



Annual Report 2008



Investing in education and training

Chairman's Introduction

It is a great pleasure to write the introductory comment to the 2008 Annual Report. We close the year with major achievements won and yet serious challenges still ahead.

Highlands is a special place. It is filled with people who have vision and hope and who are prepared to work hard to bring that vision to reality.

Students and lecturers alike believe that investment in our minds and skills will increase our personal opportunity to get more out of our own life and our capacity to contribute more to our families and to the society we live in.

These are exciting and liberating ideas worthy of celebration, especially in gloomy economic times where so many of us worry about our jobs, our budgets - indeed, our futures. Yet for this very reason there has never been a better time to learn.

Studying at Highlands covers almost every kind of learning a person can think of: the kind of learning that is aimed at increasing our pleasure (golf, keep fit, cake making, sewing or watercolour); the kind of learning that helps us understand more about the society we live in (local history, better parenting, psychology, social studies); and the kind of learning that is focussed on increasing our own competitive position in the workplace (plumbing, computer programming, financial services subjects). The list of courses, and the ways in which different individuals will categorise them, is nearly endless.

Yet Highlands is not a vague or a woolly thing. It can't be all things to all people with no particular mission of its own. Of course it must respond to student and employer needs, but it must also lead - lead in curriculum and teacher

practitioner development and lead in identifying courses and programmes suited to its current and future customers.

It is an educational establishment committed to delivering value for money. It must be properly managed with competent staff and safe, well maintained premises and up to date equipment. It has targets and standards, rules and policies. Above all, it must deliver a package that meets the needs of the people of the Island.

This adds up to a complicated agenda and involves the engagement of a wide range of people - college management and staff (teaching and support), governors, politicians, civil servants, employers, parents and many others. Most of all there are our students, who have an age range of 14 to 80+, a need range from basic literacy support to post graduate masters programmes and an interest range from fund administration to flower arranging.

I urge you to engage with Highlands in whatever capacity is right for you - it may be to add your skills and experiences to the Board of Governors, it may be to enrol on a leisure course, it may be to embark on a whole training programme or it may be to carry on doing your job so well.

Ultimately, Highlands is our only college of further and higher education: we want it - and need it - to be the best it can be.



Helen Hatton
Chairman - Board of Governors



Principal's Report

On the cover of this report is a picture of an extraordinary lady. In one sense Anne Kent is like any other student. She is pictured smiling with pleasure as she receives her award at our prizegiving, but Anne's story singles her out. She is the embodiment of what Highlands stands for. In 2008 she achieved national success by being named Student Ambassador of the Year at an event organised by the Association of Colleges.

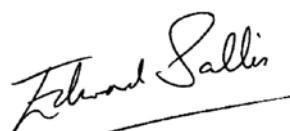
But even this award, remarkable as it is, is not the essence of Anne's story, which began 10 years ago. Anne came to see us at Highlands in her mid-40s for a very particular reason – she couldn't read or write. She was completely illiterate and had plucked up the courage to ask for help. Without the basic skills she lacked confidence and could only find the most menial of jobs. Ten years later she had achieved BSc (Honours) after her name, is writing a book about her experiences and consults on dyslexia, which the College diagnosed as the cause of her problems. As a child she had been told she was stupid. At Highlands she took the road to success, initially mastering English, closely followed by Mathematics and IT and then took an Access course that led to her degree studies and her achieving an Honours degree in the Social Sciences.

My staff supported Anne all along her sometimes difficult road and went through the highs and the lows with her, because going to degree level from scratch in mid-life is no easy feat. Outstanding teaching was a necessary ingredient in her success. During her degree programme, which she studied at Highlands, she was supported by the Helena Kennedy Foundation, which exists to overcome social injustice by providing educational bursaries, mentoring

and support to disadvantaged students. She received her bursary from Baroness Kennedy of the Shaws QC, the Foundation's president, at a ceremony in the House of Lords. For many this would have been the highlight of their college career. For Anne it was another step on the journey because the following year, in recognition of her determination to overcome her disabilities, Lady Kennedy asked her to be the keynote speaker for her charity at the House of Lords. Anne now works for the Foundation helping other disadvantaged students achieve their goals. In 2008 Baroness Kennedy made a special visit to the Island to present Anne with her degree and her moment of triumph over adversity is pictured on the front of this report.

The significance of this remarkable story is that Highlands exists to support students from all walks of life and has contributed to the success of thousands of Islanders. This year was no exception and I have included some of their stories in this report. This high level of performance is a tribute to the care and professionalism shown by Highlands' team of dedicated staff and to the rigour of our quality assurance systems.

2008 has been a year of considerable success and one that the College can be proud of. I wish to pay tribute to the dedicated work of the College's Governors and in particular to thank my Chairman, Helen Hatton, for their unwavering support.



Professor Edward Sallis
Principal & Chief Executive



Highlands Mission

The mission of Highlands College is to provide lifelong learning opportunities, which enhance student achievement and bring personal and economic success.

This is an inclusive mission as the College provides courses from entry level to degrees and serves a wide range of business and community interests across the Island. In 2008 some 10% of the adult population took a course at Highlands.



Case Study Fabio Andrade

Fabio has been a Highlands student for four years studying GNVQ in Business Studies, the First Diploma in Sport and the National Diploma in Sport. He has also completed an A Level in Portuguese in conjunction with Hautlieu, a community sports leader programme, a football coaching certificate and a life guard award. Coming to Jersey from Madeira as a teenager, Fabio struggled

with English but developed his key skills to achieve GCSE in both Maths and English whilst at Highlands. He now attends College on a part-time basis and is completing his industry recognised fitness and personal training certificates. Fabio Andrade received the London South Bank University Prize for Commitment to Learning.

Highlands in the Community

Highlands is the further, higher and adult college of Jersey and is part of the Department for Education, Sport and Culture (DfESC). It operates from a main campus in St Saviour and has an adult education annexe at the Philip Maurant Centre in Trinity. Classes are also held at 25 other centres in the community, including The Bridge and the Welcome Centre at St Thomas' Church.

6,000 people study at the College annually, mainly on a part-time basis. Highlands' vocational curriculum covers disciplines as varied as art, construction, catering, engineering, finance, information and communications technology, media, motor vehicle, sport, business, childcare, health and social care, hair and beauty, management, tourism and social science.

The majority of the full-time students are in the 16-19 age range whilst the majority of part-time students are adults.

An area of recent growth has been vocationally related degree programmes and in 2008 the College started the Foundation degree in Financial Services validated by the University of Plymouth. This had been designed in conjunction with the industry and supported by the Economic Development Department and DfESC. Highlands is a Partner College of the University of Plymouth and has other university partnerships with Southampton, London South Bank and the Open University.

Governance

Highlands, in common with similar further and higher education institutions, has a Governing Body that oversees its work. The Governing Body of Highlands College is a body corporate with roles and responsibilities defined in the Education (Jersey) Law 1999. Its constitution was agreed by the then Education Committee in March 2001 and gives it the responsibility for:

- i. determining the character, mission and activities of the College, and ensuring that it responds to the education and training needs of the Jersey community and its people;
- ii. representing the interests of the College;
- iii. approving annual estimates of expenditure and for the setting of fees and raising additional income;
- iv. determining the management structure of the College and participating in the negotiation of salaries and conditions of service as appropriate and in implementing their outcomes;
- v. exercising disciplinary and grievance procedures in relation to staff in the College;
- vi. producing such reports and plans as required by the Education Committee (now DfESC);
- vii. reviewing the extent to which the College is achieving its mission;
- viii. monitoring the quality of provision and the standards achieved by students.

The Governing Body is made up of ten independent Governors, of whom seven represent the interests of industry and commerce. The others are co-opted invited Governors. Industry and commerce Governors serve for a total period of six years. College staff elect a Governor and the DfESC is represented on the Board.

The Governors elect a Chairman and Vice-Chairman from amongst the industry and commerce Governors for a normal two-year period of office. The Principal is the Governing Body's Chief Executive. In 2008 the membership was as follows:

Helen Hatton (Chairman)
Jersey Financial Services Commission

Clive Jones (Vice-chairman)

Angela Le Sueur
Eradication of Poverty Group

Brian Heath
Jersey Probation and After Care Service

Jason Grainger
Highlands College (Staff governor)

Dr Clive Barton
Moore Stephens

David Eastwood
Jersey Financial Services Commission

David Greenwood
Education, Sport and Culture

David Lord
Jersey Cheshire Homes



Hans Baerlocher

UBS

Paul Harding

BDK Architects

Phil Austin

Equity Trust (resigned June 2008)

Professor Edward Sallis

Principal and Chief Executive

The Governing Body operates through a committee structure which, in 2008, was as follows:

- **Finance and Audit Committee**
(chaired by David Eastwood)
- **Standards Committee**
(chaired by Clive Jones)
- **Curriculum and Planning Committee**
(chaired by Hans Baerlocher)

The full Governing Body met four times in 2008 in March, June, October and December and the main items of discussion were:

- The refurbishment of the Turner Building which started in September 2008
- The College's finances and budget
- The development of vocational degree programmes
- The formation of Skills Jersey
- The College's self-assessment report
- Self-supported improvement reports
- The College's staffing profile
- Student recruitment
- Fees for adult education
- Student achievement and retention
- The College's complaints register

The Governing Body delegates the responsibility for managing the College to the Principal and the College Leadership Team.

Case Study

Nikki Gasulla-Sole



In the words of her tutor, "in nine years of working at Highlands College I have never seen a student pursue their ambitions with such dedication, enthusiasm and single-mindedness". Nikki Gasulla-Sole joined the College in 2003, a dyslexia sufferer from a challenging background, with almost no academic qualifications. She began her studies and secured a place on the BTEC First Diploma in Media. Nikki achieved the Diploma but did not do quite well enough to gain a place on the National Diploma, the next step and the gateway for her ambition to attend university. This did not deter Nikki. She took a year out to gain valuable practical experience and a year later returned to Highlands and gained a place on the National Diploma. She did not waste a single moment or miss any opportunity. Nikki is now at Southampton University studying film production and she has been an inspiration to every single member of the media teaching team. Nikki received the Dr Mortlock Trophy for Endeavour.

The Curriculum

Highlands delivers a remarkably varied curriculum. It has been said that Highlands offers a “big city course portfolio for a population of a small market town”. In 2008 it ran over 1000 separate courses. The College is the largest sixth form provider, with over a third of sixth formers in the Island enrolling at Highlands annually.

The difference between Highlands’ provision and that of the school sixth forms is that Highlands offers a vocational curriculum and caters for young people of all levels of ability.

We have a wider range of part-time and vocational programmes in areas as varied as motor vehicle, plumbing, management, beauty therapy and accounting, along with programmes for managers of licensed premises. Highlands is a member of the Apprenticeship Council and the majority of the Island’s apprentices study with us. Over 500 employers pay to send their employees to the College each year to improve their skills.

As well as courses for industry, Highlands operates an extensive and popular adult education programme designed to promote lifelong learning and to provide Islanders with a chance to explore hobbies and interests.

To be able to offer this wide range of provision the College has developed a number of strategic partnerships with both Island and UK trainers, including universities and private training providers. For example, the Open University uses Highlands as its base for its 400 Island students, as does Central Law Training for its successful Society of Estate and Trust Practitioners (STEP) programme. The States of Jersey Management Training programme operates from the College.

Highlands has very good relationships with both primary and secondary schools and works closely with them to provide effective progression routes. With Haute Vallée School the College offers its 15 and 16 year-olds a series of vocational taster courses that have proved to be effective in ensuring that there is good take up of post-16 opportunities. Highlands is working with the DfESC to expand this work in 2009.

The College works in the community at The Bridge and with the Welcome Centre at St Thomas’ Church. These are important partnerships for Highlands as they enable us to reach into the community. At The Bridge we support their work with families and at St Thomas’ we partner them in an English language programme that caters for 24 different nationalities. Since the programme started over 2000 students have enrolled. The programme received an accolade in the 2007 Association of Colleges Beacon Awards, being highly commended in the Sustainable Partnerships category.



Case Study Enia De Sousa

Enia learned her hairdressing skills at Highlands as both a full and a part-time student. She is currently undertaking the Assessor Award and studying to become a teacher and will teach for Highlands in the evenings.

Enia is a dedicated professional and an enthusiastic student who thrives on learning and professional development. Southampton Solent University awarded her their prize for Lifelong Learning.

Developing Skills for the Island's Workforce

The College works with a wide range of employers from the main industries in the Island. The engagement with employers comes in many forms. In 2008 the College worked hard with employers to find additional work experience placements for its full-time students so that they have the essential practical experience to complement their studies. The College also supports employers by providing courses for apprentices and by offering a wide range of part-time and evening provision.

In many areas of business life qualifications are required for regulatory purposes and the College works with both employers

and regulators to ensure that such qualifications are available in areas such as financial advice, company and trust, childcare, licensed premises, Blue Badge guides, health and safety, food hygiene and electrical inspection and testing.

In 2008 Skills Jersey was established as a joint project between the Social Security, Economic Development and Education, Sport and Culture departments. Chaired by Richard Plaster of the JEC, the board will provide strategic advice to government on the Island's skills needs. The Governing Body of Highlands will work closely with Skills Jersey and welcomes its creation.



The Effectiveness of the College

Highlands College has an impressive history of choosing to submit itself to regular external evaluation of its quality. Its quality assurance system was awarded a Highly Commended in the Association of Colleges Beacon Awards in 2005.

The Governing Body's Standards Committee oversees the quality assurance system known as Supported Self-improvement (SSI). To ensure its effectiveness and to provide rigour they appoint an external quality advisor, who in 2008 was Dr Maureen Banbury OBE, a former senior HMI.

SSI has a two-part structure. An initial three-day visit, conducted by a team led by Dr Banbury, puts forward a number of hypotheses to be tested at the four-day second visit some three months later. The second visit comprises observations of teaching and learning, discussion with learners and employers where appropriate, scrutiny of written work and analysis of performance data. The period between the two visits has become, in almost all cases, a period of rapid development and quality improvement, addressing those of the hypotheses felt to be justifiable.

In coming to their judgements, the SSI teams have worked to the overarching headings and criteria of the revised OFSTED Common Inspection Framework, which covers: the effectiveness of provision; capacity to improve; achievement and standards; quality of provision; and leadership and management.

The key judgement for any organisation for whom quality is central is its capacity to improve and here the evaluations have been particularly positive. The evident progress made between stages one and two of the reviews illustrates the College's readiness to heed advice and act upon it. What is also significant is the progress that Highlands as a whole has made in the three years of these reviews. Course reviews have become sharper, self-assessment has become more rigorous and the focus of observations is beginning to move from that of teacher performance to learner engagement and effectiveness.

The College's self-assessment report lists the key strengths of Highlands as follows:

- Good success rates on full-time courses
- Good work experience and work-related learning opportunities
- Excellent pastoral support for full-time students
- Extremely positive relationships between staff and students
- High levels of commitment by staff to improve

As with all institutions there are areas for improvement and the elements which the College is seeking to improve are:

- Success rates on some part-time courses
- Development of learners' capacity as independent learners
- Support for part-time learners
- Differentiation and assessment for learning
- Quality assurance arrangements for full cost recovery provision

Students and Their Success

The total student enrolments for 2008 were **5,998**:

813 Full-time
2,501 Part-time vocational
2,684 Adult Education

Full-time student achievement was high for those who completed their courses in the summer of 2008. 92% of those who started the course gained their qualification, which was the same percentage as for the previous academic year. Highlands had high student retention rates at 89%. The College's overall success rate, calculated by multiplying retention and achievement rates, was 82%. This is considerably higher than for comparable UK colleges. Male and female learners generally achieve as well as each other. Analysis of the College's value added data indicates that Highlands is operating across all subject areas at above the national average.

When entering the College all full-time students are encouraged to work towards Level 2 qualifications in literacy and numeracy if they do not possess a Grade C in English and/or Mathematics. Success rates on GCSE English Language re-sit examinations are good and by the end of the year a significant number of students have achieved a Level 2 qualification.

The part-time overall success rate was good at 75%. A considerable number of Highlands students who took Level 3 courses, i.e. BTEC National Diplomas, went to university. In 2008 80 students progressed to higher education.

To achieve these success rates the College introduced a stretching success rate target to focus on student success and improved its support mechanism to ensure that the targets were met. The support mechanism includes a new system of "at-risk" conferences, a dedicated counselling service and a tutorial system that focuses on academic issues. Additional support is available for students who have problems with their literacy and/or numeracy and we offer a service to support dyslexic students.



What People Say About Highlands

Highlands regularly surveys the views of students, parents and employers using QDP Surveys, an independent survey company based in the UK. These views are an integral part of the quality assurance system.

The views of 604 full-time students were surveyed in autumn 2008. The key findings were as follows:

- 97% said the teaching on their course was good
- 98% said the teacher knows their subject well
- 93% said they were making good progress
- 92% said their course was well organised
- 94% said they were happy at the College.

In February 2008 a survey of 840 adult education students showed that:

- 99% of students were satisfied with their course
- 99% of students said teaching on their course was good
- 100% of students said their tutor had good subject knowledge
- 98% of students said the part-time prospectus was helpful and easy to understand
- 99% of students would recommend their course to a friend.

In the summer of 2008 a survey of 119 part-time students was undertaken. The results showed that:

- 92% said their teaching was good
- 97% said that their lecturer knew their subject
- 95% said that they were achieving what they set out to do
- 95% would recommend the College to a friend.

The views of parents are important and in the summer of 2008 parents of full-time 16-18 year-old students were surveyed. The key findings were:

- 95% were satisfied with the choice of Highlands
- 98% of parents found College staff friendly and welcoming
- 98% agreed that the College provides high quality learning experiences
- 98% of parents would recommend the College to a friend.

The views of 107 employers were surveyed in January 2008. The key findings were:

- 89% said that the College represents value for money
- 88% said that the resources and facilities were of a high standard
- 84% said that the training was well organised
- 93% said that they would recommend the College to others.

Funding and Finance

The College is funded by the DfESC to provide full-time and part-time vocational programmes. Part-time vocational students or their employers are expected to make a contribution towards the costs of their training. Students on finance, management and adult education programmes pay an economic fee for their course.

In 2008 Highlands Governors worked with the DfESC to develop a new approach to funding the College that will enable it to respond more effectively to the demands of the new skills agenda. The new funding process will be introduced for the 2010 academic year.

The College's budget from the DfESC for 2008 was:

£7,998,547

The College's income from fees, and other sources was:

£2,550,895

The 2008 income and budget were spent as follows:

- **81%** was spent on staffing
- **19%** was spent on non-staff items - materials, equipment, premises, IT systems, staff development etc.

Staffing

The quality of Highlands' staff is crucial to its success and the College has an active policy of investing in them. All lecturers, whether full or part-time, have appropriate teacher training qualifications, and considerable professional development both on and off the Island is provided to ensure that the skills and knowledge of staff are kept up to date. A member of the College's Leadership Team has responsibility for professional learning and for organising staff development activities.

During the year three major developments took place. The first was a decision that all full-time academic staff would be encouraged to join the new Institute for Learning, which is the new professional body for further education lecturers that fulfils a similar function to the General Teaching Council for school teachers. Secondly, we adopted the new teacher training framework based on the standards laid down by Lifelong Learning UK (LLUK), the sector skills council for this area. The Principal has been asked to become a member of LLUK's further education constituency council which oversees these standards.

The third major development was the change to the performance review and appraisal process, which has involved the introduction of solutions focused coaching techniques into the appraisal process, aimed at improving the quality of conversations and outcomes from the reviews. Highlands worked with the national Centre for Excellence in Leadership in delivering this training, which was funded by a grant from the same organisation. The DfESC have now introduced the same methodology into schools. In November 2008 Highlands received a Highly Commended accolade for this work in the national Beacon Awards, which are sponsored by the Association of Colleges.

To ensure that our wide ranging curriculum can be delivered to a high standard Highlands employed 529 staff in 2008, 66.5% (351) of whom are part-time and work in industry and commerce in the Island and are able to bring their practical skills and knowledge to the classroom and the workshop. Six full-time staff resigned and six retired during 2008.

The Refurbishment of the Turner Building

In the autumn of 2008 Property Services started a major capital project to refurbish Highlands' historic Turner building. Turner building was originally built in 1896 and is being brought up to modern standards with new fire safety measures, a renewal of services and major works to the roof, windows and internal structures.

To cope with the closure of the building temporary classrooms have been installed in the car park. While this has involved considerable change for some students, the work has been carried out with minimum disruption and with considerable care and courtesy by Camerons, the main contractor. The work is due to be completed in autumn 2009.

Health and Safety

Highlands takes health and safety seriously and has a qualified Health and Safety Manager as a member of the College Leadership Team. Compared to the range of practical workshop based training undertaken, the recorded accident figures remain low. A total of 19 accidents were recorded during 2008, including five involving staff. None were recorded as requiring time away from College for more than one day. One hazardous incident was recorded, which was caused by inappropriate student behaviour. No one was injured.

The College uses risk assessment procedures when dealing with potentially hazardous procedures, equipment and materials. For local and off-Island student visits Highlands follows DFESC policy and guidelines.

Property Holdings has introduced a number of new inspection and maintenance initiatives, including the inspection of fire safety, electrical supplies and water supplies, including preventing Legionella's disease.

Partners

Highlands has a wide range of partnerships that are essential to its success. These include:

- Autism Jersey
- Central Law Training
- Channel Islands Stock Exchange
- Consortium of Deaf Tutors
- Dermalogica Beauty Products
- Guernsey Training Agency (GTA University Centre)
- Jersey Apprenticeship Council
- Jersey Bankers Association
- Jersey Childcare Trust
- Jersey Construction Council
- Jersey Finance Ltd
- Jersey Heritage Trust
- Jersey Hospitality Association
- Jersey Pottery
- Jersey Sailing
- London South Bank University
- MENCAP Jersey
- L'Office du Jèrriais
- Open University
- Primary and secondary schools in the Island
- States of Jersey Management Training
- St Thomas' Church – Welcome Centre
- The Bridge
- University of Plymouth
- University of Southampton
- Wella Professional Hair Products

National Awards in Recent Years

2008 Association of Colleges Beacon Awards Highly Commended in the Staff Development Category.

2007 Association of Colleges Beacon Awards Highly Commended in the Sustainable Partnerships Category.

2005 Association of Colleges Beacon Awards Highly Commended in the Leadership for Learning Category.

Case Study Claire Grimes

Claire achieved the highest overall mark for the University of Plymouth Joint Social Science Degree programme and overall achieved an Upper Second Honours degree. Throughout her studies at Highlands Claire was a student who always performed well and frequently achieved the highest marks in a number of modules. She was a role model to other students and her work demonstrated her considerable academic abilities. As well as studying for a degree she also found time to help her tutor, Dr Michael Oliver, with a major research project on sterling and the evolution of the international monetary system in the 1960s. Claire Grimes was awarded the College's highest award, the Croad Medal for Academic Attainment.



Highlights of the Year

- Baroness Kennedy of the Shaws QC was the guest of honour at the annual prizegiving held at St Thomas' Church. Lady Kennedy is the founder of the Helena Kennedy Foundation, which helps and supports less privileged students to go to university.
- Anne Kent, Social Science degree graduate, was awarded the title of Student Ambassador of the Year at the Association of Colleges' annual conference in Birmingham for her work with the Helena Kennedy Foundation.
- Edward Poynton, construction degree student, was awarded the Worshipful Company of Constructors prize. Edward gained a first class honours degree at London South Bank University and received his award at the Carpenters' Hall in London.
- Carla Critchlow, part-time interior design student, was Highly Commended in the City and Guilds Medal of Excellence Awards.
- Lucinda Donaldson, part-time catering student, was awarded Medal of Excellence by the City of Guilds for her work in Professional Cookery.
- Ewelina Switka was the top student in the UK in the International Association of Bookkeepers Diploma in Accounting and Advanced Bookkeeping 2008 Examination.
- Pietro Guglieri, retiring hospitality lecturer, was presented with the award of Stella al Mento de Lavoro by the Italian Government. The award celebrates exemplary careers of Italians living abroad.
- Claire Grimes, Social Science degree student, was awarded the College's Croad Medal for highest academic achievement. She received her honours degree from Plymouth University.
- Christopher Robertson, a BTEC National Diploma in Business student, won the Institute of Directors Work Shadowing scheme.
- Winifred Rice, a BTEC National Diploma in Business student, was the runner up on the Institute of Directors Work Shadowing scheme.
- Highlands was awarded Highly Commended status by the Association of Colleges in the national Beacon Awards for its extensive staff development programme.
- Highlands received a £10,000 research grant from the Learning and Skills Improvement Service in Leadership to look at its self-improvement work. The project is monitored by the University of Lancaster.
- Highlands devised the Foundation degree in Financial Services with the support of the University of Plymouth and recruited its first cohort of students in September 2008. Jersey Finance Ltd acted as the steering group for the degree, which was supported financially by the Education, Sport and Culture and Economic Development departments.
- Highlands signed a new agreement with the GTA University Centre (Guernsey), which saw the successful start of the University of Southampton MBA in the College in September 2008.

- Highlands started work on developing the new Foundation degree in Information Technology for Business, which is being validated by the University of Plymouth and is due to start in September 2009.
- As part of their 10th anniversary celebrations the Channel Islands Stock Exchange supported Highlands financially to designate a teaching room, the CISX Study Suite, to be used as a study centre by the Foundation degree Financial Services students.
- The British Institute of Organ Studies has awarded Highlands' historic 1913 French Cavaille-Coll Organ, which graces the Great Hall, a grade I Certificate that validates its authenticity and historic import.

Representations to the Governing Body

Persons wishing to make representations to the Governing Body should address them in writing to:

**Mr M Turner
The Clerk to the Governing Body
Highlands College
PO Box 1000
St Saviour
Jersey
JE3 8EQ**



Case Study **Alison Goguelin**

Alison has been a student at Highlands College on and off since 1993. As a mature student she enrolled on a Level 2 programme in Childcare and Education and went on to achieve Level 3 in 1998. She has worked as a teaching assistant in the Island's primary schools whilst continuing her studies. Alison joined Highlands as work experience

co-ordinator for the Faculty of Community Studies in 2006 and she has supported childcare workers and teaching assistants to achieve vocational qualifications in this area. In 2007 she passed her Southampton University Certificate in Education. Alison was awarded the Dr Michael Le Guillou Award for Professional Development.

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Highlands College,
P.O. Box 1000, St Saviour,
Jersey JE4 9QA
Channel Islands
+44 (0) 1534 608608

www.highlands.ac.uk