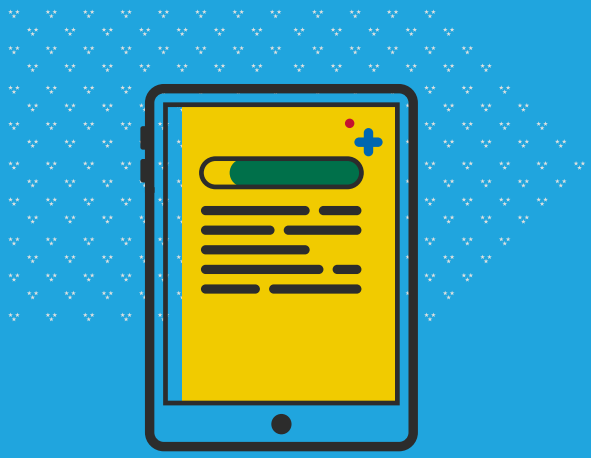
Ministry of Education
Cayman Islands Government

The Cayman Islands National Strategic Framework

For Technical Vocational Education & Training (TVET)



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Minister's Message



Juliana O'Connor-Connolly, JP, MP
Minister of Education

I am pleased to present the Cayman Islands National Strategic Framework for Technical and Vocational Education and Training (TVET) 2021.

This framework is the culmination of months of consultation between a working group comprised of the Ministry of Education (MoE), the Department of Education Services (DES), the Education Council and other stakeholders, including local educational institutions, government agencies, and private sector bodies.

Through the resulting TVET framework, the working group has done a remarkable job of analysing the existing local TVET landscape and proposed a preferred path for national TVET reform that includes:

1. Clarifying the types and scope of TVET options and competencies acquired by graduates
2. Raising the profile of TVET locally
3. Improving employment opportunities through training and skills development
4. Prioritising collaboration to ensure that relevant resources and options are available
5. Preparing students for their role as entrepreneurs, employers and productive citizens

The framework further confirms the Cayman Islands Government's commitment to equipping its citizens with the requisite skills and competencies to successfully navigate today's dynamic employment landscape.

Its successful implementation will be dependent on sustained partnerships with local educational institutions and employers.

This, notwithstanding, I am confident that we will remain united in this cause through a shared aspiration to achieve national development.

I want to express my gratitude to the Ministry of Education's senior staff and other members of the working group, including but not limited to Mr. Woody Foster and Ms. Jacqueline Ebanks, for their efforts in developing this framework.

I would also like to thank other participating stakeholders for their valuable contributions and input throughout this process and welcome the support of more groups and organisations as we look forward to the framework's successful implementation.

Introduction

Technical and vocational education and training (TVET), defined as “aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupants in various sectors of economic and social life" (UNESCO and ILO, 2001), is largely seen as an important vehicle for the development of the Cayman Islands.

The Ministry of Education in collaboration with the Island’s private sector embarked on a mission to develop a national TVET framework to equip its citizens with the requisite skills and competencies to successfully navigate today’s dynamic employment landscape.

Given the interconnectedness of our world and the unique situation of the Cayman Islands, with its large transient population and complex demographics, it was important to develop a strategic framework tailored to fit.

This strategic approach resulted in a detailed analysis of the current situation, including strengths and challenges, with the aim of developing a coordinated TVET system.

This system will expose our children to TVET from as early as the infant years, create opportunities for continued learning and access throughout the compulsory and post compulsory years and provide lifelong learning opportunities for the more mature.

The framework, articulated through clear goals and objectives will form the foundation of a healthy demand-led TVET system fed by a well-equipped and adaptable labour force, ultimately leading to productive citizens.

Background

Suitable TVET options are of great interest to the citizens, private sector interests and government officials of the Cayman Islands. The heavy demand for skilled labour in the technical and vocational sectors has led to large scale importation of workers from other jurisdictions to meet the deficit in local supply.

Attempts have been made in recent years to address this issue by working to develop TVET offerings and the legislative framework to facilitate those options. This would have had the added advantage of better equipping a large number of the Island's youths, 15 to 24 years old, who had the highest unemployment rate at 7.8 per cent in 2019 and 17.6 per cent in 2020 (Economics and Statistics Office: Cayman Islands Government), with the necessary skills and competencies for employment.

At the compulsory education level, TVET is integrated into the national school curriculum. Though not widespread at the early years and primary levels, students are exposed to various aspects of technical and vocational education in their learning activities, for example, through play-based learning activities, compulsory computing activities and career fairs. TVET exposure is more defined at the secondary level. At Key Stage 3 (KS3) most students are exposed to the visual and performing arts subjects such as art, drama and music. There is however disparity between schools at Key Stage 4 (KS4) in the specialty TVET options.

Options in Independent and Assisted schools are limited in comparison to government schools. Some of the larger Independent and Assisted schools offer a few TVET subjects at Key Stage 4 (KS4) and at least one has plans to offer additional subjects in the 2021-2022 academic year (see Annex 3 – TVET Offerings in Independent and Assisted Schools). Students in each of the government secondary schools are offered at least eleven TVET subjects at KS4 (see Annex 2 – TVET Offerings in Government Secondary Schools). Programmes and results are varied, ranging from Level 2 pass rates of above 90% in some subject areas to just below 50% in others (see Annex 4 – Student TVET Attainment Data 2020).

Similarly at the post-compulsory level students have several TVET options including courses with apprenticeships and internships (see Annex 5 – Post-compulsory TVET options in the Cayman Islands). Some of the TVET programmes available are offered by government organisations, others by the private sector and some are offered as a result of public-private partnerships. They cater to individuals wanting to pursue technical and vocational careers in a range of sectors including: hospitality and tourism, construction, plumbing, electrical and carpentry, automotive, IT services, air conditioning and other large machinery servicing, water sports and beauty services among others. According to stakeholders, these options, though valuable, do not adequately provide the kind of coverage required to capture the range, depth of interests and needs of the Cayman Islands. It is necessary therefore to fill existing gaps and ensure better quality output which will lead to better

employment and retention in the technical and vocational industries.

Many TVET programmes have experienced pervasive negative perceptions that individuals pursuing TVET qualifications are less capable than their counterparts who pursue traditionally academic focused studies, and there has not been a sustained national strategy to change these perceptions. This has undoubtedly had a negative impact on the uptake of the available and prospective programmes and services and the attrition rates are high. Other challenges exist which hinder progress within the sector.

These include limitations within the education system such as limited integration of TVET in the early and primary years, the perceived lack of value of education and a culture of entitlement among residents; a perceived lack of security of earnings, particularly in the hospitality sector; poor knowledge of TVET options and associated entrepreneurial opportunities. Another key limitation lies in the number and size of small and micro business enterprises with limited resources which in turn limits capacity and opportunity for mentorships, apprenticeships, training and employment.

Careful consideration must be given to these challenges to assess the viability of introducing prospective programmes and services and further expansion of existing ones as it can be difficult to gauge the rate of uptake. These limitations are further exacerbated by the absence of a national vocational qualifications system, common in most jurisdictions. The government and other stakeholders therefore have a vested interest in securing the highest standards of TVET programmes and services.

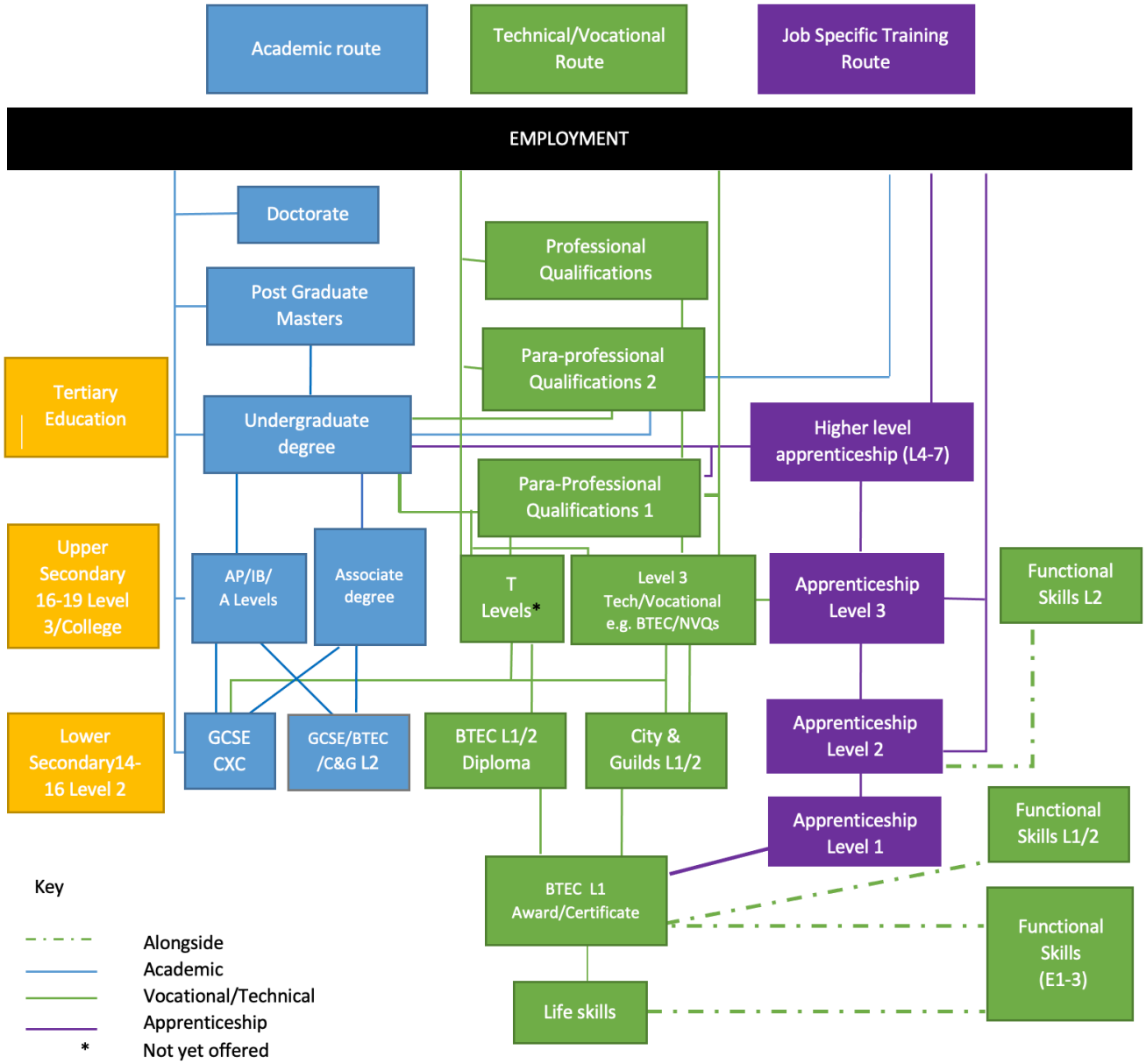
The goal is to streamline TVET programmes and activities so that any interested party could immediately avail themselves of world class qualifications using clear pathways and routes. Any person should be able to choose to pursue an academic pathway, a technical and vocational pathway or a combination of both. It is an ideal time for immediate action.

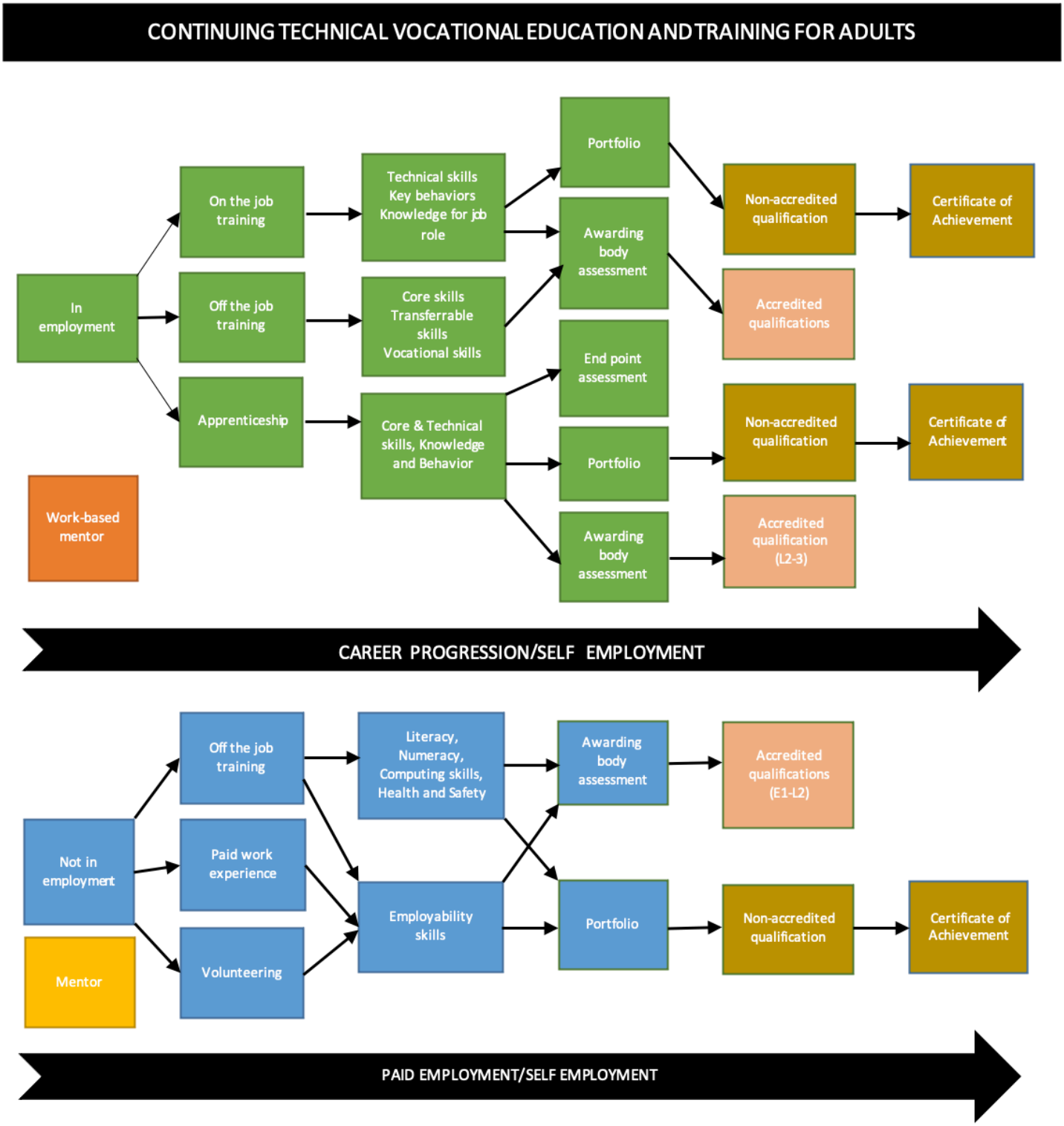
A comprehensive approach was therefore taken to create a vision for the Cayman Islands that would allow for TVET to be an inclusive and viable option for all with an interest or requirement to do so. The TVET routes and pathways illustrated below should be a great starting point for all stakeholders.

Students and parents would be able to utilise the available options to tailor their unique needs. Employers could focus on meeting demand while policy makers have an ideal platform to strategise and plan for national development.

The Framework

TVET Progression Routes and Pathways for the Cayman Islands




CONTINUING TECHNICAL VOCATIONAL EDUCATION AND TRAINING FOR ADULTS
In employment
On the job training
Off the job training
Apprenticeship
Work-based mentor
Technical skills Key behaviors Knowledge for job role
Core skills Transferrable skills Vocational skills
Core & Technical skills, Knowledge and Behavior
Portfolio
Awarding body assessment
End point assessment
Portfolio
Awarding body assessment
Non-accredited qualification
Accredited qualifications
Non-accredited qualification
Accredited qualification (L2-3)
Certificate of Achievement
Certificate of Achievement
CAREER PROGRESSION/SELF EMPLOYMENT
Not in employment
Mentor
Off the job training
Paid work experience
Volunteering
Literacy, Numeracy, Computing skills, Health and Safety
Employability skills
Awarding body assessment
Portfolio
Accredited qualifications (E1-L2)
Non-accredited qualification
Certificate of Achievement
PAID EMPLOYMENT/SELF EMPLOYMENT

Terms, Abbreviations & Acronyms	Meaning	Sample Qualification
CXC	Caribbean Examinations Council	Caribbean Secondary Education Certificate (CSEC), Caribbean Advanced Proficiency Exam (CAPE)
GCE	General Certificate of Examination	O'Level, A'Levels
IB	International Baccalaureate	Diploma
AP	Advanced Placement	AP Biology, AP Computer Science Principles
BTEC	Business and Technology Education Council	Levels 1-5: Certificate, Diploma
CIE	Cambridge Assessment International Education	GCSE, IGCSE
T-Levels	UK based courses approved by the Institute for Apprenticeships and Technical Education	Certificate, Statement of Achievement
C&G	City and Guilds	Levels 1 - 4
NVQs	National Vocational Qualifications	HEART
Para-Professional	Unlicensed	Network Technician, HVAC Technician
Professional	Licensed to practice	HVAC Certified Technician (Licensed), Licensed Electrician
Apprenticeships	Work based training	Divers, Water Sports Operators

Key

The Vision

The vision is for Technical and Vocational Education and Training (TVET) to be a driving force of national development which provides lifelong learning and career opportunities for all, through a comprehensive framework, as an integral part of education in the Cayman Islands.

The Mission

The mission of TVET programmes is to contribute to a world-class curriculum framework through collaboration with all stakeholders to promote and enable individuals to have a seamless transfer between academic and non-academic routes which prepares them for a broad range of career choices to improve and strengthen the socioeconomic conditions of the Cayman Islands.

Guiding Principles

- We believe that TVET education is integral to the development of the Cayman Islands.
- TVET education at all levels will be guided by a framework which will provide accessible pathways for all.
- We believe that the best outcomes are achieved through collaboration between stakeholders and that robust public-private partnerships should be prioritized.

Key Drivers

- Technological advancement: This will require substantial and sustained investment so that all TVET programmes can be linked with the newest technology applicable to the industry. On the job training with companies moving towards using the new technology will be critical.
- Industry needs: Future predictions lean towards a need for TVET students who are flexible and adaptable to rapidly changing technology, so they must understand the science behind what they do. There is a need to emphasise the importance of science and technology from early on, providing age-appropriate, consistent access at various points along the pathways.
- The budget: Identify the budget which must be specific and include new resources as well as funding to drive the new TVET initiatives.
- Students' ability to identify TVET as a viable option: Strengthening career advising and counselling and exposing students to more TVET principles, practices and skills by integrating more of it in the early stages (early childhood and primary stages) of compulsory education.
- Collaborations: Creating and nurturing on-going public/private partnerships.
- TVET's image: Creating a more positive image of TVET to ensure that perception of TVET in the wider community is improved.

[1] The Human Employment and Resource Training Trust/National Service Training Agency (Jamaica).
[2] HVAC refers to heating, ventilation, and air conditioning systems.

Goals and Objectives	
Goal 1: Clarify the types and scope of TVET options and the competencies acquired by graduates.	**Objective 1**: List the different types of TVET options available in compulsory and post-compulsory programmes.
	Objective 2: Develop a coordinated and interconnected system of programmes and market same.
Goal 2: Raise the profile of TVET locally	**Objective 1**: Involve local PTAs , HSAs , counsellors and career advisors, religious leaders/programme coordinators in on-going education campaign and work-shops etc. to increase awareness so that they can properly advise students.
	Objective 2: Promote, introduce and integrate age appropriate TVET activities in early years and primary level programmes.
	Objective 3: Promote careers in emerging sectors such as the cultural industries, agriculture and healthcare.
Goal 3: Improve employment opportunities through training and skills development	**Objective** 1: Increase diversification of programmes from compulsory education.
	Objective 2: Increase student uptake and successful completion of programmes at the compulsory education level.
	Objective 3: Promote and include employability skills in TVET courses, appren-ticeships and internships.
	Objective 4: Promote gender equality and diversity within TVET.
	Objective 5: Prioritise focus areas based on work permit data.
Goal 4: Prioritise collaboration to ensure that rele-vant resources and opportunities are available.	**Objective 1**: Facilitate inter-ministerial collaboration to ensure full support for the framework.
	Objective 2: Increase involvement by external stakeholders in the resourcing and delivery of TVET opportunities.
	Objective 3: Improve provision of resources and opportunities to innovate and create in TVET sectors.
Goal 5: Prepare students for their role as entrepre-neurs, employers, and productive citizens.	**Objective 1**: Improve delivery of small business training.
	Objective 2: Improve knowledge of citizenship, employee and employer rights and responsibilities applicable to the Cayman Islands.
	Objective 3: Support Caymanians to successfully access the labour market.
	Objective 4: Promote entrepreneurship.
	Objective 5: Promote an innovative mindset.

[3] See TVET Integration Model by G. McLean, PhD
[4] Parent Teacher Associations
[5] Home School Associations

Barriers to success

- Attracting good quality facilitators with good industry knowledge and who keep pace with technological changes.
- Overcoming the stigma associated with TVET.
- Cultural networking and biases can be a barrier to Caymanians entering the workforce. Employers may be reluctant to hire suitably qualified Caymanians/prefer a foreigner or foreign trained candidate as a result.
- Not having a well thought out plan that contemplates what it takes to be successful.
- Not having a national framework that encompasses all levels that connects both compulsory and non-compulsory education.
- Limited human resources, space and time to accommodate TVET initiatives.
- Ineffective career counselling and advice in schools and at home.
- Funding
- Changing culture and mindsets

Next Step

Implement the Framework in three phases:

Phases:

- Phase 1 – General rollout of the Framework with the TVET provisions currently offered; ensure national promotion campaign to accompany launch of framework.
- Phase 2 – Work with TVET stakeholders to onboard recommendations, review framework (with the intention to make additions, seek funding and expand offerings (wider and deeper) in "private" schools and other providers as recommended by the National Training Council).
- Phase 3 – Implement recommendations from review.
- Consider a "high level" TVET specialist for the Ministry.
- Convene a steering committee and/or reconvene the National Training Council to ensure implementation of all phases, goals and objectives are met, barriers to success are mitigated and registration of programmes are undertaken in a strategic manner.
- Specify policies, actions and monitoring strategies to ensure success of the framework.

Annex 1

Cayman Islands National Qualifications Framework

NQF Level	Sample Qualification	Educational Stage
Level 5	Postgraduate Degree	Tertiary or Advanced Professional Qualifications
Level 4	Bachelor's Degree or equivalent	Tertiary
Level 3	A-Levels, IB Diploma, Advanced Placement, Associate Degree, CAPE, BTEC Level 3 (Nationals), Trinity Music Grade 8	Years 12 – 14 (Key Stage 5) Usually enables entry to the Bachelor's Degree (may also offer advanced standing)
Level 2	CXC CSEC Grades I-III, GCSE/IGCSE Grades A*-C, GED, BTEC Level 2 (Firsts), IMI Level 2, Trinity Music Grade 5, Cayman Islands Level 2 High School Diploma (Standard or Honours)	Years 11 – 12 (Key Stage 4 – Standard High School) National Curriculum Level 7
Level 1	CXC CSEC Grades IV-VI, CXC CCSLC, GCSE/IGCSE Grades D-G, BTEC Level 1 (Introductory), IMI Level 1, Cayman Islands Level 1 High School Diploma	Year 9 (Key Stage 3 – Middle School) National Curriculum Level 5
Entry Level	Entry Level Certificates, CoEA, ASDAN Bronze Award	Years 4 - 5 (Key Stage 2 – Upper Primary) National Curriculum Level 3

Note: Table contains education qualifications only.

Glossary of terms used in the CINQF		
A-Level	Advanced level qualification	These examinations typically allow for entrance into Bachelor level programmes.
ASDAN	Award Scheme Development and Accreditation Network	This organisation offers programmes and qualifications targeting skills for learning, employment and life.
BTEC	Business and Technology Educational Council	An examining body that validates and certifies vocational courses.
CAPE	Caribbean Advanced Proficiency Examination	Offered by the Caribbean Examinations Council, these examinations typically allow for entrance into Bachelor level programmes.
CCSLC	Caribbean Certificate of Secondary Level Competence	Offered by the Caribbean Examinations Council the certification is based on a core of knowledge skills, attitudes and values targeting school leavers.
CoEA	Certificate of Educational Achievement	A three level certification usually assessed in the final three years of secondary schooling.
CSEC	Caribbean Secondary Education Certificate	Commonly referred to as "CXCs", this certificate represents achievement in a range of subjects offered by the Caribbean Examinations Council. This award usually leads to entrance to further programmes of advanced study.
CXC	Caribbean Examinations Council	A regional examining body that offers examinations at various levels.
GCSE	General Certificate of Secondary Education	This is an academic qualification awarded in a specified subject, generally taken in a number of subjects by students aged 14–16 in secondary education.
GED	General Educational Development	GED tests are a group of five subject tests which, when passed, certify that the taker has American or Canadian high school-level academic skills.
IB	International Baccalaureate	The IB Diploma is an academically rigorous certification that typically allows for entrance into Bachelor level programmes.
IGCSE	International General Certificate of Secondary Education	This is an academic qualification awarded in a specified subject, generally taken in a number of subjects by students aged 14–16 in secondary education.
IMI	Institute of the Motor Industry	The IMI offers certification in courses such as Vehicle Maintenance and Repair at various levels of competence.
KS	Key Stage	The Key Stages define periods in the life of a child's education. The typical year levels that correspond to the various Key Stages are as follows: ▪ Key Stage 1 – Years 1 – 3 ▪ Key Stage 2 – Years 4 – 6 ▪ Key Stage 3 – Years 7 – 9 ▪ Key Stage 4 – Years 10 – 11 ▪ Key Stage 5 – Years 12 – 13

Annex 2

TVET Offerings in Government Secondary Schools
A. KS4 TVET courses offered at CIFEC (2021):

Subjects	Examination Board
Business	BTEC/ Lvl3
Creative Media, Film & TV	BTEC/Lvl3
Art & Design	BTEC/Lvl2
Automotive Studies	IMI[6] /Lvl2
Beauty Therapy (10)	BTEC/ Lvl2
Business	BTEC/Lvl2
Construction	City & Guilds/Lvl2
Creative Media Film	BTEC/Lvl2
Creative Media Photo	BTEC/Lvl2
Creative Media (Extended Certificate)	BTEC/Lvl2
Hospitality	BTEC/ Lvl2
Health & Social Care (Extended Certificate)	BTEC/Lvl2
ICT	BTEC/Lvl2
Sport & Leisure	BTEC/Lvl2

Motor Vehicle Repair	IMI/Lvl2
Work Skills	BTEC/Lvl2
Construction	City & Guilds/Lvl1
Automotive Studies	IMI/Lvl1
Vocational Studies	BTEC/Lvl1
Work Skills	BTEC/Lvl1

B. Clifton Hunter High School: TVET-related subjects offered at KS3 and KS4 (2021)

Subjects	Examination Board & Level
Business	BTEC/Lvl2
Construction	CXC/Lvl2
Design Technology	WJEC/Lvl2
EDPM	CXC/Lvl2
Industrial Technology: Construction	CXC/Lvl2
Industrial Technology: Electrical	CXC/Lvl2
IT	CXC/Lvl2
Food and Nutrition	CXC/Lvl2
Home Management	CXC/Lvl2
Music Technology	BTEC/Lvl2
Music Technology	GCSE/Lvl2

[6] Institute of the Motor Industry

PE	CXC&BTEC/Lvl2
Technical Drawing	CXC/Lvl2
Theatre Arts	CXC/Lvl2
Automotives	IMI/Lvl1
KS3 (Students are introduced to these subjects on a carousel system)	
Clothing and Textile	N/A[7] – Lvl1
Design & Technology	N/A – Lvl1
Electrical	N/A – Lvl1
Food and Nutrition	N/A – Lvl1
Graphic Communication	N/A – Lvl1
Home Economics	N/A – Lvl1
Home Management	N/A – Lvl1
Motor Vehicles	N/A – Lvl1
Resistant Materials	N/A – Lvl1

C. John Gray High School: TVET-related subjects offered at KS3 and KS4

Subjects	**Examination Board & Level**
KS4	
Technical Drawing	CXC/Lvl2
Family and Resource Management	CXC/Lvl2

[7] Not Applicable

Textile Clothing and Fashion	CXC/Lvl2
EDPM	CXC/Lvl2
Electrical and Electronic Technology	CXC/Lvl2
Food and Nutrition	CXC/Lvl2
IT	CXC/Lvl2
Creative Media	BTEC/Lvl2
Music Technology	BTEC/Lvl2
Design and Technology	GCSE/Lvl2
Building and Technology	CXC/Lvl2
Construction	BTEC/Lvl2
PE	CXC/Lvl2
Performing arts	BTEC/Lvl2
Workskills	BTEC/Lvl2
Automotive Studies	IMI/Lvl1
KS3 (Students are introduced to these subjects on a carousel system)	
Clothing and Textile	N/A – Lvl1
Design & Technology	N/A – Lvl1
Electrical	N/A – Lvl1
Food and Nutrition	N/A – Lvl1
Home Management	N/A – Lvl1
Motor Vehicles	N/A – Lvl1
Technical drawing	N/A – Lvl1

D. Layman E. Scott Sr. High School: TVET-related subjects offered at KS3 and KS4

Subjects	Examination Board & Level
KS4	
Family & Resource Management	CXC/ Lvl2
Food, Nutrition & Health	CXC/Lvl2
Technical Drawing	CXC/Lvl2
Industrial Technology: Building & Furniture	CXC/Lvl2
Digital Media	CXC/Lvl3
EDPM	CXC/Lvl2
IT	CXC/
Music	Cambridge/Lvl2
PE & Sports	CXC/Lvl2
Travel and Tourism	Cambridge/Lvl2
Visual Arts	CXC/Lvl2
KS3	
Home Economics	N/A – Lvl1
Design & Technology	N/A – Lvl1

Annex 3

TVET Offerings in some Independent and Assisted Schools

Subjects	Examination Board & Level
KS4	
Art & Design	CXC & Cambridge/ Lvl2
Computer Studies	CXC & Cambridge/Lvl2
Drama & Theatre Studies	Cambridge/Lvl2
Electrical Technology*	CXC/Lvl2
ICT	CXC & Cambridge/Lvl2
Music	Cambridge/Lvl2
Technical Drawing*	CXC/Lvl2
Travel & Tourism	Cambridge/Lvl2
KS3	
Computing	N/A – Lvl1
Textiles & Food Science	N/A – Lvl1

* To be introduced in at least one school in 2021-2022

Annex 4

Student TVET Attainment Data (Government Schools) 2020

Cohort Size: 365			Number of Students						Percentages by Entry					
Subject	No of Entries	Percentage of Cohort	No of Top grades (A*/A/I)	No of Level 2	No of Level 1&2	No of Ungraded (U/UNG*)	No of Absent/No Result	Results Pending (Q/NYA)	Top grades (A*/A/I)	Level 2	Level 1&2	Ungraded	Absent/No Result	Results Pending (Q/NYA)
Art (GCSE)	19	5%	9	17	19	0	0	0	47%	89%	100%	0%	0%	0%
Building Technology (CSEC)	18	5%	8	16	17	0	1	0	44%	89%	94%	0%	6%	0%
Business (BTEC) Certificate	1	0%	0	1	1	0	0	0	0%	100%	100%	0%	0%	0%
Business (BTEC) Extended Certificate	11	3%	0	11	11	0	0	0	0%	100%	100%	0%	0%	0%
Business (CSEC)	149	41%	61	137	149	0	0	0	41%	92%	100%	0%	0%	0%
C&G English Skills Stage1	23	6%	0	0	0	0	23	0	0%	0%	0%	0%	100%	0%
C&G: Math Skills Stage 2	9	2%	0	9	9	0	0	0	0%	100%	100%	0%	0%	0%
Construction BTEC Certificate	6	2%	1	5	5	0	0	1	17%	83%	83%	0%	0%	17%
Creative Media Production BTEC Certificate	19	5%	5	19	19	0	0	0	26%	100%	100%	0%	0%	0%

Design & Technology (GCSE)	12	3%	1	8	12	0	0	0	8%	67%	100%	0%	0%	0%
Digital Media (CAPE)	11	3%	0	11	11	0	0	0	0%	100%	100%	0%	0%	0%
Electronic Document Preparation & Management (CSEC)	355	97%	232	338	349	0	6	0	65%	95%	98%	0%	2%	0%
Family Resource Management (CSEC)	19	5%	4	18	19	0	0	0	21%	95%	100%	0%	0%	0%
Food & Nutrition (CSEC)	78	21%	8	68	77	0	1	0	10%	87%	99%	0%	1%	0%
Industrial Technology: Electrical (CSEC)	33	9%	2	30	33	0	0	0	6%	91%	100%	0%	0%	0%
Industrial Technology: Building (CSEC)	19	5%	4	16	18	0	1	0	21%	84%	95%	0%	5%	0%
Information Technology (CSEC)	78	21%	29	77	78	0	0	0	37%	99%	100%	0%	0%	0%
Media Studies (GCSE)	10	3%	4	8	10	0	0	0	40%	80%	100%	0%	0%	0%
Motor Vehicle Award	50	14%	0	0	45	0	0	5	0%	0%	90%	0%	0%	10%
Motor Vehicle Certificate	5	1%	0	0	0	0	1	4	0%	0%	0%	0%	20%	80%
Music (GCSE)	5	1%	1	5	5	0	0	0	20%	100%	100%	0%	0%	0%
Music (iGCSE)	1	0%	0	1	1	0	0	0	0%	100%	100%	0%	0%	0%
Music Technology BTEC Certificate	20	5%	3	6	6	0	0	14	15%	30%	30%	0%	0%	70%
Music Technology BTEC Extended Certificate	18	5%	2	13	13	0	2	3	11%	72%	72%	0%	11%	17%
Performing Arts BTEC Extended Certificate	13	4%	3	13	13	0	0	0	23%	100%	100%	0%	0%	0%
Physical Education & Sport (CSEC)	96	26%	64	95	95	0	1	0	67%	99%	99%	0%	1%	0%
Physical Education (CAPE)	3	1%	0	3	3	0	0	0	0%	100%	100%	0%	0%	0%

Technical Drawing (CSEC)	39	11%	11	34	37	0	2	0	28%	87%	95%	0%	5%	0%
Textiles (CSEC)	9	2%	0	8	9	0	0	0	0%	89%	100%	0%	0%	0%
Theatre Arts (CSEC)	16	4%	2	15	16	0	0	0	13%	94%	100%	0%	0%	0%
Visual Arts (CSEC)	28	8%	0	17	21	7	0	0	0%	61%	75%	25%	0%	0%

Annex 5

Post-compulsory TVET options in the Cayman Islands
A. Options by institution (not exhaustive)

Institution	TVET Options
Inspire Cayman Training	A Cayman Islands Education Council registered institution offering vocational courses, from various accredited bodies (including City and Guilds & NCCER[8]): Core Curriculum: Introductory Craft Skills, Fiber Optic Installation, Computer Servicing and Repair, Carpentry, Construction Craft, Electrical, HVAC, Plumbing, Introduction to Automotive, Automotive Maintenance and Light Repair, PADI[9] Training Program, Tools for Success.
Cayman Career Academy	A Cayman Islands Education Council registered and fully accredited CIDESCO[10] Beauty School offering four diploma and four certificate CIDESCO certified courses in Beauty Therapy, Beauty & Spa Management, Aesthetics, Electrical Epilation, Body Therapy, Skin Care and Manual Facial.
Public Works Department	Government Department which offers a Construction Apprenticeship Programme with building and construction courses accredited and certified by City and Guilds.
Workforce Opportunities and Residency Cayman (WORC)	Government Unit which offers post-compulsory TVET options and career support to unemployed Caymanians. Programmes include a national training programme, a national internship programme, a national apprenticeship programme and various employment initiatives such as Ready2Work KY.
University College of the Cayman Islands (UCCI)	Government sponsored tertiary institution accredited by the UK-based Accreditation Service for International Schools, Colleges and Universities (ASIC). The institution offers TVET courses in computer technology, computer applications, electro-technology, electrical installations, air conditioning and refrigeration, coding, plumbing, auto repair and maintenance, hospitality, food preparation and cooking classes. Details can be found in the table below.

[8] The National Center for Construction Education and Research
[9] Professional Association of Diving Instructors
[10] Comité International d'Esthétique et de Cosmétologie

Her Majesty's Cayman Islands Prison Service	Vocational courses in carpentry, air conditioning and plumbing, providing qualifications through the National Center for Construction Education and Research – facilitated by Inspire Cayman; Second Chances employment programme (employment) and Beauty Therapy courses with Cayman Careers Academy.
Cayman Islands Department of Tourism	Offers scholarships and internships in tourism and tourism-related disciplines; community training programmes such as "Immersed" (hands-on learning experience focusing on authentic Caymanian culture and heritage) and "PRIDE" (a training programme established to create a culture of service excellence within the tourism industry).
Wine School 3	Wine and Spirit Education Trust (WSET) – Levels 1-3 award; partnership with UCCI to offer Level 1. Other non-WSET certified courses are also offered.

B. Options by activity (not exhaustive)

Activity	Certification/Qualification Options	Institutions
Water Sports & Diving	PADI, NAUI[11] , SDI[12] , TDI[13] , IANTD[14] , and SSI[15]	Includes: Eden Rock Dive Centres, Ocean Frontiers Ltd., Sunset Divers, Ambassador Divers, Divers Down, Divetech, Don Foster's Dive Cayman Ltd., Red Sail Sports, Seahorse Diving School, Tortuga Divers, Wall to Wall Diving, Inspire Cayman
Auto Repair and Maintenance	Automotive Service Excellence (ASE), IMI, ACE	Inspire Cayman Training, UCCI, Superior Auto*
Boat Training (personal, pleasure, private/ non-commercial/recreational, international yacht and commercial boating training and licensing)	International Yacht Training Worldwide (IYT), Maritime Training & Certification International	Pro Yacht, Go Pro Diving & Red Sail Sports
Business and Finance	Certificate in Human Resource Management; Professional Development courses in customer service, finance, business basics, supervision and management, Institute of Leadership and Management (ILM), ICSA certificate in Offshore Finance and Administration, the Certificate in Offshore Banking Practice	CI Chamber of Commerce, Cayman Islands Institute of Professional Accountants (CIIPA), Cayman Islands Society of Human Resources Professionals (CISHRP), Cayman Islands Society of Human Resources Professionals (CISHRP)
Computing (Computer Technician, Coding, Animation etc.)	CompTIA (A+ Certification) and Microsoft (MCTS and MCITP)	Cayman Code Academy, UCCI

[11]National Association of Underwater Instructors
[12]Scuba Diving International
[13]Technical Diving International
[14]International Association of Nitrox and Technical Divers
[15]Scuba Schools International
*not yet offered

Personal Training (Yoga, personal training kick boxing, Pilates, swimming instruction, aquatic fitness)	YIN Yoga	Fitness Connection, Bliss Living Yoga, Body Works Holistic Wellness Centre
Tourism, Hospitality, Culinary Arts and Beverages	City & Guilds; general certificates	UCCI, Wine School 3, Cayman Islands Department of Tourism
Cultural & Performing Arts	Trinity College London grades & diplomas	UCCI, Cayman Music School,

C. Options at UCCI

#	Course Name	Duration	Type of Certification	Awarding Body
	FULL-TIME			
1	Electro-Technology	1 Year	Level 2 Diploma	UCCI/NCCER[16]
2	Computer Technician	1 Year	Level 2 Diploma	UCCI/CompTIA
3	General Business	1 Year	Level 2 Diploma	UCCI
4	General Accounting	1 Year	Level 2 Diploma	UCCI
5	Hospitality Studies	1 Year	Level 2 Diploma	City & Guilds/UCCI
#	**Course Name**	**Duration**	**Type of Certification**	**Awarding Body**
	PART-TIME			
1	Plumbing Applications 1	1 Year	Certificate Level 1	UCCI/NCCER
2	Plumbing Applications 2	1 Year	Certificate Level 2	UCCI/NCCER
3	Plumbing Applications 3 *** Fall 2022**	1 Year	Certificate Level 3	UCCI/NCCER
4	Electrical Installation 1	1 Year	Certificate Level 1	UCCI/NCCER
5	Electrical Installation 2	1 year	Certificate Level 2	UCCI/NCCER

6	Electrical Installation 3 *** Fall 2022**	1 year	Certificate Level 3	UCCI/NCCER
7	Air Conditioning & Refrigeration 1	1 year	Certificate Level 1	UCCI/NCCER
8	Air Conditioning & Refrigeration 2	1 year	Certificate Level 2	UCCI/NCCER
9	Air Conditioning & Refrigeration 3 *** Fall 2022**	1 year	Certificate Level 3	UCCI/NCCER
10	Construction Technology – Level 1	18 Months	Certificate Level 1	UCCI/NCCER
11	Auto Repairs and Maintenance Level 2	1 Year	Level 2 Diploma	UCCI/IMI
12	Core Curriculum	3 Months	Certificate	UCCI/NCCER
#	**Course Name**	**Duration**	**Type of Certification**	**Awarding Body**
	ASSOCIATES PROGRAMMES			
1	Engineering Technology – Electrical Engineering	2 years	Associate Degree	UCCI
2	Applied Science in Computer Science	2 years	Associate Degree	UCCI
3	Applied Science in Hospitality Management	2 years	Associate Degree	UCCI

[16]The National Centre for Construction Education and Research

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