MINISTRY OF EDUCATION,
YOUTH & INFORMATION

SIXTH FORM PATHWAY PROGRAMME

INTRODUCTION

The Ministry of Education, Youth and Information (MoEYI) implemented the K – 13 strategy in an effort to ensure that all Jamaican students have access to education from the early childhood to secondary levels of the education system. At present only 35% of the average 40,000 students completing Grade 11 transitioned to a sixth form programme. This is mainly due to the fact that most secondary schools do not have the physical capacity to accommodate their full Grade 11 cohort at Grades 12 and 13.

The MoEYI is seeking to increase access to Grades 12 and 13 by integrating the Career Advancement Programme (CAP) and the Occupational Associates Degree into the Sixth Form Programme. This will result in students having access to multiple programme options/pathways for Sixth Form. In addition, steps have been taken to establish partnerships between secondary schools and public and private tertiary institutions. The establishment of these partnerships is the avenue being utilized to increase the number of spaces available for students to access programmes at the Grades 12 and 13 levels.

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
- Certificate/Diploma (within an Occupational discipline)
- an accredited CCCJ/UCJ Associate Degree
- CAPE Subjects or the CAPE Associate Degree
- NVQJ/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 Pathway Programme is currently being facilitated in 24 private and 10 public tertiary institutions.

This document has been developed to outline the framework for the programme including the supervisory and monitoring and evaluation framework. Results of the monitoring and evaluation process, will provide critical data to drive the decision-making processes integral to ensuring the successful integration of the programme.

Programme Outline

The seven years of secondary school initiative is designed to ensure that all Jamaican secondary students are able to access educational opportunities at Grades 12 and 13. Students are expected to exit the secondary system with certification which will allow them to transition to tertiary education or the work force.

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 pathway programme to pursue a suitable Sixth Form Pathway (SFP) at the commencement of the next succeeding 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-age and over-age admissions may be considered by the school subject to the approval of the Ministry on a case by case basis.

Students who may have dropped out of school prior to completing Grade 11, should 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 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 20 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 be pursue multiple avenues for certification. Students will be able to pursue programmes under three pathways under the Sixth Form Pathway Programme. Pathways will be determined by their level of attainment at the end of Grade 11. Details of each pathway are provided in Table 1.

In determining the pathway best suited for each student, consideration should be given to

i) the aptitude,
ii) interest,
iii) competence and
iv) personal preference

of each student.

If students opt to pursue one of the CCCJ/UCJ approved Associate Degree programmes offered by the partnering Tertiary Institution, they may do so. However, the Ministry will only provide funding support up to the per capita cost agreed under the Sixth Form

Pathway programme. The student would therefore be responsible for covering the difference in cost between the approved subsidy and the cost of the programme.

Principals may be able to make modifications to their programme offerings to suit the specified needs and interests of their students. This could include integrating a skills area into the General Pathway.

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 - TVET (Optional NVQ-J or CAPE), City and Guilds Engineering Level 3, (Dip)/ CAPE Asc. in Industrial Technology (Dual cert) City and Guilds Engineering

IC - COS Occupational Associates Degree or UCJ/CCCJ Associates Degree

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 their National School Leaving Certificate (Level 1) 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 being 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 2022/2021 academic year.

The Skills Proficiency Awards (SPAs) available on Pathway III cover 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 maintain a Pathway III programme for their students who quality for the pathway.

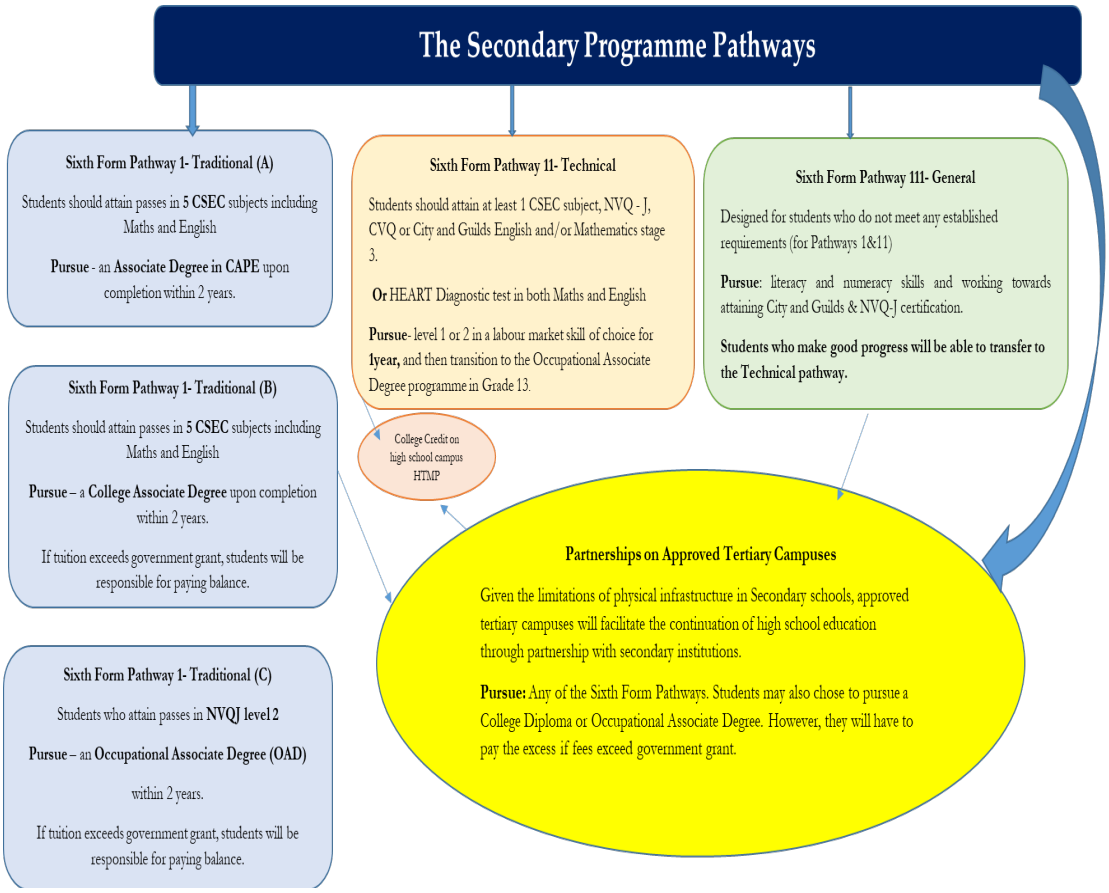
Guidance Counsellors and career coaches will work closely with students to determine the pathway they will pursue in the Sixth Form Programme. While these sessions should ideally be facilitated during the Grade 11 year, for the first year of implementation, schools will need to make special arrangements to schedule these sessions in early September while schools await results from Grade 11 terminal examinations.

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.

	Sixth Form Pathway I (Traditional)	Sixth Form Pathway II (Technical)	General Pathway III
Matriculation Standard	Minimum 5 CSEC Subjects including Mathematics and English Level 2 NVQJ and CVQ are also accepted for the OAD	At least 1 (one)/Less than five (5) CSEC Subjects NVQ – J, CVQ or City and Guilds English or Mathematics can also be considered Students who meet the requirements for Pathway I but desire to pursue programmes available on Pathway II may do so	National School Leaving Certificate (Level 1) Assessment using the National Qualifications Framework
Programme	• CAPE Subjects of Choice • CAPE Associates Degree Additional TVET (Optional NVQ – J or CAPE)	• **Mandatory** **- 1 NVQ-J Skill OR CVQ** **- Employability Skills (Customer Service, Personal and Career Development)** **- Entrepreneurship** • Additional CSEC subjects • CSEC or City and Guilds Level 3 Mathematics and English • 1 CAPE Subject (optional – where student has the relevant CSEC subject)	Students focus on attaining English and Mathematics certification (City and Guilds / CSEC programme) 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 Employability Skills (Personal and Professional Development / Career Guidance)
	City and Guilds Engineering Level 3 (Dip)/ CAPE Asc in Industrial Technology (Dual cert)		
	Occupational Associate Degree (OAD) or a UCJ/CCCJ approved Associate Degree	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	Students who successfully meet the requirements of Pathway 2 may transfer to that pathway at the end of Grade 12
Community Service	**Mandatory** Community Service **(90 hours)**	**Mandatory** Field Trip and Work Experience/Community Service **(90hrs)**	**Mandatory** Community Service **(90 hours)**

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.

Sixth Form Pathways Qualifications



Engagement of Tertiary Institutions in Programme

For tertiary institutions to initiate participation in the process, a formal letter expressing an interest to deliver the programme. The letter should be addressed to the Permanent Secretary of the Ministry of Education, Youth and Information for the attention of the Chief Education Officer is to be sent 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 the institution has the capacity to deliver (teaching staff should already be in place)
- Details of teaching staff aligned to each progamme 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 the institutions main office is located in. Support to visit sites in other

regions should be sought from the officer assigned to the region in which the additional campuses are located.

Once facilities are inspected, and the data provided is verified a report including clear recommendations for the following is to be submitted to the CEO for review and approval: -

- Recommendation as to whether the institution should be engaged
- If the institution is to be engaged
    - Programmes approved to carry (including Associate Degree programmes offered by the institution)
    - Maximum student enrollment
    - Locations approved for delivery
    - Student enrollment for each location

A letter communicating the decision of the ministry and detailing the terms of approval (once granted) is to be prepared and sent to the institution accompanied by all the supporting documents including guidelines and the monitoring and evaluation framework. The letter is to be prepared by the Tertiary Unit for the signature of the CEO.

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 available 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 sustainability. 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 before the arrangement is finalized.

The partnership between secondary and tertiary (public/private) institutions is to be governed by a Memorandum of Understanding (MoU). The MoU between the Ministry of Education Youth and Information Unit and Department to which the Tertiary or Private institutions will be governed. 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 is also 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 Data is to be shared for recruitment purposes

only. Ministry of Education appointed officers will provide the necessary support to schools.

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. This includes assigning an ID number and maintaining all performance records on the system
- Students are to receive official identification cards issued by the institution
- 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 submitted

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)

Payments

Students in Grades 12 and 13 will be funded as follows: -

- $ 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 high school education.
- 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 for the will be made each year.

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

Payment to all school/institutions is subjected to the verification of their student enrolment data at the time a given tranche payment is due. Figure 1 provides further details on the payment cycle.

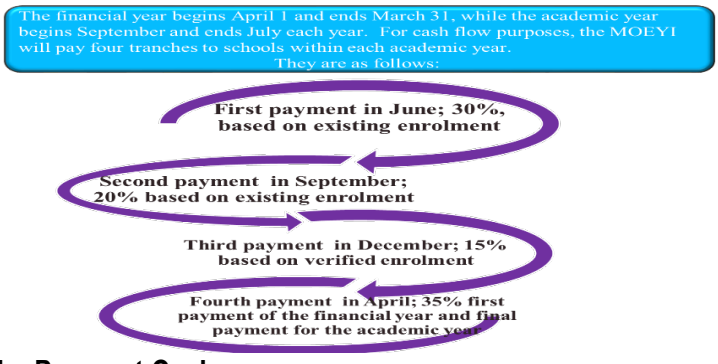


Figure 1 Tranche Payment Cycle

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.

Funding for Examinations

Students on Pathways II and III will qualify for a second Government examination subsidy to register for the applicable subjects they are pursuing under the Sixth Form Pathways Programme.

Supervisory, Monitoring and Evaluation Mechanism

Critical to the successful implementation of the integration of CAP into the sixth form programme will be the development and implementation of a robust supervisory, monitoring and evaluation mechanism. The implementation of the mechanism will be managed by the Tertiary Unit of the Ministry of Education, Youth and Information. Direct support for the programme is provided for by officers from

- The Tertiary Unit
- The Technical Development Officers
- The Independent Schools Unit

The Process is to be coordinated by a **Tertiary Education Officer** who will report to the Tertiary ACEO. The Tertiary EO will be responsible for coordinating the work of the Regional TDOs (with respect to the Sixth Form Pathway Programme. The team will: -

i) Provide support to participating secondary and tertiary institutions (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)
ii) Monitor student attendance and implement remedial activities to maximize retention and certification
iii) Collaborate all monitoring and evaluation activities
iv) Coordinate reporting

The assigned Tertiary Education Officer will report to the ACEO Tertiary Unit who will have general oversight for the programme.

TDOS are to receive the support of Regional Directors, their assigned Senior Education Officers and Territorial 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 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 and Tertiary Education Officer will be responsible for operationalizing the implementation of the supervisory and monitoring mechanism with consideration for all sub programmes being implemented as part of the Sixth Form Pathway Programme. The Tertiary Education Officer will be required to meet monthly with all TDOs officers 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
	CAP 2020/2021 Cohort and Sixth Form Pathways in High Schools		TERTIARY SIXTH FORM PATHWAYS /OAD		
	PRIVATE	PUBLIC	PUBLIC	PRIVATE	
TERTIARY UNIT					Management of the financial component, verification of enrollment for payments for **public tertiary institutions** to be led by ACEO Tertiary Unit
TECHNICAL DEVELOPMENT OFFICERS	X	X	X	X	
INDEPENDENT SCHOOLS UNIT					Management of the financial component to support payments for **private tertiary institutions** and Monitoring for the registration and regulation of the private tertiary institutions.

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

Reporting

Responsible officers will be required to compile data weekly and monthly for the institutions assigned to them and submit same to the STDO for compilation and submission.

The template 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 and all those registered in any other programme funded by the Ministry of Education, Youth and Information such as the Centre of Occupational Studies programme. The number of students registered to sit external examinations is to be entered by the 30th of November each year for CXC entries and by December 31 for students being registered to sit City and Guilds and the NVQJ and CVQ examinations. 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 by the Tertiary Unit 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 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 Pathway 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
- 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 for all final
2	Retention Rate	Minimum of 80% of students enrolled
3	The training deferral rate	Should not exceed 10%
4	Student performance rate	At least 80% of the cohort in Grades 12 and 13
5	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 an institution participating in the programme. The proposed Grade Scheme is outlined below: -

	CRITERIA	SCORING SYSTEM
1)	Performance on KPI 1	- 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	- 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	- 5 Points if standard exceeded - 4 points if standard is met - 0 points if rate falls below standard
4)	Performance on KPI 4	- 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
5)	Performance on KPI 5	- 5 Points if standard exceeded - 4 points if standard is met - 0 points if rate falls below standard

	CRITERIA	SCORING SYSTEM
6)	Financial Management	- 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	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 – reports are to be reviewed by the STDO
- 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

Support for these programmes are provided for by officers from

- The Tertiary Unit
- The Technical Development Officers
- The Independent Schools Unit

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. TDOs attention must be focused and targeted at the institution level.

APPENDIX 1

SIXTH FORM PATHWAY PROGRAMME ENROLLMENT REPORTING TEMPLATE

WEEK ENDING: _____

INSTITUTION: _____

NUMBER OF STUDENTS ENROLLED: _____

NUMBER OF STUDENTS ENGAGED:

FACE TO FACE_____ **ONLINE** _____

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

CHALLENGES

_____

_____

_____

_____

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_____

_____

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APPENDIX 2

SIXTH FORM PATHWAY PROGRAMME STUDENT EXAMINATION REGISTRATION REPORTING TEMPLATE

PATHWAY	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				
	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				

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APPENDIX 3
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 MOE CAP 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 CAP 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.).*

Grade 12 (Year 1) Enrolment							
Component/Skill Area	Level	(Technical /Sixth Form/ General)	Initial Enrolment (Grade 12 only) FIXED		Number of Students in Program		Attendance Rate (%) (# Present / Class Size x 100)
			Male	Female	Male	Female	
			Year 1 (Grade 12)		Year 1 (Grade 12)		

Grade 13 (Year 2) Enrolment							
Component/Skill Area	Level	(Technical /Sixth Form/ General)	Initial Enrolment (Grade 13 only) FIXED		Number of Students in Program		Attendance Rate (%) (# Present / Class Size x 100)
			Male	Female	Male	Female	
			Year 2 (Grade 13)		Year 2 (Grade 13)		
Totals							

2.0 ASSESSMENT REGISTRATION: Report accordingly as per registrations/recommendations made.

City and Guilds Component/Skill Area	Level / Stage	Number Recommended for Final Assessment	NCTVET Component/Skill Area	Level / Stage	Number Recommended for Final Assessment

3.0 NCTVET CONTINUOUS ASSESSMENT- UPDATE: List by skills by units completed in a cluster year to date.

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 Completed	(%) 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 (*Completed, Not Completed, Not applicable*)	Support Activities Conducted
Self Development		
Conflict Management		
Family Life		
Career Development		
Entrepreneurial Skills		
Personal Development		
Para-Military Training		
Civics		

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

AGENCY/Units	SUBJECT MATTER / FOCUS AREA (Comment on Nature of Visit)
MOE CAP	*
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)

12.0 SCHOOL COMPLIANCE CHECKLIST (*Indicate the adherence/ compliance to the listed activities using a (√) or (X) as the case may be. Please comment where necessary.*

Component / Skill Area	Compliant	Comment
		.

Performance Note

"In a bid to maintain programme relevance, sustainability and quality of output it is imperative of the CAP educational providers to achieve or manage the following indicators of success:

A. *Maintain a minimum of 75% retention of students enrolled across all skill areas*
B. *Achieve a minimum of 50% certification rate for both NVQJ and City and Guilds Examinations*
C. *Maintain fiscal prudence and proper financial management as it relates to the utilisation of CAP Subventions*
D. *Foster a quality conscious culture and practice continuous improvement*

Institutions that are unable to achieve the above mentioned indicators will not be allowed to recruit students for the proceeding academic year and in some instances will be required to discontinue the programmes based on the margins of low or non-performance. You are therefore being encouraged to operate based on the CAP procedural guidelines, documents and tools whilst giving equal consideration to these priority indicators. The programme will however continue to provide support, development and assistance through the assigned TDO and by extension the entire MOE CAP team." ***Grace McLean PhD – Chief Education Officer***

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Name of School: _____ **Name of**

Coordinator: _____**Region:** _____ **Date:**

Name of Teacher	Skill Area	Level	Gaps Identified and the Date Identified	Activities to be Implemented to Address Gaps	Follow Up Action/ Date

(The monthly report will not be accepted nor reviewed by the officer unless the document is fully completed and has been endorsed by the Principal or his/her designate – signed and stamped.).

Prepared by: _____**Signature:** _____ **Date**

Principal's Signature: _____ **Signature:** _____ **Date:** _

Name of School: _____ Name of Coordinator: _____

Region: _____ Date: _____

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