

**REPLY BY THE PRESIDENT OF  
THE COMMITTEE FOR EDUCATION, SPORT & CULTURE  
TO QUESTIONS ASKED PURSUANT TO RULE 14 OF THE RULES OF  
PROCEDURE BY DEPUTY LINDSAY DE SAUSMAREZ**

**Question 1**

The policy letter says that “Parity of esteem for academic and vocational pathways is crucial in ensuring young people make the right choices to realise their aspirations, develop a lifelong passion for learning and become valuable contributors to their communities. This principle sits at the heart of the Committee’s model.” It also says that the Committee “considers it essential to ensure parity of esteem for academic, vocational and technical qualifications, to ensure more students are able to follow mixed pathways”. Can the Committee please give some examples of some potential mixed pathways that are not available now but would be under their proposed model, and explain how the Committee’s model facilitates them in a way that the current arrangements cannot?

**Answer 1**

The model which the Committee has developed has been designed as a long-term and strategic solution for secondary and post 16 education in the Bailiwick; as such, it is short-sighted and simplistic to consider the Committee’s proposals only in the context of the programmes of study offered today. We know that the world is changing at an unprecedented pace and that this pace of change is having a significant impact on the international job market and the skills needed for the future. If our islands are to keep pace, we simply cannot ignore the global context. In fact, The Future of Jobs Report 2020, published by the World Economic Forum highlights the uncertainty facing labour markets as a result of the COVID-19 pandemic, a global recession, automation, and the rapidity of the consequential changes.

Education has a vital role to play in addressing the consequences of these changes, but it would be naïve to suggest that the education sector is itself immune from being impacted by them.

There is an increasing consensus nationally of the need for a review of qualifications and learning pathways at Level 2 (GCSE) and Level 3 (A Level, IB, BTEC etc.). Interestingly, the education ‘think tank’ EDSK recently published a report ‘Reassessing the future’ which advocates for a transition to a much broader Level 3 qualification – rather in the style of a baccalaureate – which provides a blend of academic, applied and technical courses.

The impact of the global pandemic has created some momentum behind calls for a review of qualifications generally. Whilst we cannot know at this point how significantly this might change the landscape for GCSE and A Levels, it is incumbent upon us to ensure that our

investment in post 16 education now creates an infrastructure that can cater for whatever the future might hold, in the almost certain knowledge that some change is likely in the next few years.

The Association of School and College Leaders (ASCL), one of the largest education unions, has noted the need for review of A Levels as part of the wider review of qualifications and curriculum and ASCL's general secretary, Geoff Barton, recently commented that '*...what does need to be addressed is the fact that for far too long vocational subjects and qualifications have been perceived as having less worth than academic subjects.*' Our model addresses this for the Bailiwick and for our students, without removing the important operational relationships that must exist between our 11-16 schools and those delivering the next phase of education. We know that our education infrastructure must not simply cater for the 'now' - and risk us perpetuating a system that is likely to evolve to the extent that we are forced to re-evaluate for a second time in the not-too-distant future - but must be ready for the 'tomorrow'.

It is not possible for us to determine today the courses of study and learning pathways that will be on offer/in demand in the future; however, for the reasons set out above, it is vital that our thinking and ambition is strategic and is not constrained by how things look now. Our focus is on ensuring that our proposals facilitate genuine collaboration between phases of education and between providers, employers and students. It is incumbent on us to ensure our education system can cater for study and career progression routes that meet the needs of students of all ages to help to secure the future prosperity of the Bailiwick and supports islanders to fulfil their potential.

If, as is most likely to be the case, there needs to be a more flexible relationship between traditional pathways (which themselves will likely be subject to change) and technical and vocational learning, we need to be sure that our structures can readily facilitate this collaboration, in the best interests of our learners, at a seamless systemic level.

This is precisely what our post 16 campus is designed to allow us to do. It is intended to be the central hub for all post 16 education, training and skills development in the Bailiwick as we continue to promote and embed a culture of life-long learning. It will facilitate a joint approach where all barriers are removed and where employers and the community benefit from a truly joined-up approach across the post 16 education sector, for the benefit of our economy.

## **Question 2**

**Can the Committee please clarify whether it is aware of any standalone sixth form centres of a comparable size to the sixth form centre proposed in the policy letter, and whether it is aware of any 11-18 learning partnerships arranged in a similar way to that proposed, and if so please provide examples?**

## **Answer 2**

We have not sought to replicate existing systems or models. We have recognised that not only is the Bailiwick unique in its context as a result of its size and scale but also, as set out above, the challenges we face at this moment in time are unprecedented locally and internationally to the extent that basing our proposed model on – or comparing it to – delivery models currently operating elsewhere today fails to recognise and capitalise on the opportunity to ready the Bailiwick's education system for the changes that will inevitably come.

It is for this reason that in determining the best way forward, we have considered the numerous strategic challenges facing the Bailiwick and how best to develop a model which will provide certainty and stability whilst also offering flexibility to grow and develop according to the Bailiwick's needs.

That said, there are numerous examples of partnerships in the UK where education provision is shared across 11-16 and/or 11-18 and post 16 learning settings, including Federations, Trusts and Multi Academy Trusts. It is not unusual to find staff working across multiple sites in order to ensure the best possible provision for young people. No example from another jurisdiction will ever be directly comparable with Guernsey due to differences in scale; however, it should be noted that we already have staff working across education sites, including within our current multi-site College of Further Education, as well as across our support services.

What is important to note is that our model is not an untried concept in education. The premise of many multi-academy trusts is to provide a partnership which unites multi-site education delivery across a local area and provides a policy and leadership structure which straddles more than one individual setting. In some Trusts this includes staff routinely operating across sites. This is exactly what the Secondary School Partnership (SSP), led by the Executive Principal, will do to ensure that staff and structures across each of the sites in the SSP, including the new Sixth Form Centre, work together to support all stages of learning across secondary education.

Our proposed model inevitably means that the way that the Sixth Form Centre is run will need to change, as it will no longer be attached to a single 11-16 school. However, as all leaders must acknowledge, differences in operational models do not equate to 'worse'. Indeed, as we often see when systems change, 'different' can mean more innovative; more ambitious; more inclusive and more creative.

As explained above, the de-coupling of the Sixth Form Centre from one specific school and its co-location with The Guernsey Institute opens up new opportunities and offers a strategic and long-term solution to ensure the Bailiwick is well positioned to support the life-long learning needs of the community.

## **Question 3**

**The policy letter explains that "Students and staff based [at Les Ozouets Campus will] be**

**provided with suitable alternative accommodation” ahead of the demolition and construction phase, as will the other occupants of Les Ozouets Campus, including the Music Service, Youth Commission and The Sexual Health and Relationship Educators (SHARE). The policy letter suggests that the Coutanchez Campus and Sir Charles Frossard House may be used and that the decant has £3m allocated to it. I would be grateful if the Committee could please provide a more detailed explanation of the decant arrangements, including (but ideally not limited to) the following information:**

**General comment from the Committee:**

Before answering questions 3a – 3f please note that work has continued in respect of the design brief and site appraisal for The Guernsey Institute elements of the Les Ozouets Campus. This has confirmed that, to make the best use of the site, and regardless of the States’ decision on the location of the Sixth Form Centre, it will be necessary to decant from and demolish the former St Peter Port School building at the start of the build programme. As such, much of the information that follows is relevant not only to the Committee’s proposed model in connection with the reorganisation of secondary and post 16 education but also to other proposed models, described by way of Amendments, where they also locate The Guernsey Institute at the Les Ozouets Campus.

**a. Which site or sites will be used for the decant of the College of Further Education activity currently based at Les Ozouets campus;**

**Answer 3a**

A full options appraisal of sites within the States’ ownership that could be used during the decant has not been undertaken at this stage. However, it is anticipated that all College of Further Education sites will be used to their full capacity during the decant phase and, should it be necessary to do so following an options appraisal of other sites, additional temporary modular accommodation, most likely located at the Coutanchez site, could be used, subject to the necessary permissions.

**b. How many staff and students will need to be relocated;**

**Answer 3b**

As the number of students undertaking various courses, and the location from which some of those courses are delivered, changes dynamically year on year, it is not possible to offer precise numbers.

However, by way of indicative numbers, during the last academic year, each week day there were approximately 320 students and staff accessing the Les Ozouets Campus, albeit their use of the site was staggered rather than concurrent.

**c. How they will be accommodated (e.g. using existing facilities or temporary classrooms, and how more specialist facilities such as the hair and beauty salon, library, refectory and sports hall will be relocated);**

**Answer 3c**

As above, a full options appraisal has not been undertaken at this stage; however we will look to use existing College of Further Education sites, and other sites in the States' ownership, and will make best use of existing facilities wherever possible. Should it prove necessary to use temporary modular accommodation for those courses of study/students that cannot be accommodated elsewhere within the States property portfolio, modular accommodation will be used, subject to the necessary permissions.

Where specialist facilities are required, such as for Hair & Beauty courses, we will look to accommodate those courses in buildings where the required services are already in situ, and we will of course re-use existing fixtures and fittings where it is feasible to do so.

Any options appraisal will have regard to the need for access to facilities such as libraries and eateries.

**d. Which site/sites will be used for the decant of each of the other services based at Les Ozouets, and how they will be suitably accommodated (e.g. how the Music Service will operate from its temporary home);**

**Answer 3d**

The unused and decommissioned swimming pool and adjacent service areas at Les Varendes will be repurposed during the first phase of the build programme and this will provide accommodation for the Music Service, the Youth Commission and SHARE which are all currently located at the Les Ozouets Campus. This will mean only one move for these services - from their current accommodation into their long-term accommodation. Repurposing this area has the advantage of being able to locate the Music Service adjacent to rehearsal and performance space with which the Service and its students are familiar.

**e. How many people in total will be using each site (including any incumbent occupants);**

**Answer 3e**

As full options appraisals have yet to take place it is not possible to confirm with certainty the number of staff and students that will be using various sites during the decant/construction phase of The Guernsey Institute; however, decisions in this regard will be made in consultation with the staff and students concerned, and mindful of the capacity of the sites selected, and the infrastructure that facilitates access to them.

**f. The transport arrangements (including parking provision and policy) that will be put in place to accommodate the decant operation at each site.**

**Answer 3f**

As full options appraisals have yet to take place and as it is not possible to confirm with certainty the number of staff and students that will be using various sites during the construction phase for The Guernsey Institute, it is not possible to provide a detailed answer at this time.

It should be noted that at the present time, on-site parking is not assured for students attending The Guernsey Institute sites, and there is no student car parking on some sites.

An officer within the programme team has responsibility for traffic/transport matters in respect of all sites impacted by the Committee's proposals and will continue to work with students and staff and in close collaboration with colleagues in other service areas, and the third sector, to ensure that active travel solutions are promoted during all phases of the programme, including the decant phase.

**Question 4**

**Can the Committee please provide a breakdown of total, full-time and part-time anticipated staff and student numbers using the proposed new post 16 campus at Les Ozouets for both the Sixth Form Centre and the Guernsey Institute, including daily or weekly peaks anticipated on site at any one time?**

**Answer 4**

As the number of students undertaking various courses changes dynamically year on year, it is not possible to offer precise numbers; however indicative numbers are as follows:

There is likely to be approximately 450 students aged 16-21 who are considered full-time, but in this context 'full time' means they are likely to be on site for seven half days a week, with the half days varying from course to course and from year to year, and with the possibility of variable start and end times. This will likely result in approximately 300 students being on campus at the same time each week day.

There are approximately 350 apprentices who will attend the campus one day each week, with their days deliberately spread across the week. This will likely result in approximately 75 apprentices being on campus each week day.

There are approximately 2,000 part-time adult learners (including the GTA University Centre and IHSCS) many of whom attend for less than half a day a week, and some of whom will attend the campus during the evening. It is estimated that there might be approximately 175 adult learners on campus at peak times.

At the present time, there are approximately 300 14-16 year olds who attend the College for one afternoon a week. Therefore on two afternoons a week there are 150 14-16 year olds attending the College; however they are scheduled to attend when other students are not.

The Sixth Form Centre will be attended by approximately 400 students.

There will be approximately 240 staff, not all of whom will be full-time and some of whom will teach in the evenings.

In total, up to 1,200 people might access the site each day. It will be possible, and desirable, to stagger their arrival and departure times.

### **Question 5**

**Can the Committee please provide more information about the transport arrangements for the proposed new post 16 campus, including detail on the planned on-site parking provision and parking policy in relation to both staff and students of both the Sixth Form Centre and the Guernsey Institute, and the key assumptions that will inform the traffic impact assessment (such as the assumed proportion of students and staff using each mode of transport, whether the school bus service will extend to the post 16 campus and if so whether it will be limited to students at the Sixth Form Centre or extended to students at the Guernsey Institute as well, and whether staff needing to travel between Les Ozouets and the 11-16 schools during the working day will be expected to use their own transport or whether transport and/or parking will be provided)?**

### **Answer 5**

At the current time, on-site parking is not provided for Sixth Form Centre students nor is it assured for students attending The Guernsey Institute's sites.

As they are now, students will be encouraged to use public transport (students in full-time education can obtain free bus travel via the student puffin pass scheme), and active travel solutions.

It is possible that the scheduled bus service will be enhanced for The Guernsey Institute to encourage access to the campus by bus (including staff and students who currently work or study at IHSCS and GTA University Centre). It should be noted that the consolidation of The Guernsey Institute from five sites to one will reduce the number of movements between sites during the day, making active travel solutions more viable than they are today.

On-site parking provision for The Guernsey Institute site has been modelled based on available staff and student population data, and the results of surveys carried out to understand the travel patterns and transport mode choices of staff and students. Further surveys and engagement workshops are planned for the new term to continue to understand and discuss travel needs while the Programme Team works closely with the design architects to provide appropriate levels of parking provision for the site.

Transport solutions for staff travelling between the Secondary School Partnership sites will be explored collaboratively with staff once the States has agreed its preferred model.

Traffic counting as part of a traffic impact assessment will be undertaken in the autumn (having been delayed by lockdown and pandemic-related travel restrictions) so that there is a firm evidence base from which to make recommendations for infrastructure changes if necessary.

Within the proposed budget, funds have been set aside should it prove necessary or desirable to improve the infrastructure around any of the sites proposed in the Committee's model to better facilitate access, with a particular emphasis on changes that promote active travel.

Two members of the Committee are also members of the Committee *for the Environment and Infrastructure* and thus will offer appropriate and timely challenge with regard to travel solutions.

**Date of receipt of the Question: 16<sup>th</sup> August 2021**

**Date of Reply: 31<sup>st</sup> August 2021**