

ACADEMIC YEAR 2024-2025

PART TWO

The plan outlines DCG's vision and purpose, context and environment (geographic, economic, social) and priorities, aims and objectives reflecting its contribution to national, regional and local priorities.



OUR VISION

To create world class, accessible education opportunities that enrich lives and to make bright futures a reality for all.

OUR MISSION

To predict and serve the needs of our business and civic communities by preparing students for the next stage of their lives including:

- advancement to further study, including preparation for university life
- success in the world of work, business start-up and career development
- social progression and positive citizenship
- independent living

OUR VALUES

‘Putting students’ educational attainment above all else.’

OPTIMISTIC

Positive, happy people inspiring success and belief in what can be achieved.

INCLUSIVE

Embracing and celebrating inclusivity, equality and diversity, educating and empowering individuals.

HEALTHY

Caring about all aspects of well-being, providing an environment that is safe and supportive for everyone.

INNOVATIVE

Promoting an environment where innovation, ideas and creativity are actively encouraged.

COLLABORATIVE

Proactively working with others, helping each other to achieve common goals as ‘one team’.

OUR STRATEGIC PRIORITIES

Strategic Priority One:

DELIVER EDUCATIONAL EXCELLENCE

‘Students first’

Strategic Priority Two:

CHAMPION SOCIAL MOBILITY

‘Challenge perceptions, remove barriers’

Strategic Priority Three:

ENABLE ECONOMIC PROSPERITY

‘Co-creating future talent’

PURPOSE

DCG's mission conveys its core purpose which is 'to predict and serve the needs of our business and civic communities by preparing students for the next stage of their lives'. We have high aspirations for our community and will continually strive to create accessible education opportunities and achieve ambitious goals, inspiring our students to widen their horizons and see beyond the impossible. This will be achieved through co-designing and co-delivering a curriculum, together with employers and wider stakeholders, that is flexible and personalised and provides students with an excellent educational experience, develops relevant skills, knowledge and professional behaviours that ultimately lead to aspirational destinations.

Despite Derby being renowned as a centre for advanced transport manufacturing and home to the world's second largest aero-engine manufacturer, across the region over half the local authority in the East Midlands, including Derby city, have been identified as areas with the worst opportunities for social progression for those from disadvantaged backgrounds. Derby is a city designated a social mobility 'cold spot' by the Government and through its Levelling Up reforms, was identified as one of 24 'Priority Education Investment Areas' which have some of the weakest school outcomes in the country. The package of investment and measures aim to give every child and adult the skills they need to fulfil their potential, no matter where they live.

DCG's strategic plan is aligned to the priorities of the region and is developed through strategic conversations and formal consultation with key stakeholder groups. Clear objectives and targets are in place to identify, recognise and contribute to the future context and significance of the local, regional, and national skills.

Our curriculum strategy planning calls upon information gathered through stakeholder engagements and the use of external labour market intelligence alongside internal data. Our key stakeholders include:

- Students of all ages; through our learner voice activities
- Employees of the College
- education institutions for all age groups and abilities
- local and national employers of all sizes and all sectors, both private and publicly funded
- local authorities and other government bodies
- Employer representative partners such as CBI / FSB / Chambers of Commerce
- Other Governing bodies in the area / region
- Network of links with local community groups and specialist support agencies



Some of the key impacts of these engagements are:

- The design and implementation of a programme combining multiple plumbing and heating installation specialisms to develop a multiskilled workforce ultimately resulting in better efficiency and lower costs for the employer and increased skills and employability for the apprentice students. The programme is underpinned by the Low Carbon Heating Technician apprenticeship standard with additional skills built around it. (Vaillant)
- The delivery of bespoke skills training to an existing workforce to enable movement into other roles driven by changing skills needs within the organisation. This included the development of conversion programmes, delivery of Maths programmes to enable movement into apprenticeships and delivery of additional specific skills training. (Rolls-Royce plc)
- To support delivery of the newly introduced GCSE in British Sign Language we have developed adjusted assessment strategies for the level 3 Education and Training qualification which is delivered by our own Deaf teaching staff. This has been welcomed by Derby City's prominent deaf community.

It has also resulted in a D2N2 steering group and community of practice to develop collaborative models and agree solutions to meet local need, in partnership with local colleges active in the D2N2 area. We will build on this work in 2024/25 following receipt of the Local Skills Improvement Fund which we will be using to develop the model in new faculty areas to meet the needs identified by the LSIP.

We are continuing to collaborate with other EMCA colleges to ensure we are continuing to meet the skills needs for LSIF.

DCG has a Board of governors from key stakeholders with good networking links, such as Rolls-Royce plc, PWC and Nottingham Trent University. Committee Chairs from the Board are members of the Curriculum Planning Committee that meets on a quarterly basis to drive the skills agenda. Link Governors also join the curriculum plan validation meetings for their areas each year.



CONTEXT AND PLACE

The communities DCG serve are the City of Derby and surrounding county areas located within the MCCA that incorporates the Local Enterprise Partnership (LEP) region of D2N2 and the Derbyshire and Nottinghamshire Local Skills Improvement Plan (LSIP)

DCG delivers over three quarters of 16-19 funding distribution within the city local authority. With c 5,400 16-19 students, DCG holds a majority share of funding across both Derby and Derbyshire, 97% of our 16-19 students live in our all-area geographical areas.

The map (right) illustrates the travel to learn/travel to work areas DCG primarily serves. Recruitment areas are dominated by our transport links or county borders, to the east of the county we see a definition of the M1 and Nottinghamshire border, including North-West Leicestershire. North, we see the A38 playing a part in recruitment, and to the south of the city, the river Trent.

Economic and social characteristics informing skills need - Key headlines.

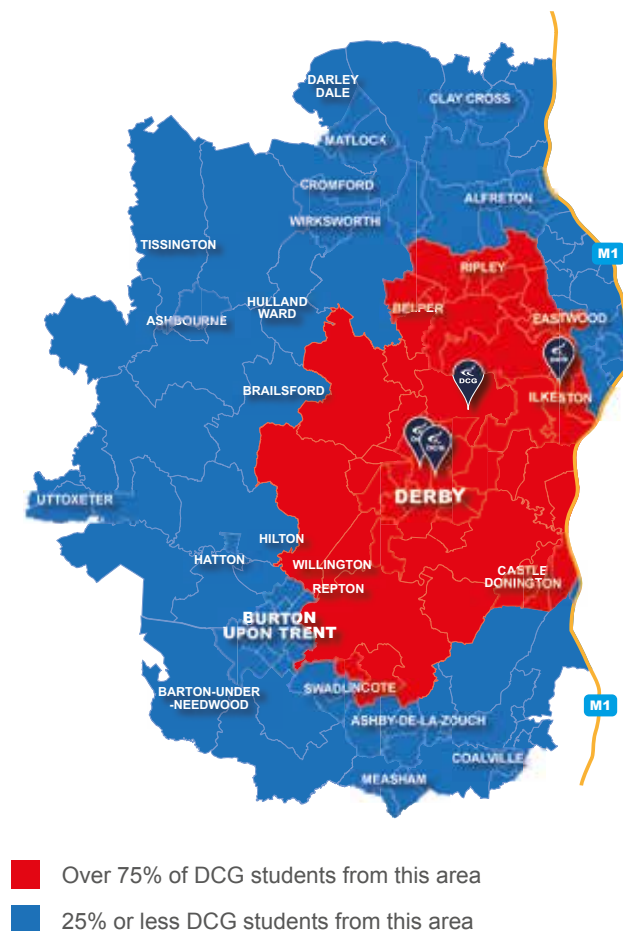
- Derby has a population of 261,400 an increase of 5.1% (2021 census) and is the third most densely populated of the East Midlands' 35 local authority areas. Across Derbyshire (excluding the city of Derby) population estimates are around 795,000.
- As the overall population within Derby has grown over the last 15 years, its demographics have also changed with an increase in non-UK born population.
- 13% of Derby city's population speak English as a second language.
- Ethnically diverse communities now represent approximately 26% of Derby's total population. Derbyshire has a much lower percentage of minority ethnic people at 6%. 32% of DCG students are from ethnically diverse backgrounds



- Derby's disadvantaged rate is high with 33% of 16-year-olds (KS4) from a disadvantaged background.
- 35% of DCG students have shared a support need/declared a learning disability/difficulty upon intake. DCG support 520 high needs students in 2023/2024 (c10% of all students).
- The percentage of children living in poverty within the city is 28% with the inner-city wards of Arboretum (53.4%) and Normanton (49.2%) being significantly higher. The college's intake from these two wards is significant at 12.4%.
- DCG provides a vital second chance to students who have had a poor educational experience within our city. Derby's educational score rank is 30th out of 317 placing it in the bottom 10% nationally.
- 58% of the 16-year-olds enrolled in 2023/24 had not achieved GCSE English, Maths or both.
- 79% of Derby City's working age population are economically active (76.1% Derbyshire overall 73.7% D2N2, 75.1% England).
- NEET (aged 16-24) - Derby City 4.8% unemployment rate, 3.9% Derbyshire and Derby City, 3.5% D2N2, 3.8% England. Derby city is only second to Chesterfield Borough 5.2% (December 2022).

Productivity index (GVA per filled job compared to UK equivalent) shows that both Derby city and the D2N2 region are experiencing lower levels of productivity compared to the UK as a whole since 2016 (from 92.8% to 87.4%).

DCG Local Area (travel to learn / travel to work)



APPROACH TO DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT

To determine the needs of our stakeholders, DCG works with a far-reaching range of external stakeholders and sits on a number of local and regional civic and employer related Boards to engage with and make a significant contribution to meeting skills needs. Examples include, the CEO is a member of the D2N2 LEP Board and chairs the D2N2 Principals Group, is a Director and Vice chair of Land-based Assessment Ltd (LANDEX), is an AOC national policy member, as well as being an ASCL regional representative member and national FE committee member. Senior leaders sit on the Derby City Partnership Board, Derbyshire County Council Economic Partnership, and the Derby City Children, Families and Learners Board. The Deputy CEO has recently been elected a member of the CBI East Midlands Regional Council. The Deputy Principal is a member of the Federation of Small Businesses Steering Group, the ERB leading the development and creation of this region's Local Skills Improvement Plan.



Employers and wider stakeholder are fundamental to our curriculum strategies and business planning process. Our sector and academy annual plans provide a direct link between our curricula and evidenced to local need. DCG, with employers' input, develop future activity. This will be through individuals, a group of employers, or through membership of our Employment and Skills Boards (ESBs). These sector specific boards provide direct employer insight into skills gaps and needs analysis and are a mechanism to share expertise and knowledge exchange through mutual professional development. Curriculum plans are shared with a panel of employer and stakeholder representatives from the boards to endorse the curriculum intent for our priority sectors, prior to being approved via a Senior Leadership panel.






































































DCG continues to work strategically with other local colleges including collaborative projects to meet specific local needs and priorities. The LSIF delivery partnership includes all seven of the D2N2 colleges, working to develop and deliver LSIP priority skills areas of digital, green, and essential. DCG already enjoys strategic partnerships with a number of local universities including Derby, Nottingham Trent and Sheffield Hallam. DCG is one of four partners (University of Derby, Loughborough University and Loughborough College) leading the forthcoming opening of the East Midlands Institute of Technology which will provide progression to higher level STEM skills and the technical qualifications needed, to meet the demands of the local priority sectors and help support individuals secure suitable, sustainable employment.

Meeting skills needs and local, regional, and national priorities is constantly at the core of DCG's engagement, conversations, and communication with all key stakeholder groups. It is a continuous process of challenge and improvement to inform key priority areas and development plans and is reflected in all our strategies, curriculum, and quality improvement plans.




















































CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

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

PRIORITY AREA	SECTOR AREAS	CURRICULUM OFFER			CURRICULUM LEVELS / PROGRESSION				
D2N2 LEP PRIORITIES Local skills / employment needs (D2N2 Skills Plan)	DCG SUBJECT / RELATED AREAS	Aligned ●	Related ○	Offer Under Development ⦿	Foundation Introduction Entry / Level 1	Level 2	Level 3	Higher Level 4 / 5	Degree Level 6 / 7*
Advanced Manufacturing Aerospace, Automotive and Rail D2N2 Science and Innovation Core sector	Engineering Engineering Operations, Advanced Manufacturing Engineering, Mechatronics, Maintenance, Welding, Technical Support	●				  	   	 	 
	Automotive Vehicle maintenance, repair, fitting, Autocare, service, Hybrid Electric Vehicle, MOT tester	●				  	 		
Food and Drink Manufacturing D2N2 Science and Innovation Core sector	Food and Drink manufacturing includes, companies align to Engineering, Hospitality and Catering and IT areas		○						
Construction D2N2 Opportunity sector	Build Environment Brick, Painting and Decorating, Carpentry and Joinery, Plastering	●			 	 			
	Building Services Electrical Installation, Plumbing, Gas, Heating	●				 	   		
	Professional Construction Construction Design, Surveying, Planning, Civil Engineering, Digital Engineering, Construction and Build Environment, Site Supervision	●		⦿  			  	 	
Life Sciences D2N2 Science and Innovation Core sector	Sciences T Level Science, Academic - GCSE, A Level Science options, Access to HE	●	○			  	  		
Health and Care D2N2 High volume	Health and Care Health and Social Care including Adult, Residential, Management of H&SC / Children and Young People, a range of Health-related options	●		⦿ 	 	  	   	  	
	Early Years Childcare, EY Practitioner, EY Educator	●				  	   	  	










































CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES (CONTINUED)

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PRIORITY AREA	SECTOR AREAS	CURRICULUM OFFER			CURRICULUM LEVELS / PROGRESSION				
D2N2 LEP PRIORITIES Local skills / employment needs (D2N2 Skills Plan)	DCG SUBJECT / RELATED AREAS	Aligned ●	Related ○	Offer Under Development ⦿	Foundation Introduction Entry / Level 1	Level 2	Level 3	Higher Level 4 / 5	Degree Level 6 / 7*
Creative and Digital D2N2 Opportunity sector	Creative Industries Art and Design, Music, Performing Arts, Fashion	●		⦿ 	 	  	  		
	Digital* ICT, Essential Digital Skills, e-sports, Games Development, Creative Media, Digital Multimedia, Software Development, Information Services, Digital Marketing *cross cutting theme	●		⦿ 		 	   		
Professional and Business Services D2N2 Opportunity sector	Business Administration (including Accounting) Business, Business Management and Administration, Accounting, Finance, Bookkeeping	●			 	  	   		
	Professional Leadership and Management* Business, Customer Service, Team Leading/Management <i>A wide range of business and professional short course programmes and delivery methods *cross cutting theme</i>	●				 	  	 	
Visitor Economy Tourism and Hospitality D2N2 Opportunity sector	Travel and Tourism Travel with customer service, aviation, and airport services	●							
	Hospitality and Catering Bakery, Food Production / Chef, Food and Beverages, Bar, Food Safety	●				 	 		
Retail D2N2 High volume	Retail includes: Retail Operations, Customer Service, Warehousing, Team Leading and Management		○			 	 		
Transport and Logistics e-commerce D2N2 Opportunity sector	Logistics includes: Team Leading, Warehousing and aligned 'Lean' Operations across sectors (Eng./Manu)		○						

CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES (CONTINUED)

 = 16-19
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PRIORITY AREA	SECTOR AREAS	CURRICULUM OFFER			CURRICULUM LEVELS / PROGRESSION				
NATIONAL INDUSTRIES National Policy and Skills Priorities / cross cutting themes	DCG SUBJECT / RELATED AREAS	Aligned ●	Related ○	Offer Under Development ⊙	Foundation Introduction Entry / Level 1	Level 2	Level 3	Higher Level 4 / 5	Degree Level 6 / 7*
Agriculture, Forestry and Fishing LEP links carbon capture, sustainability, local food production	Land-based Agriculture, Arboriculture, Conservation and Countryside, Animal and Equine (including Zoo and wildlife) (Skills and Management), Floristry and Sustainability	●	○	⊙ 	 	  	   		
Professional Education, Teacher Training, Learning & Development Government Priority - Skills and Post 16 Education Act / Policy reforms	Professional Education Teacher Training, Teaching Assistants, Assessor / Verifiers, Coaching and Mentoring, IAG - SEND specialist, youth and community workers.	●	○		 	 	 	 	
Public Sector and Defence Armed Forces, emergency services, prison services	Public and Security Services Public Services / Uniformed Public Services, Criminology, Offender Management		○						
Other Services A substantive number of different service-related industries (both regular use or as and when)	Hair and Beauty Hairdressing, Barbering, Beauty Therapy, Hair and Media Makeup		○		 	  	   		
Arts, Entertainment and Recreation Priorities around sport, fitness and leisure growth and local investment.	Sport and Leisure Sport, and fitness including performance, coaching and development, PT, exercise science, sport massage therapy, leisure centre management. Elite Sports Academies.		○	⊙		 	 		

CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES (CONTINUED)

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

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	<p>By 2030, D2N2 aims to make Derbyshire and Nottinghamshire a national pioneer in clean growth and a testbed for world-class energy systems innovation.</p> <p>D2N2 Priorities:</p> <ul style="list-style-type: none"> • Increase the amount and proportion of MMC housing in D2N2. • Reduce emissions from construction and extraction. • Increase the percentage of renewables being generated in and used by D2N2. • Increase the number and skill levels of jobs in low carbon roles across sectors. 	<p>Digital and data skills will be required for the net zero energy workforce across all areas.</p> <ul style="list-style-type: none"> • Renewable electricity generation sources, EVs, logistics, home heating systems and digital twin technology. • 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 to drive cultural change for a green economy 	<p>We can already see evidence of demand for STEM skills shortage across industries. The net zero target and sustainability will not reduce the demand for multi- and interdisciplinary skills. DCG's Curriculum Strategy embeds the low carbon / net zero and green agenda across all the core curriculum areas.</p> <p>Strategically, DCG are responding through the East Midlands IoT and LSIF Projects</p> <p>LSIF – leading on digital skills as well as a contributing to specialist area of green skills, modern sustainable construction, and essential skills.</p> <p>IoT – The core themes will cover – Advanced Engineering and Technology, Digital/ICT, Science and Maths, Health Sciences and Sustainable Construction and Built Environment and will deliver HTQs across <i>the Engineering, Manufacturing, Rail, Digital and Construction sectors including management and leadership.</i></p>
Green Skills And Sustainability	<p>The Government has set out a Ten Point Plan for a 'Green Industrial revolution' with an ambition for up to 2 million green jobs by 2030.</p> <ul style="list-style-type: none"> • Almost 1 in 3 of the UK's largest businesses are leading the way in the world's transition to a greener economy. 	<p>Green skills are the knowledge, abilities, values, and attitudes needed to live in, develop and support a sustainable and resource-efficient society Colleges have a role in:</p> <ul style="list-style-type: none"> • delivering green skills and supporting green jobs • educating students and communities to build a more sustainable future • developing net zero campuses and building resilience to environmental change 	<p>DCG has a cross college 'Head of Sustainability' role to lead and embed the sustainability agenda across the whole curriculum supported by an Environmental and Sustainability Officer. Key activities include focus Groups, community engagement and behavioural change.</p> <p>'Green Skills' training and development including qualifications for staff and students are being introduced with specific options for specific target sectors.</p> <p>DCG's Property and Estates Strategy embeds the climate, decarbonisation, and sustainability agenda.</p>
Digital Skills	<p>The Government's UK Digital Strategy sets out a vision including digital skills and talent.</p> <p><i>"Ensuring the UK has a digitally skilled workforce is crucial to strengthen our position as a Science and Tech Superpower and vital to our longer-term economic prosperity."</i></p> <p>The strategy sets out actions for strengthening the digital education pipeline, increasing awareness of pathways into digital occupations, developing advanced and lifelong digital skills, aligned to DfE actions.</p>	<p>Digital skills are no longer limited to tech and online roles but are nearly universal requirements across all sectors and skill levels today.</p> <ul style="list-style-type: none"> • 82% of job openings request digital skills • Essential skills are lacking (11m adults lack digital skills for life and 11.8m for work) • By 2025, it's anticipated that there will be three million new technology job vacancies in the UK • D2N2 growth in digital jobs (36,000 in 2021) • D2N2 strengths include games design, craft design and art, manufacture of electronics, IT services and cyber security 	<p>The 'Digital Skills' agenda is a cross cutting theme and is already embedded across all sectors study programmes / mission pathways with a focus on supporting students to develop a digital skillset.</p> <p>DCG's Curriculum Strategy embeds 'digital skills' across all-curriculum areas and specifically is responding to the local priorities for the Digital and associated sectors.</p> <p>DCG's Data and Systems Strategy is an enabler to ensure that DCG is ready to operate efficiently, effectively, and sustainably in a digital future.</p>

ANNUAL OBJECTIVES

STRATEGIC AIMS AND OBJECTIVES (2024-2025)	HOW AIMS AND OBJECTIVES CONTRIBUTE TO NATIONAL, REGIONAL AND LOCAL PRIORITIES	CURRENT POSITION 2024-25 OUTCOMES, TARGETS AND MEASURES
<p>Aim 1: To design and deliver a broad, inclusive, responsive, and purposeful curriculum – delivering ‘educational excellence’ in vocational/technical education.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Planning and implementation of vocational /technical curriculum developments including, continued roll out of T level programmes, HTQs and collaborative development projects including the East Midlands IoT Implement the Employability and Character Education roadmap that cements the development of personal core, transferrable skills as identified in the LSIP 	<p>Policy / Priorities: Skills and Post 16 Education Act (2022), Review of how well education or training meets local needs (Statutory Duty July 2022), Local Skills Improvement Plans (Statutory Guidance). Derby City Plan (2022-25) – <i>a learning city with access to skills and knowledge for all ages.</i></p> <p>DCG was the first college in the East Midlands to deliver T Levels (since inception in 2020) and currently delivers across eight T level routes. As a government priority, T Levels are the ‘gold standard’ vocational pathway to higher technical qualifications / degrees.</p> <p>Explored the implementation of “Skills builder” or a similar essential skills system to develop soft skills of young people.</p> <p>Integrated a digital component into relevant post-16 vocational programmes, apprenticeships and AEB vocational courses, where not already present</p> <p>Design a curriculum in response to the diversity of our intake and the vast differences in starting points of the students that enrol with us.</p>	<p>Headline outcomes: DCG curriculum offer meets local skills needs, regional and national priorities areas.</p> <p>Students succeed in their chosen technical and vocational programme and contribute to meeting the skills needs of Derby and the wider region.</p> <p>Ofsted skills judgement and retention and achievement outcomes.</p> <ul style="list-style-type: none"> Positive destinations for students in sector related areas to increase from 68% to 70% Education roadmap with essential soft and digital skills mapped to tutorial and enrichment and integrated into ILP across all areas (skill builder for Level 1) Grow T Level numbers with group size of a minimum of 10 including the launch of T levels in Animal Care, Electrical and plumbing for 2024-25 delivery Introduce T Levels in Marketing, Finance and Plant Sciences in 2025-26 Launch of Health and Social Care HTQ 2025 IoT 2024-25 applications (Level 4) targets achieved - 35 students. Apprenticeship Accountability Framework - outcomes targets 2024/25: 67% minimum Extended routes to higher/degree apprenticeships in response to employer demand
<p>Aim 2: Upskill and retrain the adult workforce to meet the needs of the economy, provide a range of tailored and bespoke programmes for individuals and employers to support a thriving business and social community.</p> <p>Objectives:</p> <ul style="list-style-type: none"> An adult (adult skills) curriculum with opportunities for individuals to access programmes to re-skill and/or retrain and positively progress to further, higher learning and/or career progression. Initiate further community developments in targeted areas of deprivation to widen participation and progression to further learning Continued stakeholder developments to support provision to meet needs and student access at the Community College Ilkeston. 	<p>Policy / Priorities: Skills and Post 16 Education Act (2022), Review of how well education or training meets local needs (Statutory Duty July 2022), Local Skills Improvement Plans (Statutory Guidance). Life-Long Learning Bill. Maths, English and Digital Skills agenda. Derby City Plan (2022-25) – <i>a learning city with access to skills and knowledge for all ages.</i></p> <p>LSIP relevant actionable priority – Develop and implement a common employability/essential skills framework for all adult curriculum and employed staff.</p> <p>LSIP relevant actionable priority – Explore/increase collaborative bidding and delivery partnership with the region’s FE colleges region’s universities, D2N2 LEP and key partners.</p> <p>Adult positive destinations have increased from 77% to 80%</p>	<p>Headline outcomes: DCG’s adult curriculum offer meets local skills needs, regional and national priorities areas and supports individuals and businesses to address the skills and recruitment gaps.</p> <p>DCG enable adult literacy, numeracy, digital and lack of English language skills to fulfil their potential and increase their positive participation in their local area.</p> <p>Community stakeholder engagement and civic relationships increase participation especially in the socially deprived wards of Derby / Derbyshire</p> <ul style="list-style-type: none"> Increase achievement outcomes Increase delivery of Essential Digital Skills in all community venues, especially Ilkeston by collaborative working with DWP and local employer groups for vacancy filling Increase and improve engagement on level 3 programmes for adults Implement effective and consistent collection processes for an adult and employer satisfaction measure

ANNUAL OBJECTIVES ((CONTINUED))

STRATEGIC AIMS AND OBJECTIVES (2024-2025)	HOW AIMS AND OBJECTIVES CONTRIBUTE TO NATIONAL, REGIONAL AND LOCAL PRIORITIES	CURRENT POSITION 2024-25 OUTCOMES, TARGETS AND MEASURES
<p>Aim 3: Collaborate with the widest range of employers and industry experts to prepare students on their journeys to successful careers and support the ‘skills gap’ conundrum - through insightful co-design and co-delivery partnerships.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Develop a consistent process for capturing, reviewing and reporting on new and ongoing collaborations between DCG and employers / civic community • Refine the collection of employer/civic community feedback to inform the development of the curriculum (co-design) 	<p>Policy / Priorities: Skills and Post 16 Education Act (2022), Review of how well education or training meets local needs (Statutory Duty July 2022), Local Skills Improvement Plans (Statutory Guidance).</p> <p>The accountability agreement has now been developed to include the duty to review which articulates DCGs review of how well it is meeting skills needs locally, regionally and nationally.</p> <p>DCG has increased the number of programmes co-delivered with employers and has a strategy to continue this growth.</p> <p>100% of technical delivery staff have engaged in industry insights, with evidence of curriculum impact and implementation.</p> <p>We have reviewed 100% of employer handbooks for all elements of engagement – study programme, apprenticeships and adults ensuring expectations are clearly outlined.</p> <p>LSIP relevant actionable priorities – Develop recruitment and retention packs and/or workshops for employers, especially SMEs, to aid broadening candidate search.</p>	<p>Headline outcomes: DCG delivers purposeful curriculum offer that is co-designed, co-delivered with employers and wider stakeholders to meet local skills needs, regional and national priorities areas, addresses skills and employment gaps and supports the co-creation of a future talent pool.</p> <p>Effective Strategic and operational employer stakeholder partnerships – Employer Voice outcomes</p> <ul style="list-style-type: none"> • Technical delivery staff to continue to engage in industry insights • Develop the employer voice process to collect information on the impact that DCG is having on meeting the needs of employers
<p>Aim 4: To deliver a careers education eco-system that challenges assumptions, creates ‘careers empowerment’ and equips all students to make informed decisions around routes to building a successful future career.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Implement a refreshed Careers Guidance Services, with a specifically targeted offer for Apprentices, Adults including at Community Learning venues and SEND students to ensure that is available, timely and accessible. • Continue to engage and work in partnership with relevant external stakeholders to implement and deliver local careers strategic priorities and action plans. 	<p>Policy / Priorities: Skills and Post 16 Education Act (2022) – <i>specifically broadening careers advice, access to providers of technical education to understand the wide range of career routes and training available.</i></p> <p>DfE Careers guidance and access for education and training providers, Gatsby Benchmarks.</p> <p>LSIP relevant actionable priorities – Further develop the Careers Hub and similar services and communicate their existence more widely.</p> <p>All students have access to Careers guidance with a level 6 careers advisor.</p> <p>Maintained Gatsby Benchmarks, IAG Matrix and Careers Standard accreditation for 23/24 (Gold) achieved and maintained quality careers marks.</p>	<p>Headline outcomes: Apprentices develop effective career management skills, make informed careers choices and successful transition into positive destinations.</p> <ul style="list-style-type: none"> • Maintain and enhance the careers education system in 2024/2025 • Stakeholder Voice contributing to effective external careers related stakeholder engagement, increase events such as ‘Get hired’, ‘Industry Days’ ‘Advise the Advisor’ across all sites – currently on single site – implement formal and consistent collection of stakeholder voice feedback for engagement events.

ANNUAL OBJECTIVES (CONTINUED)

STRATEGIC AIMS AND OBJECTIVES (2024-2025)	HOW AIMS AND OBJECTIVES CONTRIBUTE TO NATIONAL, REGIONAL AND LOCAL PRIORITIES	CURRENT POSITION 2024-25 OUTCOMES, TARGETS AND MEASURES
<p>Aim 5: Embed sustainable development, green skills, and net zero targets across all academy areas curriculum planning and development, design (intent) and implementation.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Deliver a programme of environmental engagement and awareness events and range of resources for staff and students to promote the benefits of environmental sustainability and climate change. • Deliver CPD/Training – Carbon Literacy training and Environment and Sustainability Level 2 Certificate for staff and students. • Reduce direct and indirect emissions from the college estate / buildings and operations. 	<p>Policy / Priorities: Sustainability and climate change: a strategy for the education and children's services systems (April 2022), 25 Year Environment Plan and Net Zero Strategy, United Nations' 17 Sustainable Development Goals, UNESCO's 'Education for Sustainable Development (ESD) for 2030'.</p> <p>Skills and Post 16 Education Act (2022) – <i>specifically prioritise green skills to help the training on offer meet the needs of the growing green economy.</i></p> <p>LSIP relevant actionable priorities – Development and implement industry specific "Achieving Net Zero" online/workshop-based programmes for staff and managers. These would be available to all sectors, but priorities would be agriculture and environment, business and administration, construction, engineering and manufacturing and transport and logistics.</p> <p>Developed a student sustainability certificate delivered in tutorials across the 16–18 cohort.</p> <p>23% of staff have completed and passed Level 2 accredited certificate.</p>	<p>Headline outcomes: DCG contributes to the policy action areas – 'Climate education', 'green skills and careers' to support more people into green jobs and help grow future talent pipelines and across DCG's 'education estate and digital infrastructure'. Delivery of DCG Sustainability Plan, which will integrate sustainability throughout the curriculum and college life.</p> <p>Environmental Management System and Strategic Policy Framework. DCG Streamlined Energy and Carbon Report - creating a green, sustainable education estate that is resilient to the impacts of climate change.</p> <ul style="list-style-type: none"> • Increase in the number of environmental engagement and awareness events in all curriculum sector areas. • Embed sustainability topic in curriculum planning for 100% of SP courses. • 50% reduction in carbon emissions by 2032 (end of Carbon Budget 5), based on our 2021 baseline. • Reduce waste by 50% by 2030 based on our 2022/23 baseline. • Increase in the number of new staff that have completed and passed Level 2 accredited certificate to 50%.
<p>Aim 6: To deliver a co-created purposeful, inclusive, and personalised SEND provision with aspirational targets, laying the foundations for successful and meaningful adult lives.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Continue to develop and nurture positive external stakeholder relationships to tackle the challenges of the SEND agenda in partnership with others. • Increase the number of SEND learners in Supported Internships 	<p>Policy / Priorities: SEND Reforms</p>	<p>Headline outcomes: DCG's SEND provision contribute to social and economic inclusivity by supporting SEND learners into fulfilling careers whilst meeting skills needs and developing independence in life (pathways to working life / pathway to independent living).</p> <p>Effective stakeholder voice and relationship management resulting in positive feedback and timely administration processes, especially for EHCPs.</p> <ul style="list-style-type: none"> • Increase the number of SEND learners in Supported Internships in 2024/25 by 50%

LOCAL SKILLS DUTY

The governing body regularly reviews how DCG is meeting local, regional, and national skills needs through several mechanisms that enable both long-term strategic planning and near-term operational oversight.

DCG 2020-2025 Corporate strategy and the related core and facilitating strategies have been created in partnership with all college stakeholders ensuring we are aligning our key strategic ambitions with local, regional, and national requirements around skills priorities and beyond. The strategy is developed and enacted by our governing body with annual reviews taking place to monitor progress towards specific action plans and key performance indicators. The annual curriculum planning process, which ensures alignment to priority sectors and labour market need, is continuously reviewed, and scrutinised by the governor curriculum planning committee with a final presentation of the plan delivered to senior leaders and the area link governor who report directly into the full governing body for final approval. Together these mechanisms of review enable regular scrutiny of how the college serves its communities.

CORPORATION STATEMENT

On behalf of the DCG corporation, it is hereby confirmed that the college plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on Monday 20th May.

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

DCG Annual Accountability Statement 2024-25



We have and will continue to work with key local education partners who have a presence across our defined local area to review and refine our collective offer.

This will include continued collaboration with local colleges within the D2N2 region sharing best practice, resources, and skills, and deliver projects that meet the skills needs of the region. We will continue to work closely with our key strategic higher education partners including Derby, Sheffield Hallam and Nottingham Trent universities as well as continuing our key role as one of the four partners in the East Midlands Institute of Technology (alongside Derby University, Loughborough University and Loughborough College) to develop and deliver higher technical skills across the region.

Chair of Governors

Principal / Chief Executive and Accounting Officer

This work contributes towards our vision to be a key local skills provider when our local area becomes a devolved authority in 2024. As a pivotal strategic partner, we will act with integrity, in the true spirit of collaboration, for the good of our region and our communities.



View our Strategic Plan at the following link:

DCG Corporate Strategy 2020-2025







DCG

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