

THE FUTURE STRUCTURE OF SECONDARY AND POST-16 EDUCATION

FREQUENTLY ASKED QUESTIONS – **POST 16 EDUCATION**

Issue 2 November 2017 (this should be read in conjunction with Issue 1 available at www.gov.gg/educationfuture)

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Committee for
Education, Sport & Culture

Proposals for Post-16 Education



Sixth Form College

- ⇒ Full time learners
- ⇒ Entry level to level 3 courses
- ⇒ Offering a range of qualifications including:
 - ⇒ BTECs and UALs and other applied general/technical qualifications
 - ⇒ International Baccalaureate
 - ⇒ A Levels
- ⇒ Allows a learner to study a mix of qualifications and levels
- ⇒ Access to the same range of enrichment opportunities for all

Guernsey University College



**Institute of Health
& Social Care Studies**



Further & Higher



**GTA University
Centre**

- ⇒ Part-time learners
- ⇒ Entry level to level 7 qualifications
- ⇒ Work-related training
- ⇒ Apprenticeship Scheme
 - ⇒ Apprenticeships
 - ⇒ Pre-apprenticeships
- ⇒ Adult and Community Learning
- ⇒ Bespoke training
- ⇒ Responsive to employer needs

Equality of opportunity for all to
achieve their potential

Lifelong Learning

A safe and inclusive
community

Sustainable Public
Finances

1. Why do you want to change our current post-16 education system?

There are a number of reasons why we want to transform secondary and post-16 education but our number one reason is to **improve educational outcomes** for all our children and young people.

We want to provide joyous and purposeful educational experiences. We are changing the current education system in order to improve the **knowledge, skills and abilities** that our children and young people need to thrive in work, family and the community.

We believe in the following principles:

- **Equality of opportunity for all to achieve their potential**
- **A safe and inclusive community**
- **Lifelong Learning**
- **Sustainable Public Finances**

These principles have already been agreed by the States as part of a 20 year vision for the Bailiwick and that won't change.

The review of secondary and post-16 education provides an exciting opportunity to transform our post-16 education system and deliver the best educational outcomes for our students and community as a whole, measured against attainment, retention and progress.

We feel strongly that every young person has **equality of opportunity** to access a broad, rich, engaging, challenging curriculum and that everybody gets the chance to reach their full potential.

2. What are you proposing for post-16 education?

We will establish a **Sixth Form College** on the Les Varendes site for all **full-time** post-16 courses and qualifications including A levels, International Baccalaureate, BTEC and other vocational, applied and technical courses currently offered through the College of Further Education.

This Sixth Form College would be **inclusive and open to all**. Parents and students would not need to choose which post-16 establishment to attend as they do now as all full-time courses would be offered at our Sixth Form College.

The Sixth Form College would deliver courses from Entry Level to Level 3 and so provide pathways for students with special educational needs and those who may need to retake GCSEs or other Level 2 qualifications. Students will be able to choose from a broad curriculum across a range of levels to best suit their aptitude, needs and interests – all offered at the same institution.

Students would also be able to move up and progress through the levels if they needed to. Students following this pathway would be able to stay at the Sixth Form College beyond the age of 19 if they wished and if it was beneficial to them.

Students will also be able to continue with the current 3 A level route, the International Baccalaureate Diploma or BTECs and other Level 3 applied general, technical and vocational qualifications as they do now. Courses would be taught by specialist staff, as now. The only difference will be that all students will be part of the same College and all will have access to the full range of enrichment opportunities, extra-curricular activities and pastoral care.

We will also establish a **Further and Higher Education Institute** on the Les Ozouets site – we previously referred to this as a Training College.

The main distinction between the two post-16 institutions is that the Further and Higher Education Institute will provide learning opportunities for those who have already chosen a course that is delivered in a work-place environment, or they have started work and seek additional skills to support their career pathway. It will provide all **part-time**, work-related training, which includes the Apprenticeship Scheme, further and higher education and other part-time courses.

The Further and Higher Education Institute will have a different ethos and culture than the Sixth Form College: it will be responsive to industry/employer needs and to the strategic skills agenda for the Island.

3. What are benefits for post-16 learners?

In summary our post-16 learners will benefit from:

- Parity of esteem between vocational and academic pathways (both given equal importance)
- Equality of opportunity
- An inclusive Sixth Form College
- Attending a single dynamic institution with peers from the same age range
- At the Sixth Form College, a structured 5-day a week programme with supervised study and pastoral care similar to that of a school environment
- Experiencing the same transition at post-16
- Progression pathways that are planned for young people with the 11-16 schools building on current Federation practice
- Better outcomes and improved retention
- Access to a broader range of subjects
- The ability to mix types of courses and at different levels
- Access to a wider range of extra-curricular activities
- Proportionate, focused management to ensure quality of teaching and learning
- A focused provider of Further and Higher learning
- Focus on meeting the targeted skills needed by the Island
- Enhanced opportunities for on-island HE opportunities
- Responsiveness to employer needs
- Efficient and effective use of resources across post-16 education and training providers

4. Why are you proposing two different post 16 institutions?

We feel that there are two distinct requirements for post-16 education on the Island.

1. The needs of our full-time learners moving up from secondary school and preparing for work, further education or university
2. The needs of our economy, our employers, our wider community and those requiring work-based learning.

To ensure that these two distinct requirements both receive sufficient focus, resource and investment we are recommending the creation of two separate institutions - both with a different ethos and culture but together expanding the range and reach of post-16 opportunities on the Island.

The Sixth Form College

In proposing a Sixth Form College for all full time learners between 16 and 19 we aim to provide an inclusive provision that promotes parity of esteem between full time vocational and academic pathways, improved student retention and curriculum options that are commonplace in the UK for all 16 year olds, but that we are currently unable to offer routinely in Guernsey. It will also offer a structured programme of pastoral support and enrichment for all students.

The Further and Higher Education Institute

By proposing a separate Institute of Further and Higher Education we are providing the opportunity to have a separate all age training provision that will respond to employers' needs and those strategic needs of the island. It will be a responsive and pro-active, business focused service, working under an independent Governance structure.

5. Will the Sixth Form College be more like a school?

Sixth Form Colleges are specialist providers which are organised like a school with wrap-around pastoral care in an environment that guides, nurtures and supports young people to develop their independence to grow as adults within a structured environment; our Sixth Form College will offer a transitional phase between school and work or Higher Education. The ethos will be such that it will promote the increasing independence of learners whilst continuing to provide the pastoral support of a school environment.

Our Sixth Form College will have around 900 full-time learners who will be able to choose from a range of courses and qualifications including A Levels, the International Baccalaureate, applied general and technical qualifications such as BTECs and UALs (University of the Arts London) and other vocational courses.

They will also be able to access other level 2 qualifications or re-sit GCSEs if they need to.

Students attend full-time for five days a week and generally have full timetables including scheduled tutorials. They will have the opportunity to join sports teams, arts clubs, take part in music groups, drama performances and a range of other extra-curricular opportunities.

6. What will be on offer at the Further and Higher Education Institute?

The Further and Higher Education Institute will offer apprenticeships, pre-apprenticeships, other part-time work-related learning, adult and community learning and other courses and training in response to the economy's needs.

It will be able to change what it offers in response to the Island's skills needs and those of employers.

Under the Committee's recommendations new facilities will be provided on the Les Ozouets site including specialist workshops to support the apprenticeships and pre-apprenticeships and other work-related training which requires specific technical facilities such as heavy welding bays, construction workshops, car mechanic bays, hairdressing/beauty salons etc

7. What's going to happen to the GTA University Centre and the Institute of Health & Social Care Studies?

Both the GTA University Centre and Institute of Health & Social Care Studies (IHSCS) provide an important and popular range of courses and qualifications generally geared to those working in business or the health and social care sectors.

The GTA University Centre is currently supported with an annual grant from the Committee and following agreement with the Committee *for* Health and Social Care the IHSCS will fully come under the Committee's responsibility once the necessary mandate changes are made.

This gives the Committee the ideal opportunity, as highlighted in the PwC cost benchmarking report, to bring together post-16 training providers to both reduce cost and duplication but also to better meet the needs of the island.

Initially we will be expecting these organisations to work in close collaboration but we are going to form a working group, including representatives from these providers and other interested parties to co-design the future governance of these providers with the aim of creating the Guernsey University College.

We will come back to the States with further proposals by March 2019.

8. Will there be duplication of facilities?

No. It is not intended to duplicate the facilities within the Sixth Form College and Further and Higher Education Institute.

There are many specialist requirements for room spaces and facilities due to the broad offer within the Sixth Form College. The Committee, however, does not consider there to be a requirement to duplicate facilities and, as far as possible, would offer flexible and shared spaces within the Sixth Form College to maximise room utilisation. There is potential for new synergies within faculty areas to enhance subject teaching.

The Committee acknowledges that engineering is an area where it is harder to visualise a clear distinction in the part-time and full-time offers between the Sixth Form College and Further and Higher Education Institute. However, it is not the intention to duplicate the same facilities across both sites, but to provide the facilities needed to study the respective qualifications at each location. Within the Sixth Form College there will be scope to share the engineering spaces with other design and technology teaching (such as A Level and IB); it is not the view that these spaces would be under-utilised. Introducing a full-time engineering route within a Sixth Form College would also make this option available to more learners who wish to study engineering alongside a Level 3 Maths qualification, for example, extending this option to a greater number of learners and enhancing the range of options available for progression to university.

9. But aren't you going to spend more than £20m creating the Sixth Form College?

The current Grammar School buildings at Les Varendes are more than 30 years old and require significant refurbishment and improvement whatever they are eventually used for if we want to

extend their operating life. This is the case if the buildings were to continue to be used as a secondary school. This work includes replacing roof coverings, windows, doors, heating and lighting as well as internal re-modelling.

Converting the buildings for use as a Sixth Form College will not require any significant additional facilities. The room sizes within the building also generally lend themselves to teaching at post-16 which is characterised by smaller class sizes. We have looked at how we will phase the works to ensure that the existing school can continue to operate with minimal disruption to the staff and learners.

Other options considered for Les Varendes such as its use as a larger 11-18 school will require significantly more work and additional facilities which cannot easily be carried out whilst the school is in operation.

10. What is meant by 'applied general and technical' qualifications?

Applied general qualifications are for students who want to continue their education through applied learning. These include a range of qualifications, such as BTEC Diploma in Business and UAL Diploma in Art and Design.

Applied general qualifications at Level 3 are equivalent to A Levels.

Full-time applied general qualifications (at Level 3) are generally taught full time over 2 years. Other courses at Entry Level, Levels 1 and 2 are mostly taught over 1 academic year.

Technical Pathways can be delivered both full-time and within an apprenticeship.

An apprenticeship, a work based technical education route, is a job which includes a significant training component to allow an individual to develop the knowledge, skills and behaviours needed to reach competence in their chosen occupation. These qualifications would be offered by the Further and Higher Education Institute.

11. Can my son/daughter progress to University with qualifications other than A Levels?

Yes. The qualifications landscape for entry to university is undergoing significant change. UCAS (the University and Colleges Admissions Service) has produced a useful video which gives examples of the sort of qualifications that universities (include top ones such as Oxford) now accept for entry onto degree level courses. These include BTECs and other applied general and technical qualifications that will be offered at the Sixth Form College.

You can view the video on our website www.gov.gg/educationfuture

12. What does a 'mix and match' curriculum look like?

A 'mix and match' curriculum refers to the breadth of offer of curriculum choices. The Sixth Form College will allow students to choose from a much wider range of qualifications and levels than they are able to under our current post-16 structure, within one institution. This includes A-Levels and International Baccalaureate qualifications currently delivered by the Sixth Form Centre and the applied general and technical qualifications offered by the College of Further Education.

This sort of curriculum is widely available to students in the UK where traditional academic subjects are routinely taught alongside applied general and technical qualifications.

For example at the new Sixth Form College a student will be able to combine an A level in English Literature with a BTEC Level 3 Diploma in Performing Arts and re-sit their Maths GCSE qualification.

Or a student could combine a BTEC Level 3 Diploma in Health & Social Care with an A Level in Biology plus continuing with core Maths skills.

Or a Level 1 student with additional needs could combine an engineering course with functional skills in maths and English and could then progress on to Level 2 courses when ready.

Or there will remain the option to choose a programme of 3 A Levels or to combine A Level study with IB.

These combinations will provide a route into university and will enable more learners at post-16 to achieve a combination of courses that optimises the route into higher education or employment. The availability of a wide-range of enrichment activities and pastoral support will also ensure that all learners have equal access to other support to prepare them for their next steps.

There are lots of examples of how courses and qualifications could be combined and by having around 900 learners attending the Sixth Form Centre there are sufficient numbers to provide this range and reach of post-16 opportunities.

Some applied general and technical qualifications are currently being taught at Level 1 within our secondary schools, evidencing that it is possible to offer a range of qualification types to enhance curriculum breadth and student experience.

13. Will students older than age 19 be allowed to attend the Sixth Form College?

The Sixth Form College will predominantly be for students between the ages of 16 to 19 but it may be that some students take longer to complete their studies and so will be able to stay on until they do so. This will be especially true for those who might start with a Level 2 or Level 1 course and then gain the confidence and skills to move up to the next level.

At the moment only very small numbers of adult learners (less than 10) choose to study full-time Level 3 courses at the College of Further Education and many do not complete their courses for a variety of reasons. Under our new structure adult learners wishing to study full-time Level 3 courses will be considered on an individual basis. They may be able to study at the Sixth Form College or the Further and Higher Education Institute, or through an evening class or be supported to learn online (which is becoming increasingly popular with a growing range of courses and options available, many now offered for free from leading training organisations and universities).

14. Are your proposals an experiment or do similar structures operate successfully elsewhere?

What we are proposing is tried and tested in other jurisdictions and is not an experiment.

Sixth Form Colleges similar to the one we are proposing operate successfully throughout the UK. Examples include [Lowestoft Sixth Form College](#), [Reigate College](#) and [Blackpool Sixth](#).

In addition, our Sixth Form College will also offer the International Baccalaureate (IB). Sixth Form Colleges of a similar size in the UK would not usually be able to offer this additional option to students for funding reasons, however the Committee believes that the IB should remain an option for our students to access. The financial modelling includes the necessary staffing to retain the IB programme and the range of courses and qualifications for full-time study at post-16.

Our Further and Higher Education Institute also mirrors similar provision in other areas. Its focus on part-time work-related learning in response to specific employer and community needs will include elements of similar training institutions and organisations such as www.in-comm.co.uk and www.procat.ac.uk although training would be on a scale specifically tailored to Guernsey's economic and employment/skills requirements.

15. How will it be better than what they have now?

At post-16 level students will not have to choose which institution they want to attend if they want to continue in full-time education. They will go to the Sixth Form College where they will have a much broader choice of options including A levels, IB and applied general, technical and vocational qualifications such as BTECs. They will be able to choose from a broad curriculum, mixing qualifications if they want to. Learners who are not ready for Level 3 studies will be able to continue with a range of Level 2 courses and have the opportunity to re-sit key English and maths qualifications (or others) if they need to.

The Sixth Form College will be fully inclusive and so students with special educational needs will also be able to attend.

All students will be able to access a full timetable of enrichment activities such as The Duke of Edinburgh's Award, additional computer skills, project work, mentoring, coaching etc plus a range of extra-curricular activities such as sports, arts and hobby clubs. This is not the case at present.

All students will be supported with careers advice and guidance with help provided in applying to university or gaining interview skills ready for employment.

The Further and Higher Education Institute will provide opportunities for the whole community to continue lifelong learning with a focus on work-related training in response to the needs of our local employers. It will also provide the opportunity to grow our on-island higher education (degree level) offer.

16. Do you have any evidence that supports the impact or improved impact on students?

Research evidence (Meschi, 2014) indicates that students in Sixth Form Colleges do better at A Level than those in both school sixth forms (11-18 schools) and FE colleges. Department for Education (DfE, 2017) does not separate Tertiary and Further Education Colleges after 2016 but before this date for 2013-2015 average value added data for A level and Applied Technical qualifications are higher in Sixth Form Colleges than Tertiary Colleges.

The Committee believe that the best model for Guernsey is to combine full-time provision in a Sixth Form College (akin to sixth form colleges in other jurisdictions) in order to ensure that these learners have the same opportunities and there is parity of esteem between all qualifications.

This is not an untested model. There are outstanding sixth form colleges that offer a mixed curriculum (Reigate College, Blackpool Sixth Form College, Lowestoft College see Qu 14). According to DfE data (DfE, 2017) there are 90 sixth form colleges and approximately two thirds of these have significant numbers of students entering for an applied general or technical qualification (more than 20%). Of these inclusive colleges over 70% of them are rated either good or outstanding.

UCAS analysis (UCAS, 2016) shows that the numbers of students taking mixed courses and applying to university, although remaining smaller than on a specific route, show large proportional increases. **It is important that the young people of Guernsey are given the same opportunities as those in mainland UK in order to secure their progression pathways.**

The current system separates learners on the basis of their choice of course and in some cases this choice is made for them on the basis of their GCSE results. The proposed model for the Sixth Form College would ensure that all those wishing to continue in full time education would be educated at the same institution. Those that have already chosen their career, and in most cases are in employment, would continue their training at the Further and Higher Education Institute.

17. When will your new proposals come into force and which pupils will be the first to be able to access your new post-16 structure?

We believe it's important that the States makes a final decision on the future structure of secondary and post-16 education by the end of this year. We will be working hard to make sure that happens so that parents, staff and pupils have certainty over the schools they will attend and the post-16 provision they will be able to access in the future.

If the majority of States members support the Committee's proposals then the first students who will be able to access the exciting opportunities provided at our Sixth Form College and Further and Higher Education Institute will be those entering post 16 education in September 2021 – so those currently in year 8.

18. What are your plans for post-16 learners with special educational needs?

The Committee is committed to an inclusive system of education, ensuring that all children and young people have equality of opportunity to achieve their potential. All the proposals outlined in our policy letter support the aims of the Disability and Inclusion Strategy and comply with the UN convention on the Rights of Persons with Disabilities.

Under our new structure young people with special educational needs will be welcome to attend the new Sixth Form College which will be an inclusive College offering courses from Entry Level up to Level 3 (A Level equivalent). Learners will be provided with the additional support they need to be able to access appropriate courses and qualifications

Students will still be able to stay on at Le Murier beyond the age of 16 as they do know if it is in their best interests and if continuing at Le Murier best meets their needs and the wishes of their parents/carers. They may then move to the Sixth Form College to continue their education when they are ready (they may be older than 16 when they move)

19. What are your plans for post-16 learners in Alderney?
<p>Students from Alderney will be able to transfer to the Sixth Form College at 16 to continue their full-time studies if they wish. Alderney young people may also be able to access apprenticeships and other part-time work-related learning at the Further and Higher Education Institute.</p> <p>Existing arrangements for host family placements for Alderney learners will continue.</p>
20. Will the Sixth Form College have a uniform?
<p>No. Young people attending the Sixth Form College will be expected to dress appropriately according to the courses they are undertaking.</p> <p>This is similar to now when they attend the Sixth Form Centre or the College of Further Education.</p>
21. What if a student needs extra help with their learning, will they still get it under your new system?
<p>Yes. The Sixth Form College will provide additional help and support where needed.</p> <p>This will include access to progress coaches, learning mentors and tutorials.</p>
22. Will the Sixth Form College provide a pathway to the top universities?
<p>Yes. Students attending the Sixth Form College will be able to access all the qualifications they need at this single institution to help them achieve the entry requirements to be considered for a place at some of the top universities including Oxbridge.</p> <p>Support and mentoring will be provided through the application process.</p>
23. What about the impact on staff?
<p>It is widely recognised that the most important requirement of a successful education system is the quality of its workforce.</p> <p>Retaining and recruiting high quality staff must remain a priority in any transformation of the structure of education in the Bailiwick.</p> <p>We have been working closely with staff and their professional associations to ensure that all changes are carefully planned and executed to ensure as least disruption to our children's learning.</p> <p>Moving from four to three schools and improving our post-16 provision will mean that staff may have to move schools or change jobs. We will have agreed processes in place to manage this redeployment. We do not anticipate any compulsory redundancies as part of this transformation.</p> <p>We have also listened to staff feedback and changed our transition plans to appoint all staff to our new secondary school, the Sixth Form College and the Further and Higher Education Institute at the same time. This should allow our staff to make informed decisions about their future roles and career pathways. The majority of appointments will be made during 2020 ready for September 2021.</p>
24. Others are suggesting that 11-18 schools offer the best education for young people why aren't you recommending this?
<p>Two 11-18 schools would each have a sixth form of approximately 210-225 pupils and would deliver A Levels and the IB qualification in a full-time school structure.</p>

Young people wishing to study applied general and technical qualifications would need to leave school at the end of Year 11 and attend the College of Further Education. Around half of young people currently choose this pathway and so would need to move out of their 11-18 school under this suggested option.

There are two major impediments with respect to this option, which are the curriculum offer in the two sixth forms and transition. In addition the two school model will obstruct the move to equal access to educational opportunities for all 16-19 year olds, which the Committee finds deeply unsatisfactory.

Two 11-18 schools will not meet the Committee's principles of equality of opportunity as there would continue to be a division between academic and vocational pathways and the offer to post-16 learners.

Committee officers have worked with experienced school staff to model how the curriculum could be delivered across two sixth forms. This modelling found that it would be expensive to replicate all current sixth form provision in two sixth forms. It would cause some considerable inefficiency in terms of duplication of provision and some very small class sizes. Almost half the classes would have low student numbers which would be sub-optimal in terms of student experience and inefficient in terms of resourcing.

Alternatively the two sixth forms could offer different courses with one offering the IB and the other offering some of the less popular A level subjects.

This would mean that some students would need to transfer schools at 16 if they wanted to study for the full IB Diploma Programme and others would have to transfer if they wished to study for an A Level qualification in some subjects. This removes any benefit for these pupils of remaining in the same 11-18 school and could mean that they would be in the minority at their new school which, in turn, may deter some students from their optimal pathway.

In summary, the Committee believes that the two 11-18 school model would:

- Not be inclusive and would not lead to equality of opportunity
- Introduce further artificial divisions at post-16
- Systemically build in difficulties that may deter students from their optimal pathway
- Maintain the lack of parity of esteem between academic and vocational qualifications
- Severely limit the opportunity to mix and match courses
- Make changing courses and level and type of courses much more difficult for students
- Limit pathways available to students in the event of one or other of the 11-18 schools being oversubscribed. If a student wishing to study 3 A levels wished to study 2 subjects not available at their school, then it would not be practical to be enrolled/based at one school and take the majority of their subjects at the other; this is a very different concept to offering one or two federated courses at GCSE level and studying at another site for one or two afternoons a week
- Result in small class sizes of the same subjects on two sites
- Require an increase in staff to deliver the same curriculum offer and increased cost
- Require learners to travel between school sites to access their choice of subjects

25. Will there be enough staff in a stand-alone Sixth Form College?

We have carefully modelled the staff requirements of a stand-alone Sixth Form College and can confirm that there will be sufficient staff to teach all the courses that are currently available with additional possibilities to extend the curriculum. This includes ensuring that sufficient staff will be available in specialist teaching areas and in smaller subjects to maintain student choice.

26. Will staff have to decide whether they want to teach in our secondary schools or the Sixth Form College or will they be able to work in both?

Staff will have to decide whether they wish to work in one of our three 11-16 secondary schools or whether they wish to work in the Sixth Form College or the Further and Higher Education Institute.

There is a possibility that in a very small number of cases there may be the possibility to work across two of these providers.

When staff at a Sixth Form College in England were asked why they chose to work there, a range of answers were given (taken from www.ctksfc.ac.uk/182/why-a-sixth-form-college)

Many say they enjoy the opportunity to teach the subject they love to young people who have chosen to study it rather than simply 'doing' it at GCSE because that is what timetabling options dictated.

Others particularly enjoy the challenges and rewards of working with teenagers making the sometimes difficult transition from school to a more adult, autonomous life at college where they must start to grapple with big decisions about their lives beyond education. Young people need support, structure and encouragement, and at Christ the King Sixth Form College we ensure it is provided to every one of our students.

Some of those considering an appointment to a sixth form college fear that once they've joined the sector, there's no way back. But this is far from the truth. At Christ the King Sixth Form College, we have staff who have moved to us from schools, while there are others who have chosen to return there at a later stage in their careers.

There is far more fluidity between the sectors than some imagine. And experience gained at a high-performing, long-established sixth form college is highly prized in the schools sector.

'Working in a post-16 institution such as Christ the King provides the opportunity to teach in an environment where students are challenged to excel academically at an incredibly pivotal stage of adolescence. Not only is it greatly gratifying to facilitate this academic success, but even more rewarding to witness and support students in developing their self-confidence and in discovering aspirations for their future progression.'

27. I've heard some people suggesting a Tertiary College – what is a Tertiary College and what would it offer?

A Tertiary College would be responsible for delivering all Sixth Form Centre provision and all College of Further Education courses, together with those currently provided by the GTA University Centre and Institute of Health and Social Care Studies within one institution. This institution would have several thousand student enrolments presenting some real challenges for

its single management team and is a massive change from the current educational structure in Guernsey.

A Tertiary College would need to provide all full-time courses and qualifications at all levels for 16 year olds moving up from school plus apprenticeships, part-time courses for business people, responsive skills training on behalf of employers, other work-based training, further education, higher education, adult and community learning.

28. Why are you not recommending a Tertiary College?

The arguments for the establishment of a Tertiary College mirror many of those for the creation of a Sixth Form College offering all full-time academic, applied general and technical qualifications at all levels alongside a Further and Higher Education Institute for part-time, work-related learning. Both would provide equality of opportunity and equality of access to full-time study for all 16 year olds. Both would be able to provide part-time work-related learning.

There is nothing to stop the island moving towards a Tertiary College structure in the long term. However, the Committee feels that it would be better to take small steps in this direction rather than making such a massive change at this time. It also does not think that it would be possible to build a Tertiary College on a single site as no current site is big enough.

The Committee feels that the management of the new Sixth Form College would be able to fully focus on ensuring that the full-time education provision for 16 to 19 year olds, plus their access to a full enrichment package, extra-curricular opportunities and pastoral support is as good as it can be. These courses would be free at the point of delivery and the Sixth Form College would operate more like a school with a structured day, generally open term-time only.

There would be a very different ethos and culture in the Further and Higher Education Institute which would need to be more responsive to employer needs, have more of a commercial focus and deliver the requirements of the skills strategy. The management of the Further and Higher Education Institute would need to focus on providing or commissioning courses and bespoke training. In many cases they would be charging a fee to attend these courses and so the focus would be on income generation as well as being responsive to employer needs. The Institute would operate year-round and would not be restricted to school opening hours or term dates.

The Committee feels that to put these two very different provisions under one management team would not provide the necessary strategic focus to ensure both deliver the expected outcomes for all learners.

Research evidence indicates that students in Sixth Form Colleges do better at A Level than those in both school sixth forms and FE colleges.

Keeping them as separate establishments at this time would also allow further time to develop closer partnership working with the GTA University Centre and Institute of Health & Social Care Studies to help avoid duplication and make best use of expertise and resources.

29. What about adult and community education? How is this planned to be delivered and will costs increase?

The provision of Adult Community Learning (ACL) is an important part of the Committee's plans.

As with all responsive provision, this would be delivered by the Further and Higher education institute. This provision would be subject to business planning to ensure that any subsidy is matched to strategic needs. The indirect costs of the Further and Higher Education Institute will be reduced as the full time provision will sit within the Sixth Form College, thereby reducing indirect costs, which could result in reduced hourly costs used in calculating the fees associated with ACL. There is no evidence to support the assumption that the costs of ACL would increase in the Committee's preferred model.

30. Where can I find out more?

Our Policy Letter, all the appendices and all other information is available online at www.gov.gg/educationfuture

If you have any further questions please don't hesitate to contact the Committee *for* Education, Sport & Culture on 733000 or via email at educationfuture@gov.gg