



**CAMBRIDGE  
REGIONAL COLLEGE**  
GREAT CAREERS START HERE

# **ACCOUNTABILITY STATEMENT 2023 - 24**

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## 1.0 Purpose

1.1 The purpose of this accountability statement is to set out to our stakeholders how the College is contributing to local, regional and national skills' needs. To this end, it should be read in conjunction with the College's strategic plan, the curriculum strategy, the adult curriculum strategy, the higher education strategy, the employer engagement strategy, personal development strategy and careers plan, and the stakeholder engagement plan.



1.2 The Strategic Plan sets out our vision to transform lives and create prosperity by delivering technical and professional education that meets the needs of students, employers and communities in Cambridgeshire and the surrounding area.

1.3 We will help to achieve this by:

- ensuring that the college offer meets the needs of local employers enabling our students to secure great career opportunities;
- developing curriculum with employers and other education providers to ensure students learn what is needed in employment and to develop good progression opportunities;
- engaging employers in the delivery of curriculum to ensure that the course content enables students to be work ready;
- developing the key employability skills alongside the qualifications identified by employers in the region;
- identifying opportunities to collaborate with other providers so that collectively we are able to address skills gaps and emerging skills needs.

The College will continue to focus on the three interlinked strategic pillars identified in the College's Strategic Plan: students, employers and staff; working to ensure that each of these groups receives the maximum benefit from engagement with CRC and that the skills needed to meet regional skills plans, to address skills gaps and to create further levels of prosperity within the region.

1.4 The College supports all students including:

- young people, many of whom have been affected by the pandemic, supporting them to develop technical and professional skills as well as the key employability skills that enable them to be work ready;
- those furthest away from the job market by helping them to develop new skills and the confidence to gain employment;
- adults looking to train or retrain for the skills and jobs most required by the regional economy;
- adults already in employment to achieve more from enhancing basics skills right through to HE and continued professional development;
- those with special educational needs helping them to become increasingly independent and to lead fulfilling lives.

1.5 The strategic objectives of each of the interlinked strategies and the related curriculum priorities can be found in the Curriculum Strategy, the Adult Curriculum Strategy and the Higher Education Strategy documents.

## 2.0 Context and Place

### 2.1 CRC context

- Cambridge Regional College (CRC) is a medium-sized general further education (GFE) college primarily serving the Cambridge Sub - Region (c. 35-mile radius)
- The College serves a wide catchment area containing around 850,000 people; it includes both prosperous and deprived areas within the city, and rural communities with poor public transport and declining industry. A 2018 study by Centre for Cities showed that Cambridge was the most unequal city in the UK<sup>1</sup>.
- Transport limitations for many students in the area make it difficult to access CRC. Despite this, CRC has a high market share in its core operating area and attracts people from outside of the area where transport links are good; the College operates a transport network to enable students to travel in from surrounding areas.
- A much higher proportion of people in Cambridge possess advanced level qualifications than the national average, but this is not the case in the surrounding rural areas. Students joining CRC have a lower average GCSE points score compared with Cambridgeshire and national averages. In 2019 the average GCSE point score for those starting level 3 at CRC was 3.7, compared to 5.8 in Cambridgeshire and 5.7 nationally. For level 2 it was 3.5 for students joining CRC (5.1 in Cambridgeshire and 4.7 nationally).
- Due to the presence within the region of numerous school sixth forms and two very effective sixth form colleges providing high quality academic provision, CRC focuses on vocational provision. Consequently, the College delivers a higher volume of learning at lower levels against both national and regional comparators: in 2021/22 52.3% of our funded 16-19 learners were enrolled on entry, level 1 and level 2, compared with 44.7% of all GFEs and 41.3% in the East of England [MIDES R10 Recruitment and Curriculum report]
- CRC has been successful in increasing adult participation and achievement at Level 3 within the CPCA region utilising the flexibilities available through the National Skills Fund.
- The College is the largest provider in the area and trains 21% of all 16 – 19 year olds in the core catchment area, 36% of adult learners and 11% of apprentices.

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<sup>1</sup> [18-01-12-Final-Full-Cities-Outlook-2018.pdf \(centreforcities.org\)](https://www.centreforcities.org/wp-content/uploads/2018/01/18-01-12-Final-Full-Cities-Outlook-2018.pdf)

## 2.2 The region:

- Cambridgeshire & Peterborough is core to the UK's future growth, global competitiveness, and zero-carbon transition. The area is a major economic engine of the national economy, the Oxford-Cambridge Arc and the London, Stansted Cambridge Innovation Corridor. Prior to the pandemic the area's economy was a net contributor to the public finances of the UK.
- Cambridgeshire and Peterborough is an area of contrasts, with distinct differences. The 2018 Cambridgeshire and Peterborough Independent Economic Review (CPIER) identified three interdependent subeconomies across the geography, Greater Peterborough, Greater Cambridge and the Fens. Each has distinctive strengths and challenges.
- In the south, Greater Cambridge is a globally leading centre for education, life sciences, technology, and advanced manufacturing. It hosts some of the best-known names in those fields, along with world-renowned research institutes and laboratories and has the largest share (16%) of the UK's knowledge intensive business services.
- Greater Peterborough is a major high tech manufacturing cluster that has grown and become more concentrated, representing 18% of its businesses, compared to 9% nationally. Core to this success is a growing sub-cluster of green and environmental innovative engineering businesses, focussing increasingly on zero carbon technology.
- The Fens is a national centre for agri-technology and environmental management, with 50% of the UK's highest productivity agricultural land. It is home to innovative micro businesses and the Enterprise Zone at Alconbury, Huntingdonshire, is a new focus for growth in the economy.
- The working age population in the region is falling (850,000 population, circa 344,000 in employment).
- School leavers are more likely to go into work than elsewhere in the country because of the demand for workers and the growth in the region.
- There is an increasing number of older apprentices in the region - half of all apprenticeship starts are aged 25+
- The Cambridgeshire and Peterborough Independent Economic Review, Local Industry Strategy, Local Economic Recovery Strategy and CPCA Employment and Skills Strategy highlight the key, supporting and recovery sectors in the region as detailed below.

Priorities	Key sectors				Supporting sectors				Recovery sectors				Job growth				
	Life Sciences	Agri-tech	Digital and IT	Advanced manufacturing and materials	Logistics	H&SC	Education	Visitor economy and business tourism	Construction	Green skills	Retail	Hospitality and leisure	Manufacturing	Transport	Business and professional services	Public services	Crafts, creative arts and design

Note those in red are also recovery sectors.

## 2.3 Overview of the jobs:

- Total employment in the region stands at 344,396 (EMSI Lightcast) and is set to grow by a further 16,531, 4.8% over the next 5 years. (National average 2.7%)
- Job projections indicate growth in the following sectors:
  - business and Professional Services with demand for HR officers, marketing staff, administrators, finance officers, data analysts, and project managers;
  - public Services with particular demand for police officers, Prison Officers, Officers in the armed forces, police community support officers, protective service associate professionals;
  - crafts, creative, arts and design with demand for programmers and software development and graphic designers;
  - science with demand for lab technicians;

- health and social care including nursing with demand for care workers, nursery nurse assistants, nursing auxiliaries and assistants, care for the elderly, nurses and welfare and housing professionals;
- building and construction with demand for carpenters, plumbers and H&V Engineers, electricians and electrical fitters, forklift truck drivers;
- hospitality and catering with demand for chefs, kitchen and catering assistance and elementary storage occupations/warehousing;
- ICT with demand for ICT and project programme managers;
- teaching and lecturing with demand for teaching assistants;
- engineering and manufacturing with demand for installation engineers, machinists, electrical and electronics technicians, maintenance engineers.
- Green technologies with demand for skills in heat pump installation and electric car servicing

### 3.0 Approach to developing the Accountability Statement

As of June 2022, governing bodies of institutions within the further education sector have a duty under a new section 52B of the Further and Higher Education Act 1992 to review provision in relation to local needs, as proposed in the Skills and Post-16 Education Bill. The College’s Corporation provides the appropriate steer and challenge to the College senior management team in the production of the College’s Strategic Plan and this Accountability Statement. The Corporation’s Skills, Enterprise and Sustainability Committee has particular responsibility for reviewing the Accountability Statement on an annual basis and recommending it to Corporation.

The development of this Accountability Statement has taken account of the emerging Local Skills Improvement Plan (LSIP). LSIPs are designed to set out the key changes needed in a local area to make technical skills training more responsive to employers’ needs. Although the LSIP has yet to be published, the College has been represented on the LSIP Advisory Group and has supported its development.

The College works with a range of key stakeholders to set and achieve its strategic objectives, as set out in its employer engagement strategy, including for example:

<b>CIVIC</b>	<b>COMMUNITY</b>
Cambridgeshire and Peterborough Combined Authority Business Board – Local Enterprise Partnership Cambridgeshire County Council Huntingdonshire District Council Cambridge City Council Department for Work and Pensions Reed Oxford Cambridge Arc Urban and Civic East Cambridgeshire District Council?	Greater Cambridgeshire Partnership Form the Future Virtual School Preparing for adulthood communities’ team CCA Cambridge Community Arts Cambridge United Football Club
<b>EMPLOYERS’ ORGANISATIONS?</b>	<b>EDUCATION PROVIDERS</b>
Confederation of British Industry (CBI) Chamber of Commerce (LSIP)	Anglia Ruskin University and other higher education institutions

Cambridge Ahead Health Education England Strategic Employer Partners Employer Forums including SEND employers	Key feeder schools Eastern region colleges Strategic Development Fund (SDF) Partnership Sub-Contractors Association of Colleges
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The College’s approach to meeting regional needs is documented in Chart 3. The College undertakes research, engages, collaborates and responds to ensure we can meet the changing demands of employers and communities in our region. Stakeholders and employers are engaged at every stage helping the College to determine the offer, modify curriculum design, deliver aspects of curriculum and support students to develop their skills and their understanding of their chosen destinations.

Once the LSIP is published, the College will continue to collaborate with other providers in the local area to discuss how we can support the priorities identified in the Plan. It is expected that CRC will be the lead institution for the Eastern Region Local Skills Implementation Fund (LSIF).

Chart 3





## 4.0 Contribution to national, regional and local needs

Below is a set of aims and target outcomes for 2023/24 that reflect how we are responding to national, regional and local priorities and skills needs.

<b>Objectives</b>	<b>How contributes to national, regional and local</b>	<b>Target</b>
1. Deliver relevant vocational and technical education leading to employment, including by introducing T Levels from 2023 with an initial focus on childcare and construction	T levels are a new two-year qualification focused on developing practical skills employers look for and are equivalent to three A levels. There is forecast job growth in both construction, with particular demand for carpenters and plumbers, as well as in health and social care, with growing demand for nursery assistants.	30 students enrolled on T-levels in 2023/24 (early years)
2. Develop further provision in Level 4 from 2023, including HTQs with an initial focus on construction management	Construction is a key growth area for the region, and there is a shortage of skilled workers at all levels, trades and professions.	New HTQ on construction management introduced with 10 students enrolled in 2023/24
3. Continue to grow our construction provision in line with employer needs, with a focus on Huntingdon campus (HC) around which many relevant employers are located	Construction is a key growth area for the region, and there is a shortage of skilled workers at all levels, trades and professions. Huntingdon is a regional centre for construction employment	Increase in number of study programme students in construction subjects from 497 to 525 for 2023/23 Introduce two construction trade apprenticeships at HC during 2023/24
4. Continue to build the soft and transferable employability skills of students in every area to ensure they are work ready;	Employers identify a range of 'soft skills' required for sustained employment. It is expected that soft skills development will feature in the LSIP and subsequent LSIF	Destinations data – 95% positive or higher Employer satisfaction data – 90% satisfaction or higher Employer feedback

5. Develop capacity in provision of ESOL provision including at Huntingdon Campus	ESOL is a regional priority due to relatively high numbers of refugees from Ukraine and elsewhere. Meeting the needs of Ukrainian refugees is a national priority	Increase ESOL provision to 450 learners in 2023/24
6. Continue to develop partnerships with key employers and stakeholders including within Health Care	Employer led provision is a key national priority for Apprenticeships, T Levels and for strategic planning. Collaborative strategic planning and implementation is the focus of the SDF, LSIP and LSIF initiatives.	Have 5 formal partnership arrangements, including in Health Care, Motor Vehicle, Business services and Construction in place for 2023/24
7. Further develop green skills provision in collaboration with other providers in the region to meet skills needs in various sectors, particularly automotive.	Development of Green skills is a national and regional priority and is the focus of the successful regional SDF project	Operate new programmes in electric vehicle servicing and heat pump installation with minimum 120 participants

## 5.0 Governance statement

On behalf of the Cambridge Regional College Corporation, it is hereby confirmed that this Accountability Statement reflects an agreed statement of purpose, aims and objectives as approved by the Corporation at their meeting on 23<sup>rd</sup> May 2023.

The plan will be published on the College's website and can be accessed from the following link [College Policies & Reports - Cambridge Regional College \(camre.ac.uk\)](https://www.camre.ac.uk/College-Policies-&-Reports)

## 6.0 Supporting documentation

- Strategic Plan
- Ofsted Inspection Report
- LSIP
- Annual Financial Statements