



## 1. Our commitment

This report discusses the progress we have made during the 2014/15 academic year and highlights our key equality objectives for 2015/16.

The College is committed to advancing its statutory duties as set out in the Equality Act 2010 and the Public Sector Equality Duty in order to promote equality of opportunity and eliminate discrimination, thus demonstrating a clear commitment to placing equality, diversity and inclusion at the centre of college life.

This commitment is underpinned by the Derby College vision, mission and strategic ambitions.

**Our Vision:** Inclusive, inspirational and innovative learning communities: predicting and serving the needs of our learners, the economy and society.

**Our Mission:** Preparing individuals for the next phase of their lives: the world of work, entrepreneurship, advanced learning, career progression and to contribute as positive citizens.

### Our Strategic Ambitions



### Our Values, Beliefs and Behaviours

Across the Derby College group we share a common set of values in everything we do. They state what we believe in strongly and value highly and make a firm statement about how we operate.

- **BE PASSIONATE** about what we do for our learners and our employers
- Take an **IMAGINATIVE APPROACH** to all that we do
- **BE AMBITIOUS** to excel in everything we do
- Have a **POSITIVE OUTLOOK** and achieve so much more
- Act with **INTEGRITY** in all that we do
- Work as **ONE TEAM**

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## 2. Our community

Derby College is the thirteenth largest College in the country. Established in 2002, it serves the communities of Derby, Derbyshire, parts of East Staffordshire, Nottinghamshire and, to a lesser extent, North Leicestershire.

The Local Enterprise Partnership covering the majority of these communities is D2N2. The College supports the region's priority sectors by strategically planning its curriculum in line with them. Curriculum business planning evaluates the curriculum offer, ensuring it aligns with employers' skills needs, the Local Skills Plan, the D2N2 Local Enterprise Partnership's Strategy for Growth, national skills priorities and the priorities set out by the government's skills and education policies.

As Derby City's main FES provider, the College plays a crucial role in the life of the city and region and helps address its economic and civic challenges. The College provides a relevant and accessible skills supply line to local businesses, working with many employers including the area's largest and most influential businesses, who participate in the College's employer engagement practices.

Derby City is ranked the 88<sup>th</sup> most deprived local authority out of 326 using the Rank Average Score and 52<sup>nd</sup> most deprived using the Rank Employment Scale, with some wards being the most deprived in the country. 50% of the local population live in deprived wards. The percentage of children living in poverty within the City is above the national average at over 26% compared to nearly 22% nationally.

As the overall population within the City has grown over the last 14 years, its demographics have also changed. Minority ethnic communities now represent approximately 25% of Derby's total population, an increase from 16% in 2001. There has also been a significant influx of migrants from Eastern Europe, which has impacted on many services for children and young people across the City.

Seventeen percent of pupils in Derby City and 13.2% of pupils in Derbyshire claim free school meals (FSM). Twenty six percent of Derby College's full-time learners were eligible for FSM. Only 46% of pupils in the City gained 5 or more GCSE A\*-C grades including English and maths, against the national average of 56% resulting in the City being in the bottom 10 local authorities nationally. Derby City had a NEET population of 4.3% compared to the East Midlands figure of 4.2%. The unemployment figures for Derby City were 1.6% compared to the East Midlands figure of 1.5%.

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### 3. Our partnerships

Derby City is one of two priority areas in the East Midlands for the government's Prevent strategy. The Local Authority has a multi-agency Prevent working group operating at strategic levels on which the College is represented. The Chief Executive and Vice Principal are members of the Derby Contest Gold strategic group and the Head of Learner Support Services is a member of the Derby City Prevent Steering Group which formulates and monitors the city-wide Prevent action plan funded by the Home Office. The College has a close working partnership with the Derbyshire Constabulary and has developed a strong working partnership with the BIS FE/HE Prevent Coordinator who supports the College in an advisory capacity and facilitates briefing and training opportunities alongside the College Prevent Lead.

Working to Raise Awareness of Prevent (WRAP) training sessions have been attended by members of the Safeguarding Officer team, Personal Coach team, and a variety of support and delivery staff. In addition, the police have delivered Prevent training for staff and provided risk and threat updates for the senior leadership team and governors. The College has a referral system, 'Channel', which was developed in liaison with the local Prevent steering group.

Derby College learners have been actively involved in consultation activities regarding Prevent. Derby College recently hosted the 'Game On' anti-extremism workshop for staff and learners across East Midlands. Derby College learners' involvement in this event was commended by the BIS FE/HE Regional adviser. In addition, learners were invited to attend a Young Muslim Regional Consultation Group

The College has good links with partner schools. This work is important to help understand potential tensions within our youth communities and support transition arrangements for some of the most vulnerable learners.

The College has a number of confidential methods for learners and staff to raise concerns including a bullying helpline and the cross-college network of safeguarding officers. The College runs a series of campaigns throughout the year including cultural awareness and e-safety that also provide opportunities to carry out Prevent work. The Coaching for Success scheme of work includes Prevent awareness workshops that support learners in their understanding of Prevent and the risks associated with violent extremism ideologies.

Learner voice activities are key to College life. The system reaches a wide range of learners through a variety of different formats such as programme reps, learner forums and surveys. Derby College learners have been actively involved in consultation activities regarding Prevent.

Derby College has expanded its multi-agency links, referring learners to Trent PTS counselling, the Early Intervention Service, CAMHS and First Steps. The College also developed a self-referral system to its in-house counselling service. The College established a 'Supporting and Improving Learners Mental Health' task group and Mindfulness Training was delivered to 54 members of staff. Learners were provided with Mindfulness technique awareness sessions as part of the enrichment programme, this resulted in contacts/referrals being made to external agencies including Social Care, Police, CAMHS, Multi Agency Teams, and learners' GPs. Further local organisations the college has worked with during the year include Karma Nirvana, Safe and Sound, Derbyshire Friend, Bernardo's Leaving Care Service, Early Intervention Service and Direct Help and Advice Service (Erewash).

The College has worked extensively with the local community in order to engage with different cultures and religions. For example, the ESOL team has developed an effective working relationship with Sure Start and organised for role models from the Roma community to attend tutorial sessions with the LEXIS / ESOL team to support improvements in retention, engagement and achievement.

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## 4. Our policies

The College's Equality and Diversity policy is reviewed annually and approved by Corporation. Enactment of the policy is then monitored by the Equality, Diversity and Inclusion Steering Group.

## 5. Our improvements and their impact

### ***Embedding equality and diversity in our culture***

The Derby College Group Strategic Ambitions for 2014-2017 affirm our commitment to championing equality and diversity in all our activities, including staff employment and advancement. It also forms part of our commitment to Strategic Ambition One: *Transform our learners' experience*.

We believe that everyone at Derby College has a duty to ensure equality and diversity legislation is followed and implemented. Recognising, embracing and valuing difference leads to improvements for all, including:

- a more vibrant staff and learner population;
- a better working and studying environment;
- attracting and retaining the very best staff and learners;
- achieving the goals set out in our Strategic Ambitions 2014-2017;
- improving the image of our College.

Our main documents to drive improvements are:

- Corporate Strategy and related strategies
- Equality and Diversity policy
- Self-assessment reports (SARs), Quality and Performance Reviews (QPRs), and Quality Improvement Plans (QIPs).

### ***Equality, Diversity and Inclusion Steering Group***

The College's Equality, Diversity and Inclusion Steering Group meet once every half term to review progress against its equality ambitions and objectives. There are five key member groups which each report on specific themes: HR/workforce development; marketing; inclusion and support; teaching, learning and assessment; performance and achievement gaps; and partnerships and learner voice.

### ***Impact of Equality, Diversity and Inclusion***

Our learning and performance processes are robust. Self-assessment and review processes are well embedded within our Quality and Performance Reviews, addressing EDI matters where appropriate, identifying new and innovative strategies to narrow gaps, and reviewing whether current strategies are impacting upon achievement gaps.

Equality and diversity related activities have resulted in:

- Increased monitoring of equality and diversity data, which has challenged Team Managers on the impact of their strategies to narrow achievement gaps.
- Increased staff awareness of different cultures, races and religions, including through the creation of a handbook that enables teachers to review and adapt their practice within classes, meeting the diverse needs of their students.
- Support staff have been helped to embed equality and diversity in learning and teaching through the development of a support guide. This has impacted on curriculum teams reviewing their

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schemes of work and amending where appropriate to ensure equality and diversity is effectively embedded within their practice.

- 120 staff completing the Level 2 Understanding the Principals of Working with People with Disabilities training, enabling them to gain an understanding of the social model of disability
- 52 staff completing Level 1 Autism Awareness Training which has resulted in a 9% increase in success and a 7% increase in achievements from 13/14 to 14/15 for those learners who declare they have autism.
- Further promotion of equality and diversity through enrichment activities and tutorials. Activities included social, cultural, sporting and enterprise-based work. Care was taken to ensure learners with learning difficulties and/or disabilities were integrated into all aspects of College life. Events and competitions gave learners the opportunity to experience realistic and challenging work environments. For instance, the catering learners facilitated a dinner for Gordon Ramsay and Jenson Button as well as 63 of their invited guests for the pre-dinner for the Jenson Button Trust Triathlon.
- The introduction of the Spectrum Club and Relaxing Rhythms which resulted in 99% of learners saying the support these initiatives offered was good or excellent (ISS Learner Survey).
- Further staff development around unconscious bias, delivering practical strategies to break down barriers, implementing methods within the classroom to enable learners from different cultures, faiths and beliefs to work with others, which has resulted in achievement gaps narrowing.
- Curriculum team members and sub-contractors attending a two-hour workshop on Embedding Equality and Diversity within Curriculum Planning and Teaching and Learning. The workshop was produced with guidance from Dr Christine Rose.
- 98% off staff completing Equality and Diversity online training and all new staff completing this training within three months of their start date.
- All managers completing the Equality and Diversity Managers' online training.
- The development of an intervention support help-page on Moodle for learners. This resource featured relevant and appropriate websites and information, and enabled learners to find out more about the intervention team and the types of issues with which they could provide support.

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## 6. Promoting fundamental British Values

At Derby College we strive to ensure that our learners develop a strong sense of social and moral responsibility. We believe that these values and qualities are vital if our learners are to play a meaningful role in our society and acquire the knowledge and skills they need for a fulfilling life.

The College plays a vital role in ensuring that no learner is subjected to intimidation or radicalisation through its policies and procedures and staff training.



During 2014/15, the promotion of British Values was further embedded into all aspects of college life. A range of campaigns and presentations from key partners helped raise awareness of key issues and helped prepare learners for life outside the college. Learners were well-informed on a wide range of social issues. Managers and teachers successfully eliminated discrimination through implementing college policies and procedures.

A programme of British Values staff training began in July 2015 in order to give clear guidance on the context and responsibilities for exploring strategies to engage learners on these themes.

Promoting British Values was added to the college's standard scheme of work template to raise awareness of the importance of identifying naturally-occurring opportunities within the curriculum to promote democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.

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## 7. Equality, Diversity and Inclusion Objectives 15/16

Derby College's EDI objectives are to challenge discrimination and disadvantage, raise standards, and advance aspirations of all of our customers.

This will be achieved by:

- Improving rates of retention and achievement for underachieving groups
- Raising the profile of EDI across the College to encourage discussion and participation in EDI related topics
- Developing teaching resources which, in turn, will embed EDI into the curriculum
- Monitor the strengths identified related to equality and diversity in classroom observations.
- Engaging staff and learners in EDI activities to raise awareness of diversity
- Target-setting and monitoring of data, with subsequent action planning, to ensure individual needs are met and achievement gaps are narrowed
- Identifying achievement issues for learners at faculty/academy level and setting targets/strategies to narrow achievement gaps.
- Promote learning and working opportunities to diverse and under-represented groups to challenge occupational and curriculum stereotypes and to celebrate an inclusive organisational culture, especially in Hair and Beauty, Construction, Engineering, Motor Vehicle, Health and Social Care and Early Years.
- Improve recruitment for Higher Education students from Widening Participation (WP) cohorts: especially First in Family, Polar 3, Free School Meals, adults, care leavers.
- Increase learner disclosure of protected characteristics disclosed as part of second data entry.
- Promote EDI within work-based learning assessment and review strategies, especially around embedding EDI

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## 8. Our learners

Learners are drawn from a wide geographical area across the city, county and country. This creates a diverse learner population who are involved in education, training and apprenticeships. Some learners within the city experience deprivation due to social and economic hardship.

### Learner Profile 2014/15

21,175 Total Number of Learners at Derby College 14/15

% Learners

#### **Gender**

49%

Female

51%

Male

% Learners

#### **Age**

2%

14-15

31%

16-18

67%

19+

% Learners

#### **Difficulty/Disability**

19%

Has disability/learning difficulty/health problem

81%

No disability/learning difficulty/health problem

% Learners

#### **Ethnicity**

80%

White British

20%

Minority Ethnic Groups

1.6%

*African*

0.2%

*Arab*

0.5%

*Bangladeshi*

0.9%

*Caribbean*

0.2%

*Chinese*

0.3%

*Gypsy/Irish Traveller*

2.1%

*Indian*

0.2%

*Irish*

0.9%

*Other*

1.3%

*Other Asian*

0.5%

*Other Black*

0.5%

*Other Mixed*

3.8%

*Other White*

2.6%

*Pakistani*

0.7%

*White/Asian*

0.3%

*White/Black African*

1.7%

*White/Black Caribbean*

1.3%

*Not Provided*

% Learners

#### **Other Characteristics**

1%

Care Leavers/In Care (16-18)

47%

Free Meals Eligibility (16-18, Full Time)

1%

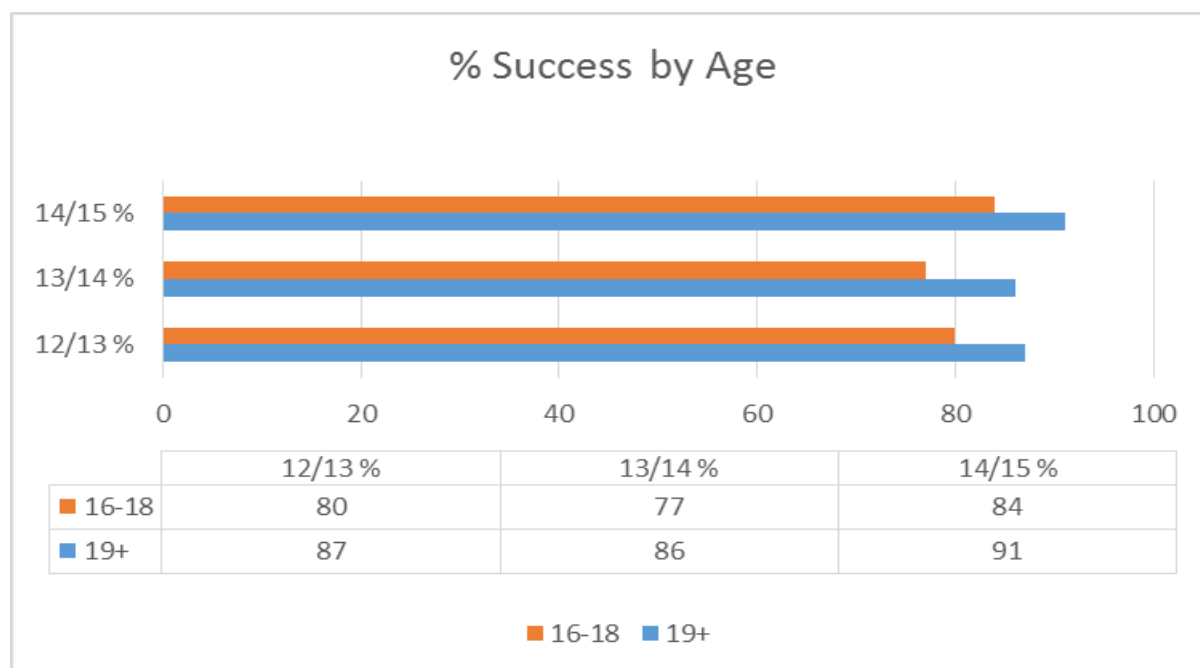
High Needs

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## 9. Final outcomes for learners 2014/15 (CBL)

### Success by Age Group

Both 16-18 and 19+ success improved year-on-year and were above national average. The gap between the two age groups also narrowed by 2% to 7%. 16-18 success improved by 7% as a result of reforming and standardising our entry requirements and improving significantly our initial advice and guidance, ensuring learners were on the correct course from their initial starting point. 97% of learners said their programme met their needs (+4%).



### Success by Disability/Learning Difficulty

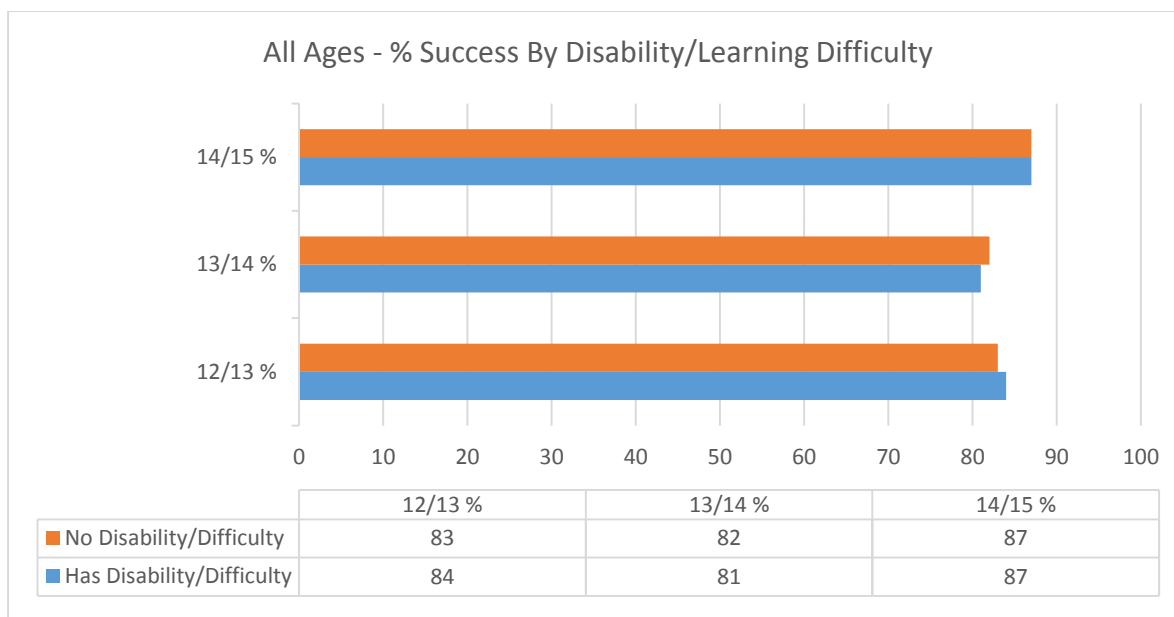
There were no gaps between learners who declared a disability/difficulty and learners who declared they did not have a disability/difficulty. Success for learners who declared they had a disability/disability improved by 6%.

The Inclusion and Support Team also delivered bespoke CPD to staff during weekly Team Time sessions in order to raise awareness of current legislation and practical strategies for teachers to apply in the classroom. Team Managers' briefings on SEND reforms took place throughout the year and focused on the development of person-centred approaches to planning as well as the replacement of Statements of SEN with EHCPs.

95% of High Needs learners said their teachers used different methods of teaching in class that helped them learn, an increase of 13%.

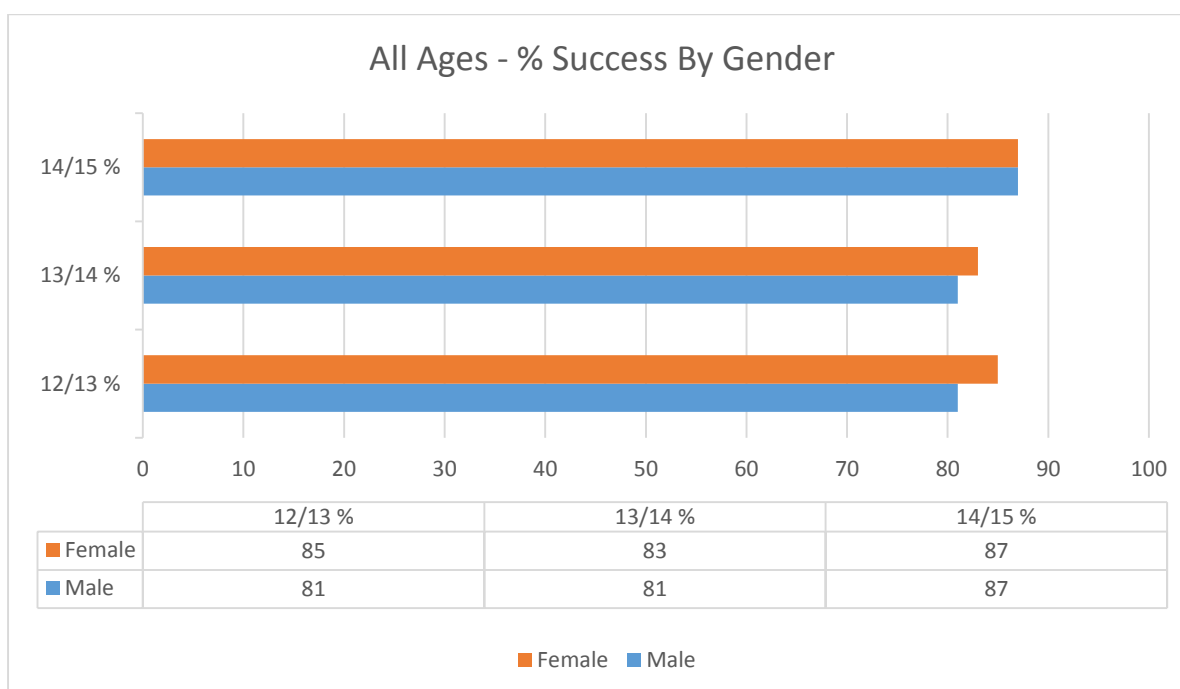
97% of High Needs learners said the support they received was helpful,

100% of High Needs Learners said in-class support from Communication Support Workers was good; 99% said in-class support from Education Support Workers was good.



### Success by Gender

Male and female success rates increased year-on-year. Success rates for males increased by 4% and success rates for females increased by 6%. Moreover, there were no gaps between the genders.

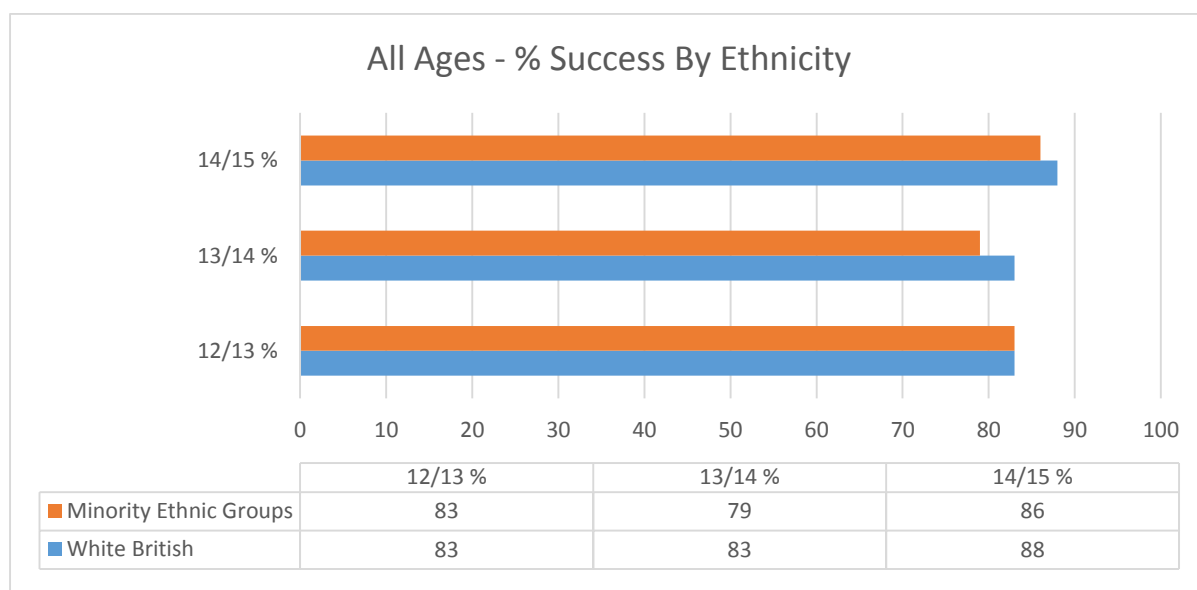


### Success by Ethnicity

The gap between non-white British and white British narrowed significantly to just 2%. There remains a focus on narrowing gaps for those learners who declare they are from Other White (16-18), White/Black Caribbean (19+), Other Mixed (all ages), and the Roma/Irish/Gypsy Traveller (all ages) ethnic groups.

Significant work was undertaken in 2014/15 with external agencies such as the University of Derby and local communities in order to review the College's strategies for narrowing the gap for ethnic groups. This partnership work resulted in significant improvements in retention rates for a large majority of groups, including: 16-18 White/Black Caribbean learners improved from 86% to 89%; 16-18 Other Mixed learners maintained at 83%; 19+ African learners 86% to 98%; 19+ Other Asian learners 86% to 96%; 19+ Gypsy/Irish Traveller learners 63% to 87%; 19+ Indian learners 89% to 96%; 19+ Caribbean learners 84% to 98%; 19+ Irish learners 77% to 97%; 19+ Other Black learners 85% to 92%; 19+ Pakistani learners 87% to 94%.

The introduction of a role model from the Personal Coach team to engage with, mentor, coach and support those learners from a White/Black Caribbean (16-18) and Caribbean (all ages) resulted in significant improvements in success.



## 10. Final Outcomes for Learners 14/15 (Apprenticeships)

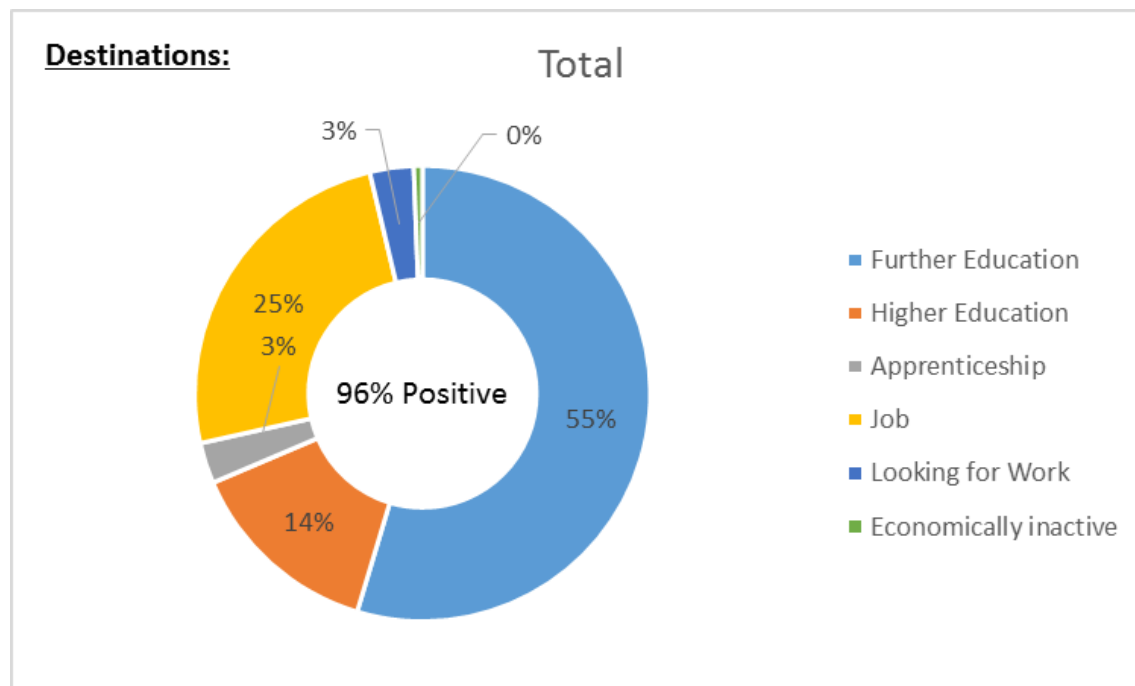
Overall success was 6% above national rates. Females outperformed males by 2%, which is an improvement from 13/14 where the gap was 5%.

There was a significant decline in success for Non-White British, which went from 73% to 66%, and there was a difference of 11% between those learners who declared they were White British and Non-White British.

## 11. Learner Destinations

The gap in positive destinations between different groups of learners narrowed: 97% of 16-18 Male and Female learners' progressed to positive destinations in 13/14, the gap having closed from 1% in 12/13 to 0% in 13/14.

(All ages below)



## 12. Narrowing the gap – areas of focus in 2015-16

Based on the above analysis, the College will focus on resolving the following gaps in performance:

- Success rates between 16-18 year olds and 19+
- Achievement rates for ethnic minority learners, specifically:
  - Gypsy/Irish traveller (all ages)
  - Other White (16-18)
  - White/Black Caribbean (19+)
  - Other Mixed (all ages)
  - African (16-18)
  - Bangladeshi (19+)
- The following categories have also been introduced to the Quality and Performance Review (QPRs) agenda and data dashboards in order to ensure the College monitors key groups for the East Midlands
  - Learners with High Needs
  - Learners who are or ever have been in receipt of Free School Meals
  - Care Leavers
  - Learners in care
  - Learners with English as an additional language

### 13. Our governors

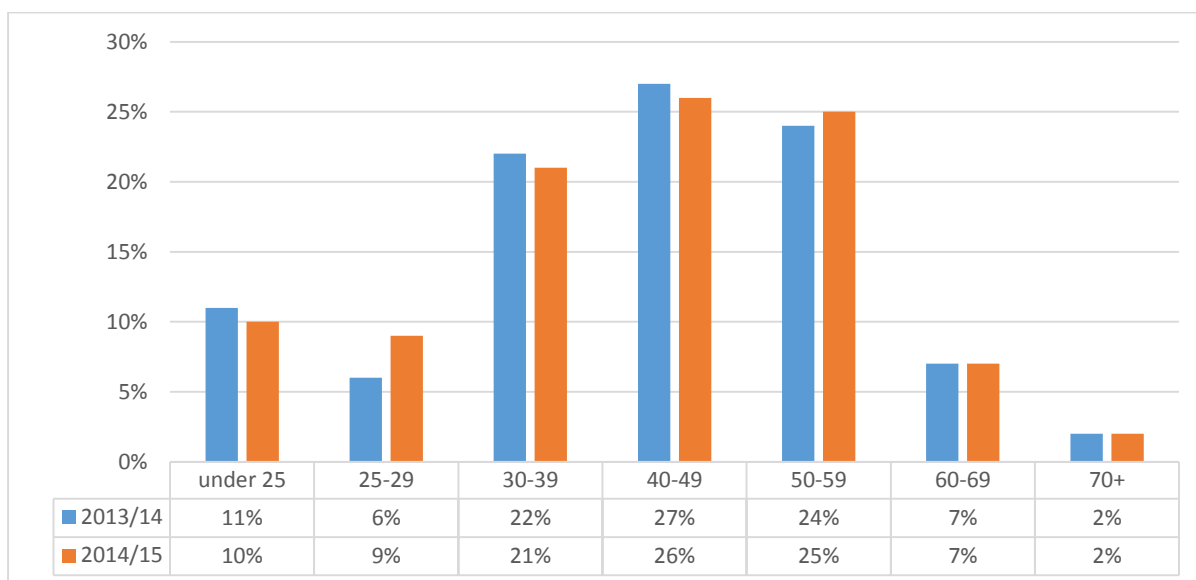
The Derby College Corporation Board consists of locally based professionals who share a commitment to helping learners from a diverse range of social and economic backgrounds to develop the skills required for the world of work and for life. Governors understand their roles and responsibilities in relation to Equality and Diversity and drive improvements as part of the College's strategy. They hold senior leaders to account for narrowing achievement gaps.

### 14. Our staff

Derby College employed 1163 staff in 2014/15 including full-time (645), part-time (311) and sessional staff (207).

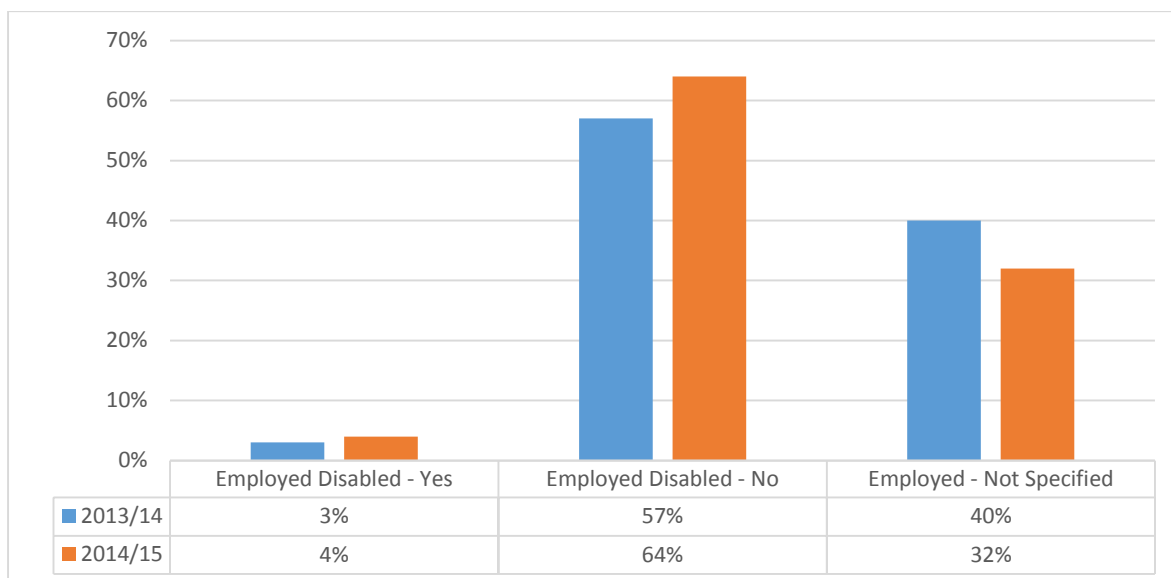
#### Staff Age Profile

The age of Derby College staff ranged from 16 to 77 years. There was an increase in staff aged between 25-29 years of age (+3%) but no other significant changes from the data reported in 2013/14.



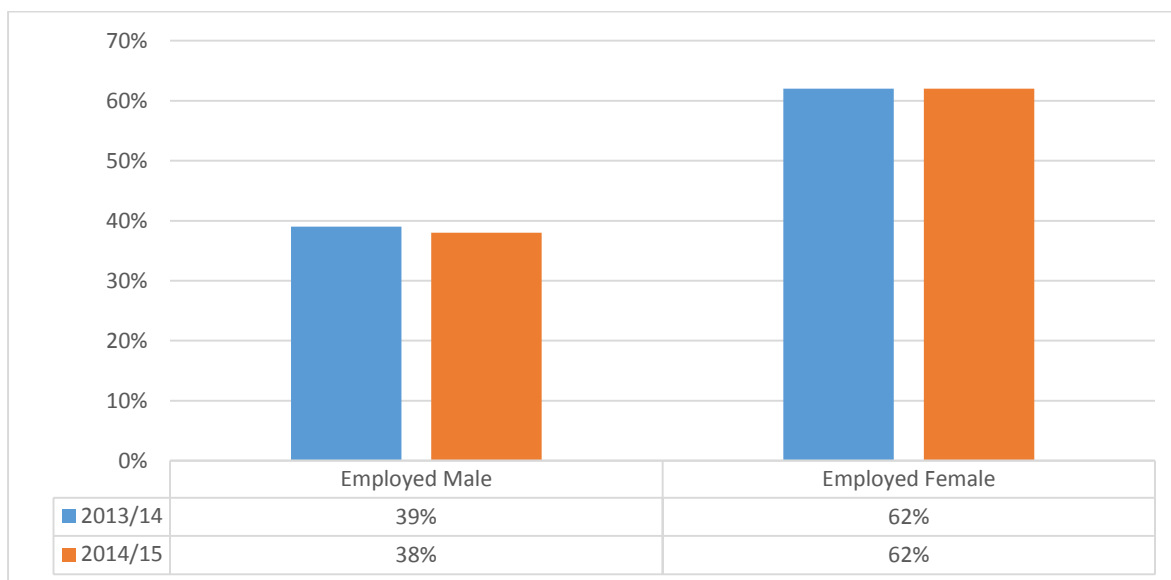
### Staff Disability Profile

4% of staff disclosed a disability during 14/15, which was an increase of 1% from 13/14. Those staff members who declared no disability increased by 7%. Efforts were made in 14/15 to update staff records via employee surveys which improved the quality of this data.



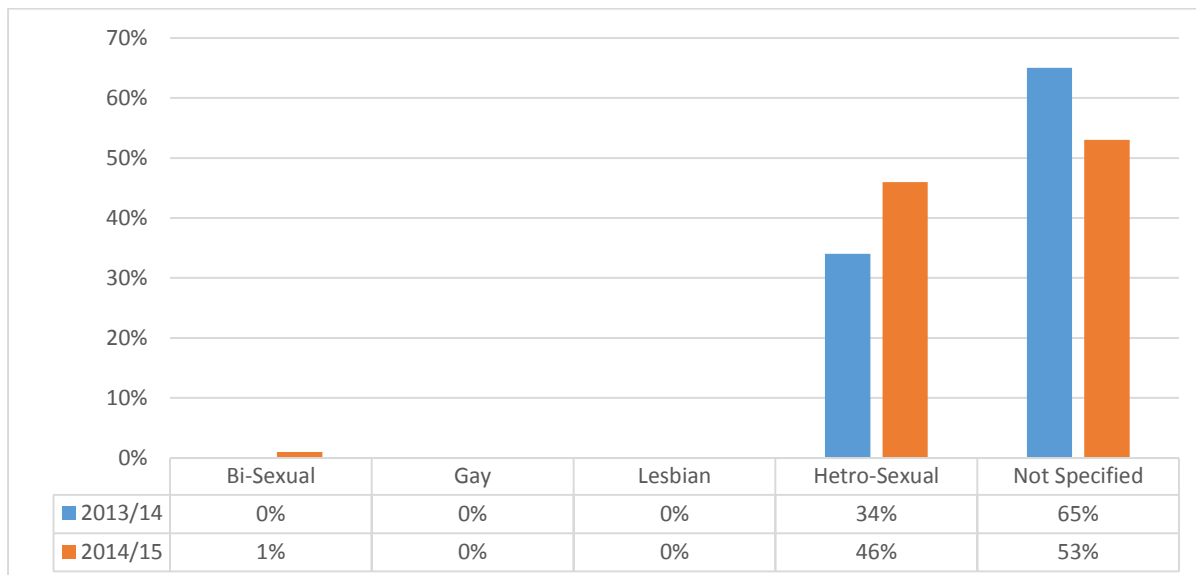
### Staff Gender profile

We continue to employ more females (62%) than males (38%). We actively promote non-stereotypical gender recruitment in our internal/external adverts.



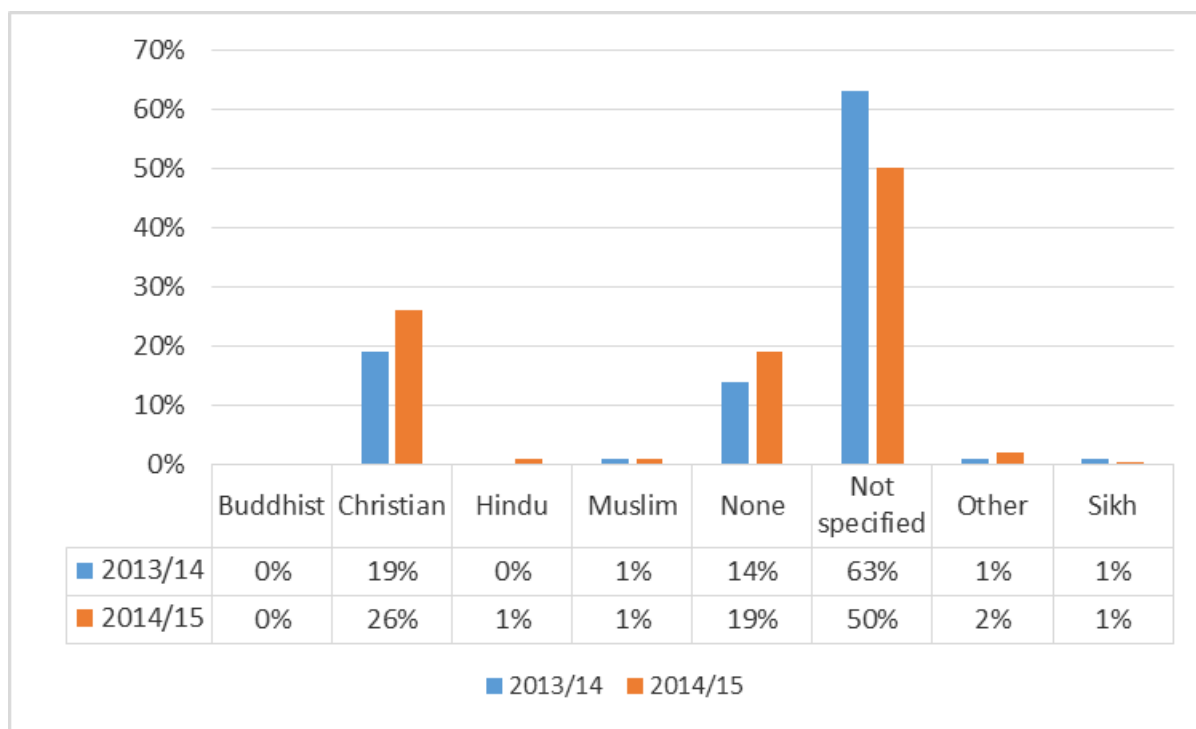
### Staff Sexual Orientation Profile

The College had limited success trying to improve the validity of the data for this characteristic. The 53% 'not specified' is disappointing and we will work to improve the data for staff sexual orientation in 2015/16.



### Staff Religion Profile

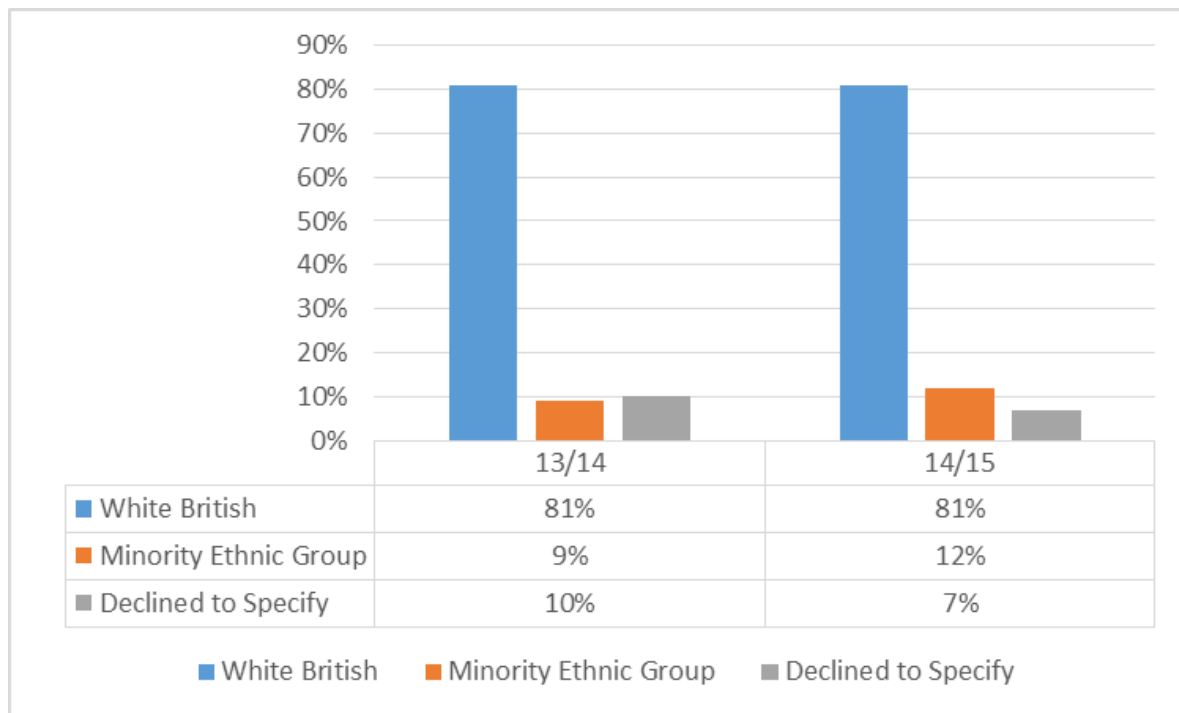
50% of staff declared their religion, an improvement from the 13/14 response rate of 37%. We continued to promote key religious dates and religious celebrations throughout the year.





### Staff Ethnicity Profile

We continued to employ a predominantly white British workforce (81%) although the proportion of staff who declared themselves to be from Minority Ethnic Group increased by 3% to 12% and the percentage who declined to specify their ethnicity fell 3% to 7%.



### Key Equality Objectives 2015/16

- Reinforce the importance of disclosing personal information such as specific learning difficulties/disabilities, sexual orientation, and ethnicity by promoting how this information is used to drive equality forward and foster good relations.
- Continue to actively promote non-stereotypical gender recruitment in our internal/external adverts.

## 15. Our celebrations

### *NCS Graduation*

More than 500 young people from throughout Derbyshire graduated from the National Citizen Service (NCS) and attended a series of ceremonies to celebrate their achievements.

Four different graduation ceremonies were held at Derby College's Joseph Wright Campus where young people received certificates and highlighted the work they had done to raise more than £30,000 between them for local charities and complete voluntary work in their local communities.



The 16 and 17-year-olds joined the four-week programme organised in the region last year by New College Nottingham and run locally by Derby College and Derby County Community Trust.

NCS is the Government's flagship personal and social development programme enabling young people to make a positive difference to their local communities

Participants developed their team building and problem solving skills through a series of outdoor activities at Barns Wood Scout Camp near Rudyard Lake in Staffordshire where they took part in activities including rock climbing, canoeing, hiking and archery.

They then returned to Derby College to research local projects and develop voluntary work programmes. Fund raising activities included family fun days and supermarket bag packing with voluntary work ranging from clearing allotments at YMCA in Derby to supporting the Arena Foodbank in Ilkeston.

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### **Training Video Set To Go Nationwide**

A counter terrorism video, produced by police and students at Derby College, has been officially launched during National Prevent Week. The video, which highlights the dangers of young people of becoming radicalised, has been given Home Office approval to be made available to schools throughout the UK. It is a partnership between East Midlands Special Operations Unit's (EMSOU) Prevent programme and Public Services Higher Education students at Derby College's Broomfield Hall campus.

Characters in the video are played by students at St Benedict's Performing Arts College in Derby securing funding for the project from national charity UnLtd, EMSOU, Derby College and the Derby College students' own fund raising.

The 30-minute video – entitled SMART (Safeguarding Multi Agency Approaches Reduces Terrorism) focuses on the dangers to vulnerable young people of becoming radicalised, the changes in behaviour that teachers, parents and peers should look out for. It narrates the story of a 14-year-old girl who is lonely and isolated at a new school after her parents' divorce and turns to social media where she meets an older male who introduces her to extremist views.

Derby College students Jodie Benton (23), Chelsea Lambert (29) and Gina Reader (22) joined the project two years ago as part of their HND Public Services programme. They recently graduated on the BA (Hons) Security and Offender Management degree programme in partnership with the University of Derby.

Chelsea said: "Our research showed that we needed to get away from the stereotypical view that young Muslim men are the only ones at risk of radicalisation. We are all extremely proud of the video and if it stops just one young person going down the wrong path and highlights the warning signals to teachers and parents, then it will have done its job."

### **Fund Raising Achievements**

Students across the College have been raising money for local and national charities.

Early Years students at Ilkeston raised more than £200 for children's charities through a 'Bake Off' project which they donated to Derby Sands towards research into CMN (Congenital Melanocytic Naevi).



- Lexis students whose first language is not English have raised £430 for the worldwide appeal to help victims of the earthquake in Nepal through a 100-word spelling challenge.
- Pre-Access students at Ilkeston raised £170 for Treetops Hospice in Risley by selling cakes and organising games and activities for fellow learners.
- Hair and Beauty students based at the Sensi salon at The Roundhouse raised £125 for Comic Relief - treating customers, staff and students to a manicure, pedicure and blow dries. They also encouraged visitors to 'make their face funny for money' with a wide range face painting designs. Meanwhile Catering and Hospitality students made cakes for sale.

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## Women in Construction



Derby College hosted the first East Midlands' meeting of an international organisation which brings together women working in diverse industry roles.

The National Association of Women in Construct (NAWIC) has an extensive membership in the Midlands with meetings and events predominantly held in the Birmingham area. The first East Midlands' breakfast event was held at the Roundhouse, organised by Derby College and Heage-based construction company Bowmer & Kirkland.

NAWIC regional deputy chair Rebecca Hartshorn, who is Design and Sustainability Manager at Bowmer & Kirkland, explained: "NAWIC brings women together for a wide range of industry-related events where they also have the opportunity to meet other professionals.

"Our members include professionals from a wide range of job roles in construction including architects, construction lawyers, engineers, quantity surveyors, design and project managers.

"We were particularly delighted that female professional construction students from Derby College joined for this event and had the opportunity to talk to some of the people who have already forged successful careers in this growing industry."

April Hayhurst from Derby College added: "NAWIC are already committed to education and encouraging more females into the industry so we were delighted to be working with them to launch the East Midlands branch of the organisation.

"The event was an important a platform for our expanding links with businesses under our successful Employment and Skills Academies programme which provides students with greater support and insight into career opportunities, boost their employability skills and make them work ready."

### Qualification First

A Derby man has become the first Derby College learner with disabilities to gain a Certificate in Fitness Instructing qualification - enabling him to work in the fitness industry.

Kenny Fradley (29) has Cerebral Palsy and is in a wheelchair. He has been a member of the Derby College gym for several years and staff suggested to him that he should turn his passion for fitness into a qualification. With support from the College's Sports department and gym instructor team, he has now achieved the level two qualification – enabling him to work with clients on gym induction sessions, This enables him to work with clients on gym induction sessions which he currently does on a voluntary basis with members of the public and students at the College gym in Pride Park.

Kenny said: "I am very proud of my achievements both with this and with my performance at the gym. Coming here and training on the equipment has really helped me to get more supple and flexible and has greatly improved my quality of life.

"I hope to put the fitness instructor skills and my own experiences to good use to help other people with disabilities use fitness to improve their lives."

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