



DCG

DERBY COLLEGE GROUP

ACCOUNTABILITY STATEMENT | 2025-2026



PURPOSE

The purpose of Derby College Group (DCG) is to:

- provide an excellent education as a catalyst for success in work, life and society
- create a talent pipeline for employers
- promote social justice for its communities

From 1 August 2025, DCG is embarking on an ambitious new three-year Strategic Plan which has been developed following extensive consultations with stakeholders and a thorough review of local, regional and national skills needs. Building on the significant achievements accomplished during the previous strategy period of 2020-25, it contains three strategic priorities to:

- deliver educational excellence
- support social mobility
- enable economic prosperity

To achieve these ambitions, three key aims are contained within the Group's Curriculum Strategy and underpin this Accountability Statement. They are to:

- provide an ambitious and innovative curriculum that equips students with knowledge, skills and behaviours for future success
- increase learning participation and progression to Level 3 study as a gateway to improved life chances
- drive curriculum evolution grounded in labour market centred co-design to meet the current and future skills needs of employers



This Accountability Statement presents the outcomes DCG aims to deliver in Year One of its new Strategic Plan, together with the overall success measures it envisions. All are aligned with the current and predicted needs of the local economy and social environment. They are directly informed by regional policies such as the Local Skills Improvement Plan (LSIP) and the Skills Strategy of the newly formed East Midlands Combined County Authority (EMCCA) as well as national priorities set out in the Industrial Strategy, the Skills England report and other Government policies.

DCG has high aspirations for its community. By providing accessible education opportunities, delivered through an inclusive curriculum, it will support all its students to achieve beyond what they initially consider to be the impossible, enriching lives and making bright futures a reality for all.



**DELIVER
EDUCATIONAL
EXCELLENCE**

**SUPPORT
SOCIAL
MOBILITY**

**ENABLE
ECONOMIC
PROSPERITY**



CURRICULUM



Provide an ambitious and innovative curriculum that equips students with knowledge, skills, and behaviours for future success

Increase learning participation and progression to Level 3 study as a gateway to improving students' life chances

Curriculum evolution, grounded in labour market centred co-design to meet the current and future skills needs of employers to build a strong skills ecosystem

QUALITY OF EDUCATION



Use a research informed approach to continuously innovate and improve the quality of teaching to secure the best possible life chances for our students

Close attainment and satisfaction gaps while continually raising standards for all

Co-deliver our curriculum alongside employers to make learning relevant and current resulting in a curriculum in context that supports regional prosperity

STUDENT EXPERIENCE



Develop behaviours and attitudes that prepare students to be professionals at work and social contributors in life

Embed personal and professional growth that can break the cycle of poverty and enhance social mobility

Invest in a forward-thinking careers education, challenging assumptions and nurturing talent to develop a resilient, skilled and versatile workforce that drives economic competitiveness and long-term prosperity

ORGANISATION



Continue to develop an environment of excellence across the organisation

Maintain a culture of empathy where supporting students is at the heart of everything we do

Continued enhancement of an agile and sustainable organisation where recognising and meeting changing external demands is the norm

CONTEXT AND PLACE

ABOUT DCG

DCG is a large further education college, with an income of around £57m. Its four campuses are spread across Derby City and Derbyshire and each has different characteristics:

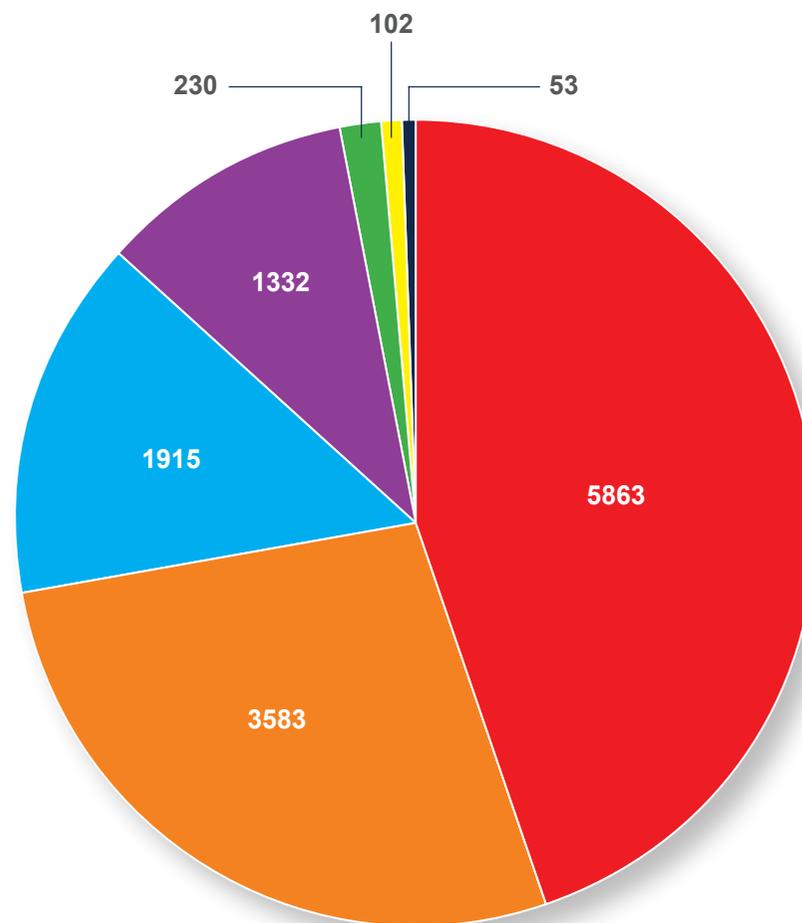
- **The Joseph Wright Centre**, located in the city centre, is home to the Group's Academic Studies and Creative Arts programmes.
- **The Roundhouse**, also in the City, houses much of the Group's vocational and technical provision, including Engineering, Construction, Health, Early Years, Business, Travel and Tourism, and Hair and Beauty. A new addition in September 2024 was a hub for the East Midlands Institute of Technology (EMIoT), a development in partnership with the University of Derby, Loughborough University and Loughborough College.
- **The Broomfield Hall campus** is a working estate situated in the Derwent Valley area delivering Land-based qualifications alongside Sport and Public Services. It is also the base for DCG's specialist provision for students with Special Educational Needs and Disabilities (SEND) and the Group's nursery, Little Explorers.
- **The Community College**, located in the heart of Ilkeston, is the setting for an expanded range of adult learning opportunities along with the Group's base for Brickwork apprentices.

In addition, the **St James' Centre**, based in the Normanton area of Derby, is a community base delivering English for Speakers of Other Languages (ESOL), English, Maths and Digital skills to adult students.

The Group supports over 13,500 students each year, of which around 5,800 are aged between 16 and 19. DCG is the main provider in this age range in the City, with over 54% of Derby's young people attending one of its campuses.

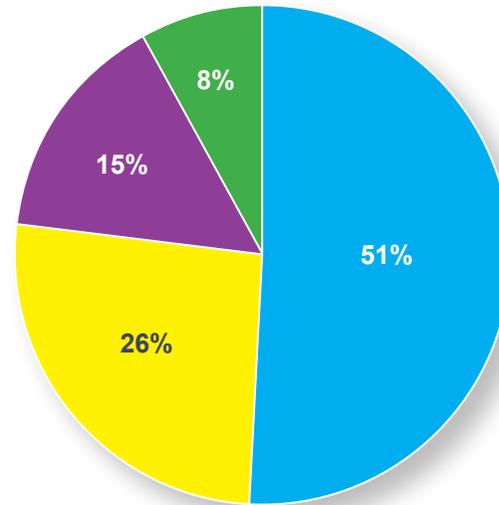
STUDENTS SUPPORTED BY DCG IN 2024-25

- 16-19 Students - 5863
- Adult Students - 3583
- Apprentices (including Degree Apprentices) - 1915
- Full-cost Training - 1332
- HE Students - 230
- Nursery Children - 102
- Pre-16 Students - 53



ADULTS

- Level 2 - 51%
- Entry - 26%
- Level 1 - 15%
- Level 3 - 8%



DCG supports a wide range of organisations to improve their productivity, performance and efficiency through high-quality apprenticeship programmes from Level 2 through to Level 6.

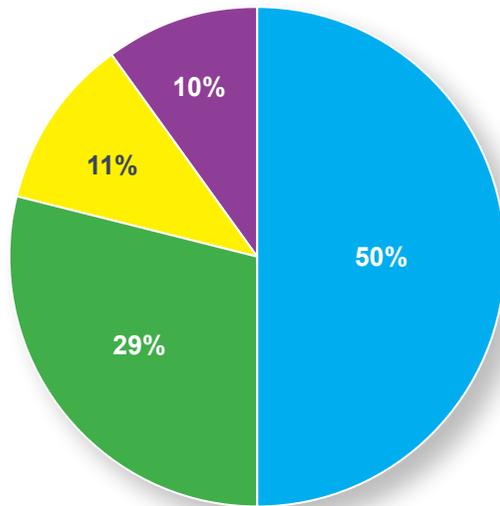
DCG was inspected by Ofsted in October 2024 and was judged 'Good' for all aspects of its work. The Group was particularly proud to be recognised by Ofsted as making a 'Strong' contribution to skills needs. Inspectors praised Group leaders as 'active and respected partners of a wide range of local stakeholders.' This reflects DCG's work with the Federation of Small Businesses to contribute to the LSIP as well as its continued efforts to engage, partner and collaborate with organisations including Derby City Council, the East Midlands Chamber of Commerce and the newly formed EMCCA, together with local and regional employers, colleges and universities.



Half of the young people joining DCG study at Level 3. Each year around 3,000 16 to 19-year-olds join DCG without GCSE Maths and/or English at grade 4 or above and embark on study programmes that include lessons to help them to improve their English and Maths skills.

16 TO 19-YEAR-OLDS

- Level 3 - 50%
- Level 2 - 29%
- Entry - 11%
- Level 1 - 10%



The majority of adult students study at Level 2 and below. Of these, around 21% are on ESOL programmes and a further 24% are studying English and Maths.

DCG'S OFFER

DCG offers a comprehensive range of academic, vocational and technical education and training from Entry Level through to Level 7, designed to meet the needs of local employers across key sectors and beyond. Provision spans full-time study programmes for 16 to 19-year-olds, including A-levels and T Levels, as well as apprenticeships, adult education and higher education courses, including Higher Technical Qualifications (HTQs).

DCG delivers programmes across all 15 subject sector areas. Aside from its core programmes of study, the Group embeds sustainability and digital literacy across all curriculum and apprenticeship programmes.

DCG has seen a growth in numbers of students with special educational needs and disabilities (SEND) from both local authorities, Derby and Derbyshire. This is testament to DCG's inclusive learning environments and its successful endeavours to secure work placements to build life skills and promote independence for SEND students.

New initiatives are planned for 2025-26 which aim to engage young people most at risk of becoming NEET (Not in Employment, Education and Training). One of these is a new study programme named 'Routes' which will focus on supporting young people with low prior attainment at school but who aspire to enter careers in the national skills priority areas of engineering, construction and healthcare. 'Routes' will be delivered through an internal partnership of DCG's academic, pastoral and technical education teams to provide an engaging programme of study that will lead to progression to main programmes at a higher level or directly to an apprenticeship.

PRIORITY SKILLS

The money DCG spends on generating talent is heavily weighted to priority skills areas.

Engineering

There is a high manufacturing concentration in the D2N2 area, and this is particularly so in Derbyshire. In D2N2, manufacturing accounts for 13% of jobs (versus 8% nationally). In response, the Group's Engineering Academy delivers programmes through to Level 6, including qualifications for Engineering Technicians, Maintenance Fitters and Production/Process Engineers. The development of the East Midlands Institute of Technology (EMIoT) complements provision for this skills priority area and the Group was pleased to open its EMIoT centre in September 2024 as a base for delivering higher levels of training. Already there has been positive take-up of the higher technical qualifications on offer.

Engineering is the largest subject area at DCG, amounting to 20% of the Group's provision, and plans are in place to further develop this provision in 2025-26 and beyond. These plans include developing skills in coding and data handling, a review of existing apprenticeship standards – including introducing the Level 4 Maintenance Technician programme in response to demand – and further support for individuals wanting to progress from a maintenance role.

Automotive provision at DCG has been expanded in 2025, with the opening of a new facility at the Roundhouse Stephenson Building. This has generated even greater engagement from local employers and promises exciting new opportunities for DCG students. Like other sectors, the automotive sector is navigating a changing landscape and, in response, DCG is introducing a new Level 1 programme in Hydrogen Awareness in 2025-26.

The Group has formed some strong partnerships with engineering employers in the region and developed a range of models to meet individual employer needs.

Rolls-Royce plc

This long-standing collaboration focuses on developing engineering talent and delivering high-quality apprenticeships for the Rolls-Royce civil aerospace business.

DCG delivers Level 3 Engineering Technician apprenticeships at the Rolls-Royce Learning and Development Centre and supports elements of the Level 6 apprenticeship programme. DCG and Rolls-Royce staff jointly train apprentices in company-specific skills, so that apprentices gain practical experience aligned with the company's advanced manufacturing requirements.

Alongside this, the Rolls-Royce Young Apprentice Programme offers practical engineering training and mentoring to 14 to 16-year-olds. New for 2024-25 was a pilot programme, Switch, which was aimed at recruiting adults – especially females – looking for a career change and a route into the engineering industry. As evidence of the success of this programme, Rolls-Royce has requested that DCG supports a larger cohort in 2025-26.



Construction

The Government's commitment to investing heavily in infrastructure projects, including transport, schools, housing and healthcare, has further raised the profile of this priority skills area. DCG's curriculum is broad, encompassing built environment, building services and professional construction. It covers Levels 1 to 4, including full-time study programmes, apprenticeships and short courses for adults. It has also embedded digital and green skills such as project management tools, building information modelling, CAD and CNC as well as modules on sustainable materials.

Locally, DCG recognises the need to prepare students to work on high-volume residential builds as the area sees more developments of this kind. There is already an increased demand for skilled tradespeople. New for 2025-26, a short Level 2 Plastering course has been introduced in response to requests from local employers and will provide a direct entry point to employment. Also for 2025-26, DCG has developed a technical occupational entry qualification programme for adults looking to change their career and embark on a role in construction.

Employers in the area have identified a shortage of qualified electricians and plumbers, including associated skills in relation to the net zero agenda, and DCG is fortunate to have forged a strong partnership with Vaillant Group who are committed to driving low carbon technologies.

Vaillant Group

Collaboration with Vaillant Group saw the launch of the UK's first Level 3 Low Carbon Heating Technician Apprenticeship, an enhanced programme accredited with the King's Standard and fully sponsored by Vaillant. Vaillant has now invested circa £100,000 in a Low Carbon Room, a dedicated learning space which has enabled DCG to further improve the learning environment at its Roundhouse campus. In turn, the Group's teaching staff benefit from access to Vaillant's own training centre, gaining expertise in technologies such as heat pumps and solar thermal systems.



Health and Care

Health is listed by EMCCA as the region's largest employer sector, evidencing this as a skills priority area. From 2025-26, EMCCA has increased the earnings threshold for students undertaking a fully funded Level 3 programme under the Free Courses for Jobs initiative. It is anticipated that the new threshold of £33,796.80 will increase participation in learning by those whose opportunities were previously restricted due to their earnings, which will be a great boost for this sector.

DCG has responded to current recruitment and retention challenges in health and social care by supporting progression routes into and within the sector via full-time study pathways, apprenticeships and innovative programmes for adults.

The qualifications offered at DCG have been refreshed for 2025-26 to ensure they create further opportunities for the health and social care workforce. The new 'Routes' programme, for instance, will provide future health and social care professionals with clear progression routes into the sector, including via the T Level qualification.

University Hospitals of Derby and Burton NHS Foundation Trust (UHDBT)

In a well-established strategic partnership, DCG contributes to the University Hospitals of Derby and Burton NHS Foundation Trust's (UHDBT) workforce development plans. The Trust chairs DCG's Health and Social Care Employment and Skills Board (ESB), through which it shares its apprenticeship levy to benefit smaller health and care organisations.

Joint conferences and recruitment events, which have helped address the sector's recruitment challenges, are planned to continue in 2025-26. DCG also assists UHDBT with essential skills training for career progression, enabling existing staff to improve their English and Maths. In addition, DCG has introduced the Higher Development Award to grow leadership capacity within the workforce.

This partnership with UHDBT continues to expand, including liaison with the Department for Work and Pensions to deliver Sector-based Work Academy Programmes (SWAPs) for hospital support roles. Aligned with the UHDBT's workforce development strategy, DCG will increase engagement with Level 3 apprentices, enabling the Trust to focus on Level 2. Also introduced for 2025-26 is the Level 5 qualification in Leadership and Management in Health and Social Care, in response to a proposal that this might become a mandated qualification in future.

To further support the healthcare sector, in 2025-26 the Group will add the Level 3 Children and Young People's Workforce Diploma (Learning and Development Pathway) to its portfolio to help with the development of support teams in schools.

As one of the largest study programme providers in the area for early years provision, DCG is well placed to respond to Government proposals for early years education, anticipated to be unveiled towards the end of 2025. These are expected to reinforce local authority duties to provide sufficient places for children to access early years education. For 2025-26, DCG aims to enhance its Level 1 Early Years curriculum by trialling project-based learning with embedded English, Maths and Digital skills.

Defence

Alongside supporting skills needs in Health (nursing and paramedic), DCG engages those intending to take up a career in public services, including uniformed public services and particularly the Police and Armed Forces. Programmes on offer range from Level 1 to Level 6 and the Group's teaching team has developed strong relations with local services. The Public Services Academy at DCG is recognised for producing consistently high-performing students, and this subject area can boast great successes in the destinations of its students after leaving College.

In addition to Civil Aerospace, Derby is home to Rolls-Royce Nuclear. DCG's T Level Engineering and Academic Studies programmes have proved particularly successful in generating talented applicants who have gone on to secure apprenticeships on the nuclear training programme within Rolls-Royce.

Step into Cyber

In 2024-25, DCG hosted a cyber security event, Step into Cyber, which was supported by the University of Nottingham and funded by the Department for Science, Innovation and Technology's Cyber Local Scheme. Attended by students from across DCG's campuses, the event raised awareness about the importance of cyber security in today's digital world, highlighted career opportunities within the field, and provided insights from expert panels who shared their professional experiences and explained the essential skills required to succeed in the industry.

Student feedback was overwhelmingly positive, with many saying that they gained a clearer understanding of the various career paths in cyber security and the qualifications needed to pursue them – igniting their aspirations for the future. Given this success, DCG plans to host a similar event in 2025-26.



Creative Industries

Linking to the national skills priority, the LSIP has identified Arts and Entertainment as the sector with the highest growth forecast. Underlining this, a new entertainments venue, Vaillant Live, opened in Derby in 2025 as part of the City's regeneration plans. DCG's enrolments for programmes of study linked to the creative industries remain strong across all disciplines, with more recent developments seeing increasing numbers of students building their skills for the gaming and esports media areas in response to local market needs. In 2025-26, DCG will join with the University of Derby to explore how the two institutions can collaborate to improve progression into the creative industries. This will possibly involve joint project delivery in the creative and fine arts areas, reflecting growing interest in art therapy and the wellness agenda.

Land-based Industries

As the region's leading provider of land-based education, DCG plays a critical role in meeting skills needs, particularly in the national skills priority areas of life sciences, sustainability and green skills. DCG has proposed that the land-based sector be named as an area for investment in the 2026-2029 LSIP, given its contribution to skills priorities. Core aspects of DCG's programmes include ecology, land management, sustainable food production, and rural development. The Group equips students to support net zero goals and the long-term resilience of the rural economy.

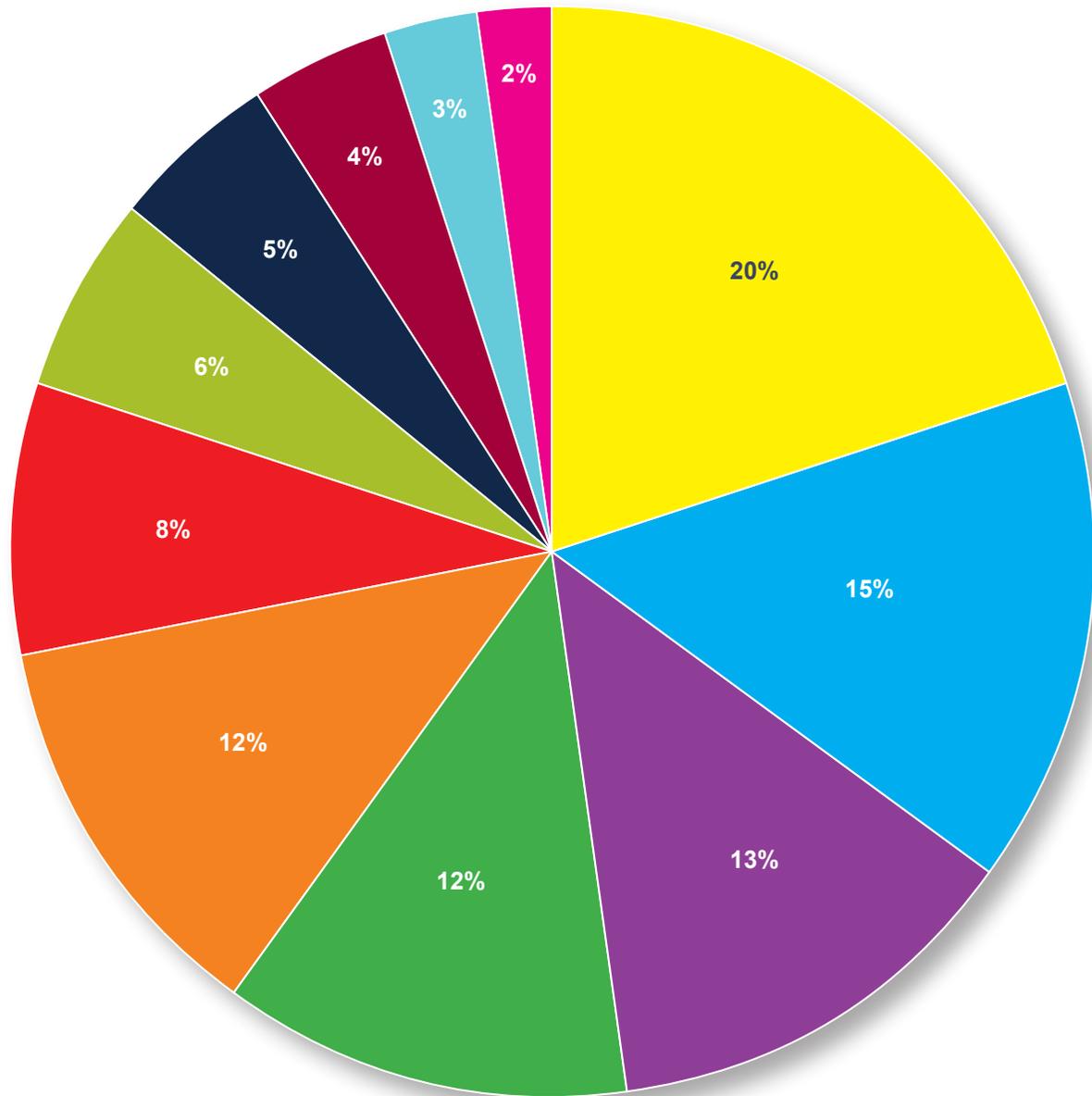


Demand for skills training is high in D2N2, particularly for Engineering and Construction programmes. Despite DCG's efforts to increase space and resource for these subjects, capacity – of space and teachers – is a prohibiting factor. The Group continually assesses the opportunities to increase capacity and adapt its delivery in these national skills priority areas and remains ever grateful for the support from employers.

ENABLING ECONOMIC PROSPERITY - SECTOR PRIORITIES

The proportion of DCG's provision by sector areas

- Engineering and Manufacturing Technologies - 20%
- Construction, Planning and Built Environment - 15%
- Agriculture, Horticulture and Animal Care - 13%
- Health, Public Services and Care - 12%
- Science, Maths, Languages, Literature, Culture, Social Sciences, History, Philosophy, Theology - 12%
- Arts, Media and Publishing - 8%
- Business Administration and Law - 6%
- Retail and Commercial Enterprises - 5%
- Leisure, Travel and Tourism - 4%
- Information and Communication Technologies - 3%
- Education and Training - 2%



*For a fuller detailed view of the curriculum offer aligned to national, regional and local skills priorities, see Appendix A.

PERFORMANCE

DCG is a 'Good' provider, as judged by Ofsted. The FE Provider Data Dashboard presents an increased percentage, over time, of learning aims achieved at DCG relevant to the seven national skills priorities. This percentage was 29% in the latest report (2023-24) which compares strongly with other providers and the average of 22.3%. The main contributing factor for the recent increase has been in Construction, where the Group has responded to rising demand.

Through the Self-Assessment process, various areas linked to priority skills were graded outstanding, including Engineering, Construction Building Services, Public Services, Automotive apprenticeships, Healthcare apprenticeships and DCG's provision for Rolls-Royce plc.

DCG's overall achievement rates for all types of provision are above the national averages for the sector. Aspects of excellence can be found in the Group's outcomes for T Levels and progress for disadvantaged students sitting A-levels. Additionally, the progress made by students re-sitting GCSE English and GCSE Maths is good, particularly when compared with other providers.

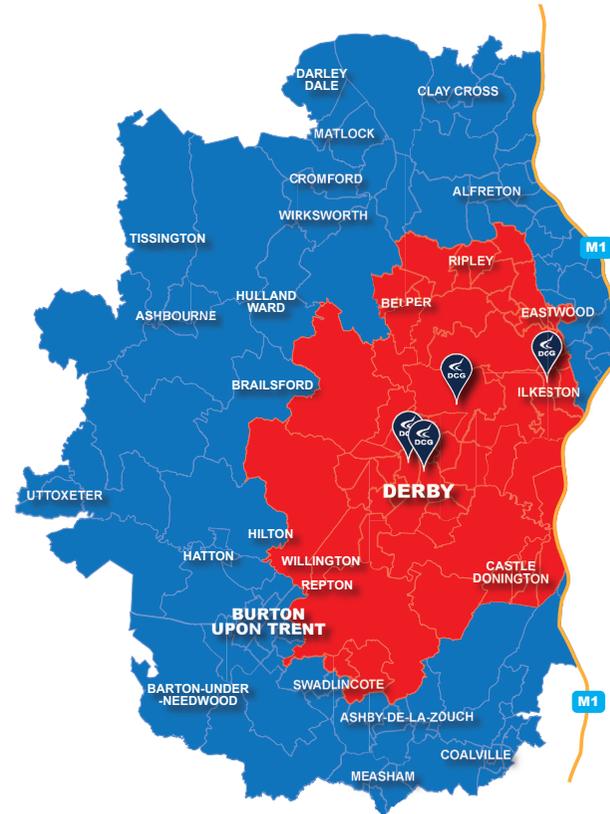
Financial health is strong and DCG continues to make investments in its learning environments to maintain its vast estate and improve facilities.



DCG'S GEOGRAPHICAL AREA

Derby City is the community predominantly served by DCG, followed by surrounding areas in the County and those located within the EMCCA area.

DCG Local Area (Travel to Learn / Travel to Work)



- Over 75% of DCG students from this area
- 25% or less DCG students from this area

SOCIAL CHARACTERISTICS

Derby City has a population of 266,500 and is the third most densely populated of the East Midlands' 35 local authority areas. Across Derbyshire (excluding the City of Derby) population estimates are around 795,000¹.

Ethnically diverse communities now represent approximately 26% of Derby's total population², with 13% of Derby City's population speaking English as a second language³. It is estimated around 5% of Derby's adult population has limited or no English. The County has a much lower percentage of minority ethnic people at 6%².

As 32% of DCG students are now from ethnically diverse backgrounds, the Group's ESOL provision is of critical importance. To support those students who are new to the country, the Group offers a bespoke programme called Lexis. It centres on English and Maths skills to help this cohort progress to higher level study or apprenticeships.

The unemployment rate (claimant count) in Derby City is 5.4% and significantly above the national picture of 4.2%⁴. Derbyshire's rate is much lower at 2.8%. The number of young people (aged 16-17) not in education, employment or training (NEET) has grown significantly in recent years, currently standing at 7.4% (March 2025)⁶ and alternative provision providers across the City are at capacity. In another new venture, DCG is partnering with Chesterfield College and Burton and South Derbyshire College to support a Youth Guarantee Trailblazer as part of the Government's 'Get Britain Working' strategy. The initiative will provide holistic support and flexible learning to help young people aged 18-21 who are NEET – or at risk of becoming NEET – to make the transition from education to employment or further training. Additionally, DCG will support Derby City Council in its work to help young people into work and education via the Youth Guarantee.

Derby City has high levels of deprivation in comparison to the national picture, with 34% of its neighbourhoods falling within the most deprived 20% nationally⁷. Over 20,000 children in the City are deemed to be living in poverty (relative) and 42% of children are in receipt of free school meals⁸.

Derby's Progress 8 score in 2023-24 indicates that pupils in Derby make less progress in their GCSEs when compared to the national average for students with similar starting points. The disadvantaged attainment gap in the City is also high, at almost 22 percentage points difference for those achieving grade 4 and above in English and Maths in relation to non-disadvantaged students⁹. Around 60% of 16-year-olds join DCG without English and/or Maths GCSE at grade 4 or above, and around one in six adults in Derby City are estimated to have literacy skills below Level 1, with around 49% of working age adults in Derby estimated to have numeracy skills below Level 2.

In addition to the new 'Routes' programme, DCG will continue to deliver its bespoke alternative provision through its Steps programmes, employing qualified youth workers to support students who are at risk of becoming NEET or who may struggle to meet expected behaviours for learning and work. Steps enables students to develop their ability to engage in education and social life.



As part of its commitment to improve social mobility within local communities, DCG offers a wide range of ESOL programmes that support students whose first language is not English, helping them progress into further education and employment. As a designated College of Sanctuary, DCG also assists asylum seekers and refugees in integrating into the local community.

Character development is a central part of DCG's mission, with students regularly involved in organising fundraising activities for local and global causes. These initiatives not only support worthy projects but also nurture a strong sense of community engagement and citizenship. DCG was the UK's first further education provider to achieve the College of Character kitemark for instilling the qualities which help students become well-rounded, industrious and responsible citizens.

In line with demographic changes, DCG has seen increased numbers of study programme students, with applications for 2025-26 even higher than the year before. Like all further education providers, its capacity to support growth is challenged, particularly in accommodating students in workshop environments and particularly in those areas where there is competition for professionals from industry, such as engineering and construction. That said, DCG will continue to endeavour to meet demand and to work in partnership with others to deliver.

ECONOMIC CHARACTERISTICS

The economy in Derby and Derbyshire is characterised by its strong manufacturing and engineering sectors, particularly in aerospace and rail, which are major contributors to the City's economic output and employment. Global brands like Rolls-Royce, Alstom and Toyota are prominent in the area, supporting extensive supply chains and raising Derby's national and international profile. The City also boasts a diverse range of SMEs, particularly in sectors like med-tech, green-tech, and food and drink manufacturing.

Derby was selected as the designated location for the Great British Railways HQ, and the Group collaborates with the local Rail Forum to help address skills shortages within the sector. Over recent years, there have been other significant developments with initiatives like the Science and Innovation Zone at Infinity Park Derby and the East Midlands Freeport. As a member of the East Midlands Institute of Technology, the Group will benefit from engagement with the Future Energy Skills Hubs, sponsored by the Freeport, which will aid the development of programmes in clean energy and advanced manufacturing.

Although manufacturing is significant, other sectors like the visitor economy, food, drink and farming contribute to the economic profile of the County.

While the area served by the Group boasts a £50 billion economy⁵ and is home to 367,400 businesses, unemployment in Derby City is high, as already stated. DCG has established partnerships with many of the City's major names to support their workforce development. With 89% of the area's firms employing fewer than ten people, it has expanded its work with SMEs and business start-ups, especially in key priority sectors outlined in the LSIP: Wholesale and Retail, Health and Social Care, Manufacturing, Creative, Digital and Construction.

APPROACH TO DEVELOPING THE ACCOUNTABILITY STATEMENT

In preparing this Statement, DCG has drawn on its extensive work to help develop and implement the LSIP. It has actively engaged with the local Employer Representative Body (ERB) through membership of the Federation of Small Businesses steering group. The action plan contained within this Statement is focussed on new developments and targets for 2025-26 in areas directly linked to the LSIP and national skills priorities.

DCG has reviewed the skills priorities set out in the Skills England report: *driving growth and widening opportunities* which was released on 24 September 2024 and which outlines the Government's view on skills shortages and the challenges facing the skills system. The Government's green paper, *INVEST 2035: the UK's Modern Industrial Strategy*, also identified skills as a major priority and aligned them to a geographical as well as sector-based context, with Derby being designated within the Clean Energy cluster.



Skills Priorities

The Derbyshire and Nottinghamshire LSIP, published in summer 2022, identified 18 actionable priorities built around five prominent cross-cutting themes.

These themes are:

1. Digital Skills
2. Net Zero
3. Essential and Transferable Skills
4. Local Skills System
5. Local Socio-Economic Conditions

Locally, manufacturing, construction and health are stand-outs in terms of a pressing need for skills.

Manufacturing is a significant sector in the region, with advanced engineering and automotive industries being important drivers of employment. Housebuilding/residential development and related infrastructure is a Government priority and the region served by DCG has already seen an increase in demand for trades professionals, as well as the need for training in modern methods of construction and retrofit. As with the national picture, the region's healthcare sector is facing skills shortages, particularly in areas such as nursing and social care, and increasingly in the early years sector where free child places in nursery education have sparked growing demand.



The need to bridge the skills gap in digital technologies and adapt to the 4th industrial revolution is acknowledged and, by harmonising digital and essential skills across existing programmes, DCG will contribute to impact in this area.

DCG has embraced the challenge set down in the LSIP and it has anticipated new priorities. The Group will continue its work in relation to digital skills, green skills, transferable and essential skills, engaging with industry to involve more employers in the design and delivery of learning programmes and to further develop careers provision. DCG will continue as an active member of the FE Collaboration Group which will bring further education providers together to work collaboratively to ensure the region's skills needs are met. Capacity will continue to present challenges, but DCG will endeavour to expand in response to demand in those skills priority areas.

ENGAGEMENT AND COLLABORATION WITH STAKEHOLDERS

In order to fully understand the needs of its communities, DCG actively collaborates and engages with key business and civic stakeholders across the region to inform and enable the Group's strategic direction and operational intent. These partners include the East Midlands Combined County Authority, the Local Skills Improvement Plan Steering Group, the Federation for Small Businesses, Derby City and Derbyshire County Councils, the D2N2 Colleges Group, the Chief Executives Forum, the Local Skills Taskforce, the East Midlands Chamber of Commerce and the CBI East Midlands Regional Council.

Other key partners include:

- Department for Education
- Department for Work and Pensions
- Association of Colleges
- LANDEX
- Derby and Derbyshire Integrated Care Board (NHS)
- Higher Education Institution (HEI) partners
- The Office for Students
- Voluntary sector organisations



These strategic collaborations are supported by direct consultations with employers. DCG works with around 2,000 employers and the partnerships are underpinned by the Group's sector-affiliated Employment and Skills Boards (ESBs). The boards allow triangulation of regional business and civic needs so that DCG can react to meaningful training needs analysis and understand the knowledge, skills, behaviours and protocols required to drive up productivity, support economic growth and address regional and national skills gaps. This ensures a responsive offer where DCG actively co-designs curricula and delivery methods with employers, allowing for locally tailored provision mapped to current and emerging need.

Bloc Digital

DCG's partnership with Bloc Digital, a leading employer in the digital sector, is a powerful example of what can be achieved through the Employment and Skills Boards (ESBs). Bloc Digital chairs the Digital ESB, is a member of the Business ESB and acts as an Employer Partner for the East Midlands Institute of Technology initiative.

Bloc Digital supported DCG with the design and delivery of short courses addressing skills gaps in programming and the company's involvement with LSIF initiatives has led to the development of interactive resources that help post-16 students across diverse subject areas to strengthen their core competencies such as communication, critical thinking, problem-solving and digital literacy.



In a structured and collaborative planning process, DCG's curriculum teams work closely with industry partners to draft annual plans that reflect current and future needs, particularly for priority sectors. These are presented to panels of employer and stakeholder representatives, including members of the ESBs, for critical feedback. Final plans are then reviewed and approved by a Senior Leadership panel, which includes a Link Governor, to ensure strategic and industry relevance. This process enables Governors to fulfil their duty of assessing the types of provision offered, targets for enrolments and which sectors will most benefit.



DCG's engagement with stakeholders is broad and also includes:

Schools

DCG has a place on the Secondary Strategy Group, Headteachers' Group and Derbyshire Schools Forum, all of which consider strategies pertinent to the area, for example raising attainment, improving attendance and managed moves. These groups are critical in bringing leaders together, including representatives from the local authority, to address some of the social challenges faced in local communities.

Universities

Through its strategic relationships with Sheffield Hallam University, the University of Derby and Pearson, DCG is validated to deliver various degree-level programmes, HTQs and micro-credentials linked to higher and degree apprenticeship standards.

These not only contribute to the widening participation agenda but also provide flexible solutions for employers keen to integrate higher level qualifications into their workforce development plans. The Group's plans to expand its portfolio of HTQs and micro-credentials will help tackle national and regional skills gaps, particularly within the advanced manufacturing, digital, health and social care, and education and training sectors.

DCG's membership and development of the East Midlands Institute of Technology is evidence of how priorities for progression routes into higher technical study, as set out by strategic partners and employers, are being met.

Discussions have commenced with the University of Derby with the aim of developing a joint offer for key sectors such as the rail industry and providing improved support for the creative industries. In addition, DCG has connected with the other Derbyshire colleges to review their higher education provision in a bid to remove any duplication, provide greater choice and offer broader progression routes, such as via HTQs.

Independent Training Providers

DCG has contracted with a small number of training providers, well regarded for their high-quality provision, which complements the Group's aims to meet skills priorities. These arrangements are mainly targeted at adults and apprentices, with a particular focus on the manufacturing, construction and childcare sectors.

Further Education

DCG can present strong examples of collaboration with all seven colleges in the D2N2 region. The partnerships have been strengthened through collective engagement with the LSIP and ERB. DCG has directly benefitted from funding via the Skills Development Fund and the Local Skills Improvement Fund (LSIF) as a result of these collaborations.

The LSIF project brought together FE providers to address LSIP priorities through collaborative and innovative initiatives. DCG led the Digital Project, using £1.5 million to create cutting-edge teaching spaces and engage 27 employers in curriculum co-design and work experience. Such projects have strengthened the curriculum, expanded student opportunities, and deepened education-industry collaboration.

Today, all colleges in the EMMCA area have joined forces to advance ambitious projects that boost the local skills agenda. The Principals' Group and Deputies' Group bring together leaders from all providers to work strategically on meeting the needs of their collective communities.

The three colleges in Derbyshire have collaborated to raise the profile of skills, particularly for priority skills areas, and will run joint skills competitions for students in 2025-26. It is hoped this initiative will raise aspirations and provide a showcase for talented students, attract further employer input for competitions, and demonstrate the importance of practical skills learning to key stakeholders.

Community

DCG is firmly established within the communities it serves, including working with Derbyshire County Council's Leaving Care Partnership Group, the PREVENT Partnership Steering Group, the NEET Prevention Group and Children and Adult Mental Health Services among others. As a member of Derby City's Poverty Commission, Action Group and Steering Group, DCG plays a role in addressing deprivation, with a focus on child poverty, through delivering skills and education to address low aspiration and low employment.

SEND Engagement

Within the City, DCG sits on several working parties such as the Inclusion Leadership Board, the Schools Forum for SEND and the Supported Internship Development Group.

On a wider level, the Group works with numerous organisations supporting SEND students. These include the Department for Work and Pensions offering support for SEND students moving into adulthood and independent living; Natspec who perform peer reviews of DCG's provision to support curriculum development and inclusive practice; and the British Association for Supported Employment (BASE) who support SEND students into employment and engage with employers to actively recruit SEND students.

DCG has led proactive employer engagement initiatives, including hosting reverse job fairs where students showcase their skills directly to employers. This approach has strengthened partnerships with local businesses and has increased the number of supported internship opportunities. As a result, more students on a supported internship are now successfully progressing into employment and employers are becoming increasingly aware of the benefits this cohort can bring to their workforce and ultimately help fill skills gaps.



CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

The Corporation is accountable for ensuring DCG meets its local needs duty. It comprises representatives from key stakeholders such as the East Midlands Chamber of Commerce, Rolls-Royce plc, the NHS and higher and secondary educationalists, and governors bring industry knowledge of sector requirements.

The governance structure includes Link Governors and attendance at annual curriculum self-assessment panels to review performance and at annual curriculum panels to assess future plans.

One key forum is the Planning Committee which considers Government policy and LSIP recommendations and progress updates, as well as the Group's own review of performance against aims contained within the Accountability Statement. Through this engagement, governors can make judgements about the relevance of DCG's provision and how it supports skills priorities and local communities.

Governors attend events where they engage directly with employers to understand how the Group is meeting their needs. Additionally, the Chair of Governors engages regularly with the Chairs of the other Derbyshire colleges, as well as the University of Derby, to discuss collaboration opportunities that will better serve the region.

The table that follows sets down core aims and objectives for 2025-26.

<p>'Skills Ready Future Ready' Corporate Strategy Aims and Core Strategy Priorities.</p>	<p>Aim alignment with Local and National Skills Priorities, LSIP and other relevant local and national priorities such as the Get Britain Working white paper, EMCCA ASF Plan and the Inclusive Growth Commission.</p>	<p>Annual Accountability Objectives 2025-26 and targets.</p>
<p>1. DELIVER EDUCATIONAL EXCELLENCE</p> <p>Strategic objectives Provide an ambitious and innovative curriculum that equips students with knowledge, skills and behaviours for future success. Develop behaviours and attitudes that prepare students to be professionals at work and social contributors in life. Use a research-informed approach to continually innovate and improve the quality of teaching to secure the best possible life chances for students. Continue to develop an environment of excellence across the organisation.</p>	<p>Continue to plan the curriculum in line with national priority sectors, LSIP local skills needs and the new EMCCA ASF Strategic Plan.</p> <p>Address identified local skills needs through continuing to plan pathways in priority sectors to ensure there are no gaps in availability of training for people looking to move towards higher level vocational skills as well as academic routes.</p> <p>National priority sectors: Advanced Manufacturing, Creative Industries, Defence, Digital and Technologies, Financial Services, Life Sciences, Professional and Business Services, Clean Energy Industries, Construction and Health.</p> <p>LSIP Priorities: Digital Skills, Net Zero, Essential and Transferable Skills, Local Skills System and Local Socio-economic Indicators.</p>	<p>The FE Provider Data Dashboard currently shows 29% of DCG 2023-24 outcomes were in the national priority sectors (although new ones are now in place): 5,896 out of a total of 20,310.</p> <p>Objective: Continue to review curriculum planning to increase the percentage of outcomes in priority sectors.</p> <p>Target: 33% of outcomes to be in national priority sectors, including cross-cutting skills priorities</p> <p>National Priority Sector forecast student numbers: Increase to 11,799 (from 11,586)</p> <p>Continue to deliver across all priority areas and sectors where capacity permits.</p> <p><i>Collaboration: participate in the sufficiency mapping exercise with LSIP and EMCCA Inclusive Growth Commission consultation, ICB and employers.</i></p>

<p>'Skills Ready Future Ready' Corporate Strategy Aims and Core Strategy Priorities.</p>	<p>Aim alignment with Local and National Skills Priorities, LSIP and other relevant local and national priorities such as the Get Britain Working white paper, EMCCA ASF Plan and the Inclusive Growth Commission.</p>	<p>Annual Accountability Objectives 2025-26 and targets.</p>
<p>1. DELIVER EDUCATIONAL EXCELLENCE (continued)</p>	<p>East Midlands Combined County Authority ASF Strategic Skills Plan:</p> <p>Largest employment opportunities: Health, Manufacturing, Retail and Education.</p> <p>Significant future growth: Nuclear and Hydrogen Power.</p> <p>Inclusive Growth Commission priority sectors: Manufacturing, Logistics, Construction, Health and Social Care, the Modern Services Industries, including the Visitor Economy.</p>	<p>Student Number Targets: Growth in technical qualifications from 693 to 1090. Growth of T Levels from 273 to 388. Growth in A-levels from 797 to 810. Growth in AAs from 0 to 20. Growth in HTQs from 31 to 45 (New Building Services HTQ)</p> <p>Growth in priority apprenticeships with an increase of new starts of 27 in Engineering, 69 in Professional Services including Education, and 13 in Hospitality.</p> <p>Collaboration: Rolls-Royce and Vaillant.</p> <p>Growth in the development and design of green skills qualifications in STEM areas.</p> <p>Collaboration: LSIP Nottingham, Burton and Chesterfield Colleges</p> <p>Ensure that employer-driven employability, soft and transferable skills are delivered to students through main qualification delivery.</p> <p>Growth in adults undertaking digital qualifications from 186 to 226. Growth in students achieving digital skills units from 1086 to 2000. Growth in staff achieving Sustainability Qualification from 160 to 250.</p> <p>Continue to have excellent outcomes in sector priority areas to ensure good progression into good jobs.</p> <p>Consolidate the 2024 Ofsted rating of 'Good' across all areas of the College SAR.</p> <p>Targets: Outcomes: 93%. Attendance: 91%. A-level value added -0.02. SP English 0.17.</p>

<p>'Skills Ready Future Ready' Corporate Strategy Aims and Core Strategy Priorities.</p>	<p>Aim alignment with Local and National Skills Priorities, LSIP and other relevant local and national priorities such as the Get Britain Working white paper, EMCCA ASF Plan and the Inclusive Growth Commission.</p>	<p>Annual Accountability Objectives 2025-26 and targets.</p>
<p>2. SUPPORT SOCIAL MOBILITY</p> <p>Strategic objectives Increase learning participation and progression to Level 3 study as a gateway to improving students' life chances. Close attainment and satisfaction gaps while continually raising standards for all. Embed personal and professional growth that can break the cycle of poverty and enhance social mobility. Maintain a culture of empathy where supporting students is at the heart of everything DCG does.</p>	<p>Continue to respond to the needs of the local community by delivering programmes aimed at disadvantaged groups, SEND students and individuals with lower attainment.</p>	<p>New programmes for 2025/2026</p> <p>Introduction of NEET reduction programme 'Routes to': Routes to vocational studies – Trades Recruitment target: 60 students. Routes to vocational studies – Care Recruitment target: 32 students. Routes to vocational studies – Automotive and Engineering Recruitment target: 28 students. Routes to vocational studies – General Recruitment target: 48 students.</p> <p>Collaboration: Virtual School, Derby City Council Head of Service Early Help, Secondary School Heads Group, SSG, DANCOP.</p> <p>Deliver new SEND pathways programme for entry to employment: Pathway to Small Animal Care Recruitment target: 24 students. Pathway to Retail Recruitment target: 12 students. Pathway to Hospitality and Catering Recruitment target: 12 students. Growth of Supported Internships with strategic employers.</p> <p>Collaboration: Derby City Council and Alston City Hub, DHL and Whitbread (work experience), DC Hospitality.</p> <p>Deliver Youth Guarantee projects from EMCCA Trailblazer GBW: Project 1 'Engaging Futures' – a collaboration with a transition focus with the Derbyshire FE colleges. DCG target: 225 young people 18-21 (EHCPs 18-25):</p> <ul style="list-style-type: none"> • progressing into employment or training • progressing into further education • attending skills development workshops • participating in careers mentorship • benefiting from other targeted interventions <p>Collaboration: Derbyshire FE Colleges, EMCCA Careers Hub.</p>

<p>'Skills Ready Future Ready' Corporate Strategy Aims and Core Strategy Priorities.</p>	<p>Aim alignment with Local and National Skills Priorities, LSIP and other relevant local and national priorities such as the Get Britain Working white paper, EMCCA ASF Plan and the Inclusive Growth Commission.</p>	<p>Annual Accountability Objectives 2025-26 and targets.</p>
<p>2. SUPPORT SOCIAL MOBILITY (continued)</p>	<p>East Midlands Combined County Authority ASF Strategic Skills Plan aims to reduce inequality, promote social mobility and allow people to achieve their potential.</p> <p>The EMCCA devolved budget supports the Education and Training (qualification-based) and Tailored Learning (engagement, education and support of disadvantaged learners) curriculum.</p> <p>ASF funding focuses on:</p> <ul style="list-style-type: none"> • The most disadvantaged people facing multiple barriers and requiring support to engage in learning and to progress towards further learning and/or employment. • Communities of need and disadvantaged areas such as neighbourhoods that are in the 10% most deprived Lower-layer Super Output Areas (LSOAs); low-level skills (Entry level, Level 1 and Level 2); economically inactive people and those in low paid, low skilled jobs seeking to progress. • Identifying and delivering the transferable skills needed to enable a resilient regional economy. <p>Efforts to ensure positive destinations are augmented by the Youth Guarantee as outlined in the Get Britain Working white paper chapter 4: <i>A Youth Guarantee</i> to unleash opportunity and set young people on the path to success.</p> <p>The Derby City Poverty Strategy focuses on the very high proportion of child poverty within Derby City. DCG's aim is to ensure all students access their entitlements equally: FCMs and Bursary payments, Access to Work etc.</p> <p>Continue to deliver an outreach offer and SWAPs to disadvantaged communities and UC claimants to 'break down the barriers adults can face in accessing 'traditional' modes of provision' (EMCCA ASF statement).</p>	<p>Project 2 Engagement of young people already NEET with Derby City Council and the YMCA.</p> <p>Student target for whole project: 120 total, of which DCG target is 24 young people with 50% moving into work or training.</p> <p>Collaboration: Derby City Council Adult Learning Service, YMCA Key College and Futures, EMCCA Careers Hub.</p> <p>Continuation Grow statutory entitlement provision for students, including fully funded provision for basic English, Maths and Digital skills and any entitlement for 19 to 23-year-olds to achieve a first full Level 2 or Level 3 qualification.</p> <p>Grow delivery of pre-employment training through the Sector-based Work Academy Programme. From 3 to 6</p> <p>Collaboration: DWP, City and County Councils, NHS ICB.</p> <p>Grow Free Courses for Jobs offer (FCFJ) 2024/25: 287k current income. 2025/26: 400k target allocation.</p> <p>Target tailored learning for progression to qualifications in ESOL, basic skills, health and education.</p> <p>Ensure students fully utilise all entitlements available to them to support engagement in education as a social mobility enabler.</p> <ul style="list-style-type: none"> • Address general and digital poverty by promoting a full range of bursary support – through parent webinars and induction for both returning students and new students. • Continue to break down barriers of engagement, with advisors offering finance workshops and 1:1 surgeries. • Increase the percentage of those FCM-eligible students claiming bursaries from 73% to 78%.

<p>'Skills Ready Future Ready' Corporate Strategy Aims and Core Strategy Priorities.</p>	<p>Aim alignment with Local and National Skills Priorities, LSIP and other relevant local and national priorities such as the Get Britain Working white paper, EMCCA ASF Plan and the Inclusive Growth Commission.</p>	<p>Annual Accountability Objectives 2025-26 and targets.</p>
<p>3. ENABLE ECONOMIC PROSPERITY</p> <p>Strategic objectives Curriculum evolution, grounded in labour market centred co-design to meet the current and future skills needs of employers to build a strong skills ecosystem. Co-deliver the curriculum alongside employers to make learning relevant and current resulting in a curriculum in context that supports regional prosperity. Invest in a forward-thinking careers education, challenging assumptions and nurturing talent to develop a resilient, skilled and versatile workforce that drives economic competitiveness and long-term prosperity. Continued enhancement of an agile and sustainable organisation where recognising and meeting changing external demands is the norm.</p>	<p>In line with the EMCCA, to:</p> <ul style="list-style-type: none"> • See increased productivity for our region through the delivery of high-quality skills provision which enables our residents to enter the labour market or secure in-work progression. • Reduce inequality, promote social mobility and allow people to achieve their potential. <p>DCG achieves this through productive and learning relationships with all its partners, stakeholders and the community.</p> <p>DCG responds to new technologies in curriculum design and delivery.</p> <p>The Inclusive Growth Commission priority sectors: Manufacturing, Logistics, Construction, Health and Social Care, Modern Services Industries, including the Visitor Economy, highlight employability opportunities now, with the Growth Plan looking towards future skills needs in line with the National Priority Sectors.</p> <p>Continue to work with the Gatsby Benchmarks and all careers quality marks to ensure DCG's careers service and careers education supports students into good destinations.</p> <p>Continue the aim of working toward net zero in line with national and local targets. With the LSIP local Green Productivity Hubs, DCG will engage employers, offer sector-specific green skill provision, and identify and address skills shortages in energy efficiency and low carbon transition.</p>	<p>All curriculum to be planned and co-designed by stakeholders to ensure relevance to local and national priorities.</p> <p>Collaboration: members of DCG's Employment and Skills Boards, LSIP Steering Group, D2N2.</p> <p>Identify further employers to enable and encourage the co-design of workforce development opportunities, to expand upon the work done with Rolls-Royce plc and Vaillant.</p> <p>All curriculum to be co delivered or influenced by stakeholders.</p> <p>All delivery staff to continue to gain industry insights and develop strong work experience/IP and apprenticeship links to upskill knowledge and ensure current practice is fed into the curriculum.</p> <p>All curriculum teams to develop their own skills in delivery and preparation to include the uses of AI and technologies for different methods of delivery and learning.</p> <p>All vulnerable students to receive careers advice as part of a structured and sequenced Careers, Information, Advice and Guidance (CEIAG) programme for progression into employment where possible. This includes those in receipt of high needs support, Looked After, disadvantaged and SEND students, and covers all ages and modes of study.</p> <p>Continue to work on DCG action plan towards Zero Carbon 2050 target.</p> <p>Develop short training modules in green skills and new fuels as part of the Future Energy Skills Hub and potential East Midlands Investment Zone.</p> <p>Collaboration: Sheffield Hallam University, University of Derby, EMIoT Curriculum, LSIP FE Colleges.</p>

LOCAL NEEDS DUTY SELF-ASSESSMENT

The Corporation has a duty under the Further and Higher Education Act 1992 to review how well the education and training provided by the institution meets local skills needs.

Derby College Group (DCG) delivers a wide-ranging curriculum that spans academic, vocational, and technical education and training from Entry Level through to Level 7 to over 13,000 students each year. Programmes are delivered across all 15 subject sector areas.

The Group continues to innovate and adapt. DCG was one of the first colleges in the region to introduce T Levels, is well underway with offering a range of higher technical qualifications, and embeds sustainability and digital literacy across all curriculum and apprenticeship programmes. Character education, transferable, social and employability skills are part of study programmes to provide a full well-rounded package for young people as they work towards their main qualification.



The Corporation monitors how the Group performs through a variety of mechanisms which include reports to the Strategy and Planning Committee; a dedicated Skills Link Governor; Link Governor involvement in curriculum planning and self-assessment; and reviews of DCG's core and facilitating strategies throughout the year.

At a Strategic Board Event in July 2024, the Corporation undertook a review of DCG's curriculum as part of its work to support the development of the three-year Corporate Strategy. It measured DCG's offer against LSIP priorities and current and future skills demands identified by the EMCCA.



The review concluded that the Group meets local skills needs and this was subsequently reflected in Ofsted's judgement that DCG makes a 'Strong' contribution to the skills agenda. The Corporation also acknowledged the importance of new initiatives planned for 2025-26, such as the introduction of the Routes programme to engage those young people at most risk of becoming NEET.

CORPORATION STATEMENT

On behalf of the DCG Corporation, it is hereby confirmed that the Accountability Statement as set out above reflects an agreed statement of purpose, aims and objectives as approved by the Corporation at their meeting on 24 June 2025.

The statement will be published on the Group's website within three months of the start of the new academic year and can be accessed from the following link:

DCG Annual Accountability Statement 2025-26



Chair of Governors



Principal / Chief Executive and Accounting Officer



SUPPORTING DOCUMENTATION

Annual financial statements
Financial Statements - DCG



Local Skills Improvement Plan (D2N2)
**LSIP Report for Derbyshire and Nottinghamshire
by Federation of Small Businesses**



OFSTED inspection report
Inspection of Derby College Group



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4. NOMIS Official Census and Labour Market Information, available at Labour Market Profile - Nomis - Official Census and Labour Market Statistics (**Nomis - Official Census and Labour Market Statistics**); accessed 4th March 2025
5. East Midlands Combined County Authority, ASF Strategic Skills Plan, available at EMCCA-ASF-STRATEGIC-SKILLS-PLAN_FINAL (**EMCCA-ASF-STRATEGIC-SKILLS-PLAN_FINAL.pdf**); accessed 4th March 2025
6. Derby City Council NCCIS statutory return March 2025
7. Derbyshire and Nottinghamshire LSIP
8. Care Quality Commission, available at Derby City Council: Local Authority Assessment (**Derby City Council: local authority assessment - Care Quality Commission**), accessed 4th March 2025
9. Derby Promise Youth Guarantee Proposal



APPENDIX A: CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

✔ = 16-19
 ✔ = T Level
 ✔ = Adult
 ✔ = Apprenticeship / WBL
 ✔ = HE

PRIORITY AREA	SECTOR AREAS	CURRICULUM OFFER			CURRICULUM LEVELS / PROGRESSION				
		Aligned ●	Related ○	Offer Under Development ⦿	Foundation Introduction Entry / Level 1	Level 2	Level 3	Higher Level 4 / 5	Degree Level 6 / 7*
National and Regional Skills Priorities <i>Local skills / employment needs</i>	DCG SUBJECT / RELATED AREAS								
Advanced Manufacturing Aerospace, Automotive and Rail Science and Innovation Core sector	Engineering Engineering Operations, Engineering Design, Advanced Manufacturing Engineering, Mechatronics, Maintenance, Welding, Technical Support	●			✔	✔ ✔ ✔	✔ ✔ ✔ ✔	✔ ✔	✔ ✔
	Automotive Vehicle Maintenance, Repair, Fitting, Autocare, Service, Hybrid Electric Vehicle, Hydrogen Awareness, MOT tester	●			✔	✔ ✔ ✔	✔ ✔		
Food and Drink Manufacturing Science and Innovation Core sector	Provision for companies aligned to Engineering, Hospitality and Catering, and IT areas		○			✔	✔		
Construction Opportunity sector	Built Environment Brick, Painting and Decorating, Carpentry and Joinery, Plastering	●			✔ ✔	✔ ✔	✔ ✔		
	Building Services Electrical Installation, Plumbing, Gas, Heating	●			✔	✔ ✔	✔ ✔ ✔ ✔		
	Professional Construction Construction Design, Surveying, Planning, Civil Engineering, Digital Engineering, Construction and Built Environment, Site Supervision	●			⦿ ✔ ✔		✔	✔ ✔ ✔	✔ ✔
Life Sciences Science and Innovation Core sector	Sciences T Level Science, Academic - GCSE, A-level Science options	●	○			✔ ✔ ✔	✔ ✔ ✔		

PRIORITY AREA	SECTOR AREAS	CURRICULUM OFFER			CURRICULUM LEVELS / PROGRESSION				
		Aligned ●	Related ○	Offer Under Development ⊙	Foundation Introduction Entry / Level 1	Level 2	Level 3	Higher Level 4 / 5	Degree Level 6 / 7*
National and Regional Skills Priorities <i>Local skills / employment needs</i>	DCG SUBJECT / RELATED AREAS								
Health and Care High volume	Health and Care Health and Social Care including Adult, Residential, Management of H&SC / Children and Young People, a range of Health-related options	●			<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
	Early Years Childcare, EY Practitioner, EY Educator	●			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		
Creative and Digital Opportunity sector	Creative Industries Art and Design, Music, Performing Arts, Fashion	●			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	Digital* ICT, Essential Digital Skills, esports, Games Development, Creative Media, Digital Multimedia, Software Development, Information Services, Digital Marketing *cross cutting theme	●			<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Professional, Business and Financial Services Opportunity sector	Business Administration (including Accounting) Business, Business Management and Administration, Accounting, Finance, Bookkeeping	●			<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		
	Professional Leadership and Management* Business, Customer Service, Team Leading / Management A wide range of business and professional short course programmes and delivery methods *cross cutting theme	●				<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Visitor Economy Tourism and Hospitality Opportunity sector	Travel and Tourism Travel with Customer Service, Aviation and Airport Services	●			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	Hospitality and Catering Bakery, Food Production / Chef, Food and Beverages, Bar, Food Safety	●					<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

PRIORITY AREA	SECTOR AREAS	CURRICULUM OFFER			CURRICULUM LEVELS / PROGRESSION				
		Aligned ●	Related ○	Offer Under Development ⊙	Foundation Introduction Entry / Level 1	Level 2	Level 3	Higher Level 4 / 5	Degree Level 6 / 7*
National and Regional Skills Priorities <i>Local skills / employment needs</i>	DCG SUBJECT / RELATED AREAS								
Retail High volume	Retail Operations, Customer Service, Warehousing, Team Leading and Management		○			<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Transport and Logistics e-commerce Opportunity sector	Team Leading, Warehousing and aligned 'Lean' Operations across sectors (Engineering / Manufacturing)		○			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Agriculture, Forestry and Fishing Carbon capture, sustainability, local food production	Land-based Agriculture, Arboriculture, Conservation and Countryside, Animal and Equine (including Zoo and Wildlife Skills and Management), Floristry and Sustainability	●	○	⊙ <input checked="" type="checkbox"/> (27/28)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Professional Education, Teacher Training, Learning and Development Government Priority - Skills and Post 16 Education Act / Policy reforms	Professional Education Teacher Training, Teaching Assistants, Assessor / Verifiers, Coaching and Mentoring, IAG, SEND specialists, Youth and Community Workers	●	○		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Public Sector and Defence Armed Forces, emergency services, prison services	Public and Security Services Public Services / Uniformed Public Services, Criminology, Offender Management		○		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other Services A substantive number of different service-related industries (both regular use or 'as and when')	Hair and Beauty Hairdressing, Barbering, Beauty Therapy, Hair and Media Makeup		○	⊙ <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		
Arts, Entertainment and Recreation Priorities around sport, fitness and leisure growth and local investment	Sport and Leisure Sport and Fitness including Performance, Coaching and Development, PT, Exercise Science, Sport Massage Therapy, Leisure Centre Management, Elite Sports Academies		○		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

ADDITIONAL DCG CURRICULUM

While not directly aligned to specific 'sectors', nevertheless this provision relates to other local and national educational and skills priorities which lead to progression opportunities to higher education/higher level skills, support preparation for work and life, and provide upskilling and re-skilling opportunities to meet the needs of learners and 'skills' stakeholder groups - *civic, community, education and employers.*

Academic Education	GCSEs/A-levels A wide range of academic/A-level subjects includes Business, Art and Design, Economics, Geography, History, Computer Science, English Language, English Literature, Applied Law (BTEC)/Law, Mathematics, Film Studies, Media Studies, French, Spanish, Philosophy, Politics, Biology, Physics, Psychology, Chemistry, Applied Science (BTEC), Geology, Applied Psychology (BTEC), Sociology, Criminology, Sport and Exercise Science (BTEC).	Level 2 (GCSE), Level 3
Foundation Skills	Maths, English, ESOL A range of foundation programmes from Pre-entry/Entry Levels to Level 2 including: Functional Skills in English, Mathematics and Essential Digital Skills, ESOL (English for speakers of other languages).	Pre-entry, Entry Levels, Level 1 and 2
Preparation for Work / Employability Skills	Study programmes, adult and community A range of preparation for work qualifications/certificates and levels including Award in Skills for Working Life, Award in Employability Skills, Extended Certificate in Personal Development for Employability, Diploma in Employability Skills, Certificate in Equality and Diversity, Certificate in Creating a Business Start-Up. Study programme work experience/placements and T Level industry placements.	Mission pathways tutorials, work experience, enrichment
SEND	Inclusion and Support Curriculum Specialist pathways to support people with learning difficulties and disabilities to ensure they are well prepared for life and work. Programmes for school leavers include Pathway to Working Life, Pathway to Independence, Support Internships and Work Ready Pathway. In addition, there are part-time adult options. Inclusion Specialists/Educational Support Workers provide cross-college support services.	Pathways to further learning, Independence and vocational

CROSS-CUTTING SKILLS PRIORITIES (cross-sector)

THEME	OVERVIEW	KEY GAPS / FUTURE NEEDS	DCG RESPONSE
<p>LOW CARBON AND NET ZERO</p>	<p>The East Midlands Combined County Authority (EMCCA) has made a commitment to tackle the climate emergency and achieve net-zero emissions by 2050, aligning with national ambitions and focusing on creating a cleaner, more sustainable region with improved green spaces and increased biodiversity.</p> <p>EMCCA Priorities:</p> <ul style="list-style-type: none"> • Build new low-carbon homes • Retrofit existing homes to increase energy efficiency • Promote the use of renewable energy • Protect and enhance green spaces • Explore the potential of increasing the region's electricity network capacity 	<p>Digital and data skills will be required for the net zero energy workforce across all areas:</p> <ul style="list-style-type: none"> • Renewable electricity generation sources, EVs, logistics, home heating systems and digital twin technology will become more significant. • New technologies involving hydrogen and carbon capture, utilisation and storage (CCUS) will create demand for improved digital skills in the workforce. • Project managers will be needed across all industries in the transition to net zero to ensure timescales are managed and budgets are met. • For change management, educators, trainers and assessors are needed to mainstream green skills provision and to promote green career pathways and job choices. • Leadership, management and communication skills will be required to drive cultural change for a green economy. 	<p>DCG can already see evidence of demand for STEM skills shortage across industries. The net zero target and sustainability will not reduce the demand for multi- and interdisciplinary skills. DCG's Curriculum Strategy embeds the low carbon/net zero and green agenda across all the core curriculum areas.</p> <p>Strategically, DCG is responding through the East Midlands IoT and LSIF Projects:</p> <p>LSIF – leading on digital skills as well as a contributing to the specialist area of green skills, modern sustainable construction, and essential skills.</p> <p>IoT – core themes cover Advanced Engineering and Technology, Digital/ICT, Science and Maths, Health Sciences and Sustainable Construction and Built Environment. It will deliver HTQs across the Engineering, Manufacturing, Rail, Digital and Construction sectors, including for management and leadership roles.</p>
<p>GREEN SKILLS AND SUSTAINABILITY</p>	<p>The Government has set out a clear ambition to make Britain a 'clean energy superpower' and plans to implement this through various strategies:</p> <ul style="list-style-type: none"> • Great British Energy (GBE): A publicly owned energy company investing in clean power technologies. • Green Prosperity Plan: A strategy to decarbonise the UK's energy system by 2030. • Warm Homes Plan: £6.6 billion to upgrade five million homes with energy-efficient improvements. • National Wealth Fund: £7.3 billion to attract private investment in green industries. • Green Skills Development: Training programmes to bridge the workforce gap in green technologies. • Educational Reforms: Integrating sustainability into the curriculum to prepare future generations. 	<p>Green skills are the knowledge, abilities, values and attitudes needed to live in, develop and support a sustainable and resource-efficient society. Colleges have a role in:</p> <ul style="list-style-type: none"> • delivering green skills and supporting green jobs • educating students and communities to build a more sustainable future • developing net zero campuses and building resilience to environmental change 	<p>DCG has a cross-college 'Head of Sustainability' role to lead and embed the sustainability agenda across the whole curriculum, supported by an Environmental and Sustainability Officer. Key activities include Focus Groups, community engagement and behavioural change.</p> <p>'Green Skills' training and development, including qualifications for staff and students, are being introduced with options for specific target sectors.</p> <p>DCG's Property and Estates Strategy embeds the climate, decarbonisation and sustainability agenda.</p>

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THEME	OVERVIEW	KEY GAPS / FUTURE NEEDS	DCG RESPONSE
<p>DIGITAL SKILLS</p>	<p>The Skills England Bill (2024) aims to address critical digital skills gaps in the UK tech sector and beyond.</p> <p>The Bill emphasises collaboration between the state and private sectors to raise digital skills standards, ensuring the workforce is equipped with advanced digital skills necessary for thriving in a digital future.</p> <p>Invest 2035: The UK’s modern industrial strategy green paper identifies digital as one of the eight growth areas and outlines the role the digital sector has to play in economic growth.</p> <p>It notes that advancements in artificial intelligence (AI) could boost productivity by up to 1.5% annually, underscoring the need for a digitally adept workforce.</p>	<p>Digital skills are no longer limited to tech and online roles but are nearly universal requirements across all sectors and skill levels today.</p> <ul style="list-style-type: none"> • Broadening Digital Access will be the most transformative trend in the labour market, with 60% of employers expecting it to transform their business. • AI and big data top the list of fastest-growing skills, followed closely by networks and cybersecurity as well as technology literacy. • Across all skill levels, around three-quarters of job adverts require baseline digital skills, and more than half (56%) require specific digital skills. • By 2025, it is anticipated that there will be three million new technology job vacancies in the UK. 	<p>The ‘digital skills’ agenda is a cross-cutting theme and is already embedded across all sectors’ study programmes/mission pathways with a focus on supporting students to develop a digital skillset.</p> <p>DCG’s Curriculum Strategy embeds ‘digital skills’ across all curriculum areas and specifically is responding to local priorities for the Digital and associated sectors.</p> <p>DCG’s Systems Strategy is an enabler to ensure that DCG is ready to operate efficiently, effectively and sustainably in a digital future.</p>



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