



MINISTRY of EDUCATION
YOUTH & INFORMATION

SIXTH FORM PATHWAYS PROGRAMME

For 7 Years of Secondary Education in Jamaica



Version 1
2021

*Every Child Can Learn
Every Child Must Learn*



SIXTH FORM PATHWAYS PROGRAMME
For 7 Years of Secondary Education in Jamaica

SIXTH FORM PATHWAYS PROGRAMME

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Ministry of Education, Youth and Information

Media Services Unit

Caenwood Centre

37 Arnold Road

Kingston 4

Jamaica, West Indies



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BACKGROUND

As Jamaica seeks to become more globally competitive it is imperative that appropriate investments are made in expanding educational access, quality and relevance through learner centered approaches to education and training. Such investments will render our students more agile, innovative and adaptable. They will also ensure that our students are better prepared to attain globally recognized certification at the secondary level, pursue higher education, and/or enter the world of work.

The Ministry of Education, Youth & Information (MoEYI) recognizes that the transition from formal schooling to achieving a productive livelihood constitutes an important juncture in the life long process for all learners. As such, there are two key issues that need to be addressed in considering how best to assist students to navigate this period:







- a) how to ensure that young people have the skills and competencies required to adequately respond to the demands of life and work; and
- b) how to ensure the relevance of the education system to effectively meet the economic and social requirements of Jamaica, the region and the world.

Therefore, in tandem with the traditional sixth form, offerings beyond Grade 11 will be expanded through the integration of the Career Advancement Programme (CAP) and programmes facilitated by the Centre for Occupational Studies (COS) utilizing a Career Pathways Approach so that all students will have access to educational opportunities beyond Grade 11. The intent of this approach is to ensure that learning opportunities become more inclusive, relevant and applicable to a wider number of students. The aim is to encourage students aged 16 to 18/18+, to remain in school longer, instead of exiting

the system at the end of Grade 11, only to languish in the unemployment pool or become unattached or socially delinquent youth.

Indeed, to the extent that increased opportunities are provided for children and youth to be meaningfully engaged, there is a reduced likelihood that they will become engaged in anti-social or other undesirable behaviours. Extending access for all students to secondary education beyond the existing five (5) years (since not all schools have a traditional sixth form programme) to seven (7) years is therefore a potential solution to militate against criminality and unproductivity on the part of our young people.

The MoEYI's proposal to streamline secondary education and training by way of an additional two (2) years at the secondary level is one that has been subjected to meaningful consideration. Based on the above, key objectives are to:

-  Better enable students to achieve their full potential irrespective of the secondary school they attend;
-  Create multiple pathways that better facilitate students in attaining the skills, competencies and certification required to pursue higher education and/or enter the world of work;
-  Cater to students' holistic development more intently through the provision of greater diversity in subject offerings at Grades 12 and 13;
-  Increase the certification rates of students;
-  Better enable students to meet the needs of the labour market; and
-  Enhance the capacity and competitiveness of our people and nation alike through human and social capital investment and development.



CAREER PATHWAYS AND THE CAREER INTEREST INVENTORY (CII)

The National Standards Curriculum for Grades 7 to 9 exposes students to vocational learning, resource and technology with an emphasis on Science, Technology, Engineering, Arts and Mathematics (STEAM) and work-based focus. Contribution to students' interests in careers/occupations is facilitated through other means such as clubs and societies, uniformed groups, Career Day/Week, amongst other initiatives. By the end of Grade 9, students are expected to decide on a career pathway.

To better assist students in making their choice, a **Career Interest Inventory (CII)** is to be administered to all students at the end of Grade 9. The tool is designed to support students to identify their preferred career path. Pursuing this path begins at Grade 10 with the selection of their programme of study. Each Career Pathway includes:

- a) the pursuit of vocational and entrepreneurial skills training, based on aptitude, interest and ability;
- b) personal development for lifelong learning; and
- c) voluntarism/community service.

Students will access exit examinations based on their demonstrated competences through ongoing formative and summative school level assessments.





THE SIXTH FORM PATHWAYS PROGRAMME

The MoEYI has been implementing what is referred to as the *K - 13 Strategy* in an effort to ensure that all Jamaican learners have access to education from the early childhood to secondary levels of the education system. The Ministry is committed to addressing the current challenge whereby only 35% of the average 40,000 Grade 11 students transition to a sixth form programme. To this end, the Career Advancement Programme and the programmes offered by the Centre of Occupational Studies (COS) have been integrated into the current sixth form programme to form the Sixth Form Pathways Programme (SFPP).

Under the framework, provision is being made for every student aged 16 to 18 years, having completed Grade 11 (i.e. at least five years of secondary education), to access an additional two years of placement in the education system to pursue Grades 12 and 13. Initially, students will be able to access their programme either at the school they attended or at a tertiary institution through partnerships which have been established with Community Colleges, Teachers Colleges, and Universities (public and private). Ultimately, the Ministry will work to ensure all schools are provided with the infrastructure and other programme support to retain their students for the additional two years of study. The option to access programmes virtually will also be made available to students.



A sixth form programme refers to a full-time programme of educational training and experience provided in Grades 12 and 13 which is designed and organized with the **learning objective** of improving students' knowledge, skills, and competencies for the purpose of entry into more advanced studies or the workforce.

Students enrolling in a school's sixth form programme may now pursue one of three pathways, under the rebranded programme referred to as the Sixth Form Pathways Programme (SFPP).



The pathway students will access (**Sixth Form Pathway (SFP) I, II or III**), will be dependent on their attainment at Grade 11, the availability of adequate or suitable accommodation at their secondary school among other factors.

Students may access their sixth form placement either by: -

- i) **On-site provision** – which refers to delivery of a SFP by the staff of a Secondary/High school on the school's premises. Priority for on-site provision shall be given to students eligible to pursue any of the three pathways. The

spaces at the high schools must be maximized before the collaborative provision is accessed unless the high school does not offer the programme of interest for the student(s). Other exceptional issues may be considered on a case by case basis. School administrators may offer this programme using a hybrid model.

- ii) **Collaborative provision** – which refers to delivery of an SFP by an approved Partner Institution under formal arrangements between a school and the Partner Institution (e.g. Community College, Teachers College, University or private provider)

Funding under the framework will be made available by the MoEYI in the manner provided below: -

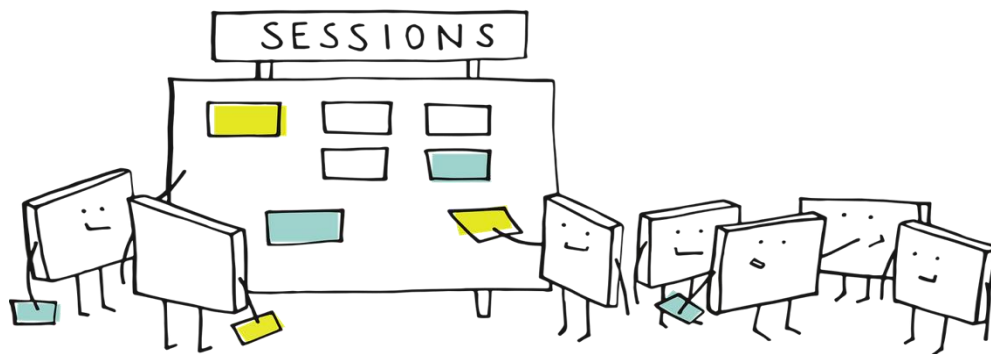
- For **on-site** provision – funding will be provided by the Ministry to the school as part of the school's regular grant disbursements.
- For **collaborative** provision – funding will be provided by the Ministry to the institutions as part of the regular grant disbursement framework.



With the integration of the CAP and COS programme, Under the Sixth Form Pathways Programme, students will be able to leave the secondary education system with one or more of the following: -

- an Occupational Associate Degree
- an accredited/recognized Council of Community College of Jamaica (CCCJ)/University Council of Jamaica (UCJ) Associate Degree
- Caribbean Advanced Proficiency Examination (CAPE) Subjects or the CAPE Associate Degree
- National Vocational Qualification-Jamaica (NVQ-J)/Caribbean Vocational Qualification (CVQ) Level 2 or 3
- Dual certification in CAPE Associates Degree in Industrial Technology and City and Guilds Engineering Level 3

The new Sixth Form Pathways Programme is currently being facilitated in all secondary schools along with 24 private and 10 public tertiary institutions. In an effort to ensure the smooth administration of this partnership, the details below outlines the programme tenets including the supervision, monitoring and evaluation framework. The results of the monitoring and evaluation process will provide critical data to drive the decision-making processes integral to ensuring the successful delivery of the programme.





STUDENT ELIGIBILITY

A student of a school, who in any school year completes Grade 11 is entitled to be offered admission to the school's sixth form pathways programme to pursue a suitable Sixth Form Pathway (SFP) at the commencement of the subsequent school year. The student should normally be between the ages of 16 to 18 years to be admitted to a school's sixth form programme. For the purposes of these conditions, a student who is aged 16, 17 or 18 is a student aged 16, 17 or 18 on August 31 of any school year, or who will attain that age by December 31 in the year of admission. Under-aged and over-aged admissions may be considered by the school subject to the approval of the Ministry on a case by case basis.

Consequent to the disruptions caused by the COVID – 19 pandemic, the MoEYI has determined that students who should have completed Grade 11 in July 2020 who did not access the SFPP in September 2020 will be allowed to enroll in the programme in the 2021/2022 school year once they are below the age of 18 years.

Students who may have dropped out of school prior to completing Grade 11, may be registered in the programme once they meet the age requirement and the necessary assessments are done to determine the SFP best suited for them.

When students are being admitted to the programme consideration must be given to

- prior learning requirements of each pathway,
- the student's aptitude,
- interest,
- competence; qualification and
- personal preference

Students who may become disengaged from a school's sixth form programme before completion will be eligible for re-admission to that programme as soon as practicable to continue with their education, PROVIDED THAT the young person has not attained the age of 18 years on August 31 in the year in which they seek re-admission. In such an event the Ministry should refer the young person to the appropriate employment, education or training services.



PROGRAMME OF STUDY

The SFP programme is designed to provide students with the opportunity to pursue multiple avenues for certification. Students will be able to pursue several programmes under the Sixth Form Pathways Programme. Pathways will be determined by their level of attainment at the end of Grade 11. Details of each pathway are provided below.

As at September 1, 2022, the 7 years of high school becomes compulsory. This means that students will not and should not be engaged in any school leaving ceremonies/graduations. Students should naturally transition to Grades 12 and 13 as they would normally do from Grades 7 to 11.

The Seven Years of Secondary Education is broken down accordingly:

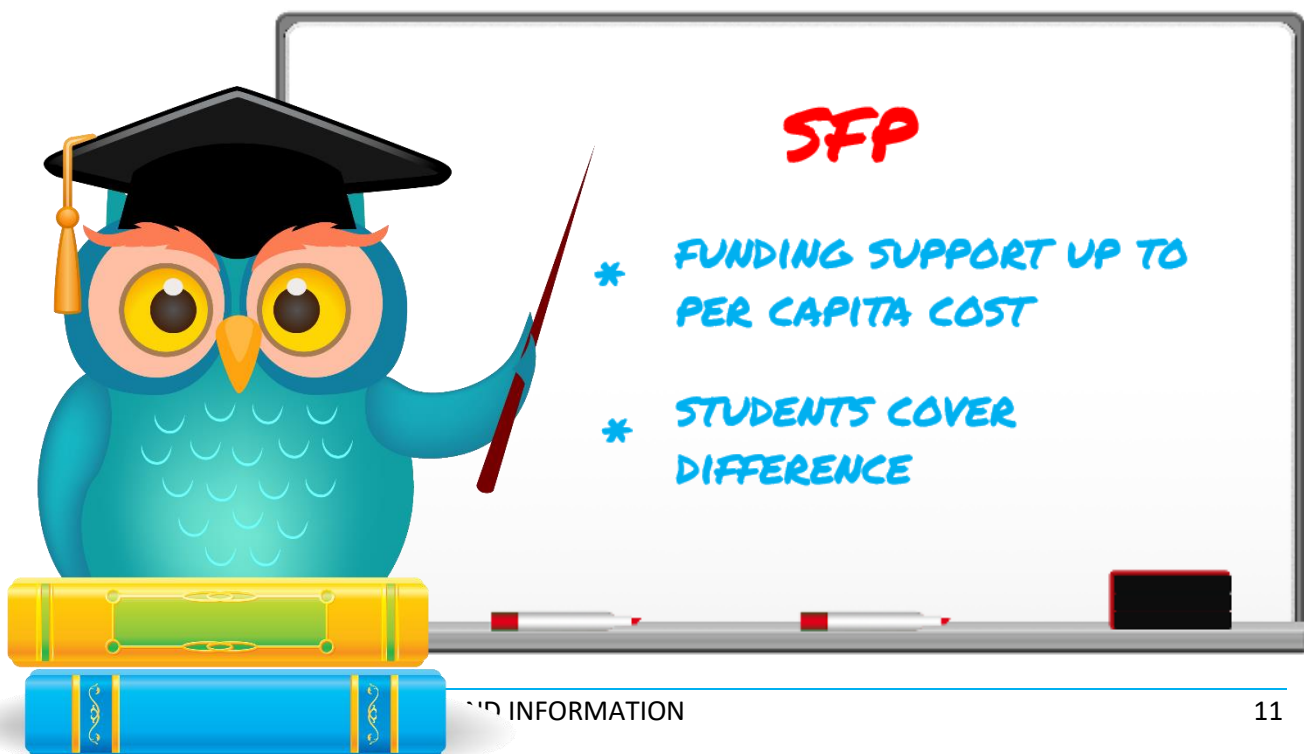
- Grades 7-9 – Alternative Pathways for Secondary Education (NSC)
- Grades 10-11 – Career Pathways guided by subject selection (external exam syllabi)
- Grades 12-13 – Sixth Form Pathways Programme (external exam syllabi)

STUDENTS SHOULD TRANSITION FROM GRADE 7-13 – NO GRADUATION, NO APPLICATION FEES but should be engaged in registration and programme selection activities similar to what is done at Grade 9.

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If students opt to pursue one of the CCCJ/UCJ approved Associate Degree or Bachelor Degree programmes offered by the partnering Tertiary Institutions or UTECH/UWI/Teachers' Colleges, they may do so. However, **the Ministry will only provide funding support up to the per capita cost agreed under the Sixth Form Pathways Programme.** The cost between the approved subsidy and the cost of the programme will have to be borne by the student/parent. Though a student may choose to access a tertiary level programme, they are still considered part of the seven years of high school cohort and are entitled to the National School Leaving Certificate – Level) upon completion of the first 2 years of the programme. They are eligible for participation in the secondary school leaving ceremony where this is offered and if they choose to do so.

Principals may be able to make modifications to their sixth form programme offerings to suit the specified needs and interests of their students. This could include integrating a skills area. This must be planned and approved at least a year in advance to ensure timely budgetary support and allow for effective implementation.





ACCESSING PATHWAYS

To access **Pathway 1**, students should have a minimum of 5 CSEC subjects including Mathematics and English. Students on Pathway 1 will have three programme options available to them.

IA	CAPE Subjects of Choice or CAPE Associates Degree (they can pursue CAPE subjects of their choice)
IB	City and Guilds Engineering Level 3, (Dip)/ CAPE, Associates in Industrial Technology (Dual cert) City and Guilds Engineering TVET (Optional NVQ-J or CAPE),
IC	Occupational Associate Degree (OAD) or a JBTE/UCJ/CCCJ recognised Associate Degree or its equivalent. The bachelor programmes at UTECH and UWI are also available options in this pathway. Nb. <i>Only the first two years of the JBTE programme will be funded under the SFPP.</i>

To access Pathway 2, students should have 1 - 4 CSEC subjects. NVQ - J, CVQ or City and Guilds English and/or Mathematics (stage 3) are also to be considered. Students who are successful in meeting the Pathway I requirement at the end of Grade 12 can have the option of pursuing the OAD programme for Grade 13.

To access Pathway 3 students should have completed Grade 11 and should be assessed using the National Qualifications Framework. Students will focus on attaining City and Guilds Certification and be introduced to a specialized skill area in addition to their other developmental areas leading to NVQ – J certification. Particular emphasis will be placed on Mathematics and English skills (Using the City and Guilds or CSEC Programme). The programme provided for the students should be developed to meet needs identified based on diagnostic assessment. Students may transfer to the Technical (Pathway 2) Pathway at the end of Grade 12 should they meet the requirements to do so.

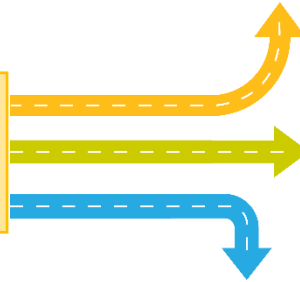
Students on Pathways 2 and 3 will have an opportunity to access NCTVET Levels 2 and 3 programmes offered through the Caribbean Military Academy (Jamaica Defense Force). The Ministry is currently exploring a partnership with the CMA which will be piloted with two tertiary institutions. This will see students accessing core areas at the tertiary institution and NCVET programme at sites run by the CMA. Full implementation of these programme options is anticipated for the 2022/2023 academic year.

The Skills Proficiency Awards (SPAs) available on Pathway III covers a suite of twelve (12) occupational areas. These are listed below: -

- Carpentry
- Electrical Installation
- Fabrication, Welding & Pipework
- Food & Beverage Service
- Food Preparation
- Housekeeping Services
- IT for Office Applications

- Masonry
- Motorcycle Repair & Servicing
- Motor Vehicle Engineering
- Plumbing
- Painting & Decorating

Secondary schools will be required to offer all three Pathways for their students.



Guidance Counsellors and career coaches will work closely with students to determine the pathway they will pursue in the Sixth Form Programme through career mentoring sessions. While these sessions should ideally be facilitated during the Grade 11 year, for the first year of implementation, schools will need to make special arrangements to schedule these sessions in early September and throughout the first term of the programme. In order to maintain the integrity of the programme and provide students with a fair opportunity at success, it will be critical for the entry requirements for all three pathways to be adhered to.

The National School Leaving Certificate - Level 2, will be awarded to students who complete the seven years of high school. This includes students who have accessed their Sixth Form programme in one of the tertiary institutions. Students who proceed to a bachelor programme at the end of Grade 11 will be provided with a National School Leaving Certificate - Level 1. However, they may apply for a Level 2 certificate upon completion of the first two years programme of study along with the completion of 30 hours of community service.

	Sixth Form Pathway I (Traditional)	Sixth Form Pathway II (Technical)	Sixth Form Pathway III (General)
Matriculation Standard	<p>Minimum 5 CSEC Subjects including Mathematics and English</p> <p>Level 2 NVQJ and CVQ are also accepted for the Occupational Associate Degree</p> <p>For those pursuing CCCJ Associate Degree – students may be admitted without Mathematics and English Language in CSEC & City and Guilds but must pursue and pass CCCJ’s foundation Mathematics levels 1-3 and English levels 1& 2</p>	<p>At least 1 (one)/Less than five (5) CSEC Subjects</p> <p>NVQ – J, CVQ or City and Guilds English or Mathematics can also be considered</p> <p>HEART NSTA Trust Diagnostic Test</p> <p>Students who meet the requirements for Pathway I but desire to pursue programmes available on Pathway II may do so.</p> <p>Students can be provisionally accepted on the condition that they will do the college math and language programmes where these subjects are lacking.</p>	<p>National School Leaving Certificate (Level 1)</p> <p>Assessment using the National Qualifications Framework</p>

Sixth Form Pathway I (Traditional)	Sixth Form Pathway II (Technical)	Sixth Form Pathway III (General)
<p>1A</p> <ul style="list-style-type: none"> ▪ CAPE Subjects of Choice (Certificate/Diploma) ▪ CAPE Associates Degree <p>Additional TVET (Optional NVQ – J or CAPE)</p> <hr/> <p>1B</p> <p>City and Guilds Engineering Level 3 (Dip)/ CAPE ASc in Industrial Technology (Dual cert)</p>	<ol style="list-style-type: none"> 1. Mandatory <ul style="list-style-type: none"> ▪ 1 NVQ-J Skill OR CVQ ▪ Employability Skills (Customer Service, Personal and Career Development) ▪ Entrepreneurship 2. Additional CSEC subjects 3. CSEC or City and Guilds Level 3 Mathematics and English 4. College Math and English 5. 1/2 CAPE Subject(s) (optional, where student has the relevant CSEC subject) 	<p>Students focus on attaining English and Mathematics certification (City and Guilds / CSEC programme)</p> <p>Students are introduced to a specialized skill area (City and Guilds Skills Proficiency) in addition to their other developmental areas leading to NVQ – J certification</p> <p>Employability Skills (Personal and Professional Development / Career Guidance)</p>

	Sixth Form Pathway I (Traditional)	Sixth Form Pathway II (Technical)	Sixth Form Pathway III (General)
	<p>1C Occupational Associate Degree (OAD) or a JBTE/UCJ/CCCJ recognised Associate Degree or its equivalent. UWI/Utech bachelors are also allowed</p>	<p>Students who are successful in meeting the Pathway I requirement at the end of Grade 12 can have the option of pursuing the OAD programme for Grade 13</p>	<p>Students who successfully meet the requirements of Pathway 2 may transfer to that pathway at the end of Grade 12</p>
Community Service	<p>Mandatory Community Service (90 hours)</p>	<p>Mandatory Field Trip and Work Experience/Community Service (90 hours)</p>	<p>Mandatory Community Service (90hours)</p>
National School Leaving Certificate (NSLC)	NSLC – Level 2	NSLC – Level 2	NSLC – Level 2
<p>Accommodation/customization should be made for students with special needs.</p>			

Table 1: Sixth Form Pathways

Where a student fails to have any one of the above qualifications, student(s) will be required to sit the HEART Diagnostic test and obtain a minimum mark of 25 (out of 60 marks) in both Mathematics and English in order to pursue Pathway 2.

For tertiary institutions to initiate participation in the process, a formal letter expressing an interest to deliver the programme should be addressed to the Tertiary Unit of the Ministry of Education, Youth and Information along with a completed application form. Critical data which must be provided on the form should include: -

- Pathways and their aligned programmes the institution has the capacity to facilitate
- The specializations under each programme that the institution has the capacity to deliver (teaching staff should already be in place)
- Details of teaching staff aligned to each programme and specialization (this should include their qualifications)
- The number and address of each campus at which the respective programmes are to be delivered and the student capacity for each location

Once submitted the institution and their sites are to be visited by the officer assigned to the respective region in which the institution's main office is located. Following which, a facility inspection will be conducted to verify the data submitted. A report detailing recommendations for the following will be provided:

- Recommendation as to whether the institution should be engaged to include:

- Programmes approved (including Associate Degree programmes offered by the institution)
- Locations approved for delivery
- Maximum student enrollment for each location

A letter communicating the decision of the Ministry and detailing the terms of approval will be prepared and sent to the institution accompanied by all the supporting documents including guidelines and the monitoring and evaluation framework.



REGISTRATION AND RECRUITMENT OF STUDENTS

As noted prior, preliminary registration activities are to be initiated at the secondary level. Before students can register in a partnering tertiary institution, all the available spaces in their secondary school MUST be exhausted. Students who cannot be accommodated at their secondary schools (as a result of capacity or the availability of the required programme) are to be accommodated at a tertiary institution selected according to the approved mapping system. Recruitment of students done outside the approved mapping should not be finalized without the approval of the Ministry.

It should be noted that Secondary Schools will still be able to accept students transferring to their Sixth Form programme from another Secondary School within the established 5% already in place.

- At the tertiary institution the cohort must be a minimum of 15 students to ensure programme viability. At the secondary level, a class of students must not be less than 20 for any subject area to guarantee teacher support.
- Secondary schools are to submit a matrix with students to be registered in schools outside of their cluster indicating the reason for each proposed reassignment. Approval must be granted by the MoEYI before the arrangement is finalized.

- The partnership between secondary and tertiary (public/private) institutions is to be governed by a Memorandum of Understanding (MoU). Secondary Principals are however required to continue to monitor their students engaged in Grades 12 and 13 at tertiary institutions as stipulated by the MoU. The role of partnering institutions must be clearly outlined in the agreement. Once the list of students accessing Grades 12 and 13 in tertiary institutions is finalized and approved, students are to be transferred to the respective tertiary institution to complete the registration process. Their Grade 11 Bio Dataset is to be shared for recruitment purposes only. Ministry of Education appointed officers will provide the necessary support to schools. It must be noted that the students belong to the secondary schools and therefore all performance data must be shared with the high schools to ensure the students records are updated in preparation for the National School Leaving Certificate.

Operational Systems to be implemented by Tertiary Institutions

Once a Grade 12 or 13 student has been registered in a tertiary institution, the institution is expected to ensure that the following operational systems are activated: -

- Students are to be registered through standard processes employed through the registry of the institution and data shared with the high school for the students' files to be updated accordingly. This includes assigning an ID number as agreed by both institutions and maintaining all performance records on the system which should be shared with the high schools to ensure the preparation of the National School Leaving Certificate – Level 2
- Students are to receive official identification cards issued by the institution. It should denote the secondary school the student belongs to and the tertiary campus the off-site programme that is being accessed.

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- Institutions are to support students in identifying a Grade 12 representative and a Grade 13 representative who will meet with the assigned Ministry officer on their site visits
- Programmes offered must be transferable, aligned, and accredited
- Quarterly meetings are to be scheduled with partnering secondary schools as a part of the process of tracking students and monitoring their progress. Updates on these meetings should be provided in the monthly reports.

There should be strict adherence to teaching and learning modalities approved by the MoEYI along with compliance with applicable regulatory bodies and guidelines of units within the Ministry (UCJ, CCCJ, Tertiary Unit, and ISU).



The Compulsory Secondary Education Programme is guided by the Non-mandatory Fee Policy:

- Under the compulsory secondary education model, the Ministry has been implementing the non-mandatory fee policy since 2016. This means that students/parents are not required to pay fees but may make a voluntary contribution to school development where they can afford to do same.
- Where this policy has created a gap in the approved budget of the school and where the expenditure is justified and cannot be accommodated within another line item on the school's budget, this will be offset by the Ministry through differentiated funding. The supporting documents must be submitted including the bank statements, the approved budgets, the unaudited/audited financial statements and a formal request outlining the gaps.
- \$ 80,000 per student in the private tertiary and \$60,000 per student in the public tertiary paid directly to the partnering institution of choice, made payable in four tranches per year for two years of the seven years of secondary education.
- \$17,000 per student in the secondary schools made payable in four tranches per year.
- Differentiated funding where necessary to support programme delivery at the secondary level guided by budgetary allocation.
- Staffing support where necessary to support programme delivery at the secondary level guided by budgetary allocation

- Infrastructure support to support programme delivery at the secondary level, where necessary and according to budgetary allocation.
- Applicable grants for PATH students at the secondary level will also be made to institution at which the student is fully registered. Four tranche payments will be made each year.
- Payment of examination subsidy as per the approved subsidy framework.

Additional support will be provided where necessary for the secondary high schools

Effective September 1, 2021:

1. Students should register as per programme selection/qualification (no application fee should be applied). Forms can be uploaded and shared Electronically.
2. The fees for Pathway 1A and 1B will be allowed for this academic year only (2021/2022). Non-mandatory fees take effect Sept 1, 2022.
3. All PATH students are exempted from fees as of this academic year and beyond.
4. Grants will be paid at \$17,000 per student and \$19,000 per PATH beneficiary and exam subsidies as customary.
5. All cost pursuant to programme delivery including materials and staffing will be borne by the Ministry as per the budget submitted by the School Board.

Payment to all school/institutions is subjected to the verification of their student enrolment data in October of each year or based on the communicated date for verification exercise or at the time a given tranche payment is due. Figure 1 provides further details on the payment cycle.

The financial year begins April 1 and ends March 31, while the academic year begins September and ends July each year. For cash flow purposes, the MoEYI will pay four tranches to schools within each academic year. They are as follows:

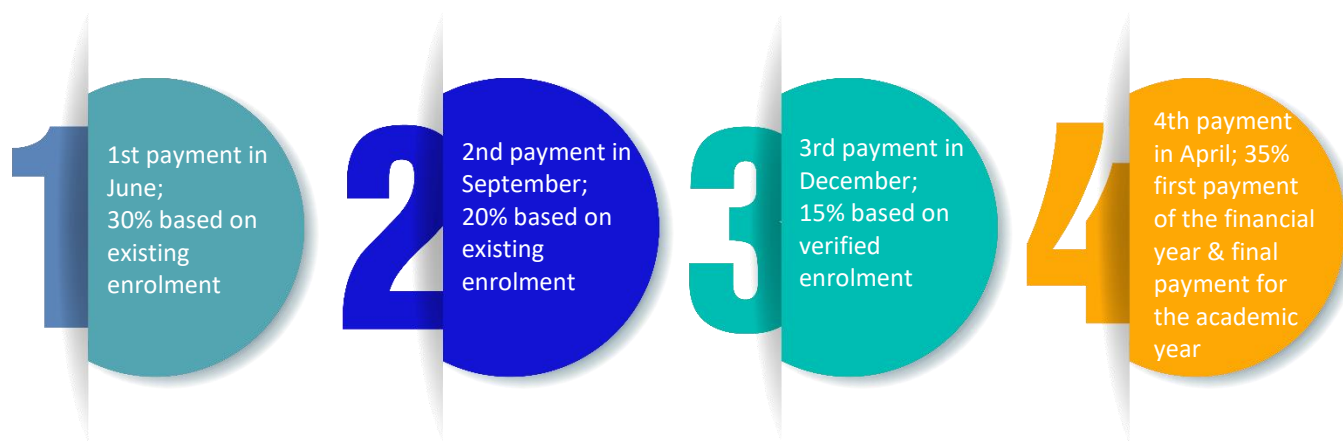


Figure 1 Tranche Payment Cycle

Payments are to be initiated by a memorandum sent by the Assistant Chief Education Officer of the Tertiary Unit through the CEO to the relevant officer in the Finance Department. A summary of the verified enrolment data for each institution and programme is to be attached. This should be aligned to what was approved for each institution and the enrolment data on the electronic system.



SUPERVISION, MONITORING AND EVALUATION FRAMEWORK

The implementation of the framework will be managed by the Regional Office, Tertiary Unit of the Ministry of Education, Youth and Information and the Council of Community Colleges of Jamaica.

The process is to be coordinated by a **Territorial Education Officer/Technical Development Officer, the Tertiary Education Officer** and an Officer from the **Council of Community Colleges-Jamaica** with respect to OAD programmes. The officers will:

- i) Provide support to participating secondary and tertiary institutions
- ii) (mapping of schools, registration of students, verification of attendance by Census Day annually, maintenance of student records at both institutions, ensuring the update of system, updating of records for the NSLC, oversight for community service hours)
- iii) Monitor student attendance and implement remedial activities to maximize retention and certification
- iv) Collaborate all monitoring and evaluation activities
- v) Coordinate reporting activities

The assigned CCCJ/TDO/EO/Tertiary Education Officer will report to the ACEO Tertiary Unit who will have general oversight for the programme until further advised.

Officers are to receive the support of Regional Directors, their assigned Senior Education Officers in engaging principals and monitoring the implementation of the programme in the schools. Participating Secondary and Tertiary Institutions will be required to identify a **Sixth Form Coordinator or an Assistant**. A Terms of Reference for this role should be

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developed and consideration should be given to ensuring that remuneration for the additional duties to be performed is built into the budget for the programme.

The ACEO Tertiary, CCCJ and other Education Officers/TDOs will be responsible for the implementation of the supervisory and monitoring mechanism with consideration for all sub-programmes being implemented as part of the Sixth Form Pathways Programme. They will be required to meet monthly to review reports, identify challenges and develop and implement strategies to address concerns or gaps identified.

Table 2 shows how existing officers in the system will be assigned to support teachers and students in each of the respective programmes being offered under the Sixth Form Pathways programme.

SUPPORT/ SUPERVISION	PROGRAMME				FINANCIAL MANAGEMENT
	HIGH SCHOOLS SFPP		TERTIARY SFPP		
	PRIVATE	PUBLIC	PUBLIC	PRIVATE	
CCCJ			X	X	Management of the financial component, verification of enrollment for payments for tertiary institutions to be led by the CCCJ and oversight provided by the Tertiary Unit
TERTIARY UNIT	X	X	X	X	
REGIONAL EDUCATION OFFICERS	X	X			
INDEPENDENT SCHOOLS UNIT	X			X	Management of the registration, as well as the financial component to support payments for private high institutions

Table 2: Assignment of Officers to Grades 12 and 13 Programmes Monitoring and Reporting

Responsible officers will be required to compile data weekly and monthly for the institutions assigned to them and for further compilation and submission. The templates to guide the collection of data are provided in Appendix 1.



MONITORING METHOD

A critical element of the Monitoring and Evaluation framework will be managing the enrolment of students at each tertiary institution. This process will be guided and managed through the electronic system (platform or google drive).

Each institution will be required at the end of the registration period to enter the names and other details outlined of each student registered in Grades 12 and 13 programmes. The number of students registered to sit external examinations is to be entered by the stipulated deadlines for all examining bodies. A second comprehensive check will be made at that time to finalize enrolment data.

Data entry must be completed by the end of the second week in October. Where students expected to enter Grade 13 have not returned this should be indicated on the form in the space provided.

Once the deadline has passed, institution will not be able to make any additions to their enrolment.

The data entered is to be reviewed by the assigned officer and a note taken of the total enrolment for each institution. This should be checked against

- the approved capacity,
- registers and
- a head count which should be done on a visit to the institution

Principals are to be notified in writing when there are any discrepancies found.

The data set finalized in October will be used as a baseline for monitoring student enrolment over the academic year and the determination of payments to be made to the institution.

- Tertiary institutions will be required to submit a monthly report on their Grades 12 and 13 students. The report should include
 - The number of dropouts (students who have not been in attendance for more than ten days)
 - Details of a drop out intervention plan
 - Reports on quarterly meetings with secondary partners

- Tertiary institutions will also be required to submit data to each partnering secondary school (using the established template) accounting for all their students. This should be done each quarter

- Officers will be required to make at least one visit to each institution on a monthly basis. In addition to monitoring attendance, officers will be required to take careful note of the following using the established instrument
 - Teaching and Learning quality (this should include a review of timetables, lesson plans, formative assessment tasks and other teaching resources)
 - Contact hours and the attendance of teaching staff to classes
 - Registration data for all examinations where applicable – this should be checked against the enrolment data
 - The training development and assessment plan for each programme – taking note of any gaps in the hours of training outlined for each programme (systems to ensure the submission of School Based Assessments, are to be carefully evaluated)

- Student performance on the competency-based elements of all relevant programmes. Where students are performing below 50% of the expected standard officers are expected to meet with the responsible individuals to review intervention plans in place to provide the support required for student improvement
- Administrative systems and procedures
- Laboratory facilities
- Current enrolment with careful note of any changes particularly those resulting from students dropping out of the programme
- Attendance rates for each programme

Ministry officers are required to ensure that a student representative has been identified for each year group. Meetings are to be held with these individuals and personnel from the institution (including representatives from the teaching staff) during each monthly visit.



THE ACCOUNTABILITY MECHANISM

A Sixth Form Pathways Oversight Committee is to be formed and chaired by the ACEO Tertiary Unit. Membership of the committee will consist of representatives drawn from

- Student representatives from each participating tertiary institution
- TDOs
- EOs
- CCCJ
- Tertiary Education Officers
- Sixth Form Coordinators

The committee will be required to meet at least once per term/semester.

Key Performance Indicators (KPI) and Standards

The following Key performance indicators (KPIs) and standards will be used to review the performance of each participating institution: -

KPI NUMBER	KPI	STANDARD
1	The Certification Rate	At least 75% of the cohort
2	Retention Rate	Minimum of 80% of students enrolled
3	The training deferral rate	Should not exceed 10%
4	Integration of industry experience/community service	At least 50% of the cohort

Grading Scheme

The decision to increase or decrease the approved enrolment quota of an institution will be made based on the performance grade awarded to an institution participating in the programme. The proposed Grading Scheme is outlined below: -

CRITERIA	SCORING SYSTEM
1. Performance on KPI 1	<ul style="list-style-type: none"> ▪ 5 Points if standard exceeded ▪ 4 points if standard is met ▪ 3 Points if rate is no more than 10% below standard ▪ 0 points if rate falls more than 10% below standard
2. Performance on KPI 2	<ul style="list-style-type: none"> ▪ 5 Points if standard exceeded ▪ 4 points if standard is met ▪ 3 Points if rate is no more than 10% below standard ▪ 0 points if rate falls more than 10% below standard
3. Performance on KPI 3	<ul style="list-style-type: none"> ▪ 5 Points if standard exceeded ▪ 4 points if standard is met ▪ 0 points if rate falls below standard
4. Performance on KPI 4	<ul style="list-style-type: none"> ▪ 5 Points if standard exceeded ▪ 4 points if standard is met ▪ 3 Points if rate is no more than 10% below standard

CRITERIA	SCORING SYSTEM
	<ul style="list-style-type: none"> ▪ 0 points if rate falls more than 10% below standard
5. Performance on KPI 5	<ul style="list-style-type: none"> ▪ 5 Points if standard exceeded ▪ 4 points if standard is met ▪ 0 points if rate falls below standard
6. Financial Management	<ul style="list-style-type: none"> ▪ 2 points for the presence of financial statement accounting for the use of grants ▪ 3 points for the use of funds to support student progress
7. Adherence to all operational Standards	<ul style="list-style-type: none"> ▪ 1 point for each standard adhered to

Institutions attaining less than 80% of the available 35 Marks will not be allowed to remain on the programme.

A template to report on the performance of each institution is to be developed and included in the guidelines provided to each institution. Details of the KPIs and standards are to be outlined with detailed description of each indicator.



MONITORING AND EVALUATION SUPPORT FRAMEWORK AND SCHEDULE

Monitoring and evaluation activities will be held throughout the year. This will include:

- The completion of the enrolment data sheet (end of the second week in October)
- The submission of monthly reports by Tertiary Institutions (by the end of the first week of the following month) – reports are to be reviewed by the assigned officer
- Monthly visits by Ministry assigned officers
- Analysis of institution reports and the data from monthly visits to generate monthly reports on each institution by the responsible officers
- Meetings with institution heads (or their nominees), Ministry Monitoring Team – once per term
- Report from the Tertiary Unit to the Chief Education Officer on the programme – Once per month

Careful attention must be paid to attendance and student performance rates in an effort to identify and address challenges early on. This will minimize the dropout rate and maximize student success and student performance. CCCJ officers/TDOs attention must be focused and targeted at the institution level.



APPENDICES



APPENDIX 1



MINISTRY OF EDUCATION,
YOUTH & INFORMATION

SIXTH FORM PATHWAYS PROGRAMME ENROLLMENT REPORTING TEMPLATE

WEEK ENDING: _____

INSTITUTION: _____

NUMBER OF STUDENTS ENROLLED: _____

NUMBER OF STUDENTS ENGAGED:

FACE TO FACE _____

ONLINE _____

NUMBER OF STUDENTS REGISTERED	PATHWAYS				
	1	1	1	2	3
	CAPE Associates Degree	CCCJ/UCJ Associates Degree	Occupational Associates Degree		
Public Tertiary					
Private Tertiary					

CHALLENGES



MINISTRY OF EDUCATION,
YOUTH & INFORMATION

APPENDIX 2

SIXTH FORM PATHWAYS PROGRAMME STUDENT EXAMINATION REGISTRATION REPORTING TEMPLATE

PATHWAYS	CERTIFICATION/QUALIFICATION	NUMBER OF STUDENTS ENROLLED	NUMBER OF STUDENTS REGISTERED TO SIT
1	UCJ/CCCJ Associates Degree		
	Occupational Associates Degree		
	City and Guilds Engineering Diploma		
	JBTE Teaching programmes		

	CXC Associates Degree - CAPE Unit 1		1 CAPE Subject	2 CAPE Subject	3 CAPE Subject
	CXC Associates Degree - CAPE Unit 2		1 CAPE Subject	2 CAPE Subject	3 CAPE Subject
2	NVQ-J level 2 or CVQ				
	Occupational Associate Degree (OAD) after successful completion				
3	City and Guilds Mathematics				
	City and Guilds English				



APPENDIX 3

DRAFT 6th Form Principal's Monthly Report

Reporting Period: _____

Name of School: _____ Principal's Name: _____

Name of 6th Form Coordinator: _____ Pathways: PIA PIB PII
PII

Instructions: The Principal is to ensure that this report is completed and submitted to the MoEYI SFPP/Tertiary Officer via email by the 24th of each Month. A Hard copy of this report is to be signed by the Principal and stamped for collection by SFPP Officer. Each section should be represented with data accordingly or a *N/A* where information is not applicable for that period. The tables should be extended to accommodate additional information.

1.0 SUMMARY OF STUDENT ENROLMENT: *(List according to skill area & include percentage regarding student' attendance. Grades 12 and 13 are to be indicated separately in the corresponding tables below.)*



MINISTRY OF EDUCATION
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Component Skill Area	Level	Cluster 1			Cluster 2			Module Coverage
		Total Units to be completed	Total Units Completed	(%) Completion	Total Units to be completed	Total Units Complete d	(%) Completion	List modules fully covered or Modules from which units have been taken.



4.0 PERSONAL & CAREER DEVELOPMENT ACTIVITIES (include entrepreneurship if applicable)

Curriculum Component	Status <i>(Completed, Not Completed, Not applicable)</i>	Support Conducted	Activities
Self Development			
Conflict Management			
Family Life			
Career Development			
Entrepreneurial Skills			
Personal Development			
Para-Military Training			
Civics			



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5.0 MINISTRY OF EDUCATION MONITORING TEAM & Visits from any other personnel

AGENCY/Units	SUBJECT MATTER / FOCUS AREA (Comment on Nature of Visit)
MoEYI	*
MOE Core Curriculum	
Guidance and Counselling	
NCTVET	
JFLL	
CITY and GUILDS	
NYS	
HEART- RPS	
OTHER (Please state)	

6.0 FINANCIAL REPORT *(INCOME & EXPENDITURE STATEMENT)*

Balance Brought Forward	Funding Received Year to Date	Disbursement for this Month	Year to Date Disbursement	Account Balance
\$				



7.0 ATTRITION MONITORING & RETENTION (LIST NAMES OF EACH STUDENT BY SKILL WHO HAVE MISSED 10 OR MORE SESSIONS/DAYS FOR THE MONTH BEING REPORTED OR WILL NOT RETURN TO THE PROGRAMME) Continue list for subsequent months, **do not remove names.** Add rows if necessary.

Name of Student	Skill Area	Level	Grade	Gender	Reason(s)	Intervention/Assistance offered	
		1 or 2	12 / 13	M/F		Nature of Intervention	Results of intervention



8.0 ADMINISTRATION (*e.g. External registration examinations, staffing any other related issues/challenges for the Month being reported*)

9.0 TEACHING AND LEARNING ACTIVITIES (*Summary of teaching and learning strategies and challenges to be accompanied by Gap Analysis (See Appendix)*).

10.0 HIGHLIGHTS (*List for the Month being reported*)

11.0 RECOMMENDATIONS (Coordinator)

