



Dudley
College
of Technology



Dudley
Sixth
for A levels

STRATEGIC CAREER GOALS (2026 - 2027)

DANGER

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OPERATE**

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PRIORITY 1:

EMBEDDING CAREERS AND WORK EXPERIENCE INTO PROGRAMMES OF STUDY

Curriculum and support teams have a clear focus and deliver courses that have a clear destination or career-related pathway.

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. We will ensure that all learners irrespective of level of study will have a work experience element to their study programme, this may be a block release element as in the T level programmes or a community project as in Entry to FE programmes.

Links to Benchmark/Framework/
Institutional Priorities

GBM1, GBM2, GBM3, GBM4,
GBM5, GBM6, GBM7, GBM8

Academic Year	Target	Action	Who	Success Criteria/Impact
2026/7	Capture the activity of career learning in programmes of study	Ensure all curriculum areas can identify career related activity in programmes of study	Heads of Learning	Students, staff and partners are aware of the college's careers provision
2026/7	Create English and Maths posters to show link to Career goals	Design specific communications to enhance student underpinning skills	Careers Leader and Head of English & Maths	Displayed posters around college and on college website/Sharepoint.
2026/7	Identify WEX activity for all learners in all full-time programmes	Restructure work experience across college to align closely with curriculum areas. Improve reporting and recording of work placement/work exposure by learner	Heads of Learning Head of Quality	Increase in learners accessing work experience/ work exposure. Recording the impact on their ILPs.
2026/7	Develop an annual Careers Programme that combines the focus of the tutorial and the Careers Team	Develop a published roadmap, by level, to align the focus of the Careers Team, and their offer, to the Scheme of Work for each level.	Careers Team Tutorial Lead	Published plan, shared with all stakeholders.

Monitoring – How will this be reviewed	Evaluation – How will the impact be measured?
Meetings of the Careers Working Group including Careers Leader, Head of Quality, Employer Engagement Director, Heads of Learning	Student Induction Survey / Satisfaction Survey Compass Reports Quality Reviews / Impact Assessments/ Quantitative Reports to senior management Power BI report

PRIORITY 2:

DEVELOPING THE USE OF ONLINE TOOLS TO SUPPORT CAREER CHOICES AND MONITORING USE

The college provides access to a number of online tools including Pathways, Xello and Unifrog, these are embedded into the Tutorial programme. Our aim for the life of this plan is to ensure consistent and universal use of these tools. Improving reporting on usage and using those reports to provide intervention so we can ensure all students are in a position to make well informed career choices.

Links to Benchmark/Framework/
Institutional Priorities

GBM1, GBM2, GBM3, GBM4,
GBM5, GBM6, GBM7, GBM8,

Academic Year	Target	Action	Who	Success Criteria/Impact
2026/7	Ensure that all students understand how to access online Career Programmes	Ensure access is built into student Induction Online careers activities are incorporated into the tutorial offer Promote the packages to parents to encourage use	Heads of Learning Head of Quality Careers Leader	Increase use of Unifrog and Xello by 20% on 2024/5 usage. A more even distribution of usage across all study programmes across the academic year.
2026/7	Drive up engagement	Bring report to SLT Termly on usage of systems by students	Careers Leader Head of Quality	Close monitoring that drives up engagement overall.
2026/7	Develop careers resources within the new Student Intranet	Work with Digital Services to develop a new suite of resources and noticeboards on the new student intranet.	Digital Services Careers Team	Published resources on new student intranet. Report on analytics of access to materials.
Monitoring – How will this be reviewed			Evaluation – How will the impact be measured?	
Meetings of the Careers Working Group including Careers Leader, Head of Quality, Employer Engagement Director, Heads of Learning			Student Induction Survey / Satisfaction Survey Quality Reviews Impact Assessments/ Quantitative Reports to SLT	

PRIORITY 3:

MONITORING THE IMPACT OF CAREER EDUCATION ADVICE GUIDANCE ON STUDENT EXPERIENCE

Curriculum and support teams have a clear focus and deliver courses that have a clear destination or career-related pathway.

All learners create an Individual Learning Plans (ILP), which includes them defining their career goal at the start of their studies then working towards that goal. We want to better understand the relationship between the goals they set and their destination on concluding their study programme.

Links to Benchmark/Framework/
Institutional Priorities

GBM1, GBM2, GBM3, GBM4,
GBM5, GBM6, GBM7, GBM8

Academic Year	Target	Action	Who	Success Criteria/Impact
2026/7	Ensure 100% compliance on target setting in ILP Ensure 100% compliance on review of target at end of year	Build target setting into Induction programme	Heads of Learning Head of Quality Careers Leader	100% compliance report data 100% compliance report data
2026/7	Demonstrate increase in engagement in CEAG activity	Bring report to SLT Termly on usage of systems by students	Careers Leader Head of Quality	Close monitoring that drives up engagement overall
2026/7	Show students value CEAG activity	Ensure student survey considers CEAG	Careers Leader Head of Quality	Target 80% of all learners demonstrate they value CEAG activity
Monitoring – How will this be reviewed		Evaluation – How will the impact be measured?		
Meetings of the Careers Working Group including Careers Leader, Head of Quality, Employer Engagement Director, Heads of Learning		Student Induction Survey / Satisfaction Survey Quality Reviews Impact Assessments/ Quantitative Reports to SLT Achievement / Destination data		

PRIORITY 4:

EXPANDING LINKS WITH EMPLOYERS IN ALL CURRICULUM AREAS

We know there are numerous relationships with employers and employer representative bodies across our curriculum areas; both direct (we are training apprentices from those businesses) and indirect (employers are working with awarding bodies on curriculum design). Our ambition for the life of this plan is to ensure businesses of all sizes are working with us through our Employer Forums, to ensure students understand the changing labour market and fully understand what employers are looking for when recruiting their work force.

Links to Benchmark/Framework/
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GBM1, GBM2, GBM3, GBM4,
GBM5, GBM6, GBM7, GBM8,

Academic Year	Target	Action	Who	Success Criteria/Impact
2026/7	Ensure Employer Forums exist across all areas of the college and are shaping curriculum	Regular scheduled Employer Forums	Heads of Learning Director of Employer Partnerships Careers Leader	Standardise agenda and published minutes of each employer forum for every curriculum area
2026/7	All Course Tutors can demonstrate employer engagement is built into their delivery programme	Provide a delivery programme planner for staff to input into Audit planners to evidence coverage	Careers Leader Heads of Learning	Achievement of Gatsby benchmark 5
2026/7	Ensure employers sponsor curriculum plans	Termly reports of ProMonitor activity	Heads of Learning Course Leaders	Achievement of Gatsby benchmark 5
Monitoring – How will this be reviewed		Evaluation – How will the impact be measured?		
Meetings of the Careers Working Group including Careers Leader, Head of Quality, Employer Engagement Director, Heads of Learning Course Leaders		Minutes of Employer Forums Audit carried out by Heads of Learning Employer Feedback		

PRIORITY 5:

ENSURING CAREER PATHWAYS ARE IN PLACE INCLUDING LEVEL 4 PATHWAYS

The College has built a series of progression routes to facilitate onward progression to specific careers. Our goal is to further develop pathways at level 4 and beyond both with our own provision and through developing meaningful partnerships with Higher Education Institutions whose specialisms complement our own expertise.

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GBM5, GBM6, GBM7, GBM8

Academic Year	Target	Action	Who	Success Criteria/Impact
2026+	All subject areas can demonstrate either internal pathway to Level 4+ provision or have established partnerships with external providers i.e. Independent Training Providers, Higher Education Institutes	Mapping of curriculum offer to show pathways	Head of Careers Heads of Learning	Established partnership for all level 3 programmes progression. Publish progression pathways/posters.
2026+	Establish provision at Level 4+		Assistant Principals Vice Principals Curriculum	Publish progression pathways/posters.
Monitoring – How will this be reviewed		Evaluation – How will the impact be measured?		
Meetings of the Careers Working Group including Careers Leader, Head of Quality, Employer Engagement Director, Heads of Learning		Business Planning		

PRIORITY 6:

ENSURING INDIVIDUAL NEEDS ARE MET

We will ensure we provide an inclusive careers programme that ensures 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.

We will make sure careers guidance for learners with special educational needs and disabilities (SEND) is adapted, where appropriate, enabling a personalised approach. Reinforcing the 1:1 personal guidance is delivered to every student with an EHCP plan.

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GBM1, GBM2, GBM3, GBM4,
GBM5, GBM6, GBM7, GBM8

Academic Year	Target	Action	Who	Success Criteria/Impact
2026/7+	A Careers Plan for Highest needs learners	Create Plan and communicate it across the Team	Head of Inclusion Careers Leader	Plan in place and shared across college.
2026/7+	Performance of vulnerable students is on par with comparators	Provide data set to demonstrate evidence Work with curriculum to ensure plans provide high quality work exposure/ placements for highest need learners	Head of Inclusion Head of Quality Heads of Learning	Identified data set and shared across college.
2026/7+	Increase WEX placements opportunities for Highest needs learners	Provide data set to demonstrate evidence	Head of Inclusion Head of Quality	Yearly rise in the number of WEX placements for Highest needs learners.
Monitoring – How will this be reviewed		Evaluation – How will the impact be measured?		
Meetings of the Careers Working Group including Careers Leader, Head of Quality, Employer Engagement Director, Heads of Learning Head of Inclusion		Compass Reports Quality Reviews / Data reports		



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