CAMBRIDGE REGIONAL COLLEGE
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CAMBRIDGE REGIONAL COLLEGE

STRATEGIC PLAN 2025-2028

#WeAreCRC

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WELCOME

Cambridge Regional College is one college with two campuses – one in Cambridge and one in Huntingdon.

Cambridge Regional College (CRC) has a clear ambition to develop and deliver consistently excellent levels of technical and professional training to meet the needs of the region. Holding Royal Charter status as a member of the prestigious Chartered Institute of Further Education, and as members of the best practice sharing College Collective we aim to be recognised as a leading provider in everything we do, to drive further engagement and opportunities for all, and to work collaboratively with other providers and stakeholders to ensure that the skills needs of the region and its people and communities are met.

An essential part of any successful endeavour is to have a clear vision, mission and set of shared values so everyone is clear on what we need to do and how we intend to achieve our ambition. This document sets out our vision, mission and values and includes our new strategic objectives stating our priorities for the next three years, and the behaviours expected of our students, staff and managers.

Following years of hard work by people at all levels within CRC, the college has reached a strong position with a good financial position, a strong reputation including high levels of stakeholder satisfaction and is placed at the heart of most regional skills policies. We will continue to build on this position through a continued intense focus on our key priorities as represented overleaf, whilst seeking to broaden our influence further across the region, playing our part in developing life chances, prosperity and social cohesion and promoting key British values.

As a values driven anchor institution, CRC contributes to the development of regional and national skills policy, acting as advisors to funding bodies and employer representative groups. In the years ahead we will seek to expand this influence to support change which improves skills, life chances, community cohesion and prosperity.

We are fully aware that we have the opportunity to transform lives through the education and training that we provide to young people and adults. From 2025 onwards we will aim to extend this work through social value initiatives which, whilst relating to learning and training, are intended to have a wider beneficial impact upon the communities that we serve. Accordingly, CRC will adopt the Themes, Outcomes and Measures framework (TOMS) to measure our impact relating to such areas as volunteering by students and staff, and outreach activities including those to disadvantaged communities and nutritional support to students which currently are underserved for education and training opportunities locally.

For deeper understanding of CRC's priorities and how we will achieve them this document should be read in conjunction with the Accountability Statement, the Statement of Intent, and the Curriculum Teaching and Learning strategy, all of which are updated annually.

I would like to thank all those involved – staff, students and governors – who have been involved in the development of our strategy and who make CRC such a wonderful place to work and to learn.

Mark Robertson
Principal and Chief Executive

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#STRONG forSKILLS



MISSION & VISION

MISSION

The College's mission describes what the College does – it is our purpose.

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.





VISION

The College's vision outlines how the mission will be achieved:

To be a leading college in working with others to serve our communities to enhance economic and social prosperity, and raise ambition.







VALUES

The following values, which were developed in consultation with student and staff development groups, underpin the way we conduct ourselves in seeking to achieve our vision and mission:

Welcoming
We are friendly and open to everyone.

Empowering
We work to unlock the potential in everyone.

Aspirational
We believe that, with hard work and support, everyone can achieve anything.

Resilient
We support everyone to overcome hurdles and to turn challenges into opportunities.

Excellent
We set high standards, and support and challenge everyone to achieve them.

Courageous
We encourage everyone to step outside their comfort zone, to seek better results.

Respectful
We recognise that everyone is different and is a valued individual.

Collaborative
We work together to share ideas and resources.



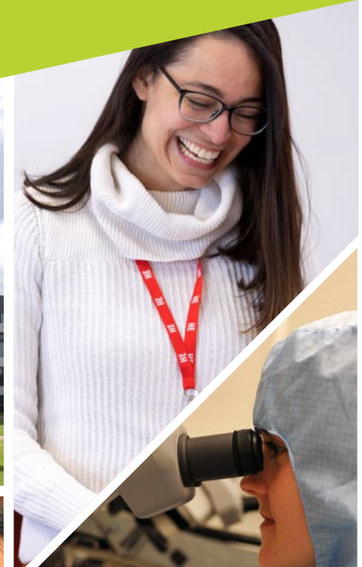






#WeAreCRC







BEHAVIOURS

We have high expectations for the behaviour of our students, staff and managers. These behaviours help everyone to understand the way we do things at CRC to ensure that we deliver an outstanding experience for all.

Value:

WELCOMING

We are friendly and open to everyone.

Behaviours:

Students are expected to:

- Greet others with a smile and politeness.
- Be inclusive and make everyone feel part of the college community.
- Introduce themselves and welcome new students.
- Participate in college events and activities to build community.
- Treat others how they would like to be treated.

All staff are expected to:

- Greet colleagues, students, and visitors warmly and professionally.
- Create a psychologically safe and inclusive environment where everyone feels valued.
- Use inclusive language in all communications.
- Be approachable and available to support others.
- Make newcomers feel supported from day one, ensuring accessibility arrangements are in place and through regular check-ins.

In addition, leaders and managers are expected to:

- Be approachable and maintain an open door policy.
- Be present and visible.
- Acknowledge and include all team members, showing genuine interest in their work and their wellbeing.
- Respond to complaints sympathetically and quickly.



Value:

EMPOWERING

We work to unlock the potential in everyone.

Behaviours:

Students are expected to:

- Believe in themselves and their ability to grow.
- Encourage and support their peers.
- Ask for help when needed and offer help when they can.
- Take responsibility for their own learning and development.
- Share ideas and opinions confidently.

All staff are expected to:

- Trust staff and students to take initiative and to seek information to make informed decisions.
- Encourage autonomy and critical thinking.
- Provide tools, training, and mentorship to help others grow.
- Recognise and celebrate individual and team growth and successes.
- Promote a culture where mistakes are seen as learning opportunities.
- Embrace innovative approaches and emerging technologies to unlock the potential in everyone.
- Be accountable for our actions.

In addition, leaders and managers are expected to:

- Delegate responsibility and trust staff to take initiative.
- Provide clear expectations and support autonomy.
- Offer meaningful inductions and development opportunities.
- Encourage staff to take risks and learn from mistakes.
- Recognise and celebrate growth, effort, and innovation.















Behaviours:

Students are expected to:

- Set personal goals and work towards them.
- Stay motivated and committed to learning.
- Try new things and take part in enrichment opportunities.
- Be a role model and inspire others.
- Take pride in their achievements and celebrate progress.

All staff are expected to:

- Set ambitious goals that stretch our potential and support others in achieving theirs.
- Inspire confidence and self-belief in learners and colleagues.
- Encourage innovation and try new approaches.
- Share success stories to motivate others.
- Support career development and lifelong learning.
- Have high aspirations for ourselves and aim to exceed targets.
- Benchmark ourselves against the best and seek and share best practice.
- Have high aspirations for ourselves and others.
- Take ownership of our own professional development.

In addition, leaders and managers are expected to:

- Set high expectations and model aspirational behaviours.
- Encourage staff to think big and pursue ambitious goals.
- Provide opportunities that will support career progression and skill development.
- Inspire others through passion, enthusiasm, and vision.
- Promote a culture of continuous improvement and excellence.

Value:

ASPIRATIONAL

We believe that, with hard work and support, everyone can achieve anything.

Value:

RESILIENT

We support everyone to overcome hurdles and to turn challenges into opportunities.

Behaviours:

Students are expected to:

- Keep going even when things are tough—don't give up.
- Learn from mistakes and try different approaches.
- Stay calm and focused during challenges.
- Seek support when needed and support others in return.
- Maintain a positive mindset and bounce back from setbacks.

All staff are expected to:

- Model calm and solution-focused behaviour during challenges.
- Encourage seeking support rather than "bouncing back" alone.
- Reflect on setbacks to identify alternative solutions.
- Support colleagues with kindness and compassion.
- Promote wellbeing resources and a culture of mutual support.

In addition, leaders and managers are expected to:

- Model calmness and consistency during times of change or crisis.
- Support staff through setbacks and encourage reflection and learning.
- Promote emotional intelligence and active listening.
- Avoid blame and focus on solutions.
- Encourage a growth mindset and adaptability.



Value:

EXCELLENT

We set high standards, and support and challenge everyone to achieve them.

Behaviours:

Students are expected to:

- Be punctual, prepared, and ready to learn.
- Participate actively in lessons and group work.
- Respect learning spaces and college property.
- Strive to do their best in all tasks and assessments.
- Provide and respond to feedback to improve.

All staff are expected to:

- Lead by example in professionalism, and take pride in the quality of our work.
- Be open to constructive feedback that builds confidence and capability.
- Continuously seek improvement through CPD and reflective practice.
- Encourage others to exceed expectations and challenge legacy practices.
- Respect and respond to others' requests in a timely way and ensure punctuality to work, lessons and meetings.
- Escalate issues early, and until they are resolved.
- Challenge behaviours that do not demonstrate respect for learning spaces and college property.

In addition, leaders and managers are expected to:

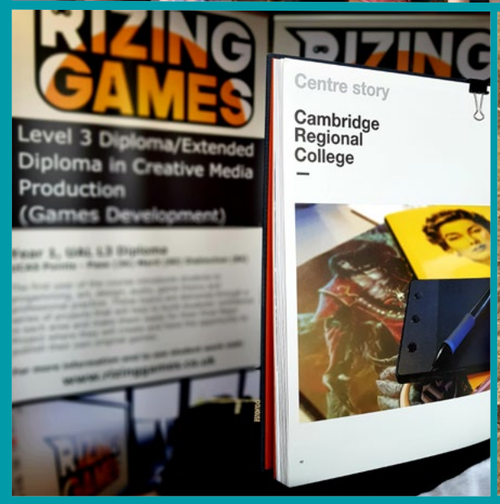
- Lead by example in professionalism, punctuality, and quality.
- Set and uphold clear benchmarks for performance and behaviour.
- Provide constructive feedback and challenge underperformance.
- Celebrate excellence and share best practices across teams.
- Promote a culture of high standards and continuous development.





















Value:
COURAGEOUS

We encourage everyone to step outside their comfort zone, to seek better results.

Behaviours:

Students are expected to:

- Speak up and share their views respectfully.
- Try new experiences, even if they feel challenging.
- Stand up for themselves and others.
- Be open-minded and willing to take risks in learning.
- Embrace opportunities for growth and change.

All staff are expected to:

- Take initiative and try new methods, even if they may fail initially.
- Speak up constructively when improvements are needed.
- Courageously question unwanted behaviours and/or practice respectfully.
- Support others in taking bold steps and pursuing their ideas.
- Embrace change with a positive attitude and adaptability.
- Be brave to receive feedback and use it positively.

In addition, leaders and managers are expected to:

- Be brave in addressing difficult issues and having challenging conversations.
- Encourage innovation and experimentation.
- Take calculated risks and support others to do the same.
- Stand up for what is right and challenge the status quo.
- Be professionally curious and open to new ideas.

Value:
RESPECTFUL

We recognise that everyone is different and is a valued individual.

Behaviours:

Students are expected to:

- Treat everyone with kindness, fairness, and empathy.
- Respect different cultures, beliefs, and opinions.
- Use respectful language and behaviour at all times.
- Listen actively and without judgment.
- Apologise when wrong and learn from it.

All staff are expected to:

- Treat everyone with kindness, fairness, and professional courtesy.
- Respect diverse backgrounds, opinions, and personal space.
- Promote inclusivity in all interactions and environments.
- Listen actively and communicate with empathy.
- Champion equality, diversity, and inclusion in all aspects of work.
- Respect shared environments, tools and time.
- Safeguard everyone everyday including wearing ID badges.
- Model conduct and behaviours that will support students in their next steps.

In addition, leaders and managers are expected to:

- Respect diverse perspectives and personal boundaries.
- Use inclusive and appropriate communication.
- Listen to understand, not just to respond.
- Model respectful behaviour and challenge disrespect when it occurs.





Value:

COLLABORATIVE

We work together to share ideas and resources.

Behaviours:

Students are expected to:

- Work effectively in teams and group activities.
- Listen to others and value their contributions.
- Share ideas and support each other's learning.
- Communicate clearly and respectfully.
- Help create a positive and cooperative learning environment.

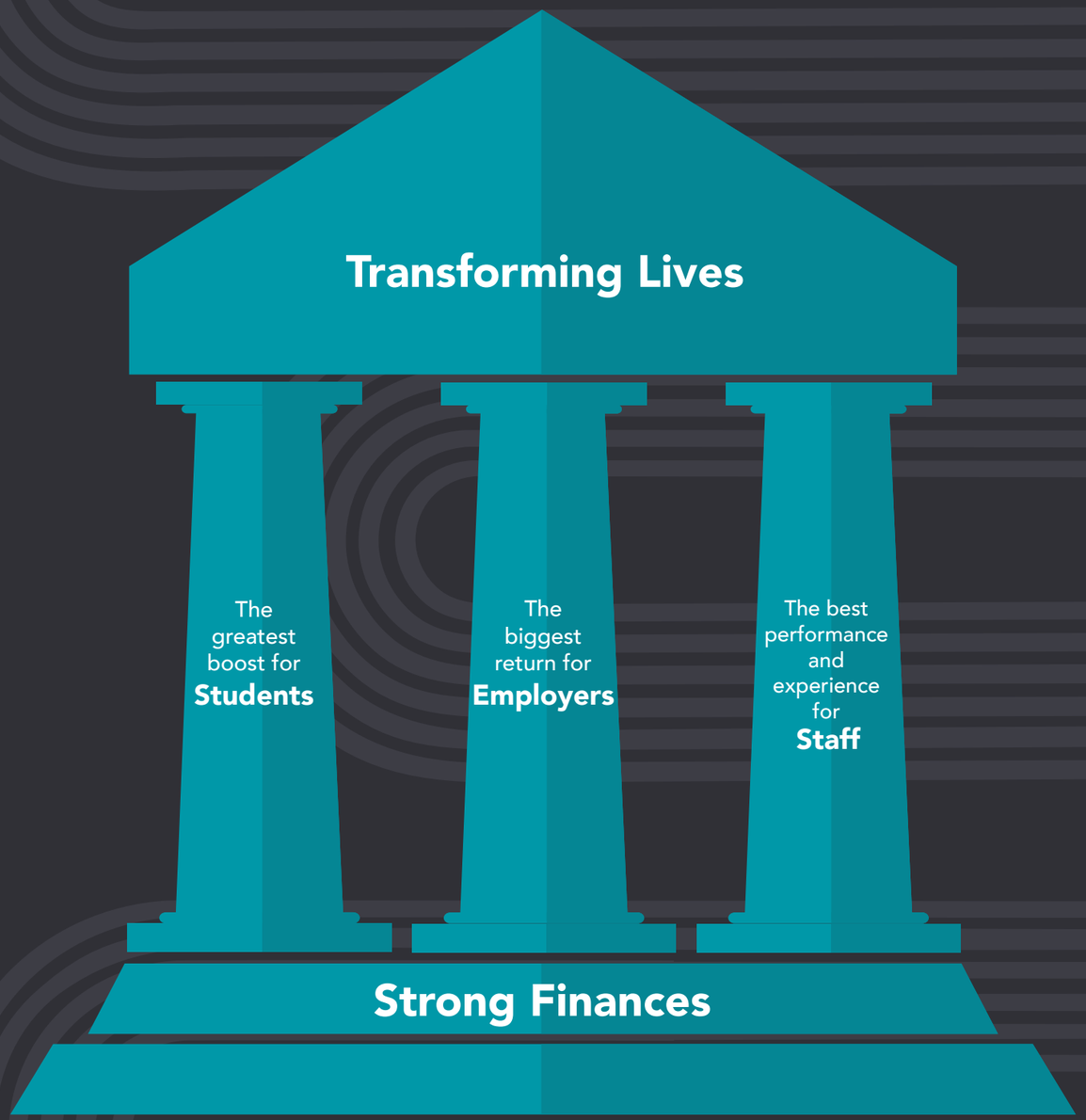
All staff are expected to:

- Share knowledge, resources, and best practices across teams.
- Engage in open and honest communication to build trust.
- Support cross-functional collaboration and interdepartmental networking.
- Encourage input from others and value every contribution.
- Create a psychologically safe space for sharing ideas and feedback.
- Represent the college professionally and build partnerships and further collaboration.

In addition, leaders and managers are expected to:

- Foster a culture of shared responsibility and teamwork.
- Encourage cross-departmental collaboration and knowledge sharing.
- Be available and present for your team.
- Build strong relationships with internal and external stakeholders.
- Promote shared goals, vision, and accountability.

STRATEGIC PRIORITIES



The College's key strategic priorities for the years 2025–2028 are as follows:

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

The strategic priorities can be represented pictorially, as shown on the facing page. Each of the pillars is key to the College's success, and is interdependent with the others. The success of our students is dependent on strong links with employers: for engagement throughout their college courses, for progression into their chosen careers, and for effective work experience while learning.

Similarly, employers will prosper and grow through engagement with the College: by engaging with us to recruit job ready students, to train apprentices, to upskill existing employees, and to help to shape the supply of talent for the future.

All of this depends upon having a well-trained, highly motivated workforce, who are passionate about student success and who can develop and sustain excellent relationships with employers and stakeholders.

We believe that, supported by strong finances that enable investment in continued improvement, relentless focus on these pillars will lead to the achievement and sustainment of overall levels of performance, which will provide outstanding service to the many stakeholders for whom Cambridge Regional College is so important. Cambridge Regional College is a key organisation within the region in contributing to improved social mobility and in achieving prosperity for all, and we are determined to meet in full the responsibilities and the opportunities which the future may hold.





OPERATIONAL GOALS 2026/2027

Cambridge Regional College has identified key goals for the year 2026/27 as we continue to develop into a place that consistently inspires and develops students, employers and staff. The goals set out below, under the key strategic priorities inform the detailed strategic implementation plan for the year.

Excellent student experience

- To be graded as at least 'Expected Standard' by Ofsted and in self-assessment for all provision types, whilst working towards Strong and Exemplary grades under the new inspection framework.
- Ensure that safeguarding continues to be effective through 'Safeguarding everyone, every day'.
- Specialise and invest to ensure that all students learn in industry standard facilities whilst accommodating rising student numbers.
- Develop programmes and delivery to support training and retraining to meet skills needs and shortages whilst promoting social mobility and improved life chances for all.
- Further develop a whole college approach to English and maths, to improve skills, enable catch up, and to continue to improve outcomes.
- Ensure all students receive a life and career enhancing experience including strong preparation for the future.
- Ensure that the ethos of inclusion permeates all aspects of the college's strategy and practice.

Excellent employer experience

- Collaborate with key stakeholders to shape and respond to local, regional and national skills strategies to ensure that skills needs are met.
- Develop and extend the college's employer partnership programme.
- Develop and promote all aspects of employer engagement in curriculum design and student involvement and engagement, meeting and exceeding the 2025 Gatsby benchmarks.
- Work with other Further Education Skills Alliance (FESA) partners to address skills needs within the Oxford-Cambridge Growth Corridor

Excellent staff performance and experience

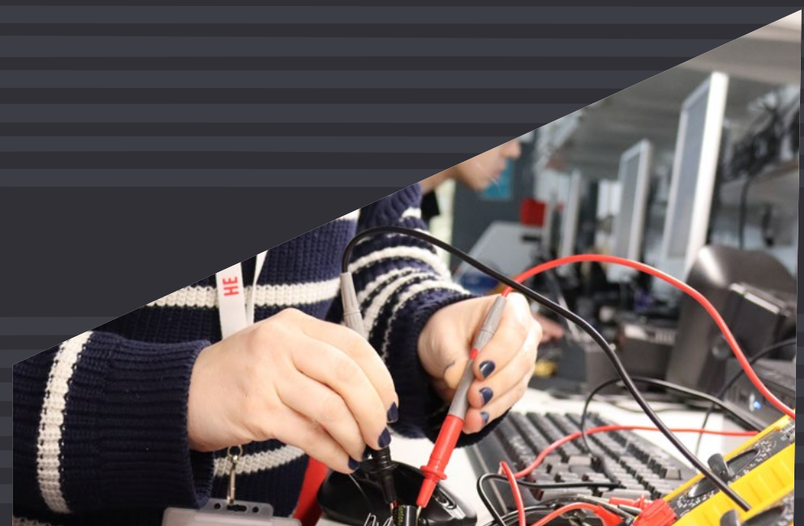
- Take appropriate steps to recruit, retain and reward staff within a challenging labour market.
- Develop talent within the organisation.
- Develop all aspects of staff welfare, including ensuring that the promotion of inclusion, equality and diversity is embedded in all aspects of the college's operations.
- Ensure that workload is considered in all aspects of the college's operation and that appropriate steps are taken to ensure the fair and appropriate allocation of working responsibilities.

Strong finances

- Achieve or exceed annual surplus and at least a grade of 'Good' for financial health.
- Maintain strong cash reserves and maintain bank covenant compliance.
- Continue approved capital investment programme and deliver capital projects on time and within budget.
- Continue to develop data reporting and reporting systems to enhance timely and appropriate monitoring and decision making.
- Ensure commercial outlets, international activity and full cost provision generate surplus
- Seek capital and revenue funding to support growth in numbers and alignment to regional and national skills priorities.

Whole college

- Further deliver the sustainability roadmap working towards carbon neutral operations. Ensure that students are aware of the actions they can take within their own career paths to live and to work sustainably.
- Identify and share best practice within and beyond the organisation through active collaboration and by playing a leading role in developing regional and national solutions to skills needs to meet local and national priorities, including within the FESA geography and identified cold spots.
- Further develop social value initiatives relating to volunteering and student nutrition measuring impact through the Good for Me Good for FE and TOMs frameworks.k.





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BEACON AWARD
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