

## Annual Accountability Statement

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## **1. Our Purpose**

Petroc provides education for around 6,000 students from age 16 and beyond. The college in its current form was established in August 2008 following the merger of North Devon College and East Devon College. Petroc was unveiled as the college's new name on 23 September 2009.

The Barnstaple campus first opened in 1952 as a Technical College but, in 1969 North Devon College became one of the country's first Tertiary Colleges, providing a Sixth Form for North Devon's newly formed comprehensive schools.

The Tiverton campus first opened as East Devon Technical College in 1961 and became East Devon College of Further Education a decade later and provided further education from Sidmouth to Bampton and from Crediton to Axminster. East Devon College was created in 1992, as a new Tertiary college to replace the sixth form at Tiverton School and serve Tiverton, Cullompton, Uffculme and the surrounding areas.

Petroc now offers T Levels, A Levels, Vocational Courses, Apprenticeships, Higher Education (Including Higher Technical Qualifications), Specialist Provision for learners with Special Educational Needs and a wide range of adult learning courses including Skills Bootcamps.

All ages and abilities of students can, and do, thrive at Petroc and we are proud of our learning support, tutorial, and enrichment programmes which seek to ensure all our students can progress into skilled employment or further study.

**Our College Strategy - Excellence Through Learning** sets out what we strive for.

At the heart of what the College does, its area of greatest expertise and its typical starting point for developing solutions or making a difference is Learning. That is how it makes a positive difference in the world and how it equips others to do so. Learning is also central to how the College creates the organisational capability to achieve impact, through individual and organisational learning that provides the capability to effect change whatever the change in context.

Excellence sets a high bar for the College's own performance - an excellent institution, benchmarked against the best in England.

The College is ambitious and will strive to achieve more. Excellence is also what the College supports others to attain. The College will enable the highest levels of learner achievement and the highest levels of career and life fulfilment, through learning that will stretch and challenge.

Excellence is what customers, businesses and other organisations can expect to achieve themselves through working with the College.

Our college strategy to 2025 has sets out five **aims and objectives**:

- Create outstanding learner achievement in all areas
- Transform life chances and employment prospects for all
- Build community and prosperity within northern and Mid Devon and the wider southwest of England
- Boost productivity, innovation and agility of businesses and organisations
- Tackle the climate emergency

The College's approach is characterised by five ways of working. These are:

- Personalised and customer-focused
- Agile and entrepreneurial
- Digitally able
- Achieving value for money
- Continuously learning and improving

Our most recent Ofsted inspection took place in November 2019 and confirmed that Petroc continues to be recognised as a good provider of education and training. Overall, Ofsted confirmed that learners at Petroc continue to receive good education and training.

The report highlighted that students have are **overwhelmingly positive about the quality of education and training they receive and benefit from a curriculum which is well designed, improves their subject knowledge and behaviours and develops new skills.**

The College sees place as important. We see the College's role to be at the heart of communities, as thought and systems leaders. We play a leading role with partners in working to sustain the health, happiness, and prosperity of its communities. The College prioritises impact within Northern and Mid Devon and the wider Southwest and coordinates its contribution through maintaining high-quality partnerships with employers, communities, and local institutions.

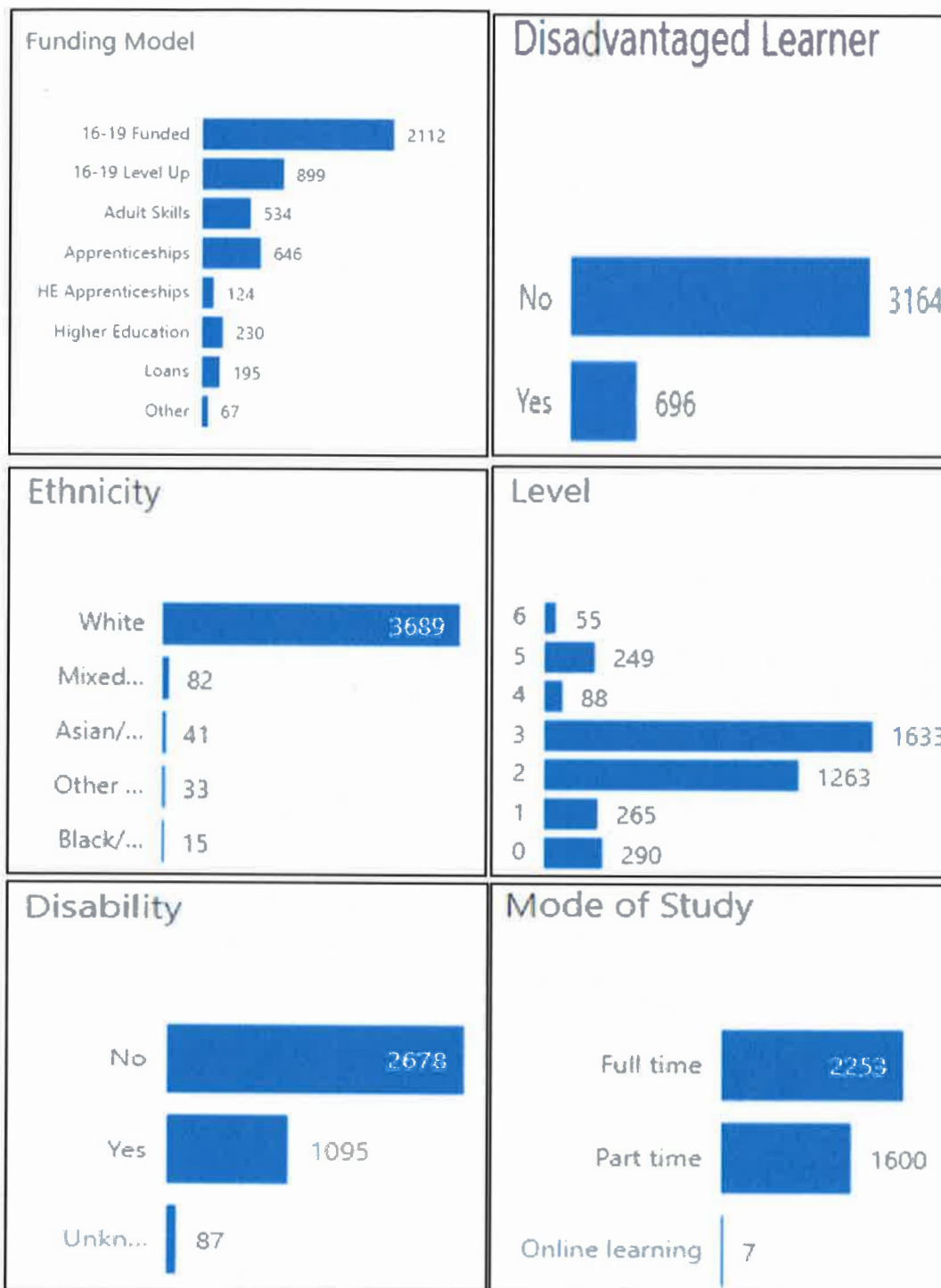
Through our work with Northern Devon Futures, Devon Colleges Group, the Heart of the Southwest LEP, The Chambers of Commerce and other employer representative bodies we look to establish and develop a collaboration infrastructure that can deliver this ambition.

Our Strategic plan is clear; in addition to the development of skills, education, training, and apprenticeships – We will:

- Support, create and sustain businesses through a range of business services.
- Support local businesses and entrepreneurs to innovate, exchanging knowledge and promoting the application of best practice in the firms it works with,
- Foster close partnerships with productive and innovative organisations to assist it in understanding what excellence is, and how the College can best support it through learning and business services.

## 2. Our profile

In 2022/23\* Petroc has:



\* Data from Petroc Data Dashboard 22 May 2023

### **3. Curriculum Strategy**

The Curriculum Strategy has a dedicated section on skills - **Adult Skills Curriculum Strategy 2025: Empowerment and Community.**

It sets out the College's intention to create a community offer that meets the needs of local industry, our learning community, local commerce, community services and the people of North and Mid Devon.

Petroc plays a pivotal role in creating ambition, opportunity and prosperity. Empowerment and community are central to our strategy and when implemented with integrity and appropriate investment will build futures in Northern and Mid Devon.

The Petroc offer embraces several funding streams and is responsive to current initiatives that acknowledge both a national and local skills gap. As we emerge from the pandemic, we continue to explore new online, hybrid and innovative modes of delivery that can service an ever-changing workplace.

Our portfolio includes onsite and online courses from entry level to level 3, both short and long that are funded by our adult education budget (AEB) and national skills fund.

Faculties will continue to embrace online learning, providing a flexible and accessible learning environment. This will be particularly prominent in the faculty of Progressive Studies where employer tailored packages will be held in the workplace through digital platforms.

The Skills White Paper [now Act] alluded to the future recognition and funding of shorter quals and modularisation at levels 4-6. Our offer is industry focussed with responsive action to employer requests. This is full cost recovery. A strong product and good experience will further cement our reputation as the lead training provider in the local community.

We continue to invest in a talent pool of staff to act immediately if we are to be the provider of choice.

Our onsite AEB offer sees adults infilling with apprentices to achieve value for money and greater efficiency in delivery. It is fair to say that level 3 will be impacted by T levels as post 19 education is not currently funded to engage with T levels. The offer at each level facilitates progression.

The needs of local businesses and future growth sectors is signalling an increased demand for potential employees who possess science, digital, engineering and mathematics expertise at intermediate and higher levels. The College has, as a result, strengthened its offer in these areas at levels 3-5

In addition, Petroc's offer is based on pathways in the following sectors;

1. Construction and Built Environment
2. Academic and Digital skills (including Access)
3. Health Education and Business
4. Creative and Lifestyle services (Salon Services)
5. Essential Adult Skills (Progressive Studies)

#### **4. Employer Engagement Strategy**

As would be expected the Employer Engagement Strategy takes this commitment to curriculum design and implementation still further. Its core objectives are:

- To actively seek out and engage with a wide range of business and organisations and encourage their participation in the development of curriculum provision
- To understand the demands of business and adapt and develop our offering to meet these needs
- To embed employers within curriculum design (intent) and delivery (implementation), and evaluation of the impact thereof, across all curriculum provision and types
- To deliver an outstanding year-round service and quality of provision to meet the needs of the wider business community
- To build lasting relationships with our employer market
- To enhance and maintain reputation through good relationships across all our stakeholder groups
- To ensure that all staff understand that stakeholder engagement is the responsibility of every member of Petroc staff
- To ensure a link between learners and employers and use and support our employer network to support careers Information advice and guidance.

The purpose of this is simple – All curriculum staff must be actively involved in ensuring that they continue to maintain a good level of industry knowledge to ensure not only that curriculum delivery is current but that they are able to speak with authority and are able to support careers information, advice and guidance.

This will be achieved through staff spending time in industry for CPD, arranging academic visits for their students, encouraging guest speakers for their students, arranging round table discussions with employers and specific employer advisory groups for their subject areas.

Curriculum leaders and managers will actively involve employers in curriculum co-design and delivery, such that all programmes will be required to engage with and seek input from a range and variety partner employers (as appropriate to the curriculum area in question) on each of the following:

- (i) Curriculum **INTENT** – selection of qualifications and awarding organisations
- (ii) Curriculum **IMPLEMENTATION** – selection of optional units, sequencing of curriculum delivery, development of field-specific employability skills, structured employer 'touch points' throughout programme, work experience and industry placement
- (iii) Curriculum **IMPACT** – monitoring of learner destinations and progression to employment with partner employers, with post-qualification co-evaluation of impact of curriculum implementation in terms of development of skills required for successful employment (in turn feeding into following INTENT and IMPLEMENTATION cycles)

## 5. Beyond Curriculum – Place, Partnerships and Systems

As set out above the College sees place as important. We see the College's role to be at the heart of communities, as thought and systems leaders. The College is committed to working in Partnership, whether with Employers, Local Authorities, Schools, Universities, or Other Colleges.

As chair of **Northern Devon Futures** (A partnership of Local Authorities, Health, Employers, Biosphere, Voluntary bodies, Employer Representative bodies and other systems leaders); the college is looking to support the development of a cohesive vision for Northern Devon to 2050. Our Principal and CEO is a member of the SW Social Mobility Commission, chaired by Sir Michael Barber.

We are part of the **South West Institute of Technology** (SWIOT); have degree provision validated by the **University of Plymouth**; have Excellent working relationships with Exeter University and **Set Squared**; host the **University of Bolton** nursing satellite and are developing relationships with other University Partners. SWIOT brings together Employers with Colleges and **TDK** in Ilfracombe currently chair the partnership. This Partnership covers the Heart of the Southwest LEP and Cornwall, Isles of Scilly LEP and includes **Truro & Penwith College**, **Petroc**, **Exeter College**, **City College Plymouth**, **Bridgwater & Taunton College**, and the **Met Office and Oxygen House**; alongside **Exeter and Plymouth Universities**.

We sit at the heart of the **North Devon Unesco Biosphere** and are developing, with the **Satellite Applications Catapult** (and **Bicton and Bridgwater & Taunton Colleges**) an **Environmental Living Laboratory** (ELL) to support the development of Agritech in future farming. This builds on to our **Centre of Technology and Innovation Excellence (Cotie)** which provides innovation space for entrepreneurs and small businesses, and which is developing an enviable reputation locally and regionally for its innovative delivery of support for business on the opportunities for **using Virtual and Augmented reality in business**. This will be further enhanced by the provision of an immersive space alongside the ELL.

An equivalent to Cotie is currently being developed with **Mid Devon Council** in Tiverton to support the Mid Devon community in a similar way.

We are active members of the **Devon and Cornwall Training Provider Network**, the **Green Construction Advisory Panel (GCAP)**, **Biosphere Foundation**, **North Devon Manufacturers Association (NDMA)** and our Vice Principal (Finance Resources & Regional Affairs) is currently President of the **Barnstaple Chamber of Commerce**. We work actively with **Selladoor** as the local theatre operators and are active in the **Northern Devon Cultural Strategy**.

The College has been active in many projects that span the region, but many of these are, with the ending of European Funding, coming to an end. We remain committed to seeking opportunities to lead projects that **Advance Research**, support those **Not in Education, Employment or Training (Neet)**, and ensure **International** Exposure for our students and staff through Turing, for which we have twice been commended in national awards. Our Head of SEND represents colleges on the Devon County Council SEND Transformation Board, and in response to local need the College has developed new provision to support enhanced transition for disengaged school learners, and for Ukranian families that led to considerable further adult learning with the College and employment with local businesses.

We have a Memorandum of Understanding with a **Moroccan partner (IFMEREER)**, a state-of-the-art renewables training institute, training 1000 people a year to support the Moroccan national energy strategy and rapidly growing renewable energy market. Public private partnerships support IFMEREER training institutes located in Ouarzazate, Oudja and Tangier, aligning to the Tangier Freezone. It is increasingly clear that we will have much in common with IFMEREER as we play a key role in the development of renewables in our region. In particular, Ouarzazate and Northern Devon are both tourism/agriculture based economies transitioning to a future role as (national) hubs of **renewable energy and the green economy**.

This relationship will only be strengthened through the **XLinks** project (set to be the world's longest energy interconnector between Morocco and the UK (and terminating in Northern Devon)).

We also stand to be at the heart of the developing **floating offshore wind** developments in the **Celtic Sea**, in **Aquaculture** and **Carbon Sequestration** with the Biosphere, and with **low carbon marine** with the Universities of Plymouth and Exeter and Torridge District Council through the Levelling Up project at Appledore.

We are active members of the **Education Foundation Northern Devon Partnership (EFNDP)** which comprises all the Northern Devon Secondary Schools and Petroc, looking to improve Social Mobility, support school improvement and learner achievement, and drive skills development across the sub-region.



We are part of the **Devon Colleges Group** with all the members (City College Plymouth, South Devon College, Exeter College and ourselves) who have mapped out their adult and apprenticeship offer to reduce overlap whilst ensuring there is genuine regional coverage for skills gaps. We worked together on **Hinkley Point C**, a new nuclear power plant on the Bristol Channel, are Partnering with City and Guilds to develop a **Retrofit Academy** at all four colleges, and with **Plymouth Freeport** to match skills provision and needs.

We are members of the **Tertiary Colleges Group**, which includes colleges such as **Nelson & Colne, Barnsley, Cirencester, Exeter, and Stafford Colleges Group**. This group shares practice and meets biannually for a conference focused on implementation of latest government policies. We are also working closely with **Nelson and Colne, Gloucester College and Mid Kent College** on a decarbonisation scheme for the college part funded by **Salix** with ambitious targets to meet our **Net Zero** commitment. All our study programmes seek to embed the **UN Sustainability Goals** within them as we continue to commit to developing citizens of the future.

The College is an active partner in a **Strategic Colleges Development Fund** partnership with Bridgwater & Taunton College, Yeovil College, Strode College, Exeter, South Devon College and City College Plymouth. The particular focus has been shaped by employers and is an emerging priority for the **Local Skills Improvement Plan** and future Local Skills Improvement Forum.

The College is working with Devon County Council on the **Devolution Deal**, seeking to ensure it adequately reflects the needs of Northern and Mid Devon and our employers.



This map above shows the Heart of the South West LEP area and the area of the Learning Skills Improvement Plan.

One of the key aspects of working together is ensuring the colleges have all the curriculum provision required by the place they collectively serve. To ensure this is met we have mapped all our adult and apprenticeships in the Devon College Group. An example is shown here. This information is then triangulated with LMI to assess the need in the area.

**Our Apprenticeship Offer**

Devon Colleges Group offers a huge range of high-quality Apprenticeship programmes, covering all the key industrial sectors. The table below demonstrates the breadth of the course offer currently available.

With programmes at level 1 through to intermediate level, Advanced level 3 and higher level 3, levels 4 and 5, there is sure to be an offer to meet your training need.

- A. Apprenticeships
- B. Advanced Apprenticeships
- C. Higher Apprenticeships
- D. Degree Apprenticeships



	Business Management and Administration	Construction	Digital Industries and IT	Education and Training	Manufacturing and Engineering	Performing Arts, Broadcast and Media	Power and Utilities	Retail Sales and Customer Services
	A B C D	A B C D	A B C D	A B C D	A B C D	A B C D	A B C D	A B C D
City College Plymouth	✓	✓	✓	✓	✓	✓	✓	✓
Truro College	✓	✓	✓	✓	✓	✓	✓	✓
Palace	✓	✓	✓	✓	✓	✓	✓	✓
South Devon College	✓	✓	✓	✓	✓	✓	✓	✓
City College Plymouth	✓	✓	✓	✓	✓	✓	✓	✓
Truro College	✓	✓	✓	✓	✓	✓	✓	✓
Palace	✓	✓	✓	✓	✓	✓	✓	✓
South Devon College	✓	✓	✓	✓	✓	✓	✓	✓
City College Plymouth	✓	✓	✓	✓	✓	✓	✓	✓
Truro College	✓	✓	✓	✓	✓	✓	✓	✓
Palace	✓	✓	✓	✓	✓	✓	✓	✓
South Devon College	✓	✓	✓	✓	✓	✓	✓	✓
City College Plymouth	✓	✓	✓	✓	✓	✓	✓	✓
Truro College	✓	✓	✓	✓	✓	✓	✓	✓
Palace	✓	✓	✓	✓	✓	✓	✓	✓
South Devon College	✓	✓	✓	✓	✓	✓	✓	✓
City College Plymouth	✓	✓	✓	✓	✓	✓	✓	✓
Truro College	✓	✓	✓	✓	✓	✓	✓	✓
Palace	✓	✓	✓	✓	✓	✓	✓	✓
South Devon College	✓	✓	✓	✓	✓	✓	✓	✓
City College Plymouth	✓	✓	✓	✓	✓	✓	✓	✓
Truro College	✓	✓	✓	✓	✓	✓	✓	✓
Palace	✓	✓	✓	✓	✓	✓	✓	✓
South Devon College	✓	✓	✓	✓	✓	✓	✓	✓
City College Plymouth	✓	✓	✓	✓	✓	✓	✓	✓
Truro College	✓	✓	✓	✓	✓	✓	✓	✓
Palace	✓	✓	✓	✓	✓	✓	✓	✓
South Devon College	✓	✓	✓	✓	✓	✓	✓	✓

Along with partner colleges, local authorities and the two key employer representative bodies (Plymouth & Devon Chamber and the Somerset Chamber of Commerce); the college has played a key role in developing **Local Skills Improvement Plan (LSIP)** The project plan has been agreed and is being implemented

The College is using all the new government qualifications tools of T levels, apprenticeships, Free Courses for Jobs, Skills Bootcamps and HTQs as part of our offer to meet the needs of the regional economy. This means we are delivering or developing new provision in a number of areas with the support of local employers.

We have also embraced opportunities for sector-specific initiatives to stimulate interest in the first steps in learning to get them on pathways that will meet significant workforce skills shortage, such as in health and social care.

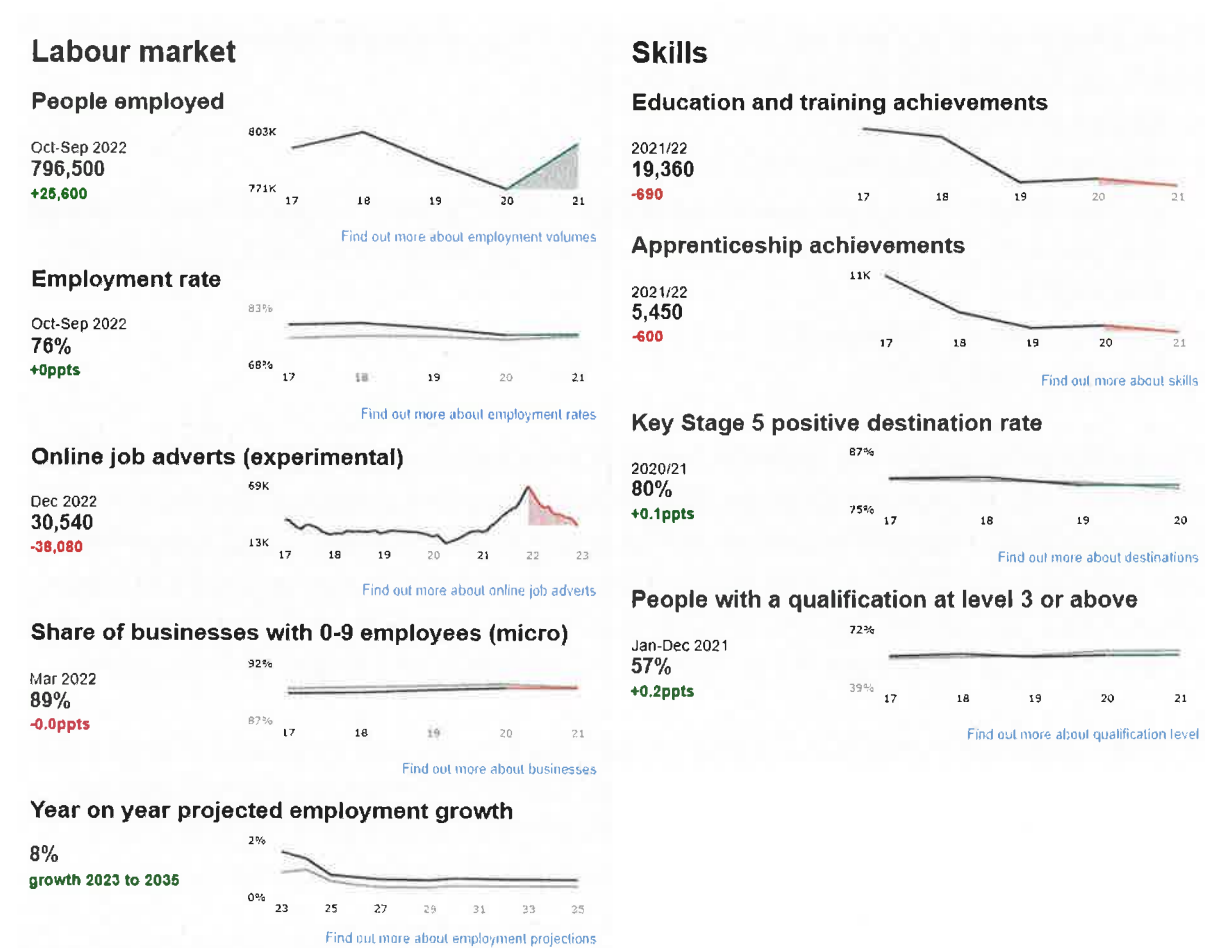
Mathematics, English and digital skills remain an important part of our provision for adults and 16-18 year olds and we are adding to our maths provision at level 3 in response to anticipated future needs of the local economy.

The development and recognition of personal transferable skills, captured through our extant Personal Development Awards scheme similarly remains a priority with annual monitoring of Key Performance Targets in this area.

## 6. Labour Market Intelligence (LMI) and the Future Curriculum

Like many other colleges, Petroc uses Labour Market Intelligence software including **Vector & Lightcast** to ensure we are aligning our curriculum offer to Local, Regional and National Skills needs. **NOMIS** data shows that Devon is high in public sector jobs but otherwise dominated by small, medium and micro enterprises. The college also works with the **Marchmont Observatory** (University of Exeter), The LEP (through the **Skills Advisory Panel** which the Vice Principal (Finance, Resources & Regional Affairs attends) and Devon County Council's Employment **and Skills Review**.

Overview of the local landscape in Heart of the South-West LSIP.



1

The Northern Devon Economy has a prominent and growing **pharmaceutical** industry and history of **Advanced Engineering** and **Manufacturing**. **Aerospace technologies** and **advanced aquatech and agritech** sectors are developing fast, and in the future **renewables** and particularly **floating offshore wind** will be critical.

<sup>1</sup> Change metrics are measured against the same period in the previous year. NB non-zero axes (<https://department-for-education.shinyapps.io/local-skills-dashboard/>)

The area has a very strong **tourism** industry, many **farms** (mostly livestock) which are often traditional with low Gross Value Added (**GVA**). The College is committed to working with these sectors to **boost productivity**, support **food-security** and **diversification** to ensure long-term business survival.

Every programme that the college offers is evaluated annually against the LMI data with an assessment of the **number of vacancies** and percentage **jobs growth** in the sub-sector subject area over the coming years. This, alongside data on demand, quality and funding determines whether a course can be business planned. A similar process takes place through our **Business Development Board** to assess the value of new offers.

The College aim is to ensure that every year the curriculum offer is evaluated thoroughly against a number of measures:

- National Skills Priorities
- Regional /local priorities from sources including LSIP
- Our Strategic Plan, Curriculum Strategy and Employer Engagement Strategy
- Our Annual Quality Self-Assessment Report (SAR) and Quality Improvement Plan (QIP)
- Labour Market Intelligence
- Funding and Viability

The college has a growth agenda and has set challenging targets for growth in 16-18 (some 400 learners (20% by 2025/2026)); Apprenticeships (116 Learners (12% by 2025/2026)); Higher Education (70 Learners (30% by 2025/2026)) as well as commercial and other learner types. This is embedded in the college's Sustain and Grow plans which look to ensure that the college remains financially strong whilst meeting an increasing proportion of the local and regional skills needs.

In order to achieve this the College continues to work with regional and national policy leads to create a more level playing field in both the rules and funding regimes of Colleges, Universities and Independent Training Providers, and focussing on quality growth through industry and subject experts.

A 'Boston Matrix' approach is taken when reviewing existing curriculum offer and planning future curriculum. Trends in learner enrolments and achievement rates are taken into account when considering the future viability - in both financial and quality terms - of existing curriculum offerings. The College is committed to delivering high-quality programmes and invests in an on-going programme of curriculum improvement and professional development driven by the priorities identified in the annual Quality Improvement Plan. This targets intervention and support for professional learning and quality improvement based on a range of quality metrics at whole college, curriculum area and individual levels, with a robust cycle of quality assurance processes in place to ensure we deliver a high-quality learning experience and outcomes for learners.

## 7. Key Performance Indicators (KPI's)

The College has a number of employer/business focussed KPI's. These are managed by the Leadership Team and progress monitored by the Governing Body – the table below is extracted from the Employer Engagement Strategy.

Objective	Key Performance Target	Key Performance Indicators
2.i: To make a positive impact on the employment outcomes of all learners	To be ranked in the top 25 General FE colleges in England for successful destinations in a weighted composite ranking of FE and HE destinations	The proportion of 16-18 learners who succeed in progressing into education or employment  The proportion of graduates of College degree programmes securing 'high skill employment'
2ii: To develop the personal resilience, confidence, and skills of learners to enable them to thrive in a digital, international world	The number of Personal Development Awards achieved by 16-19 learners grows to 7500 per annum.	The number of Personal Development Awards achieved by 16-19 learners
3.i: To support the creation of new businesses through entrepreneur development and support services	The number of enterprises created increases to 150 per annum.	The number of enterprises created following contact with the College
3.ii: To deliver services to businesses and organisations that result in their application of innovation or the improvement of productivity	The number of organisations that have improved their productivity or business innovation exceeds 500 per annum	The number of organisations estimated to have received support that improved their business productivity or business innovation based on business responses to the Petroc Annual Employer Survey
4.i: To contribute strategically and operationally to the implementation of local and regional strategies and plans that build community, health and wellbeing and equitable prosperity	A Strategic and operational contribution is recognised by the Board as having been made in each year of the Strategy	Annual report, approved by the Board, detailing the contribution made by the organisation both strategically and operationally to local and regional plans
4.ii: To significantly increase the numbers of College learners and staff engaged in supporting community organisations	The number of staff and learner contributing increases by 30% over a baseline established by survey in 2020-21	The number of learners and staff who are involved in supporting community, public-sector and not-for-profit organisations

## 8. Corporation and the Corporation Statement

The Board of Governors (Corporation Board) has been strengthened over recent years and reflects a balance of senior members from a range of business sectors, including education, that can support and challenge the College Executive. All Senior post-holders attend all principal committee meetings and the Board applies a rigorous approach to reviewing the colleges quality, finances and business decisions.

The board comprises a very diverse range of backgrounds including Innovate UK, Board level members of local businesses, the CEO of the Education and Training Foundation; the Chief Technology officer at the Met Office; Teaching, Media, Estates and Finance Experts; two Staff Governors and two Student Governors. Some of the external members are ex-students of Petroc; and all share a passion for the college's and regions success.

*[On behalf of the Petroc Board, it is hereby confirmed that the plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on 18 July 2023. The plan will be published on the college's website within three months of the start of the new academic year and can be accessed from the following link :*

**<https://www.petroc.ac.uk/wp-content/uploads/2023/07/Accountability-Agreement-2023-1.pdf>**

Chair of Governors

Principal/Chief Executive and Accounting

Officer Dated]

Melinda Hoag 18/7/23  
S. Hoag 18/7/23

## 9. Relevant Supporting Documentation

Petroc 2025:

[https://www.petroc.ac.uk/wp-content/uploads/2022/12/pdf\\_Petroc\\_Strategy--2025-compressed.pdf](https://www.petroc.ac.uk/wp-content/uploads/2022/12/pdf_Petroc_Strategy--2025-compressed.pdf) Curriculum Strategy:

Employer Engagement Strategy:

<https://www.petroc.ac.uk/wp-content/uploads/2023/07/Employer-Engagement-Strategy-July-2023-1.pdf>