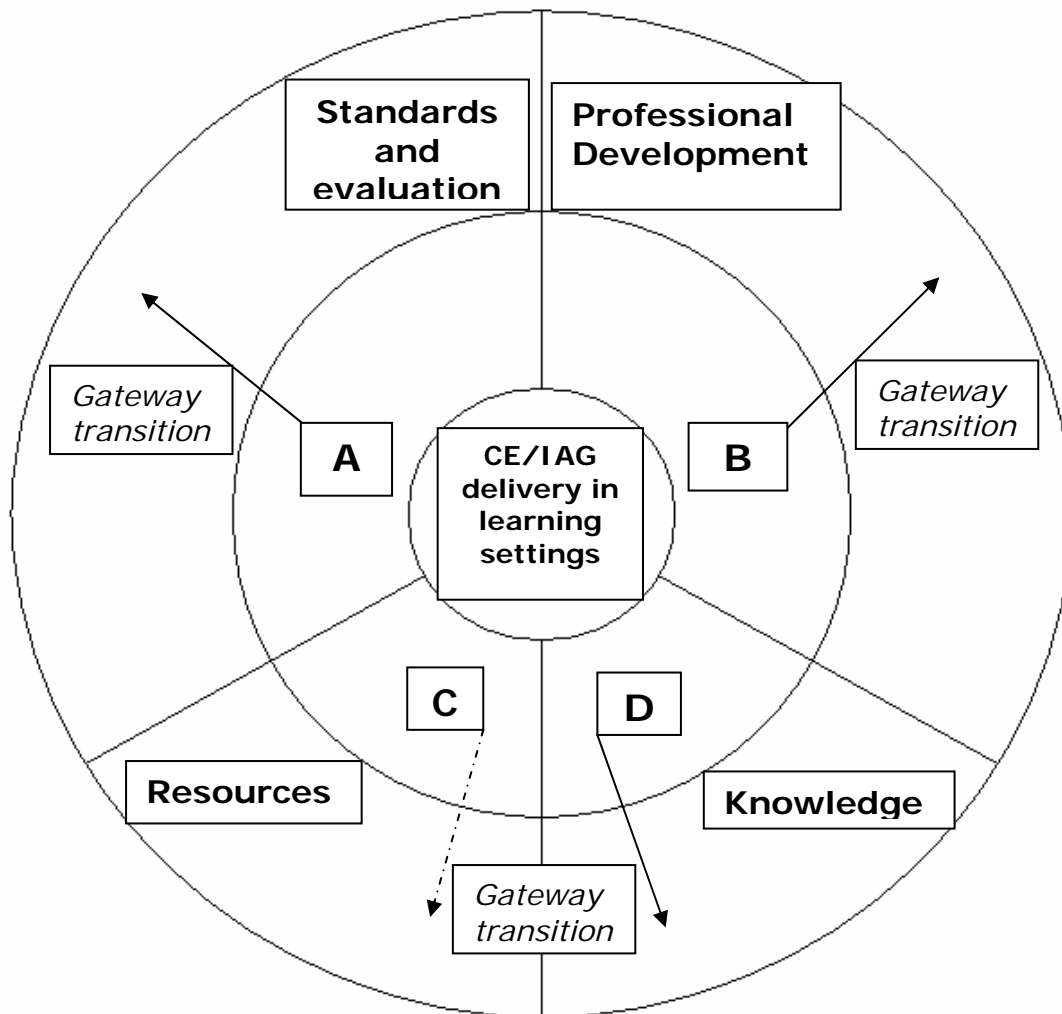


Model for CEG/ IAG workforce development and diploma Gateway submissions in Oxfordshire.

The following model was developed following consultation with the 14-19 strategy and project groups, secondary head teachers, college principals and Connexions Oxfordshire. Following the feedback received, it was adapted to be more explicit about the support available before and during the transition through the Gateway process. The model illustrates our contribution to the support for local CEG/IAG workforce development, including activity that would be triggered by Gateway preparation and success.



How the model works to support IAG/CEG for you

The central aim is to support **effective and high quality delivery of CE/IAG in learning settings**. The contribution offered to CEG/IAG workforce development includes existing baseline support, which becomes more targeted and intensive as consortia make the transition through the diploma gateway.

The model aims to support effective careers education, information, advice and guidance (CE/IAG). This includes **curriculum and workforce development**.

Key players in the delivery of effective CE/IAG include **tutors** of students in “transition years”, learning **mentors**, careers and work related **learning coordinators**, and Connexions **personal advisers**. They will all benefit from aspects of the support on offer.

The baseline and focussed transition support available in each of the four main areas shown on the diagram on page one is outlined below.

A. Standards and Evaluation

Baseline:

- Raising awareness of and support towards meeting national IAG quality standards and their implications
- Encouraging use of ‘Dare to Ask’ to evaluate career learning, provide “learner voice” evidence for self-evaluation and to identify curriculum needs.
- SEF resource for self evaluation of CEG
- Consultancy support for self evaluation
- Support for Investor in Careers quality standards or award

Transition and post Gateway:

- Offer of diagnostic check, measured against national IAG quality standards and gateway requirements for IAG provision.
- Summary analysis statement and signposting/recommendations for next steps.

B. Professional Development

Baseline:

- CEG/IAG workshop programme for practitioners
- Annual conference
- Access to regional training programme and support for accreditation
- Induction for new practitioners
- Training material provision.

Transition and post Gateway:

- Training needs analysis based on IAG workforce framework
- Signposting to next steps.
- Identification of key personnel who can cascade training to others within the setting/consortium
- Specific CPD 'Train the Trainer' package delivered to these key personnel, with associated materials to support cascade
- Co-ordinated link to external providers – e.g. IAG lead practitioner (SSAT) and to additional provision – e.g. Area Prospectus, Individual Learning Planners.

C. Resources to support curriculum development and information

Baseline:

- National IAG workforce development website analysis undertaken by careers education team with cross-referencing to local IAG/CEG publications and services available from the team.
- CEG/IAG resources for curriculum delivery and professional development made available to wider IAG workforce, with a careers education resources centre catalogue on website.
- E-newsletters and updates.
- Downloadable teaching and learning material provision.
- Consortium/site specific data analyses for intended and actual student destinations.
- "Career Companion" website licence provided as an information resource for professionals and learners.
- Pathways and choice publications for young people.
- On-line access to 'Dare To Ask' CEG learning evaluation tool.

Transition and post Gateway:

- Provision as above – used to meet the specific identified needs of the consortium/workforce.

D. Knowledge of CE/IAG aims, objectives and delivery methods.

Baseline:

- Consultancy advice on careers education and IAG development available to all partnerships and settings.
- CEG/14-19 practitioner networks convened by Careers Education Development Adviser (CEDA) – will link to national quality standards for IAG, IAG workforce issues and include updates on 14-19, IAG and CEG and sharing good practice.

Transition and post Gateway:

- Consultancy advice on IAG/CEG for gateway submission.
- Interpretation of IAG national standards
- Working knowledge and advice on CPD for IAG/CEG
- CEG/14-19 practitioner networks to become more focused on IAG in relation to the diploma lines and careers education curriculum development to support choices that include diplomas.

Accessing support for IAG/CEG

Baseline provision

To access baseline provision contact:

Anne Newton, Careers Education Development Adviser.
Tel 01235 536780,
Email anewton@cfbt.com

Elaine Barnes, Operational Support Manager.
Tel 01235 536780
Email ebarnes@cfbt.com

During gateway transition and post gateway:

Consultancy, training and support can be negotiated in a number of ways:

- Support is available to **those writing the IAG elements of diploma** gateway applications, including training in IAG/CEG for gateway leaders, consultancy on drop-in days or critical reading of submissions.
- **Gateway leads** might identify a need for **line-specific IAG workforce** development.
- Success in passing through the Gateway will trigger an approach offering **support and needs identification process** for IAG/CEG development.
- **Consortia**, through their partnership coordinator, can request input to support IAG workforce development as outlined in the model.
- **14-19 CEG/IAG network groups** might identify their own training or consultancy needs.
- **Curriculum leads for CEG** can negotiate on behalf of a setting or staff group.
- External colleagues, for example **SSAT lead practitioner** for IAG, may refer back to local provision for follow up development and support.

Contact details are as above.

Please make sure that colleagues involved in CPD, 14-19 Gateway work, IAG or CEG development, and their managers receive a copy of this information.