



CORNWALL
COLLEGE
GROUP

Annual Accountability Statement

Cornwall College Group

2025-2026



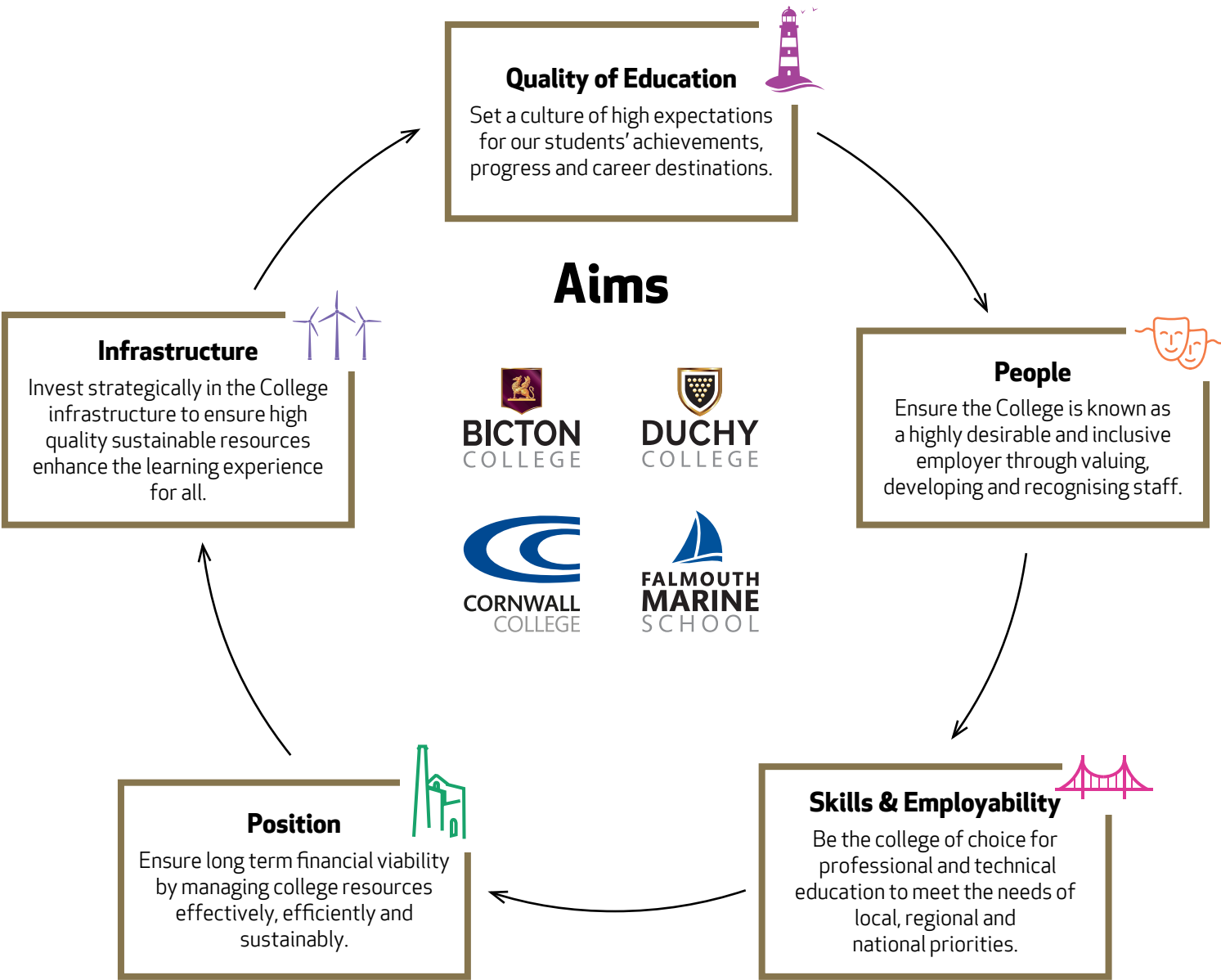
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Mission

Exceptional education and training for every learner to improve their career prospects

Our Values



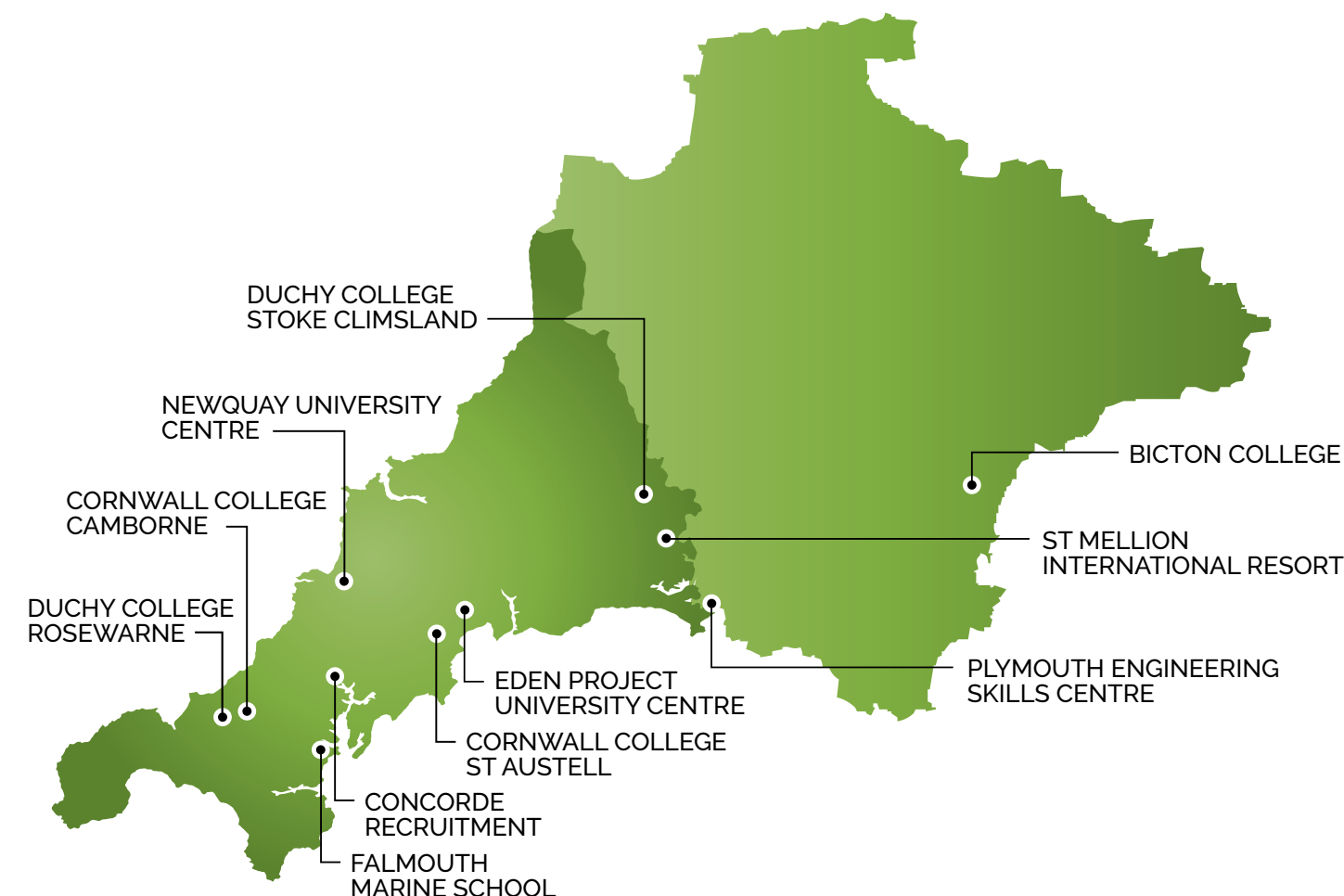
Cornwall College Group (CCG) is a major provider of post-16 further education, higher education and apprenticeship training. The college was judged to be Outstanding by Ofsted in January 2025 and is TEF Silver. The College delivers training at all levels from Masters' degree to Basic English and maths with a specific focus on excellence in professional and technical education at entry level to Level 3.

The Group is made up of four core brands: Cornwall College, Duchy College, Falmouth Marine School and Bicton College. Cornwall College has two general further education campuses in Camborne and St Austell. CCG's two specialist land-based colleges, Duchy College and Bicton College have three campuses: Duchy College Stoke Climsland in East Cornwall, Duchy College Rosewarne near Camborne and Bicton College in East Devon. Falmouth Marine School specialises in marine engineering, water sports and boatbuilding. We also have The Plymouth Engineering Skills Centre, a Golf Centre at St Mellion Resort and specialist University Centres in Newquay and at the world-famous Eden Project.

In 2024/25 the college had 3,013 students aged 16-18 following study programmes. Of these 32.8% are studying up to Level 1, 29.7% at Level 2 and 37.5% at Level 3. There are 1,683 apprentices over the year. There are approximately 4,240 (YTD) adult students (including Community Learning, Loans Funded, Full-Cost and those with Subcontractors), with the majority being part-time. The College had 501 learners with Education Health Care Plans (EHCP) during 2023-24. Of these, 387 were High Needs Students (HNS). Year on year increases in student numbers, including those with learners EHCPs, are indicative of our improved reputation including with Local Authorities and other education providers.

The college works with 12 local schools offering provision for up to 220 14-16 learners from year 9 to 11 offering a range of opportunities to both stretch and challenge and improve engagement including Level 2 qualifications earning performance points, level 1 skills-based qualifications and experiential enrichment sessions. This includes our 14-16 Employer Led Academies in partnership with Cornwall Manufacturers Group and St Austell Brewery. The college works closely with a range of partners to respond to emerging local needs. This has included our Thrive provision funded primarily by Cornwall Council, a project focused on pre-16 learners who are regularly removed from school or are school refusers but who are still registered with their school. Our provision for Elected Home Educated learners to access the college on a part-time infill basis has grown significantly to 89 learners in 2024/25. Working with Cornwall Council and Truro & Penwith College, we launched the Children seeking asylum study programme (Young ESOL) and in response to the crisis in Ukraine, we have expanded our ESOL provision to meet the need in communities across Cornwall.

In 2024/25 the college subcontracted provision with Argyle Community Trust and Studio 4 for 16-19 Study Programmes, Learning Curve Group, South West Skills Academy, Newquay Orchard and The Skills Network for Adult Learning and Cornwall Neighbourhoods for Change and Newquay Orchard for Adult Community Learning.



Our core purpose is to prepare our learners for progression to employment, further study, independence, or, in the case of our adult learners and apprentices, promotion or career change. Cornwall College Group remains firmly rooted in professional and technical education and has, over the years developed specialist facilities and resources to support skills-based training in general and land-based education to meet the regional need. This investment has accelerated over the past 4 years as the college through new leadership has earned the confidence of the DfE, ESFA and FEC. However, the investment required in the college's land-based campuses remains significant.

Cornwall College Group (CCG) operates out of Cornwall and Devon, with delivery of our specialist golf programmes in Cornwall, Sussex, Portugal and Spain.

Cornwall is a county of contrasts, where affluence sits alongside some of the most disadvantaged areas in England. It is the second largest local authority area in the South West region, covering an area of 3,559 sq. km, and has the longest coastline of all English counties at 697 km. The landscapes and environments you'll encounter in the region vary greatly. These include remote rural, coastal and environmentally sensitive areas, interspersed with villages and historic market towns; where areas of affluence are contrasted by high rates of poverty, inequality and insecure work.

Strengthening Cornwall's economy is an ongoing challenge – low economic output (per capita), low wages, low productivity and a lack of large companies have been persistent challenges. Deprivation is a persistent problem with around 15.9% of children and young people in the region part of low-income families. Close to 68,800 people (equating to 34,400 households or 12.7% of the population) live in the 20% most 'deprived' communities in England. In some cases, the deprivation prevalent in these areas has not changed for many years. 12 of the 17 most deprived neighbourhoods in Cornwall are served by our campuses in Camborne and St Austell (IMD 2019). The Town Economic Vitality Index 2022 ranks Camborne as number 1 in terms of greatest need in Cornwall. Cornwall is recognised as the second poorest region in northern Europe with a quarter of its children living in poverty (Cornwall Community Foundation).

Challenges such as income and health inequality, paired with a lack of visible higher-level jobs has impacted on ambition and aspiration in young people in the county. Income inequality is linked to health inequality. Mental health and physical health needs and levels of sickness and disability benefit claimants are closely linked to areas of known inequality. Also, sadly the suicide rate in Cornwall and the Isles of Scilly is higher than both the South West and national average.

Historically, due to minimal higher education opportunities in Cornwall, local talent has been lost with young people leaving the county to pursue university-level qualifications. Subsequently they struggle to return once qualified, due to the lack of suitable employment opportunities available in the region.

Despite these challenges, the geographic areas served by the Group are witnessing exciting developments in economic sectors, which the College supports, such as sustainable energy generation (off-shore wind), agriculture and food production, leisure and tourism and maritime and space technology, which should generate significant additional demand for skilled employees.

Devon is also predominantly rural, yet boasts a diverse economy including agriculture, tourism, and aerospace industries. The employment rate is slightly higher than the national average at 77.5% compared to 75.1% and the average weekly wage is slightly below the national average. The county has a higher than average elderly population and a lower than average percentage of young adults and the population is projected to increase by 10% by 2041, with the largest increase expected in the 65+ age group.

The tourism industry is a significant contributor to the economy of Devon, with over 40,000 people employed in the industry in 2020. The county attracts around 40 million visitors each year. Our focus in Devon is primarily through our land-based Bicton College and The Plymouth Engineering Skills Centre.

To drive the future economic development of the region, the College has played a key role in skills development and has published in its accountability agreement how it will deliver in the key sectors identified through the LSIP. These include Marine, Engineering and Manufacturing (MEM) and Construction and Retrofit including Groundwork skills.



Approach to developing the Annual Accountability Statement

The College has a well-embedded ethos of continual improvement and partnership working and as a result we are well placed to develop our statement in collaboration with key organisations, businesses and fellow academic institutions.

Our approach was reflected in our Ofsted Report in 2025, which judged our contribution to meeting skills needs to be strong:

“The College makes a strong contribution to meeting skills needs.

Leaders very successfully use highly effective partnerships to meet training needs for Cornwall and the Isles of Scilly and in areas of Devon. They work very closely with stakeholders, such as Cornwall Council and education partners, to align the curriculum offer very closely to the local skills improvement plan. Leaders use employer labour market intelligence and information from numerous employer advisory boards, such as Cornwall Manufacturers Group, exceptionally well to help meet training needs. For example, they meet skills needs in engineering and manufacturing through a strong partnership with Pendennis Shipyard.

Leaders provide essential training to meet the needs of smaller local businesses, such as Mount Vets for veterinary nursing. They have worked successfully in partnership with the Eden Project to develop a specialist training centre where they have co-designed and taught an ecologist degree apprenticeship. Senior leaders have positioned the college well to meet the future training needs in Cornwall, including designing the curriculum in agricultural technology at its Future Farm at the Stoke Climsland campus in collaboration with Mole Valley Farmers.

Leaders have very effectively established groups of stakeholders, many of whom are small- or micro-businesses, to ensure that the design and teaching of the curriculum meets the training needs of the different industries they serve. Managers continually use the feedback from local stakeholders very well to improve the curriculum, including technical, employability, English and mathematical skills. For example, teachers of a heavy goods vehicle maintenance course focus more on improving learners’ specific hand tool skills and English skills in response to employer feedback.

Leaders very effectively improve employment prospects for adult learners. For example, they work closely with Jobcentre Plus to meet training needs by providing Skills Bootcamps in welding and with Cornwall Council Resettlement Service to provide bespoke courses in developing basic English language skills.”

We also placed our value, ‘Learner First’, central to this statement, and have reviewed its contents with our student representatives and governance.

Our Principal and Chief Executive is a Cornwall and Isles of Scilly LSIP panel member. This ensures a top-level view of the challenges and opportunities that exist in skills need and development in the region.



Employer and Stakeholder Led Skills Cycle

The Skills & Post 16 Education 2022 Act places a legislative duty on colleges, sixth-form colleges and specialist designated institutions to meet skills needs through effective partnership working.

The Cornwall College Stakeholder and Employer-Led skills cycle drives curriculum development, innovation and delivery with Employer Advisory Boards established in all curriculum areas. These boards focus on reviewing the curriculum and support a process of stop, start, continue and innovate. This process has ensured that all curriculum areas are delivering courses and content that is informed by the needs of industry and that learners experiences are giving them the interactions with their sector so that they have the knowledge, skills and behaviours they need to make an impact in the workplace.

Cornwall College Group Stakeholder & Employer-Led Skills Cycle ensures all college provision and curriculum is designed in collaboration with key stakeholders and employers to meet the local, regional and national skills need. The formalised cycle ensures a consistent college wide approach is engaged in and that all programmes delivered, planning of curriculum, content, sequencing and design is a true collaborative process with employers and stakeholders. Cornwall College Group Stakeholder & Employer-Led Skills Cycle enables powerful effective engagement with employers and stakeholders ensuring our students are prepared for further education or employment and are taught through an effectively planned ambitious curriculum that ensures they leave with the skills they need.

Our Stakeholder and Employer relationships:

To translate the overarching themes into meaningful change, it is vital we have relationships with all manner of stakeholders. We have highlighted some of these below to articulate the breadth of our network and illustrate why we are a vital component of transforming the skills system.

A&P Falmouth

Our partnership with A&P Falmouth shipyard has proven to be a valuable collaboration. We work closely with the shipyard to evaluate the skills and potential of their apprentices before they join us, ensuring they are placed on the right training programmes that align with both their abilities and the shipyard’s needs. In response to

identified skills gaps in welding and machining, we have developed a tailored curriculum that equips apprentices with the expertise required to excel in these vital areas, which are also an LSIP priority especially identifying the potential opportunity linked with offshore wind. The relationship with their Apprenticeship Training Manager is well-established, with ongoing communication and a shared commitment to improving industry standards. Their active involvement in our Stakeholder and Employer Advisory Board for Engineering further strengthens our collaboration, ensuring that we remain responsive to the evolving demands of this priority sector for Cornwall.

Western Counties Roofing

Western Counties Roofing recently approached St Austell College to serve as their new apprenticeship training provider, following dissatisfaction with their former training provider. Their specific industry requirements necessitated a block week training model due to the dependency on third-party services, such as scaffolding providers, which often result in delays. Understanding these unique challenges, we have accommodated their request by implementing the block week model. Consequently, Western Counties Roofing now enrolls their apprentices in full-week training sessions at St Austell College. This new arrangement has also enabled us to recruit an exceptional roofing instructor, whose expertise not only enhances our training programme but also allows him to balance his professional commitments in the roofing industry with his educational role, thanks to the flexible block week schedule. This collaboration has thus far proven to be highly beneficial for all parties involved, ensuring that apprentices receive consistent, high-quality training while meeting the logistical needs of the industry.

Bicton Arena

The partnership between Bicton College and Bicton Arena manager Andrew Fell, along with his partner Helen West, former Chief Executive of British Eventing, is an excellent example of where multiple curriculum areas benefit from innovative collaboration. For example, the formal part of the partnership includes advice and guidance on the direction of the equine curriculum area, course design and sequencing, informing skills and best practices within the equine industry. Andrew also advises the team on facilities. Students are able to use the 4 and 5* facilities for practical sessions and also take part in international events as a demonstration team. Work experience is also provided in course building, gaining valuable insights from one of the few 5* course builders in the country, and students also get the opportunity to groom for international riders on request. The second part of the partnership



allows the much wider curriculum areas to benefit, as curriculum areas are given briefs from Bicton Arena to experience real world work opportunities. For example, the Arboriculture teams supported with the management and removal of trees on their estate. The Progression Pathway students have supported with clearing courses ready for events, the Construction Team has support with maintaining paths and drainage systems, and the MaPS Team has acted as stewards during international events.

Pendennis Shipyard

Pendennis Shipyard is one of the world's leading superyacht refit and custom-build facilities renowned for its diverse sailing and motor yacht projects. Based in its 14-acre waterfront location in the thriving maritime town of Falmouth, Pendennis employs more than 550 highly skilled tradespeople and has seen its people-based ethos rewarded with over 30 awards since its foundation. Pendennis' heritage and experience include more than 350 refit projects and over 30 custom-made build projects and has been involved with some of the most iconic yachts in the world. Pendennis Shipyard has partnered with Falmouth Marine School and Cornwall College Camborne to deliver a comprehensive apprenticeship programme tailored to their specific marine industry skills needs. First year apprentices attend college three days a week as part of a bespoke programme, studying marine engineering and marine electrical subjects at Falmouth Marine School on Mondays and Tuesdays, followed by heavy engineering and welding at Cornwall College Camborne on Wednesdays. Thursdays and Fridays are dedicated to workplace learning, where apprentices enhance their skills under the guidance of experienced professionals. Additionally, during half terms and holidays, apprentices rotate through various trade areas, ensuring they gain a broad range of experiences. This structured approach prepares them for their second year, where they specialise in a trade-specific apprenticeship, equipping them with the targeted skills required for their future careers. This apprenticeship programme has been designed in a collaborative partnership with Pendennis to ensure that the curriculum is planned and taught effectively, so that apprentices learn the skills they need to succeed and achieve.

Camel Creek Family Adventure Park

The Animal Science curriculum area works closely with Camel Creek Family Adventure Park allowing learners to access and benefit from working with a range of animal facilities and resources. This collaboration enables learners to gain valuable experiences in a commercial setting. A key benefit of the partnership is the opportunity

for learners to gain work experience whilst also engaging with the public in a real-world commercial setting, additionally developing and building confidence, resilience and communication skills, key attributes required within this industry as identified through the Advisory Board process. This industry experience not only benefits learners, as the Animal Science curriculum staff also engage in 'back to industry' days at Camel Creek. This supports staff to keep current in their own husbandry skills, in turn ensuring that this is passed on to learners and also enables them to experience the ever-changing challenges of the commercial sector. As a result, the curriculum is constantly redeveloped and sequenced to suit the needs of a dynamic industry. In addition to this experience, learners also benefit from in-college visits by staff from Camel Creek. This dedicated time allows learners to again gain valuable up to date knowledge and allows them to take part in a question-and-answer sessions with sector experts in a safe, supportive environment.

Provider Relationships

In terms of working with other providers, our senior leaders have developed a constructive working relationship with Truro & Penwith College, where we share best practice, plan curriculum and joint resource, and jointly bid to enrich local need.

We have strong relationships with Falmouth University, Exeter University and Plymouth University based on validation of our degrees, sharing best practice and ensuring there are suitable pathways for students to follow in the region.

Our schools work has been lauded for our promotion of vocational qualifications, work around the development of key skills and helping schools to ensure there are pathways for all their students, whether through our 14-16 academy programmes, non-attenders or high needs.

We work closely with Cornwall Council and wider partners to meet local need and have developed an inclusive offer focused on school refusers, Elected Home Educated and Children seeking asylum. In response to the crisis in Ukraine, we expanded our ESOL provision to deliver to over 120 learners from Ukraine at campuses across the group.



Employer and Stakeholder Led Skills Cycle

Following a successful pilot in 2022/23, the College has launched its Employer and Stakeholder led skills cycle. The process involves employers and stakeholders at three key points during the academic year through Advisory Boards. These focus on a start, stop, continue, innovate approach to curriculum to ensure we meet local, regional and national skills needs. The process also provides opportunities for employers and stakeholders to undertake learning walks to provide feedback on how we could improve the work we do with learners.



Contribution to national, regional and local priorities

LSIP priority sectors in Cornwall are Manufacturing, Engineering & Marine (MEM) and Construction and Retrofit (CR). In Devon and Somerset, the LSIP priorities relevant to Bicton college include advanced engineering and rural productivity.

Our provision is informed by the Cornwall and Isles of Scilly Local Skills and Labour Market strategy. This identifies the distinctive sector strengths in Cornwall including marine, particularly in relation to offshore renewable industries, minerals production, data and space, Agri-food and the visitor economy. There are also clear recruitment challenges for employers in a wide range of sectors including Hospitality, Adult Social Care, Agriculture, Manufacturing and Construction. In particular, the ageing workforce means that there is a need to attract new recruits into these sectors.

In our Accountability Statement for 2024/25 we set ourselves a series of targets. As a result, we have:

- Opened an Apprenticeship Agri-Tech Engineering Centre at Bicton College.
- Delivered T levels in Health, Education and Childcare and Plumbing.
- Developed and delivered a new approach to tutorial that develops the core skills identified by employers in the LSIP.
- Developed our delivery of Maths to provide contextual relevancy.
- Expanded our delivery of skills bootcamps.
- Opened Construction Skills Academies at Cornwall College Camborne and St Austell.

In addition to delivering the above, the college, through Shared Prosperity Funding, will be actively involved in a wide range of projects to meet local priorities. This includes managing and delivering revenue green skills projects in excess of £2.4m, to include leading large partnership projects with other providers and specialist partners such as Celtic Sea Power.

Construction Skills Hub

The Construction Skills Hubs are new centres for delivery at our Camborne and St Austell campuses with a focus on a new construction green skills programme for pre-16 learners. The project will also include a focus on engaging adults to retrain to progress into construction career pathways and upskilling for the existing workforce in green skills.

The Future is Green

CCG is the lead for a large Shared Prosperity Fund Green Skills project in partnership with 8 other providers. The project will engage individuals to retrain or upskill through participating in qualifications and training for Green Skills. The project will also engage businesses in high carbon sectors in training to become more sustainable in their practices and methodologies.








Net Zero Project and Agri-Carbon Kernow

Through the Rural Business School, the College using Shared Prosperity funding has extended its highly successful Farm Net Zero project to provide up to 90 decarbonisation, water and environmental audits and plans to farms in Cornwall.

For 2025/26 we will continue to target key priority sectors. National priority sectors include: Construction, manufacturing, digital and technology, health and social care, haulage and logistics, engineering and science and mathematics.



2025-2026 Targets

Strategic Aim for Year Ahead	Alignment with our Core Strategic Aims	How we will Achieve	Why we will Achieve
Deliver T levels in Animal Management Behaviour and Science, Agriculture, Arboriculture and Land Based Engineering	Quality of Education – The Beacon 	<ul style="list-style-type: none"> - Market new programmes to learners - Achieve accreditation - Use DfE capital investment to create innovative learning environments - Deliver staff training to ensure readiness to deliver 	T levels provide learners with the technical and vocational skills identified by employers
Introduce an Outdoor Education curriculum at Bicton	Quality of Education – The Beacon 	<ul style="list-style-type: none"> - Market new programme to learners - Achieve accreditation - Share best practice across the group - Invest in facilities and staff training 	Outdoor education is a key employment sector in coastal, tourist counties
Develop a sports hub in Camborne building on existing and new partnerships in Football and Rugby	Quality of Education – The Beacon 	<ul style="list-style-type: none"> - Develop a curriculum model that builds on an existing football partnership to include apprenticeships and higher education 	Employer led demand for a sports industry workforce
Explore a skills escalator in critical minerals with University and School partners	Skills & Employability – The Bridge 	<ul style="list-style-type: none"> - Work with key partners to develop training pathways in a key growth sector 	Employer demand for skills in a reemerging sector, both in the short term and for future workforce planning
Expand our delivery of skills bootcamps as part of devolution for Cornwall and Devon	Skills & Employability – The Bridge 	<ul style="list-style-type: none"> - Build skills bootcamps into our curriculum planning to ensure we can resource the delivery 	We will provide opportunities for adults to enhance their career prospects through the development of new skills
Establish ESOL provision in key locations to meet the growing demand	Skills & Employability – The Bridge 	<ul style="list-style-type: none"> - Develop ESOL provision in Newquay to supplement St Austell and Camborne 	Significant demand for ESOL provision to empower individuals
Work with Cornwall Council to ensure local place based adult education delivery	Skills & Employability – The Bridge 	<ul style="list-style-type: none"> - Through devolution, deliver a place based adult skills offer that meets the needs of local communities 	Devolution for Cornwall needs a place-based focus to avoid replication whilst proving coverage

Local Needs Duty

The college makes a strong contribution to meeting skills needs. There are many examples of provision developed and delivered in partnership that can be considered sector leading, including the partnerships with the Eden Project, Pendennis Shipyard and the Military and Protective Services.

The college Stakeholder and Employer-led skills cycle drives curriculum development, innovation and delivery with Employer Advisory Boards established in all curriculum areas. These boards focus on reviewing the curriculum and support a process of stop, start, continue and innovate. This process has ensured that all curriculum areas are delivering courses and content that is informed by the needs of industry and that learners experiences are giving them the interactions with their sector so that they have the knowledge, skills and behaviours they need to make an impact in the workplace. For example, cross-sector feedback about the behaviours needed for work have been used to inform our EMPOWER programme. Feedback from our Stakeholder and Employer Advisory boards has resulted in new apprenticeship Standards being delivered to meet local and regional specialised skills needs in Construction and Marine Engineering e.g. Maritime Mechanical and Electrical Mechanic Level 2, Utilities Level 3, Roofing Level 2 and Level 4 Engineering.

The college works closely with a wide range of employers and stakeholders to understand local and regional skills needs, enabling it to develop curriculum that supports the economic growth of the communities the college serves, by giving people the skills they need. The college has played a key role in the development of the LSIP both in Cornwall and the Heart of the South West and through a wide range of stakeholders develops a curriculum to meet these needs. The college's Accountability Agreement includes a focus on the Cornwall and Heart of South West LSIP key target areas of Marine, Engineering and Manufacturing and Construction and Retrofit. These will build on successful SDF projects delivered by the college focused on electric vehicle training and enable partnership working such as the development of an apprenticeship standard between Pendennis and Falmouth Marine School to continue to meet skills needs. These strong partnerships have resulted in significant investment including an Agri Tech Engineering Centre at Bicton, VR technology at Falmouth Marine School and new engineering equipment and Green Skills Construction provision at Camborne and St Austell.

Close partnership working ensures a pipeline of talent can be developed in sectors where it is challenging for employers to recruit. For example, the Cornwall Manufacturing Group pre-16 Academy in partnership with Penryn,

Fowey and Wadebridge schools, the pre-16 Hospitality Academy in partnership with St Austell Brewery and Fowey River Academy, and the Crown Estates Academy in partnership with Helston school.

The college collaborates with a wide range of stakeholders regarding the development and implementation of its foundation curriculum including leaders, schools, independent living providers, Cornwall and the Isles of Scilly NHS Trust, United Response, Cornwall Council and the Cornwall and Isles of Scilly LEP. Our Foundation learning programmes were redeveloped as a result of feedback to better reflect their intent as Progression Pathways.

The college Rural Business School works closely across the land-based sector with an extensive range of stakeholders, to ensure a research led approach to curriculum and skills development, such as the focus on Farms being Net Zero.

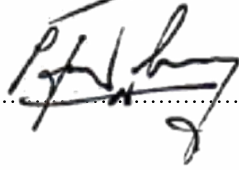
The college works closely with the wider community to develop curriculum and ensure that those most in need are supported to further develop. This has included Multiply, projects focused on school refusers and elected home educated and close collaboration to deliver for asylum seeking children and learners from Ukraine.


Skills Bootcamps were successfully run in Hospitality, Bricklaying and Cyber ensuring adult learners had access to the training they need to upskill and engage with work. Provision for 2024/25 includes responses to key sectors in plumbing, carpentry, electrical, bricklaying and multi-trade construction and welding.



Corporation Statement

On behalf of Cornwall College Group Board, it is hereby confirmed that the Accountability Statement set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation at its meeting in June 2025. 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 [cornwall.ac.uk/](https://www.cornwall.ac.uk/)

Chair of Governors 

Principal/Chief Executive and Accounting Officer 

Dated: 20 June 2025



Relevant Supporting Documentation

[cornwall.ac.uk/wp-content/uploads/2023/02/TCCG-Strategic-Plan-2022-25.pdf](https://www.cornwall.ac.uk/wp-content/uploads/2023/02/TCCG-Strategic-Plan-2022-25.pdf)

[cornwall.ac.uk/ofsted/](https://www.cornwall.ac.uk/ofsted/)

cioslep.com/about/



