



Post-16 Education Review

Highlands College of Further and Higher Education's response to the Scrutiny Panel terms of reference

Report submitted to the
Education and Home Affairs Scrutiny Panel

October 2018

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Introduction

The Senior Leadership Team at Highlands College of Further and Higher Education welcomes this opportunity to provide the Education and Home Affairs Scrutiny Panel our collective views on Post-16 Education in Jersey. This report provides a contextual discussion around the place of vocational and technical education in general and how this applies to the provision of post-16 education in Jersey. Highlands College plays a central role in providing post-16 education to Jersey's young people. The contribution that Highlands College makes to social cohesion and to the economic capital of the island cannot be underestimated. Yet its status and value to the island's education and training infrastructure is not well understood and often goes unrecognised.

This report provides both the argument and the evidence for the position of Highlands College, as Jersey's only inclusive provider of post-16 vocational and technical education and training, to be strengthened and enhanced by any future government policy decisions around post-16 education and training. From our discussions we have drawn out the following ten recommendations which we believe would bring about significant change and improvement to education and training for young people in Jersey.

- 1: There should be an entitlement for all young people in Jersey to access free education and training to enable them to achieve a full level 3 qualification by the age of twenty-four¹.
- 2: There should be an entitlement for all young people in Jersey to access free education and training to enable them to achieve both GCSE English and Maths at Grade 4 and above by the age of twenty-four.
- 3: There should be the opportunity at post 16 to pursue a mixed programme of both academic and vocational qualifications.
- 4: There should be a more integrated approach between work-based learning and college-based teaching, learning and assessment for 16-24 year olds apprentices.
- 5: Funding for post-16 students should be equitable across all States funded post-16 providers.
- 6: Ensure that the funding for all students with a record of needs or on disability support allowance continues to the age of 24.
- 7: Accelerate the funding, design and build of modern technical and vocational education facilities to be open by 2022.

¹ A full level 3 qualification is defined as two full GCE A levels or a Vocational Qualification equivalence.

8: Support all 16-19 year olds from disadvantaged backgrounds by continuing the funding for The Jersey Premium.

9: Create a Curriculum Council for post 16 Education and Training.

10: Raise the participation age in education, employment or training to 18.

1: Background to post-16 Vocational and Technical Education

Jersey is one of the few jurisdictions in Europe where compulsory education ends at the age of 16 and where post compulsory education (post 16) is not prescribed in law as an entitlement. According to the Education (Jersey) Law (1999/revised 2007),

“the Minister shall ensure there is available education appropriate to the reasonable needs of the generality of young persons, having regard to their different abilities and aptitudes” (Part 8, paragraph 46).

However, there is no compulsion to provide post-16 education in the act and the, “minister may charge a fee for the provision of education for persons over compulsory school age.” (Part 8, para 50/3).

Highlands College is defined in Schedule 1 of the law as a “provided school” even though its direct intake of students has historically only ever been post-16. It is through custom and practice, rather than through any legal obligation or statutory requirement, that a States’ funded provision for 16-19 year olds in professional, technical and vocational qualifications has been provided by Highlands College. Without this funded provision at Highlands College, 90% of the school leavers from the island’s four 11-16 secondary schools would have no progression route. Similarly, the law prescribes the requirement of a curriculum council for compulsory education but this does not extend to post-16 education.

Highlands College is the only non-selective provider of post-16 education in Jersey and shares a campus with Hautlieu School which is also a “provided school” offering GCE A Levels and the Internal Baccalaureate. In September 2013 a report entitled, *Enhancing options at Hautlieu School and Highlands College* written by Lesley Toms, the Interim Executive Principal, Highlands College and Hautlieu was produced for the then Department of Education, Sport and Culture. Whilst the report provided a considered overview of the provision at that time and promoted closer collaboration between the two post-16 institutions, it did not address the option of having one institution, with one senior management team and one governing body or examine the benefits this might bring to the post compulsory education provision in Jersey.

Since the late 1970s, the majority of colleges in Devon (Exeter, for example) and Somerset (Bridgwater, for example) have been Tertiary colleges (a single post 16 provider for an area or region) offering a mixture of academic and vocational education. The South West region has consistently out-performed the rest of England for post-16 education in terms of student success rates and Ofsted ratings of outstanding. Having all forms of post-16 education under one roof reduces the perception that academic education is somehow superior to vocational learning and offers students the opportunity to combine subjects and qualifications along an academic/vocational continuum. Having a separate 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.

The Wolf Report (2011) adopted a ‘working definition’ in which vocational education and training was defined as covering any qualification type other than GCSEs or A Levels. In producing a narrative that described vocational education and training in terms of the way that qualifications are regulated, rather than in terms of curriculum content, the review had the unintended consequences of heightening “the historic and cultural divide between the “academic” and “vocational” curricula.” (Edge Foundation, 2010: p2). GCE A Levels are part of the British psyche (except in Scotland) because they have been around since 1951 in one form or another. Vocational qualifications, on the other hand, are less well understood by young people, their parents, teachers and employers. Vocational qualifications are necessarily more complex because they reflect the multi-faceted demands of the vocations for which they are intended to act as entry points. In the English education system, vocational qualifications are comparatively undervalued except by those who have taken such qualifications and become highly successful in their chosen careers because of them. Culturally and historically this lack of parity of esteem between academic and vocational routes can be traced back to the ancient Greek philosopher Plato who expressed the view that, “the lowest form of education to be for those who worked with their hands and not with their minds.” (Billet, 2014: p5).

Historically the post 16 Jersey Curriculum has followed that of England and has only managed to avoid some of the costly disasters in the reform of vocational qualifications, such as the Diploma, by pursuing a *wait and see what happens* policy. Government vocational education reforms in England have suffered from ‘policy amnesia’ (Isaacs, 2013) where the mistakes of the past have been carried through to successive vocational qualification reforms. The latest reform in England is the introduction of “T” Levels, which is a further attempt to deliver a vocational curriculum to match that of the vastly superior systems in continental Europe. The nomenclature has changed from vocational qualifications to technical qualifications in an attempt to shake off the perception that this type of education is only associated with manual, craft and secretarial jobs when it has to cover the whole gamut of skills, trades and professions.

As a relatively small jurisdiction that has control over its own educational destiny, particularly in relation to vocational skills and training, Jersey might do well to look at jurisdictions other than England for inspiration. Prior to becoming a policy-maker herself for the UK government, Alison Wolf was writing,

“It [vocational educational and training] has been laid waste by decades of Soviet-style central planning which have demonstrably failed to fulfil any of the objectives set by government and destroyed most that was good in the process. Billions of pounds have been and are being spent to no good purpose, and the present system is unreformable (*sic*) in anything approaching its current form.” (Wolf, 2009: p23).

This analysis relates to England, the largest country in the UK, but Scotland, for example, with a population one tenth the size of England,

“...can be seen to have developed a more managed approach to education and training policy with a strong

emphasis on government policy and planning, in contrast to the more autonomous and marketised approach which has emerged in England.” (Hodgson et. al.,2018: p10).

Jersey already has its own vocational qualification known as the *Jersey Progression Qualification* (the JPQ) which is accredited by the NCFE awarding body. Wolf’s analysis suggested that around 350,000 young people (30% of the cohort) were being let down by the English vocational education and training system which repeatedly put them on low Level courses with few progression opportunities (Wolf, 2011: p21). Seven years on and this situation has hardly improved in England. In Jersey, in 2014, a similar thing was happening to young people with 20.4% of students repeating the same Level they had already achieved at school. Being able to create our own qualification has reduced this figure to less than 3% in 2018. The significant consequence of introducing the Jersey Progression Qualification in September 2016, has been the 18.7% increase from 54.5% (in 2015) to 73.2% (in 2018) of Jersey’s young people studying at advanced Level at Highlands College.

Unlike the post-16 academic curriculum, the vocational curriculum serves a number of competing functions which straddle the academic/vocational continuum. Uniquely in Jersey, but common to most UK further education colleges, Highlands College provides compensatory education for lower attaining or disaffected school leavers to improve their Level of achievement post-16.

The other three aspects of 16-19 education provided by Highlands College are:

- 1) the means by which the advanced knowledge and skills required of professions, occupations or trades are achieved, (16-19 technical Vocational Education and Training);
- 2) a general education alternative to GCE A Levels for those not yet ready to commit to the specialism of a profession, occupation or trade, (16-19 applied general Vocational Education and Training)²;
- 3) earning while you learn by being apprenticed to a profession, occupation or trade where Vocational Education and Training takes place both on the job (situational learning) and off the job (institutional learning), (Apprenticeships³).

This written report provides an overview of the curriculum offer at Highlands College and sets out to illustrate the significant contribution the college already makes to improving the life changes of Jersey’s young people and to the training of a skilled local workforce.

² This aspect of post-16 education is also offered by De La Salle College and Beaulieu School.

³ Approximately 71% of students taking apprenticeships through *Trackers* take their qualifications at Highlands. In 2018 there are 12 employed 16-18 year olds taking a work-based qualification at Highlands directly funded by their employer.

2: The provision for 16-19 year olds at Highlands College

Pathways

This is a one-year foundation course which can be tailored to the students' profile and run at Entry Level 3 or Level 1, or with some Level 2 components. The cohort is diverse and has a range of special educational needs and disabilities (SEND) including learning difficulties and SEBD (Social, Emotional and Behavioural Difficulties). The course targets the development of social skills and attitudes and behaviours for learning, and English and maths skills, via a high level of team building activities, outdoor learning and interaction using an evidence-based approach⁴. Many of these students also access evidence-based literacy interventions such as *That Reading Thing*.⁵ Students are ordinarily taught in groups of 8-12. They also access subject options, to give them a taste of progression to other areas.

Entry and Life Skills

This provision primarily operates at Entry Level 2 but there is a degree of flexibility leading to some achievement at Entry Level 1 or Entry Level 3, depending on the needs of the students. The provision is available over 2 or 3 years. The cohort have often progressed to us from Mont a L'Abbé school but may come from mainstream secondaries, especially ARCs on occasion (Additionally Resourced Centres), which are centrally funded. Students on this course develop basic literacy and numeracy skills alongside life skills and practical units such as construction units or cookery. The students are taught in small groups of less than ten with a lecturer and a key worker. As the course can be three years – or may be progressed to after a student has already completed one or two years at Mont a L'Abbé, there are issues surrounding our ambition to meet the needs of these students in terms of funding. In the UK, many students with Profound and Moderate Learning Difficulties (PMLD) such as this would remain in Education until the age of 25.

Jersey Progression Qualification

The primary purpose of the Jersey Progression Qualification is to enable young people aged 16-18 to develop the knowledge and skills, commensurate with the school leaving threshold of Level 2, that will enable them to progress to the industry standard qualifications in a technical, professional or academic subject area. Students that have yet to achieve a result at Level 2 continue with English and maths at GCSE Level alongside the Jersey Progression Qualification. The Diploma provides the equivalent of 4 GCSEs at grades A* to C (4 to 9) and the Certificate is the equivalent of 2 GCSEs at grades A* to C (4 to 9).

The Jersey Progression qualification is offered in 14 subject lines:

⁴ See <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/>

⁵ See <https://thatreadingthing.com/>

- 1) Automotive Studies;
- 2) Art and Design;
- 3) Building Services;
- 4) Building Trades;
- 5) Business;
- 6) Childcare and Education;
- 7) Computing;
- 8) Culinary Skills and Restaurant Service;
- 9) Hair and Beauty;
- 10) Health and Social Care;
- 11) Mechanical Engineering and Welding Studies;
- 12) Media;
- 13) Performing Arts and
- 14) Sport.

Advanced General Diplomas

These are qualifications at Level 3 that are the equivalent of 2 or 3 A-Levels and are recognised as entry qualifications to university or direct access to employment at technician or junior Level jobs. They're awarded and accredited by BTEC (Pearson), CACHE (Council for Awards in Care, Health and Education), NCFE, OCR (Oxford, Cambridge and RSA) and UAL (University of the Arts London), which are English awarding bodies regulated by Ofqual (the Office for Qualifications). Advanced General Diplomas are offered in 12 subject areas:

1. Animal Management
2. Art & Design
3. Business & Finance
4. Childcare
5. Digital Games Development
6. Health & Social Care
7. Hospitality & Tourism
8. Information Technology
9. Media Production
10. Performing Arts
11. Sport
12. Uniformed Services

The college also offers the UAL Foundation Studies Course in Art and design which is a post-A Level course (for 18 year olds) designed for entry into specialist art and design course at degree Level.

Technical Certificates and Diplomas

These are qualifications accredited by English awarding bodies such as ABC, City and Guilds and IMIAL and regulated by Ofqual. They're awarded at Level 2 Certificate and Level 3 Diploma and are recognised by employers as entry qualifications into their related industries. In most subject areas these qualifications are taught on a day release basis to students who are in the workplace as either apprentices through *Trackers* or as employees. Technical Certificates and Diplomas are offered in 7 subject areas:

1. Automotive (Motor Vehicle)
2. Beauty Therapy
3. Building Services (Electrical & Plumbing)
4. Building Trades (Bricklaying,
5. Carpentry, Painting and Decorating)
6. Culinary Arts (Hospitality & Catering)
7. Hairdressing
8. Mechanical Engineering and Welding

16-19 Study Programme

All of the above courses for 16 to 19 year old full-time students are part of a study programme which is made up of the following aspects designed to enhance the student experience, knowledge and skills and to prepare students for their future working life and social lives as citizens.

(i) Maths and English

Having competence in maths and English are the skills most valued and requested by employers. If students have not achieved a grade 4 or higher at GCSE, then they work towards them with the college's dedicated maths and English tutors and drop-in clinics. For students who already have the grades, there is tutorial support to strengthen and develop these valued skills.

(ii) Work Experience

Every student at Highlands College undertakes a significant period of external work placement as part of their course. Having relevant, up-to-date and valuable work experience enables students to stand out from the crowd. Highlands College is proud of its strong local industry links and offers work experience placements for all levels of study to at least 95% of young people who study at the college.

(iii) Employability

All courses at Highlands College incorporate the development of employability skills and are taught through tutor-led sessions and an online learning platform

called 'Navigate'. Students get to research employment options and receive support to prepare them for the workplace, including CV writing, covering letters and mock interviews. All students are encouraged to find part-time work whilst at college to help develop their employability skills. At Highlands College there is a dedicated online jobs board which is updated daily.

(iv) Enrichment

Enrichment activities serve to enhance the social and personal lives of young people at the college. The range of activities on offer complement and enhance a student's overall college experience. Enrichment activities give students more to offer when they move on to the world of work or progress to university. Enrichment activities include trying a new sport, taking up a new hobby or generally enhancing interactive and social skills.

(v) Health and wellbeing

In a busy, modern world it is important for students to maintain a healthy body and a healthy mind, so the college provides the opportunity for students to continue to find out more about:

- Volunteering opportunities
- Positive relationships
- Sexual health and wellbeing
- Smoking cessation
- Drug and alcohol awareness
- Emotional health and wellbeing
- Healthy lifestyle choices.

3: Meeting the needs of Jersey's young people

The post 16 provision at Highlands College, Hautlieu and with *Trackers*, taken as a whole, enables the Minister to “ensure there is available education appropriate to the reasonable needs of the generality of young persons, having regard to their different abilities and aptitudes” (Jersey Education Law, Part 8, paragraph 46), but there some significant gaps.

Highlands College is the only non-selective education institution in Jersey that offers English and maths re-sit provision to enable young people to achieve and progress to a higher level. Funding to further develop skills in science and technology would be beneficial, as well as an exploration of possibilities to enable young people to access GCSE re-sits alone, without becoming full time learners. Students completing English and maths with other providers such as Trackers sometimes use non-States providers, and a joined-up approach could lead to less funds being moved outside the public sector. Equally there is little opportunity for students to re-sit A Levels and post 18 students have sought to take the Access to HE course as a means of improving A Level grades or changing subject choice when this course is not funded and is intended for adult learners.

There is a significant lack of opportunities for young people who are in Greenfields at post 16, which may perpetuate a cycle of offending. The College has spent the last year devising various offers to support education for these young people but so far there have been difficulties in establishing this link.

Over the last four years at Highlands College of Further and Higher Education, we have diversified our curriculum offer, both in terms of full-time and part-time education. At the same time as delivering significant efficiency savings, we have increased the range of our offer and remain the most inclusive educational institution in Jersey. We have removed barriers in respect of entry requirements, invested 900K a year into English and Mathematics retakes, as well as offering tailored learning support for students with additional needs.

There are aspirations we are unable to meet. Many students would like to undertake a mixed study programme of vocational and Advanced Level study. This would enhance their career and Higher Education prospects. Despite the willingness of both Hautlieu School and ourselves to collaborate, less than ten students have been able to access their A Level provision owing to conflicting timetables. A similar small number of Hautlieu's students have accessed our re-take GCSE programme so that they could progress to A Level study. There is evidence to suggest that students are being forced to make choices about their programme of study based upon a false dichotomy that you are either entirely academic, or entirely vocational whatever the area of specialism. This model is now out-of-date, may limit life chances and creates inefficiencies.

The college's technical and advanced general qualifications are either nationally, or internationally recognised. We also offer the Jersey Progression Qualification (JPQ) which is a customised award. It is designed to meet the needs of the Jersey labour market and Jersey students. Employers can, and have, input into its design. The JPQ is awarded by the third largest awarding body in the United Kingdom, the NCFE. The JPQ was created to enable the progression of students onto advanced study because many students were being trapped at

lower Levels owing to limited GCSE achievement, especially in Mathematics and English. Now we have 73.2% of our cohort studying at advanced level and the improved performance in our island schools has contributed to this success story.

Special Educational Needs and Disability

Highlands College is the main post-16 provider for Special Educational Needs and Disabilities (SEND) as we are the only post 16 organisation offering programmes at less than level 3. We are also able to be responsive and creative in our approaches to timetables and provisions, offering customised arrangements where we can. Students progress to Highlands College from all the schools' ARCs (Physical Needs, Autistic Spectrum conditions and Hearing Impairments) as well as low incidence needs, such as sight loss. This requires a high degree of specialist knowledge, in a range of areas and needs, unlike other on-island providers.

The College provides support for SEND in the form of an extended transition programme in year 11 for identified students, key worker and teaching assistant support, drop-in academic support, exam access arrangements, specialist interventions (e.g. in spelling), specialist assessments and reports and Disabled Students' Allowance (DSA) support for degree students. We have 100K per annum delegated to us to meet the needs of students with Exceptional Action. A challenge is that students moving beyond the age of 19 are not deemed to fall under central funding anymore but may remain with us and we are still required to meet their needs under a moral obligation as well as best practice, and the Discrimination Act. Given the range of needs the team of staff is relatively modest and all are part-time. Considering the profound range of needs and courses, and the high volume of students, this poses many timetabling challenges and requires a highly creative approach.

Emotional Health and Wellbeing is an area of growing concern. In addition to the above, we have a small team including a part time counsellor and one Emotional Literacy Support Assistant (ELSA) Key Worker. The College has limited central support for attendance as we are post compulsory and this is a concern as attendance can be a flag for wellbeing and students who drop out from Education with Social, Emotional and Mental Health (SEMH) needs may become Not in Education, Employment or Training (NEET). Communication between multi-agency support service teams could also be improved in the interests of these young people.

4: Meeting the needs of Jersey businesses and industries

As the main provider of Further Education in the island, Highlands College offers a breadth of vocational work-based learning qualifications, over various modes of delivery, to meet the demand of industries and to ensure the pipe line of talent. The college offer covers over 15 routes to employment across 10 curriculum areas such as Childcare, Beauty Therapy and various Building Services, all of which match the local employment market. Employers will argue that there is insufficient supply to the workforce and it is the case that, “the education system can propose, but the labour market disposes,” (Keep, 2012: p318). The college can propose any course in any subject for any sector if it is funded, but the fundamental issue is that local school leavers are not necessarily attracted by the courses on offer. In a liberal society where we believe in giving students choice, the education market will inevitably be led by consumer (student) choice and not by employer demand. Singapore is one of the few jurisdictions where the vocational curriculum made available by government to its citizens is one where there is a demand by the economy and the employment market. This kind of approach does not sit well in a free and open society such as ours, meaning that no amount of policy making by government can pre-determine the skills requirement of the workplace.

Having a government-led skills policy aimed at young people is problematic because, whilst the idea of having a trained and skilled workforce that will improve the nation’s economic position, increase jobs and improve productivity, is fine in theory, it has proven to be difficult to implement in practice. The Leitch Report (2006) on skills in the UK is possibly one of the worst examples of vocational educational and training policy because it characterised vocational education as skills training and emphasised the supply side of skills to the labour market rather than evaluating the demand side. (Winch, 2012: p606). This is what could be described as an “if you build it, they will come”⁶ approach to thinking about vocational educational and training policy, but there are no guarantees that creating a new course in Horticulture, for example, where we know there is a demand for jobs in Jersey, will have young people queuing up to work in that industry. In England, the situation is changing because employers have been forced to pay an apprenticeship levy and, understandably, employers want to see a return on their investment.

Our aim at Highlands is to ensure that the college and local and national industries on the island work seamlessly together to fully embrace the Skills Strategy in a collaborative and cohesive manner. The college is represented on many industrial Boards such as Retail and Hospitality, attending meetings and communicating regularly to ensure the curriculum is industry-led and meets the demand for skills in an ever-changing climate. The most recent example is an advanced apprenticeship in Facilities Management where the industry body has worked alongside the college to ensure the units and content of the course are appropriate. The stumbling block for this kind of initiative is who is going to pay for it: the taxpayer, the employer, the employee or a mixture of all three?

⁶ A quote from the film, “Field of Dreams” (1989) written and directed by Phil Alden Robinson.

At Highlands College all students are prepared for the world of work in a variety of ways through a robust tutorial and mentoring system ensuring all students have both a personal tutor and access to on-line provision to support academic progress. Wrap around provision to ensure work ready graduates include master classes, careers advice, enterprise and enrichment activities and realistic work environments. There is clear evidence that work-based learning is essential to any workforce to bridge the gap between learning and doing to create a pool of talented and skilled employees. However, this is not readily recognised by employers who are hesitant to support initiatives such as apprenticeships, leaving the costs of a high-class provision to be met by the College and Trackers.

Skills Jersey is positioned to support College apprentices through the *Trackers* system offering a minimal payment to the College and a pastoral mentoring system to the students. Whilst employers recognise the benefits of the mentoring and coaching approach, which is the hallmark of Jersey's apprenticeship model, this does not necessarily meet the need for an individualised programme that ensures occupational knowledge is specific to the student and employer requirements, particularly at Level 3.

All Highlands' lecturing staff are dual professionals being both experts in their vocational sector and in vocational teaching, learning and assessment. If the funding for the college-based element of apprenticeship training does not improve this "jewel in the crown" of island education is not sustainable. Whilst mature adult apprentices might succeed in an entirely work-based learning environment, withdrawing a college-based apprenticeship scheme would leave 16-19 year olds without the opportunity to "earn as you learn" alongside an equivalent education experience enjoyed by their full-time peers.

In meeting the needs of businesses and industry, Highlands College has grown its part-time provision. We offer qualifications for every industry, except agriculture and fisheries. Our ageing workshops and equipment has led to a "make and do" culture. We use recycled equipment gifted to us from local and national companies. Our workshops limit the numbers we enrol, and their condition is only satisfactory. This leads to waiting lists for electrical courses and for computing we deliver a 21st Century curriculum in temporary sheds which were used by a Primary School before we took possession of them. Our staff have the skills, training and creativity to offer so much more, but because of the lack of funding into apprenticeships we are limited in our capacity to meet demand. Our grant is solely based upon full-time student numbers and fixed costs, there is no direct funding for apprenticeships, although Trackers and employers make a partial contribution to the actual costs.

Apprenticeships and Trackers

Highlands is the largest provider of apprenticeships and work-based learning across Jersey. At the latest count, 71% of apprentices who are classified as 'Trackers scheme apprentices' are taught, supported and achieve qualifications at Highlands College. However, as the college does not run the scheme directly it acts as a third-party contractor in the supply of apprentice training. Rather than being an integral element of an apprenticeship, teaching, learning and assessment is currently conceptualised as a "bolt-on" to the centrality of the employer, trainee and mentor relationship.

5: Equipping Jersey's young people to be active participants in society

Highlands College has devised a full study programme for young people including Enrichment (sport, volunteering etc); English and maths, Personal, Social and Health Education (PSHE) and Employability Skills. As part of the Jersey Progression Qualification we have developed a unit to develop and assess the employability of our learners. Over 95% of our full-time students undertake work placements as part of their course, far exceeding most UK FE providers. All of the above also align to our pedagogical approach, "The Highlands College Approach", which underpins our Teaching and Learning and includes criteria such as developing attitudes and behaviours valued by employers, and addressing English, maths and Digital Skills.

A continuing concern is the number of young people who are Not in Education, Employment or Training (NEET) at 16-18. Raising the age of participation and centralising the resource for this would vastly simplify the many complex mechanisms multiple departments in the States use to try to capture these young people. At Highlands College, we have dedicated two qualified lecturers to transition work with all secondary school pupils. This work supports transition to college to avoid young people not being able to access post 16 education.

The college's study programme offers a holistic experience for our full-time students. It includes enrichment, learning support, counselling as well as the core vocational programme. Although we have the greatest range of abilities of all the islands' schools and colleges, we do not have the greatest investment in support services. We have one designated safeguarding lead for a population of 760 full-time and 1500 part-time students.

We know we equip our students to be a valuable citizen of the world. As of June 2018, 87% of our students move onto employment and/or further study and 89% of our students achieve their qualifications. To reduce the impact of social and economic disadvantage (one third of our full-time students up to the age of 18, live in homes in receipt of income support – December 2017), the government has invested in a pilot scheme - Jersey Premium post 16 – which is crucial to raising the achievement of these disadvantaged students.

6: Highlands College performance as a post 16 education provider

Highlands College Performance Measures

Highlands College has aligned with standards in England adhering to strict ESFA (Employment and Skills Funding Agency) and OFSTED performance measures which are as follows:

- **42-day census** - once past this census students are counted in reporting for the duration of the programme of study.
- **Attendance** - attendance across the programme of study.
- **Work experience**- relevant and appropriate to the area of study.
- **Retention** - percentage of students who are post census and remain to the end of the programme of study.
- **Achievement** - percentage of students who are post census and successfully complete planned qualifications.
- **Pass rate** - percentage of students who remain at the end of the programme of study and achieve.
- **Positive value added** -students who have met or exceeded target grades based on GCSE starting points.
- **Positive destinations** - students who have successfully transitioned to positive next steps.

The College is in a confident position to accurately benchmark our performance against these measures to ensure that we continue to develop a high-performing culture where students not only achieve qualifications but achieve them well.

The following table illustrates the college's performance at the end of the 2017/18 academic year compared with the mean of colleges in England.

6th Form	Number starts	Number retained	Number Passed	HC ⁷ % Retention	ESFA %	HC % Achievement	ESFA %	HC % Pass Rate	ESFA %
Level 3	547	493	476	90	91.2	87	84.1	97	92.3
Level 2	192	176	169	92	90.0	88	79.8	96	88.7
Entry 3 & Level 1	35	35	35	100	92.4	100	83.1	100	89.9
Total	764	704	680	92	91.3	89	82.1	96.5	90.0

⁷ HC – Highlands College

Highlands as a ‘Good’ College

In February of 2018, following the development of the college’s annual self-assessment report, Highlands commissioned an independent review of college performance aimed at triangulating our own self-assessment judgements. The review team consisted of four members of active senior leaders from Guernsey and the Isle of Man with further education experience and a highly regarded specialist FE OFSTED inspector. The findings of the review were that our assessment was accurate and robust. This gave the college the evidence to rate ourselves as a ‘good’ college with outstanding features. Furthermore, during the 2017/18 academic year, Highlands fundamentally step changed its working practice in terms of both student performance monitoring and intervention and qualification structures. As a result of this work, Level 3 achievement now exceeds standards in England by 2.9%. The college holds an achievable ambition to be ‘outstanding’ in terms of outcomes for students by the end of the 2018/19 academic year.

7: Future plans for Highlands College

Highlands College is the lead provider of Further and Higher Education in the Island of Jersey. The College’s primary objective is to equip people with the right skills to create a work force that optimally meets the changing needs of the Jersey economy thereby enabling individuals to make a positive contribution to the Island community.

The College’s current campus, located at St Saviour’s Hill, is made up of disparate buildings of varying ages which have been adapted over time to respond to the Island’s changing 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.

The College is fully committed to support the States of Jersey Strategic Plan, and will facilitate business, economic and skills needs of the Island whilst striving to embrace the “*grow our own*” mentality. However, the current estate is providing a hindrance in achieving this goal.

Developing a purpose built campus for Post-16 Education would:

- 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 identity

The strategic driver within the Island is to improve education and upskill the workforce. This amplifies the need for the skills and abilities of Islanders to be globally competitive whilst producing a highly-qualified and skilled workforce. Appropriately skilled people who can fill vacancies in the local job market will reduce the need for dependency of skill immigration. Developing new and improved training facilities will enable the College to expand its Apprenticeship programmes in line with needs of the business community. This ambition is currently being thwarted, particularly in technical sectors, because the existing facilities are not up to current industry standards.

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.

8: Recommendations

1: There should be an entitlement for all young people in Jersey to access free education and training to enable them to achieve a full level 3 qualification by the age of twenty-four⁸.

2: There should be an entitlement for all young people in Jersey to access free education and training to enable them to achieve both GCSE English and Maths at Grade 4 and above by the age of twenty-four.

3: There should be the opportunity at post 16 to pursue a mixed programme of both academic and vocational qualifications.

4: There should be a more integrated approach between work-based learning and college-based teaching, learning and assessment for 16-24 year olds apprentices.

5: Funding for post-16 students should be equitable across all States funded post-16 providers.

6: Ensure that the funding for all students with a record of needs or on disability support allowance continues to the age of 24.

⁸ A full level 3 qualification is defined as two full GCE A levels or a Vocational Qualification equivalence.

7: Accelerate the funding, design and build of modern technical and vocational education facilities to be open by 2022.

8: Support all 16-19 year olds from disadvantaged backgrounds by continuing the funding for the Jersey Premium.

9: Create a Curriculum Council for post 16 Education and Training.

10: Raise the participation age in education, employment or training to 18.

9: Authorship

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