Name of Provider: Cambridge Regional College
UKPRN: 10001116

TEF Year Four provider submission

Provider Context

Cambridge Regional College (CRC) is a large, successful general further education (GFE) college primarily serving the Cambridge Sub - Region (c. 35 mile radius) and working further afield in employer engagement and international specialisms. It operates from a main campus, located in Kings Hedges, adjacent to the Cambridge Science Park, on the northern outskirts of Cambridge; and, following merger with Huntingdonshire Regional College on 1st August 2017, from its Huntingdon Campus.

The college serves a wide catchment area containing around 800,000 people; it includes both prosperous areas within the city and rural communities with poor public transport and declining industry. The college operates a transport network to enable students to travel in from surrounding areas. Unemployment levels in Huntingdonshire were below the national rate in 2017-18 and the Huntingdon Campus is located in an area with higher levels of deprivation than most of the surrounding localities. The Greater Cambridge economy is strong with low unemployment.

A wide range of courses is provided - there is provision in all 15 Subject Sector Categories, although in 4 categories the amount of provision is very small. Courses are available from entry level to HE. There are around 3700 full time students and around 9000 part time. The college delivers around 2700 apprenticeships each year.

CRC's major focus is in providing education and training programmes leading to qualifications at entry level and levels 1 – 3, and expanding provision to HNCs, HNDs and Foundation Degrees, with good progression into work, apprenticeships or other higher learning. CRC is the largest provider in Cambridgeshire and we aim to respond fully to government, employer and ESFA priorities.

In recent years we have extended and developed significantly the range of our vocational and occupational programmes and our engagement with employers. We will continue to provide access and foundation programmes in priority areas, including for learners with learning difficulties and disabilities and to enable access to HE, and maintain a commitment to social justice/re-entry to education programmes. Our Mission is "to transform lives and create prosperity by delivering technical and professional education that meets the needs of students, employers and communities in Cambridgeshire".

The College's vision is 'to be outstanding in enabling students to excel and for serving employers and communities'.

This is defined and supported by four strategic priorities:

- Excellent student experience
- Excellent employer engagement
- Excellent staff performance and experience
- Strong finances

These priorities are set out in the College Strategic Plan. This plan clearly identifies our path to excellence and supports a set of agreed behaviours for students, staff and managers expressed in our values, which are expressed using the mnemonic 'We Are CRC'. Devised by staff and students, our values, and associated behaviours are:

- Welcoming
- Empowering
- Aspirational
- Respect
- Excellent
- Courageous
- Resilient
- Collaborative

In 2011/12 the College launched its own BTEC Edexcel validated HE provision and successfully recruited to a range of HNC courses. The College continues to develop its HE provision, and now delivers both HNC and HND, together with three Foundation Degrees in partnership with Anglia Ruskin University. With this came the requirement for the further training of staff and the refinement of systems and process to meet the requirements of a different set of external agencies. The College's QAA accreditation was reconfirmed in July 2015, and the College was judged as 'meets requirements' following HEFCE Annual Provider Review in April 2017. The college gained a bronze TEF award in June 2017 which it retains for two years. In October 2017 HEFCE confirmed that both the APR and TEF statuses continue post-merger.

Cambridge Regional College was inspected by Ofsted in October 2012 and retained the 'Good' judgement it has held since 2009. This was re-confirmed following a two-day 'short inspection' in October 2016, which identified some outstanding features. Following merger with Huntingdonshire Regional College, which received an 'inadequate' rating in 2016, the college is due for reinspection by the summer of 2020.

The college was awarded an Order of Distinction in the RoSPA Health and Safety Awards in recognition of its outstanding health and safety performance – marking 20 consecutive Gold awards over the last 20 years.

The college was re-accredited for the Matrix standard in 2018, and won a national award for 'Using Standards to Support Change' for its work to develop the We Are CRC values and aligning student employability skills to them.

The college completed the year with Festival of Achievement celebration for students and staff, sponsored by Anglia Ruskin University and attended by the city mayor.

Teaching Quality

The design of our HE programmes supports student engagement; we focus delivery on 1 or 2 days in college; this intensive approach supports the development of key skills and competencies, and allows continuous contact with teaching staff and enabling students to work collaboratively.

This model provides effective stimulation, challenge and contact time that encourages students to engage and actively commit to their studies and achieve to their full potiential; this is demonstrated through excellent attendance rates. Overall attendance in 17/18 was 90.53% for HE programmes at the college, with many departments with an average of over 90%.

Course Area	Percentage (%) attendance 2015/16	Percentage (%) attendance 2016/17	Percentage (%) attendance 2017/18

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Engineering	94	93	91
Uniformed Public Services	94	92	94
Early Years	92	93	95
Business	90	90	71
Construction, Architectural Technology	88	89	90
Sports	86	93	89
Science	84*	87	88
Grand Total	89	92%	

Data Source: Cambridge Regional College

Student retention rates at the college are also high, further demonstrating the effectiveness of our teaching and learning to engage and motivate students. Overall retention for HE programmes in 2017-18 was 89%, with 98% retention for part-time Foundation Degrees for 17/18. Continuation rates are also high, with a positive flag for continuation in the full time core metrics for the college.

CRC - Student Registration Status					Count	Count	Count	%	%	%
				Year of enrolment	2015/6	2016/7	2017/8	2015/6	2016/7	2017/8
Course Code (Route)	Course Name (Route)	Course Type (Rou	Location	Status (Enrolment)						
U0035	Architectural Technology	FDSC	Cambridge Regional College	Current - registration fully complete	19	22	23	100.0%	100.0%	100.0%
U0188	Construction	FDSC	Cambridge Regional College	Current - registration fully complete	40	46	28	97.6%	97.9%	87.5%
U0188	Construction	FDSC	Cambridge Regional College	Normal Completion	1		1	2.4%		3.1%
U0188	Construction	FDSC	Cambridge Regional College	Withdrawn		1	3		2.1%	9.4%
U0285	Early Years Playwork and Education	FDA	Cambridge Regional College	Current - registration fully complete	37	29	39	94.9%	100.0%	97.5%
U0285	Early Years Playwork and Education	FDA	Cambridge Regional College	Withdrawn	2		1	5.1%		2.5%

Data source: Anglia Ruskin University

Award title	Level	Total number of students enrolled	Total number completing the programme	% Retention
FdA Early years, Playwork and Education	FdA	16	15	94
FdSc Construction	FdSc	8	8	100
FdSc Architectural Technology	FdSc	12	10	83
HNC Sport	HNC	12	11	92
HND Sport	HND	6	5	83
HNC Public Services	HNC	23	18	87
HND Public Services	HND	5	4	80
HNC Business	HNC	13	13	100
HND Business (RQF)	HND	8	5	63
HNC Electrical and Electronic Engineering	HNC	13	11	85
HND Electrical and Electronic Engineering	HND	3	3	100
HNC Mechanical Engineering	HNC	21	20	95
HND Mechanical Engineering	HND	4	4	100
	Total	**144**	**127**	**89**
	HN overall	111	92	88
	Fd overall	37	36	98

Data Source: Cambridge Regional College

We have processes that are specfic to our Higher Education students to ensure a collaborative approach; this creates a staff/student partnership that informs currcluim design and an infastructure that involves students in wider decision-making processes. Students are represented on the College Corporation by elected Student Governors who attend full corporation meetings and sit on committees; they are actively involved in discussion and make valuable contributions.

Our Student Voice processes include Student Staff Liaison Committees, Departmental Boards and other student fora; governors and senior managers attend these meetings which are attended by student representatives. Regular student feedback is taken by surveys and questionnaires, and results are analysed and reported to Senior Management and Governors through the Learning and Quality Committee. A recent example of the impact of student feedback is a designated Higher Education learning space that has been created to support the development of an HE identity within the college, and the opportunity for students to work independently and collaboratively.

The importance of Quality of Teaching and Learning is at the centre of Cambridge Regional College's core educational experience, and our systems and processes lead to a culture that values, recognises and rewards excellent teaching. The college's strategic priorities include 'Excellence staff performance and experience' and are underpinned by key performance indicators including staff completing industrial updating or scholarly activity, the number of staff observed each year, and the percentage observations requiring reobservation (where quality improvement actions are required). In 2017-18 91% of all teaching staff were observed and only 11% required reobservation.

The college observation scheme was identified as good practice by Ofsted and shared with providers at a regional Quality Improvement meeting with providers who were graded as requiring improvement. A team of trained managers observe across the college, and identify specific strengths and areas for improvement mapped to key characteristics of teaching, learning and assessment as well as the type of provision and mode of study. This mapping allows the college to make good use of observation data to inform the planning and delivery of staff development and support where needed.

The college's Teaching, Learning and Assessment Strategy is reviewed each year and states: 'We respect the rights of staff and students to explore intellectual ideas and concepts, including those which may be considered controversial, within the classroom and other learning environments, whilst maintaining our commitment to promoting and upholding fundamental British Values, and ensuring that we meet our obligations to prevent radicalisation.'

The college demonstrates good commitment to staff development, and has invested in resources to improve and develop teaching, learning and assessment. For example there are 8 Excellence Coaches who are given 50% remission from their teaching to provide mentorship and coaching to new teachers, those in training and those requiring support. These are led by a dedicated Teaching and Learning Development Manager who also heads the college Teacher Training department, delivering accredited training at level 3 and level 5 to new teachers and external candidates alongside their teaching commitment.

Teaching and learning observations are developmentally focussed, and teachers demonstrating good or best practice are invited to take part in cross-college staff development activities. In addition to 5 dedicated staff development days, teachers join 'Teacher Takeaway' workshops to develop skills and share good practice. These take place year-round and are delivered at both campuses.

The college Virtual Learning Environment (Moodle) includes a 'Virtual Staffroom' with resources and information to support the development of high quality teaching, learning and assessment. Recent developments include new 'Teacher Takeaway Toolkit' to support face-to-face delivery.

Other investments made to support developments in teaching, learning and assessment include a team of 'Digital Skills Champions' who work with course teams to develop the digital literacy and confidence of teachers, and the creation and delivery of elearning resources.

Staff development opportunities are identified and reviewed as part of annual appraisal, and the college Workforce Development Strategy outlines opportunities for staff across the whole college, including wellbeing and support.

The college operates an Upper Pay Scale initiative for teachers linked to performance.

Course design, development, standards and assessment are effective in stretching students to develop independence, knowledge, understanding and skills that reflect their full potential:

Course design focusses on maximising continuous contact time and supporting students to reach their potential. Delivery builds confidence and helps develop key skills and competencies for students who may come from non-traditional routes, such as mature students who have had a break in learning or those in employment.

Common themes identified in observations as good practice in our HE programmes are lecturers' subject knowledge and the use of questioning skills to encourage higher level thinking skills and deep learning. Our focus on aspirational teaching and learning has resulted in very good academic outcomes for students in a range of programmes, for example:

- 54% of HNC and 83% of HND students achieved an overall Distinction in Sport
- 85% of HNC Mechanical Engineering students achieved an overall Distinction
- 63.6% of HNC Electrical Engineering students achieved an overall Distinction
- 53% of Foundation Dergee in Early Years, Playwork and Education students achieved an overall Distinction

The college's focus on delivering high quality training and education with a clear line of sight to work informs our focus on supporting students to reach their potential and achieve very good destinations. The college core metrics show positive flags for full time student destinations to employment or further study, with the indicator value in the top 10% of absolute performance, and in the supplementary metrics for part time earnings, with those achieving above median earnings in the top 10% of absolute performance.

Assessment and feedback are used effectively in supporting students' development, progression and attainment. Externer Examiner reports refer to assessments that stretch and develop higher level study skills, for example:

HNC/HND Electronic and Mechanical Engineering external examiner report refers to assessment encouraging skills and independent learning
Both Public Services and Sport external examiner report refers to students taking responsibility for learning and challenging each other

Feedback from students highlights the value students place on this with results in our Mid-Year Survey such as 94% agreeing 'My Assignments and task are explained clearly' and 96% agreeing 'Feedback tells me what I'm doing well and where I can improve'

The following table shows HE Mid-Year Survey results from 2017-18, using external FE sector benchmarks. The 'Agree' score is the percentage of all responses. 79 students took part.

HE Mid-Year Survey Combined Results

Qn	Question	ΣR	%R	Agree	BM
1	Teaching is good at the college	79	100	99	9
2	I am expected to behave well and work hard	79	100	99	4
3	If I don't come to College someone contacts me	78	98.73	84	1
4	I use the student VLE (Moodle)	79	100	79	-6
5	My teachers treat me fairly and with respect	79	100	96	6
6	My assignments and tasks are explained clearly	79	100	94	4
7	Feedback tells me what I'm doing well & where I can improve	77	97.47	96	7
8	I feel safe at college	79	100	97	4
9	I know who to ask for help if I have any problems	79	100	97	5
10	I know about the dangers of extremism or radicalisation	78	98.73	95	7
11	I feel the College listens to my views	76	96.20	84	2
Combined Results		**79**	**69.30**	**93**	

Learning Environment

Cambridge Regional College is well-resourced with very good facilities to support an excellent vocational learning experience. Examples are given below:

- Construction- a range of modern, high quality workshops give options for training across a wide variety of specialisms from traditional construction crafts to Modern Methods of Construction and Environmental Technologies.
- Engineering – high quality workshops, recently refurbished.
- Two sports halls with climbing wall, weights room, squash courts.

Curriculum areas work with employers to ensure that facilities match current industry standards; employer partners also support the design and delivery of the curriculum including acting as guest speakers.

The college has an extensive virtual learning environment (VLE) with resources in place to support HNC/HND students; Foundation Degree students access ARU's virtual learning environment and benefit from their online resources. VLE use is monitored and resources development supported by the college eLearning team. For example in HNC Business the average number of times each enrolled student accessed the VLE page per week in December was 30; for HND Sport the number is 38.

The learning environment is enriched by student exposure to and involvement in reseach and professional practice. Higher Education students have a dedicated study centre that is avavaible for their use the majority of the time, to give them the opportunity to work and research independently and to develop scholarly skills that are personal to them.

Scholarship is embedded in the delivery of our programmes through enquiry-based learning and research projects that focus on professional practice. Examples of this are seen in the module choices: Business students study a 'Business Project' unit at Level 4 which supports the development of skills and acquisition of knowledge that is developed in the following year with a 'Research Project' at Level 5.

Students are actively encourage to in integrate material from different sources, including across disciplines; this supports them in integrating life and work experience with academic studies, and in reflecting on the implications of their studies for personal development. This is further

evidenced in the positive academic outcomes and employment outcomes for students. Students are actively encourage to peer support as highlighted by the Public Services external examiner, this creates a knowledge exchange and supports students in applying their knowledge, understanding and skills.

The college culture of research and supported experimentation is further exemplified by the use of Professional Learning Communities to promote research and development of innovation in teaching and learning, with the benefits felt by students in new ways of working.

The student experience is tailored where possible to maximise the facilties and resources available and to ensure that provision is personalised and relevant. This includes providing delivery modes that enable a high percentage of employer-sponsored students to attend college and achieve their qualifications; in 2017-18 62% of HNC Engineering students, and 100% of HNC Biological Sciences for Industry students were employer-sponsered, and 10% of HND Mechanical Engineers.

Small group teaching supports positive student/staff and student/student working relationships and enables opportunities for peer teaching and learning.

All the Higher Education courses at Cambridge Regional College have a very stong vocational curricula, which links directly to the area in which students will or do already work. Assessments and units/modules are selected specifically to enhance the experience and knowledge of students and to support the achievement of the best outcomes.

All courses have a professional practice element to them that is embedded in assessments and enhanced by module choices . For example in the Foundation Degree for Construction there are Work Based Learning units in each year that build on student knowledge of the sector and their professional practice. Use of imported units in HNCs and HNDS ensure that local needs are met and personalised pathways are available. For example, in Sport, ‘Applied Sport and Exercise Psychology’ has been added to the qualification specification. This is to enhance the programme and provide students with the opportunity to apply theories and methods aimed at influencing psychological factors. This supports the development of skills and knowledge for students seeking to progress into a coaching/teaching or personal training field of further study or employment, which could benefit from the ability to apply skills in this area.

Students have clear educational and professional goals, in particular progression to further study or highly skilled employment. These are explored and developed with tutors as part of the college induction process and reviewed within curriculum delivery, this supports the students in planning ofr their individual academic learning experince. Links with Higher Education Institutions support progression to higher level programmes by ensuring an appropriate curriculum is delivered. Student destinations to sustained employment or further study with above median earnings demonstrates the impact of this approach.

	Denominator	Indicator (a) %	Benchmark (b) %	Difference (a)-(b)	Z-score
Full-time					
Sustained employment or further study	38	86.8	81.6	5.3	1.1
Above median earnings threshold or further	33	66.7	54.8	11.8	1.5
Part-time					
Sustained employment or further study	44	88.6	90.7	-2.1	-0.4
Above median earnings threshold or further	37	83.8	74.5	9.3	1.4

Student Outcomes and Learning Gain

Within individual programmes there is evidence of very good opportunities beyond the traditional curriculum for students to engage in their own vocational areas. High attendance rates

demonstrate engagement and a desire to achieve. All curriculum areas have very good links with employers. For example the college's partnerships with local and national employers like Kier and BMI supports the delivery of the Foundation Degree in Construction; in addition there are close links with CIOB and CIAT (Chartered Institutes of Building, and Architectural Technology) who visit to discuss membership with students, which is key to future employment.

All HNC/HND programmes at the college have key links to employers to support student engagement and have a postive impact on future destinations, for example Buisness students benefit from guest speakers from Marriot Hotel and they visit Newmarket Racecourse to contextualise their learning in a real life Business scenario. For Public Services students there are opportunities to take part in 'Look at Life' events and training with the police.

Core metrics demonstrate strengths in continuation, and progression to highly skilled employment or further study for full-time students.

	Denominator	Indicator (a) %	Benchmark (b) %	Difference (a)-(b)	Z-score	Flag
Full-time headcount: 75 (34%)						
The teaching on my course	R	R	R	R	R	R
Assessment and feedback	R	R	R	R	R	R
Academic support	R	R	R	R	R	R
Continuation	164	89.0	84.0	5.0	2.4	+
Employment or further study	120	98.3 *	94.7	3.6	2.1	+
Highly skilled employment or further study	120	77.5	70.4	7.1	1.9	

Data for our Part time Foundation Degrees from Anglia Ruskin University demonstrates:

Survey Results			Work &/or study base population (Home/EU Only)	Work &/or study base population (Home/EU Only)	Work &/or study	Work &/or study	% Work &/or study	% Work &/or study	Self-Employed/Freelance base population (Home/EU Only)	Self-Employed/Freelance base population (Home/EU Only)	Self-employed/ Freelance	Self-employed/ Freelance	% Self-employed/ Freelance	% Self-employed/ Freelance
		Year of enrolment	2015/6	2016/7	2015/6	2016/7	2015/6	2016/7	2015/6	2016/7	2015/6	2016/7	2015/6	2016/7
Course Name (Route)	Course Type (Route)	Location												
Architectural Technology	FDSC	Cambridge Regional College		5		4		80.0%		3		0		0.0%
Construction	FDSC	Cambridge Regional College	2	14	2	14	100.0%	100.0%	2	13	0	1	0.0%	7.7%
Construction Management	FDSC	Cambridge Regional College	1		1		100.0%		1		1		100.0%	
Early Years Playwork and Education	FDA	Cambridge Regional College	10	4	10	4	100.0%	100.0%	10	4	0	0	0.0%	0.0%

Students from diverse backgrounds at the college have good academic outcomes that are comparable to their peers.

Our part-time data highlights a negative impact for female students in highly skilled employment: this is influenced significantly by our offer; the majority of our part-time students Foundation Degree students are studying Early Years, Playwork and Education, and they are all employer-sponsored. In 17-18 there were 32 across the three years. Destination data is influenced by the category for the Standard Occupational classifcation (SOC) for this area.

Provider contribution to benchmark (%)		Splits																	
	Core metric	Years			Level of study			Age		POLAR		National IMD		Ethnicity		Disabled		Sex	
		1	2	3	boundary	First degree	Other UG	Young	Mature	Q1 or Q2	Q3, Q4 or Q5	Q1 or Q2	Q3, Q4 or Q5	White	BME	Yes	No	Male	Female
Full-time headcou 75 (34%)																			
The teaching on my course	R	R	N/A	N/A	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
Assessment and feedback	R	R	N/A	N/A	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
Academic support	R	R	N/A	N/A	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
Continuation	4.1	4.4	16.0	7.0	N/A	N/A	4.1	3.6	5.0	1.4	5.2	3.0	7.2	2.6	13.0	11.0	4.2	5.8	3.9
Employment or further study	1.4	R	1.4	1.2	N/A	R	1.4	1.7	R	1.1	3.0	R	3.1	1.4	1.9	6.0	1.3	1.7	1.1
Highly skilled employment or further stud	5.0	R	5.3	4.6	N/A	R	5.0	5.8	R	4.1	7.3	R	9.1	4.6	8.9	16.5	3.3	5.4	4.3
Part-time headcou 150 (67%)																			
The teaching on my course	2.1	1.1	2.7	2.4	N/A	1.6	9.3	2.5	1.1	N	4.6	N	3.5	2.5	N	N	1.9	2.9	1.9
Assessment and feedback	2.1	1.1	2.7	2.4	N/A	1.6	9.3	2.5	1.1	N	4.6	N	3.5	2.5	N	N	1.9	2.9	1.9
Academic support	2.1	1.1	2.7	2.4	N/A	1.6	9.3	2.5	1.1	N	4.6	N	3.5	2.5	N	N	1.9	2.9	1.9
Continuation	N/A	N/A	N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Employment or further study	0.6	R	1.1	0.9	N/A	N	0.6	0.5	1.3	1.0	0.6	1.5	0.8	0.5	N	N	0.5	0.4	0.9
Highly skilled employment or further stud	2.2	R	2.7	2.5	N/A	N	2.2	2.5	4.2	5.4	1.1	5.3	3.8	2.0	N	N	1.0	1.0	5.2

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Students outcomes are positive for all, our college data demonstrates that our retention rates for students are similar irrespective of student background, and therefore those from disadavanagted backgrounds achieve comparable outcomes to their more affluent peers. Pass rates are comparable for male and female students in 17/18 which demonstrates individual needs are considered when supporting students to reach their full potiential.

	Male	Female
Level 4	98%	96%
Level 5	91%	94%

The core metrics and splits emphasise the strength of the positive outcomes for all students , which is in part due to small group sizes and the emaphasis this puts on individual learning; and lecturers facilitating a personalised approach to meet individual needs.

Cambridge Regional College Comparative Retention Rates for 2017-18 for HE

SAR Ethnicity College Summary		Starts							In Year Retention			
Age Group	Level	No. Total Starts	No. White	No. BME	No. Unknown	White (%)	BME (%)	Unknown (%)	White (%)	BME (%)	Variance (White - BME)	Unknown (%)
	4	81	76	5		94	6		88	100	-12	
	5	114	95	17	2	83	15	2	91	94	-3	100