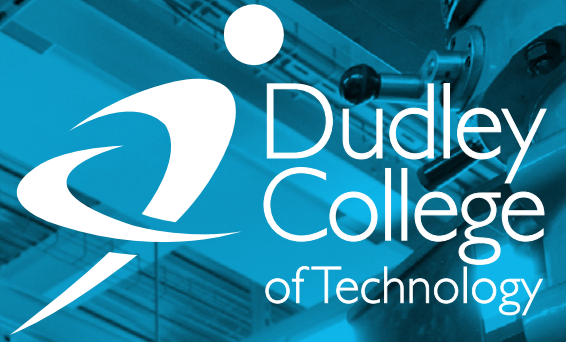




ACCOUNTABILITY STATEMENT 2026-27



PURPOSE

This accountability statement allows stakeholders to understand the key strategic objectives planned for Dudley College of Technology over the coming academic year. These objectives reflect key actions highlighted in our Strategic Plan, emerging activity identified through our Annual Strategic Impact Assessment (ASIA) and most importantly align to meeting priority skills development needs identified through the Local Skills Improvement Plan (LSIP), West Midlands Growth Plan, Post 16 Education and Skills White paper and working with employers. It also contains the College's approach to utilising the mainstream inclusion fund.

THE COLLEGE'S MISSION STATEMENT:

Outstanding technical and professional learning, which raises aspirations, develops skills and changes lives.

OUR VISION:

Dudley College of Technology will be recognised as an anchor institution in the region, working collaboratively with local stakeholders to deliver highly valued education and training opportunities to our residents and beyond. Our learners, across all ages and programmes, will recognise the College as a great place to study and will leave us with the knowledge, behaviours and skills to move forward. Most importantly, we will be recognised as a driving force in the regional economy, supporting individual prosperity and business productivity through the education, training and services we deliver.



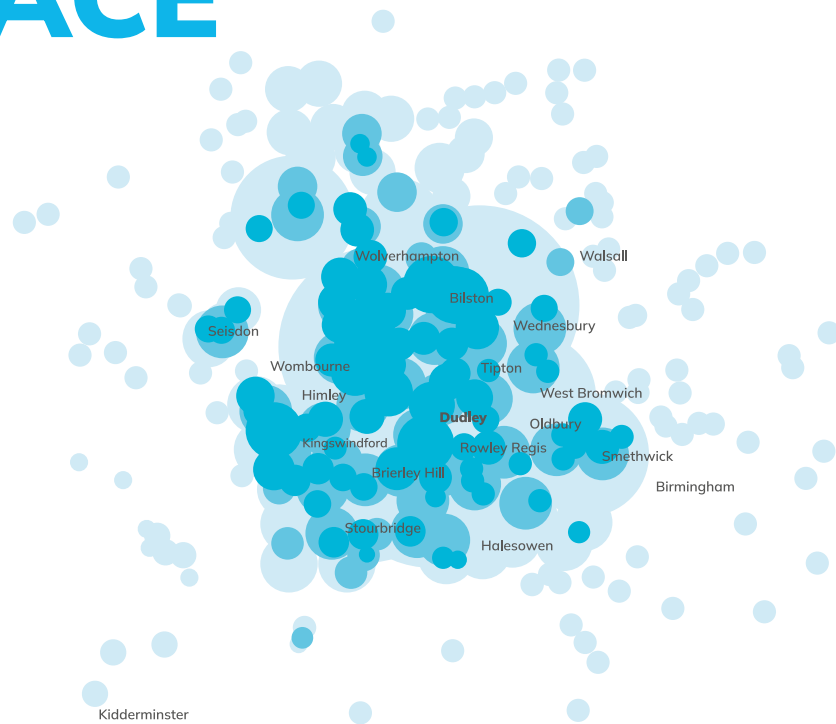
For further information on the wider plans for the College in each of the sectors we serve, please take a look at our new Strategic Plan 2024-27: www.dudleycol.ac.uk/our-college/about-us/strategic-plan-2024-2027/

CONTEXT AND PLACE

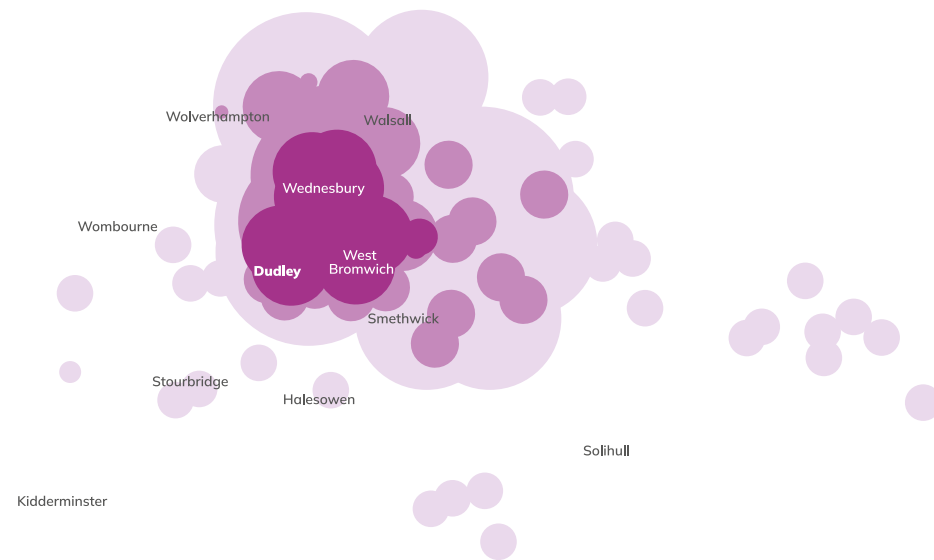
Dudley College of Technology is a large General Further Education (GFE) provider based in the heart of the Black Country in the West Midlands.

Dudley College of Technology is a large General Further Education (GFE) provider based in the heart of the Black Country in the West Midlands. The college supports around 11,000 students per year, including 5,000 young people on full-time education programmes, 4,000 adults and 1,500 apprentices. At the time of writing the college is rated as 'Good' by Ofsted (Nov 2023), and has its technical provision accredited to STEM Assured status. Many of the local people we support sit in the lowest deciles of deprivation. 52% of our young people sit in band 1 and 2 for our adults this is 57%. For apprentices this is 32%.

The college has two main learning quarters one in Dudley town centre and the other in Brierley Hill. The estate consists of 13 buildings with dedicated spaces for technical training, specialist facilities for learners with SEND, a dedicated A level centre and a Skills Shop supporting adults to gain employment. You can see more about each of our facilities here: www.dudleycol.ac.uk/student-life/facilities/

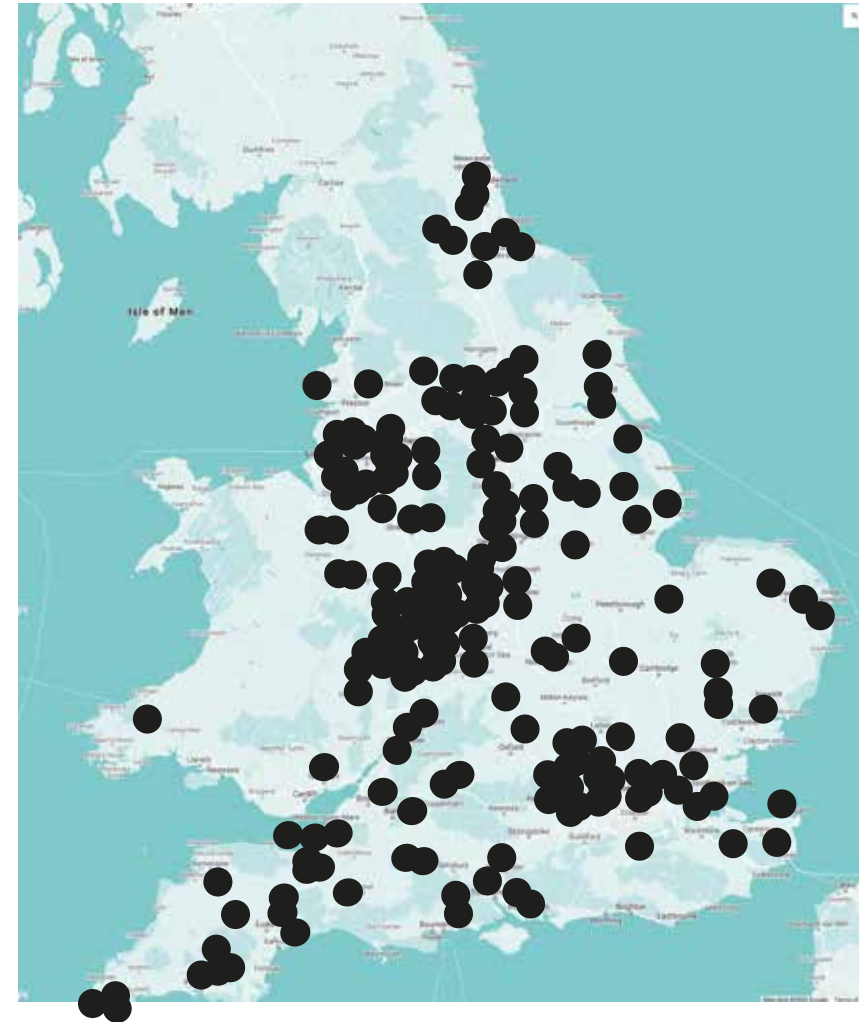


Travel to learn heatmap – 16-18 full time



Full and part time adults

In Dudley percentage of residents educated to degree level is 39% and the second highest in the Black Country.



Student residence - Apprenticeships

Through the FE College Condition allocation and its own funds, the College continues to invest significantly in its estate to ensure it is fit for future skills needs and is maintained to a high standard. This includes for 2026/27, an investment in facilities for Automotive training and Construction.

As demonstrated in the travel to learn maps, young people studying on full-time programmes are predominantly from the Dudley borough or its close neighbouring boroughs. For adults this is a similar picture although the pattern shows an even more Dudley centric map. For apprentices the travel to learn map demonstrates a much wider national spread. This is in part due to the specialist provision we deliver in Medical Engineering and Geospatial Surveying.

The Black Country is well served in further education, with all providers in the region rated 'Good' by Ofsted and a wide range of provision available. The colleges work well together. The Colleges West Midlands Group support collaboration across the Black Country and wider West Midlands on key strands including Curriculum Reform, priority sectors, Equality, Diversity and Inclusion and Green Skills.

In Dudley progress has been made, with marginal recovery of employment figures since the pandemic although behind neighbouring boroughs and England. There is an increasing number of residents educated to level 3. The percentage of residents educated to degree level is 39% and the second highest in the Black Country.

The region is not without its challenges, and this is recognised by Dudley borough and other surrounding areas being identified as Education Investment Areas. School performance is still below national levels, with some provision significantly below, meaning many young people are not ready to progress to level 3 provision when they leave school. There are fewer adults with level 4 or above qualifications than seen nationally and pockets of very low-level skills (or no qualifications) and long-term unemployment. The borough has a high number of young people who are either Not in Education, Employment or Training (NEET) or whose destinations after school are 'Not Known'. Dudley College, and its neighbouring college Halesowen College, is part of a NEET taskforce working with the Local Authority, Public Health and the Department for Work and Pensions to look at innovative ways to reduce the number of NEETs and 'not knowns' in the borough.

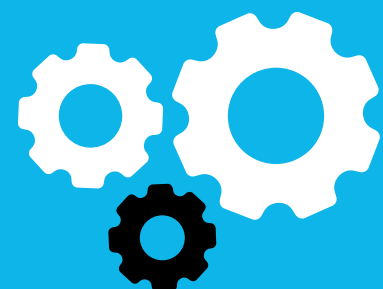
DUDLEY IN NUMBERS



331,930
people



Dudley is the second least deprived local authority area in the West Midlands Combined Authority, but there are challenges in some neighbourhoods



10,000
businesses



38.9% qualified to degree level – second highest in Black Country



Productivity 18% below national level, but comparable to other Black Country boroughs

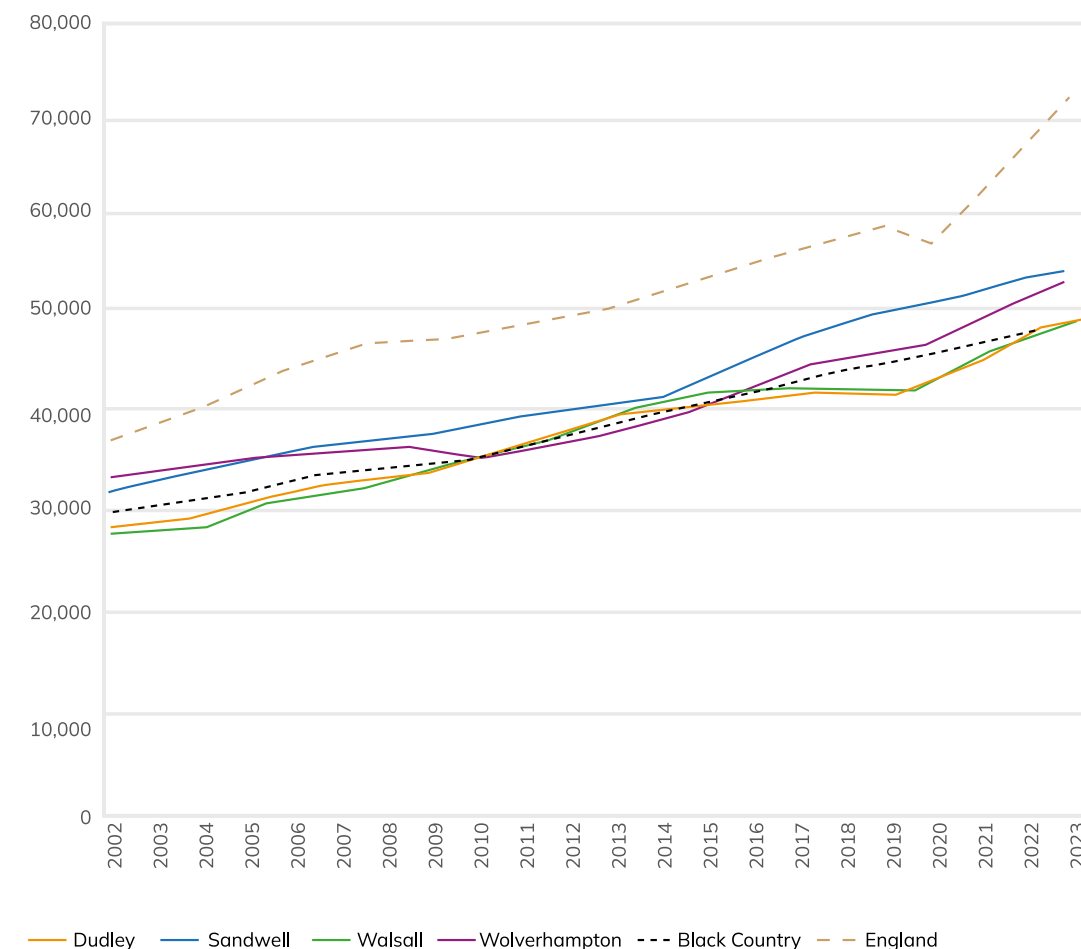


131,000
jobs



81.8% of residents economically active – higher than Black Country & WMCA average

All data from Labour Market Profile - Nomis - Official Census and Labour Market Statistics apart from the deprivation data, which is at Local Authority (Lower Tier) IMD2025 (OSGB1936) | CommunitiesOpenData



GVA per filled job, smoothed, 2002-23, £ (current price estimates)

There is considerable investment currently underway to improve business opportunities, transport, tourism, healthcare, and education opportunities. The region is home to some world-leading businesses, with particular strengths in engineering & manufacturing, construction, healthcare, business services, and transport & logistics. The key to success for the region is to support more local people to develop the skills to work in these sectors, driving up their income and in turn driving up the innovation and productivity of our local businesses.

We continue to be the sponsor for Dudley Academies Trust which consists of four secondary schools, three primaries and more recently a Special School all based within Dudley. With the central Trust team, we work through a

master collaboration agreement to deliver on several work streams including cross phase English and maths best practice, Alternative Provision, English as an Additional Language (EAL) and careers to support more young people to progress to positive futures.

Through an innovative collaborative model between the College, employers, local universities, and private training providers we have developed new routes for local adults to receive higher level training in a cost-effective way. With the support of West Midlands Combined Authority and local employers, we have developed a wide range of new flexible, modular programmes to support adults into work or to progress in their chosen career.

Our work to date has made a real difference to the individuals, communities, and employers we serve. However, there is more we need to do. For the coming year, this accountability statement shares just some of our priority objectives from that plan and how they align with local skills needs.

APPROACH TO DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT

Throughout the journey of investment in college facilities, we have ensured that we use these developments to reinvent ourselves in terms of the curriculum we offer.

At the heart of this has been a clear strategy of ensuring our provision is led by employers, aligned to priority skills needs and innovative in its approach to collaboration, to ensure the best outcomes. We work to ensure that our full-time offer, apprenticeship programmes, upskilling training offer is industry led and drives growth in the local economy.

The College has taken a detailed approach to Strategic Planning, including our 2024-27 plan. This plan has a dedicated section for each of the main sectors we serve, detailing the curriculum, facilities and employer engagement approaches we will implement. These plans are built bottom up with input from staff, students, and a wide range of stakeholders.

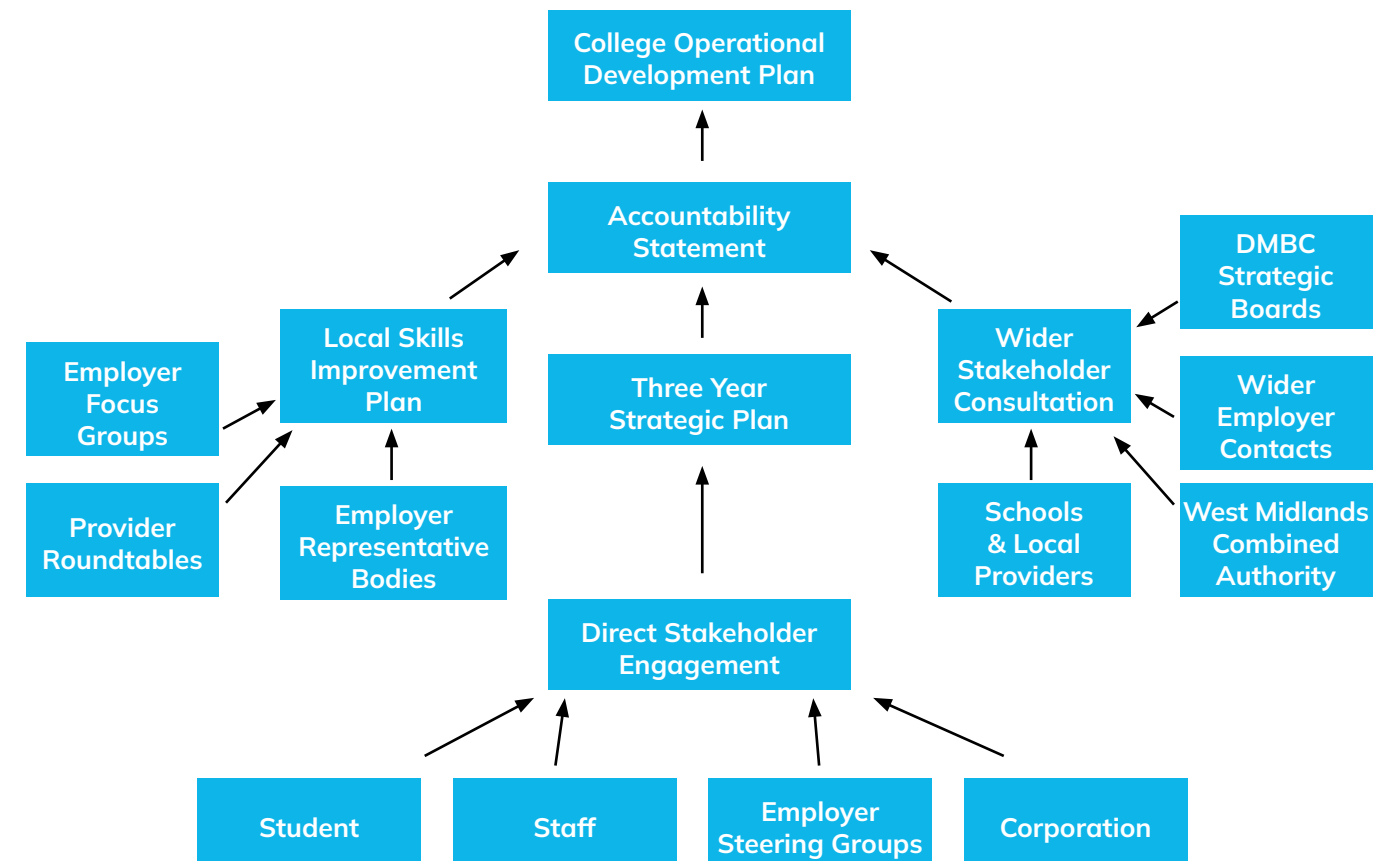
The College has been active in spearheading collaboration to ensure the skills needs put forward by employers can be met. Most recently our designation as the region's Technical Excellence College for Construction (CTEC) builds on



the work the College has done to ensure high-quality training in priority sectors. As the CTEC we are working collaboratively with local and regional colleges to increase Construction training in response to employer needs, ensure high-quality teaching practice in Construction training across the region with a focus on pedagogy, employer engagement,

investment in construction training and promotion of careers in Construction.

We are at the heart of our community and keen to hear and respond quickly to the needs of stakeholders. We have senior representation on Dudley Metropolitan Borough Council's Employment and Skills Board,



Dudley and Brierley Hill Towns Boards and Dudley Schools Forum.

At a local level, the five colleges across the Black Country work together to plan provision that is complimentary. At a regional level, Dudley College of Technology is part of Colleges West Midlands (CWM) and Skills West Midlands and Warwickshire. This enables the college to work collaboratively with other colleges and the strategic authority to ensure we are meeting the skills needs of our region's businesses and residents.

The strategic objectives contained within this accountability statement will be updated annually to share our priorities for each academic year with all stakeholders. This will continue to reflect the needs of employers set out in the Strategic Plan as well as responding to emerging local or national priorities. This includes the response to Curriculum reform at a national level for full-time learners, apprentices and higher education through the Lifelong Learning Entitlement.

CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

The College undertakes detailed strategic and curriculum planning activity to respond to skills needs in each sector, which is detailed in our Strategic Plan and actioned through our annual Operational Development Plan, monitored by Corporation.

In producing this we have reviewed relevant national, regional and local policy documents to ensure we are making a meaningful contribution to meeting skills needs.

Below we have highlighted several actions for the year ahead from these documents, that reflect how we are responding to national, regional and/or local priorities and skills needs.

College strategic objective	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
We will continue our focus on providing industry standard facilities that develop the skills needed for our region	Deliver the expansion and relocation of the Skills Shop. In collaboration with DMBC and University of Worcester, oversee the completion and opening of Higher Education and Skills Centre Dudley Develop and begin the implementation for a new location for the Transport Technologies Centre to ensure the curriculum is fit for the future. We will bid for capital investment to expand our Construction provision to include a CTEC Construction on-site hub. Update and implement the planned preventative maintenance programme ensuring sustainability is a core consideration, and deliver within timescale and budget to maintain a high standard environment Develop our long-term financial planning to incorporate planned investment in facilities, improve accuracy of forecasting Implement the recommendations within the carbon reduction plan and present a costed investment plan to reach net zero by 2041 Explore funding opportunities for the development of D Block to a dedicated facility for Entry to FE and roll-on-roll-off NEET provision

College strategic objective	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
We will continue to innovate in the design of our curriculum for young people to support progression and employment	Continue to expand the number of hours all young people undertake meaningful work experience linked to their programme of study, through support from local employers. Review the content and structure of the first 6 weeks of study programmes to focus on careers planning, starting points and work experience. Respond to the curriculum reform ensuring our offer remains competitive whilst ensuring learners progress to their desired destination. In preparation for the new English and maths stepping stone qualifications outlined in the Post 16 Education and Skills white paper, we will introduce a level 1 Functional Skills qualification for those learners who do not achieve a level 2 or above in school. Continue to support the successful progression of learners through embedding the Progression Gateway Assessments into the college calendar Begin to move to a structure where Entry to FE is a stand-alone department with a stand-alone Curriculum Manager and team. Continue to respond to the everchanging landscape of AI and digital transformation ensuring programmes prepare learners for the future Successfully implement the first wave of 2-year Level 2 programmes to ensure learners are well prepared for technician level roles in Constructions trades and Automotive.
We will continue to expand opportunities for our adults to undertake training and support their success.	Ensure adult learners on ESOL, AFS and Into Employment provision develop the digital skills including AI to support progression into employment. Following the relocation of the Skills Shop, expand provision to include Digital Literacy, Artificial Intelligence and increased Into Employment offer. We continue to grow our provision in Advance 2, supporting electricians and allied trades to develop their skills in sustainable technologies, making them more employable while contributing more widely to a greener economy." Develop a HE strategy for the college, focusing HE provision on priority sectors which respond to LLE modularisation to support more adults to achieve higher level qualifications. This should include quality processes which meet TEF requirements. Actively engage with the LLE implementation ensuring admissions and Learner Finance are ready for the roll out in 2027.
We will ensure our employer offer and services remain responsive and accessible.	Launch the Growth and Skills strategy following full consultation and monitor implementation against agreed timescales, ensuring appropriate resources are in place and targets for apprenticeships and adult skills are achieved. Review the apprenticeship onboarding process and make recommendations for improvements. Implement a new Employer Rewards Initiative to support employer engagement. Review our apprenticeship provision to ensure our offer is meeting local and regional priority sectors. Two-thirds of new starts to be in priority sectors. We will review the structure of Employer Advisory Groups to ensure they have a meaningful impact on curriculum design and delivery with a key focus on priority sectors: Health, Construction, Engineering, Digital and Creative. Working in collaboration with WMCA and other providers, ensure the Construction Technical Excellence College achieves the outputs of its delivery plan linked to boosting construction skills training linked to employer needs.

College strategic objective	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
We will further develop our services and systems to provide the best experience to our students and staff.	Develop the college's digital strategy, make recommendations based on the digital elevation tool and agree our AI approach using the government AI skills for the UK workforce. Implement the climate action plan. Update the college's approach to procurement to ensure sustainability is a key procurement priority. Implement the College's response to the Terrorism Act, ensuring twice yearly critical incident response exercise and at least 2 fast moving incident drills over the course of this plan. We will develop our CRM system to ensure we can accurately track employers and our communication to all employers is consistently high quality. We will continue to develop our communications with parents to ensure regular and reliable contact with parents including piloting a parent app in a discrete area. Work with staff, unions and external organisations including rolling out the BHSF programme for staff to reduce levels of staff sickness. We remain committed to continually review the pay and conditions for our staff to ensure we remain a competitive employer. This will include AoC pay recommendations. Complete a focussed intervention with mixed heritage learners across key client groups to close the achievement gap for this cohort. We will introduce an Employer Voice Forum across all campuses. Through collaboration with industry and the Teacher Industry Exchange initiative, support delivery of higher-level training in Construction through the CTEC.
We will continue to support the development of our staff to ensure we have the skilled people we need to deliver the training needs for the future.	Increase the number of staff exposed to World Skills Centre of Excellence development and resources so as they can learn from and share International best practice with our learners. Continue to deliver trauma informed practice and restorative practice sessions to teams and individuals. Through the Construction Technical Excellence College, deliver two dedicated training conferences to Construction practitioners to support the policy outcome of high-quality provision across the West Midlands region. Through the Quality team develop an annual CPD plan for teachers and professional services staff. For teachers, a particular focus on pedagogy and inclusion. This should include monthly best practice in teaching sessions. Ensure that in response to the proposed SEND reform all teachers complete national training.
We will continue do all we can to enrich the student experience throughout their learning journey.	Increase learner participation in local and national competitions to help raise standards and aspirations in our region. Continue to expand the number of learners benefiting from meaningful interactions with employers through Work Exposure and External Work Experience by a min 10% in 26/27 Continue to expand the number of opportunities learners have to participate in physical activity to support Health and Wellbeing. We will deliver a calendar of EDI events across the year to promote Inclusion across the college community. Deliver a series of interventions to increase under-represented groups in technical areas Develop a series of case studies of under-represented groups in Engineering and Construction to be developed and shared through a series of marketing platforms.

College strategic objective	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
We will continue to support our Dudley Academies Trust Schools through the Master Collaboration Agreement	We will establish an English and maths teaching network across phases from primary to FE where practitioners can share best practice and challenges to improve attainment across all phases. We will continue to support the AP provision within the DAT through delivery of a technical pathway as part of their programme. Through the CTEC we will deliver a 2 Construction careers events to our DAT schools encouraging students to consider Construction T levels as a route for them post-16. We will establish a termly Safeguarding meeting with the Senior Safeguarding and Inclusion Officer and college DSL's.
We will continue to provide an inclusive learning environment for all learners – including using the inclusive mainstream fund to build upon practice	We will proactively monitor the performance of learners with a variety of barriers to learning and report on challenges and approaches to closing any gaps We will deliver bespoke parent induction talks for those learners within Aspire and those with declaring an additional need. We will use the Inclusive mainstream fund to deliver a range of CPD interventions to continue to develop inclusive teaching practice. We will use the Inclusive mainstream fund to further improve the well-being space within our Dudley Learning Quarter. We will create a transition pack for learners with SEND to support transition to College. We will create a SEND toolkit for teachers and leaders to respond to learning and development needs.
We will work collaboratively with our local authority, local schools and colleges, Public Health and the department of work and pensions to support young people in our borough to find meaningful education or employment opportunities	We will .be an active member of the NEET taskforce in Dudley. We will bid for a capital investment to convert D Block within Broadway to an Entry to FE and Employment Centre. We will explore the development of an alternative provision solution for 16- to 18-year-olds who are at risk of suspension, exclusion or dropping out of college to support them in remaining in education. We will actively explore opportunities to expand our 14 to 16 alternative provision to support learners to progress into positive post 16 education or employment. We will continue to promote and expand our Industry Talent Events across more areas, where we showcase students to prospective employers that we work with the view to them gaining apprenticeships or meaningful employment. We will work closely with our schools to ensure improved data sharing and transition arrangements in preparation for the launch of career plans. We will strengthen early identification systems, working with schools, local authorities and partners to identify young people at risk of becoming NEET and intervene proactively before disengagement occurs.

LOCAL NEEDS DUTY

In our Strategic Plan 2024 – 27, we have detailed for each of the skills sectors we deliver what we will do to ensure we meet needs.

The actions from the strategic plan inform our college operational development plan. In addition to this, we monitor our performance against the targets set in our Strategic Plan, including where we need to increase or refocus provision and where we need to work with others to ensure the local and regional skills needs are being met.

The items capture some of the activities we are doing to meet the skills duty:

- Published our Strategic Plan 2024-27. the plan provides a detailed set of actions for each of the employment sectors we serve, all underpinned by our core aspirations of people, innovation, place and sustainability.
- Destinations data gathered from completing students showed a continued improvement in positive next steps (education or employment), with 91% of 16-18s and 89% of adults moving into a positive destination after their time at College.
- Grown our adult upskilling offer from the previous year, with particular growth in level 3 technical provision linked to local employment sectors.
- Secured funding and agreed plans for the expansion of our Skills Shop, specialising in Into the Employment programmes for local employers.
- Been actively involved in delivery of all six project streams of the Local Skills Improvement Fund. The college led on the 'electrification and manufacturing' project stream which has focussed on a significant staff upskilling programme, employer engagement in programme development and capital investments to expand technical facilities.
- Expanded the offer from our Institute of Technology in the areas of engineering, construction and medical technologies at higher level.
- Through collaboration with Colleges West Midlands and independently, we have held a number of employer engagement events to help raise awareness of our offer and inform future curriculum. We now have employer advisory boards in place in all priority sectors.
- Undertaken the development of our new science and animal management facility, which opened in September 2024.
- Undertaken a range of sustainability actions to reduce our impact on the environment, as well as delivering dedicated sustainability programmes to local employers.
- Achieved financial health grade of Good, a year earlier than planned and continue to show strong performance.
- Worked with neighbouring college, Halesowen College, to establish construction provision to meet the demand in Dudley.
- Developed capital plan for the Construction Capacity Fund to expand our Construction provision to create a 'on-site' environment which would increase the learners we could support by 120 and ensure they are more site-ready when they leave us.
- Implemented a Progression Gateway Assessment to support more learners to progress through the levels based on skills development and contextual English and mathematics rather than just focussing on qualifications.

- Revised our Engineering offer to ensure it meets the needs of local employers with a focus on wider manufacturing, including machining, fabrication and welding and CNC programming - which are high demand skills in the Black Country and wider Midlands area.
- Expanded our adult provision in construction, to include higher level skills such as training in Revit and Tekla, as well as programmes to enable access to construction sites through the CSCS scheme, supporting the increased demand for skilled construction workers across the region and nationally."
- Continued to develop our modular approach to HE with the introduction modular unit delivery for HNCs in Electrical and Mechanical Engineering.
- Engaged an external to gain stakeholder input into the next Strategic Plan to ensure we continue to respond to local skills needs
- Through collaboration with World Skills UK ,local employers and regional Colleges, we continue to increase opportunities to develop skills excellence through regional and national skills competitions. We remain fully committed to our role as a Centre of Excellence for World skills UK achieving champion status in recognition of our participation and engagement nationally

The College was inspected in November 2023 and received a 'Good' overall grade and a judgement that we were making a 'reasonable contribution' to meeting skills needs. In relation to meeting skills needs, the report read as follows:

"Leaders have an accurate understanding of the skills needs in the Black Country. They work collaboratively with stakeholders,

such as the local authority, on a range of projects. This includes training for long-term unemployed residents in Dudley, programmes for 14- to 16-year-olds who are not engaged in education, and rebuilding new college facilities. Leaders focus provision in their new buildings on the sectors most in need in the Black Country. This includes dedicated buildings for manufacturing and engineering, the Black Country and Marches IoT, service industries and arts, and current plans for a new healthcare training facility in partnership with a local university. The local authority and other stakeholders are highly complementary about the college.

Leaders plan training effectively with employers to meet their skills needs. They provide specialised training in higher-level skills in engineering manufacturing such as robotics and automation. Leaders have developed bespoke leadership and management training for aspiring managers within the local authority to provide a talent pipeline for succession planning and promotion. Many staff have moved on to roles with higher responsibility following their courses.

Leaders work with the local community to improve the area for residents and to provide opportunities for learners to practise their skills. Learners take part in gardening and planting for Brierley Hill in Bloom. Performing arts learners perform at local museum events on occasions such as Halloween and Christmas. Animal care learners learn new skills at the local zoo, such as moving giraffes. Learners gain valuable work experience and improve their skills and self-esteem.

Leaders are highly visible in the community and work very effectively with many stakeholders for the best interests of Dudley and the

surrounding area. However, in a few curriculum areas, leaders recognise that there is still more work to do to ensure that their courses are more closely aligned to industry skills requirements."

The senior team and governing body of the College remain committed to our ongoing actions to ensure we continue to develop our provision to meet skills need and have invested considerable time and effort in delivering the aspirations of our Strategic Plan. We have considered the findings from our Ofsted inspection and the Local Skills Improvement Plan in developing this strategy. Underpinning the new Strategic Plan is a separate Estates Strategy 2024-27 which details our commitment to the ongoing development of our technical facilities to ensure we continue to expand our offer in response to skills needs.

As well as regularly reviewing our curriculum offer, the Board will also provide assurance that the College continues to deliver on the actions set out in our Strategic Plan, through monitoring of our annual College Operational Development Plan and scrutiny of our Annual Strategic Impact Assessment. Our Strategic Plan makes clear our aspiration to do all of this through effective collaboration with all education providers in our region and to be transparent in reporting our progress and impact through a range of mechanisms. We will continue to act as a key contributor to educational partnerships and initiatives across the region, sharing best practice, resources and skills. Our collaborative approach will build on our historic work across the sub region, strengthening our relationships to develop collaborative models and agree solutions to meet local need.

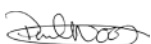
CORPORATION STATEMENT

The Corporation confirms that the College has met its duty under section 52B of the Further and Higher Education Act 1992 (as amended by the Skills and Post 16 Education Act 2022) to review how well its provision meets local needs. The Corporation considers that the College is making a strong contribution to meeting national, regional and local skills needs. Progress against agreed priorities is reviewed annually through the accountability statement, which sets out performance, identifies any remaining gaps and establishes updated priorities for the coming year, ensuring the duty continues to be met through an integrated and ongoing process.

On behalf of the Dudley College of Technology corporation, it is hereby confirmed that the college plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation on Tuesday 30th June 2026 at the full corporation meeting.

This statement will be published on the College's website which can be accessed from the following link:
www.dudleycol.ac.uk/our-college/about-us/strategic-plan-2024-2027/

Chair of Governors

Signed: 

Name: Paul Noon

Date: July 2026

Chief Executive and Principal

Signed: 

Name: Diana Martin

Date: July 2026

SUPPORTING LINKS

- This accountability statement can be accessed online at www.dudleycol.ac.uk/our-college/about-us/accountability-statement/
- College Strategic Plan - www.dudleycol.ac.uk/our-college/about-us/strategic-plan-2024-2027/
- College performance dashboard - www.dudleycol.ac.uk/our-college/about-us/dashboard/
- College Ofsted inspection report - www.reports.ofsted.gov.uk/provider/31/130475
- College annual financial accounts - www.dudleycol.ac.uk/our-college/about-us/
- Local Skills Improvement Plan - www.cw-chamber.co.uk/business-support/lsip/
- Regeneration plan for Dudley - www.dudley.gov.uk/business/regeneration/ www.regeneratingdudley.org.uk/
- Dudley Economic Regeneration Strategy - Dudley Borough Economic Regeneration Strategy | Dudley Council
- Black Country & West Birmingham Socio-Economic Profile (Black Country Consortium) - www.strategyunitwm.nhs.uk/sites/default/files/2020-10/BCWB%20Socioeconomic%20Profile%20July%202020%20-%20Final.pdf
- West Midlands Combined Authority Plan for Growth - www.wmca.org.uk/what-we-do/economy-and-innovation/plan-for-growth/
- WMCA Employment & Skills Strategy - www.wmca.org.uk/media/wtwpjng2/wmca-employment-and-skills-strategy-2024-2027.pdf
- Skills England: Sector Evidence on the growth and skills offer - Skills England Sector evidence to support the Growth and Skills Offer
- Curriculum Assessment Review Interim Report - Curriculum and Assessment Review: interim report
- Get Britain Working - Get Britain Working White Paper - GOV.UK
- Post 16 Education and Skills White paper - Post-16 education and skills white paper - GOV.UK



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