



# Year 13 Parent Information Evening 2023

**Mr Alan Falle** – Assistant Head: Sixth Form – [a.falle@vcj.sch.je](mailto:a.falle@vcj.sch.je)

**Mrs Dawn Murphy** – Deputy Head of Sixth Form – [d.murphy@vcj.sch.je](mailto:d.murphy@vcj.sch.je)

**Mrs Suzanne Job** – Head of Careers – [s.job@vcj.sch.je](mailto:s.job@vcj.sch.je)

**Dr Gareth Hughes** – Headteacher – [hmsecretary@vcj.sch.je](mailto:hmsecretary@vcj.sch.je)



Dr Gareth Hughes  
Headteacher, Victoria College



Housekeeping



Approaching the end of your  
secondary school journey...

OUR  
FIVE-YEAR  
PLAN  
2023 - 2028

Amat Victoria Curam  
'Victory Loves Preparation'

# OUR VISION

A world-class holistic education that inspires every individual to contribute positively to our schools and society.







# OUR MISSION

To create:

- A transformative curriculum in and out of the classroom that inspires excellence, curiosity and independent thinking.
- A dynamic learning environment underpinned by kindness, altruism and compassion.
- A diverse community where everyone is valued and supported to achieve their potential.



# OUR VALUES

To nurture **respectful** and **resilient** young people and to help them build successful futures. We encourage boys to **aspire** to excellence in everything they do and make the most of all the opportunities we offer.

## HALFORD MEDAL FRENCH MEDALS

## QUEENS EXHIBITION QUEENS PRIZE

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1856, R. Melville.             | 1862, G. T. Messervy.            |
| 1859, H. Ogle.                 | 1863, A. Westaway.               |
| 1862, C. Stevens.              | 1864, J. Patrickson.             |
| 1862, C. Heath.                | 1865, J. Troward.                |
| 1865, R. Clarke.               | 1866, H. W. Snell.               |
| 1868, S <sup>r</sup> G. Stock. | 1867, C. J. F. Campbell.         |
| 1871, A. de L. Hammond.        | 1868, J. E. Robinson.            |
| 1874, G. C. Bohring.           | 1869, G. Snell.                  |
| 1877, G. De Suenr.             | 1870, C. F. Le Cornu.            |
| J. Pepin.                      | 1871, J. W. Allen.               |
| 1880, S. J. Gruchy.            | 1872, M. R. Carden.              |
| 1883, G. G. Bohring.           | J. E. Chapman.                   |
| 1886, T. J. Williams.          | 1873, R. B. M <sup>r</sup> Cate. |
| 1889, H. G. Atkinson.          | 1874, H. W. Hodges.              |

- |               |                        |                    |              |                   |
|---------------|------------------------|--------------------|--------------|-------------------|
| LONG 1866-72  | G. LE HUQUET 1870-72   | MEMBER 1874        | PROBING 1870 | A. OLYTE 1870     |
| LONG 1851-59  | R. LE HUQUET 1897-1901 | FCLEMENT           |              |                   |
| EREUX 1903-10 | C. WADDELL 1903        | F. J. DE FAYE 1907 |              | J. LE LIEVRE 1910 |
| EREUX 1903-05 |                        |                    |              |                   |





## Aspirational

Set your standards higher and stretch yourself further, and passionately pursue the next level of personal best in everything you do: academic work, sport, creative arts, behaviour or just being a supportive friend.

## Respectful

Behaving in a courteous, kind and polite way towards everyone in the school and the wider community. Listening to and celebrating different views and achievements. Supporting others.

## Resilient

Developing a positive approach to learning and life. Understanding things might go wrong and there is always another way or a different option. Learning when to persevere and when to ask for help.

How our students describe our schools



A person in a white lab coat is holding a glowing orange sphere. The sphere is bright and has a flame-like tail extending upwards. The background is dark and out of focus.

# AN EXCITING PLACE TO LEARN & GROW

**A stimulating environment where everyone is challenged to be their best and embrace the available opportunities.**

**1**  
**PRIORITY**





**1**  
**PRIORITY**

## Add Academic Value

A focus on adding value to academic attainment, maximising personal progress and seeking the best outcomes for the individual.

## Dynamic Learning

A comprehensive and exciting curriculum delivered through high-quality teaching and learning practices, that meets the skills and knowledge needs of all our students.

## Beyond the Classroom

A diverse and extensive range of enjoyable and accessible co-curricular and enrichment opportunities that cater to the needs of our students and foster participation.

## Student Voice and Leadership

A student-centered ethos that provides opportunities for student leadership across all year groups and includes student voice within decision-making processes.



# A CULTURE OF KINDNESS

**An inclusive and engaged community,  
which fosters positivity, wellbeing and  
meaningful outreach.**

**PRIORITY**

**2**



## PRIORITY 2

### Positive Behaviour

Fostering excellent interpersonal relationships and full engagement in learning by cultivating and rewarding positive behaviour and individual effort.

### Wellbeing and Inclusivity

An environment that cultivates and celebrates inclusivity and diversity, to ensure everyone's wellbeing in a high-challenge setting.

### Partnerships and Outreach

A meaningful and mutually beneficial outreach program that engages with schools, businesses, organisations, and our alumni.

### Community Cohesion

A strong community spirit, where everyone takes pride in supporting school and house events, and in being part of wider Island life through supporting charitable endeavours.





# A REWARDING PLACE TO TEACH & WORK

**A place where professional development is promoted, people feel valued, and have positive relationships with their work and each other.**

**3**  
**PRIORITY**



**3**  
**PRIORITY**

## Recognition and Engagement

A collective commitment to school improvement, where people are listened to and valued for sharing their ideas and expertise.

## Developing our People

A learning community where career development and appraisal programmes are meaningful and tailored, maximising recruitment and retention of talent.

## Connections and Networks

A commitment to improving educational provision and professional development through collaborative internal and external networks.

## Technology for Learning

Technology development that focuses on the delivery of high-quality teaching and learning and considers future challenges in the educational landscape.



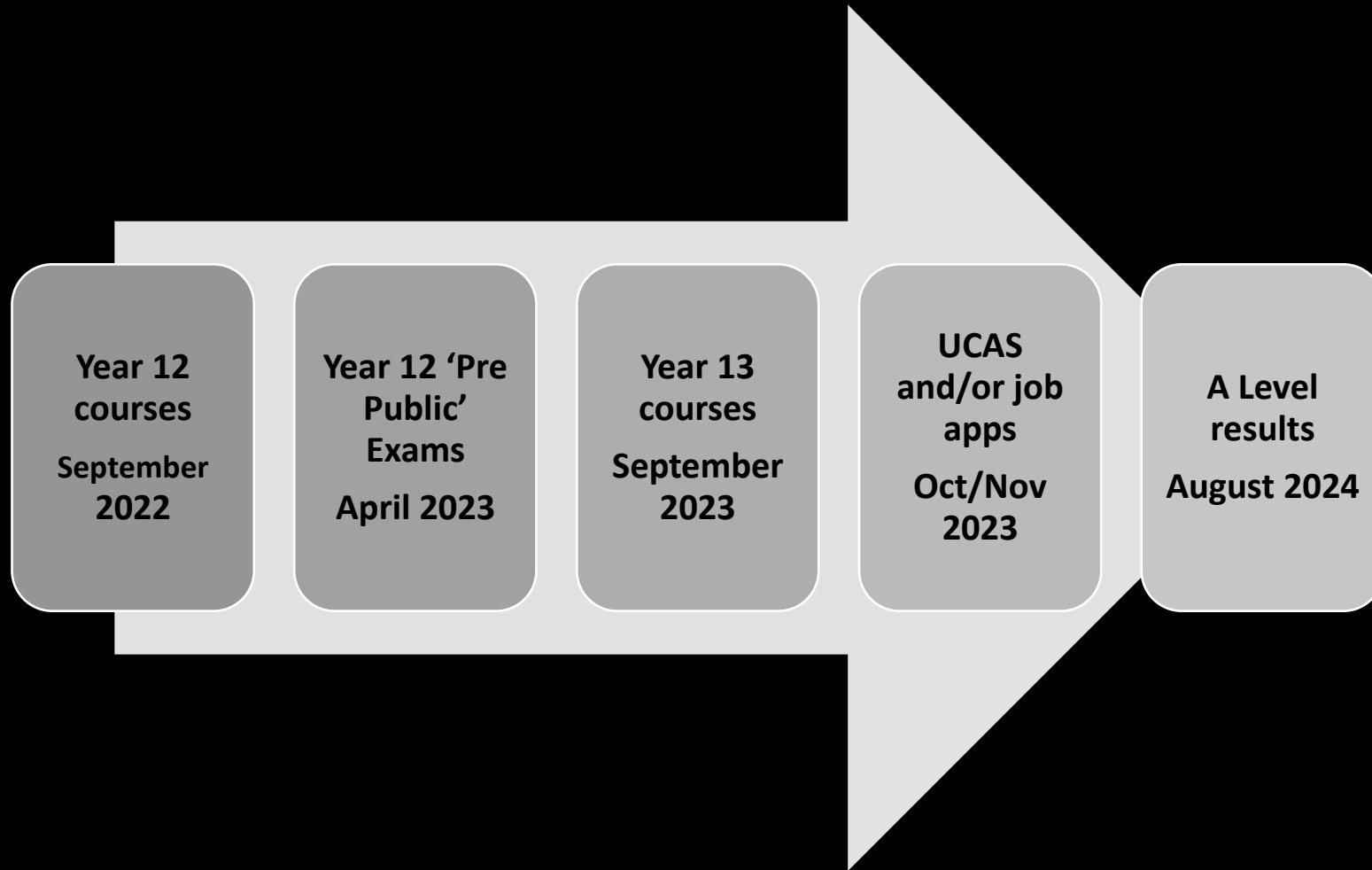
Look after yourselves, both  
mentally and physically



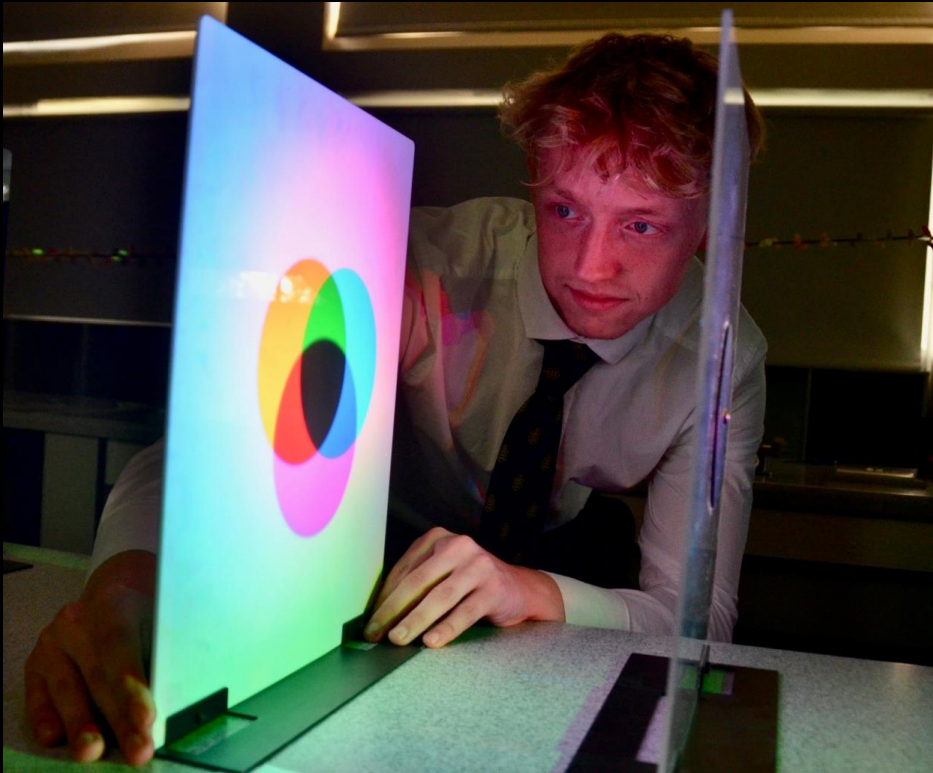


# Mr Falle

Assistant Head: Sixth Form



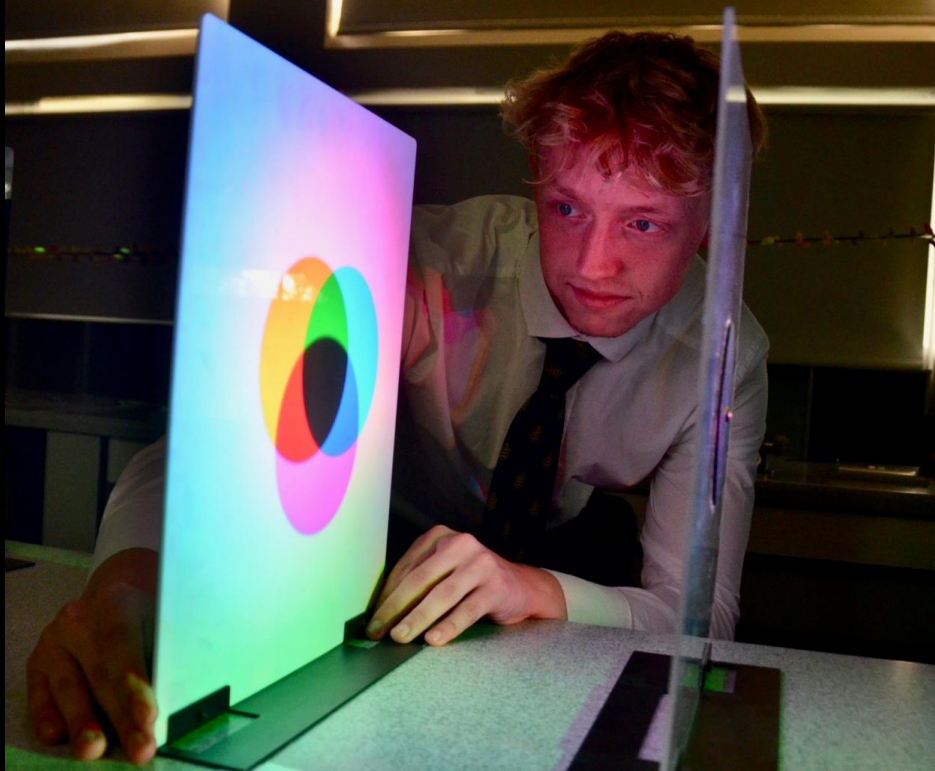
# Curriculum



	Monday	Tuesday	Weds	Thurs	Fri
1	Subject 1	Subject 2	Independent Study	Subject 3	Subject 1
2	Subject 3	Careers	Subject 2	Supported Study	Subject 2
3	Enr	Independent Study	Subject 3	Subject 1	EPQ
4	Subject 2	Subject 1	Weekly Lecture	Subject 3	Independent Study
Tutor Time		Assembly		Assembly	Games/CCF
5	Supported Study	Subject 3	Subject 1	Subject 2	



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2	Subject 3	Independent Study	Subject 2	Independent Study	Subject 2
3	Independent Study	Independent Study	Subject 3	Subject 1	Independent Study
4	Subject 2	Subject 1	Independent Study	Subject 3	Independent Study
Tutor Time		Assembly		Assembly	Games/CCF
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# Enrichment and Leadership





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	History	Mathematics	Music	Philosophy
<b>Read</b>	<ul style="list-style-type: none"> <li>Both the History department and the library have a wide range of historical novels and non-fiction titles for you to choose from.</li> <li>Visit your local library, where the librarians will be extremely knowledgeable on their historical and political sections.</li> <li>Buying your own books needn't cost the earth. <a href="#">Amazon</a> has a 'used' section, and <a href="#">Ziboo</a> books have an extensive range of second-hand titles.</li> <li>Magazines include:               <ul style="list-style-type: none"> <li>History Today magazine, a monthly magazine on a wide array of historical and archaeological topics, available from reagents.</li> <li>The Week magazine, useful summary and comment on the most important news topics each week.</li> <li>The Economist, weekly current affairs and business magazine.</li> <li>Current Archaeology magazine.</li> <li>British Archaeology magazine.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Alex's Adventures in Numberland by Alex Bellos</li> <li>The Code Book by Simon Singh</li> <li>Finding Moonshine by Marcus du Sautoy</li> <li>Mathematics: The Golden Age by Devlin</li> </ul>	<ul style="list-style-type: none"> <li>Music: A Very Short Introduction by Nicholas Cook</li> <li>The Unanswered Question: Six Talks at Harvard by Leonard Bernstein</li> <li>This is Your Brain on Music by Daniel Levitin</li> <li>The rest is noise by Alex Ross</li> <li>How Music Works by David Byrne</li> <li>BBC Music Magazine Write</li> <li>Programme notes</li> <li>Concert reviews</li> <li>Compositions, both in your own style and in the style of famous composers</li> </ul>	<ul style="list-style-type: none"> <li>A very short introduction to Theology, by D Ford</li> <li>These very brief books are designed to give an overview of a subject for beginners. A very good place to start!</li> <li>Ethical Studies, Robert A. Rowie. A good textbook that is clear and interestingly written about the main ethical theories.</li> <li>Philosophy of Religion for A Level, Anne Jordan, Neil Lockyer &amp; Edwin Tate. Ancient Greek and modern philosophy of religion explained and evaluated in easy to read format.</li> <li>The Republic, Plato. The root of much of modern philosophy. Plato's teaching method of Socratic Method also makes the book easy to read.</li> <li>The Thinker's Guide to Good, by P Vardy</li> <li>The Thinker's Guide to Evil, by P Vardy</li> <li>The God Delusion, by R Dawkins</li> <li>The Dawkins Delusion, by A McGrath</li> </ul>
<b>Watch</b>	<ul style="list-style-type: none"> <li>The BBC have an excellent range of History documentaries available to watch for free on <a href="#">BBC iPlayer</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Mathematics is the Queen of Sciences</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Philharmonia Orchestra</a></li> <li><a href="#">London Symphony Orchestra</a></li> <li><a href="#">English Chamber Orchestra</a></li> <li>Live bands</li> <li>Opera at the ROH or ENOM</li> <li>Open masterclasses at the Royal Schools of Music</li> <li><a href="#">Classical FM</a></li> </ul>	
<b>Listen</b>				<ul style="list-style-type: none"> <li><a href="#">Fr Frederick Copleston, S.J. Bestir Radio debate on the 'existence of God'</a></li> <li><a href="#">Plato's World of the Forms</a></li> <li><a href="https://www.gresham.ac.uk/">https://www.gresham.ac.uk/</a></li> </ul>
<b>Click</b>	<ul style="list-style-type: none"> <li><a href="#">Young Archaeologists Club</a>, members receive newsletters, competition opportunities and information about volunteering on archaeological digs.</li> <li><a href="https://www.gresham.ac.uk/schools/history">https://www.gresham.ac.uk/schools/history</a></li> <li><a href="https://www.gresham.ac.uk/schools/math">https://www.gresham.ac.uk/schools/math</a></li> </ul>	<ul style="list-style-type: none"> <li>Read this <a href="#">BBC article</a> on why our brains see maths as beauty</li> <li>If you are interested in which careers maths graduates go on to visit <a href="#">Maths Careers</a>. You will be surprised by just how many exciting careers rely on having a maths degree.</li> <li><a href="https://www.gresham.ac.uk/schools/math">https://www.gresham.ac.uk/schools/math</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Tosca</a></li> <li><a href="#">Musica</a></li> <li><a href="#">Sonic</a></li> <li><a href="#">Music Education Madness</a></li> <li><a href="#">Society</a></li> <li><a href="#">Contact</a></li> <li>Local Musicians</li> <li><a href="#">National Youth Orchestra and Choir</a></li> <li>The Rockfeller Foundation</li> <li><a href="https://www.gresham.ac.uk/schools/music">https://www.gresham.ac.uk/schools/music</a></li> </ul>	
<b>Make/do</b>	<ul style="list-style-type: none"> <li>Volunteering for an organisation or event that relates directly to History/Politics is an excellent way to show your subject passion, and is also a good way to meet people with similar enthusiasms, and to learn more.</li> <li>A local museum: if you live near a museum, it is worth asking them whether they accept volunteers. Smaller museums often welcome this, particularly in busy periods such as weekends and school holidays.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Solve the puzzles</a></li> <li><a href="#">Build a dice</a></li> </ul>	<ul style="list-style-type: none"> <li>Enter composition and performing competitions such as:               <ul style="list-style-type: none"> <li><a href="#">London International Music Competition</a></li> </ul> </li> <li>Join a local choral society or orchestra – Jersey Island Singers</li> <li>BYMT Voluntary work for organisations such as:               <ul style="list-style-type: none"> <li><a href="#">International Musicians Seminar</a></li> <li><a href="#">National Youth Orchestra</a></li> </ul> </li> </ul>	

  
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### MOOCs

**What is a MOOC?**  
 MOOCs are Massive Open Online Courses. They are free online courses, ranging across a huge number of topics. These can help you to improve your knowledge within a specific area, which in turn can help you to stand out from the crowd. MOOCs are a way of demonstrating your passion for a subject area. For more information, take a look at the following page from Unifrog, which includes a short video: [What are MOOCs and why should you take one?](#)

**Why should I do a MOOC?**  
 There are a number of reasons for completing a MOOC.

- A MOOC can help to prepare you for your chosen area of study in higher education. You could complete a generic MOOC giving you an introduction to your university course, or you could find MOOCs relating to specific modules that you're going to be studying.
- A MOOC could help you to reinforce your A Level learning. The absence of exams has likely meant that you have found it hard to motivate yourself to complete independent study or learning tasks. A MOOC will provide you with a platform to complete such learning.
- A MOOC will help you to stand out from the crowd. MOOCs demonstrate a passion for a subject and a willingness to get above and beyond the usual expectations. Whilst your university applications are already in place, this might help with securing jobs or placements during your studies.
- A MOOC can be taken to broaden your interests away from your chosen degree area. You may wish to use a MOOC to develop other skills such as learning a language or learning how to code. This might give you another 'string to your bow' whilst others on your course are narrowing their focus to solely course related content.

**How do I do a MOOC?**  
 MOOCs are available through a number of providers. Our recommendations are <https://www.futurelearn.com/> and <https://www.edx.org/course>. These providers have a range of MOOCs, which have been produced by various universities.






# Academic Progress

- Regular assessment
- Progress reviews
- Opportunity to improve UCAS grades
  - Differs from subject-to-subject
- Engagement and effort both in and out-of-class
- Comparison of MEG v LTA
- Intervention and support

# Interventions

- Data led
- Tutors, teachers, Sixth Form team contributions
- Student ownership
- Parental involvement
- Escalation and de-escalation
- Study periods, lunchtimes, afterschool, subject double ups


  
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**Individual Action Plan (IAP)**

Pupil Name	House	Year	Tutor
?	?	?	?

Subject	Progress Review data	Comments	Subject specific super-curricular
	MEG – LTA – PPE – Aim –	Areas of <u>strength</u> ; Areas for <u>development</u> ; Focus/targets between now and end of <u>term</u> ; Longer term <u>focus</u> ; Consider – latest assessment feedback, coursework components	How have you engaged in the subject outside of lesson time?  *see table below
Subject teacher <u>signature</u> :			
	MEG - LTA – PPE -	Areas of <u>strength</u> ; Areas for <u>development</u> ; Focus/targets between now and end of <u>term</u> ; Longer term <u>focus</u> ; Consider – latest assessment feedback, coursework components	How have you engaged in the subject outside of lesson time?  *see table below
Subject teacher <u>signature</u> :			
	MEG - LTA – PPE -	Areas of <u>strength</u> ; Areas for <u>development</u> ; Focus/targets between now and end of <u>term</u> ; Longer term <u>focus</u> ; Consider – latest assessment feedback, coursework components	How have you engaged in the subject outside of lesson time?  *see table below
Subject teacher <u>signature</u> :			

  
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EPQ update (if taken)	
Other enrichment / Super-curricular	
Extra-curricular	
Prefect, or other responsibilities summer term Y12	
Activities week plans summer term Y12	
UCAS summer term Y12	Progress on 5 choices / alternatives to Uni
	Progress on Personal Statement
Rest of summer Term / summer holiday / Prep for Y13	



# Pastoral Support

- Tutor
- Ms Raffray, Ms Gill, Ms Shelton – School counsellor
- Mr Griffin – Assistant Head Student Support & DSL
- Mrs Scott- SENDCO
- Mrs Job – careers, Sixth Form guidance
- Ms Murphy – UCAS coordinator, Deputy Head of Sixth
- Mr Falle
- External support





# UCAS update.

Ms Murphy

Deputy Head of Sixth Form



# UCAS Timeline

## Deadlines:

**Early Entrants** (Medicine, Dentistry, Veterinary Sciences, Oxbridge)

UCAS Deadline 16th October. Entrance exams, registration by 29th Sept.

## Interviews:

Oxbridge interviews will take place mainly during December, with decisions made in January.

Online (school or at home)



# UCAS Timeline

Deadlines:

**All other applicants:** Internal Deadline 15th November. (UCAS 31st Jan 2024).

The benefits of meeting this deadline:

Ensures that we can check each application and give appropriate support.

Students will begin to receive offers.

Student focus can switch to A levels and MOCKs.





# UCAS Timeline

## Progress & Next Steps:

- Admin part of UCAS should now be completed.
- Personal statements. First draft completed – feedback given at the end of the summer term. Should currently be redrafting.
- University / Course choices – finalising.



# University & Course Choices

## Courses.

- 5 universities. (Unifrog, League tables, UCAS, uni websites)
- Include of range of entry requirements – grades that are aspirational, solid and safe choices.
- By June - accept two offers - one firm, one insurance.

All course choices will be checked to maximise the chances of offer(s)

## University Visits.

# How to guides

Parents's guide (BSL)

UCAS

0:08 / 6:22



## BSL – Parent Guide

## Source of Support

- Mrs Murphy, Mrs Job, Mr Falle.
- Tutors/form time.
- Subject teachers.
- Assemblies.

We encourage all students to apply to maximise their options.

Engagement from students.

Your Support.

Communication.



# Mr Falle

Assistant Head: Sixth Form



# 18+ Queries

- Employment
  - Mrs Job
  - Applications, CVs and cover letters
  - References
- Gap Year
  - Deferred applications
  - Applying 2024/25




# Working in partnership



# Student communication

< All teams



**VIC-Team-2021/22 Y12 Stu...**

Class Notebook

Assignments

Grades

Reflect

Insights

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Channels

- General
- Art
- Biology
- Business
- Careers and Employment
- Chemistry
- Computer Science
- Drama
- DT
- Economics
- English Lang Lit

**General** Posts Files +

Meet

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4 July 2022

Alan Falle 04/07 07:05

**Notices**

[VIC-Team-2021/22 Y12 Students](#)

Morning gents,

Our first full week! A few notices for you. Please take a minute to look over them.

[See more](#)

Reply

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5 July 2022

Alan Falle 05/07 10:29

**Lecture / Personal Statements / Sports Day / Sixth Form Games**

[VIC-Team-2021/22 Y12 Students](#)

A few updates/notices/reminders.

[See more](#)

Reply

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8 July 2022

Alan Falle 08/07 11:02

**Sports Day / Games / Personal Statements / Letter**

[VIC-Team-2021/22 Y12 Students](#)

Hi gents,

**Careers and Employment** Posts Files Notes +

Meet

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5 July 2022

Suzanne Job 30/06 14:57

[VIC-Team-2021/22 Y12 Students](#) - Gap year opportunity for you

**Ski and Snowboard Instructor Internship Opportunities**

**\*\* Please pass this careers opportunity on to your careers department and any interested students\*\***

[See more](#)

2 replies from Rachel and R

Reply

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5 July 2022


Suzanne Job 05/07 08:12

[VIC-Team-2021/22 Y12 Students](#)

Rossborough are considering creating graduate opportunities - so when someone goes off to university and returns to Jersey in the holidays they have a paid work opportunity.

There is currently a talent search taking place next week (on 12th July) at the Rossborough Office. This would be a slight to work.

[See more](#)



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[arter cover for life you live](#)

[www.rossborough.co.uk](http://www.rossborough.co.uk)

Reply

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7 July 2022

Suzanne Job 07/07 08:28

[VIC-Team-2021/22 Y12 Students](#) Thought this might be of interest to you

🌱 Aged 16-18, and love nature? 🌱

Like the idea of a career that makes a difference to wildlife? Then our Future Conservationists course is the ideal opportunity for

# Procedures and expectations

Attendance


Absence requests

Additional study periods

Parking

Appearance policy

Vaping

  
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**Sixth Form Leave of Absence Request**


Students should complete both sides of this form, inclusive of asking teachers to sign and comment, before submitting it to the Head of Sixth Form.

Student name		
Form Tutor		
Date/s of requested leave		
Number of days to be missed		
Reason for absence		

**Impact on lessons**

Subject	Staff comment (if needed)	Staff initials
1.		
2.		
3.		
4.		

Form Tutor comment	No. of absent days this year

  
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**University visits**  
 If your absence is to view universities, please indicate which institution and the nature of your visit, e.g. interview, one to one tour, Open Day, etc.

Date of visit	University/ College	Nature of visit
DD/MM/YYYY		

**Parent/ guardian consent**  
 I confirm that the form is complete, and hereby formally request leave of absence for my son.

	Student	Parent/ guardian
Signature		
Print name		
Date		

Please submit your completed form to Mr A Falle, Head of Sixth Form.

**Head of Sixth Form's response**

Approved, with expectation that all missed work is completed  
 Approved, with concerns regarding some of the Tutors' comments  
 Considerable reservations about absence at this stage

Comments

Signature	Date



# Vaping

	<b>1<sup>st</sup> offence</b>	<b>2<sup>nd</sup> offence</b>	<b>3<sup>rd</sup> offence</b>
<b>Confirmed vaping</b>	1 day in Reflection (Study Centre)	1 day external exclusion, 1 day in Reflection	2 days external exclusion
<b>Possession of a vape</b>	2 days in Reflection	1 day external exclusion, 2 days in Reflection	2 days external exclusion, 2 days in Reflection

# Advice





- Consolidate your Year 12 learning – revise!
- Breakdown your notes into shorter, more concise resources as soon as possible.
- Use your study periods and the hours before and straight after school well.
- Revise little and often.
- If in a leadership role, make sure you are proactive but learn to say no from time-to-time – utilise year 12s and other prefects.
- Be organised – have a timetable to include revision slots
- Ask for help

## Key dates

- Assessment opportunities – ongoing imminently
- Early applicants taking examinations – ongoing
- Early applicant applications – 15th October
- UCAS deadline (all other applicants) – 15th November



## Key dates

- Progress Review – Week commencing 13th November
- Parents' evening – 30th November
- Mock examinations – 17th-25th January
  - Results 5th February (student collection)
- Written reports – Week commencing 11th March
- A Level examinations – May-June 2024
  - Study leave likely commencing 8th May
  - A Level results day – 15th August 2024

A large, stylized graphic on the left side of the page, consisting of three overlapping curved shapes in shades of yellow and orange, resembling a flame or a stylized letter 'S'.

# Student Finance

<b><u>HOUSEHOLD INCOME (Total/Gross)</u></b>	<b><u>STATES GRANT PER YEAR</u></b>		
	<b>Tuition fees</b>	<b>Maintenance</b>	<b>Total</b>
<b>£0 to £49,999.99</b>	£9,250	£7,500	£16,750
<b>£50,000 to £59,999.99</b>	£9,250	£6,000	£15,250
<b>£60,000 to £69,999.99</b>	£9,250	£4,500	£13,750
<b>£70,000 to £79,999.99</b>	£9,250	£3,000	£12,250
<b>£80,000 to £89,999.99</b>	£9,250	£1,500	£10,750
<b>£90,000 to £99,999.99</b>	£9,250	£0	£9,250
<b>£100,000 to £109,999.99</b>	£9,250	£0	£9,250
<b>£110,000 to £119,999.99</b>	£8,325	£0	£8,325
<b>£120,000 to £129,999.99</b>	£7,400	£0	£7,400
<b>£130,000 to £139,999.99</b>	£6,475	£0	£6,475
<b>£140,000 to £149,999.99</b>	£5,550	£0	£5,550
<b>£150,000 to £159,999.99</b>	£4,625	£0	£4,625
<b>£160,000 to £169,999.99</b>	£3,700	£0	£3,700
<b>£170,000 to £179,999.99</b>	£2,775	£0	£2,775
<b>£180,000 to £189,999.99</b>	£1,850	£0	£1,850
<b>£190,000 to £199,999.99</b>	£925	£0	£925
<b>£200,000 +</b>	£0	£0	£0

# USEFUL CONTACTS

## STUDENT FINANCE

Bermuda House, Green Street, St Helier, Jersey JE2 4UH

Tel: **01534 449450** | Email: **studentfinance@gov.je** | Website: **www.gov.je/studentfinance**

## SKILLS JERSEY

Bermuda House, Green Street, St Helier, Jersey JE2 4UH

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