

Post-16 Education

Education and Home Affairs Scrutiny Panel

Presented to the States on 26th April 2019

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1. Chairman's Foreword



This report addresses the provision of Post-16 Education in Jersey, in a landscape of changing qualifications and needs within our community and wider society. We aim to give an overview of the current provision, how appropriate this is for Jersey; and to look to the future and the changing requirements we face in a fast changing world.

It is clear that we have an incredibly dedicated workforce in the Post-16 sector, and indeed across our education system. It is vital that we listen to the professional voices as we develop our provision.

The Panel was very keen to involve young people in the review and are very pleased that the survey we used engaged 2,000 students either undertaking, or looking to begin Post-16 education. I thank them for their input and, in particular, the students we met and spoke to during this process.

Our conclusions and recommendations come from an evidence base. We undertook lengthy discussion and consultation with stakeholders across the sector and the wider Jersey community. The Panel conclusively agreed that the current and long-term funding levels for education of are a significant concern to the future of our young people and the educational opportunities they are able to access.

I hope this is the beginning of an ongoing dialogue that has the future of our young people, the education they can access, and the quality of their lives at the heart of its agenda. In doing this, we ensure that they become the skilled, educated and vibrant members of our society who will ensure Jersey continues to survive and thrive.

A handwritten signature in black ink, appearing to read 'Rob Ward', written in a cursive style.

Deputy Rob Ward
Chairman,
Education and Home Affairs Scrutiny Panel

2. Executive Summary

Post-16 education relates to the learning opportunities that students can access once they have completed compulsory education at the age of 16. In general terms, post-16 education usually involves a student undertaking what is termed a Level 3 qualification (i.e. A Levels, International Baccalaureate and BTECs) which can be either academic or vocational in nature, however, it is also possible to study lower levelled courses in order to progress to a Level 3. Both types of qualifications are designed to provide young people with an access route into either higher education, or straight to employment.

As a result of the previous Education and Home Affairs Panel's work in respect of student finance, and the previous States Assembly's decision to fund higher education for eligible students, it was deemed important to review the provision available in the Island that would give young people the qualifications necessary to access higher education and also employment.

The Education and Home Affairs Panel therefore agreed to conduct an in-depth review of the current provision available in Jersey and whether it was meeting the needs of students and giving them the skills to be active members of society. As some students do go direct to employment after finishing post-16 education, the review also focussed on whether those young people had the necessary skills to meet the needs of local business and industry, alongside achieving their own personal aspirations. Finally, it was agreed that the review should include an analysis of post-16 education systems in other jurisdictions.

The Panel found that compulsory education in Jersey ends at 16, although under the Education (Jersey) Law 1999, the Minister for Education has a responsibility to provide appropriate opportunities to people over the age of 16. There is however, no statutory responsibility to provide post-16 education opportunities, even though over 90% of students go on to study some form of qualification post-16. As a result of the evidence received throughout the review about this situation, the Panel has recommended that as part of the review of the Education (Jersey) Law 1999, the Minister for Education investigates the merits, implications and definition of raising the school participation age to 18.

There are currently six providers which offer post-16 opportunities, of which four are fee-paying (Beaulieu Convent School, De La Salle College, Jersey College for Girls and Victoria College) and two non-fee paying (Hautlieu and Highlands College). Five of these establishments offer a traditional academic route (i.e. A Levels or International Baccalaureate) and limited vocational courses, whereas Highlands College offer predominately vocational courses (i.e. BTECs) as well a Level 2 qualification called the Jersey Progression Qualification designed to help young people progress to a Level 3 standard. Skills Jersey also provide opportunities for young people through the Trackers Foundation programme. The four fee-paying providers have a service level agreement to allow students to access courses on one of the other schools that may not be available in their school. This is not extended to Hautlieu and Highlands College. Bursaries are available for students to access the four fee-paying schools, however if they do not meet the criteria or have sufficient finances, students are at present only able to access the other two providers, of which one offers mainly academic qualifications and the other vocational. On top of the qualifications on offer, there are also extensive extracurricular and personal development opportunities for young people within each of the providers.

The Panel received some 2,000 completed surveys from students (both studying post-16 and looking to enter post-16 courses) to establish their views on the current post-16 opportunities available to them in the Island. The findings showed that young people have generally positive views about the post-16 opportunities available to them, however, issues were raised as well. Whilst most students were satisfied that the post-16 opportunities were available to them in

Jersey, over half of those surveyed felt that having sufficient finances was a barrier to accessing post-16 education. Transport issues and a lack of information about what is available were also highlighted as issues for young people. The Panel has recommended that the Minister for Education reviews the current means by which students are informed about their options post-16, and also reviews the current bus service arrangements with a view to promoting its use and decreasing traffic congestion.

The Panel found that the local business and industry representatives that it consulted held concerns about the level of digital skills in school leavers heading straight into employment, as well as some of the soft and interpersonal skills they possessed. The Panel learnt that the demands of employers of students both technically and academically are growing year on year which in turn is putting increasing demands on the requirements of our educational service. Whilst most employers were prepared to invest in some way in young people, the Panel has recommended that the Minister for Education give consideration to including Information Technology as a required subject whilst reviewing the Education (Jersey) Law 1999. Furthermore, the Panel has recommended that in order to increase digital skills and give schools the opportunity to be more creative in the teaching of digital skills, the Minister should urgently review the current education information technology infrastructure.

The Panel discovered several key themes throughout the review which require further consideration by the Minister for Education. The Jersey Premium (which is a targeted funding scheme to support schools with disadvantaged children) is available to schools for students up to Year 11, but is not currently available to support students studying post-16 courses. A pilot funding scheme in Hautlieu and Highlands College was run but has not been continued at this time. This was highlighted as a challenge by several providers as well as the Minister for Education, to which end the Panel has recommended that the Minister for Education identifies funds within the Government Plan in order to extend this provision to support students studying post-16 courses.

The funding of schools has been highlighted throughout this review as the biggest concern in relation to education in general, not just post-16 education. The Panel has received evidence that there is widespread agreement that the current funding of schools is sub-optimal. This has been acknowledged and agreed by the Ministerial team. There is also concern that the current funding model for schools does not allow them to plan in advance, especially given the different financial years for Government and schools. The Panel has recommended that a suitable mechanism is created within the Government Plan to allow schools to operate on a three to five year budgeting cycle. It has also recommended that the Minister for Education implements any recommendations arising from a working group tasked with identifying optimal levels of funding for secondary schools.

The Panel found several barriers to post-16 education throughout its review. One of the biggest findings from the student's survey was that half those surveyed felt having sufficient finances was a barrier to accessing post-16 education. Although most students felt that they had suitable choices post-16, nearly two thirds of those currently studying post-16 courses are doing so within the non-fee paying schools which suggests that finances could in fact be a barrier to a large number of young people. The Panel discussed this issue with Officers in the Department for Children, Young People, Education and Skills as well as with the Minister for Education and has recommended that further investigation into the merits, value and implications of removing the financial barriers that may exist for students to access all post-16 providers is carried out. This should include a review of current bursary arrangements as well as identifying a future funding model for post-16 education.

The Panel found that there is a service level agreement between the four fee-paying schools which allows students to access courses that may not be available at their school. This is not

extended to Hautlieu and Highlands. It was highlighted that parents of fee-paying school students would not be happy to pay for something that their child could access for free at another provider. There is also the aspect of parental choice which should be respected when considering their child's education. When assessing the collaboration between Hautlieu and Highlands College, the Panel found that there were barriers to greater collaboration between the schools as a result of timetabling and safeguarding arising from students over 16 sharing spaces with those under 16. It was found that a number of these issues stemmed from the Key Stage 4 intake at Hautlieu School. The Panel is aware that this is a sensitive issue in the local community, but has recommended that the Minister for Education reviews the merits, value and implications of the 14+ transfer to determine whether it does indeed create barriers to greater collaboration between the two providers.

A significant number (48%) of the post-16 cohort access courses at Highlands College. Throughout the review the Panel has received evidence relating to the current poor state of the facility and the perception that it does not offer the same level of qualifications as other providers. The Panel has recommended that the Minister for Education prioritises the development of a purpose built, further education campus within the Government Plan, to be completed by 2023. As part of this development, the Panel has also recommended that consideration is given to the integration of provision at Highland College and Hautlieu School in order to increase the access to a wider range of courses for young people to better meet the needs of a modern and vibrant economy.

The Panel analysed post-16 education systems within other jurisdictions including; Guernsey, the United Kingdom, Australia, Germany, Finland and Singapore and found that there are unsurprisingly a wide variety of systems and approaches across the world. Understandably the system in Jersey is most closely aligned with the system within the United Kingdom. During a fact finding visit to the Association of Colleges Conference during November 2018, the Panel found that the United Kingdom is currently piloting T Levels to create a vocational equivalent to A Levels. The Panel has recommended that the Minister for Education closely monitors the development of T Levels in order to ensure the vocational qualifications being offered in Jersey are at a similar level so as not to disadvantage young people accessing higher education in the United Kingdom.

The Panel would like to thank the post-16 providers for their time and attention within this review and would especially like to thank the young people that assisted the review by taking part in the survey. The Panel would like to thank Islands ARK for assisting in the development and roll out of the survey. It would also like to extend its thanks to the Minister for Education, the Ministerial Team and Department for Children, Young People, Education and Skills for its assistance throughout the review.

3. Findings and Recommendations

NB: Each finding and recommendation contains reference to the section of the report where further information and explanation can be found.

Finding 1

Jersey currently has six post-16 providers which are made up of two States fee paying schools (Jersey College for Girls and Victoria College), two private fee-paying schools, (Beaulieu Convent School and De La Salle College) one non-fee-paying States school (Hautlieu) and one Further and Higher Education College (Highlands College). **(See Section 5)**

Finding 2

There are currently five schools that offer what would be called a traditional academic A Level provision for post-16 and one that offers the International Baccalaureate. Two fee-paying providers and Highlands College offer vocational pathways. Skills Jersey also supplement the vocational pathways by offering the Trackers Apprenticeship scheme and the Trackers Foundation Programme. There are a diverse range of qualifications available to students across all of the providers, which is supplemented by a Service Level Agreement between the four fee paying schools. This is however not extended to Hautlieu and Highlands. **(See Section 5)**

Finding 3

There are extensive extracurricular activities, additional learning opportunities and personal and social development opportunities for young people studying at the post-16 providers on top of the academic and vocational qualifications on offer. **(See Section 5)**

Finding 4

There are a wide range of post-16 courses available for young people to study at a range of different institutions. Bursaries are available at the fee-paying schools, however, comments were made as to the volume of uptake. If a student does not have the financial means to access the fee-paying schools, they are only able to study at two providers of which one offers predominately academic qualifications and the other vocational qualifications. **(See Section 5)**

Finding 5

The Jersey Progression Qualification is a new initiative which has been developed by Highlands College to provide a progression route for young people who may not have the necessary grades or personal skills to access a level three course. **(See Section 5)**

Finding 6

The survey found that students tended to choose A-Levels or the International Baccalaureate as a direct path to accessing Higher Education. Other reasons students decided to enter post-16 education included an expectation for them to continue their education and they were not ready to enter employment. **(See Section 6)**

Finding 7

The survey found that students tended to choose technical qualifications to enter higher education and employment but also because the courses would help develop personal development life skills as well as increasing engagement in the community in the future. **(See Section 6)**

Finding 8

Three quarters of the students surveyed are happy that their preferred post-16 courses or training are available to them in Jersey in their chosen school or College. This is most likely to apply to those studying A-Levels, the International Baccalaureate and a BTEC/Level 3 Diploma. **(See Section 6)**

Finding 9

13% of the students surveyed felt that they could not follow all of their preferred options within their chosen school or college. A further 10% believed that some of their choices are not available in Jersey. **(See Section 6)**

Finding 10

Roughly 70% of students surveyed in Years 10 and 11 were satisfied with the information and advice, courses and training available, the choice of where to study and the content of the courses in prospective post-16 courses. **(See Section 6)**

Finding 11

Of the Year 10 and 11 students surveyed, the highest level of dissatisfaction related to the information and advice available about post-16 education. This was commented on most frequently in the open-ended question. **(See Section 6)**

Finding 12

Of the student's surveyed in Years 12 and 13, at least 70% were either very satisfied or satisfied with the information and advice available, the courses and training available, the choice of where to study, the content of the course, standard of the buildings and classrooms, the general standard of teaching, materials and equipment available for courses and the ease of travel to and from the place of study. **(See Section 6)**

Finding 13

The lowest levels of satisfaction for students surveyed in Years 12 and 13 related to the choice of where to study (9%), the general standard of teaching (9%) and ease of travel getting to and from their place of study (9%). **(See Section 6)**

Finding 14

The most frequent open-ended responses from students in Years 12 and 13 related to transport issues highlighting the lack of post-16 options/colleges outside of St. Helier. The most frequent negative comments in this section of the survey related to the state of the buildings and classrooms, the lack of materials, facilities and equipment, most notably Information Technology equipment. **(See Section 6)**

Finding 15

Around half of the students surveyed in all four year groups felt that not having sufficient finances was one of the biggest factors affecting access to post-16 education. Eligibility to attend a particular school or college and English language ability were also the identified most frequently along with disability and transport. **(See Section 6)**

Finding 16

A large number of the open-ended responses from Year 12 and 13 students highlighted the bus service, traffic and length of time spent travelling to and from College as a factor affecting students accessing post-16 education. **(See Section 6)**

Finding 17

A Digital Skills Partnership has been established combining representatives from the Education sector and local industries. This has been running for 6 months. **(See Section 7.1)**

Finding 18

There is concern amongst local industry that the current level of digital skill in school leavers is not sufficient for the needs of businesses. **(See Section 7.1)**

Finding 19

The Beaulieu Institute for Technology is running a 2 year pilot course that is equivalent to two and a half A-Levels and focusses on developing digital skills. The course is free to access and there is no entry requirements except that prospective students undertake an interview. **(See Section 7.1)**

Finding 20

There are concerns from local industry that school leavers do not always have the necessary soft and interpersonal skills required in the world of work. **(See Section 7.2)**

Finding 21

Organisations within the Finance sector generally expect to have to invest in school leavers when they take up employment. **(See Section 7.2)**

Finding 22

The Jersey Premium does not extend to students studying post-16 courses, although a trial was conducted within Highlands College and Hautlieu School which has now been withdrawn. **(Section See 8.1)**

Finding 23

The withdrawal of the Jersey Premium pilot scheme funding for post-16 was highlighted as a challenge by providers. There is agreement from the Minister for Education that students who access Jersey Premium funding pre-16 should also have access at post-16. **(See Section 8.1)**

Finding 24

There is widespread agreement across the post-16 providers that funding is less than optimal for the education system in general. This view has been echoed by the Ministerial team. **(See Section 8.2)**

Finding 25

There is concern about the budgetary planning cycle from post-16 providers and a desire to move to more long term planning cycles of three to five years. **(See Section 8.2)**

Finding 26

Half of the young people surveyed in Year 10 and 11 and half of those surveyed in Year 12 and 13 felt that having sufficient finances was a barrier to accessing post-16 courses. Although the majority of young people studying post-16 felt they had suitable choice and were able to study the courses they wanted, two thirds of those currently studying post-16 courses are doing so within the non-fee paying schools. This would indicate that having sufficient finances is a potential barrier to young people accessing post-16 education. **(See Section 8.3.1)**

Finding 27

There is an acknowledgement that using technology to increase the choice for young people in terms of accessing courses is required to promote a learn any time, any place, any pace style of education. This is happening at one post-16 provider at present (Beaulieu) **(See Section 8.3.1)**

Finding 28

It is not currently possible for students studying at Highlands and Hautlieu to access courses at the fee-paying schools and vice versa. **(See Section 8.3.2)**

Finding 29

There are barriers preventing greater collaboration between Highlands College and Hautlieu which include timetabling and safeguarding concerns (in relation to older College students sharing the same space as under 16's). **(See Section 8.3.2)**

Finding 30

It has been stated that Highlands College is in need of a new campus as the current one is dated and not able to deliver the needs of a modern educational establishment. **(See Section 8.3.3)**

Finding 31

It has been acknowledged that a perception exists that the courses available at Highlands College provide students with lesser qualifications than other post-16 providers. **(See Section 8.3.3)**

Finding 32

The current school leaving age in Jersey is 16 years of age, although the Minister is obligated under the Education (Jersey) Law 1999 to offer opportunities for people to continue in education over the compulsory. **(See Section 8.4)**

Finding 33

Over 90% of students go on to engage in post-16 courses or programmes once they have finished compulsory education. **(See Section 8.4)**

Finding 34

Jersey's post-16 education system most closely mirrors that of the United Kingdom in terms of the courses and progression routes available. **(See Section 9.2)**

Finding 35

The United Kingdom is currently piloting a new T Level which is intended to act as a vocational equivalent to A Levels. It is intended for the qualification to be phased into the National Curriculum in the 2020-21 academic year. **(See Section 9.2.5)**

Finding 36

There are a multitude of different post-16 arrangements across the jurisdictions analysed within this report, each presenting its own merits, issue and concerns. **(See Section 9.9)**

RECOMMENDATIONS

Recommendation 1

As the Jersey Progression Qualification is a new initiative designed to assist a student's progression to Level 3, it should be subject to ongoing review in order to ensure it is meeting the needs of the students and giving them the necessary skills to reach higher level qualifications both locally and across other jurisdictions. **(See Section 5)**

Recommendation 2

The Minister for Education should review the current means by which information about post-16 options is disseminated to students to ensure they are receiving consistent advice and guidance. **(See Section 6)**

Recommendation 3

In light of the large volume of comments within the student's survey about traffic and transport concerns, the Minister for Education should review the current school bus provision in order to promote its use and accessibility in order to ease traffic congestion **(See Section 6)**

Recommendation 4

In order to highlight the importance of digital skills for young people in a fast changing and increasingly digital workplace, the Minister for Education should give consideration during the review of the Education (Jersey) Law 1999 to making Information Technology a required subject for students to study during Key Stage 4. **(See Section 7.1)**

Recommendation 5

In order to furnish school leavers with relevant digital skills, and in order to ensure that the post-16 providers have greater flexibility in their ability to offer bespoke courses to increase these skills, the Minister for Education should consult with schools and review the current Education Information Technology Infrastructure arrangements by the end of Q1 2020. **(See Section 7.1)**

Recommendation 6

The Minister for Education should identify the necessary funds within the Government Plan to extend the Jersey Premium to all providers with eligible students accessing post-16 courses. **(See Section 8.1)**

Recommendation 7

The Government of Jersey should prioritise the development of a mechanism within the Government Plan that allows schools to operate a three to five year budgetary planning cycle. **(See Section 8.2)**

Recommendation 8

The Minister for Education should consider and implement the recommendations arising from the working groups that have been established to identify optimal funding levels for schools and the College. This should be included within the Government Plan. **(See Section 8.2)**

Recommendation 9

The Minister for Education should investigate the merits, value and resource implications of removing the financial barriers to accessing the post-16 providers. This should be completed by Q2 2020 and include; identifying a future funding model for post-16 education and a review of any bursary arrangements. **(See Section 8.3.1)**

Recommendation 10

The Minister for Education should conduct a review of the merits, value and implications of the 14+ transfer to determine whether it is creating barriers to the collaboration between Highlands College and Hautlieu School. This should be completed by Q1 2020 **(See Section 8.3.2)**

Recommendation 11

As a significant number of the post-16 cohort access Highlands College, the Minister for Education should prioritise the funding of a purpose built, further education campus within the Government Plan, to be completed by 2023. **(See Section 8.3.3)**

Recommendation 12

The Minister for Education should, in line with the development of a purpose built further education campus, investigate the merits, value and implications of integrating provision at Highlands College and Hautlieu School in order to provide students with the opportunities that meet the needs of a modern, vibrant economy. **(See Section 8.3.3)**

Recommendation 13

The Minister for Education should, as part of the review of the Education (Jersey) Law 1999, investigate the merits, implications and definition of raising the school participation age to 18. **(See Section 8.4)**

Recommendation 14

The Minister for Education should closely monitor the ongoing development of T Levels to ensure (if they are successful) that the vocational qualifications available to students in Jersey are not impacted as a result, especially in respect of accessing higher education courses. **(See Section 9.2.5)**

4. Introduction

Context of the Review

1. Post-16 education relates to the opportunities for learning available to young people once they have finished compulsory education at 16. In the context of this review, the Education and Home Affairs Panel (hereafter “the Panel”) has sought to identify the provision available in Jersey, whether it is in fact meeting the needs of children and young people, and whether it is adequately assisting the local business community by giving young people the appropriate skills to access employment and training opportunities. It is important to explain several points in regards to post-16 education, and also to establish the context of this review.
2. There is no current statutory obligation for young people to continue in education once they have finished their GCSE’s, however, under the Education (Jersey) Law 1999, Part 8 (Persons over compulsory school age) Article 46, it states that “the Minister shall ensure that there is available education appropriate to the reasonable needs of the generality of young persons, having regard to their different abilities and aptitudes”¹
3. There is a pressing need for young people to be equipped with the skills required to access a fast paced and changing employment market, as well as gaining qualifications to help advance their own development and career opportunities. Post-16 education can be seen to facilitate this by providing the necessary stepping stone direct to employment (whether this be through vocational or academic qualifications) or to access higher education courses.
4. It is widely accepted that the majority of qualifications available to young people post-16 are at a Level 3 standard.² There are however, other courses and programmes available should a young person not be at that required level. The purpose of these programmes is generally to help progress them to Level 3, or to a position whereby they are able to access employment or training. In this report, the Panel will set out the available qualifications that can be accessed by young people in Jersey with reference to the level that applies to them. The following diagram explains the progression route through the various levels:

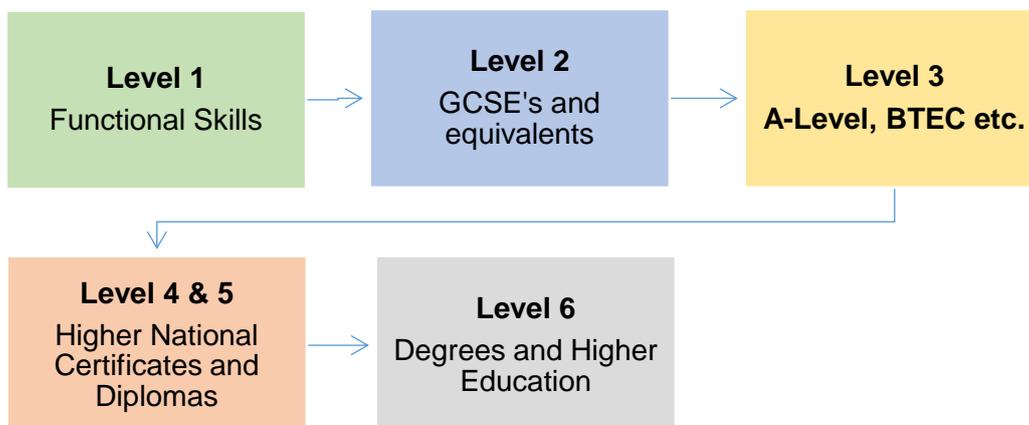


Fig.1

¹ [Education \(Jersey\) Law 1999 – Article 46](#)

² [What qualification Levels mean](#)

5. As stated before, Level 3 qualifications are traditionally used to access higher education courses (i.e. degrees at university). Due to the recent changes to the funding available to students accessing higher education (which were adopted by the previous States Assembly³) it was felt appropriate to review the current offering for young people to ascertain whether it would provide them with the opportunity to access this funding.
6. Throughout the report, reference will be made to the post-16 providers in Jersey. For the avoidance of any doubt, this refers to the following establishments and services:
 - Highlands College
 - Hautlieu School
 - Victoria College
 - Jersey College for Girls
 - De La Salle College
 - Beaulieu Convent School
 - Skills Jersey
7. An overview of the provision available in each school will be set out in the following section of the report. Where a specific provision is related to a sole provider, this will be highlighted in the report. In respect of Skills Jersey (recognising that this service also provides programmes and advice for adults and children under the age of 16), this review has focussed on its careers programme, the Trackers programme and its engagement with local industry and the post-16 providers.

Work undertaken by the Panel

8. In order to inform its review, the Panel wrote to all post-16 providers and requested an overview of the provision they currently offered. This was dovetailed with a public call for evidence seeking any views on the current system⁴, as well as seeking the views from local industry representative bodies about how the current system supported the local business community. The submissions received as a result of this call for evidence can be accessed [here](#) and are set out within appendix three.
9. The Panel felt that it was vital to capture the views and opinions of young people currently undertaking post-16 education, as well as those who were looking to access it in the future. As a result, the Panel agreed that it would seek to undertake a survey of local students. The Panel contracted Islands ARK Ltd to assist in the development and roll out of an online survey within local schools with the assistance of the Department for Children, Young People, Education and Skills.
10. The survey was distributed to the following schools and year groups and completed between 28th January and 1st March 2019.⁵

School	Pre-16 groups engaged	Post-16 years engaged
Victoria College	Years 10 and 11	Years 12 and 13
Jersey College for Girls	Years 10 and 11	Years 12 and 13
De La Salle College	**6	Years 12 and 13
Hautlieu School	Years 10 and 11	Years 12 and 13

³ [Vote on P.33/2018](#)

⁴ [Public call for evidence – Post-16 education](#)

⁵ Beaulieu Convent School were invited to take part in this survey, however, declined to participate.

⁶ Due to the capacity of staff and young people, De La Salle College were only able to facilitate the survey for young people in years 12 and 13

Highlands College	n/a	Years 12 and 13 equivalent to Years 1 & 2
Grainville School	Years 10 and 11	n/a
Haute Vallee School	Years 10 and 11	n/a
Le Rocquier School	Years 10 and 11	n/a
Les Quennevais School	Years 10 and 11	n/a

11. This amounted to 84% of the students in Year 10 and 11 (prior to post-16 education) and 92% of students currently participating in post-16 education.⁷ In total, 1,945 surveys were completed representing a response rate of 63, with the Year 10 and 11 responses garnering a 73% response rate, and Year 12 and 13 responses at 51%. Further details about the findings and methodology of the survey will be provided in section six of the report.

12. In order to inform the Panel about post-16 education in other jurisdictions, the Chairman undertook a fact finding visit to attend the Association of Colleges Conference in Birmingham on 21st and 22nd November 2018.⁸ Details of the conference and some of the key findings are provided in appendix two to this report. During the trip a visit was arranged to attend South and City College Birmingham, where the Chairman met with the Principal and his team to discuss some of the challenges affecting them, and also look at the future of vocational qualifications in the United Kingdom. This visit will also be elaborated on within section eight of the report. Research into post-16 provision in other jurisdictions was also conducted.

13. Finally, the Panel conducted a series of public hearings with the Head Teachers/Principals of the post-16 providers, Skills Jersey, representative industry groups based on their submissions (Digital Jersey and Jersey Finance) and the Minister and Assistant Minister for Education. Links to the transcripts of the hearings can be accessed [here](#) and further details can be found within appendix three of the report.

14. The Panel would like to thank all those who have contributed to this review, especially the post-16 providers, schools and all of the students that took the time to participate in the survey. We would also like to extend our thanks to Island ARK for their assistance in developing the survey, the Principal and Senior Leadership Team of South and City College Birmingham for meeting with the Panel and the Minister for Education for their support and engagement in this review.

⁷ Post-16 Education Survey 2019 – p.1

⁸ [Association of Colleges Annual Conference 2018 – 21st and 22nd November 2019](#)

5. Overview of Post-16 Provision in Jersey

15. Owing to the broad nature of Level 3 courses, and in order to capture the distinctions between the courses available at the various providers, the following section will set out the current provision available at each post-16 provider, enrichment and extracurricular activities and Special Educational Needs (SEN) provision. For the sake of clarity, each section will give a brief overview of the nature of the provider alongside any entry requirements and fees.

5.1 Victoria College

16. Victoria College Jersey (VCJ) is a selective fee-paying, all boys school that caters to students from Years 7 through to Year 13. There are currently 148 students studying in the Sixth Form at the school.⁹ At present the school's termly fees are £1,916 per term (£5,748 per academic year) and it is funded 47% of the Average Weighted Pupil Unit (AWPU) from the States of Jersey. This was reduced from 50% when the States Assembly adopted P.41/2017¹⁰.

17. The current entry requirements for studying post-16 courses at VCJ are as follows:

- A minimum of Level 4 in both English and Mathematics at GCSE. All boys achieving Level 4 in these subjects will be expected to re-sit in November with a view to achieving a Level 5.¹¹
- A minimum grade point average of 5.5 at GCSE will be required to access three full A-Levels.¹²
- A student will be required to undertake an interview with the Headmaster and Head of Sixth Form and any offer made to a student is conditional on GCSE results.¹³
- Additional criteria may also apply to specific subjects.

18. In terms of Level 3 courses, VCJ offers 14 A-Level subjects at present.¹⁴ This offer is supplemented through a Service Level Agreement (SLA) that exists between the school, Jersey College for Girls, De La Salle College and Beaulieu Convent School whereby a student may be able to access courses on offer at those schools subject to timetabling and availability.¹⁵

19. In addition to the academic Level 3 qualifications available at the school, a programme of enrichment activities is also available to students to supplement their learning.¹⁶ This includes activities such as photography, first aid, European Computer Driving Licence (ECDL) and a London Academy of Music and Dramatic Art (LAMDA) Grade 8, Gold Award, Speaking in Public.¹⁷ Students are also given the opportunity to take part in a range of co-curricular activities such as sport, music, drama, the Combined Cadet Force (CCF) and public speaking and debating.¹⁸ Within the sixth form, there is also

⁹ Figure provided by pupil census 2018/19 by the Department for Children, Young People, Education and Skills

¹⁰ [P.41/2017 Medium Term Financial Plan 2017 – 2019: amendment to funding for fee-paying schools p.7](#)

¹¹ [Sixth Form Admissions requirements](#)

¹² [Sixth Form Admissions requirements](#)

¹³ [Sixth Form Admissions requirements](#)

¹⁴ [Submission – Victoria College](#)

¹⁵ [Public Hearing with the Head Teacher of Victoria College – p.3](#)

¹⁶ [Submission – Victoria College](#)

¹⁷ [Submission – Victoria College](#)

¹⁸ [Submission – Victoria College](#)

an emphasis on the students acting in a leadership capacity within the school (i.e. as a Prefect) as well as in the individual School Houses.¹⁹

20. During a public hearing with the Headmaster of VCJ, he elaborated on the reasons why the school offered a predominately academic route, supplemented by extracurricular activities and programmes:

Headmaster, Victoria College:

I think our school to most of our parents will always have a key focus on the academic standards. We are always keen to show that we are developing our academia at the school, our available results are strong. We are one of the strongest schools in Jersey in terms of public examination results and that really has not changed. I think that is an important part of the expectation from our parents and from our students. They are highly motivated to achieve those high results at A-Level and most of them go on to universities, Russell Group Universities in the U.K. (United Kingdom) and so on but it is more than that. Our education is about providing our boys with, as I say, the life skills to be able to compete in the world around us and so things like leadership, things like enrichment, teamwork. Sport is hugely significant at Victoria College. As I say, we have a very strong C.C.F. and so all of those aspects I think are an important part of the ethos of the school.²⁰

21. Careers guidance is offered at the school, with students participating in one lesson per week during Year 12.²¹ Students are also able to access a wide range of career opportunities presented throughout the Sixth Form including an on-site careers fair, engagement with external speakers from Jersey companies (KPMG and PWC), an Institute of Directors work shadowing scheme, Young Enterprise and bursaries with a range of firms.²²
22. A range of Special Education Needs (SEN) support is available to students in the Sixth Form, including the provision of a dedicated Special Educational Needs Co-ordinator (SENCO) that assists students throughout their learning and provides staff with support strategies for students.²³
23. The Headmaster elaborated on the SEN provision at the school during a public hearing with the Panel:

Headmaster, Victoria College

There are maybe the academic issues of dyslexia, dysphasia and dyscalculia and so on but then of course there are areas of behavioural, social, emotional issues also that all schools deal with. We have a very excellent learning support or study centre that our students can access. Again, like most schools, we have a counsellor. We have a special educational needs co-ordinator. We have an inclusion co-ordinator. We also have a well-being co-ordinator. Increasingly part of your S.E.N. (Special Educational Needs) will also include people who can deal with students who might be having mental health difficulties, challenges with stress, anxiety and so on. So it is becoming ever complex and

¹⁹ [Submission – Victoria College](#)

²⁰ [Public Hearing with the Head Teacher of Victoria College – p.2](#)

²¹ [Submission – Victoria College](#)

²² [Submission – Victoria College](#)

²³ [Submission – Victoria College](#)

we are therefore drawing on the expertise and experience of people who might be behavioural psychologists, psychoanalysts and psychologists and so on.²⁴

5.2 Jersey College for Girls

24. Jersey College for Girls (JCG) is a selective, fee paying, 11 – 18 State school for girls. There are currently 188 students accessing post-16 courses in Years 12 and 13²⁵. At present the schools termly fees are £1,764 per term (£5292 per year) and it receives 47% of the AWPU funding from the States of Jersey.²⁶ The school currently provides 6 bursaries to students studying post-16 courses through the JCG Foundation.²⁷ A further six students are receiving bursaries from external funders.²⁸

25. The current entry requirements for studying post-16 courses at JCG are as follows:

- A minimum of five GCSE passes at grade B or above
- GCSE English and Mathematics at a minimum of grade C or above
- To meet the stated criteria in those subjects that you wish to study at A-Level
- A prospective student must also have an enjoyment for learning and possess a positive attitude towards their studies.
- A prospective student will also be required to undertake an interview with a senior member of staff²⁹

26. In terms of Level 3 courses, JCG offers a total of 24 A-levels at present which are studied as three full courses.³⁰ This is supplemented through an SLA with the other fee-paying providers, with students at JCG being able to access an additional six courses between Beaulieu Convent School and Victoria College.³¹

27. In addition to the academic Level 3 qualifications on offer at the school, a student is also able to access a wide variety of extracurricular activities and elective programmes in order to help supplement their learning. The school offers an Extended Project Qualification (EPQ) which is equivalent to half an A-level. The qualification usually involves a student undertaking a research project over the course of a year into an area of interest, and producing a 5,000 word dissertation at the end.³² According to UCAS, the EPQ *“helps students develop and demonstrate their project management skills and provides opportunities for extended writing, both of which are highly valued for progression to higher education and employment.”*³³

28. The Principal of JCG elaborated on the reason for including the elective programmes on top of the more traditional three A-Level route in a public hearing:

Principal, JCG

...we wanted to develop a programme that would encourage students to enjoy learning knowledge for the sake of knowing stuff. Knowing stuff is good to

²⁴ [Public Hearing - Victoria College p.9](#)

²⁵ Figure provided by pupil census 2018/19 by the Department for Children, Young People, Education and Skills

²⁶ [Submissions – Jersey College for Girls](#)

²⁷ [Submissions – Jersey College for Girls](#)

²⁸ [Submissions – Jersey College for Girls](#)

²⁹ [Admissions requirements](#)

³⁰ [Submissions – Jersey College for Girls](#)

³¹ [Submissions – Jersey College for Girls](#)

³² [Submissions – Jersey College for Girls](#)

³³ [Extended Project Qualification – UCAS](#)

know. So we have developed an elective programme, which runs across the A-level programme. So students would do 3 A levels and then a mixture of electives. Electives are courses offered by staff in an area of interest. ...It is about developing a breadth of knowledge and encouraging curiosity and enquiry within our young people. So the students will study 3 A levels plus electives. In addition to that, they have their super-curriculum. In the super-curriculum we would then focus on life skills ... We also start preparing for decisions post-18, whether that is to go into employment or go to university. Our commitment to all our students is whichever they choose to do, employment or university, our role is to get them to the best place possible. So they start their research and their work experience and their U.C.A.S. (Universities and Colleges Admissions Service) preparation for that. So we see it as a 2-year all-encompassing course, which is focused on the development of the whole person, not just the academic development.³⁴

29. JCG also offers an extensive employability programmes to students who are studying post-16 courses. This includes initiatives such as collaboration with Skills Jersey, JCG careers fair, enterprise competitions including the Channel Islands student business challenge (CISBC), Young Enterprise and local, national and global trips and visits which encourage risk taking and global awareness.³⁵
30. Careers guidance is delivered through enrichment sessions for one hour per week in Year 12 and covers a variety of topics including preparing for post-18 and university applications, to support in writing CV's and covering letters.³⁶ Students are also able to access a careers programme during the first term of Year 13 with an emphasis on completing UCAS forms.³⁷
31. In respect of SEN provision, the school offers a School Counselling Service which the students are able to access. Upon entering the school, a student is assigned to a tutor group and this tutor will act as the student and parent's point of contact.³⁸ They are also supported by Emotional Literacy (ELSA) trained staff and the Heads of Key Stage.³⁹
32. Mental Health was highlighted in the submission from the School as a particular challenge for its post-16 students, especially in relation to the lack of hospital provision for students.⁴⁰ This was elaborated on by the Principal during a public hearing when questioned about the resource implications:

Deputy T. Pointon of St. John:

What resources are available to assist you meeting that challenge?

Principal, J.C.G.:

We have had to expand the team. So increase that capacity. We have had to invest in development of staff skills and expertise. You are in a very sensitive area and you do not want a willing amateur in that area. You want someone who is very specialised. We have had to divert funds away from other things in order to put funds into that area. It is not that we have been given additional funding for that. It is only ever going in one direction it

³⁴ [Public Hearing – Jersey College for Girls - p.2](#)

³⁵ [Submissions – Jersey College for Girls](#)

³⁶ [Submissions – Jersey College for Girls](#)

³⁷ [Submissions – Jersey College for Girls](#)

³⁸ [Progress and wellbeing – JCG website](#)

³⁹ [Progress and wellbeing – JCG website](#)

⁴⁰ [Submissions – Jersey College for Girls](#)

seems. On the other side, we have put a lot of resource and emphasis on promoting the resilience of our young people, preventative measures, preventative strategies. So how can they become self-reliant and not waiting to fall but recognising the triggers that are occurring in their life and they are able to be self-resourced to manage those. It is a lot of preventative and a lot of response.⁴¹

5.3 Highlands College

33. Highlands College is a non-selective Further Education College which currently offers a range of vocational courses for students between the ages of 16 and 19.⁴² For the purposes of this review, the Panel will be focussing on the provision for 16 – 19 year olds and not the Higher Education opportunities offered through University College Jersey or the Adult Education section of the College. The College currently has 780 full time students, of which 553 are at Level 3, 192 at Level 2 and 35 at Entry and Level 1, which is estimated to be 48% of the current post-16 cohort of students.⁴³ The main focus of the College is to provide students with the qualifications to directly enter the world of work, however, some students will also move into higher education. The College works in collaboration with other providers where possible (the governing bodies of Highlands College and Hautlieu School meet on a termly basis⁴⁴), but does not have an official SLA with any other local post 16 provider.

34. The courses available to young people are free, however, there is a nominal fee for registration on the course and some additional expenses required for any relevant course materials. This varies depending on the course.⁴⁵ The entry requirements for the courses vary depending on the level of the course, however, it is the only post-16 provider that takes students who have not met the five GCSE Grades 4 to 9 (A – C) threshold. This was explained further by the Principal of the College during a public hearing:

Principal, Highlands College

We are a provider of technical and vocational education, so we do not do academic education, almost deliberately, so it is an alternative provision for students who have got an idea of what kind of work placement and employment they want to go into. We are a comprehensive institution in the sense that we are the only institution in Jersey that takes students who have not met the school leaving threshold of 5 G.C.S.E.s (General Certificate of Secondary Education), Grades 4 to 9.⁴⁶

35. The College provides a study programmes for all full time students aged 16 – 19 which is designed to enhance the students’ experience, knowledge and skills to prepare them for their future working life and social lives as citizens.⁴⁷ This programme includes a focus on English and Maths, Work Experience and Employability skills. Work experience is offered to 95% of young people who studied at the college.⁴⁸

36. The College provides a range of Advanced General Diplomas (Level 3 courses including BTEC and CACHE), that are predominately focussed on vocational

⁴¹ [Public Hearing – Jersey College for Girls - p.4](#)

⁴² [6th Form College Courses](#)

⁴³ [Public Hearing – Highlands College – P.3](#)

⁴⁴ [Public Hearing – Highlands College – P.18](#)

⁴⁵ [6th Form College Courses](#)

⁴⁶ [Public Hearing – Highlands College – P.3](#)

⁴⁷ [Submission – Highlands College](#)

⁴⁸ [Submission – Highlands College](#)

pathways. Examples of the Advanced General Diplomas include Business and Finance, Digital Games Development, Childcare, Health and Social Care and Information Technology.⁴⁹ It is generally accepted that to access a Level 3 Advanced General Diploma, a student requires five GCSEs at Grade 4 (C).⁵⁰

37. The College also offers a range of Technical Certificates (at Level 2) and Diplomas (Level 3) which are taught on a day release basis to students who are already in the workplace as either apprentices or through the Trackers programme. These are currently offered in eight subject areas including Motor Vehicle, Beauty Therapy and Building Trades.⁵¹
38. If a young person leaves compulsory education without the widely recognised benchmark of five GCSE's at grades 4 – 9 (A* - C), it is possible for students to access a new, bespoke course called the Jersey Progression Qualification (JPQ).⁵² The primary purpose of the JPQ is to enable young people aged 16 – 18 to develop the knowledge and skills, commensurate with the school leaving threshold of Level 2⁵³ (see fig.1). Once a student has completed this one year programme, they should be in a position to access a Level 3 course, or industry standard qualifications in a technical, professional or academic subject area.⁵⁴ The JPQ is currently available in 14 different subject areas including Art and Design, Building Services and Trades, Business, Childcare and Education and Health and Social Care.⁵⁵ The Principal of the College explained the qualification further at a public hearing:

Principal, Highlands College:

*It is a unique initiative. It is something that I feel - I speak for myself - that England badly needs, where there is space between students that do not achieve at Level 2 when they leave school. The qualifications that, in England, they would go on to is a whole raft of vocational qualifications which are even lower levels than they have left school at. What we have done is to use, if you like, Jersey's freedom of being our own jurisdiction of being able to create a qualification which suits the needs of Island students. It has been devised locally. English and maths G.C.S.E. goes alongside it. It has been validated, and it is externally validated and standardised by an awarding body called NCFE, which is the third largest awarding body in England. We have created something, and I think that is probably why the number of students from Level 2 to Level 3 has gone up significantly in 2 years, because of the introduction of that programme.*⁵⁶

39. The College also offers foundation courses which opens up the opportunity to progress to other areas.⁵⁷ At present this relates to two programmes, Pathways and the Entry and Life Skills.⁵⁸ Pathways is a one-year foundation course which can be tailored to the students' profile and run at an Entry Level 3, or Level 1 (with some components of Level 2⁵⁹) and looks to improve social skills, attitudes and behaviours and literacy where required. Entry and Life Skills runs at Entry Level 2 and focusses on developing basic literacy, numeracy and life skills (including practical units such as construction

⁴⁹ [Submission – Highlands College](#)

⁵⁰ [6th Form College Courses](#)

⁵¹ [Submission – Highlands College](#)

⁵² [Submission – Highlands College](#)

⁵³ [Submission – Highlands College](#)

⁵⁴ [Submission – Highlands College](#)

⁵⁵ [Submission – Highlands College](#)

⁵⁶ [Public Hearing – Highlands College – P.3](#)

⁵⁷ [Submission – Highlands College](#)

⁵⁸ [Submission – Highlands College](#)

⁵⁹ [Submission – Highlands College](#)

or cookery).⁶⁰ The Assistant Principal for Students and Core Learning at the College elaborated on the provision on offer for students that required this additional level of support:

Assistant Principal, Students and Core Learning, Highlands College:

*We run a provision for students who have more severe learning difficulties or more severe challenges at what we would call about Entry 2 Level, which equates to primary Key Stage 2 level in terms of academic standards, but it is not about that, it is about life skills, developing independence, and promoting independence for those students. So a number of those students would come from Mont à L'abbé, but not all of them. Some of them would come from what they call resource provisions in schools, so they might have physical needs, they might have autistic spectrum conditions, or they might just have been a mainstream student in school who now needs to go on to something that will enable them to live independently and that is a course that you can take for 2 or 3 years. We also run our Pathways course, which is around Entry 3 to Level 1, so they are mainly students who have got maybe one or 2 low-level G.C.S.E.s and it is quite a mixed provision in terms of the cohort, because it could be somebody who has been disaffected at school and not attended, but is average ability. But there is limited evidence and they are going to need a year to improve their attendance and to backfill some of that lost learning or they might have learning difficulties. That course is quite flexible in terms of the level that they might come out with, so this year we will have students coming out with Entry 3 qualifications, but some of them will come out with some Level 2 units, which is the same level as the J.P.Q., so we try to tailor that a little bit and we have different ability levels for the maths part of it as well.*⁶¹

40. On top of the various courses available at the College, an enrichment programme is offered which aims to complement and enhance the overall student experience. These include trying a new sport, taking up a new hobby or generally enhancing interactive and social skills.⁶² This is supported by the Student Life Department at the College. The College also provides opportunities for students to engage in health and well-being initiatives including volunteering, drug and alcohol awareness and health lifestyle choices.⁶³

41. The SEN provision at the College is extensive in order to deal with the numbers of young people with additional or special needs. The Assistant Principal for Students and Core Learning at the College gave an overview of some of the support available during a public hearing:

Assistant Principal, Students and Core Learning, Highlands College:

*At 16 to 19 we would have over 120 students that would fit the special needs criteria. Over the whole of the college you are looking at more like 200, because they are students who go beyond who might stay within education or return to education, who might access some form of support, exam access arrangements, key workers, drop-in support, all sorts of things, or emotional support. More what we see, I would say, is to do with social and emotional rather than acting-out behaviours, concerns about things like self-harming or depression, those kinds of issues are more our concern than the challenging behaviour.*⁶⁴

⁶⁰ [Submission – Highlands College](#)

⁶¹ [Public Hearing – Highlands College – P.20](#)

⁶² [Submission – Highlands College](#)

⁶³ [Submission – Highlands College](#)

⁶⁴ [Public Hearing – Highlands College – P.21](#)

42. The College also offers support in the form of an extended transition programme in year 11 for identified students in other schools and has a team that deals with emotional health and well-being issues. This team includes a part time counsellor and one ELSA Key worker.⁶⁵

5.4 Hautlieu School

43. Hautlieu School is a selective, non-fee paying States school that caters to students from Year 10 up to Year 13. There are currently 495 students studying post-16 courses in Year 12 and 13.⁶⁶

44. The current entry requirements for studying post-16 courses at Hautlieu are as follows:

- A minimum of five GCSE pass grades
- GCSE English Language at a minimum of grade 4 (C) or above
- To meet the stated criteria in those subjects that you wish to study at A-Level
- A strong commitment to study and the learner profile which is seen as key to success in their studies.⁶⁷

45. In relation to Level 3 courses, the school currently offers 28 A-Level subjects from which a student selects four (in rare occasions five) to complete at AS-Level in Year 12, which decreases to three of four subjects at full A-Level in Year 13.⁶⁸ In addition to A-Levels, the school also offers students the opportunity to study for the Certificate in Financial Services (CFS) in Year 12 and the Diploma in Financial Services (DFS) and Certificate in Securities and Investment (CISI) in Year 13.⁶⁹ It is intended that the focus of these qualifications is to prepare young people for higher education, or to access employment in the finance industry direct from school. The Head teacher elaborated on the A-level offering at the school during a public hearing:

Head Teacher, Hautlieu School:

What we do is we start on 4 and then you will then move to 3 in year 13, the final year, so students will gain an A.S. (Advanced Subsidiary) qualification at the end of year 12 in the subject they are not going to continue with. We are actively reviewing that right now. A number of other schools have moved to 3 and do not run the A.S. examination.⁷⁰

46. Hautlieu is one of two providers in the Channel Islands to offer the International Baccalaureate Diploma Programme (IBDP)⁷¹ which like A-Levels are a Level 3 qualification. The IBDP is made up of six subjects from six groups, as well as the core where students complete an extended essay, explore the theory of knowledge and engage in community, action and service.⁷²

47. From September 2019 Hautlieu will also be offering the International Baccalaureate Careers-Related Programme (IBCP). This programme will allow students to complete the Institute of Chartered Accounts in England and Wales (ICAEW) Certificate in

⁶⁵ [Submission – Highlands College](#)

⁶⁶ Figure provided by pupil census 2018/19 by the Department for Children, Young People, Education and Skills

⁶⁷ [Submission – Hautlieu School](#)

⁶⁸ [Submission – Hautlieu School](#)

⁶⁹ [Submission – Hautlieu School](#)

⁷⁰ [Public Hearing – Hautlieu School – p.3](#)

⁷¹ [International Baccalaureate \(IB\) Diploma Programme](#)

⁷² [Submission – Hautlieu School](#)

Finance, Accounting and Business (CFAB) that will also allow them to access work experience placements in partnership with Deloitte.⁷³

48. The Head teacher of Hautlieu expanded on the IBDP offer available at the school during a public hearing:

Head Teacher, Hautlieu School:

The I.B. diploma operates on students will take 6 subjects plus a core, which I will come to in a moment. So the 6 subjects, there are some subjects that all students will take, so you will take one type of science - so our offer is environmental systems and societies as an applied science course - physics, chemistry, biology. You will take mathematics at one level, but there are basically 3 different types to suit what type of mathematician you are. There is a type that caters to the student who has worked really hard to get to the level 4, or C in old money. You will take an English or first language course at one of 2 levels. You will take a language course at one of 2 levels and then you have a range of humanities/social sciences subjects like philosophy, psychology, history, economics et cetera. Then there is a section which caters to the arts, so we offer visual arts, essentially art, and film studies ... So 3 of your 6 subjects you will take at higher level, so more depth, and 3 of the subjects you will take at standard level, so perhaps just under full A-level standard, whereas the high-level subjects are at a level sometimes pushing beyond.⁷⁴

49. The school offers a comprehensive careers guidance provision throughout Years 12 and 13 that assists students in their understanding of their options post-18.⁷⁵ The programmes include work placements at RBC and Deloitte, insight days into certain vocations, Young Enterprise, IoD Work Shadowing and visits from past students and universities.⁷⁶ This is augmented by an extensive range of extracurricular activities and opportunities for students to go on local, national and global trips.⁷⁷
50. The school has a student support team which is available to provide safeguarding, counselling and support to students. This is made up of an Assistant Head teacher, individual Heads of Year, mentors a school counsellor and an ELSA.⁷⁸

5.5 Beaulieu Convent School

51. Beaulieu Convent School (hereafter “Beaulieu”) is a private, fee-paying, all girls, Roman Catholic school that caters to students from 3 to 18 years of age. At present the school has 132 students studying post-16 courses.⁷⁹ The fees for attending the school are currently £2,059 per term (£6,177 per academic year) and bursaries are available subject to financial viability of students.⁸⁰ Students are also funded 47% of the Average Weighted Pupil Unit (AWPU) from the States of Jersey.
52. Entry requirements vary depending on the type of course a student may wish to access. At present the school offers A-Levels in 18 subjects, subject to viability in numbers who wish to study them.⁸¹ This is done through the pathway of 4 AS-Levels

⁷³ [Submission – Hautlieu School](#)

⁷⁴ [Public Hearing – Hautlieu School – p.5](#)

⁷⁵ [Submission – Hautlieu School](#)

⁷⁶ [Submission – Hautlieu School](#)

⁷⁷ [Submission – Hautlieu School](#)

⁷⁸ [Hautlieu and Safeguarding – school website](#)

⁷⁹ Figure provided by pupil census 2018/19 by the Department for Children, Young People, Education and Skills

⁸⁰ [Submission – Beaulieu Convent School](#)

⁸¹ [Submission – Beaulieu Convent School](#)

in Year 12 which extend to three full A-Levels in Year 13, although it is possible to study an EPQ in conjunction with three full A-levels.⁸² This offer is supplemented through a Service Level Agreement (SLA) that exists between the school, Jersey College for Girls, De La Salle College and Victoria College whereby a student may be able to access courses on offer at those schools subject to timetabling and availability. During 2017-2018 the school received a combination of 23 students from the other providers.⁸³

53. As well as the A-Level pathway, the school also offers opportunities for students to undertake vocational courses. These include the BTEC Level 3 National Extended Certificate in Business, BTEC National Subsidiary Diploma in Business (equivalent to 1 full A-Level), the BTEC National Diploma in Health and Social Care (equivalent of 2 full A-Levels) and a variety of CACHE (Council for Awards in Care, Health and Education) Courses at Level 2 and 3.⁸⁴ A Level 3 Diploma in Food Science and Nutrition has also been available since 2015. During a public hearing, the Deputy Head Teacher of Beaulieu elaborated on the post—16 offer available at the school:

Deputy Head:

So in terms of our curriculum at Beaulieu we are trying to be as diverse as possible. We try to offer as many pathways as possible to our students and maintain flexibility. So we do offer a sort of standard range of A Levels and within that we are going back to 4 A Levels. Some of the students may want to do 3 A Levels, some students may want to do 2 A Levels or even a single A Level and it is very dependent on the individual that we have in front of us going through that process. Alongside the traditional A Levels we will offer a range of alternative qualifications which are equivalent qualifications, so we might have B-Techs, Cambridge Technicals, Cash qualifications, range of Level 2 and 3 qualifications alongside We also provide a range of support assistance for students who have not necessarily met the entry criteria into a full A Level range. So students who may not have got a Grade 4 in maths or English for example we would offer them a resit programme alongside possibly one or 2 A Levels and in some cases there might be a 3-year A Level programme instead of 2-year A Level or Level 3 programme. So we do try, wherever possible, to keep the child at the centre of those conversations and offer them as many different options to get them to wherever they want to be and it is very much focussed on their individual pathway and their career as an outcome and we will tailor what we possibly can in our curriculum to provide support for them.⁸⁵

54. The Beaulieu Institute of Technology (BIT) has been recently established as a 2 year trial to provide students with low or modest means and opportunity to undertake a free, unique and bespoke course which combines A-Level equivalent BTEC courses in Business and IT, with an EPQ and tailored work experience.⁸⁶ It is equivalent to 2 and a half A-Levels. The aim of BIT is to increase digital skills to better aid the transition into the world of work. During a public hearing, the Assistant Head Teacher explained how the scheme engaged with local businesses:

Head of School:

I think the links you make with business all the way through the course with placements...

⁸² [Submission – Beaulieu Convent School](#)

⁸³ [Submission – Beaulieu Convent School](#)

⁸⁴ [Submission – Beaulieu Convent School](#) and <https://www.beaulieu.jersey.sch.uk/secondary/sixth-form>

⁸⁵ [Public Hearing – Beaulieu Convent School p.2 and 3](#)

⁸⁶ [Submission – Beaulieu Convent School](#)

Assistant Head of Beaulieu:

Yes. We have worked hard. We have worked hard with entities like Digital Jersey and businesses. We are just presenting it at PwC (PricewaterhouseCoopers) and things like that. That is where the real link has come. I have got this perception of Jersey that Jersey needs to look after Jersey a little bit more and the business links that we have made it shows that students can go straight from Level 3, A Level qualifications, to work and we can guide them into the positions that suit them rather than just throwing them out there and saying: "Go find a job." We like to make those introductions well before they have left us.⁸⁷

55. The school takes a holistic approach to supporting students studying post-16 when looking ahead to their options once they have left school. In Year 12, students focus on areas such as higher education opportunities and employment and gap year opportunities. This may include completing UCAS forms, CV and cover letter writing and interviews.⁸⁸ A variety of extracurricular activities are also available including Work Experience, Functional Skills qualifications, the Duke of Edinburgh Award scheme, House responsibilities, Young Enterprise and opportunities to take part in Arts, Music and Sport activities.⁸⁹ Opportunities for able students also exist to stretch and challenge them. These include pre-university courses, STEM opportunities and the Beaulieu Institute of Theological Literacy Enrichment for Years 12 and 13.⁹⁰ The reasoning behind this programme was elaborated on during a public hearing:

Head of School:

That is it. It is the underlying, the building of resilience and having a growth mind-set. It is about having the opportunity to aspire and dream and to know that with the skills that you can acquire you can fulfil those dreams.⁹¹

56. In relation to support for students with SEND, the school developed a learning centre that provides three classrooms, a quiet room and wheelchair accessible facilities. It also provides support for students with a range of additional needs, including those with dyslexia, Asperger's Syndrome and a range of behavioural and emotional challenges.⁹² The Deputy Head explained the schools inclusive approach to SEND in a public hearing:

Deputy Head:

As a school we have a range of physical difficulties from hearing impaired to vision impaired. We also have a full range of cognitive difficulties as well, specific learning difficulties. We have autistic students. We do not shy away from a child coming to us and try to put a package in place to support that individual.⁹³

5.6 De La Salle College

57. De La Salle College is a private, fee-paying, all boys, Roman Catholic school that caters to students from 4 – 18 years of age. At present the school has 80 students

⁸⁷ [Public Hearing – Beaulieu Convent School p.2 and 3](#)

⁸⁸ [Submission – Beaulieu Convent School](#)

⁸⁹ [Submission – Beaulieu Convent School](#)

⁹⁰ [Submission – Beaulieu Convent School](#)

⁹¹ [Public Hearing – Beaulieu Convent School p.28](#)

⁹² <https://www.beaulieu.jersey.sch.uk/about-us/learning-centre>

⁹³ [Public Hearing – Beaulieu Convent School p.27](#)

studying post-16 courses⁹⁴. The fees for attending the school are £2,029 per term⁹⁵ (£6,087 per academic year) and bursaries are available on a limited basis and usually to assist in cases of hardship.⁹⁶ Students are also funded 47% of the Average Weighted Pupil Unit (AWPU) from the States of Jersey.

58. De La Salle College does not require students to undertake an entrance examination to access sixth form courses, and entry to certain courses depends on attainment at GCSE. At present the school offers AS and A-Level courses in 15 subjects. This offer is supplemented through a Service Level Agreement (SLA) that exists between the school, Jersey College for Girls, Beaulieu Convent School and Victoria College whereby a student may be able to access courses on offer at those schools subject to timetabling and availability. Due to the size of the Sixth Form at the school, the Headmaster explained that students at the school tended to access more courses in the other establishments rather than students from the other schools accessing courses at De La Salle.

Head teacher, De La Salle College:

It would be Beaulieu, J.C.G., Victoria College. Because we are small, we do not have the range of subjects and where we have different subjects they tend to be, because we deliver vocational qualifications as well as academic qualifications, so somewhere like Victoria College, for example, who would have a selective intake, they are unlikely to want to access vocational courses which we would uniquely offer. There is nothing stopping students from any other schools accessing them but the practical reality is that we end up paying more out than we receive.⁹⁷

59. The school also offers the opportunity for students to undertake vocational qualifications, including BTEC Level 3 Extended Diplomas in Applied Science, Business Studies and Sports Studies.⁹⁸
60. The school offers a range of extracurricular activities for the students, including sport, music and Arts. Due to the Religious background of the school, all students take a public examination in Religious Studies and a knowledge and understanding of the Catholic belief is supported by all aspects of the curriculum.⁹⁹ Sport is also given focus within the school.
61. In relation to SEND, the Head teacher explained what was on offer at the school during a public hearing:

The Deputy of St. John:

What other non-teaching services would you see being able to access to give your students what is needed by way of emotional support?

Head teacher, De La Salle College:

Again, what I do not want to do is to suggest that our students do not have access to it. For example, we have a school counsellor. We fully fund that. We fund it because the well-being of students is very critical and important to us. We fund that from the fees that we receive from the parents because I think, as a society, we have caught up with the idea that we need to care for

⁹⁴ Figure provided by pupil census 2018/19 by the Department for Children, Young People, Education and Skills

⁹⁵ <https://dls-jersey.co.uk/admissions>

⁹⁶ [Public hearing – De La Salle College p.10](#)

⁹⁷ [Public hearing – De La Salle College p.4](#)

⁹⁸ <https://dls-jersey.co.uk/senior-school>

⁹⁹ <https://dls-jersey.co.uk/senior-school>

people's emotional well-being and the nonsense of the stiff upper lip is just that, and always has been a nonsense. In order for people to be successful and fulfilled you have to give them access to good counselling services, good pastoral care; we do that¹⁰⁰

5.7 Skills Jersey

62. Skills Jersey has been created to bring together various functions including Careers Jersey, Trident, Trackers (the apprenticeship programme) and Student Finance. It offers wide range of services including careers advice, links between schools, colleges, universities and industry as well as providing opportunities in relation to work experience, apprenticeships and work shadowing schemes.¹⁰¹
63. As Skills Jersey is a service that is available to all Islanders and not just young people, the Panel will be examining the aspects of Skills Jersey that solely relate to the opportunities for young people aged 16 to 18.

Trackers Programme

64. For young people who may not wish to undertake academic qualifications and may wish to study vocational courses whilst in employment, Skills Jersey has developed the Trackers programme to assist with this. The Trackers programme supports people aged 16 and over in their chosen apprenticeship by providing mentoring and funding for training fees.¹⁰² At present the programme supports 350 people across 26 different industries and engages with over 900 employers¹⁰³
65. In order to be eligible for the programme, a young person would need to have been in employment in their chose profession for six months, and have entitled or entitled to work status.¹⁰⁴

Trackers Foundation Programme

66. The Trackers Foundation Programme is a one year full time programme for 16 to 18 years olds and is designed to benefit those who may be sure of a career path but are yet to find employment, or for those who are not certain of their career path and would like to gain experience in different industries.¹⁰⁵ The Head of Enterprise Skill Development at Skills Jersey explained the purpose of the programme further at a public hearing:

Head of Enterprise Skill Development, Skills Jersey

So the Trackers foundation programme was set up to meet the needs of a very small number of young people that at 16 or 17 do not know what they want to go and do. They do not want to go into employment yet but Highlands or Hautlieu is not their provision of choice at that point, so we provide them a year to grow and develop and find out what they want to do. Just to cover it quickly, the year is made up of 2 days a week work experience of the individual's choice and support from a mentor, of the Trackers mentors, and that is very specific for that individual. That is quite an important part because if they knew what they wanted to do they probably would have

¹⁰⁰ [Public hearing –De La Salle College p.17](#)

¹⁰¹ <https://www.gov.je/government/departments/education/skillsjersey/Pages/index.aspx>

¹⁰² <https://www.gov.je/working/careers/16to19yearolds/worktraining/pages/apprenticeships.aspx>

¹⁰³ <https://www.gov.je/working/careers/16to19yearolds/worktraining/pages/apprenticeships.aspx>

¹⁰⁴ <https://www.gov.je/working/careers/16to19yearolds/worktraining/pages/apprenticeships.aspx>

¹⁰⁵ <https://www.gov.je/working/careers/16to19yearolds/worktraining/pages/apprenticeships.aspx>

transitioned to Highlands at 16 or 17, for example, on the vocational pathway. These young people really need time to explore what that looks like, so they may do 3 or 4 different work experience placements during their academic year. Some might do one placement in one provider and do different departments or something, so it is very specific to that young person. We then do the Achieve programme, the level 2 Achieve programme, which is offered by the Prince's Trust, and that is the personal development programme and employment skills programme.¹⁰⁶

67. Young People on this programme will also have the opportunity to retake English and Maths at Level 2 as well as complete a customer service qualification.¹⁰⁷ The Panel questioned whether the qualifications gained through this course would assist young people in accessing employment:

The Deputy of St. John:

Are those qualifications any use to those individuals if they wish to go straight to employment?

Head of Enterprise Skill Development, Skills Jersey:

Yes, that is why they have been chosen. Those sorts of qualifications are more employability ready. Customer service was done in conjunction with the (requirements of the) world of work and chatting to our employers. Obviously, the Achieve programme ... the reason we chose to work with the youth service again is another specific reason for these young people. It means they have other support mechanisms in place for them for their future when we have gone - you know, we are only a year with those young people - and that programme is recognised in industry as a progression programme.¹⁰⁸

Opportunities for Sixth Form/Post-16

68. As well as providing the Trackers and Trackers Foundation Programme, Skills Jersey also offers young people studying post-16 to engage in a number of opportunities designed to increase access to higher education and employment. These schemes include:

- Entrepreneurship – Young Enterprise
- Work Shadowing Schemes in various industries (including digital and hospitality)
- Work placements in the Legal Profession (through Ogier)
- Medical Insight days and road shows
- Teaching insight days
- Insight into the Finance Industry
- Political Debating within the Commonwealth Youth Parliament and Rotary Peace Debate¹⁰⁹

69. A skills bursary is available for young people aged 16 – 18 who may wish to develop a particular skill or talent for which training is not available on island.¹¹⁰ The criteria for this bursary is that applicants must have a minimum of five GCSE's at Grade C or Grade 4/5 or above and must be studying a courses of up to two years that leads to a

¹⁰⁶ [Public Hearing – Skills Jersey P.5&6](#)

¹⁰⁷ <https://www.gov.je/working/careers/16to19yearolds/worktraining/pages/apprenticeships.aspx>

¹⁰⁸ [Public Hearing – Skills Jersey P.7](#)

¹⁰⁹ [Skills Jersey – Guide to Post 16 schemes](#)

¹¹⁰ [Higher Education Funding Guide: Academic Year 2019-2020 p.6](#)

recognised Level 2 or Level 3 qualification.¹¹¹ The total amount that can be payable under this scheme is £6,675 per academic year which is cited within Article 21 of the Education (Grants and Allowances) (Jersey) Order 2018.¹¹²

70. It is worth noting however, that there is no stipulation within the Order as to the grade requirements to be eligible for the scheme as stated within the guide.

Finding 1

Jersey currently has six post-16 providers which are made up of two States fee paying schools (Jersey College for Girls and Victoria College), two private fee-paying schools, (Beaulieu Convent School and De La Salle College) one non-fee-paying States school (Hautlieu) and one Further and Higher Education College (Highlands College).

Finding 2

There are currently five schools that offer what would be called a traditional academic A Level provision for post-16 and one that offers the International Baccalaureate. Two fee-paying providers and Highlands College offer vocational pathways. Skills Jersey also supplement the vocational pathways by offering the Trackers Apprenticeship scheme and the Trackers Foundation Programme. There are a diverse range of qualifications available to students across all of the providers, which is supplemented by a Service Level Agreement between the four fee paying schools. This is however not extended to Hautlieu and Highlands.

Finding 3

There are extensive extracurricular activities, additional learning opportunities and personal and social development opportunities for young people studying at the post-16 providers on top of the academic and vocational qualifications on offer.

Finding 4

There are a wide range of post-16 courses available for young people to study at a range of different institutions. Bursaries are available at the fee-paying schools, however, comments were made as to the volume of uptake. If a student does not have the financial means to access the fee-paying schools, they are only able to study at two providers of which one offers predominately academic qualifications and the other vocational qualifications.

Finding 5

The Jersey Progression Qualification is a new initiative which has been developed by Highlands College to provide a progression route for young people who may not have the necessary grades or personal skills to access a level three course.

Recommendation 1

As the Jersey Progression Qualification is a new initiative designed to assist a student's progression to Level 3, it should be subject to ongoing review in order to ensure it is meeting the needs of the students and giving them the necessary skills to reach higher level qualifications both locally and across other jurisdictions.

¹¹¹ [Higher Education Funding Guide: Academic Year 2019-2020 p.6](#)

¹¹² [Education \(Grants and Allowances\) \(Jersey\) Order 2018](#)

6. Views of Students about Post-16 Education

71. From the outset, it was important that this review took into account the direct views of students who were both studying post-16 courses in Jersey, as well as those who were looking to access them in the near future. In order to gather these views, the Panel agreed to undertake a survey of students in Years 10, 11, 12 and 13 across the Islands secondary and post-16 providers.
72. The broad objectives of the research were to obtain a better understanding from students as to their preferred educational path, their main reasons to pursue courses or training post-16, and their satisfaction with various aspects of post-16 education and training provision and the options currently available. More specifically the research brief asked the research to address:
- Post-16 educational/training intentions
 - Reasons for pursuing courses or training
 - Satisfaction with various aspects of the education and training currently available
 - Views on the information and advice available
 - Perceived barriers to achieving post-16 qualifications in Jersey
 - Perceptions of the future value of the educational courses or training pursued
73. Islands ARK were engaged to assist the Panel in the development of the survey. Two such surveys were developed, one for students studying post-16 courses and one for those studying in pre-16. A self-completion, online survey methodology was used, with a link to the relevant questionnaire being presented to students within the participating schools. The survey was generally promoted and administered by staff within the relevant schools, however, some providers chose to provide the link direct to students via email. It should be noted that the response rates from those providers may therefore be lower than others.
74. The survey targeted circa.1,650 students in Years 10 and 11 and circa. 1,450 students in Year 12 and 13. This represented 84% of all students studying in Year 10 and 11 and 92% of students studying post-16 courses in the Island. As explained in the introduction, the survey was distributed to the following schools and year groups:

School	Pre-16 groups engaged	Post-16 years engaged
Victoria College	Years 10 and 11	Years 12 and 13
Jersey College for Girls	Years 10 and 11	Years 12 and 13
De La Salle College	**113	Years 12 and 13
Hautlieu School	Years 10 and 11	Years 12 and 13
Highlands College	n/a	Years 12 and 13 equivalent to Years 1 & 2
Grainville School	Years 10 and 11	n/a
Haute Vallee School	Years 10 and 11	n/a
Le Rocquier School	Years 10 and 11	n/a
Les Quennevais School	Years 10 and 11	n/a

75. Beaulieu Convent School were invited to take part in the survey, however, declined to participate.

¹¹³ Due to the capacity of staff and young people, De La Salle College were only able to facilitate the survey for young people in years 12 and 13

76. The survey was completed by students over a 5 week period between 28th January 2019 and the 4th March 2019. By the final cut-off date, **1,945 fully completed surveys** had been submitted representing a response rate of 63%. This was broken down further into a 73% response rate for students studying in Year 10 and 11, and a 51% response rate for those studying post-16 courses.
77. It is important to note that the overall response rate of 63% is lower than anticipated due to some schools distributing the survey link by email. It was also not possible to confirm with some schools whether all students had had the opportunity to complete the survey. It is also important to note that as no information was collected in relation to the school that a student was attending, and as there is currently no central data stating the number of students studying a particular course, the survey results should not be considered an accurate representation of current student post-16 course participation numbers.

Summary of main findings

78. The survey results would indicate that the motivations for choosing A-Levels and the International Baccalaureate are more related to academic achievement to enter University or Higher education than for the enhanced employment prospects and the development of life skills, although these might naturally be the end consequence of following the route through to Higher education. These more academic choices were also more motivated by an expectation of the students to continue in post-16 education, and also by the students not being ready to enter employment at that age. The main difference between those taking or considering A-Levels compared to those taking or considering the International Baccalaureate was that the latter regarded this option as being more likely to improve their overall self-development and to become more involved members of Jersey's community. This could, of course, also be related to the school conducting the IB rather than the course itself.

Finding 6

The survey found that students tended to choose A-Levels or the International Baccalaureate as a direct path to accessing Higher Education. Other reasons students decided to enter post-16 education included an expectation for them to continue their education and they were not ready to enter employment.

79. The more technical qualifications, including the Pathways course, also fulfil to a lesser extent the expectation of enhanced opportunities to enter higher education and employment, but would appear to have a greater expectation of an impact on potentially improving self-development and life skills, as well as getting more involved in the local community in the future.

Finding 7

The survey found that students tended to choose technical qualifications to enter higher education and employment but also because the courses would help develop personal development life skills as well as increasing engagement in the community in the future.

80. Three-quarters of students are happy that their preferred post-16 courses or training are available to them in Jersey in their chosen school or college. While very few feel that none of their preferred choices are available in Jersey, there are still 13% who say that they cannot follow all of their preferred options within their chosen school/college and a further 10% who believe that some of their choices are not available in Jersey. Those currently

undertaking the International Baccalaureate, A-Levels and a BTEC / Level 3 Diploma are most likely to be following their chosen option.

Finding 8

Three quarters of the students surveyed are happy that their preferred post-16 courses or training are available to them in Jersey in their chosen school or College. This is most likely to apply to those studying A-Levels, the International Baccalaureate and a BTEC/Level 3 Diploma.

Finding 9

13% of the students surveyed felt that they could not follow all of their preferred options within their chosen school or college. A further 10% believed that some of their choices are not available in Jersey.

81. Regarding satisfaction with various aspects of post-16 education or training provision, for those in Years 10 and 11, although relatively small proportions of students said that they were “very satisfied” with the various aspects being assessed, around 70% were at least “satisfied” and only between 5% and 9% were “unsatisfied”. The highest level of dissatisfaction was with the information and advice available about post-16 education or training, with this also being commented on most frequently in the open-ended question.

Finding 10

Roughly 70% of students surveyed in Years 10 and 11 were satisfied with the information and advice, courses and training available, the choice of where to study and the content of the courses in prospective post-16 courses.

Finding 11

Of the Year 10 and 11 students surveyed, the highest level of dissatisfaction related to the information and advice available about post-16 education. This was commented on most frequently in the open-ended question.

Recommendation 2

The Minister for Education should review the current means by which information about post-16 options is disseminated to students in Years 10 and 11 to ensure they are receiving it in a timely and as effective a manner as possible.

82. For those already in post-16 education or training, at least 70% were “very satisfied” or “satisfied” with the various aspects being assessed, with most aspects receiving around 80% satisfaction. The lowest levels of satisfaction were with the choice of where to study or train in Jersey, the general standard of teaching and the ease of travel getting to and from their place of study/training. Transport issues were also related to a lack of post-16 options/colleges available outside of St. Helier. Although this did not receive the lowest satisfaction rating, the most frequent negative comments concerned the state of buildings and classrooms and the lack of materials, facilities and equipment; notably IT equipment.

Finding 12

Of the student's surveyed in Years 12 and 13, at least 70% were either very satisfied or satisfied with the information and advice available, the courses and training available, the choice of where to study, the content of the course, standard of the buildings and classrooms, the general standard of teaching, materials and equipment available for courses and the ease of travel to and from the place of study.

Finding 13

The lowest levels of satisfaction for students surveyed in Years 12 and 13 related to the choice of where to study (9%), the general standard of teaching (9%) and ease of travel getting to and from their place of study (9%).

Finding 14

The most frequent open-ended responses from students in Years 12 and 13 related to transport issues highlighting the lack of post-16 options/colleges outside of St. Helier. The most frequent negative comments in this section of the survey related to the state of the buildings and classrooms, the lack of materials, facilities and equipment, most notably Information Technology equipment.

83. The main factor that young people in Jersey believe affects preferred choices for post-16 education is having sufficient finances, with half of Jersey's students in pre- and post-16 feeling that this has an impact. This is closely followed by a student's eligibility to attend a particular school or college which is likely to be related to their achieved grades. English language ability comes third on the list, followed by the availability of a course or training, which was also commented upon with the open-ended questions. Disability and transport are also felt to be important factors, with the bus service, traffic and the length of time spent travelling to and from college receiving a large number of comments.

Finding 15

Around half of the students surveyed in all four year groups felt that not having sufficient finances was one of the biggest factors affecting access to post-16 education. Eligibility to attend a particular school or college and English language ability were also the identified most frequently along with disability and transport.

Finding 16

A large number of the open-ended responses from Year 12 and 13 students highlighted the bus service, traffic and length of time spent travelling to and from College as a factor affecting students accessing post-16 education.

Recommendation 3

In light of the large volume of comments within the student's survey about traffic and transport concerns, the Minister for Education should review the current school bus provision in order to promote its use and accessibility in order to ease traffic congestion.

84. A full break down of the responses and findings for each question, as well as further detailed analysis can be found in appendix one.

7. Post-16 education and Local Business and Industry

85. As young people will often take one of two routes upon completion of post-16 education (usually higher education or straight into employment), the Panel agreed that it would be beneficial to establish the needs of the local business community to see whether or not they felt young people were leaving education with the skills required to enter the world of work.

86. The Panel wrote to a range of industry representative groups and received responses from Chamber of Commerce, Digital Jersey, Jersey Business and Jersey Finance.¹¹⁴ As expected, the responses drew attention to the important role of post-16 education as well as some of the concerns of the local industries. The following feedback was taken from some of the submissions made to the Panel and can be broadly grouped into two themes, the need for digital skills in school leavers and the need for soft and interpersonal skills.

- Whilst Jersey continues to do well in terms of traditional academic results this does need to be balanced with a greater focus on ‘creative’ and ‘technology’ related skills that consider how business needs are going to change.¹¹⁵
- The number of students pursuing digital qualifications at all levels is insufficient to meet the Island’s needs. Education provision at A-Level/Level 3 (in digital qualifications) is not satisfactory. Industry demand for digital skills exceeds supply significantly.¹¹⁶
- Without exception, all employers interviewed, strongly emphasised the difficulties faced in recruiting staff. The recruitment of IT staff with 3-5 years post degree experience (mid-range) was highlighted as being particularly challenging. For this reason, employers were willing to employ applicants with lower skill levels of experience, and instead provide job-specific training. However, this suggests that businesses are operating with skills levels below optimum, which has wider implications on their productivity and performance of the business¹¹⁷.
- Some membership experience of recruiting “young adults”, pointed to their biggest challenges being around life skills and workplace behaviour. There are far too many that need to have guidance, informally, and unfortunately sometimes formally, on what to wear, not to be late and not to be disrespectful to colleagues.¹¹⁸
- Whilst the finance industry continues to employ more staff as graduates from university rather than directly from school, the number of school leavers filling in entry-level positions grows. If employers are to continue having access to a required pool of school leavers, the latter must be able to access education allowing them to gain relevant qualifications.¹¹⁹
- Furthermore, the education system needs to deliver students with strong STEM competencies, developed soft skills including inter-personal skills but also, as we are an IFC, proficiency in languages and cultural awareness.¹²⁰

¹¹⁴ [Submissions – Post-16 education](#)

¹¹⁵ [Submission – Jersey Business](#)

¹¹⁶ [Submission – Digital Jersey](#)

¹¹⁷ [Submission – Digital Jersey](#)

¹¹⁸ [Submission – Chamber of Commerce](#)

¹¹⁹ [Submission – Jersey Finance](#)

¹²⁰ [Submission – Jersey Finance](#)

87. The Panel met with Digital Jersey and Jersey Finance in public hearings in order to explore their submissions further. What came from the hearings were two prevailing themes, which will now be explored in detail.

7.1 Digital Skills in school leavers

88. One particular issue that was identified by nearly all respondents was that Jersey needed to focus on providing its students with the relevant skills to be conversant in an ever increasing digital workplace. During the skills show 2018, Digital Jersey conducted a survey of 288 students and found that the interest and demand for post-secondary and higher education in digital subjects delivered on Island was not being met.¹²¹

89. This was also backed up by the emphasis from Jersey Business that Jersey was not currently focussing as much on creative and technological skills for young people.¹²² Within their submission, Digital Jersey provided a table outlining the number of young people that had undertaken qualifications within digital subjects between 2015 and 2017¹²³:

Digital Qualifications entered (Further Education 2015 – 2017)	Entries
A2 ICT	54
A2 Computing	<10
A2 Computer Science	14
AS ICT	10
AS Computing	<10
AS Computer Science	<10
BTEC IT	36
Total	115

90. During a public hearing with Digital Jersey, the Chief Executive outlined the issues that were being caused by a lack of digital skills in school leavers:

C.E.O. of Digital Jersey:

I mean it is worth saying the wording that Exeter used in terms of provision of options here was barely sufficient at Key Stage 5 and that the number of digital courses available at Key Stage 4 were inadequate and inconsistent so we do have a mismatch. We do have jobs being created but we do not have people to fill them. The problem there is not just about being reliant on immigration but companies have started, ironically, off-shoring from Jersey, new jobs.¹²⁴

91. Within their submission, Jersey Finance explained that in 2017 it had commissioned a review of its strategic plan that identified the potential impact of a lack of digital provision for students to access:

The Review identified that the impact of digital over the next few years is expected to be felt across all financial services sectors on the Island. This has to be combined with automation disrupting more traditional roles and the skills required to facilitate it. As a result, the Island should focus on the measures

¹²¹ [Submission – Digital Jersey](#)

¹²² [Submission – Jersey Business](#)

¹²³ [Submission – Digital Jersey](#)

¹²⁴ [Public Hearing – Digital Jersey – P.5](#)

*needed to improve the value proposition for digital talent. This has been further backed by the research undertaken by the University of Exeter for Digital Jersey which assessed the current provision of digital skills training in Jersey. Following an information gathering exercise that combined quantitative and qualitative research, the report concluded that the number of enrollees and the provision of courses at all levels is insufficient to meet the island's current and future economic and social needs.*¹²⁵

92. One of the recommendations arising from the Digital Skills Strategy 2018 - 2023¹²⁶ (developed by Digital Jersey in partnership with the University of Exeter), was the creation of a Digital Skills Partnership which has been operating for six months. The Chief Executive Officer of Digital Jersey expanded on the purpose and membership of this Partnership at a public hearing:

C.E.O of Digital Jersey:

*The Skills Partnership has been in place for about 6 months now and that was about bringing education and industry together. So we have people from the Education Department, from Skills Jersey; we have Highlands, we have some of the schools represented around that group. We have technology companies as well as Digital Jersey but we already have finance representatives as well. So we have one of the big banks there. We have Jersey Finance sitting around the table as well. So we have been looking not only at the demands of the digital sector but also the demands of our largest industry; that is finance.*¹²⁷

93. In their submission, Highlands College also explained that there had been a realisation of the importance that technology would play in the future of the job market and outlined what it would be doing to assist with this:

*Separately there is also a realisation that technology plays a key role in driving productivity improvements, particularly in the way technology will affect jobs of the future. The college's objective is to fully integrate the use of digital technologies in the delivery of curriculum and provide cutting edge vocational learning environments that are representative of modern businesses.*¹²⁸

94. During the hearing with Skills Jersey, the Group Director for Young People, Further Education, Skills and Learning explained that they would be focusing on Information Technology as one of the five key industries to consult further about their needs.¹²⁹ During another hearing with the Minister for Education, the Group Director also explained that it was important to understand the full needs of industries which in turn will help focus on which skills students need to develop to be able to access employment:

Group Director, Young People, Further Education, Skills and Learning:

From our point of view, we need to hear the voice of the industry - and we talked about what are the key industries, apart from finance - and then create the qualification pathway that is needed to create the skills that they need. I think we need to generally, as a jurisdiction, and as government move away from the qualification pathway and think about the skills that people need. That would be very much welcome by any employer who would say: "I do not really

¹²⁵ [Submission – Jersey Finance](#)

¹²⁶ [Digital Skills Strategy 2018 – 2023](#)

¹²⁷ [Public hearing – Digital Jersey p.3](#)

¹²⁸ [Submission – Highlands College](#)

¹²⁹ [Public hearing – Skills Jersey p.18](#)

*mind or concern myself about what qualification people have, I want them to be able to do their job.*¹³⁰

95. The Panel discussed the work being done by Beaulieu Convent School in relation to the Beaulieu Institute of technology (BIT) and found that this had been developed in collaboration with local industries, especially Digital Jersey. Having noted the perceived lack of courses that cater to digital skills, the Panel questioned whether the BIT has been embraced locally:

The Deputy of St. Peter:

Did you get any resistance setting up your B.I.T.?

Assistant Head of Beaulieu:

*No. It was new certainly. I think there was nervousness about what it was because there are routes to computing and we did not want to take those. Those routes were established. There was no point in such a small Island having that level of competition for computer science. What this is, is digital business. This is not about people that are coding and making A.P.P.s (Advanced Placement Programme). There are places they can go for that. This is about giving people that are going to hit management going into the finance industry, Jersey's main pillar, and having a digital knowledge which will give us an advantage in the coming future.*¹³¹

96. One of the interesting factors about the BIT is that it does not require any entrance examination or fees to be paid in order to access it. During the public hearing the Assistant Head explained that the first cohort through the 2-year trial had recently received their first results and had all passed. It was felt that the interview process showed the students passion for the subject and course.¹³²
97. The Assistant Head teacher further explained the numbers currently accessing the course, the potential for it to increase and how the school can engage with local industry:

Assistant Head of Beaulieu:

*Seven at the moment. We have got the space for up to 20. We have already got more ready for the next year. It is a 2-year trial. We have got more than we had last year so word of mouth is getting around. It is always hard to crack the traditional routes and the traditional pathways in Jersey that are established. The word is now getting around that there are courses and opportunities that are not traditional.*¹³³

Assistant Head of Beaulieu:

We have worked hard. We have worked hard with entities like Digital Jersey and businesses. We are just presenting it at PwC (PricewaterhouseCoopers) and things like that. That is where the real link has come. I have got this perception of Jersey that Jersey needs to look after Jersey a little bit more and the business links that we have made it shows that students can go straight from Level 3, A Level qualifications, to work and we can guide them into the positions that suit them rather than just throwing them

¹³⁰ [Public Hearing – Minister for Education p.16](#)

¹³¹ [Public hearing – Beaulieu Convent School p.7](#)

¹³² [Public hearing – Beaulieu Convent School p.6](#)

¹³³ [Public hearing – Beaulieu Convent School p.6](#)

*out there and saying: "Go find a job." We like to make those introductions well before they have left us.*¹³⁴

98. Subject to the outcome of the 2-year trial, further consideration should be given to how similar or equivalent courses could be rolled out in other post-16 providers. It is also clear that the Digital Skills Partnership is a positive development that can only help to enhance the links between education and industry and highlight and address some of the key concerns.

Finding 17

A Digital Skills Partnership has been established combining representatives from the Education sector and local industries. This has been running for 6 months.

Finding 18

There is concern amongst local industry that the current level of digital skill in school leavers is not sufficient for the needs of businesses.

Finding 19

The Beaulieu Institute for Technology is running a 2 year pilot course that is equivalent to two and a half A-Levels and focusses on developing digital skills. The course is free to access and there is no entry requirements except that prospective students undertake an interview.

Recommendation 4

In order to highlight the importance of digital skills for young people in a fast changing and increasingly digital workplace, the Minister for Education should give consideration during the review of the Education (Jersey) Law 1999 to making Information Technology a required subject for students to study during Key Stage 4.

Recommendation 5

In order to furnish school leavers with relevant digital skills, and in order to ensure that the post-16 providers have greater flexibility in their ability to offer bespoke courses to increase these skills, the Minister for Education should consult with schools and review the current Education Information Technology Infrastructure arrangements by the end of Q1 2020.

7.2 Soft and Interpersonal Skills

99. One area highlighted throughout submissions and hearings was that students accessing employment directly out of school at 18 sometimes did not have the requisite soft or interpersonal skills for engagement in the workplace. This was highlighted in the submission received from the Chamber of Commerce¹³⁵ as well as the submission from Jersey Finance.¹³⁶
100. In a public hearing with representatives of Jersey Finance, the Panel asked them to explain whether the current system was producing students with the necessary soft skills and received the following answer:

¹³⁴ [Public hearing – Beaulieu Convent School p.6](#)

¹³⁵ [Submission – Chamber of Commerce](#)

¹³⁶ [Submission – Jersey Finance](#)

The Deputy of St. John:

At the baseline, is the education system producing, apart from the academic qualifications, those people who you describe that have the emotional skills, the soft skills? It is producing those people?

Deputy Chief Executive, Jersey Finance:

Some of the feedback we have had from our members in the past is that those are the weaker areas, perhaps, in that if a firm is looking to take on individuals they want them not only to be academically strong but they want them to have the cultural awareness, the awareness of how to operate in a business environment, the communication skills, the ability to be articulate and some of those soft skills are what they invest heavily in training people up on.¹³⁷

101. A lack of soft skills is obviously not an issue which applies to every school leaver, however, the Panel also received evidence to suggest that most organisations expect to have to invest in school leavers in some way. This was elaborated on during the public hearing with Jersey Finance:

Chief Executive Officer, Jersey Finance:

I have been speaking to quite a lot of C.E.O.s (Chief Executive Officers) as part of my own induction in the job, if you like, and I have asked questions about the quality of the school leavers that they take in. Generally, the feedback you get is that they expect to have to invest. They do not necessarily anticipate somebody coming in would be completely clued in to the world of work because it is completely different. They do invest heavily in ... and their objective is to keep as many ... because you do not invest a huge amount of time and effort without hoping that you are going to keep most of those people.¹³⁸

102. It is only natural that an organisation would need to invest in some way in new staff, however, it is important to ensure that young people are being given the skills in order to access the workplace with confidence. Looking at some of the courses, enrichment opportunities and work experience opportunities available through the post-16 providers and Skills Jersey, the Panel would recommend that time is given to review them and ensure they are giving young people relevant skills to help access employment. This should of course recognise that not all young people are at the same level socially and emotionally.

Finding 20

There are concerns from local industry that school leavers do not always have the necessary soft and interpersonal skills required in the world of work.

Finding 21

Organisations within the Finance sector generally expect to have to invest in school leavers when they take up employment.

¹³⁷ [Public Hearing – Jersey Finance p.7](#)

¹³⁸ [Public Hearing – Jersey Finance p.7](#)

8. Themes from the Review

103. Throughout the review, the Panel has identified some key themes which require further examination and consideration. These can be broken down as follows:

- 8.1 The Jersey Premium
- 8.2 Funding of post-16 providers
- 8.3 Barriers to accessing post-16 education
- 8.4 School Participation Age

8.1 The Jersey Premium

104. The Jersey Premium is a targeted funding scheme for schools which aims to make sure all children get the best from their education. Schools receive extra funding calculated on the number of eligible children they have each year. The school then decides how the money is spent in order to improve the educational outcomes of Looked after Children (LAC), those from households claiming income support and those from households with 'Registered' status.¹³⁹ Children from the latter two categories are only eligible to receive this for five years. Children attending De La Salle College and Beaulieu Convent School do not receive additional funding from the Jersey Premium, but the schools do receive a nominal fee from the States of Jersey to support students with additional needs.¹⁴⁰
105. The Jersey Premium is only available to schools up until the end of Year 11, however, a pilot programme was run in Highlands and Hautlieu that extended to students who were studying post-16 courses. This was, however, stopped due to funding pressures.¹⁴¹
106. The Panel received several mentions of the Jersey Premium funding not carrying over into post-16 within the submissions from the providers. Highlands College¹⁴² and Hautlieu¹⁴³ both stated that the funding should be extended, whilst JCG identified it as a challenge both in their submission and during a public hearing.¹⁴⁴

Vice-Principal, J.C.G.:

I think the fact that Jersey Premium money does not go beyond G.C.S.E. (General Certificate of Secondary Education) is an issue. We do not have huge Jersey Premium numbers, but we do have a significant number, and I think sometimes expectation for Jersey Premium students is that they leave at 16 or go elsewhere because of the lack of funding. Certainly, if we could guarantee the Jersey Premium funding would go all the way through that would be helpful.¹⁴⁵

107. The Headmaster of Victoria College also acknowledged that whilst the school did not have a great number of students eligible for the Jersey Premium, it would be of benefit to schools that did have a larger number of students studying post-16:

The Deputy of St. John:

Talking about financing would the Jersey Premium be something that would assist the college at all?

Headmaster, Victoria College:

Yes, there are very strict criteria for the use of Jersey Premium and it will not surprise you to hear that we really do not have too many students that qualify for the Jersey Premium but absolutely, it makes a big difference to those who are receiving it and I suspect those schools that do have large numbers of students benefit from it. I think it can have a huge impact.¹⁴⁶

¹³⁹ [Jersey Premium – Fact Sheet](#)

¹⁴⁰ [Public Hearing – De La Salle College p.9](#)

¹⁴¹ [Public Hearing – Hautlieu School p.13](#)

¹⁴² [Submission – Highlands College](#)

¹⁴³ [Submission – Hautlieu](#)

¹⁴⁴ [Submission – Jersey College for Girls](#)

¹⁴⁵ [Public hearing – Jersey College for Girls p.4](#)

¹⁴⁶ [Public Hearing – Victoria College p.5](#)

108. The Head teacher of Hautlieu school elaborated on the pressures of losing the Jersey Premium funding for students entering post-16 courses at the school at a public hearing:

Head Teacher, Hautlieu School

... the biggest change that you can make to young people who have qualified for Jersey Premium is through excellence in teaching and learning, and excellent teaching and learning disproportionately benefits Jersey Premium students more than anything else, but some of the extras you will want to do in terms of one-to-one work, sometimes it is as simple as resource provision. Helping them afford a suit, it can be sometimes as simple as buying a table for them to study on at home, or I.T. (information technology) facilities and we were providing that. Then I cannot provide that anymore or I could split the limited amount I have got for our Key Stage 4 students, but then it would be argued: "No, that money was for Key Stage 4 students so you should not be taking from those students to fit Key Stage 5" so that is the challenge and that would require additional funding from the Education Department to be able to make that happen.¹⁴⁷

109. Highlands College also explained the need for the original pilot to be extended further in a public hearing:

Deputy Principal, Highlands College:

It is a serious challenge for us. We had pilot funding for one year, which equated to £73,000, and so did Hautlieu have pilot funding. We have experienced a lot of success with the work we have done with Premium students, who have greater needs, but that funding is now being withdrawn. Because it was treated as a pilot, we are making representations, we are constantly evaluating the work that we do with those students. We are hopeful that will be revisited in the new M.T.F.P. (Medium Term Financial Plan) in 2020 at least, but certainly for 2019, there is no additional funding for those students.¹⁴⁸

110. From the evidence received, one of the concerning areas to the Panel was the possibility that a young person could benefit from Jersey Premium funding during their GCSE's, only to lose this benefit once they had begun post-16 education. This was especially noted in Highlands College students, of which 27% of the full time students attending the College were eligible to receive the Jersey Premium.¹⁴⁹ Whilst the courses and potentially even school or college could change for that young person, the needs they had would remain the same. The Panel questioned the Minister for Education on this issue at a public hearing. The Minister explained that one of the issues was that certain provision in the Island tended to cut off at a certain age and this presented challenges.¹⁵⁰ In relation to the Jersey Premium, the Minister agreed that the funding should be maintained for students accessing post-16 course:

Minister for Education

So the point is bringing them up to the same level playing field and allowing them to work on an equal basis. It is equality of opportunities, is it not? So it is that if they need that post-16, and it should not drop off when they are 16 just because they are going to Highlands, just going to Hautlieu, whatever it

¹⁴⁷ [Public hearing – Hautlieu School p.13](#)

¹⁴⁸ [Public hearing – Highlands College p.14](#)

¹⁴⁹ [Public hearing – Highlands College p.5](#)

¹⁵⁰ [Public hearing – Minister for Education p.34](#)

*might be, it should be if they continue to have that need we should be providing it to them until they have reached that point in which they are ready to move on to the next stage in their life.*¹⁵¹

111. There seems to be general agreement across the providers and from the Minister that the funding for the Jersey Premium should continue for those studying post-16 education.

Finding 22

The Jersey Premium does not extend to students studying post-16 courses, although a trial was conducted within Highlands College and Hautlieu School which has now been withdrawn.

Finding 23

The withdrawal of the Jersey Premium pilot scheme funding for post-16 was highlighted as a challenge by providers. There is agreement from the Minister for Education that students who access Jersey Premium funding pre-16 should also have access at post-16.

Recommendation 6

The Minister for Education should identify the necessary funds within the Government Plan to extend the Jersey Premium to all providers with eligible students accessing post-16 courses.

¹⁵¹ [Public hearing – Minister for Education p.35](#)

8.2 Funding of post-16 providers

112. Whilst school funding has been highlighted as a general issue and not one simply experienced by those offering post-16 courses, it is important to raise the concerns that have come out of this review.
113. The following concerns about funding were raised within submissions to the Panel from Hautlieu School:
- Schools having optimum funding to fully develop a curriculum that meets both the course requirements of examination boards and broader imperatives focussed on employability skills and active citizenship.¹⁵²
 - For the States of Jersey to allow CYPES and Schools to move from the current one year budget cycle to 3 / 5 year budget cycles to improve efficiency and planning of how we allocate our resources.¹⁵³
114. Jersey College for Girls also highlighted uncertainty over future levels of States of Jersey funding (given that the College is funded 47% of the AWPU per student at present) as well as the lack of control over management and planning of budget.¹⁵⁴
115. Within the submission from Highlands College it was recommended that funding for post-16 students should be equitable across all States funded post-16 providers.¹⁵⁵
116. During the public hearings with post-16 providers, funding was highlighted on numerous occasions as being one of the greatest challenges faced. The Head Teacher of Hautlieu gave the following view on what would be required.

Head Teacher, Hautlieu School:

Optimal funding for schools because that allows us to innovate, change, respond to changes in culture.

The Deputy of St. Peter:

What do you mean by optimal? ...

Head Teacher, Hautlieu School:

Everyone would like a gold-plated version of what they would want for their school but, yes, you have got to be pragmatic. If we are at the point where we are being funded below a U.K. school, which no one would in their right mind agree is adequate in the U.K., and if we are below that, then that would be enough for me to make real changes and to support our students in all sorts of ways.¹⁵⁶

117. The Principal of JCG elaborated further on the concern raised in their submission in relation to the current funding model for the school:

Principal, J.C.G

The current mechanism in which we are funded you would not run a business like that. In fact, you could not run a business like that. Yet we are a business. We have customers that are attracted to it. So from one year to

¹⁵² [Submission – Hautlieu School](#)

¹⁵³ [Submission – Hautlieu School](#)

¹⁵⁴ [Submission – Jersey College for Girls](#)

¹⁵⁵ [Submission – Highlands College](#)

¹⁵⁶ [Public Hearing – Hautlieu School p.17](#)

*the next, we are never sure what our budget is going to be. From one year to the next we are never sure whether any surplus that is generated can be kept or returned to the treasurer. So it is very difficult to forward plan in that respect. We are never sure what is going to happen to our funding.*¹⁵⁷

118. During the public hearing with Beaulieu Convent School, further reference was made to the fact that schools in the Island were funded less than schools in the United Kingdom:

Assistant Head of Beaulieu:

*I think the point was made in another session that the U.K. schools are under-funded and we are more under-funded than they are, so if that is not an alert that Jersey needs to hear then I do not know what else is. If people need to be told: "We need more funding" we should be worried, because they should know that we are already far behind.*¹⁵⁸

119. It was also acknowledged that any increase of funding should not be just for the school but focussed specifically on the student:

Head of School:

*No, because I would expect all the schools, if they were sitting here, to want an increase for each other. It is not the increased funding for the school that we want. We want the increased funding for that student. That is what we want, for that young person. It is not for the school; it is not for us. It is for that student.*¹⁵⁹

120. The Panel questioned the Minister for Education about the current funding of post-16 providers at a public hearing. The Assistant Minister for Education acknowledged that the funding across the education system in general was sub-optimal, however, the results that were being achieved by the system in light of the funding pressures were excellent:

Assistant Minister for Education:

*I was going to say, it is not just 16-plus education. I think we can make a good case to say there is not enough funding in the education system across the board, especially things like lifelong learning. Let us not even go there because there is a huge gap there as well. To answer your question: do you think there is enough? No. Do we do well with the resources that we do? Yes. We have got some excellent results from the staff and from the resource that we put in.*¹⁶⁰

121. It is clear that there is wide acknowledgement about the funding issues across the education system. Whilst the main focus of this report is on post-16 education, it would be remiss to not consider the wider funding implications for education in the context of the report. There is agreement between the providers and the Ministerial team that there are not enough resources available, however, the excellent work that is being done across the system should be acknowledged within this context. The Panel understands that a working party of secondary schools has been established to identify the optimal funding levels required for secondary education. The Minister for

¹⁵⁷ [Public Hearing – Jersey College for Girls p.6](#)

¹⁵⁸ [Public Hearing – Beaulieu Convent School p.32](#)

¹⁵⁹ [Public Hearing – Beaulieu Convent School p.32](#)

¹⁶⁰ [Public Hearing – Minister for Education p.8](#)

Education should seek to implement any recommendations arising from this work as a matter of the highest priority.

Finding 24

There is widespread agreement across the post-16 providers that funding is less than optimal for the education system in general. This view has been echoed by the Ministerial team.

Finding 25

There is concern about the budgetary planning cycle from post-16 providers and a desire to move to more long term planning cycles of three to five years.

Recommendation 7

The Government of Jersey should prioritise the development of a mechanism within the Government Plan that allows schools to operate a three to five year budgetary planning cycle.

Recommendation 8

The Minister for Education should consider and implement the recommendations arising from the working groups that have been established to identify optimal funding levels for schools and the College. This should be included within the Government Plan.

8.3 Barriers to post-16 education

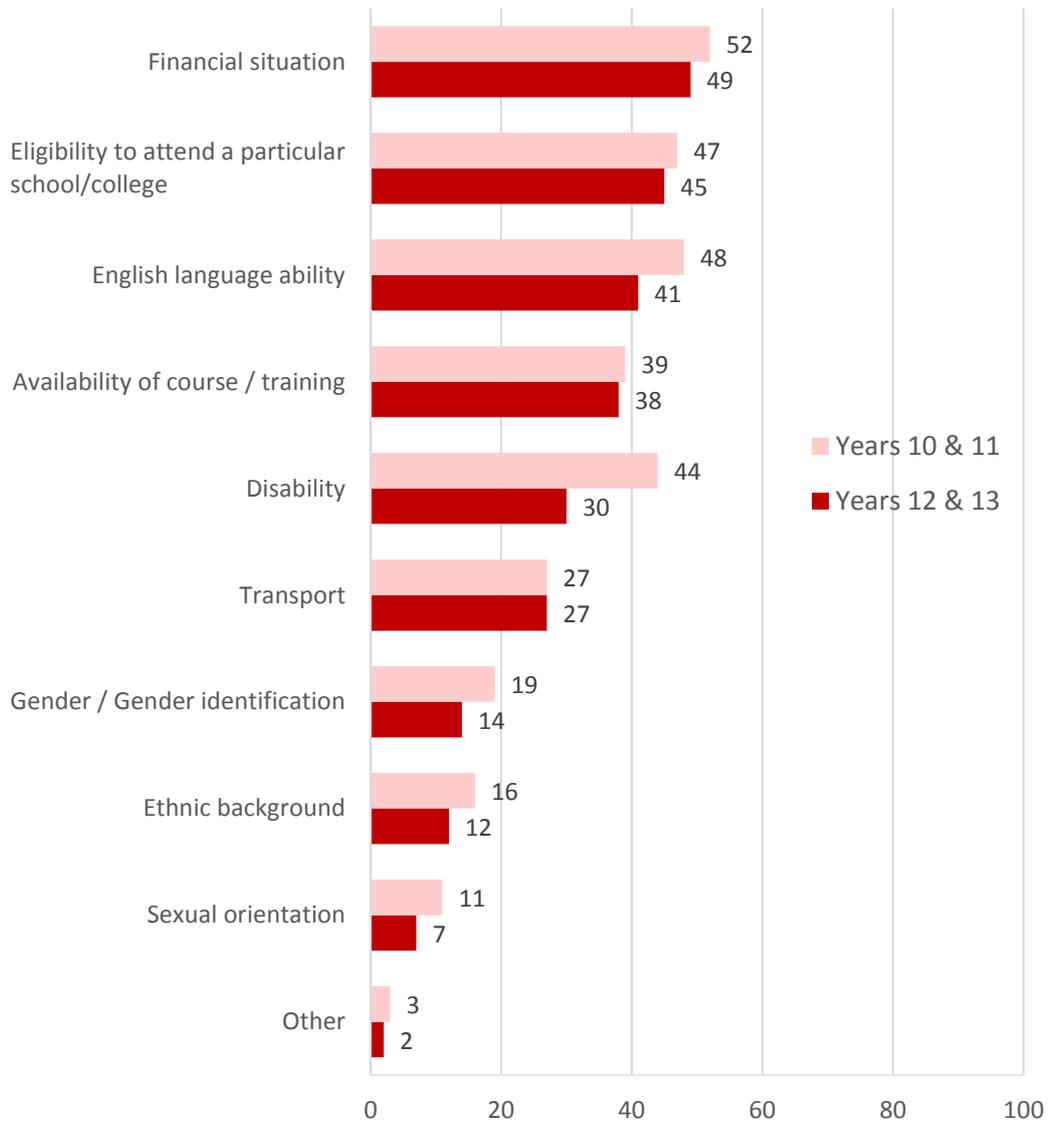
122. This section of the report will focus on some of the barriers to post-16 education that have been highlighted throughout the Panel’s review.

8.3.1 Financial means to access post-16 education

123. As noted earlier in the report, out of the six potential post-16 providers available to students, four of them are fee-paying establishments. Given that over 90% of students continue in to some form of post-16 education¹⁶¹, there is some merit in establishing whether the fee-paying barrier is in fact real for students.

124. Within the Panel’s survey of students, a student’s financial situation was identified by both pre-16 and post-16 students as one of the biggest factors affecting access to post-16 education:

Fig. 2¹⁶²



¹⁶¹ [Public Hearing – Minister for Education p.4](#)

¹⁶² Post-16 education survey report p.19

125. This result would indicate that over half of the young people surveyed at both age brackets felt that finances were an issue for students when accessing post-16 education. Within the open ended comment responses to this question, many students identified the lack of a free college in Jersey to study preferred options, particularly A-Levels.¹⁶³

126. This should however be noted in the context of the survey results which showed that three quarters of young people studying post-16 courses felt that the options they wanted to study were available to them in the Island:

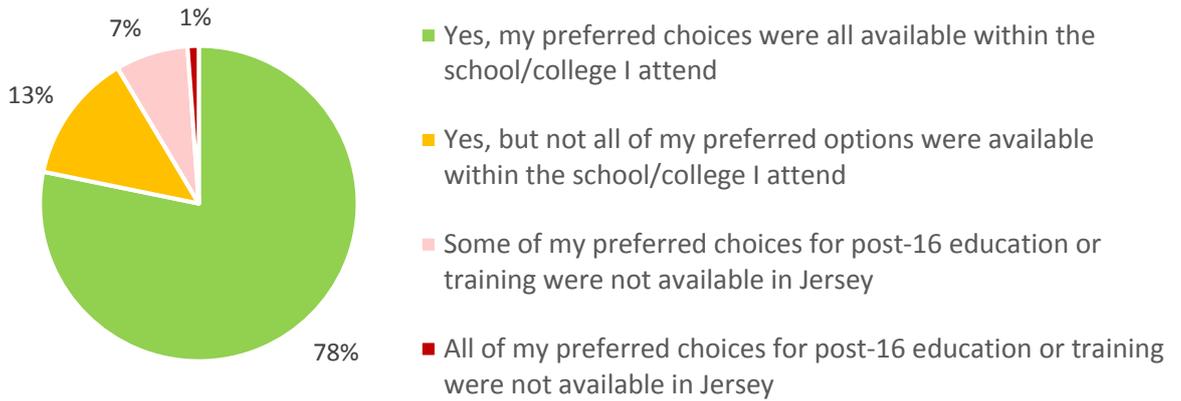


Fig.3¹⁶⁴

127. Likewise, 87% of the students surveyed who were studying post-16 courses felt that they were studying/following the post-16 courses that they wanted in Jersey:

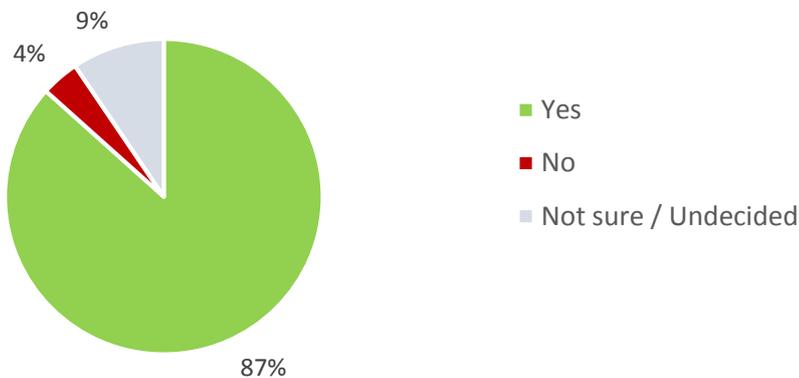


Fig.4¹⁶⁵

128. Based on the most recent pupil census for 2018/19, 1,030 young people are accessing post-16 education at Highlands and Hautlieu (non-fee paying schools), whilst 548 are accessing post-16 education at the fee-paying schools.¹⁶⁶ This would in itself identify that the majority of young people studying post-16 do so in non-fee paying institutions (nearly two thirds). Given the context of the results (and survey size) and

¹⁶³ Post-16 education survey report

¹⁶⁴ Post-16 education survey report

¹⁶⁵ Post-16 education survey report

¹⁶⁶ Figure provided by pupil census 2018/19 by the Department for Children, Young People, Education and Skills

the choice on offer between the survey providers, it is possible that young people access Highlands and Hautlieu because their financial means rules out the other providers.

129. When looking at the results of the Year 10 and 11 survey in respect of the courses the respondents were seeking to study, it was clear that A-levels were the preferred choice:

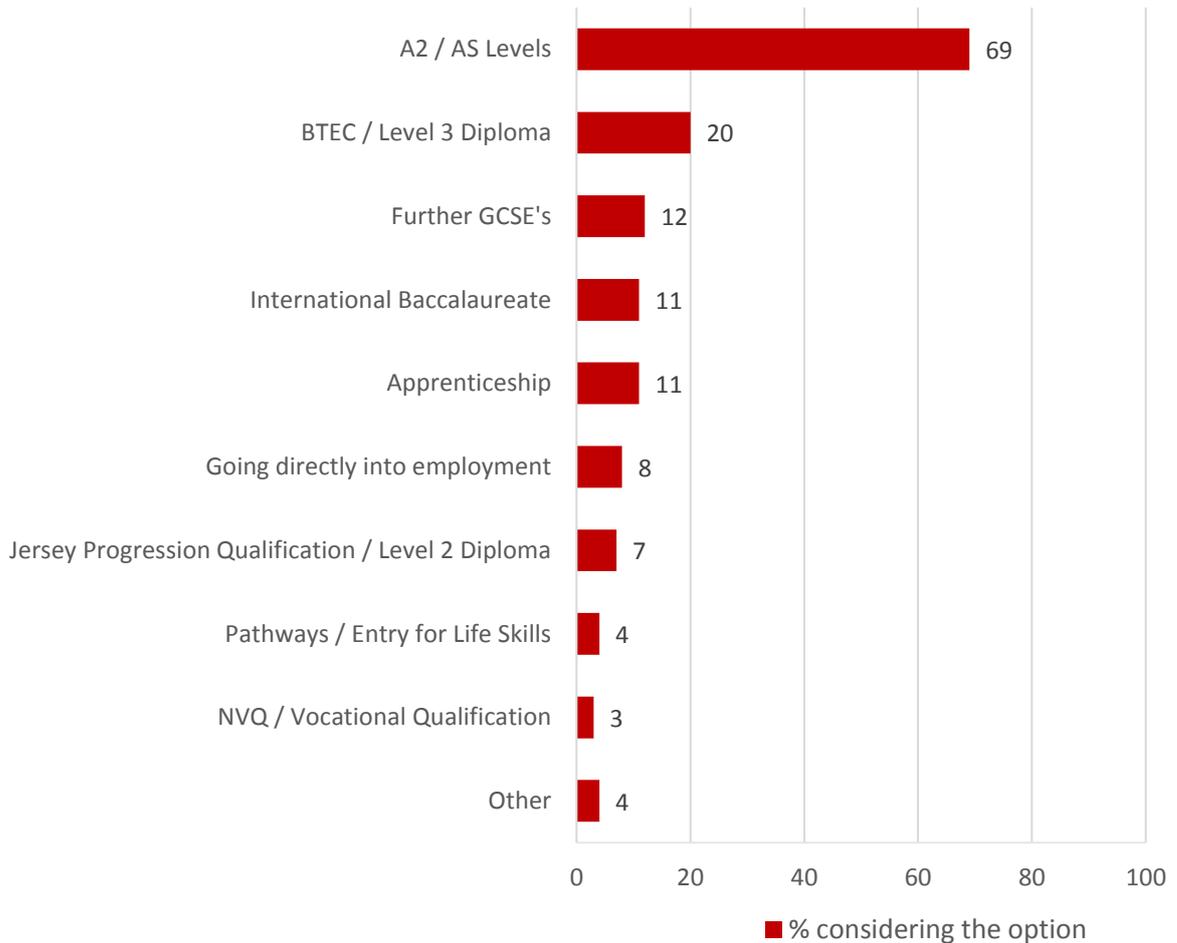


Fig.5¹⁶⁷

130. Given that 52% of Year 10 and 11 students surveyed felt that financial means were a barrier to accessing post-16 education¹⁶⁸ and assuming that students from the non-fee paying secondary's may be unable to access the fee-paying secondary's for the same reason, it is likely that Hautlieu would be the only non-fee paying A-Level option available to them post-16.

131. The Panel questioned the Minister for Education on whether there should be an increase in free sixth forms to remove this financial barrier:

Deputy R.J. Ward:

Would provision improve in terms of accessibility outcomes if 6th forms were free across the Island and that financial barrier was removed? That is a bit of a bombshell question.

¹⁶⁷ Post-16 education survey report

¹⁶⁸ Post-16 education survey report

The Minister for Education:

I think you have to be completely opened-minded and ask yourself: why would you need six Sixth Forms if you were having the absolute best choice, opportunity and flexibility and provision in one place? So that is kind of just another throwback open question to you. I go back to this, well, what kind of education system do we want to provide? It is having the efficiency and effectiveness of those courses. So if you can provide as many courses and opportunities and choices for those young people who go into further education on one campus with so many different opportunities that derive from that, that is what we should be focusing on in my opinion in the long term. That is what we should be looking at. By having lots of separate educational establishments you are reducing the opportunity. You are reducing the effectiveness and the efficiency of the things that we can provide on-Island.¹⁶⁹

132. Furthermore, the Assistant Minister for Education explained that parental choice plays a significant role in the reason why some students may access fee-paying education:

Assistant Minister for Education:

The counterargument, I suppose, it is an element of parental and student choice, is it not? You choose to go to these institutions and you know what is on offer. If a better arrangement would you suit you better then that is what you should consider. But it is choice to go to those institutions.¹⁷⁰

133. It was explained during the public hearing with the Minister for Education that there should be more of a focus on accessing teaching and learning at any time and in any place by taking advantage of technology to reduce the reliance on physical space:

Group Director, Young People, Further Education, Skills and Learning:

Again, use of technology would reduce the need of a physical space. Teaching and learning needs to be “any time, any place, any pace” for it to be in line with the world of work that we currently have. Those sorts of institutions, when we talk about the institutions, if it is a physical building you are talking about, that also needs to be in the mind-set of us as we develop the educational strategy moving forward because people learn differently these days. They work differently and the use of technology has a massive role to play. No more you need to be in a classroom to study, you can be anywhere to study and that sort of whole attitude of “any time, any place, and any pace” should be prevalent in our strategy and our policymaking.¹⁷¹

134. It is important that greater emphasis is placed on young people having access to education through technology, especially given the changes within the world of work. It is noted that Beaulieu are beginning to offer online courses for their students to study.¹⁷² This is an excellent initiative which should be explored further within the other post-16 providers in order to give young people further choice of the courses available.

¹⁶⁹ [Public Hearing – Minister for Education p.29](#)

¹⁷⁰ [Public Hearing – Minister for Education p.11](#)

¹⁷¹ [Public Hearing – Minister for Education p.30](#)

¹⁷² [Submission – Beaulieu Convent School](#)

Finding 26

Half of the young people surveyed in Year 10 and 11 and half of those surveyed in Year 12 and 13 felt that having sufficient finances was a barrier to accessing post-16 courses. Although the majority of young people studying post-16 felt they had suitable choice and were able to study the courses they wanted, two thirds of those currently studying post-16 courses are doing so within the non-fee paying schools. This would indicate that having sufficient finances is a potential barrier to young people accessing post-16 education.

Finding 27

There is an acknowledgement that using technology to increase the choice for young people in terms of accessing courses is required to promote a learn any time, any place, any pace style of education. This is happening at one post-16 provider at present (Beaulieu).

Recommendation 9

The Minister for Education should investigate the merits, value and resource implications of removing the financial barriers to accessing the post-16 providers. This should be completed by Q2 2020 and include; identifying a future funding model for post-16 education and a review of any bursary arrangements.

8.3.2 Collaboration between providers

135. The Service Level Agreement (SLA) between the fee-paying schools does provide the choice to students to access courses that are not provided for in their institution. However, throughout the review, the Panel heard that this choice was not available to students who were not accessing the fee-paying providers (i.e. Hautlieu and Highlands College students). Likewise, it was unlikely for a student from a fee-paying school to access a course at Highlands or Hautlieu due to the fact that parents were contributing funding towards the students and may not be happy to pay for their child to access what would be essentially be a free course at other establishments.¹⁷³

136. Highlands College explained during a public hearing that discussions had been ongoing with Hautlieu to look at where further sharing of resources could be undertaken but had identified timetabling as the main issue that prevented this from happening:

Deputy R.J. Ward:

Do you think there is scope for greater collaboration between the different institutions that are so close to each other?

Deputy Principal, Highlands College:

Absolutely, and in the past we have worked together with senior staff at Hautlieu. We have got a joint governing body liaison meeting that myself and the Principal sit on a termly basis. We do confer and work with one another, but the way that timetabling is a major block at the moment. Hautlieu's timetable is largely driven by their I.B. (International Baccalaureate) provision and also the A Level provision. When our students have tried to access an AS it has been in very small numbers and very difficult to facilitate.¹⁷⁴

¹⁷³ [Public Hearing – De La Salle College p.6](#)

¹⁷⁴ [Public Hearing – Highlands College p.18](#)

137. It was also noted that the collaboration between Highlands and Hautlieu was limited by the Key Stage 4 intake at Hautlieu and the potential safeguarding concerns that could arise from the older students at Highlands having access to students under the age of 16:

Principal, Highlands College:

One of the barriers to collaboration, bearing in mind that Hautlieu and Highlands co-exist and are co-located, the reason why we cannot work closely together at the moment is because of the 14- 16 and the fact they have got Key Stage 4. So while we can have our students and their students, 6th formers, using Oakfield and working together we cannot on the safeguarding issues have the years 10 and 11 mixing. When we have attempted to get a group in using the science labs it has fallen at the first hurdle because what do we do about all of the students potentially mixing with compulsory age students? That is a very simple barrier to collaboration.¹⁷⁵

138. The Panel raised this issues of safeguarding and collaboration with the Minister for Education during a public hearing and found that although the barrier existed, it would in theory be possible to alleviate these concerns:

Group Director, Young People, Further Education, Skills and Learning:

There are different safeguarding measures based on the age of the child. So if you look at Hautlieu in terms of students that will go to Hautlieu, you have 14-plus whereas students that will engage in Highlands, in the main they are 16-plus. There is a provision of linking with schools where they would be accessing some of Highlands's facilities to learn about some of the courses which is open to schools but there are specific safeguarding measures attached to that. So if we were to open Highlands and Hautlieu, and that should be one institution, there would be safeguarding measures that we need to put in place for those who are below the age of 16 who might be in an environment that there are adults present but it is not beyond the realm of possibility for us to do it.¹⁷⁶

139. The Panel went on to question whether any work was being undertaken in order to alleviate the concern at this time and was told that there needed to first be an understanding as to what was intended to be achieved by collaborating before any practicalities for collaboration were resolved:

The Deputy of St. John:

So is there any active work being done to get over that problem in order to facilitate a relationship with Highlands?

Group Director, Young People, Further Education, Skills and Learning:

If I may say, we are looking at the moment at what are the outcomes, what do we want to achieve, rather than try to address some of the practicalities of this. If the solution to the problem that is defined is for us to have a 6th form provision that has vocational and academic together then that would be looked at. At this moment in time; no, I am not looking, as within my remit. I am not looking to see, should we have safeguarding measures related to 14-plus or not because I am looking at defining what is it that we want to achieve, what is the outcome, and then work back and find the solution and the right strategy and policy for it. If that becomes the reality and that is what we want

¹⁷⁵ [Public Hearing – Highlands College p.18](#)

¹⁷⁶ [Public Hearing – Minister for Education p.31](#)

to achieve, which hopefully through the work that we are doing on the strategy would become clear, then obviously we would look at the mechanisms that are needed to be put in place.¹⁷⁷

140. It is clear that there are barriers that exist in relation to collaboration between all of the post-16 providers. It is important to acknowledge and congratulate the fee-paying providers for giving young people choice through the existing SLA. It is however a concern when looking at the number of young people accessing non-fee paying post-16 providers and the fact that they are unlikely to be able to access any courses other than those provided for at their establishment.

Finding 28

It is not currently possible for students studying at Highlands and Hautlieu to access courses at the fee-paying schools and vice versa.

Finding 29

There are barriers preventing greater collaboration between Highlands College and Hautlieu which include timetabling and safeguarding concerns (in relation to older College students sharing the same space as under 16's).

Recommendation 10

The Minister for Education should conduct a review of the merits, value and implications of the 14+ transfer to determine whether it is creating barriers to the collaboration between Highlands College and Hautlieu School. This should be completed by Q1 2020.

8.3.3 Highlands College Facilities

141. One issue that was raised through submissions was the Highlands College campus and that it was not fit for purpose. The Chamber of Commerce highlighted in their submission that the buildings were old and did not lend themselves to smarter working and could not make the best use of the space and the campus as a whole.¹⁷⁸
142. Highlands College confirmed that this was an issue that was affecting its ability to offer courses that effectively responded to the Islands economic and skills needs:

Despite a programme of regular maintenance and refurbishment works, the current buildings are approaching the end of their economic life but more importantly, the learning environments are not fit for purpose and do not meet the high expectations of students. The physical resources are preventing the College from positively responding to the economic and skills needs of Jersey. This highlights the need to create a purpose-built learning environment that could provide modern teaching spaces to allow the College to adopt new pedagogies utilising digital technology.¹⁷⁹

¹⁷⁷ [Public Hearing – Minister for Education p.31 & 32](#)

¹⁷⁸ [Submission – Chamber of Commerce](#)

¹⁷⁹ [Submission – Highlands College](#)

143. This links in with the issue raised by local industry about the lack of digital course opportunities available to young people, especially given that 48% of those in further education attend Highlands College.¹⁸⁰
144. One particular issue that was raised by the College was that having a separate non-fee paying academic Sixth Form, delivering A-Levels contributes to the perception that a college of Further Education, such as Highlands College, is inferior because it delivers everything else that is not the so-called *gold standard* of GCE A-Levels.¹⁸¹
145. This perception was acknowledged in a public hearing with the Minister for Education by the Group Director for Young People, Further Education, Skills and Learning. This was placed in the context that the general population may not know that a Level 3 course is equivalent to A-Levels and further promotion of the different pathways available needed to be undertaken:

Group Director for Young People, Further Education, Skills and Learning:

.. At this moment in time, we do not have that because our system of education has artificial segregation between the 2 institutions and the information that is provided in terms of success of Highlands and Hautlieu, there is a class difference, that is, a perception difference...¹⁸²

146. Within the submission, the College went on to explain how a new, purpose built campus would significantly improve its ability to:
- Provide a first-class education service, supporting the development of skills, creativity and life-long learning
 - Increase the performance of the local economy, encourage economic diversification and improve job opportunities for local people
 - Promote sporting, leisure and cultural activities that enrich Islanders' lives
 - Promote Jersey's positive international identity¹⁸³
147. There is evidence to suggest that Highlands College is in need of a new building to help facilitate appropriate learning opportunities for students. It has also been acknowledged that there is an incorrect perception that the College is not offering qualifications at the same level as other post-16 providers. Investing in a new purpose built further education building should therefore be given serious consideration by the Minister for Education in order to help meet the needs of students and local industry. This investment would also go some way to dispelling the perception that Highlands does not offer the same level of qualification as other providers

Finding 30

It has been stated that Highlands College is in need of a new campus as the current one is dated and not able to deliver the needs of a modern educational establishment.

Finding 31

It has been acknowledged that a perception exists that the courses available at Highlands College provide students with lesser qualifications than other post-16 providers.

¹⁸⁰ [Public Hearing – Minister for Education p.6](#)

¹⁸¹ [Submission – Highlands College](#)

¹⁸² [Public Hearing – Minister for Education p.14](#)

¹⁸³ [Submission – Highlands College](#)

Recommendation 11

As a significant number of the post-16 cohort access Highlands College, the Minister for Education should prioritise the funding of a purpose built, further education campus within the Government Plan, to be completed by 2023.

Recommendation 12

The Minister for Education should, in line with the development of a purpose built further education campus, investigate the merits, value and implications of integrating provision at Highlands College and Hautlieu School in order to provide students with the opportunities that meet the needs of a modern, vibrant economy.

8.4 School Participation Age

148. One theme that has arisen during the review is in relation to the compulsory school leaving age in Jersey. Under the Education (Jersey) Law 1999, a child is of compulsory school age until 16 years of age.¹⁸⁴ As stated in the introduction to this report, there is provision under Part 8 of the Law which allows the Minister to provide education opportunities to those over the compulsory school age.¹⁸⁵ However, there is no statutory obligation for the Minister to provide Sixth Form or Further Education opportunities in the Island.

149. Within the submissions received by the Panel, the concept of raising the school participation age was highlighted. Highlands College recommended in their submission that the school participation age should be raised to 18.¹⁸⁶ It was noted also within this submission that Highlands College is defined as a provided school under the Education (Jersey) Law 1999, even though its direct intake of students has only ever been over 16 years of age.¹⁸⁷ As discussed earlier in the report, a greater number of students attend the non-fee paying post-16 providers than the fee-paying, however, this is funded mainly through custom and practice than Law according to Highlands College.¹⁸⁸

150. The Panel questioned representatives from Skills Jersey during a public hearing about whether the participation age should be raised in relation to the potential for young people to ‘fall through the net’ when leaving school at 16:

Deputy R.J. Ward:

In Jersey, because the school-leaving age is 16, theoretically there is no net to drop through.

Group Director Young People, Further Education, Skills and Learning:

It can be at any age. The U.K. (United Kingdom) has gone to the age of 18 and after 18 you do not know where they are. Here we are at the age of 16. Personal professional view should be review that and have it as a later age, I believe, yes. But in terms of process, is it tight enough? Are we absolutely 100 per cent knowing where the young people are? Hand on heart, no. Are we doing something about it? A hundred per cent yes...¹⁸⁹

151. This was expanded upon by the Assistant Minister for Education during a public hearing, with emphasis being placed on having a system which was flexible to meet the needs of young people:

Assistant Minister for Education:

I suppose it is having that safety net, is it not? Once you get to 16, at least you have got the basic, you have got your G.C.S.E.s (General Certificate of Secondary Education), or at least you have got something for most people. There might be a reason why you may not do and certain reasons but for the main. So when you start getting to 17 and 18 you can then start having that more tailored flexibility of learning the route and path that you should go. In our system, I suppose the question is: does it at the moment give that kind of flexibility to students? There is a mixture of a lot going through our system,

¹⁸⁴ [Education \(Jersey\) Law 1999 Article 2](#)

¹⁸⁵ [Education \(Jersey\) Law 1999 Part 8](#)

¹⁸⁶ [Submission – Highlands College](#)

¹⁸⁷ [Submission – Highlands College](#)

¹⁸⁸ [Submission – Highlands College](#)

¹⁸⁹ [Public Hearing – Skills Jersey p.16](#)

*there is a big push through the university route and that is how it will be, there is the push to Highlands and then is there flexibility. We are certainly building on it, certainly getting better, and I know you had evidence from Skills Jersey to explain the Trackers programme and the flexibility that those types of programmes give people, which is certainly an improvement from where we were before that.*¹⁹⁰

152. Furthermore it was explained that a definition for what raising the school participation age means in the Jersey context would be required for certainty. This was explained in the context of recent changes in the United Kingdom, whereby the participation age had been raised to 17 and then up to 18, however, the definition of participation was wider than simply attending a school or College:

Group Director, Young People, Further Education, Skills and Learning:
*If I may add to that. In terms of raising participation age, we need to define what that means for Jersey. In England that is defined and a minimum of 12 hours a week study would be classed as participating in education. It is definitely moving away from the full-time schooling, enabling young people to participate in the world of work, in the world of work experience, in the world of studies and would enable them to get that experience. It is not that you will be in full-time education like the full-time education is when they are in the school. So that needs to be defined for Jersey and I think definitely we need to consider that, if that is your question.*¹⁹¹

153. During the hearing the Group Director for Education confirmed that over 90% of students continue to study post-16 courses or engage in some form of educational programme (i.e. Trackers).¹⁹² Given the high percentage of young people engaging in post-16 provision, and given the fact that there is no statutory obligation for this provision to be provided under the Education (Jersey) Law 1999, consideration should be given to prescribing something within Law.

Finding 32

The current school leaving age in Jersey is 16 years of age, although the Minister is obligated under the Education (Jersey) Law 1999 to offer opportunities for people to continue in education over the compulsory.

Finding 33

Over 90% of students go on to engage in post-16 courses or programmes once they have finished compulsory education.

Recommendation 13

The Minister for Education should, as part of the review of the Education (Jersey) Law 1999, investigate the merits, implications and definition of raising the school participation age to 18.

¹⁹⁰ [Public Hearing – Minister for Education p.4&5](#)

¹⁹¹ [Public Hearing – Minister for Education p.5](#)

¹⁹² [Public Hearing – Minister for Education p.4](#)

9. Post-16 Education in other jurisdictions

9.1 Guernsey

154. In March 2017, 92% of 16 year olds were participating in post-16 education or apprenticeships.¹⁹³ 80% of young people in Guernsey choose to remain in full-time education after the completion of Year 11 (GCSEs). 87% choose to either remain in full-time education or undertake an apprenticeship.¹⁹⁴
155. Post-16 education in Guernsey is non-compulsory. The available options consist of the following:
156. If they are predicted at least 4/5 A*-C (now 9 - 4) grades at GCSE, then they can apply for a Level 3 course to study either AS/A level qualifications, an International Baccalaureate or a Level 3 vocational qualification. The lattermost are available at Guernsey College of Further Education.¹⁹⁵
157. Those who are not predicted the aforementioned grades, or do not obtain them, are able to apply for a Level 2, 1, or Entry Level (if they have no formal qualifications) vocational courses. The range of options for these courses are more limited than those at higher levels.¹⁹⁶
158. Apprenticeships generally last between three and five years, and are generally linked to day release courses at the Guernsey College of Further Education, who coordinate said apprenticeships.¹⁹⁷ Alternatively, students leaving school after Year 11 are also granted the opportunity to seek full-time employment, with support provided by Skills Guernsey.
159. In January 2018, it was agreed that Guernsey's secondary and post-16 education would be organised as follows:
- Two 11 to 18 colleges or campuses operating as one organisation, each with a Principal but led by an Executive Head Teacher and a single Board of Governors
 - The College of Further Education operating as one organisation, providing vocational, professional and technical education for full-time and part-time students.
 - St Anne's School in Alderney; and
 - Le Murier School and Les Voies School operating as Special Schools for students with special educational needs.¹⁹⁸

¹⁹³ <https://www.gov.gg/CHttpHandler.ashx?id=110282&p=0>

¹⁹⁴ <https://www.gov.gg/article/3152/Post-16-Education>

¹⁹⁵ <http://www.careers.gg/CHttpHandler.ashx?id=85567&p=0>

¹⁹⁶ <http://www.careers.gg/CHttpHandler.ashx?id=85567&p=0>

¹⁹⁷ <http://www.careers.gg/CHttpHandler.ashx?id=85567&p=0>

¹⁹⁸ <https://www.gov.gg/CHttpHandler.ashx?id=110282&p=0>

9.2 United Kingdom

9.2.1 England

160. Students can leave school on the last Friday in June if they turn 16 by the end of the Summer Holidays (3 September in 2018). From there, they are required to do one of the following until they turn 18:
- Stay in full-time education
 - Start an apprenticeship or traineeship
 - Spend 20 hours or more per week working or volunteering, while in part-time education or training¹⁹⁹
161. Full-time education comprises studying for either A-Levels, an International Baccalaureate, BTEC, an NVQ, or similar qualifications, at a school, sixth form college, or Further Education College. Students may also be encouraged to study for a Key Skills Qualification, to demonstrate their skills in certain areas/fields. Full-time study requires at least five GCSE grades A* to C (now 9 – 4, or equivalent), and B's in the subject(s) students wish to study.
162. Those without qualifications can undertake foundation learning courses to gain the knowledge and skills needed to start GCSEs or BTECs.
163. Apprenticeships are coordinated by the National Apprenticeship Service, as are trainees. Traineeships are available to those who are unable to gain employment to gain skills and experience, but are unwaged. Both of these courses allow people leaving school at 16 to obtain an apprenticeship.
164. These come in four levels:
- Intermediate (Level 2, equivalent to 5 GCSEs at A*-C),
 - Advanced (Level 3, equivalent to 2 A-Levels),
 - Higher (Levels 4 – 7, equivalent to a foundation degree); and
 - Degree (Levels 6 & 7, equivalent to a Bachelor's or Master's degree)²⁰⁰
165. Special Educational Needs support for young people between 16 and 25 was introduced in September 2014.²⁰¹

9.2.2 Wales

166. Students may leave school on the last Friday in June, provided that they turn 16 by the end of that school year's summer holidays. Post-16 education is identical to that of England, but with devolved levels of support and education funding.²⁰²

9.2.3 Northern Ireland

167. Students may leave school if they turn 16 during the school year (between 1 September and 1 July), they may leave school after 30 June. If students turn 16 between 2 July and 31 August they cannot leave school until the 30 June in the following year.²⁰³

¹⁹⁹ <https://www.gov.uk/know-when-you-can-leave-school>

²⁰⁰ [A guide to apprenticeships - gov.uk](https://www.gov.uk/a-guide-to-apprenticeships)

²⁰¹ [Special Educational Needs in England: January 2018 p.1](#)

²⁰² [School Leaving Age – United Kingdom](#)

²⁰³ [School Leaving Age – United Kingdom](#)

168. Post-16 education is identical to that of England, but with devolved levels of support and education funding.

9.2.4 Scotland

169. Students can leave school after the 31 May if they turn 16 between the 1 March and 30 September. If they turn 16 between 1 October and the end of February, they may leave school at the start of the Christmas holidays in that school year.²⁰⁴
170. The Scottish Government provided a commitment in the national 'Opportunities for All' initiative to guarantee every young person leaving compulsory education an offer of post-16 learning.²⁰⁵
171. Instead of A-Levels, Scottish students generally study for Advanced Higher and/or Higher courses, taking Scottish Qualifications Authority exams at the end of S5 (age 16-17) and S6 (age 17-18). A sixth year is not essential if students wish to attend a Scottish university if students have obtained the necessary grades, although many stay for an extra year, which is generally required if they wish to study at a non-Scottish university. However, some schools, particularly Independent Schools, exclusively offer English/Welsh/Northern Irish A-Levels.²⁰⁶

Finding 34

Jersey's post-16 education system most closely mirrors that of the United Kingdom in terms of the courses and progression routes available.

9.2.5 T-Levels

172. In 2016, the Report of the Independent Panel on Technical Education (Sainsbury Report) recommended that the UK Government create a coherent technical education option which develops the technical knowledge and skills required to enter skilled employment, which leads from levels 2/3 to levels 4/5 and beyond and which is highly valued because it works in the market place.²⁰⁷
173. Further to the publication of the Sainsbury Report, the UK Government published its Post-16 technical education reforms: T-Level action plan in October 2017²⁰⁸ and a further T Level Action Plan in December 2018²⁰⁹.
174. The proposed T-Levels are a set of new 2-year, Level 3 (post-16) technical programmes that are designed to serve as a technical alternative to a three A-Level programme, and eventually act as one of the three main options for when a student reaches the age of 16, alongside apprenticeships and A-Levels.²¹⁰
175. They will be phased into the national curriculum in the 2020-21 academic year, at 54 selected pilot providers, listed [here](#). It is expected that they will eventually replace other post-16 vocational and technical education qualifications.²¹¹

²⁰⁴ [School Leaving Age – United Kingdom](#)

²⁰⁵ [Opportunities for all: Supporting all young people to participate in post-16 learning, training and work](#)

²⁰⁶ [Scottish Highers and Advanced Highers](#)

²⁰⁷ [Report of the Independent Panel on Technical Education – April 2016](#)

²⁰⁸ [Post-16 technical education reforms T Level action plan – October 2017](#)

²⁰⁹ [T-Level Action Plan – December 2018](#)

²¹⁰ <https://www.cityandguilds.com/tlevels>

²¹¹ [T-Level Action Plan – December 2018](#)

176. Each T-Level will provide the following:
- The technical and practical skills that are specific to their chosen industry/occupation;
 - A placement of 45 days in their chosen industry/occupation;
 - Relevant maths, English and digital skills, and common work;
 - Common workplace skills;
 - Students can opt to study one or two specialisms for specific industries.^{212 213}
177. The first T-Level programmes, scheduled for September 2020, will consist of three industries:
- Digital (Digital Production, Design and Development T-Level)
 - Construction (Design, Surveying and Planning T-Level)
 - Education and Childcare (Education T-Level)²¹⁴
178. Between 2021 and 2022 it is intended for the following routes to be expanded along with additional courses in one further industry:
- Construction (Onsite Construction and Building Services Engineering)
 - Digital (Digital Support Services and Digital Business Services)
 - Health and Science (Health, Healthcare Science and Science)²¹⁵
179. From 2022 onwards it is anticipated, although yet to be confirmed, that further industry routes will become available in the following areas:
- Legal, Finance and Accounting
 - Engineering and Manufacturing
 - Agriculture, Environmental and Animal Care
 - Business and Administration
 - Hair and Beauty
 - Creative and Design
 - Catering and Hospitality²¹⁶

Finding 35

The United Kingdom is currently piloting a new T Level which is intended to act as a vocational equivalent to A Levels. It is intended for the qualification to be phased into the National Curriculum in the 2020-21 academic year.

Recommendation 14

The Minister for Education should closely monitor the ongoing development of T Levels to ensure (if they are successful) that the vocational qualifications available to students in Jersey are not impacted as a result, especially in respect of accessing higher education courses.

²¹² [Introduction of T Levels](#)

²¹³ [Post-16 technical education reforms T Level action plan – October 2017](#)

²¹⁴ [T-Level Action Plan – December 2018](#)

²¹⁵ [T-Level Action Plan – December 2018](#)

²¹⁶ [T-Level Action Plan – December 2018](#)

9.3 United States of America

180. In 2017, 84.1% of students graduated from High School in the United States.²¹⁷
181. School leaving age varies from state to state, but most permit a leaving age between 16 and 17, with 18 states and Washington DC permitting a leaving age of 18²¹⁸. Likewise, nearly half of all states allow children from the ages of 14 to 18 to be exempt from compulsory attendance requirements if they meet one or more of the following stipulations:^{219,220}
- Are employed
 - Have a physical or mental condition that makes their attendance infeasible
 - Have passed the 8th grade
 - Have their parents' permission
 - Have the permission of the district court or the local school board
 - Meet the requirements for an exit interview
 - Have attained alternative education, such as a vocational or technical school²²¹
182. Students study a six-subject curriculum of English, mathematics, science, social studies, visual arts and physical education which is supplemented each year with subjects in related disciplines taken at an increasingly higher level, and/or in a different specialization within the field, depending on region. Electives can include a foreign language, mass communication, creative writing, or the history of a particular country.²²²
183. Likewise, students in the American curriculum follow a sequence of specific types of mathematics, with additional courses available. Students are also encouraged to undertake a variety of extra-curricular activities.
184. At the end of the twelfth year, a High School Diploma is awarded to all students who have collected a sufficient number of credits (20, generally collected over the last 4 years across 6 subject areas).
185. Students who wish to undertake higher education are required to obtain 16 credits in academic subjects, and a high SAT or ACT score. SATs are entrance exams that assess the aptitude for mathematics and English language ability, as well as knowledge in certain subjects. ACT's consists of four tests in English, Mathematics, Social Studies, and Natural Sciences.²²³
186. Advanced Placements are also available. These are operated by the not-for-profit College Board. Each course allows students to earn college (Higher Education-level) credits and can qualify students for advanced courses when they begin studying.²²⁴

²¹⁷ [Washington Post – December 4th 2017 high-school-graduation-rates-rise-to-new-high](#)

²¹⁸ [Compulsory School Age requirements – United States](#)

²¹⁹ [Compulsory School Age requirements – United States](#)

²²⁰ https://nces.ed.gov/programs/statereform/tab5_1.asp

²²¹ [Compulsory School Age requirements – United States](#)

²²² <https://www.kaplanpathways.com/study-abroad/education-systems-explained/>

²²³ <http://www.act.org/content/act/en/products-and-services/the-act/help.html>

²²⁴ [College Board – Advanced Placements](#)

187. Those who did not finish school but still wish to obtain a High School Diploma can obtain a General Educational Development (GED) diploma, which is awarded after taking a multiple choice test in 5 subjects (language arts, writing; social studies, science, language arts, reading; mathematics). Students who enrol must be at least 16 years old and not enrolled in high school, although many states require the candidate to be 17 years of age and a resident of the state.²²⁵

188. Vocational Education on a federal level is carried out by the Office of Career, Technical, and Adult Education (OCTAE), a subdivision of the United States' Department of Education, whilst devolved opportunities vary from state to state.²²⁶

9.4 Australia

189. In 2014, Australia had a high-school completion rate of 84%, with 16% of students leaving before they complete their education.²²⁷

190. The minimum school leaving ages in Australia are as follows:

- Northern Territory – 15
- Australian Capital Territories 15
- South Australia – 17
- Queensland – 17, but must remain in school until they turn 16, or complete Year 10 (whichever comes first), and must then be either employed at least 25 hours a week, or in full-time education, or a combination of both that adds up to at least 25 hours per week, until they turn 17 or complete Year 12 (whichever comes first).
- Victoria – 17
- Western Australia – 17
- Tasmania - 17 (provided they are working at least 25 hours per week or studying at the TAFE vocational education service until they turn 17)²²⁸

191. Each State operates its own form of the Higher School Certificate, equivalent to UK A-Levels and US High School Diplomas/GEDs and standardised by the Australian Qualifications Framework. Different secondary schools offer different elective subjects, class structure and areas of specialisation. Some schools also offer an International Baccalaureate course, as in the UK.²²⁹

192. Australia's vocational education system is organised under the National Training System. Although most vocational subjects are undertaken by those aged over 18, some who leave school at 17 are allowed to undertake the vocational education and training (VET) system by registered training organisations. Certain schools offer school-based apprenticeships and traineeships for students in the final three years of school. The VET Sector is broken down into the following types of qualifications:²³⁰

²²⁵ [GED requirements by State](#)

²²⁶ [Office of Career, Technical, and Adult Education \(OCTAE\)](#)

²²⁷ [OECD – Country Note – Australia](#)

²²⁸ [Education and Training Reform Act 2006 – Sect 2.1.1 Attendance at School](#)

²²⁹ [Secondary Education – Courses and Qualifications](#)

²³⁰ [Vocational Education in Australia](#)

- Certificate I to IV: Courses that provide introductory skills and training. These teach industry-specific knowledge and skills in communication, literacy and numeracy, and teamwork. These last between six months and two years.
 - Diploma: These prepare students for industry, enterprise and paraprofessional careers. These last between one to two years of full-time study.
 - Advanced diploma: These provide a high level of practical skills for advanced skilled or paraprofessional work in areas such as accounting, building design and engineering. These can be completed at university level, and take between 1.5 and two years of full-time study.
 - Vocational graduate certificate/diploma: These are the equivalent of higher education graduate certificates and diplomas. They provide high-level employment-related skills and knowledge. These last between six months to two years of full-time study.²³¹
193. It should be noted that the popularity of VETs are in decline, as higher education rates in Australia increase.²³²
194. The aforementioned Australian Qualifications Framework (AQF) is a national policy that covers qualifications within the tertiary education sector (higher education and vocational education and training), in addition to the school-leaving certificate: the Senior Secondary Certificate of Education. Each institution is government-authorised and nationally accredited.²³³

9.5 Finland

195. Over 90% of students continue into Upper Secondary (15-19) education, but are provide with a choice of routes that best meet their interests, abilities and needs. Roughly 30% of upper secondary students are enrolled in vocational programmes. If students wish to leave school, they must first either complete comprehensive school (usually at the age of 16) or have not finished comprehensive school by the age of 17.²³⁴
196. Students are given the choice of two pathways: General Upper Secondary Education, which is focused on academic work; and Vocational Training, which is for those interested in studying technical or vocational subjects. Both of these options last for around three years.²³⁵
197. Before these two pathways, education is non-selective. However, to enter Upper Secondary education, students must apply to an Upper Secondary provider. Those applying for a General Upper Secondary education will be selected on the basis of the grades they achieved in their Basic Education certificate, which is determined by their teachers and not through a centralised mechanism as is the case in the UK.²³⁶

²³¹ [VET Courses and Qualifications](#)

²³² [Six reasons behind the decline in VET](#)

²³³ <https://www.aqf.edu.au/>

²³⁴ <https://www.teachers.org.uk/files/11.-upper-secondary-education--post-16-.pdf>

²³⁵ <https://minedu.fi/en/education-system>

²³⁶ <https://minedu.fi/en/education-system>

²³⁷. Those who are unable to enter upper secondary level education upon completion of the ninth grade are able to enter a voluntary tenth year to improve their scores and make concrete decisions on their future.

198. Vocational education general requires work experience, or comparable factors, alongside entrance/aptitude tests. Students apply to the school or training provider that offers the subjects/training of their choosing, likely terminating their attendance of their local school.²³⁸

199. Students complete their General Upper Secondary Education with a national matriculation examination, their first national exam. This consists of four compulsory tests in their mother-tongue, alongside a choice of three other subjects. These generally consist of either a foreign language, mathematics, or a general studies subject such as humanities or natural sciences. The matriculation exam is marked by school staff and moderated by other teachers nationally. Those who pass are then eligible to apply for further studies at universities, universities of applied sciences, and vocational institutions.²³⁹

200. Vocational education and training can be completed as either a form of school-based training or apprenticeship training, with more than 50 vocational qualifications available for students to choose from, with each qualification including at least half a year of work experience.²⁴⁰

9.6 Belgium

201. In 2016, 94.12% of students were enrolled in Secondary Education in Belgium.²⁴¹

202. Full-time education in Belgium is compulsory up until the age of 15, although schooling itself is compulsory until the age of 18 for young people in part-time education (see below).²⁴²

203. Belgian secondary education is divided into three cycles, each lasting for two years. Each cycle allows a student to orient themselves towards their skill levels and interests, with a more specific focus as they go up the cycles. The final two years (Third Cycle: Years 5-6) comprising 16-18 scholastic education.²⁴³

204. During this period, there are four orientations to choose from:

- General Secondary Education (40% of students): This comprises of a broad, general education curriculum. Students who have completed this course are then expected to continue studying at either university or a further education college.²⁴⁴

²³⁷ <https://www.teachers.org.uk/files/11.-upper-secondary-education--post-16-.pdf>

²³⁸ <https://www.teachers.org.uk/files/11.-upper-secondary-education--post-16-.pdf>

²³⁹ <https://www.teachers.org.uk/files/11.-upper-secondary-education--post-16-.pdf>

²⁴⁰ <https://www.teachers.org.uk/files/11.-upper-secondary-education--post-16-.pdf>

²⁴¹ UNESCO Institute for Statistics – Belgium Education and Literacy

²⁴² [Educational System in Belgium](#)

²⁴³ [Educational System in Belgium](#)

²⁴⁴ [Educational System in Belgium](#)

- Technical Secondary Education (30% of students): This is divided into two groups of education: TTK and STK. The TTK courses focus more on technical aspects, whilst the STK courses focus more on practical means. Each course offers a general education, but not on the same level as other options and are less theoretical. STK courses generally finish with students being released onto the job market, whilst those who undertake TTK courses usually continue their studies, often at Universities of Applied Sciences (vocational universities).²⁴⁵
 - Vocational Secondary Education (30% of students): A very practical and very job specific education that does not qualify students for higher education, but can lead to a diploma if they choose to undertake an optional 7th year that does allow for higher education.²⁴⁶
 - Arts Secondary Education (2% of students): These are performance-intensive courses that lead to most students who graduate attending Music Conservatories, Ballet or Acting Schools, or similar.²⁴⁷
205. Students with disabilities can also follow a Special Secondary Education, which is tailored to their needs.²⁴⁸
206. Those who wish to leave school at 16 years of age (15 if they have followed a second full year of secondary education) may undertake an Apprenticeship – Alternating Education. This provides students with a mixture of theoretical and practical aspects of their chosen trade, and is overseen at approved training centres.
207. At the end of their secondary education, students receive a secondary school leaving certificate, although there are variations of this in the Flemish and French communities of Belgium. The most common is the *Certificat D’Enseignement Secondaire Supérieur* – CESS, although those who undertake more vocational work can receive either a *Certificat de Qualification* – CQ, and/or a *Certificat D’Etudes* = CE6P.²⁴⁹

²⁴⁵ [Educational System in Belgium](#)

²⁴⁶ [Educational System in Belgium](#)

²⁴⁷ [Educational System in Belgium](#)

²⁴⁸ [Educational System in Belgium](#)

²⁴⁹ [European Commission – Belgium qualifications](#)

9.7 Germany

208. In 2016, the OECD found that 87% of 25-64 year olds had obtained an upper secondary qualification or higher, with 51% of 25-34 year-olds obtaining a vocational qualification as their highest degree (the second largest proportion of all OECD countries).²⁵⁰

209. To enter upper-secondary education, students must undertake the *Allgemeine Hochschulreife* (general entrance qualification for higher education).²⁵¹

Vocational “Dual System”

210. Germany possesses a variety of vocational programs at the upper secondary level. The most common have a focus on practical training, with over 50% of German vocational students learning in a work-based education system. This “dual-system” combines theoretical, classroom instruction with practical training embedded in a real-life work environment.²⁵²

211. Students are admitted upon the completion of their lower-secondary education, with the system characterised by “sandwich programs,” in which pupils attend a vocational school on a part-time basis, either in coherent blocks of weeks, or for one or two days each week. Companies participating in these programs are obligated to provide training in accordance with national regulations, and pay students a modest salary. This program lasts between two- and three-and-a-half years, concluding with a final examination conducted by the responsible authority in the field. These are generally regional industry associates such as the Chamber of Industry or Chamber of Crafts.²⁵³

212. The final credential awarded to graduates is a formal, government-recognised qualification certifying students’ skills in regulated vocations. There are around 328 individual vocations.²⁵⁴

213. Many vocational schools offer a pathway to tertiary education via double qualification courses. Students opting for this path are awarded with a “*Zeugnis der Fachhochschulreife*” (university of applied sciences maturity certificate), which qualifies them for a certain range of universities.²⁵⁵

University-Preparatory

214. University-preparatory study focuses on the final examination, the “*Abitur*,” which concludes upper secondary education and has a significant impact on a student’s admission to tertiary education. These generally take place at a dedicated school known as a “*Gymnasium*.” Study at these schools usually begin directly after elementary school, with programs including a lower-secondary phase (until Grade 10/age 15) and an upper-secondary phase of two or three years. This lasts for a total of 12 to 13 years.²⁵⁶

²⁵⁰ [OECD – Country Note – Germany 2016](#)

²⁵¹ [Organisation of General Upper Secondary Education – Germany](#)

²⁵² [Education System Profiles – Germany](#)

²⁵³ [Education System Profiles – Germany](#)

²⁵⁴ [Education System Profiles – Germany](#)

²⁵⁵ [Education System Profiles – Germany](#)

²⁵⁶ [Education System Profiles – Germany](#)

215. The Gymnasium curriculum is designed to ensure “maturity” or readiness for higher education based on mandatory study of core subjects. These include the following:

- Languages;
- Literature & arts;
- Social Sciences;
- Mathematics;
- Natural Sciences.²⁵⁷

216. The program concludes with the rigorous written and oral *Abitur* exam, which is overseen by the Ministries of Education within individual States. Most of these mandate standard content for one uniform examination taken by all students.²⁵⁸

217. Upon successful completion of these exams, students receive a “*Zeugnis der allgemeinen Hochschulreife*” (certificate of general university maturity), which allows graduates the legal right to study at a University. The final *Abitur* grade determines how quickly students are admitted to popular programs with a fixed number of available spaces. In 2015, some students seeking admissions to medicine programs with lower grades endured a seven-year wait.²⁵⁹

9.8 Switzerland

218. In 2017, 85% of 25-34 year-olds in Switzerland had completed some form of secondary education.²⁶⁰

219. After completing their lower secondary education between the ages of 15 and 16, students are granted the choice between vocational and general education, or going straight into work. Around 90% of students choose to continue their education. All courses are regulated jointly by the Confederation (central government) and cantons (devolved/states), meaning that there are variations in organisation and curricula.²⁶¹

220. Qualifications are split into three types:

- Vocational education and training (VET) schools
- Baccalaureate schools
- Upper secondary specialised schools²⁶²

Vocational Education and Training Schools (VET)

221. The majority of students undertake VET programmes following lower secondary education. Basic vocational education lasts between two and four years and provides practical and technical training. Education takes place in vocational schools, companies that provide apprenticeships, and cross-company courses.²⁶³

222. Dual-track programmes combine classroom lessons at a VET school with an apprenticeship at a training company, with up to 250 professions available. These can

²⁵⁷ [Education System Profiles – Germany](#)

²⁵⁸ [Education System Profiles – Germany](#)

²⁵⁹ [Education System Profiles – Germany](#)

²⁶⁰ [OECD Country Note – Switzerland 2018](#)

²⁶¹ [Education in Switzerland](#)

²⁶² [Education in Switzerland](#)

²⁶³ [Vocational Education and Training – Switzerland](#)

then lead to a Federal VET certificate, a Federal VET diploma, or the Federal Vocational Baccalaureate (*Berufsmaturität/maturité professionnelle*), which allows admission to universities of applied science.²⁶⁴

Baccalaureate Schools

223. Around a third of Swiss students attend a Baccalaureate School. These provide a general education in preparation for admission to University. Pupils generally enroll at baccalaureate schools in the last year of lower secondary education. These programs generally last for four years, although some cantons last for only three, and six in others. Admissions is based on students' grades, teacher's recommendations, and/or an entrance exam.²⁶⁵

224. Each program consists of the core subjects of a main specialism and a secondary specialism, plus a baccalaureate essay. Core subjects are:

- First national language;
- Second national language;
- Third language (English, Latin or Greek);
- Mathematics;
- Biology;
- Chemistry;
- Physics;
- History;
- Geography;
- Visual Arts/Music.

225. All students take an introductory course in economics and law, with philosophy as an option. The specialism are chosen from a list of subjects determined by each canton. Each subject is graded 1 (F) – 6 (A) every term, and how well each student does determines whether they progress to the next year or not. At the end of the program, students are examined through either a written or oral examination in at least five subjects: first language, second national language, mathematics, their main specialism, and one further subject. They must also present their baccalaureate essay. Students who pass are awarded the baccalaureate certificate (Matura), and can enrol at cantonal universities, universities of technology (vocational) and teacher training universities.²⁶⁶

Upper Secondary Specialised Schools

226. Around 5% of students go onto upper secondary specialised schools. These provide a school-based general education and preparation for professional education and training (PET) in specific occupations – such as healthcare, social work, business, computer science and education – at PET colleges and universities of applied sciences. Schools are a mixture of canton- and privately-run. Admissions criteria vary, but usually includes an entrance exam or interview.²⁶⁷

227. Students study core subjects and additional subjects related to the specific occupation. They are graded at the end of each term/year (six = best grade, four =

²⁶⁴ [Vocational Education and Training – Switzerland](#)

²⁶⁵ [Education in Switzerland](#)

²⁶⁶ [Education in Switzerland](#)

²⁶⁷ [Education in Switzerland](#)

sufficient, below four insufficient); satisfactory grades determine whether a student progresses to the next year or not. The three-year specialised school programme ends with a final exam (written/oral) in at least six subjects, at least one must be related to the specific occupation.²⁶⁸

228. Students can take an additional one-year specialised baccalaureate course, and usually have to complete traineeships or practical experience in their particular field, as well as coursework. Those successful gain the specialised baccalaureate (*Fachmaturität/maturité spécialisée*), which allows admission to universities of applied science and pre-school and primary teacher courses at teacher training universities.²⁶⁹

9.9 Singapore

229. Upon the completion of O-Levels (Singapore's equivalent to the GCSE/iGCSE), students who wish to pursue a university degree are generally admitted to either a Junior College or a Centralised Institution.²⁷⁰

Junior Colleges

230. Junior Colleges are designed to offer a two/three-year education programme for students, up to the Singapore-Cambridge GCE Advanced-Level (A-Level). Subjects are divided into Higher 1 (H1), Higher 2 (H2) and Higher 3 (3) categories. H1 subjects are worth 1 Academic Unit (AU). H2's 2 AUs, and H3's 1 Alternative Ordinary (4 AUs). Students are expected to undertake a minimum of 10 AUs (3 H2 and 1 H1), and a maximum of 12 AU's. This includes a Mother Tongue Language, Project Work, and either a General Paper or Knowledge & Inquiry. Students who have achieved a sufficient score in their Mother Tongue O-Level are exempt from Mother Tongue Language lessons and exams.²⁷¹

231. Students are required to take subjects offered under the following groups:

- Science & Mathematics,
- Languages,
- Humanities & the Arts, and
- Commerce²⁷²

232. Students are required to study at least one subject in contrast to the rest of their studies (i.e., somebody studying mathematics must also study a humanities subject). Students may also study and write research papers or undertake research programmes at designated institutions. Students may also undertake 'Knowledge Skills' studies, which generally requires either Project Work or a General Paper.²⁷³ To gain admittance to local universities, students must pass the General Paper or Knowledge & Inquiry and obtain a passing grade for their Mother Tongue language paper.²⁷⁴

²⁶⁸ [Education in Switzerland](#)

²⁶⁹ [Education in Switzerland](#)

²⁷⁰ [Nuffield Foundation – Country Profile Singapore](#)

²⁷¹ [Nuffield Foundation – Country Profile Singapore](#)

²⁷² [Nuffield Foundation – Country Profile Singapore](#)

²⁷³ [Nuffield Foundation – Country Profile Singapore](#)

²⁷⁴ [Nuffield Foundation – Country Profile Singapore](#)

Polytechnics & Arts Institutions

233. Polytechnics in Singapore are able to admit students based on their O-Level results, and provide a variety of industry-specific courses, including accountancy and digital media. About 40% of students who complete O-Levels will enrol in Polytechnics.²⁷⁵

Vocational

234. Around 25% of students in Singapore attend the Institute of Technical Education, a vocational school that provides two-year courses that lead to a National ITE Certificate. A handful then attend polytechnics, followed by a university. ITE colleges offer apprenticeships for skill trades and diplomas in vocational education for skilled technicians and workers in support roles in various professions. Students also have the option of undertaking a *SkillsFuture* initiative, which allows vocational graduates to be placed in jobs that provide them with a salary whilst being trained.²⁷⁶

Finding 36

There are a multitude of different post-16 arrangements across the jurisdictions analysed within this report, each presenting its own merits, issue and concerns.

²⁷⁵ [Nuffield Foundation – Country Profile Singapore](#)

²⁷⁶ [Nuffield Foundation – Country Profile Singapore](#)

10. Conclusion

It is clear that there are a wide range of opportunities for students who wish to study post-16 courses in Jersey. Of the six main providers, five offer a large range of predominately academic qualifications, although some do offer vocational courses. Highlands College is by far the biggest provider and currently focusses mainly on vocational courses. Skills Jersey also supplement the offer through the Trackers Foundation Programme which assists young people to develop the skills to enter work. Each provider also offers an extensive range of extracurricular and personal development opportunities for their students.

The work that goes on within the schools and the commitment and dedication of the Teachers who deliver the courses and opportunities is vitally important and must be recognised and praised, especially within the context of budgetary concerns and ongoing pay disputes.

The Panel conducted a survey of students who are currently accessing post-16 education, as well as those looking to access it in order to find out what their thoughts were on the current arrangements in Jersey. Overall, the results painted a positive picture of what is available and whether it meets their needs. There were understandably some comments to the contrary, and the Panel has where possible within its recommendations sought to address these concerns. Around half of the young people surveyed in both pre and post-16 education felt that having sufficient finances was the biggest barrier to accessing post-16 education.

Throughout the review, the Panel has identified key themes which require further investigation and review by the Minister for Education and has made recommendations based on the evidence it has received.

The main themes emerging from the review have been;

1. Concern that young people are not being furnished with the necessary digital skills in order to enter a fast changing world of work.
2. Sub-optimal funding and support available to the schools was most regularly commented upon as a challenge for the providers, and was acknowledged by the Minister for Education as an area that requires significant work.
3. Having financial means to access post-16 education, the inability of the non-fee paying providers to collaborate and the poor facilities at Highlands College were identified as some of the biggest barriers to post-16 education in the Island. It is the opinion of the Panel that the existence of these artificial barriers is in turn preventing students from accessing courses that would enhance their own learning and personal development.
4. The school participation age was also highlighted as something which could be raised due to the high number of students (over 90%) who attend post-16 institutions.

The Panel researched the post-16 education systems in other jurisdictions and unsurprisingly found that the Island most closely mirrors the system within the United Kingdom, for obvious reasons, but also due to the need for young people to access University with relevant qualifications. It has noted a shift in the UK in relation to how vocational education is viewed, with the development of T Levels creating both opportunities and risks to the UK. It is important that Jersey monitors this closely to ensure it does not fall behind with the qualifications on offer if T Levels are widely adopted in the UK. This is especially important to consider if it impedes access to Higher Education for local students.

The Panel would like to thank all those who contributed and assisted it with its review, especially the post-16 providers for their time and attention and all of the students that participated in the survey.



Post-16 Education Survey 2019

8th March 2019

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Background

The Education and Home Affairs Scrutiny Panel is conducting a review into post-16 education and training provision in Jersey to determine whether it meets the needs of local students and the needs of local businesses and industries, while at the same time equipping young people to become more confident and active members of society. To assist in this review, Island ARK was commissioned to conduct surveys of both those approaching and those already participating in post-16 education and training in the Island.

The broad objectives of the research were to obtain a better understanding from students as to their preferred educational path, their main reasons to pursue courses or training post-16, and their satisfaction with various aspects of post-16 education and training provision and the options currently available. More specifically the research brief asked the research to address:

- Post-16 educational/training intentions
- Reasons for pursuing courses or training
- Satisfaction with various aspects of the education and training currently available
- Views on the information and advice available
- Perceived barriers to achieving post-16 qualifications in Jersey
- Perceptions of the future value of the educational courses or training pursued

Methodology

A self-completion, online survey methodology was used, with a link to the relevant questionnaire being presented to students within the participating schools. The survey was promoted and administered by designated school staff members and was completed under supervision within school class time by most of the participating schools and colleges. However, some chose to send the link to the survey by email to their students, with response rates from those schools/colleges likely to be lower.

Responses to the survey were anonymous and no personal details or the name of the school of the respondent were asked within the questionnaires.

Only the first question to the survey was mandatory to complete and completion of the survey was encouraged, but ultimately voluntary.

If all of the schools below participated, one survey link was provided to circa. 1,650 students in Years 10 and 11, and a slightly different survey link was provided to circa. 1,450 students in Years 12 and 13.

The schools and year groups that agreed to participate were as follows:

Le Rocquier	Years 10 and 11
Les Quennevais	Years 10 and 11
Grainville	Years 10 and 11
Haute Vallee	Years 10 and 11
De la Salle	Years 12 and 13
Highlands	Years 12 and 13
Hautlieu	Years 10, 11, 12 and 13
JCG	Years 10, 11, 12 and 13
VCJ	Years 10, 11, 12 and 13

The above represents 84% of students in Years 10 and 11 (prior to post-16 education) and 92% of students currently participating in post-16 education or training.

Response rate

The surveys were completed over a period of 5 weeks from 28th January to 4th March.

By the final cut-off date, **1,945 fully completed survey responses** had been submitted, representing a response rate of at least **63%**. Following the data cleaning process, 1,212 had completed the survey from Years 10 and 11, showing a response rate of 73%, and 733 had completed the survey from Years 12 and 13, showing a response rate of 51%. The overall response rate of 63% is lower than anticipated due to some schools distributing the survey link by email. Some schools/colleges were also unable to confirm whether all of the relevant students within the designated year groups had received the opportunity to complete the survey.

Notes

A breakdown of the student numbers in Years 12 and 13 currently undertaking post-16 qualifications or training was not available at the time of writing this report, so it has not been possible to compare the sample profile with population data for Years 12 and 13. However, it is likely that the survey sample will contain some biases in terms of the course and training options currently being taken. For example, there were no respondents within the sample who are currently taking an NVQ or an Apprenticeship.

The name of the school and the year group was not asked in the survey so it is not known exactly which schools or year groups have participated and their respective response rates. Distribution to some students at Highlands was via email, so there is likely to be an under-representation of Year 12 & 13 students from the courses and training offered by that college. The survey results should therefore not be considered an accurate representation of current student post-16 course participation; these figures should be requested from Jersey Education.

Within the report, results are broken down by the type of course or training either being undertaken (for Years 12 & 13) or considered (for Years 10 & 11). Sub-sample sizes for some of these groups are small meaning there is a greater degree of statistical variability for those results (see Appendices for an explanation of statistical reliability).

Responses to open-ended questions are summarised where there has been a sufficiently large number of comments and where consistencies in response have been identified. For some questions where there have only been a small number of open-ended responses, all of the individual comments are shown. All text responses have been checked and deleted or edited where required so that the respondent or any individual being referred to cannot be identified.

Certain questions within the survey had more detailed response options. For some of the graphed results the wording of the options has been shortened in order to fit within the graph, so readers should refer to the full questionnaires within the appendices for more detail.

Summary of main findings

- The survey results would indicate that the motivations for choosing A-Levels and the International Baccalaureate are more related to academic achievement to enter University or Higher education than for the enhanced employment prospects and the development of life skills, although these might naturally be the end consequence of following the route through to Higher education. These more academic choices were also more motivated by an expectation of the students to continue in post-16 education, and also by the students not being ready to enter employment at that age. The main difference between those taking or considering A-Levels compared to those taking or considering the International Baccalaureate was that the latter regarded this option as being more likely to improve their overall self-development and to become more involved members of Jersey's community. This could, of course, also be related to the school conducting the IB rather than the course itself.
- The more technical qualifications, including the Pathways course, also fulfil to a lesser extent the expectation of enhanced opportunities to enter higher education and employment, but would appear to have a greater expectation of an impact on potentially improving self-development and life skills, as well as getting more involved in the local community in the future.
- Three-quarters of students are happy that their preferred post-16 courses or training are available to them in Jersey in their chosen school or college. While very few feel that none of their preferred choices are available in Jersey, there are still 13% who say that they cannot follow all of their preferred options within their chosen school/college and a further 10% who believe that some of their choices are not available in Jersey. Those currently undertaking the International Baccalaureate, A-Levels and a BTEC / Level 3 Diploma are most likely to be following their chosen option.
- Regarding satisfaction with various aspects of post-16 education or training provision, for those in Years 10 and 11, although relatively small proportions of students said that they were "very satisfied" with the various aspects being assessed, around 70% were at least "satisfied" and only between 5% and 9% were "unsatisfied". The highest level of dissatisfaction was with the information and advice available about post-16 education or training, with this also being commented on most frequently in the open-ended question.
- For those already in post-16 education or training, at least 70% were "very satisfied" or "satisfied" with the various aspects being assessed, with most aspects receiving around 80% satisfaction. The lowest levels of satisfaction were with the choice of where to study or train in Jersey, the general standard of teaching and the ease of travel getting to and from their place of study/training. Transport issues were also related to a lack of post-16 options/colleges available outside of St. Helier. Although this did not receive the lowest satisfaction rating, the most frequent negative comments concerned the state of buildings and classrooms and the lack of materials, facilities and equipment; notably IT equipment.
- The main factor that young people in Jersey believe affects preferred choices for post-16 education is having sufficient finances, with half of Jersey's students in pre- and post-16 feeling that this has an impact. This is closely followed by a student's eligibility to attend a particular school or college which is likely to be related to their achieved grades. English language ability comes third on the list, followed by the availability of a course or training, which was also commented upon with the open-ended questions. Disability and transport are also felt to be important factors, with the bus service, traffic and the length of time spent travelling to and from college receiving a large number of comments.

Section 1 – Post-16 choices and qualifications/training being considered

The first question was the only mandatory one to complete within the survey with the intention that the profile of the respondents from Years 12 and 13 could be compared against information on the overall profile of students in those years, and also so that the survey results could be analysed for different types of qualifications either being undertaken or considered (for those in Years 10 & 11) where sub-sample sizes are sufficiently large (See Notes on page 2).

Q1 for Years 12 and 13:

Which post-16 qualifications or training are you currently undertaking?

Type of qualification/training	Years 12/13 survey respondents	Sample %
A2 / AS Levels	430	59%
BTEC / Level 3 Diploma	212	29%
Jersey Progression Qualification / Level 2 Diploma	42	6%
International Baccalaureate	20	3%
Pathways / Entry for Life Skills	19	3%
GCSE's	1	*%
NVQ / Vocational Qualification	0	0%
Apprenticeship	0	0%
Other	9	1%
TOTAL	733	

For those who claimed to be undertaking the “Pathways / Entry for Life Skills” option, the stated courses were as follows:

- Pathways 11
- Life Skills 1
- Performing Arts 1
- Health and Social Care 1
- Building Trades 1

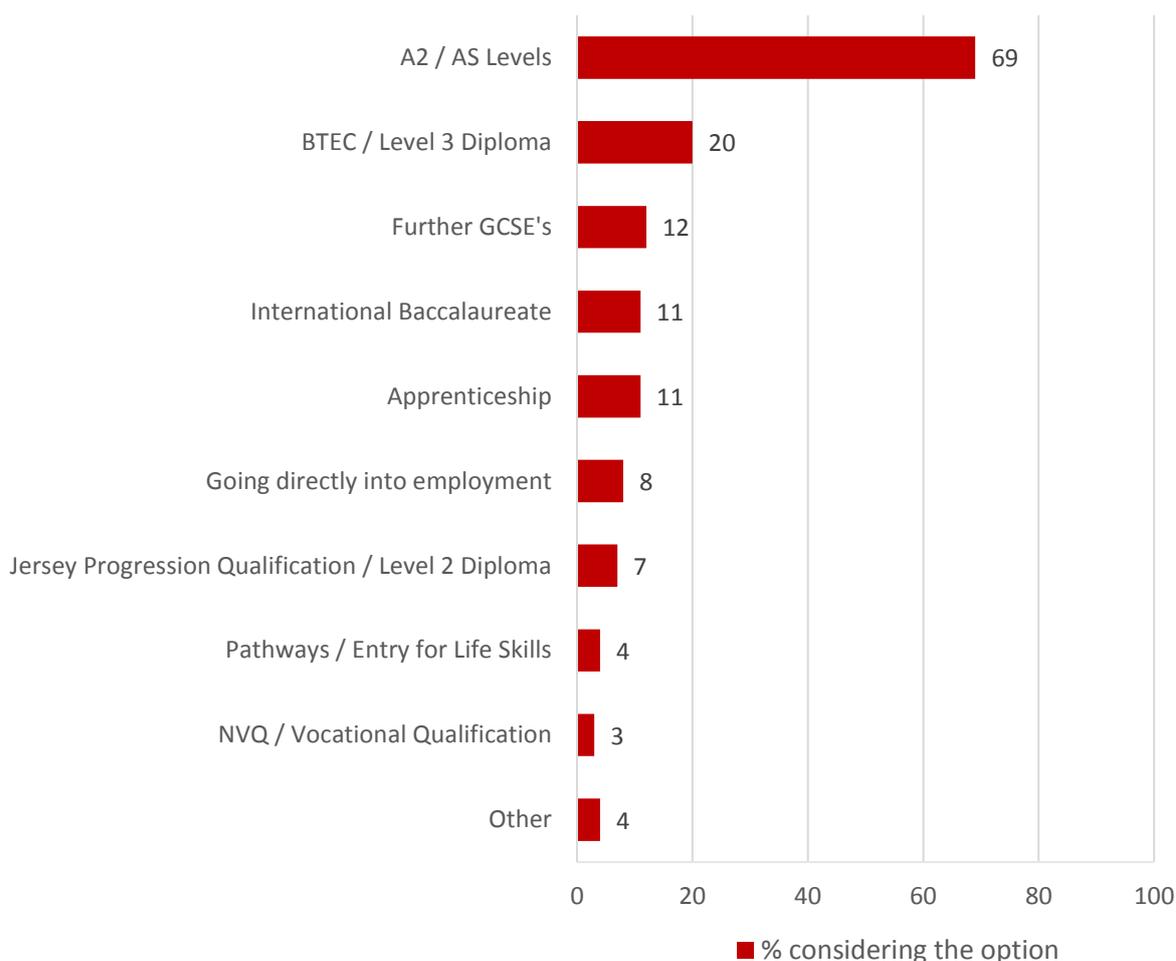
Only 4 out of the 9 declaring “Other” responded to the open-ended question asking them to name the course:

- Level 3 Extended Diploma 2
- Uniforms service 1
- A2 / AS Levels and BTEC / Level 3 Diploma 1

There were no respondents from Years 12 and 13 who said that they were currently undertaking an NVQ / Vocational Qualification or an Apprenticeship and only 1 respondent was currently undertaking further GCSE's (although they may have been taking these alongside a further qualification).

Q1 for Years 10 and 11:

Which of the following options are you considering for your post-16 education, training or employment?



Sample size: 1,212

N.b. Respondents could select all options that they were currently considering

The average number of the above options being considered was 1.5, with 68% of the respondents only considering 1 option and a further 23% considering 2 options.

For the “Pathways / Entry for Life Skills” option, 5 respondents said they were considering the Pathways course and 2 were considering the Life Skills course. There was perhaps some misunderstanding about which subjects fell under this category as respondents also included the following under this category:

- Art & design
- Automotive
- Construction
- Customer service skills
- English
- Fashion
- Maths
- Media or history
- Music performance
- Game design
- Graphic design or video game design
- Video graphic design
- Technology programming
- Psychotherapy
- Sport

For those saying that they were considering “Other” options, the responses were as follows:

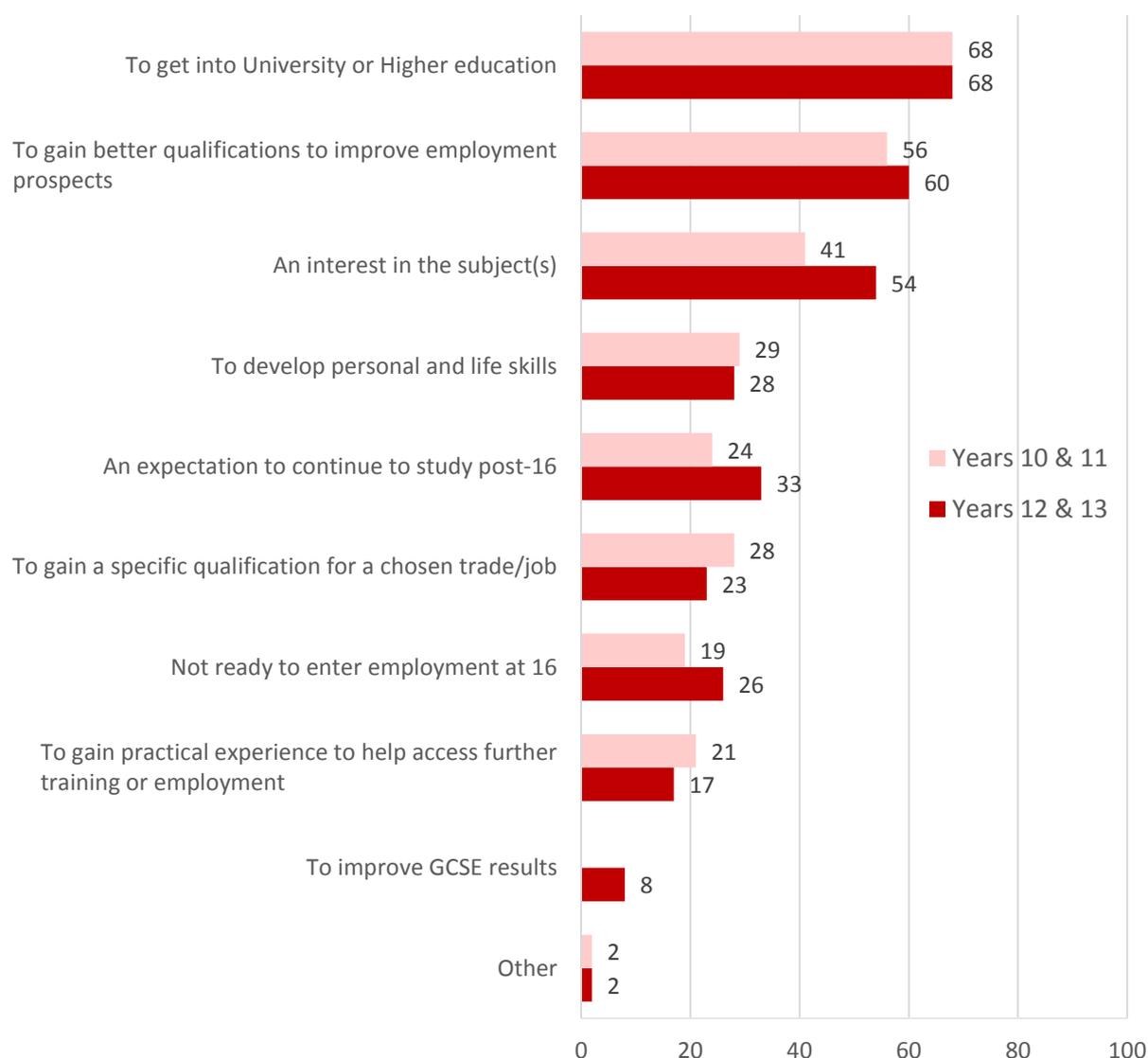
- Degree / University	4
- Army / military	3
- Gap year / travelling	3
- IBCP	3
- Health & Social care	2
- Highlands (non-course specific)	2
- Child development / Childcare	2
- Sport	2
- Animal management	1
- Performing arts	1
- Professional photography	1
- Game design	1
- Computer programming	1

Where relevant, survey results within this report are broken down by the different options currently being undertaken by Years 12 & 13 or being considered by Years 10 & 11. However, the sample sizes for some of these are small and this should be taken into consideration in the interpretation of the findings.

Section 2 – Reasons to choose post-16 education or training

For the initial question in this section, the wording differed slightly for the 2 separate surveys, with Years 12 and 13 also being given the option “To improve my GCSE results”.

Q2 Which of the following were/are likely reasons for you to choose your post-16 education/training?



Sample sizes: 1,206 for Years 10 & 11 and 733 for Years 12 & 13

N.b. Respondents could select as many options above as applied

The responses to this question were broadly similar for both sets of students, with the top reason being to access University or Higher education followed by improving employment prospects, and then an interest in the subject(s). Those already in post-16 education were relatively more likely to give a reason that they had an interest in the subject(s), that there was an expectation for them to continue to study post-16 and that they were not ready to enter employment at 16.

For students in Years 10 and 11, the other reasons given were:

- Want to join the army/navy 2
- Low educational achievement expected 2
- Enjoy the school 1
- Need money, so have to work 1
- Professional sport 1
- To build confidence 1

For students in Years 12 and 13, the other reasons given were:

- Unsure of future plans/career 2
- To avoid adulthood 1
- Enjoy school 1
- Financial reasons 1
- Didn't like A-Levels 1
- Couldn't remain at initial school/college 1
- To facilitate leaving Jersey 1
- To remain with friends 1
- To leave work and do something creative 1

To enter University or Higher education:

For respondents in Years 12 & 13, 82% of those already undertaking A-Levels and 85% following the International Baccalaureate were doing so to get into University or Higher education compared to only half of those currently undertaking a BTEC/Level 3 Diploma, 36% undertaking a Jersey Progression Qualification/Level 2 Diploma and just 16% of those following a Pathways/Entry for Life Skills course.

For respondents in Years 10 & 11, 83% of those considering the International Baccalaureate and 82% of those considering A-Levels were doing so to get into University or Higher education. This compares with 61% of those considering a BTEC/Level 3 Diploma or an NVQ/Vocational Qualification, 47% considering an Apprenticeship, and 42% considering a Pathways/Entry for Life Skills course.

To improve employment prospects:

For those in Years 12 & 13, 60% of those currently undertaking A-Levels or the International Baccalaureate were doing so to improve their employment prospects, but the proportion was slightly higher at 64% for those undertaking a BTEC/Level 3 Diploma. 52% of those undertaking a Jersey Progression Qualification/Level 2 Diploma were doing so to improve their employment prospects and the lowest proportion of 42% was for those undertaking a Pathways/Entry for Life Skills course.

For those in Years 10 & 11, 71% of those considering the International Baccalaureate or an NVQ/Vocational Qualification were doing so to improve their employment prospects, followed by 67% for those considering a Jersey Progression Qualification/Level 2 Diploma, 60% of those considering A-Levels, 56% of those considering a BTEC/Level 3 Diploma, 53% of those considering an Apprenticeship and 47% of those considering a Pathways/Entry for Life Skills course.

An interest in the subject(s):

For those in Years 12 & 13, 64% of those currently undertaking a Jersey Progression Qualification/Level 2 Diploma were doing so because they were interested in the subject, followed by 59% of those undertaking a BTEC/Level 3 Diploma, 55% taking the International Baccalaureate and 52% taking A-Levels. The lowest proportion of 26% was for those undertaking a Pathways/Entry for Life Skills course.

For those in Years 10 & 11, 61% of those considering the International Baccalaureate were doing so due to an interest in the subject(s), followed by 52% for those considering an NVQ/Vocational Qualification, 46% of those considering A-Levels, 44% of those considering a BTEC/Level 3 Diploma or a Jersey Progression Qualification/Level 2 Diploma, 35% of those considering a Pathways/Entry for Life Skills course and 29% of those considering an Apprenticeship.

To develop personal and life skills:

For those in Years 12 & 13, 70% of those currently undertaking the International Baccalaureate were doing so to develop their personal and life skills, followed by 42% of those undertaking a Jersey Progression Qualification/Level 2 Diploma, 32% of those undertaking a BTEC/Level 3 Diploma and 26% for those undertaking a Pathways/Entry for Life Skills course. The lowest proportion of 23% was for those currently studying for A-Levels.

For those in Years 10 & 11, 56% of those considering a Pathways/Entry for Life Skills course were motivated by the chance to develop their personal and life skills, followed by 48% for those who were considering an NVQ/Vocational Qualification, 46% for those who were considering the International Baccalaureate, 45% for those who were considering an Apprenticeship, 44% for those considering a Jersey Progression Qualification/Level 2 Diploma, and 33% for those considering a BTEC/Level 3 Diploma. Similar to those already in post-16 education, only 28% of those considering A-Levels were consider this option to develop their personal and life skills.

An expectation to continue to study post-16:

For those in Years 12 & 13, 70% of those currently studying for the International Baccalaureate said that there was an expectation for them to continue to study post-16, followed by 41% of those studying for A-Levels. Expectations were much lower for the less academic options; 19% for those undertaking a BTEC/Level 3 Diploma, 16% for those undertaking a Pathways/Entry for Life Skills course and only 7% for those undertaking a Jersey Progression Qualification/Level 2 Diploma.

For those in Years 10 & 11, 44% of those considering the International Baccalaureate were doing so due to an expectation for them to continue in education, followed by 31% for those considering A-Levels, 29% for those considering an NVQ/Vocational Qualification, 28% for those considering a Pathways/Entry for Life Skills course, 23% for those considering a Jersey Progression Qualification/Level 2 Diploma, and 19% for those considering either a BTEC/Level 3 Diploma or an Apprenticeship.

To gain a specific qualification for a chosen trade or job:

For those in Years 12 & 13, 42% of those currently undertaking a Pathways/Entry for Life Skills course were doing so to gain a job-related qualification, followed by 33% of those undertaking a Jersey Progression Qualification/Level 2 Diploma, 28% of those undertaking a BTEC/Level 3 Diploma and 20% for those studying for the International Baccalaureate. The lowest proportion of 18% was for those currently studying for A-Levels.

For those in Years 10 & 11, unsurprisingly the highest percentage at 61% was for those considering an Apprenticeship. This was followed by 43% for those who were considering the International Baccalaureate, 42% for those considering an NVQ/Vocational Qualification, 37% for those considering a Pathways/Entry for Life Skills course, 35% for those considering a BTEC/Level 3 Diploma, 34% for those considering a Jersey Progression Qualification/Level 2 Diploma and finally 28% for those considering A-Levels.

Not ready to enter employment at 16:

For those in Years 12 & 13, 31% of those currently undertaking A-Levels said that they were not ready to enter employment at the age of 16. A similar proportion of those studying the International Baccalaureate (20%) or following either a BTEC/Level 3 Diploma or Jersey Progression Qualification/Level 2 Diploma (19%) said that they were not ready for employment, followed by 16% of those following a Pathways/Entry for Life Skills course.

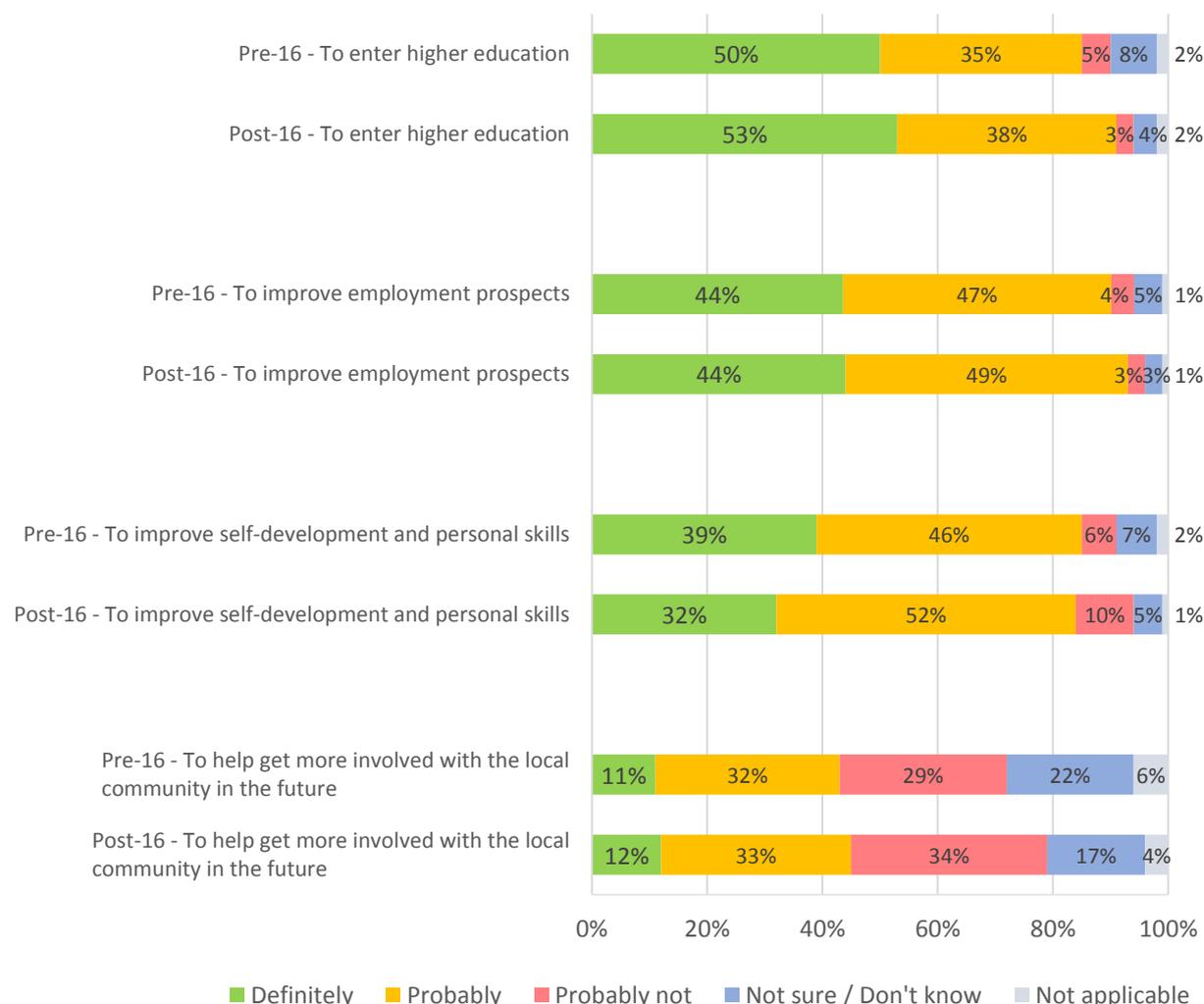
For those in Years 10 & 11, 34% of those considering the International Baccalaureate felt that they would not be ready for employment, followed by 29% for those considering an NVQ/Vocational Qualification, 24% for those considering A-Levels, 21% of those considering a BTEC/Level 3 Diploma, 19% of those considering a Pathways/Entry for Life Skills course, 16% considering a Jersey Progression Qualification/Level 2 Diploma, and 13% of those considering an Apprenticeship.

To gain practical experience to help access further training or employment:

For those in Years 12 & 13, 42% of those currently undertaking a Pathways/Entry for Life Skills course were doing so to gain practical experience to help access further training or employment, followed by 36% of those undertaking a Jersey Progression Qualification/Level 2 Diploma, and 30% of those undertaking a BTEC/Level 3 Diploma. The lowest proportion in response to this question were from those currently studying for A-Levels (9%) and those studying for the International Baccalaureate (5%).

For those in Years 10 & 11, the highest percentages at 42% were for those considering an Apprenticeship as well as for those considering an NVQ/Vocational Qualification. This was followed by 34% for those who were considering the International Baccalaureate, 33% for those considering a Pathways/Entry for Life Skills course, 32% for those considering a Jersey Progression Qualification/Level 2 Diploma, 28% for those considering a BTEC/Level 3 Diploma, and finally 20% for those considering A-Levels.

Q3 To what extent do you think the post-16 education or training that you are undertaking / hope to undertake will provide you with the relevant skills and/or qualifications for the following in the future:



Sample sizes: 1,179 to 1,187 for Years 10 & 11 and 718 to 725 for Years 12 & 13

As with the previous question, the main expectation and hope for undertaking post-16 education or training was to enter higher education, followed by improving employment prospects. A strong majority also felt that following this route would improve self-development and personal skills. Far fewer respondents felt that entering post-16 education or training would help them to get more involved with the local community in the future. The results above show little difference in response between those already in post-16 education and those approaching that stage.

For those already undertaking or those considering A-Levels, there was a high level of expectation that post-16 education would help them to enter higher education and to ultimately improve employment prospects, but one of the lowest levels of expectation that this would help them to get more involved with the local community in the future or would improve their self-development and personal skills.

For those already undertaking or those considering the International Baccalaureate, they had the highest level of expectation that post-16 education would help them to enter higher education and would improve employment prospects. Unlike those undertaking A-Levels, they also had high expectations that following the course would help them to get more involved with the local community and would improve their self-development and personal skills.

For those already undertaking or those considering a BTEC/Level 3 Diploma, there was a lower, although still high level of expectation that post-16 education would help them to enter higher education and would improve employment prospects. They also had higher expectations than those choosing the more academic courses that following this option would help them to get more involved with the local community and would improve their self-development and personal skills.

For those already undertaking or those considering a Jersey Progression Qualification / Level 2 Diploma, there was a lower level of expectation that post-16 education would help them to enter higher education but similar level of expectation to those following the BTEC/Level3 Diploma that this option would improve their employment prospects. They also had slightly higher expectations that following this option would help them to get more involved with the local community and would improve their self-development and personal skills.

For those already undertaking or those considering a Pathways / Entry for Life Skills course, there was the lowest level of expectation that post-16 education would help them to enter higher education, although a far higher proportion still felt that this was at least probable. A higher proportion than those undertaking a Jersey Progression Qualification / Level 2 Diploma felt that this option would improve their employment prospects. They also had relatively high expectations that following this option would help them to get more involved with the local community and would improve their self-development and personal skills.

Conclusions from Section 2:

When considering the responses to the questions within this section, the self-perceptions of a current level of achievement and self-expectation should be taken into account. A respondent may say that following a particular option may not make them any more likely to enhance their employment opportunities or develop their personal skills, but if they are already confident that they would find employment anyway and are confident that they already have those personal skills, then they may be less likely to feel these will be enhanced to a much greater degree. On the other hand, those starting at a lower level of achievement may feel that they have more to gain by following a particular route for post-16 education.

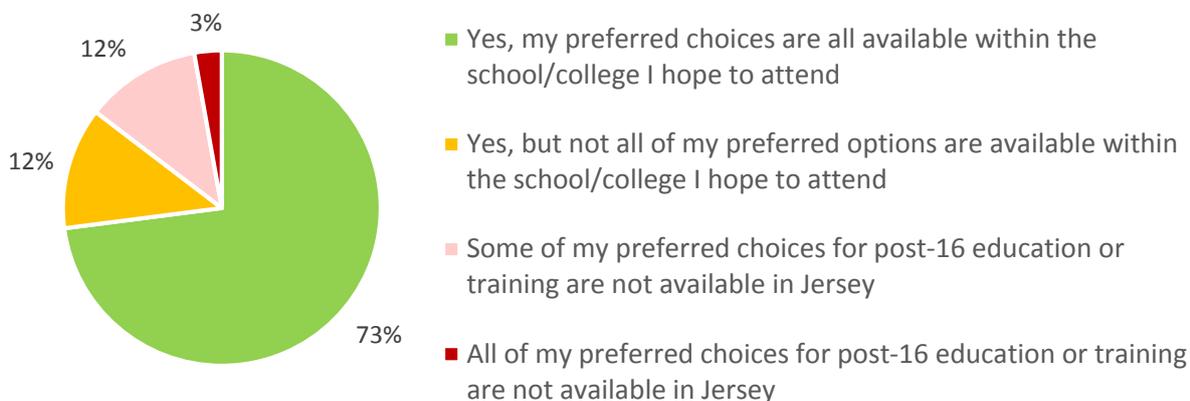
Taking account of the above, the survey results would indicate that the motivations for choosing A-Levels and the International Baccalaureate are more related to academic achievement to enter University or Higher education than for the enhanced employment prospects and the development of life skills, although these might naturally be the end consequence of following higher education. These more academic choices were also more motivated by an expectation of them to continue in education and also not being ready to enter employment at the age of 16. The main difference between those taking or considering A-Levels compared to those taking or considering the International Baccalaureate was that the latter regarded this option as being more likely to improve their overall self-development and to become more “rounded” and contributory members of Jersey’s society.

The more technical qualifications, including the Pathways course, also fulfil to a lesser extent the expectation of enhanced opportunities to enter higher education and employment, but would appear to have a greater expectation of an impact on potentially improving self-development and life skills, as well as getting more involved in the local community in the future.

Section 3 – The post-16 education and training options available

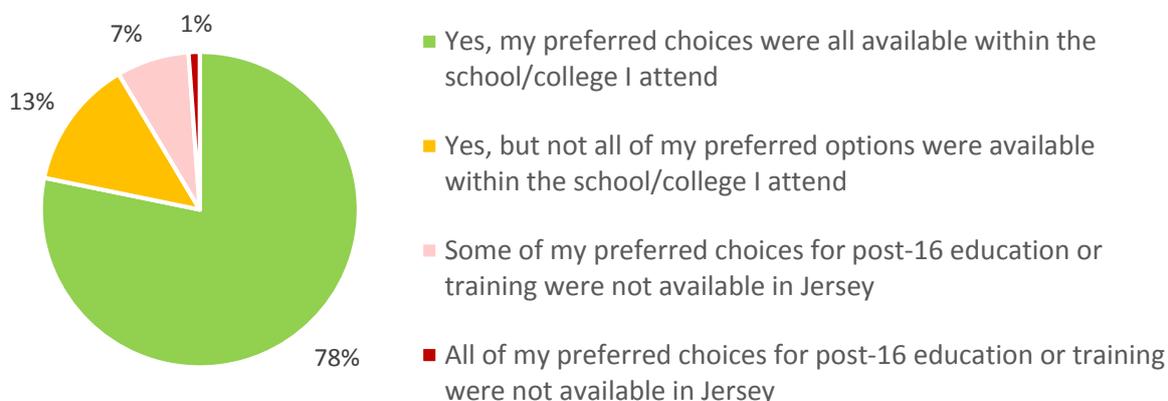
This section of the report looks at the availability of preferred choices to students in Jersey, what is not available to them and whether those currently in post-16 education are following their preferred course(s) or training.

Q4a When choosing your post-16 education or training, are all of the courses, subjects, qualifications or training options you are interested in available in Jersey?



Sample size: 1,146 for Years 10 & 11

Q4a When choosing your post-16 education or training, were all of the courses, subjects, qualifications or training options you were interested in available in Jersey?



Sample size: 703 for Years 12 & 13

The above shows that approximately three quarters of those in both pre- and post-16 education or training felt that their preferred choices were all available within the school or college they either already attended or hoped to attend.

For students in Years 10 & 11, 12% felt that some of their preferred choices were not available in Jersey and 3% said that all of their choices were not available in the Island. These figures were naturally lower for those already undertaking post-16 education or training in Jersey; at 7% and just 1% respectively.

Availability of course/training by qualification being considered for Yrs 10 & 11:

	Considering A-Levels	Considering International Baccalaureate	Considering BTEC / Level 3 Diploma	Considering Jersey Progression Qualification / Level 2 Diploma
Yes, all choices available at preferred school/college	73%	70%	71%	77%
Yes, but not all available within preferred school/college	13%	12%	13%	9%
Some preferred choices not available in Jersey	13%	15%	14%	13%
All preferred choices not available in Jersey	2%	3%	2%	1%

	Considering NVQ / Vocational Qualification	Considering Apprenticeship	Considering going directly into employment	Considering Pathways / Entry for Life Skills
Yes, all choices available at preferred school/college	59%	64%	67%	71%
Yes, but not all available within preferred school/college	19%	13%	10%	12%
Some preferred choices not available in Jersey	19%	20%	15%	14%
All preferred choices not available in Jersey	4%	3%	8%	2%

N.b. It should be noted that respondents might be considering more than one option for post-16 education or training. The sample sizes for those considering an NVQ or Pathways were small at 27 and 42 respectively.

The first table above shows little difference in response to this question between the qualifications being considered, with similar results for those also considering a Pathways / Entry for Life Skills course.

Almost 1 in 4 of those considering an NVQ, an Apprenticeship or going directly into employment felt that either some or all of their preferred options were not available in Jersey.

Availability of course/training by qualification currently being undertaken for Yrs 12 & 13:

	Studying A-Levels	Studying International Baccalaureate	Undertaking BTEC / Level 3 Diploma	Undertaking Jersey Progression Qualification / Level 2 Diploma	Undertaking a Pathways / Entry for Life Skills course
Yes, all choices available at preferred school/college	77%	65%	83%	78%	88%
Yes, but not all available within preferred school/college	15%	30%	8%	17%	6%
Some preferred choices not available in Jersey	7%	5%	7%	6%	6%
All preferred choices not available in Jersey	1%	0%	1%	0%	0%

N.b. The sample sizes for those undertaking the International Baccalaureate and Pathways courses were small at 20 and 17 respectively.

A high proportion of those already following post-16 courses or training said that all of their choices were available at their preferred school or college, but 30% of those studying the International Baccalaureate said that this was not available within their preferred school or college.

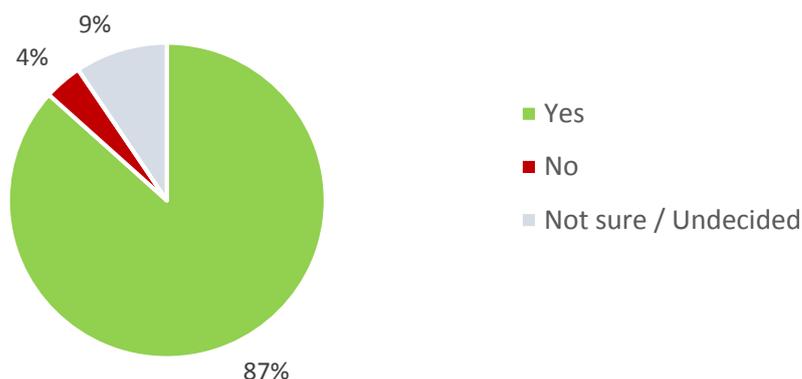
Between 5% and 7% said that some of their preferred choices were not available in Jersey, while only 8 respondents said that none of their preferred choices were available; 5 for those currently studying for A-Levels and 3 for those undertaking a BTEC / Level 3 Diploma.

In the subsequent open-ended question asking for further clarification as to which courses, subjects, qualifications or training options were not available in Jersey, there was a wide variety of responses. Some of these may be available in Jersey but not necessarily at the preferred school/college, or not available in combination. A number of respondents said that they would have liked to take a combination of A-Levels and more vocational courses but could not do so in Jersey or in their preferred school/college.

The most mentions were for the following:

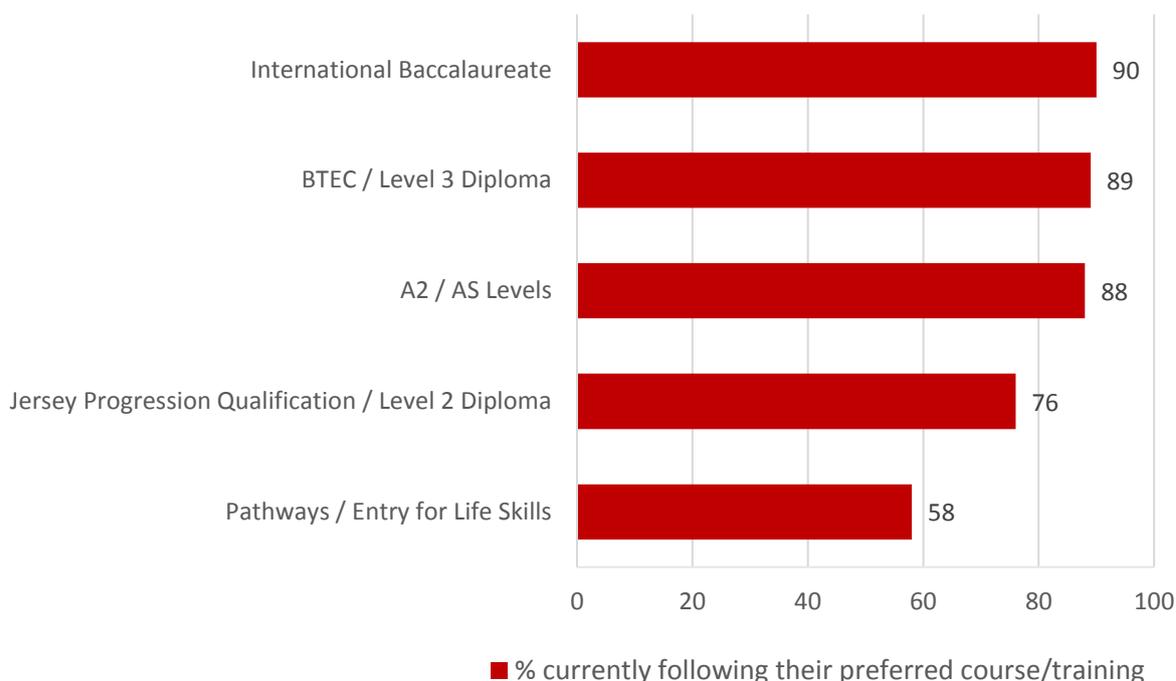
- 1) Lack of a (proper) university or the possibility to obtain a university degree in Jersey
- 2) Music / Music college
- 3) Law
- 4) Government / Politics
- 5) Sport (specific sporting interests)
- 6) Drama / Performing Arts
- 7) Philosophy / Ethics
- 8) Criminology / Forensics
- 9) Health and Social Care
- 10) Psychology
- 11) Business studies
- 12) Armed services
- 13) Childcare / Child development
- 14) Dance (not necessarily linked to Performing Arts)
- 15) Sociology

Q6 Are you currently studying/following the post-16 education course(s) or training that you wanted to in Jersey?



Sample size: 721 for Years 12 & 13

The graph below shows the proportion saying “yes” to the above question by the qualification or training they are currently undertaking:



Sample sizes: 19 to 425

N.b. The sample sizes for “Pathways” (19) and “International Baccalaureate” (20) are small

Overall, nearly 90% of those in Years 12 and 13 said that they were currently following the course or training they wanted to in Jersey. Only 4% of the total sample said that they were not following their preferred choice.

However, the results to this question were much less favourable from those currently undertaking a Jersey Progression Qualification / Level 2 Diploma or a Pathways / Entry for Life Skills course.

Conclusions from Section 3:

Three-quarters of students are happy that their preferred post-16 courses or training are available to them in Jersey in their chosen school or college. While very few feel that none of their preferred choices are available in Jersey, there are still 13% who say that they cannot follow all of their preferred options within their chosen school/college and a further 10% who believe that some of their choices are not available in Jersey. Those currently undertaking the International Baccalaureate, A-Levels and a BTEC / Level 3 Diploma are most likely to be following their chosen option.

Section 4 – Satisfaction with aspects of post-16 education and training provision

This section of the report examines how satisfied those approaching post-16 education are about the advice and options available, with some more detailed questions being asked about satisfaction levels from those already experiencing post-16 education or training in Jersey.

For Years 10 and 11:

Q5a From your experience and knowledge of the options available, please indicate how satisfied you are overall with the following aspects of post-16 education or training provision in Jersey:



Sample sizes: 1,151 to 1,169

For students in Years 10 and 11, the satisfaction levels for all of the above were very similar, with 14% to 16% “very satisfied” and between 53% and 58% “satisfied”.

For all of the above, less than 10% said that they were “unsatisfied” and the highest level of dissatisfaction was with the choice of where to study or train in Jersey.

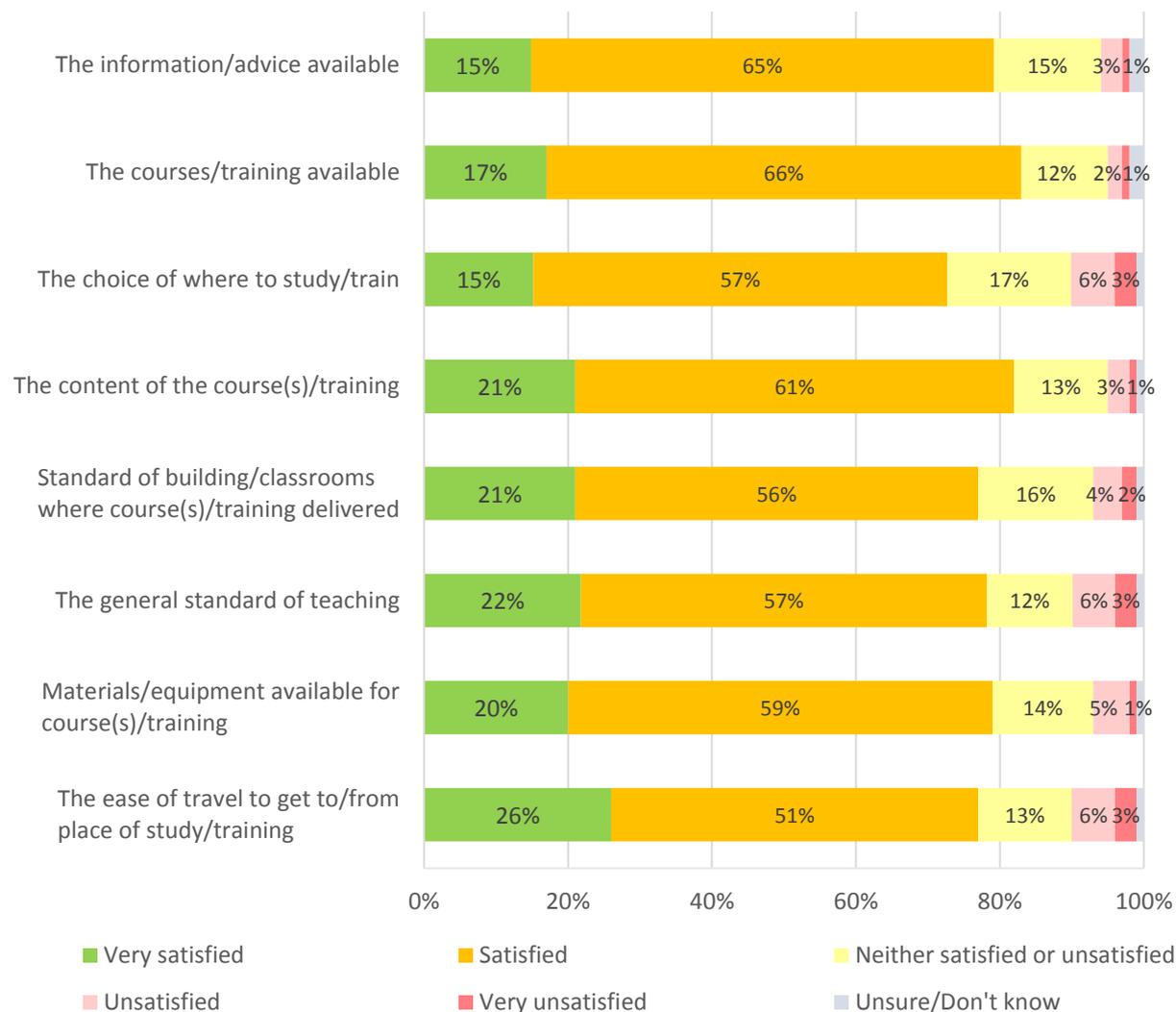
Those showing the highest levels of dissatisfaction were considering either going directly into employment or following a Pathways / Entry for Life Skills course.

The subsequent question asked respondents to provide further details if they were not satisfied with any of the above. The responses were again diverse, but the main comments are shown below in order of mentions:

- 1) Lack of sufficient information or knowledge of the options or courses available
- 2) A lack of free/public schools or 6th form colleges available (just Hautlieu for A-Levels)
- 3) Lack of options / range of courses in general
- 4) Preferred course or subject not available (at preferred college)
- 5) Lack of places available or difficult to access preferred course

For Years 12 and 13:

Q5a From your experience, please indicate how satisfied you are overall with the following aspects of post-16 education or training provision in Jersey:



Sample sizes: 709 to 722

As for those in Years 10 and 11, there were low levels of dissatisfaction with all of the above from those already undertaking post-16 education or training in Jersey. The highest level of dissatisfaction was again with the choice of where to study or train in Jersey. 9% also said that they were unsatisfied with the general standard of teaching and the ease of travel getting to and from their place of study/training.

Those most likely to be “unsatisfied” with the choice of where to study in Jersey were currently undertaking A-Levels (12%).

Those most likely to be “unsatisfied” with the standard of the building/classrooms were currently undertaking a BTEC / Level 3 Diploma (13%).

Although based upon a small sample size, those most likely to be “unsatisfied” with the content of the course they were studying or the materials and equipment available were currently undertaking the International Baccalaureate (11%).

Those most likely to be “unsatisfied” with the standard of teaching were currently undertaking a BTEC / Level 3 Diploma or studying for A-Levels (9% each).

Those most likely to be “unsatisfied” with the ease of travel to or from their place of study were currently undertaking A-Levels (11%).

Year 12 and 13 students were also asked in the subsequent question to elaborate further if they were not satisfied with any of the above. The main comments are shown below in order of mentions:

- 1) Poor quality of building/classrooms, with a lack of materials, facilities and equipment (IT)
- 2) Teaching standards poor or inconsistent
- 3) Lack of colleges (free) for A-Level and all located in St. Helier
- 4) Negative comments about inconvenient bus times, frequency of service and routes
- 5) Amount of time to get to/from school/college, with lots of traffic
- 6) Either no, or minimal parking available at school/college
- 7) Lack of information on the options available and career path
- 8) Teacher turnover
- 9) Lack of options / course choices

Conclusions from Section 4:

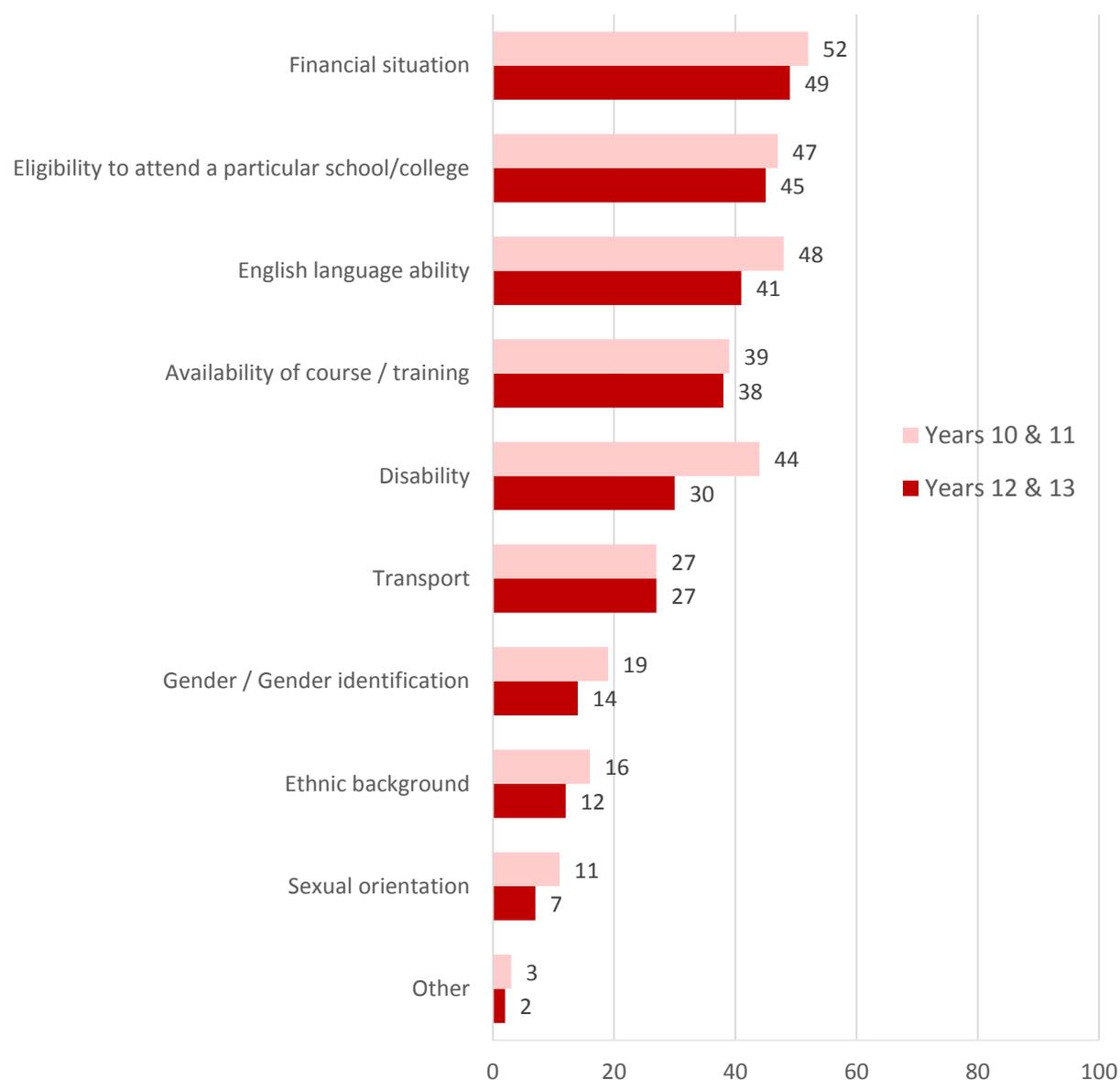
For those in Years 10 and 11, although relatively small proportions of students said that they were “very satisfied” with the various aspects being assessed, around 70% were at least “satisfied” and only between 5% and 9% were “unsatisfied”. The highest level of dissatisfaction was with the information and advice available about post-16 education or training, with this also being commented on most frequently in the subsequent open-ended question.

For those already in post-16 education or training, at least 70% were “very satisfied” or “satisfied” with the various aspects being assessed, with most aspects receiving around 80% satisfaction. The lowest levels of satisfaction were with the choice of where to study or train in Jersey, the general standard of teaching and the ease of travel getting to and from their place of study/training. Transport issues were also related to a lack of post-16 options/colleges available outside of St. Helier. Although this did not receive the lowest satisfaction rating, the most frequent negative comments concerned the state of buildings and classrooms and the lack of materials, facilities and equipment.

Section 5 – Factors affecting access to post-16 education and training

This final section of the survey considers the factors that students feel might be affecting young people from following their preferred education or training.

Q6/7 Do you think that any of the following affect young people in Jersey from following their preferred post-16 education or training?



Sample sizes: 1,191 for Years 10 & 11 and 728 for Years 12 & 13

N.b. Respondents could select as many options above as applied

For students in Years 10 and 11, the other reasons given were:

- Mental health / anxiety 3
- Parental or peer pressure 2
- Behaviour / criminal record 2
- Intelligence 2
- Bullying / harassment 1
- What friends are doing 1
- Medical condition 1
- Discrimination 1
- Diversity quotas 1

For students in Years 12 and 13, the other reasons given were:

- | | |
|--|---|
| - Family / parental pressure | 2 |
| - Mental health | 2 |
| - Gap year | 1 |
| - Choosing a pathway at age 14 is too young | 1 |
| - Having to go to university in the UK | 1 |
| - Lack of job opportunities after college training | 1 |

The results to this question reflect results seen within the rest of the survey and were broadly similar between pre- and post-16 respondents.

Around half of both sets of respondents gave “financial situation” as the main deterrent, and many of the open-ended comments in previous questions mentioned a lack of free colleges in Jersey to study preferred options; particularly A-Levels. The second main deterrent was a student’s “eligibility to attend a particular school/college (e.g. obtaining the required grades)”.

“English language ability” was also seen one of the main factors affecting options; particularly by those in Years 10 and 11, followed by the “availability of course/training”, which again had been commented upon in previous open-ended questions.

“Disability” came high up the list of deterrents, with as many as 44% of those in Years 10 and 11 believing that this would affect young people from following their preferred post-16 education or training.

Following the large number of negative comments about the bus service, as well as the traffic and amount of time travelling to and from schools/colleges primarily based around St. Helier, it is perhaps not surprising to see that over a quarter of students in both pre- and post-16 education felt that “transport” would affect choices.

“Gender”, “Ethnic background” and “Sexual orientation” all had a lower level of respondents considering them to affect post-16 choices, but the percentages were not insignificant; particularly for those in Years 10 and 11.

Conclusions from Section 5:

The main factor that young people in Jersey believe affects preferred choices for post-16 education is having sufficient finances, with half of Jersey’s students in pre- and post-16 feeling that this has an impact. This is closely followed by a student’s eligibility to attend a particular school or college which is likely to be related to their achieved grades. English language ability comes third on the list, followed by the availability of a course or training. Disability and transport are also felt to be important factors.

Appendices

Data Preparation & Processing

All questionnaires were self-completed online, with no need for subsequent data-entry. The online data entry screens had controls built in for question redirection and to prevent incorrect data entry such as multiple responses to one statement. No personal details were asked so as to allow for anonymity, but responses were checked to see if there were any obvious duplicates.

The response data was exported from the online survey software and subsequently analysed using a statistical software package called SPSS.

Upon satisfactory completion and within 6 months of delivery of the survey report, all data relating to respondents will be deleted from the Island ARK database. Please refer to Island ARK's Privacy Notice for any further information with regard to data security and retention.

Statistical reliability and Bias

Surveys are always subject to statistical error and the higher the sample size, the lower the margin of statistical variation. The table below gives an indication of the levels of statistical error to which the data are theoretically subject at the 95% Confidence Level.

Sample Size	Research results				
	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
20	+/- 13.1	+/- 17.5	+/- 20.1	+/- 21.5	+/- 21.9
40	+/- 9.3	+/- 12.4	+/- 14.2	+/- 15.2	+/- 15.5
100	+/- 5.9	+/- 7.8	+/- 9.0	+/- 9.6	+/- 9.8
200	+/- 4.2	+/- 5.5	+/- 6.3	+/- 6.8	+/- 6.9
400	+/- 2.9	+/- 3.9	+/- 4.5	+/- 4.8	+/- 4.9
700	+/- 2.2	+/- 3.0	+/- 3.4	+/- 3.6	+/- 3.7
1,200	+/- 1.7	+/- 2.3	+/- 2.6	+/- 2.8	+/- 2.8

The top line results from the survey for Years 12 and 13 are generally based upon a sample size of circa. 700, so a finding that 87% of total respondents were currently studying their preferred course would mean that the true figure for the whole of post-16 students is 95% likely to be within the range 85% to 89%, although is more likely to be nearer the survey sample finding of 87%.

When breaking down the results for individual options being taken or considered which have much smaller sample sizes, the results are subject to a far greater degree of statistical variability.

With any self-completion survey methodology, bias is likely to enter into the sample and the higher the response rate, the lower the likelihood of a bias in the sample. The response rate was relatively high for Years 10 & 11, but somewhat lower for Years 12 & 13. Certain schools also did not participate, so the results will be subject to some bias and should be regarded as indicative and not necessarily representative of students in these year groups as a whole.

It has not been possible to obtain population data from the Education Department to compare the sample profile for Years 12 and 13.

The Questionnaires

Post-16 Education Survey Years 10 and 11

Background

The Education and Home Affairs Scrutiny Panel is conducting a review into post-16 education provision in Jersey to find out whether it meets the needs of local students, while at the same time equipping young people for future employment and to become more active members of society.

As part of this process, we are seeking your views and opinions on the options available and your satisfaction with various aspects of post-16 education and training in Jersey.

This online survey is being sent to students in Years 10 and 11 to allow as many young people as possible to let us know about their experiences and views on preparing for and accessing post-16 education or training in Jersey. A separate survey is also being sent to students in Years 12 and 13 to also find out the views from those who are already studying in post-16 education.

Confidentiality

Your responses to this survey will be anonymous and will be treated in the strictest confidence. No individual responses will be shared by Island ARK with any schools, any States department or any other organisation, and the survey software used by Island ARK is password protected and only accessible to Island ARK. The survey does not ask for any of your personal details, so please answer the questions honestly and provide as much detail as you can. Island ARK is an independent market research company based in Jersey.

Survey completion

The first question is the only one that requires a response; all other questions are optional, but please help us by filling in as many as you can. There are some hidden extra questions which will appear depending upon how you have answered previous questions.

Your completed questionnaire will only be saved when you click on the "**Submit**" button at the bottom of the next page of the questionnaire. Once you have clicked on the submit button you will not be able to return to the questionnaire to make any further amendments.

The survey should take no more than **15 minutes** to complete.

Thank you for your time.

1 Which of the following options are you considering for your post-16 education, training or employment?
(Please select all options that you are currently considering)

- ⁰¹ A2/AS Levels
- ⁰² Further GCSE's
- ⁰³ International Baccalaureate
- ⁰⁴ BTEC / Level 3 Diploma
- ⁰⁵ Jersey Progression Qualification / Level 2 Diploma
- ⁰⁶ NVQ / Vocational Qualification
- ⁰⁷ Apprenticeship
- ⁰⁸ Going directly into employment
- ⁰⁹ Pathways / Entry for Life Skills *(Please state name of course)* _____
- ¹⁰ Other *(Please state)* _____

2 Which of the following are likely reasons for you to choose your post-16 education/training?
(Please select as many options as apply)

- ⁰¹ To get into University or Higher education
- ⁰² To gain better qualifications to improve my prospects for employment
- ⁰³ I am interested in the subject(s) I plan to study
- ⁰⁴ There is an expectation for me to continue to study post-16
- ⁰⁵ To gain a specific qualification for a chosen trade/job
- ⁰⁶ I will not be ready to enter employment at 16
- ⁰⁷ To gain practical experience to help access further training or employment
- ⁰⁸ To develop my personal and life skills
- ⁰⁹ Other *(Please state)* _____

3 To what extent do you think the post-16 education or training that you hope to undertake will provide you with the relevant skills and/or qualifications for the following in the future:
(Tick 'Not applicable' if you feel that any of the areas below are not relevant to your preferred post-16 education or training, or choose the closest option)

	Definitely	Probably	Probably not	Not sure/ Don't know	Not applicable
To enter higher education	⁰¹ <input type="radio"/>	⁰² <input type="radio"/>	⁰³ <input type="radio"/>	⁰⁴ <input type="radio"/>	⁰⁵ <input type="radio"/>
To improve my employment prospects	⁰¹ <input type="radio"/>	⁰² <input type="radio"/>	⁰³ <input type="radio"/>	⁰⁴ <input type="radio"/>	⁰⁵ <input type="radio"/>
To help get more involved with the local community in the future	⁰¹ <input type="radio"/>	⁰² <input type="radio"/>	⁰³ <input type="radio"/>	⁰⁴ <input type="radio"/>	⁰⁵ <input type="radio"/>
To improve my own self-development and personal skills	⁰¹ <input type="radio"/>	⁰² <input type="radio"/>	⁰³ <input type="radio"/>	⁰⁴ <input type="radio"/>	⁰⁵ <input type="radio"/>

4a When choosing your post-16 education or training, are all of the courses, subjects, qualifications or training options you are interested in available in Jersey?

(Please select one option from below)

- ⁰¹ Yes, my preferred choices are all available within the school/college I hope to attend
- ⁰² Yes, but not all of my preferred options are available within the school/college I hope to attend
- ⁰³ Some of my preferred choices for post-16 education or training are not available in Jersey
- ⁰⁴ All of my preferred choices for post-16 education or training are not available at all in Jersey
-

4b *(If options 2, 3 or 4 selected above)* Please specify what courses, subjects, qualifications or training, or which combination of courses are not available to you in Jersey?

5a From your experience and knowledge of the options available, please indicate how satisfied you are overall with the following aspects of post-16 education or training provision in Jersey?

	Very satisfied	Satisfied	Neither satisfied or unsatisfied	Unsatisfied	Very unsatisfied	Unsure/ Don't know
The information/advice available about post-16 education/training	⁰¹ <input type="radio"/>	⁰² <input type="radio"/>	⁰³ <input type="radio"/>	⁰⁴ <input type="radio"/>	⁰⁵ <input type="radio"/>	⁰⁶ <input type="radio"/>
The courses/training available	⁰¹ <input type="radio"/>	⁰² <input type="radio"/>	⁰³ <input type="radio"/>	⁰⁴ <input type="radio"/>	⁰⁵ <input type="radio"/>	⁰⁶ <input type="radio"/>
The choice of where to study/train	⁰¹ <input type="radio"/>	⁰² <input type="radio"/>	⁰³ <input type="radio"/>	⁰⁴ <input type="radio"/>	⁰⁵ <input type="radio"/>	⁰⁶ <input type="radio"/>
The content of the course(s)/training you want to follow in the future	⁰¹ <input type="radio"/>	⁰² <input type="radio"/>	⁰³ <input type="radio"/>	⁰⁴ <input type="radio"/>	⁰⁵ <input type="radio"/>	⁰⁶ <input type="radio"/>

5b If you are not satisfied with any of the above aspects, please provide further details below:

6 Do you think that any of the following affect young people in Jersey from following their preferred post-16 education or training?

(Please select as many as apply)

⁰¹ Gender / Gender identification

⁰² Ethnic background

⁰³ Disability

⁰⁴ Financial situation

⁰⁵ Sexual orientation

⁰⁶ English language ability

⁰⁷ Transport

⁰⁸ Availability of course/training

⁰⁹ Eligibility to attend a particular school/college (e.g. obtaining the required grades)

¹⁰ Other *(Please state)* _____

7 Do have any further comments or suggestions with regard to post-16 education or training provision in Jersey?

Submit survey

Thank you very much for taking the time to complete this survey.

Your responses will be very helpful in planning for Jersey's future post-16 education and training provision.

Post-16 Education Survey Years 12 and 13

Background

The Education and Home Affairs Scrutiny Panel is conducting a review into post-16 education provision in Jersey to find out whether it meets the needs of local students, while at the same time equipping young people for future employment and to become more active members of society.

As part of this process, we are seeking your views and opinions on the options available and your satisfaction with various aspects of post-16 education and training in Jersey.

This online survey is being sent to students in Years 12 and 13, including those studying or training at Highlands College, to allow as many people as possible to let us know about their experiences and views on accessing post-16 education or training in Jersey. A separate survey is also being sent to students in Years 10 and 11 to also find out the views from those who are approaching post-16 education.

Confidentiality

Your responses to this survey will be anonymous and will be treated in the strictest confidence. No individual responses will be shared by Island ARK with any schools, any States department or any other organisation, and the survey software used by Island ARK is password protected and only accessible to Island ARK. The survey does not ask for any of your personal details, so please answer the questions honestly and provide as much detail as you can. Island ARK is an independent market research company based in Jersey.

Survey completion

The first question is the only one that requires a response; all other questions are optional, but please help us by filling in as many as you can. There are some hidden extra questions which will appear depending upon how you have answered previous questions.

Your completed questionnaire will only be saved when you click on the "**Submit**" button at the bottom of the next page of the questionnaire. Once you have clicked on the submit button you will not be able to return to the questionnaire to make any further amendments.

The survey should take no more than **15 minutes** to complete.

Thank you for your time.

1 Which post-16 qualifications or training are you currently undertaking?

(Please select one option only from the list below)

- ⁰¹ A2/AS Levels
- ⁰² GCSE's
- ⁰³ International Baccalaureate
- ⁰⁴ BTEC / Level 3 Diploma
- ⁰⁵ Jersey Progression Qualification / Level 2 Diploma
- ⁰⁶ NVQ / Vocational Qualification
- ⁰⁷ Apprenticeship
- ⁰⁸ Pathways / Entry for Life Skills *(Please state name of course)* _____
- ⁰⁹ Other *(Please state)* _____
-

2 Which of the following were reasons for you to choose your post-16 education/training?

(Please select as many options as apply)

- ⁰¹ To get into University or Higher education
- ⁰² To improve my GCSE results
- ⁰³ To gain better qualifications to improve my prospects for employment
- ⁰⁴ I am interested in the subject(s) I am studying
- ⁰⁵ There was an expectation for me to continue to study post-16
- ⁰⁶ To gain a specific qualification for a chosen trade/job
- ⁰⁷ I was not ready to enter employment
- ⁰⁸ To gain practical experience to help access further training or employment
- ⁰⁹ To develop my personal and life skills
- ¹⁰ Other *(Please state)* _____
-

3 To what extent do you think the post-16 education or training that you are undertaking will provide you with the relevant skills and/or qualifications for the following in the future:

(Tick 'Not applicable' if you feel that any of the areas below are not relevant to your current post-16 education or training, or choose the closest option)

	Definitely	Probably	Probably not	Not sure/ Don't know	Not applicable
To enter higher education	⁰¹ <input type="radio"/>	⁰² <input type="radio"/>	⁰³ <input type="radio"/>	⁰⁴ <input type="radio"/>	⁰⁵ <input type="radio"/>
To improve my employment prospects	⁰¹ <input type="radio"/>	⁰² <input type="radio"/>	⁰³ <input type="radio"/>	⁰⁴ <input type="radio"/>	⁰⁵ <input type="radio"/>
To help get more involved with the local community in the future	⁰¹ <input type="radio"/>	⁰² <input type="radio"/>	⁰³ <input type="radio"/>	⁰⁴ <input type="radio"/>	⁰⁵ <input type="radio"/>
To improve my own self-development and personal skills	⁰¹ <input type="radio"/>	⁰² <input type="radio"/>	⁰³ <input type="radio"/>	⁰⁴ <input type="radio"/>	⁰⁵ <input type="radio"/>

4a When choosing your post-16 education or training, were all of the courses, subjects, qualifications or training options you were interested in available in Jersey?

(Please select one option from below)

- ⁰¹ Yes, my preferred choices were all available within the school/college I attend
- ⁰² Yes, but not all of my preferred options were available within the school/college I attend
- ⁰³ Some of my preferred choices for post-16 education or training were not available in Jersey
- ⁰⁴ All of my preferred choices for post-16 education or training were not available at all in Jersey
-

4b *(If options 2, 3 or 4 selected above)* Please specify what courses, subjects, qualifications or training, or which combination of courses were not available to you in Jersey?

5a From your experience, please indicate how satisfied you are overall with the following aspects of post-16 education or training provision in Jersey?

	Very satisfied	Satisfied	Neither satisfied or unsatisfied	Unsatisfied	Very unsatisfied	Unsure/ Don't know
The information/advice available about post-16 education/training	<input type="radio"/> ⁰¹	<input type="radio"/> ⁰²	<input type="radio"/> ⁰³	<input type="radio"/> ⁰⁴	<input type="radio"/> ⁰⁵	<input type="radio"/> ⁰⁶
The courses/training available	<input type="radio"/> ⁰¹	<input type="radio"/> ⁰²	<input type="radio"/> ⁰³	<input type="radio"/> ⁰⁴	<input type="radio"/> ⁰⁵	<input type="radio"/> ⁰⁶
The choice of where to study/train	<input type="radio"/> ⁰¹	<input type="radio"/> ⁰²	<input type="radio"/> ⁰³	<input type="radio"/> ⁰⁴	<input type="radio"/> ⁰⁵	<input type="radio"/> ⁰⁶
Standard of the building/classrooms where the course(s)/training is delivered	<input type="radio"/> ⁰¹	<input type="radio"/> ⁰²	<input type="radio"/> ⁰³	<input type="radio"/> ⁰⁴	<input type="radio"/> ⁰⁵	<input type="radio"/> ⁰⁶
The content of your course(s)/training	<input type="radio"/> ⁰¹	<input type="radio"/> ⁰²	<input type="radio"/> ⁰³	<input type="radio"/> ⁰⁴	<input type="radio"/> ⁰⁵	<input type="radio"/> ⁰⁶
The general standard of teaching	<input type="radio"/> ⁰¹	<input type="radio"/> ⁰²	<input type="radio"/> ⁰³	<input type="radio"/> ⁰⁴	<input type="radio"/> ⁰⁵	<input type="radio"/> ⁰⁶
The materials and equipment available for your course(s)/training	<input type="radio"/> ⁰¹	<input type="radio"/> ⁰²	<input type="radio"/> ⁰³	<input type="radio"/> ⁰⁴	<input type="radio"/> ⁰⁵	<input type="radio"/> ⁰⁶
The ease of travel to get to and from the place of your study/training	<input type="radio"/> ⁰¹	<input type="radio"/> ⁰²	<input type="radio"/> ⁰³	<input type="radio"/> ⁰⁴	<input type="radio"/> ⁰⁵	<input type="radio"/> ⁰⁶

5b If you are not satisfied with any of the above aspects, please provide further details below:

6 Are you currently studying/following the post-16 education course(s) or training that you wanted to in Jersey?

- ⁰¹ Yes
- ⁰² No
- ⁰³ Not sure / Undecided
-

7 Do you think that any of the following affect young people in Jersey from following their preferred post-16 education or training?

(Please select as many as apply)

⁰¹ Gender / Gender identification

⁰² Ethnic background

⁰³ Disability

⁰⁴ Financial situation

⁰⁵ Sexual orientation

⁰⁶ English language ability

⁰⁷ Transport

⁰⁸ Availability of course/training

⁰⁹ Eligibility to attend a particular school/college (e.g. obtaining the required grades)

¹⁰ Other *(Please state)* _____

8 Do have any further comments or suggestions with regard to post-16 education or training provision in Jersey?

Submit survey

Thank you very much for taking the time to complete this survey.

Your responses will be very helpful in planning for Jersey's future post-16 education and training provision.

States of Jersey
States Assembly



États de Jersey
Assemblée des États

Education and Home Affairs Scrutiny Panel



ASSOCIATION
OF COLLEGES



Association of Colleges Conference 2018

&

Visit to South and City College Birmingham Report

26th November 2018

Education and Home Affairs Scrutiny Panel

Visit to South and City College Birmingham and the Association of Colleges Conference: 19th – 21st November 2018

1. South and City College Birmingham

The College currently caters to 22,000 students across the Birmingham area. Originally operating as just South College Birmingham, it merged with City College after it had fallen into financial difficulty and also incorporates Bourneville College. It retained the name for Bourneville College as it was an established brand, although it is part of the entire College. It has also taken over a 14+ school provider and works with a large range of other pre-16 providers in the city.

The College recruits at 16+ for a wide range of predominately vocational qualifications and some academic provision with courses open to all. The College has a very strong and distinct Level 1 and Level 2 provision with a large base of SEND (Special Educational Needs and Disability) students. A Pupil premium (similar to the Jersey Premium scheme) is available for SEND students studying at 14 – 16 courses, and extra funding was available for SEND post-16 students.

It has a large over 19 population, which includes various apprenticeships, commercial work and degree level courses in some places, which are franchised from Birmingham Universities.

The College is competing against schools that offer A-Level provision, which are in some instances offering courses for only 25/30 young people. In order to make an A-Level course financially viable the College estimated that it needed to be catering to 250 – 300 young people. It was also highlighted that the College tended to recruit more young people starting at 17 as they had dropped out of sixth form in other schools.

The College are due to be inspected by OFSTED at the end of November and this has therefore taken up a large proportion of the College Leaderships time. Due to merger with the City College, the College appears to be performing averagely, however, with the context taking into account, it is in fact performing higher than expected. The College has had no increase in funding for 8 years.

Some statistics about the College

- 30% of students in FE 16 – 19 were doing English and/or Maths
- 85% of those in the College (including over 19) were doing some form of English or Maths
- 40% of their students came from a background which did not have English as their first language. There is also significant diversity in the student studying. Some campuses are predominately Muslim, whilst others were predominately white.

Concerns

The College raised concerns over the introduction of T-Levels which are due to be introduced into the Further Education curriculum from 2020 and how some apprenticeships would not be able to fit into the Level 3 criteria. By way of background, the T-Level is being designed with a view to try and bring parity with A-levels and create a nationally recognised qualification for vocational courses. At present there are a large number of qualifications available at Level 3 (i.e. BTEC, City and Guilds etc.) and it is felt that some of them are not as recognised with employers as A-Levels, hence the intention to create parity.

2. Association of Colleges Conference

The Association of Colleges (AoC) Conference was held on Tuesday 20th and Wednesday 21st November 2018 at the International Convention Centre in Birmingham. The College brought together Further Education College Principals and Senior Leaders, qualification providers and government staff from across the United Kingdom in order to discuss the challenges facing the sector and share best practice.

In order to gather evidence on the current state of the Further Education sector in the United Kingdom, and to help inform the Panel's own review of post-16 education in Jersey, it was agreed that the Panel would send representatives to the conference.

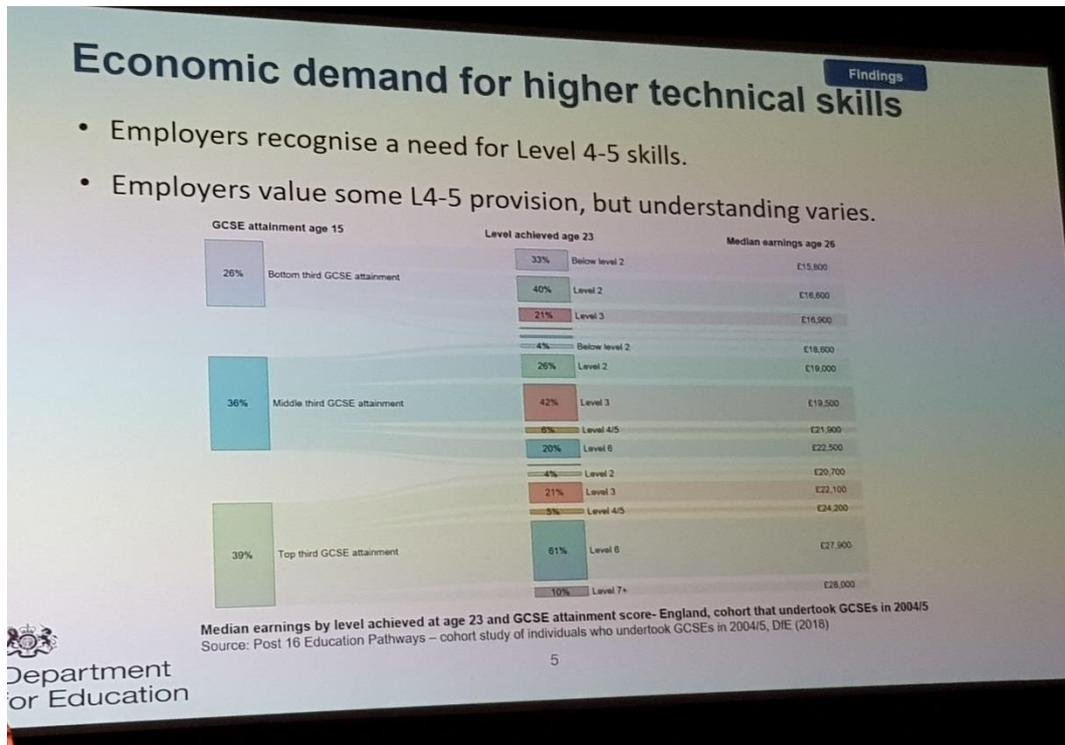
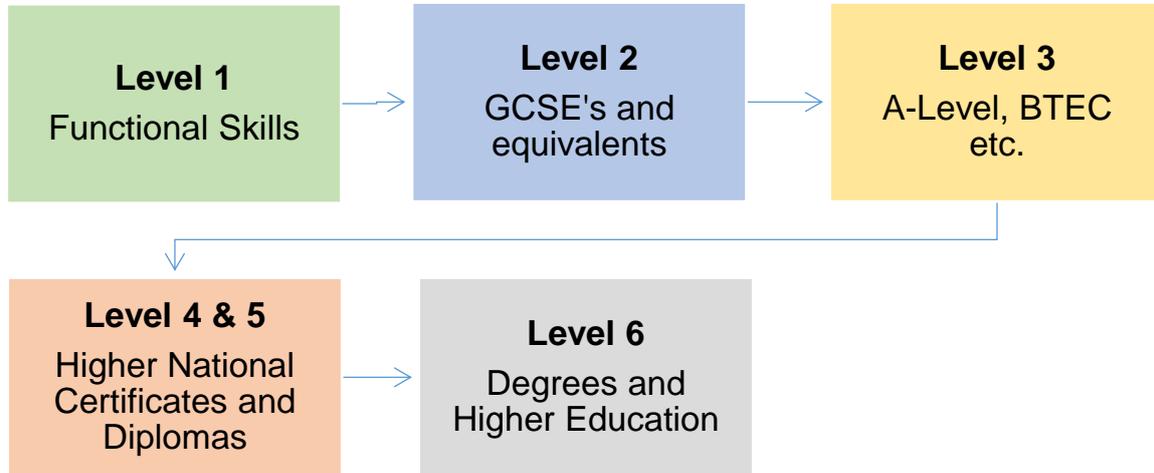
The following key points had been raised in relation to Further Education in the United Kingdom at the conference.

- Further Education is currently seen as the poor relation of the education system in the UK.
- Funding per student aged between 16 and 19 is down 8% since 2010 and the funding available for adult courses has fallen by 45% in the same period.
- 1 in 4 students currently progress to Higher Education with a BTEC.
- 4/5's of students who progress to Higher Education with a B-TEC go on to get a 1st class degree.
- 34% of all nursing degrees originate from the student studying a BTEC.
- 33,000 students studied a combination of BTEC and A-Level and went on to Higher Education.
- 23,000 students undertook a one year study programme and went in the world of work (this would be at Level 1 or Level 2).
- Of all students who studied a Level 4 or 5 course (Higher National Certificate and Higher National Diploma courses) 47% of them were over the age of 21. It was noted in one of the workshops that the current skills gap in the United Kingdom was identified as requiring more students qualified at Level 4 and Level 5.
- It was reported in one session that students that progressed from Level 3 up to Level 4 and 5, on average earned £2,000 more in wages and were in more sustained employment that was at less at risk of automation. This mostly applied to those in the 23 – 26 age group. This was informed by data that the UK have only started to collect recently.
- In Sweden the labour market drives the type of qualification that is required by young people to enter the world of work. In turn, there is a need for the government to fund the colleges to meet the needs of the employers and skills requirements. It was noted that these qualifications tended to relate to the skilled jobs – (i.e. management roles, chefs and technical jobs).

- There has been an overall cut to Further Education of 30% over the last 10 years.
- Brexit – It was noted that in some instances Further Education providers saw this to as an opportunity to fill the need for roles and skills that may be required with the ending of free movement. However, it was also noted that there may be a significant opportunity cost to the sector in relation to recruiting experienced and qualified teachers to deliver courses (especially those that have come from the EU).
- T- LEVELS – As stated in the section relating to the visit to South and City College Birmingham, the emphasis of T-Levels is to simplify qualifications that employer’s recognise and bring parity with A-Levels. It is currently seen that there are too many different qualifications at Level 3, and this is seeking to make one recognised qualification that has currency with employers and young people alike. It is intended that this will be a 2 year course with 3 months of work placements built in to it. This will not initially be available to adults, only students entering at 16. It is intended that the qualification will be rolled out in its entirety in 2020. It is also intended that there will be 25 areas (or ‘buckets’) to draw from in order to make up a T-Level. At the moment only three T-Levels that will be available (digital, childcare and design, survey and planning) translate from a current qualification (BTEC). Some Colleges are currently trialling the T-Level but have not seen any assessment criteria as of yet. The general message taken from the conference was that the T-Level is an untested model at present.
- It was also noted that a review was due to be undertaken by the Department for Education of all of the qualifications available from Level 3 down to Level 1 and 2. It was noted that three key factors should be in place for any qualification, that it have distinct purpose, be of good quality and that it supported progression for students.
- Two of the key underlying themes about Further Education that were raised at the conference were lack of funding and investment and uncertainty about the future.
- It was mentioned regularly that the overreliance on having to reach GCSE standard in English and maths was creating difficulties for young people and colleges. It was explained in one particular session that the GCSE qualification in Maths and English, whilst recognised nationally, were in some cases not the right qualification for young people, and in many cases not relevant for young people that simply wanted to learn skills. Instead of repeating the same exam until a certain standard was achieved, it was questioned how this could be better integrated into vocational courses in order to make it relevant to the learners need.
- Qualifications should meet the needs of the individual. As a lot of students studying at Colleges tended to come from less well-off backgrounds, with a variety of potential issues, it was explained that Further Education should be about giving the best experience to young people who have had the worst experiences in life.
- It was highlighted regularly that a young person going to College was not a failure.

- The Love our Colleges Campaign is currently underway with its aim to raise the profile, prestige, politics and purpose of the work being undertaken by Colleges in the United Kingdom. The following [link](#) gives more information about the campaign.

The current progression model for Education in the United Kingdom (and Jersey)



Learners: diverse, mature, part-time

Findings

- Higher and Further Education
- Learner demographics
- Low uptake
- Choice influenced by funding and information

Provider Type	Learner numbers	%
FEC	116,640	52
HEI	69,820	32
PTE/Other	34,170	16
Total	216,170	100

Level 4-5 Learners by age

Age Band	%
25+	60%
21-24	17%
Under 21	23%

Level 4-5 Learners by mode of study

Mode of Study	%
Part Time	47%
Full-Time	33%
Apprenticeships	19%

Source: ILR 2015/16 & HESA 2015/16 - Mapping the Higher Technical Landscape, RCU (2018)

4

Department for Education

Figuring a brand out: inputs

What's in our Customers' heart, gut or soul?

What's relevant about us?

What's going on in the world?

What makes us different?

In future, young people will be able to make a clear choice at 16 – whether to pursue an academic or technical path

T Levels and apprenticeships are based on the same occupational standards, developed by employers

Academic	Technical	
<p>A Levels</p> <p>Subject-based qualifications delivered over 2 years by school sixth-forms, sixth-form colleges and FE colleges</p>	<p>T Levels</p> <p>Classroom based programmes delivered over 2 years by an FE provider (80% in college and 20% on the job)</p>	<p>Apprenticeships</p> <p>Work based training for a minimum of 12 months (80% on the job and 20% off the job e.g. in an FE college)</p>
<p>Purpose: To prepare students for higher education</p>	<p>Purpose: To prepare students for entry into skilled employment (including higher level apprenticeships), either immediately or after higher levels of technical education (L4+)</p>	

5

 Department for Education

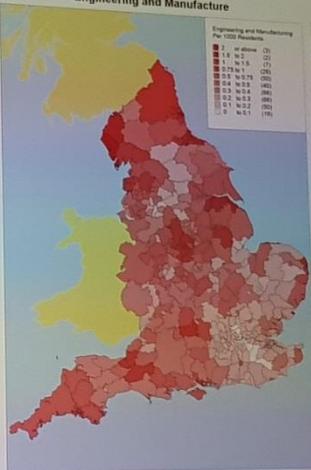
Level 4-5 education in practice

Findings

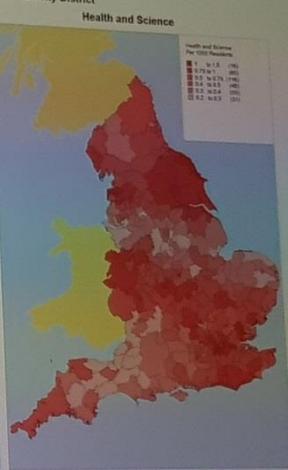
- Employer engagement
- Student demand
- Comparability and innovation

Number of Learners by Local Authority District

Engineering and Manufacturing



Health and Science



Source: ILR 2015/16 & HESA 2015/16 – Mapping the Higher Technical Landscape, RCU (2018)

 Department for Education

Learning from other countries Findings

- We have visited **3 countries with strong offers** in higher technical skills training:
 - **Switzerland**
 - Historically well recognised prestigious training
 - Primarily market led.
 - **Sweden**
 - High levels of employer engagement
 - Mainly state led.
 - **France**
 - Two well recognised qualifications with distinct purposes
 - Enrolment numbers growing.

7

 Department for Education



Level 4-5 Policy Focus Poll

- I. Qualification quality
- II. Quality and quantity of provision
- III. Demand
- IV. Funding
- V. Assurance/regulation

3. Workshops attended

As well as the plenary sessions held at the conference (a link to day one conference programme can be found [here](#) and day two [here](#)) the delegates attended the following breakout sessions during the weekend. Further details of the other sessions provided can be found [here](#) for day one and [here](#) for day two. The hot topic discussions can be found [here](#).

THE REVIEW OF LEVEL 4/5 EDUCATION IN ENGLAND **Association of Colleges and Department for Education**

The government is conducting a comprehensive review of level 4/5 education. The review particularly focuses on how qualifications at this level can best meet the needs of learners and employers. Colleges are key providers of sub-Bachelor HE and are therefore central to the review. The review will inform the implementation of the post-16 skills plan and feed into the post-18 education and funding review. This session will share interim evidence from the level 4/5 review.

YOUTH COMMISSION: WINNERS AND LOSERS **Learning and Work Institute**

The workshop will engage delegates in the work and findings of Learning and Work Institute's Youth Commission, which is looking at how to improve education and employment opportunities for 16-24-year olds. Delegates will explore what the data says about opportunities for young people in their area, be introduced to college case studies, share their knowledge of good practice, and have the opportunity to feed into the work and recommendations of the Commission.

PREPARING TO BE A T LEVEL PROVIDER 2021 **Association of Colleges and Department for Education**

Come and find out from Department for Education and a 2020 college leader about preparing for the delivery of T Levels in 2021 and beyond.

- The opportunity to discuss critical success factors with the Department for Education
- Hear from a 2020 provider college about their experience
- The opportunity to find out more about being a T Level provider in 2021

DIGITAL FUTURES IN FE **Weston College, Preston's College and Basingstoke College of Technology**

Participants will hear from three colleges who are leaders in their field.

The session includes a case study from Weston College providing insights into their work using new technologies in teaching English and maths to ESOL students; an insight into the way Preston's College has achieved whole organisational culture change using teaching and learning technologies; and an inspirational case study from BCOT highlighting their work in developing learning technologies.

At the end of the session, workshop participants will have the opportunity to ask questions of the presenters from each of the three colleges and take away ideas for their own organisations.

WHAT FUTURE FOR APPLIED GENERAL QUALIFICATIONS?

Over 140,000 16 to 18-year-olds are enrolled on Applied General qualifications. They clearly meet an important need and provide good progression to higher education and to employment.

Applied Generals are being reformed and the forthcoming review of qualifications at level 3 and below may lead to further changes, as T-levels are introduced.

What are the benefits of the current Applied Generals and how will we meet the need for a general applied route in the new educational landscape?

LOCKED IN TRANSITION: WHAT IS THE OFFER FOR LEVEL 1/2 LEARNERS?

With the current focus on T Levels it is often forgotten that very many young students in colleges are working well below Level 3.

While some of these young people might, in time, progress to T Levels, others are more likely to move onto an apprenticeship or directly into employment.

Come and join this hot topic with contributions from DfE, and a college perspective to discuss and explore what kind of offer is most appropriate and beneficial for these students.

13. APPENDIX THREE

13.1 Panel Membership

The Education and Home Affairs Scrutiny Panel is comprised of the following States Members:



[Deputy Rob Ward, Chairman](#)



[Deputy Rowland Huelin, Vice-Chairman](#)



[Deputy Trevor Pointon](#)



[Constable Simon Crowcroft](#)

13.2 Terms of Reference

1. To identify Post-16 education provision in the Island by examining aspects such as (but not restricted to):
 - Vocational Training (B-TEC, GNVQ and Diplomas)
 - A-Level provision
 - Apprenticeships and equivalents
 - Pathways
 - Progression Qualifications
 - Entry for Life Skills
 - Special Educational Need and Disability (SEND)
2. To examine the current Post-16 education provision and determine whether it meets the needs of local students, allowing them to gain relevant and further qualifications.
3. To examine the current Post-16 education provision and determine whether it meets the needs of local business and industries.
4. To examine how Post-16 provision equips young people for wider participation as an active member of society.
5. To identify best practice Post-16 education provision in other jurisdictions (not limited to the United Kingdom) and compare and contrast this with the current Post-16 education provision in Jersey.

13.3 Public Hearings

Witness	Date
Steve Lewis, Principal, Highlands College	Friday 8th March 2019
Jo-Terry Marchant, Deputy Principal, Highlands College	
Dreena Collins, Assistant Principal, Students and Core Learning, Highlands College	
Lee Johnson, Assistant Principal, Curriculum and Quality, Highlands College	
Tina Upstell, Assistant Principal, Planning, Skills and Employment, Highlands College	
Rob Moy, Executive Director, Highlands College	
Alun Watkins, Headmaster, Victoria College	Friday 15th March 2019
Jason Turner, Head Teacher, De La Salle College	Friday 15th March 2019
Tony Moretta, CEO, Digital Jersey	Friday 15th March 2019
James Linder, Policy Manager, Digital Jersey	
Saboochi Famili, Group Director, Young People, Further Education, Skills and Learning	

Penelope Shurmer, Director Enterprise Skill Development- Skills Jersey	Monday 18th March 2019
Lynne Haws, Head of Careers and Student Finance, Skills Jersey	
Carl Howarth, Principal, Jersey College for Girls	Friday 22nd March 2019
Toni Rollo, Vice-Principal, Jersey College for Girls	
Nick Falle, Head Teacher, Hautlieu School	Friday 22nd March 2019
Joe Moynihan, CEO, Jersey Finance	
Amy Bryant, Deputy CEO, Jersey Finance	Friday 22nd March 2019
Claire Lyons, Head of Marketing, Jersey Finance	
Andrea Firby, Head of School, Beaulieu Convent School	Friday 22nd March 2019
Phil Toal, Deputy Head Teacher, Beaulieu Convent School	
Rory Steel, Assistant Head Teacher, Beaulieu Convent School	
Senator Tracey Vallois, Minister for Education	Monday 25th March 2019
Deputy Jeremy Maçon, Assistant Minister for Education	
Sean O'Regan, Group Director for Education	
Saboohi Famili, Group Director, Young People, Further Education, Skills and Learning	

13.4 Evidence Considered

The Panel received the following submissions during the review:

- [Beaulieu Convent School](#)
- [Digital Jersey](#)
- [Dr. Gary Jones](#)
- [Haute Vallee School](#)
- [Hautlieu School](#)
- [Highlands College](#)
- [Jersey Business](#)
- [Jersey Chamber of Commerce](#)
- [Jersey College for Girls](#)
- [Jersey Finance](#)

- [Marett](#)
- [Skills Jersey](#)
- [Victoria College](#)



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