

Derby College Group

Accountability Statement

2026-2027





Purpose

This Accountability Statement presents the outcomes **Derby College Group (DCG)** aims to deliver in year two of its three-year Strategic Plan, linked to the Meeting Skills Needs requirement, together with the overall success measures it envisions. All are aligned with the current and predicted needs of the local economy and social environment as defined within **the East Midlands Combined County Authority (EMCCA)** Local Growth Plan, the Inclusive Growth Framework, the Get East Midlands Working Plan, the Adult Skills Plan, the Local Skills Improvement Plan (LSIP), the Skills England Plan and our Local Needs Duty.

Our purpose is to **deliver excellent, inclusive education that enables success in work, life and society, while supporting social justice and creating a strong talent pool for local employers.** Guided by our vision to make bright futures a reality for all, we are committed to raising aspirations regardless of background or postcode. Our strategy is aligned with local and national skills priorities, shaped by stakeholder collaboration, employer partnerships and community needs. By responding to economic demands, supporting priority growth sectors and addressing social challenges, we aim to improve social mobility, particularly through increased participation and achievement at Level 3, enabling progression to higher education, better employment and improved quality of life.



	 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 continually 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

Reflections on Last Year

During the last Accountability Statement period of 2025/2026 we have continued to work strategically and with purpose to respond to our environment. We are working collaboratively with an even wider range of partners to deliver our own aims as well as national, regional and local strategic objectives.

We were designated the East Midlands Construction Technical Excellence College (CTEC) and **are leading the development of advanced technical skills within the construction sector**, linked to housing growth, infrastructure investment, regeneration programmes and the need to address skills shortages. CTEC status involves a partnership with all colleges in the wider East Midlands region.

We were one of only three FE colleges within the East Midlands to be granted permission by the OfS to deliver short, modular higher education courses in priority sectors through the Lifelong Learning Entitlement. This will allow us to achieve, with our HEI partners and through the East Midlands Institute of Technology, a key development target for the LSIP and EMCCA.

We grew our provision of high priority programmes. This includes **T Levels, apprenticeships, Free Courses for Jobs, Skills Bootcamps and Higher Technical Qualifications**, all delivered in line with the national priority sectors as defined in the Meeting Skills Needs and Local Needs Duty guidance. We worked increasingly with employers to co-deliver, co-design and co-assess study pathways for essential currency.

We used our Adult Social Fund (ASF) allocation in line with the objectives of the ASF Skills Plan and the local commissioning responsiveness and saw an increase in the number of Level 3 sector-specific qualifications achieved. Our tailored learning funds were ‘allocated to help people who need it most’ (EMCCA Growth Plan) for stepping into employment.

We have continued to respond to the range of social and economic challenges affecting our communities with the delivery of a strategically designed curriculum including ‘Routes’, a new NEET reduction provision, increased place-based adult delivery and SWAPs for entry to employment. We have also aligned our SEND provision to employment pathways, with new supported internship destinations.



Case study: Free Courses for Jobs

Busy mum-of-four Priscilla Jordan loves her residential care job working with young people with special educational needs – and now she is furthering her qualifications with support under the Free Courses for Jobs (FCFJ) scheme. Priscilla has embarked on the Level 3 Children and Young People Diploma to give her fresh perspectives on her role with Maple View School, part of the SENAD Group

Progression to Higher Education

We support our students through a range of activities and mechanisms. The UCAS application process is fully embedded in our tutorial framework and that journey effectively starts at induction when students begin to think about their next steps and career goals after their study programme.

The careers team is highly skilled and effective in guidance, as shown in the strong conversion from application to placement. Across the different academies, progression rates remained consistently strong in 2024/25. The Joseph Wright Centre (JWC) had 448 applications and achieved a 90% conversion rate, while Broomfield Hall and Ilkeston submitted 83 applications, with an 86% conversion rate. The Roundhouse submitted 96 applications and achieved a 77% conversion rate.

We offer many events to support students and their relatives alike, as we have many ‘first in family’ applicants. Events include on-site HE fairs and online progression days where a range of speakers cover topics such as finance and support, the tutorial process, personal statement workshops, university visits, discovery days and alumni networks. This is strengthened by the addition of parent/carers IAG events to further support positive progression and address the revised Gatsby Benchmark requirement.

Overall, 617 students secured university placements – including 55 to internal HE programmes (and 12 external applicants) – demonstrating strong progression into higher education across a broad range of institutions and subject areas. Our students secured places at highly competitive institutions, including placements in

Medicine and Veterinary Medicine at the University of Nottingham. A total of 53 students progressed to Russell Group universities, comprising 35 A-level students, 17 vocational students and one former student. Students progressed to 12 different Russell Group institutions, representing 50% of the group, while overall students secured places with 77 different higher education providers. Health, Business, Humanities, Science and Engineering were among the most popular Russell Group subject destinations.

Subject choice patterns indicate clear links between our students’ College programmes and their progression destinations. Health was the most popular higher education subject area with 85 placements, followed by Creative subjects (80), Business (64), Life Sciences (54), Computing (52) and Law (42). All 18 IT students at JWC progressed to related computing courses such as Computer Science, Cyber Security, Data Science and Artificial Intelligence. Engineering students mainly progressed into Engineering-related degrees, while Public Services students progressed into Policing, Criminology, Psychology and Nursing pathways.

Students continue to progress to local and regional universities. The University of Derby remained the most popular destination with 159 students, followed by Nottingham Trent University with 100 students, Sheffield Hallam University with 41, De Montfort University with 26 and the University of Nottingham with 20. Alongside these established destinations, students also progressed to a growing range of specialist institutions and innovative degree programmes, reflecting increasing diversity in student aspirations and labour market awareness.

There was successful progression from vocational and technical routes, particularly T Levels where students advanced into areas such as Primary Education, Nursing, Biomedical Science, Engineering, Computer Science, Cyber Security, Pharmacy and Criminology. T Level students secured places at a range of institutions including UCL, Loughborough University, Sheffield Hallam University, Nottingham Trent University and the University of Derby, showing the effectiveness of technical qualifications as pathways to higher education.

Our widening participation and student characteristics measures show that 42% of placed students identified as being from ethnic minority backgrounds or other ethnic categories.



Case study: A Levels

A future in the media beckons for Willow Sutherland. After achieving A*s in English Language and Business and a B in Art, Willow secured her place to study Journalism at the University of Sheffield. She commented: “I’ve always loved writing, so I’m really happy to be on the journalism course. My predicted grades were AAB, and I’m so pleased to have exceeded those and got a place at my first-choice university.”



Case study: A Levels

A-level student Mik Nowak did better than he expected in his exams, achieving straight A grades in Biology, Chemistry and Maths. It confirmed his place at the University of Nottingham to study Biochemistry. He said: “I’m not sure what I’d ultimately like to do, but I’ve always enjoyed Biology and Chemistry, so the course appealed to me. I’ve enjoyed doing A-levels at College – it’s more relaxed than sixth form.”



Case study: A Levels

Aziz Jan, who moving to the UK from Pakistan 15 years ago, achieved A grades in Biology, Chemistry and Mathematics – enough for him to confirm his plans to study Medicine at the University of Nottingham. Inspired by his sister, a doctor at Royal Derby Hospital, Aziz is determined to follow in her footsteps in some aspect of the medical field. He said: “My teachers really supported me, and I found the study very interesting.”

How DCG Aligns with Local Economic Needs

We operate within the EMCCA area and play a central role in delivering the region’s skills, employment and inclusive growth ambitions. Our curriculum planning, investment decisions and partnership activity are aligned to EMCCA’s strategic frameworks, including the Get East Midlands Working Plan, the Adult Skills Fund Strategic Skills Plan, the Local Growth Plan and the Inclusive Growth Framework.

Our work is closely aligned with local economic and social needs through strong partnerships and an employer-informed curriculum that responds directly to regional priorities. We articulate and implement this through our curriculum planning process, our strategic collaborations and continued communication strategies with our stakeholders.

Our strategy is shaped by the current and predicted needs of the local economy and social environment, ensuring education and training provision supports economic growth and meets workforce demand. Curriculum delivery is focused on key regional and national growth sectors, including advanced engineering, construction, clean energy, health and social care, defence, digital, life sciences, creative industries, professional and business services, the visitor economy, education and financial services.

Employer collaboration is central to this approach. We work closely with priority sector employers to co-design, co-deliver and increasingly co-assess programmes, ensuring learners develop the skills, behaviours and attributes required by employers both

now and in the future.

In addition, we maintain strong partnerships with local authorities and the Federation of Small Businesses as well as with EMCCA. These relationships support devolution, inclusive growth and delivery of the LSIP and EMCCA Local Growth Plan.

To remain responsive to changing economic conditions and emerging skills needs, we refresh our strategic plan annually. Together, these approaches ensure we deliver high-quality education and training that supports local employers, strengthens the workforce and contributes to long-term economic sustainability.

On the right it shows how our curriculum offer is strategically aligned to regional priorities and delivers measurable economic and social value for Derby, Derbyshire and the wider East Midlands.



Engineering, Manufacturing & Construction

EMCCA Strategic Priority	Productivity growth and priority industrial sectors
DCG Contribution	Employer-aligned technical programmes and apprenticeships supporting advanced manufacturing, construction and engineering skills needs
DCG Intent Alignment	Our provision directly supports EMCCA growth sectors and addresses regional skills shortages



Digital, Cyber & IT

EMCCA Strategic Priority	Future skills, innovation and workforce adaptability
DCG Contribution	Entry-to-advanced digital pathways supporting young people and adult reskilling
DCG Intent Alignment	Our provision supports future-proofing of the regional workforce and access to high-growth careers



Health, Care, Early Years & Public Services

EMCCA Strategic Priority	Reducing economic inactivity and supporting essential workforce sectors
DCG Contribution	Clear progression routes into high-demand health, care, construction and public service roles
DCG Intent Alignment	Our curriculum meets workforce demand while delivering strong social value outcomes



Business, Professional & Creative Industries

EMCCA Strategic Priority	Opportunity escalator and progression into higher-value employment
DCG Contribution	Programmes focused on employability, enterprise, transferable and professional skills including Apprenticeships, T Levels and all-level entry
DCG Intent Alignment	We support progression into better paid and more sustainable employment and higher-level progression



T Levels & Apprenticeships

EMCCA Strategic Priority	Employer-led pathways and skills system coherence
DCG Contribution	Industry-designed curricula, high-quality placements and progression routes
DCG Intent Alignment	We are a key delivery partner within the regional skills and employment system



Foundation Learning & SEND Provision

EMCCA Strategic Priority	Inclusive growth and removing barriers to participation
DCG Contribution	Tailored learning, supported progression and employer engagement for learners with additional needs
DCG Intent Alignment	Inclusion and social mobility are embedded within our curriculum strategy



Adult & Community Learning (Levels 1–3)

EMCCA Strategic Priority	Adult Skills Fund priorities and local commissioning responsiveness
DCG Contribution	Flexible adult provision supporting re-engagement, upskilling and progression, FCFJ and basic skills, and return to learning
DCG Intent Alignment	Our adult provision is responsive to EMCCA priorities and labour market need

Context and Place

About DCG

We are a large college group, with an income of around £68m. Our four colleges are spread across Derby City and Derbyshire, and each has different characteristics:

1. The Roundhouse

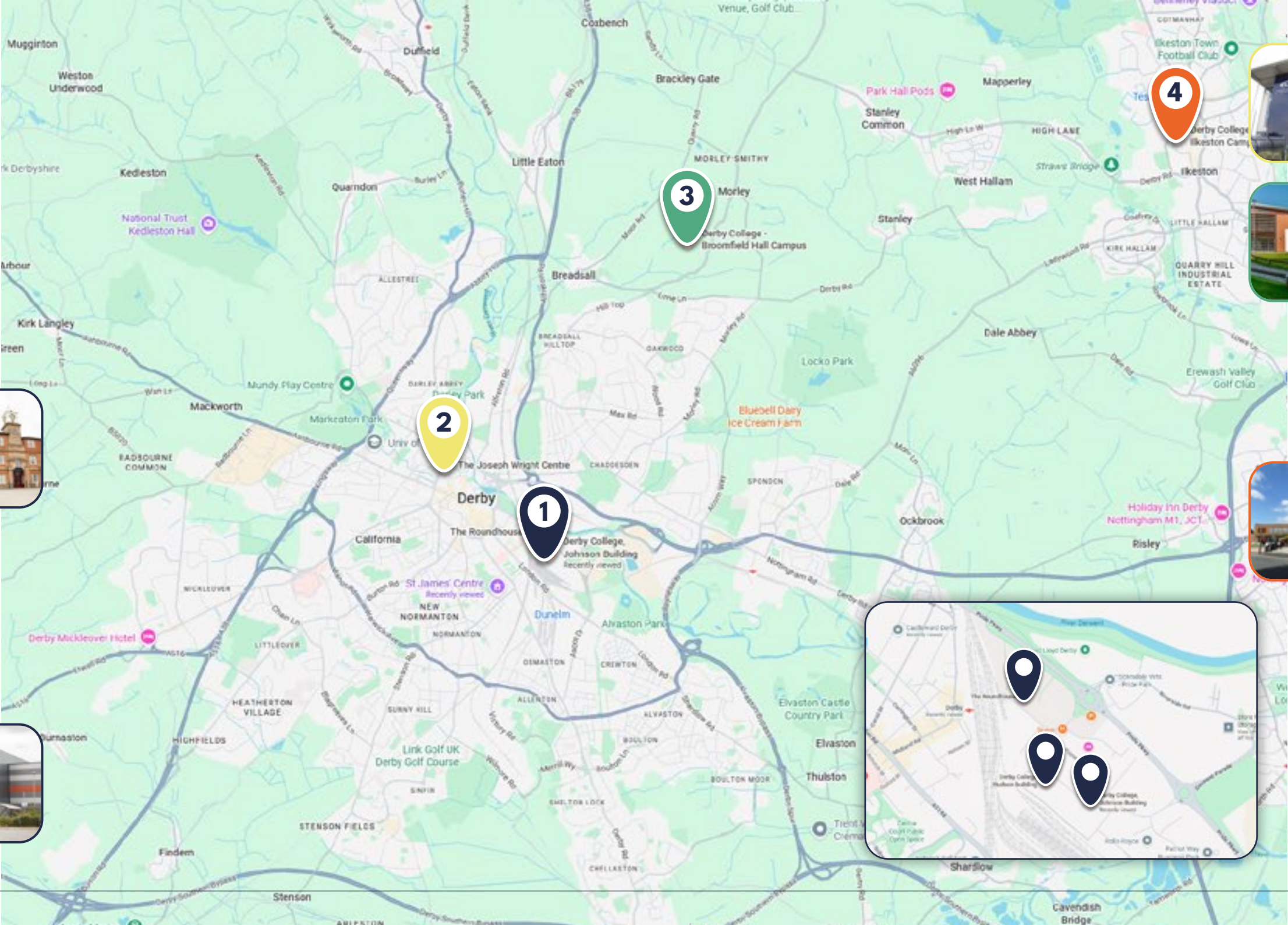
Located in the city on Pride Park, this College offers technical and vocational education for full-time (16-18) students, apprentices, adult learners and higher education (HE) students. Students follow a wide range of occupational pathways for careers in engineering, construction, clean energy, health and social care, early years and teaching, along with industry-agnostic areas including business and finance programmes.

This College is also home to the Institute of Technology (IoT) with its mechatronics laboratory and innovative digital delivery suites.

Specialist provision, responding to the local need for alternative provision and rising numbers of young people not in employment, education or training (NEET), is based in a standalone building.

The Hudson Building

Part of the Roundhouse College, the Hudson Building is a specialist centre dedicated to providing education and skills in the construction trades such as brickwork, carpentry and joinery, painting and decorating, plumbing and electrical installation. It also houses the new Construction Technical Excellence College (CTEC).



2. The Joseph Wright Centre

Located in the city centre, the Joseph Wright Centre is home to our Academic Studies and Creative Arts, including a large A-level provision, T Levels in Science and Digital, and adult basic skills.



3. Broomfield Hall

Located in the Little Eaton and Stanley Ward, with a catchment area across Derbyshire and beyond, Broomfield Hall offers specialist provision for the land-based sector including horticulture, agriculture and animal science. Our uniformed public services, including defence, and sport provision are also delivered from this College, making excellent use of the 200-acre working estate.



Broomfield Hall is also the main home for our students with special educational needs and disabilities (SEND) and the ‘outstanding’ Forest School, the Little Explorers’ Nursery.

4. The Community College

Situated in Ilkeston and predominantly serving adults from the Erewash and Amber Valley area, this College offers dedicated adult and community learning facilities. It is designed to create a relaxed and inviting environment for people to enjoy a wide range of programmes and opportunities for adult students looking to re-train, return to work, upskill or improve their career prospects. Ilkeston is also the home to our Bricklaying apprenticeship provision.



Community Learning Environments

In addition to our four main colleges, provision for adults with no or low qualifications and those whose first language is not English is delivered from the city community learning environments, including the St James Centre. This offer is designed to meet the needs of the adult community, including literacy, numeracy, essential digital skills and English for Speakers of Other Languages (ESOL) programmes, along with specific courses for the unemployed.

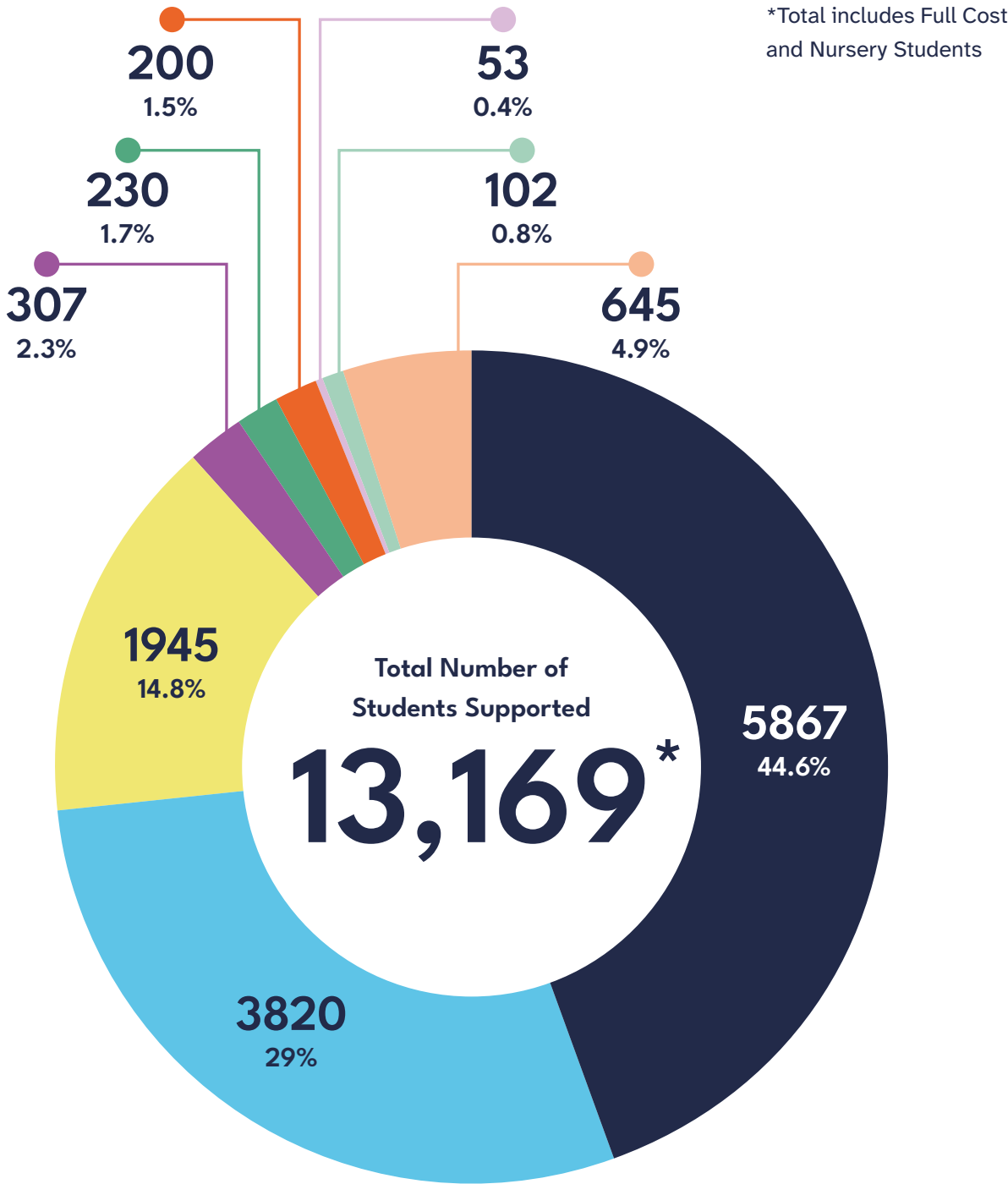
Delivery/Size and Scale

In 2024/25, we supported 13,169* students, of which around 5,800 were studying on a full-time 16-19 study programme to prepare them for employment or higher education. 52% of students were aged between 16 and 18 (this includes apprenticeship numbers).

Students Supported by Funding Stream in 2024/25

- 16-19 Students (Study Programme)
- Adult Students (ASF/Loan Funded)
- Apprentices (incl. Degree Apps)
- Other Students
- Higher Education Students
- Fee Paying Students
- 14 - 16 Students
- Nursery
- Full Cost

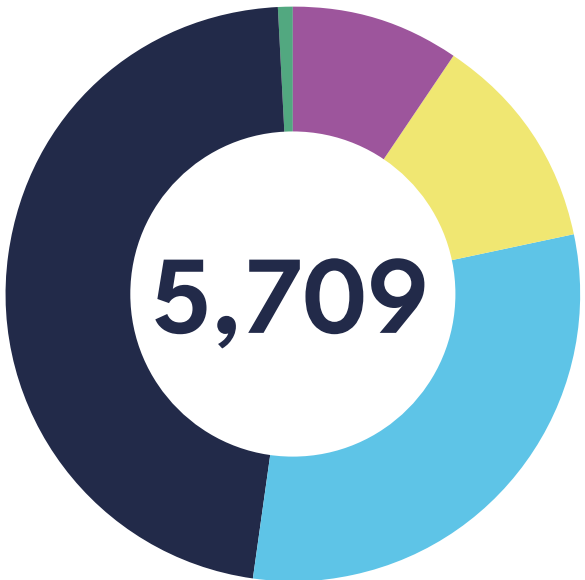
Data obtained from the ILR and the MP Scorecard and they are accurate as of 16.03.2026.



Joined DCG at age 16

16-18 Years by Level

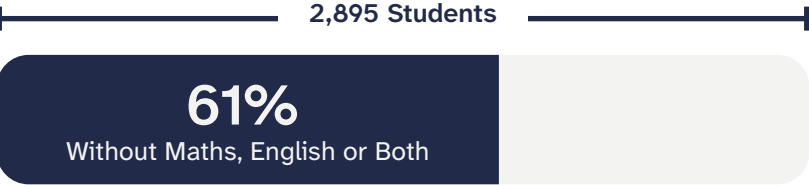
- Level 5 - 0.6%
- Level 3 - 47.13%
- Level 2 - 30.53%
- Level 1 - 12.24%
- Level E - 9.5%



Data obtained from the ILR and POV 24/25 spreadsheet.



47% of young people aged 16-18 joined DCG and studied at Level 3 and 31% studied at Level 2 (POV, 2024/25).

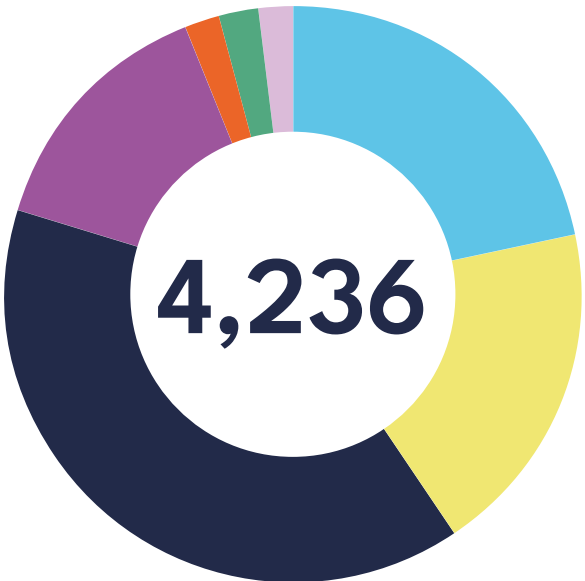


2,895 students joined at the age of 16, of which 61% joined without Maths, English or both (MP Scorecard, 2024/25).

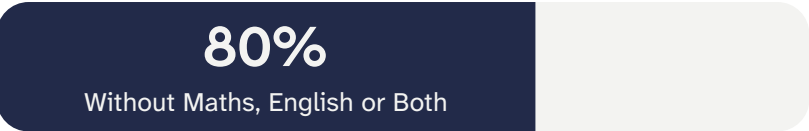
Students aged 19+

Adults (19+) by Level

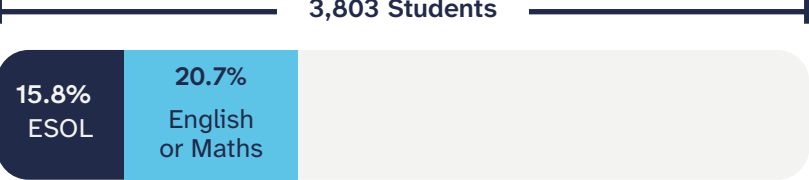
- Level 6 - 1.72%
- Level 5 - 2.38%
- Level 4 - 1.75%
- Level 3 - 14.26%
- Level 2 - 39.28%
- Level 1 - 18.77%
- Level E - 21.84%



Data obtained from the ILR and POV 24/25 spreadsheet.



Over two thirds of students aged 19+ studied at Level 2 and below (MP Scorecard, 2024/25).



Of the 3,802 students in Adult Skills Funding, 15.8% were on ESOL programmes (a drop of 5% points) and 20.7% were studying English or Maths (a drop of 4% points).

We have seen a rise in the number of adults taking Level 3 and above qualifications and more sector-related qualifications at all levels.

DCG’s offer

Our offer is comprehensive, with a 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). We are introducing two new T Level routes for 2026/2027 in Animal Science and Marketing.

We deliver programmes across all 15 subject sector areas. Aside from our core programmes of study, we embed character education, sustainability, digital literacy - and increasingly, oracy - across all curriculum and apprenticeship programmes.

We continue to see a growth in numbers of students with special educational needs and disabilities (SEND) from both local authorities, Derby and Derbyshire. We have increasingly inclusive learning environments and are successful in our endeavours to secure work placements to build life skills and promote independence for SEND students.

We continue to respond to the need for a curriculum which aims to engage young people most at risk of becoming NEET (Not in Employment, Education and Training). The introduction of a new study programme named ‘Routes’ in 2025/2026 has been successful, focusing 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. We will continue to deliver this provision through an internal partnership with



Case study: SWAP

When she was told about the SWAP programme by her local Jobcentre, jobseeker Charlotte Willis decided to try our Level 1 Adult Social Care workshop. Through completing the course, she has secured work at House 169, supporting adults with learning disabilities, autism and other complex healthcare needs. She said: “It will be good to be in a role where I can do something I love while giving back to my community.”

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.

In our mission to secure good destinations for all our students, we have continued to facilitate UCAS applications for HE routes and an apprenticeship matching service but are also working with greater numbers of students who want to move directly into a job role from their Level 3 qualifications.

Priority Skills

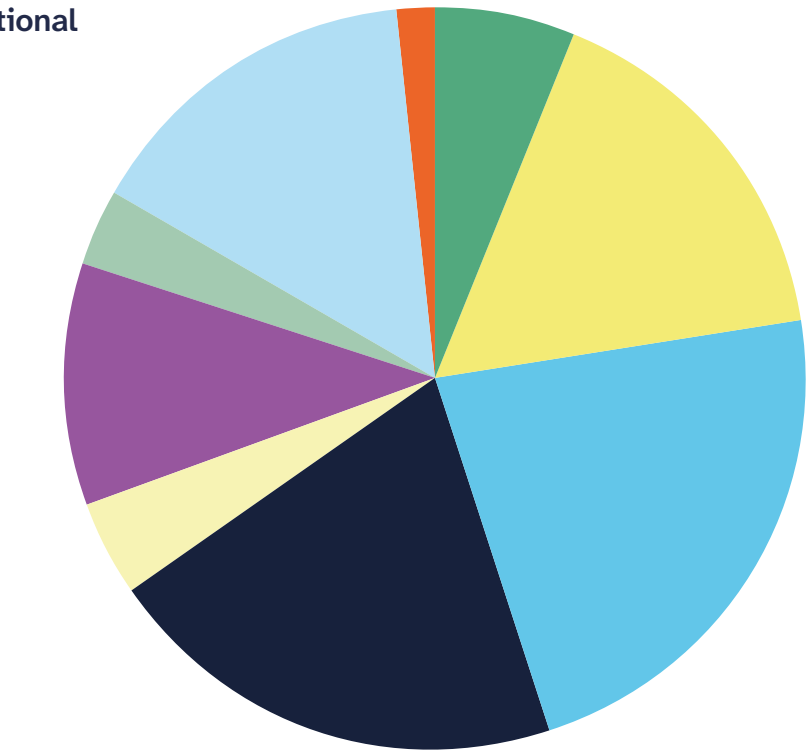
The money we spend on generating talent is heavily weighted to priority skills areas.

Demand for skills training is high in EMCCA, particularly for Engineering and Construction programmes. Despite our efforts to increase space and resource for these subjects, capacity – of space and teachers – is a prohibiting factor. We continually assess the opportunities to increase capacity and adapt delivery in these national skills priority areas.

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

Contribution to National, Regional and Local Priorities

National



- Life Sciences - 3%
- Health - 9%
- Advanced Manufacturing- 12%
- Construction - 11%
- Digital & Technologies - 2%
- Creative Industries - 6%
- Defence - 2%
- Professional & Business Services - 8%
- Financial Services - >1%

Local



- Life Sciences - 7%
- Health and Social Care - 9%
- Advanced Manufacturing - 12%
- Construction - 11%
- Creative and Cultural - 8%
- Visitor Economy - 4%
- Education - 3%

Data per Subject Sector Area 2 obtained from POV 2024/25.

Priority Skills Case Studies



Clean Energy

With a focus on creating a future-fit workforce for the low-carbon sectors, the East Midlands Institute of Technology (EMIoT) was officially opened at the Roundhouse campus. A partnership driving innovation and industrial collaboration, the net-zero EMIoT premises boast cutting-edge learning facilities which will prepare students to excel in the many technical careers now emerging in the clean growth arena.



Construction

Omar Ahmed enjoyed his Construction T Level – and his placement with Green4 Architects – so much that he has returned to DCG to study a Higher Technical Qualification. He has advanced to the HNC in Construction Management and plans to progress to university. He said: “There are people on my HNC who have been in the construction industry for some time. It’s great to learn from their experiences.”



Education

Evie Litherland has always wanted to teach but – instead of choosing A-levels – decided to pursue a Level 3 Teaching Assistant Apprenticeship. Working as a TA at Cherry Tree Hill Primary School while gaining a Distinction in her studies has prepared her well for a teaching degree. Evie said: “I didn’t want to start A-levels and commit to a university place with no idea of what it’s like to work with children. Also, I learn better by doing.”



Advanced Manufacturing and Engineering

Long Eaton company Taudevin Engineering Limited (TEL) was so impressed with T Level placement students Rhys Allen and Hafza Tanveer that it offered them full-time employment and degree apprenticeships when they finish their course. TEL’s Business Manager, Steve Goss, said “We see T levels as our future. The practical skills students learn alongside the academic side put them miles ahead of their peers on other courses.”



Health

University Hospitals of Derby and Burton (UHDB) NHS Foundation Trust continues to welcome T Level students on placement across clinical and non-clinical roles. Among the latest cohort was T Level Science student Erin Lynott who completed work experience at Royal Derby Hospital’s Clinical Measurement Department. Erin said: “It was good to get real-world experience and see behind-the-scenes in a busy hospital.”



Creative Industries

At 54, Selina Charlton made the bold decision to step away from a successful corporate career. With a passion for creativity, she sought a new chapter that focused on personal fulfilment. Selina enrolled on the Creative Crafts upcycling taster course at the Community College in Ilkeston. The experience became the catalyst for launching her own business, Cloth and Candle, blending sustainable fabric crafts with hand poured candles.



Defence

A visit to Derbyshire Fire & Rescue Service gave our Public Services students insights into the demands and responsibilities facing the modern fire service. They undertook practical drills and activities – including locating casualties in a simulated smoke-filled environment – which underlined the importance of teamwork, leadership and clear communication in high-pressure situations.



Digital and Technologies

Hundreds of students took part in Step into Cyber at the Roundhouse, an inspiring event organised by the University of Nottingham to raise awareness of the fast-growing career opportunities in cyber security. Among attendees was Computer Science A-level student Harry Ganidagli, who said: “Events like this are useful because you hear from people already working in the industry and understand the different career routes you can take.”



Visitor Economy/Land-based industries

Talented students scooped a Silver Medal at BBC Gardeners’ World Live – adding to a 25-year track record of presenting award-winning show gardens at this prestigious event. This year’s entry, ‘The Artist’s Garden’, was designed and built entirely by students on the part-time Level 3 Horticulture Practical Skills course using locally sourced and reclaimed natural materials. All components were repurposed after the show.



Life Sciences

T Level Science students showcased their innovation and professionalism by pitching business ideas to industry experts in a Dragons’ Den Challenge. They researched, designed and developed science-based products addressing real-world issues in sustainability, health, environmental science and engineering. They then presented commercially viable solutions, taking market research, branding and finances into account.



Professional, Business and Financial Services

An Insight into Business event, backed by the East Midlands Chamber and regional employers, gave students valuable insights into the modern business world. It provided a practical look at how businesses develop from an initial idea through to marketing, branding and ultimately sales. Lisa Baggott, Business Advisor for the Chamber, said: “It was fantastic to see such enthusiasm and curiosity from the students.”

Social and Economic Characteristics

We plan and deliver our curriculum in direct response to the economic and social characteristics of Derby City and the wider EMCCA area, using local labour market intelligence, employer engagement and place-based partnership working to inform skills need.

Derby City has a distinctive economy, with established strengths in aerospace, advanced manufacturing, rail, engineering and construction, alongside growing demand in digital, cyber, health, education and public services aligned with national priorities. 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: 89% of the area’s businesses employ fewer than ten people.

Derby is the designated location for the Great British Railways HQ, and we collaborate 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 Park and Innovation Zone at Infinity Park Derby and the East Midlands Freeport.

As a member of the East Midlands Institute of Technology, we 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 and secure higher-level entry to employment.

Although manufacturing is significant, other sectors like the visitor economy, food, drink and farming contribute to

the economic profile.

While the city benefits from relatively high-level employment, economic advantage is unevenly distributed. Derby is characterised by distinct neighbourhoods with very low levels of affluence and access to services, including areas such as Normanton, Arboretum and Sinfyn where we have a high number of enrolments. Housing tenure and transport access vary across the city, with **18.9% of households having no access to a car, while around 30% have access to two or more vehicles**, reflecting differing mobility and economic circumstances. Approximately **28% of children aged 0-15 live in absolute low-income households**, indicating entrenched disadvantage in parts of the city, creating risks around curriculum accessibility, student readiness, retention and progression.

Around **60% of 16-year-olds join us 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. This increases the need for provision at Entry, 1 and 2 Levels and extends the time and resource taken to reach Level 3 qualifications and higher levels.

Demographic changes within the local area have seen a growth in the younger population. Therefore, demand for study programme provision has increased for 16-year-olds, with applications continuing to grow, particularly in the priority sector areas where accommodation is

a challenge, such as engineering and construction. Also, the city has an **increasing ethnic and cultural diversity**, requiring curriculum models that are inclusive, flexible and responsive to learners with differing starting points, including English language needs and varied prior attainment.

Approximately 8% of city residents have disabilities that significantly affect their daily activities. We need to ensure the capacity and suitability of inclusive learning environments and support for care-experienced and vulnerable students.

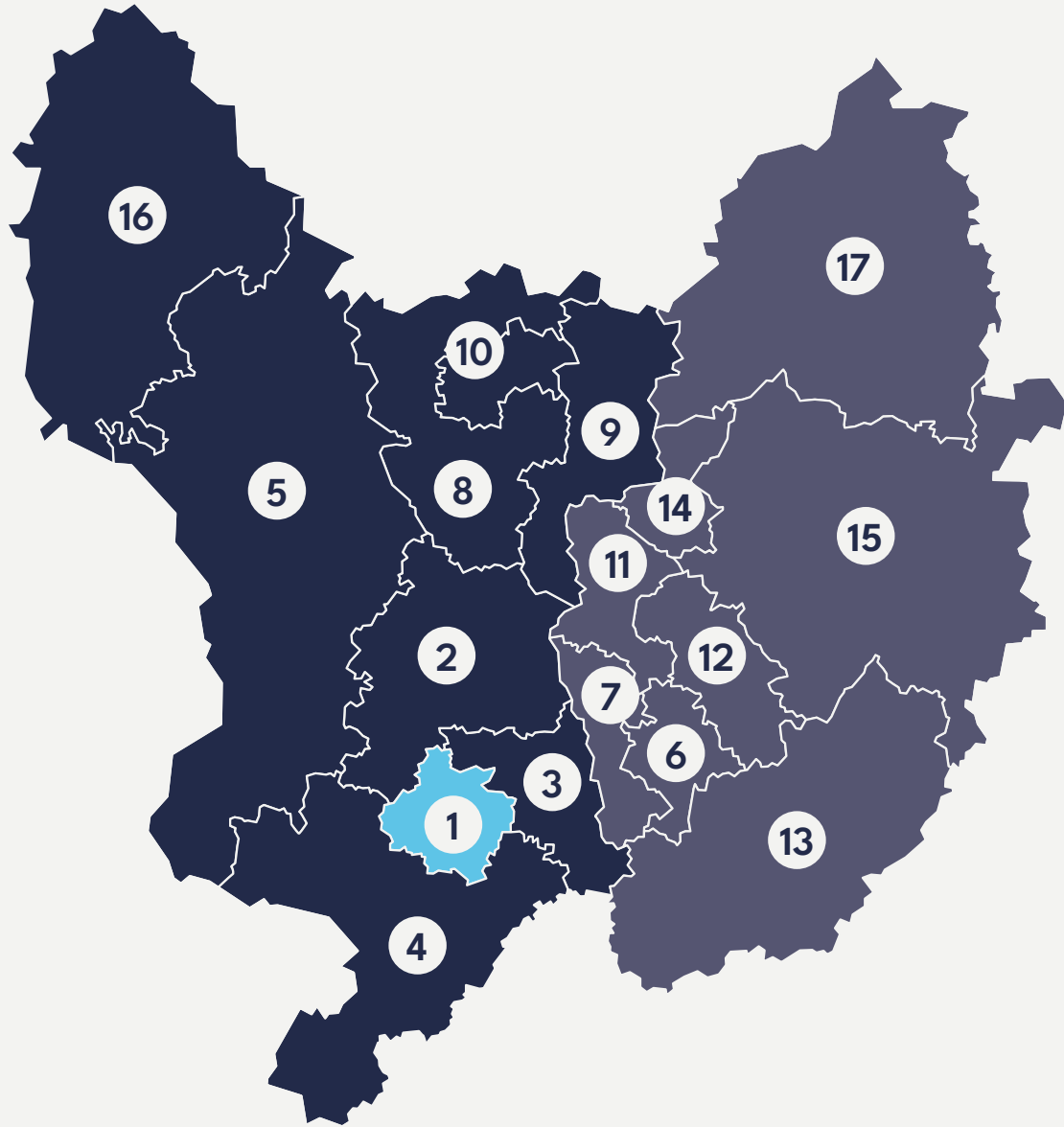
We respond to these characteristics by prioritising technical and vocational pathways aligned to priority sectors, alongside inclusive mainstream and transition provision that improves participation and progression. Engineering, construction, digital, health, business, creative and public service provision are designed in partnership with employers and delivered through progression routes from foundation learning to Level 3, apprenticeships and higher education.

This approach supports both local productivity and social mobility, ensuring that skills provision is accessible and aligned to real employment and progression opportunities within the city.

This also ensures that our provision meets the Local Needs Duty requirement to respond to place-based economic and social need, while aligning with EMCCA and LSIP priorities around productivity, priority sectors and inclusive growth.

DCG’s Geographical Area

We predominantly serve the Derby City community, followed by surrounding areas in the County and those located within the EMCCA area.



DCG’s Local Area

49% of our students were from Derby, 34% from Derbyshire, 8% from postcodes within the EMCCA area and a remaining 9% outside the EMCCA area.

Local Authority District		Students
1	Derby	6141
2	Amber Valley	1379
3	Erewash	1281
4	South Derbyshire	854
5	Derbyshire Dales	357
6	Nottingham	356
7	Broxtowe	315
8	North East Derbyshire	100
9	Bolsover	99
10	Chesterfield	91
11	Ashfield	91
12	Gedling	77
13	Rushcliffe	66
14	Mansfield	32
15	Newark and Sherwood	27
16	High Peak	9
17	Bassetlaw	6
Total		11281

Performance

We are a 'Good' provider, with 'Strong' contribution to skills, as judged by Ofsted and supported by our latest SAR.

Financial health is outstanding and we continue to make investments in our learning environments to maintain our vast estate and improve facilities.

The achievement rates for 2024/25 demonstrate improvement in performance across our provision. Overall achievement has strengthened in both Education and Training (E&T) and Apprenticeship provision, with performance in the current year exceeding 2023/24 and, in many cases, meeting or surpassing national General Further Education College (GFEC) benchmarks.

Pass rates remain consistently high across almost all subject sector areas, typically exceeding 91%, and in many cases are at or above national benchmarks.

Education and Training achievement increased to 88.3% (combined EPYP and Adult provision), and Apprenticeship achievement is at 68.9%. Apprenticeship achievement has risen year on year and now sits well above the national benchmark.

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



Approach to Developing the Accountability Statement

Our Accountability Statement is informed by ongoing engagement with our local stakeholders and communities as well as an alignment with national strategies and curriculum reforms.

As part of the LSIP Steering Group, we have been part of the development of the 2026-2029 plan, working closely with the LSIP Employer Representative Body (ERB), The Federation of Small Businesses (FSB), as well as the Local Authorities, the other Further Education Colleges, HEIs and EMCCA, our region's devolved authority.

We have contributed to and are an integral part of the EMCCA Growth Plan, Inclusive Growth Framework and the Adult Strategic Skills Plan.

Our partnership working stretches across the region and beyond and we have long-established collaborative working relationships with partners. Our own Employment and Skills Boards (ESBs), originally established in 2014, inform the design and development of technical and vocational education, with co-design and co-delivery a strategic aim within our last four corporate strategies.



Case study: Get Hired

Attending a Get Hired event worked out well for former Advanced Manufacturing student Pavel Kimbaras – and his new employer, Leicestershire design-led manufacturer we.are.sdi. Pavel secured an apprenticeship with the company after visiting its stand at the Roundhouse, where it was recruiting for the first time. Impressed by Pavel's performance on an initial trial, the business has now forged an apprentice training relationship with us.

LSIP Key Priorities

Our engagement with partners has informed our key priorities and target outcomes. We have mapped our provision and curriculum offer against local and national priorities and identified emerging gaps and areas for development in conjunction with the LSIP 2026-2029 six employer-led skills priorities:

1. Address occupational shortages in priority sectors by strengthening entry and progression pathways into in-demand roles

2. Build provider capacity for industry-relevant delivery, including facilities, digital capability and workforce expertise
3. Upskill the existing workforce through flexible, modular and digital provision that supports productivity and adaptation

4. Deepen employer engagement in the design and delivery of skills and training
5. Hard-wire skills into EMCCA investments, ensuring local people and employers benefit from major developments

6. Transform careers education, information and awareness of technical routes, improving understanding, aspiration and participation

Collaboration with stakeholders

Key partners include:

Examples of our broader engagement with stakeholders



Schools

As part of the Secondary Strategy Group, Headteachers’ Group and Derbyshire Schools Forum, we help consider pertinent strategies to address some of the social challenges faced in our communities. Our Schools Liaison Team works with over 100 local schools to help their pupils understand skills and training opportunities available at college and to promote successful transition.



Universities

Through our partnerships with Sheffield Hallam University, the University of Derby and Pearson, we are validated to deliver various degree-level programmes, including HTQs linked to higher and degree apprenticeship standards. Through the East Midlands Institute of Technology, we also help identify the development needed for the region’s higher-level skills.



Independent Training Providers

Our ITP partners are contracted to complement our aims to meet skills priorities. This work is targeted at adults and apprentices, with a particular focus on social mobility and employment in the manufacturing, rail, construction and childcare sectors. We also work with our local ITPs on placing students at enrolment events for best fit and to reduce NEET.



Further Education

Today, all colleges in the EMCCA 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, for example the Youth Guarantee Empowering Futures trailblazer.

The three colleges in Derbyshire have collaborated to raise the profile of skills, particularly for priority skills areas, and will continue to run joint skills competitions for students in 2026/27. It is hoped this initiative will raise aspirations and provide a showcase for talented students, with the aim of attracting employers and helping students to explore future job opportunities.



Community

We are firmly established within the communities we serve, 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 Leadership Partnership, we play 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 Derby City, we sit 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, we work 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.

We have 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, ultimately helping them to fill skills gaps.

Inclusive Mainstream Fund

We will use the Inclusive Mainstream Fund to strengthen our universal inclusive offer within mainstream 16-19 provision, in line with SEND reform and Department for Education guidance. In 2025/2026 we have supported students within the mainstream curriculum to access a range of services including 1:1 support, classroom support, adaptive technologies and other classroom-based teaching strategies. For 2026/2027 we continue to:

- Embed high-quality, adaptive teaching and ordinarily available provision, including the use of evidence-informed strategies shared through our college-wide SEND engagement and support structure, helping remove common and predictable barriers to learning
- Build workforce capability and confidence in inclusive practice, through structured professional development and the dissemination of practical classroom strategies to teaching, learning support and apprenticeship teams
- Improve early identification at interview stage or in transition work prior to enrolment, and targeted support, enabling students’ needs to be met promptly within mainstream provision, where needs can be addressed inclusively
- Strengthen our inclusive culture, learner voice and belonging, including through visible inclusion activity such as our Inclusion Showcase and supported progression pathways activity that promotes confidence, engagement and progression
- Support preparation for SEND reform, including improved internal systems for recording and reviewing support delivered in mainstream settings and readiness for future Individual Support Plan arrangements
- Enhance students’ wellbeing, safety, and sense of belonging outside timetabled learning through targeted, inclusive support and accessibility to student experience hubs for emotional regulation

See Appendix B for our Inclusive Mainstream Fund Work Plan 2026/27.



Photo credit: Steve Bright

Case study: Supported Internships

Meaningful workplace opportunities have been created for young people with SEND, thanks to a dynamic partnership with Alstom. A new supported internship programme, ASPIRE, enables students to support live engineering projects while developing the skills, confidence and independence they need to move into long-term employment. The first two interns are now contributing to Alstom’s CrossCountry Voyager refurbishment project.

Contribution to National, Regional and Local Priorities

The Corporation is accountable for ensuring we meet our 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 Strategy and Curriculum Planning Committee which considers Government policy recommendations and progress updates, as well as our 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 we are 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 tables on the following pages set down core aims and objectives for 2026/27.

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.

East Midlands Combined County Authority ASF Strategic Skills Plan: Health, Manufacturing, Retail, Education, Nuclear and Hydrogen Power.

Inclusive Growth Commission priority sectors: Manufacturing, Logistics, Construction, Health



Case study: ESOL

Taking Lexis, the full-time programme for learners whose first language is not English, was a turning point for Farrukh Ul Hafeez to pursue his dream of working with cars. His Lexis tutor helped him apply for a Level 1 Motor Vehicle course. Having gone on to complete his studies at Levels 2 and 3, Farrukh – who arrived in Derby from Pakistan in 2019 – has now joined the staff as a clerical and support assistant in our own garage.

and Social Care, the Modern Services Industries, including the Visitor Economy.

LSIP priority sectors: Advanced Manufacturing, Clean Energy, Construction, Visitor Economy, Creative and Cultural, Education, Health and Social Care, and Life Sciences.

East Midlands Growth Plan priority sectors: Clean Energy, Advanced Manufacturing, MedTech and Life Sciences, Digital and Creative Industries, and the Visitor Economy.

Corporate Strategy Aims – Pillar 1	Alignment with National, Regional and Local Priority Strategies and DCG Core Strategies	Annual Accountability Objectives 2026/27 and targets
Deliver Educational Excellence Strategic objectives Provide an ambitious and innovative curriculum that equips students with knowledge, skills and behaviours for future success.	Continue to plan the curriculum in line with national priority sectors and the EMCCA Local Skills Improvement Plan. As we have aligned our curriculum to the LSIP, it has in turn also been aligned with EMCCA's Local Growth Plan, the Get East Midlands Working Plan and national priorities, including the Industrial Strategy and the Clean Energy Jobs Plan. Collaboration: <i>We will partner in the sufficiency mapping exercise with LSIP and EMCCA and contribute to sector-based task and finish groups. These activities support preparation for the qualification reforms and develop simplified mechanisms to communicate with all stakeholders, with the focus on T Levels.</i> National Centres of Excellence Strategy. In line with Skills England and the Modern Industrial Strategy, we operate as the Construction Technical Excellence College for the East Midlands.	Where capacity allows, continue to grow 16 -19 study programmes in priority sectors and key growth areas. Target 150. Continue the transition to T Level provision by introducing two new routes for 2026 in Marketing and Animal Management. Target 20. Increase uptake of apprenticeships at 16 -19 in priority sectors and introduce one new Foundation Level (Level 2) where employer demand is identified. Sustain HTQ recruitment in line with our IoT predictions. <i>Collaboration with UoD, Loughborough College and University of Loughborough and with anchor employers Rolls-Royce, Toyota, Bloc Digital, Fujitsu, Uniper, National Grid and Alstom, and with EMCCA, LSIP and CBI.</i> Implement the CTEC delivery plan for 2026/27, including activities to grow construction higher level, green skills and short modular provision. <i>Collaboration: all colleges within the wider East Midlands region.</i>
Develop behaviours and attitudes that prepare students to be specialists at work and social contributors in life.	Ensure that employer-driven employability, soft and transferable skills are delivered to students through main qualification delivery and the wider curriculum. We support national and local NEET reduction strategies and the Get East Midlands Working Plan for development of transferable essential skills. The LSIP identifies work readiness as a priority, focusing on core employability behaviours such as communication, teamwork, resilience, problem solving and professional conduct.	All students gain core transferable skills through of social action projects, industry placements, work experience and participation in skills competitions. <i>Collaboration: Burton and Chesterfield Colleges, third sector organisations and Derby Promise.</i> Continue to embed oracy within core teaching delivery. <i>Collaborator: Voice</i> 21. Monitor and respond to employer feedback on our students' preparedness for employment at all ages, increase satisfaction rate and use best practice to inform wider curriculum delivery.
Use a research-informed approach to continually innovate and improve the quality of teaching to secure the best possible life chances for students.	National funding grant changes new for 2026 – the Inclusive Mainstream Fund for us to meet our SEND needs, including high-quality, adaptive teaching and pedagogy, inclusive decision-making and accessible learning environments to improve the mainstream settings' inclusive offer to students, effective evidence-informed approaches and targeted interventions. LSIP identifies digital, data and AI capability needs in every sector.	Continue to train staff in inclusive teaching and support strategies and inclusive environments. Develop, promote and review adaptive teaching and inclusive pedagogical strategies within the guiding principles and 5 Dimensions of Inclusion. <i>Collaboration includes The Inclusive Strategic Group DCC, BERA, UoD, FELM, BCU, British Psychological Society and AoC.</i> All curriculum areas deliver sector-related digital skills for the modern workplace including AI capability, led by the Teaching and Learning Group.
Continue to develop an environment of excellence across the organisation.	Continue to have excellent outcomes in sector priority areas to ensure good progression into good jobs. High performance contributing to the Opportunity and Growth Mission and supporting Skills England's ambition for coherent pathways through the levels of technical education to grow the workforce in skilled occupations. New requirement: demonstration of how we are working to progress our students towards higher-level qualifications to meet the two thirds target by the age of 25.	Consolidate the 2024 Ofsted rating of 'Good' across all areas of the College SAR. Continually improve outcome KPIs: Outcomes current 94% target 96%, Attendance current 90% target 92%, A-level value added current -0.04 target 0.0, SP English current 0.16 target 0.19, SP Maths current 0.16 target 0.19, Apprentices current 68% target 70%. Narrow the progress gap for disadvantaged students studying A-level and T Level qualifications by at least 0.05. Grow Level 3 destinations to HE, including Degree Apprentices, towards 66%. Introduce more targeted progression support for Level 2 and 3 students to HL from priority and AP target groups. Explore 'not offered' applicants and leavers. <i>Collaboration: work with the new EMCCA Universities Compact Partnership to raise awareness of opportunity.</i>

Corporate Strategy Aims – Pillar 2	Alignment with EMCCA Adult Skills Fund Strategies (ASF), Get East Midlands Working Plan, sector-based plans such as the ICB Workforce Strategy, and local plans such as Derby Poverty Strategy and LA NEET reduction targets	Annual Accountability Objectives 2026/27 and targets
Support Social Mobility Strategic objectives Increase learning participation and progression to Level 3 study as a gateway to improving students' life chances.	Continue to respond to the needs of the local community by delivering programmes aimed at disadvantaged groups, SEND students and individuals with lower attainment. The EMCCA ASF Strategic Skills Plan aims to reduce inequality, promote social mobility and allow people to achieve their potential. The EMCCA devolved budget supports the Education and Training (qualification-based) and Tailored Learning (engagement, education and support of disadvantaged learners) curriculum. It is aimed at the most disadvantaged people facing multiple barriers and requiring support to engage in learning and to progress towards further learning and/or employment. It also identifies and delivers the transferable skills needed to enable a resilient regional economy. Efforts to ensure positive destinations are augmented by the Youth Guarantee as outlined in the Get Britain Working White Paper.	Enhance and grow the delivery of the NEET reduction programmes, 'Routes' and Steps. <i>Collaboration: Virtual School, Derby City Council Head of Service Early Help, Secondary School Heads Group, SSG, DANCOP, T2 SEND Forum and Derby City Post 16 Forum.</i> Continued growth of Supported Internships with strategic employers. <i>Collaboration: Derby City Council and Alstom City Hub, DHL, Whitbread (work experience), and DC Hospitality.</i> Grow statutory entitlement provision for students, including fully funded and tailored 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. <i>Collaboration: DWP, City and County Councils, NHS, ICB and employers.</i> Continue to deliver the Youth Guarantee project from the EMCCA Trailblazer 'Empowering Futures' and the EMCCA Youth NEET pilot programme to enhance positive destinations. <i>Collaboration: Derbyshire FE Colleges and EMCCA Careers Hub.</i>
Close attainment and satisfaction gaps while continually raising standards for all.	This priority aligns strongly with national FE policy from DfE and Ofsted by improving outcomes and reducing achievement gaps between student groups. Reducing gaps and raising standards supports LSIP and Derby's inclusive growth agenda by tackling inequality, raising skill levels, and ensuring all learners succeed regardless of background.	Intervention strategies on following groups: Improve Disadvantaged Pupil Premium plus retention in Apprenticeships, current 71.3% (96 students) to comparator group 80%, White British. White Working Class (White British and Disadvantaged) students under-perform compared to the comparator cohort across all key metrics. Focus will be Maths and English grade 4 achievement for both males and females, achievement for females, prioritising literacy and oracy development, and inclusive teaching strategies. Narrow the progress gap for disadvantaged students studying A-level and T Level qualifications by at least 0.05.
Embed personal and professional growth that can break the cycle of poverty and enhance social mobility.	Ensure students fully utilise all entitlements available to them to support engagement in education as a social mobility enabler. We target tailored learning for progression to qualifications in ESOL, basic skills, health and education in line with the EMCCA ASF and the Derby City Poverty Strategy, focused on the very high proportion of child poverty within Derby City. Our aim is to ensure all students access their entitlements equally: FCMs and Bursary payments, Access to Work etc. LSIP and the ASF strategy identify SWAPs and a place-based response to disadvantaged communities and UC claimants to 'break down the barriers adults can face in accessing 'traditional' modes of provision'.	Maintain Free Courses for Jobs offer (FCFJ) 2026/27 target allocation of 400k. 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. Increase the percentage of those FCM-eligible students claiming bursaries from 73% to 78%. Ensure students are supported to <i>stay, succeed and progress</i> , not just enrol, with intervention and support at point of need. Deliver the new Universal Credit funding rules and assess impact on students. Grow delivery of SWAPs in priority sectors. <i>Collaboration: DWP, EMR, ICB and employers.</i>
Maintain a culture of empathy where supporting students is at the heart of everything DCG does.	Embedding empathy at the heart of all we do ensures student wellbeing, inclusion and achievement , directly aligning with national inspection priorities and local ambitions for social mobility and inclusive growth. Derby and Derbyshire LAs' priorities highlight the need to support disadvantaged learners, improve SEND provision and address the wider barriers faced by young people and adults in our communities.	All areas of the Group become involved in Culture Week, including non-curriculum areas. Continue engagement in specific initiatives to break down barriers such as the City Council's Stop Hate Campaign and the national anti-knife crime campaign. <i>Collaboration with LA and a wide range of city organisations including Derby and City Constabulary, EM Unite, British Muslim Trust, Derbyshire Jewish Community, YMCA and national campaign organisers.</i> Grow 'reverse job fair' and inclusion events for employers to engage with SEND students for attributes-based recruitment and challenging bias training for our employers on request.

Corporate Strategy Aims - Pillar 3	Alignment to LSIP, EMCCA Growth Plan, City Partnership plans, Inclusive Growth Commission, Modern Industrial Strategy and SEND reforms	Annual Accountability Objectives 2026/27
Enable Economic Prosperity 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.	The LSIP sets out how the region's post-16 skills system must adapt over the next three years to see increased productivity through the delivery of high-quality skills provision which enables residents to enter the labour market or secure in-work progression, reduces inequality, promotes social mobility and allows people to achieve their potential. We will continue to respond to this challenge. Continue to work with the Gatsby Benchmarks and all careers quality marks to ensure our careers service and careers education support students into good destinations.	All curriculum to be planned and co-designed by stakeholders to ensure relevance to local and national priorities. <i>Collaboration: We will work with our Employment and Skills Boards and the LSIP Steering Group to support the EMCCA mapping exercise of current local employer boards and the promotion of Regional Sector Skills Boards to identify further employers and stakeholders and encourage the co-design of workforce development opportunities.</i> CTEC to implement the Construction FE Teacher Industry Exchange Scheme, develop best practice and explore how this model can be extended further. <i>Collaboration through CTEC membership and the Construction Work Placing Group to share best practice.</i> All curriculum to be co-delivered or influenced by stakeholders and co-assessment practice to be in-built into projects. 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. <i>Potential collaboration to build the digital capability of providers across the region, sharing resources and maximising opportunities through the FSB.</i>
Co-deliver the curriculum alongside employers to make learning relevant and current resulting in a curriculum in context that supports regional prosperity.	EMCCA Careers Hubs will broker employer engagement between education and business, deliver targeted outreach, campaigns and events, and embed LSIP-informed careers education that supports progression into training, apprenticeships and employment for those still in mainstream education. <i>Collaborate with EMCCA Growth Hub and Careers Hubs to promote T Levels and apprenticeships by explaining the benefits, new employer incentives, and changes to the Apprenticeship and Growth Levy.</i>	Continue to co-deliver the curriculum with employers and other stakeholders and promote dual professionalism opportunities. Continue to integrate employers to experience apprenticeships and placements and develop more sponsorship for T Level cohorts like the Vaillant and EMR partnerships. All curriculum teams to develop skills in delivery and preparation to include AI and technologies for different methods of delivery and learning and to respond to sector developments.
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.	A LSIP priority is to 'Transform Careers, Information, Advice and Guidance' and the new DWP Jobs and Careers Service will be signposting to priority sectors and local vacancy opportunities, helping strengthen and align advice across partners. Through the EMCCA Hubs more learners, schools and parents will be made aware of the opportunities available from technical education and priority occupations. Employer-led knowledge exchange, leadership and commercial programmes will be expanded – we welcome working with the Hubs.	Maintain matrix accreditation, exhibiting exceptional practice in IAG across the Group and work to raise aspirations in job applications and HEI progressions. All students, including vulnerable students, to receive careers advice as part of a structured and sequenced Careers, Information, Advice and Guidance programme for progression into employment where possible. This includes those in receipt of high needs support, Looked After, disadvantaged and SEND students. Continue to deliver IAG and progression events for all students and sectors such as the Young Apprentices (70%) and the Switch Programme (100%) at Rolls-Royce. <i>Collaboration with employers and HE institutions for events such as Women into Engineering, Step into Cyber, Inclusion Showcase, Animal and Land-based Industry Day, and Science Dragons' Den.</i>
Continued enhancement of an agile and sustainable organisation where recognising and meeting changing external demands is the norm.	Continue working toward net zero in line with national and local targets. With the LSIP local Green Productivity Hubs, we will engage employers, offer sector-specific green skill provision, and address skills shortages in energy efficiency and low carbon transition. We will lead the development of green skills across education and industry, ensuring learners are equipped to contribute to a sustainable, low-carbon economy while supporting regional and national net zero ambitions.	Develop short training modules in sustainable construction and clean energy. <i>Collaborators: Sheffield Hallam University, University of Derby, EMIoT Curriculum, and LSIP FE Colleges</i> Continue to work on our action plan towards the Zero Carbon 2050 target, run Greenskills climate cafes and Go Green Week, and improve sustainability content on our website and Intranet. <i>Collaborators: EAUC Network.</i>

Local Needs Duty Self-Assessment

Our Governing Body regularly reviews how we are meeting local, regional and national skills priorities.

We actively shape our courses around the needs of our employers and communities, with collaboration as a key element of this work. We continue to work in partnerships to innovate and adapt our offer.

Through our employer boards and strategic partnerships, we assess what is working well, identifying gaps, making changes and growing provision such as our work with:

- Metropolitan Thames Valley House Association to meet the demand for property maintenance apprenticeships
- DWP, including the range of highly successful SWAPs with East Midland Railways, Trent Barton Buses, Holiday Inn, Home Instead Derby, House 169, Richmond Village and UHDBT, leading directly to employment
- FE post-16 providers and Local Authority post-16 forums to grow our core transition curriculum, including Youth Guarantee initiatives, for those at risk of becoming NEET or who are already NEET

The Corporation monitors how we perform 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 our core and facilitating strategies throughout the year.

At a Strategic Board Event in July 2024, the Corporation undertook a review of our curriculum as part of its work to support the development of the three-year Corporate Strategy. The Board continues to review: during the annual Strategy Board Day in July 2025 presentations of the 2025–2028 core strategies were debated with interactive participation with strategic leaders.

Through the Strategy and Curriculum Planning Committee, the Board also measures our offer against LSIP priorities and current and future skills demands identified by EMCCA.

The review concluded that the we meet local skills needs and this was subsequently reflected in Ofsted’s judgement that we make a ‘Strong’ contribution to the skills agenda.

The Corporation also acknowledged the importance of incorporating new initiatives planned for 2026/27, including, substantially, the Construction Technical Excellence College delivery plan.



Corporation Statement

On behalf of the DCG Corporation, it is hereby confirmed that the Accountability Statement as set out on the preceding pages reflects an agreed statement of purpose, aims and objectives as approved by the Corporation at its meeting on July 9 2026.

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:

<https://www.derby-college.ac.uk/download/dcg-strategy-and-regulation-accountability-statement-2025-26/>

Or scan the QR code below.



Andrew Cochrane
Chair of Governors

Mandie Stravino OBE
Principal / Chief Executive and Accounting Officer



Supporting Documentation



Annual Financial Statements



Local Skills Improvement Plan



Ofsted inspection report



The EMCCA ASF Strategic Skills Plan



DCG Sector Strategies

Appendix A: Contribution to National, Regional and Local Priorities

Key

16-19

Adult

HE

T Level

Apprenticeship/WBE

Priority Area	Sector Areas	Curriculum Offer			Curriculum Levels/Progression				
National and EMCCA Skills Priorities	DCG Subject/Related Areas	Aligned	Related	Offer Under Development	Foundation Introduction Entry/Level 1	Level 2	Level 3	Higher Level Level 4/5	Degree Level Level 6/7*
Local skills/employment needs									
Advanced Manufacturing	Engineering Engineering Operations, Engineering Design, Advanced Manufacturing Engineering, Mechatronics, Maintenance, Welding and Technical Support	●							
	Automotive Vehicle Maintenance, Repair, Fitting, Autocare, Service, Hybrid Electric Vehicle, Hydrogen Awareness and MOT tester	●							
	Food and Drink Manufacturing Provision for companies aligned to Engineering, Hospitality and Catering, and IT areas		●	Level 2 Occupational Route					
Construction	Built Environment Brick, Painting and Decorating, Carpentry and Joinery, and Plastering	●							
	Building Services Electrical Installation, Plumbing, Gas and Heating	●							
	Professional Construction Construction Design, Surveying, Planning, Civil Engineering, Digital Engineering, Construction and Built Environment, and Site Supervision	●							
Education	Professional Education, Teacher Training, Learning and Development Teacher Training, Teaching Assistants, Assessor/Verifiers, Coaching and Mentoring, IAG, SEND specialists, and Youth and Community Workers	●	●						
Defence	Public and Security Services Public Services/Uniformed Public Services, Criminology and Offender Management	●	●						

Key

16-19

Adult

HE

T Level

Apprenticeship/WBE

Priority Area	Sector Areas	Curriculum Offer			Curriculum Levels/Progression				
National and EMCCA Skills Priorities	DCG Subject/Related Areas	Aligned	Related	Offer Under Development	Foundation Introduction Entry/Level 1	Level 2	Level 3	Higher Level Level 4/5	Degree Level Level 6/7*
Local skills/employment needs									
Life Sciences	Sciences T Level Science Academic – GCSE and A-level Science options	●							
	Land-based Agriculture, Arboriculture, Conservation and Countryside, Animal and Equine (including Zoo and Wildlife Skills and Management), Floristry and Sustainability		●						
Health and Care	Health and Care Health and Social Care including Adult, Residential, Management of H&SC/Children & Young People, and a range of Health-related options	●							
	Early Years Childcare, EY Practitioner and EY Educator	●		V Level Both Level 2 Pathways					
Digital	Digital ICT, Essential Digital Skills, esports, Games Development, Creative Media, Digital Multimedia, Software Development, Information Services and Digital Marketing # cross-cutting theme	●		V Level Both Level 2 Pathways					
Creative and Cultural	Creative Industries Art and Design, Music, Performing Arts and Fashion	●							
	Sport and Leisure Entertainment and Recreation Sport and Fitness including Performance, Coaching and Development, PT, Exercise Science, Sport Massage Therapy, Leisure Centre Management, and Elite Sports Academies		●						
	Hair and Beauty Hairdressing, Barbering, Beauty Therapy and Hair		●						

Appendix A: Contribution to National, Regional and Local Priorities (Continued)

Key

16-19

Adult

HE

T Level

Apprenticeship/WBE

Priority Area	Sector Areas	Curriculum Offer			Curriculum Levels/Progression				
National and EMCCA Skills Priorities	DCG Subject/Related Areas	Aligned	Related	Offer Under Development	Foundation Introduction Entry/Level 1	Level 2	Level 3	Higher Level Level 4/5	Degree Level Level 6/7*
Local skills/employment needs									
Business and Professional Services	Business Administration Business, Business Management and Administration	●							
	Professional Leadership and Management Business, Customer Service and Team Leading/Management A wide range of business and professional short course programmes and delivery methods	●							
	Transport and Logistics Team Leading, Warehousing and aligned 'Lean' Operations across sectors (Engineering/Manufacturing)		●						
Financial Services	Accounting Accounting, Finance and Bookkeeping	●							
Visitor Economy	Travel and Tourism Travel with Customer Service	●							
	Hospitality and Catering Bakery, Food Production/Chef, Food and Beverages, Bar and Food Safety	●							
	Retail Retail Operations, Customer Service, Warehousing, Team Leading and Management		●						
	Transport and Logistics Team Leading, Warehousing and aligned 'Lean' Operations across sectors (Engineering/Manufacturing)		●						

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	GCSE/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), Applied Psychology (BTEC), Sociology, Criminology, and 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), and NEET reduction programmes including STEPS, Routes and Youth Guarantee.	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 the 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, and the 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, Supported 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

Appendix A: Contribution to National, Regional and Local Priorities
(Continued)

Cross-cutting Skills Priorities (Cross-sector)			
Theme	Overview	Key Gaps/Future Needs	DCG Response
Low Carbon and Net Zero	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. EMCCA Priorities: • 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	Digital and data skills will be required for the net zero energy workforce across all areas: • 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.	We can already see evidence of demand due to STEM skills shortage across industries. The net zero target and sustainability will not reduce the demand for multi- and interdisciplinary skills. Our Curriculum Strategy embeds the low carbon/net zero and green agenda across all the core curriculum areas. Strategically, we are responding through the East Midlands IoT and LSIP action plans. 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.
Green Skills and Sustainability	The Government has set out a clear ambition to make Britain a 'clean energy superpower' and plans to implement this through various strategies: • 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.	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: • 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	We have 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. 'Green Skills' training and development, including qualifications for staff and students, are being introduced with options for specific target sectors. Our Property and Estates Strategy embeds the climate, decarbonisation and sustainability agenda.

Cross-cutting Skills Priorities (Cross-sector)			
Theme	Overview	Key Gaps/Future Needs	DCG Response
Digital Skills/AI	The Skills England Bill (2024) aims to address critical digital skills gaps in the UK tech sector and beyond. 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. 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. 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.	Digital skills are no longer limited to tech and online roles but are nearly universal requirements across all sectors and skill levels today. • 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.	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. Our Curriculum Strategy embeds 'digital skills' and AI across all curriculum areas and specifically is responding to local priorities for the digital and associated sectors. Our Systems Strategy is an enabler to ensure that we are ready to operate efficiently, effectively and sustainably in a digital future.

Appendix B: The Inclusion Mainstream Fund Work Plan 2026-2027

About the Inclusive Mainstream Fund

The Inclusive Mainstream Fund (IMF) is Department for Education funding that supports mainstream 16-19 education providers to strengthen their universal inclusive offer and prepare for forthcoming SEND reforms. The funding is intended to enhance ordinarily available provision by embedding high-quality adaptive teaching, improving early identification and support, developing staff capability, strengthening inclusive learning environments and ensuring learners can access the support they need within mainstream education. Find more information about IMF here: [Inclusive mainstream fund for schools: methodology 2026 to 2027 - GOV.UK](#)

We are using the Inclusive Mainstream Fund to strengthen our universal inclusive offer within mainstream 16-19 provision, in line with SEND reform and Department for Education guidance. In 2025/2026 we have supported students within the mainstream curriculum to access a range of services including 1:1 support, classroom support, adaptive technologies and other classroom-based teaching strategies. This Work Plan and Theory of Change states what we aim to achieve in 2026/2027.

Work Plan: Monitoring Log

Objectives	Key Actions	Timescale	Success indicators/Impact Measures	Evaluation Methods
1. Embed high-quality adaptive teaching and ordinarily available provision, including evidence-informed strategies shared through the college SEND engagement and support structure, helping to remove common and predictable barriers to learning.	Continue dissemination of adaptive teaching and inclusive practice strategies through existing and developing CPD. Share examples of effective practice and classroom approaches. Promote the use of assistive technology and ordinarily available provision.	End of 2026/27 academic year	Adaptive teaching is consistently embedded across curriculum areas. Staff routinely implement ordinarily available provision. Inclusive practice is shared across the College	Pre- and post-staff confidence surveys Learning walks and quality observations Examples of inclusive practice
2. Build workforce capability and confidence in inclusive practice, through structured professional development and dissemination of practical classroom strategies to teaching, learning support and apprenticeship teams.	Deliver inclusive practice CPD opportunities for teaching, learning support and apprenticeship staff. Share practical resources and case studies. Embed inclusive practice discussions within existing quality processes.	End of 2026/27 academic year	Staff report increased confidence. Staff apply inclusive practice within their teaching. Inclusive practice becomes part of professional dialogue.	Pre- and post-staff confidence surveys Learning walks and quality observations Examples of inclusive practice
3. Continue to improve early identification at interview stage or in transition work prior to enrolment, and targeted support, enabling students' needs to be met promptly within mainstream provision, where needs can be addressed inclusively.	Strengthen transition information sharing with schools and support agencies. Review identification processes at application, interview and enrolment stages. Promote timely referrals into Learning Support.	End of 2026/27 academic year	Learners' needs are identified earlier. Support is implemented more promptly. Transition information is used effectively.	Student focus groups
4. Strengthen our inclusive culture, learner voice and belonging, including through visible inclusion activity such as our Inclusion Showcase and supported progression pathways activity that promote confidence, engagement and progression.	Deliver Inclusion Showcase activity. Promote learner voice opportunities linked to inclusion. Celebrate inclusive practice and learner success. Support progression planning and transition activities.	End of 2026/27 academic year	Learners feel they belong. Learners engage with inclusion activity. Learners feel represented	Student focus groups Review of existing College data (attendance and retention where appropriate) Reflective focus groups staff involved in inclusion activity

Work Plan: Monitoring Log
(Continued)

Objectives	Key Actions	Timescale	Success indicators/Impact Measures	Evaluation Methods
5. Support preparation for SEND reform, including improved internal systems for recording and reviewing support delivered in mainstream settings and readiness for future Individual Support Plan arrangements.	Review existing recording and monitoring processes. Develop consistency in support recording and review practices. Explore readiness for future Individual Support Plan arrangements.	End of 2026/27 academic year	Recording is consistent. Systems are ready. Staff understand future arrangements.	Reflective review of systems and processes
6. To enhance students' wellbeing, safety and sense of belonging outside timetabled learning through targeted inclusive support and access to Student Experience Hubs for emotional regulation.	Develop and enhance student support hubs across campuses. Provide breakout and emotional regulation spaces. Support attendance, wellbeing and engagement interventions outside lesson time. Promote access to wellbeing services and student support.	End of 2026/27 academic year	Student Experience Hubs are used. Learners report improved wellbeing. Students know where to access support.	Student focus groups Review of existing College data (engagement/service use where available)
7. The Inclusive Mainstream Fund objectives to be monitored and reviewed at the Inclusion Leadership Group.	Include progress updates as a standing agenda item. Review implementation, impact evidence and emerging priorities. Share examples of effective practice and learner outcomes.	End of 2026/27 academic year	Objectives remain on track. Risks are managed. Impact is understood.	Theory of Change review through the Inclusion Leadership Group Review of findings from all evaluation activities

Theory of Change

Academy/Programme/Department: DCG Staff Members: Inclusion Leadership Group Date Completed: 26/06/2026		
Intervention Name: Inclusive Mainstream Fund		
Problem Statement/Aims: Although we have an established inclusive offer, some students continue to experience barriers to participation, engagement and success within mainstream education. The Inclusive Mainstream Fund provides an opportunity to strengthen ordinarily available provision, improve workforce capability, enhance early identification and targeted support, develop accessible learning environments and prepare for forthcoming SEND reforms through a more consistent and inclusive mainstream approach.		
Inputs: - Inclusive Mainstream Fund - Inclusion Leadership Group - Student Experience Teams - Curriculum Teams - Data and Performance Information - Academic Quality and Professional Development - ATPs - SEND Networks - Existing Quality Processes - Existing CPD - DCG Students - Student Voice		
Activity - Adaptive teaching and ordinarily available provision - Workforce capability and professional development - Early identification - Learner Voice and belonging - SEND reform preparation - Wellbeing and Student Experience Hubs - Governance and monitoring	Who is involved? - Quality of Education (VP, Teaching and Learning Teams and ATPs) - Curriculum Teams - Access and Participation Manager - Student Experience Teams, Leads and VP - Reporting Head and Team - Students - Inclusion Leadership Group	Frequency - Activities will be delivered throughout the 2026/27 academic year, with implementation embedded within existing College quality improvement, professional development and student support processes. - Progress will be monitored through the Inclusion Leadership Group.
Long-Term Outcomes We provide a stronger universal inclusive offer where learners with SEND are identified earlier, supported effectively within mainstream provision, experience fewer barriers to learning, greater belonging and improved outcomes. We are well prepared for future SEND reforms.	Medium-Term Outcomes - Fewer barriers to learning for students - Increased student belonging at DCG - Improved student attendance - Improved student retention - Improved learner confidence, engagement and participation - Greater consistency of inclusive practice within curriculum areas	Short-Term Outcomes Staff - Increased confidence to apply inclusive practices - Greater understanding of ordinarily available provision - Increased use of adaptive teaching Students - Earlier identification of support needs - Improved access to support - Better awareness of support available at College Organisation - Improved consistency in recording and reviewing support delivered within mainstream provision - Increased collaboration to embed inclusive practices

Theory of Change (Continued)

Academy/Programme/Department: DCG Staff Members: Inclusion Leadership Group Date Completed: 26/06/2026
Intervention Name: Inclusive Mainstream Fund
Impact To contribute to our strategic ambition to strengthen our universal inclusive offer by embedding sustainable inclusive practice across mainstream provision. This will support our Equality Strategy, Teaching, Learning and Assessment priorities, Student Experience Strategy and preparedness for SEND reform, helping to reduce barriers to participation and create an environment where all learners can thrive.
Causal Pathways If we strengthen ordinarily available provision through workforce development, adaptive teaching, early identification, learner-centred support and improved systems, barriers to participation can be identified and addressed earlier within mainstream provision. As learners experience more inclusive teaching, accessible support and a stronger sense of belonging, they are more likely to engage, participate successfully and achieve their potential. Collectively, these changes should contribute to greater equality of opportunity and improved outcomes for learners with additional needs across the student lifecycle.
Moderating Factors The success of this programme will depend on consistent implementation across the College. Competing operational priorities and workforce capacity may affect the pace at which inclusive practices are embedded within curriculum areas. Variation in staff confidence and experience of adaptive teaching may also influence the consistency of learners' experiences, highlighting the importance of ongoing professional development, practical resources and opportunities to share effective practice. The impact of the programme also relies on learners being identified early and engaging with the support available. Delays in identifying additional needs, incomplete transition information or lower levels of learner engagement with support services may reduce the effectiveness of interventions. Strengthening transition processes, promoting accessible support and maintaining strong learner voice mechanisms will help to minimise these risks. At an organisational level, the programme will be influenced by wider developments relating to SEND reform, changes in national funding arrangements and our capacity to sustain improvements over time. To mitigate this, activities will focus on embedding inclusive practice within existing systems, workforce development and ordinarily available provision, ensuring that improvements become part of routine practice rather than relying solely on additional funding. Progress, emerging risks and implementation challenges will be monitored regularly through the Inclusion Leadership Group, enabling actions to be reviewed and adapted where required. The Inclusion Leadership Group will regularly review progress, implementation fidelity and emerging risks to ensure that activity remains responsive and aligned to our priorities.





The Roundhouse

Roundhouse Road
Pride Park
Derby DE24 8JE

The Joseph Wright Centre

Cathedral Road
Derby DE1 3PA

Broomfield Hall

Moreley, Ilkeston
Derby DE7 6DN

The Community College

2 Pimlico
Ilkeston
Derby DE7 6JS

0800 028 0289

enquiries@derby-college.ac.uk

www.derby-college.ac.uk

