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Deputy Catherine Curtis
Chair – Children, Education and Home Affairs Scrutiny Panel

Sent by email only

09 January 2026

Dear Chair,

Scrutiny Review: Lifelong Learning

Thank you for your letter of 19th December and please see below responses to your questions. Please do not hesitate to contact me again if you have any further questions.

Current Participation and Outcomes

1. How many Islanders are currently engaged in lifelong learning opportunities, including apprenticeships, vocational courses, adult education programmes, and other forms of continuing education?

Sixth Form: 1,782 people are currently enrolled on full-time sixth form courses. This covers all forms of further education, including vocational and academic options for learners above compulsory school age.

Apprenticeships: 441 people were enrolled on an apprenticeship in the academic year 2024/25. This includes all apprentices receiving the apprenticeship subsidy at Highlands College and other providers, as well as a small number (<10) on higher level apprenticeships who receive student finance.

There are 338 islanders engaged in an apprenticeship programme at Highlands College. (*FOI data set 394 apps excludes HE 23 and Early Years 33*).

Adult Education Programmes: There are currently 287 islanders engaged in lifelong vocational learning at Highlands College (current engaged = 442 *this excludes L4 + 97 and Early Years Assessment Centre + 58*).

2. What are the completion and attainment rates for these programmes over the past five years, including qualifications achieved and progression outcomes?

Sixth Form: The island outcome indicator dashboard measures the average point score of all level 3 qualifications gained by students who have completed key stage 5 study.¹ The latest available data is from 2023. This showed an average point score of 33.4 compared to 34.1 in 2018.²

¹ [Microsoft Power BI](#) > Community Outcomes > Ave Points in level 3 quals

² Not appropriate to compare to 2023 point scores to 2019 scores due to COVID-19 driven changes in assessment methodology

Academic Year	Average point score per entry in Level 3 qualifications
2017/2018	35.6
2018/2019	34.1
2019/2020	37.4*
2020/2021	38.1*
2021/2022	36.4*
2022/2023	32.1
2023/2024	33.4
2024/2025	TBC

*Comparisons between years are not appropriate due to the use of teacher assessed grades, centre assessed grades and changes in examination methodology caused by the Coronavirus pandemic (COVID-19). In 2022/23 there was a return to pre-pandemic standards for examinations with protection built into the grading process to recognise the disruption that students faced.

(Highlands College) NOTE:

A new data system was implemented in 2021/22, requiring legacy data to be archived, while this information can be retrieved if required, it cannot be accessed within the current timeframe.

Highlands College

Sixth Form: Completion, Attainment and Progression

Sixth Form	2024/25	2023/24	2022/23
Completion	95%	93%	95%
Attainment	97%	95%	94%
Progression	95%	96%	93%

Apprenticeships: The average completion rate for academic years 2020 to 2024, was above 90%. Academic year 2021/22 is an outlier with a completion rate of 85%. This drop is attributed to the impact of Covid-19.

Highlands College Apprenticeship Completion and Attainment (*note: progression not included as Apprentices in employment*)

Apprenticeships	2024/25	2023/24	2022/23
Completion	95%	95%	93%
Attainment	99%	99%	97%

Adult Education Programmes: Highlands College Adult Education Programmes Completion and Attainment: progression not recorded, majority of islanders engaged in lifelong vocational learning are employed.

Professional	2024/25	2023/24	2022/23
Completion	98%	93%	95%
Attainment	97%	93%	93%

See appendix for list of Highlands College qualifications.

3. Can you provide a demographic breakdown of participation (e.g. age group, gender, employment status, and sector) to show who is accessing lifelong learning opportunities?

Highlands College demographic data for Adult Learning and Apprenticeship

- Age:

Age	16-18	19-24	25+
Adult Learning & Apprenticeships	19%	31%	50%

- Gender:

Gender	Female	Male
Adult Learning & Apprenticeships	27%	73%

Highlands College demographic data for Sixth Form

Gender	Female	Male
Sixth Form	55%	45%

Sixth Form: note age range of the majority 16-18.

Employment status: All Highlands College apprentices are employed. Sixth Form provision is full time. It is not a requirement for an adult enrolling in a lifelong vocational learning at Highlands College to disclose their employment status.

Apprenticeship Employment Sector

Construction (inc Higher Apprenticeships out of scope)

Culinary Arts & Hospitality Studies

Early Years Assessment Centre (out of scope)

Engineering

Hairdressing

4. How many employers are participating in apprenticeship or vocational schemes, and what is the scale of placements offered?

Highlands College currently have 262 enrolments working with 173 Apprentice Employers.

Vocational engagement schemes with employers for work experience in 6th Form:

2024/25

- 214 employers
- 583 placements

2025/26 currently to date

- 110 employers
- 366 placements live + scheduled

5. What evidence is available on learner outcomes, for example, the impact of lifelong learning opportunities on employability, career progression, and skills development?

The Census provides data on the highest level of education linked to key workforce characteristics including age, industry, sex and residential status.³ This enables comparison of how education levels relate to employability and job type and differences in outcomes between population groups. This provides a foundational evidence base for assessing career progression patterns.

Since 2011, the proportion of adults with no formal qualifications has decreased (20% in 2011 and 15% in 2021).

Since 2019, the percentage of Highlands College graduates transitioning into employment, education or further training has increased from 84% to 96%.⁴

6. Further to your written answer dated 8 December 2025 (WQ.462/2025), which showed that Government funding covered 97% of apprenticeship delivery costs in 2025 and that the average cost per apprentice has risen from £3,894 in 2024 to £4,634 in 2025, to what extent are current funding levels sufficient to meet the pressures facing lifelong learning provision, and what adjustments might be required to ensure programmes remain accessible and effective?

The figure referenced in the previous response reflects the direct costs of delivery divided by the total number of apprentices enrolled in training during that year. While there has been a modest increase in the overall budget compared with the previous year, the change in the per-learner figure is primarily driven by the budget being distributed across a smaller cohort (332 in 2025 compared to 361 in 2024), rather than by a significant increase in delivery costs.

Funding levels are sufficient to meet broadly the current levels of learners.

There is not sufficient funding to accommodate additional cohorts on existing courses or to establish new courses. This would require redirecting resources from elsewhere in CYPES which would have an impact on other services, or a growth in the College's budget and/or in the Apprenticeship Subsidy budget to be secured via the Budget process.

Each course is budgeted for a specific maximum number of learners. The maximum number is constrained by physical resources such as workstation space as well as by the recommended class sizes for effective learning. For example, a typical apprenticeship course may be funded for up to 12 spaces but will be run if there are at least 6. Hypothetical take-up in this example is 10. There would be trivial additional costs if 2 extra learners join the class, such as additional exam fees and consumables. However, if demand doubles, a second cohort will need to be created which has significant step costs such as an additional lecturer which are not budgeted. For some disciplines, there may also need to be building works to create more workstations and/or the purchase of additional expensive equipment.

Demographic projections show that the overall population of 19 to 25 year-olds is approaching its peak and will remain high for the next 5-8 years but after that, the numbers fall away steeply. Sustained demand in future will rely more on adult re-training or a cultural shift in the proportion of employers and school leavers engaging with apprenticeship programmes.

³ [2021 Census Final Report](#)

⁴ [Annual Service Performance Measures for 2024](#) Service: Highlands Measure: % of Highlands College graduates in employment, training or further study 2 months after finishing their course

To keep programmes accessible and effective, we may need to adjust how resources are used. Any significant expansion, such as increasing learner numbers, while keeping programmes largely subsidised would require a substantial increase in funding or changes to the overall funding model

Further Education: Provision and Accessibility

7. What is the current capacity of further education institutions in Jersey, and how many learners are enrolled across vocational programmes?

1,782 people are currently enrolled on full-time sixth form courses (years 12 and 13). Of these, 776 are enrolled at Highlands College. Vocational subjects are offered at other colleges; however, it is not possible to distinguish from this data the number of students enrolled on vocational programmes from those studying only academic qualifications.

a. What proportion of applicants are unable to secure a place, and what are the main barriers to entry?

There is robust monitoring of any pupils during Year 11 who are at risk of being NEET (not in education, employment or training) and all pupils identified in this group are offered support and guidance. There are appropriate courses and/or training destinations identified for all levels of need and for all learners and their progress and engagement is monitored. After results are published, applicant to Highlands will be offered a place and a course based on their results. Applicants to the other sixth form providers will have been made conditional level 3 offers which, if they do not achieve the required level, may not result in a secured place.

Barriers to entry for a small number of applicants which are addressed and supported by school and college transition teams include:

- Course offers made to students who have not met a conditional offer elsewhere is not accepted. For example, a student may not meet the entry requirements for a level 3 course, and be offered an appropriate level 2 course which they may not accept.
- The transition from a small, specialist provision to a larger sixth form provision causing anxiety.

Following confirmation of courses made and started, a small number may disengage from places. Alternatives are investigated in these cases, through the combined provision group.

8. What forms of financial support (such as bursaries, fee waivers, or grants) are currently available to Islanders undertaking lifelong vocational learning, and how many learners have accessed these in recent years?

A grant of £1,852 per year is available to adults to assist with the cost of apprenticeship training.

Under the education (Grants and Allowances) (Jersey) Order 2018 the following grants are also available:

- A tuition grant for a one year full-time level 3 course in an arts-related subject in the British Islands. This is capped at the cost of an equivalent course provided by Highlands College
- A skills bursary of £6,675 per year, for a maximum of 2 years for a level 2 or 3 qualification that is not available in Jersey. The student must not have attained the age of 19 years.

Number of Learners Accessing Financial Support: Academic Years 2023 - 2025

	2023/24	2024/25	2025/26
Level 3 Arts	< 5	< 5	< 5
Skills Bursary	5	11	< 5
Apprentice	473	441	439

Additionally, a number of educational bursaries are offered by private organisations and educational trusts. A full list is published on the Student Finance website.⁵ As these are awarded by private organisations, details are not held on the number of learners who have accessed this financial support.

Apprenticeship Programmes

9. How many apprenticeship programmes are currently available, and in which sectors?

Apprenticeship funding is available for any training that meets the eligibility criteria, and individuals may choose to train with a range of providers, including private providers based outside of Jersey. This means 'availability' of programmes is not limited but rather determined by individual choice and their subject of interest.

The figures provided below reflect successful applications for funding. They do not indicate that funding is limited to these sectors or subjects.

a. What is the annual uptake of apprenticeships by sector?

b. How has this changed over the past five years?

Number of apprentices in receipt of apprentice subsidy by sector and year

Sector	2020/21	2021/22	2022/23	2023/24	2024/25
Beauty Therapy	<5	<5	<5	8	<5
Bricklaying	<5	8	<5	<5	<5
Carpentry	55	69	<5	75	63
Childcare	24	36	50	43	43
Civil Engineering	10	9	10	8	8
CMI management	25	15	18	16	15
Construction and the Built Environment	<5	<5	5	<5	<5
Construction Management	<5	<5	7	<5	20
Culinary arts	5	7	15	13	14
Dental nursing	5	8	9	<5	<5
Digital	15	10	<5	<5	<5
Electrical Installation	82	127	136	138	125
Greenkeeping	<5	<5	<5	<5	<5
Hair Dressing	25	28	23	18	19
Horticulture	<5	<5	<5	<5	<5
Care	23	24	14	15	<5
Light Vehicle Maintenance and Repair Principles	23	26	42	32	37
Painting and Decorating	8	9	8	5	<5
Play work	36	9	8	<5	<5

⁵ [Educational trusts, bursaries and gift funds](#)

Plumbing	24	36	49	43	42
Retail	<5	10	11	<5	9
Veterinary Nursing Small Animal Practice	9	<5	<5	<5	<5
Welding and Fabrication Practice	15	14	17	15	19
Youth Work	<5	<5	<5	8	8

10. What are the completion rates and employment outcomes for apprentices, including progression into permanent roles?

The average completion rate for academic years 2020 to 2024, was above 90%. It is a requirement for apprentices to be employed while enrolled on the course.

Adult Education: Career Change and Upskilling

11. How many Islanders access adult education each year for career change, upskilling or reskilling purposes?

There are currently 287 islanders engaged in lifelong vocational learning at Highlands College (current engaged = 442 *this excludes L4 + 97 and Early Years Assessment Centre + 58*).

There are 338 islanders engaged in an apprenticeship programme at Highlands College. (*FOI data set 394 apps excludes HE 23 and Early Years 33*).

a. What types of courses are most in demand, and which sectors benefit most from adult education provision?

At Highlands College in demand sectors include Construction and Engineering (including Green Skills/Renewable Energy training, Leadership & Management, Culinary Arts & Hospitality Studies, Professional (HR, Accounting, Project Management).

12. What evidence is available on the effectiveness of adult education in supporting career transitions and improving employability?

Locally, participation in funded adult learning through the Skills Development Scheme (and previous iterations of upskilling support) is associated with improved employment outcomes and progression into higher-skilled roles. Post-course feedback consistently demonstrates strong perceived impact: on average, between 88% and 95% of learners agree or strongly agree that courses support their current or future job prospects and provide in-demand skills aligned to the industries they work in, or aspire to enter. In addition, between the mid-70s and 90% of respondents report that the training has improved business productivity, reflecting benefits for both individuals and employers. This local evidence aligns with OECD research on adult learning, which shows that flexible, recognised pathways—such as modular learning and micro-credentials—are particularly effective in supporting career transitions and enabling adults to upskill or reskill in response to labour market change.

13. How inclusive are adult education opportunities, particularly for older learners, those with caring responsibilities, or individuals with disabilities?

Highlands College has made significant progress on its inclusion journey, with a clear and sustained commitment to ensuring that every student thrives. The achievement of the Leading Parent Partnership Award (LPPA) from Optimus Education is a testament to this work, recognising the college's dedication to strengthening parental engagement.

Skills Development Scheme: Priority Areas

14. What criteria were used to identify the priority skills (e.g. childminder qualifications, specialist culinary skills, roofing, solar/PV installation, low-carbon heating, data science, healthcare assistance, historic property management, and scaffolding)?

A shortlist of skill gaps were identified and ranked based on four evidence sources:

- Identified by local industry experts (Interviews and focus groups)
- Evidenced in Jersey specific data (vacancy and labour market analysis)
- Inclusion in the UK skills gap list
- Inclusion in the European Skills Index

This resulted in a list of 15 skill shortage areas for review by the Skills Development Scheme Panel.

Prioritisation for funding was then informed by three impact indicators:

Relevance to delivery of government strategy

1. Direct impact on strategic objective
2. Indirect influence with potential positive impact
3. No direct or indirect impact

Scale of impact to industry

1. High – A new training pathway is created enabling immediate uptake
2. Medium - An existing pathway is enhanced (modernised, expanded)
3. Low – A training pathway exists but is underutilised

Timeframe to realise return on investment e.g. length of training before qualification

1. Short Term (6-12 months)
2. Medium Term (1-4 years)
3. Long Term (5 years+)

a. How were stakeholders (employers, training providers, industry representatives) consulted in determining these priorities?

Employers and Industry Representatives

- Ongoing collaboration between Skills Jersey officers and employers and industry bodies to gather direct feedback on skill needs. This included employer insights on the drivers behind the trends identified from labour market analysis and job vacancy data.
- Use of focus groups and interviews to assess the gap between existing workforce capabilities and employer expectations.

Education and Training Providers

- Engagement with local training providers to understand shifting demand patterns.
- Regular review meetings to match provision with identified needs and explore responsive solutions.

Community and Individual Feedback

- Insights from Skills Jersey's Careers Guidance team, drawn from frontline interactions with jobseekers.

- Feedback from the Skills Mentoring team based on client aspirations and barriers to employment or training.

b. What evidence or labour market data supports the inclusion of these specific skills as priority areas?

Officers in Skills Jersey and the Economy Department analysed vacancy data from Jersey, including the types and levels of qualifications requested in job advertisements. They also considered wider labour-market analysis to model future scenarios, such as the impact of population growth, different migration patterns and expected growth in certain sectors. In addition, demand factors were assessed, including the potential impact of an ageing population on health and care roles and historic employment trends across different age groups.

Input was also sought from subject and sector specialists across government such as, those working on the Carbon Neutral Roadmap, Future Economy Programme and local economy.

15. Are there forecasts for demand in each of these sectors, and how will the Scheme measure whether training provision meets that demand?

Estimated Enrolment Numbers for Skill Shortage Training

Sector	Estimated Demand
Childminder Qualifications	Up to 30
Specialist Culinary Skills	Up to 30
General Roofing and Solar/Photovoltaic Installation	Up to 30
Low-Carbon Heating System Design and Installation	Up to 30
Analysis Skills and Data Science	Up to 100
Healthcare Assistance (Train-the-Trainer)	Up to 40
Historic Property Management	Up to 20
Scaffolding	Up to 30

Key performance indicators: Have been set out in the invitation to tender. Performance will be measured through the following:

- Enrolment at 50% of available places, with a stretch target of 7%.
- Completion rate of 85% and qualification achievement of at least 80%.
- Learner satisfaction rating of 85%.
- At least 60% of learners achieving positive progression within six months.
- On-island delivery of at least 60% of provision where feasible.
- Equipment operational at least 95% of the time
- Safeguarding compliance with 100% of instructors cleared and no serious incidents.
- Full delivery of agreed social value commitments

16. How many providers have expressed interest or been approved to deliver training in each of the priority skill areas?

At this time, a review of applications received through the invitation to tender process is still in progress and it would not be appropriate to provide this information at this time.

17. What measures are in place to ensure consistency and quality across different providers?

All training providers must be accredited and are therefore subject to the same standards set by the relevant qualification awarding body. Please also see key performance indicators outlined above which will apply to all successful tenders.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Rob Ward', with a long horizontal flourish extending to the right.

Deputy Rob Ward
Minister for Education and Lifelong Learning