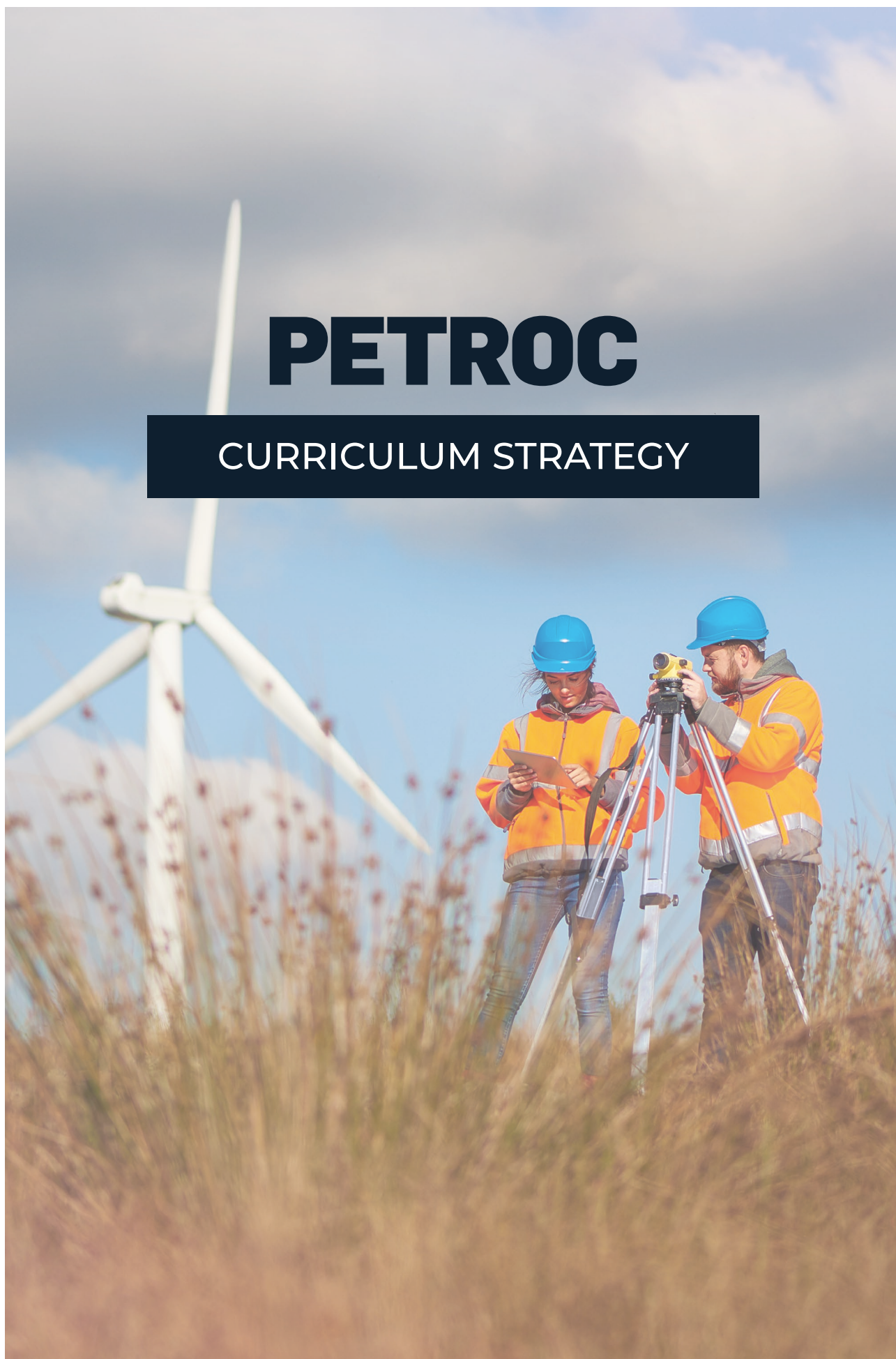


PETROC

CURRICULUM STRATEGY



INTRODUCTION

Petroc is committed to delivering a forward-thinking, career-oriented curriculum that addresses the skills needs of North Devon's economy.

We are dedicated to providing a careers-led and employability-driven curriculum that aligns with regional economic goals, fosters strong partnerships, and provides clear sightlines to careers and progression pathways for learners.

By aligning our strategy with Local Skills Improvement Plan (LSIP) priorities and labour market demands, we aim to inspire learners, empower them to contribute to the region's growth and sustainability and unlock potential through high-quality academic, vocational, and progressive education.

By showcasing the transformative power of learning, we aim to broaden horizons, boost confidence, and improve opportunities for all learners, no matter their background or prior achievements.

Recognising the diversity of career and life goals, and the unique starting points of each learner, we adopt an inclusive approach to careers and employability education.

This strategy outlines our approach to meeting these goals from 2025 to 2028, in line with our new strategic plan and strategic themes, which are:

1. Our Learners

Objective: Deliver high-quality education and training consistently across all programmes.

Priorities:

- **Consistently Good Quality Education:** Delivering high-quality teaching to our learners which challenges and inspires them to meet their potential and progress to their chosen destination.
- **Industry Relevant Teaching:** Strengthen professional development for teaching staff, with an emphasis on sector-specific training.
- **Curriculum Excellence:** Ensure courses are aligned with industry standards and learner needs leading to positive destinations.
- **High Learner Satisfaction:** Learners are inspired to attend, enjoy their learning and are aspirational about their future.



2. Our College

Objective: Secure Petroc's financial stability to ensure continued investment in its mission.

Priorities:

- **Good Financial Health:** To be a financially sustainable organisation.
- **Pay and Conditions:** Move toward competitive pay to attract and retain talented staff, aligning with budgetary capacity.
- **Our Estate:** Develop and invest in facilities to create inspiring learning and teaching spaces, reflecting the College's ambition.

3. Our People

Objective: Empower a unified and engaged workforce committed to achieving Petroc's goals.

Priorities:

- **To ensure all staff feel included, supported and engaged:** Foster a collaborative, inclusive culture where all staff feel valued and supported.
- **Living Our Values:** Ensure transparency and alignment of actions with College values making Petroc a great place to work.
- **Staff Development:** Having a robust professional development offer for all staff, including sector/industry exchanges.
- **High Performing Staff:** Having effective performance management and accountability structures that enable staff members to progress and inspire learners.
- **Staff Pay and Conditions:** Ensuring the College has a competitive reward structure that keeps pace with the increasing cost of living within the financial parameters afforded to the College.

4. Our Community

Objective: Build a responsive curriculum to meet local and national economic priorities.

Priorities:

- **Curriculum Strategy Development:** Produce a curriculum strategy that reflects industry standards and future trends for the region.
- **Setting the Standards for Industry:** Foster industry partnerships to enhance work experience opportunities and ensure learners are work-ready and environmentally conscious.
- **Build on Our Partnerships and Collaborations:** Foster our partnerships and collaborations with schools, employers, the community and wider stakeholders.

OUR VISION & MISSION

At Petroc, our vision is clear:

“Inspiring ambition through inclusive education, enabling every learner to reach their fullest potential.”

This vision underpins our curriculum strategy, ensuring that every programme we offer leads to growth, achievement, and real-world impact.

Our mission goes beyond education - it's about transformation:

“Education at Petroc is more than learning – it's about transformation. We believe in the power of knowledge, skills, and ambition to shape lives and communities.”

Through high-quality teaching and industry-aligned training, we equip learners with the skills, confidence, and opportunities to succeed - not just in their futures, but in the wider world.

These principles guide our curriculum strategy, shaping a future where education is dynamic, inclusive, and driven by real opportunity.



CONTEXT & CURRICULUM INTENT

Petroc is an ambitious General Further Education College operating across two campuses: Barnstaple (North Devon) and Tiverton (Mid Devon). As the leading provider of post-16 education in the region, Petroc serves a vast geographic area of approximately 2,300 square miles, supporting communities from North Cornwall to West Somerset, including the rural and coastal areas of North Devon, Torridge, Mid Devon, and East Devon.

This is a diverse and dynamic region with unique challenges, including socio-economic disadvantage, rural isolation, and transport barriers.

Despite these obstacles, the local economy presents significant opportunities in sectors such as health and social care, green energy, agriculture, creative industries, and digital technologies.

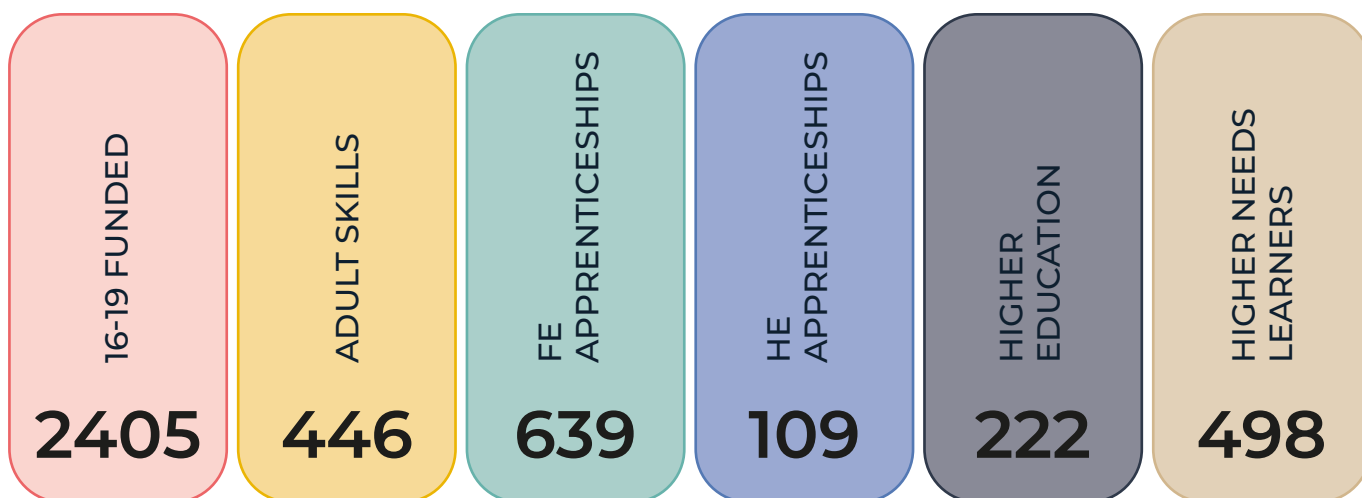
Our curriculum is designed to inspire learners to be ambitious and aspirational while equipping them with the skills, knowledge, and behaviours needed to succeed in these growing industries.

The college offers a diverse range of programmes across all main provision types - Education Programmes for Young People, Adult Learning, Apprenticeships, Higher Education and High Needs. These programmes are delivered across both campuses, as well as through workplace training and online learning, ensuring accessibility and flexibility for all learners.

Through early exposure to career pathways, robust employer partnerships, and high-quality guidance, we aim to ignite ambition and shift perceptions of what is possible.

By providing flexible learning options and embedding transferable skills across all programmes, we prepare learners not only for their next career steps but for a lifetime of adaptability in an ever-evolving employment market. Recognising the value of lifelong learning and personal development, Petroc fosters a passion for ongoing education and training, creating holistic opportunities for learners, employers, and community groups alike

Learner numbers in 2024/25, as of March 2025:



Approximately **52%** of 16- to 19-year-old learners are enrolled in Level 3 academic or vocational programmes, while **23%** study at Level 2, and **25%** at Level 1 or below. **20%** of learners in this age group have an Education, Health, and Care Plan (EHCP).

Our Apprenticeship provision spans a diverse range of sectors, with the highest enrolments in construction, engineering & motor vehicle, health & care, business, hospitality & catering, and education.

Similarly, our Adult Skills curriculum is broad, with the largest participation in English & maths, counselling, ESOL, and accounting.

For Higher Education, the most popular programmes focus on professional development, psychology, and teaching & learning qualifications.

The devolution process is underway, with several local authorities actively engaging in the opportunities it presents. As a result, Adult Skills are becoming a greater priority, creating potential for increased funding and new opportunities. This shift positions Petroc to expand and enhance its Adult Skills provision, ensuring we continue to meet the evolving needs of our communities.

Petroc collaborates with seven Employer Advisory Groups, which meet throughout the year to support curriculum design and delivery. These groups ensure our programmes align with industry needs and emerging trends. The advisory groups cover key sectors, including Animal Care & Management, Business & Management, Early Years & Childcare, Construction, Creative Industries, Automotive, and Hospitality & Tourism.

Petroc offers a number of academies, including the newly launched Aim Higher Academy, developed in partnership with Exeter University. This exclusive programme is designed for high-achieving students seeking to excel academically while building strong career foundations. Open to students with an average GCSE grade of 6 or higher, the academy combines rigorous academic study with practical industry engagement, equipping learners for university success and future career opportunities.

Petroc is made up of two college campus's, a University Centre and a Centre and Institute of Technology, which are:

PETROC

Petroc's **North Devon Campus** offers a diverse range of programmes, including A Levels, T Levels, Apprenticeships, Adult Part-Time Courses, and Higher Education. In 2023/24, this campus held 69% of the 16-19, and 75% of the A Level market share. The campus is home to a specialist Centre for Excellence in Construction, and boasts award-winning Construction students and an ambitious Construction programme which reflects the region's skills needs.

A leader in T Level implementation and delivery, our North Devon Campus recently expanded its provision with a brand-new Animal Care Centre, accommodating increased demand in this area. Our Apprenticeship team was rated 'Good' in the most recent Ofsted inspection, and our commitment to high aspirations and achievement is reflected in our new curriculum, academies and student success.

The **Tiverton Campus** provides a safe, friendly,

and inclusive learning environment, specialising in Entry Level and Level 1 programmes. It also offers a small selection of bespoke part-time and Higher Education courses tailored to the local skills needs of the community. In 2023/24 this campus held 10% of the 16-19 market share, with 47% at Entry Level and 52% at Level 1.

As a Centre for Excellence in SEND provision, the campus is dedicated to preparing students for independent living and meaningful employment, ensuring they gain the skills and confidence needed for their future.

Both campuses have strong relationships with local employers and authorities, ensuring our students benefit from our brand new programme of meaningful work experience and career-focused opportunities. With a clear ethos of 'sightlines to careers', Petroc continues to create direct pathways to apprenticeships and employment that align with regional skills needs.





Petroc's University Centre for Northern Devon offers Level 4+ courses developed in collaboration with industry experts and employers, ensuring students gain the practical skills and knowledge needed to succeed in today's workforce. Through immersive, hands-on learning experiences, our students acquire authentic industry insights that enhance their career prospects.

Our regional positioning presents unique opportunities in Floating Offshore Wind (FLOW), as well as the maritime, agriculture, and engineering sectors. We work closely with local employers, North Devon Futures, and North Devon & Torridge Councils to identify and support growth and investment in skills, ensuring our students are prepared for emerging industries and future career opportunities.



The Centre of Technology & Innovation Excellence (Cotie) is more than just a business hub - it is a collaborative space designed to support innovation, skills development, and industry partnerships.

seminar rooms, and fully equipped conference facilities. Our expert team guides how to harness these technologies to drive business growth and innovation.

With two centres in Barnstaple and Tiverton, Cotie offers a diverse range of business spaces, including hotdesks, workbenches, meeting pods,

Cotie also serves as a key hub for the University Centre for Northern Devon's Higher Education students, acting as a conduit between student innovation and industry collaboration.



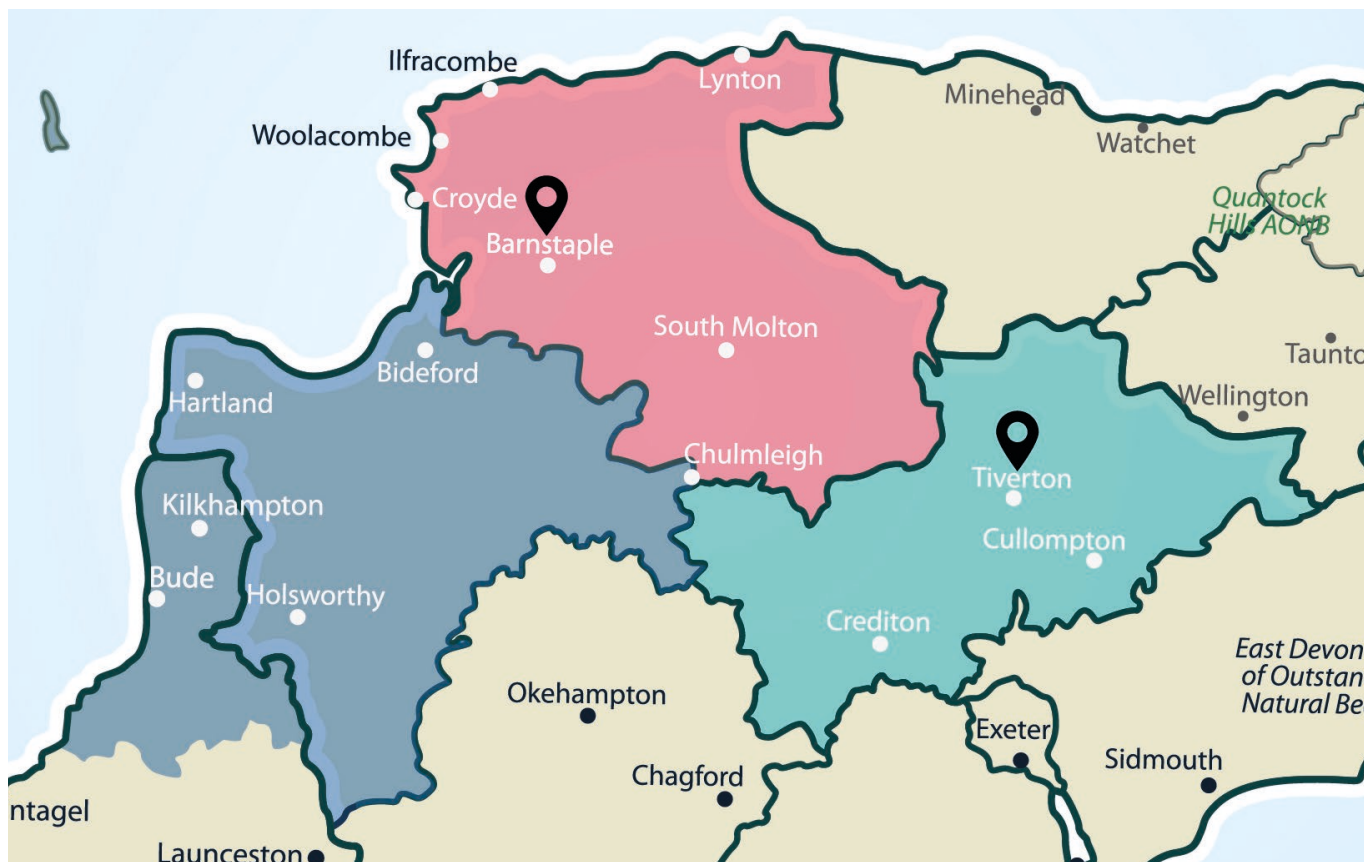
The South West Institute of Technology (SWIoT) is a collaborative partnership dedicated to advanced technical training, specialising in developing highly skilled technicians and engineers for the region.

SWIoT features two state-of-the-art facilities:

- **Engineering:** Cleanroom fabrication, electronics design and testing, additive technologies (3D printing), and production robotics.
- **Digital Science:** Virtual environment development, drone experimentation space, and cutting-edge networking, software, and data engineering facilities.

PETROC COMMUNITIES

Petroc predominantly has enrolments from North Devon, Tiverton and Torridge & Bude Districts.



Vector image showing districts used for data, but does not show learners coming from out of area.

Torridge & Bude

The North Devon, Tiverton, Torridge, and Bude districts present a diverse socio-economic landscape, characterised by a mix of affluent rural areas, vibrant market towns, and significant pockets of deprivation. While North Devon and Tiverton benefit from strong tourism, agriculture, and small business sectors, Torridge and Bude experience higher-than-average economic deprivation, with limited access to higher-wage employment and further education opportunities.

All three districts have over 50% of their population in the bottom five bands of social deprivation, highlighting the widespread challenges related to low household incomes, limited social mobility, and economic inequality.

North Devon District

These areas also have an ageing population, lower-than-average educational attainment, and a reliance on seasonal and low-wage employment, creating skills gaps and barriers to economic progression.

Compared to national averages, the region has fewer high-income households and reduced access to further education and training opportunities. However, the tight-knit communities, growing investment in renewable energy and digital industries, and strong local business networks provide opportunities for economic regeneration and workforce development.

Tiverton

STRATEGIC DRIVERS

Petroc has identified 9 key strategic drivers which lay out the framework for the curriculum:

1. Strategic Driver: Alignment with Local Skills Demand

Petroc is committed to designing, developing, and delivering a curriculum that aligns with local, regional, national, and global economic needs. We aim to equip learners with the skills required for successful and fulfilling careers in their chosen sectors. By working closely with employer representatives and sector specialists, we foster investment in workforce development and create accessible pathways into key employment sectors.

To achieve this, we will:

- Build and strengthen collaborations with industry, civic, community, and education organisations to ensure curriculum relevance and alignment with economic priorities.
- Develop a co-designed and co-delivered curriculum with stakeholders, providing mapped career progression pathways that guide learners into employment sectors such as health, construction, agriculture, and digital industries.
- Enhance careers education by offering tailored one-to-one support for learners, incorporating detailed career plans and mentoring opportunities.
- Embed industry-informed pedagogy in teaching practices, ensuring the latest workforce demands are reflected in our curriculum delivery.
- Deliver high-quality teaching and track career outcomes via an annual impact report

that includes employer satisfaction, learner destinations, and case studies highlighting success stories.

Measures of success within the next two years:

- Minimum 95% progression to positive destinations.
- Employer Advisory Boards established for all curriculum programmes, focusing on co-design and co-delivery of curriculum and a commitment to providing relevant work experience opportunities.
- 95% of 16-18 learners engage in substantial and meaningful work-related learning appropriate to their program of study and intended destinations.
- 100% of learners have at least three touchpoints with employers during their substantial program of study.
- >90% employer satisfaction rate with reference to learner readiness and employability.



2. Strategic Driver: Digital Enablement, AI & Advanced Technology Skills

We are committed to equipping all learners with essential digital and artificial intelligence (AI) skills to create a workforce that is not only digitally competent but also prepared for the evolving landscape of AI-driven industries. By integrating advanced digital tools and AI applications seamlessly across programmes, we build robust digital fluency and ensure learners are ready for technology-focused careers.

To achieve this, we will:

- Provide comprehensive education on digital safety, cybersecurity, AI ethics, and the responsible use of emerging technologies, ensuring learners navigate digital environments with confidence and integrity.
- Promote the innovative use of digital tools, including AI-driven solutions, for problem-solving, content creation, automation, and data-driven decision-making across multiple disciplines.
- Partner with leading technology firms, AI researchers, and industry experts to provide cutting-edge training, guest lectures, and real-world project opportunities that enhance job readiness in AI and advanced technology sectors.
- Support learners in developing advanced skills in areas such as coding, data analysis,

artificial intelligence, and digital marketing to meet the growing demand for technology specialists.

- Expand Blended and Hybrid Learning Options: Develop and enhance blended learning programmes that combine in-person instruction with high-quality online resources, providing flexibility for learners who face geographic, economic, or personal barriers.

Measures of success within the next two years:

- 100% of courses will integrate digital and AI-related technologies relevant to their respective industries, ensuring learners are prepared for workplaces where digital competence, AI literacy, and technological fluency are fundamental expectations.
- Introduction of at least 3 new advanced technology courses, with a focus on artificial intelligence and emerging technologies.



3. Strategic Driver: Ambition for All: Free Access and Inclusivity

Through 'Ambition for All', we aim to provide free access to education and training. This encapsulates our commitment to ensuring that every learner, regardless of their starting point, is supported in achieving a positive destination that reflects their unique aspirations and needs. This includes creating tailored opportunities for learners at Key Stage 4, offering robust Level 1 starting points across all curriculum areas, and ensuring clear pathways to higher qualifications in every sector the College delivers in. Additionally, we aim to offer a wide array of free introduction courses for adults to engage in, gain confidence, and progress toward career changes.

To achieve this, we will:

- Develop Key Stage 4 alternative provision for schools, enabling younger learners to access vocational and technical education in an inclusive environment.
- Ensure that every curriculum area includes accessible Level 1 starting points, designed to provide foundational skills and clear progression routes.
- Develop seamless progression pathways to higher qualifications across all subject areas, supporting learners to advance their skills and careers.

- Offer free and accessible introduction courses for adults, helping them gain confidence, re-enter education, and explore career change opportunities.

Measures of success within the next two years:

- Established Key Stage 4 alternative provision with measurable engagement and outcomes.
- Clear progression routes documented and promoted in all curriculum areas, with increased progression rates.
- 30 free adult introduction courses are delivered, with strong progression to further learning or employment.



4. Strategic Driver: Health and Social Care Workforce Development

Recognising the pressing need to address workforce shortages in the health and social care sectors, Petroc is committed to playing a pivotal role in preparing the next generation of professionals. By equipping learners with the necessary skills, knowledge, and experience, we aim to bridge the gap between education and employment, supporting the sustainability and growth of these vital sectors.

To achieve this, we will:

- Partner with local health and social care providers to establish seamless pipelines from education to employment, ensuring learners are equipped to meet workforce needs.
- Develop bespoke and co-designed curriculum modules addressing emerging challenges in areas such as mental health, geriatric care, and digital health.
- Provide work placement opportunities in health and social care settings, enabling learners to gain valuable hands-on experience in the sector.
- Strengthen ongoing staff training to ensure teaching reflects the latest sector demands and innovations.

Measures of success within the next two years:

- Seamless Education-to-Employment Pathways:

Establish formal partnerships with at least 10 local health and social care providers within the next 12 months to co-develop education-to-employment pipelines.

Achieve a 75% direct progression rate of learners from education into employment or apprenticeship roles within the health and social care sectors.

- Bespoke Curriculum Effectiveness:

Launch at least three co-designed curriculum modules (e.g., mental health, geriatric care, digital health) by the end of the next academic year, with 80% of learners rating them as “highly relevant” to industry needs in feedback surveys.

- Work Placement Integration:

Facilitate work placement opportunities for at least 80% of learners enrolled in health and social care programmes, with 90% reporting a positive experience in building practical skills and industry awareness.

- Ongoing Staff Development:

Deliver at least two annual professional development workshops for teaching staff focused on the latest industry trends, technologies, and best practices.



5. Strategic Driver: SEND Provision: Dedicated Support and Resources

Through 'Ambition for All', we are committed to fostering an inclusive culture where every learner receives the support they need to succeed. With 20% of learners having an EHCP and 50% entering with an average GCSE grade below 4, the college recognises the importance of addressing diverse challenges in learning. This vision is underpinned by a whole-college approach where every teacher is equipped to support SEND learners, and every student benefits from a personalized and actively reviewed learning inclusion plan. The college aims to create a truly inclusive environment that supports learners of all abilities, including adults, to achieve their full potential.

To achieve this, we will:

- Provide SEND-Specific Professional Development:
Deliver ongoing, high-quality professional development for teaching and support staff to equip them with the skills and strategies needed to adopt SEND-friendly practices. This will include training on differentiation, inclusive teaching methods, managing neurodiversity in the classroom, and effective use of assistive technology.
- Establish Specialist SEND Support Hubs:
Develop on-campus SEND support hubs featuring assistive technologies, sensory resources, and quiet spaces to create an environment where learners feel safe, supported, and empowered to succeed. These hubs will also offer one-to-one and group support sessions to address both academic and personal development needs.
- Enhance External Collaboration:
Strengthen partnerships with local authorities, healthcare providers, SEND advocacy groups, and specialist organisations to deliver holistic support for learners. This will include access to external expertise, mentoring opportunities, and additional tailored resources.
- Promote Inclusivity Across the Institution:

Embed a culture of inclusion by raising awareness of SEND within the wider college community through workshops, events, and campaigns designed to foster understanding, empathy, and peer support.

Measures of success within the next two years:

- Staff Training Participation:
Deliver SEND-focused professional development to 100% of teaching staff, with at least 85% reporting increased confidence in delivering inclusive teaching practices in post-training evaluations.
- Utilisation of SEND Support Hubs:
Ensure that at least 80% of SEND learners engage with the support hubs annually, with 90% reporting that the hubs have positively impacted their learning experience and confidence.
- Enhanced Collaboration:
Formalise at least five new partnerships with external SEND advocacy groups or specialist organisations within the next two years, ensuring a broader range of support services is available to learners.
- Community Awareness:
Host at least three annual inclusion-focused events or workshops aimed at raising awareness and fostering a culture of inclusivity across the college, with increasing levels of student and staff participation year-on-year.



6. Strategic Driver: Career-Integrated Green Skills, STEAM Education, and Sustainable Practices

Petroc is committed to equipping learners with the knowledge, skills, and experience necessary to address pressing environmental challenges and thrive in high-demand, innovative career fields. By integrating sustainability principles into our STEAM (Science, Technology, Engineering, Arts, and Mathematics) curriculum, we aim to position our learners at the forefront of future green industries. This approach empowers learners to become responsible global citizens who can contribute to a greener and more equitable world while fostering creativity, technical expertise, and problem-solving capabilities. We will integrate sustainability into all our programmes, ensuring that learners are prepared for the evolving job market and environmental challenges.

To achieve this, we will:

- Co-Develop Green and STEAM-Focused Programmes with Industry:
 - Collaborate with employers, universities, and industry experts to design curricula that align with evolving workforce demands in both green industries (e.g., renewable energy, sustainability) and STEAM fields (e.g., digital innovation, engineering, creative industries).
- Invest in State-of-the-Art Facilities and Technology:
 - Ensure learners have access to industry-standard resources, such as advanced engineering labs, creative studios, scientific research tools, and emerging technologies like artificial intelligence, with a focus on green and sustainable technologies.
 - Promote the intersection of arts and sciences by developing programmes that emphasise creativity in problem-solving, such as design engineering, digital media innovation, and environmental technology.
- Expand Outreach to Underrepresented Groups:
 - Launch targeted campaigns aimed at increasing participation from underrepresented groups (e.g., women, learners with disabilities, and those from diverse socioeconomic and ethnic backgrounds) in both green and STEAM fields.
- Develop Green Skills Hub and STEAM Careers Pathways:
 - Develop a “Green Skills Hub” with a focus on preparing learners for the green jobs market, including renewable energy, construction, and sustainability-driven STEAM careers.

Integrate green projects and credentials into the curriculum, ensuring that learners gain practical, work-integrated experience and are equipped for the green job market.

Measures of success within the next two years:

- Development of New Programmes:
 - Launch at least five new interdisciplinary green and STEAM programmes within the next two years, co-designed with employer and university input to address current and future skills gaps.
- Increased Participation from Underrepresented Groups:
 - Boost enrolment from underrepresented groups in green and STEAM disciplines by at least 20% over the next three years, supported by dedicated mentorship and inclusive programme design.
- Impact of Project-Based Learning:
 - Implement project-based learning across 100% of green and STEAM programmes, with at least 85% of learners reporting that these experiences enhanced their problem-solving, teamwork, and career readiness skills.
- Employer Engagement and Satisfaction:
 - Establish formal partnerships with at least 10 new employers or industry partners in green sectors and STEAM disciplines, with 90% of partners expressing satisfaction with the alignment of programmes to industry requirements and the preparedness of learners for the workplace.
- Green Skills Hub Development:
 - Establish a Green Skills Hub focused on preparing learners for the green jobs market, particularly in renewable energy and construction, with integration of green projects into all relevant curricula.

7. Strategic Driver: Apprenticeships, Work Experience and Work-based Learning

Petroc is committed to bridging the gap between education and employment by delivering exceptional apprenticeship and work-based learning programmes. By fostering strong employer partnerships, providing tailored learner support, and promoting real-world experiences, we aim to equip learners with the skills and confidence needed to succeed in a rapidly changing job market.

To achieve this, we will:

- Expand Apprenticeship Offerings in Priority Sectors:
 - Develop new apprenticeship programmes across key growth areas such as green energy, digital innovation, advanced manufacturing, health and social care, and creative industries.
 - Regularly review apprenticeship frameworks and standards to ensure they meet current and future skills demands, in collaboration with industry stakeholders.
- Collaborate with Employers to Co-Design Programmes:
 - Partner with employers to co-develop apprenticeship curricula that embed skills critical to emerging industries, such as sustainable practices, digital transformation, and AI-driven technologies.
 - Create progression pathways that align apprenticeships with higher education qualifications, such as foundation degrees and degree apprenticeships, ensuring learners have opportunities for further advancement
- Enhance Bespoke Support Services for Apprentices:
 - Provide apprentices with a comprehensive support package, including personalised progress tracking, career mentoring, and mental health resources.
- Promote Work Experience for Full-Time Learners:
 - Embed work experience opportunities within all full-time programmes, ensuring learners complete meaningful placements that align with their career aspirations.

Build relationships with local and regional employers to offer high-quality placements that provide learners with hands-on experience in their chosen industries.

Measures of success within the next two years:

- Meaningful Work Experience Placements:
 - Ensure 90% of full-time learners complete substantial work-related learning placements that align with their career goals, with at least 90% reporting the placements positively impacted their career readiness.
- Industry Mentoring Schemes:
 - Establish industry mentoring schemes benefiting at least 200 learners annually, with mentors drawn from priority sectors to provide real-world insights, career guidance, and networking opportunities.
- Expansion of Apprenticeship Programmes:
 - Launch at least five new apprenticeship programmes across high-demand sectors by 2028, ensuring coverage of emerging industries and skills gaps.
 - Increase apprenticeship enrolments by 20% over the next three years.
- Employer Satisfaction:
 - Achieve 90% employer satisfaction rates with apprenticeship and work-based learning programmes, focusing on workforce readiness, learner skills development, and programme relevance.
- Learner Support Impact:
 - Provide mental health and career mentoring support to 100% of apprentices, with at least 85% of learners reporting that these services positively impacted their experience and outcomes.

8. Strategic Driver: Ambition, Accelerate, and Boost: Elevating Learner Potential and Industry Engagement

At Petroc, we are committed to fostering ambition, accelerating career readiness, and boosting opportunities for all learners. By integrating the Aim Higher Programme and establishing Sector-Based Academies, we will create a dynamic, careers-focused learning environment that supports aspirations, equips students with industry-relevant skills, and strengthens pathways into higher education and employment.

AMBITION: Aim Higher Programme for Achievement and Progression

We will inspire learners to set high expectations for themselves, ensuring that ambition is not limited by background or circumstance. The Aim Higher Programme will provide:

- Targeted Mentoring and Guidance – Personalised academic and career mentoring to help learners identify and work toward ambitious goals in higher education and employment.
- Exclusive Enrichment Opportunities – Access to masterclasses, networking events, and industry placements to broaden learners' horizons.
- Specialist Support for Underrepresented Groups – Focused interventions to support learners from disadvantaged backgrounds, ensuring they have equal access to aspirational career and education pathways.
- University and Employer Engagement – Strong partnerships with universities and businesses to provide learners with real-world insights and support in navigating higher education applications and competitive career pathways.

Measures of success within the next two years:

- 85% of learners in the Aim Higher Programme progress into higher education, apprenticeships, or high-skilled employment.
- 90% of participants report increased confidence in setting and pursuing ambitious goals.
- At least 50% of Aim Higher learners engage in mentorship, masterclasses, or enrichment activities annually.

ACCELERATE: Sector-Based Academies for Career-Focused Learning

We will accelerate career progression by establishing Sector-Based Academies within the college, each aligned with a key local industry. These academies will ensure every learner receives tailored industry knowledge, practical experience, and access to expert guidance in their chosen field.

Key Features of Sector-Based Academies:

- Industry-Led Curriculum – Designed in collaboration with local employers to ensure relevance to current and future workforce demands.
- Defined Learner Entitlement – Every student will receive structured career support, sector-specific mentoring, and progression routes into employment or higher education.
- Guest Lectures and Industry-Led Projects – Regular engagement with industry leaders to enhance practical learning and professional networking.
- Work-Based Learning and Placements – Hands-on experience through work placements, industry challenges, and live projects.
- Clear Pathways to Higher-Level Study – Direct routes from college courses into university degrees, higher apprenticeships, and professional qualifications.

Measures of success within the next two years:

- 100% of learners in Sector-Based Academies receive personalised career advice and structured work-based learning experiences.
- At least 10 new industry partnerships established per academy to enhance employer-led learning.
- 90% positive employer feedback on the job readiness and sector-specific skills of academy graduates.
- 20% increase in learners progressing to higher education or degree apprenticeships in academy-aligned fields.

BOOST: Driving High Grades and Academic Excellence

We will boost academic performance by ensuring learners achieve the highest possible grades across A Levels, vocational programmes, and other qualifications. This will maximise university and career opportunities, particularly for those aiming for competitive courses and top employers.

Key Strategies for Boosting Academic Excellence:

- High-Performance Teaching and Learning Framework – Implementation of evidence-based teaching strategies to drive outstanding academic outcomes.
- Targeted Support for High Achievers – Specialised intervention for learners aiming for top A Level and vocational grades, including stretch and challenge activities, subject-specific tutoring, and Oxbridge/medicine/law preparation.
- Exam and Assessment Readiness Programmes – Masterclasses, revision boot camps, and expert-led workshops to enhance exam techniques and subject mastery.
- Data-Driven Progress Tracking – Regular academic progress reviews and tailored

support plans to identify learners who need additional intervention or stretch opportunities.

- Study Skills and Resilience Coaching – Developing learners' ability to manage workload, revise effectively, and perform under pressure through dedicated support sessions.

Measures of success within the next two years:

- 80% of students attend their first-choice university.
- 100% of Aim Higher learners have access to subject-specific revision support, intervention, and academic mentoring.
- 80% of high-achieving learners engage in masterclasses, stretch and challenge activities, or competitive university preparation annually.



9. Strategic Driver: Employer-Embedded, Skills-Driven Higher Education and Micro-Credentials

Petroc is committed to delivering flexible, skills-based learning pathways that meet the evolving needs of the South West's economy. By aligning our educational strategy with employer demand, regional priorities, and the future workforce landscape, we will create seamless pathways for lifelong learning, upskilling, and reskilling. Our focus includes sustainability, health, education, digital innovation, and high-demand sectors such as green technologies and AI. Through strong partnerships with employers, industry bodies, and higher education institutions, we will offer micro-credentials, apprenticeships, and modular learning to equip learners with industry-relevant qualifications and real-world experience. We will bridge skills gaps, enhance progression opportunities, and drive social mobility by ensuring clear and flexible routes to higher education (HE), employment, and career advancement.

To achieve this, we will:

- Develop Modular Courses and Stackable Micro-Credentials:

Design flexible, modular programmes offering stackable micro-credentials in key sectors such as green technologies, health, digital marketing, artificial intelligence, and sustainability

Align micro-credentials with higher education frameworks to ensure recognition and credit transfer for learners wishing to progress into HE programmes at Petroc or partner universities.

- Increase Accessibility through Community and Digital Delivery:

Enhance online and blended learning options, enabling adult learners and those with work or family commitments to participate flexibly.

- Collaborate Closely with Employers to Align Micro-Credentials with Workforce Needs:

Partner with employers and industry bodies to co-design micro-credentials that directly address skills shortages and evolving sector demands, ensuring they are relevant, practical, and future-focused.

Promote clear progression pathways from micro-credentials to full qualifications, including HE programmes, apprenticeships, and professional certifications.

- Integrate Higher Education Progression Opportunities:

Strengthen links between micro-credential programmes and HE pathways, enabling learners to transfer credits seamlessly into foundation degrees, bachelor's degrees, or professional diplomas.

Develop articulation agreements with partner universities to provide learners with guaranteed progression routes into advanced study, fostering aspirations for lifelong learning.

- Expand Higher & Degree Apprenticeships and Flexible Learning Options:
- Expand HE and degree apprenticeships to meet employer demand, ensuring learners gain practical, work-integrated experience while progressing through their educational journey.
- Strengthen partnerships with employers to co-design and co-deliver programmes and ensure work-integrated learning opportunities.

Measures of success within the next two years:

- Embed 5 employers into each HE programme we deliver and where this is not achieved close the programmes that are not sufficiently industry integrated.
- Increase HE apprenticeship enrolments by 30% in priority sectors
- Develop and deliver 10+ micro credential courses aligned with employer workforce needs.



SUMMARY OF TARGETS

Strategic Driver Number	Strategic Driver	Key Targets to be achieved within 2 years (by the end of academic year 25/26)
1	Alignment with Local Skills Demand	<ul style="list-style-type: none"> 95% progression to positive destinations within two years. Employer Advisory Boards for all curriculum programmes. 90% of 16-18 learners engage in meaningful work-related learning. 100% of learners have at least three employer touchpoints. >90% employer satisfaction with learner readiness.
2	Digital Enablement, AI & Advanced Technology Skills	<ul style="list-style-type: none"> 100% of courses will integrate digital and AI-related technologies relevant to their respective industries. Introduction of at least 3 new advanced technology courses, focusing on artificial intelligence and emerging technologies.
3	Ambition for All: Free Access and Inclusivity	<ul style="list-style-type: none"> Established Key Stage 4 alternative provision with measurable engagement and outcomes. 30 free adult introduction courses delivered, with strong progression to further learning or employment.
4	Health and Social Care Workforce Development	<ul style="list-style-type: none"> Establish formal partnerships with at least 10 local health and social care providers within the next 12 months. Achieve a 75% direct progression rate of learners from education into employment or apprenticeship roles within the health and social care sectors.



5	SEND Provision: Dedicated Support and Resources	<ul style="list-style-type: none"> • Deliver SEND-focused professional development to 100% of teaching staff. • Ensure that at least 80% of SEND learners engage with the support hubs annually. • Formalize partnerships with at least 5 external SEND organisations.
6	Career-Integrated Green Skills, STEAM Education, and Sustainable Practices	<ul style="list-style-type: none"> • Launch at least 5 new interdisciplinary STEAM programmes. • Ensure 80% of STEAM learners utilise state-of-the-art facilities. • Increase enrolment from underrepresented groups by 20%.
7	Apprenticeships, Work Experience and Work-based Learning	<ul style="list-style-type: none"> • Ensure 90% of full-time learners complete substantial work-related learning placements. • Launch at least five new apprenticeship programs across high-demand sectors by 2028.
8	Ambition, Accelerate, and Boost: Elevating Learner Potential and Industry Engagement	<ul style="list-style-type: none"> • 85% of learners in the Aim Higher Program progress into higher education, apprenticeships, or high-skilled employment. • 100% of learners in Sector-Based Academies receive personalized career advice and structured work-based learning experiences.
9	Employer-Embedded, Skills-Driven Higher Education and Micro-Credentials	<ul style="list-style-type: none"> • Embed 5 employers into each HE programme we deliver. • Increase HE apprenticeship enrolments by 30% in priority sectors.



NORTH DEVON CAMPUS

Old Sticklepath Hill
Barnstaple
Devon
EX31 2BQ
01271 345291

TIVERTON CAMPUS

Bolham Road
Tiverton
Devon
EX16 6SH
01884 235200

petroc.ac.uk



[You Tube](#)

