

TRURO & PENWITH COLLEGE

ACCOUNTABILITY STATEMENT

DUTY TO REVIEW

JULY 2026



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PURPOSE



The Accountability Agreement sets out how Truro and Penwith College will respond to local, regional, and national skills priorities through a continually evolving curriculum that combines qualification-based study, enrichment opportunities, and sustained employer engagement. This approach ensures learners develop the knowledge, skills, and behaviours required to progress successfully into higher-level study, apprenticeships, or employment. Ongoing curriculum review ensures provision remains purposeful, responsive to employer and stakeholder need, and provides appropriate stretch and challenge to prepare individuals for their next steps.

Through extensive collaboration with employers, stakeholders, and the wider community, the College delivers a curriculum that directly reflects economic priorities and the changing skills landscape, embedding the priorities of the Cornwall Good Growth Plan and the UK's Modern Industrial Strategy Invest 2035. This ensures provision remains aligned to both regional growth sectors and national economic priorities.

The development of personal, social, and independent learning skills is central to learner progression and success. These are embedded through an extensive enrichment offer focused on building future-ready capabilities, including teamwork, communication, creativity, innovation, resilience, and confidence, alongside academic development, health and wellbeing, and employability skills.

In addition, the Governing Body will maintain strong oversight of curriculum relevance and responsiveness through structured reporting mechanisms. This includes regular updates via Board meetings, including Quality of Education and Skills (QES) board meetings, which provide detailed insight into local and national skills needs, labour market intelligence, and employer demand. This will ensure governance oversight, curriculum challenge, and approval processes are consistently informed by robust labour market intelligence, competitor analysis, and live employer engagement, enabling the Board to effectively discharge its statutory duty to review.

CONTEXT



College overview

Truro and Penwith College has thirty years of experience of delivering an high quality provision of full-time further education programmes, vocational qualifications, Apprenticeships, T Levels, higher education, Continued Professional Development courses and Part-time Leisure programmes to high volumes of learners from across Cornwall.

We have a clear purpose that is portrayed by our mission and vision:

Mission

Our Mission Statement is: **'To provide the best possible learning experience, leading to the highest possible level of achievements by our students'** and we promote the Values of Wellbeing, Engagement, Aspiration and Respect among our staff and students.

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.

The College has campus facilities in Truro, Penzance and Bodmin and its wide reach is reflected in learner numbers; with approximately 5,200 full-time further education students, 531 higher education and Access students, 900 apprentices and 3,000 adults engaged on learning programmes.

The College delivers apprenticeship programmes to around 900 learners across a range of subjects and, as a partner in the successful South West Institute of Technology development, is currently developing a range of new higher and degree level apprenticeship programme in Digital, Engineering and Manufacturing skills.

Truro and Penwith College secured the Matrix Careers standard in April 2026 to endorse the excellent CEIAG that is provided for all students. Ofsted has rated the college 'strong' for skills and has received exceptional feedback on employer engagement. In April 2024 the College also achieved the quality in careers standard, Investors in Careers. Comprehensive feedback was received within the report identifying the high standard of careers advice and guidance provided by the college.

- T&P College is structured around a broad curriculum offer and a robust student IAG service. The model provides many possibilities in realising so-called 'parity of esteem' but most significantly equity in the overall offer. Continuous improvement features strongly and staff interviewed were committed to learner-centred approaches with high aspirations for students.
- T&P College leaders and managers provide excellent local leadership and direction with very good support mechanisms. The flat structure enables quicker decision-making and greater autonomy for middle managers. The importance of services provided by Student Services and appears very well appreciated by the Senior Leadership team.
- Staff felt team leaders in Student Services provided particularly good professional support, with the CPD offer clear and well-accessed. Academic staff interviewed believed they were very well supported and managers were very clear they had autonomy to develop their curriculum and partnerships as a direct result of their close contacts with employers and sectors.
- Partnership working is extensive and provides a rich variety of support mechanisms. The strength of personal professional relationships ensure partnerships with other organisations adds to the capacity and reach of T&P College and for example, complements the careers offer very well in NEETs prevention and enabling aspirations. Links with higher education institutions are very well established and particularly local HEIs are very strong and effective. There were very good examples provided of appropriate referral to other agencies to provide IAG on sexual health and consent, drug addiction, personal safety and LGBTQ support.
- Strategic planning is strong and well-informed, drawing on robust partnerships with reputable sources such as the former Local Enterprise Partnership (now the Economic Forum), the local authority, and other county-wide stakeholders. The SAR provided for the matrix Accreditation Review was very helpful in setting out the context in which TPC operates. Analyses provided were impressive in the range of sources, both local and regional, and was welcome in its scope and detail. Context is extremely important to setting the performance objectives of the College.
- The PPD offer is a very good example of how an FE college can support students and give them further chances. Without this approach such young people would be at the very least NEET and could be in a far worse situation. PPD reflects well on the college that it is prepared to take a risk with young people who are extremely vulnerable.

Supporting documents

- Interim Curriculum Strategy 

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.

Cornwall has continuously had a lower average rate of unemployment than the rest of England for the last decade however, rather than a paucity of employment opportunities, there is a persistent challenge with low levels of highly-skilled and highly-paid roles and high volumes of insecure and seasonal jobs; resulting in in-work poverty or the re-location of human capital out of county.

The range eligible for economic activity (16-64) and over a quarter of the population aged over 65 (26.6%). Population projections demonstrate that by 2046 declines are anticipated in 0-15 year olds (to 12.7%) and 16-64 year olds (56%), whilst the volume of residents aged over 65 will increase further to 31.3%; compounding pressures on economic productivity, workforce availability, housing and health and social care requirements.

2025 NOMIS data shows that the median full-time salary for males in Cornwall is £4,417 lower than the average for England at £37,740, whilst the disparity in medium full-time wage for females is £5,179 (£30,495, against the England average of £35,674). The most advertised roles are for health, care, teaching and part-time roles and salaries in Cornwall have increased by 6.9% year on year, which exceeds the national annual change percentage (Adzuna).

66,065 individuals are in receipt of Universal Credit; 8.8% of whom have been in receipt for over three years. Cornwall has a higher-than-average proportion of economically active adults in self-employment at 12.7%, whilst small and micro enterprises account for 98.5% of the active enterprises in the duchy (September 2025). There are also high volumes of part-time employees of any Local Authority in England, with 33% of those employed working below full-time hours (September 2025).

19.2% percent of Cornwall's population aged 16-64 are economically inactive, which is higher than the average for England (September 2025). 27.2% of the economically inactive population are experiencing long-term sickness, with a further 20.3% of those 16-64 classified as retired and 10.1% economically inactive due to family commitments.

Following significant investments, there is parity with national averages for educational attainment up to Level 3 however there is then a significant gap in Level 4 and above; with 39.7% of residents aged 16-64 holding higher-level skills against the figure of 47.1% for England. 3.3% of the adult population hold no qualifications.

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.



Truro and Penwith College students and the UK's first geothermal electricity and lithium plant feature on the BBC's 'The One Show'.

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 and deep geothermal.
- Geo-resources - harnessing expertise and the critical minerals (lithium, tin, tungsten, copper) 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.

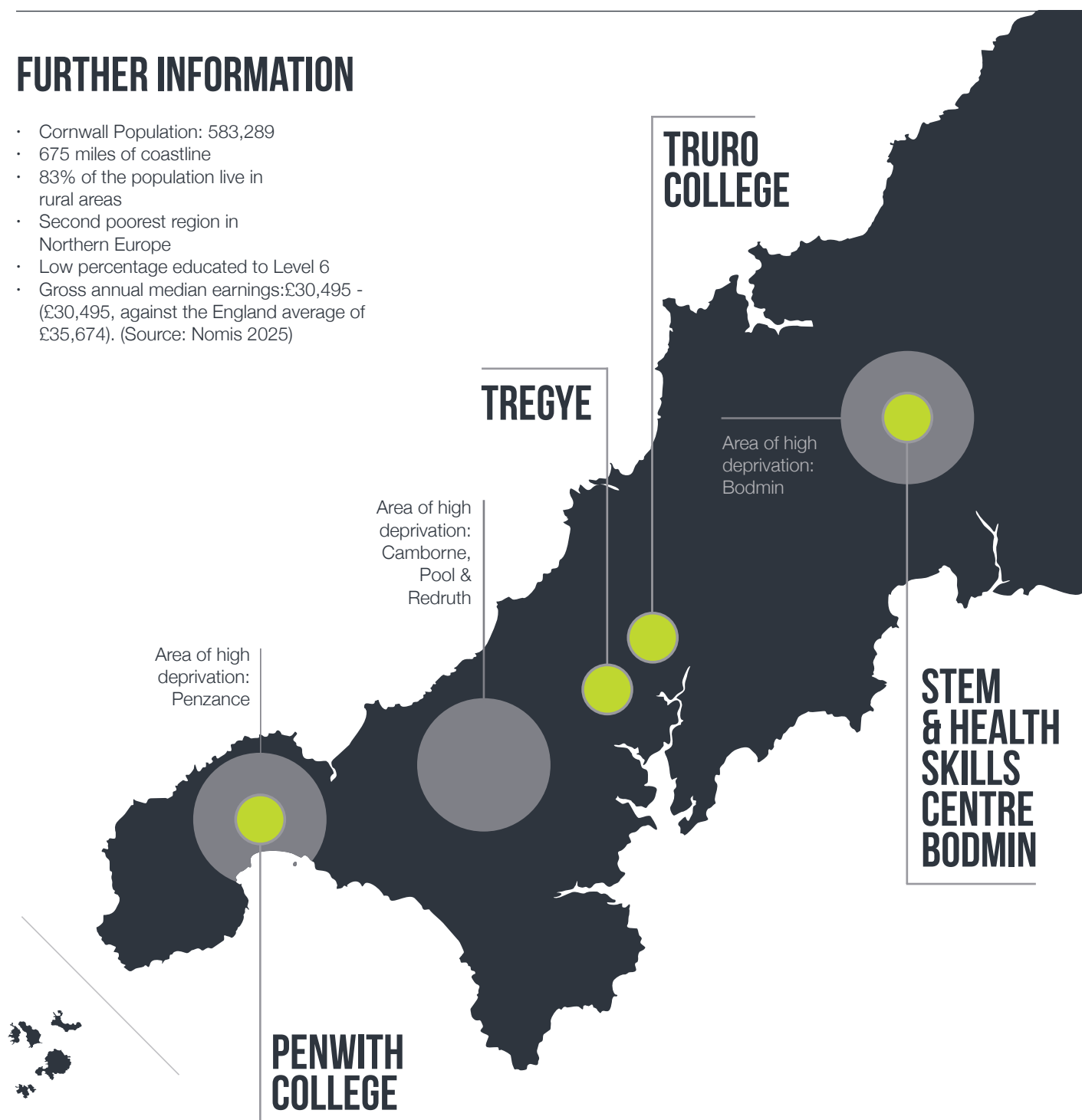
There is also a significant construction sector with the county, driven by population growth higher than UK norms.

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.

CAMPUS LOCATION

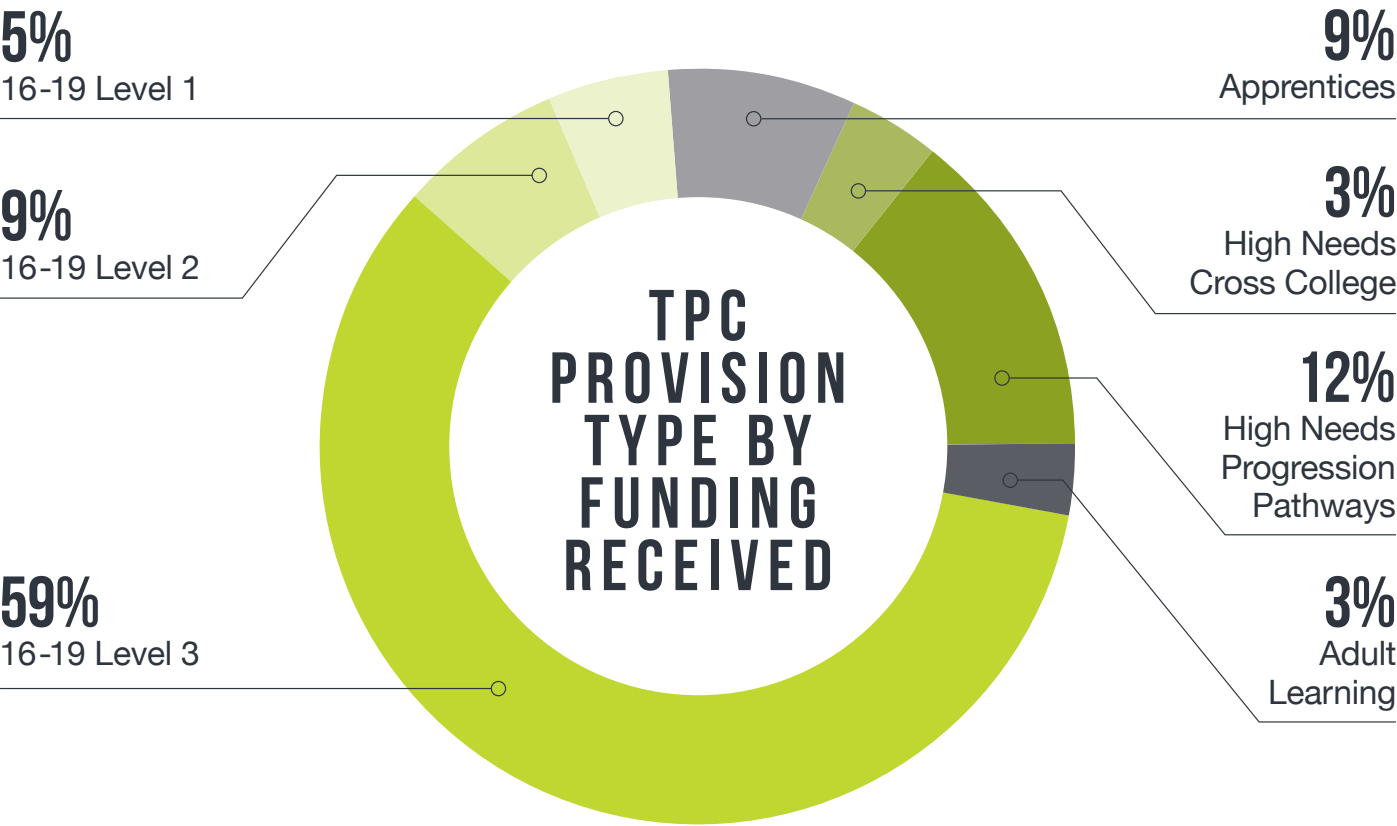
FURTHER INFORMATION

- Cornwall Population: 583,289
- 675 miles of coastline
- 83% of the population live in rural areas
- Second poorest region in Northern Europe
- Low percentage educated to Level 6
- Gross annual median earnings: £30,495 - (£30,495, against the England average of £35,674). (Source: Nomis 2025)



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 of the College.



SHARE OF COUNTY WIDE PROVISION

Provision	Our Learners	Total Learners	% Share
16-19 Funded Learners	5,060	11,160	45%
Adult Learners	630	7,620	8%
Apprenticeships	780	6,680	12%

(24/25 data)

ACCOUNTABILITY STATEMENT

Cornwall and the Isles of Scilly Economic Forum have worked with the Workforce and Skills Board creating an advisory panel bringing together employers representing the key economic sectors with learning providers to shape local provision to develop the skills and talents required to support growth of the local economy.

This resulted in The Cornwall and Isles of Scilly Economic Forum worked alongside the Workforce and Skills Board to establish an advisory panel bringing together employers representing key economic sectors with learning providers to help shape local provision and develop skills and needed to support economic growth. This collaboration contributed to the development of the Cornwall Good Growth Plan 2024-35. While skills and workforce development are central components, the Good Growth Plan has a much broader focus, encompassing economic, environmental, infrastructure, innovation, and community priorities to support sustainable and inclusive growth across Cornwall and the Isles of Scilly. The priorities within the plan closely align with ambitions set out in Vision 30 and Invest 2035 strategies.

The following key sectors have been identified:

Distinctive

- Critical Minerals
- Renewable Energy
- Space
- Marine

Core

- Visitor Economy
- Agri Food
- Fishing
- Creative and Culture

Foundational

- Health and Care
- Retail and Wholesale
- Education
- Professional Business Services
- Manufacturing
- Administrative Services
- Transport and logistics
- Public Administration
- Construction
- Waste
- Water

Truro and Penwith College provides exceptional education working closely with employers and stakeholders to develop a clear understanding of the local, regional and national skills shortages for current and future skills.

Strong collaborative partnerships have been created between Truro and Penwith College, Callywith College and the Cornwall College Group to ensure that between the educational providers across Cornwall the skills, knowledge and behaviours are delivered to support the Cornwall Good Growth Plan 2024-35 and the Local Skills Improvement Plan.

Recent examples of collaborative working between Truro and Penwith College and The Cornwall College Group include projects through the Shared Prosperity Fund (SPF) supporting growth in construction, renewables, digital and green technologies. This has enabled the colleges to offer provision to train and upskill within these key sectors throughout Cornwall.

The link to the prospectus identifies all courses offered to support knowledge and skills developments through A Levels, IB, T Levels, BTEC Foundation and Extended Diplomas that enable learners to gain academic and vocational knowledge and skills providing the grounding for higher level qualifications, higher level apprenticeships or employment.

Links:

Truro and Penwith College
Further Education Prospectus [↗](#)

Cornwall Council
Good Growth Plan [↗](#)

Workforce and Skills Strategy [↗](#)

GOV.UK - Invest 2035 [↗](#)

Local Skills Improvement Plan
(LSIP) [↗](#)

SUPPORTING THE GOVERNMENTS FIVE MISSIONS TO REBUILD BRITAIN

Truro and Penwith College's provision aligns well with the Government's five missions to rebuild Britain, with a strong focus on skills development, economic growth, and community building.



Kickstart economic growth

Truro and Penwith College's focus on vocational training, apprenticeships, and adult learning directly supports the Government's goal of fostering economic growth and providing good jobs in every region. Their commitment to providing accessible, high-quality training in sectors such as construction, hospitality, and hairdressing helps ensure that the local workforce is skilled and prepared for economic opportunities. This directly contributes to regional productivity and supports the government's vision of creating good jobs across the country.



Make Britain a clean energy superpower

The college's commitment to sustainability and vocational training in industries like construction, where green building practices and energy efficiency are becoming increasingly important, complements the Government's focus on clean energy. Through specific training and development opportunities in construction and other sectors.

Truro and Penwith College has a key role in preparing the workforce for emerging green technologies and supporting the transition towards net zero carbon emissions by 2030. This includes developing skills pathways for renewable energy sectors, including land-based renewables such as solar and wind, geothermal energy, biomethane, and the significant opportunity presented by floating offshore wind. Alongside this, the College can support workforce development for the growing critical minerals sector, which will play an important role in accelerating the green transition and strengthening supply chain resilience. By responding to these emerging industries, the College contributes not only to skills development but also to the wider ambitions of economic growth, productivity, sustainability, and regional resilience across Cornwall and the Isles of Scilly.



Take back our streets

Truro and Penwith College offers programmes that emphasise personal responsibility, safety, and well-being, including adult education programmes that help individuals reintegrate into society. The college's work in building strong local communities through education and training is an important part of the Government plan to reduce crime and promote confidence in the justice system. Supporting young people in gaining qualifications and employment can provide them with positive life paths and opportunities, which aligns with reducing crime rates and raising confidence in institutions.



Break down barriers to opportunity

The college is dedicated to ensuring access to education for all individuals, regardless of background. The Government's aims to break down barriers in education resonates strongly with the college's focus on inclusive learning and providing opportunities for all learners, whether they are apprentices, adults, or school leavers. Their extensive support services and diverse curriculum, designed to serve a wide range of needs, play an important role in enabling individuals from all walks of life to pursue their ambitions without facing systemic barriers.



Build an NHS fit for the future

Truro and Penwith College's partnership with the University of Greenwich is vital to Government's mission of building an NHS fit for the future. By training over 100 nurses annually, including those in the new Nursing Associate role, the college addresses Cornwall's healthcare workforce shortage. The Nursing Associate role enhances the NHS by providing flexible, high-quality care and offering clear career pathways in healthcare. This collaboration ensures that Cornwall's NHS has a well-trained, sustainable workforce, aligning with the goal to meet the growing healthcare demands and ensure a robust future for the NHS.

DRIVING GROWTH

OUR CURRICULUM

Truro and Penwith College has a strong reputation for excellence in curriculum design, development, and innovation, underpinned by a sustained commitment to meeting evolving skills needs across local, regional, and national priorities. In response to ongoing curriculum reform and a rapidly changing labour market, the College has undertaken a comprehensive review of its 2026/27 provision to ensure it remains fully aligned to current and future workforce requirements.

The curriculum offer reflects a structured and evidence-based approach to identifying and responding to priority skills gaps. It has been developed through the systematic use of labour market intelligence, sustained employer engagement, and alignment with national policy direction. Academic, vocational, and technical pathways have been refined in collaboration with industry partners to ensure they remain relevant, high quality, and progression focused.

This provision is not developed in isolation. It is the result of close collaboration with employers and key stakeholders, with examples outlined on page 21, ensuring curriculum design is informed by real-time industry insight and emerging sector needs. As a result, programmes are directly aligned to the Cornwall Good Growth Plan and the eight national growth-driving sectors set out in the UK's Modern Industrial Strategy Invest 2035.

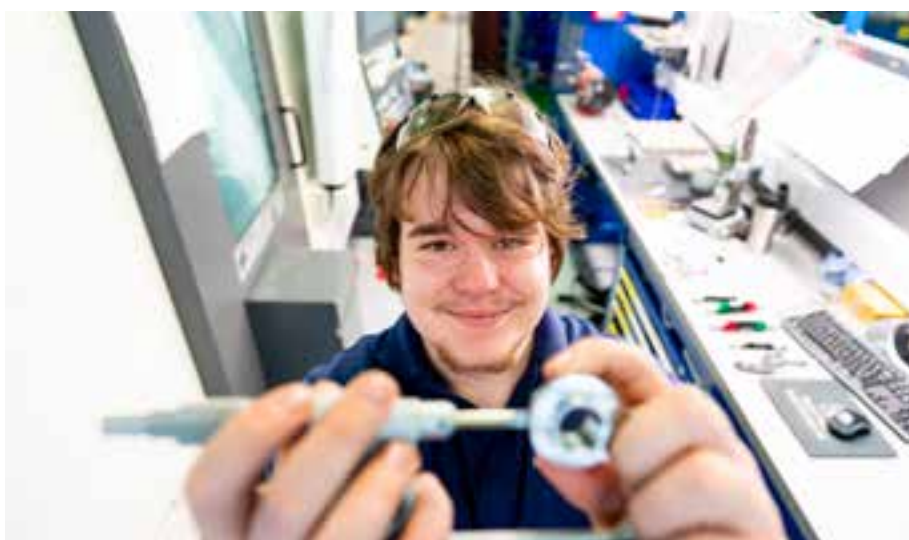
This alignment reinforces the College's strategic role in supporting regional economic development, addressing identified skills priorities, and contributing to the development of Cornwall's future workforce. It demonstrates a deliberate and coordinated approach to curriculum planning that ensures learners are equipped with the knowledge, skills, and behaviours required to progress into priority sectors, thereby supporting both regional productivity and national economic growth.

Our Higher Education provision has been developed with a clear focus on priority sectors, informed by a high volume of employer input to ensure programmes meet advanced technical and professional skills needs. This is further strengthened by a dedicated Higher Education Careers Advisor, providing targeted support to ensure learners progress successfully into graduate-level employment within the region.

Our Adult provision is structured across three distinct but complementary strands. A commercial offer enables the delivery of professional development programmes to upskill the existing workforce, supporting business succession planning and productivity. This includes leadership and management pathways such as ILM Level 3, 5 and 7, alongside coaching and mentoring provision.

Tailored Learning funding supports individuals to begin or re-engage with learning, providing accessible entry points into priority sectors while also promoting health, wellbeing, and confidence to ensure individuals are work-ready. In addition, Adult Skills Fund (ASF) and Skills Bootcamp provision are designed to deliver accelerated, sector-specific training, enabling adults to gain the skills required to enter employment in key industries across Cornwall.

Together, this integrated approach ensures that provision at all levels is aligned, responsive, and inclusive supporting individuals to enter, progress, and succeed within Cornwall's priority sectors while meeting the needs of employers and the wider economy.



STRATEGIC PARTNERSHIP WORKING TO MEET LOCAL SKILLS NEEDS

Building on this aligned and employer-informed curriculum approach, Truro and Penwith College continues to work in close collaboration with key education and training partners across Cornwall to ensure provision is coordinated, efficient, and fully responsive to local skills needs. This partnership approach is central to reducing duplication, strengthening progression pathways, and ensuring that learners benefit from a coherent and accessible skills system.

The College works closely with The Cornwall College Group, Cornwall Adult Education, and Callywith College in the planning and delivery of apprenticeships and adult learning programmes, ensuring complementary provision across the region and a shared response to employer demand. This coordinated approach supports clear role alignment between providers while maximising collective capacity to meet priority sector skills needs.

Truro and Penwith College has established several formal strategic collaborations to ensure curriculum development, skills provision, and workforce planning remain closely aligned to regional economic priorities. A key example is the College's participation in the University of Exeter GeoFutures group within the Cornwall Mining and GeoResources Alliance, which brings together partners to consider future careers and workforce requirements across critical minerals, geothermal energy, and wider geological resources sectors. In higher education, the College's strategic partnership with Falmouth University is formalised through a Memorandum of Understanding (MOU), underpinning collaborative curriculum development, strengthened progression pathways, and shared strategic priorities across further and higher education provision. These partnerships enable the College to respond proactively to emerging industry needs, strengthen talent pipelines, and support sustainable economic growth across Cornwall and the Isles of Scilly.

In addition, ongoing engagement with independent training providers ensures that delivery across Cornwall's skills landscape remains coordinated and complementary. This helps to minimise unnecessary duplication, while enhancing access to learning and creating clear, progressive pathways from entry-level provision through to higher education and sustained employment.

CURRICULUM

CRITICAL MINERALS

Cornwall Good Growth Plan

The UK's Modern Industrial Strategy Invest 2035:

Vision 2035 Critical Minerals Strategy 

Apprenticeship Provision

- Level 3 Laboratory Technician

Adult Provision

- Level 2 Award in Health and Safety in the Workplace
- Level 3 Award in Health and Safety in the Workplace
- Level 2 Award in Principles of COSHH
- Level 2 Award in Principles of Manual Handling
- Level 2 Award in the Principles of Risk Assessment
- Level 3-7 Leadership and Management

16-19 Provision

- A Level Biology (Level 3)
- A Level Geology (Level 3)
- A Level Environmental Science (Level 3)
- BTEC Engineering (Level 2 & 3)



RENEWABLE ENERGY

Cornwall Good Growth Plan

The UK's Modern Industrial Strategy Invest 2035:

Clean Energy Industries

Apprenticeship Provision

- Level 3 Laboratory Technician

Adult Provision

- IMI Level 1 Award in Electric/Hybrid Vehicle Awareness
- IMI Level 2 Award in Electric/Hybrid Vehicle Routine Maintenance Activities
- IMI Level 2 Award in Vehicle Hazard Management
- IMI Level 3 Award in Electric/Hybrid System Repair and Replacement
- IMI Level 4 Award in the Diagnosis, Testing and Repair of Electric/Hybrid Vehicles and Components (VRQ)
- Carbon Literacy, Skills Bootcamp in Retrofit Readiness

16-19 Provision

- BTEC Engineering (Level 2 & 3)
- T Level Engineering & Manufacturing (Level 3)
- A Level Environmental Science (Level 3)
- A Level Physics (Level 3)
- A Level Geography (Level 3)

SPACE

Cornwall Good Growth Plan
The UK's Modern Industrial Strategy Invest 2035:
Defence/Digital and Technologies

Adult Provision

- Skills Bootcamp in Cyber Security
- Skills Bootcamp in Content Creation and Website Development
- Level 1 Computer Aided Design (Solidworks)
- Level 2 Computer Aided Design (Solidworks)
- Level 1 Digital Functional Skills

16-19 Provision

- BTEC Engineering (Level 2 & 3)
- BTEC IT (Level 2 & 3)
- A Level Physics (Level 3)
- A Level Mathematics (Level 3)
- A Level Chemistry (Level 3)
- A Level Computer Science (Level 3)

MARINE

Cornwall Good Growth Plan
The UK's Modern Industrial Strategy Invest 2035:
Clean Energy Industries/Advanced Manufacturing

Adult Provision

- Skills Bootcamp in Welding and Fabrication
- Level 1 Award in Introductory Welding
- Level 1 Computer Aided Design (Solidworks)
- Level 2 Computer Aided Design (Solidworks)
- Level 2 Award in Health and Safety in the Workplace
- Level 3 Award in Health and Safety in the Workplace
- Level 2 Award in Principles of COSHH
- Level 2 Award in Principles of Manual Handling
- Level 2 Award in the Principles of Risk Assessment

16-19 Provision

- A Level Biology (Level 3)
- A Level Chemistry (Level 3)
- A Level Environmental Science (Level 3)
- A Level Geography (Level 3)
- A Level Maths (Level 3)
- A Level Physics (Level 3)
- BTEC Engineering (Level 2 & 3)



VISITOR ECONOMY

Cornwall Good Growth Plan
The UK's Modern Industrial Strategy Invest 2035:
Creative Industries

Apprenticeship Provision

- Level 2 Commis Chef
- Level 2 Food and Beverage Team Member
- Level 2 Accommodation
- Level 3 Chef de Partie
- Level 3 Hospitality Supervisor
- Level 3 Senior Production Chef
- Level 4 Hospitality Manager

Adult Provision

- Skills Bootcamp in The Art of Beverages
- Skills Bootcamp in Chef Hat Ready
- Skills Bootcamp in Patisserie and Confectionary
- Level 2 Award in Food Safety in Catering
- Level 3 Award in Supervising Food Safety in Catering
- Level 2 Award for Personal Licence Holders

16-19 Provision

- BTEC Hospitality & Catering (Level 2 & 3)
- BTEC Travel & Tourism (Level 2 & 3)
- BTEC Business (Level 2 & 3)
- A Level Business (Level 3)
- A Level French (Level 3)
- A Level Spanish (Level 3)
- A Level Geography (Level 3)

Higher Education Provision

- HNC Hospitality Manager

FISHING

Cornwall Good Growth Plan
The UK's Modern Industrial Strategy Invest 2035:
Advanced Manufacturing

16-19 Provision

- BTEC Hospitality & Catering (Level 2 & 3)
- A Level Biology (Level 3)
- A Level Environmental Science (Level 3)
- A Level Geography (Level 3)



CREATIVE AND CULTURE

Cornwall Good Growth Plan
The UK's Modern Industrial Strategy Invest 2035:
Creative Industries

Apprenticeship Provision

- Level 3 Multi-Channel Marketer

Adult Provision

- Skills Bootcamp in Digital Marketing
- Skills Bootcamp in Content Creation and Website Development

16-19 Provision

- BTEC Art & Design (Level 2 & 3)
- BTEC Performing Arts (Level 2 & 3)
- BTEC Music (Level 2 & 3)
- BTEC Creative Media Production (Level 2 & 3)
- BTEC Esports (Level 2 & 3)
- A Level Art & Design (Level 3)
- A Level Media Studies (Level 3)
- A Level Film Studies (Level 3)

Higher Education Provision

- HNC/HNC Fine Art
- FdA Film Media and Photography
- BA (Hons) Applied Media



HEALTH AND CARE

Cornwall Good Growth Plan
The UK's Modern Industrial Strategy Invest 2035:
Health/Life Sciences

Apprenticeship Provision

- Level 3 Pharmacy Technician
- Level 3 Laboratory Technician
- Level 5 Nursing Associate
- Level 6 Operating Department Practitioner
- Level 6 Registered Nurse

Adult Provision

- Access to HE Diploma (Nursing and Midwifery)
- Access to HE Diploma (Science)
- Skills Bootcamp in Clinical Pathways
- Level 3 Emergency First Aid in the Workplace
- Level 3 First Aid at Work/ Requalification
- Level 3 Paediatric First Aid
- Level 1 Award in Mental Health Awareness
- RESTORE2
- YMCA Awards Level 2 Technical Specialist in Exercise and Fitness
- GCSE Biology

16-19 Provision

- T Level Health (Level 3)
- BTEC Health & Social Care (Level 2 & 3)
- BTEC Applied Science (Level 2 & 3)
- A Level Biology (Level 3)
- A Level Chemistry (Level 3)
- A Level Psychology (Level 3)
- A Level Sociology (Level 3)

Higher Education Provision

- HNC/D Applied Psychology
- BA Sports Therapy
- FdSc Nursing Associate
- BSc (Hons) Adult Nursing
- BSc (Hons) Mental Health Nursing
- BSc (Hons) Operating Department Practitioner
- BA (Hons) Applied Social Science
- BSc Applied Sport and Health Science
- FdSc Youth, Social and Community Studies
- Social Justice, Crime and Society
- BA Human Behavioural Studies



EDUCATION

Cornwall Good Growth Plan
The UK's Modern Industrial Strategy Invest 2035:
Professional and Business Services

Adult Provision

- Access to HE Diploma (Education)
- Skills Bootcamp in Early Years Leaders
- CACHE Level 2 Diploma for the Early Years Practitioner
- CACHE Level 3 Diploma for the Early Years Workforce
- Level 2 Certificate in Supporting Teaching and Learning in Schools
- Level 3 Diploma in Specialist Support for Teaching and Learning in Schools
- Level 3 Award in Education and Training
- Level 3 Certificate in Assessing Vocational Achievement (CAVA)

16-19 Provision

- T Level Education & Childcare (Level 3)
- BTEC Early Years (Level 2 & 3)
- A Level Psychology (Level 3)
- A Level Sociology (Level 3)

Higher Education Provision

- FdA Childhood Education
- FdA Early Years Practice
- FdA Teaching and Learning
- BA (Hons) Education and Training
- Certificate in education (L5)
- Postgraduate Certificate in Education (L6/7)

PROFESSIONAL BUSINESS SERVICES

Cornwall Good Growth Plan
The UK's Modern Industrial Strategy Invest 2035:
Professional and Business Services

Apprenticeship Provision

- Level 3 Assistant Accountant
- Level 3 Business Administrator

Adult Provision

- Access to HE Diploma (Business)
- ILM Leadership, Management and Coaching Awards (Level 2–7)
- Skills Bootcamp for Future Leaders
- Skills Bootcamp in Coaching and Mentoring
- Skills Bootcamp in Project Management
- AAT Accounting Level 2 Certificate
- AAT Accounting Level 3 Diploma
- AAT Accounting Level 4 Diploma
- CIPD Foundation Certificate in People Practice
- Professional Masterclasses: Leading Change, Boosting Performance, Effective Time Management, Emotional Intelligence in the Workplace, Psychological Safety in the Workplace, The Coaching Leader
- Professional Workshops: Creating an Inclusive Workforce, Introduction to Coaching and Mentoring, Minute Taking, Presenting with Confidence

16-19 Provision

- BTEC Business (Level 2 & 3)
- A Level Business (Level 3)
- A Level Economics (Level 3)
- A Level Mathematics (Level 3)
- A Level English Language (Level 3)

Higher Education Provision

- Fd Business
- FdSc Law with Business
- FdSc Law with Criminology and Criminal Justice
- LLB Law
- BA (Hons) Business, Enterprise and Leadership
- HNC/FdSc Cyber Security
- FdEng Software Engineering
- BA (Hons) Applied Computing Technologies



MANUFACTURING

Cornwall Good Growth Plan
The UK's Modern Industrial Strategy Invest 2035:
Advanced Manufacturing

Apprenticeship Provision

- Level 2 Engineering Operative
- Level 3 Food and Drink Manufacturing Engineer
- Level 3 Machining Technician
- Level 3 Mechatronics Maintenance Technician
- Level 3 Metal Fabricator

Adult Provision

- Skills Bootcamp in Welding and Fabrication
- Level 1 Award in Introductory Welding
- Level 1 Computer Aided Design (Solidworks)
- Level 2 Computer Aided Design (Solidworks)
- Level 2 Award in Health and Safety in the Workplace
- Level 3 Award in Health and Safety in the Workplace
- Level 2 Award in Principles of COSHH
- Level 2 Award in Principles of Manual Handling
- Level 2 Award in the Principles of Risk Assessment

16-19 Provision

- BTEC Engineering (Level 2 & 3)
- T Level Engineering & Manufacturing (Level 3)
- Product Design (Level 3)
- A Level Chemistry (Level 3)
- A Level Physics (Level 3)
- A Level Mathematics (Level 3)



ADMINISTRATIVE SERVICES

Cornwall Good Growth Plan
The UK's Modern Industrial Strategy Invest 2035:
Professional and Business Services

Apprenticeship Provision

- Level 3 Assistant Accountant
- Level 3 Business Administrator

Adult Provision

- Level 1 Digital Functional Skills
- ILM Leadership, Management and Coaching Awards (Level 2–7)
- Professional Masterclasses: Leading Change, Boosting Performance, Effective Time Management, Emotional Intelligence in the Workplace, Psychological Safety in the Workplace, The Coaching Leader
- Professional Workshops: Creating an Inclusive Workforce, Introduction to Coaching and Mentoring, Minute Taking, Presenting with Confidence

16-19 Provision

- BTEC Business (Level 2 & 3)
- A Level Business (Level 3)
- A Level English Language (Level 3)

RETAIL AND WHOLESALE

Cornwall Good Growth Plan
The UK's Modern Industrial Strategy Invest 2035:
Professional and Business Services

Adult Provision

- Customer Service
- Assertiveness and Challenging Conversations
- Developing Confidence and Resilience

16-19 Provision

- BTEC Business (Level 2 & 3)
- A Level Business (Level 3)
- A Level Economics (Level 3)
- A Level Mathematics (Level 3)

Higher Education Provision

- FdA Business
- BA (Hons) Business

PUBLIC ADMINISTRATION

Cornwall Good Growth Plan
The UK's Modern Industrial Strategy Invest 2035:
Professional and Business Services

Apprenticeship Provision

- Level 3 Assistant Accountant
- Level 3 Business Administrator

Adult Provision

- Access to HE Diploma (Social Science/Criminology)
- ILM Leadership, Management and Coaching Awards (Level 2–7)
- Professional Masterclasses: Leading Change, Boosting Performance, Effective Time Management, Emotional Intelligence in the Workplace, Psychological Safety in the Workplace, The Coaching Leader
- Professional Workshops: Creating an Inclusive Workforce, Introduction to Coaching and Mentoring, Minute Taking, Presenting with Confidence

16-19 Provision

- BTEC Public Services (Level 2 & 3)
- Uniformed Protective Services (Level 2 & 3)
- A Level Sociology (Level 3)
- A Level Politics (Level 3)
- A Level Law (Level 3)

Higher Education Provision

- FdSc Business
- FdSc Law with Business
- LLB Law
- BA (Hons) Business, Enterprise and Leadership



CONSTRUCTION

Cornwall Good Growth Plan
The UK's Modern Industrial Strategy Invest 2035:
Construction

Apprenticeship Provision

- Level 2 Bricklayer
- Level 2 Carpentry and Joinery
- Level 3 Civil Engineering
- Level 3 Craft Carpentry and Joinery

Adult Provision

Skills Bootcamp in Painting and Decorating
Skills Bootcamp in Property Maintenance
Skills Bootcamp in Retrofit Readiness
Skills Bootcamp in Site Readiness
Level 1 Award in Health and Safety in a Construction Environment
Level 1 Award in Construction Skills (Bricklaying/ Carpentry and Joinery/ Plastering)
Introduction to Retrofitting Domestic Properties
External Wall Insulation
Solar Panel Installer
Women's Introduction to DIY
Introduction to Bricklaying
Introduction to Carpentry and Joinery

16-19 Provision

- T Level Construction (Level 3)
- Diplomas in Carpentry, Bricklaying, Painting & Decorating (Level 2 & 3)
- A Level Mathematics (Level 3)

Truro & Penwith College Continues to Drive Growth in Cornwall by:

- Meeting Local Skills Needs: The college directly supports the growth and development of Cornwall's economy by aligning its curriculum with both regional (Cornwall Good Growth Plan) and national growth-driving sectors (Invest 2035).
- Workforce Development: By offering courses, apprenticeships, and professional qualifications tailored to these sectors, the college ensures that the local workforce is equipped to fill high-demand roles, supporting Cornwall's economic growth.
- Future-Proofing Skills: With a focus on green, digital technologies, health, and construction which are all priority sectors. The college is playing a critical role in building a future-ready workforce that meets the ambitions of Cornwall Council and the UK Government.
- Driving Green and Digital Transition: Through its provision in renewable energy, digital & creative industries, and construction, the college supports Cornwall's transition towards a greener, more technologically advanced economy.

NEW PROVISION INTRODUCED 2026/27

Course	LSIP Priority	Provision Type
AAQ Engineering	Advanced Manufacturing	16-19
AAQ Medical Science	Health and Adult Social Care	16-19
AAQ Health & Social Care	Health and Adult Social Care	16-19
AAQ IT	Digital and Technologies	16-19
TOQ Level 3 in Health and Social Care	Health and Adult Social Care	16-19
FdA Social Justice Crime in Society	Professional and Business Services	HE
BA Sports Therapy	Health and Adult Social Care	HE
L3 Lab Technician	Critical Minerals	Apprenticeship

MEETING LOCAL, REGIONAL AND NATIONAL NEEDS

Provision at Truro and Penwith College is shaped through systematic and ongoing consultation with employers and external stakeholders to ensure it remains aligned to local, regional and national skills priorities and is fully fit for purpose.

This is achieved through structured engagement with employers across all priority sectors via the Employer Connect Advisory Board and sector-specific panels, including the Sustainable Construction Advisory Panel, alongside collaboration with regional bodies linked to the Cornwall Good Growth Plan and the Local Skills Improvement Plan. Engagement also reflects national priorities set out in the UK Modern Industrial Strategy Invest 2035.

Employers are actively involved in co-designing and influencing curriculum content, ensuring that programmes reflect current industry practice, emerging technologies, and evolving workforce requirements. Where appropriate, employers also co-deliver elements of provision, bringing real-world expertise directly into the classroom and training environment.

In addition, employer partnerships underpin a comprehensive programme of meaningful encounters for learners, including:

- High-quality industry placements and work experience
- Guest lectures, masterclasses, and careers talks
- Industry visits, site tours, and live project briefs

These activities are designed to ensure that all employer engagement is purposeful, relevant, and aligned to learning outcomes, providing learners with authentic insight into the workplace and clear progression pathways.

Through this integrated, employer-led approach, the college ensures that its curriculum and apprenticeship offer are responsive, future-focused, and directly aligned to skills demand, supporting both learner progression and regional economic growth. The following represents a sample of employers and stakeholders engaged; the list is not exhaustive.

Key Sector Priorities	External Stakeholder Consulted with
Space & Digital	Key local employers in the space sector; Cornwall Spaceport, Goonhilly Earth Station, Piran Composites, Avanti Communications, alongside the Space Skills Alliance. Key partners in Digital include Hertzian, Hiyield, Salto, TechCornwall and TecWomen, alongside the Digital Futures Cornwall provider partnership that the College leads, including Digital Peninsula Network, Falmouth University, Real Ideas Organisation and the University of Exeter.
Visitor Economy	Key local employers in the visitor economy sector; Eden Project, Lost Gardens of Heligan, The Rick Stein Group, Paul Ainsworth Collection, Headland Hotel, St Austell Brewery, Inn Cornwall, St Michael's Resort, Mousehole Deli and Seafood Trading Limited. The College engages with the wider hospitality business community as an established member of the Cornwall Hospitality Collective.
Creative & Culture	Truro and Penwith College leads the Digital Futures Cornwall provider partnership for Cornwall and the Isles of Scilly and collaborates with both specialist creative businesses, including Oh So Social, Peaky Digital and Idenna, along with cross-sector organisations that require Digital Marketing skills, including Cornwall Council, Cornwall Chamber of Commerce and the Federation of Small Businesses.
Health & Care	Key local employers in the health sector; Cornwall Partnership NHS Foundation Trust, Royal Cornwall Hospital Trust, Duchy Hospital, Kernow Health CIC, Bowden Derra, Marie Curie and Cornwall Council's Proud to Care network.
Manufacturing & Critical Minerals	Spiral, St Eval, PALL, Teagle, Samworth Brothers, Buttermilk Confectionary, Premier Foods, St Austell Brewery, Imerys, DP Engineering, Pendennis Shipyard, A&P Group, InSteel, CAE (UK), Wes Pharmaceuticals, Piran Composites, TechCornwall, Cornish Lithium, Cornish Metals, GEL, Petrolab, Camborne School of Mines. The College is also a member of the Cornwall Manufacturers Group and the Cornwall Mining and Geo-Resources Alliance.
Renewable Energy	Key business partners engaged in the Clean Energy sector include Kensa Heat Pumps, Celtic Sea Power, Cornish Lithium, United Downs Deep Geothermal and Naked Solar, in addition to educational partners including the University of Exeter, University of Plymouth and Cornwall Marine Network.
Construction	Coastline Housing, Cormac, Ocean Housing, LiveWest, Cornwall Housing, AP Williams, Blue Flame Cornwall, the Duchy of Cornwall, Naked Solar, Vistry Group, Treveth and Ward Williams Associates. The College also convenes the Sustainable Construction Advisory Panel for Cornwall and is a member of Cornwall Council's Housing Decarbonisation Strategy Group.
Professional Services	Cornwall Council, Housing Associations (Coastline, Live West, Ocean Housing, Cornwall Housing), Newquay Town Council, WISKA, Biffa, Cormac, Eden Project and The Lost Gardens of Heligan.
Education	TPAT, CELT and Truro Nursery. The College is also a member of the One Cornwall Operational Board.

APPRENTICESHIP OFFER

Truro and Penwith College offers a wide range of high-quality Apprenticeships, covering the key industrial sectors of the region. At Truro and Penwith College we offer Apprenticeship programmes at Intermediate Level, Advanced Level 3, Higher Level (Levels 4 and 5), and Degree Level. Our apprenticeship offer has been developed in partnership with local employers to ensure that it is responding to Cornwall's skills agenda. We also work in partnership with other local training providers and complete a regular cross-analysis of our Apprenticeship offers to confirm that we are avoiding any unnecessary duplication of training provision and that combined offer aligns with the LSIP, Good Growth Plan and the national UK's Industrial Strategy. The below table demonstrates the breadth of our Apprenticeship offer:

Automotive & Engineering				Business, Administration & Finance				Care & Health			
Automotive	Engineering	Marine	Space	Business Admin	Finance	HR	Leadership & Management	Adult Care	Dental Nursing	Healthcare Support	Nursing
◆	◆			◆	◆					◆	◆
◇	◇	◇		◇				◇	◇		
◇	◇			◇	◇		◇	◇		◇	
	◇	◇		◇			◇				
Education				Hair & Beauty				Hospitality & Professional Cookery			
Early Years Practitioner	Early Years Educator	Learning & Development	Teaching Assistant	Beauty Therapy	Advanced Beauty Therapy	Hair Professional	Advanced & Creative Hair Professional	Commis Chef	Hospitality Supervisor	Hospitality Team Member	Production Chef
						◆	◆	◆	◆	◆	◆
	◇					◇	◇	◇			
								◇	◇	◇	◇
◇	◇		◇								
Agriculture, Horticulture & Arboriculture				Energy				Construction			
Arboriculture	Farming	Horticulture	Land-Based Engineering	Electrical	Gas	Plumbing	Renewables	Brick	Carpentry	Painting & Decorating	Plastering
							◆	◆	◆	◆	◆
◇	◇	◇	◇	◇	◇	◇		◇	◇		◇
		◇		◇		◇		◇	◇	◇	◇
IT & Digital											
Digital Support Technician	IT Solutions Technician	Multi-Channel Marketer		◆	Truro & Penwith College						
◇				◇	Cornwall College						
◇	◇	◇		◇	City College Plymouth						
		◇		◇	Cornwall Marine Network						

STRATEGIC RESPONSE

PRIORITIES

1. Focus on higher level skills, with pathways such as Access programmes and apprenticeships to facilitate access at Level 3 and above courses in Construction, Engineering, manufacturing and Health in line with the key priorities.
2. Establish Green Skills programmes to respond to new technologies and environmental targets, with a focus on Electric and Hybrid Vehicles and Renewables and Retrofit for Construction.
3. Apprenticeship recruitment currently stands at 320 learner starts for 2025/26 across all programme areas with achievement of 72% and retention at 72.3%. The College now has committed apprenticeship and CPD course partnerships with the following businesses; Wildanet, Cormac, Piran Composites, CAE Defence & Aerospace, Heli Operations, Lockheed Martin UK, Pall Aerospace (Redruth), Pall Medical Devices (Newquay), Kensa (Renewable Engineering), Hawkins Group, Cockwells Shipyard, Pendennis Shipyard for Specialised Engineering apprenticeships, Teagle, Eliquo Hydrok, Kepak, Cornish Sea Salt and Imerys, RCHT and CFT.
4. Continue to develop the Southwest Institute of Technology to broaden the curriculum offer for the delivery of digital and engineering programmes aligned to emergent skills needs and technologies in the South West.
5. Continue the successful recruitment for the Nursing and Allied Health department to provide curriculum offer that meets healthcare and clinical needs of the local Health and Social Care sector to support the ageing population.
6. Continue delivery of Skills Bootcamp programmes to provide re-training or upskilling opportunities for adults in occupations and topics aligned to identified skills gaps and employment opportunities. Seventeen Skills Bootcamps were delivered as part of Wave 6 (2025/2026) with further 16 contracted for Wave Seven delivery across 2026/2027 and additional pending through procurement.
7. Build CPD offer for Adult Learners created and reviewed with input from Business Partnerships Team to ensure appropriate line of sight to industry needs and trends.
8. Continue with the exceptional recruitment to Hospitality apprenticeship programmes which are complemented by the creation and adaptation of industry-led workforce development programmes through the Hospitality Table Cornwall initiative.
9. Provide bespoke and accredited Leadership and Management programmes to deliver the skills identified in the Local Skills Report as critical to 'drive growth, innovation and productivity'.
10. Deliver a programme of short Business Seminars available in core subjects that map against popular enquiry intelligence shared by the Cornwall and Isles of Scilly Skills Hub, including Customer Service, Project Management, Digital Marketing, Assertiveness and Handling Difficult Conversations, Time Management and Change Management.
11. Provide an Enrichment offer for all learners mapped to key transferrable skills sought by stakeholders and employers to support successful transitions into higher education, further training programmes or the labour market.

LSIP PRIORITIES



PRIORITY SECTORS

- Construction
- Creative and Culture
- Critical Minerals
- Digital and Technology
- Energy and Renewables
- Health and Social Care
- Marine
- Professional and Business Services
- Space and Air
- Visitor Economy and Hospitality
- Manufacturing and Engineering
- Agri-Food

Plus: Defence; Voluntary, Community and Social Enterprise Sector (VCSE); Early Years and Education.

OVERALL PRIORITIES

- Maximise skills supply 16-19 to skills shortage occupations
- Increase skills supply from adult learning courses
- Substantially increase apprenticeship volumes for priority sectors and young people: L2/3 16-19; L2/6 19-24
- Increase technical and professional higher skills supply
- Professional development for employed individuals
- Employer engagement to drive skills delivery

LSIP link to be added [↗](#)

OBJECTIVES LINKED TO LSIP PRIORITIES

Objective	Action
Ensure that the curriculum offer at Truro and Penwith college aligns to the priority sectors	• Map all provision annually against LSIP priority sectors and identify gaps. • Prioritise curriculum planning and resource allocation to shortage areas. • Implement termly curriculum review with employer input.
Increase the proportion of 16-19 learners progressing into identified regional shortage sectors	• Set and monitor faculty-level progression targets into priority sectors. • Embed sector-specific careers education and employer encounters in all study programmes. • Track and report destination data by sector and level.
Grow adult participation in flexible, targeted provision that directly addresses local skills gaps.	• Expand flexible delivery models (evening, hybrid, intensive). • Target recruitment campaigns to LSIP priority sectors. • Monitor enrolment and achievement by sector and age group (19–24, 25+).
Drive growth in apprenticeship starts, with a focus on priority sectors and increasing participation from under 25s.	• Set sector-specific apprenticeship growth targets, including under-25 participation. • Strengthen employer pipeline through proactive account management. • Track starts, achievements, and timely completions by sector and age.
Create clear, progression routes from entry-level to higher-level technical and professional skills.	• Map and publish progression pathways from L2 through to L6 across all priority sectors. • Align curriculum offer to remove duplication and ensure clear stepping-stones. • Monitor internal progression rates between levels and into apprenticeships/HE.
Expand Level 4-6 provision aligned to employer demand and productivity growth sectors.	• Develop and grow HTQs and higher apprenticeships in priority sectors. • Increase employer co-design and validation of higher-level provision. • Track enrolment, achievement, and progression into skilled employment.
Enhance workforce productivity through targeted upskilling and reskilling of those already in employment.	• Deliver short courses, including apprenticeships units and CPD aligned to priority sector skills needs. • Increase employer co-investment and utilisation of funded programmes. • Measure impact through learner progression and employer feedback.
Embed employers as co-creators of curriculum and skills provision to ensure relevance and responsiveness.	• Establish and maintain sector advisory boards for priority areas. • Increase employer-led delivery (projects, masterclasses, co-teaching). • Monitor employer engagement activity and conversion to starts.
Ensure teaching staff maintain current industry expertise and credibility.	• Implement annual industry placement/CPD requirements for teaching staff. • Increase dual professional roles and employer secondments. Monitor impact through teaching quality, learner outcomes, and employer feedback.

LSIF AND SHARED PROSPERITY FUNDING

Impact of LSIF and Shared Prosperity Funding on LSIP Priorities (Cornwall & IoS) following the completion of the projects on 31st March 2026

Significant investment through the Local Skills Improvement Fund (LSIF) and the UK Shared Prosperity Fund (SPF) is enabled a coordinated, place-based response to the skills priorities identified in the Local Skills Improvement Plan (LSIP) for Cornwall and the Isles of Scilly.

Truro and Penwith College acted as the lead partner for LSIF delivery, working collaboratively across the FE sector and with key employer-led organisations. All LSIF and SPF-funded projects concluded on 31 March 2026, with funding now ceased.

Strategic Objective

Investment was deployed to:

- Build further education capacity in priority sectors
- Deliver industry-relevant curriculum and training pathways
- Invest in facilities, equipment, and workforce capability
- Strengthen employer-led delivery models

LOCAL SKILLS IMPROVEMENT FUND (LSIF)

A total of £2.5 million was secured across the partnership, with £1.13 million allocated to Truro and Penwith College, supporting two flagship programmes:

1. Building Futures (Construction & Retrofit)

- Expansion of construction and green retrofit training capacity
- Investment in industry-standard facilities and equipment
- Development of new programmes aligned to net zero and housing demand

2. Engineering Futures (Engineering, Manufacturing & Marine)

- Enhanced provision in priority technical sectors
- Strengthened links with marine and advanced manufacturing employers
- Upskilling of staff to deliver emerging technologies and practices

Impact:

- Increased learner volumes in priority sectors
- Improved alignment between curriculum and employer demand
- Strengthened technical workforce pipeline in key growth areas



SHARED PROSPERITY FUND (SPF)

SPF investment complimented LSIF by enabling targeted, flexible delivery models that complement LSIF infrastructure, with a strong focus on access, progression, and workforce development.

1. Construction Skills Academy

- Expansion of Construction and Retrofit facilities (Seaton Building)
- Delivery of green skills, bootcamps, and apprenticeship pathways
- Introduction of work brokerage and employer matching services

Impact:

Accelerated entry into construction careers and apprenticeships
Increased capacity to meet housing and retrofit demand

2. Digital Futures

- £564k (+ £396k extension)
- Development of advanced digital skills across sectors
- Support for business productivity and digital adoption
- Creation of clear digital career pathways

Impact:

- Improved digital capability across the workforce
- Strengthened talent pipeline for priority sectors including advanced manufacturing and creative industries

3. The Future is Green

- Development of green skills pathways from entry to higher levels
- Targeted support for career changers and upskilling workforce
- Employer-led design using labour market intelligence

Impact:

- Increased participation in green economy roles
- Support for transition of high-carbon sectors

OVERALL IMPACT FOR CORNWALL

Collectively, LSIF and SPF investment has delivered:

- A step change in FE capacity and infrastructure aligned to LSIP priorities
- A stronger, employer-led skills system with integrated pathways
- Increased participation in priority sectors (construction, engineering, digital, green)
- Improved progression into employment and apprenticeships
- Enhanced workforce productivity and business resilience

LEGACY AND SUSTAINABILITY

Although funding ceased on 31 March 2026, the investment has created a lasting legacy through:

- Enhanced facilities and specialist equipment
- Embedded employer partnerships and delivery models
- Curriculum innovation aligned to labour market demand
- Increased organisational capability to respond to future skills needs

Through coordinated LSIF and UK Shared Prosperity Fund investment, led by Truro and Penwith College, Cornwall has strengthened its employer-led skills system, increased capacity in priority sectors, and established sustainable pathways into employment. While funding concluded in March 2026, the infrastructure, partnerships and curriculum developments continue to deliver long-term impact aligned to LSIP priorities.

SUSTAINABLE CONSTRUCTION ADVISORY PANEL SCAP

“

“The Sustainable Construction Advisory Panel is demonstrating the power of genuine employer collaboration, turning strategic ambition into practical action and ensuring we are collectively building the skills needed for Cornwall’s low carbon future.”

Karl Sanderson, SCAP Chair.



The College has secured funding from the Construction Skills Hub project which has enabled SCAP to grow and expand its remit. Bringing together education, industry and strategic partners, the Panel now acts as a county-wide Steering Group to advise, influence and steer sustainable construction, renewables, training, development, and education.

Meeting on a quarterly basis, SCAP provides an opportunity for participants to hear from national and local speakers on policy, training standards and funding developments as well as sectoral challenges. National speakers have included Mark Southgate, CEO of the Ministry of Building and Education (MOBIE), a charity founded by the architect and TV Presenter George Clarke to inspire young people.

Locally, presenters have enabled the Advisory Panel to debate and engage with issues such as Cornwall Council’s Housing Decarbonisation Strategy which will drive housing retrofit in the county for decades to come.

The panel meetings also provide an opportunity for leading local businesses to showcase their work and highlight emerging workforce challenges. One example is Taylor Lewis, a Truro-based construction consultancy providing a range of specialist services to both public and private sector clients. Having recognised the value of the GCAP model, Taylor Lewis has been actively involved in the development of SCAP. The company has a dedicated retrofit team supporting clients to achieve PAS 2035 standards; however, like many employers in the sector, it has faced challenges recruiting staff with the required PAS accreditation and specialist skills. Their involvement has helped ensure that workforce development discussions remain closely aligned to real industry demand and skills shortages.

Dan Roberts from Taylor Lewis explained:

“

As a company we are committed to supporting delivery of the Government’s decarbonisation agenda. This aligns with our core values to be involved in a greener more energy efficient built environment. But there is a dearth of PAS accredited people within the county and no dedicated training available. Through SCAP we are hoping to influence the agenda.”

Dan has been working with the team at Truro and Penwith to make sure that new provision meets industry needs and has been pleased to see the College starting to develop retrofit courses. Indeed, the company has recently employed one of the College's graduates after successfully completing the L3 T Level Design, Surveying and Planning course as well as the HNC in Construction Management and the Built Environment. Inputs from companies like Taylor Lewis have been extremely beneficial for the College. With deeper industry engagement there has been a significant increase in site visits and guest speakers which has helped to shape course development.

SCAP continues to develop ambitious programmes of work to help meet this challenge. It has just launched 'Build Greener,' a series of webinars and guest lecturers from industry. Topics to be covered will include Passive House, Future Homes, further presentations on PAS accreditation and Offshore Floating Wind. This programme aims to meet some of the key challenges the industry faces through informed presentations by leaders in their fields which will aide local partners to progress in these emerging sectors.

Plans are also afoot to build on the work that has been on-going with Naked Solar which provides an excellent example of Further Education and industry working together in the drive to Net Zero. Having delivered an initial Solar Installer training course with them - which is the first of its kind - more are planned for the New Year.

Further to this, SCAP proposed the need for dedicated retrofit training. As a first step, discussions are progressing for the development of two retrofit units and the creation of a Key Stage 3 outreach programme for all schools in Cornwall.

The units will provide a live example of retrofit: both will be built to 1980s specifications (i.e. leaky and cold), then one will be retrofitted to 2024 standards. They will be fully monitored for energy use and comfort levels (temperature and humidity), standing as an example of how retrofit should be done, for the benefit of current students, workforce upskilling, and for members of the public with an interest.

The second (unaltered unit) will potentially undergo an ongoing annual programme of retrofit carried out by students, where the energy improvements due to fabric upgrades of the thermal envelope will be monitored and proven. It will also provide a place where professionals can gain related qualifications. It is hoped that the units will spark action in retrofit in Cornwall and potentially lead to the creation of a dedicated retrofit centre at Truro College.

Truro and Penwith College continues to provide strategic leadership of the Sustainable Construction Advisory Panel (SCAP), establishing it as a sustained and high-impact mechanism for employer engagement within the sustainable construction sector. The Panel has moved beyond project-based delivery to become an embedded part of the college's employer-led skills system, with a clear commitment to ongoing termly engagement beyond the lifecycle of initial funding.

In March 2026, employers were challenged to make tangible pledges to support full-time 16–19 learners, reinforcing a shared responsibility for developing the future workforce and strengthening direct links between education and industry.

The most recent Panel convened over fifty employers and sector specialists, creating a high-value forum focused on the critical challenges of retrofit and low carbon construction in Cornwall. This work directly supports the strategic priorities set out in the Cornwall Good Growth Plan and the Local Skills Improvement Plan, ensuring a coordinated, employer-led response to skills demand in a priority growth sector.

Expert input from leading organisations, including the Carbon Trust, Community Energy Plus, People Powered Retrofit and Coastline Housing, has provided critical insight into sector challenges such as barriers to heat pump adoption, scalable retrofit delivery models, and the implementation of national policy initiatives including the Warm Homes Plan.

Through structured roundtables and collaborative workshops, the Panel has translated strategic intelligence into coordinated action, ensuring that curriculum and provision are directly shaped by industry need. This has resulted in:

- Curriculum that reflects current and emerging practice in retrofit and low carbon construction
- Employer-informed training models and workforce pathways that are scalable and responsive
- A coordinated approach to identifying and addressing barriers to sector growth

As a direct outcome, the college has strengthened its ability to respond at pace to skills gaps, develop high-quality employer-informed programmes, and support progression into sustainable construction careers aligned to regional and national priorities.

IMPACT:

The SCAP model demonstrates a mature, employer-led approach to skills development, ensuring the college remains agile, industry-aligned, and forward-looking. It is directly contributing to increased capacity in sustainable construction, improved learner progression outcomes, and the development of a workforce capable of supporting Cornwall's transition to a low carbon economy.



EMPLOYER CONNECT ADVISORY BOARD

IMPORTANCE AND IMPACT

Truro and Penwith Colleges Employer Connect Advisory Board is a strategic mechanism underpinning the college's ability to respond effectively to both local and national skills priorities. With representation from all key priority sectors identified within the Cornwall Good Growth Plan, and strong links to regional bodies such as the Cornwall and Isles of Scilly Economic Forum and Workforce and Skills Board, the Board ensures that the college operates as a fully integrated partner within the local skills ecosystem.

The Board directly supports delivery against the Local Skills Improvement Plan by embedding an employer-led approach to curriculum design, workforce development, and learner progression. This ensures that provision is not only responsive to current labour market demand but anticipates future skills needs across priority sectors.

STRATEGIC IMPORTANCE

The Board provides coherent strategic alignment between:

- Curriculum planning and industry requirements
- Careers education and meaningful employment pathways
- College provision and regional economic growth priorities

By integrating employer insight into decision-making, the Board ensures that:

- Curriculum remains current, relevant, and occupationally focused
- Careers programmes are progressive, informed, and impactful
- Investment in facilities, skills, and provision is targeted and evidence-led

In addition to the Employer Connect Advisory Board, the college also operates a range of subject-specific sector groups and Principals' Breakfast forums. These mechanisms ensure that employer and stakeholder voice is captured at both strategic and faculty level, providing continuous, real-time intelligence from across industry. Together, these structures ensure a broad and balanced range of stakeholder input, which is systematically used to influence curriculum design, delivery, and ongoing development across all faculties.

OPERATIONAL IMPACT

Through its structured responsibilities, the Board delivers tangible impact across four key areas:

1. Employer-Led Curriculum and Skills Development

- Direct employer involvement in curriculum design ensures programmes reflect real-world practice and emerging industry standards
- Continuous review of labour market intelligence enables rapid adaptation to skills gaps and growth sectors

2. Enhanced Careers and Employability Outcomes

- Strengthened careers education and guidance ensures learners make informed, realistic progression decisions
- Increased access to work placements, apprenticeships, and employer encounters improves learner readiness for employment
- Systematic monitoring of destinations drives accountability for progression outcomes

3. Strengthened Employer Partnerships and Networks

- Established employer forums and sector networks create ongoing dialogue between education and industry
- Employers play an active role in shaping talent pipelines, leading to better-matched recruitment and reduced skills shortages

4. Contribution to Economic Growth and Inclusion

- Alignment with regional strategies supports priority sectors and economic resilience
- Focus on inclusion and social responsibility ensures equitable access to opportunities, particularly in high-growth and emerging industries
- Development of transferable skills enhances long-term employability and workforce adaptability

OVERALL IMPACT

The Employer Connect Advisory Board enables the college to move beyond a traditional education model to a fully employer-integrated system, where:

- Learners progress into sustained employment, apprenticeships, or higher-level study
- Employers influence and benefit from a pipeline of work-ready talent
- The college contributes directly to regional productivity, innovation, and inclusive growth

Through representation from all priority sectors and alignment with both local and national policy, the Employer Connect Advisory Board ensures that the college delivers an employer-led, future-focused curriculum and careers system, driving improved learner outcomes, supporting business growth, and contributing to a skilled and inclusive regional economy.

THE EMPLOYER CONNECT ADVISORY BOARD MEMBERS:

Andrew Wallis.....	Cormac - Construction
Hannah Tripp	Coastline Housing - Construction
Toby Parkins.....	Cornwall Chamber of Commerce
Ann VanDerMeulen.....	Federation of Small Businesses FSB
Mark Holden.....	Inn Cornwall – The Visitor Economy
Eric Nicholls.....	Spiral UK / Cornwall Manufacturers Group – Advance Manufacturing
Holly Patton.....	Tech Cornwall - Digital
James Strongman	Petrolab - Critical Minerals
Chris Weavill.....	Hertzian - Digital
Joyte Brown	Black Voices Cornwall
Becky McSorley	CFT - Health
Nikki Pryke	RCHT - Health
Suzie West.....	Creative UK Cornwall and Devon – Creative Industries
Emma Pate.....	Great Cornish Food Store - Advanced Manufacturing and Agrifood
Veryan Palmer	The Headland Hotel - The Visitor Economy
Sarah Walker	Arcadis - Construction
Mark Jones.....	Nevada Construction - Construction

LINKED STRATEGIC OBJECTIVES

The following highlights the college's underlying strategic objectives, specific to the accountability statement.

01

OBJECTIVE

Increase in student recruitment across Further Education, Higher Education and Apprenticeship programmes

ACTIONS

To ensure our offer meets the current and future needs of the local, regional and national economy

- Continue to create comprehensive marketing and outreach campaigns
- Ensure our brand and messaging compels the messaging highlighting the benefits and career prospects of the curriculum offer
- Optimise the website and use social media platforms for engagement and targeted marketing campaigns
- Enhance school outreach and community engagement, host open events and establish a network of ambassadors and alumni
- Collaborate with employers to build relationships, promote apprenticeship opportunities and highlight successful partnerships
- Effectively use the CRM to be able to manage enquires and send personalise messages

IMPACT/CONTRIBUTION TO SKILLS PRIORITIES

- This will increase the number of students with a broader range of skills to meet the needs of industry, it will ensure that shortages in critical areas are addressed due to higher enrolments creates more skilled individuals.
- A more skilled workforce will enhance overall productivity and drive economic growth.
- The focus on STEM subjects, Manufacturing, Engineering and Construction with skills to underpin their work readiness will create a highly skilled workforce equipped to meet the challenges of the future

02

OBJECTIVE

Ensure that the College meets the needs of all local employers and continues to develop strong external partnerships

ACTIONS

To build strong relationships with key stakeholders, employers and partners enabling us to continually assess and navigate the ever-changing landscape, identifying the skills required currently and to prepare for the future.

- Identify the skills needs locally and nationally
- Introduce flexible and bespoke delivery options meeting the needs of employers
- Ensure that our offer aligns with the skills priorities locally as well as the national and international landscape
- Create regular networking opportunities to engage with employers and stakeholders
- Enable employers and stakeholders to participate in curriculum development, sequence of curriculum and delivery where possible
- Engage employers in the 'Partnership Pledge' providing opportunities for work placement, guest speakers, trips, visits or career conversations
- Showcase success stories of employer partnerships showing their value and impact
- Regularly assess the effectiveness of employer partnerships and their impact
- Continually seek feedback for improvement and innovation

IMPACT/CONTRIBUTION TO SKILLS PRIORITIES

- This will have a direct impact in addressing the skills deficit locally and nationally.
- There will be a focus on key sectors such as Engineering, Manufacturing, Renewable Construction and Retrofit as well as Green Careers, increased digital awareness and stronger transferable skills. This will ensure a wider workforce who are work ready to create a stronger economy in high productivity sectors.

03

OBJECTIVE

Improve overall student outcomes including the percentage of high grades awarded across all provision types

ACTIONS

To provide the best possible learning experience providing the necessary levels of support to enable students to reach their potential and to go further.

- Provide continuous professional development to support teaching, learning and assessment, continually upskilling and retraining staff where required
- Utilise student performance data to identify areas for development
- Utilise live employer briefs requiring presentations to best prepare students for their next steps
- Develop transferable skills in all students with a focus on the Truro and Penwith College chosen 6 skills for your future to ensure students are ready for University, apprenticeships or employment:
- Team Work
- Communication
- Creativity and Innovation
- Confidence and Resilience
- Academic Skills
- Physical Literacy

IMPACT/CONTRIBUTION TO SKILLS PRIORITIES

This will have a sustainable and positive impact on the skills contribution to the workforce and broader economy by students possessing a deeper understanding and mastery of the subject leading to a more competent and proficient workforce.



INCLUSIVE MAINSTREAM FUND (IMF) 2026/27

Truro and Penwith College will utilise the Inclusive Mainstream Fund to strengthen its inclusive practice and support the transition towards a more inclusive education system, ensuring learners with Special Educational Needs and Disabilities (SEND) and those experiencing disadvantage are identified early and supported effectively to achieve their full potential.

The funding will be invested in the development and implementation of a whole-college Inclusion Dashboard, providing enhanced learner data, improved tracking of participation, progress and achievement, and enabling more timely and targeted interventions. The dashboard will support evidence-informed decision-making at all levels of the organisation and strengthen the College's ability to identify emerging needs and monitor the impact of support strategies.

Additional staffing capacity will be created through the deployment of Inclusive Practitioners and/or Pastoral Mentors to provide targeted support for learners with SEND, learners experiencing disadvantage, and those facing multiple barriers to learning. This will strengthen the College's universal and targeted offer, ensuring support is responsive, proactive and aligned to individual learner needs.



The College will also continue to invest in the development of high-quality, adaptive teaching through a structured programme of professional development. This will focus on evidence-informed inclusive pedagogy, enabling all teaching staff to create accessible learning environments, remove barriers to participation and achievement, and improve outcomes for all learners.

This investment aligns with the aims of the Inclusive Mainstream Fund by supporting:

- High-quality, adaptive teaching and pedagogy.
- Inclusive decision-making and accessible learning environments.
- Effective use of evidence-informed approaches and targeted interventions.
- Earlier identification and support for learners with SEND and additional needs.

SUCCESS MEASURES AND IMPACT

The College will measure the impact of this funding through the following objectives:

- **Reduce achievement gaps** by achieving an annual 10% reduction in achievement gaps across all provision types for learners with SEND and learners experiencing disadvantage or multiple disadvantage.
- **Increase inclusive support capacity** through the introduction and effective deployment of Inclusive Practitioners and/or Pastoral Mentors, resulting in improved learner engagement, retention and progression.
- **Strengthen inclusive teaching practice** through full participation of lecturing staff in targeted continuing professional development focused on evidence-informed inclusive pedagogy and adaptive teaching strategies.
- **Enhance data-informed intervention** through the implementation and full roll-out of the Inclusion Dashboard, enabling earlier identification of need, more effective monitoring of learner outcomes and improved evaluation of support strategies.

Progress against these objectives will be monitored through learner achievement, retention and progression data, staff development records, learner voice feedback, and annual evaluation of the effectiveness of targeted interventions.

On behalf of the Truro and Penwith College Corporation, it is confirmed that the college plan detailed throughout this Accountability Statement accurately represents the agreed statement of purpose, aims, and objectives as approved by the Corporation in June 2026.

The Corporation also confirms that it has fulfilled its statutory duty to review, ensuring alignment with local, regional, and national priorities. Evidence of this review process is available within an accompanying appendix.

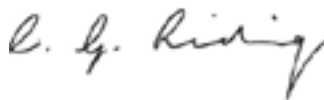
The Accountability Statement will be published on the college's website truro-penwith.ac.uk within three months of the start of the new academic year.



Robert Townsend
Chair of Corporation

A handwritten signature in black ink, appearing to read 'Robert Townsend'.

Carl Riding
Principal & CEO

A handwritten signature in black ink, appearing to read 'Carl Riding'.

Governor interactions in the Skills and LSIP agenda have taken place throughout the year, with representation at many events and meetings where the college's response has been outlined and evidenced, and updates on the LSIF spend have been agreed. We have also committed to a Lead Governor for Skills, working alongside the Director of Partnerships and Skills, to continually review our provision, challenge our approach, and ensure we remain aligned to priority sectors and local and national skills needs.