



ANNUAL ACCOUNTABILITY STATEMENT

2023-2024 Academic Year

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.

Available to download:

<https://www.derby-college.ac.uk/wp-content/uploads/documents/misc/DCG-Annual-Accountability-Statement-2023-24.pdf>

DCG MISSION AND PURPOSE

It is DCG's job to ensure that students receive an excellent education as a catalyst for success in work and life. This, in turn, results in the generation of an effective talent pipeline for employers and social justice for its communities.

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.

Our emphasis will be on creating greater specialism and flexibility within our curriculum offer to ensure that it not only matches the needs and ambitions of students of all ages, abilities and backgrounds, meets local needs, but also drives economic wellbeing and social mobility for the communities we serve.

STRATEGIC PRIORITIES, AIMS AND OBJECTIVES

DCG adopted a strategic plan from the period August 2020 to July 2025. The umbrella corporate strategy provides a holistic view of DCG, articulating its strategic intent and priorities that steer specific, focused core and facilitating strategies, curriculum business plans, which in turn, inform its peoples' objectives.

DCG has several strategy documents and frameworks each containing development plans and targets which are reviewed, updated and approved annually for the year ahead including: an overarching Curriculum Strategy which incorporates careers education, sustainability and stakeholder engagement, Teaching and Learning Improvement, Pastoral and Academic Support. These are supported by key enabling strategies including: Property and Estates, Systems and Data, People and Finance.

Strategic Priorities

The priorities outlined below articulate DCG's principal Strategic Ambitions (2020-2025), and key aims which will enact its strategic intent.

Priority One: Deliver Educational Excellence – *students first*

Students are front and centre in all that we do. We focus on the 'student as a whole', challenging and inspiring aspirations to 'dream big'.

- Provide every student with an excellent education, developing their knowledge, skills and behaviours to be successful in life.
- Proactively encourage and nurture students to deploy effective behaviours and attitudes, developing their character, spirit and talent and preparing them as professionals at work and social contributors.
- Innovative teaching and learning practices and environments, continuous improvement, evolution and customer satisfaction will be at the heart of our delivery and customer experience.

Priority Two: Champion Social Mobility – *challenge perceptions, remove barriers.*

DCG service a diverse and multicultural city and county and it is our civic duty to champion the benefits of education and skills development to enable social progression. We will promote fairness, inclusion and equity in the firm belief that everyone can thrive and succeed regardless of their background.

- Continue to broaden our community provision and find ways to engage and empower individuals furthest away from learning, removing obstacles to learning and progression.

- Engage with our school partners, raise awareness of career choices, preparing for smooth transitions, pathways and progression to successful futures.
- Remove barriers for advancement to Higher Education and higher-level skills by providing a range of opportunities and a focus on widening participation, to positively impact on students' life chances and future earning potential.

Priority Three: Enable Economic Prosperity – co-creating future talent.

A skills-led education system mandate is seen as the key to unlocking UK plc's potential, increasing productivity, innovation and economic well-being. Our legitimate partnerships with employers underpin our curriculum development and design.

- We will utilise comprehensive business and labour market intelligence and stakeholder collaboration to drive our curriculum intent to meet the needs of students, employers and local, regional and national skills priorities.
- We will co-design our curriculum with employers, to generate a talent pool equipped to effectively transition between education and industry.
- We will co-deliver career pathways with business, employers and other relevant stakeholders to equip students with essential life skills and exposure to 'world of work' opportunities and industry experience.
- We will upskill and retrain the adult workforce to meet the needs of the economy, supporting individuals and business to thrive.

Values and Behaviours

DCG's values capture in words the 'DNA' of the organisation, our ethos, commitments, and guiding principles and seek to put the student and our community at the heart of our purpose and vision.

Our strategic ambitions and objectives can only be achieved with the right culture and environment. We have worked hard to improve organisational culture by embedding and focusing on values and behaviours. To ensure DCG is proactively creating a culture, strategies, policies and processes which drive equity for all; eliminate discrimination & harassment and advocate inclusion ultimately creating a culture of respect and belonging for its community (students and staff)'.

CONTEXT AND PLACE

Geographical, Economic, Social

The communities DCG serves are located within the Local Enterprise Partnership region of D2N2 and the Derbyshire and Nottinghamshire Local Skills Improvement Plan area (Figure 1) with the region effectively divided by the M1 motorway.

Furthermore, Derbyshire County Council, Nottinghamshire County Council, Derby City Council and Nottingham City Council have agreed to a £1.14 billion devolution deal by the government which if approved, will create the first ever Combined County Authority (CCA) and would see an extra £38 million a year coming to the East Midlands from 2024. The East Midlands CCA would work collaboratively with employers, skill providers and local authorities to ensure the 2.2 million people who live in the region have the opportunity to develop key skills and access opportunities to work well and build fulfilling careers. This would also help the creation of a strong and sustainable local economy.

The geographical area DCG serves is diverse in its population and geography. There are significant economic disparities within the city of Derby, County and East Midlands region as a whole. Derby has



Figure 1: D2N2/Derbyshire & Nottinghamshire Region

some outstanding economic assets and benefits from a strong advanced manufacturing base yet has some of the most deprived wards in the country.

Across the regional economic area there are a number of significant sectors with potential for growth, including advanced manufacturing, engineering, clean energy, logistics, creative and digital, and health and pharmaceuticals, health and education, wholesale and retail trade.

In Derby city, the highest employment sections by broad industrial group are manufacturing, health, education, followed by professional, scientific and technical, business administration and retail.

Employers

The D2N2 region has over 76,000 businesses, of which there are around 35,000 in Derbyshire and 9500 in Derby. Small employers dominate Derbyshire's economy with a very high proportion of micro businesses employing less than 10 people and SMEs, whereas Derby is home to a number of large global companies such as Rolls-Royce plc and Alstom providing employment for thousands.

Social Mobility in Derby city

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.

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 810,000.
- As the overall population within Derby has grown over the last 15 years, its demographics have also changed with an increase in the non-UK-born population.
- 9% of Derby city's population speak English as a second language.
- Ethnically diverse communities now represent approximately 25% of Derby's total population, an increase of 9% since 2001. Derbyshire has a much lower percentage of minority ethnic people at 5%. 33% of DCG students are from ethnically diverse backgrounds.
- The indices of Multiple Deprivation rank Derby as the 67th most deprived local authority in England, with 16% of Derby's wards among the most deprived 10% in the country.
- The percentage of children living in poverty within the city is 21% with the inner-city wards of Arboretum (43.9%) and Normanton (42.4%) being significantly higher.
- DCG provides a vital second chance to students who have had a poor educational experience within our city. In 2021-22 60.9% of pupils in the city gained a grade 4 or above in English and maths GCSE and whilst these results show an increase on previous results, they still place Derby in the bottom quartile in England for English and maths GCSE outcomes.
- 51% of the 16-year-olds enrolled in 2022/23 had not achieved GCSE English, Maths or both.
- 76% of Derby City's working age population are economically active (77.6% Derbyshire overall 77.6% D2N2, 78.7% England)
- NEET (under 25-year-olds) - 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 with 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 86.1%).

Workforce Qualifications (ONS Census 2021)

Latest ONS data measuring education levels among local labour forces measures indicates that in both the East Midlands and West Midlands, the most qualified areas were in less populated towns, whilst cities including Derby (ranked 223) and Nottingham (ranked 210) had lower rankings and are in the bottom 40% of 331 local authority areas. Erewash (252) and Amber Valley (214) In DCG's main catchment areas are also ranked in the bottom 40%. South Derbyshire, however, ranks 137 out of 331 local authorities placing it in the top 60% of areas.

In Derby, circa 34% of people aged 16 and over have qualifications below level 2 (with 20% having no qualifications above the national average). 17.3% have level 3 in line with averages and 29.7% have level 4 or above, again below national averages.

The Communities We Serve

DCG is the largest College Group serving the communities of Derby, Derbyshire parts of East Staffordshire, and Nottinghamshire and has an impressive estate which is made up of four distinctive colleges within the geographical local area, all offering excellent learning facilities and a professional setting for our partnership work with employers. In addition, a number of community venues are utilised.

These include: **The Roundhouse** - Technical and Professional Skills College and the **Joseph Wright Centre** - Post 16 Academic and Arts College, both located in Derby city; **Broomfield Hall** - Land based and Leisure College and the **Community College - Ilkeston**, located in the borough of Erewash. The map (Figure 2) indicates the location of the four college campuses.

DCG also has a long-term partnership to deliver ESOL, English, Maths and Digital programmes at the **St James Centre**, located in the heart of Normanton, to deliver accessible education opportunities to the local community, predominantly from a diverse range of backgrounds and ethnicities, including refugees and asylum seekers.

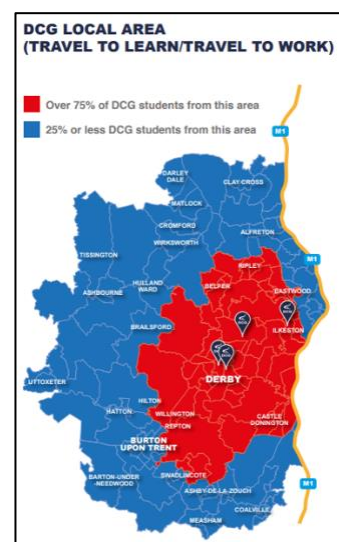


Figure 2: DCG Local Area

In addition, DCG engages with a broad range of other community sector partners, organisations and employers to widen access and participation in adult and community provision, promote community cohesion and champion social mobility. Without this provision, many individuals, in some of our hardest to reach communities, or those at risk of social marginalisation, or with no or low qualifications, would not engage in learning or progress on their journey to learn skills to enter, return or advance in work.

Colleges are frequently seen as providers of 'second chances' and DCG supports many students across its communities that may have struggled in previous educational environments or have faced adversities in everyday life. Alongside the economic benefits, lifelong learning reduces loneliness and makes people happier, healthier (including mental well-being), be more confident, capable and resilient.

DCG has a vital role in helping to create the skill base our city, county, communities and businesses need to generate work ready and socially mobile citizens and transform lives.

Primarily, DCG serves the city and wider conurbations of Derbyshire, particularly in the Erewash, Amber Valley and South Derbyshire and works collaboratively with other providers to meet stakeholder needs in general across the region.

The map (Figure 2) 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.

DCG Learning Opportunities

Overall, DCG provides education **Programmes for Young People (16-19)**, including vocational and technical pathways for different routes and levels from entry to level 3 and beyond, across all occupational routes, T Levels and academic pathways with an array of A levels subjects and combinations.

Apprenticeships, across all levels and a wide range of sectors/occupational routes are offered, with particular attention on our local priority sectors, apprentices benefit from strong collaborative models and partnership delivery with the likes of Rolls-Royce plc and UHDB trust.

DCG provide a multitude of **Adult Education and Community programmes**, from essential life skills - English, Maths, Digital, to re-skilling and re-training, career learning, short courses, full or part-time options, access to HE. Be-spoke commercial training programmes for business are also delivered – either off-site or in the workplace and a programme of learning for leisure and taster options are also available.

DCG **Higher Education** programmes includes HNDs, Foundation Degrees and Honours Degrees to specialist qualifications for professionals seeking to improve their managerial skills. This includes a variety of full and part-time courses including nationals, foundation top ups and higher level and degree apprenticeships and the new Higher Technical Qualifications (HTQs).

DCG's **Inclusion Curriculum** offers programmes embedding individualised plans into our specialist pathways to ensure that people with learning difficulties and disabilities are well prepared for life and work. A range of full-time pathways are available for school leavers including Pathway to Independence, Pathway to Working Life, Work Ready and Supported Internships. There are also part-time adult options including IT and work skills.

DCG deliver **Professional Training and Development programmes** including quality commercial training solutions, management and leadership and IT courses, bespoke leadership programmes and e-learning options including compliance programmes in hospitality, first aid and health and safety to support individuals and employers to meet their skills and training requirements.

DCG Student Population

DCG currently provides opportunities for approximately 15,000 students.

DCG naturally has a dominance in the city with 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.

Of the full-time 16 to 19-year-old students, 33% are identified as ethnically diverse, 26% have declared a disability and 25% are identified as disadvantaged. 9% of students have an Education Health and Care Plan (EHCP).

Of the adult students aged over 19, 38% are identified as ethnically diverse and 20% have declared a disability/difficulty.

Thus, DCG's student population indicates that it is serving a higher proportion of ethnically diverse young people and adults than is reflective of the city's overall 25% profile. Furthermore, almost 3 out of 5 (56%) of DCG's students are from 'deprived areas' and just over half (54%) prior learning levels are at level one and below. DCG's has made significant progress in narrowing the gaps in most of our characteristics but will continue to focus on where improvements can be achieved.

Additionally, over half (51%) of the 16-year-olds that enrolled in 2022-23 had not achieved GCSE English, maths or both at school and are restudying alongside their main programme. As a result, 2,287 students will need to re-sit GCSE exams in the Summer. This presents challenges for DCG which essentially means the colleges have to close to accommodate and invigilate. DCG is seventh largest, out of 234 colleges in England, for the volume of GCSE exam entries.

Disadvantaged students are more likely to take vocational and technical qualifications and tend to enter fewer and lower-level qualifications. DCG's challenge is to inspire these individuals with the belief that they can achieve and progress to higher level learning at level 3 and beyond in order to unlock social mobility and economic well-being.

DCG has c 4,700 adult students (AEB and Loan), around 1,600 adults on full cost courses, over 2,300 apprentices and over 700 higher education students (including c 300 HE apprentices). Little Explorers Nursery has 89 pre-school children.

APPROACH TO DEVELOPING THE PLAN

DCG Strategy and Curriculum Planning – overall approach

DCG is in constant dialogue with a plethora of local, regional and national stakeholders and demonstrates effective engagement and pro-active, collaborative partnerships.

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 including: students, employees, education institutions (schools, HEIs, delivery partners, other providers and colleges in the area), civic partners (local authorities and other government bodies, Jobcentre Plus) community groups, charitable and voluntary sector, and crucially, local and national employers of all sizes and sectors, both private and publicly funded, together with key employer representative partners across the region such as the CBI, Chamber of Commerce, FSB and the LEP.

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, labour market needs and economic requirements, to enact strategic priorities, provide 'a fit for purpose' curriculum offer and the best possible experience for all its students, preparing them for successful futures.

DCG has a proven track record of effectively co-designing and co-delivering with employers to meet the skills and economic priorities identified, co-creating a future talent pool. Employer engagement may involve numerous activities such as providing work experience or industry placements, guest speaker lectures, projects or employment of an apprentice.

Employers 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 local need. DCG and an employer commit to develop future activity usually through a cohort 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 representatives from the Boards to endorse the curriculum intent for our priority sectors, prior to being approved via a Senior Leadership panel.

DCG has a Board of governors from key stakeholders with good networking links, such as Rolls-Royce, 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.

Key external stakeholders

DCG acts as an 'anchor institution' to meet the needs of its business, civic and community stakeholders, and alongside other educational organisations, as a key enabling partner, to meet shared priorities.

As highlighted in the overarching approach narrative above, DCG works with a far-reaching range of external stakeholders and sit 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:

- Senior leaders sit on both the Derby City Partnership Board, Derbyshire County Council Economic Partnership, the Derby City Children, Families and Learners Board and numerous aligned and specialist strategic partner groups, such as the Derbyshire SEND Strategic Board.
- The CEO is a member of the D2N2 LEP Board and chairs the D2N2 Principals Group.
- Senior leaders and managers engage very effectively with employers and other relevant employer representative bodies (ERBs). This includes collaboration with the East Midlands Chamber of Commerce and several key priority area sector skills stakeholders.
- The Deputy CEO has recently been elected a member of the CBI East Midlands Regional Council. Prior to this, the CEO was regional council Chair and a council member for ten years.

- 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.

In addition, DCG has, and continues to play a wider role nationally to engage with sector stakeholders with many long-standing memberships of national bodies and numerous sector related policy reference groups, examples include:

- The CEO is Director (and Vice Chair) of Land Based Assessment Ltd (Landex EPA company) and was one of the founding members to support land-based employers with EPA.
- The CEO is ASCL Regional Representative and National FE Committee Member.
- The CEO is also an AoC national policy member on the Mental Health, and Quality and Accountability Groups.
- From September 2022, the CEO became a member of the University of Oxford ETF Design Steering Committee.
- Previous roles have included, member of the FE Commissioner's Principals Reference Group, the CBI National Committee, Midlands Engine Skills Group, the National AoC Governance Portfolio Group and Director at the Skills and Education Group.

Meeting skills needs and regional 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.

Engagement with other providers

DCG has strong collaborative partnerships with a whole raft of educational institutions and service providers. DCG also recognises that, in order to deliver education and training provision that has a line of sight and clear focus on future skills requirements and local needs, it has a duty to continue to develop strategic joint ventures and create locally based operational partnerships or models of delivery, where a collective approach will meet local, regional and national priorities and lead to greater alignment of provision across the locality.

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.

DCG continues to work strategically with other local colleges including collaborative projects in order to meet specific local needs and priorities. A prime example is the high-profile Skills Development Fund programme. DCG is the lead college for the D2N2 SDF 2 project and is working with partners to develop and agree a plan for their area that sets out an agreed approach for sustaining SDF funded activity over the next three years. The partnership includes Nottingham, Burton and South Derbyshire, Newark (Lincoln), RNN Group, West Nottinghamshire, and Chesterfield colleges. The Fund will build capacity to respond to labour market need with the D2N2 project application having an over-arching theme of the Green Economy and the significant skills demands generated through the decarbonisation of two of our key economic priority sectors (transport equipment manufacturing and construction).

Another example is the Building Better Opportunities and Towards Work projects which necessitates highly effective work with the lead partner and other providers across the D2N2 area.

DCG has very strong partnerships with both Derby city and Derbyshire schools and careers networks, which support effective transition from secondary to post 16 education and provides impartial information, advice and guidance, raising awareness of career choices and understanding of the widest range of routes and training available, including apprenticeships, vocational and technical education (T Levels).

Furthermore, senior leaders and managers are Board members at other educational institutions (examples, Derby UTC, YMCA trustee). Any opportunities, further collaboration or strategic

conversations with other providers have and will continue to be considered as part of DCG's established planning and strategic review processes.

CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

Introduction

DCG vision and purpose is established around an unparalleled commitment to create world class, accessible education opportunities, to predict and serve the needs of our business and civic communities and positively impact on social and economic prosperity for our city, county and region.

DCG's strategy is not just founded on the reforms introduced in the Skills White Paper and the multitude of relevant, external policy drivers that aim to meet national, regional and local priorities.

DCG is proud to be recognised as a pioneer of co-designed and co-delivered curriculum programmes, developed with business and employers, and this work has been endemic over several years of collaborative and transformational employer partnerships, across a wide range of industries and priority sectors for the benefit of the city, county and region.

This has been evidenced through DCG's last full Ofsted inspection (March 2016) when inspectors highlighted, "*partnership working with employers to design and deliver the curriculum is outstanding*" as a key strength and judged the college to be good with outstanding features. This employer partnership work was also featured in the Chief Inspectors' 2015/16 Annual Report.

Furthermore, successive judgments were made in our latest short inspection (December 2019) where it was highlighted that "*managers and staff work closely with employers and higher education providers to identify the skills, knowledge and behaviours that students and apprentices need. This helps to ensure that programmes prepare young people, adults and apprentices well for their futures*".

DCG will persist in ensuring its curriculum offer is responsive to labour market needs, skills gaps and offers progression routes into meaningful and sustainable employment. DCG will continue to further develop and improve innovative employer alliances and partnerships to uphold its mission and purpose to 'predict and serve the needs of our business and civic communities'.

Curriculum Intent, Implementation and Impact (contributing to priorities)

The intent for DCG's learning pathways is to provide all students and learners with an exceptional education, as a catalyst for success in work, life and society. Our pathways have been designed to facilitate this and the achievement of crucial work, life and study skills along with specialist knowledge and behaviours, which in turn contribute to meeting national, regional and local priorities.

Elements of our learning pathways not only include respected academic/technical qualifications and enhanced English and maths skills; they incorporate experience of the world of work, including valuable industry placement/internships, industry visits, employer-led projects and engagement with our employers, together with a digital skillset to support the need to operate effectively in the digital world. Effective, informed careers education and guidance includes exposure to a wide range of industries and employers, vacancy search and recruitment/interview techniques.

Crucial personal development focuses on a number of aspects including: **intellectual character development** – critical thinking, being a reflective student and developing academic studies such as research skills; **performance character** - resilience, confidence, drive, communication, positive behaviours for study and work, teamworking and positive attitudes including: being punctual, polite, professional, prepared and polite; **civic character development** - financial awareness, safety, equity, diversity, carbon literacy and sustainability; **moral character** - developing compassion, taking opportunities to do something for others, learning from others – tolerating all faiths and beliefs and **mental wellbeing development** including; positive and healthy relationships, life, crime and social survival, physical health and wellbeing, self-help and mental strength strategies.

Awards and Accreditations

The implementation and positive impact of DCG's approach to delivering broad, holistic and purposeful learning pathways, are validated by a multitude of external quality standards and kitemarks we have achieved and maintained. These include:

- Careers Mark Gold Quality Award.
- Matrix Standard.
- Character Education kitemark - the first UK college to be awarded this kitemark by the Association of Character Education.
- FETN Quality Standard Accreditation - Pastoral Support and Wellbeing (Further Education Tutorial Network).
- The Carers Federation Quality Standard in Carer Support.
- SEND Centre of Excellence.
- Autism Friendly Accolade - first college in the East Midlands to be officially recognised by Autism East Midlands.
- College of Sanctuary – recognition for the welcoming support and safe environment to the asylum and refugee community.

National Priorities

As indicated in the *Skills for jobs: implementing a new further education funding and accountability system Government consultation* (para 136) national priorities are still in development and will be subject to change on a regular basis. However, the sections identified including construction, manufacturing, digital and technology, health and social care, and haulage and logistics sectors mirror the regional/local priorities and form a significant proportion of DCG's overall provision. This includes: Engineering (13%), Construction (13%), Land-based (12%), Health and Social Care (8%) with A Levels being 8%.

The remaining 46% includes: Automotive, Digital, Creative Industries, Early Years, ESOL, Business, Public Services, Adult Literacy and Numeracy, Sport, Hair and Beauty, Travel and Tourism, Teacher Training and Transitions (for those who would otherwise be NEET).

Regional Priorities

The updated Derby, Derbyshire, Nottingham and Nottinghamshire (D2N2) Local Skills Report (January 2022) sets out the essential evidence base of skills demand and supply in the D2N2 area. Overall, the skills profile of the D2N2 area is a microcosm of the UK. Skills excellence and high employment outcomes are mixed with low productivity and areas of deprivation. It has three 'key asks' of post-16 providers:

- Continue to reassess delivery against the shifting needs of the economy, working with employers towards better alignment of skills demand and supply, including development of new skills pathways.
- Build collaborative skills pathways that extend down into schools and through into shared skills pathways for key sectors.
- Embed digital and low carbon skills in all learning pathways, building long-term workforce resilience to technology and other changes in the economy.

Local Skills

The FSB's report *Scaling Up Skills* (August 2022) focused on small businesses in England and outlined the problems they are facing with severe skills and labour shortages. These shortages are not limited to certain sectors, regions or skills levels, but are the challenges faced by nearly all small businesses and have become common place across many large private and public sector organisations also, intensified by a number of significant changes to the UK and world economy. The research showed that 78 per cent of small businesses had experienced recruitment difficulties in the past 12 months with the evidence suggesting the most common reason for this is a lack of individuals with relevant qualifications, skills and experience (82%) followed by low numbers of applicants generally (60%).

Given the dominance of micro and small businesses in Derby and Derbyshire this is especially significant for our local businesses and employers.

The Post-16 Education Sector - Skills Challenges

Locally, regionally and nationally, the FE skills crisis is now affecting the ability to meet local needs or more specifically to effectively generate the future talent required by our employers. DCG currently has 55 vacancies⁽¹⁾; the significant majority are hard to fill. The reasons for the recruitment and retention issues differ between the different categories of staff: Teaching Academic (GCSE, A level etc), Teaching Technical/Vocational (including Assessors/Trainers), Student/Employer Support and Corporate Services (IT, HR, Finance, Marketing, Estates, MIS). ^{(1) March 2023}

DCG continues to adopt a variety of recruitment strategies to attempt to attract entrants to the sector, however, this 'skills challenge' is a critical risk factor impacting on the sector.

Derbyshire and Nottinghamshire Local Skills Improvement Plan

LSIP research has highlighted five prominent cross-cutting themes in which developing actionable priorities could improve and enhance the region's existing skills provision: Digital skills, Net Zero, Essential and transferable skills, Local skills system, and Local socio-economic conditions. The action plan has incorporated draft actional priorities aligned to national and local skills needs.

The action plan below sets out the key priorities, aims and target outcomes for the 2023-24.

Contribution to National, Regional and Local Priorities: Aims and Objectives 2023-24

Strategic Aims and Objectives (2023-2024)	How Aims and Objectives Contribute to National, Regional and Local Priorities	Current Position 2023-24 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>LSIP relevant actionable priorities - Explore the implementation of "Skills builder" or a similar essential skills system to develop soft skills of young people. LSIP relevant actional priorities - Integrate a digital component into relevant post-16 vocational programmes, apprenticeships and AEB vocational courses, where not already present LSIP relevant actional priorities - Develop a collaborative initiative to increase the supply of teachers/trainers in priority occupations and review/improve their training if needed. An area approach could be advantageous.</p>	<p>Headline outcomes: DCG curriculum offer meets local skills needs, regional and national priorities areas. Students succeed in their chosen technical and vocational programme and contribute to meeting the skills needs of Derby and the wider region. 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 63% 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 and Hair and Beauty for 2024-25 delivery – application targets achieved 23. • Deliver HTQs in Construction Management and Modern Methods of Construction in England. • Launch of Digital HTQ Software Development 2024 • IoT 2024-25 applications (Level 4) targets achieved - 35 students.
<p>Aim 2: To improve quality of delivery and the apprenticeship experience, championing parity of esteem and meeting employers’ skills needs with targeted growth in Engineering, Construction and Health.</p>	<p>Policy/Priorities: Apprenticeship training provider accountability framework. IfATE, Levy, Meeting employers’ needs, LSIP priorities.</p>	<p>Headline outcomes: DCG contribute to meeting specific sector and occupational needs that have been identified by employers and employers related bodies.</p>

<p>Objectives:</p> <ul style="list-style-type: none"> • Improve Apprenticeships provision, including leadership management, quality of delivery, (increased retention and outcomes, positive destinations and feedback (employer and apprenticeship voice) • Review of apprenticeship provision, policies and procedures 	<p>Grow apprenticeships in the National Skills Priority areas of Construction, Manufacturing, Technology, Health and Social Care, Engineering</p>	<ul style="list-style-type: none"> • Apprenticeship Accountability Framework - outcomes targets 2024: 67% minimum • Apprenticeship starts targets will increase in priority sector apprenticeships by 3% • Extended routes to higher/degree apprenticeships in response to employer demand
<p>Aim 3: 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 (AEB) 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>Headline outcomes:</p> <p>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 adults with low levels of 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 Retention and Achievement outcomes • Increase adult positive destinations by 5%. • Adult English, Maths, Digital and ESOL growth of 2% (including community provision) • Continue to hit the KPIs for the Multiply Programme, delivering 110 courses and 50 encounters in 23/24 • Increase delivery of Essential Digital Skills in all community venues, especially Ilkeston by collaborative working with DWP and local employer groups for vacancy filling by 5% • DCG to bid into the Local Skills Investment Fund in partnership with other local colleges and

		providers to build a flexible and responsive offer across D2N2
<p>Aim 4: 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"> • Review of Employment and Skills Board (Co-designers) and Stakeholder Partnership Groups (sector based/co-delivery partners) • Establish ESB/Sector curriculum validation panels (priority sectors) – purpose to directly influence and endorse provision in meeting skills needs and sector priorities. • Review of internal policy and procedure to align with review and ensure fit-for-purpose and meets stakeholder needs. 	<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>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</p> <ul style="list-style-type: none"> • Review 100% of employer handbooks for all elements of engagement – study programme, apprenticeships and adults ensuring expectations are clearly outlined • 100% of technical delivery staff to engage in industry insights, with evidence of curriculum impact and implementation
<p>Aim 5: 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 (<i>including at Community Learning venues*</i>) 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>Headline outcomes: Students develop effective career management skills, make informed careers choices and successful transition into positive destinations.</p> <ul style="list-style-type: none"> • Maintain Gatsby Benchmarks, IAG Matrix and Careers Standard accreditation for 23/24 (Gold) achieved and maintained quality careers marks. • 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. • Ensure all students can access Careers guidance with a level 6 careers advisor.
<p>Aim 6: Embed sustainable development, green skills and net zero targets across all academy</p>	<p>Policy/Priorities: Sustainability and climate change: a strategy for the education and children’s services</p>	<p>Headline outcomes:</p>

<p>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>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'. 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>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'.</p> <p>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. 15 across the college during 23/24, with a focus on our technology and agriculture areas. • Develop a student sustainability certificate delivered in tutorials across the 16 – 18 cohort. • Embed sustainability topic in curriculum planning for 100% of SP courses. • Increase in the number of staff that have completed and passed Level 2 accredited certificate to 23% from 14%
<p>Aim 7: 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. 	<p>Policy/Priorities: SEND Reforms</p>	<p>Headline outcomes:</p> <p>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">• Meet needs of students with High Needs/EHCPs to narrow attainment gaps.• Increase the number of SEND learners in Supported Internships		<ul style="list-style-type: none">• Attainment gaps narrowed.• Increase the number of SEND learners in Supported Internships in 2023/24 by 50%
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Duty to review provision in relation to local needs

DCG is committed to complying with its duty under a new section 52B of the Further and Higher Education Act 1992 to review provision in relation to local needs, as proposed in the Skills and Post-16 Education Bill 2022. DCG will hold a review at least every three years to identify how well the organisation is meeting local needs associated with securing suitable employment and will publish a report on its main website following this review. DCG will ensure any such review aligns with the local, regional and national priorities including, when published, the Derbyshire and Nottinghamshire Local Improvement Skills Plan (LSIP) with any identified actions from this report reflected within our Accountability Agreement plan.

DCG have already instigated a strategic review in accordance with the duty that applied from 28 June 2022 and the latest published statutory guidance (July 2022). The governing body have also taken account of the criteria and guidance for this annual accountability statement. DCG will finalise and publish its Strategic Review following the publication of the Derbyshire and Nottinghamshire LSIP in 2023.

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 10th of July 2023.

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:

<https://www.derby-college.ac.uk/wp-content/uploads/documents/misc/DCG-Annual-Accountability-Statement-2023-24.pdf>



Signature

Chair of Governors



Signature

Principal/Chief Executive and Accounting Officer

Date: 10/07/2023

REFERENCE TO RELEVANT SUPPORTING DOCUMENTATION

[DCG Corporate Strategy 2020-2025](#)

[DCG Annual Reports and Financial Statements – For year ending 31 July 2022](#)

[DCG Ofsted Inspection Reports](#)

[Derbyshire and Nottinghamshire LSIP](#)

[East Midlands Devolution](#)