

A POST-16 STRATEGY FOR JERSEY

*Eune stratégie pouor Jèrri pouor l's au-d'ssus
d'16 ans*



With skills, one will go far
Atout l'agenceté, nou-s'îtha liain

JULY 2019
Juilet 2019

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(Juillet 2019)

**Jèrriais*

Contents

Executive Summary (<i>Abrégé Exécutif</i>)	2
Reasons for taking action now	2
Key objectives underpinning the strategy:	3
The following initiatives will be essential to these objectives being met:	3
Purpose (<i>Raisons pouor agi achteu</i>)	4
Foreword – Minister for Education, Senator Tracey Vallois (<i>Préface – Ministre pouor l'Éducation, la Sénateûthe Tracey Vallois</i>)	6
Background and context (<i>Fond et context</i>)	7
Strengths to build upon (<i>Couongnets sus tchi bâti</i>)	7
Challenges to address (<i>Calenges à adréchi</i>)	9
Key objectives	11
Key objective 1 – Ensuring that Jersey has a highly skilled workforce that will maintain and boost its future economy	11
Key objective 2 – Providing access to tertiary education for all through widening participation, equality of opportunity and improving educational and employment outcomes	15
Key objective 3 – Ensuring the quality and appropriateness of post-16 education provision	18
Key objective 5 – Encouraging appropriate research and innovation	21
Key objective 6 – Ensuring appropriate governance and financial sustainability for post-16 education	22
Conclusion (<i>Conclusion</i>)	24
Annex A (<i>Annexe A</i>)	24
ACTIONS ARISING FROM THE WHITE PAPER ON POST-16 STRATEGY	24
REFERENCED TO THE 6 KEY OBJECTIVES	24
Annex A: Outline strategic plan	24
Mapping demand and supply	24
Financing post-16 education	25
Developing responsive, high quality post-16 provision	25
Regulation and governance	27
Annex B: Summary of responses to consultation	28

Executive Summary (*Abrégé Exécutif*)

After significant consultation, this White Paper has as its focus a post-16 education strategy for Jersey, which will ensure current and future tertiary education is world-class and fit for purpose. The work carried out as part of this review will feed into the review of Education for Jersey.

Reasons for taking action now

1. Jersey's population is ageing, so the economy will have to provide for more of its population who are no longer working
2. We have to keep up with, and perhaps even lead on, the variety and pace of technological change, which will significantly change the way people work
3. Increasing competition in and for our traditional economic strengths mean we have to the best option available: we cannot rest on our laurels and previous successes
4. The limited tertiary options on island mean that many of our school leavers seek extended education off-island, perhaps never to return – our version of the brain drain
5. Fewer of our 16+ youngsters engage in further education, compared with most other countries, and we spend much less per head on tertiary education than they do
6. We have traditionally been too keen to sort learners into academic or vocational pathways, and too early, and in consequence have not helped our learners make the best of themselves
7. The evidence suggests that, quite simply, higher and better qualifications at the tertiary level leads to better jobs and a stronger economy

Key objectives underpinning the strategy:

1. Ensuring Jersey has a highly skilled and relevant workforce, equipped for future demands
2. Providing easy and appropriate access to tertiary education for all
3. Ensuring tertiary education on island is high quality and 'fit for purpose'
4. Creating tertiary education on island which has international appeal
5. Increased investment in and support for research and innovation
6. Ensuring a sound regulatory framework and funding for tertiary education

The following initiatives will be essential to these objectives being met:

1. Ensure future skill requirements of the actual and potential economy, across all its sectors, are recognised and met
2. Ensuring the workforce is given these skills, and that they are regularly refreshed and updated
3. That everyone on island has the opportunity to maximise their learning potential
4. Ensure primary and secondary education is outstanding as feeder systems into our tertiary sector
5. Ensure careers advice is available and helpful
6. Ensure appropriate support is given to those who for whatever reason have had less access to tertiary education
7. Ensure all islanders have the opportunity to acquire basic literacy, numeracy and digital skills
8. Ensure all sectors of the economy are fully consulted and involved in identifying and developing the future skills necessary
9. Encourage overseas institutions to develop provision on Jersey, and encourage overseas students to study here
10. Develop and improve the island's research capability
11. Ensure the post 16 education sector is appropriately regulated and adequately funded

Purpose (*Raisons pouor agi achteu*)

Following consultation on the Green Paper, “A Strategic Vision for Post-16 Education”, this White Paper sets out the Government of Jersey’s policies for the development of post-16 education in the future.

The consultation on the Green Paper yielded some helpful and pertinent written comments from more than 550 respondents, and many more attended the three workshops called to discuss the proposals. The extent and depth of the responses demonstrates the commitment of islanders to ensuring a vibrant, high-quality and sustainable education system for all – young and old alike – and this White Paper reflects many of the comments received.

All of the proposals in the Green paper were supported by a majority of respondents, most by a substantial majority. In addition, many respondents made helpful points pertaining to the implementation of the proposals. As we move forward to implement our policies we are committed to doing so collaboratively, and we will ensure that those with an interest are provided with appropriate opportunities to make an input into these.

Foreword – Minister for Education, Senator Tracey Vallois (*Préfache – Ministre pour l'Éducation, la Sénateûthe Tracey Vallois*)



Throughout this consultation we have listened to the concerns of young people, parents, carers, families, employers, career advisers and human resource, professionals.

We hope that this new vision for post-16 becomes the basis of a system of further and higher education that works for all our young people, our employers and our society. A future, that gives young people the skills and confidence to lead fulfilling, happy and useful lives as individuals, workers and citizens.

With the current and predicted pace of change no-one can leave education today thinking they have all the skills and knowledge for their future. Much of what they need to learn has yet to be invented. That is the challenge of lifelong learning. And to create an Island of lifelong learners we need mechanisms that provide the space to think, debate and co-create the future. We need a strong, coherent and unifying policy. Policy that is the product of collaboration between everyone with a stake in education and the island's future prosperity.

We specifically need to embrace the new technologies because they challenge the way all of us learn. We have a vision for a future digital Island and a digital education system will be a fundamental part of it. We will be training people for jobs that are not yet created, requiring skill sets we don't yet know. We cannot control the future, but by commitment, design and hard work, we can control how best to respond to it.

The benefit of post-16 learning – lifelong learning – is not just economic. Higher education improves an individual's quality of life. Studies show that, compared to high school graduates, college graduates have longer life spans, better dietary and health practices, greater community service and leadership, do more volunteer work, and are less likely to engage in criminal activity. Higher education provides benefits both to the individual and to society.

As time goes on, the relationship between a college education and success will become more and more significant in our information-driven global economy.

We also need to make sure that information, advice and guidance provided through careers teachers and advisers provide our young people with options and pathways for their future. We need to make sure that they are aware of current options in each industry and how young people can choose their career and progress in them, as they continue with their studies.

As a Government, we are committed to creating a sustainable, vibrant economy and skilled local workforce for the future and our post-16 strategy is intended to ensure that as many young people as possible are enabled to pursue their education to the limits of their ability and aspirations.

Senator Tracey Vallois

Education Minister

Background and context (*Fond et 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 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 (*Couongnets sus tchi bâti*)

Jersey's education system has many strengths which we can build upon as we implement our post-16 strategy. 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.

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](#)

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 the UK, apprenticeship achievement rates are 21% higher and the Trackers 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)	H.E, Adult and Skills	No of Pupils (2018)
Level 3	553	Part-time 23 weeks+	170
Level 2	192	Apprenticeships	195
Entry 3 & Level 1	35	Higher Education	93
Total	780	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.

⁶ [What qualification Levels mean](#)

⁷ [Trackers the Apprentice Programme](#)

⁸ [scrutiny report 2019](#)

Challenges to address (*Calenges à adréchi*)

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 fee 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

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

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

crossed. Current arrangements create a barrier 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). 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 was therefore on hold while this post-16 strategy was being developed.

In the remainder of this White Paper, the key objectives for this post-16 strategy 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. Our plans are ambitious, and their implementation will take time and will need to be phased. The final chapter summarises the actions set out in this White Paper together with a timeline for the implementation.

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

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.

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

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 intrinsically linked to the economic development plan and will contribute to its intended outcomes.

Key objectives

The key objectives for this Post-16 Strategy, 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. It is widely accepted that our efforts to predict the skills for the future is just that a prediction of the unknown. So, a primary skill set has to be critical thinking, creativity, collaboration and communication, this coupled with flexibility/adaptability/agility, and willingness to learn, including becoming an independent learner – so Jersey has a workforce that can easily and quickly respond to changing employment drivers, and meet them. We may need to develop qualifications that reflect, promote and celebrate such a skill set: a ‘future proofing’ skillset and move away from rigid and formulaic qualification-based education

Therefore, we will work together to identify and meet these needs, but within the framework of the island’s overall economic strategy which prioritises high-value, high-skill industries, which in turn requires highly skilled individuals, so ensuring we are best placed to avoid a low-skill equilibrium. In addition, better local labour market intelligence about job opportunities available for people with suitable qualifications will help learners to assess the likely return of their investment in terms of improved career prospects

The involvement of industry will be critical in this process, as a means of ensuring that young people are given skills that will ensure that they are employable in the future. However, this does not mean the government abdicating its responsibility, nor of giving business a dominant role. And it is essential – and in the interests of business itself – to recognise that education plays a much wider role than providing the specific skills it needs today. There is a balance to be struck between on the one hand providing students with the soft skills they will need throughout their lives together with the education on which they can build as skills needs change in the future, and on the other hand the specific skills they need for jobs today.

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.

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 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. In many jurisdictions it is common to have a commissioning/contractor/inspector model approach to public sector and successfully improve the outcome for those who use the services offered through public 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 businesses are becoming increasingly socially and environmentally minded, and again our education systems need to enable, encourage and exploit this. (It is also known that for entrepreneurs, the formal education system may be perceived too slow and not specific enough. We will endeavour to bring the educational system, in part, more ‘in synch’ with the entrepreneurial demands and mind set, as we promote an entrepreneurial culture through Digital Jersey and other establishments).

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. They will need to satisfy us that their provision is as suitable as that of any public provider, and they will need to demonstrate how their plans will offer a valuable addition to the options available. The status and position of 'Education' as a delivery mechanism for learning is under threat. The massive development of user-friendly and personal technology coupled with the massive resource base that is the internet, means that many people will by-pass the formal education system altogether. Churchill's dictum: "I enjoy learning, I do not like being taught" is very apt as we review our approach. So, it is possible that the biggest challenge is the current education structure, process and delivery method itself. We need to give head to review the traditional teaching and consider introducing 'learning facilitation' for which we need to gear up and be ready.

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. While acknowledging that Brexit will increase the challenges in this respect, it also makes it all the more urgent to respond to this need. Given the twin towers of cheap personal technology and the internet, many learners may not need to leave the island to further their educational needs. Technology and its uses will be a key factor in how education is provided in the future and the worldliness of the experience of the workforce for Jersey needs to be looked at as islanders who are global citizens.

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 is essential

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. We will develop measures to evaluate the success of our new approach.

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 make it challenging for them to succeed at school. Parallel with this White Paper, 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 support and facilitate the 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. Diversity of provision should be maintained as far and for as long as possible, so offering students a wide range of career options and education options.

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, which 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. Once such collaboration is routine, it should also

extend to sharing best teaching practice, best practice on widening participation, extending vocational provision at private schools, and so on.

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. It also means ensuring that parents are well informed about career prospects and educational pathways.

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, in all 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 and is able to fulfil its role as a central repository of knowledge and experience, so ensuring that there is consistency throughout the system in the advice that children at different schools receive. 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 awareness of the various career pathways 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 continues 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 post-16 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. That is not to say that we will pay exclusive regard to these groups, but these are groups that have in the past been largely overlooked, and we have a responsibility to ensure that they have the same life chances as others.

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 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 a wider and more diverse 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, and we will study carefully the experience of England where it appears that unless significant subsidies available part-time study will be out of reach for many people. In England, since fees increased, the number of part-time students has fallen substantially. We will also 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

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

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 Post-16 Strategy will put measures in place to improve literacy and numeracy across the workforce and the general population. Working with Highlands College, and cooperating with programmes that already exist, such as Jersey Library, Words and Numbers Matter and Barclays LifeSkills, we will establish community-based opportunities for people to access basic numeracy, literacy and digital literacy courses (and including ESOL courses for those who require these), and we will encourage volunteers to assist the professionals staffing these. We will run campaigns publicising these programmes and encourage those who require such assistance to participate.

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. We do need to recognise though that at present decisions on the fees that they charge rest with individual universities not any central body. That makes our task all the more difficult.

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, but we recognise that any expansion of provision needs to be managed to ensure that increased competition for a limited market does not damage existing high-quality provision. 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. Such committees already exist in many schools but they are often limited to a small number of industrial sectors. 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.

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, and to the need discussed above to manage new providers in a way that does not damage existing high-quality provision, 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 as 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

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->

be far more modest, there would certainly be some direct economic benefit. Long term, it would also expose talented and introduce visiting students 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.

Our consideration also takes into account the benefits of technology and the concept of University of the air where the barrier of people having to travel to a building to learn is removed.

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, such research is traditionally 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.

However, developing a research base, however focused, requires investment by the government (: in countries with a strong record of innovation that is based on a foundation of government support. Partly this is because the social rates of return to research, development and innovation are substantially above private rates of return, and investment in certain types of research is expensive and risky for private firms.

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 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, including those who have led successful research and development investment programmes elsewhere, and some institutional membership. This committee will be tasked to review and advise the government on measures to encourage research in niche areas, and to consider how both the risks (of investment by the government but also by private entities) and the rewards of the innovation process may be shared. In addition, we will establish a small research fund, allocated on the advice of an expert panel, to seed finance and encourage appropriate research.

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 post-16 strategy and a series of ambitious measures to be put in place that will enable us to implement the strategy. 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, institutional and other stakeholder interests with government, and with a remit to ensure the implementation of this strategy and provide advice on issues related to post-16 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. What will be essential will be to ensure a range of expertise and diversity among the membership of this Council.

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. 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 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.

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

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 deliver outstanding, flexible, affordable provision for Jersey today and in the future.

Conclusion (*Conclusion*)

This White Paper sets out the government's strategic aims for the development of Jersey's post-16 education system. We intend to enable everybody to fulfil their educational potential and to develop a skilled workforce. We believe that investment in education in order to improve educational outcomes is an investment that will reap dividends both for the individuals concerned and for Jersey as a whole. 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.

The commitment of the population of Jersey to these aims has been evident in the consultation on the Green Paper that preceded this White Paper, and we will build on this and seek the widest possible engagement as we move forward with the detailed implementation of our plans. Inevitably with a strategy as ambitious as this there has to be some prioritisation, and the government's priorities and plans are set out in Annex A to this White Paper.

Annex A (*Annexe A*)

ACTIONS ARISING FROM THE WHITE PAPER ON POST-16 STRATEGY REFERENCED TO THE 6 KEY OBJECTIVES

Annex A: Outline strategic plan

The broad direction of the Strategic Vision was welcomed in the consultation exercise (see Annex B). In this section, we set out an outline strategic plan – distilling the key steps required to progress towards the refreshed vision and including the major policy proposals that Ministers will present to the States Assembly to enable the strategic vision to be delivered. The vision presented is long-term, and the outline plan accordingly looks out five to ten years, initially.

Mapping demand and supply

We will work with all sectors of industry to develop a more detailed profile of employers' skills demands in the short and long term, alongside our data on the skills available in Jersey. This will be supplemented by research commissioned under the auspices of the Future Economy Programme, which will examine the future of work and potential future skills needs. This profile of demand will become a living document, reviewed at least every two to three years.

We will then update our map of on-island education provision and prioritise the development of additional supply where there is sufficient demand plus the potential for high quality provision – of all forms (whether apprenticeships, vocational training, degree-level or above). Refreshing this map will enable us to inform current and potential providers of opportunities in Jersey.

Financing post-16 education

The Minister for Education is committed to reviewing student funding urgently. The aim is to bring forward proposals for public consultation and States Assembly consideration in 2020, with a view to introducing a new funding system by 2021, or 2022 at the latest, depending on the complexity of the model selected. As good practice, the new student funding system will then be reviewed within three years of implementation.

New student funding proposals for public consultation	Spring 2020
Proposals presented to Assembly	Autumn 2020
Planning and implementation (fastest estimate)	Autumn 2020 – Autumn 2021

Developing responsive, high quality post-16 provision

Our strategy to improve post-16 provision in Jersey will be delivered both as part of our core day-to-day business and via four operational initiatives: reviewing post-16 education pathways; expanding the careers guidance offer; an extending apprenticeships plan; and a community learning plan. The connecting aim, as set out in the strategic vision paper, is to develop flexible, responsive provision.

We will review and improve post-16 learner pathways. This will include firstly reviewing the core pathways from secondary education through to post-16 provision in Jersey and seeking the extension of cooperative arrangements between sixth forms and extending these to Highlands College and Hautlieu School to maximise the options available to young people. It will also result in further opportunities for flexible, part-time training provision building upon existing workforce development programmes.

We will specifically consider how well these pathways work for care leavers and ensure that the needs of those in care and care leavers as they progress into and through post-16 education are understood, that they are met, and that the additional support available is clearly articulated in the new care leaver 'entitlement offer'. Listening to feedback during the consultation, we anticipate continuing to work with Highlands College to identify how to improve engagement with children in care and care leavers to raise their interest in undertaking work experience and traineeships.

We will conduct a similar exercise to review and address the needs of young people with disabilities, to improve their access to and experience of post-16 education. In particular, we will work with a range of supported employment organisations such as Jersey Employment Trust to develop work experience opportunities.

We will expand the **careers guidance offer** to all prospective students. We will ensure that there is sufficient information about options for post-16 education and ensure that young people have the means to access these. In particular, it is a government priority to motivate those from less affluent backgrounds to aspire to tertiary study, and we will start by strengthening careers guidance for all schools and where appropriate in primary schools. We will review the careers guidance provision through Skills Jersey and schools and provide outstanding careers guidance and ensure that knowledge and information are cascaded in schools.

We will develop and deliver a **plan to review our approach to and extend apprenticeships**. We will actively promote apprenticeships within the public and private sectors and continue to work with industries to map apprenticeships to critical skills needs,

building on the Trident programme and the positive experience of Trackers. We will also develop an alternative career apprenticeship programme aimed at the mature talent pool, and we will work with partner agencies to develop and promote relevant schemes.

This review of apprenticeships will also include adapting the model to meet today's needs. For example, we will study the possibility of incentivising employers to facilitate new modes of provision, perhaps by jointly paying some of the fees of students undertaking work-based training courses.

In parallel, we will develop and deliver a **community learning plan**. 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 assist the professionals staffing these, and we will run campaigns publicising these programmes.

Review of post-16 core learner pathway	2020
Implementation	2021-2022
Review of post-16 care leaver pathway	2020
Implementation	2021-2022
Review of post-16 learner pathway for people with disabilities	2020
Implementation	2021-2022
Development of enhanced careers guidance offer	2020
Implementation	2020-2022
Apprenticeships plan	2020
Implementation	2020-23
Community learning plan	2020
Implementation	2020-23

A clear future for University College Jersey

1. We will review and develop the future of University College Jersey, ensuring that its funding is put on a stable and long-term basis and review how Highlands College plans, designs develops and delivers and assesses further and higher-education provision.
2. We will encourage University College Jersey together with private providers to offer part-time provision and investigate improving access to distance learning, work-based learning and other flexible provision.
3. We will enable University College Jersey to respond flexibly and rapidly to needs as they arise and ensure that the funding and governance of Highlands College is sufficiently flexible.
4. 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 deliver outstanding flexible affordable provision for Jersey.

Feasibility and value of Jersey as an international education destination

We will conduct a detailed feasibility study of Jersey as a provider of post-16 education (and in particular higher education courses) to non-Jersey based learners. This will focus on the potential public value of creating Study Jersey as well as potential downsides, and will give careful consideration to the legal and practical implications of encouraging more international students on the island, including visa and employment conditions and accommodation. Stakeholders and the public will be consulted as part of this work.

Feasibility and public value assessment of 'Study Jersey'	2021
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Regulation and governance

Creating the right regulatory and governance environment for the post-16 education market is fundamental. Jersey's needs some development and there is important work to do to create the conditions in which high quality providers can thrive, and the system be increasingly agile in meeting the needs of employers. We propose action on five fronts: establishing governance structures; creating clear regulation and accreditation; encouraging new providers and creative provision; harnessing research and development; and, annual monitoring and review.

Governance structures

To enable us to provide strategic direction to the post-16 sector that is informed by industry and provider insight, we will create a Post-16 Education Council. We will create further mechanisms to ensure collaboration between government, business and education providers through intermediaries where there is demand.

Regulating post-16 provision

We will ensure that appropriately robust business licensing and academic accreditation processes are in place, and we will close any loopholes that enable unsuitable institutions to call themselves a university. Where legislation is required, we will bring that forward, with wide consultation and engagement. We will also seek to establish closer links with relevant UK organisations, such as Universities UK so that the regulatory burden can be kept to a minimum.

Encouraging new providers and creative collaborations

1. We will extend the use of the Global Market Strategy to widen collaboration with other jurisdictions to widen the educational offer in Jersey at higher levels.
2. 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 in the future and to develop provision to meet those needs, for example we will ensure that the present arrangements with University College London for enabling teachers to be trained while working in Jersey are sufficiently developed.
3. We will ensure that there is opportunity for industry to be involved in planning and delivering education where appropriate, including reskilling opportunities for the existing workforce.

Harnessing research and development

In order to help Jersey society and businesses to benefit from research and development, we will create a research committee to review and advise the government on measures to encourage research activity on the island. Jersey's unique environment, our business niches

and our digital infrastructure, for example, all offer rich opportunities for targeted R&D. Alongside, the research committee, we will establish a small research fund to seed finance and encourage appropriate research.

Annual monitoring and review

Within the structure of the government's performance management framework, we will monitor closely the outcomes and experiences of students across institutions and programmes, both on and off-island. We will use this intelligence to guide our investment and action, as well as to inform careers guidance. We will pay specific regard to care leavers, the long-term unemployed and older workers returning to the labour market and those unemployed with a disability, and we will monitor their progress.

Regulation and accreditation of post-16 education: proposals	2020
Legislation as required	2021-22
Introduction of regulation and accreditation regime	2022
Support to new and creative provision	2020 – ongoing
Structured information and opportunities shared with provider market	2020 - ongoing
Establish the Post-16 Education Council	2020
Establish a Jersey Research Committee	2021
Establish a Jersey Research Fund	2021
Establish post-16 education outcomes monitoring framework	2021
Annual report	Annual

Annex B: Summary of responses to consultation

The post-16 education strategic vision was presented for extensive public consultation in June and July 2019 and received over 650 responses. The Minister and Assistant Minister for Education would like to thank all those who fed into this early, formative exercise. The key messages from the consultation are summarised here, and we have made a small number of changes the core chapters above, in order to provide clarity where that was requested.

(See supporting document)

