



**EQUALITY, DIVERSITY
AND INCLUSION ANNUAL
REPORT 2017/2018**

DCG

ENABLE ECONOMIC PROSPERITY, INCREASE SOCIAL MOBILITY, EXCEL IN ALL THAT WE DO



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SECTION 1:

THE DERBY COLLEGE GROUP 2017-2020 CORPORATE STRATEGIC AMBITIONS

The Group is committed to advancing its statutory duties as set out in the Equality Act 2010 and the Public Sector Equality Duty to promote equality of opportunity and eliminate discrimination, thus demonstrating a clear commitment to placing equality, diversity and inclusion at the centre of Group life. This commitment is underpinned by the Derby College Group vision, mission and strategic ambitions.

OUR VISION, MISSION AND PATHWAYS

OUR VISION

Create optimistic futures by nurturing talent that leads to aspirational destinations

OUR MISSION

Predict and serve the needs of our business and civic communities

OUR MISSION PATHWAYS

Preparing individuals for the next phase of their lives: the world of work, entrepreneurship, advanced study, career progression and to contribute as positive citizens





OUR STRATEGIC PRIORITIES

Our corporate strategic priorities outline our ambitions to enable economic prosperity, increase social mobility and deliver excellence, setting out a framework of strategic aims for our core and facilitating strategies.



PRIORITY ONE: ENABLE ECONOMIC PROSPERITY

Positively impact on economic prosperity by co-creating and jointly delivering an innovative offer for business.



PRIORITY TWO: INCREASE SOCIAL MOBILITY

Remove barriers and inspire aspiration to achieve social progression.



PRIORITY THREE: EXCEL IN ALL THAT WE DO

Deliver an excellent experience to all customers.

OUR GUIDING PRINCIPLES AND VALUES

Our guiding principles support our decision making, actions and behaviours of our people. Our 'can do' values capture in words the 'heart and soul' of the Derby College Group ethos and what we stand for.

Safety, Health,
Well-Being and
Environment First

Delivering Success
for our Students
and Stakeholders

Developing our
People and Valuing
Diversity

Constant Focus on
Performance and
Continuous Improvement

Profitable Growth

C COURAGE

A ACCOUNTABILITY

N NETWORKING

D DETERMINATION

O OPENNESS

SECTION 2:

OUR COMMUNITY

Derby is the birthplace of the industrial revolution, it continues to have a strong engineering and manufacturing base, as well as thriving cultural and sports sectors.

Derby College Group has four colleges in or near the city of Derby. During 2017/2018 the Group had 16,171 students, of whom about 5,043 follow a full-time study programme. There were 11,128 part-time students.

The Group has extensive part-time provision for adult students as well as a thriving apprenticeship programme, a small amount of which it subcontracts to other providers. The Group has 302 high need students.



OPPORTUNITY AREA

Derby is one of three of the first six opportunity areas, which will also benefit from successful bids for the National Collaborative Outreach Programme, which will help raise aspirations for disadvantaged children through summer schools, organising school visits and

providing mentoring. Derby College Group is actively involved in addressing social mobility and widening participation in higher level study and is therefore engaged in accessing support and working collaboratively with the Careers Enterprise Grant (from September 2017) and the Derbyshire and Nottinghamshire Collaborative Outreach Project. Derby's ranking in the Social Mobility Index is 303rd out of 324 districts.

UNEMPLOYMENT

As of August 2017, there were 1,650 young people aged 16-24 who were unemployed in Derbyshire (2.1%).

The National unemployment rate is 4.3% (September 2017). Ilkeston has the highest unemployment rate at 4.1%, with Erewash (1.9%) and Chesterfield (1.9%) being the highest amongst all Derbyshire Local Authorities. Derby City's unemployment rate is well below the national rate at 1.7%.



STUDENTS SHARE CITY EXPERIENCES

Students from Derby College Group who are recent arrivals to Derby from across the world have compiled a book of stories about their first experiences and impressions of Derby for a new book launched at this year's annual Derby Book Festival.

The 29 young people, whose first language is not English, are on the Lexis intensive language programme and their work has been illustrated by Art & Design students at the College.

INTERNATIONAL RECOGNITION FOR DERBY COLLEGE TEACHER

An Animal Care teacher at Derby College Group Broomfield Hall has won international recognition for her pioneering research into the benefits of human-animal interactions with cheetahs.

Stacey Higgs (27) from Nottingham applied to the recent World Academy

Science, Engineering and Technology conference held in Singapore for permission to present her MA Anthrozoology dissertation on the controversial subject.



SECTION 3:

OUR PARTNERS

We work hard to promote inclusion and value diversity through embedding within the curriculum and extra-curricular opportunities to embody Personal Development, Behaviour and Welfare. Achieving inclusion can only happen if all those involved work in partnership.



This includes our students, parents, employers, employees, external organisations and communities themselves and we strive to develop further external relationships which enhances the student experience and from which we gain mutual benefit.

Effective working partnerships with a range of external organisations to ensure the needs of students are met, for example:

- Derbyshire County Council Leaving Care Partnership Group
- Derby City Children and Families Board
- PREVENT Partnership Steering Group
- Derby City Safeguarding Board
- NEET (Not in Education, Employment or Training) Prevention Group
- Children and Adult Mental Health Services (CAMHS)
- Safe and Sound Just Whistle Board
- Counter Extremism Community Group



SECTION 4:

POLICIES

The Group's Equality, Diversity and Inclusion Policy is reviewed annually and approved by Corporation. Enactment of the Policy is monitored by the Equality, Diversity and Inclusion Steering Group. EDI at an operational level, is monitored by the relevant Team Managers.

DERBY COLLEGE GROUP RECOGNISED AS AUTISM FRIENDLY

Derby College Group has become the first Further Education college in the East Midlands to be officially recognised by Autism East Midlands for its work to support students with Autism.

The Group has developed a wide range of measures to support prospective and current students and to raise awareness of autism in the local community.

The charity's learning and development lead Linda Wakeham said: "Derby College is the first FE establishment in the East Midlands to be recognised by Autism East Midlands as an Autism-friendly college and we are very impressed with the work that the Group does to support its students."

“ Education is key to changing people's lives and I hope that other colleges follow Derby's lead ”



SECTION 4:

OUR PLANNING TO DRIVE EDI FORWARD AND IMPACT DURING 2017/18

PLANNING

We seek out and address inequalities through our quality systems and robust monitoring of data. We also actively listen and respond to student feedback as and when concerns are raised. Our main documents to drive improvements are:

- Corporate strategy
- Equality objectives / targets
- Self-Assessment Reports (SARs) and Quality Improvement Plans (QIPs)
- Equality, Diversity and Inclusion Policy
- Student survey reports
- Attendance reports by specific characteristics

Our Equality, Diversity and Inclusion objectives are monitored on a half-termly basis by the Equality, Diversity and Inclusion Steering Group. Students are actively involved in shaping the Steering Groups and take part in team activities to improve and embrace EDI activities across the Groups with various projects.

All students, employees and volunteers complete EDI training as part of their induction process.

IMPACT, ACTIONS AND IMPACT

Our processes aim to continually motivate all within our community to improve. Self-reflection and review processes embedded within our quality systems incorporate attention to equality and diversity matters where appropriate.

Attendance Monitoring

The Groups reformed and introduced a new attendance reporting system, which identifies attendance levels by the protected characteristics and more, for example, the Groups tracks attendance for:

- Free School Meals
- In Care/Care-Leavers
- English as an additional language (EAL)
- Previous schools attended
- Identified DANCOP students

This reporting system enables managers to identify patterns and / or trends in more depth and intervene swiftly. Analysing attendance data in more depth enables speedier deployment of Personal Coaches to support groups of students with emerging attendance patterns, as well as influencing curriculum design and staff training and development needs.

The impact of such strategies has led to achievement gaps to narrow for most categories, for example the achievements for those students who are In Care or a Care Leaver have improved by 8% and the achievement gap between those students who are In Care or Care Leavers is now 1% compared to a 4% gap during 2016/2017.



RELIGION, FAITH AND CULTURAL AWARENESS

The Group has embraced the opportunity to work in collaboration with a local community charity; The Open Centre which is a well-respected organisation based in Derby. This newly formed relationship has led to:

- Several CPD events which have taken place within the Normanton Community, where employees had the opportunity to explore and visit various places of worship by participating in a Faith Trail. Places of worship included the Mosque (Muslim place of worship), Gurdwara (Sikh place of worship) and the Mandir (Hindu place of worship).
- A visit by the local Imam to the Group to support with student engagement and identity. The Imam also delivered a CPD session to over 40 employees, raising awareness around Islam and Islamophobia.
- Information stalls hosted by members from The Open Centre from various cultures, faiths and beliefs to raise awareness to employees and students.

This has resulted in teachers understanding culture, religion and belief in more depth and positively enhancing and embedding further within their sessions to strengthen Equality, Diversity and Inclusion.

The impact of teachers and other support teams gaining an understanding to some of the social barriers to learning has resulted in some of the minority ethnic groups achievements improving, for example a priority group for the Group was White/Black Caribbean which was a category whereby their achievement rates were declining year on year.

We are pleased with the improvements made and the outcomes, the White/Black Caribbean cohort of students have increased from 74% to 81% which is 2% above National Average.

GYPSY LIFE

A course was interactively delivered by Romany Gypsies, who are experienced and professional trainers. The training:

- Increased knowledge of culture, traditions and history of the Gypsy and Traveller communities;
- Gave a better understanding of the diversity within the Gypsy and Traveller communities;
- Identified obstacles to access services, that may inhibit the delivery of quality provision to the Gypsy and Traveller communities;
- Improved understanding of how to engage effectively with the Gypsy and Traveller community and what you can do to address exclusion and ensure inclusion in delivery of services.





SECTION 6:

OUR GOVERNORS

Our Governors play a significant role in creating and maintaining an inclusive organisation where all can work, learn and reach their full potential.

The Derby College Group Corporation Board consists of local, regional and national based professionals who share a commitment to helping students from a diverse range of social and economic backgrounds to develop the skills required for the world of work and for life. Members understand their roles and responsibilities in relation to EDI and drive improvements as part of the Group's strategy. They hold senior leaders to account for narrowing achievement gaps by scrutinising quality data at the Standards Committee and Corporation Board meetings.

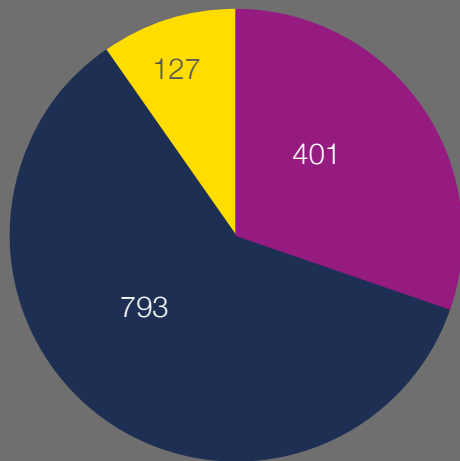
The Search and Governance Committee continually review the diversity of the Corporation Board and new appointments. New appointments were made in 2017/18 which added to the diversity of the Corporation Boards membership.

The composition of the Corporation Board includes two members (14%) declaring themselves as Asian or Asian British – Indian, with the remaining members declaring themselves White British (86%), one member declared a disability (7%). Other than the CEO, there is only one other female member on the Board and this has been and will remain a consideration for the Search and Governance Committee in 2018/19 when new appointments are made.

SECTION 7:

OUR EMPLOYEES

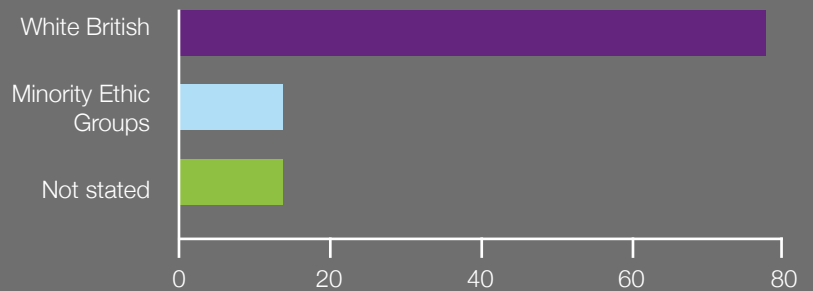
EMPLOYEE DATA:



■ Part time
 ■ Full time
 ■ Sessional

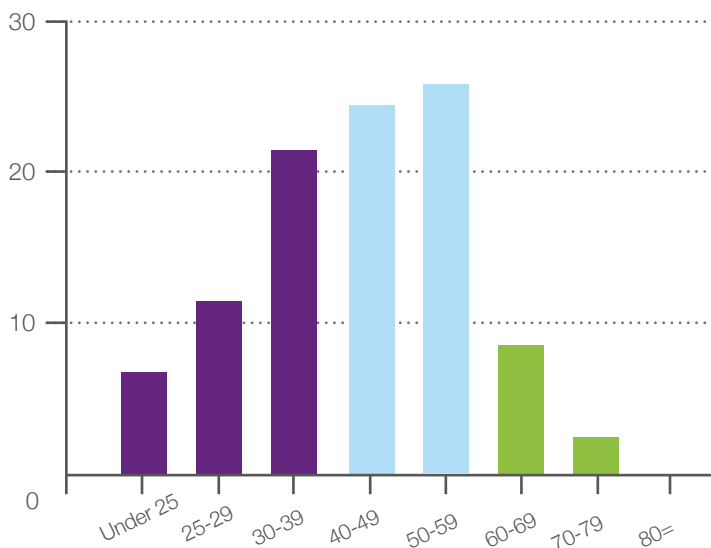
Employees

During the academic year 2017/2018, there were 1,321 employees.



There has been no significant changes with regards to ethnicity within the Group and this has been consistent for the past four years. White British remains at 78% and Minority Ethnic Groups are 11% and non disclosure are 11%.

AGE RANGE



The age range of our employees spans from 16-80 years of age.

There has been a 12% decline from 2016/17 for those employees aged under 25 years of age. There has been an increase in employees aged between 30 - 59 by 10%



There is 1% difference with regards to the percentage of males and females compared to the previous year. Males have declined by 1% whereby females have increased by a percentage.

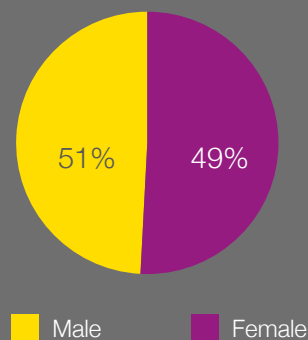
1% OF THE WORKFORCE DISCLOSED A LEARNING DIFFICULTY OR DISABILITY. THIS IS 3% BELOW 16/17

SECTION 8:

OUR STUDENTS

GENDER PROPORTION

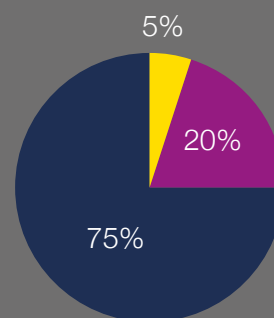
Our Gender profile has changed slightly from 2016/2017, from 51% to 49% females and 49% to 51% males during 2017/2018.



DIFFICULTY/DISABILITY PROPORTION

There are no significant changes to the learning difficulty/disability profiles.

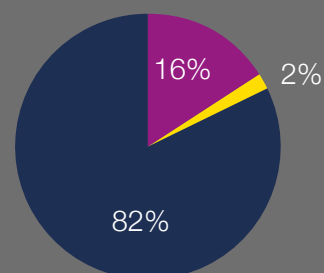
- Has disability/learning difficulties/health problem
- No disability/learning difficulties/health problem
- No information provided by the student



ETHNICITY PROPORTION

There has been a 7% decrease in the percentage of Minority Ethnic Groups compared to 2016/17 and 5% increase in the percentage of White British students.

- White British
- Minority Ethnic Groups
- No information provided by the student





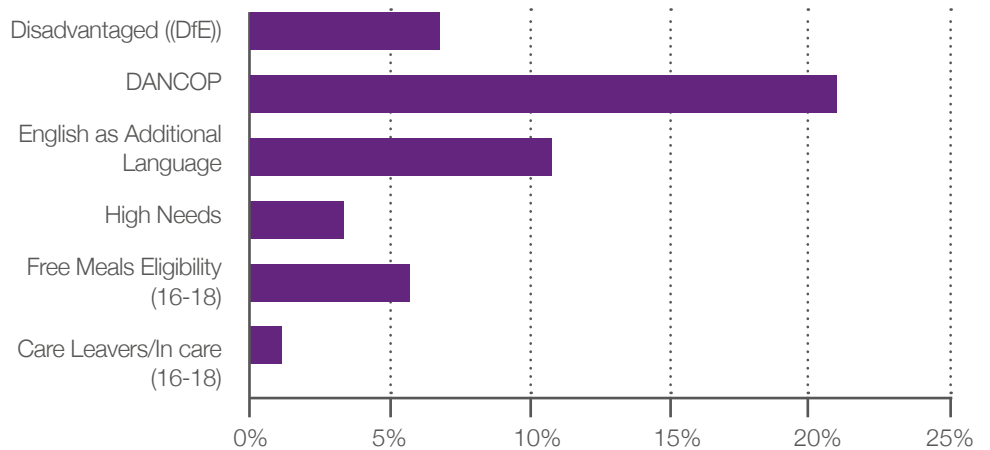
% VULNERABLE STUDENTS

VULNERABLE STUDENTS

Students who disclose that English is an additional language was 11% during 2017-18 which is an increase of 6% compared to the previous year.

Students who disclose they were entitled to Free School Meals has declined by 3% between 2016-17 and 2017-18.

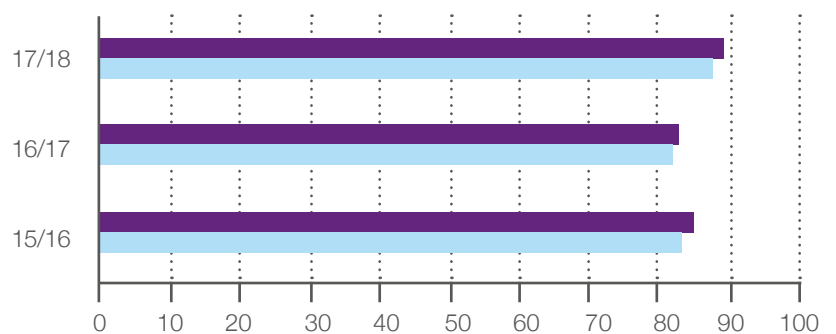
There are no other significant changes to report on compared to the previous year.



ALL AGES - ACHIEVEMENT BY ETHNICITY

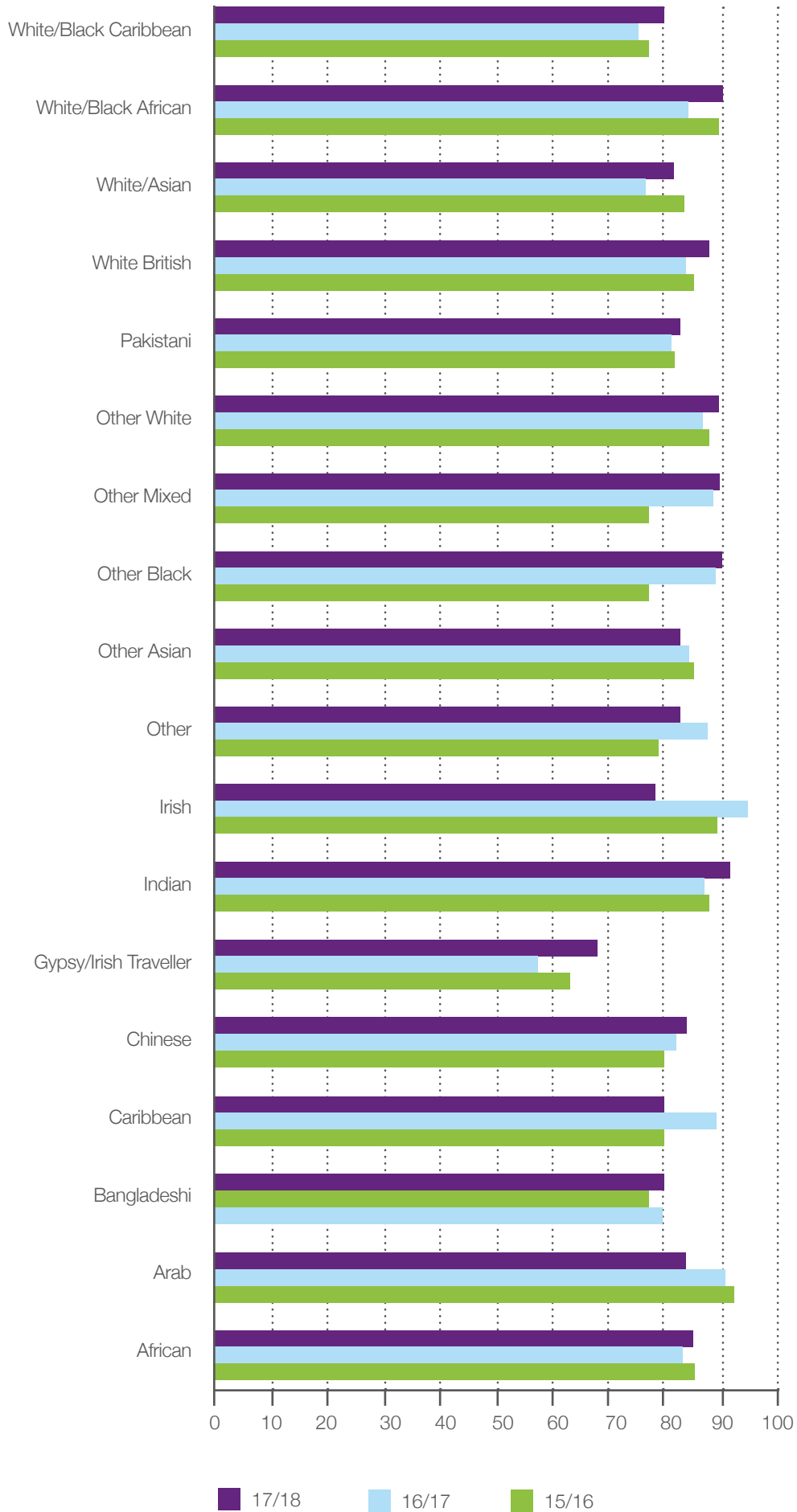
ACHIEVEMENT - EDUCATION & TRAINING

Even though both White British and Minority Ethnic Groups have improved overall, there is a slight difference of 3%.



	15/16	16/17	17/18
White British	85	84	88
Minority Ethnic Groups	84	83	85

ETHNICITY - ACHIEVEMENT





Students participate in activities at Derby College Group

PARTNERSHIP PROJECT TACKLES BARRIERS AND SKILLS SHORTAGES WITHIN THE PROFESSIONAL CONSTRUCTION SECTOR

Students from The Bemrose School in Derby have taken part in an activity day to learn more about the careers available in Professional Construction from Surveying to Architecture and Civil Engineering.

The day was organised by the Professional Construction team at Derby College Group as part of the BRIDGE Project.

This is a joint research programme with Gateshead College, Northumbria University and Derby College Group into the barriers and limited engagement by women and

ethnic minorities in Professional Construction related Higher Education and Degree courses.

As well as technical and design workshops, the Bemrose pupils met with representatives from local professional construction companies such as Morrison Design, Balfour Beatty and BAM Construction to learn more about career opportunities and pathways.

They included former Derby College Group Professional Construction apprentices Suzanne Butler and Tommy Harrison from Morrison

Design Architects who, having completed their studies at Derby College Group, are now studying Architecture at Degree and Masters level part time..

The BRIDGE project is supported by the Higher Education Funding Council for England (HEFCE) Catalyst Fund and has been prompted by a Construction Skills Network report which has highlighted a growing skills shortage in the industry.

The priority groups from the previous year have **improved** and made **progress**.

ETHNICITY	15/16	16/17	17/18	NATIONAL AVERAGES	-/+
Bangladeshi	80.8	77.3	81.5	82.4	-0.9
Gypsy/Irish Traveller	63.1	57.1	66.7	71.1	+4.4
Indian	84.9	82.6	91.2	86.4	+4.8
Other White	86.8	86.2	89.4	82.9	+6.5
White/Black African	89.1	83.1	90.7	79.3	+11.4
White/Black Caribbean	75.4	73.7	80.8	76	+4.8

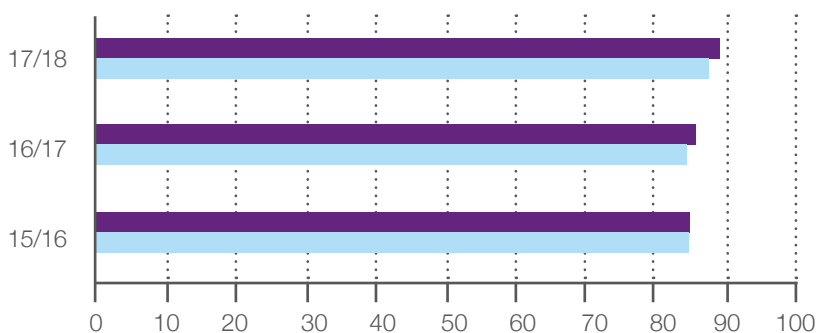
These groups will continue to be a priority to ensure performance is maintained and improved.

The Bangladeshi cohort is slightly **below** National Averages by 1% and all other categories are **above** National Averages..

Priority groups in addition to the above will be based on a declining trend:

ETHNICITY	15/16	16/17	17/18	NATIONAL AVERAGES	-/+
Arab	93.4	90.6	85.3	82.8	+2.5
Caribbean	81.1	88.6	80.8	76.3	+4.5
Irish	88.9	97.1	77.2	76.4	-0.8
Other Asian	86.4	86.2	84.3	87.7	-3.4

ALL AGES - DISABILITY/LEARNING DIFFICULTY



	15/16	16/17	17/18
Has Disability/Difficulty	85	86	88
No Disability/Difficulty	85	84	87

There has been a slight improvement with regards to those students who disclose a learning disability/difficulty and those that do not.

Those students who declare they have a learning disability/difficult improved by 2% from the previous year and are 6% above National Averages.

Those students who do not have a learning disability/difficulty **improved** by 3% and are 2% **above** National Average.

The priority groups from the previous year which were 'other', 'physical', 'mental health' and 'Asperger's' have in most cases made improvements.

ACHIEVEMENT BY DISABILITY	15/16	16/17	17/18
Asperger's	86%	82%	92%
Mental health	84%	89%	89%
Other	87%	82%	89%
Physical	90%	86%	91%



Derby College Group Education Support Workers Receive Qualifications

NEW PROGRAMME RECOGNISES SUPPORT SKILLS

A group of Education Support Workers (ESWs) from Derby College Group have successfully completed a pilot study programme – paving the way for teaching assistants from a wide range of Derby and Derbyshire schools to further upgrade their skills.

Seven ESWs, who work across the College supporting students in the classroom, have completed the new Higher-Level Teaching Assistants certificate which has been introduced by Derby College.

Some of them are already working in the advanced role and others are planning to apply for promotions in the future.

Derby College Group Teacher Training Team Manager Melanie Lanser explained: "Teaching Assistants and Education Support Workers have a vital role in the classroom and this HLTA certificate recognises this specific skills set and pave the way for future career progression."

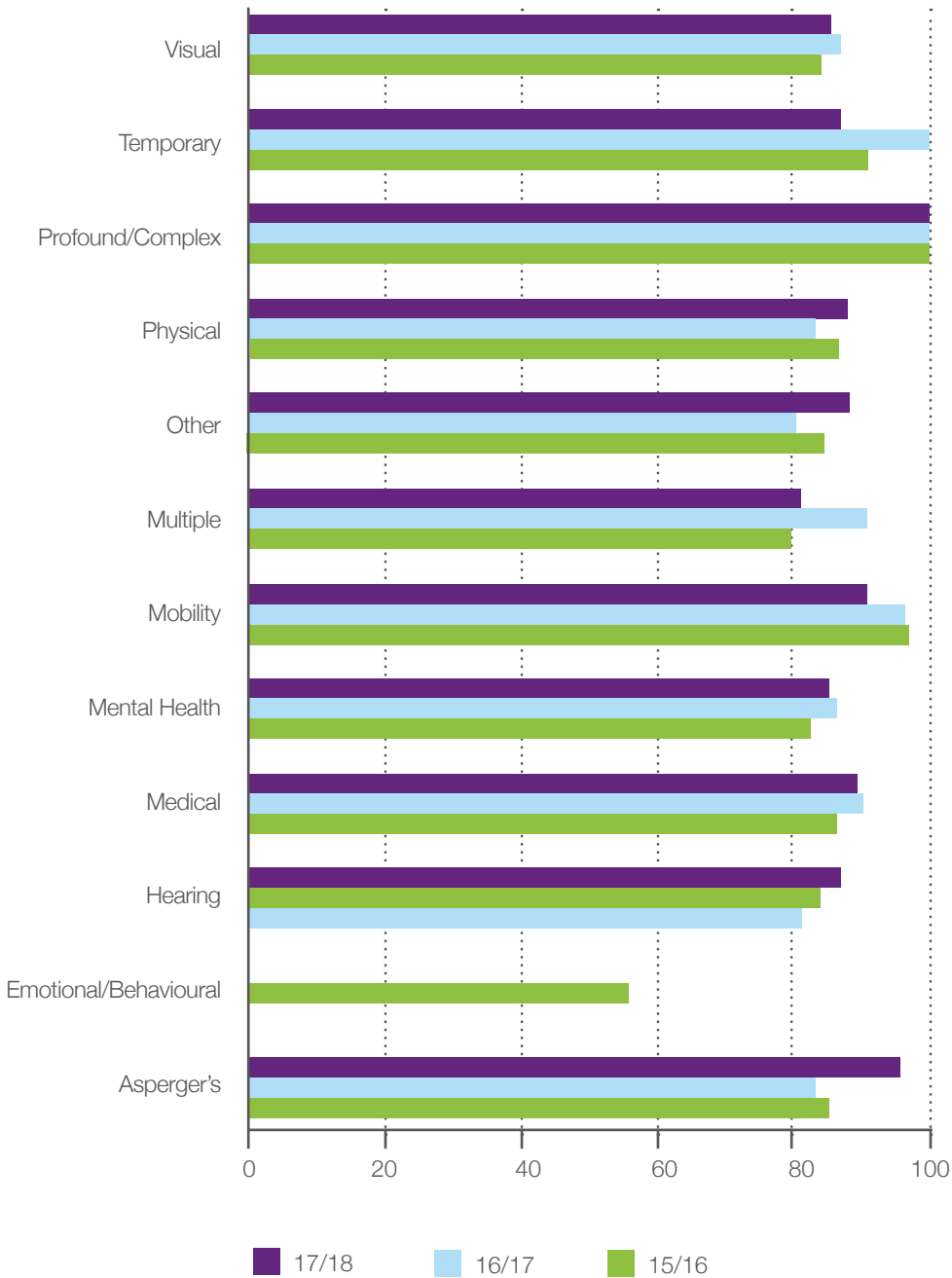


WOMEN'S STORIES INSPIRE DERBY COLLEGE GROUP STUDENTS TO CREATE NEW EXHIBITION AT SUDBURY HALL

Students at the Group's Joseph Wright Centre have created an exhibition at Sudbury Hall to celebrate the lives and achievements of women associated with the 17th century National Trust country house.

Art & Design, Games Development and Music students have created a number of different pieces from paintings and sculptures to audio and 3D animations which have been placed around the hall for visitors to explore.

ALL AGES - DISABILITY ACHIEVEMENT



Analysis shows that the categories which have declined are those students with 'multiple' and 'mobility' barriers.

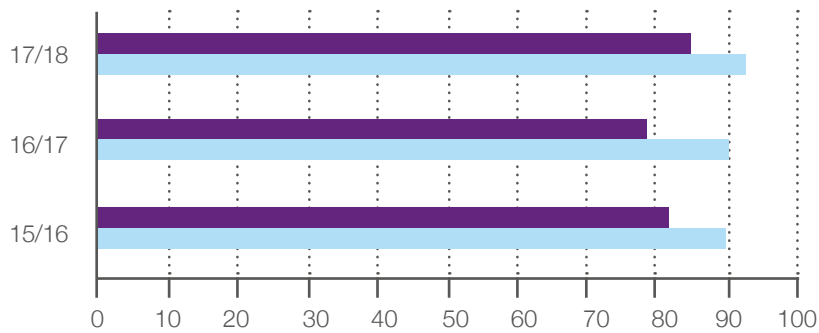
WHAT IS DANCOP?

DANCOP is a collaborative network between universities and colleges across Derbyshire and Nottinghamshire that exists to provide targeted Higher Education outreach programmes to secondary schools and colleges across the two counties. We are proud to be a part of the National Collaborative Outreach Programme and our work

focuses on specific target wards where we have the opportunity to inspire and inform about Higher Education and the opportunities it brings.



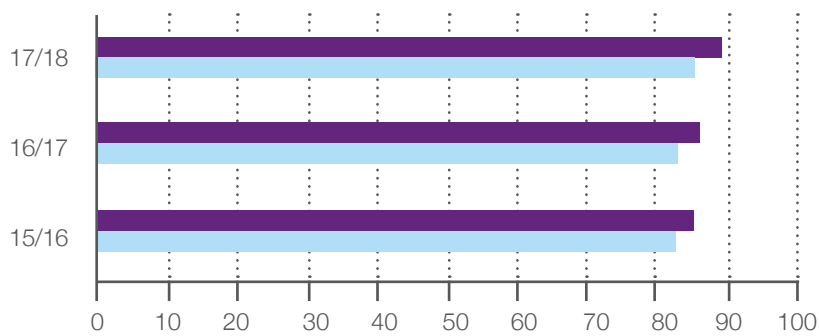
ACHIEVEMENT BY AGE



	15/16	16/17	17/18
16-18	81	79	84
19+	89	90	91

There is still a gap between 16-18 year olds and 19+, even though this has reduced from 11% to a 7% gap, this was due to 16-18 year old achievements **increasing** by 5%.

ACHIEVEMENT BY GENDER

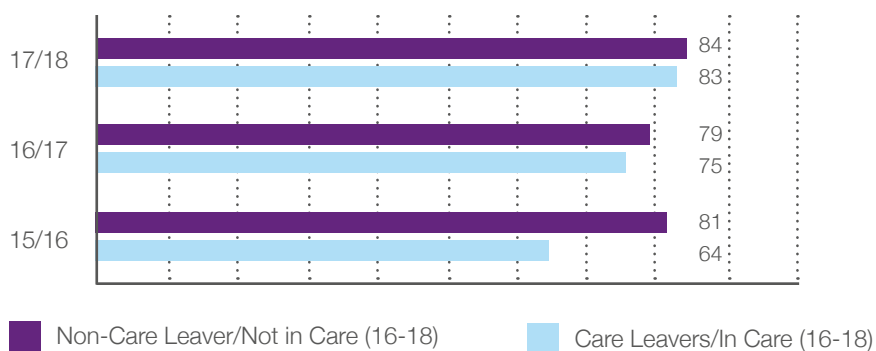


	15/16	16/17	17/18
Female	86	86	89
Male	83	82	86

Improvements have been made by both genders and the gap has narrowed by 1% from the previous year.

Female students are **above** National Average by 4% and males are **above** National Average by 2%

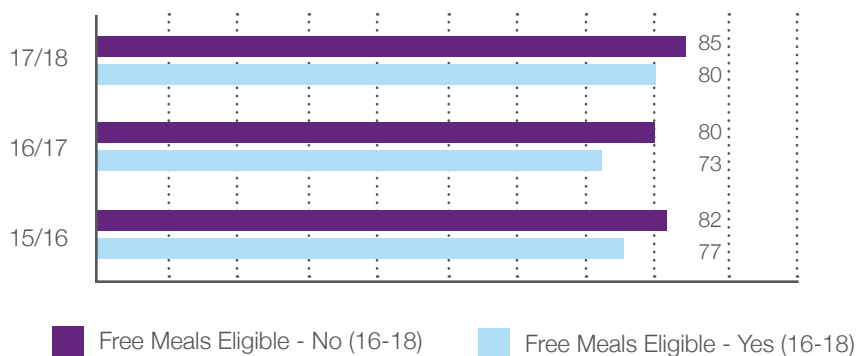
CARE LEAVERS/IN CARE (16-18) ACHIEVEMENT



The gap between those students who are In Care or are Care Leavers **has narrowed** to 1% and **improved** by 8% from the previous year.

There were 53 students who disclosed that they were either a Care Leaver or In Care during 2016/17.

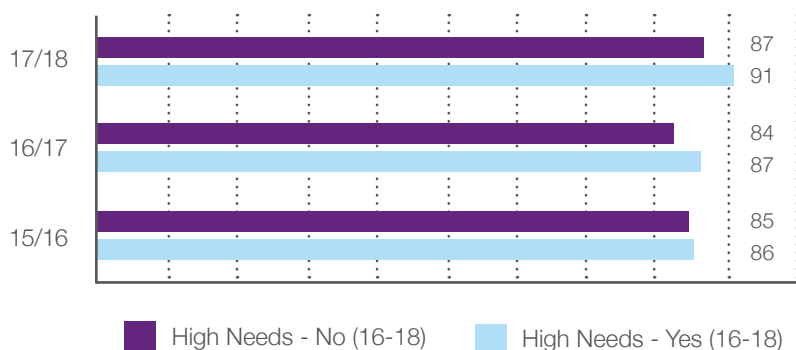
FREE MEALS ELIGIBILITY (16-18)



There has been an **increase** of 7% achievement for those students who are in receipt of Free Meals compared to the previous year.

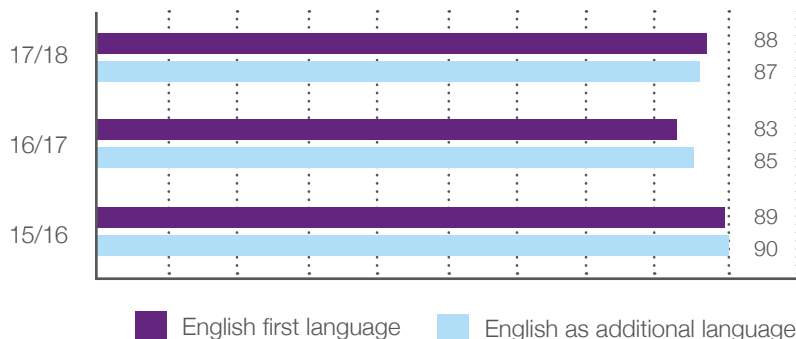
There were 686 students who were entitled to Free Meals during 2016/17.

HIGH NEEDS



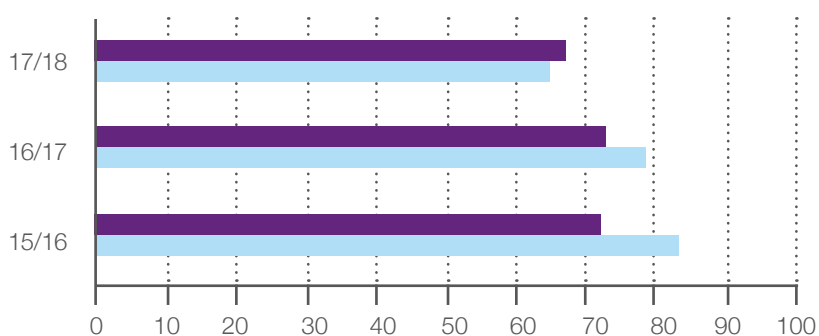
Students who have an Education and Health Care Plan (EHCP) have **improved** by 4% from the previous year and the gap between those with and without an EHCP has widened by 1%.

ENGLISH AS ADDITIONAL LANGUAGE



Students who disclosed that English is an additional language have **improved** by 2% from the previous year and there is a 1% difference between those students who disclosed English as their first language.

ACHIEVEMENTS - APPRENTICESHIPS ALL AGES - ACHIEVEMENT BY ETHNICITY

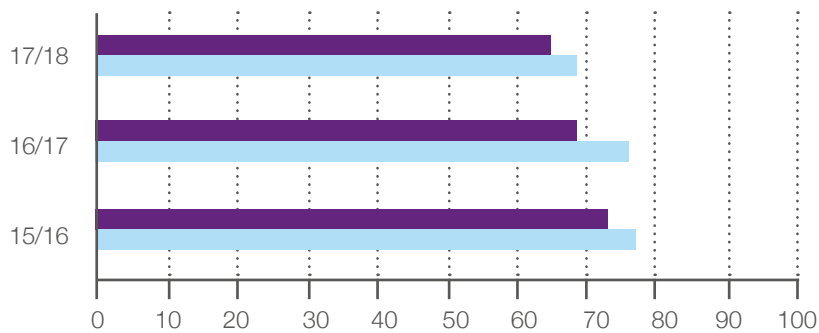


The gaps in achievement for White British and Minority Ethnic Group have **reduced** from 6% during 2016/17 to 2% during 2017/18.

White British are 1.4% **below** National Averages for overall achievements and the Minority Ethnic Groups are 3.5% above National Averages for overall achievements.

	15/16	16/17	17/18
White British	74	72	68
Minority Ethnic Groups	85	78	66

ALL AGES - ACHIEVEMENT BY DISABILITY/LEARNING DIFFICULTY

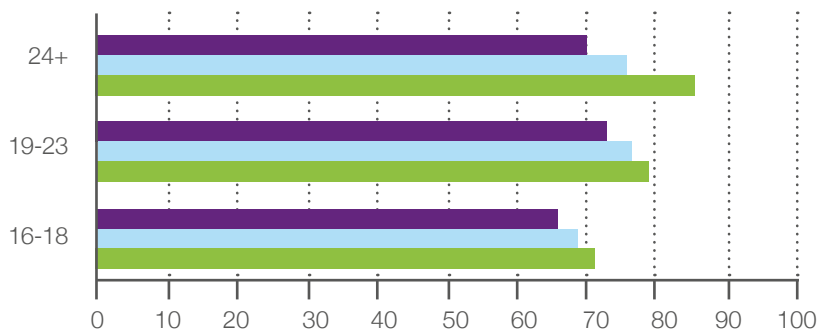


The gaps in achievement for Apprentices with a learning disability/difficulty has reduced from 5% during 2016/17 to 4% during 2017/18.

Apprentices without a learning difficulty/disability are 1.7% below National Averages for overall achievements and those with a learning difficulty/disability are in line with National Averages for overall achievement rates.

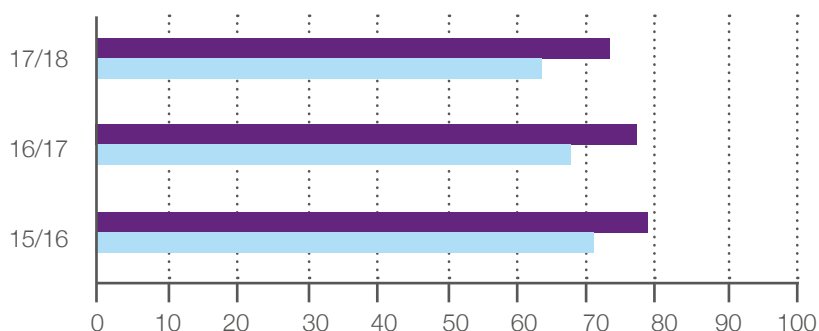
	15/16	16/17	17/18
Has Disability/Difficulty	72	68	64
No Disability/Difficulty	76	73	68

ACHIEVEMENT BY AGE



	16-18	19-23	24+
17/18	65	71	70
16/17	69	76	78
15/16	71	79	83

ACHIEVEMENT BY GENDER



The gap between males and females **has widened** to 11% during 2017/18 compared to 9% during 2016/17.

Female apprentices are 4.8% **above** National Averages for overall achievements and male apprentices are 6% **below** National Averages for overall achievements.

	15/16	16/17	17/18
Female	79	77	74
Male	72	68	63



Our EDI Objectives 2018/19

- Reduce achievement gaps for specific Minority Ethnic Groups (specifically Arab, Caribbean, Irish and Other Asian).
- Reduce achievement gaps for specific disabilities: Visual, Temporary, Multiple and Mobility
- Further promote good mental health to the wider college community, improving access to support both pastoral and academic in order to raise achievement levels.
- Champion the wellbeing and mental health of our young people.
- Reduce achievement gaps by 3% between 16-18 year olds and 19+.
- Continue to deploy support for vulnerable students to ensure they are achieving in-line with their peers.
- Continued focused work for those students within DANCOP wards to continue to raise aspirations and achievements.
- Support Sub-contractors and the Apprenticeship team with the enhancement and promotion of EDI thematical topics such as British Values and PREVENT.
- Develop and implement strategies to raise achievement levels for all groups for the Apprenticeship provision.
- Raise staff confidence levels to disclose a disability.
- Further narrow the gap between the workforce and student population.

