



Annual Report 2010



NatWest

Investing in education and training

Chairman's Introduction

City & Guilds, formed in 1878 as a vocational training organisation, is widely respected at home and abroad for the quality of vocational training it provides. Every year City & Guilds awards one Medal for Excellence in each of the 26 occupational sectors covered by its work. Learners who narrowly miss the standard of the Medal for Excellence receive a Highly Commended certificate.

In 2011 a Highlands student, Mary Whitsey, received the Medal for Excellence for her work in culinary skills. In itself this is a cause for celebration. But I suspect what is less widely known is that, since 1999, students and teachers from Highlands have been awarded 13 Medals for Excellence or Highly Commended certificates, just slightly more than one a year.

For the recipients this will have been an extra recognition of their talent and hard work. But it is also a resounding tribute to Ed Sallis and his team and the standards they have set and maintained.

In another piece of good news, ten students graduated from the Foundation Degree in Financial Studies course in November, receiving their BA degrees from the Pro Vice-Chancellor of Plymouth University. This was a degree course conceived in Jersey and designed in close co-operation with the finance industry, which will, over time, feed a steady stream of 'home grown' graduates into the Island's most important industry.

Perhaps less well known is the fact that students can study for nine different degrees at Highlands today. This is a far cry from the Highlands that people tend

to recall and is another illustration of the breadth of what it can provide to both young and mature students in Jersey.

Thanks to the judicious use of Fiscal Stimulus funding, Highlands took on an additional 156 students in 2010, bringing the total full-time student population to a remarkable 981. Not only did this avoid these 156 young people becoming NEETs, i.e. not in employment, education or training, but it demonstrated the ability of the team at Highlands to respond to economic conditions in the Island and to 'do its bit' for the community.

Possibly less widely known is the fact that Highlands' exam results across the board would place it in the top five per cent of further education colleges in the UK. This is a remarkable achievement for an island college of its size and, once again, reflects great credit on the College's leadership team and staff. Simply because Highlands has been there for a long time it is possible for these achievements – which are but a few examples of many – to be overlooked. The fact is, however, that Highlands is a huge asset to the community as a whole. The Island is right to want a further education college that is the best it can be; in fact the Principal and his team regularly deliver one that is among the best there is.

In thanking them for that, and in thanking my fellow Governors for their hard work and support during the past year, let me end by encouraging everyone to come and have a look at Highlands and, I hope, take the same pride as I do in what it is and what it does for Jersey.

Clive Jones

Chairman of the Board of Governors



Principal's Report

When I joined Highlands in 1997 we had five hundred full-time students. In 2010 there was double that number. In part this growth is explained by Highlands' growing reputation and in part by the recession.

This is a difficult time for young people as many traditional job opportunities have dried up. As a result the vast majority of school leavers have opted to stay in education. Further education is counter cyclical, and Highlands has the role of being a place of refuge in difficult economic times. People come to us to retrain and we give them the skills for the post-recession economy. We have had a 33 per cent increase in our full-time numbers since 2008, supported by the States' Fiscal Stimulus Fund.

However, at a time of rapid change there is always a worry about the impact on quality, but I am delighted to say that our students continue to enjoy high levels of success. This is a remarkable achievement for an open access institution, and our College inspector, who is a senior OFSTED inspector, has benchmarked our results against the top 5 - 10 per cent of English colleges. Highlands faces some significant challenges in the future. From January

2011 it has to cope with planned reductions in expenditure under the Comprehensive Spending Review. At a time of customer growth we have been asked to cut 10 per cent from our budget over the next three years. This will not be easy, but Highlands is very resilient and innovative. The College will continue to strive to maintain standards whilst finding ways to reduce its expenditure.

On a personal note, I was delighted to receive the Order of the British Empire for services to Education from the Prince of Wales at a ceremony at Buckingham Palace in May. It is recognition not just for me but for the whole of Highlands' team.

Professor Edward Sallis OBE
Principal and 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.

Case Study Maria Isilda De Freitas

Maria Isilda has successfully completed her City & Guilds Diploma in Teaching in the Lifelong Learning Sector. She has taught English as a Foreign Language for Highlands as well as at La Moye Prison. She is the co-ordinator of the project with the Welcome Centre at St Thomas' Church.



Governance and Leadership

Highlands is part of the Department for Education, Sport and Culture (DfESC) and is provided further, higher and adult college for Jersey. It operates from a main campus in St Saviour and has an adult education annexe at the Philip Mourant 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.

In common with similar further and higher education institutions Highlands has a corporate governance structure that is a vital element in its accountability to the community it serves. It has a Governing Body, which is a body corporate under the Education (Jersey) Law 1999. A constitution defines the roles and responsibilities of Governors and during 2010 an updated version was produced for Ministerial approval. An audit of the governance arrangements was undertaken by BDO Alto in 2010 on behalf of the States of Jersey. The auditors found that the governance arrangements were satisfactory and gave the College the highest grade for its ability to improve.

Governors are representatives of business and the community in the Island and College staff elect their own representative. The DfESC is also represented on the Board. The Chairman and Vice-Chairman are elected by the Board and the Principal is the Chief Executive. In 2010 membership was as follows:

- Clive Jones** (Chairman)
Chairman, Jersey Financial Services Commission
- Paul Harding** (Vice-Chairman)
BDK Architects
- Angela Le Sueur**
Eradication of Poverty Group
- Brian Heath**
Probation and After Care Service
- Stuart Philip**
Staff Governor
- Dr Clive Barton**
Moore Stephens
- Andy Cook**
Family Nursing and Home Care
- David Greenwood**
DfESC (Professional Partner)
- David Lord**
Jersey Cheshire Home
- Hans Baerlocher**
UBS
- Paul Greenfield**
Sandpiper
- Professor Edward Sallis OBE**
Principal and Chief Executive



Case Study Paul Marsh

Paul is a mature student who never thought he would study for a degree. He took the Access to Higher Education programme and passed with flying colours. He is now studying for the BA in

Social Science. Paul was awarded the London South Bank prize for Commitment to Learning.



The Governing Body works through a committee structure:

- **Finance and Audit Committee**
(chaired by Paul Greenfield)
- **Standards Committee**
(chaired by Paul Harding)
- **Curriculum and Planning Committee**
(chaired by Hans Baerlocher)

The Governing Body met four times in 2010 in March, June, October and December and the main items of discussion were:

- Student Number Projections
- Fiscal Stimulus Funding
- Quality and Standards
- Governing Body Constitution
- Comprehensive Spending Review
- Audit of Governance
- Adult Literacy
- University Centre Strategy
- Fees Policy
- Faculty Changes

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

- Professor Edward Sallis OBE**
Principal and Chief Executive
- Dr Gary Jones**
Deputy Principal
- Peter Wade**
Vice-Principal
- Gill Oakes**
Community Studies
- Ian Greenwood**
Vocational Studies
- Peter Hubert**
Art, IT and Media
- Jo Terry-Marchant**
Professional Learning
- Karen Wray**
14-16 Vocational Education
- Jeff Reed**
Business and Professional Studies
- Christine Wilson**
Guidance and Support
- Keith Shaw**
Health and Safety
- Subina Shami**
Finance
- Martin Dyer**
Human Resources

Measuring Performance

In 2009 the DfESC developed a new approach to quality assurance based on a scheme of 'Professional Partnering', in which each school and college was given access to a single point of contact within the Department. The scheme is based on the development of a close professional relationship and 'evidence based' conversations between senior managers and involves a balanced scorecard of performance indicators.

Thanks to the work on quality assurance pioneered over a decade ago, the scheme of professional partnering was relatively easy to introduce. The College had developed systems for measuring, recording and monitoring its performance and was used to acting on that evidence to improve its performance. The Governing Body retains the services of Paul Curry HMI, the Principal Officer for Further Education at the Office for Standards in Education (OFSTED), who

oversees a process of supported self-improvement, which involves teams of OFSTED trained inspectors benchmarking Highlands against standards reached by colleges in England.

The Professional Partners Scheme describes the College's effectiveness under four broad headings and the grades awarded in 2010 were as follows:

- Achievement
Robust
- Relationships
Robust
- Learning
Robust
- Organisation
Secure
- Overall assessment
Robust

Key sections of the Professional Partners report narrative have been incorporated into this Annual Report.

Achievement

The College has extensive procedures in place for judging achievement. Tracking systems have been in place for several years and therefore the College is able to make historic analysis of data and identify trends across all student groups, full-time and part-time. As well as recording retention and achievement, the College also reports 'success', which is a measure of achievement against enrolment rather than achievement against examination entry.

Data is scrutinised by the Governing Body's Standards Committee, which reports its findings to the whole Governing Body, and by this process the College Senior Management Team can be challenged with regard to the analysis and interpretation of information as well as actions taken in light of findings. Standards of achievement have been consistently high since 2006 / 7 as illustrated by the following table:

Achievement Table – Full-Time Level One

	2006-07	2007-08	2008-09	2009-10
Retention (%)	92	87	90	90
Achievement (%)	96	92	92	95
Success (%)	88	80	83	85

Achievement Table – Full-Time Level Two

	2006-07	2007-08	2008-09	2009-10
Retention (%)	91	87	90	86
Achievement (%)	91	88	91	85
Success (%)	83	76	81	79

Achievement Table – Full-Time Level Three (One-Year Programmes)

	2006-07	2007-08	2008-09	2009-10
Retention (%)	89	88	92	87
Achievement (%)	85	93	96	85
Success (%)	76	81	88	74

Achievement Table – Full-Time Level Three (Two-Year Programmes)

	2005-07	2006-08	2007-09	2008-10
Retention (%)	84	82	81	85
Achievement (%)	98	98	99	97
Success (%)	82	81	80	83

Learning

Learning is good. The achievement table suggests that most students embarking on courses at Highlands complete their chosen programme and achieve their learning goal. Although comparisons with the UK are difficult to make, it has been observed by a UK inspector that similar results in the UK would place a College within the top 5 - 10 per cent of further education institutions. This achievement should also be considered against local factors. For example, with a post compulsory staying on rate of 90 per cent, the College is probably working with a significant minority of students who, in the UK, would not normally consider further education to be an option. For students such as these, literacy and numeracy development is a pre-requisite to vocational success.

Three detailed reviews were undertaken by the external Supported Self-Improvement team led by Paul Curry. The grades awarded were:

- Health, Care and Childhood Studies
Outstanding
- Media
Good
- Hairdressing and Beauty Therapy
Good

Although, it could be argued that 16 - 19 FE is the 'bread and butter' of College activity, in a small, relatively isolated community the College has to cater for a much wider student base with different needs, aspirations and expectations. In view of the above procedures are in place to ensure students are on the right course. The College carries out a literacy and numeracy diagnosis of all full-time

students and those students requiring support are provided with a learning support tutor. Support for part-time students is less consistent, though an increasing number are being provided with support.

Full-time students take part in regular reviews with personal tutors where targets are set and monitored and students are encouraged to evaluate their progress. Students deemed to be at risk of non-achievement or non-completion are identified as 'at risk'. Case conferences are held with all personal tutors and Student Services staff on at least two occasions per year per faculty. Teachers can refer students to specialist services for advice on UCAS applications or the student counselling service for serious issues. Students' attendance is carefully monitored at course level, and there is routine monitoring by the College Leadership Team.

As well as careful monitoring of students, course reviews are also carried out across the College. These are supported by extensive peer review processes and are accompanied with detailed action plans. 'At risk' courses are subject to extended review.

Relationships

Full-time students speak highly of the support they receive, both from their teachers in relation to their studies and from Student Services through a wide range of support mechanisms. Full-time students and parents are in receipt of reports at least twice a year. This has been extended to part-time students and their employers in the faculties of Community Studies and Construction and Engineering.

The College works closely with the Careers Service and careers education and advice sessions are provided throughout the year. The College works directly with its feeder schools and higher education institutions and has an autumn term open week, which is very well attended by students and their parents and is undertaken in conjunction with the neighbouring Hautlieu School.

Regular meetings with non-fee paying secondary headteachers are scheduled and practical actions such as the development of 14-16 vocational options have resulted from the dialogue. The College is also represented at DfESC Secondary Heads meetings and in the DfESC Lifelong Learning meetings. College staff also attend and contribute to regular meetings of careers teachers, Deputy Head teachers, meetings of sector organisations such as Jersey Finance Ltd and work closely with allied organisations such as the Jersey Child Care Trust, The Princes Trust and the Jersey Apprenticeship Council.

The College Principal and senior staff play a full part in further education development at national level. The Principal has close relationships with partner universities. He is a Visiting Professor at the University of Plymouth and the quality of these relationships has

enabled the College to develop local higher education options.

The College has extensive local community links and provides 'off-site' learning opportunities in partnership with organisations such as The Bridge and The Welcome Centre at St Thomas' Catholic Church. In 2007 the College won the Association of College's Beacon Award for Sustainable Partnerships that recognises diversity and the development of people and communities. These links have contributed to many adults returning to education.

The College generally has good relationships with the media and uses the relationship to advantage. The Principal writes a regular column for Business Brief. The College also publishes regular parent and employer newsletters.

With regard to its relationships with employers and employer organisations, the College benefits from a Governing Body consisting of a number of highly influential business and community leaders. The Chairman was formerly Chief Executive of Citibank in the Channel Islands and is now Chairman of the Jersey Financial Services Commission. The College has also made great efforts to acknowledge and work with the newly formed employer led Skills Board. Close links now exist between the two bodies and the relationship is mutually beneficial, with the College making use of Skills Board research findings, providing practical solutions to the Board's identified priorities.

Relationships

There is an extensive programme of surveys, which incorporate full-time students, part-time students, parents and employers. Some of the main responses are as follows:

- 96 per cent of full-time students agreed that the quality of teaching and learning was good
- 92 per cent of part-time students agreed that the quality of teaching and learning was good. When parents were surveyed, 97 per cent said they would recommend the college to a friend
- 95 per cent of employers would also recommend the College to a friend

Highlands offers a wide range of part-time vocational programmes in areas as varied as motor vehicle, counselling, child care, plumbing, management, beauty therapy, hairdressing, accounting, professional catering and programmes for managers of licensed premises. The majority of the Island's 120 apprentices study here and over 500 employers sponsor their employees to attend the College each year.

Enrolments 2010

Full-time
981

Part-Time Vocational
3610

Adult Education
3809

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, child care, licensed premises, Blue Badge guides, health and safety, food hygiene and electrical inspection and testing.

As well as courses for industry Highlands operates an extensive and popular adult education programme designed to promote lifelong learning and provide Islanders with a chance to explore hobbies and interests. Arts and crafts dominate the offering, but equally popular are foreign languages, IT, dance classes and classes on Jersey history. Many of these courses are offered in centres across the Island to make them accessible to all.

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 and the States of Jersey Management Training Centre 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 it offers 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 worked with DfESC, the schools and Skills Jersey to expand this work in 2010.

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 it to reach into the community. Work at The Bridge supports families and at St Thomas' an English language programme caters for some 24 different nationalities. Since this programme started over 2,500 students have enrolled.

Organisation

The 'Principality' of the College consists of the Principal and two deputies. From 2011 this structure will change as a result of management restructuring necessitated by the Comprehensive Spending Review to that of the Principal and one deputy. Both have achieved Doctorates in education related fields and frequently have research articles published in educational journals.

The Principal was awarded the Learning and Skills Improvement Services (LSIS) Research Prize in 2009. He is a Visiting Professor at the University of Plymouth and was awarded the Medal of the European Foundation for Quality Management for his doctoral thesis. He is a former Trustee of the Centre for Excellence in Leadership and is currently a Non-Executive Director of the Institute for Learning and serves on the Lifelong Learning UK's (sector skills council) further education advisory panel. The Deputy Principal has recently completed the Learning and Skills Improvement Service's Aspiring Principals programme, has been trained as an OFSTED inspector and has been involved in a wide range of quality improvement initiatives in the UK and Guernsey. This provides evidence of their wider participation in current educational research, debate and thinking.

The College Leadership Team meets on a fortnightly basis. Attendees include the Principality, Heads of Faculty and the managers of college-wide functional areas. The meetings have agendas and are minuted. The College works to a model of distributed leadership where much responsibility for decision-making on a day to day basis is devolved to heads of faculty and curriculum managers. This has enabled College managers to introduce considerable

innovation into the curriculum in recent years, especially with respect to the development of higher education opportunities. This approach also enables the College to be flexible in its approach to learners and able to cope with change. Last year the College admitted an additional 100 young people due to increased demand as a result of the economic downturn and this year it is functioning with approximately 200 more students than the planned intake number. The increase in numbers has been achieved without noticeable diminution in the quality of learning or reduction in attendance, completion or success rates.

Managers are guided by detailed central policy documentation. The College has developed a new strategic framework which articulates clear purpose for the College, key aims and core values. Supporting this is a detailed operational plan, which is based on the professional partnership framework. These documents provide consistency of approach and procedure across departments.

Communication within the College is extensive, with a weekly information bulletin and regular management and staff meetings for both lecturing and support staff. Morale appears to be good. Lecturers are well motivated, working well within teams / curriculum areas and they have a sense of ownership of development within their areas.

The College led the development of the solutions focused model of teacher / lecturer effectiveness within the DfESC. All staff participate in regular performance review and appraisal. Course reviews are carried out with rigour across the College, supported by extensive peer review processes, and are accompanied with detailed action plans. 'At risk' courses are subject to extended course review; this has had some impact on raising achievement and improving success rates. Lessons are observed through a line manager observation scheme in order to promote the sharing of good practice and the development of coaching skills. The observation scheme is being developed to provide data for course reviews and self-assessment reports. Senior teaching staff are used to provide help and guidance in order to bring about improvement in standards of retention and achievement. Lecturers in receipt of supplementary allowances for management responsibilities have specific meetings, which focus on their development as managers.

There is extensive backing for adult education through a tutor who supports the teaching and supplies visiting lecturers with ideas, and this model is being extended to all visiting lecturer staff. The College has also developed a system of supported experiments, which is designed to encourage staff to develop new skills and practices.

The College engages in quality assurance activities with awarding bodies to ensure that procedures are implemented consistently across the College. This includes BTEC's Centre Risk Assessment model. The College also makes extensive use of external consultants to validate aspects of the College's self-assessment programme on a rolling three-year programme.

Financial management is improving. Income and expenditure are carefully monitored, with simplified financial reports being provided to managers. The Governing Body has an effective Finance and Audit Committee and recommendations of auditors are responded to in a timely manner. The College has developed a reliable way of costing courses but there is no consistent pricing policy, although this is being addressed.

Highlands Budget 2010

Budget from DfESC

£8.1 million

Income from fees and other sources

£2.4 million

Fiscal Stimulus funding

£.58 million

The College is flexible and able to respond to changes in demand, brought about by external factors such as the economic downturn or through policy development that leads to a requirement for locally delivered vocational higher education. The College has been subject to intensive monitoring and control with regard to the additional funds it secured for fiscal stimulus projects.

The quality of Highlands' staff is crucial to its success and the College has an active policy of investing in them. To ensure that our vocational curriculum can be delivered to a high standard the College employed 595 staff in 2010, 69 per cent 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. Ten full-time staff resigned or retired during 2010.

**Case Study
Amanda Huson**

Highlands has invested in all lecturers, whether full or part-time, having appropriate teacher training qualifications and has adopted the new standards for teacher training for vocational lecturers laid down by Lifelong Learning UK, the sector skills council responsible for standards of teaching in further and higher education. Staff are encouraged to join the Institute for Learning, the professional body for vocational lecturers, which operates the code of conduct for the profession. Considerable CPD and professional development is available to staff both on and off the Island to ensure that their skills and knowledge are kept up to date. A member of the College's Leadership Team has responsibility for professional learning and for organising staff development activities.

Highlands takes health and safety seriously and maintains high levels of concern for safety standards. The College has a qualified Health and Safety Manager who is a member of the College Leadership Team. The recorded accident figures remain low in comparison to the range of practical workshop based training undertaken.



Amanda is one of the first students to graduate from the Foundation degree in Financial Services, a programme devised in conjunction with Jersey Finance Ltd and the Jersey Bankers Association. Amanda is now studying for the BA (Honours) degree in Financial Services run by Highlands and validated by the University of Plymouth.

The University Centre

An area of recent growth has been vocationally related degree programmes. This has been a strategic development supported by the DfESC's then Higher Education Development Group and latterly by Skills Jersey with the aim of providing a wider range of higher education on-Island. Highlands is a Partner College of the University of Plymouth and has other university partnerships with Southampton, London South Bank and the Open University. It has benefitted from these partnerships when developing the degree programme.

Highlands has established a University Centre to co-ordinate the degree programme and to give it a distinctive identity as well as provide first class learning facilities. Degree programmes are available in Financial Services, IT for Business, Social Science, Childhood Studies, Art and Design, Construction Management, Architectural Technology and Human Resource Management. Highlands works with the GTA University Centre in Guernsey to offer the University of Southampton Executive MBA across both Islands.

In 2010 the BA (Honours) in Financial Services was validated by the University of Plymouth and the first group of students enrolled in September 2010, having previously graduated from the Foundation degree in Financial Services. In addition, the first intake of students for the Foundation degree in Childhood Studies was enrolled.

At the October meeting of the Governing Body Professor Sir Deian Hopkin, a former University Vice-Chancellor, was co-opted to the Board with the title of Chairman of the University Centre. Sir Deian will provide advice on higher education developments.



Highlights of the Year

- Dr Colin Williams was the guest at the annual prizegiving and degree awards ceremony. Dr Williams is the Pro Vice-Chancellor of the University of Plymouth and Executive Dean of the Plymouth Partner Colleges Faculty and has a national reputation as a champion of providing locally delivered degree programmes.
- Mary Whitsey was awarded the City & Guilds Medal for Excellence in recognition of her work on hospitality courses.
- Anne Kent was awarded the City & Guilds Medal for Excellence for Teacher Training at a ceremony in London in April.
- Andrew Rabey was highly commended by City & Guilds for his work in Professional Cookery.
- Hannah Coffey was highly commended by City & Guilds for her achievements in Interior Design.
- The College's top award, the Croad Medal, was awarded to Julie De La Haye, who graduated with first class honours from the BA programme in Joint Social Sciences.
- Vice-Principal Peter Wade was awarded the Jersey Construction Council's Lifetime Achiever Award in October and, in November, received the Franz Schindler Outstanding Contribution Award at Highlands' prizegiving.
- The College won the IAB's award for the best national college following the success of its students in the Certificate in Bookkeeping course at a ceremony at the House of Commons in December.
- Professor Sallis was elected as a non-executive director of the Institute for Learning, which is the professional body for lecturers and trainers, and chairs its Professional Standards Committee.



Representations to the Governing Body

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

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