RE 16 -19 Scrutiny Panel

Given the diversity and complexity of the 16-19 provision rather than to make one submission, I intend to make a series of submissions, each dealing with a particular aspect. In this first submission I will concentrate on the A level and BTEC provision and will pose a number of questions, which the Scrutiny Panel need answered before it is possible to come to an overall conclusion about the provision and whether it 'meets the needs of local students, allowing them to gain relevant and further qualifications.' Future submissions will explore issues such as GCSE English and GCSE mathematics, higher education, work-experience, destinations and the appropriateness or otherwise of the curriculum offer.

Three A level, BTEC equivalent or IB

- How many students started a three A level programme, BTEC equivalent or IB in September of each academic year? (these students would have been in Y11 in the previous academic year)
- What percentage of the previous year's Y11 cohort did this represent?
- What was the indicative GCSE grade profile (prior attainment band) for those students (absolute and percentage?
  - From straight Grade Ds at GCSE up to a seven C / three D blend
  - Around a Grade C
  - From an eight C grade / two grade B mix up to an equal grade B and C blend From an equal blend of B and C grades up to an eight B / two C blend Around a Grade B
  - From just above a straight grade B profile up to six B / four A profile
  - Around an equal blend of A and B
  - Approaching a Grade A average Straight A grades up to an equal blend of A and A* grades
  - An equal blend of A* and A grades or higher (see the link below for a full description of this grade profile
- The number and percentage of students starting each curriculum route (BTEC or A Level) and average GCSE score
  - Three A levels
  - Predominantly A levels
  - Equal blend
  - Mainly BTEC
  - Only BTEC
  - Other – including the IB
- For each band of prior attainment band the percentage of students undertaking each curriculum pathway?
- For each band of prior attainment the percentage of students in each pathway who complete a full two years of study
- For each band of attainment the percentage of students in each pathway who obtain the equivalent of 2 A levels or more
- For each band of prior attainment the proportion of students who in each pathway secure a place at a university?

- For each band of attainment the percentage of students in each pathway who obtain the equivalent of 3 A levels or more
- For each band of prior attainment success rates by subject (i.e completed two years and passed the qualification)
- For those students who left their programme of study before the end of Y13 what were the reasons for leaving
  - Academic performance
  - Personal circumstances
  - Behavioural issues
  - Seeking employment
  - Found employment
  - Changed programme of study
  - Commenced an apprenticeship programme
  - Illness
  - Moved off the Island
  - Other
- When did the students leave their programme of student – this should be profiled by
  - Half-term – with the summer break between Y12 and Y 13 being counted as its own half-term
  - The different programmes of study

Some additional points for clarification.

- These questions have largely been derived from the work of Nick Allen for the Sixth Form Colleges Association (https://www.sixthformcolleges.org/sites/default/files/SFCA%20Six%20Dimensions%20Project%20report%202016%20-%20Snowblind_0.pdf).
- Ideally this data should be made available for each of 5 cohorts of students i.e. students who entered 'sixth form' in 2012, 2013, 2014, 2015, 2016.
- For the purpose of this analysis only students who undertook post 16 a level 2 programme of study before proceeding to A levels/BTECs should be excluded.
- Prior to 2016 three or more AS level starts should be seen as a proxy for commencing a three A level programme of study.
- These calculations should be done with all students who enrolled on relevant programmes of student at the beginning of September in Y12 or its equivalent

If you would like further informations about this questions, please do not hesitate to contact me.

Yours sincerely

Dr Gary Jones

Cc Deputy Robert Ward

Post-16 Education relates to the learning opportunities for young people (and adults) after compulsory schooling has been completed. At this stage young people often take one of two possible paths. One is to undertake A-Levels at one of the four fee-paying schools (Victoria College, Jersey College for Girls, De La Salle and Beaulieu) or one non-fee paying school (Hautlieu), and the other is to study either academic or vocational courses at Highlands College. There has been a decline in young people from Jersey attending higher education (University etc.) over the past 12 years and subsequently it is important to understand whether or not the current Post-16 education provision in the Island is providing young people with the skills they need to enter into employment. It is also important to understand whether or not the current Post-16 education provision is meeting the requirements of local businesses in terms of producing suitably qualified students.

Key issues
- Whether the current Post-16 education provision in the Island meets the needs of local students and those wishing to gain further qualifications.
- Whether the current Post-16 education provision in the Island meets the needs of local businesses and whether or not young people are being suitable skilled to work in those sectors.

Review progress
The Panel has issued a public call for evidence which can be accessed here. The call for evidence is running until Friday 2nd November. It has also written to key stakeholders including post-16 providers and local businesses.

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.