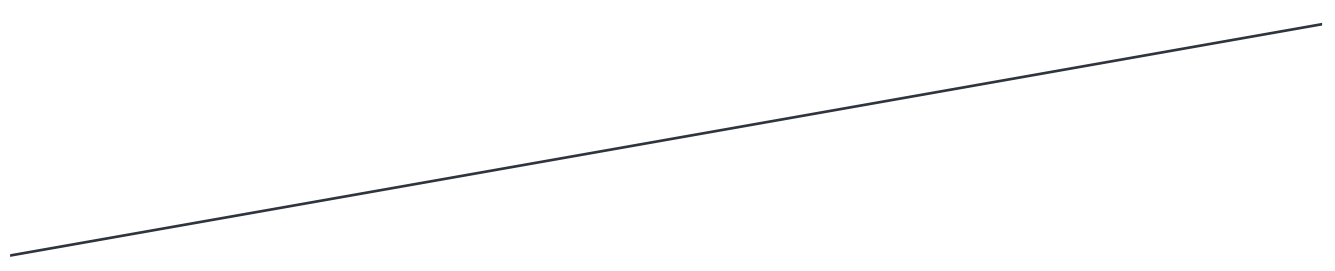


TRURO & PENWITH COLLEGE

INTERIM
CURRICULUM
STRATEGY

LOOK FURTHER · REACH FURTHER · GO FURTHER



INTERIM CURRICULUM STRATEGY



Commitment 1 Inclusion: Dismantle Barriers & Expand Opportunities

We will deliver an inclusive curriculum designed from the outset to recognise diversity, dismantle barriers, support equitable participation, achievement and progression for all. Every curriculum decision will be driven by ensuring all students can participate, engage and achieve their potential equitably.

Aims

1. The curriculum enables all learners, regardless of background, prior attainment, disability, learning difference, protected characteristic, or socio-economic context, to engage, succeed, and progress along pathways that are equally valued and ambitious. Curricula is designed with inclusion at its heart, from the outset, anticipating learner diversity, representing our communities and embedding student voice.
2. Students and other stakeholders are partners in curriculum design, review, and evaluation. Empowered to make meaningful choices in how they learn and given opportunities to share their lived experiences to help identify barriers that frameworks may overlook.
3. Our inclusive curriculum design is clearly communicated to applicants and parents.
4. Inclusive curriculum design is standardised across faculties and reviewed as part of our culture of continuous quality improvement. College leadership sets clear expectations and embeds inclusion in all curriculum and resource planning activities.

Commitment 2

Navigation: Make Course Choices Simple & Career Focused

The college will align its courses with future career pathways so learners and stakeholders can easily identify options that match their ambitions. It will also present the curriculum in a clear, intuitive way so students, parents, and schools can quickly find relevant courses and understand the choices available to them.

Aims

1. The curriculum offer is simple and easy to understand for all stakeholders.
2. Course provision is aligned with future careers/destinations so learners, parents, schools, and other stakeholders can easily identify course options aligned to career ambitions.
3. Applicants are supported to define their career goals or future destinations, to enable them to select the most appropriate course options.
4. Enrichment, work experience, and skill-building opportunities are embedded into course information, making it clear these are essential curriculum elements.
5. Alumni and employer insights are used to highlight the value of skills, inspire future ambitions, and reinforce the college's credibility.

Commitment 3

Skills/Destinations: Build Foundations for Lifelong Success

We will embed transferable skills into every programme, creating a learner profile that employers instantly recognise as “Truro and Penwith College quality.” These skills will form the bedrock for success in work, further study, and life.

Aims

1. A Truro and Penwith Learner Profile is adopted across the curriculum so that every programme consistently develops the core skills learners need. This profile is delivered through lessons, enrichment, and tutorials, and consistent employer feedback confirms that these skills are commonly demonstrated by our graduates.
2. Strategic alliances have been formed with employers and stakeholders, so they actively contribute to, and lead, curriculum design for skills. Ensuring graduates possess the skills required by priority sectors and the future labour market. This includes systems thinking/problem solving, working in an environmentally sustainable way, and the safe and effective use of AI.
3. All academic and student support staff hold themselves accountable for student progression. Every learner leaves having secured their next destination or with a mapped route to achieve it.
4. Robust monitoring processes are in place, tracking learners' skill development, progression into further study or employment, and early experiences in their chosen destinations. Insights from this ongoing monitoring directly inform and shape curriculum design, ensuring programmes continually evolve to meet learner and employer needs.

Commitment 4

Intelligence & Insight: Data-Driven, Employer-Informed Provision

We will ensure where appropriate every course is shaped by labour market intelligence and employer input. High expectations for collaboration with employers and alumni will be standard practice, guaranteeing our curriculum remains relevant and future-focused.

Aims

1. We engage with other education providers by holding annual benchmarking meetings to share intelligence, best practice, and sector developments.
2. We have effective, well established Employer Connect Forums in each faculty to gather ongoing insights and feedback from industry partners that directly inform curriculum planning.
3. Employer and Industry Engagement is strengthened by:
 - a. Using guest speakers and industry experts to shape curriculum sequencing and delivery.
 - b. Co designing curriculum with employers to ensure alignment with workforce readiness needs.
 - c. Ensuring teams participate in the Industry Immersion initiative and demonstrate how insights influence their courses.
 - d. Maximising the Employer Connect and Partnership Pledge initiatives to deepen employer relationships and strengthen the education-industry link.
4. Alumni engagement is enhanced by implementing annual strategies to connect with alumni and use their feedback to improve curriculum design and delivery.
5. Faculties utilise data and labour market intelligence from national and local datasets to review, refine, and future proof their curriculum offer on an annual basis.

Commitment 5

Curriculum Offer: Strategically Planned & Coherent

We will ensure that the cross college curriculum and all new curriculum developments are managed in a strategic and cohesive way.

Aims

1. A Curriculum Steering Group guarantees that the college effectively responds to the curriculum reforms and makes well considered decisions on the composition of the future curriculum offer. Including taking into consideration; financial sustainability, staffing capacity, fit/cohesion with existing provision, facilities, progression routes, accessibility for all, and alignment with priority sectors and skills needs. This group takes into account the specific contexts of the Penwith, Tregye and Ottery campuses when determining curriculum provision.
2. Wider curriculum components are designed as a cohesive, intentionally planned programme, ensuring that tutorials, careers education, work experience, destination activities, and enrichment are treated as integral to the overall curriculum offer. These wider curriculum components have clear, single point ownership and follow the same curriculum planning, quality assurance and review cycles as all other college curriculum areas.
3. Employers and key stakeholders collaborate on the Ottery campus and have shaped high quality 16-19 and higher level provision.
4. Learners at risk of becoming NEET, as well as young people and adults currently NEET, benefit from targeted provision, ensuring clear pathways into education, training, and employment.

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