

# STATES OF JERSEY



## **POST-16 EDUCATION (S.R.7/2019): RESPONSE OF THE MINISTER FOR EDUCATION**

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**Presented to the States on 17th June 2019  
by the Minister for Education**

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**STATES GREFFE**



Review title: Post-16 Education

Scrutiny Panel: Education and Home Affairs

Findings

	Findings	Comments
1	<p>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).</p>	<p><b>Agree-</b> We welcome the scrutiny panel’s report and recognise that they have carried out a thorough review to produce their report and many of their findings reflect the current situation of Post-16 education in Jersey. We would also refer the panel to the recently publicised consultation document “<a href="#">A Strategic Vision for Post-16 Education</a>” which consults on a range of related issues that will build upon some of the findings of the Scrutiny Panel. This document can be found on <a href="http://consult.gov.je/portal/ed/post16?pointId=5393368">http://consult.gov.je/portal/ed/post16?pointId=5393368</a> Where appropriate, links to the consultation questions are inserted in our response.</p>
2	<p>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.</p>	<p><b>Partially agree-</b> We welcome the positive assertion by the scrutiny panel and would like to add that it is important to note that Beaulieu offer significant vocational pathways in Business, Health and Social Care, IT, Childcare and Food Science. The curriculum offer in the Beaulieu Institute of Technology is vocational: BTEC Business and Cambridge Technical IT. We would also like to correct the findings by suggesting an amendment to the third line to read ‘that additionally offers’ to reflect the fact that Hautlieu School offers the IB Diploma and IB Careers Programme over and above the traditional A Level provision for completeness. It is also prudent to mention at this point that Highlands College offers Vocational Pathways across all levels from Entry Level to Level 7, including the provision for the Jersey Progression Qualification at level 2.</p>

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.	<b>Agree-</b> As outlined in our Strategic Vision for Post-16 Education we welcome the findings of the Scrutiny Panel and concur with their positive findings with regards to the extensive extracurricular activities and additional learning opportunities available to young people. It is important to mention that the provision of voluntary activities offered through the Youth Service is exemplary and adds enormous value to the already extensive provision offered by schools and Highlands College. There are also a range of shadowing schemes and young enterprise scheme available for young people.
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.	<b>Agree-</b> we agree with the findings of the scrutiny panel. As outlined it is important to note that the current Post-16 Education afford the young people of Jersey the opportunity to continue their studies regardless of their financial means accessing academic and vocational qualifications at Hautlieu School and Highlands College both of whom offer high quality provision for the young people of Jersey offering them choice and variety to further their education and follow their aspirations.  Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q8, Q9 and Q27.
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.	<b>Agree-</b> As outlined in our Strategic Vision for Post-16 Education we welcome the acknowledgement made by the scrutiny panel of the innovative and ground breaking approach pioneered by Highlands College, which provides a progression route for young people who may not have achieved the necessary skills and aptitudes to continue their education Post-16. This programme offers a valuable and vital alternative pathway to many and its flexibility and delivery approach have proven essential for those who have taken this path. Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q13, Q15 and Q27.
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	<b>Partially agree-</b> We welcome the findings of the Scrutiny Panel through the survey conducted which very helpfully will influence our future plans as outlined in the Strategic Vision for Post-16 Education. We would like to thank the panel, the students and participants for their contributions. It is important to note that 150 students access Higher Education through studying at Highlands College following a vocational pathway. We also found this finding helpful that, despite the fact that Jersey currently does not have a participation age beyond the age of 16, some of those who took part in the survey cited that they felt it was an expectation of them to continue their education and the focus of the outcome of education to be on employment. As outlined in the Strategic Vision for Post-16 Education, this is a key area under review to ensure that we will meet the demand of the skilled workforce of today and the future and we will take the results of the survey as evidence to support our plans.  Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q1, Q2, Q3, Q4, Q8, Q12, Q15, Q16, Q18 and Q19.

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.	<p><b>Agree-</b> We welcome the positive acknowledgement of the value of education offered through Technical pathways and their positive impact on developing personal and life skills of those choosing such a pathway. As outlined in the Post-16 Strategic Vision document many employers have also found those taking part in technical and vocational qualifications more able to enter the world of work. We will endeavour to encourage the development of young people as well-rounded individuals whichever pathway they choose to continue their further and post -16 Education.</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q1, Q2, Q3, Q4, Q8, Q12, Q13, Q15, Q16, Q18 and Q19.</p>
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.	<p><b>Partially agree-</b> We will endeavour to focus on those who have highlighted that they are unhappy about the provision available to them to ensure through our process of review of the curriculum annually we will address the needs of the individuals and ultimately linking the provision to ensure prosperity of the economy as outlined in our Strategic vision for Post-16 education document. We will utilise the results of the survey to assist us in our planning for the future.</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q9, Q13, Q15 and Q18.</p>
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.	<p><b>Partially agree-</b> As outlined in point 8 we will study the result of the survey carefully and endeavour to address the breadth of the curriculum offer at Post-16 level accordingly.</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q1, Q2, Q8, Q9, Q18 an Q27.</p>
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.	<p><b>Partially agree-</b> This finding demonstrates that 30% of those studying at Year 10 and 11 were not satisfied with the provision of information, advice and guidance (IAG) available to them. We feel that this provision is crucial in helping young people choose their personal pathways for their future career and education. We will utilise the results of the survey to improve on the (IAG) in secondary schools as well as ensuring that young people from an earlier age are introduced to a variety of career opportunities and potential pathways as outlined in our Strategic Vision for Post-16 Education document. We are currently running a variety of programmes at primary to raise awareness of various industries among young people. For example the recent Zest Festival encouraged a career pathway in Hospitality industry. The Primary Engineer programme, the Design, Engineering Construct programme, and other similar provision promotes various industries as viable and attractive career options for young people of Jersey.</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q11, Q12, Q16 and Q18.</p>

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.	<p><b>Agree-</b> As outlined in our Strategic Vision for Post-16 Education this is an area that requires improvement and will be looked at.</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q11, Q12, Q16, Q18 and Q27.</p>
12.	Of the students 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.	<p><b>Agree-</b> The results of the survey conducted show that there are 30% of Years 12 and 13 not satisfied. We would welcome a more detailed analysis of these findings so we can address the issues raised appropriately to increase the satisfaction rate.</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q11, Q12, Q16 and Q18.</p>
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%).	<p><b>Agree-</b> We welcome the findings of the survey and are pleased to inform the Scrutiny panel that Highlands College has secured a pilot bus service with Liberty Bus to facilitate an improved mode of transport to Highlands College. This pilot scheme enables Highlands College students to have a similar access as to their counterparts studying at Hautlieu. This facilitates better and improved access to 700 to 800 16 to 18 year olds who choose to study full time at Highlands College.</p> <p>The choice of where to study requires some further investigation to determine whether this refers to ability to pay, selection by results, selection by gender or selection according to religious inclination.</p> <p>As outlined in the Strategic Vision for Post-16 document we aim to ensure quality of provision across the board in all providers of post 16 and a review of the provision for this sector.</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q8, Q9, Q18 and Q19.</p>
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.	<p><b>Agree-</b> The findings of the scrutiny panel accurately reflects the spread of the provision across the island. These findings are also strongly echoed in Highlands College learner voice process and, as outlined in our Strategic Vision for Post 16 Education, calls for improvement to the facilities including the use of information technology to design, plan and delivery education that is innovative and fit for twenty-first century teaching and learning. Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q3, Q8 and Q9.</p>

15.	<p>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.</p>	<p><b>Agree-</b> We welcome this finding that matches the suggestions made in our Post-16 strategic Vision document. We are acutely aware of the shortcomings in this area and will endeavour to support and facilitate better access to post-16 education. For example, the Jersey Premium piloted for Post-16 education indicated economic disadvantage continued to affect young people Post-16. Highlands had 219 students identified as eligible for Jersey Premium. Furthermore over 189 full-time students enrolled at Highlands in 2018/19 did not have a grade C/4 in English. 349 full-time students enrolled at Highlands did not have a grade C/4 in mathematics. We will utilise the results of the survey as we plan for the future.</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q3, Q8 and Q9.</p>
16.	<p>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.</p>	<p><b>Agree-</b> We refer you to our response to finding 13.</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q9.</p>
17.	<p>A Digital Skills Partnership has been established combining representatives from the Education sector and local industries. This has been running for 6 months.</p>	<p><b>Agree-</b> We welcome the acknowledgements of the Scrutiny panel on another newly established practice that aims to address the challenges of the industry. The Digital Skills Partnership brings together the industry and education professionals, with the support of Jersey Skills, to facilitate employer and educational partnerships to deliver the skills agenda.. This practice is replicated through Skills Jersey for other industries.</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q1, Q4, Q12, Q18 and Q19.</p>
18.	<p>There is concern amongst local industry that the current level of digital skill in school leavers is not sufficient for the needs of businesses.</p>	<p><b>Agree-</b> This needs to have a response from the department about how this is being address in schools for the 5 – 16 age group.</p> <p>Our findings agree with the findings of the Scrutiny Panel. The development of the Digital Leadership Programme and establishment of the Digital Academy goes some way to tackle this skills gap post 18. is this relevant to a question about school leavers?) It is important to note that Highlands College statistics on the gender gap in this area demonstrates the lack of equitable promotion of studying in this sector at schools. For example there are 2 females out of 105 students studying IT or digital games. There are 2 females studying IT at Level 4 plus. There are only 6 applicants this year who are female and all have applied to IT as a second choice. As outlined in the Strategic Vision for Post 16 Education we endeavour to widen the participation across Post-16 arena</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q1, Q4, Q12, Q18 and Q19.</p>

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.	<p><b>Agree-</b> This is another example of innovation within this sector and involvement of the industry. As outlined in our Strategic Vision for Post 16 Education we aim to build upon the findings and learning from such pilot provision and create the appropriate skills needed by the industry</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q9.</p>
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.	<p><b>Partially agree-</b> We agree that further work needs to be carried out to ensure young people graduating from our institutions have the level of skills and aptitude to enter the world of work or continue with their studies. It is also important to note that, as pointed out in finding no 3 above, there are extended extra curricula activities for young people in which to take part. It is also worthy of note that Highlands college and Hautlieu School have developed core employability provision which is tracked as well as 95% of the students completing placements which receive excellent employer feedback. Highlands is investing in a new tutorial programme this year to further strengthen progression opportunities. A number of extra-curricular schemes are available which build soft skills (Student Business Challenge; Young Enterprise; Work Shadowing Scheme etc.) however these are not coordinated or presented to students as a journey in order to maximise their benefit for student throughout their journey through school. Better collaboration between these schemes, building from one to the next, could add significant benefit to the development of soft and workplace skills. At Hautlieu School The Creative Pathways has students in the Performance Technology Faculty working in partnership with a variety of creative industries, such as Channel TV and Feel Unique.</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q1, Q4, Q9 and Q11.</p>
21.	Organisations within the Finance sector generally expect to have to invest in school leavers when they take up employment.	<p><b>Agree-</b> As outlined in our Strategic Vision for Post-16 Education the co-investment and development of appropriate training and learning opportunities pathways for young people is key in ensuring the skilled workforce of the future. Another innovative programme being introduced from September 2019 is the introduction of the The International Baccalaureate® (IB) Career-related Programme (CP) in collaboration with the Finance sector, focusing on supporting this industry. It is a reasonable expectation for any employer to invest in the contextual training of its employees.</p>
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.	<p><b>Partially Agree-</b> There are some points of accuracy to be noted for this point. Jersey Premium was a one year pilot in four 16+ settings. The pilot proved successful and the plans from 2020 extends the use of such funding for 16-18 Year olds. Both Highlands College and Hautlieu School aim to continue to support students with the highest level of needs from within their existing funds.</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q3 and Q10.</p>



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.	<b>Agree-</b> As addressed in comments made in relation to point 22, there has been no withdrawal of funding. The pilot for post 16 has proven successful and Jersey Premium will be extended to Post 16 from 2020. For 2019 there has been no allocation of this funding for Post-16 however Highlands College and Hautlieu School aim to provide this support where possible from within its allocated budget. Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q3 and Q10.
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.	<b>Agree-</b> Consideration are given to longer term budgetary planning cycle for post-16 providers. Post-16 Institutions are also encouraged to explore ways by which they can increase commercial income but it is acknowledged that Financial Regulation require changing to allow carry forward of earned income. Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q1, Q2, Q8, Q9, and Q27.
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.	<b>Agree-</b> This point is covered in the comments made in response to finding 15. Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q3, Q8, Q9 and Q27.
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)	<b>Agree-</b> As outlined in our Strategic Vision for post 16 Education we advocate the improvement of the infrastructure of IT in schools and better use of information and learning technology to promote different learning behaviours and improved outcomes. Within current Post-16 institutions we have a variety of best practice including Highlands’ use of Office 365 and Beaulieu’s use of Google classroom that will be reviewed as part of the Government plan for improving IT infrastructure. Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q8, Q9 and Q27.
28.	It is not currently possible for students studying at Highlands and Hautlieu to access courses at the fee-paying schools and vice versa.	<b>Agree-</b> We welcome the finding of the Scrutiny panel that points to the need for improved collaboration across the providers of Post-16 on island. As outlined in the Strategic Vision for Post-16 education this is a key area to be explored to ensure widening participation as well as efficiency and effectiveness Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q8 and Q9.

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).	<p><b>Partially agree-</b> Although there is work to be done to bring Highlands College and Hautlieu closer together in terms of their curriculum planning and harmonisation of timetables where needed, it is worthy to note that Highlands college is increasingly offering provision for 14 plus pupils and ensures that suitable safeguarding procedures are in place. This is common practice in other jurisdictions and we will review our policy and practice accordingly to facilitate removal of such barriers. In our review we will also consider learner choice and suitability of provision and facilitate appropriate mix of provision accordingly.</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q8 and Q9.</p>
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	<p><b>Agree-</b> We welcome the findings of the Scrutiny panel and are pleased that Highlands College has submitted its business case for a capital programme as part of the Government plan. Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q3.</p>
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.	<p><b>Partially Agree-</b> Highlands college over the last 4 years has improved its provision considerably. Although we agree that further work needs to be done to ensure such success and quality of provision are sufficiently and appropriately communicated to young people, their parents and their carers. Highlands College offers vital provision for many of our young people who would find an academic pathway not suited to their learning styles and talents. With an increasing number of students studying at Highlands continuing their education at higher level or progressing to the world of work this perception is less prominent and should be challenged at every opportunity. We agree with the comments made by the Panel in paragraph 147 of your report, that this perception is incorrect.</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q3, Q8, Q9, Q11, Q12 and Q16.</p>
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.	<p><b>Agree-</b> It is reassuring to see that there is 92% staying on-rates for Post-16. Further work is in train to better track the progression and destinations of young people and identify those at risk of becoming NEET (Not in Education, Employment or Training) as early as possible and supporting them appropriately. Two work streams: a Review of the Education (Jersey) Law 1999 and a review of Schools’ funding will assist encouraging participation in Education or Employment beyond the current compulsory school age.</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q1, Q4, Q9, Q11, Q12, Q16, Q18, Q19 and Q27.</p>
33.	Over 90% of students go on to engage in post-16 courses or programmes once they have finished compulsory education.	<p><b>Agree-</b> see point 32 Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q1, Q4, Q9, Q11, Q12, Q16, Q18, Q19 and Q27.</p>

34.	Jersey's post-16 education system most closely mirrors that of the United Kingdom in terms of the courses and progression routes available.	<p><b>Disagree-</b> the current Post-16 education system in Jersey most closely mirrors that of England. As outlined in our Strategic vision for Post-16 education the review of the system should enable our offer to be fit for purpose, world leading and appropriate for the needs of the island community and economy.</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document "A Strategic Vision for Post 16 Education" and relates to consultations questions Q1, Q4, Q8, Q9, Q18, Q19 and Q27.</p>
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.	<p><b>Disagree-</b> T levels only apply in England (not UK) and it is worthy to note that the post 16 curriculum in England does not constitute as "a National Curriculum". England operates a list of approved qualifications to which T levels may be added. Until 2022 T levels are only available to licensed colleges in England and there is no decision as yet around their general availability to other jurisdictions. We agree that we should keep an eye on the development in this area and benefit from the lessons learnt from The T Level scheme.</p>
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.	<p><b>Agree-</b> We welcome the work, and analysis provided through the Scrutiny Panel and will take these into account as we progress our review of the Post-16 education in line with the Strategic Vision document.</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document "A Strategic Vision for Post 16 Education" and relates to consultations questions Q1, Q4, Q9, Q11, Q25, Q2 and Q27.</p>

## Recommendations

	Recommendations	To	Accept/ Partially accept/ Reject	Comments	Target date of action / completion
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.	Minister for Education	Accept	<p>The Jersey Progression Qualification is subject to an annual review/ amendments/ updates. The programme is subject to external quality assurance processes by the awarding body, and follows the rigorous quality assessment framework and QA cycle at Highlands College. The college tracks retention, achievement, success and progression of the learners which will form the basis of its annual review. Furthermore Highlands College monitor achievement of students eligible for Jersey Premium on this programme.</p> <p>The initial impact of the JPQ has been an increase in student progression to Level 3 (advanced) after one year of study and improvements in outcomes for re-sits of English and mathematics. The annual report from Highlands College 2018 provides evidence that achievements for Mathematics (IGCSE) is at 36.2% in comparison with the UK (GCSE) 22% on re-take (D to C). For English (IGCSE) at Highlands College the results are at 55.4% in comparison with the UK 27.9% (GCSE) on re-take (D to C). Highlands offers IGCSEs in line with its feeder schools and the comparison with the UK is for illustration purposes.</p>	Annually

				<p>Furthermore, the 2015 statistics from Highlands College demonstrate there has been an increase of 36% of students studying at Level 3 which shows that the historic 'churn' between Level 1 and Level 2 courses is significantly decreased, as well as students' satisfaction levels remaining high. Full-time student satisfaction, which is measured by an external company is 90% for the current 2018 to 2019 cohort of students. 91% of students would also recommend the College to others.</p> <p>As part of the Post-16 strategy the provision at Highlands College will be reviewed to ensure it remains relevant, suitable and fit for purpose. This recommendation will be taken on as part of the implementation for the strategy. Consultation on A strategic vision for Post-16 education in Jersey closes in June 2019 and an implementation plan will be anticipated in Q4.</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document "A Strategic Vision for Post 16 Education" and relates to consultations questions Q1, Q3, Q4 Q 18, Q19 and Q27.</p>	
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2	<p>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.</p>	Minister for Education	Accept	<p>The review of the target operating model of Skills Jersey and Highlands College enables an enhanced and improved information, advice and guidance service through the Careers service and Trident scheme. The results of the consultation on the Strategic vision for Post-16 Education in Jersey will influence the direction of travel in this area. Currently the provision of Information, Advice and Guidance offered centrally through Skills Jersey is not taken up by all schools with an equal level of enthusiasm.</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q9, Q11, Q12 and Q16.</p>	
3	<p>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.</p>	Minister for Education	Partially Accept	<p>The Minister for Education agrees with the recommendation but as it is The Minister for Infrastructure who has responsibility for school transport, this will require his support too. The Minister welcomes the recommendation and is pleased that Highlands College has secured a pilot bus service with Liberty Bus as outlined in the comments made in response to finding no 13. The result of this pilot scheme will enable the Minister to support any review of the current school bus provision and work with the Minister for Infrastructure to improve accessibility and transport to Post-16 institutions.</p>	

4	<p>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.</p>	Minister for Education	Accept	<p>The Minister for Education welcomes this recommendation. Currently one school, Beaulieu, makes an IT qualification a compulsory part of KS4. This is the second year this has been in place.</p> <p>The Minister will give consideration to reviewing the requirement to study IT at key stage 4 through the Jersey Curriculum Council which is established in law to advise her on the curriculum. Any recommendations from the Curriculum Council will be included in the Minister's review of the Education Law.</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document "A Strategic Vision for Post 16 Education" and relates to consultations questions Q2, Q8 and Q9.</p>	
5.	<p>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.</p>	Minister for Education	Partially Accept	<p>In principle we agree with the recommendation. However, the timeframe is outside the control of the Minister for Education as all technology infrastructure is under the auspices of the Chief Operating Officer (COO).</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document "A Strategic Vision for Post 16 Education" and relates to consultations questions Q1, Q4 and Q9.</p>	Q2 2020

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.	Minister for Education	Accept	<p>A business case submitted as part of the government plan process identifies the necessary funds to extend the Jersey Premium to 16-18 year olds.</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q8.</p>	
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.	Minister for Education	Partially Accept	<p>The Minister agrees with this recommendation and has already begun conversation with the Chief Executive in order to establish mechanism within the Government Plan to enable schools to operate within more certainty and longer planning cycle for their budget.</p> <p>Any change is subject to revisions to the public finance law.</p>	
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.	Minister for Education	Partially Accept	<p>The Minister for Education has commissioned an independent review of all school funding. This will pay due regard to the important work of the established working groups, and broaden this work to all sectors of government funded education. Please note that the timing of such review falls outside the first year of the Government plan, however its recommendations should feature for years 2021-2023.</p>	



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.	Minister for Education	Partially Accept	<p>The independent review of education funding includes specific reference to access to post-16 provision.</p> <p>The findings of the Strategic Vision for Post-16 Education due by Q3 2019 will be considered alongside the outcome of the funding review. This work is aimed to be completed by Q4 2020.</p> <p>Please note that this finding is also subject to further exploration in the recently publicised consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q8 and Q9.</p>	Q4 2020
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	Minister for Education	Partially Accept	<p>The Minister agrees that there is a need to review the merits, value and implications of both the 14+ transfer system and greater collaboration between Highlands college and Hautlieu School. As outlined in the Strategic vision for Post 16 document the Minister encourages higher levels of collaboration between all government supported schools and colleges. Although the outcome of the consultation document will be known by Q3 2019 it may take longer to conduct a full review to achieve this recommendation.</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document “A Strategic Vision for Post 16 Education” and relates to consultations questions Q9.</p>	Q3 2020

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.	Minister for Education	Accept	The Minister is prioritising this as a capital bid in the government plan from 2020. Subject to government planning process and the assembly's agreement this will be progressed. Please note that this finding is also subject to further exploration in the recently publicised for consultation document "A Strategic Vision for Post 16 Education" and relates to consultations questions Q3.	
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.	Minister for Education	Accept	As outlined in the Ministerial response to recommendation no 10 there is a need for improved collaboration across the Post-16 providers. Highlands college has provided a business case for its capital investment plan. The feasibility part of this work will assist achieving this recommendation.  Please note that this finding is also subject to further exploration in the recently publicised for consultation document "A Strategic Vision for Post 16 Education" and relates to consultations questions Q9.	

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.	Minister for Education	Accept	<p>The Minister has already engaged officers in the review of Education Law. One of the priorities is to consider raising the participation age.</p> <p>This is formally part of the work schedule for the Children's Legislation Transformation Programme.</p> <p>The Minister is keen to ensure there is a clear definition of participation post 16 that suits the needs of Jersey's young people and industry.</p> <p>In doing so we will consider lessons learnt from other jurisdictions who have recently raised participation ages, including the UK and Portugal. Other post-16 options such as a clearly defined 16-19 apprenticeship route will be explored as part of the Strategic vision for post-16 Education.</p> <p>Please note that this finding is also subject to further exploration in the recently publicised for consultation document "A Strategic Vision for Post 16 Education" and relates to consultations questions Q2, Q8 and Q9.</p>	
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.	Minister for Education	Accept	As outlined in the Strategic vision for post-16 education consultation document we will consider a suitable arrangements to ensure vocational qualifications delivered in Jersey enable students to access higher education and the world of work in line with the economic needs of the island. Lessons learnt from T Levels in England will be closely followed as well as such provision that enhances the collaboration between the industry and educators in other jurisdictions.	