

CONSULTATION:

A strategic vision for Post-16 Education
in Jersey



May 2019

A STRATEGIC VISION FOR POST-16 EDUCATION

Consultation Document

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Purpose

The purpose of this document is to set out the Government of Jersey’s long-term vision for post-16 education, as a basis for early and open discussion about the vision, and what we need to do over the next five to ten years, as a government and as a community, to achieve it. This paper is intentionally high level. We set out six key objectives and welcome feedback on each.

Following consultation on this Strategic Vision, and taking account of the responses received, our intention is to develop detailed policy proposals first on sustainable post-16 education funding, and then on the future system of post-16 education and training provision. These more detailed proposals will also be presented for public consultation.

Foreword – Minister for Education, Senator Tracey Vallois

In a world that is rapidly changing, Jersey needs to adapt to meet future challenges – and education plays a vital role in shaping the minds and skills of the next generations of islanders.



While it is important for us to focus on providing the right opportunities for Early Years and school-age children, we also have a responsibility to support those who have left compulsory education – whether that be a school leaver looking to study a vocational course or someone who wants to develop skills for a new career.

This *Strategic Vision for Post-16 Education* reflects the government’s commitment to ensuring that everyone in Jersey, whether young or old, has the opportunity to progress their education as far as they are capable and wish to. The recently published Post-16 Scrutiny report has conducted a thorough analysis of the current structure, and the Panel’s recommendations will be taken into account as we develop our plans for the future of Post-16 Education in Jersey.

Even before my appointment as Education Minister, I have been acutely aware of the disparity between the performance of high-achieving pupils and the underperformance of others. I am proud of so much in Jersey’s education system – but we need to widen the parameters so that education is accessible to all types of learners. Not only will this ensure equity in classrooms but it will benefit the island as a whole: the better educated we are the more opportunities there will be for local people.

With that in mind, this Strategic Vision is directly informed by an analysis of the island’s economy and society, so that we can provide our learners with the right skills for the future. An ageing population, changes to technology and a growing competition for business, investment and talent are just some of the challenges that will impact on the types of skills we will need. Fostering a home-grown workforce that equips islanders with those skills will protect our economy and maintain a vibrant society.

This *Strategic Vision for Post-16 Education* is an essential component in fulfilling the government’s recent Children’s Pledge. At the end of last year, members of the States Assembly, the Council of Ministers and executive leaders in the public service signed the pledge to put children first, promising to expand the support available for children. Similarly, the plans outlined in this document reflect this government’s Common Strategic Policy – our ambitious commitments for Jersey, which include reducing income inequality and creating a skilled local workforce for the future. As well as putting children first, we are committed to building a sustainable, vibrant economy. The clear vision and route map towards diverse, sustainable post-16 education presented here is an important contribution to all these priorities.

Ultimately, as we transform further into a knowledge economy, in which an educated population reaps benefits for everyone, it is essential to develop our skills and nurture our talent.

We want to know what you think. From parents of young children, to islanders looking to study vocational or academic qualifications, to firms aiming to thrive in Jersey’s dynamic business environment: your views are important. I hope you will comment on this Strategic Vision, and help to shape our island’s future.

Background and context

Better education benefits us as individuals, as society and as an economy. Education is the key route by which we as individuals can improve our life chances: there is clear evidence that higher educational achievement leads to higher skills, and higher skills enable higher lifetime earnings¹. Providing access to good-quality education is both morally right as a driver of equity, and a strong predictor of national prosperity². The 2017 Skills Strategy³ enumerated further specific, evidence-based benefits, including:

- a significant positive impact of in-work training, apprenticeships and university education on productivity;
- much stronger likelihood of being and staying in employment, and staying out of the criminal justice system;
- better mental health.

Jersey's economic success today rests on our knowledge economy, sustained by industries that require highly developed skills, such as financial services, law, and the emerging digital sector, while also maintaining traditional sectors like agriculture through modernisation. In 2005, the shift towards higher-skilled jobs was already apparent and it was identified that there were far fewer low-skilled jobs in Jersey than previously⁴. The need for post-16, and ideally tertiary, education in order to secure good employment was clear then, and remains so today.

The Common Strategic Policy 2018-2022 identifies a recent decline in productivity as a particular issue today, concluding that:

“Skills and education remain core to both driving productivity and developing a workforce fit for the island's future needs. With the onset of the fourth industrial revolution, the pace of change will quicken and timely access to skills training will improve the quality of Islanders' lives and their local employment opportunities... As the population ages, economic enablers such as skills training and lifelong learning will also be ever more important.”⁵

A vibrant post-16 education sector is thus vital for Jersey's future. As well as preparing our young people to play their role in the increasingly sophisticated knowledge economy that we are creating, it should also enable people of all ages to acquire new and updated skills, catalyse the creation of new businesses, and support existing businesses to grow and become increasingly productive.

Strengths to build upon

Jersey's education system has many strengths which we can build upon as we develop our Strategic Vision for Post-16 Education. For example we have strong links with universities in the UK and Europe which offer higher education beyond that which is available on island. A high percentage of young people continue with their studies post compulsory leaving age of 16. There are high success rates at Level 3⁶ as well as the 90% achievement rate at degree level for programmes which are offered on island. In comparison with UK, apprenticeship achievement rates are 21% higher and the Trackers

¹ OECD (2018) [Education at a Glance](#)

² Ibid.

³ States of Jersey (2017) [Jersey Skills Strategy 2017-2022](#)

⁴ Goldstein (2005) Review Of Higher Education: The Next Steps, presented to the States on 12th April 2005 by the Education, Sport and Culture Committee [Higher Education Review 2005](#)

⁵ Government of Jersey (2018) [Common Strategic Policy 2018-2022](#)

⁶ [What qualification Levels mean](#)

Apprentice programme⁷ provides further support to meet the needs of the industry and offers mentoring and coaching to apprentices.

We have a highly skilled and dedicated staff who work in the sector, many of whom are dual qualified offering a wealth of experience as well as academic credibility to ensure young people are equipped for the challenges of the future.

Despite its small size and its reliance on overseas provision of higher education to educate its population, there is some good provision on the island itself. This is a mix of privately funded and government supported provision. The table below outlines the number of students who studied at Level 3 as at September 2017.

School Type	School	Number Studying L3 -2017
Private	Beaulieu Convent School	143
Private	De La Salle College	103
Secondary	Hautlieu	504
Secondary	Jersey College for Girls	198
Secondary	Victoria College	160
Special	Mont à l'Abbé Secondary	10
Private	All	246
Secondary	All	862
Special	All	10
All	All	1118

University College Jersey, developed out of Highlands College, as well as a number of much smaller independent and specialised providers offer provision above Level 3. These are mainly to support the workforce shortages on island and address specific needs within some industries.

In 2018 Highlands College provided the following:

16-19 year olds (2018)	Number of Pupils (2018)
Level 3	553
Level 2	192
Entry 3 & Level 1	35
Total	780

H.E, Adult and Skills	No of Pupils (2018)
Part-time 23 weeks+	170
Apprenticeships	195
Higher Education	93
Adult Access	18
Adult and Skills total	476

The recently published Post-16 Scrutiny Report offers an in-depth analysis of the current offers available on island⁸.

⁷[Trackers the Apprentice Programme](#)

⁸ [scrutiny report 2019](#)

Challenges to address

These are real strengths to build upon. There are also some material challenges that we must acknowledge and address. First, the external environment is changing, and these increasingly rapid shifts are already impacting on our economy and society. We have to respond. The changes we face include:

- a rapidly ageing population, with about 11,000 more pensioners by 2035, driving up social costs and requiring greater productivity among those in work;
- changing technology, which will alter the types of jobs available in Jersey and the skills needed in areas such as finance, agriculture and tourism;
- the need to embrace digital opportunities, without which the island might not be able to protect existing businesses and jobs, or create new ones;
- growing competition for business, investment and talent.

Second, data suggests that Jersey is falling behind other countries in the crucial field of tertiary education. World Bank's Gross Enrolment Ratio (GER9) report measures the proportion of a country's population participating in tertiary education¹⁰ at all levels, including undergraduate and postgraduate. We have used the same methodology and found Jersey's GER in 2017 to be around 30%; the UK stood at 56%, and the average for the European Union was 65%. It seems that recently we have not been matching other countries in nurturing a highly qualified workforce able to drive forward our knowledge industries. But this has not always been the case: in 2006 Jersey's GER was very close to that of the UK. There seems no reason why, given the implementation of appropriate policies, both enrolment and educational achievement should not once again increase to match those of other countries.

Third, Jersey is a small jurisdiction and necessarily dependent on and impacted by others – including the provision of post-16 education. There is a certain amount that can be provided on island – and we make proposals below for increasing this in a strategic and selective way – but it will remain a fact for the indefinite future that the majority of higher-education students from Jersey will be provided for elsewhere. Recent changes to higher education policy in England, where the majority of Jersey students study, highlight the problem of relying on other jurisdictions for our education provision; the increase of university tuition fees by the English government first from £1,000 to £3,000 and more recently from £3,000 to £9,250, followed by the rest of the UK, has had a dramatic impact on the number of islanders studying at university over the past decade. The UK Higher Education Statistics Agency recorded 883 first year Jersey-domiciled undergraduate students in 2006, and 519 in 2017 – a reduction of 41%. Although UK and EU students were able to access a government loan in response to this rise, no similar option was available to Jersey students.

This situation has directly contributed to Jersey's low Gross Enrolment Ratio (GER). A further issue we face is a need to encourage young people to return to their homeland after achieving their higher-education qualifications.

Fourth, while we benefit from good post-16 provision in Jersey, both academic and vocational, the number of young people pursuing their education and taking Level 3 qualifications is much lower than it could be. Our system can categorise students as "technical" or "academic" at an early age, and it can be difficult for these boundaries to be crossed. Current arrangements create a barrier

⁹ <http://uis.unesco.org/en/glossary-term/gross-enrolment-ratio>

¹⁰ As defined by the World Bank – that is above level 3

between academic and technical pathways, which limits the potential of young people to access mixed provision to suit their talents and, in turn, hampers their ability to reach their full potential. There is also limited provision for adults who might have missed the opportunity earlier in their lives to re-enter education at Level 3. We need to evolve a post-16 education system that allows opportunity for all students to make the most of all their abilities without labels being attached to them; we need to ensure that educational pathways are available to the population without boundaries of buildings and institutions.

Fifth, the negative effects of the contextual changes outlined here have been partly mitigated by the availability of medium-skill jobs that sometimes, but not always, offer relevant on-the-job training. However, these are predominantly in the finance industry where, it is argued, threats that automation and artificial intelligence pose to future employment – particularly in lower- and medium-skilled administrative jobs – are especially great.

Furthermore, job-specific training is typically less portable, making it harder for people who only have job-specific skills to compete with others with higher levels of qualifications (who often also have wider experience and greater mobility, so making them more attractive in the marketplace). Thus it is quite likely that when businesses come to consider redundancies, those with the lowest levels of qualification will be the most vulnerable. That may not necessarily be the case, but higher-education qualifications are unlikely to be a hindrance. If we are to ensure that, as far as possible, our communities benefit most from Jersey's economic successes, then support to every individual to achieve the highest possible level of education is vital.

Sixth, the question of student finance has understandably dominated discussion about higher education policy in recent years, culminating in the decision by the previous government, and endorsed by the States Assembly in April 2018, to pay the fees for the majority of students from Jersey¹¹. This is a resource-intensive policy and, as required by the States Assembly at the time, is currently under review. However, the government has thought it best to put that review in the context of an overall vision for post-16 education – to ensure that we know what it is that we wish to fund before deciding how to fund it. The Student Finance Review is therefore on hold until consultation on this *Strategic Vision for Post-16 Education* has been concluded.

In the next chapter, the key objectives for this *Strategic Vision for Post-16 Education* are now set out – what it is that we seek to achieve as we develop the post-16 system – together with the main actions needed to achieve these objectives. This is followed by a chapter on indicators of success – how we will judge whether we are successful. Where proposals may require additional expenditure in future years, these are dependent upon provision being made in future planning rounds; nonetheless they represent the government's vision, and direction of travel.

As with all decisions and actions of the government, this strategy is guided by our five Common Strategic Priorities, and specifically contributes to:

¹¹ [HE proposition 2018](#) , [HE Proposition 2018 amendments](#)

Common Strategic Priority 1

We will put children first by protecting and supporting children, by improving their educational outcomes and by involving and engaging children in decisions that affect their everyday lives.

Common Strategic Priority 3

We will create a sustainable, vibrant economy and skilled local workforce for the future by delivering an economic framework to improve productivity, by nurturing and strengthening our financial services industry, by enhancing our international profile and promoting our island identity, by delivering the best outcomes from Brexit, and by improving skills in the local workforce to reduce Jersey's reliance on inward migration.

Common Strategic Priority 4

We will reduce income inequality and improve the standard of living by improving the quality and affordability of housing, improving social inclusion, and by removing barriers to and at work.

The Strategic Vision also contributes to Future Jersey and specifically to creating a future shaped by choice and not chance:

- **Learn and Grow** – Our children will enjoy the best start in life
- **Attractive Business Environment** – Our Island will be an attractive place to do business
- **Jobs and Growth** – We will benefit from a strong economy and rewarding job opportunities

The vision will also be linked intrinsically with the economic development plan and will contribute to its intended outcomes.

Key objectives

The key objectives for this *Strategic Vision for Post-16 Education*, discussed in detail below, are:

- Key objective 1 – Ensuring that Jersey has a highly skilled workforce that will maintain and boost its future economy
- Key objective 2 – Providing access to tertiary education for all through widening participation, equality of opportunity and improving educational and employment outcomes
- Key objective 3 – Ensuring the quality and appropriateness of tertiary education provision
- Key objective 4 – Creating an international offer in Jersey for tertiary education at undergraduate and postgraduate level
- Key objective 5 – Encouraging appropriate research and innovation
- Key objective 6 – Ensuring appropriate governance and financial sustainability for tertiary education

Key objective 1 – Ensuring that Jersey has a highly skilled workforce that will maintain and boost its future economy

We will drive change and identify future skill needs, and will review and develop provision to meet those needs

A key role – but not the only role – of post-16 education is to ensure that skilled people are available to drive productivity. In order to do this, there needs to be an understanding of the sectors where economic growth will occur and the skills that those sectors will require – and the levels of those

skills – over the coming years. It is no good merely replicating the skills needed in the past or at present; we must identify future needs and ensure they are met. We must also ensure that education provision prepares learners with competencies such as flexibility, adaptability, agility and willingness to learn.

The Government of Jersey, in consultation with local business leaders, has begun the process of identifying key future employment sectors in early discussions on a future Economic Framework. Finance will continue to be a major industry in Jersey; as will, increasingly, digital development over a whole range of business activity; agriculture; tourism; and certain aspects of law. However, it will then fall to the key sectors themselves to identify the skills and the skills levels needed to enable them to succeed, and subsequently to tertiary education providers to design and deliver the necessary provision.

In the past there have been good examples of industry sectors articulating their skills needs, and, in some cases, initiatives have been taken by the sectors themselves – the Digital Jersey programme, for example – to ensure specific skills gaps are addressed. But this bottom-up approach needs to be supplemented by top-down action. We will continue to rely on sectors to identify their present and future needs, but we will work with post-16 providers in both the public and private sectors to draw out that analysis and design appropriate provision in response.

Meeting the many skills needs will require close collaboration between government, business and education providers and through Jersey Business¹² we will create mechanisms to ensure such collaboration. We will also ensure that there is opportunity for industry to be involved in planning and delivering education, including reskilling opportunities for the existing workforce.

Ensure that future skills requirements for the public sector are recognised and met

The public sector, in the future as now, will also require highly educated people – nurses and teachers, for example, as well as other public servants – and our efforts to understand future requirements and to design appropriate provision will extend to the public as well as the private sector.

We will encourage University College Jersey and other providers to work with government departments and other public sector bodies to identify needs that are not being met or new needs that will be required in the future, and to develop provision to meet these needs. For example, we will ensure that the present arrangements with University College London for enabling teachers to be trained while working in Jersey schools are sufficiently developed, while continuing to support young people who wish to go off island to train.

Ensure that future requirements of the social economy sector are recognised and met

Most employment in Jersey, like other places, is in small-to-medium sized enterprises (SMEs), and that tendency is not expected to diminish. Furthermore, an increasing number are engaged in voluntary and social enterprises. We need, therefore, increasing numbers of entrepreneurs with the skills and ability to create, lead and work within such enterprises, and our education system must contribute to this. This will mean ensuring that facilities are available on island to enable people to acquire the entrepreneurial, business and personal attributes needed to ensure their success. At the same time, medium-to-large business are becoming increasingly socially and environmentally minded, and again our education systems need to enable, encourage and exploit this.

¹² Jersey Business is an arm's length organisation to the government of Jersey providing support and independent advice for businesses, helping them to flourish

Ensure opportunities for updating skills, retraining in new skills and lifelong learning

It will not be sufficient merely to focus our concern on young people and their initial entry to the job market. Many people are already finding that they have to upgrade their skills and /or even change careers as industrial sectors wax and wane and as skills and skills needs change. Some such skills are even redundant, often as a result of technological developments. NESTA has predicted that up to 25% of jobs in the UK financial services sector could be lost to artificial intelligence and other technological advances over the course of the next generation, and there are predicted to be similar developments in law – both sectors in which Jersey is prominent and which provide significant employment. Local data in Jersey also warns of similar risks. Clearly it will be important to ensure that opportunities for updating skills and for retraining in new skills are available to the existing workforce as well as the future workforce.

The updating, reskilling and retraining of the existing workforce will predominantly need to take place within Jersey itself. Again, we will rely on businesses themselves to articulate their training and retraining requirements, but the government will help to ensure that education and training facilities and programmes exist to satisfy these. In part, this will require us to ensure that Highlands College, and, within Highlands, University College Jersey, are enabled to respond flexibly and rapidly to needs as they arise. In order to do so we will need to ensure that the funding and governance of Highlands College is sufficiently flexible.

Beyond Highlands College, the increasing need for lifelong learning provides a commercial opportunity for private-sector providers. We will, subject to the necessary quality assurance, accreditation and licensing needs discussed below, ensure that private-sector providers are kept fully informed of developing requirements in order to bid for lifelong learning contracts.

More generally, we all now work in an increasingly internationalised world. It is essential that learners take a broad view and play their part in this globalised society – all the more important considering the size and location of Jersey. Many will choose to live outside Jersey after completing their education, and many will live abroad for a while and then return. We will ensure that our young people are provided with the skill set, knowledge and education they need to be global citizens wherever they choose to live.

Encourage and develop apprenticeships as an integral pillar of post-16 provision

Apprenticeships are already valued as high-quality pathways to successful careers, which provide opportunities for new and existing employees to develop and assist Jersey's industries in meeting their current and future skills needs.

Maximising the use of apprenticeships is critical in helping to build the capabilities we require for the future. Apprenticeships form an integral part of this vision, and are central to providing Jersey with a talent pipeline that supports our economy for now and tomorrow. We will actively promote apprenticeships within the public and private sectors, and develop a pro-apprenticeship culture among employers. We will continue to work with industries to map apprenticeships to critical skills needs and so take action in mitigating potential skills shortages.

Building on the positive experience of the Trackers scheme, we will review our approach to apprenticeships – in particular how we attract, support, develop and retain apprentices – and build on this to develop apprenticeship programmes that:

- support our workforce skills needs;

- support Jersey's economic growth and development ambitions relating to people, place and prosperity;
- meet the challenges of the funding and viability of the provision.

Apprentice qualifications have traditionally been perceived as only relevant to school leavers and for junior entry-level roles. In fact, apprenticeships can be and are utilised very effectively to provide opportunities for an existing workforce to gain skills and progress their careers, generating talent pipelines within an organisation. Developing greater awareness of the types of apprenticeships available, particularly higher-level apprenticeships, and the benefits they offer to both new and existing employees will be a priority.

We will provide further opportunities for young people and adults through flexible, part-time training provision. We will build upon existing workforce development programmes to provide a cohesive and supportive scheme that enables industry to access, train and develop the workforce they need for the future.

Consultation points:

Key objective 1 – Ensuring that Jersey has a highly skilled workforce that will maintain and boost its future economy

Comments and views are sought on “Key objective 1” and specifically on our main proposals, namely that:

We will rely on businesses themselves to articulate their training and retraining requirements, and the government will play its part in ensuring that the education and training facilities and programmes exist and are developed in partnership. How far do you agree with this proposal?

Strongly agree

Agree

Disagree

Strongly disagree

Further comments:

We will ensure that our young people, as global citizens, are given the opportunity to gain the skill set, knowledge and tertiary education they need wherever they choose to live. How far do you agree with this proposal?

Strongly agree

Agree

Disagree

Strongly disagree

Further comments:

We will ensure that the funding of Highlands College enables it to respond flexibly and rapidly to needs as they arise. How far do you agree with this proposal?

Strongly agree

Agree

Disagree

Strongly disagree

Further comments:

We will build on the experience of Jersey Business to create mechanisms to ensure close collaboration between government, business (including the public sector) and education providers to ensure that there is opportunity for business to be involved in planning and delivering education, including reskilling opportunities for the existing workforce. How far do you agree with this proposal?

Strongly agree

Agree

Disagree

Strongly disagree

Further comments:

We will ensure that private-sector providers are kept fully informed of opportunities and developing requirements in order to bid for lifelong learning contracts. How far do you agree with this proposal?

Strongly agree

Agree

Disagree

Strongly disagree

Further comments:

We will ensure that there is a competitive tendering process in place to enable private-sector providers of tertiary education and training to be kept fully informed of opportunities and to bid for lifelong learning contracts. How far do you agree with this proposal?

Strongly agree

Agree

Disagree

Strongly disagree

Further comments:

We will build on the Trackers scheme and review our approach to apprenticeships, paying particular regard to the needs of care leavers, the long-term unemployed, older people returning to the workforce and people who have a disability. How far do you agree with this proposal?

Strongly agree

Agree

Disagree

Strongly disagree

Further comments:

Key objective 2 – Providing access to tertiary education for all through widening participation, equality of opportunity and improving educational and employment outcomes

Ensure that all islanders– whatever their age, gender or ability – maximise their educational potential

The Government of Jersey is determined to ensure that all islanders – whatever their backgrounds – have the opportunity to fulfil their potential. It is well established that educational achievement and social capital go hand in hand: better education is critical to economic success, to social mobility and to a stable and just society. We need to ensure there is sufficient information about the options for post-16 education available to young people and they have the means to access these, including logistics of accessing such provision, for example transport.

This commitment has a number of implications:

Ensure that education below tertiary level is outstanding

First, we must ensure that education below tertiary level provides all young people with an outstanding education that enables them to succeed, particularly those who are vulnerable or from backgrounds that evidence suggests may find it challenging to succeed at school. Parallel with this vision, the funding for schools and education is under review which will assist and inform achieving this objective.

To achieve outstanding sixth form provision, we will ensure there is excellent integration with employers, outstanding outcomes for learners, and higher levels of participation among school leavers. Our policies for school-level education will focus on improving the provision for and achievements of those who in the past have, for whatever reasons, not progressed to sixth form. For such students, but also more generally, it is essential that vocational and academic pathways should be available as far as possible to all students who have the desire and aptitude, and that different pathways are given parity of esteem. Progression routes and crossover pathways should be equally available to students who have embarked on vocational as well as academic programmes.

Currently, despite the high level of students in post-16 education, too few young people enter sixth form or take Level 3 examinations. These young people are more likely to remain in Jersey, and we want them to live fulfilled and productive lives. In order to extend choice and ensure that the options available at school are as attractive as possible, cooperative provision between institutions should be increased. We can build on the current arrangements that are in place between sixth forms, and should extend as far as possible to Highlands College and Hautlieu School. This is a matter for individual institutions, but the government will seek to facilitate this.

Our tertiary education must ensure that groups such as young care leavers and the older care experienced, who may not have met their potential in their initial education, have the opportunity to reclaim their place in Jersey's economy and society.

Ensure that students receive good advice and guidance on future direction and careers

Young people need to be alert to the skills needed to succeed in the job market and in the careers to which they aspire. This demands excellent careers advice, with well-informed careers advisors who are in touch with possible future market developments.

In order to be motivated to achieve highly at school and progress to tertiary study, students need to be aware of the lifelong benefits of higher levels of education. Those from more affluent backgrounds are often aware of these from an early age – from family, friends and their general social environment. Others are not. We regard it as a government priority to motivate those from less affluent backgrounds to aspire to tertiary study. We will start by strengthening careers guidance, especially for students at non fee-paying schools, and beginning, where appropriate, in primary school to ensure that all pupils recognise the benefits of progressing their education as far as they are capable.

In particular, we will ensure that Skills Jersey has the resources needed to provide outstanding careers guidance. It cannot do that alone, and part of our vision is to ensure that knowledge and information are cascaded, to ensure that careers advice and guidance services in all schools and colleges are up to date and enabled to give the best possible guidance to students.

Ensure that more vulnerable people are supported to participate in post-16 education and to enter meaningful careers

The measures described above – enhanced school education and focused careers advice and guidance – will be of particular benefit to those from vulnerable backgrounds, and we will ensure that such students are identified and their progress is continued to be monitored throughout their time at school. Compared to our relative affluence, there are too many young people in Jersey who do not achieve as well as they could. Our overall performance masks significant inequalities of opportunity and outcome. This has implications throughout the education system, and we will ensure that the tertiary system is sufficiently broad and accommodating to enable people who may have previously failed to achieve their potential, to do so in the future.

We will pay specific regard to three groups: care leavers, the long-term unemployed and older workers returning to the labour market, and those who are unemployed and have a disability.

Those leaving care have been identified as a particular group who find it hard to enter and sustain the labour market. While apprenticeships can provide an opportunity, research has shown that without the right support mechanisms and basic employability skills in place, many care leavers find it difficult to sustain and complete an apprenticeship¹³. Consequently, developing pre-apprenticeship

¹³ [Delivering a Care Leavers' Strategy for Traineeships and Apprenticeships: Centre for Social Justice, 2016](#)

work experience opportunities or traineeships that help prepare them for the world of work and enable the right wrap-around support services to be put in place should enable greater success. We will continue to work with Highlands College to identify how we can better engage with children in care and care leavers including use of data gathered at the point of accessing mentoring support through Skills Jersey, to raise their interest in undertaking work experience and traineeships.

Similar work experience pathways to apprenticeship opportunities could also assist the long-term unemployed and older workers returning to the labour market. As discussed above, whilst apprenticeships have previously tended to be designed for younger people, attractive apprenticeship options for older workers can open up opportunities to the wider diversity of the population. We will therefore develop an 'alternative career apprenticeship programme' aimed at a mature talent pool, and we will continue to work with partner agencies to develop and promote relevant schemes.

Similarly, we will work with a range of supported employment organisations such as Jersey Employment Trust and others to develop work experience opportunities for people who are unemployed and who have a disability. These individuals, by virtue of their disability, can be furthest from the labour market. Creating effective ways of increasing access to education, skills and training will help improve the life chances for people with disabilities and assist them to become economically active.

Create pathways to support people to enter tertiary education later

In order to ensure that people who struggled to engage with education 'first time round' are able to return to education later in life, we need to create clear re-entry pathways. Returning to education often means initially undertaking sub-tertiary study to meet the requirements for entry to tertiary education. Our system of post-16 provision must therefore include courses that enable these re-entry pathways to be taken – including non-traditional modes of provision. The full-time, young undergraduate student will undoubtedly continue to be the norm, but that mode of study will not be appropriate for everybody, and we will need to ensure that a wider variety of part-time and distance-learning pathways, work-based qualifications, and other less traditional routes to tertiary qualifications, are available.

We will encourage University College Jersey in particular, together with private providers, to offer part-time provision; we will investigate improving access to distance learning, work-based learning and other flexible provision. We will also study the possibility of incentivising employers to facilitate new modes of provision, perhaps by jointly paying some of the fees of students undertaking such courses.

Ensure that measures are in place to support all islanders to achieve basic literacy, numeracy and digital skills

Basic literacy and numeracy skills are essential to successful participation in employment and society. Today, the same is true of digital literacy. As technology increasingly shapes our working lives, it is essential that nobody is excluded because of a lack of digital skills. Digital inclusion does not only apply to older people: it is also relevant to people who may have taken a career break and wish to return to employment, and indeed can be important to vulnerable people at any age.

We must ensure that everybody, whether working or not, has basic literacy, numeracy and digital skills. This *Strategic Vision for Post-16 Education* will put measures in place to improve literacy and numeracy across the workforce and the general population. Working with Highlands College, we will establish community-based opportunities for people to access basic numeracy, literacy and digital

literacy courses, and we will encourage volunteers to staff these. We will run campaigns publicising these programmes and encourage those who require such assistance to participate.

Consultation points:

Key objective 2 – Providing access to tertiary education for all through widening participation, equality of opportunity and improving educational and employment outcomes

Comments and views are sought on “Key objective 2” and specifically on our main proposals, namely that:

We will support the broadening of the initial 16-18 year old provision to cater for the aptitudes, interests and needs of all young people. This will include providing crossover pathways, ensuring that there are appropriate routes for progression and that academic and vocational programmes are not closed off to children at an early age. How far do you agree with this proposal?

Strongly agree Agree Disagree Strongly disagree

Further comments:

Cooperative provision between institutions should be increased, building on the arrangements already in place between sixth forms, and should be extended as far as possible to Highlands College and Hautlieu School. This is a matter for individual institutions but the government will play whatever role is appropriate to facilitate this. How far do you agree with this proposal?

Strongly agree

Agree

Disagree

Strongly disagree

Further comments:

Our policies for school-level education will focus on enhancing the provision for and achievements of those, including care leavers, who in the past have left school at the age of 16 or, for other reasons, have not progressed to sixth form study. How far do you agree with this proposal?

Strongly agree

Agree

Disagree

Strongly disagree

Further comments:

We will strengthen careers guidance, especially for students at non fee-paying schools, beginning, where appropriate, in primary school to ensure that all pupils recognise the benefits of progressing their education as far as they are capable. How far do you agree with this proposal?

Strongly agree

Agree

Disagree

Strongly disagree

Further comments:

We will ensure that Skills Jersey has the resources needed to provide outstanding careers guidance. It cannot do that alone, and part of our vision will be to ensure that knowledge and information are cascaded, to ensure that careers advice and guidance services in all schools and colleges are up to date and enabled to give the best possible guidance to students. How far do you agree with this proposal?

Strongly agree

Agree

Disagree

Strongly disagree

Further comments:

Working with Highlands College, we will establish community-based centres providing basic numeracy, literacy and digital literacy, and will encourage volunteers from the community to staff these. We will run campaigns publicising the availability of such programmes and encourage those who require such assistance to participate. How far do you agree with this proposal?

Strongly agree

Agree

Disagree

Strongly disagree

Further comments:

We will ensure that University College Jersey in particular, together with private providers, are encouraged to offer part-time provision, that part-time study is encouraged, and that work-based learning and other flexible provision is available. How far do you agree with this proposal?

Strongly agree

Agree

Disagree

Strongly disagree

Further comments:

We will encourage Highlands College to provide further pathways to enable people who did not achieve their potential at school, or had barriers to access tertiary education directly, to do so later, and in line with the government plan will ensure that it is funded adequately for this purpose. How far do you agree with this proposal?

Strongly agree

Agree

Disagree

Strongly disagree

Further comments:

Key objective 3 – Ensuring the quality and appropriateness of post-16 education provision

We must ensure that the education that our post-16 education students receive is high quality and meets the needs of Jersey’s economy and society, as well as enabling each individual to fulfil their personal potential. This principle extends to education provided both in and beyond Jersey.

Quality assurance of all post-16 provision

Much of the post-16 provision accessed by Jersey students is overseas, delivered by institutions over which Jersey has no direct authority. The Government of Jersey therefore has no regulatory control over these providers. We can and should, however, be able to advise prospective Jersey students on their selection of post-16 education where we can. We will monitor closely the outcomes and experiences of students attending different programmes in different institutions both on and off island and use this intelligence to guide and advise students while they are at school. Given the high proportion of our post-16 education students that attend UK universities, we will seek to establish closer links with relevant UK organisations in particular, including Universities UK, the Office for Students, and the Higher Education Statistics Agency, both in relation to monitoring outcomes and (with regard to Universities UK) ensuring that the fees charged to Jersey students are not at the international student rate.

University College Jersey’s programmes are subject to the quality-assurance processes of their partner universities in England, which themselves are subject to the UK’s quality frameworks. A number of private institutions already offer tertiary-level programmes in Jersey, generally in niche professional areas. This diversity is welcomed and encouraged. Non-state institutions are often able to be more rapidly responsive to changing needs, and make less or no demand on the Exchequer.

We propose to encourage more providers to offer a wider variety of programmes in Jersey. To safeguard quality, we will ensure that both business licensing and academic accreditation processes

are sufficiently robust. All institutions will be asked to satisfy rigorous minimum standards before being permitted to recruit students. A present loophole means that any entity can establish an institution in Jersey and offer post-16 education programmes, even calling itself a university. As we expand the number of providers, we will pay particular attention to these questions, and ensure that appropriate licensing and accreditation controls are in place.

Ensure opportunities for industry to be involved in planning and delivering education and re-skilling

We will encourage post-16 education institutions to establish subject-level consultative committees between themselves and relevant industry sectors to ensure that the curriculum and programmes they offer remain relevant and also that, wherever possible, practitioners can play an appropriate part in the classroom. Where suitable, businesses will also be encouraged to cooperate with tertiary education institutions to deliver work-based education directly relevant to their needs. We will establish a business education forum to facilitate this.

An important aspect of business-relevant skills development is for students – before, during or after tertiary education – to access work experience opportunities. The benefit is mutual: students benefit from obtaining work experience and seeing first-hand how businesses operate, and businesses can benefit from having a bright and enthusiastic workforce; it is not unusual for businesses to end up offering permanent employment to people who spent some time with them on work experience. Skills Jersey already runs the successful Trident programme that has been responsible for the widespread availability of work experience and internships. We will build on and extend this.

Consultation points:

Key objective 3 – Ensuring the quality and appropriateness of post-16 education provision

Comments and views are sought on “Key objective 3” and specifically on our main proposals, namely that:

We will ensure that careers guidance and advice providers are aware of the experience and outcomes of students on different programmes in different institutions, both on island and off island. How far do you agree with this proposal?

Strongly agree

Agree

Disagree

Strongly disagree

Further comments:

We will seek to establish closer links with the relevant UK organisations, including Universities UK, the Office for Students and the Higher Education Statistics Agency, both in relation to monitoring outcomes and (with regard to Universities UK) ensuring that the fees charged for Jersey students are not at the international student rate. How far do you agree with this proposal?

Strongly agree

Agree

Disagree

Strongly disagree

Further comments:

We will encourage post-16 education institutions to establish subject-level consultative committees between themselves and related business sectors to ensure that the curriculum and programmes they offer remain relevant, and also that wherever possible practitioners can play an appropriate part in the classroom. How far do you agree with this proposal?

Strongly agree

Agree

Disagree

Strongly disagree

Further comments:

Where appropriate, businesses will also be encouraged to cooperate with post-16 education organisations to deliver work-based education which will be directly relevant to their business, and also to provide internships. We will establish a business education forum to facilitate this, and extend the Trident scheme to increase the availability of work placements and internships. How far do you agree with this proposal?

Strongly agree

Agree

Disagree

Strongly disagree

Further comments:

We will establish mechanisms that encourage appropriate institutions to establish themselves in Jersey, but also ensure that quality is maintained, for example by reviewing the business registration arrangements and using other mechanisms to achieve this. How far do you agree with this proposal?

Strongly agree

Agree

Disagree

Strongly disagree

Further comments:

Key objective 4 –Creating an international offer in Jersey for post-16 education at undergraduate and postgraduate level

Jersey is highly internationalised in many respects: a lot of key businesses are international companies; a significant percentage of the workforce is from outside Jersey; many islanders go to work overseas, often returning after gaining experience elsewhere; and, as already described, the majority of young people who study at tertiary level do so outside Jersey. This international openness is one of Jersey’s great strengths and we wish to encourage and build on it.

We will explore ways to continue to support Jersey-domiciled students who wish to study abroad

We propose to review student finance arrangements in detail in 2020. We envisage that the post-16 education offer within Jersey will increase, and that a growing number of students will wish to pursue programmes here. Nonetheless, many will continue to wish to pursue post-16 education overseas to meet their needs and ambitions, and we want to ensure that all such prospective students’ aspirations can be met. The ability to study abroad should not be determined by a student’s social or family circumstances. Our vision is therefore to develop a sustainable funding model to enable continued support for all students who wish to study away from Jersey.

Facilitating people from the island to experience the wider world is to Jersey’s advantage. However, Jersey will only fully benefit when islanders return, and we will consider what, if anything, the government can do to help ensure that this occurs more frequently. Specifically, we will create mechanisms to keep track of career destinations of young people educated in Jersey wherever they choose to live, to maximise the opportunities for them to return to their island and contribute to Jersey’s future.

We will encourage overseas institutions to establish provision on the island

A second route to encouraging greater internationalisation of our post-16 education, touched upon above, is to encourage overseas institutions to establish provision in Jersey. Simply, more provision will ensure greater choice for islanders, and will also mean that those who take advantage of such provision do not incur the cost of living away from home. Furthermore, it will also mean that our economy benefits from the expenditure of those students within Jersey rather than overseas.

We will ensure that possibilities are well publicised and that international institutions are aware of opportunities within Jersey, especially at postgraduate level. We will put in place the rigorous quality assurance, licensing and accreditation processes described above, and subject to these we will encourage institutions based abroad to supplement on-island provision, in a joint initiative between the Children, Young People, Education and Skills and External Relations departments.

Encourage students from abroad to continue their further and higher-education studies in Jersey

With regard to students studying abroad, our experience in Jersey is by no means unique, though it is certainly more pronounced than is generally the case. UNESCO, for example, estimates that more than 5 million students worldwide travel outside their home country for post-16 education¹⁴.

However, the flow of students does not need to be one way. While it is highly likely that students from Jersey will predominantly continue to study overseas – and that should not concern us – there seems no reason why, if appropriate provision in relevant disciplines was available within Jersey, we would not be able to attract overseas students to come to Jersey to study. Jersey has a number of unique selling points: its financial services industry; a burgeoning digital sector (including Sandbox Jersey); aspects of legal services; modern agriculture; and the fact that we can offer English language-based education in an environment that is regarded as much safer than the UK (a situation also successfully exploited by Ireland).

In order to assess the feasibility and value of developing an international tertiary education offer, we will need to examine the type(s) of provision attractive to international students, and the academic, physical and administrative infrastructure required to welcome and accommodate them.

Postgraduate students are among the most internationally mobile (in the UK, for example, there are as many international postgraduate and undergraduate students), and given Jersey's reputation, taught professional Masters degrees in aspects of banking, law and finance could prove highly marketable. In this light, an aspiration to create a niche international tertiary education sector appears possible. (The research proposals below could also afford any postgraduate provision additional credibility.)

If successful, the creation of an international post-16 education sector in Jersey could attract a range of benefits. Most immediately, the presence of international students contributes to a local economy. Studies have estimated that the GDP of the UK economy is boosted by £20 billion per year by the presence of international students¹⁵. While any benefit to Jersey would be far more modest,

¹⁴ http://data.uis.unesco.org/Index.aspx?DataSetCode=EDULIT_DS

¹⁵ "The costs and benefits of international students by parliamentary constituency" published in January 2018 by HEPI, accessible at <https://www.hepi.ac.uk/wp-content/uploads/2018/01/Economic-benefits-of-international-students-by-constituency-Final-11-01-2018.pdf>

there would certainly be some direct economic benefit. Long term, it would also expose talented and able people from other countries to Jersey’s assets.

We will examine the feasibility and value of creating ‘Study Jersey’ with a remit to attract students from overseas to pursue programmes in Jersey. Beyond this, we will extend the use of the Global Market Strategy to widen collaboration with other jurisdictions on post-16 education. The example of the University of Gibraltar with 100 of its 300 students in 2018 being from overseas – and most studying at postgraduate level – shows what is possible (though we would not propose to emulate Gibraltar by setting up a freestanding university in Jersey).

Importantly, the feasibility work will include careful consideration of legal and practical implications, including visa and employment conditions, meeting student accommodation needs without negatively impacting the housing market, and so on. We recognise that these are significant and sensitive issues, and they will be fully considered.

Consultation points:

Key objective 4 –Creating an international offer in Jersey for post-16 education at undergraduate and postgraduate level

Comments and views are sought on “Key objective 4” and specifically on our main proposals, namely that:

As we review student financing arrangements, we will explore how to continue to support students who wish to study away from Jersey. How far do you agree with this proposal?

Strongly agree Agree Disagree Strongly disagree

Further comments:

We will create facilities to keep track of destinations of young people educated in Jersey wherever they choose to live to maximise the opportunities for them to return to their island and contribute to Jersey's future. How far do you agree with this proposal?

Strongly agree

Agree

Disagree

Strongly disagree

Further comments:

We will extend the use of the Global Market Strategy to widen collaboration with other jurisdictions on post-16 education. How far do you agree with this proposal?

Strongly agree

Agree

Disagree

Strongly disagree

Further comments:

We will examine the feasibility and value of creating 'Study Jersey' with a remit to attract students from overseas to pursue programmes in Jersey. How far do you agree with this proposal?

Strongly agree

Agree

Disagree

Strongly disagree

Further comments:

Key objective 5 – Encouraging appropriate research and innovation

There is a common belief that for a post-16 education system to be successful – and indeed for a modern knowledge economy to thrive – there has to be a vibrant research base. However, research is expensive and normally goes hand in hand with strong undergraduate and postgraduate provision. Nevertheless, it can be of value for industry to have research available locally that helps guide and improve it, and a reputation for excellent research undoubtedly also helps raise the status of post-16 education in a country. If attracting international students becomes a strategic objective, then research in key areas will help cement Jersey's reputation in those fields, and therefore the recruitment of students.

Currently, there is very little research undertaken in Jersey and virtually no research infrastructure. Nevertheless, some research does take place – through the Jersey International Centre for Advanced Studies, for example – and research also takes place within individual businesses, related to the very specific needs of particular firms. But there is no coordinated or systematic approach to this.

We will seek to develop relevant research capability that contributes to Jersey's future economic needs

It is reasonable to suppose that Jersey can benefit from research related to specific local needs. Well targeted research – research related to digital transformation of different industries, for example; to financial sector innovations; to social care; to the unique ecology of the island; or to developing agricultural techniques – could all be of very clear benefit locally as well as internationally.

Jersey has a number of outstanding features that make it particularly attractive for niche research activity. Given our scale, an appropriate approach is to seek to attract research groups from leading universities active in relevant areas to collaborate with our industries and academic institutions to mutual advantage. Furthermore, the Government of Jersey can work to determine areas of research of benefit to the public sector, and to identify research groups with an interest in undertaking related research – in areas such as healthcare, or social policy.

We will create a research committee, comprising government, public and private sector research interests, and some institutional membership, to review and advise the government on measures to encourage research in niche areas. In addition, we will establish a small research fund, allocated on the advice of an expert panel, to seed finance and encourage appropriate research.

Consultation points:

Key objective 5 – Encouraging appropriate research and innovation

Comments and views are sought on “Key objective 5” and specifically on our main proposals, namely that:

We will seek to promote well-targeted research activity related to Jersey’s economic and social needs. How far do you agree with this proposal?

Strongly agree Agree Disagree Strongly disagree

Further comments:

We will create a research committee, comprising government, academic, public and private interests to review and advise the government on measures to encourage research in niche areas, and we will establish a small research fund for this purpose. How far do you agree with this proposal?

Strongly agree Agree Disagree Strongly disagree

Further comments:

Key objective 6 – Ensuring appropriate governance and financial sustainability for post-16 education

In order to achieve our ambitions, we need to ensure that the appropriate infrastructure is in place and that the system is appropriately – and adequately – funded.

We will review and develop appropriate governance structures for post-16 education, while remaining mindful of the need to minimise bureaucracy and cost

In the preceding sections we have described a strategic vision for post-16 education and a series of ambitious measures to be put in place that will enable us to achieve the vision. We will need to establish some key mechanisms to enable delivery – including a process to identify future skills needs, as well as quality assurance, accreditation and licensing processes. Many of the bodies and structures that are required already exist, and we will build on these. When new bodies or structures are needed we will create these, remaining mindful of the need to minimise bureaucracy and cost.

Over and above these we will create a Post-16 Education Council to bring together public sector, private sector and institutional interests with government, and with a remit to ensure the implementation of this vision and provide advice on issues related to tertiary education as they arise. Such councils exist elsewhere in a variety of different forms: quasi-governmental bodies, semi-embedded in the government; or independent, arm’s-length bodies. The membership of both can be similar (although the former would normally be chaired by a minister or senior official, and the latter by a senior member of the community). Each approach has advantages – the former because it is closer to the government it is more likely to have its advice heeded; the latter because it is independent is likely to give more objective advice and its conclusions are likely to be viewed as such by the community.

We will review and develop appropriate financial arrangements

Post-16 education is expensive. Yet, to thrive as a modern knowledge economy, a highly skilled and educated population is needed, requiring significant investment. However, as a government we have a responsibility to ensure that Jersey’s past successes continue into the future, and there is no escaping the need – or the cost – of nurturing a highly educated population. Expenditure on post-16 education is an investment in our future, and we will bring forward proposals for financing which reflect that.

The high cost of post-16 education has recently been reflected in the cost of the student funding regime introduced in 2018. In the year before, 2017, nearly £10 million was spent on higher education, almost all of it on supporting students attending universities in England. The new financing regime, introduced in 2018 to ensure that higher education was available to all who wished to participate and who could benefit, will by 2019 have increased our public higher-education spend to £15 million per year. Even with this higher total, Jersey’s public spend on post-16 education remains comparatively much lower than any other country in the OECD at just 0.4% of GDP (just one half of that of Ireland (which itself is the third lowest-spending country in the OECD – the lowest is Luxembourg which nevertheless spends 25% more than Jersey¹⁶). As required by the States Assembly, the current student funding arrangements and associated costs will be reviewed, and if

¹⁶ OECD (2019), Education spending (indicator). doi: 10.1787/ca274bac-en (Accessed on 02 May 2019)

necessary revised, but that provides an indication of the cost of providing for just part of the vision described here.

In conducting the review of the student finance scheme, we will have regard to the need to invest appropriately in all aspects of tertiary education, not simply the fees of students in higher education. Accordingly, our review will consider the desirability and cost of continuing with the present arrangements, the implications and desirability of moving to a loan scheme, a scheme that is based partly on grant and partly loans (with the grant segments perhaps being means tested to a greater extent than at present), and a different scheme with grants provided on a means-tested basis for fees and loans available for maintenance.

The other principle that will guide our post-16 education policies is to seek a balance between private and public investment. Private investment includes ensuring that those who can afford to do so contribute appropriately through the fees they pay, that businesses which benefit from the skills that post-16 education provides contribute appropriately, and that private institutions – both from within Jersey and internationally – play an appropriate part in the development of post-16 education. Public investment will be strategically targeted and used to optimal impact, beginning with the review that we have begun of the current student finance regime.

We will review and develop the future of the University College Jersey

Reference has been made to University College Jersey several times in the course of this document. Highlands College, and University College Jersey within it, is a strategic asset and we will engage with the College to assess how its capacities can be enhanced and exploited to maximum benefit for our population. University College Jersey lost 12% of its full time Higher Education demand in 2018 when the new student finance arrangements were introduced, as increasing numbers of students chose to go abroad, and some chose to study at HE level on a part-time basis. This is not itself a reason to change the student finance arrangements, but it does indicate that we need to take action to ensure that University College Jersey thrives. We will need to ensure that the funding of University College Jersey is put on a stable and long-term basis, to enable it to develop and play an important role in meeting our needs. We will review how Highlands College plan, design, develop, deliver and assess its Further and Higher Education provision. We will ensure that consideration is given to ensure Highlands College has the appropriate, fit for purpose and future proof, infrastructure it needs in order to needed to deliver outstanding, flexible, affordable provision for Jersey today and in the future.

Consultation points:

Key objective 6 – Ensuring appropriate governance and financial sustainability for post-16 education

Comments and views are sought on “Key objective 6” and specifically on our main proposals, namely that:

We will create a Post-16 Education Council that brings together public sector, private sector and institutional interests with government, and with a remit to ensure the implementation of this vision and provide advice on issues related to post-16 education as they arise. How far do you agree with this proposal?

Strongly agree Agree Disagree Strongly disagree

Further comments:

Our review of the student financing arrangements will consider the need and cost of continuing with the present arrangements, the implications and desirability of moving to a loan scheme, a scheme that is based partly on grant and partly loans, and a different scheme with grants provided on a means-tested basis for fees and loans available for maintenance. How far do you agree with this proposal?

Strongly agree Agree Disagree Strongly disagree

Further comments:

We will ensure that the funding of University College Jersey is put on a stable and long-term basis. How far do you agree with this proposal?

Strongly agree

Agree

Disagree

Strongly disagree

Further comments:

Indicators of progress

The key aims of this *Strategic Vision for Post-16 Education* is to enable everybody to fulfil their educational potential and to develop a skilled workforce. The Government of Jersey can play a key role in achieving progress towards these aims, though success requires shared effort between all sectors as well as with students, their families, and the wider community.

In line with the government's performance framework, we will develop performance measures to ensure it delivers its intended outcomes. There will be two types of measures:

- Data-driven performance measures – focus on what the data reveals about progress towards outcomes;
- Change performance measures – focus on the delivery of change initiatives (which should ultimately impact on the former).

In line with Outcomes Based Accountability, we will seek answers to three core questions:

- How much did we do?
- How well did we do it?
- Is anybody better off?

At this stage, of necessity, most indicators will be change performance measures. We will be able to move towards measuring outcomes as baselines are created and the system of provision matures.

- A. Key objective 1 – Ensuring that Jersey has a highly skilled workforce that will maintain and boost its future economy
- A1 Increase in Gross Enrolment Ratio

- A2 Increase in lifelong learning
 - A3 Increased number of mature students
 - A4 Creation of Business-Education forum
 - A5 Achieve increase in apprenticeship starts by 2023
- B. Key objective 2 – Providing access to post-16 education for all through widening participation, equality of opportunity and improving educational and employment outcomes
- B1 Reduction in number of those who are Not in Education, Employment, or Training (NEET)
 - B2 Reduce the number of school leavers who enter minimum-wage employment
 - B3 Increase the number and percentage of students eligible for Jersey Premium who progress to take Level 3 qualifications (academic or vocational)
 - B4 Increase the number and percentage of students eligible for Jersey Premium who progress to take Level 4 and above qualifications (academic or vocational)
- C. Key objective 3 – Ensuring the quality and appropriateness of post-16 education provision
- C1 Establishment of post-16 education-industry council
 - C2 Changes in rules governing university title and degree designation
 - C3 Reduce drop-out rates of higher education provision on and off island
 - C4 Increase the percentage of higher education students entering top universities
 - C5 Increase the percentage of students entering critical skills employment
- D. Key objective 4 – Creating an international offer in Jersey for post-16 education at undergraduate and postgraduate level
- D1 Increase the number of international institutions providing post-16 programmes on island
 - D2 Increase the number of international students studying in Jersey
 - D3 Increased numbers educated abroad who return
 - D4 Creation of Study Jersey
 - D5 Increase diversity of GVA, or gross value added
- E. Key objective 5 – Encouraging appropriate research and innovation
- E1 Creation of a Research Council
 - E2 Establishment of a Research Fund
 - E3 Attraction of at least one international research group
 - E4 Increase diversity of GVA
- F. Key objective 6 – Ensuring appropriate governance and financial sustainability for post-16 education
- F1 Complete student finance review
 - F2 Present revised scheme to States Assembly
 - F3 Establish Post-16 Education Council
 - F4 Introduce new financing arrangements for University College Jersey
 - F5 Increase funding available for post-16 education consultation process

Comments and views are invited on any aspect of this *Strategic Vision for Post-16 Education* and in particular on the proposals summarised above, and should be submitted by email no later than 21 June 2019 to post16@gov.je

There are public consultation round table meetings held on the following dates. If you are interested to attend any of these please visit <https://www.eventbrite.com/o/government-of-jersey-18367665902>

Friday 10 May, 3.30pm to 4.30pm, Education Committee Room (Highlands College)

Wednesday 15 May, 8am to 9am, Bermuda House (Skills Jersey)

Tuesday 28 May, 12pm to 1pm, Education Committee Room (Highlands College)

Monday 3 June, 10.30am to 11.30am, Bermuda House (Skills Jersey)

Monday 10 June, 2pm to 3pm, Education Committee Room (Highlands College)

Glossary

In this document:

Tertiary Education and **Post-16 Education** are used interchangeably and they refer to education that is at L3¹⁷ or above.

Vocational education is sometimes referred to as career education or technical education. It offers training at Level 2 and 3 that leads to acquiring the skills needed for specific industry. Those acquiring a vocational education qualification can enter the world of work or continue their education at Higher Education level.

Higher Education refers to qualifications at L4 and above.

Higher Education refers to qualifications at L4 and above.

¹⁷ [What different qualification levels mean](#)

