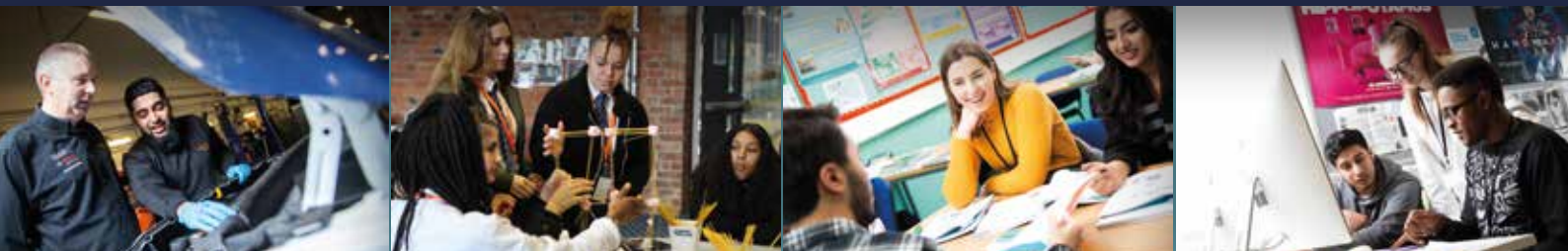


# **EQUALITY, DIVERSITY AND INCLUSION**

## **ANNUAL REPORT**

**2019 - 2020**



# THE HIPPOPOTAMUS



IN CINEMAS

WWW.HIPPOPOTAMUS.COM

WORKING HARD... WORKING TOGETHER... WORKING FOR THE BETTER WORLD OF TOMORROW.

CITY OF GOD



HOW TO  
REPORT AN  
ABSENCE



H

# CONTENT

<b>Section 1</b>	The Derby College Group 2017-2020 Corporate Ambitions	4
<b>Section 2</b>	Our Community	5
<b>Section 3</b>	Our Partners	7
<b>Section 4</b>	Policies	8
<b>Section 5</b>	Planning and Impact	8
<b>Section 6</b>	Our Governors	9
<b>Section 7</b>	Our Employees	10
<b>Section 8</b>	Our Students	20
<b>Section 9</b>	Our Plan	24

# THE DERBY COLLEGE GROUP 2017-2020 CORPORATE AMBITIONS



### Derby College Group Retains Good Ofsted Grade

DCG was one of the first further education colleges in the East Midlands to be inspected under Ofsted's new framework. The team of five inspectors visited all of the group's colleges: The Roundhouse, Joseph Wright Centre, Broomfield Hall, and Ilkeston College with a 'deep dive' focus on Sport, Animal Care, adult Retail, and Wholesale programmes and Construction apprenticeships.

DCG continues to be a good provider with our provision for high-needs remaining outstanding.

## 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 the lives including:

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

*"To create a happy environment, generating work ready and socially mobile citizens"*

# OUR COMMUNITY

### Derby Demographics

According to the 2011 Census, 80.2% of the population is white. Breaking down the population further, 12.6% of Derby's population is Asian, 3.0% is Black British, 2.9% is Mixed, and 1.3% identify as another race. Per census data, 5.9% of the population is comprised of the Pakistani community. The black and minority ethnic population increased significantly between the censuses taken in 2001 and 2011, jumping to almost one-quarter of the people. The population grew nearly 8% during the same ten-year period. There was also a significant increase in the number of people in the 20 to 29 year demographic, increasing by 5,500 people between the two censuses. Almost 14% of the people who reside in Derby were born outside of the United Kingdom.

### Derbyshire

Our small (4%) ethnic minority population (England 20%) is mainly concentrated in the districts of Chesterfield, Erewash and South Derbyshire.

The largest ethnic group is 'Other White' (that is not 'White British', Irish or Gypsy or Irish Traveller), which makes up 1% of the total population of Derbyshire.

### Derby Deprivation – at a glance



21%

Percentage of children living in low income families (2016)



12%

Percentage of households experiencing fuel poverty (2018)



4

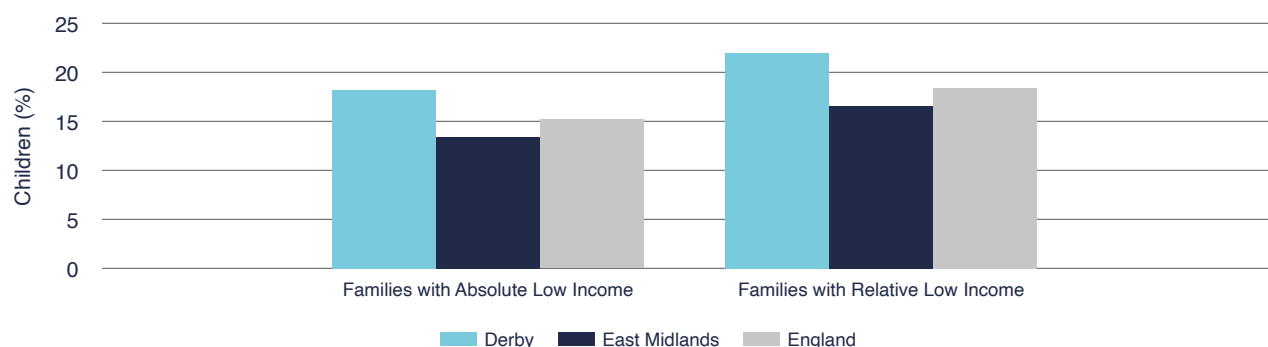
Homeless and in priority need 1,000 households (2017-2018)

Source:

<https://info4derby.derby.gov.uk/deprivation/report/view/b611cb17a818404c8023c3623896b886/E06000015>



## Children in low income families



Date: 2018-2019 Source: DWP/ONS

	Derby		East Midlands		England	
	Count	%	Count	%	Count	%
Children under 16 living in families with Absolute Low Income	9,800	18.2	121,606	13.6	1,644,335	15.3
Children under 16 living in families with Relative Low Income	11,895	22	148,473	16.6	1,982,948	18.4

This is the number of children in families (not households), whereby income is less than 60% of median income Before Housing Costs (BHC) in both Absolute (2010 to 2011 index) and Relative terms is derived from analyses of family income over the entire tax year. Income is defined as Gross Personal Income from benefits/tax credits, from employment and self-employment, and from occupational pensions.

## Unemployment Benefit Claimants

This is the number of children in families (not households), whereby income is less than 60% of median income Before Housing Costs (BHC) in both Absolute (2010 to 2011 index) and Relative terms are derived from analyses of family income over the entire tax year. Income is defined as Gross Personal Income from benefits/tax credits, from employment and self-employment, and occupational pensions.

### Unemployment Benefit Claimants

Based on the Universal Credit and Job Seeker's Allowance statistics, there were 81,685 claimants (August 2020). This was 124% up from last year (August 2019) and 2.3% up from July. This compares to the average UK increase of 134% and 3.2% decrease, respectively.

- Despite the higher growth compared to the same period last year, claimants as a percentage of the working-age population (16-64) are slightly lower in D2N2 (5.9%) than nationally (6.5%)
- Derbyshire Dales, South Derbyshire, Rushcliffe, and High Peak are reporting significantly higher on year increases. However, these areas have a lower number of claimants compared to other areas.

<https://d2n2lep.org/d2n2-economic-recovery-report-october-2020/>

Annually we review our offer and adapt the offer to support the widest group in our communities; for example we have begun the development of a new adult provision offer to engage those in the South East of the County and have developed good partnership with Community Action, DWP, Red Cross and the Virtual Schools for ESOL to support the unemployed to gain new skills and upskill.

### Covid

Following the decision to cancel summer 2020 exams, due to the coronavirus pandemic, the Department for Education (DfE) has advised that they will not hold schools and colleges to account on the basis of exams and assessment data from summer 2020 and that data will not be used by others, such as Ofsted, to hold schools and colleges to account. Furthermore, DfE will not publish school, college or multi-academy trust (MAT) level performance data based on summer 2020 tests, assessments and exams at any phase. The performance tables that were due to be released in October and December 2020, and in January and March 2021, will not go ahead. DfE have confirmed they will not publish any institution-level qualification achievement rates in the national achievement rate tables for the 2019 to 2020 academic year.

## Accessing education during lock-down

Support for the continued education of students was adapted to online delivery swiftly for all provisions during the national lockdown and attendance at colleges was limited to all but vulnerable students and children of critical workers.

During the period of national lockdown strengthened remote education expectations was put in place, with expectations to provide a set number of hours of high-quality remote education for students, supported by further deliveries of laptops and tablets for the most disadvantaged. DCG delivered over 350 laptop devices and dongles to those in most need.

Social isolation and loneliness was a theme emerging from students and parents and DCG embraced the challenge to engage students and parents via online enrichment opportunities, which covered a diverse range of themes, such as cooking, fitness, art, music, debating and gaming, plus manner more.

Families entitled to free school meals were offered food parcels or vouchers, funded by the government.

During the lockdown period March to June 2020, DCG's Broomfield Hall College and Little Explorers Nursery remained open to support the children of key workers and those vulnerable students. From early June 2020 DCG moved to open all campuses and increased the number of students attending on-site and face to face learning.

## SECTION 3

# OUR PARTNERS

**We work hard to promote inclusion and value diversity through embedding within the curriculum and extra-curricular opportunities to embody Personal Development, Behaviour and Attitudes. Achieving inclusion can only happen if all those involved work in partnership.**

This includes our students, parents, employers, employees, external organisations and communities themselves and we strive to develop further external relationships which enhances the student experience and from which we gain mutual benefit.

Effective working partnerships with a range of external organisations to ensure the needs of students are met, for example:

- Derbyshire County Council Leaving Care Partnership Group
- Derby City Children and Families Board
- PREVENT Partnership Steering Group
- Derby City Safeguarding Board
- NEET (Not in Education, Employment or Training) Prevention Group
- Children and Adult Mental Health Services (CAMHS)
- Safe and Sound Just Whistle Board
- Counter Extremism Community Group

- Chaplaincy Service
- Al-Huraya
- Derby West Indian Community Association
- Black Lives Matters Campaign Working Group
- Open Centre

Putting our students at the heart of what we do is integral to our success. We, pro-actively, seek the views of our students, our employees and those who access our College or use our services.

During 2019-20 our Pastoral Teams delivered a diverse range of extra-curricular activities, campaigns and workshops throughout the year to mark major events and address local and national topics. Future Proof activities took place which enabled students to explore their own identity and their communities, as well as other workshops such as Honour Based Violence, Hate Crime, Remembrance Day, Anti-bullying, Disabilities, LGBT+ and a wide range of workshops to promote Health and Wellbeing, including Mental and Physical Health as well as Knife Crime Events/seminars.

## SECTION 4

# POLICIES

**Derby College Group's Equality, Diversity and Inclusion Policy is reviewed annually and approved by Corporation. Enactment of the Policy is monitored by the Equality, Diversity and Inclusion Steering Group. EDI at an operational level is monitored by the relevant Team Managers.**



## SECTION 5

# PLANNING AND IMPACT

**We seek out, enhance and champion social mobility and equality through our Quality systems and robust monitoring. We also actively listen and respond to students and our employees feedback on a frequent basis and / or when development points are raised. Our main drivers for continuous improvements are:**

- Corporate strategy
- Equality, Diversity and Inclusion objectives
- Self-Assessment Reports (SARs) and Quality Improvement Plans (QIPs)
- Equality, Diversity and Inclusion Policy
- Student Survey Reports and Student Voice results are analysed by characteristics
- Attendance and Progress reports by characteristics



Our Equality, Diversity and Inclusion objectives are monitored on a half-termly basis by the Equality, Diversity and Inclusion Steering Group. Academy data is scrutinised during monthly Performance Management Reviews to identify and put in actions to eliminate any potential achievement gaps using in-year data such as attendance and progress.



# DCG Students take up the Funky Bounce Challenge



**More than 250 students from Derby College Group (DCG) Broomfield Hall college joined a campaign to raise awareness and money so that a local five-year-old girl can have specialist treatment to save her life.**

Audrina Hatton-Wright, who is fighting a rare childhood cancer called neuroblastoma, needs £200,000 worth of specialist treatment that is not available on the NHS to win her battle for life.

Organised by staff and students on the Public Services study programme, Audrina and Rammie – the mascot for Derby County FC who are backing the appeal - joined students for the 'funky bounce' which has gone viral across social media #we bouncedforaudrina and then pledged to raise money towards her appeal.

## SECTION 6

# OUR GOVERNORS

**Our Governors play a significant role in creating and maintaining an inclusive organisation where all can work, learn and reach their full potential.**

The DCG Corporation consists of local, regional and national based professionals who share a commitment to helping students from a diverse range of social and economic backgrounds to develop the skills required for the world of work and for life. Members understand their roles and responsibilities in relation to EDI and drive improvements as part of the Group's strategy. They hold senior leaders to account for narrowing achievement gaps by scrutinising quality data at the Standards Committee and Corporation meetings.

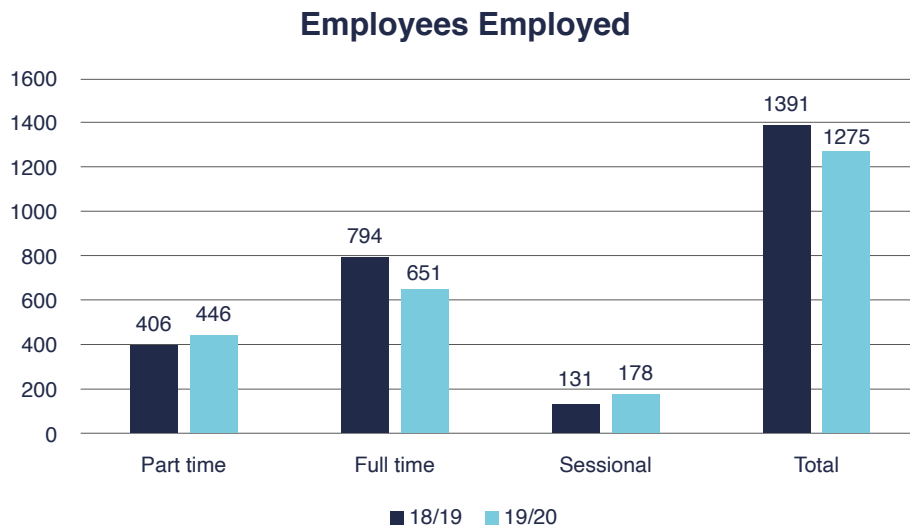
The Search and Governance Committee continually review the diversity of the Board and new appointments. New appointments were made in 2019-20 which added to the diversity of the Corporation membership.

The composition of the Corporation includes two members (17%) declaring themselves as Asian or Asian British – Indian, with the remaining members declaring themselves White British (83%), with no members declaring a disability. Including the CEO, there were four female Board members (33%) during 2019-20, which has since increased to five (38%). Diversity continues to remain a consideration for the Search and Governance Committee when considering new appointments.

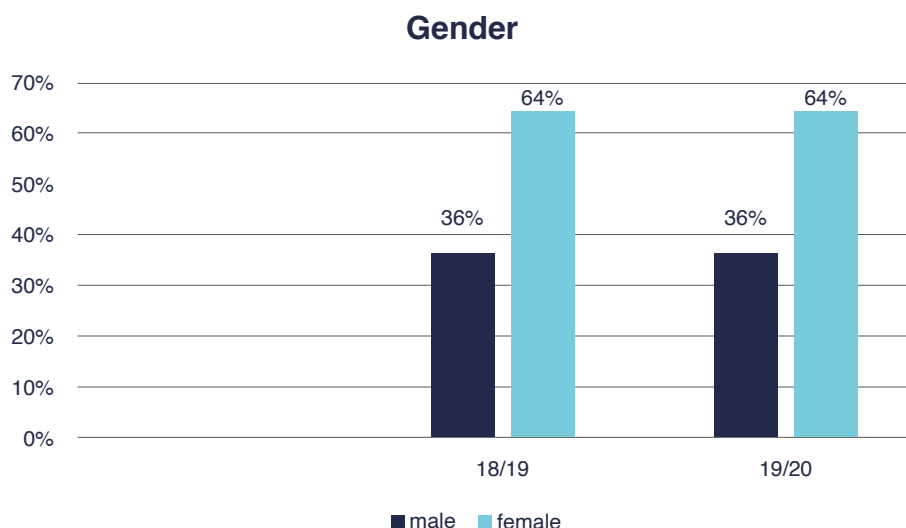


**Philip Dover**  
Chair of Governors

# OUR EMPLOYEES

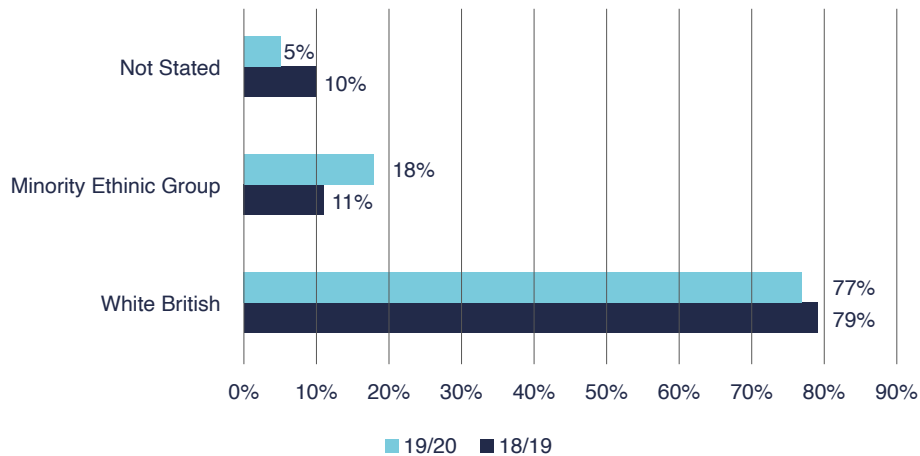


**Overall** there has been a decrease in the total number of employees employed by 116 compared to the previous year. There has been a **decline** by 143 in full-time employed positions between 2018-19 and 2019-20.



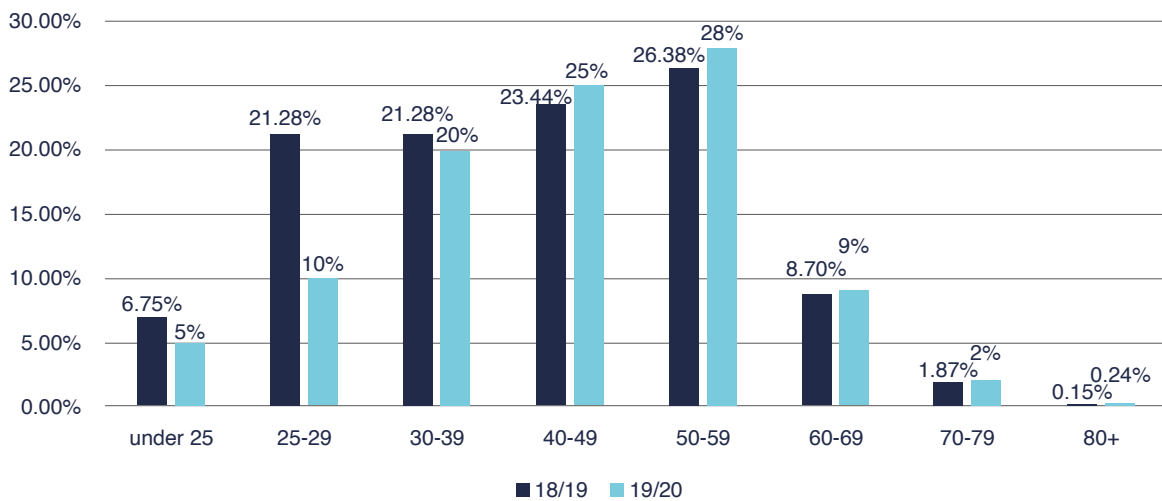
There have been no significant changes with the percentage of males and females employed during 2019-20 and this has been a consistent pattern for the last three years.

## Ethnicity



There has been an **increase** of 7% of the workforce disclosing they are from Minority Ethnic Group and a decline of 5% for those employees who do not state their ethnicity. Derby Cities White British Population equates to 80.2% (2011 census) and DCG is slightly below.

## Age Range



There has been a **significant decline** by 11.28% for those employees within the age bracket of 25-29.

# Triple Success



## Three sisters who started their UK learner journey at Derby College Group (DCG) have returned there to thank the lecturers who supported them.

Chandni Mohammad (25), Manzal Mohammad (24) and Kajal Mansha (22), who all still live in Derby, spent their teenage years living and studying in Italy.

The multi-lingual sisters came to the UK with their family in 2013 and immediately started applying for places to continue their education.

They initially enrolled on DCG's ICT study programme at the Roundhouse Professional and Technical Skills college which enabled them to progress onto DCG's Joseph Wright post-16 Academic and Arts college where they gained A levels and top up GCSE qualifications.

Chandni and Manzal went onto the University of Derby and have now graduated with first class honours in Mathematics as well as gaining the Vice Chancellor's award and recognition from The Institute of Mathematics and its Applications (IMA).

Chandni is now planning a career in accountancy whilst Manzal has her sights set on cyber IT.

Their younger sister Kajal has completed her second year at the University of Loughborough where she is studying Politics and International Relations and plans to do humanitarian work after she graduates next year.

All three arranged to meet with their former lecturers Suzanne Jones and Mark Shore to update them on their progress and thank them for their support.

Manzal explained: "Although we all had good qualifications from Italy, these did not equate to the British education system and we were turned down by several school sixth forms.

"We contacted Derby College and were lucky enough to be accepted onto the ICT course with Suzanne and Mark."

Kajal continued: "It was very refreshing to work in a relaxed environment where everything is related back to the world of work compared to the rigid Italian education system.

"As well as gaining the ICT qualification, we gained a lot of confidence and vastly improved our English.

Chandni added: "This set us on the right track to progress and get the qualifications we needed to go onto university.

"We wanted to come back to College to personally thank Suzanne and Mark who put their trust in us right from the start that we would take the opportunity that they had given us to continue our education."

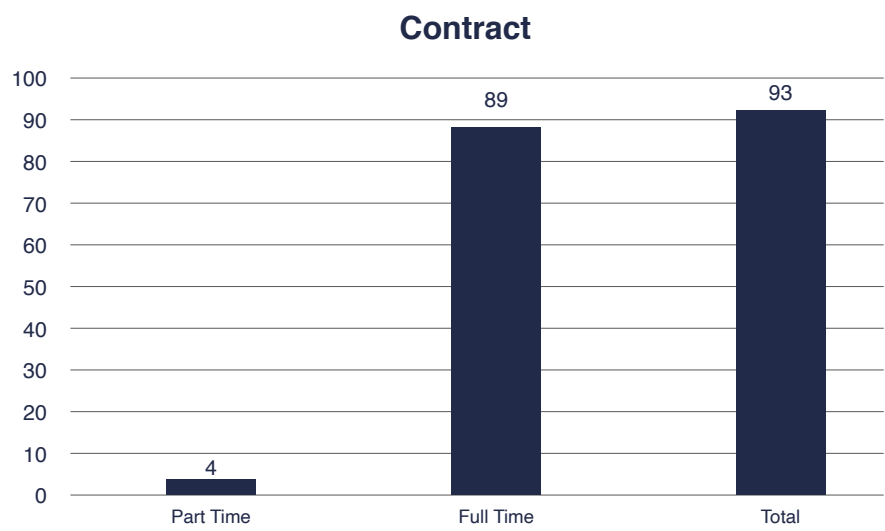
Suzanne Jones said: "It was clear from the start that all three were very intelligent and hard-working and it has been wonderful to catch up with them and learn more about their learning journey.

"It is wonderful to see them blossom into highly qualified and confident young women and I am sure they all have a bright future ahead of them."

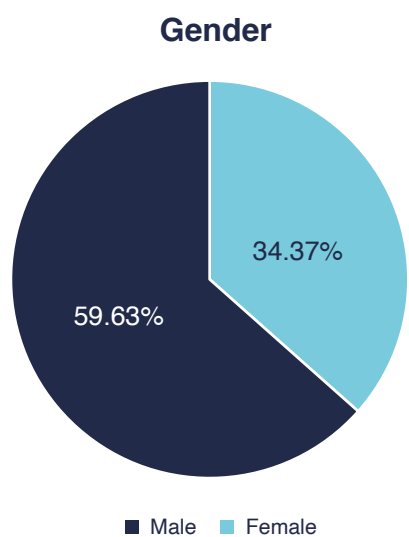
Mark Shore concluded: "They are all great role model to others and demonstrate just what can be achieved through hard work, motivation and commitment."

**"As well as gaining the ICT qualification, we gained a lot of confidence and vastly improved our English."**

# Our Leadership and Management Team Profile

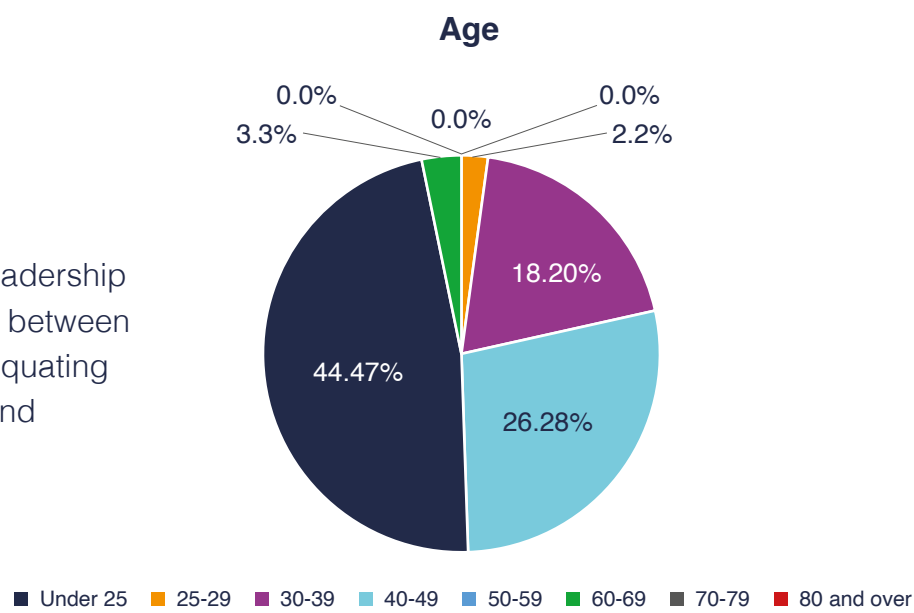


Overall 96% of our Leaders and managers are employed on a full-time contract.

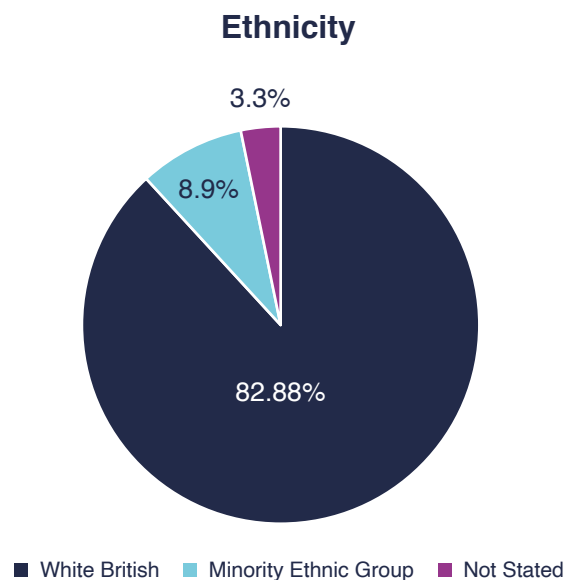


Overall, 63% of Leaders and Managers are female, this is a -1% difference between the overall female population of all those employed. Males are 37% in a leadership or Management position which is +1% above the overall Male population employed.

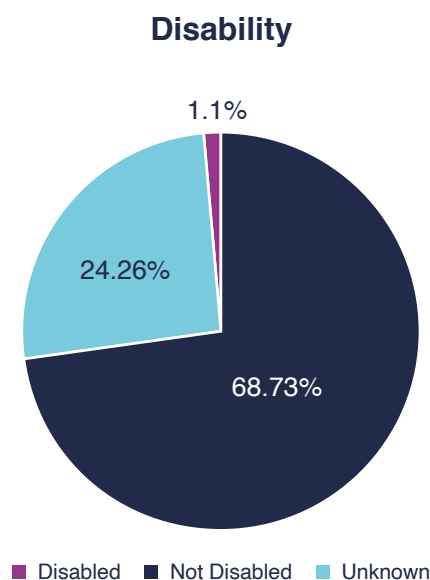
The **majority** of those in Leadership and management roles are between the age bracket of 50-59, equating to 47% of the Leadership and management population.







The **high-majority** of those employees in a leadership and management role are White British at 88%, compared to 9% of employees being from a Minority Ethnic Group.



The **majority** of leaders and managers have not declared a learning difficulty/disability, equating to 73%. There **is a low** percentage of leaders and managers who have a learning difficulty/disability.

## Practical sessions highlight career opportunities for female students



**Representatives from a wide range of companies organised hands on activities for female students from Derby College Group and city secondary schools to raise awareness of the career opportunities available in science, digital technology, engineering and construction.**

The Women in STEM event at DCG's Roundhouse technical and professional skills college in Pride Park, was organised by the College to highlight the opportunities available in industry and as part of the celebrations following International Women's Day 2020.

Companies in attendance included Rolls-Royce plc, Lubrizol, Bowmer + Kirkland, Porterbrook, Shortern Group and Bombardier and schools taking part included Da Vinci Academy, St Benedict Catholic Voluntary Academy and Lees Brook Community School who joined College Professional Construction, Engineering, Business, Steps and Applied Science students.

Students worked with a team from Belper chemical company Lubrizol to test how different lubricants affected vehicle speed.

Regional Technical Manager Trish Standen explained: "Globally, we employ people in a wide range of roles and we want to see more women apply for jobs – particularly in STEM subjects."

Meanwhile leading construction and development group Bowmer + Kirkland set the students a challenge to make a tower using dried spaghetti and marshmallows.

Senior Quantity Surveyor Emma Hibbert said: "The task is all about design, team- work and problem solving and the young people have really engaged with the challenge.

DCG Professional Construction student Kamara Lambert (17) said: "This has been a great opportunity to learn more about what different companies do and to meet some very inspirational women who are working there."

**"It has also been a welcome opportunity to show students the different careers available in our industry."**

## National Recognition for DCG's Student Support

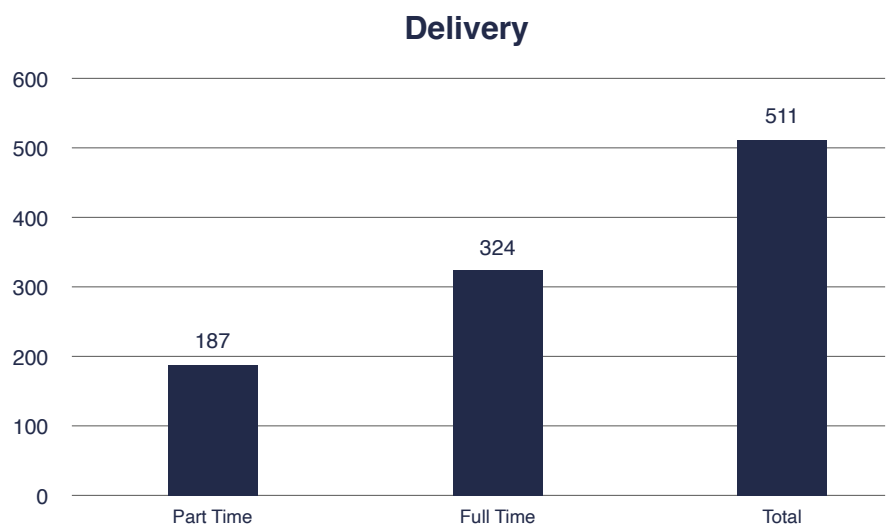
**Derby College Group (DCG) has been officially recognised by a national charity for its commitment to support the personal development of its students.**

DCG has gained 'Innovator' status with UK Youth as part of the charity's overall aim to ensure all young people are empowered to build bright futures – regardless of their background or circumstances – with high quality support and services.

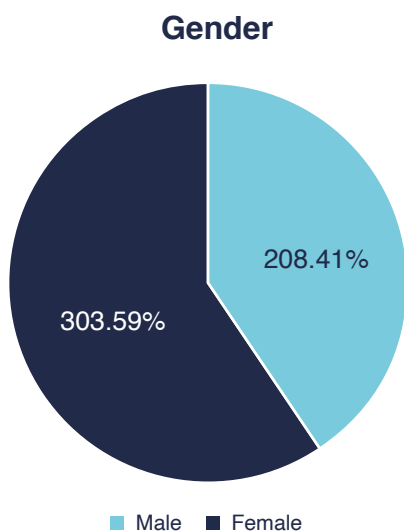
The College's Behaviour for Learning team has been running the charity's Future Proof programme to upskill staff and help students develop their critical thinking skills to stay safe, cope with uncertainty and build vital life skills.

DCG Head of Behaviour for Learning Aaron Denton explained: "Developing students' positive attitudes and behaviours during their time at College is a key element in our mission to prepare them for the next stages of their lives.

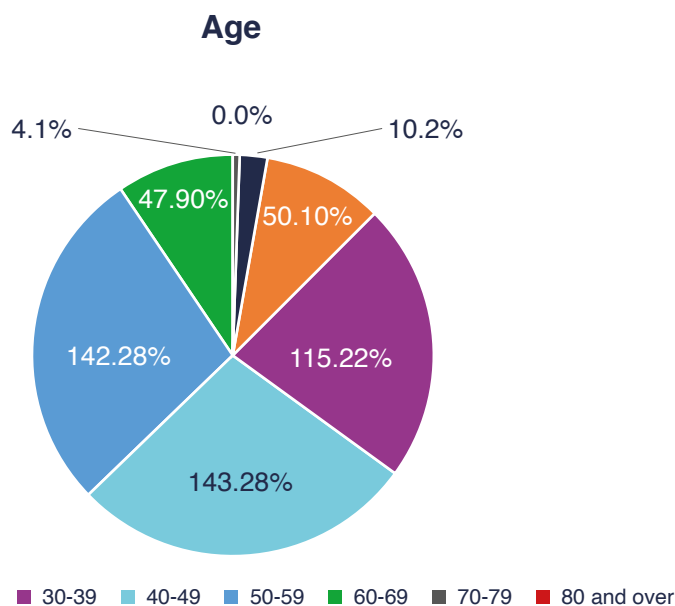
# Our Delivery Staff Team Profile



63% of all delivery staff are full-time employees, with 37% who part-time employees.

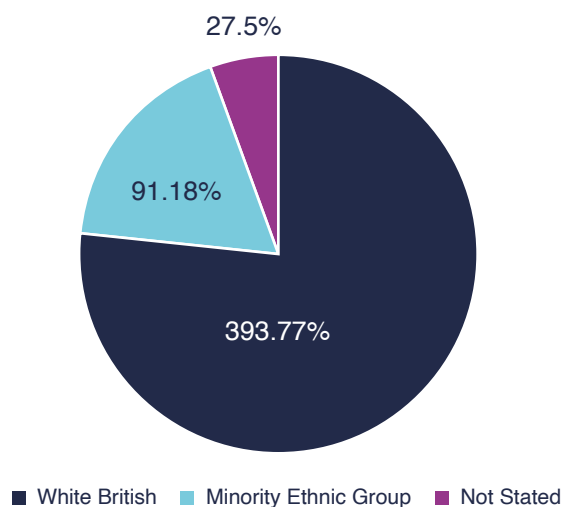


There is 18% between the different sexes within the delivery teams, with 95 more females within a delivery role compared to males. There is a +5% difference between males employed in a delivery role compared to the overall male population which is 36% and a -5% difference between females employed in a delivery role compared to the overall female population which is 64%.



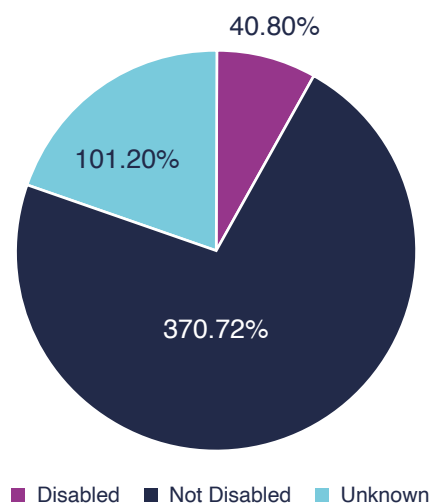
Overall, 78% of the workforce in the delivery team are between the ages of 30-59. 2% of the delivery team are under 25 and 10% are between the age of 25-29.

### Ethnicity



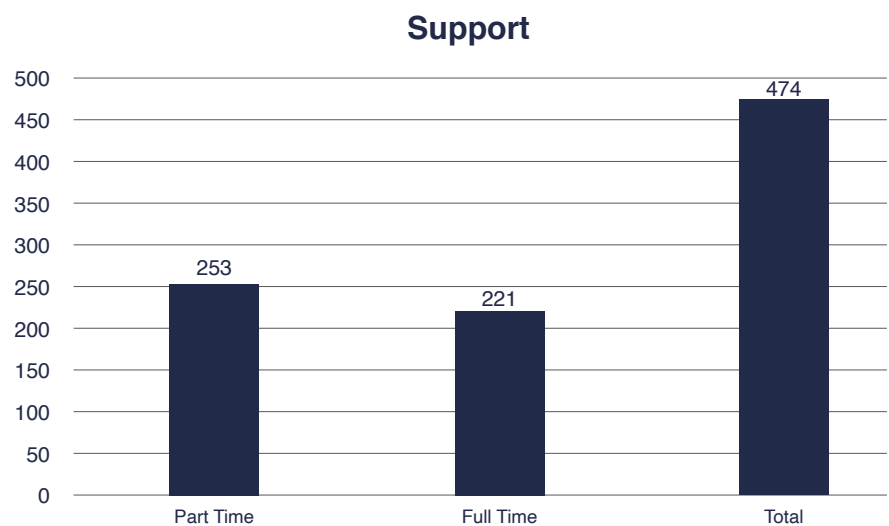
77% of the delivery team are White British, which mirrors the overall staffing profile.

### Disabilities

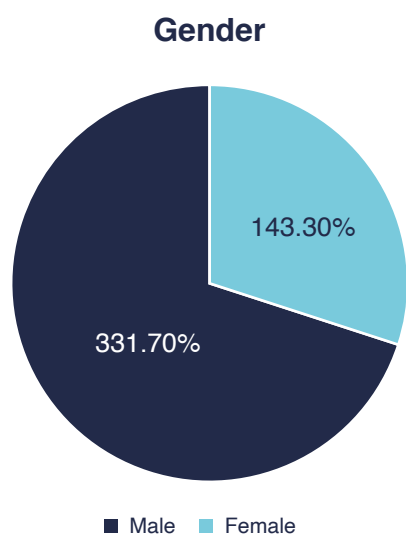


72% of the delivery team declare they have no learning difficulty/disability, and this is in line with the leaders and managers, there is a 7% difference between leaders and managers and delivery staff who have a declared learning difficulty/disability.

# Our Support Staff Team Profile

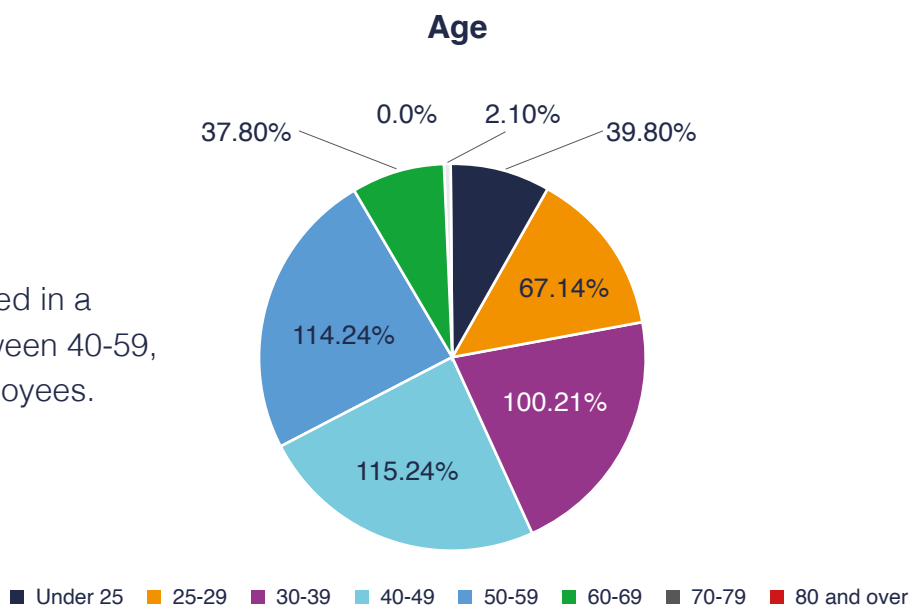


There is a 6% difference between those in part-time and full-time positions in support roles. 53% of those employed in a support role are part-time, compared to 47% in that are in full-time roles.



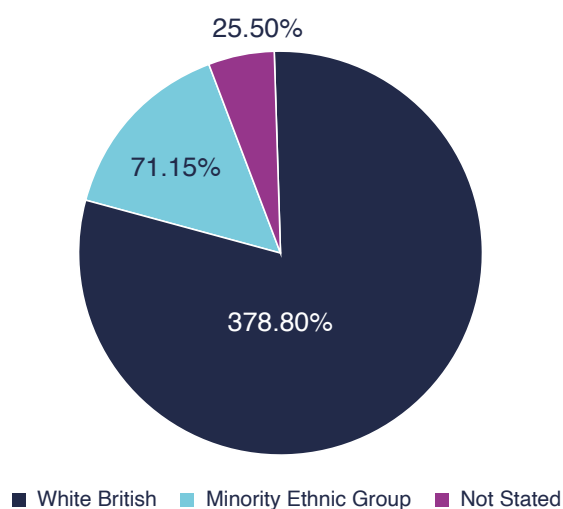
There is a -6% difference among males employed in a support role compared to the overall college male population which is 36%. There is a +6% difference between females employed in a support role compared to the overall college female population which is 70%.

48% of employees employed in a support role are aged between 40-59, which equates to 229 employees.



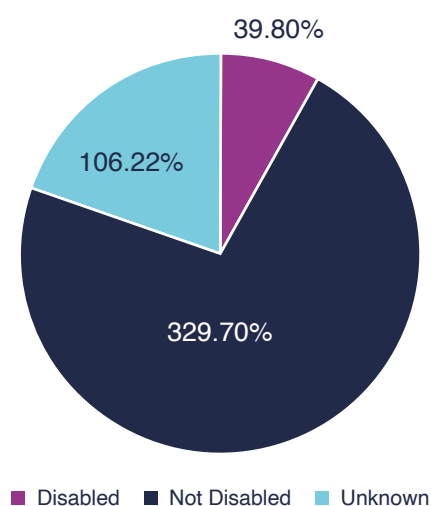


## Ethnicity



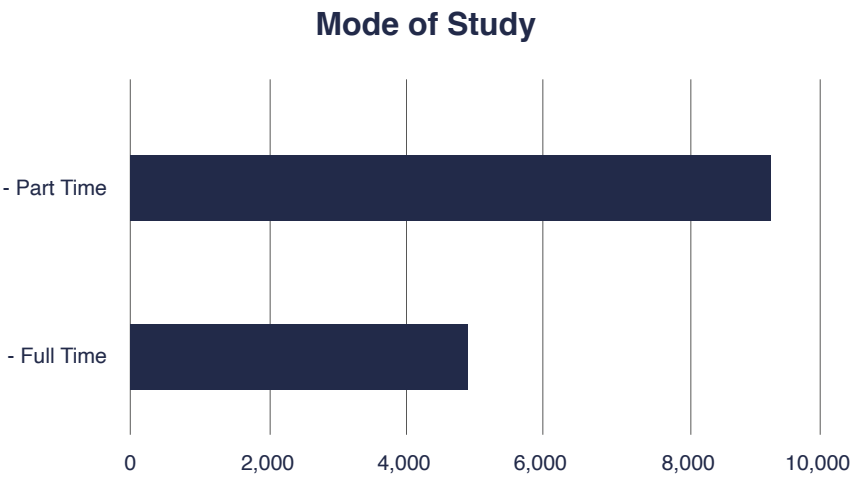
There is a +3% difference between support staff and the overall population who declare their ethnicity as being White British, compared to -3% of those in support roles who declare their ethnicity as being from a Minority Ethnic Group.

## Disabilities

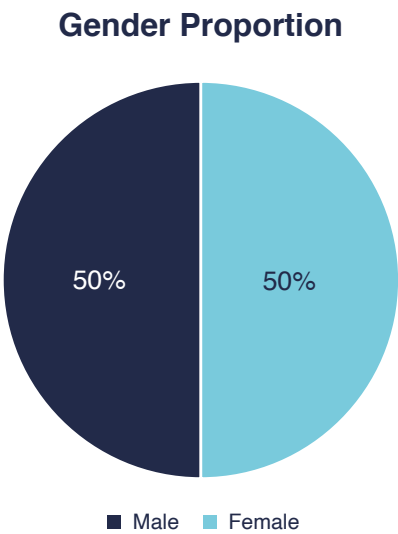


There is a similar pattern among those employees who disclose a learning difficulty/disability for most roles. Whereby compared to delivery staff 72% of those employed in a delivery role do not have a disability/learning difficulty. 73% of the Leaders and Managers in the organisation have also declared they do not have a learning difficulty/disability.

# OUR STUDENTS



Student Profile 2019/20	
Total Number of Students at Derby College:	14,249
- Full Time	4,974
- Part Time	9,275



There are no significant changes in regard to the gender profile of our students from the previous year.

## Adult GCSE Success at Derby College Group



**Mother-of-one, Lauren Burns (24), from Ilkeston, one of the many mature students who sat GCSE examinations at Derby College Group (DCG) this summer, is celebrating a Grade 7 (equivalent to an A grade) in English.**

Lauren now plans to return to College to do GCSE Maths and also an Access to Higher Education in Humanities and Social Science study programme at the college.

Her aim is to progress onto the University of Derby to study Writing and Publishing and to work in the publishing industry.

Lauren dropped out of full time mainstream education when she was 11 due to depression and high levels of anxiety. She consequently did not gain any formal qualifications when she was a teenager.

She eventually plucked up the courage to return to education last September when her daughter (now aged five) started school. She enrolled at DCG's Ilkeston College to study GCSE English.

Lauren explained: "I suffered from an early age with mental health issues and they built up to a point where I couldn't get out of bed, let alone go to school."

"I desperately wanted to learn and get an education so tried several times to return to school and I did have some home education. I did not, however, gain any GCSEs which I have always regretted.

"I had my daughter when I was 18 and I felt I had a purpose in life for the first time. Taking her to school every day was the impetus that I needed and I felt in a much better place to get the education that I needed to get on with my life."

She continued: "You can't get anywhere without GCSEs. I have always loved reading so thought I would start with GCSE English and see how I got on.

"I've hardly slept for two nights worrying that I had done something wrong on the paper but I am over the moon with this result and it has given me the encouragement to go further."

DCG Director of Maths and English Bronagh Quigley said: "GCSE's are vital for everyone and our focus is to ensure that everyone has the grades they need to move to the next stage of their lives."

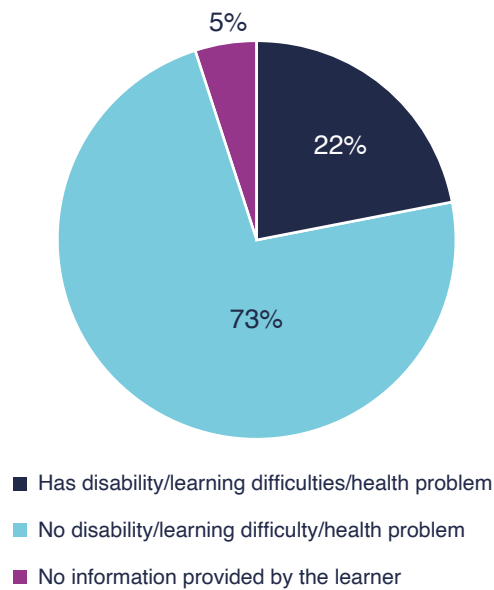
## Community learner of the Year at the DCG Peak Awards



**Mother-of-two Muazaz Qllawi was named Community learner of the Year at the DCG Peak Awards in 2019 in recognition of her achievements.**

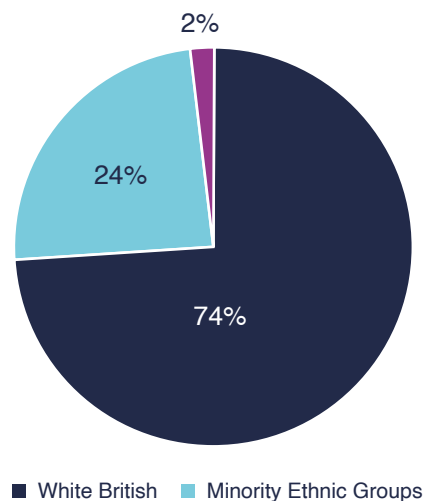
Having completed university in Iraq and has been studying ESOL at St James Centre where she has made excellent progress - so much so that she soon did not need an interpreter to handle everyday tasks. She has been extremely motivated and very supportive of other students in her class. Her goal initially is to help her own children through their education and then to study at university here in the UK and secure a good job to help support her family.

### Difficulty/Disability Proportion



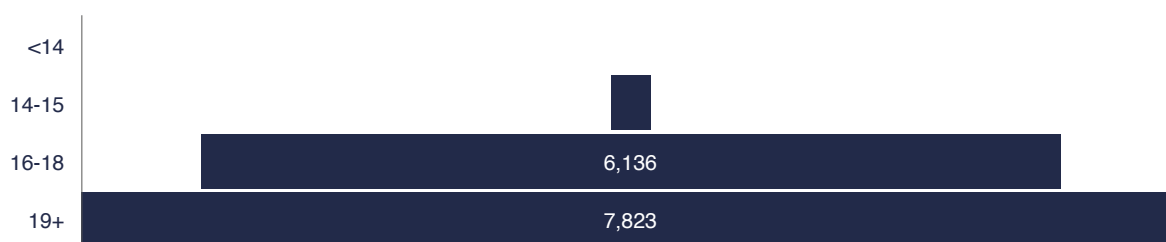
There has been a slight increase regarding those students who disclose they have no disability/learning difficulty by 4% from 69% in 2018-19 compared to 73% in 2019-20. There has also been a significant decline in those students' who do not provide information by 6% from 11% in 2018-19 to 5% in 2019-20.

### Ethnicity Proportion



There has been a 6% **increase** in the percentage of Minority Ethnic Groups from 18% (2018-19) to 24% (2019-20). There has been a 6% **decrease** in the percentage of White British from 80% (2018-19) to 74% (2019-20). No information provided has remained at 2% year-on-year.

## Age Distribution



## DCG Students Wins Physics Gold



### An A level student at Derby College Group's Joseph Wright Centre won a top award in a national science competition.

Sukhbir Singh (18) from Normanton won a Gold medal in the British Physics Olympiad examination which was sat by thousands of students across the UK.

Sukhbir came to the UK two years ago from India and is studying Physics, Maths and Further Maths at the JWC post-16 Academic, Creative and Digital Multi-Media college.

He was put forward for the three-hour exam competition by his Physics teacher Katherine Willis who said she was 'extremely proud' of his achievements.

Sukhbir, who has his sights set on a career in aerospace engineering, said: "I have always enjoyed Maths and Science so was honoured to be put forward for this competition.

The British Physics Olympiad is a charitable trust overseen by a committee of trustees.

On a day to day basis the BPhO is run by five committee members and run by a large team of volunteer physics teachers and academics from across the country. Sponsors include Oxford and Cambridge universities and Rolls-Royce plc.

**"It was very good examination experience and useful revision for my A levels. I am very pleased to have won a Gold medal and am now concentrating on this summer's exams."**



# OUR PLAN

**The College's specific and measurable equality objectives help to ensure that Equality, Diversity and Inclusion are placed at the heart of College policies and procedures and are considered as part of the decision-making process.**

These objectives focus on the most important equality issues facing the College today, and those that will have the greatest impact on students, employees and external stakeholders.

## Objectives

These objectives are addressed through the Equality, Diversity and Inclusion Steering group and through our internal Quality Performance Reviews.

To continue to support members of the College community to ensure they feel comfortable, particularly those students from the LGBT+ community, by developing awareness and understanding of all community members.

- To develop and review new approaches to staff and student recruitment to ensure any barriers to individual progression are removed.
- Increase higher education opportunities to support expanded participation.
- Provide a platform to enable and encourage the embedding of social pedagogical approaches in a wide variety of context and settings.
- A model for the acquisition of cultural expertise and cultural skills.
- Equip employees to develop and deploy high-level online resources accessible to all students.
- To ensure attainment gaps for all 'protected groups' are minimised.
- Continue to analyse the data from our Student Satisfaction surveys to conduct specific student voice focus working groups to unpick barriers to learning and engagement.
- Promote and market opportunities further for the student population, which reflect the local catchment area.

These objectives are addressed through the Equality, Diversity and Inclusion Steering group and through our internal Quality Performance Reviews.



# DCG Students Take Control of Mental Well-being



**Derby College Group (DCG) has launched a special toolkit to help students recognise triggers to mental health issues and better manage their own well-being.**

The SEEDS programme is available on the college's intranet and stands for the key ingredients to mental wellbeing: sleep, exercise, eat healthy, discuss and self-help. It offers practical advice on these key aspects and students to the support available both at College and externally.

SEEDS was officially launched during a series of activities to mark World Mental Health Awareness Day.

Activities for students at Broomfield Hall college included petting sessions with some of the resident small animals and creatures at the Animal Care centre, craft activities and fitness challenges.

Helen Jefferson is DCG director of services for students and designated senior lead for mental health. She explained: "We have wide-ranging support in place for students but were keen to offer practical advice so that they can better recognise the triggers and understand the link between a healthy lifestyle and mental well-being.

**"SEEDS has been specially developed within the college and we look forward to the feedback from students as they make use of the toolkit in the coming weeks and months the different careers available in our industry."**

## Highly Commended in the Community



**Lexis student Anvit Kaur was highly commended in the Community Award category of the DCG Peak Awards in 2019.**

Anvit came to the UK from Afghanistan with her family so that she could study. Her confidence has improved tremendously and she has delivered some of the best presentations that staff have seen. She went onto work voluntarily at a local charity shop to gain skills and her goal is to study for GCSEs and Business qualifications. She embraced the enrichment opportunities available including joining regular sports sessions and activities, undertaking CPR training and being part of the successful Lexis book for this year's Derby Book Festival.





## Derby College Group

The Roundhouse  
Roundhouse Road  
Pride Park  
Derby  
DE24 8JE



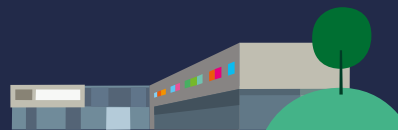
The Joseph Wright Centre  
Cathedral Road  
Derby  
DE1 3PA



Broomfield Hall  
Morley  
Ilkeston  
Derby  
DE7 6DN



The Community College  
2 Pimlico  
Ilkeston  
Derbyshire  
DE7 5JS





**0800 028 0289**  
**enquiries@derby-college.ac.uk**  
**www.derby-college.ac.uk**

 [www.facebook.com/derbycollege](http://www.facebook.com/derbycollege)

 [@derbycollege](https://twitter.com/derbycollege)

 [Derby College](https://www.youtube.com/derbycollege)

 [Instagram.com/derbycollege](https://www.instagram.com/derbycollege)

