

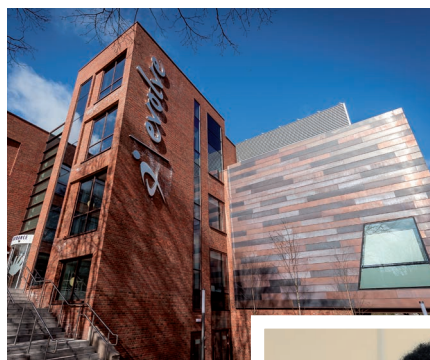
CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE STRATEGY

2022 -2026



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CEIAG STRATEGY MISSION

Dudley College of Technology (DCoT) is committed to ensuring all learners have the skills, knowledge and behaviours to make informed career choices and are following appropriate learning programmes for their chosen career pathways.

CONTEXT

Dudley College has a commitment to its current and prospective learners irrespective of age, level or mode of study, including learners on Higher Level programmes and Apprenticeships to provide a comprehensive careers education programme and access to good quality impartial, information, advice and guidance.

This strategy describes the college's key approaches internally and externally to enhance the current Careers Guidance Services. This is to ensure learners are prepared for, and informed effectively about, their next steps and can therefore aspire to achieve their full potential and achieve their career goals.

We recognise that the provision of higher quality impartial and independent career guidance is critical to our commitment to social mobility by increasing aspiration and providing equal access to all employment opportunities. Our plan reflects this and working through our feeder schools including those of Dudley Academies Trust, for which we are the sponsor, the college will support careers activities from year 7 onwards.

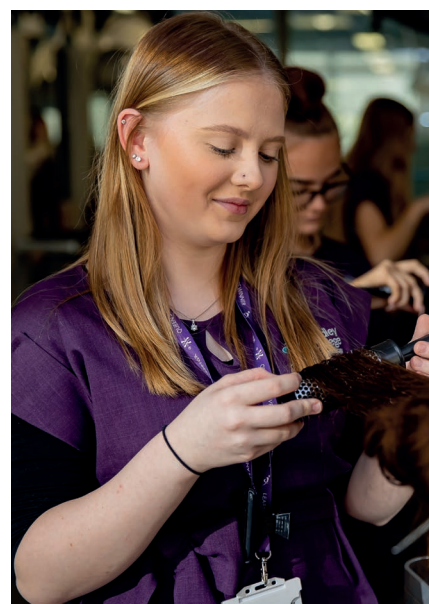
The strategy includes measures to further develop and improve the current careers provision in order to meet the eight 'Gatsby Benchmarks' and also the additional priorities set within the Ofsted Education Inspection Framework. (EIF) This will involve co-ordinated external support in addition to appropriately skilled and experienced careers leadership within the college.

The strategy will align activity not only to the Gatsby Benchmarks but also to the Career Development Framework, to ensure learners develop career skills that will allow them to grow through life and manage their own career over a lifetime.

This strategy outlines a whole college approach to careers guidance. However, there are new statutory and funding requirements which specifically apply to:

- All learners in college up to and including the age of 18 years old.
- 19 – 25-year-olds with a current Education, Health and Care (EHC) Plan in place under section 37 of the Children and Families Act 2014.

We will look to embed the good practice developed through compliance with the legislative frameworks in the interest of all learners.



A major focus of our strategy will be to build on our previous work by working collaboratively with a range of external agencies including The Careers Enterprise Company, The Chamber of Commerce, The Black Country Consortium, schools and other education providers to enhance our current careers activity in the best interests of learners, so that all learners can manage their own career both during their time at college and beyond.

BACKGROUND

All further education (FE) colleges in England are subject to a requirement to secure access to independent careers guidance.



The Government's Careers Strategy, published on 4 December 2017, sets out a long-term plan to build a world class careers system that will help young people and adults choose the career that is right for them. This strategy has been updated on the previous one to expand on the measures set out to make sure that all young people get a programme of advice and guidance that is stable, structured, and delivered by individuals with the right skills, experience, and qualifications. It is now a requirement for 16- to 18-year-olds (and also 19- to 25-year-olds with a current EHC Plan) in college to have access to independent careers guidance. All 16 to 19 study programmes will focus on progression towards learning at the next level or progression into employment.

The ability to make informed choices about the world of work is integral to the fact that the college is a pilot provider for T levels in 2020. This has meant the college has delivered Industrial Placements for almost 200 learners in 2021-22 and will further expand this delivery in 22/23. Industrial Placements allow learners to assimilate into their chosen career sectors and test out their aptitudes for employment these industries.



Dudley College of Technology has successfully implemented careers progression programmes to date with high levels of learners progressing to positive destinations, including further learning, higher level apprenticeships, university level programmes or employment. A Level destination data confirms 98% of our learners gain positive destinations with the majority progressing into higher education, and the destination data for full-time 16–18-year-olds demonstrates that 91.6% of learners continue in training, employment or higher education.



THE GATSBY BENCHMARKS

The Gatsby Benchmarks are a framework of 8 guidelines that define the best careers provision in secondary schools but most of the principles set out in the benchmarks apply to further education college too. Schools and colleges were targeted to meet these benchmarks by 2020.

1	PROVIDE A STABLE CAREERS PROGRAMME	<ul style="list-style-type: none"> Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	PROVIDE LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	<ul style="list-style-type: none"> Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3	ADDRESS THE NEEDS OF EACH STUDENT	<ul style="list-style-type: none"> Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A careers programme that embeds equality and diversity consideration throughout.
4	LINK CURRICULUM LEARNING TO CAREERS	<ul style="list-style-type: none"> All teachers should link curriculum learning with careers
5	MAXIMISE ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	<ul style="list-style-type: none"> Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.
6	CREATE OPPORTUNITIES TO EXPERIENCE WORKPLACES	<ul style="list-style-type: none"> Every student should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7	FACILITATE ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	<ul style="list-style-type: none"> All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in school, colleges, universities and in the workplace.
8	PROVIDE PERSONAL GUIDANCE	<ul style="list-style-type: none"> Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.



CURRENT POSITION AT DUDLEY COLLEGE OF TECHNOLOGY

How are we meeting the Gatsby Benchmarks?

Many people have heard of the Gatsby Benchmarks and know they are important in the provision of careers education in schools and colleges. Gatsby Benchmarks are the result of national and international research into careers guidance services by Sir John Holman, Senior Adviser to the Gatsby Charitable Foundation.

There are eight Gatsby Benchmarks, and they help to define the elements of an excellent careers programme:

1. A stable career programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Dudley College has been working hard to implement the Gatsby Benchmarks and continuously improve our careers provision across the college. There has also been a number of Government White Papers since 2017, which outline the Government's plans for how careers guidance should be provided, and the Benchmarks are still a major part of this plan.

In July 2021, the Government produced further statutory guidance to schools, further education colleges and Sixth Form colleges, regarding the provision of careers education and guidance, Careers guidance and access for education and training providers (publishing.service.gov.uk) and still firmly places the eight Gatsby Benchmarks as the main framework for careers provision in England.

The new guidance clarifies the role of senior leaders and governors within careers education and states how careers guidance should be embedded into the planned reforms to technical education. Furthermore, the Government emphasises its commitment to The Careers & Enterprise Company and its investment in careers hubs in colleges. The main ethos of this strategy was to increase social mobility and create a fairer society where all young

people could reach their potential and have equal access to opportunities and learning.

Then in January 2021 the Government published its White Paper, Skills for Jobs: Lifelong Learning for Opportunity and Growth (publishing.service.gov.uk) in which the Prime Minister introduced a Lifetime Skills Guarantee which states that everyone should have access to the learning and training they need throughout their lives. The White Paper focuses on the importance and value of technical education in light of continuous advances.

It also promotes the links between FE colleges and employers and recognises the role colleges will play in training a skilled and adaptable workforce of the future and sets out planned reforms to the further education and technical skills provision. A key reform is to ensure that the provision of technical education and training is well aligned to what employers need to ensure that people meet the skills gaps at work and make progress in their careers. This is particularly true of sectors with emerging skills needs and national skills priorities, including the construction, manufacturing, public, health and social care, digital and creative sectors.

The Government pledges to invest in the infrastructure and resources of colleges; in return colleges must comply with the statutory career obligations and requirements, and states that colleges “should continue to make every effort to improve their performance against the Gatsby Benchmarks”. This is why it is still crucial that all those working within colleges understand the relevance of the Benchmarks and how all their work contributes to a successful and meaningful careers programme.

The College’s Careers Plan focuses on providing high-quality impartial careers education, information and guidance (CEIAG) and is structured both on the Government’s Careers Strategy and the eight Gatsby Benchmarks.

Curriculum and support teams have a clear focus and deliver courses that have a clear destination or career-related pathway. Our whole College approach and ethos of “Careers Not Courses” drives all our activities and involves the whole College. The College believes it is everyone’s responsibility to prepare our students for the world of work.

Currently the college is a Matrix accredited provider and also holds

the prestigious STEM Assured status, which is only awarded to institutions which actively promote career pathways in science, technology, engineering and mathematics.

As a college, we need to continue to link the Gatsby Benchmarks, and careers education, into all aspects of curriculum learning. This will ensure that learners are equipped with current, relevant knowledge, employability skills and work-based experiences that they need to make informed choices in today’s changing labour market.

In line with good practice guidance the college has a named Careers Leader who is part of the Senior Management Team and a named Governor Lead, who together oversee the strategic direction of the college’s CEIAG activity.

In response to an invitation from the Black Country Careers and Enterprise Company the College is now working with two Enterprise Advisors who have been recruited from local employers, to help us develop our links to business, so that student can make ambitious and positive decisions informed by the needs of employers.

As we increase the number of T level programmes, we offer we are also increasing our Industrial Placement activity to ensure we source exciting and relevant work experience placements for all T level learners.

The opening of the Black Country and Marches Institute of Technology in January 2021, in which the college is the FE partner has also allowed to us to create many more training pathways for learners at Level 4 and above, which has opened up new career opportunities including Cyber Security, Data Analytics and Medical Engineering.

Dudley College is using a number of online tools to allow learners and prospective learners to make informed career choices about their futures. By analysing local Labour Market Information via the Pathways Tool that is embedded into the college’s website and through Unifrog and Smart careers guidance packages used in Personal Improvement Programme (PiP) sessions, trends in demand, salary and key employers in given sectors are easily available to inform decisions.



RESOURCES FOR THE DELIVERY OF CAREERS GUIDANCE

The college has three dedicated information Advice and Guidance Officers who sit within a large Learning Services team – they are Career Guidance qualified and work with learners of all ages and levels. Besides providing one-to-one careers advice they deliver a number of activities related to their field of expertise in offering impartial advice and guidance include but are not limited to the following:

IAG Advisors contribute to the delivery of careers education through their expert services providing careers guidance, by providing:

- Accessible, professional, impartial 1:1 careers guidance interviews across all campuses.
- Independent external careers advice offered to learners via the National Careers Service if this is considered to be more appropriate.
- Support provided to curriculum teams by developing and providing tutorials on UCAS, HE, Students Finance and Progression – alternatives to HE.
- Annual Super Futures weeks – a college wide employability event IAG Advisors who work collaboratively with curriculum staff, external agencies, employers, universities and volunteering organisations for the benefit of learners.
- Contributing to open events which showcase the college facilities and provision offer.
- Contributing to school engagement events by delivering activities to enable learners to make informed choices about their futures and/or secure employment. For instance: CV writing college application decision making workshops.
- Organising HE and Career Fairs.
- Delivering Progression talks as part of the college's Upgrade week.
- Co-ordinating some educational visits.

Employability and Work Experience teams contribute to the delivery of careers through:

- Organisation of open events showcasing the college facilities and provision offer.
- Attendance at school guidance events.
- Organisation of taster days within college to give young people experience of the college offer.
- Organisation of college tours to offer insight into services and potential courses.
- Design of literature to promote progression routes and careers for all cohorts.
- Maintaining the website for course information and signposting.

Teaching staff contribute to the delivery of careers education through:

- The delivery of tutorials which include, college values, Equality & Diversity, study skills, progression routes, employability skills.
- Support for learners in preparing Individual Learning Plans (ILP) and ensuring that learners are aware of and monitor/review their individual targets and target setting.
- Conducting regular 1:1 reviews with learners.
- Employability skills are identified, embedded and demonstrated in all learners' main vocational qualification.
- Maths and English is taught and embedded throughout the duration of the learners' vocational qualification.
- Ensuring that learners participate in careers events and organised trips.
- Providing support and guidance for adult learners and signposting to specific specialist provision internally and externally.
- Supporting and promoting careers and aspirations with learners and encouraging participation at cross college events and with specific vocational opportunities.

OBJECTIVES FOR 2022 – 2026

Our key top level strategic objectives for the college are contained in the new strategic plan, our blueprint for the future named “Forging Ahead – A Strategic Plan for Dudley College of Technology 2020-23” which sets out our ambitions for the next phase of the college’s development, so that we continue to provide all learners with an exceptional educational experience as the bedrock to their future careers.

As part of this we will deliver:

1. A stable careers programme (which includes encounters with further and higher education)

- To ensure the careers programme is delivered by individuals with the right skills and experience. The college will be expected to use qualified careers professionals to offer advice and guidance to learners.
- To enable all learners to have an understanding of the full range of opportunities available to them, the skills that are valued in the workplace and to have first-hand experience in the workplace.
- To develop a published college careers program that will raise the aspirations of all learners but is also tailored to meet individual needs.
- To develop ways for parents/ carers and advisers to access good quality information about future study options and labour market opportunities.
- To further develop the colleges approach to UCAS support for students, ensuring clarity of roles and responsibilities and plan timely alternatives to those who are planning alternative routes.

- To ensure there is a clean focus on the enterprise, employability skills, experience and qualifications that employer’s value and can support preparation for work.

2. Learning from career and labour market information/ resources/awards

- To utilise existing and develop further online career tools and packages. Working with our own internal team, blended learning consortium and key partners.
- To utilise and then further develop the existing relevant labour market information to ensure staff and learners are informed in their decisions and advice. Work with The Careers Enterprise Company to establish key priority areas for development.
- To promote the values of labour market information to their parents/ carers (where appropriate) to access and understand this information. To investigate careers and opportunities in learning, work and apprenticeships and how these meet local and national priorities.
- To develop mechanisms to report, track and monitor compliance in relation to the Careers Strategy objectives.

- To develop appropriate tracking systems to ensure learners are able to keep track of their own journey, record and access the advice they have received and monitor their agreed actions and next steps.
- To maintain high quality careers provision endorsed by continued Matrix Standard accreditation and to review other opportunities to accredit and improve provision To work towards achieving the CEIAG Quality Award.
- To use the Compass online toolkit when available to benchmark against the Gatsby principles.





3. Linking curriculum learning to careers

- To ensure subject teachers support the college's approach to careers education and guidance and are able to link the content of study programmes with careers, even on courses which are not specifically occupation led. The study programme model offers excellent opportunities for developing the broader skills that employers need, such as: team working.
- To integrate government initiatives into college life including the expansion of T Level industrial placements and expanding our Higher Technical Qualifications in line with policy drivers.
- To ensure an effective referral process to the IAG teams is in place and well used where it can add most value.

4. Provide opportunities for learners to meet with employers and have meaningful experiences of the work of work we will:

- Ensure all full-time learners are exposed to work experience opportunities whether that be

through extended industrial placements as part of their T Level programme, via vocational work experience as an integral part of their course of study, or by exposure to employers in their sector.

- To ensure learners have the opportunity to participate in at least three meaningful encounters" with an employer per year whilst they are on their study programme. This is in addition to the experiences of the workplace described in Benchmark 6. Ensuring in addition we take account of learners' own part time work and its influence on their development.
- To ensure there is a clean focus on the enterprise, employability skills, experience and qualifications that employer's value and can support preparation for work. This will include an Inspiring Industry programme designed to stimulate enterprise and entrepreneurship.
- To enable learners to gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant for employers.

- To continue to expand our Alumni programme within college and with partners to enrich our student experience.

5. Personal guidance & addressing the needs of each student

- We will ensure learners with vulnerabilities and those who are at risk are appropriately supported and identified through close working relationships with the full range of educational and support agencies.
- To ensure that careers guidance for learners with special educational needs and disabilities (SEND) is differentiated, where appropriate, based on a personalised approach. Reinforcing the 1:1 personal guidance is delivered to every student with an EHCP plan.
- To build on the process of learner feedback using a variety of mechanisms after 1:1 guidance, group talks or events capturing the learner voice.

DELIVERY PLAN

Objectives	A structured carers, employability and enterprise programme that meets the requirements of the Gatsby Benchmarks and is embedded within college structures.	
1. A stable careers programme	Actions	
	1.1	Publish details of the careers programme so that it is known by learners and parents/guardians and external stakeholders.
	1.2	Work in collaboration with the Careers Hub to monitor and evaluate impact of the programme.
	1.3	Routinely review at SMT the operational plan attached to this strategy.
	1.4	Routinely review at SMT, the operational plan attached to this strategy.
		Impact Measures: <ul style="list-style-type: none"> • Progress demonstrated via the Compass tracking tool. • Data from positive outcomes published in the Annual Strategic Impact Report. • CEIAG included in governor reports.

Objectives	Develop and provide learners, their parents/guardians access to good quality information about future study options and labour market opportunities.	
2. Learning from career and labour market information	Actions	
	2.1	Provide adequate and appropriate advertising of a range of LMI and CEIAG services in accessible and learner friendly formats.
	2.2	Use LMI to determine gaps in market for key skills to review curriculum offer.
	2.3	To use up to date LMI to support learners with their future study options and decision making for their next steps.
	2.4	Provide a range of platforms for accessing information including employer and HE encounters.
		Impact Measures: <ul style="list-style-type: none"> • Student satisfaction survey data. • Staff skills scan annually refreshed.

Objectives	Raise aspirations and challenge stereotypes by raising awareness of the wider options, through a range of interventions, initiatives and employer encounters.	
3. Addressing the needs of each student	Actions	
	3.1	Work in collaboration with curriculum and college support teams to tailor CEIAG according to learners' individual needs and embed CEIAG appropriate within each curriculum.
	3.2	Provide a range of activities and initiatives that broaden horizons and access to networks (Career Ready, Social Action projects, Girls in Tech, Degree Apprenticeships, Oxbridge).
	3.3	Further develop systems and processes to accurately record individual interventions.
	3.4	Enhance monitoring of Unifrog and Smart systems to track individual learner usage.
	3.5	Establish links with Virtual Heads to develop an aspirational CEIAG programme for learners transitioning from alternative provision and LAC learners.
	3.6	Develop initiatives and strengthen information sharing processes with local partners to reduce the number of NEETs.
	3.7	Provide differentiated CEIAG to ensure learners with SEN or disabilities have access to opportunities that support progression to positive and aspirational destinations. Provide a holistic offer to ensure parental involvement from the point of application. To contribute to EHCP reviews.
	3.8	Further develop the Supported Internship programme and explore other opportunities for learners with SEN or disabilities. Strengthen and develop partnerships with employers and other specialist agencies/organisations to broaden horizons and opportunities.
		Impact Measures: <ul style="list-style-type: none"> • IAG annual report evidencing engagement opportunities with external providers. • Evidence of Internship placements for SEND learners – annual reviews of all learners to include progress against careers targets.

Objectives	CEIAG offer to underpin curriculum cross-college. Programmes to clearly connect to career pathways, broadening horizons and supporting learner aspirations.	
4. Linking curriculum learning to careers	Actions	
	4.1	SMT to ensure that CEIAG underpins study programme offer.
	4.2	Development of an Inspiring Industry programme across college to develop enterprise and entrepreneurship in all SSA areas.
	4.3	Programme implemented for Aspire to HE to support widening participation.
	4.4	College CPD offer to include opportunities for all staff to update their knowledge outside the classroom.
	4.5	Ensure all curriculum areas have careers embedded within course programmes.
		Impact Measures: <ul style="list-style-type: none"> • Numbers of learners enrolled against T Levels in 2021/22 and ongoing. • Aspire to HE heat tracking data to evidence impact of the activity.

DELIVERY PLAN

CONTINUED

Objectives	Every learner has opportunities to learn from employers and employees about work.	
5. Encounters with employers and employees	Actions	
	5.1	<p>Develop CEIAG offer to include employer and employee encounters and opportunities to develop entrepreneurial skills.</p> <ul style="list-style-type: none"> • Careers events and industry masterclasses. • Work placements. • Employability skills workshops. • Mentoring and e-mentoring. • Employer delivered employability workshop. • Competitions.
	5.2	<p>Assess impact of CEIAG offer through initial diagnostic assessment.</p> <p>Impact Measures:</p> <ul style="list-style-type: none"> • Volume of learners participating in work experience. • Participation in employer encounters. • Sector Skills Based Academies.

Objectives	Learners have first-hand experiences of the workplace.	
6. Experience of work places	Actions	
	6.1	Further develop opportunities for learners to have appropriate work-related experience.
	6.2	Strengthen work experience offer to ensure it is meaningful and linked to learner aspirations.
	6.3	Offer programme of Social Action projects and work experience to include learners with SEN.
	6.4	Demonstrate impact of work experience on the development of key employability skills through Industrial Placements/Work Experience in all curriculum areas.
		<p>Impact Measures:</p> <ul style="list-style-type: none"> • T Level industrial placements data and work experience opportunities data across the college. • Number of SEN learners on industrial internships. • Numbers participating in industrial placements/work experience annually.

Objectives	All learners are supported to develop their knowledge and understanding of learning opportunities available to them.	
7. Encounters with further and higher education	Actions	
	7.1	To further strengthen partnerships with providers of HE and FE including Level 4 vocational providers to raise aspirations and support learners to overcome barriers to progression. <ul style="list-style-type: none"> • Careers events, fairs and subject masterclasses. • Visitors. • Workshops. • Mentoring and e-mentoring.
	7.2	To provide learners with access to digital platforms, tools and resources which support learners to make independent decisions.
	7.3	Promote a range of curriculum focused trips to attend specific UCAS fairs• Numbers participating in industrial placements/ work experience annually.
		Impact Measures: <ul style="list-style-type: none"> • HE progression data. • Number of SEN learners on industrial internships. • Numbers participating in industrial placements/work experience annually.

Objectives	Personal Guidance is integral to the core offer and is aligned to the college's strategic priorities.	
8. Personal Guidance	Actions	
	8.1	Strengthen the Careers & Employability Service to ensure that all learners have access to qualified and impartial Careers Advisers for personal guidance. Train up more staff to allow more guidance interviews
	8.2	Every learner to have an entitlement to at least one career guidance session during their time at college.
	8.3	Further strengthen links with cross-college teams to identify and meet learner needs.
		Impact Measures: <ul style="list-style-type: none"> • Number of IAG sessions delivered 1:1 face-to-face and in groups. • Number of external speakers / events offered in the calendar year. • Positive destinations data.



EXTERNAL RESOURCES / LINKS

The Careers Enterprise Company
www.careersandenterprise.co.uk/

West Midlands Combined Authority and Skills Plan
 WMCA: www.wmca.org.uk/
 Skills Plan: www.wmca.org.uk/news/skills-plan-launched-to-build-workforce-fit-for-the-future/

Gatsby Foundation
www.gatsby.org.uk/education/focus-areas/good-careerguidance

Post 16 Skills Plan
www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education

Department of Education Careers Strategy
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/_Careers_guidance_and_access_for_education_and_training_providers.pdf

Government Careers Strategy December 2017
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

National Careers Service
www.nationalcareers.service.gov.uk/

UCAS (Universities and Colleges Admissions Service)
www.ucas.com

Careers guidance and access for education and training providers

Skills for Jobs: Lifelong Learning for Opportunity and Growth

Careers strategy: making the most of everyone's skills and talents

Gatsby good career guide




























Black Country and Marches Institute of Technology
 Institute of technology

For a more detailed picture of the Gatsby Benchmarks for young people in colleges, please see the following booklet (gatsby.org.uk).

APPENDIX 1:

OPERATIONAL PLAN WITH TIMESCALES

Objectives	Phase	Target groups	Gatsby benchmark mapping	Activities	Timescales			Delivered by
					Short term (0-1 year)	Medium term (1-2 years)	Long term (>2 years)	
Engage all learners in relevant and timely carers education information and guidance	ENGAGED	All learners	8	Promote 1 to 1 IAG appointments booking system using QR code to drive up reach of the service across the whole college				Advice & Guidance Team E-Learning Learner Services Manager
		All learners	3	Promote the use of LMI through a variety of tools to inform careers management				Advice & Guidance Team Learner Services Team Marketing Team
		All learners	1,5,6	Utilise college communications platforms to direct learners to online careers events and resources				IAG Officers E Learning Marketing PIP Planning Team
		Full-time Further Education learners	6	Embed employer engagement and employment exposure into schemes of work				Assistant Principles Head of Learning Curriculum Managers
		Full-time Further Education learners	5	Continue to invite speakers from industry into college or via online sessions				Teaching Team
		Full-time Further Education learners	7	Transform school liaison assembly presentation to video format				School Liaison Team Team Marketing
		All learners	7	Continue to develop and offer virtual Open Events				Marketing School Liaison Team
		Full-time Further Education learners	5	Create a virtual Careers Fair				Marketing CEIAG Working Group
		Full-time Further Education learners	8	Drive up progression via Upgrade week				Teaching Team Head of Learning

Objectives	Phase	Target groups	Gatsby benchmark mapping	Activities	Timescales			Delivered by
					Short term (0-1 year)	Medium term (1-2 years)	Long term (>2 years)	
Make our information and careers materials more relevant so our learners seek to use them and engender a culture of careers curiosity	ENGAGED	All learners	1,3	Create a library of careers resources available On MY Dudley College				IAG Officers
		Full-time Further Education learners	1,3	Use learners to create short (3 minute) employability and careers education video content				IAG Officers Marketing
		All learners	1	Use and promote the CEIAG Service across all sites				IAG Officers Marketing
		All learners	1	Promote and incentivise use of the Unifrog/Smart careers tools				IAG Officers Teaching Team PiP Team
		Full-time Further Education learners	1	Involve learner participation in CEIAG envisioning sessions with our IAG Team and Enterprise Advisor on informing careers culture change				CEIAG Working Group Careers Leader
Seek to further improve our pre-application information, advice and guidance	ENGAGED	Parents	8	Develop an information session on study pathways aimed at parents of year 10 pupils to assist them with their child's GCSE option choices				AG Officers Marketing
		Full-time Further Education learners	8	Create resources on the college website to support transition into college				AG Officers Marketing
		Employers	1	Case studies to be produced showcasing work experience/ placement successes to be shared with employers				Industry Placement Team Marketing
		Employers	1	Each curriculum area to have at least one named employer with whom curriculum content their careers programme is evaluated annually				Assistant Principals Curriculum Managers

APPENDIX 1:

CONTINUED

Objectives	Phase	Target groups	Gatsby benchmark mapping	Activities	Timescales			Delivered by
					Short term (0-1 year)	Medium term (1-2 years)	Long term (>2 years)	
Seek to further improve our pre-application information, advice and guidance	ENGAGED	All learners	8	Review current admissions interviewing format to allow more flexibility in arrangements for different curriculum areas and learner types				Learner Services Manager
		Full-time Further Education learners	8	Further develop our Schools Liaison programme for years 9 and 10 and year 12 for IoT curriculum offer				Learner Services School Liaison Team Marketing
		Special Educational Needs learners	8	Further extend links with special schools to ensure personalised approach with young people and their families				Assistant Principal SEND Lead
		Special Educational Needs learners	8	Produce a transition map in and out of College for our SEND learners				Assistant Principal SEND Lead
		Special Educational Needs learners	8	Extend the skills of our IAG Advisors at providing information, advice and guidance for SEND learners				IAG Officers
		Special Educational Needs learners	8	Strengthen the links between the IAG Team and the Foundation Learning Teaching Team for a better understanding of careers education delivery				IAG Officers Assistant Principal SEND Lead
		All learners	8	Development of a live chat facility on the college website				Marketing
		Adult learners	2	Improve the information provided on the website relating to local marketing intelligence, signposting them to appropriate courses to meet local employment demand				Marketing

Objectives	Phase	Target groups	Gatsby benchmark mapping	Activities	Timescales			Delivered by
					Short term (0-1 year)	Medium term (1-2 years)	Long term (>2 years)	
Encourage learners to record and evaluate their careers journey to evidence engagement with our careers programme	SUSTAIN	Full-time Further Education learners	3	Develop tighter methods of recording learners' careers activities with monitoring to ensure compliance. Most especially: <ul style="list-style-type: none"> • Attendance at employer talks and workshops • Vocational trips and visits • Development of pre-employment skills • Development of wider employment skills 				IAG Officers PiP Team CEIAG Working Group Career Leader
		Full-time Further Education learners	6	Improve on and embed the methods of evaluation by learners of the work experience placements to ensure they were meaningful, such as a setting an assignment based on the experience				Industry Placement Team
Capitalise on on-programme learning to ensure our learners recognise their skills and application to employment	SUSTAIN	Full-time Further Education learners	4	Develop a system of badging to assist in signposting the wider employment skills				Career Leader
		Full-time Further Education learners	4	Assessment on career skill signposting to be included as part of lesson observations/ learning walks				Quality Team
		Full-time Further Education learners	3	Extend our programme of practice interviews, including online interviews for a changing world				CEIAG Team PiP Team

APPENDIX 1:

CONTINUED

Objectives	Phase	Target groups	Gatsby benchmark mapping	Activities	Timescales			Delivered by
					Short term (0-1 year)	Medium term (1-2 years)	Long term (>2 years)	
Seek to innovate our core careers activities	SUSTAIN	Full-time Further Education learners	4,5	Establish links with employers for delivery on our level 3 programmes for the T-level curriculum				Assistant Principals
		All learners	5	Expand our alumni programme and encourage alumni to engage with careers programme				Head of Marketing Careers Leader
		Full-time Further Education learners	6	Introduce a work shadowing programme for curriculum area where hard to source meaningful work experience				Head of Marketing Careers Leader
		Full-time Further Education learners	2	Research new and emerging technologies that offer opportunities within the personal development programme				CEIAG Working Group
		All learners	3	Develop opportunities for Enterprise within the enrichment programme and for adult learners				Industry Placement Team
Act as an exemplar for the provision of CEIAG services	SUSTAIN	External	1	Proactively participate as Lead College in the West Midlands FE Careers Hub sharing best practice and supporting local schools and colleges				Career Leader
		External	1	Capitalise on our roles as a stakeholder in the Black Country Carers Hub promote our careers programme to stakeholders				Careers Leader
Foster a growth mindset culture to ensure continuous improvement		All learners	1	Improve on feedback mechanisms for evaluation of our careers programme from all stakeholders				Careers Leader

APPENDIX 2:

WHERE ARE WE NOW?

PROGRESS AGAINST THE GATSBY BENCHMARKS

	BENCHMARKS & STANDARD	PROGRESS AGAINST BENCHMARK
1	Provide a stable careers programme	
	1.1. Every college should have a structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person of authority responsible	Careers Leader in place CEIAG Strategy in place Update on progress of actions from CEIAG Strategy at SMT Update on progress of actions from CEIAG Strategy at Corporation Link Governor Lead appointed CEIAG Working Group in place to drive forward CEIAG Strategy CEIAG staff trained to level 6
	1.2. The careers programme should be published on the college's website in a way that enables learners, parents, teachers and employers to understand the college's offer in this area.	Careers page and CEIAG Policy on college website. Careers page created on MYDUDLEY COLLEGE Careers page expanded on website to include section on how parents can support their child's careers education Tutorial programme published on the website
	1.3. The programme should be regularly evaluated with feedback from learners, parents, teachers and employers as part of the evaluation process	Questions on support for next steps included in our on-programme survey Feedback from learner destination survey
2	Promote learning from career and labour market information	
	2.1. All learners should have accessed and used information about career paths and the labour market to inform their own decisions on study options.	FT prospectus rebranded as a "careers guide" with signposting of career routes. Courses linked to jobs on the college website. Section of careers webpage for parents supporting careers education. Development of Parent Communications platform to share CEIAG Information Links to key websites so parents/carers can look at with student/applicant CEIAG presence at parents' evening
	2.2. Parents and carers should be encouraged to access and use information about labour markets and future study options to inform their support to their children.	FT prospectus rebranded as a "careers guide" with signposting of career routes. Courses linked to jobs on the college website. Section of careers webpage for parents supporting careers education. Development of Parent Communications platform to share CEIAG Information Links to key websites so parents/carers can look at with student/applicant CEIAG presence at parents' evening

APPENDIX 2:

CONTINUED

	BENCHMARKS & STANDARD	PROGRESS AGAINST BENCHMARK
3	Addressing the needs of all learners	
	3.1.A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.	Posters around college and in prospectus show diversity of learners on different courses. Supported Internship programme in place. Work experience programme for SEND learners.
	3.2. Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions.	IAG staff members maintain records of careers meetings and interventions.
	3.3.All learners should have access to these records to support their career development.	START Profile has "Locker" and "Action Plan" facilities that learners are encouraged to use to manage.
	3.4.Colleges should collect and maintain accurate data for each learner on their education, training or employment destinations after they leave college.	Intended destination data collected for FT FE and actual destination data collected for FT FE, PT FE, HE and Apprenticeships. Reported to SMT/Governors Destination data used in curriculum planning.
4	Linking curriculum learning to careers	
	4.1. Every learner should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.	All learners are advised by vocational and English & Maths teachers on the importance of English & Maths to obtaining a job. Relevant industrial context information is embedded within units for vocational qualifications. Curriculum delivery mapped to job specifications.
5	Encounters with employers and employees	
	5.1. Every year, from the age of 11, learners should participate in at least one meaningful encounter with an employer	Work experience is a requirement of all study programmes at Dudley College of Technology Regular programme of industry guest speakers and workshops across the curriculum Programme of vocationally related visits across the curriculum Careers fair in the summer term

	BENCHMARKS & STANDARD	PROGRESS AGAINST BENCHMARK
6	Encounters with employers and employees	
	6.1. By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.	Not applicable
	6.2. By the age of 18, every pupil should have had one further such experience additional to any part-time jobs they may have.	Work experience is a requirement of all study programmes Dudley College of Technology Develop content for PiP tutorial featuring workplace experiences, such as "what is a manager's role" or "what is an appraisal"
7	Encounters with further and higher education	
	4.1. Every learner should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.	All learners are advised by vocational and English & Maths teachers on the importance of English & Maths to obtaining a job. Relevant industrial context information is embedded within units for vocational qualifications. Curriculum delivery mapped to job specifications.
	7.2. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.	HE & Jobs Fair in Summer Term Learners supported in UCAS application process Progression week and Upgrade week in place
8	Personal guidance	
	8.1. Every learner should have at least one such interview by the age of 16 and the opportunity for a further interview by the age of 18	Progression interview offered to all learners who are uncertain of their next steps (77 learners in 21/22) IAG offered at pre-application stage IAG provided during enrolment IAG Team hold advice sessions/ pop-up shop across campuses all year round

