



ANNUAL REVIEW

2021





CONTENTS

Our strategic priorities 2020-2025	2
Introduction	3
Our COVID-19 response	4
Delivering educational excellence	6
Championing social mobility	22
Enabling economic prosperity	36





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.

OUR STRATEGIC PRIORITIES 2020-2025

Our strategic priorities outline our aims and ambitions to deliver educational excellence, champion social mobility and enable economic prosperity for all the communities we serve.

STRATEGIC PRIORITY ONE: DELIVER EDUCATIONAL EXCELLENCE



- ▶ Provide **every student** with an **excellent education**, enabling them to study a coherent and **challenging curriculum** that develops the **knowledge, skills, behaviours** and **ambition** to be **successful** in future learning, employment and to be **confident in life**.
- ▶ Adopt, **utilise** and **undertake research** into **learning sciences**, informing experiments and **driving innovative practice**, risk taking and **collaboration** across our community of **teaching professionals**, resulting in more students receiving an **exceptional education**.
- ▶ Pro-actively **encourage and nurture students** to deploy effective **behaviours and attitudes**, fostering understanding and **preparing** them as **professionals at work** and as **social contributors in life**.
- ▶ Put **student** views, **employer** voice and **customer satisfaction** at the heart of our service delivery, embrace a **culture** of accountability, **continuous improvement** and evolution to **improve all aspects** of our customers' **experience**.

STRATEGIC PRIORITY TWO: CHAMPION SOCIAL MOBILITY



- ▶ Further **develop** our breadth of **community provision** to **engage** with **individuals** with no or low qualifications, or **those at risk** of social marginalisation, **removing obstacles** to further **learning and progression**.
- ▶ Effectively **engage with schools** to ensure **smooth transition** for young people, so they can be **supported** from day one and are **best prepared** for 'college life'.
- ▶ **Remove barriers** for **advancement to Higher Education** by **expanding** the range of progression **opportunities** to widen **participation** and **positively** impact on students' **life chances** and **future earning potential**.
- ▶ **Utilise** our excellent **relations** and **interactive engagement with employers**, sector skills bodies and wider stakeholders to **raise awareness of industry opportunities**, helping us to **tackle gender stereotyping in career choices**, broadening horizons and **inspiring social progression**.

STRATEGIC PRIORITY THREE: ENABLE ECONOMIC PROSPERITY



- ▶ **Utilise** and **exploit** comprehensive **business intelligence** to **drive strategic intent** and inform a **responsive curriculum** plan which **meets the needs** of students and employers, as well as local, regional and national **priorities**.
- ▶ **Co-design** our **curriculum with employers**, via our Employment and Skills Boards, to ensure the **talent pool** generated is equipped to **effectively transition** between **education and industry**, and where appropriate via Higher Education, supporting **exceptional outcomes** and contributing to the **productivity and prosperity** of our city, county and region.
- ▶ **Co-deliver career pathways with business**, via our Employment and Skills Academies, to enhance our students' exposure to '**world of work**' **opportunities** and essential **life skills**, embracing enterprise and resilience to support **positive destinations into employment**, including business start-up for our **aspiring entrepreneurs**.
- ▶ **Upskill** and **retrain** the **adult workforce** to meet the **needs of the economy**, provide tailored **programmes for employers** and further develop our **commercial offer** to support people and business to thrive.

INTRODUCTION

While this annual review chronicles an extraordinarily challenging chapter in DCG's history, it also showcases achievements which have given us a real sense of optimism for the future.

Once again, we are looking back over a year dominated by a pandemic which has threatened both lives and livelihoods. While we will all feel the impact of COVID-19 for many years to come, it is a sad truth that young people will bear the brunt. Research suggests that those in the 12-24 age range are most likely to be adversely affected, which could scar their employability and earning power for decades.

At DCG we take our responsibilities to these young people very seriously. They have, after all, entrusted their futures to us. Despite the disruption of the past year, we have done everything in our power to provide them with a dynamic learning experience which leads on to positive destinations. We remain determined they will not be left behind: the many inspiring success stories featured in this review are ample demonstration of that.

We have also redoubled our efforts to meet the needs of employers at this critical juncture in the drive for economic recovery. Even before COVID-19 struck, skills gaps were a pressing concern and we are now working ever more closely with our partners from the private and public sectors to ensure that the local and regional workforce is future-ready.

True to our role as a champion of lifelong learning, we have ourselves learned many important lessons during this year of upheaval. Some aspects of our new ways of working, such as our adoption of digital technologies and blended learning models, have become a blueprint for the long-term.

At a time when the learning and employment landscapes have shifted forever, DCG's strategic ambitions – to promote educational excellence, champion social mobility and enable economic prosperity – are even more relevant today.

We must pay tribute to the staff, students and stakeholders who have shown such patience, versatility and creativity in delivering those strategic ambitions over the past year. We are immensely proud of their response in the face of relentless change. It gives us confidence that DCG will emerge a stronger organisation for tomorrow.



Mandie Stravino OBE
Chief Executive



Philip Dover
Chair of Governors

RESILIENCE IN DCG TIMES OF CRISIS

An academic year like no other, 2020/21 brought daily challenges for DCG as it responded to the COVID-19 pandemic – but it also brought constant reminders of how much can be withstood and achieved through positivity, compassion and teamwork.

As the Government declared that education was pivotal to economic success and should remain open even while other businesses closed, DCG staff and students were asked to work very differently from before. Huge endeavours went into delivering a high-quality learning experience while prioritising safety and wellbeing for all.

That DCG succeeded was testament to the co-operation, flexibility and tenacity shown by the entire community.

The 'new normal' on campus

College working arrangements were adapted through three national lockdowns and constantly changing restrictions. From the outset of the pandemic, DCG put special provision in place for students requiring campus access because of the nature of their study programme or personal circumstances. This included those from key worker families.



As more students gradually returned to campus, social distancing bubbles removed the need for travel between and within sites. Staggered class and break times, one-way systems, separate entrances and exits, revised seating arrangements, grab-and-go catering, medical grade sanitisers, mechanical ventilation and rules on face coverings: all helped break chains of transmission while providing reassurance.

Staff received full training on COVID-19 safety practices, virtual meetings were the order of the day and those in business support functions remained working from home.

Testing centres in action

January saw the introduction of on-site asymptomatic testing via lateral flow devices for staff and students. Established with the support of trained

volunteers from across the DCG community, the service won praise for its efficiency and speed as over 4,000 tests were conducted in the first few weeks. Home testing kits were also supplied subsequently.

Strict protocols were followed whenever the Health and Safety team was advised of a positive COVID case. The team worked with Public Health England to undertake rapid risk assessments and notify any individuals who needed to self-isolate. In all cases, risks to employees and students were minimised and College sites remained operating as normal. By the summer, reported COVID-19 cases were in decline.

Virtually open

For the first time, DCG introduced online enrolment, making the process quicker, easier and safer after GCSE results day.



Marshalling vaccination efforts

As the national vaccination programme gathered pace, Public Services students undertook marshalling duties at Derby Arena, the county's largest COVID-19 vaccine centre.

Organised with Derbyshire Community Health Services NHS Foundation Trust, the work experience opportunity gave 22 students an insight into roles within the emergency services.

Glenn Newton, Deputy Site Lead at the centre, welcomed the students' input in an initiative which "made history for the health of the Derbyshire population." He said: "They gained knowledge from all the different professions involved in the

vaccination programme. It not only supported their qualifications but also broadened their career choices."

The project brought an enthusiastic response from the students. Maisie Hartshorn commented: "It gave me experience of working with the public in preparation for applying to the police."



A Live Chat service offered advice and face-to-face support was available for applicants facing difficulties with the system. Meanwhile, prospective students benefited from virtual open days where they could explore study options from the comfort of home.

A unique cohort

DCG's nationally recognised expertise in delivering blended learning – a mix of classroom and remote teaching methods – came to the fore, delivering genuine flexibility and ensuring students' progress was not excessively disadvantaged.

With the 2020 intake, teaching staff facilitated both COVID-secure classroom learning and remote learning for young people who had not fully engaged in structured education for months.

They had to support 16-year-olds who might not have been taught full GCSE specifications, had little 'exam practice' and struggled with motivation and social confidence. Various pre-assessment strategies were adopted to re-engage these students and move them forward.

The right results

Rigorous assessments were completed for students whose 2021 exams were cancelled. Staff ensured that Teacher Assessment Grades were underpinned by robust, realistic evidence gathered through mock exams, in-class tests and coursework.

Most confirmed A-level results were in line with teachers' assessments, allowing

this year's cohort to progress confidently to the next chapter of their lives. While students received grades by email, staff were available in person to support individuals with clearing and appeals.

High-quality employer engagement

Long a mainstay of DCG's provision, employer partnerships moved online in innovative ways wherever social distancing could not be guaranteed. Virtual work experience, mentoring and workplace tours became the norm, enabling more students and companies to get involved than would have been practical before. Employment and Skills Boards met via Microsoft Teams, which proved a productive and time-efficient method of retaining contact.

Promoting mental health

To alleviate social isolation and loneliness during lockdown, online enrichment activities – on themes such as cooking, fitness, art, music, debating and gaming – helped engage students and their parents. Staff were also signposted to wide-ranging resources to bolster their mental wellbeing.

Clear communications

As senior managers grappled to interpret ever-changing government and scientific guidance, regular staff and student communications were imperative. Comprehensive bulletins covered everything from social distancing to self-isolation. Attention to detail was critical – issues such as the playing of wind instruments, the provision of prayer mats and the use of transparent face coverings



when working with deaf students were not overlooked.

Looking ahead with optimism

With the new academic year on the horizon, DCG's flexible working policy was reviewed following extensive staff consultations. Mixed models of on-site and home working will be trialled for corporate and business support staff while those in student-focussed roles will be based on site.

As it continues to maintain vigilance in line with latest guidelines, DCG remains determined to provide a vibrant, engaging, safe and healthy place to learn and work.

DELIVERING EDUCATIONAL EXCELLENCE

Derby College Group (DCG) is single-minded in its resolve to develop students who are both work-ready and life-ready. It delivers an exceptional learning experience that equips students with the knowledge, skills, behaviours, values and confidence to go further, faster.

A skilled workforce for tomorrow

Through an inspiring and challenging curriculum filled with work-related opportunities, DCG is ensuring that its students become the employees of choice for businesses across the city and county.

College staff have forged mutually beneficial relationships with local employers that enhance students' exposure to the world of work at every stage of their studies. Career and study pathways are co-designed and co-delivered with businesses to create a seamless transition from education to employment.

In the drive to nurture highly employable students, there is no substitute for workplace experience that puts classroom learning into context. During 2020/21 – despite the upheaval caused by the pandemic – DCG took major strides to:

- harness business intelligence to identify the most sought-after skills and attributes required by the region's employers in specific sectors and embed them in a broad, balanced and rigorous curriculum
- deliver dynamic work placements for students to gain first-hand practical experience alongside the professionals whom they aspire to emulate. This year, where COVID-safe environments were guaranteed, placements went ahead on site alongside virtual work experience when available as a viable alternative
- arrange workplace visits, employer-led projects, specialist guest talks and other meaningful interactions with business to build students' aptitude for the modern working world
- strengthen confidence in English and maths, which are fundamental to success in work and life, while improving proficiency with latest digital applications and technologies
- foster the 'soft' skills and behaviours that give students a lifelong advantage such as time management, networking, teamwork, creative thinking, resilience and conflict resolution
- introduce six-week employability skills programmes bespoke to each curriculum area which feature career insights, CV writing advice, interview preparation and pre-recorded employer videos
- reinforce entrepreneurial skills for those students with the vision and ambition to launch their own ventures and create new jobs.

Close collaboration with employers galvanises students to achieve more: many have gone on to secure apprenticeships and trainee positions at DCG's partner companies as they embark on their career ladders.



Joining the front line of policing

Exciting work experience during her degree studies gave Charis Oliver the edge when applying to join the police. As part of DCG's Criminal Justice Foundation Degree, Charis undertook covert security testing at airports and worked with offenders in prisons.

She said: "What I learned definitely gave me an advantage. There's huge competition for probationary training places and the selection process is rigorous. I was able to talk about my work experience in my interviews and the police were really interested."

After completing her Foundation Degree, Charis 'topped up' her qualification to gain a full BA (Hons) Security and Offender Management. She is now a trainee police officer in Loughborough.



Bright future on the land



For aspiring farmer Archie Wensley, a work placement opened up fresh fields of opportunity. Having embarked on DCG's Level 2 Agriculture programme, he seized the chance to gain work experience with Swingate Farm.

Owner Matt Blant, who has provided work experience opportunities to Agriculture students for over a decade, immediately spotted Archie's potential and decided to take him on as an agricultural apprentice.

Archie said: "I like it. I get to do a bit of everything and every day is different. My tutors at Broomfield Hall have been great too."

New interns accelerate their careers

Paid internships are set to help newly qualified Motor Vehicle students take their ambitions up a gear – thanks to DCG's partnership with Autotech Academy.

Lasting up to a year, the internships will give students a head start in securing their first automotive industry job. As well as earning a salary, they will gain additional skills and a better understanding of the sector to improve their prospects.

The Academy was launched by Autotech Group to help time-poor independent garages, dealer groups and vehicle manufacturers recruit skilled technicians. For DCG, the initiative will add an extra dimension to the extensive work experience programmes already in place for Motor Vehicle students.

The interns joining the scheme will also receive their own toolbox worth £1,200 and ongoing training, including Level 3 IMI Electric/Hybrid Vehicle accreditation.

"DCG has a strong reputation for the quality of education it provides in the automotive industry and has already proved its commitment to preparing young people for the world of work through its strong employer partnerships. Our paid internship programme takes that commitment to the next level and ensures that local people are given the opportunity to develop their careers with local employers."

Dave Walker, National Careers Manager, Autotech Academy



LEARNING BY DOING

Employer-led projects deepen students' understanding of their subjects and provide rich insights into the scenarios they will encounter in the workplace.

This year companies large and small – all committed to nurturing home-grown talent – devised immersive challenges that built young people's professional skills and brought them face-to-face with real-world industry-specific issues.

Many of the projects tasked students with finding viable solutions to problems, working to a brief with deadlines, learning from their mistakes, taking a questioning approach and seeing their ideas through to completion.

As the 'clients', the employers offered on-the-ground support and constructive feedback. For the students involved, the initiatives triggered active rather than passive engagement in learning, while adding interest to their CVs.

Web wizardry

IT students rose to a challenge from Derby marketing agency Koobr to design a new website promoting the benefits of apprenticeships to employers, young people and their parents alike.

The brief drew not only on their IT knowledge but also on their wider research, problem-solving, teamwork and communication skills, helping them develop the broader attributes they will need wherever their future careers might take them.

Koobr managing director Craig Barker, a stalwart of DCG's Creative Industries Employment and Skills Board, said: "This project perfectly illustrated to the students that web design is about so much more than just IT skills.

"By working virtually with our team, they developed a wide range of transferable skills so that they understood the importance of creating something that is relevant, easy to use and interactive for the target audiences."

From villain to hero



Beauty students were encouraged to entertain villainous ideas to meet one of the year's most unusual employer-set briefs.

London-based theatrical make up specialists Kryolan UK devised an intriguing enrichment project in which Media Make Up students were asked to come up with original designs on the theme of theatrical villains. Phoebe Child (*pictured*) was selected as the winner for an impressive 'make-over' which she applied on herself.

Thanks for the memories

Thoughtful students created memory boxes for residents in local care homes for a project set during DCG's Insight into Care Industry Week.

The aim was to stir the residents' reminiscences of their younger days, spark conversations and boost their sense of belonging at a time when elderly people were struggling with isolation during the pandemic.

Health and Social Care students devised three different types of boxes: generic memory boxes covered themes ranging from the seaside to Derby County FC; sensory boxes were designed for people with late-stage dementia or learning difficulties; and bespoke boxes were prepared for individual residents to remind them of their favourite things.

The initiative was a highlight of Industry Week, which also featured workshops, live chats, and videos from organisations such as Ashmere Care, Milford Care, Coxbench Hall, Derby County Community Trust and the Skills for Care training company.

Emily Evans, HR Officer at Milford Care – which sponsored trophies presented to the students who impressed the most – said: "We work closely with DCG to support the next generation of carers and nurses. The creativity that went into the memory boxes was testament to the students' commitment to improving the lives of residents."



No problem with skills for employability

The national spotlight was turned on DCG's success in embedding problem-based learning (PBL) in its curriculum.

Its research into more effective ways of fostering students' critical workplace skills was featured as a best practice case study by education charity, the Edge Foundation.

Having received a grant of almost £80,000 from the Foundation to critique PBL, the Group has now shared its insights with other educational providers, showing how 'learning by doing' can develop skills, behaviours and experiences that serve students well whether they progress into a job or higher education.

Staff worked with a consortium of further and higher education experts, awarding bodies and regional employers to pilot a PBL approach with Level 1 to 4 students seeking careers in the land-based and engineering sectors.

The students worked directly with employers on purposeful projects that tested their higher order thinking skills in authentic problem scenarios. With employer expectations made clear from the outset, they could understand not only what they were learning but also why they were learning it.



The DCG team is now undertaking further analysis of PBL, gathering feedback, developing curriculum resources and introducing lecturer CPD materials to support the approach.

"Traditionally colleges set specific assignments that dictate the boundaries of a student's work but – with problem-based learning – our HND Engineering students are pioneering. They complete parts of their course by taking their own approach to a real-world business issue."

Lecturer

TRAILBLAZERS OF THE DIGITAL ERA

DCG has redoubled its efforts to promote digitally supported teaching and learning.

As well as sharing its digital expertise with other education providers nationally, the Group has continued to embrace new technology in innovative ways to inspire its own staff and students.

Blended learning, which combines classroom and workshop-based delivery with virtual teaching and learning, is no longer regarded as just a necessary reality in the post-pandemic landscape. It is now acknowledged as a positive step forward in each student's educational journey.

To help staff adopt a broader range of apps and tools in their everyday practice, a DCG Digital Teacher Award has been established. Aligned to the Microsoft Innovative Educator qualifications, the programme spans everything from creating multimedia resources to developing inclusive and accessible content.

A team of digital skills trainers has also swung into action to ensure students can take full advantage of technology from the very start of their College days. They provide advice in areas such as computer basics, using Microsoft Teams and Office 365, accessing emails and staying safe online.

Meanwhile, DCG's status as a champion of digital pedagogy was reinforced further afield, thanks to its impact as an EdTech Schools and Colleges Demonstrator. In 2020, it was chosen by the Government as one of a group of Demonstrators, providing bespoke peer-to-peer support to more than 30 primary, secondary and SEND schools, FE colleges and other providers throughout the Nottingham to London corridor.

The EdTech and Advanced Practitioner teams delivered informative sessions on themes as varied as best practice in communicating with parents; use of virtual platforms for teaching, learning and assessment; digital wellbeing; appropriate use of technology for students with inclusive needs; and e-safety.

As the project developed, the focus pivoted to the use of technology during the COVID-19 lockdown, with DCG staff working over and above their standard duties to support other providers proactively during a particularly stressful time of school closures.

Feedback from partner schools and colleges was overwhelmingly positive and in spring 2021 the team was invited to deliver a keynote session at the Association of Colleges annual Teaching, Learning and Assessment conference on pedagogy and blended learning.

Engagement in the Demonstrator programme also provided professional development for the staff involved as they experimented with new approaches and systems. A bank of resources, including a dedicated YouTube channel, is now available to enrich teaching and learning.

In addition, staff gained invaluable insights into the technology environment within schools today, including the potential digital skills – and skills gaps – of pupils progressing to further education.



Tech-savvy students share ideas

Student-led initiatives have enhanced the quality and effectiveness of technology use in both face-to-face and virtual teaching, learning and assessment at DCG.

Twelve students were recruited as Digital Advocates to research, test and recommend digital platforms, tools and activities that could be deployed within DCG. Supported by digital sector employers, they have worked individually and in groups to identify high-tech solutions that can improve communication, inclusion and accessibility.

The Digital Advocate programme reflects DCG's insistence that the student voice should be the driving force in developing robust digital pedagogies. It has drawn on the user experiences of a broad cross-section of the student community, including those on academic, vocational, inclusion and ESOL study programmes.



"After lockdown, I had a better understanding of how important it is to ensure digital teaching and organisation methods are the best they can be. I also incorporated more digital tools into my learning and saw the difference it made, so I am excited at the opportunity to help develop digital tools for College."

Digital Advocate Acacia Henry



"As a Digital Advocate, I would like to help accelerate the movement to the digital age. For me personally, technology enhanced my life to the point where I was way better emotionally and far more productive during lockdown."

Digital Advocate Edgars Grundulis



Esports: well ahead of the game

DCG became one of the country's first colleges to introduce new study programmes that equip young people for the fast-growing multi-billion pound electronic sports (Esports) industry.

Backed by the British Esports Association, the Level 2 and 3 qualifications can now be achieved at the Joseph Wright Centre where Digital and Games Development study programmes are already well established.

They are designed to open doors to further study and potential careers in roles spanning everything from professional player, shoutcaster and video editor to software engineer and cyber security specialist.

Esports are a form of competition using video games and involve organised, multi-player events between professional players. They are increasingly recognised as an official sport, bringing concentration and creative thinking into play, and are even being considered as a future Olympics event.

DCG hopes that the qualifications – with their focus on technical and transferable employability skills – will 'future proof' students for rapidly emerging developments in the wider digital arena.

OUR COVID GAINS

COVID-19 has had a devastating impact globally, but might there be a silver lining for education? Here Melanie Lanser, Director of Teaching, Learning and Academic Research, looks at how the onset of the pandemic has influenced future educational development at DCG.



The last 18 months have seen a period of radical challenge, development and adaptation in educational practice. At DCG we have invested in capacity to support the development of remote and blended teaching and learning, leading to an exponential growth in teaching professionals' skills and their confidence in remote teaching as well as a significant expansion of students' digital skills.

Teachers and students have responded heroically to the constant change caused by lockdowns and we are proud that we have enabled a huge majority of our students to engage and continue learning during disruption. We must give credit to our teachers, trainers, assessors and students for their resilience and willingness to experiment, learn, reflect and modify.

But just because we can, doesn't mean we should. There is a dearth of research on the impact of remote education on learning. All we have is our own observational evidence and rushed 'rapid impact studies' emerging in the sector. Longitudinal research is impossible and there are no reliable indicators of success. We could be offering a gold standard of remote education, all students could be attending and 'engaging' and still they might not be making good progress in a remote learning environment.

However, we cannot allow our 'gains' to dissipate. Behaviours and expectations have changed. We are confident with our digital tools. We can drive forward

a blended learning approach – a formal approach to education that creates an integrated learning environment, where remote learning complements on-site lessons. This is the reality our students face in the future workplace and in higher education. We have a duty to develop their digital skills. Opportunities for blended learning are plenty.

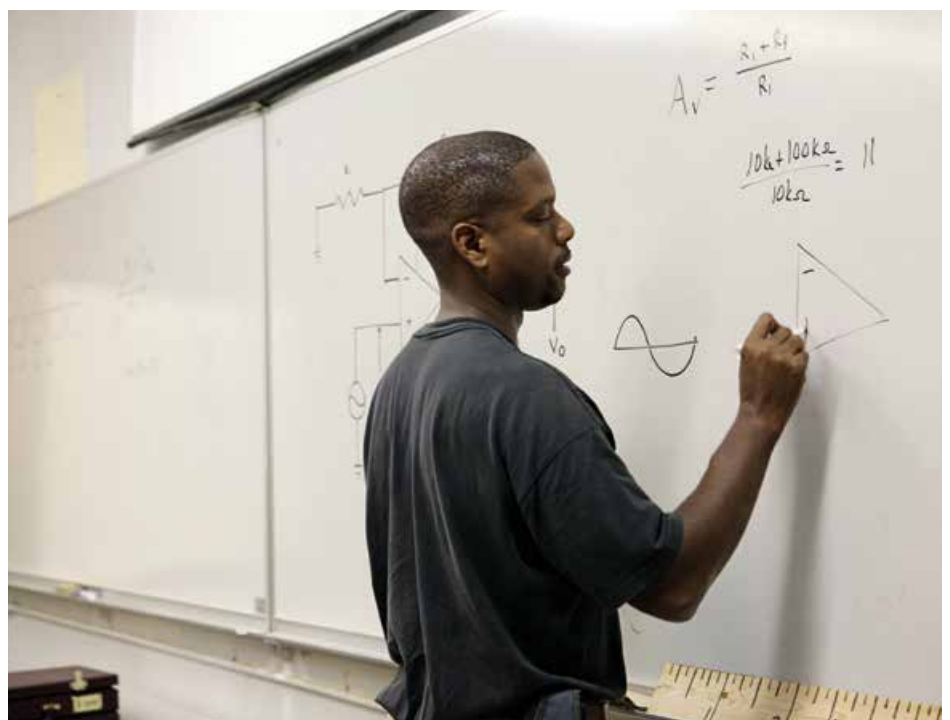
Can we extend our reach in delivering high-quality education?

Remote and blended education provides us with increased geographical reach. For example, apprentices can participate in off-the-job training in live virtual sessions and Access and higher education students can join online sessions, limiting their need to travel and facilitating busy adult students to continue

their education journeys. Our GCSE student cohort includes a significant proportion of transient students. Now, with a dedicated online GCSE course, they can continue their studies no matter where they live.

Can we meet students' needs and keep them learning?

We have built a bank of subject-specialist video lessons to keep students learning when there is a need to cover a lesson or when a student is unable to attend on-site due to illness, mental health, anxiety, temporary exclusion or because of sensory needs. Many of our students with inclusion and sensory overload needs have thrived in a home learning environment or in dedicated on-site learning areas.



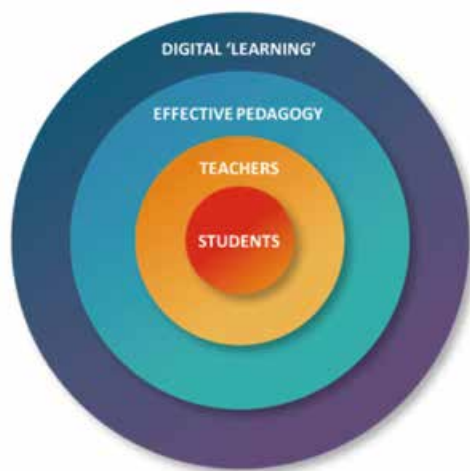
"We were only at College a few weeks before all our lectures moved online because of the pandemic. I didn't mind learning remotely, although I was glad I'd had chance to meet the other students on my course in person."

"Our tutors showed us how to make full use of Microsoft Teams, such as how to separate out into smaller groups online. I was a bit nervous about it but there was no need to be. I soon got used to learning online and our tutors did all they could help us."

Fotini Mansfield completed her PGCE at DCG and has secured her dream job at St Martins School in Derby teaching key stage 4 pupils a whole range of subjects including food technology, life skills and maths.



DCG's 'student first' model



Can we develop the way we teach to enhance the quality of education?

Blended teaching gives us the opportunity to increase our use of sophisticated and bespoke flipped pedagogies where students develop their knowledge using digital interactive resources prior to the classroom session. This enables classroom time to be devoted to high-order, collaborative problem-solving, creative and critical thinking activities which will boost high grades and positive destinations.

Can we involve employers in the curriculum more effectively?

Opportunities to increase students' encounters with employers and for employer co-delivery are boosted through virtual environments. We can

bring the real world into the classroom with employer-led inductions, projects, masterclasses, virtual work placements and virtual mentoring. And employers need not leave their place of work. We have developed a model for training employers to use Microsoft Teams for interactive learning in our Digital curriculum. We can take this further, bringing authentic learning into the classroom.

Our COVID gains will shift educational practice forward at DCG. Students are at the heart of our curriculum design. Effective pedagogy drives our choices of teaching strategies both inside and outside of physical classrooms. Digital tools need to engage, enhance and extend learning. They need to be accessible for all students and disadvantage none. They need to add value to what we already do. And they need to be firmly aligned to student characteristics and curriculum intent.

No longer are we novices. We will use our expertise to develop the teaching of the future.



"My granddaughter has been having all her online lessons at my home and I wanted to compliment the College on its delivery of online learning during this unprecedented time in our lives. The service and support you have delivered has been second to none."

A grandparent praises the commitment of DCG's Health and Social Care, Maths and English teachers

STUDENTS FIRST

The student voice is at the heart of service delivery at DCG. Every endeavour is made to listen to – and act upon – the views expressed by students to ensure the Group offers a learning experience that surpasses expectations.

Led by a dedicated Student Voice Co-ordinator, various forums have been established for students to let DCG know what it is doing well and where it could improve.

The aim is to engage students in dialogue, spark their interest in the policy-making that affects their education, and ensure that views from across a highly diverse student community are represented.

Over the year, an innovative digital platform launched by Derby College Students' Union (DCSU) also contributed to improvements in student engagement and learner voice opportunities.

Independent and democratically controlled by students, DCSU established a Sharepoint site, called Your Union, as a means of staying in touch with members during lockdown.

The site quickly evolved into a 'one-stop-shop' for communications about clubs and societies, College services, news and events from across the DCG community. Within a few months, Your Union was attracting unique visits by up to 82 people per day, with the highest number of page views reaching 222 in a day.

Weekly newsletters keep the interest running high and there are links to other pages such as for individual societies where members can chat, share files and ideas, host virtual meet-ups and organise activities and events. An enrichment page also advertises opportunities run by the Group, plus other activities from across the web.

The digital initiative was taken a step further with a dedicated Student Representation site. It hosts a plethora of student voice activities such as surveys, focus groups and termly 'Lunch with the Leadership' remote meetings where students share their views with managers.

This site also acts as a meeting place for the 200-plus Student Representatives – who listen, collate and communicate all student feedback to bring about positive change – and for the Student Council to discuss ideas and make decisions on the student union's direction.

The impact of 'Your Union' was highlighted at the annual Association of Colleges (AoC) conference with a DCSU presentation on the thinking behind the project, the outcomes and future plans to establish even more robust avenues of student feedback.

* Statistics from the Teaching, Learning and Assessment Survey 2020/21

98%

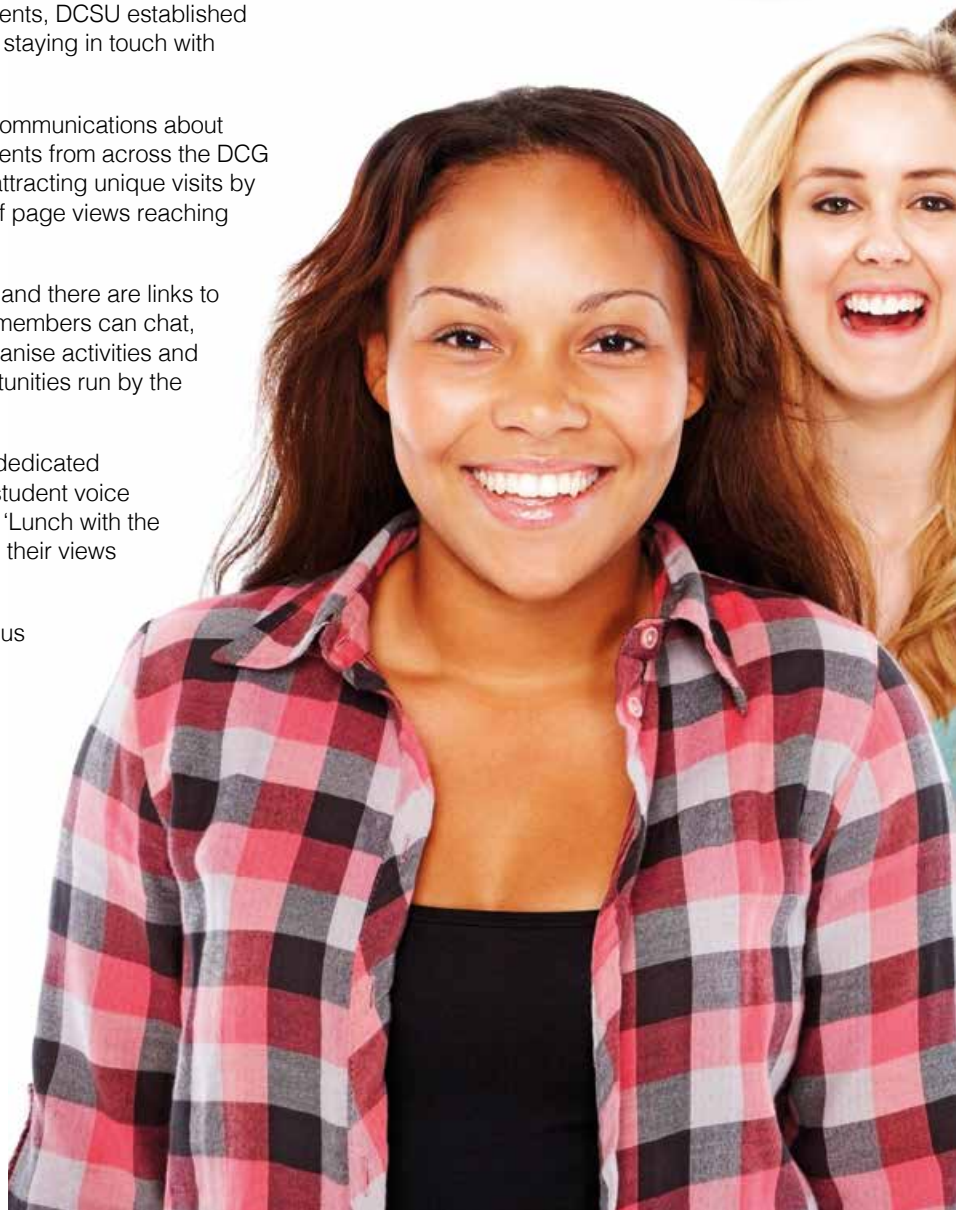
of students agreed that their work was assessed regularly

98%

of students would recommend DCG to a friend

98%

of students felt they were being helped to make good progress



98%

of students said that they were satisfied with the quality of their programme overall

99%

of students said their teacher treated them fairly and with respect

97%

of students felt that DCG was good at listening to their views

97%

of students said the teaching on their programme was good



A healthy mindset

The hugely successful launch of a Student Mental Health Society to help DCG learners contend with the challenges of lockdown won high-level recognition in the National Societies and Volunteering Awards (NSVA).

Selected from more than 500 entries, the student-led society won the Wellbeing Award while the efforts of A-level student Bhavan Bains (*pictured below*) – who spearheaded the venture to support and motivate her peers during the pandemic – did not go unnoticed either. She was highly commended in the Extra Mile Award.

The society, which began with online meetings and quickly grew to engage hundreds of members, instigates conversations that break down the stigma surrounding mental health. It also produces podcasts to share with the DCG community on issues such as the importance of sleep and digital downtime.

Students' Union Development Manager Mark Rugman, who submitted the nominations for the awards, said: "The Student Mental Health Society was set up during the pandemic and has been an important part of the overall support available to students during the year. We are delighted that Bhavan's commitment – and that of everyone involved in the society – has been recognised in this way."

Bhavan, who is the Welfare Officer for the Student Council at the Joseph Wright Centre, was applauded for acting as a Group-wide advocate for student wellbeing.

She said: "The society is led by the students for the students because we know each other better than anyone else."

"We meet regularly to share knowledge, support each other and to work with College welfare teams to have our say on what services are available and how they are delivered."

In particular, the society has explored students' common experiences of lockdown fatigue. Bhavan explained: "Many young people found it difficult to stay motivated to keep on top of College work and faced other challenges in life including extreme loneliness. Practical work such as creating the podcasts has been something very positive to focus on."



SETTING HIGH STANDARDS

There was no shortage of accolades for DCG in a stand-out year for achievement, accomplishment and recognition on a national scale.

OBE for services to education

Chief Executive Officer Mandie Stravino was awarded an OBE in the 2020 Queen's Birthday Honours List in recognition of her services to education.

Reflecting on the honour, she stressed her belief in the power of further education colleges to improve students' life chances and have a positive impact on social mobility.

She said: "I feel fortunate to lead an amazing group of colleges that provide our students with an exceptional education as a catalyst for them to be successful in work, life and society.

"I have been honoured to work with colleagues from across the sector, and the DfE, to celebrate the sector's valuable work in changing people's lives for the better. To receive this award for doing what I am privileged to do every day is truly overwhelming."

Mandie proudly describes herself as a product of further education. She continued her own post-16 education in an urban college, which prepared her to succeed in higher education, ultimately achieving an MBA. Following various college management roles, her career brought her to Derby College at its inception in 2002. Ten years later she was promoted from her strategy role to CEO.



Students with

Talented students have earned plaudits and rewards for exceptional work during their time at DCG.

Shooting for the stars: Personal Training student and outstanding basketball player Blake Bowman is heading to the States after clinching a coveted scholarship. He is set to study Sports Psychology at the University of Missouri - Kansas City while preparing for what he hopes will be a victory-laden career as a professional basketball player in the US or Europe. "It's a scary prospect moving so far away from home but this is a fantastic opportunity," enthused Blake, who benefited during his studies from DCG's flourishing academy partnership with Derby Trailblazers basketball team.



Dress to impress: for the third time in recent years, a gifted DCG Art and Design student was singled out for honours by the organisers of Melbourne Festival. Leanne Bailey received the £500 Emerging Artist prize plus an invitation to stage a solo exhibition at the event. To reflect the competition theme of 'chaos', she created a dress using an intriguing mix of fabrics, melted plastic and sandpaper. "I was over the moon to win," she said. "It gives me much more confidence in the value of my work."

A-levels: making the grade

More than 450 A-level students received their results this summer, having withstood the challenges of completing their programmes during a pandemic. The vast majority achieved outcomes which enabled them to progress to their preferred routes, including their first-choice universities. Among those celebrating:

Harmanpreet Sanotra achieved A grades in Biology, Chemistry and Maths and is now set to study Biochemistry at Kings College London. She admitted: "I knew it was going to be a tough couple of years when I enrolled because of the subjects I had chosen but never thought that we would be doing a large part of the curriculum online. I was determined to stay focused on the College routine: being organised and motivated has certainly paid off."



Courtney Blincow is heading to Manchester University – her first choice – to study Law having achieved A grades in Law, Psychology and English Language. She commented: "I have a good work ethic but I did struggle a bit in the last lockdown. It's all worth it now and I am so grateful for all the support from my teachers."



Eve Doherty celebrated impressive grades in English Language (A*), Psychology (A), History (A) and the Extended Project Qualification (A*) which secured her University of Huddersfield place to study Linguistics. She said: "As soon as lockdown was announced, we went online effortlessly and the support from everyone has been brilliant."



their eyes on the prize

Great impact with Gatsby look: apprentice barber Sam Winson styled his way to triumph in a new national competition, Concept Hair Apprentice of the Year. Sam, from Robert Ashley Barbering, impressed judges with a dashing 'Great Gatsby' look inspired by Leonardo di Caprio in the movie. He initially won the Midlands heat of the challenge and was then named the overall winner of the Barbering Level 2 category. He said: "It's boosted my confidence to the top, it's amazing."

Pastures new: at the first time of entering, DCG Agriculture students reaped the rewards in a prestigious national farm planning contest. Despite being pitched against university as well as college students, the team was highly commended in the Institute of Agricultural Management's Farm Planner competition, in which they put the theory of modern farm management into practice. The competition involved devising proposals to secure the long-term future of Blagdon Estate, Northumberland.

Bursary boost: work that pushes boundaries earned UAL Art Foundation Diploma student Maisie Bull (right) a special bursary. She received £400 from Arts Society Derby towards her Fine Art studies at Nottingham Trent University. She was selected for her multi-media project examining how sub-cultures influence one's identity and image.



Garden glory: Horticulture students returned from *Gardeners' World Live* with a silver medal after designing and building a garden celebrating Derby MS Society's transformation into The Lilian Prime Trust, which provides housing for people living with multiple sclerosis and other neurological conditions. The wheelchair-friendly garden included a soothing water feature, a bench and planting intended to evoke a sense of calm and wellbeing.





RESPONSIBLE CITIZENS

Instilling a strong sense of citizenship so that all students become effective members of society is one of the hallmarks of DCG's approach to education.

By participating in everything from crime prevention measures to environmental campaigns, students set themselves apart as well-informed, forward-thinking social contributors, ready to take action on the issues that matter to them.

Tackling crime

A major crime reduction initiative in Derby's West End was boosted by DCG's Public Services students who helped to promote opportunities for residents in the neighbourhood to benefit from free security improvements.

Working alongside Derbyshire Police, Derby Homes and the Police and Crime Commissioner, they took part in a leaflet drop offering security upgrades for properties which might be vulnerable to burglary.

Meanwhile, 'Choose Life, not a Knife' was the theme for virtual workshops which gave students an insight into the tragedy of knife crime from different perspectives, with speakers including former gang members, a police investigator, a doctor, a first responder and a victim's relative.

Wellspring of creativity

Intriguing guerilla art by students appeared overnight in the city centre and surrounding area as part of Derby Well, a campaign spotlighting local cultural and arts activities.

Forty Art and Design students injected their own talent and creativity into the event's launch weekend, which entailed a street gallery, performance art and contemporary well dressings.

It proved an excellent chance for them to learn more about the value of community art and gain practice in embracing briefs and managing creative projects.



Clean-up appeal

Reducing pollution in the Derwent is the aim of a crusade launched by three Broomfield Hall students. They called for the river to be maintained to a standard that protects biodiversity and restores its former beauty.

The students took action as part of 'My World My Home', the environmental leadership programme for young people which is supported by Friends of the Earth.

Sam Birch, Bella Pilla and Ed Jones worked with local environmentalists to deepen their understanding of the issue and published an online petition urging policy-makers to take extra care of the waterway through strict conservation work and quality environmental education.

Land and Wildlife Management student Sam said: "We have all seen litter strewn around footpaths and hedges but the situation is even worse around rivers which are ten times more polluted than we would expect them to be."

Support for City of Culture bid

In line with its strong sense of civic purpose, DCG is backing Derby's bold bid to become the UK's City of Culture in 2025.

CEO Mandie Stravino wrote a letter of support as part of the city-wide effort and collective focus to secure an honour which will act as a springboard for culture-led recovery and regeneration.

The bid recognises that culture is fundamental to strengthening communities, driving economic growth, inspiring local pride and changing people's lives for the better. It draws on Derby's formidable heritage as a world leader in innovation but also looks to a future of new investment, increased tourism and an enhanced cultural offer.

DCG's backing centres on the positive impact City of Culture status will have on young people's aspirations. It also capitalises further on the Group's longstanding partnerships with cultural organisations such as Derby Museums, Déda and Sinfonia Viva.



"Recognising Derby's unique attributes as the UK City of Culture will greatly expand the opportunities for our students to be involved in the planning, design and delivery of diverse and inclusive activities that will celebrate this important accolade."

Mandie Stravino, CEO, Derby College Group

Spreading Christmas cheer

Students and staff brought seasonal goodwill to some of the most vulnerable people in the city, with a series of imaginative initiatives in the run-up to the festive season. They joined Derby City Council's Christmas Cheer project to provide much-needed support at the end of a year when the pandemic had wrought havoc.

DCG's contribution saw Hospitality and Catering teams cooking 300 meals with ingredients sourced by the Food 4 Thought Alliance; students compiling gift hampers and creating hand-crafted Christmas cards; and Performing Arts students devising an online Yuletide performance for people to enjoy at home.



A fitting floral tribute

Plans to commemorate the significant role played by a Derbyshire village in World War Two took off with the help of Horticulture students.

They designed and planted a flowerbed in Horsley Woodhouse, a community which became home to three factories at the start of the war following concerns that the main Rolls-Royce base would be targeted by German bombers.

The project was instigated by the Parish Council which contacted the Horticulture team for help with the memorial.

All studying part time for the RHS Level 2 qualification, the group created a circular red, white and blue flowerbed featuring a Spitfire's outline.

One of the students, Cath Davison, commented: "I didn't know I had such a passion for gardening until lockdown so I enrolled on this course to develop my knowledge. It has been great to work on a live project and to put something back into a local community."

Parish Council Clerk Kay Richardson said: "We have had some great feedback about the flowerbed and look forward to it becoming more established in future years."



BUILDING THE FUTURE

DCG sets the bar high as a leading regional educational institution – and nowhere is that more apparent than in the ongoing transformation of its estate.

DCG's vibrant, inspiring and professional campuses are much more than just a backdrop to the day-to-day business of learning.

They play a vital role in recruiting and retaining the discerning student of today; delivering an excellent customer service to the wider community; and making a powerful statement about the Group's stature as a modern, forward-thinking organisation.

Director of Estates Iain Baldwin explains: "It's all about enhancing our profile as the college of choice. The quality of our estate, and the efficiency with which it is operated, can have real and measurable social, economic and educational impact."

For Iain and his team, the 2020/21 academic year brought inevitable disruption to working routines but the essential job of integrating estate developments with curriculum planning continued apace. Regardless of the upheaval caused by COVID-19, they delivered significant progress – developing first-rate new facilities, updating and improving existing accommodation, and introducing further 'greening' initiatives.

DCG's estate presents unique challenges. The campuses comprise properties of vastly different ages and character, from the iconic Roundhouse dating back to the 1830s and the Victorian-era Broomfield Hall to facilities built in the 50s, 60s and 80s, alongside more recent construction such as the Joseph Wright Centre and the redevelopment of Ilkeston's magistrates court into the Community College.

In total, over 56,000m² of floor space is allocated to the delivery of education in the core academic estate which demands a rolling programme of maintenance and upgrading to ensure quality and functionality.

"Estate planning never remains static," Iain comments. "We are constantly re-evaluating and re-appraising in light of key business considerations and other external factors such as Government policy and, crucially, availability of resources."



Broomfield Hall is the focus for a major new energy efficiency drive to reduce DCG's carbon footprint, including boiler replacements.

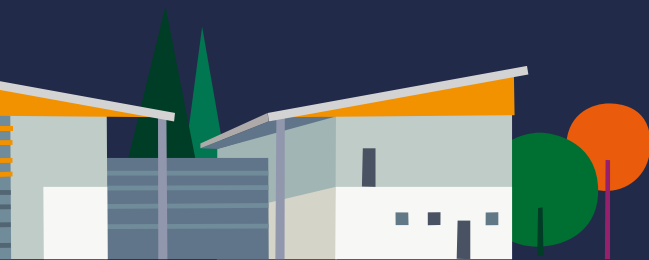
Meeting academic needs

While transforming campus life with inspirational facilities, the team needs to take account of the ever-changing demographic profile of the student population: 'future proofing' the estate is critical as the number of 16 to 19-year-olds is set to rise in coming years.

The changing nature and popularity of study programmes, allied with an increased reliance on technology-enhanced teaching, are key factors in shaping estate plans.

"In theory, managing space utilisation should be relatively easy with calculations of occupancy and frequency of use," says Iain. "In reality, the fluctuations in course numbers and student preferences make forecasting much more difficult. One year you might have lots of plumbers, next year lots of accountants!"

The introduction of T Levels, which focus on practical, real-world projects, has led to substantial upgrades in facilities. In the last two years, DCG has embarked on schemes worth over £2 million, backed by the Government's T Levels Capital Fund.



This has seen the installation of industry-standard resources including laboratory and integrated IT facilities for Science students, an immersive room replicating workplace settings for Education and Childcare students, new computer suites and construction workshops.

Like all colleges, DCG operates in a highly uncertain financial environment: the Skills for Jobs White Paper acknowledges that there has been historic under-investment in further education estates. Submissions for Government-matched funding to complement in-house spending are therefore an essential element of the Estates function. All projects are thought through to the point where they are 'application process ready'.

"The pandemic and economic stimulus packages are providing greater opportunity for capital development works so we have to remain agile and alert to new funding streams as they emerge," says Iain.

Environmental commitment

Underpinning all new campus developments is the need to reduce DCG's carbon footprint in line with Government guidelines.

A robust carbon action plan is in place and full consideration is given to resource conservation, recycling, pollution reduction, waste elimination and environment-friendly travel.



Resources for Plumbing students have been given a make-over at the Stephenson building.



Technology-enhanced teaching is now central to the DCG experience – with facilities to match.

This year the Group was awarded £3.6 million through the Public Sector Decarbonisation Scheme, run by Salix, for energy efficiency measures. Summer 2021 saw the start of works at Broomfield Hall to replace ageing coal-fired boilers with modern air source pumps and to install solar panels and new LED lights.

Plans are also in place for the recruitment of a dedicated Environment and Sustainability Officer whose role will include scanning the horizon to ensure DCG complies with new regulations in line with the national agenda on the climate emergency. As the Group is one of Derby's largest employers, the management of its estate is already closely aligned to the City Council's ambitious 'greening' targets.

A COVID-safe approach

Ensuring a safe, secure environment for all who use DCG buildings is a cornerstone of the Estate team's role – and never was that more important than during the pandemic. Staff are proud of their response to the unprecedented pressures caused by COVID-19.

From air conditioning to sanitiser stations, deep cleans to reconfiguring



DCG secured funding for exciting new lab facilities to support the introduction of T Levels.

classrooms to meet 'hands, face, space' regulations, it was a huge undertaking in which staff remained working on site during lockdown but in campus-specific bubbles.

One of the signature achievements was the establishment of mass asymptomatic testing facilities which processed more than 200 tests a week to safeguard the health of employees and students, keep facilities open and break the chain of virus transmission. An open drop-in centre set up for a week at the Johnson Building tested over 1,500 students.

CHAMPIONING SOCIAL MOBILITY

Derby College Group (DCG) provides an environment where everyone can thrive and succeed, regardless of their background. It promotes fairness, inclusion and equality, rooted in the firm belief that opportunity should not be about where you're from – but about where you're going to.

Reaching further

In a city designated a social mobility 'cold spot', DCG plays a vital role in raising aspirations, removing barriers to progression and creating a level playing field for all.

As a key partner in the newly extended Derby Opportunity Area programme, it contributes to a powerful multi-agency drive to balance the scales of social justice and break the link between a person's family background and where they get to in life.

This includes increased engagement in socially deprived wards, reaching out to disadvantaged young people who are at risk of becoming NEET – not in education, employment or training – and may be suffering from social marginalisation.

But for DCG, the work to unlock potential through education applies to people of all ages and not just to the younger generations.

This year it broadened its part-time, adult and community provision to ensure entire families have the right chances and choices through flexible access to education.

Its doors are open to mature students pursuing professional advancement, a career change or a more lucrative, satisfying job. It also caters for lifelong learners whose motivation is simply to feel more fulfilled, to discover new leisure pastimes and to keep their minds active.

Subjects cover everything from Plumbing to Counselling, Floristry to Criminal Psychology, with some courses free of charge to adults depending on their personal circumstances.

"My lecturers are well aware of my home situation and have been very flexible. They work with me so I can fit in my studies, including being able to leave one class early to pick up the children from school."

Teaching Assistant Ben Houldsworth, eldest of 12 children, has become parental guardian to his younger siblings and is taking the part-time Level 2 Certificate for Teaching Assistants.

Flexibility is the cornerstone of DCG's approach. The portfolio now includes an enhanced distance learning offer for those keen to fit their studies around their lifestyles. New additions include a unique remote GCSE Plus programme which enables learners to study English Language, English Literature and Mathematics through online lessons using Microsoft Teams.

"After maternity leave, I felt I needed to activate my brain again. I'd become a mother later in life and was a bit anxious about going 'back to school' in my 40s. But as soon as I stepped into DCG's site in Ilkeston, I felt at ease. I was reassured that people in my age group regularly took evening classes there."

Pavla Kesslerova took Adult GCSE Maths and English which paved the way to a Psychology degree. Having gained first class honours, she has now progressed to the MSc Health Psychology.



English and maths for a better future

A strong GCSE profile in English and Maths can transform your life chances – whether you're a young person who needs higher grades to progress or an adult learner seeking a career change.

During 2020/21, DCG supported around 2,500 students to complete their GCSEs in Maths and/or English, with improved year-on-year results in line with the countrywide picture.

The successful cohorts bucked the national trend in two significant areas: the gap for disadvantaged students closed further while boys performed slightly better in Maths GCSE than girls.

For the Group's Maths and English team, the results were a major cause for celebration, especially following the disruption caused by COVID-19.

Students had to overcome the challenges of online learning plus problems such as isolation and demotivation, while – for much of the year – staff grappled with uncertainties about how the results were going to be awarded.

In addition, they discovered that the students' starting points for their GCSEs were not necessarily a true reflection of their abilities – based, as they were, on centre-assessed grades rather than exam grades.

For the students themselves, feedback showed that they were delighted, relieved and grateful to have achieved those all-important grades of 4 and above.



Comments after results day included:

- "I got a grade 4 – thank you for teaching me, I have enjoyed every second of it."
- "I'm so relieved – I wouldn't have passed without you."
- "You pushed me to work harder and I am so grateful for that."
- "You gave me so much confidence, making me believe I could do it. Last September I genuinely thought I was going to fail in life."
- "Thank you for making the English lessons motivating through lockdown till the end. I'm so glad I don't have to resit GCSEs again."

Parents also added their appreciation. One said: "It was such a difficult year for all the students and staff with the mix of online and face-to-face lessons but your teaching methods completely engaged our son and proved to him that, if he works hard and perseveres, he can achieve."

Learning opportunities right on the doorstep

To widen its scope and appeal further still, DCG opened dedicated adult and community learning facilities at Ilkeston this year. They are specially designed to create a relaxed, inviting environment for people who might initially be daunted by the prospect of returning to education.

The Community College at Ilkeston is now home to an expanded adult learning offer spanning everything from GCSE English, Maths and Biology to IT, Spanish and British Sign Language. To mark the official launch, an open day featured free taster sessions (*pictured*) to show people the breadth of options available right on their doorstep.



RETRAIN, **RESKILL** AND REINVENT AT DCG

As the country strives to bounce back economically and socially from the pandemic, DCG has stepped up to provide more targeted support for individuals to train and retrain at any stage of their lives.

Mindful that the COVID-19 outbreak has exposed and deepened inequalities, DCG is encouraging more adults to re-engage with educational opportunities through a campaign under the banner of 'retrain, reskill, reinvent'.

The aim is to equip people with the skills they need to access secure, well-paid jobs in the local area and to achieve dignity in work.

The vision is of a highly productive and digitally literate workforce with a positive attitude to learning that will help 'level up' local communities.

DCG's portfolio of adult and community learning programmes is primed for those keen to add higher qualifications to their CV, to achieve a career change, to refresh their transferable skills, to meet industry regulations or to introduce new services to their business.

One of the most popular options is teacher training, with the Group offering a variety of new routes into the profession for the education leaders of tomorrow.

The DCG offer is also underpinned by extensive careers support to ensure people are well informed about the options ahead of them, including those people at risk of redundancy.

The emphasis on retraining and reskilling will take greater prominence as the Government prepares to introduce its Lifetime Skills Guarantee – which will provide a flexible lifelong loan entitlement for adults to secure the equivalent of four years of post-18 education.

It also comes at a time when CBI research suggests that nine out of ten employees will need to reskill by 2030.



‘Never too late to learn ...’

Sophie Nelson took full advantage of her Higher Level Teaching Assistant (HLTA) qualification from DCG to give extra momentum to her career plans. She won promotion to a role as Student Engagement and Learning Mentor and has now secured a place on an Occupational Therapy degree.



She commented: “Never in a million years did I think I’d be going to university. I was never that confident in my academic abilities and didn’t think I was good enough.

“But, as I’ve grown up, I’ve realised the importance of studying and that it’s never too late. Thanks to DCG, I feel I can do everything that’s required of me on a degree course.”

Reviving a teaching career

For Chunyan Baker, DCG's part-time Cert Ed programme represents a chance to reinvigorate her career in education.

Although she taught in China before coming to the UK 17 years ago, she needed additional qualifications to begin formal teacher training here.

She initially completed GCSEs in Maths and English as well as Functional English Level 2 and Computer Skills Level 1 with DCG. She says that she particularly appreciates the support from Study Coaches at College.

She adds: "This is my first time in higher education so, for me, writing research proposals and presentations is a new challenge. My teachers are so dedicated and the support they give is brilliant. That's also true of the learning resources network, such as the library, computers and IT support."



Counting on DCG support

Although possessing a degree from her native Morocco, Fadoua Idrissi enrolled at DCG to gain accounting qualifications recognised in the UK.

Fadoua, who came to Britain in 2016, worked in banking in Morocco and aims to become a chartered accountant here.

Juggling her studies with looking after her son as a single mum, she has progressed through AAT qualifications from Level 2 to Level 4.

She admits it is a balancing act: "I do College work between 8pm and 4am while my son is asleep. It's hard work sometimes but my tutor understands and makes sure I have everything I need to get on."

Hair today, horses tomorrow



Hairdresser Emma Whay, who left school at 15, is translating her love of horses into an exciting new career in her thirties – thanks to the flexibility of DCG's Equine Science, Management and Training Foundation Degree.

She has been able to study while running her hairdressing business and looking after her two sons. Emma aims to 'top-up' her qualifications to a full honours degree and then follow a career in a field like tutoring, horse nutrition or equine physio. She said: "I was initially concerned that not having had an academic education might limit my options. I needn't have worried though: the staff are so supportive and some of my studies can be flexible."

BESPOKE SUPPORT IS JUST THE JOB

People who may be at risk of social exclusion are being offered tailor-made packages of help on their journeys to employment and education – thanks to expert job broker and work coach support from DCG.

The Group is playing a key role in two far-reaching initiatives delivering all-inclusive, person-centred services to help individuals overcome the barriers preventing them from securing a job or accessing training.

The schemes – **Towards Work** and **Way2Work** – aim to combat the root causes of poverty, promote social inclusion and challenge long-term unemployment. They bring hope and direction to diverse participants, from young people who are NEET to women planning a return to work, from individuals grappling with redundancy to those exploring a career change, from people with disabilities to those lacking basic maths and language skills.

Both projects provide impartial, bespoke support which goes beyond assistance with CV writing and interview practice. It may include signposting to help with housing, finances and mental health services; purchase of a laptop for job searches; or funding to cover educational programmes, transport and interview clothing. In-work support is also on offer when participants first join the workplace, boosting job retention rates.

Such has been the success of both initiatives that they have been awarded funding to continue until 2023.

Part of the national Building Better Opportunities Programme, **Towards Work** generally helps people with complex needs who have been out of work for lengthy periods or have never worked due to personal circumstances, such as family responsibilities or health problems. Their lack of work history may be holding them back or they simply may not know where to start their journey.

DCG is among several organisations delivering this programme, led by Groundwork Greater Nottingham and jointly funded by the D2N2 Local Enterprise Partnership's European Social Fund allocation and the National Lottery Community Fund. The team has so far assisted 330 people, with 114 of those going on to gain employment, education or training, becoming self-employed or actively job searching.

“Since the start of the Way2Work project, Derby College Group has continually delivered above target for the number of participants they enrol and the number that progress into employment and job-search. The team is experienced, reliable and well-led.”

Alex Reader, Project Manager at Nottingham City Council which leads the Way2Work programme in the D2N2 area

There is flexibility in the length of time participants spend on the programme, dependent upon individual needs, and Towards Work assists every single step of the way. The team also draws on the expertise of its partner organisations who specialise in mental health, disability and working with people from ethnically diverse communities.

Meanwhile, **Way2Work** is spearheaded by 12 partners across Derbyshire and Nottinghamshire, including DCG. Part financed by the European Social Fund, it is aimed at people closer to the job market – including those just made redundant or at the end of a contract – but who still need support.

Since its establishment in March 2020, the programme has exceeded its targets by supporting 248 unemployed and economically inactive participants, 65 of whom have been guided into employment while 33 are actively engaged in job searches.

The Way2Work team spends significant time in community settings, currently including two days per week at St Peter's Church in Derby City. Its referrals come from multiple sources including the Department for Work and Pensions, GP practices, job fairs and social housing agencies. Because of its close links with companies such as RDS Global and Amazon, the team also has its fingers on the pulse of new opportunities as they arise.

‘The biggest help’



Diagnosed with a debilitating health condition, Josh Carter turned to the Towards Work team to help review his career options – and is now thriving in his role as an Animal Science lecturer.

Josh lives with osteoarthritis and spondylolysis which affects his mobility and causes severe pain during flare-ups. After graduating in Zoology, he worked in various animal science and training roles but was unsure what to do as his condition worsened.

The Towards Work team helped him to explore careers allowing more flexible working. He said: “They were so helpful and pointed me in the direction of the Level 3 Education and Training course at DCG. Because of my health issues, I qualified for funding through Towards Work too.”

After he completed his studies, Towards Work assisted Josh in securing his current role at Nottingham College. He concluded: “The support I received from my work coach has been the biggest help and I have reached my goal of gaining employment in a role that I thought would be much more of a long-term achievement.”

Fast-track to a digital career

An intensive digital bootcamp has given aspiring software developers the chance to realise their ambitions – with a guaranteed job or apprenticeship interview at the end of their programme.

With free classes delivered daily via Microsoft Teams, the 12-week bootcamp is aimed at learners aged 19-plus who want to progress in a profession undergoing unprecedented growth: 10% of the UK’s current job vacancies are in the tech and digital sectors.

Backed by the National Skills Fund, the D2N2 Local Enterprise Partnership selected the Group to pilot bootcamps as a targeted intervention to address the region’s shortage of IT specialists. Participants gain digital skills up to Level 5 in fields where local employers have identified gaps, such as the use of Python, Javascript, HTML and CSS.

The bootcamp is open to adults whether they are looking for work, already in work or returning to work after time out. Training fits flexibly around existing commitments in a bid to encourage more women to sign up.

Eight people have taken part in the pilot programmes at DCG, with success stories including a participant who was long-term unemployed but has now secured a trainee software developer role.

The National Skills Fund has also provided a pathway for adults aged 24-plus to jumpstart or change their careers through Level 3 qualifications. Full funding is available for those who do not have A-levels or equivalent awards and are taking their first Level 3 programme in subjects linked to priority sectors key to the economic recovery. At DCG the offer includes programmes such as the Level 3 Diploma in Leadership and Management.

Bootcamp boost for Andrew



The bootcamp experience has led to a whole new career for Andrew Widdowson, who is now embarking on a software development apprenticeship.

Having previously graduated in Illustration and most recently working in food retail, he joined the programme to pursue his longstanding interest in IT. When he had completed the bootcamp, DCG helped him secure an interview with award-winning Alfreton-based butcher Owen Taylor & Co.

His focus during his 18-month Level 3 apprenticeship will be on the development of the company’s new ordering app, adding features and fixing any errors.

Andrew said: “I enjoyed the course. Our teacher was so supportive and knowledgeable. We did all our learning via Microsoft Teams and it was great to have someone there to point you in the right direction if ever you were struggling. The other learners were great too, so friendly.

“I’d definitely recommend the bootcamp to anyone interested in starting a career in software development. It gives you the basic knowledge you’ll need, such as programming languages. We also learned about computer science – something I didn’t know before – and the self-initiated projects got you in the right mindset for problem solving.”

PROGRESSING BY DEGREES

Higher education at DCG represents an important investment for students from diverse backgrounds and communities who are keen to enhance their life chances and earning potential.

As the new Skills and Post-16 Education Bill reasserts that universities should not be the only choice for higher level qualifications – and that further education colleges should have greater parity because of their success in building a more agile, adaptable workforce – DCG has achieved sustained growth in its own higher education portfolio.

The provision is progressive, responsive and flexible to meet local demand. Distance learning, part-time and day release modes of delivery offer convenience and are a major bonus for students who need to balance learning with their work and family commitments.

The advantages of small class sizes and expert one-to-one help from Study Support Coaches also ensure that 'HE in FE' is an attractive proposition. While the student experience may be different from that of university, the same stringent academic standards apply.

Many of the higher education programmes on offer at DCG draw on significant input from local and regional businesses, so that they can be embedded into long-term workforce development plans. They can also be aligned with higher and degree apprenticeships.

Such links will stand the Group in good stead as the Government is set to plough greater investment into higher technical qualifications at Levels 4 and 5 based on employer-led standards.

"Zoo keeping is competitive to get into but having a degree should give me the edge. One reason I chose Broomfield Hall was



for the hands-on contact we get with animals. Not many colleges in the country offer that."

Working towards the Foundation Degree Animal Management (Zoo and Wildlife), Kyle Harwood has wanted to become a zoo keeper since he first visited a zoo at the age of four.

Latest additions at DCG include the unique Foundation Degree and BA (Hons) Creative Practice in association with The Open University. Students focus on a specialism – performing arts, music, art and fashion, or media – and then collaborate with students from other disciplines to develop their employability.

The range of Access to Higher Education Diplomas has also been expanded, including a new Access to Teaching option for students wanting to compete for teacher training places.

"The Foundation Degree allows us to be free with our ideas but at the same time provides structure and discipline.

Three of my teachers have taught me before, which is a huge advantage. They know my personality and the way I work."

John Hancock progressed to the Foundation Degree Creative Practice after taking Art and Design plus Music qualifications at DCG.



"I like the way our lecturers push us to do our best. I'm not very academic and wasn't sure I'd be able to do the BSc (Hons) because I didn't have Maths. But one of our lecturers arranged for me to go to the Roundhouse once a week to do Maths so I'd have the qualifications I needed."

Animal lover Sabrina Tracey is working towards the BSc (Hons) Animal Management and would like to use her degree to work with dogs that assist blind and disabled people.



"My course brings in different strands of the arts so I'm not just learning about music. It's stretched my interpretation of what music is."

Guitarist and drummer Richard Mylemans is among the first cohort taking the Foundation Degree Creative Practice and appreciates the way it promotes artistic collaborations.



First in family to enter HE

Studying with DCG since school, Melissa Smedley has taken her ambitions all the way to higher education level – the first person in her family to do so.

Juggling her Foundation Degree Children and Young People studies with her role as senior room manager at Busy Bees nursery in Wollaton, Melissa has her sights set on training to become a play therapist.

She said: "I can't believe I've been with this College since I was 16! I've come so far with it and I'm proud to be the first person in my family to get to degree level."

Melissa started out by taking qualifications in Teaching Support and Early Years at DCG before progressing to the Foundation Degree. She has now been accepted on a top-up degree at the University of Derby. She added: "I'm the sort of person who needs to know exactly what I'm aiming for. I couldn't do years of study just for the sake of it."



New school of thought

Danielle Constantinides is on her way to qualifying as a teacher, having held a variety of jobs since school, including ten years working in a pub. She was inspired to try a teaching career after volunteering at a primary school.

Through DCG, the mother-of-two gained Teaching Assistant qualifications and then the Foundation Degree Children and Young People. Her next step will be a BA (Hons) Early Childhood Studies and a PGCE.

Danielle currently works part time as a trainee teacher and a Higher Level Teaching Assistant. She said: "Although I'd never considered teaching until I started volunteering, it's a great job for someone like me. I like lots of variety and love meeting new people."

Mastering research

Research experience at DCG propelled Jade Howell to a Masters in Criminal Investigations – a crucial step towards her career aspirations of tackling domestic abuse.

Jade originally joined DCG on the Level 3 Uniformed Public Services programme, going on to achieve the Foundation Degree Criminal Justice and then the BA (Hons) Security and Offender Management.



She said: "I hadn't thought about going into higher education previously and hadn't realised that I'd be able to stay at College to do a foundation degree and then a degree."

She praised the small class sizes and the varied and versatile content of her higher education studies at DCG, adding: "The knowledge I gained around social research methods was extremely valuable, particularly going into my MSc where over half of my credits come from research."

She is pursuing her MSc studies at the University of Derby. In future she hopes to move into a career where she investigates domestic abuse, potentially working as an independent adviser to the police.

CAREERS NOT COURSES

DCG has earned an enviable reputation for the high standard of the information, advice and guidance it offers to its students. Helen Jefferson, Director of Services for Students and Careers Leader, outlines the Group's commitment to ensuring positive destinations for all.



Innovative and effective careers guidance lies at the heart of our drive to nurture work-ready and socially mobile citizens.

Throughout their College days – from the time they first apply – our students benefit from proactive careers guidance services that raise their aspirations and help them reach their full potential in life.

Despite the disruption caused by the pandemic, much was achieved during 2020/21 to take those services forward, making the best use of new technologies and broadening our reach into local communities.

A review of the Careers Guidance Service brought about purposeful change. Collaborative cross-College working was prioritised so that careers guidance is now deeply embedded in the DCG curriculum to deliver a greater impact on student engagement and transition. Services are promoted under the banner of 'Explore, Develop, Apply' to reflect the individual nature of each student journey.

Moving online

At an uncertain time for job prospects and security, it is critical that young people focus on the skills and qualifications they need to achieve their career goals. The economic effects of the pandemic have also led many adults to recognise the importance of retraining and upskilling.

With demand for high-quality, impartial careers guidance rising across all age groups during the COVID crisis, we took many of our activities online: a hugely successful transfer which has continued alongside the return to much-needed face-to-face work with students.

Online services such as our virtual chat room meant we could still reach our students in meaningful ways during lockdown, and our student engagement targets were exceeded for the year. Our online Progression Fair saw over 1,000 students attending workshops provided by 35 external organisations, many of whom reported that it was the largest audience they had ever encountered at a further education event.

A careers consultancy model

Building on the team's core cross-College services, such as the formal careers programme via the tutorial system, one-to-one interviews with students and drop-in careers sessions, a new consultancy model was adopted for work with individual curriculum areas.

The consultancy approach involves careers advisers linking with these areas to develop a bespoke offer, underpinned by the training of sector-specific careers champions and including pilots of 'How to get into' and 'How to use social media to gain work' sessions.

Skills that take students far

Our dialogue with students emphasises how their courses and qualifications can be translated into sustainable careers. We help them appreciate the core employability capabilities built into DCG's programmes. This is reinforced by sessions that improve each student's self-awareness and cover themes such as 'What can I do with my course?'

In this way, we hope our students recognise the wider reach and potential of the skills they have derived not only from formal studies but also from their interests, home life and working life.

Broadening our influence

We stepped up our work to empower and encourage parents and carers to discuss careers with their children. We also fostered stronger relationships with the employers co-designing and co-delivering the DCG curriculum. This is important for raising awareness of industry opportunities and highlighting the skills, behaviours and attitudes required for success in the workplace. It also bolsters our efforts to tackle gender stereotyping in career choices.

First-rate resources

Our advice is enriched by resources which are constantly updated to reflect changing industry trends and latest thinking on employability. New additions include a set of 'go to' core resources, capturing the main stages of job search, selection and recruitment.

A set of 12 A-level guides has been produced to support student choice, with similar publications for vocational subjects in the pipeline. Meanwhile, we have drawn on labour market information to develop up-to-date sector-specific resources that help staff explain routes into various industries, augmented by bite-sized guides aimed at students.

Looking to the future

The careers guidance environment never stands still and pioneering projects continue apace. DCG is involved in an innovative scheme to pilot a career chatbot called CiCi for low-skilled adults and those at risk of losing their jobs. Accessible 24/7, CiCi will provide a personalised career journey including information on vacancies, training opportunities, CV help and more.



From DCG to the fight against crime

Former A-level student Hannah McDonald has become a Police Community Support Officer (PCSO) following a rigorous recruitment procedure and is now supporting Derbyshire Police by giving school talks about issues such as knife crime and road safety. To complement that role, she has also secured a place on the BA (Hons) Professional Policing at Nottingham Trent University.

From DCG to professional accreditation

Civil Engineer with Derby City Council, Clive Sayers, completed a Level 4 Construction Site Engineering Technician Apprenticeship on day release. It enabled him to become a member of the Institution of Civil Engineers (ICE) at Eng Tech level – the first DCG Higher Apprentice to do so via the apprenticeship gateway. Clive recently secured a new engineering position in Traffic and Transportation which involves developing cycle paths and sustainable transport.



DCG has partnered with consultants dmh associates and educational research institute Pontydsygu on this project which is supported by the DfE and Nesta.

A high profile for excellence

Our successes were highlighted in *Connect*, a publication for FE careers professionals launched by the Careers & Enterprise Company with the Association of Colleges. We also shared the results of a project to ensure students' career planning needs are triaged effectively, set to feature in a paper by the International Centre for Guidance Studies.

Such recognition builds on our achievement of the Career Mark quality award and the IAG matrix Standard. DCG also has a voice via my role on the influential National Further Education and Skills Group which shapes innovation and best practice in the careers guidance sector for colleges.



From DCG to the Lost Gardens of Heligan

Former Horticulture apprentice at DCG, Jamie Juffs, has career potential in spades ... after clinching a full-time job as an ornamental gardener at the famed Lost Gardens of Heligan in Cornwall. The coveted job opportunity arose as Jamie completed his four-year apprenticeship at Broomfield Hall where he also gained Level 2 and 3 qualifications in Horticulture.

PROMOTING INCLUSION, VALUING DIVERSITY

Equality, diversity and inclusion are fundamental to DCG's policies and decision-making processes. A special cross-College steering group is responsible for unpicking and addressing the factors that are the greatest obstacles to learning and engagement.



The steering group's priorities include:

- ensuring barriers to progression are removed through new approaches to staff and student recruitment
- increasing higher education opportunities to expand participation
- ensuring attainment gaps for 'protected groups' are minimised
- deploying high-level online resources that are accessible to all students

In addition, concepts of diversity and inclusion are increasingly integrated within the DCG curriculum to shape students' personal development, values, behaviour and attitudes. Young people are encouraged to explore both their own identity and that of their communities, while learning from the different experiences, beliefs and perspectives of others.

Campaigns and extra-curricular workshops throughout the year mark major events such as Remembrance Day and open up empowering debates on topical themes like honour-based violence, hate crime, knife crime, bullying, disability, LGBT+, physical and mental health.

In pursuing these strategies, DCG is indebted to contributions from its partners and stakeholders including Derbyshire County Council's Leaving Care Partnership Group; the Derby City Children and Families Board; the PREVENT Partnership Steering Group; the NEET Prevention Group; Children and Adult Mental Health Services; the Chaplaincy Service; the Derby West Indian Community Association; and the Black Lives Matter Campaign Working Group.

"In a system that often treats young people like statistics, DCG really does teach them as individuals, gets to know them as people and does its very best to support them. The staff kept me informed all the way through and were helpful, warm, supportive and non-judgemental in often very challenging situations. As a mother, I felt less alone because of the constant presence of the STEPS team in my son's life."

Mother of a student on the STEPS programme, which is designed to build confidence and resilience in young people who are unsure about their next move

Sanctuary status honour for DCG

In recognition of its support for the asylum and refugee community, DCG became just the fourth UK institution to be awarded College of Sanctuary status.

The honour was conferred by Derby City of Sanctuary, an umbrella group of organisations working to create a climate of welcome and safety for asylum seekers and refugees.

It recognises how DCG has developed specific study programmes – based at main sites and further afield in the community – for young people and adults from all over the world who are new arrivals in the city.

Derby City of Sanctuary Trustee Joseph Chivayo said: "It is marvellous that DCG has taken the initiative to be part of this scheme and is one of the lead colleges in the country to provide a place of sanctuary for people to learn and rebuild their lives."





‘Computers don’t recognise gender’

DCG is making concerted efforts to change perceptions and banish myths about career opportunities for women within industries once characterised as male preserves.

Digital is just one of the curriculum areas taking major strides to develop a greater diversity of talent for the workforce, which should hopefully feed through into greater economic equalities in future.

Digital Curriculum Team Manager Vanessa Simpson (*pictured right*) – a former DCG student herself – said: “These industries

are traditionally seen as male dominated but companies and colleges such as DCG are now attracting both men and women from all cultural and academic backgrounds, which is a very positive step forward.

“Computers don’t recognise gender. I am therefore delighted to see that a broad cross section of young people and adults from local communities recognise that the demand for digital skills can only increase and that there are so many opportunities for exciting careers in this field.”



Driven to inspire

DCG’s commitment to tackling gender stereotyping in career choices is certainly shared by former Motor Vehicle apprentice Cat Treanor. Cat has earned plaudits for her efforts to encourage more females into a rapidly changing sector where a new type of skillset is in demand.

Now Business Development Manager with automotive e-learning company Electude UK, Cat has spoken at industry events across the USA and UK. She commented: “I’ve been able to reach thousands of people in one go and last year I won an award from the Institute of the Motor Industry for my talks to promote diversity in the trade.”

Cat is convinced she would not have such a high profile in the sector without DCG’s Motor Vehicle Engineering programme. “I’m so thankful to the lecturers for encouraging me to try public speaking,” she said.

She does all she can to encourage more women into the automotive industry.



She concluded: “Measures designed to inspire female students take time to feed through. However, with the electric vehicle revolution, the trade is changing and needs a new kind of technician.”

SUCCESSFUL TRANSITIONS

School pupils on the threshold of post-16 education are offered the ideal preparation for the challenge – thanks to DCG's flourishing partnerships with city and county schools.

The Group's support for pupils aged 14 to 16 is a key factor in raising educational standards and ensuring hundreds of young people make a smooth transition to further education and continue their educational journeys with a sense of purpose and confidence.

This year, new transitions initiatives were launched, building on the impact of DCG's popular pre-16 vocational education programme.



Motivation for school pupils



DCG's pre-16 programme enables pupils to undertake technical and vocational qualifications alongside the GCSEs they pursue in school.

Over two years, Key Stage 4 pupils join DCG for practical work-related courses that give them insights into specific sectors. During 2020/21 subjects on offer ranged from Animal Care to Construction, Digital Media to Engineering, Sport to Hair and Beauty.

All DCG's pre-16 opportunities provide transparent progression routes to full-time programmes and apprenticeships.

They are ideal for young people who need an alternative environment in which to learn or prefer a practical introduction to their chosen career path.

For the partner schools, it means they can guide their learners towards positive destinations. The vocational qualifications on offer may also count towards schools' performance measures.

In 2021, 97 pupils representing 14 schools completed the programme; 18 of them were home educated. During lockdown, the pre-16 team liaised with schools and parents to continue the programmes via distance learning. Once back in College, the pupils all adapted to the restrictions to work safely.

Yet again, several young people studying Construction secured apprenticeships due to the exceptional links between DCG and local employers.

Addressing NEET concerns

Endeavours to support learners at high risk of becoming NEET – not in education, employment or training – were strengthened through a new post-16 transition initiative.

DCG is working with the School Development Support Agency to improve information sharing with city schools and assist young people reaching this important milestone in their educational progress.

A pilot event brought staff from five schools together with DCG's English and Maths, Behaviour for Learning and Inclusion teams to discuss bespoke support for school-leavers whom teachers anticipate are in danger of becoming NEET. The schools provided information on 91 students, many of whom had earmarked DCG as their next destination.

The post-16 pilot mirrors successful activities already in place to improve primary to secondary transition locally.



Firm foundations

The benefits of DCG's pre-16 programme were spotlighted by two award-winning apprentices who started their construction training at DCG while still in Year 10 at school.

Jonny McFarlane and Kieran Sanders – now on apprenticeship pathways with KR Brickwork and GF Tomlinson respectively – represented DCG in the regional finals of a Guild of Bricklayers skills competition. Jonny (*pictured right*) won the junior section and Kieran came second in the senior competition.

The former John Flamsteed Community School pupils attended College for one day a week on the pre-16 pathway. Today, as apprentices, they still study at DCG on day release and both say their early experience of College gave them a career boost.

It is now hoped that the information sharing event will take place annually, with more schools opting in. In future, learners identified in this way will also have the chance to join a Connexions summer school plus maths and English sessions, site tours and other activities organised by DCG when COVID-19 restrictions allow.

Support from dedicated mentors

A team of mentors has been established to support some of the city's most disadvantaged and vulnerable young people to make a success of their post-16 learning experience.

DCG spearheaded a £75,000 bid for Derby Opportunity Area funding to launch a scheme assisting Year 11 pupils who may be uncertain about their next step and need support with transition.

The project, also involving other providers such as the YMCA, is aimed at young people who face obstacles due to issues such as anxiety, low confidence, lack of literacy skills, language barriers and poor attendance.

It is hoped to help them make informed decisions about their next steps, while reducing drop-out rates.

Over 50 pupils who would most benefit from this intervention – and who might be at risk of leaving within the first 42 days of post-16 education – were identified by local schools and matched with mentors. The team, including Youth Work degree students from the University of Derby, also worked to engage each young person's family and support circle.

The mentors provided advice after GCSE results day, guiding the pupils through interviews and enrolment while introducing them to aspects of College life such as transport, bursaries and support services.

Bridging the gap

In response to requests from schools, a special section was established on the DCG website to provide additional study materials and advice for Year 11 pupils, especially those who had endured significant disruption at Key Stage 4.

The Bridging the Gap site features pre-arrival guidance for applicants to DCG that ensures they are well prepared, including how to familiarise themselves with the Group's digital technologies.

Enthusing the **next** generation

Positive role models are a powerful asset in motivating young people to become the best possible version of themselves.

DCG harnesses a vibrant alumni network to enthuse today's students about exactly how far their College education can take them. For those just starting out on their studies, hearing about the success of someone who was once in their shoes acts as a real incentive to work hard.

The alumni network was established to build lasting connections and enrich the DCG community for past, present and future students. The Group communicates regularly with almost 11,000 students and over 780 have volunteered to 'give something back'.

Their assistance includes delivering guest lectures, providing testimonials, reviewing students' CVs and preparing them for interview. Those now in senior positions also offer work experience and work shadowing, hire apprentices, join DCG's Employment and Skills Boards, and sponsor awards and events. For the alumni, volunteering in this way can bolster their management experience and professional profile.



Among the alumni relishing sharing their insights with current students is Arvin Johal, now taking a BA (Hons) Business Management at the University of Derby and planning to set up his own commercial venture on graduating. At DCG, he took the Level 3 BTEC Extended Diploma in Business and has since given talks to the first- and second-year students following in his footsteps.

ENABLING ECONOMIC PROSPERITY

Genuine partnerships with employers – rather than mere transactional relationships – underpin the curriculum at Derby College Group (DCG). With employers set to take the driving seat for a new-look post-16 qualifications regime, such partnerships will unlock greater productivity, innovation and economic wellbeing across the region.



A skills-led recovery

As policy-makers grapple with the challenges of delivering the country's post-pandemic recovery, DCG is collaborating ever more closely with employers to provide the talent pipeline that the local and regional economy sorely needs.

Mutually beneficial partnerships with organisations large and small – and from across the private, public and third sectors – are embedded in the fabric of DCG. Based on quality, innovation, trust and respect, these transformational alliances have been hailed as a beacon of best practice nationally.

College leaders have liaised with the D2N2 Local Enterprise Partnership to draw on business intelligence such as the 2021 Local Skills Report which provides a crucial snapshot of skills demand and supply in the region. This ensures DCG remains one step ahead in establishing high-value educational provision that is directly relevant to a local labour market currently in flux.

Employers regularly team up with DCG to create collaborative skills pathways, co-designing and co-delivering an up-to-date and cohesive curriculum.

Employer engagement is driven by 23 Employment and Skills Advisory Boards (ESBs) representing a broad spectrum of sectors who advise the Group's technical and vocational teams on future developments.

The ESBs bring together almost 400 employers who contribute their creativity and innovation to a plethora of initiatives that help students develop the skills, behaviours and attributes to make a smooth transition into the workplace and hit the ground running in their careers.

For the companies involved, the impact goes beyond ensuring their new recruits are work-ready.

Because DCG develops an in-depth understanding of each organisation's staff development goals, it can support them with bespoke skills solutions for the long term.

Strong employer collaborations also mean that the Group is well positioned to respond to the reforms heralded by the Government's Skills for Jobs White Paper.

Recognising the influential role that further education has to play, it proposes a refocusing of post-16 technical education and training to bolster a skills-led recovery and address longstanding productivity problems.

Employers will be placed at the heart of this new system and the Government has proposed aligning the vast majority of post-16 technical qualifications to employer-designed standards by the end of the decade.

One priority will be to tackle a significant shortage of technician-level STEM skills in occupations such as engineering, an area where DCG has already made substantial headway.

Rolls-Royce traineeships break new ground

An exciting traineeship programme – aimed at young people for whom a formal apprenticeship might just be out of reach – is being piloted by DCG and Rolls-Royce plc.

The Group's first venture into offering traineeships, the initiative is designed for individuals aged 19 to 24 who may lack the appropriate qualifications and industry experience to secure an apprenticeship straight away.

A small cohort of four individuals started the 12-month pilot in July 2021, based at the Rolls-Royce Learning and Career Development Centre.

They are benefiting from a well-balanced, comprehensive programme which includes work experience, sector-specific training in engineering and vital skills in English and maths.

There is also a focus on strengthening their employability profile, so that they are well prepared to undergo a guaranteed interview for a coveted Rolls-Royce apprenticeship at the end of the scheme. Alternatively they could take up career opportunities with other companies in the regional engineering supply chain.

Educators from DCG are delivering key elements of the training for the programme.

The new traineeship scheme builds on a longstanding skills development partnership between DCG and Rolls-Royce which supports the company's global competitive advantage.

This collaboration spans everything from technical apprenticeships to the Young Apprentices scheme aimed at enthusing 14 to 16-year-olds about engineering and helping them to take their first steps on the career ladder.

It is hoped that traineeships will become a permanent addition to the suite of joint activities with Rolls-Royce. There are now plans to expand the concept to other companies too.

The technology revolution

DCG has played a key role in the bid to develop a new East Midlands Institute of Technology (IoT) to help advance the UK's green and digital revolution.

It has joined forces with Loughborough College, Loughborough University and the University of Derby on a £13m plan to create the highly skilled workforce needed to drive forward what is known as 'Industry 4.0'.

If approved, the East Midlands IoT would focus on levelling up the critical engineering, manufacturing and digital skills required for Artificial Intelligence (AI) and a data-driven economy.

It would also address the challenges of clean growth, producing graduates to support the UK's journey to net zero greenhouse gas emissions by 2050.

The proposals envisage the IoT working with a roster of anchor employers to develop and deliver high-quality educational programmes ranging from T Levels to postgraduate degrees.



Key objectives include:

- supporting students by specialising in disciplines including engineering and manufacturing technologies; information and communication technology; science and mathematics; and construction, planning and the built environment
- working closely with global powerhouse employers, including Rolls-Royce plc, Toyota, National Grid ESO, Alstom, Fujitsu, Uniper and Bloc Digital, to ensure programmes level up the regional workforce with the right skills

- creating an exciting new IoT centre in Loughborough, plus improved facilities on the sites of all four educational partners, including DCG's Roundhouse where it is hoped to develop enhanced engineering provision

For DCG, the initiative would build on its proven track record in offering more accessible routes into high-wage and high-skilled employment.

The East Midlands project was selected to progress to the final round of applications to become one of eight new IoTs in the UK.



PARTNERSHIPS THAT WORK

Thanks to DCG's pioneering Employer Academy programme, organisations are able to identify, recruit and mould future talent that meets their specific workforce needs.

This far-sighted initiative, through which individual businesses assist a select group of students to strengthen their employability credentials, is going from strength to strength – with 34 organisations now on board.

The employers enjoy unparalleled input into the way training is planned and delivered, so that they can nurture promising new recruits who will make a positive difference within their industry from day one.

An enhanced programme of credible work-related activities – such as placements, masterclasses, site visits and career talks – primes the students to be interviewed for potential jobs and apprenticeships at the end of the academic year. The industry-specific knowledge they gain also opens doors to opportunities with other employers in the sector.

Employer Academy partners to have recruited former students in this way cover a vast range of sectors and include HUUB, Sally Montague Hair and University Hospitals of Derby and Burton NHS Foundation Trust.

In just one example, First Response Finance has developed a highly structured programme featuring not only work experience and professional mentoring but also paid part-time work for Business students, with the chance to apply for a degree apprenticeship in management with the firm.

Constructive training

Construction students boosted their chances of securing a job in the sector – thanks to industry-accredited training furnished by the Howarth Timber and Building Supplies Employer Academy.

The UK's largest privately-owned timber company delivered online education which helped Academy participants keep up the momentum of their studies during the pandemic. Students whose disciplines range from brickwork to joinery built their product and industry knowledge via access to the firm's award-winning training academy. After online tests, they received certificates for their CV portfolios.



**HOWARTH TIMBER
& BUILDING SUPPLIES**

"We have supplied materials to DCG's Construction Academy for some time and were keen to develop the relationship further," explained the company's Derby-based Sales Executive and Key Account Manager Adam Fox.

"Education and training are vital in the construction industry and our Employer Academy enables us to contribute to the wider skills agenda. As a long-established company, we plan to be around for many more years to come and we hope that these young people will become our customers in future as they establish their own careers and even their own businesses."

**Paul Bullivant, Howarth Timber
Commercial Director**

"The online resources are produced by manufacturers so incorporate all the latest legislation and product specifications and are the same as those we use within the company. It is therefore a great opportunity for the students which will give them a head start when applying for jobs."

Plumbing student Moin Hussain said: "I found the online training really interesting and very useful. It helped confirm my plans to progress to an Electrical Installation programme as that's the job that I want to do in future."

Going forward, students will continue accessing the online resources but will also join expert demonstration days and wide-ranging industry visits arranged by the company.

Virtually connected

Lubrizol

The latest Employer Academy tie-in – with Hazelwood company Lubrizol – was marked with a generous high-tech donation.

The firm provided hands-free communication devices enabling Digital students to join virtual meetings. The Jabra Puck speakerphones were a valuable asset for audio conferencing and learning during lockdown.

The donation forms part of a programme of collaborative activities through which Lubrizol also offers specialist lectures, employer-led projects and placements.

The Lubrizol partnership is slightly different from other Employer Academies in that – while the company is a specialist supplier of fuel additives and lubricants for the automotive industry – it has concentrated on offering IT expertise to support students.

Tim Hollingshurst, EMEA Network Manager at Lubrizol, explained that the high-tech character of the business, together with its global reach, means that it uses IT extensively for both research and communication.

He commented: “We are thrilled to have joined Derby College Group as a member of the Employer Academy initiative and we expect the Jabra Pucks to get plenty of use.

“They are the same speakerphones that we use for virtual conferencing and they will hopefully help make up for the fact that lockdown restrictions mean much of our work with students so far has had to be done remotely.

“While this may have been be frustrating, it also offered an excellent lesson in how IT came into its own during lockdown and it provided an insight into the changing world of work for the next generation.”



Employability blossoms

Even stronger links have been cultivated between DCG and Flowerworld – leading to an array of training and employment opportunities for students.

Part of Morrisons group, Sinfon-based Flowerworld has taken on several DCG Floristry apprentices in recent years but has since broadened the scope of the partnership to increase – and tap into – the potential of all students, regardless of their study subjects.

The Flowerworld Employability Academy programme consists of seven modules encompassing themes such as job applications, interviews and employer expectations. On completing the modules, students are offered paid work experience.

Such has been the programme's impact that it is now being rolled out nationally by the firm.


Flowerworld
BLOOM MARKET
• DELIVERING FINE FLORISTRY TO BUSINESSES SINCE 1975 •



“Working with DCG has been a great success and launching the Employability Academy will provide even more opportunities for students who would like to work for us.”

Louise Ward, People Advisor, Flowerworld

LEVEL BEST AT DCG

The new ‘gold standard’ technical qualifications – T Levels – were introduced at DCG in September 2020, bringing a dynamic and inspiring dimension to a curriculum centred on meeting employer expectations.

T Levels are conceived as a high-quality, technical alternative to A-levels and apprenticeships, ushering in a simpler system of qualifications that students, parents and employers can understand and value.

Leading to post-GCSE awards which are the equivalent of three A-levels, the two-year study programmes involve 80% of time in College and 20% on industrial placement. They are designed specifically to match the skills requirements of industry.

Progression routes can take students straight into skilled work, into higher apprenticeships or onto full-time university degrees.

In the longer term, the Government’s Skills for Jobs White Paper envisages T Levels as the ideal pathway into an expanded portfolio of Higher Technical Qualifications.

With its acknowledged strengths in professional and technical subjects and its highly regarded employer partnerships, DCG was well placed to lead the T Level revolution.

“The high-tech facilities and equipment available for the T Level students are truly impressive. This investment is crucial in providing the high-quality study programmes which will be recognised as the gold standard in technical education.”

Gillian Keegan MP



It was the first East Midlands college to offer all the T Levels in the first wave of the roll-out – in Construction: Design, Surveying and Planning; Digital Production, Design and Development; and Education and Childcare.

During the year, preparations were in full swing for the second tranche of T Levels starting in September 2021:

- Civil Engineering and Building Services, in what is an expanded offer for the construction professionals of tomorrow
- Digital Support Services to equip students with in-demand skills in areas like data, fault analysis, security, legislation and interactions between software and business
- Health and Science to prepare young people for worthwhile roles in fields ranging from person-centred care to microbiology and immunology

DCG’s key business partners have enthusiastically contributed to the co-design and co-delivery of the programmes. In May, College leaders also played their part in promoting a Government financial incentive for employers providing T Level students with fully-fledged work placements.



“My goal is to be a structural engineer and I recognised that T Levels are the best of both worlds – gaining top qualifications alongside work experience.

I chose the course because it’s very comprehensive and it provides me with the insight which I won’t be able to find anywhere else.”

Taz Makusha signed up for the Professional Construction T Level after completing a Mechanical Engineering apprenticeship. Taz was invited to speak at the Westminster Education Forum online policy conference about his experiences on the programme so far.



“I’ve wanted to work in childcare ever since I was little and the T Level just feels like the best way to get there. When you come

to the College you realise there are a lot of courses that will be more relevant to your career and will make you more employable.”

Ellie Read hopes the Education and Childcare T Level will stand her in good stead for her plans to become a primary school teacher or childcare social worker.

Ministerial seal of approval



The Minister for Apprenticeships and Skills visited DCG to see for herself how effectively the new T Levels are taking shape.

Gillian Keegan MP, the minister at the time, met some of the first Design, Surveying and Planning T Level students plus key employers who helped design the programme via DCG's Professional Construction Employment and Skills Board, including representatives from Morrison Design, Bowmer + Kirkland, HS2 Ltd, BAM Construction and GF Tomlinson.

She said: "It was wonderful to meet these pioneering students and see first-hand how excited they are to be leading the way. It was also great speaking to some of the area's leading employers about why they are involved in T Levels to build the talent pipeline and secure the workforce of the future."

Employer input is a vital factor

Despite COVID-19 restrictions, DCG's diverse network of dedicated employers kept the T Level momentum going during the year – albeit virtually in some cases – so that students could still learn from industry professionals.

The first Digital Production, Design and Development T Level students, for instance, reaped the rewards of an extended employer induction programme. Representatives from companies including Rolls-Royce, RDS Global, Natwest Group, First Response Finance, Lubrizol and Atkins Global connected with nearly 100 students through virtual workshops.

The sessions turned the spotlight on career opportunities, work-related English and maths, transferable skills, workplace behaviours, effective presentations, CV writing and interview techniques. The week ended with virtual mock interviews to develop the students' skills for when they were matched with employer mentors ahead of their placements.

Meanwhile, Professional Construction T Level students can get to grips with latest technology after DCG announced a new partnership with Access Conquest.

The collaboration with the company, which supplies construction software used by estimators, quantity surveyors and finance teams, will give students the edge in clinching their first professional role. They now use the software daily.

Rebecca Hartshorn, Strategic Framework Lead at B+K Building Services and a founding member of DCG's Professional Construction Employment and Skills Board, said: "Digital capabilities and a working knowledge of software used within the industry are vital skills to give T Level students a head start.

"As a company, we would look favourably on a young person with a working knowledge of this software and other digital tools, as we know they'll be able to hit the ground running on key tasks."

Facilitating success

While workplace learning is the bedrock of the T Level experience, DCG has updated its own industry-standard facilities to maximise the practical aspects of each programme.

The first T Level cohorts are honing their skills in new digital laboratories, construction workshops and a state-of-the-art virtual reality immersive room that replicates workplace environments for Education and Childcare students. The work was completed under a £1.2m programme part financed by the Government.

Early in 2021, the Group was awarded a further £780,000 to help create new laboratory and integrated IT facilities for Science T Level students.

Rooms at the Joseph Wright Centre have now been refurbished to simulate working conditions in industrial labs.

These include a sterile Clean Room for microbiology work; camera systems for students to watch live experiments from an LED display screen above their workstations; and an enhanced IT area featuring communication hubs for liaison with employers.

APPRENTICESHIPS: DEMAND HITS A NEW HIGH

DCG celebrated a record year for apprenticeships as it helped local employers put their post-COVID rebuilding plans into action.



"I have gained A-level equivalent qualifications at the same time as my friends finished their exams but I have the work experience to be

able to move on with my career rather than starting from scratch."

Jodie Brady is already on the management career ladder thanks to her Business Administration apprenticeship at Oberoi Business Hub in Pride Park. Supported by her DCG assessor and Oberoi managers, Jodie completed Levels 2 and 3 in just over two years. She is now a team leader for the call handling assistants and combines this role with client account management.

"Working with an established apprenticeship provider like DCG gives peace of mind that the young person will gain the theoretical knowledge and complete the qualifications in a timely and correct way."

Kavita Oberoi OBE, founder and managing director of Oberoi Business Hub



"My lecturers are good. They contact me regularly to see how I'm getting on and they're always there to offer help."

Fashion Retail apprentice Dayne Yearwood had to

learn quickly in his first year with menswear retailer Henry George. He joined the Ilkeston-based business on its first day of trading but – within weeks of opening – the shop had to close its doors due to the pandemic. Dayne therefore promoted the brand through social media and eye-catching photography to help grow online sales.

At the end of the 2020/21 academic year, the Group had 1536 apprenticeships on its books, more than at the same point in previous years. Thanks to its expertise in remote learning, it had continued supporting employers and apprentices throughout furloughs and lockdowns to ensure targets were met and skills gaps were filled.

"We've had our busiest year yet in terms of numbers," said Matt Smith, Vice Principal for Apprenticeships and Employer Partnerships. "Despite the disruptions caused by the pandemic, employers were keen to keep their apprenticeships going and demand is now greater than we have ever seen it."

One factor was the Government's financial incentives of up to £3,000 which concentrated employers' minds, encouraging them to bring forward their existing apprenticeship recruitment plans.

But equally important was DCG's commitment to meeting – and surpassing – employer expectations as it promoted apprenticeships as a driver of economic productivity. "Being employer responsive is the hallmark of our approach," said Matt. "Our priority now is to get even better at listening to employers and matching their requirements."

During the year, the Group identified niche areas of demand by drawing on advice from its Employment and Skills Boards. As a result, it added two new apprenticeships to its portfolio – in software development and digital marketing – to assist firms pressing for high-level digital skills within their workforce.

Employers recruiting apprentices can also rely on a breadth of support which sets DCG apart from other providers. Businesses benefit not only from the input of expert tutors and assessors but also from the full roster of College functions – from pastoral support to careers advice, inclusion support services to English and maths provision.

Among the many companies enjoying the DCG difference this year were:

- Ashbourne-based **Moy Park**, where Ryan Pickering and Luby Sisson are new recruits to the food company's maintenance team, learning on the job while working towards Level 3 qualifications on day release at College.

Ryan particularly appreciates learning how experienced maintenance engineers combat problems and Luby adds: "I worried that being female might go against me but it's not like that at Moy Park. Engineering offers so many different career paths and I'd like to see other girls get into engineering too."

- Family business **Birds Bakery**, which has a proud history spanning over a century but is looking to the future with apprenticeships. The company, which has 61 shops, has recruited apprentices for key roles not only in baking but also in logistics and maintenance.



"I knew if we could get the right person just starting out on their career, we'd be able to mentor and mould them into our way of working. Patrick has all the qualities we were looking for."

Luke Draper, IDT Managing Director, pictured with the firm's first apprentice Patrick O'Connor who has now moved into a support engineer role

"Working with DCG to train our apprentices enables us to improve skill levels within the company and allows us to gain higher value business from many new customers."

Mike Cosgrove, Business Manager, Exalto UK

The alliance with DCG has now gone beyond apprenticeships to include customer service training for sales assistants and leadership skills training for management teams.

- **RDS Global**, whose apprentices are engaged in groundbreaking projects. Three former IT students who clinched apprenticeships with the firm found themselves working on innovative technology to help businesses remain COVID-safe.

Connor Young, Joe Barker and Alistair Lucas-Betterton were part of the team involved in the design, manufacture and installation of the company's new hand sanitiser and temperature checking stations.

- Ilkeston-based IT specialists **IDT**, where the first apprentice recruited made such a good impression that the firm is now looking to take on even more.

As an apprentice, Patrick O'Connor completed an IT Infrastructure Technician programme via DCG and has since become a first line support engineer with the company.

Platforms for speedy progression

DCG provides clear progression routes for apprentices who aspire to more senior roles and rapid promotion.

A Level 2 apprenticeship is regarded not as an end in itself but as a platform for moving up to the next level of training and responsibility.

Alongside its broad portfolio of intermediate and advanced apprenticeships, the Group has introduced more higher and degree apprenticeship options leading to well-regarded qualifications.

Degree apprenticeships enable individuals working in manufacturing, product design and electrical engineering to achieve a Foundation Degree and then a full BEng (Hons) from Sheffield Hallam University.

Meanwhile, the range of higher apprenticeships – leading to qualifications at Levels 4 to 7 – now extends beyond traditional fields such as professional construction to include opportunities for people in roles like retail manager and adult care practitioner.



"Being on an in-house degree apprenticeship means the experience I'm getting is more relevant and hands-on – and I don't have the debt associated with going to university."

Jason Singh secured an apprenticeship with global engineering group SNC-Lavalin and is taking a BEng (Hons) Mechanical Engineering on day release at DCG. Working in the rail industry, his role focuses on management and maintenance of rolling stock and rail systems but he has also been engaged in the dynamics and structural side of the company's operations.



"Going from a Level 3 to a Level 4 is quite a jump. Fortunately, the support is always there from our tutors when we need it."

Tyrone Smith knows exactly how apprenticeships can prove to be a fast track to career success. Having joined Derby-based bearings manufacturer Exalto UK five years ago as a Level 3 maintenance engineering apprentice, he has now been promoted to plant engineer and is on his way towards gaining a Foundation Degree – and then the full BEng (Hons) – via DCG.



ENTERPRISING IDEAS

Business go-getters at DCG are given every encouragement to translate their commercial ideas into reality – and become the entrepreneurs of tomorrow with the appetite and vision to create jobs rather than simply fill jobs.

During the year, the DCG Enterprise Academy was relaunched with expanded options for students keen to think like innovators and explore the potential of setting up their own venture, working freelance or playing an entrepreneurial role within an organisation.

The Academy runs regular workshops designed to foster creativity, build business and financial acumen, and nurture enterprising mindsets. Taking part in these events counts towards students' work experience hours and bolsters their self-belief and sense of purpose.

Eminent business leaders regularly share their passion and insights with DCG students. Among highlights this year was a Dragons' Den style event which challenged students to come up with ingenious ideas for new products aimed at children and young people.

They spent four weeks developing and finessing their concepts under the direction of local entrepreneurs as well as DCG staff. The original ideas they pitched to a panel of judges included 'Create and Skate', a customisable environment-friendly skateboard kit; 'Lil Einstein', an educational app for three to ten-year-olds; and a braille alphabet activity game for children who have visual impairments.

Judges included Nikki Johnson, director of Derby-based toy and gift manufacturer and wholesaler Marresa, who helped the students progress their ideas.

She commented: "Current topics such as mental health and environmental awareness were well explored and integrated into both traditional and 'out of the box' concepts. No two presentations were the same and everyone involved should be proud of what they delivered."

Going for growth

A Business Coaching and Mentoring programme at DCG helped Leila Halilovic launch an independent consultancy assisting companies with their growth plans.

Leila, who previously worked as sales productivity manager with a global computer software business but wanted to retrain for a career change, feels her venture is already on a firm footing because of her studies.

The Level 5 programme enabled her to collaborate with other senior professionals and build a stronger network of contacts – and two businesses with whom she worked while on the coaching course decided to continue using her services.

Her studies also enriched her communication skills. "I learned new terminology and a more rounded way of expressing myself in business," she enthused. "I thoroughly enjoyed acquiring new skills."



Getting business off to a fine art

There is a bright future in store for young artist Aqsa Yaqoob whose Level 2 Business course gave her all the skills she needed to open her own shop and workspace.

The self-taught henna tattoo artist and designer has launched Art House by Aqsa at Derby's new Pear Tree Plaza.

Her business opened around Eid, with more than 60 customers going to Aqsa the night before for mehndi – the intricate decorative hand art celebrating special occasions.

Having moved to Derby in 2016 from Pakistan, Aqsa originally enrolled at DCG to learn English but stayed on to gain further qualifications including GCSE English and Maths plus Business at Levels 1 and 2.

She also joined the DCG Enterprise Academy during her studies and now returns to College to showcase her designs.

She said: "DCG has given me so much help. The Business course taught me the important things you need to know



like advertising, marketing and keeping financial records. I also never thought I'd be able to get up in front of people to speak but undertaking College presentations gave me that confidence."

Full speed ahead



DCG put entrepreneur Tommy Featherstone on the road to realising his dream of opening his own garage.

Passionate about cars since childhood, Tommy completed Level 2 and 3 Motor Vehicle qualifications which became the springboard for him launching his car sales and repair business, Tommy's Motors, in Shardlow early in 2021.

He said: "After school, I took various jobs at garages – not all of them great. That's when I thought I'd be better off going to College full time and getting my Motor Vehicle qualifications so I could open my own garage. What I learned at DCG was really useful. It helped to shape the direction I've taken."

Leading the way

Improving leadership and management skills in SMEs is the aim of a new regional training drive to which DCG has lent its expertise.

Backed by the European Social Fund, the scheme supports the training and development of employees to galvanise business growth, increase firms' productivity and sharpen their competitive edge.

It is hoped that, by upskilling their employees, SMEs will be empowered to create more local jobs for local people.

The funding pays for individuals to complete Institute of Leadership and Management (ILM) and Team Leading qualifications through DCG and is available for those working for a business with fewer than 250 employees and based in the D2N2 area. There is an additional focus on businesses working in the science, technology, engineering and maths arena.

DCG is part of a strong regional consortium delivering the training programmes. The initiative is led by Nottingham Trent University and also includes the University of Derby, Nottingham College, East Midlands Chamber of Commerce, Inspire Culture and Learning, and the Workers' Educational Association.



The Derby College Group

The Roundhouse

Technical & Professional Skills College

Roundhouse Road
Pride Park
Derby
DE24 8JE

The Johnson Building

Motor Vehicle Academy

Locomotive Way
Pride Park
Derby
DE24 8PU

The Hudson Building

Construction Skills Academy

Locomotive Way
Pride Park
Derby
DE24 8PU

The Joseph Wright Centre

Post-16 Academic & Arts College

Cathedral Road
Derby
DE1 3PA

Broomfield Hall

Land-based & Leisure College

Morley
Ilkeston
Derby
DE7 6DN

The Community College

2 Pimlico
Ilkeston
Derbyshire
DE7 5JS



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