

District Datapack Lite
The post 16 landscape in
Canterbury
2014



Skills and Employability Service
Participation and Progression Officer: Simon Bounds
simon.bounds@kent.gov.uk



Table of Contents

Introduction		2
Executive Summary		4
Key Questions		9
Appendix 1	Transforming Opportunities	10
Appendix 2	The Economic Landscape	19
Appendix 3	Participation	25
Appendix 4	Progression	30
Appendix 5	The Vocational Offer	31
Appendix 6	District Data Dashboard	56
Appendix 7	Narrowing the Gap	63

Canterbury Datapack Lite

Introduction

In September 2013 the Skills and Employability Service produced District Datapacks to inform the discussion amongst learning providers about developing the 2014/2015 curriculum. Full datapacks will be produced on a two yearly cycle, with a yearly update document.

The purpose of this update document, or “datapack lite,” is to:

- summarise key legislative changes that have occurred which impact upon post-16 learning;
- revisit the analysis of district economies;
- review changes made to the curriculum over the last year;
- illustrate the impact on participation, attainment and progression;
- set the scene for developing the 2015/2016 curriculum.

Unlike the first datapack, the focus is on updating data, rather than lengthy analyses. The executive summary will tell the story that the data is giving us in each district, followed by some key questions to be answered. Each section will contain brief bullet points to indicate where change has occurred since last year.

Your local Participation and Progression Officer from Skills and Employability Service will be able to offer support to facilitate your district’s response to the data.

Since the last datapack was published significant legislative changes have occurred which change the framework in which curriculum is developed. These are summarised in Appendix 1.

However, rather than these changes being seen as inhibitors, they should also be examined for the opportunities they offer. They set the scene against which the 2015/2016 curriculum will be developed, in the ways described below.

Study Programmes

- 10 schools in Kent are working with the 2 – 1 – 2 model, in which Maths and English, a substantial qualification and work experience are offered.
- The substantial qualification can be level 1, 2 or 3.
- This whole programme is funded by the EFA at £4,000 plus disadvantaged funding (Block 2) for additional learning e.g. Level 2 for Maths and English which is being progressed to GCSE level 2.
- For LLDD learners a programme may well consist of strengthening literacy and numeracy skills with opportunities for work experience.
- And, of course a traditional offer, if it equips students, with knowledge, skills and experience appropriate for her or his progression route is welcome too.

- The funded full time package of 540 hours need not be delivered equally across the year and may be spread in units appropriate to the needs of the student.

Maths and English

- If students who do not hold Maths and English grade C GCSE are not signed up for progression in those subjects, funding for their study programmes will be withheld.
- A part time offer of Maths and English is acceptable.
- However, the nudge towards literacy and numeracy for all students' post 16 is correct.
- In Kent of those level 2 learners without English and Maths Grade C, over the two year period 2011 – 2013, 1,127 failed to move forward to a level 3 qualification.
- If one looks beyond the legislation, institutions will see, that even Grade C holders find the transition to level 3 learning challenging without developed literacy and numeracy skills.
- Where there are targets to improve A level outcomes, a literacy and numeracy programme should be part of the action plan.

Accountabilities

- The inclusion of level 1 and level 2 qualifications in performance tables post 16 allows institutions to offer these qualifications and their success to be counted.

Partnership

- Taken as a whole, government action is moving institutions to a situation where expertise in delivering programmes is shared across a district and across providers.
- In this way learners can be offered the most appropriate progression route for their needs, rather than progression based on resident skills within the institution.

Executive Summary

1. The Change Agenda

Appendix 1 runs through key legislation which is transforming the learning environment.

A learning journey towards grade C GCSE Maths and English must be included in students' programmes otherwise the funding for those programmes will be forfeited.

And when thinking in terms of GCSE (and A level) one must be aware of new specifications – including Maths and English – with added rigour. Target setting must be predicated on these substantial changes.

It has been announced that the national funding rate for post 16 provision will be set at £4,000, theoretically last year's rate, but less when inflation is taken into account. The reduced funding for 18 year olds is not applicable to learners with an LDA.

A traineeship is an excellent way to package a study programme and it is good to see these continuing. Of course, work experience is not confined to a traineeship and an opportunity to take part in WE should be extended to as many learners as possible.

Success at level 1 and 2 qualifications will now be counted as part of the accountabilities reform.

Co-teachability of AS and A levels has been retained but it will need local organisation: the first year of an A level course is not the same as the AS level.

As from September a separate grade will be given for post 16 provision; the quality and appropriateness of the study programme will be paramount.

2. The Economic Landscape of Canterbury District

Unemployment in the Canterbury District is lower than the county average. Last year unemployment in Kent fell by 21%, and in Canterbury the fall was even greater.

Youth unemployment (18-24) at 2% is now the second lowest in the county.

The number of businesses in Canterbury has returned to pre-recession levels.

Canterbury has a high level of public sector employment, leaving it vulnerable to reductions in public spending. However, this could be offset by the relatively buoyant private sector.

The largest employment sectors are education (falling), wholesale/retail trade (growing), human health and social work (falling).

Key sectors for growth include professional occupations and the knowledge based economy: Information & communications, financial/insurance and administration. The Arts, entertainment and recreation sector is a small but growing sector.

As a retail centre Canterbury employs significant and growing numbers in wholesale & retail trades, accommodation and food services.

3. Participation in Canterbury

The current Year 12 age group is the first to be affected by Raising the Participation Age (RPA). These young people are expected to participate in the academic year in which they turn 17.

Participation in Year 12 has increased by 1% to 95% against a county trend of falling participation.

However Year 13 Participation remains unaltered at 86% such that 1 in 6 is not in education or training.

Overall Participation is increasing slowly, but further progress needs to be made to achieve the RPA target of 99% participation by 2016

The level of young people in employment without training is relatively low, but the NEET figure, at 4% is average for the county – which is somewhat surprising given the buoyant nature of the local economy and the low levels of unemployment.

This is partly explained by a relatively high dropout rate from year 12 of 4.6%.

This suggests that action should be taken jointly by providers to retain young people in education or training through year 12 and 13

Although the NEET figure has fallen, there is an increasing proportion of vulnerable learners within the NEET cohort. This suggests that, as the NEET figure falls, there is a need for increasingly targeted work to support the needs of vulnerable learners such as: young people with learning disabilities, young people leaving care and teenage parents.

4. Progression in Canterbury

In 2013 in Canterbury the proportion of learners that made progress to at least their next level of learning at 90.9% was higher than the county (88.9%) and national (89.9%) average.

However, this was deterioration in performance from the previous year.

The worsening performance was entirely at level 1 and below. Out of 153 learners that failed to make progress, 98 were at these levels.

In Canterbury, learners with level 2 including English and Maths at 16 are more likely to progress than the County or National average. Learners with level 1 or below are less likely to progress than the County or National Average. There is therefore an increasing polarisation of progress between more able and less able students.

5. The Vocational Curriculum in Canterbury

The high numbers of vocational courses are, in order, Performing Arts, Building & Construction, Engineering, Service Enterprises (Hair & Beauty), Sport Leisure and Recreation.

Providers should consider shaping the vocational offer to meet the demands of the local economy particularly for the large and growing Retail and Wholesale sector and the growing Information and Communication sector.

In 2012/13 approximately 220 young people aged 16-19 commenced apprenticeships, primarily at Level 2 (170). This is a small percentage of the cohort and an underdeveloped progression route.

KCC's Skills and Employability Service will support schools in developing opportunities for progression into apprenticeships.

6. Attainment in Canterbury schools

A Level Average Points Score (APS) and Average Point score per Entry (APE) are in line with the National Average but slightly below the County Average.

Vocational APS is significantly above the County and National Average, although APE is broadly in line. This suggests that students in Canterbury pursued a greater volume of qualifications.

Overall retention in Canterbury District schools at 75% is slightly below the County/National Average (77%).

The requirements of RPA indicate that more attention should be paid to supporting young people to stay in learning through years 12 and 13.

75.8% of A level grades were in the A* - C category; however, 43.1% of AS results were in the D – U range.

The number of D* results for BTEC was lower than predicted, but still higher than the Kent or National figures.

There were 37 qualifications (out of a total of 70) studied by fewer than 15 students within the District.

The top six qualifications (of all qualifications) taken, based on entries were:

A level	English Literature	162	19.8% of completers
A level	Mathematics	149	18.2% of completers
A level	Biology	146	17.8% of completers
A level	History	134	16.4% of completers
A level	Physics	100	12.2% of completers
A Level	Psychology	95	11.6% of completers

The top six BTECs were:

SubDip	Business	33
Dip	Sport	30
ExtDip	Sport	28
SubDip	IT	17
SubDip	Travel and Tourism	15
Dip	Business	14

16 qualifications delivered by providers in Canterbury showed negative value added (<0.25), 15 qualifications were positive value added (>0.25).

7. Narrowing the Gap - level 3 qualifications

7.1 Gender Differences

There were more girls than boys ending key stage 5 in Canterbury in 2012 – 2013, 437:381.

More girls (86%) enter KS5 than boys (79%) with 5 A* - C including English and Maths. A level/academic APE was 215 for girls and 208 for boys. Vocational APE was 225 for girls and 204 for boys.

Although there was a small cohort of students taking IB, girls significantly outperformed the boys, 1.72: -1.03.

Patterns of retention were similar.

7.2 Free School Meals

There was a cohort of 32 FSM students. 20% fewer FSM students (63%) than non FSM students (84%) entered KS5 with 5 A* - C including Maths and English.

A level/academic APE was 200 for FSM students, 212 non-FSM students. Vocational APE was 196 for FSM students and 216 for non FSM students. No FSM achieved 2+ facilitating subjects AAB. A level and academic value added was not significantly different. All students achieved negative value added in the vocational qualifications apart from non FSM BTEC Diploma entrants. No FSM student followed the IB route. Overall retention showed that more FSM student leave than non FSM students. It would appear that this is during year 13.

7.3 Special Educational Needs

There was a cohort of 104 SEN students completing KS5. Of the SEN cohort, 83 were SA, 13 SA+ and 8 statemented. This represented 15% of the total student cohort.

Prior attainment on entry to key stage 5 showed that 86% of students with no SEN, 63% of SA students, 77% of SA+ students and 63% of statemented students achieved 5 A* - C including Maths and English.

A level/academic APE was 212 for non FSM, 208 for SA, 216 for stated students. SA students achieved 175 APE points for A level and 198 for academic qualifications.

The 5 stated students were the only members of the A level/academic cohort to achieve a positive residual. Stated students who took BTEC Subsidiary Diploma had a value added of -1.55.

SA+ had a high AS level and A level fail rate.

Key questions for Canterbury District

1. How can Canterbury providers provide support for vulnerable learners, such as young people leaving care, LDD Young people and teenage parents, to reduce their likelihood of becoming NEET/unemployed?
2. Should schools and providers pay more attention to less able students in order to ensure they make progress from 16 to 18? How can this performance measure be improved?
3. How can providers reduce the relatively high level of drop out from year 12?
4. How can Canterbury District schools reduce the relatively high levels of AS Level failures? Should providers consider alternative qualifications? Is better advice and guidance required at key stage 4?
5. How can Canterbury providers, in partnership with KCC Skills & Employability Service, increase the number of young people entering apprenticeships at all levels (2, 3 and 4)?
6. How can Canterbury providers shape the offer of vocational courses to better reflect the demands of the local economy?
7. How can schools provide information about the local and wider economy to enable them to make informed decisions about their qualification and career choices?

Appendix 1

Transforming opportunities

National change

To design an appropriate programme for learners, institutions must be aware of the educational transformation around them. Listed below are the key points to note.

16-19 Study Programmes Principles

These were set out in the Government response to consultation and plans for implementation:

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/a00210755/16-19-study-programmes>

This said that all students should be given the opportunity to follow a course that:

- provides progression to a level higher than that of their prior attainment;
- Includes qualification(s) that are of sufficient size and rigour to stretch the student and are clearly linked to suitable progression opportunities in training, employment or higher levels of education;
- requires students to work towards GCSE A* – C grade in Maths and English (or other qualifications that will act as a stepping stone for achievement of these qualifications in time);
- allows for meaningful work experience related to the vocational area of the Study Programme, which develops employability skills and/or creates potential employment options;
- includes other activities unrelated to qualifications that develop the skills, attitudes and confidence that support progression.

Mathematics and English

In August 2014, the 16-19 study programme requirement that students should continue to study mathematics and English if they did not achieve a GCSE grade C in these subjects by the age of 16 will become a condition of funding. This requirement has been introduced because of the very significant barriers students who do not achieve mathematics and English qualifications face in progressing to employment, training or further study.

All students starting a new study programme in 2014/15 and beyond who do not have a grade C in these subjects and are not enrolled on either a GCSE or an approved alternative qualification² which is a stepping stone towards GCSE will be removed from lagged student numbers for 2016/17 and will therefore not generate any funding in that academic year.

There will be a very small number of students who are not able to take a GCSE or a stepping stone qualification. However, there is no blanket exemption for high needs students. High needs students should, if they can, take a GCSE or stepping stone qualification. If this is not possible you should, as the responsible institution, deliver appropriate mathematics and English.

This might take any form, such as budgeting and communications, but you should be prepared to justify your choice and decision to auditors and Ofsted inspectors on an individual basis.

For more information about delivery of these subjects, please visit:

https://www.edexcel.com/notices/Documents/Post_16_English_mathematics_WEB.pdf

This offers a clear guide to starting points and qualifications which will facilitate the journey towards expected grades.

Funding

The national funding rate for full-time 16 and 17 year-olds will be maintained in 2014/15 at £4,000. The national funding rate for full-time 18 year-olds will be reduced to £3,300. Funding for LLDD students will not be reduced.

There will be no change to Block 2 disadvantage funding for progression in maths and English.

There will be no changes to part-time rates or to programme weightings.

To cushion the impact on the institutions most affected by the reduction in funding rates for full-time 18 year-olds,

Ministers have agreed to apply a one year cap to the losses for institutions who would have lost more than 2% of their EFA programme funding as a result of this change. In 2014/15 no institution has lost more from the rate reduction for 18 year-olds than 2% of its EFA programme funding.

For more information, a good point to start would be here:

<https://www.gov.uk/government/publications/letter-from-peter-mucklow-to-efa-2014-to-2015-student-funding>

Careers

This statutory guidance - [Careers guidance and inspiration in schools](#) - outlines why schools (and local authorities that maintain pupil referral units) must secure independent

careers guidance for young people, what they must do to comply with their legal responsibilities in this area and the role of the governing body and head teacher in shaping the guidance and support offered by the school. It relates to the [Inspiration Vision Statement](#) published by the government in September 2013, which sets out government policy in this area.

A non-statutory supporting document Careers guidance: advice for schools – is also available.

It contains good practice information and links to resources to help schools and colleges meet their duty to secure independent careers guidance for young people.

Apprenticeships

‘Trailblazer’ is the Government scheme to develop the new standards for Apprenticeships. It is employers designing the content of apprenticeships so that they reflect industry standards. KCC is working with the Civil Service to help shape these new standards.

Apprenticeship funding is changing and will move directly to employers from 2016. Employers will have the ability to commission training from a range of providers. The funding will be accessed through the PAYE system. The exact mechanism to do this is still being finalised.

Apprenticeships provide a good alternative to University. There are a range of new apprenticeships targeted at the most able. These apprenticeships particularly relate to ‘professional services’ such as finance, law and event management. These can be studied to degree level.

A future challenge is the fact that the entry requirement of at least level 2 English and Maths GCSE in certain sectors will impact on take up.

Traineeships

It remains a priority to expand opportunities to take up programmes based on high quality work experience and mathematics and English for young people who need this to progress into further study, Apprenticeships or jobs with training. Where institutions are achieving exceptional in-year growth in their overall student numbers and Traineeships are contributing towards this increase the EFA will take this into account in considering exceptional cases for in-year growth funding in 2014/15.

More advice can be found here:

<https://www.gov.uk/government/collections/traineeships-programme>

Work experience

The EFA strongly encourage work experience as part of study programmes. They have received a number of questions and concerns about the eligibility for funding of various types of work experience in different contexts, and how these hours should be recorded on the Individualised Learner Record (ILR). Following recent discussions with representative

bodies, Ofsted and policy colleagues within the Department of Education, the EFA will shortly issue a note providing further information and clarity on this issue.

For more advice from the DfE go here:

<https://www.gov.uk/government/publications/post-16-work-experience-as-a-part-of-16-to-19-study-programmes>

Free meals for disadvantaged students

The EFA will shortly publish guidance to institutions and additional funding allocations for 2014/15 to enable colleges and other post-16 institutions to offer from this autumn a free meal to disadvantaged students. Currently these students are only entitled to a free meal if they attend a school sixth form. The guidance will set out which students are eligible and how to identify them.

The requirement to provide free meals will apply to the following institutions where they have eligible students:

- general further education colleges, including specialist colleges;
- sixth form colleges;
- commercial and charitable providers;
- higher education institutions with 16 to 19 funding from the EFA;
- independent specialist providers;
- local authorities and FE institutions directly funded for 16 to 19 year olds;
- 16 to 18 traineeship providers funded by the Skills Funding Agency;
- institutions with funding from the European Social Fund; and
- 16-19 academies and 16-19 free schools.

Institutions will need to make provision for free meals to eligible students for each day that the student attends their study programme. The meal should be provided free of charge to eligible students, or funded via an electronic credit or a voucher that can be redeemed on-site or off-site where institutions have made arrangements with nearby food outlets.

Institutions will need to consider what arrangements they plan to put in place to make a free meal available to eligible students.

Discretionary bursaries

Ministers have decided not to proceed with the option proposed in the consultation document because of the high level of volatility that would result in funding for individual institutions. Therefore, in order to provide stability in financial support for students in all

post-16 institutions, there will be no change to the bursary allocation methodology in 2014 – 2015 and 2015 - 2016.

The EFA recognises that the current method of allocating discretionary bursary funds remains in need of reform and remain committed to identifying a sustainable and equitable approach that has the support of post-16 institutions. It will work with representative bodies to consider the findings from the independent 16 to 19 bursary evaluation which will report in 2015.

Bursaries for students in vulnerable groups

As in 2013/14, funding for institutions for bursaries for young people in nationally defined vulnerable groups will be held centrally so institutions can draw this down as needed. Institutions should not meet the costs of bursaries for students in vulnerable groups from their discretionary bursary fund. The discretionary bursary fund is free for institutions to use to assist other disadvantaged students to participate.

Post 16 accountabilities

This is more complex than primary and secondary accountability measures because of the diversity of routes and qualification types available but the recent announcement from the DfE broadly adopts two key measures:

- five headline measures of progression covering attainment; retention; English and maths where required; destinations;
- a number of other measures to provide a wider picture of performance, including the Tech Bacc, level 3 maths achievement, AAB achievement in facilitating A levels, A level attainment, progression to a higher level of learning, attainment in qualifications below level 3, substantial qualifications at level2, traineeships. Progression internships for special needs, closing the gap.

More information can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/296186/DfE_consultation_response_16-19_Accountability_final_for_publication.pdf

Reformed GCSES

The date for first teaching of reformed GCSEs in English Language and Literature and Mathematics is September 2015. New GCSEs in the sciences, History and Geography, as well as languages, are now scheduled for first teaching in September 2016.

Reformed GCSEs will be linear so assessment of a student's knowledge and understanding of the whole course takes place at the end of two years. The first assessment of two-year courses that start in September 2015 will be in June 2017.

The Secretary of State for Education made it clear in a letter to Ofqual on 6 February that the reformed exams should be accessible to the whole GCSE cohort.

All reformed GCSEs follow these principles:

- linear assessments
- assessment by external exam only
- Tiering to be avoided, unless strong subject-specific reasons
- expectations to match and exceed those of high-performing international jurisdictions
- greater demand and discrimination at the top
- current grading structure to be replaced by numbers
- inclusion of synoptic assessment
- no re-sit opportunities (except for English Language and Maths)
- spelling, punctuation and grammar to continue to be assessed within English Literature, Geography and History, and to also be assessed within English Language

Reformed A levels

Based on the most recent announcements from the Government and Ofqual on 6 September 2013, current plans are now confirmed for new A Levels for first teaching in September 2015 in the following subjects:

- Art and Design
- Business Studies
- Computer Science
- Economics
- English (Language, Literature, Language and Literature)
- History
- Psychology
- Sciences (Physics, Chemistry and Biology)
- Sociology

A Level Maths and Further Maths which 'require more fundamental work' are now scheduled for first teaching in September 2016.

Geography is delayed for a year and will now be ready for first teaching in September 2016.

New A Levels will be linear so assessment of a student's knowledge and understanding of the whole course will take place at the end of two years.

The first assessment of two-year courses that start in September 2015 will be in June 2017.

Reformed AS levels

AS Levels are currently proposed to be redeveloped as stand-alone qualification.

The main points are:

- unlike current AS Levels, new AS Level qualifications for first teaching in September 2015 will not contribute towards an A Level grade;
- the new AS qualifications will remain broadly at their current standard;
- in some subjects, it may be appropriate for the AS to be designed to be co-taught with the first year of the A Level;
- the first assessment of the new AS Levels is planned for June 2016.

More information on qualification reform can be found here:

<http://www.ocr.org.uk/qualifications/>

OFSTED

From September 2013 all students in full or part-time education aged 16 to 19 will be expected to follow a study programme tailored to their individual needs, education and employment goals.

Ofsted will inspect 16 to 19 study programmes in schools and academies with sixth forms through the school inspection framework as part of regular institutional inspections. Ofsted will always inspect provision for 16- to 19-year-olds if offered. The guidance below covers the key elements of the 16 to 19 study programme. It brings the inspection of school and academy sixth forms into line with what will be inspected and reported on in inspections of 16 to 19 provision under the Common Inspection Framework for further education and skills.

More information can be found here:

<http://www.ofsted.gov.uk/resources/briefings-and-information-for-use-during-inspections-of-maintained-schools-and-academies>

Adult Skills

[The Skills Funding Statement 2013 – 2016 \(ed. February 2014\)](#) details the funding arrangements to pursue the Government's strategy of "*championing, challenging, and celebrating*" vocational education. The Adult Skills budget is down to £2.25 bn, employer ownership of skills' budget rises, emphasising the key role of employers, the 24+ advanced loans will now reach £498,000, an increase of £370,000

Against this backdrop of "*tight fiscal times*", the nation is exhorted to ensure that there are clear pathways of progression that are easily understood by employers and learners. The vocational route for young people through qualifications, Technical Levels, Intermediate-level, Advanced-level and Higher Apprenticeships, onwards to Higher Education study, should provide an equally valued ladder of aspiration to that of a purely academic route. Unnecessary barriers to achieving progression will be challenged.

FE

The Minister for Skills and Enterprise, Matthew Hancock, in his recent letter, highlights some important areas of activity. The overall thrust remains the rigour and responsiveness agenda launched by the Government a year ago. However, currently seven issues stand out:

- response to skills needs with a shrinking budget;
- delivery of English and Maths as the "*single gold-standard for literacy and numeracy at level 2*";
- qualification reform;
- technology - the recent FELTAG Report recommended that at least 10% of publicly funded learning programmes should be online rising to 50% by 2017/18;
- quality and accountability but not just of learner outcomes; there are three other areas - the development of new professional standards for lecturers; the development of data to enable governors to better challenge performance; and the development of the three new outcome measures of progression within learning, destinations and earnings;
- system reform where the use of descriptors such as elite, specialist, chartered and social enterprise for college status suggests that the diversification is beginning to impact the FE sector in the same way as schools, for example;
- OFSTED mechanisms.

Skills and Employability response to change and its priorities

The Service will:

- engage and incentivise employers, through, for example, the Guild model;
- deliver a Kent action plan shared by its providers to achieve a target of at least a 20% conversion rate to level 2 GCSE Maths and English by end of academic year 2014 – 2015;
- collaborate with KATO to develop double district locality pathways to level 3;
- raise participation through partnership with tracking teams, preventative services, SEND, VSK, KIASS;
- develop a holistic approach to CEIAG, for example raising aspiration, developing attitude, improving literacy and numeracy and the “soft” skills, in essence, employability;
- work with special schools to review post 16 provision;
- work with providers to develop programme transformation creatively and to meet the challenges of qualification reform positively.

Appendix 2: The Economic Landscape of Canterbury District

Table 1 – Number of employees in Canterbury employment sectors between 2009 and 2012

Source: Business Register and Employment Survey 2009 -2012 Canterbury	2009	2012	Change 2009 - 2012	
			No.	%
Primary Industries (Agriculture/Mining/Utilities)	2,300	2,400	100	4.30
Manufacturing	2,100	1,800	-300	-14.30
Construction	2,500	2,000	-500	-20.00
Wholesale and retail trade	11,200	11,700	500	4.50
Transportation and storage	1,300	1,100	-200	-15.40
Accommodation and food service activities	4,400	4,600	200	4.50
Information and communication	1,300	1,500	200	15.40
Financial and insurance activities	1,100	1,200	100	9.10
Real estate activities	700	700	0	0.00
Professional, scientific and technical activities	3,200	3,100	-100	-3.10
Administrative and support service activities	2,700	3,200	500	18.50
Public administration and defence	3,300	2,600	-700	-21.50
Education	12,300	11,800	-500	-4.10
Human health and social work activities	10,500	9,600	-900	-8.60
Arts, entertainment and recreation	1,100	1,600	500	45.50
Other service activities	1,400	1,500	100	7.10
Total	61,500	60,300	-1,200	-2.00

- Between 2009 and 2012 employment growth has been in the wholesale and retail trade; accommodation and food services; ICT and administration and support services.
- Marked falls in employment have been in the public sector (health, education and public administration), construction and manufacturing.
- The public/private sector mix is now equal to the Kent average, with public sector employment slightly above South East levels.

Table 2 – Comparison of distribution of job vacancies by occupational group in Canterbury - 12/13 and 13/14

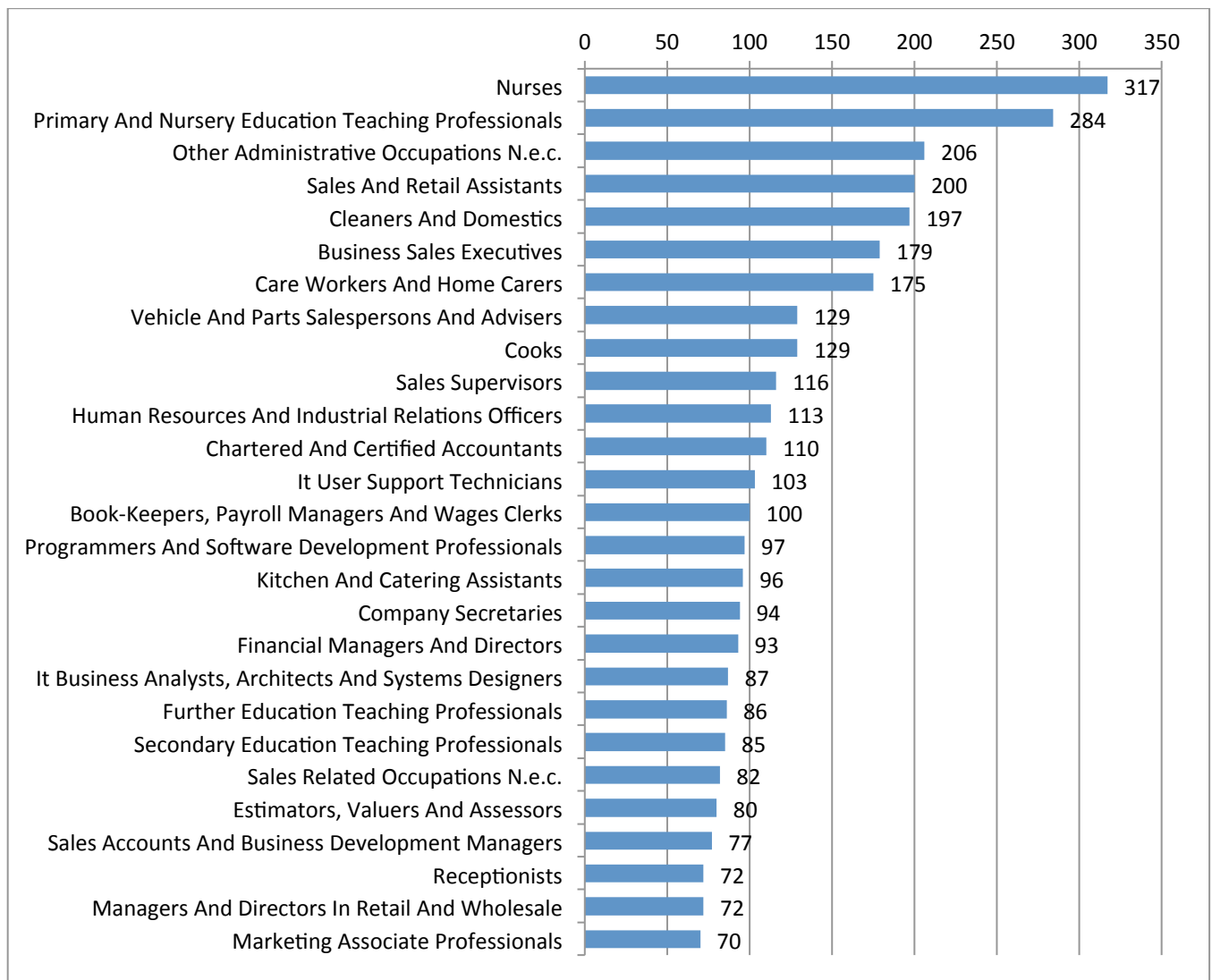
Occupation group Source: Labour Insight 2014	Total vacancies 03/2013 - 02/2014	% Total vacancies 03/2013- 02/2014	Total vacancies 03/2012- 02/2013	% Total vacancies 03/2012 - 02/2013
Professional occupations	2,024	26.3%	2,538	30.5%
Associate professional and technical occupations	1,375	17.8%	1,456	17.6%
Administrative and secretarial occupations	867	11.3%	910	10.9%
Sales and customer service occupations	834	10.8%	950	11.4%
Caring, leisure and other service occupations	643	8.3%	475	5.7%
Skilled trades occupations	576	7.5%	550	6.6%
Elementary occupations	575	7.5%	482	5.8%
Managers, directors and senior officials	507	6.6%	657	7.9%
Process, plant and machine operatives	305	4.0%	300	3.6%
Total	7,706		8,321	

We are able to collate all internet advertised job vacancies across Kent for the last two years, which can be broken down by district. Points to note include:

- Compared to 2012/2013, 2013/2014 saw a smaller turnover of job adverts in Canterbury; 7,700 compared to 8,300. This is accounted for by continuing falls in professional, associate professional and management jobs, which reflects the reduction in health and education employment in Canterbury.

However the UK Commission on Employment and Skills (UKCES Employer Skills Survey 2013) estimates that, once the public/private sector rebalancing is complete, the majority of jobs growth in the South East will be professional occupations, managers, directors and senior officials, and associate professional and technical occupations, by 2020.

Chart 1 – Individual occupations in Canterbury with the highest number of job vacancies between March 2013 and February 2014.



Source: Labour Insight 2014

Despite a reduction in public sector employment in Canterbury, the overall volume of employment in this sector remains very large. Chart 1 illustrates that there has been a significant churn in employment in this sector in the last year.

Jobs in retail and business sales are well represented across the graph.

Jobs in ICT support, programming and systems design are significantly represented. The skills required for these jobs include Javascript, C++ development, Microsoft C#.net framework development, Sql server development, .net development and HTML.

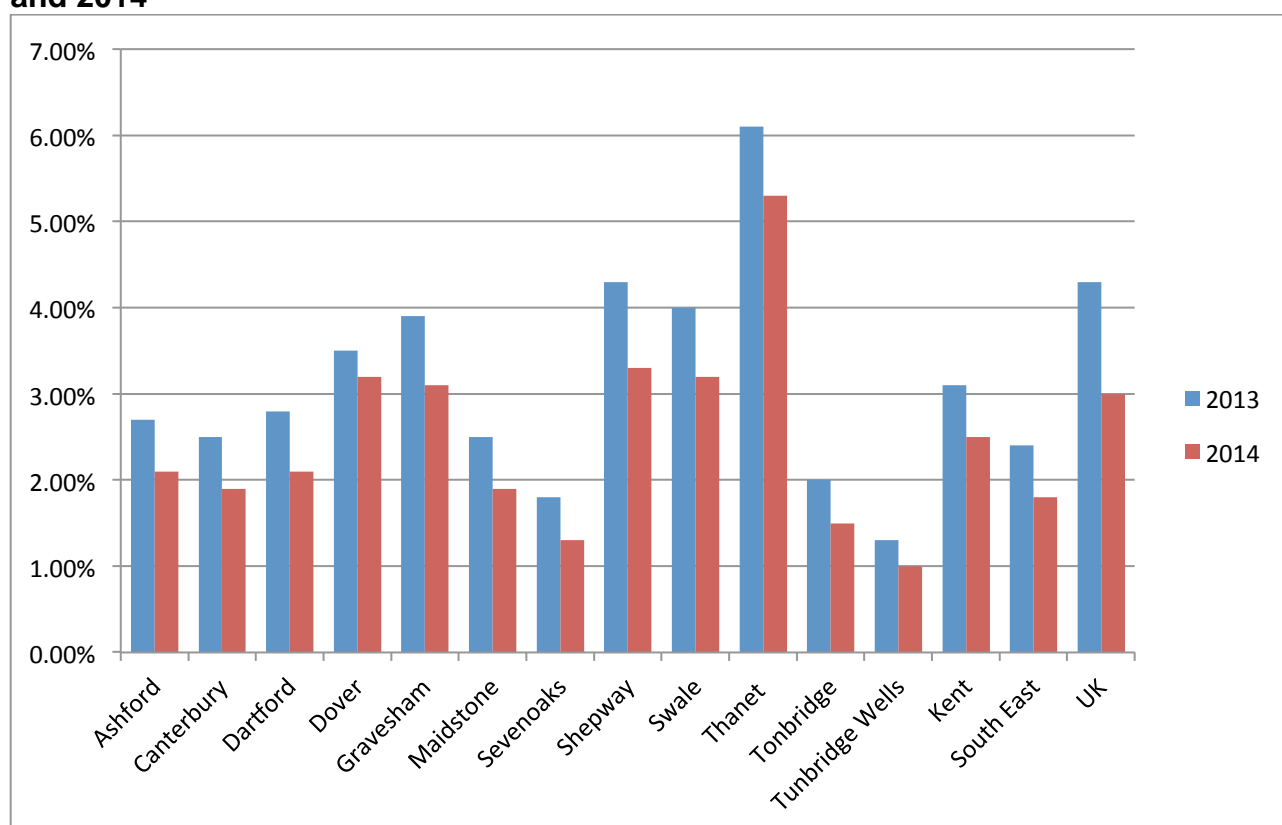
Table 3– Breakdown of VAT and/or PAYE businesses in Canterbury between 2006 and 2013

Firms by size band	2008	2013	2013 %
1- 4	3900	3740	66.4
5-10	900	910	16.1
11-19	500	545	9.7
20-99	300	355	6.3
100+	100	85	1.5
Total	5700	5635	

Source: NOMIS Local Profile – Employment Theme 2014

The number of businesses in Canterbury is now broadly equivalent to its pre-recessionary levels.

Chart 2 –Comparison of Percentage District Unemployment between January 2013 and 2014

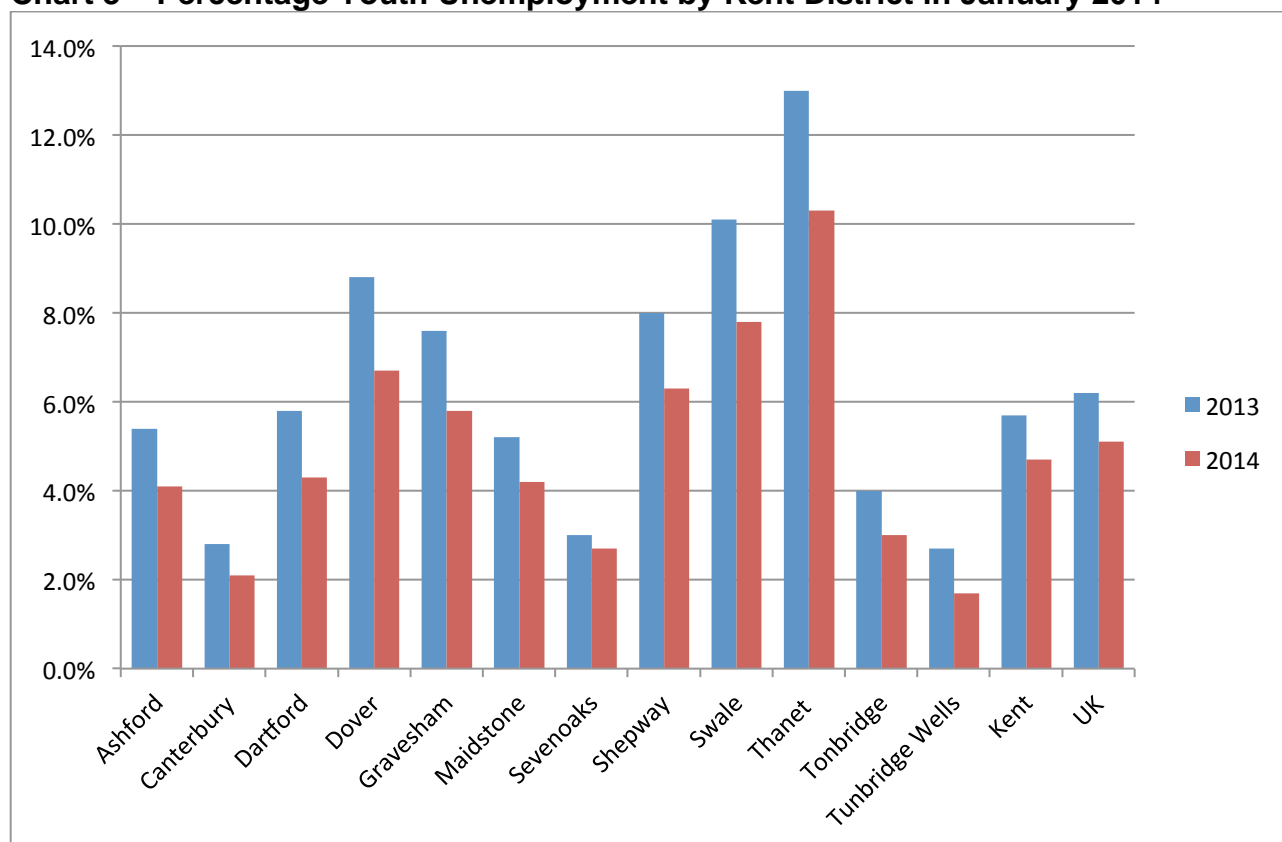


Source: ONS Claimant Count January 2014

Unemployment in Canterbury is the fifth lowest in the county and therefore below the Kent average.

Chart 2 illustrates that unemployment has fallen across Kent in the last year, by an average of 21%. The Canterbury unemployment rate has fallen faster than this. In January 2014, 1,821 people were unemployed and claiming benefits in Canterbury.

Chart 3 – Percentage Youth Unemployment by Kent District in January 2014



Source: ONS Claimant Count January 2014

Youth unemployment in Canterbury is the second lowest in Kent and is currently 2%. Following national trends, it has fallen from 3.0% in January 2013.

Table 4 – Adult Population in Employment who are Self-Employed

Proportion in employment who are self-employed (16-64)					
	Jul 2008- Jun 2009	Jul 2009- Jun 2010	Jul 2010- Jun 2011	Jul 2011- Jun 2012	July 2012- Jun 2013
	%	%	%	%	%
Canterbury	12.4	14.8	14.5	20.4	15.1
Kent	13.4	14.6	14.1	15.4	14.7
South East	13.1	13.9	13.9	14.5	14.6
England	12.6	13.1	13.2	13.8	13.6

Source: Annual Population Survey, through Nomis, Office for National Statistics (ONS)

Self-employment in Canterbury has historically been broadly equivalent to local and national averages. It slowly increased throughout the recession, but appears to be falling again.

Table 5 – Public vs Private Sector Employees

Public vs Private Sector Employment June 2013		
	Public	Private
	%	%
Canterbury	18.0	82.0
Kent	17.9	82.1
South East	16.2	83.8
England	19.3	80.7

Source: Office for National Statistics (ONS): Local Employment Profile

Historically public employment in Canterbury has been high compared to local and national averages, meaning overall employment in Canterbury has been less sensitive to recession. However this has now made Canterbury vulnerable to falling public expenditure and public employment has fallen from 22% in 2011.

Table 6 – Full-time workers media weekly gross pay – residence based

Full time workers median weekly gross pay- residence based			
	2010	2011	2012
	£ per week	£ per week	£ per week
Canterbury	511	560	546
Kent	518	530	539
South East	537	548	556
England	496	506	513

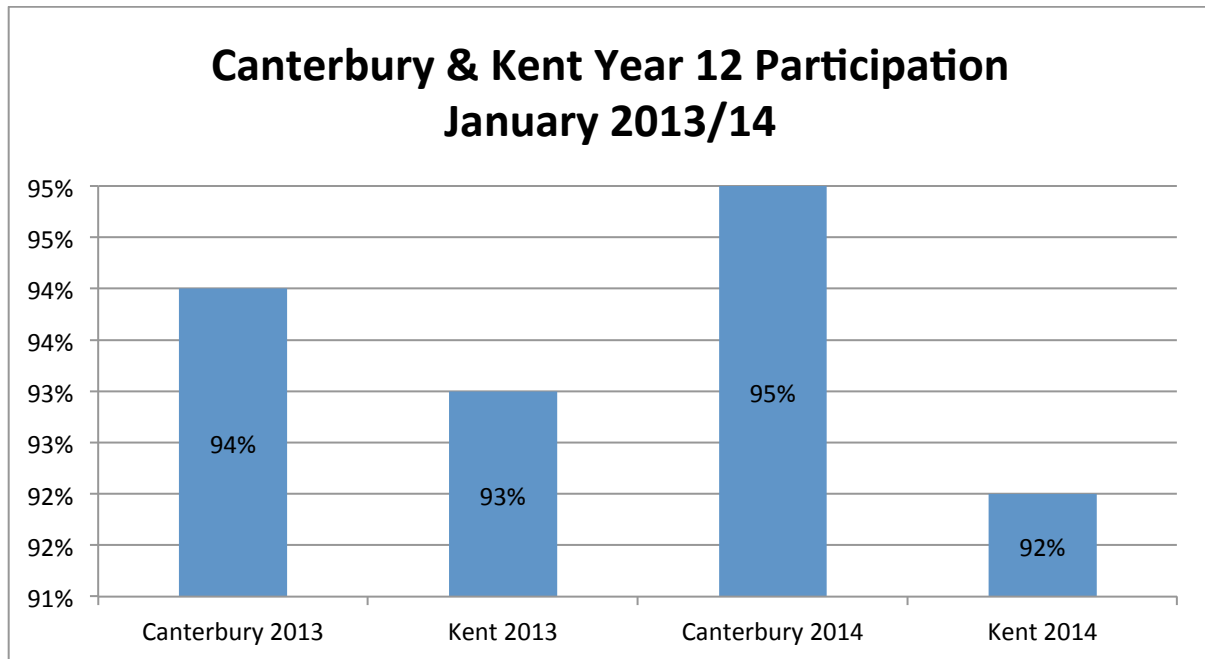
Source: Annual Survey of Hours and Earnings (ASHE), through Nomis, Office for National Statistics (ONS)

The median weekly gross pay of Canterbury residents has historically been equivalent to the Kent average. Wages in the retail and public sector are low, but there is some positive effect from out-commuting on household incomes.

Appendix 3: Participation

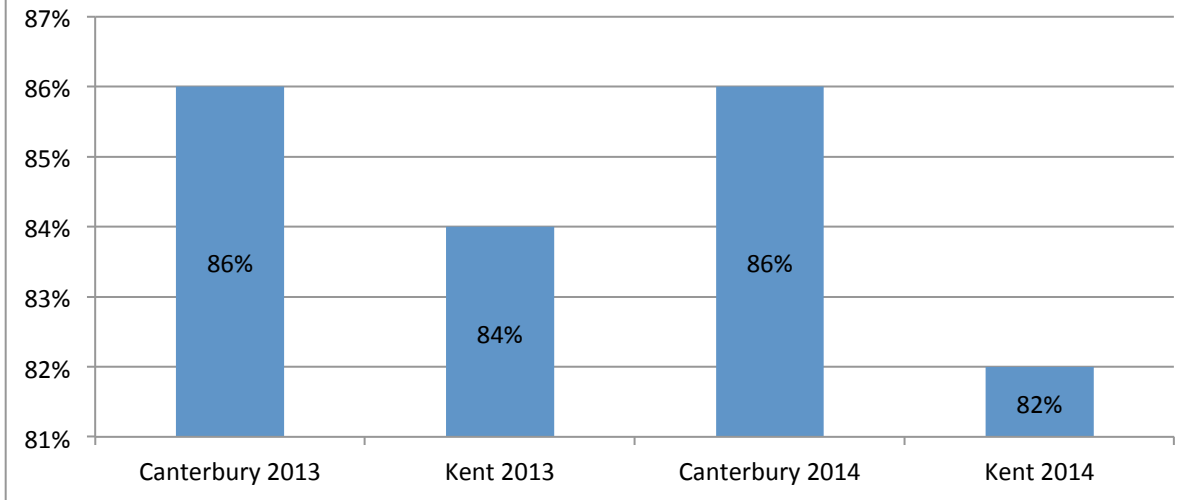
Comparison of the percentage of Canterbury young people in academic age Year 12 and Year 13 who are participating

Participation is defined as those that are: in sixth form, FE College, Employment with training (mainly apprenticeships) or training



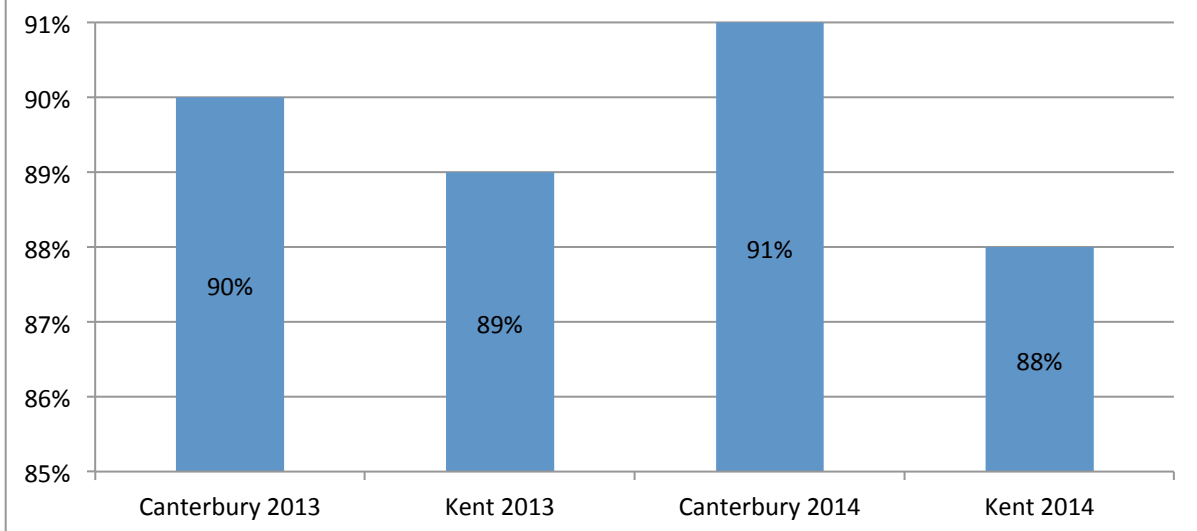
- This is the first year that the Year 12 age group are expected to participate in the academic year in which they turn 17.
- Year 12 Participation in Canterbury has increased against a County trend of falling participation.
- This is a positive development, but there is still work to do to drive towards the RPA target of 99% participation by 2016.

Canterbury & Kent Year 13 Participation January 2013/14



- The number of year 13 students participating is higher than the Kent average but remained static at 86%. The requirement of RPA is that learners will remain in education until their 18th birthday next year – so there is a significant amount of work to be done in retaining year 13 students in education or training.

Canterbury & Kent Combined Year 12 and 13 Participation Jan 2013/14



The combined figure shows a slowly increasing level of participation in Canterbury. In order to accelerate this trend. Providers should focus on supporting learners into and through years 12 and 13.

Canterbury	January 2013						January 2014					
	Year 12		Year 13		Year 12 & 13		Year 12		Year 13		Year 12 & 13	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Cohort Total	1570		1538		3108		1640		1610		3250	
School Sixth Form	934	59%	776	50%	1710	55%	972	59%	815	51%	1787	55%
Further Education College	491	31%	476	31%	967	31%	546	33%	500	31%	1046	32%
Employment with Training	32	2%	60	4%	92	3%	27	2%	60	4%	87	3%
Employment without Training	39	2%	101	7%	140	5%	17	1%	90	6%	107	3%
Training	16	1%	12	1%	28	1%	8	0%	14	1%	22	1%
NEET	50	3%	87	6%	137	4%	47	3%	94	6%	141	4%
Current Situation not Known	6	0%	17	1%	23	1%	16	1%	25	2%	41	1%
Participation	1473	93.8%	1324	86.1%	2797	90.0%	1553	94.7%	1389	86.3%	2942	90.5%

Kent	January 2013						January 2014					
	Year 12		Year 13		Year 12 & 13		Year 12		Year 13		Year 12 & 13	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Cohort Total	16878		17024		33902		17826		17112		34938	
School Sixth Form	10004	59%	8311	49%	18315	54%	10781	60%	8564	50%	19345	55%
Further Education College	5104	30%	4970	29%	10074	30%	5083	29%	4637	27%	9720	28%
Employment with Training	347	2%	704	4%	1051	3%	419	2%	713	4%	1132	3%
Employment without Training	408	2%	1346	8%	1754	5%	205	1%	1069	6%	1274	4%
Training	299	2%	347	2%	646	2%	187	1%	191	1%	378	1%
NEET	584	3%	1042	6%	1626	5%	536	3%	952	6%	1488	4%
Current Situation not Known	83	0%	208	1%	291	1%	376	2%	653	4%	1029	3%
Participation	15754	93.3%	14332	84.2%	30086	88.7%	16470	92.4%	14105	82.4%	30575	87.5%

- Participation in Canterbury is significantly above the County Average

- The number of students whose destinations are not known at 1% is below the Kent average (3%)
- The number of students attending school sixth forms is at 55% in line with the County Average. At 32%, and increasing from last year, the number of students attending college is significantly above the County average.
- The number of young people in Employment without training is falling and is below the County Average.
- However the proportion of young people that are NEET remains static at 4%. Although this is broadly in line with the County average this is somewhat surprising for a District with high employment and a large FE college. Targeted work should be undertaken to reduce this figure (see below)

District Ranking of Year 12 Drop-Out (1 equals highest drop-out)

District	2013-14 % Year 12 Drop Out Rate	2012-13 % Year 12 Drop Out Rate	2011-12 % Year 12 Drop Out Rate	2013-14 % Drop Out District Ranking	2012-13 % Drop Out District Ranking	2011-12 % Drop Out District Ranking
Ashford	4.5	3.9	5.1	5	5	2
Canterbury	4.6	5.6	4.1	4	1	6
Dartford	1.8	1.7	3.4	9	11	8
Dover	2.2	4.0	3.7	8	4	7
Gravesham	1.7	3.3	2.4	10	6	10
Maidstone	1.5	1.9	2.3	11	10	11
Sevenoaks	8.1	3.2	8.0	1	7	1
Shepway	4.6	4.4	4.6	3	3	4
Swale	5.8	4.7	5.0	2	2	3
Thanet	3.9	3.1	4.2	6	8	5
Tonbridge and Malling	2.5	2.1	2.5	7	9	9
Tunbridge Wells	1.1	1.7	1.1	12	12	12
Kent LA	3.2	3.6	3.5			

Source: Autumn 2013 and Spring 2014 school census

- Although the level of year 12 drop out has fallen this year from 5.6% to 4.6% this is still significantly above the County average. 1 in 21 year 12 learners are dropping out and this remains a cause for concern. Measures should be undertaken to help young people make the right choices at 16 and to retain them through year 12.

Vulnerable Learner Participation

Canterbury		
Priority groups within NEET 16-24	January 2013	January 2014
Looked after/in care	14	18
Caring for own child	35	41
Refugee/asylum seeker	0	1
Carer not own child	5	4
Substance abuse	5	4
Care leaver	5	6
Supervised by YOT	9	7
Pregnancy	11	15
Parent not carer for own child	1	1
LDD	43	102
TOTAL	128	199

This suggests that as the NEET figures fall there is need for increasingly targeted work focussing on vulnerable learners with specific needs, such as LDD, leaving care, or pregnant/parent.

Appendix 4: Progression in Canterbury District

Prior Attainment to Level 3 2012 – 2013 v. Prior Attainment to Level 3 2011 – 2012

		Canterbury														
		2011					2013					2012				
Kent District at age 16	Prior attainment at age 16	Total Learners	Percentage of Total Learners (%)	Level 1 or above	Level 2 or above	Level 3 or above	Of which number of no further quals	Of which no further qualifications Post 16 (%)	Total Learners	Percentage of Total Learners (%)	Level 1 or above	Level 2 or above	Level 3 or above	Of which number of no further quals	Of which no further qualifications Post 16 (%)	
National	Below Level 1	44662	7.5	33.3	14.9	4.2	17909	40.1	51087	8.6	32.1	14.8	4.0	21252	41.6	
	Level 1, below Level 2	109256	18.4	100.0	52.4	15.1	18792	17.2	138650	23.4	100.0	54.3	16.5	23571	17.0	
	Level 2 without English and Maths	102877	17.3	100.0	100.0	35.0	12139	11.8	87498	14.8	100.0	100.0	38.3	10675	12.2	
	Level 2 Incl Eng and Maths	336955	56.8	100.0	100.0	82.4	11120	3.3	315964	53.3	100.0	100.0	83.5	10427	3.3	
	All Pupils	593750		95.0	84.8	55.9	59960	10.1	593199		94.2	82.0	54.3	65845	11.1	
Local Authority: Kent	Below Level 1	1359	7.8	27.6	11.6	4.0	606	44.6	1477	8.7	27.6	11.5	3.2	651	44.1	
	Level 1, below Level 2	2609	15.0	99.9	45.8	11.4	556	21.3	3377	19.8	100.0	50.0	12.6	642	19.0	
	Level 2 without English and Maths	3438	19.8	100.0	100.0	32.8	437	12.7	3031	17.8	100.0	100.0	34.6	415	13.7	
	Level 2 Incl Eng and Maths	9952	57.3	100.0	100.0	82.6	328	3.3	9133	53.7	100.0	100.0	83.7	301	3.3	
	All Pupils	17358		94.3	84.9	55.9	1927	11.1	17018		93.7	82.4	53.9	2008	11.8	
Canterbury	Below Level 1	137	8.1	31.4	12.4	7.3	54	39.4	131	7.9	23.7	11.5	6.9	48	36.6	
	Level 1, below Level 2	298	17.7	100.0	51.3	16.4	44	14.8	348	20.9	100.0	56.0	18.1	40	11.5	
	Level 2 without English and Maths	330	19.6	99.7	99.7	31.5	38	11.5	278	16.7	100.0	100.0	34.5	32	11.5	
	Level 2 Incl Eng and Maths	919	54.6	100.0	100.0	84.9	17	1.8	907	54.5	100.0	100.0	84.2	16	1.8	
	All Pupils	1684		94.4	84.2	56.0	153	9.1	1664		94.0	83.8	56.0	136	8.2	

Appendix 5: The Vocational Offer in Canterbury District

5.1: Apprenticeship data for Canterbury: Breakdown of Apprenticeship Starts by District in 2012/13.

	2012/13 Full Year Starts															
	Intermediate Level Apprenticeship				Advanced Level Apprenticeship				Higher Apprenticeship				All Apprenticeships			
	Under 19	19-24	25+	All Ages	Under 19	19-24	25+	All Ages	Under 19	19-24	25+	All Ages	Under 19	19-24	25+	All Ages
Kent	1,860	2,350	2,470	6,680	730	1,410	2,580	4,720	10	50	140	200	2,600	3,800	5,190	11,600
Ashford	150	240	270	660	130	140	230	490	-	-	10	10	280	380	510	1,160
Canterbury	170	220	210	600	50	150	220	420	-	-	10	20	220	370	440	1,040
Dartford	140	110	160	410	40	80	180	300	-	-	10	10	180	200	340	730
Dover	160	210	180	550	50	110	230	390	-	10	20	20	210	330	430	970
Gravesham	130	140	160	430	50	110	200	360	-	10	10	10	180	260	370	800
Maidstone	170	240	270	670	80	150	260	500	-	-	20	20	250	390	550	1,180
Sevenoaks	110	150	140	400	60	70	160	280	-	-	10	10	160	220	310	690
Shepway	140	230	240	610	50	130	240	410	-	-	10	20	190	360	490	1,040
Swale	250	250	250	750	80	160	280	510	-	-	20	30	320	410	550	1,280
Thanet	240	300	300	840	80	160	300	540	-	-	20	20	320	470	620	1,400
Tonbridge and Malling	130	150	160	440	50	90	160	300	-	10	10	20	180	240	330	750
Tunbridge Wells	80	120	120	320	30	70	130	230	-	-	10	10	110	190	260	560

- For the last few years, numbers of 16-24 year old apprenticeships in Kent has grown. This growth was across all age ranges until 12/13 when the number of 16-18 apprentices fell by 180.
- Overall apprenticeship growth continued in Kent in 12/13, as 19-24 apprenticeships numbers have continued to expand. The first quarter of 2013/14 saw more 19-24 apprenticeships than 16-18 year olds, for the first time.

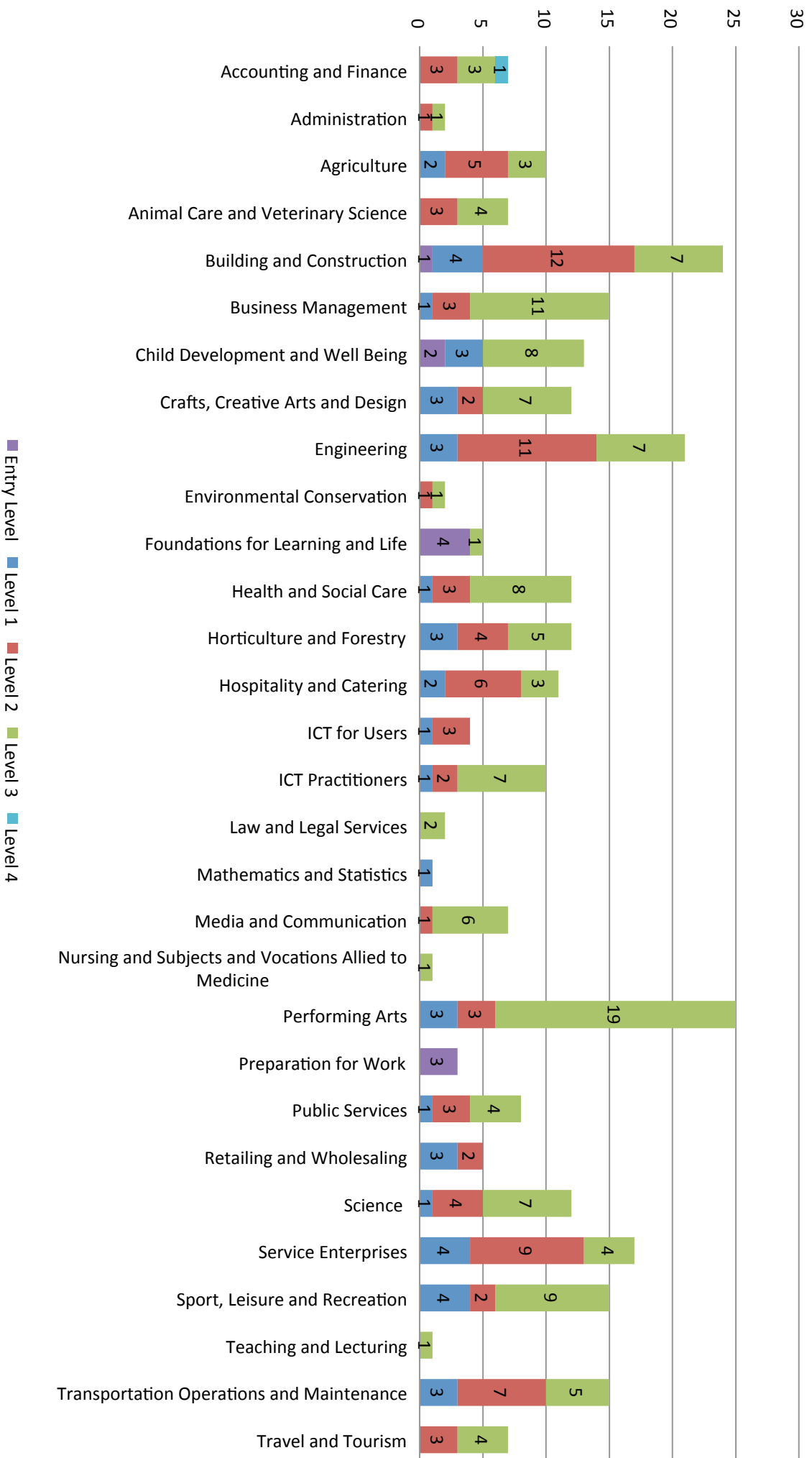
Proposed changes in the funding of Apprenticeships include:

- Funding to pay for the training will be devolved to employers to ensure training is relevant to their needs.
- The content of apprenticeships is being changed to simplify the qualifications and make them more relevant to employers.
- It is too early yet to know what the effect of these changes will be on recruitment and delivery of apprenticeships.

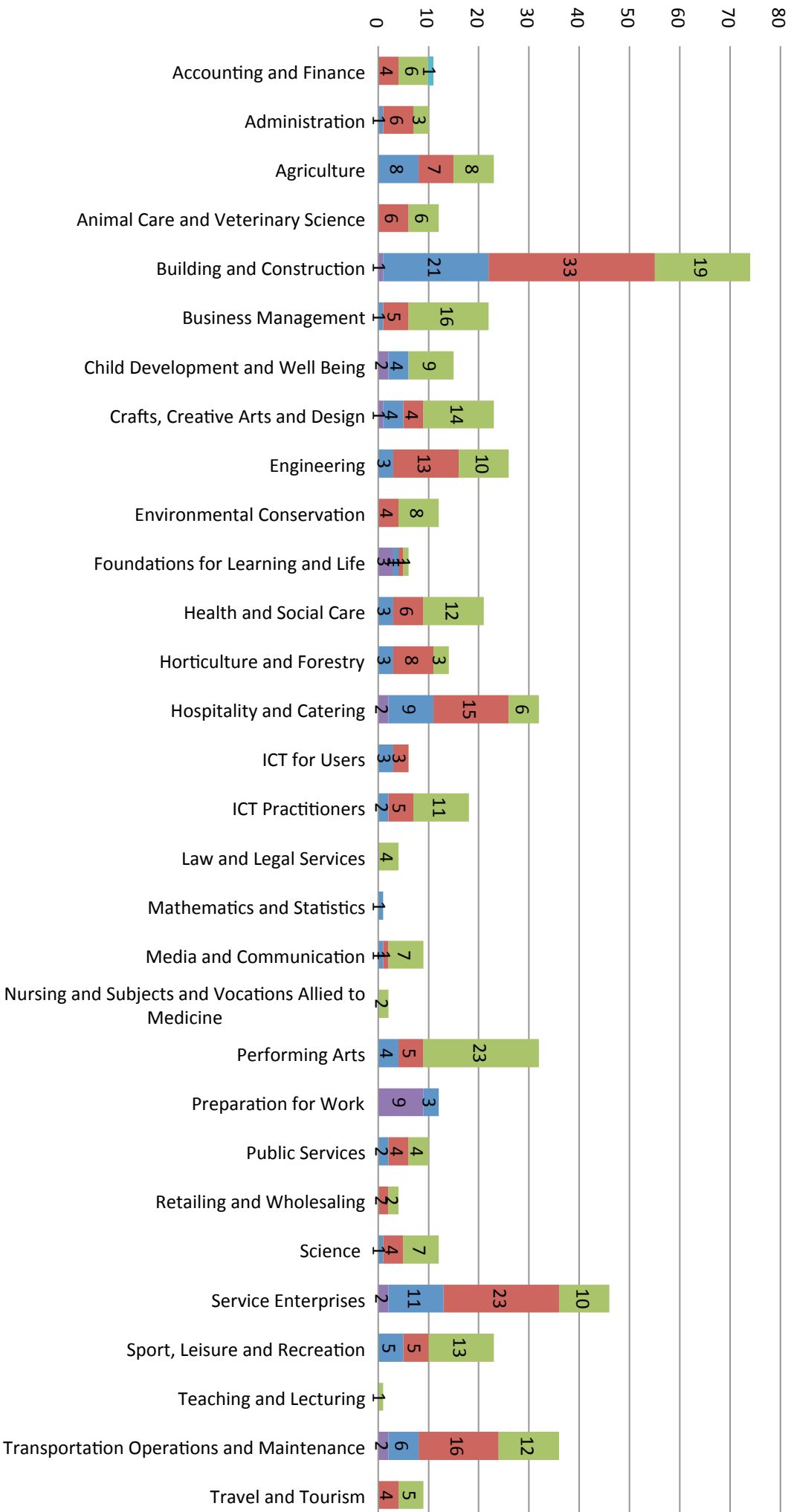
Breakdown of Kent Apprenticeship Starts by Framework Sector 2012/2013

Framework Sector Lead Body	16 - 18	19-24	25+	Total
Active Leisure and Wellbeing	393	261	779	779
Adult Social Care	274	759	1654	2,687
Automotive	175	87	12	274
Building Services Engineering	180	80	11	271
Business Information Technology and Telecoms	175	76	35	286
Business Administration and Governance	515	1,083	1586	3,184
Chemicals, Life Sciences, Pharmaceuticals, Nuclear, Oil, Gas, Petroleum, and Polymers	7	<5	-	11
Children and Young People	-	12	12	24
Construction	232	109	26	367
Creative and Cultural	<5	<5	-	5
Creative Media	5	6	<5	12
Energy and Utility	<5	13	42	58
Energy construction Industry	<5	<5	-	6
Facilities Management, Housing, Property, Planning and Cleaning	14	10	59	83
Finance, Accountancy & Financial Services	62	108	46	216
Food & Drink	<5	25	5	33
Freight Logistics & Wholesale	19	57	120	196
Healthcare	32	40	49	121
Industrial Relations	26	33	135	194
Hospitality, Leisure, Travel & Tourism	83	163	122	368
Justice & Community Safety	12	11	-	23
Land-based & Environmental Industries	71	86	47	204
Not applicable/Not Known	92	202	382	676
Passenger Transport	30	59	46	135
Process & Manufacturing	8	18	42	68
Retail	82	296	325	703
Science, Engineering & Manufacturing Technologies	87	154	194	435
Security Industry	12	29	61	102
Supporting Teaching & Learning in Schools	-	-	<5	<5
Total	2,597	3,791	5,159	11,547

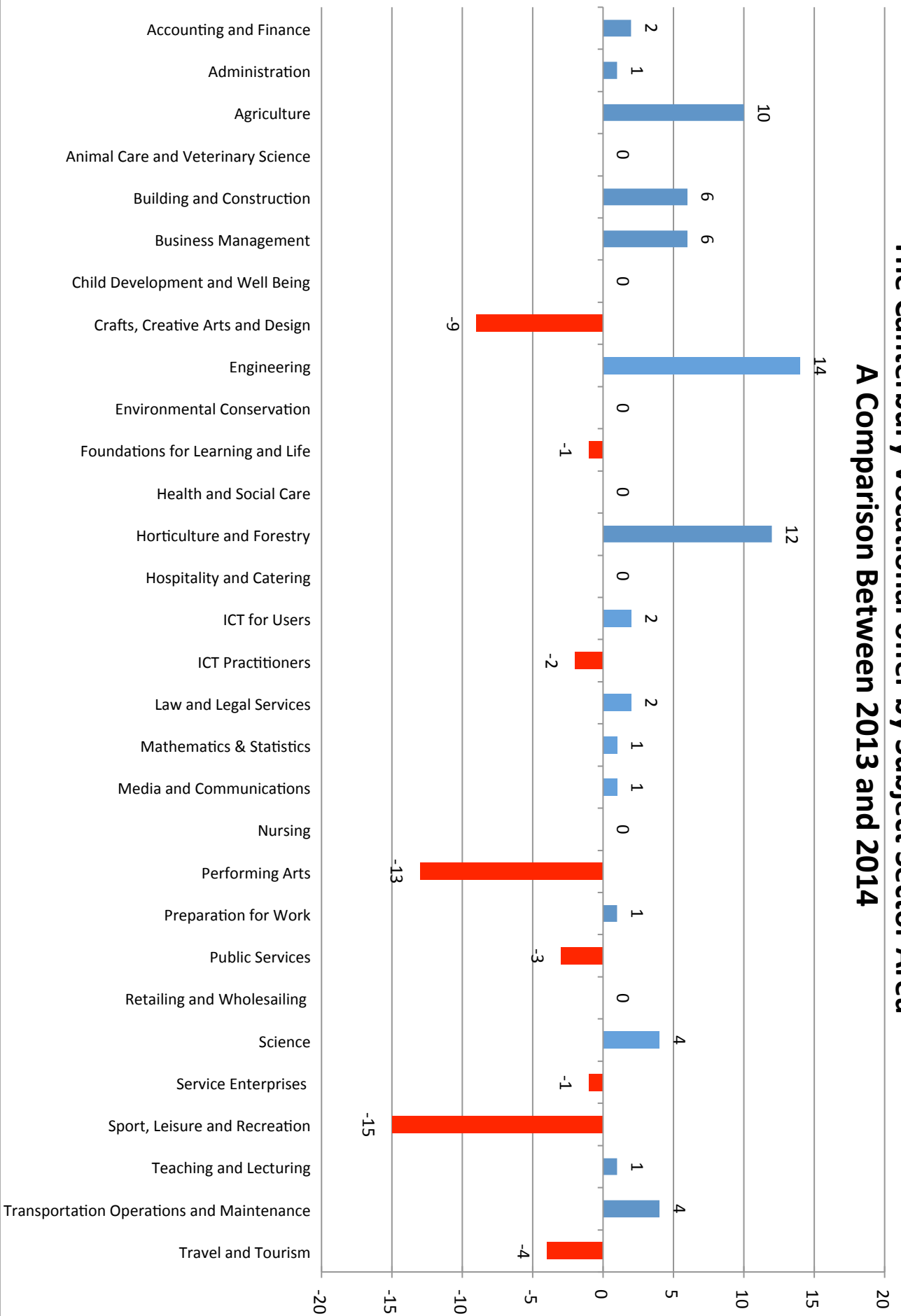
Appendix 5.2: The Canterbury Vocational Offer - Number of Courses by Subject Sector Area and Level 2014



The Canterbury Travel to Learn Vocational Offer - Number of Courses by Subject Sector Area and Level 2014



The Canterbury Vocational offer by Subject Sector Area - A Comparison Between 2013 and 2014



Appendix 5.3: The Canterbury Vocational Curriculum Map 2014

1.2 Nursing and Subjects and Vocations Allied to Medicine

Course Title	Venue	Course Type	Level
Dental Nursing Advanced Apprenticeship	Canterbury College	Other Vocational	3

1.3 Health and Social Care

Course Title	Venue	Course Type	Level
Health & Social Care BTEC Diploma	Canterbury College	BTEC	1
Health & Social Care BTEC Diploma	Canterbury College	BTEC	2
Health & Social Care Intermediate Apprenticeship	Canterbury College	Other Vocational	2
Preparing to Work in Adult Social Care Cache Certificate	Canterbury College	Other Vocational	2
Health & Social Care BTEC Diploma	Chaucer Technology School	Other Vocational	3
Health & Social Care BTEC Subsidiary Diploma	Chaucer Technology School	Other Vocational	3
Health and Social Care BTEC	Community College Whitstable	BTEC	3
BTEC in Health and Social Care	Spires Academy (Canterbury)	BTEC	3
Health & Social Care BTEC Diploma	The Canterbury Academy Sixth Form	Other Vocational	3
Health & Social Care Advanced Apprenticeship -	Canterbury College	Other Vocational	3
Health & Social Care Extended Diploma	Canterbury College	Other Vocational	3
Health and Social Care BTEC Subsidiary Diploma	Canterbury College	BTEC	3

1.4 Public Services

Course Title	Venue	Course Type	Level
Public Services BTEC Diploma	Canterbury College	BTEC	1

Public Services BTEC Diploma	Herne Bay High School	BTEC	2
Public Services BTEC Diploma	Canterbury College	BTEC	2
Public Services NCFE Diploma	Canterbury College	Other Vocational	2
Public Services - BTEC National Subsidiary Diploma	Herne Bay High School	BTEC	3
Public Services BTEC Subsidiary Diploma	The Canterbury Academy Sixth Form	BTEC	3
Public Services NCFE Diploma	Canterbury College	Other Vocational	3
Uniformed Public Services BTEC Extended Diploma	Canterbury College	BTEC	3

1.5 Child Development and Wellbeing

Course Title	Venue	Course Type	Level
Caring for Children Diploma	Canterbury College	Other Vocational	Entry
Vocational Studies Diploma	Canterbury College	Other Vocational	Entry
Caring for Children Diploma	Canterbury College	Other Vocational	1
Preparing to Work in the Child Care Sector Certificate	Canterbury College	Other Vocational	1
Preparing to Work in the Child Care Sector Certificate	Canterbury College	Other Vocational	1
CACHE in Childcare and Education	The Canterbury Academy Sixth Form	Other Vocational	3
Childcare Advanced Apprenticeship	Canterbury College	Other Vocational	3
Childcare Intermediate Apprenticeship	Canterbury College	Other Vocational	3
Children and Young People Diploma	Canterbury College	Other Vocational	3
Children and Young People's Workforce PT	Canterbury College	Other Vocational	3

Children's and Young People's Workforce	Canterbury College	Other Vocational	3
Children's and Young People's Workforce	Canterbury College	Other Vocational	3
Children's and Young People's Workforce PT	Canterbury College	Other Vocational	3

2.1 Science

Course Title	Venue	Course Type	Level
Applied Science BTEC Introductory Diploma	Canterbury College	BTEC	1
Application of Science-Principle of Applied Science BTEC First Award	Chaucer Technology School	BTEC	2
Applied Science BTEC Diploma	Canterbury College	BTEC	2
Forensic Science BTEC Diploma	Canterbury College	BTEC	2
Laboratory Science Advanced Apprenticeship	Canterbury College	BTEC	2
Applied Science Forensic or Medical Sciences BTEC Diploma	Chaucer Technology School	BTEC	3
Applied Science on Forensic Science or Medical Science BTEC Subsidiary Diploma	Chaucer Technology School	BTEC	3
Applied Science BTEC National Award	Community College Whitstable	BTEC	3
Applied Science Diploma	Canterbury College	BTEC	3
Applied Science Extended Diploma	Canterbury College	BTEC	3
Forensic Science - BTEC Extended Diploma	Canterbury College	BTEC	3
Medical Science BTEC Extended Diploma	Canterbury College	BTEC	3

2.2 Mathematics

Course Title	Venue	Course Type	Level
Numbers and Measures	Chaucer Technology School	Other Vocational	1

3.1 Agriculture

Course Title	Venue	Course Type	Level
Animal Care and Land Based Diploma -	Canterbury College	Other Vocational	1
Animal Care, Diploma in Land-Based Studies,	Hadlow College	Other Vocational	1
Agriculture (Crop Production), Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	2
Agriculture (Livestock Production), Work-Based Award, Certificate or Diploma,	Hadlow College	Other Vocational	2
Agriculture (Mixed Farming) Work-Based Award, Certificate or Diploma,	Hadlow College	Other Vocational	2
Agriculture (Poultry Production), Work-Based Award, Certificate or Diploma,	Hadlow College	Other Vocational	2
Land-Based Engineering Operations, Work-Based Diploma,	Hadlow College	Other Vocational	2
Agriculture (Crop Production), Work-Based Award, Certificate or Diploma,	Hadlow College	Other Vocational	3
Agriculture (Livestock Production), Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	3
Agriculture (Poultry Production), Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	3

3.3 Horticulture and Floristry

Course Title	Venue	Course Type	Level
Work Based Horse Care Diploma -	Canterbury College	Other Vocational	1
Agriculture, Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	1

Horticulture, Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	1
Floristry BTEC Diploma	Canterbury College	BTEC	2
Horticulture (Greenkeeping or Groundsmanship), Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	2
Horticulture (Landscaping), Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	2
Horticulture (Production Horticulture), Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	2
Floristry BTEC Diploma	Canterbury College	BTEC	3
Horticulture (Greenkeeping or Groundsmanship), Work-Based Award, Certificate or Diploma, Level	Hadlow College	Other Vocational	3
Horticulture (Landscaping), Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	3
Horticulture (Parks, Gardens & Greenspaces), Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	3
Horticulture (Production Horticulture), Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	3

3.3 Animal Care and Veterinary Science

Course Title	Venue	Course Type	Level
Animal Care BTEC Diploma	Canterbury College	BTEC	2
Work Based Horse Care Diploma	Canterbury College	Other Vocational	2
Animal Care, Diploma	Hadlow College	Other Vocational	2
Animal Management BTEC Extended Diploma	Canterbury College	BTEC	3

Veterinary Nursing Advanced Level Apprenticeship	Canterbury College	Other Vocational	3
Work Based Horse Care Diploma	Canterbury College	Other Vocational	3
Animal Management, Extended Diploma	Hadlow College	Other Vocational	3

3.4 Environmental Conservation

Course Title	Venue	Course Type	Level
Countryside & Environmental Sustainability Diploma	Canterbury College	Other Vocational	2
Environmental Sustainability & Management	Canterbury College	Other Vocational	3

4.1 Engineering

Course Title	Venue	Course Type	Level
Electrical Installation Diploma	Canterbury College	Other Vocational	1
Engineering Pre Apprenticeship Certificate -	Canterbury College	Other Vocational	1
Engineering Design and Craft Studies	Canterbury College	Other Vocational	1
Engineering BTEC Extended Certificate	Chaucer Technology School	Other Vocational	2
Basic Plumbing Skills Diploma	Canterbury College	Other Vocational	2
Engineering and Product Design NVQ	Canterbury College	NVQ	2
Engineering Design and Craft Studies	Canterbury College	Other Vocational	2
Engineering Diploma	Canterbury College	Other Vocational	2
Engineering Maintenance Advanced Apprenticeship	Canterbury College	Other Vocational	2

Engineering Technology Diploma	Canterbury College	Other Vocational	2
Fabrication and Welding Intermediate Apprenticeship	Canterbury College	Other Vocational	2
Mechanical Engineering Advanced Apprenticeship	Canterbury College	Other Vocational	2
Mechanical Engineering Intermediate Apprenticeship	Canterbury College	Other Vocational	2
Motor Sport Servicing & Repair C&G	Canterbury College	Other Vocational	2
Engineering BTEC Subsidiary Diploma	Chaucer Technology School	BTEC	3
Engineering and Product Design Extended Diploma -	Canterbury College	Other Vocational	3
Engineering Design & Craft Studies Diploma -	Canterbury College	Other Vocational	3
Engineering Maintenance Intermediate Apprenticeship	Canterbury College	Other Vocational	3
Engineering Technology Extended Diploma	Canterbury College	Other Vocational	3
Fabrication and Welding Advanced Apprenticeship	Canterbury College	Other Vocational	3
Mechanical Engineering (Machining) Diploma	Canterbury College	Other Vocational	3

4.3 Transportation Operations and Maintenance

Course Title	Venue	Course Type	Level
Motor Sport Servicing & Repair C&G	Canterbury College	Other Vocational	1
Motorcycle Servicing & Repair C&G	Canterbury College	Other Vocational	1
Servicing and Repair	Canterbury College	Other Vocational	1

Motor Vehicle Servicing & Repair IMI Diploma	Canterbury College	Other Vocational	2
Motor Vehicle Servicing & Repair IMI Extended Diploma	Canterbury College	Other Vocational	2
Motor Vehicle Servicing & Repair Intermediate Apprenticeship	Canterbury College	Other Vocational	2
Motor Vehicle Servicing and Repair Advanced Apprenticeship	Canterbury College	Other Vocational	2
Motorcycle Advanced Apprenticeship	Canterbury College	Other Vocational	2
Motorcycle Intermediate Apprenticeship	Canterbury College	Other Vocational	2
Motorcycle Servicing & Repair C&G	Canterbury College	Other Vocational	2
Motor Sport Servicing & Repair Diploma	Canterbury College	Other Vocational	3
Motor Vehicle Servicing & Repair IMI Extended Diploma	Canterbury College	Other Vocational	3
Motor Vehicle Servicing and Repair C&G	Canterbury College	Other Vocational	3
Motorcycle Advanced Apprenticeship	Canterbury College	Other Vocational	3
Motorcycle Servicing & Repair C&G	Canterbury College	Other Vocational	3

5.2 Building and Construction

Course Title	Venue	Course Type	Level
Multiskills Traineeship Diploma	Canterbury College	Other Vocational	Entry
Bricklaying CAA Diploma	Canterbury College	Other Vocational	1
Carpentry and Joinery CAA Diploma	Canterbury College	Other Vocational	1

Multiskills in Construction Diploma	Canterbury College	Other Vocational	1
Plumbing Studies Diploma	Canterbury College	Other Vocational	1
Principal Learning for Construction and the Built Environment	The Canterbury Academy Sixth Form	Other Vocational	2
Bench Joinery CAA Diploma	Canterbury College	Other Vocational	2
Bricklaying Advanced Apprenticeship	Canterbury College	Other Vocational	2
Bricklaying CAA Diploma	Canterbury College	Other Vocational	2
Bricklaying Intermediate Level Apprenticeship	Canterbury College	Other Vocational	2
Carpentry and Joinery Advanced Level Apprenticeship	Canterbury College	Other Vocational	2
Carpentry and Joinery Intermediate Level Apprenticeship	Canterbury College	Other Vocational	2
Carpentry and Joinery Intermediate Level Apprenticeship	Canterbury College	Other Vocational	2
Multiskills in Construction Diploma	Canterbury College	Other Vocational	2
Plumbing Intermediate Level Apprenticeship	Canterbury College	Other Vocational	2
Site Carpentry CAA Diploma	Canterbury College	Other Vocational	2
Site Carpentry Diploma	Canterbury College	Other Vocational	2
Advanced Plumbing Skills C&G Diploma	Canterbury College	Other Vocational	3
Bench Joinery	Canterbury College	Other Vocational	3
Bricklaying Diploma	Canterbury College	Other Vocational	3

Building Services Engineering Extended Diploma -	Canterbury College	Other Vocational	3
Electrical Installations Diploma	Canterbury College	Other Vocational	3
Electrical Installations Diploma	Canterbury College	Other Vocational	3
Plumbing Advanced Apprenticeship	Canterbury College	Other Vocational	3

6.1 ICT Practitioners

Course Title	Venue	Course Type	Level
Computing & IT Users Certificate	Canterbury College	Other vocational	1
Computing and IT BTEC Diploma	Canterbury College	BTEC	2
IT Users Diploma	Canterbury College	Other vocational	2
Information Technology BTEC Subsidiary Diploma	Chaucer Technology School	BTEC	3
Information Technology BTEC	Community College Whitstable	BTEC	3
Information Technology OCR Cambridge Technicals Introductory Diploma	Herne Bay High School	Other vocational	3
Information Technology BTEC Subsidiary Diploma	The Canterbury Academy Sixth Form	BTEC	3
Computing and IT Diploma	Canterbury College	Other vocational	3
IT Professional Advanced Apprenticeship	Canterbury College	Other vocational	3
IT Specialist Advanced Apprenticeship	Canterbury College	Other vocational	3

6.2 ICT Users

Course Title	Venue	Course Type	Level
Information Communication Technology Award Functional Skills	Herne Bay High School	Other vocational	1
ECDL Certificate in IT Application Skills	The Canterbury Academy Sixth Form	Other vocational	2
IT Professional Apprenticeship	Canterbury College	Other vocational	2
IT Specialist Intermediate Apprenticeship	Canterbury College	Other vocational	2

7.1 Retailing and Wholesaling

Course Title	Venue	Course Type	Level
Retail Knowledge BTEC Diploma	Chaucer Technology School	BTEC	2
Retail Knowledge Certificate	The Canterbury Academy Sixth Form	Other Vocational	2
Retail Administration Intermediate Apprenticeship	Canterbury College	Other Vocational	2
Business, Retail and Marketing Extended Diploma	Canterbury College	Other Vocational	3
Retail Advanced Apprenticeship	Canterbury College	Other Vocational	3

7.3 Service Enterprises

Course Title	Venue	Course Type	Level
Beauty Therapy BTEC Diploma	Canterbury College	BTEC	1
Hairdressing C&G NVQ Advanced Diploma	Canterbury College	NVQ	1
Hairdressing Diploma	Canterbury College	Other Vocational	1
Introduction to Hair and Beauty Certificate	Canterbury College	Other Vocational	1

Beauty Therapy Services Diploma	The Canterbury Academy Sixth Form	Other Vocational	2
Hairdressing VRQ	The Canterbury Academy Sixth Form	Other Vocational	2
Beauty Therapy C&G Diploma	Canterbury College	Other Vocational	2
Beauty Therapy C&G NVQ Diploma	Canterbury College	NVQ	2
Beauty Therapy Intermediate Level Apprenticeship	Canterbury College	Other Vocational	2
Hairdressing (Evening Option) C&G Certificate -	Canterbury College	Other Vocational	2
Hairdressing C&G VRQ Diploma	Canterbury College	Other Vocational	2
Hairdressing Intermediate Apprenticeship	Canterbury College	Other Vocational	2
Hairdressing NVQ Diploma	Canterbury College	NVQ	2
Beauty Therapy C&G Diploma	Canterbury College	Other Vocational	3
Hairdressing (Day Release)	Canterbury College	Other Vocational	3
Hairdressing NVQ Diploma	Canterbury College	NVQ	3
Spa & Body Therapy C&G NVQ Diploma	Canterbury College	NVQ	3

7.4 Hospitality and Catering

Course Title	Venue	Course Type	Level
Catering & Hospitality Diploma	Canterbury College	Other Vocational	1
Professional Cookery Diploma	Canterbury College	Other Vocational	1

Chef Academy Programme	The Canterbury Academy Sixth Form	Other Vocational	2
Food & Beverage Intermediate Apprenticeship	Canterbury College	Other Vocational	2
Food Production Intermediate	Canterbury College	Other Vocational	2
Professional Cookery Diploma	Canterbury College	Other Vocational	2
Professional Cookery Intermediate Apprenticeship	Canterbury College	Other Vocational	2
Professional Cookery NVQ	Canterbury College	NVQ	2
Hospitality & Events BTEC Extended Diploma	Canterbury College	BTEC	3
Professional Chefs Diploma	Canterbury College	Other Vocational	3
Professional Cookery Advanced Apprenticeship	Canterbury College	Other Vocational	3

8.1 Sport, Leisure and Recreation

Course Title	Venue	Course Type	Level
Football Academy in partnership with Charlton Athletic Club and Herne Bay Football Club	Herne Bay High School	Other Vocational	1
Sports Leadership Award	Spires Academy (Canterbury)	Other Vocational	1
Sport & Leisure BTEC Diploma	Canterbury College	BTEC	1
Sport BTEC Diploma	Canterbury College	BTEC	1
Health, Exercise and Fitness CYQ Diploma	Canterbury College	Other Vocational	2
Sport BTEC	Canterbury College	BTEC	2

Sport BTEC National Subsidiary Diploma	Chaucer Technology School	BTEC	3
Sport BTEC National Award (1 A Level)	Community College Whitstable	BTEC	3
Sport BTEC Diploma	Herne Bay High School	BTEC	3
Sport BTEC Extended Diploma	Herne Bay High School	BTEC	3
BTEC in Sport	Spires Academy (Canterbury)	BTEC	3
Sport Performance and Excellence BTEC Diploma/ Extended Diploma	The Canterbury Academy Sixth Form	BTEC	3
Sports Development, Coaching & Fitness BTEC Extended Diploma	The Canterbury Academy Sixth Form	BTEC	3
Sport (Development, Coaching and Fitness) BTEC Extended Diploma	Canterbury College	BTEC	3
Sport (Sport and Exercise Sciences) BTEC Extended	Canterbury College	BTEC	3

8.2 Travel and Tourism

Course Title	Venue	Course Type	Level
Travel & Tourism BTEC First Certificate	Chaucer Technology School	BTEC	2
Travel & Tourism BTEC First Diploma	Community College Whitstable	BTEC	2
Travel & Tourism BTEC Diploma	Canterbury College	BTEC	2
Travel and Tourism BTEC National Subsidiary Diploma	Community College Whitstable	BTEC	3
Travel & Tourism BTEC National Subsidiary Diploma	Herne Bay High School	BTEC	3
Travel & Tourism BTEC Subsidiary Diploma	The Canterbury Academy Sixth Form	BTEC	3

Travel & Tourism BTEC Extended Diploma	Canterbury College	BTEC	3
--	--------------------	------	---

9.1 Performing Arts

Course Title	Venue	Course Type	Level
Music Diploma	Canterbury College	Other Vocational	1
Performing Arts Introduction	Canterbury College	Other Vocational	1
Sound & Music Technology Certificate	Canterbury College	Other Vocational	1
Learning through Drama & Dance	Canterbury College	Other Vocational	2
Music Technology Diploma	Canterbury College	Other Vocational	2
Performing Arts Drama and Dance Diploma	Canterbury College	Other Vocational	2
Dance-Diploma in Performing Arts. BTEC	Community College Whitstable	BTEC	3
Music (Performing) BTEC National Award	Community College Whitstable	BTEC	3
Performing Arts (Acting) BTEC National Subsidiary Diploma	Community College Whitstable	BTEC	3
Performing Arts Acting BTEC Subsidiary Diploma	Herne Bay High School	BTEC	3
Performing Arts Dance BTEC 90 Credit Diploma	Herne Bay High School	BTEC	3
Performing Arts Dance BTEC Subsidiary Diploma	Herne Bay High School	BTEC	3
Dance BTEC Subsidiary Diploma	The Canterbury Academy Sixth Form	BTEC	3
Musical Theatre Programme Extended Diploma	The Canterbury Academy Sixth Form	BTEC	3

The Acting Programme Extended Diploma	The Canterbury Academy Sixth Form	BTEC	3
The Music Programme Extended Diploma	The Canterbury Academy Sixth Form	BTEC	3
Theatre Production BTEC Extended Diploma	The Canterbury Academy Sixth Form	BTEC	3
Music BTEC Extended Diploma	Canterbury College	BTEC	3
Music Technology BTEC Extended Diploma	Canterbury College	BTEC	3
Performing Arts BTEC Diploma	Canterbury College	BTEC	3
Performing Arts BTEC Extended Diploma	Canterbury College	BTEC	3
Performing Arts Subsidiary Diploma	Canterbury College	BTEC	3
Performing Arts Subsidiary Diploma (Fastrack to Dance or Musical Stage School)	Canterbury College	BTEC	3
Stage Production Design Subsidiary Diploma	Canterbury College	BTEC	3
Theatre Production BTEC Extended Diploma	Canterbury College	BTEC	3

9.2 Crafts, Creative Arts and Design

Course Title	Venue	Course Type	Level
Art and Design BTEC Introductory Diploma	Canterbury College	BTEC	1
Creative Media Production Diploma	Canterbury College	Other Vocational	1
Interactive Media NCFE Certificate	Canterbury College	Other Vocational	1
Art and Design BTEC Diploma	Canterbury College	BTEC	2

Graphic Design BTEC Diploma	Canterbury College	BTEC	2
Art and Design BTEC Diploma	Chaucer Technology School	BTEC	3
Art and Design BTEC Subsidiary Diploma	Chaucer Technology School	BTEC	3
Art & Design BTEC Diploma	The Canterbury Academy Sixth Form	BTEC	3
Art & Design BTEC Diploma	Canterbury College	BTEC	3
Art and Design BTEC Extended Diploma	Canterbury College	BTEC	3
Graphic Design BTEC Extended Diploma	Canterbury College	BTEC	3
Photography and Digital Imaging BTEC Extended Diploma	Canterbury College	BTEC	3

9.3 Media and Communications

Course Title	Venue	Course Type	Level
Creative Media Production BTEC Diploma	Canterbury College	BTEC	2
Creative Media Production BTEC Diploma	The Canterbury Academy Sixth Form	BTEC	3
Creative Media (Film & TV) BTEC Extended Diploma	Canterbury College	BTEC	3
Creative Media Production (Print, Radio & TV) BTEC Extended Diploma	Canterbury College	BTEC	3
Interactive Media (Digital Design) Extended Diploma	Canterbury College	BTEC	3
Interactive Media (Games Development) BTEC Extended Diploma	Canterbury College	BTEC	3
Print and Journalism (Creative Media Production) BTEC Extended Diploma	Canterbury College	BTEC	3

13.1 Teaching and Lecturing

Course Title	Venue	Course Type	Level
Certificate in Teaching in the Lifelong Learning Sector (CTLLS)	Canterbury College	Other Vocational	3

14.1 Foundations for Learning

Course Title	Venue	Course Type	Level
Personal Progress Entry Certificate & Diploma -	Canterbury College	Other Vocational	Entry
Skills for Independence & Work Certificate & Diploma	Canterbury College	Other Vocational	Entry
Vocational Studies Certificate & Diploma	Canterbury College	Other Vocational	Entry
Work Ready Certificate	Canterbury College	Other Vocational	Entry
Certificate of Personal Effectiveness (CoPE)	Herne Bay High School	Other Vocational	3

14.2 Preparation for Work

Course Title	Venue	Course Type	Level
Animal Care and Land Based	Canterbury College	Other Vocational	Entry
Diploma in Skills for Working Life - Introduction to Land-Based Learning	Hadlow College	Other Vocational	Entry
Diploma in Skills for Working Life – Introduction to Land-Based Learning	Hadlow College	Other Vocational	Entry

15.1 Accounting and Finance

Course Title	Venue	Course Type	Level
AAT Certificate in Accounting	Canterbury College	Other Vocational	2

AAT Certificate in Accounting Part Time	Canterbury College	Other Vocational	2
Accounting Intermediate Level Apprenticeship AAT	Canterbury College	Other Vocational	2
AAT Accounting	Canterbury College	Other Vocational	3
AAT Accounting Part Time -	Canterbury College	Other Vocational	3
Accounting Advanced Level Apprenticeship AAT	Canterbury College	Other Vocational	3
AAT Accounting Diploma Part Time	Canterbury College	Other Vocational	4

15.2 Administration

Course Title	Venue	Course Type	Level
Business Administration Intermediate Apprenticeship	Canterbury College	Other Vocational	2
Business Administration Advanced Apprenticeship	Canterbury College	Other Vocational	3

15.3 Business Management

Course Title	Venue	Course Type	Level
Business, Retail and Marketing Diploma	Canterbury College	Other Vocational	1
Business BTEC First Diploma	Community College Whitstable	BTEC	2
Business, Retail and Marketing	Canterbury College	Other Vocational	2
E-Office and Admin Skills Diploma	Canterbury College	Other Vocational	2
Business BTEC Diploma in Business	Chaucer Technology School	BTEC	3
Business BTEC Subsidiary Diploma in Business	Chaucer Technology School	BTEC	3

Business BTEC National Award	Community College Whitstable	BTEC	3
Business and Accounting (Double) BTEC Diploma	Herne Bay High School	BTEC	3
Business and Human Resources (Double) BTEC Diploma	Herne Bay High School	BTEC	3
Business and Law (Double) BTEC Diploma	Herne Bay High School	BTEC	3
Business and Marketing (Double) BTEC Diploma	Herne Bay High School	BTEC	3
Business and Retail (Double) BTEC Diploma	Herne Bay High School	BTEC	3
Business BTEC Subsidiary Diploma	Herne Bay High School	BTEC	3
Business BTEC Diploma	The Canterbury Academy Sixth Form	BTEC	3
Creative Retail Marketing Diploma	Canterbury College	Other Vocational	3

15.5 Law and Legal Services

Course Title	Venue	Course Type	Level
Law (Applied) BTEC Subsidiary Diploma	The Canterbury Academy Sixth Form	BTEC	3
Applied Law	Canterbury College	BTEC	3

Appendix 6: Canterbury District Data Dashboard - Validated data 2013

Headline Measures			
Kent County Council 2013		Kent County Council	National
Canterbury District			
Post-16 students (L2 and L3)	2049	36,798	419,158
Completions	818	10,100	358,373
Av. KS4 Points on Entry	46.5	44.7	44.1
% Students 5+ A*-C GCSE EM	83%	80%	78%
% Students with 5+ A*-C GCSE	95%	95%	94%
A Level APS (FTE)	779.6	818.3	782.2
A Level APE	211.7	216.0	211.3
Academic APS (FTE)	803.6	844.8	785.4
Academic APE	211.4	216.1	211.1
Vocational APS (FTE)	662.3	563.8	561.6
Vocational APE	214.6	214.8	213.6
Previous Year 12 Retention	92%	93%	94%
Year 12 Retention	94%	95%	94%
Transition Retention	87%	87%	86%
Overall Retention	75%	77%	77%
In-year Retention	95%	96%	95%
Fails % (AS level - cashed in only)	23.0%	19.8%	21.7%
Fails % (A level)	2.6%	1.6%	1.9%
Value added: A level	0.02	0.07	--
Value added: AS level	0.11	0.06	--
Value added: BTEC L3 Certificate (QCF)	-0.35	0.01	--
Value added: BTEC L3 Sub. Dip. (QCF)	-0.07	0.14	--
Value added: BTEC L3 Diploma (QCF)	0.19	0.17	--
Value added: BTEC L3 Ext. Dip. (QCF)	-0.05	0.04	--
Value Added (IB)	0.17	0.36	--

Cells containing '--' indicate that data is not available. National average Value added is nominally 0.

Please see Notes at the end of the report for the explanation of measures shown here.

Performance

Kent County Council 2013		Kent County Council	National
Canterbury District			
AAB (or higher) in 3+ facilitating subjects (A level students)	9.6%	8.7%	7.5%
AAB (or higher) in 2+ facilitating subjects (A level students)	13.8%	14.6%	12.1%
3+ A levels at A*-E	71%	76%	79%
2+ A levels at A*-E	86%	90%	92%
1+ A levels at A*-E	100%	99%	100%
3+ A levels or academic equivalent at A*-E	74%	78%	79%
2+ A levels or academic equivalent at A*-E	87%	91%	92%
1+ A levels or academic equivalent at A*-E	100%	100%	100%
3+ substantial vocational qualifications	36%	44%	50%
2+ substantial vocational qualifications	70%	67%	70%
1+ substantial vocational qualifications	100%	100%	100%
% of A level examinations awarded A*-E grades	97%	98%	98%
% of A level examinations awarded A*-C grades	76%	77%	75%
% of A level examinations awarded A*-B grades	50%	52%	48%
% of A level examinations awarded A*-A grades	25%	25%	22%

Grade breakdown for A level							
	A*	A	B	C	D	E	U
Canterbury District	151	316	490	487	274	135	51
Percentages	7.9%	16.6%	25.7%	25.6%	14.4%	7.1%	2.7%
Predicted percentages	8%	18%	26%	24%	16%	7%	2%
Kent County Council	7.1%	18.1%	26.9%	24.7%	15.2%	6.2%	1.7%
National	6.0%	16.0%	26.4%	26.1%	16.6%	7.0%	1.9%

Grade breakdown for AS level						
	A	B	C	D	E	U
Canterbury District	715	817	843	733	487	574
Percentages	17.2%	19.6%	20.2%	17.6%	11.7%	13.8%
Predicted percentages	17%	19%	22%	18%	12%	12%
Kent County Council	17.5%	19.6%	21.7%	17.7%	11.5%	12.0%
National	16.7%	19.9%	22.2%	17.9%	11.6%	11.6%

Grade breakdown for BTEC				
	D*	D	M	P
Canterbury District	143	135	129	151
Percentages	25.6%	24.2%	23.1%	27.1%
Predicted percentages	28%	23%	27%	22%
Kent County Council	23.7%	22.4%	28.6%	25.3%
National	22.5%	22.9%	28.3%	26.3%

Subject Analysis - 1-Year Overview - L3VA

Canterbury District						
Level 3 Value Added - L3VA2013	Proportion of a grade above or below average	No of students	Fail rate in institution	Fail rate nationally	Average KS4 points	
<p>This summary includes most Level 3 qualifications reported in the L3VA. There are some key features to note: The cohort included in the L3VA measures has changed for this year. Please see the notes section for further explanation. Green bars represent positive VA, while blue represent negative. Black shows values close to the expected outcome based on average national progress for similar students on that course in 2012/13. Where the subject title is shaded, it indicates statistical significance in the value added measure. Where courses have fewer than 5 students, we would highlight the impact of low numbers on VA outcomes and fail rates, and emphasise the need to analyse these outcomes at individual student level. Where a course has only 1 student, this value has been suppressed for data privacy reasons.</p>						
A	Art & Design	-0.09	9	11%	0.7%	40.6
A	Art & Design (Graphics)	-0.32	7	0%	1.0%	43.0
A	Art & Design (Photo)	0.23	49	2%	0.9%	40.3
A	Art & Design (Textiles)	0.09	24	0%	0.5%	46.8
A	Biology	0.00	146	3%	2.4%	50.1
A	Business Studies & Economics	-0.27	22	0%	0.8%	47.0
A	Business Studies:Single	0.17	38	3%	1.4%	45.5
A	Chemistry	0.01	94	2%	2.2%	51.6
A	Classics	0.24	7	0%	3.6%	46.3
A	D&T Product Design	0.06	37	3%	2.1%	43.7
A	Drama	-0.26	38	8%	0.6%	42.9
A	Economics	-0.11	29	0%	1.0%	51.1
A	English	-0.01	15	0%	0.4%	45.5
A	English Language	-0.07	8	0%	0.4%	45.9
A	English Literature	-0.03	162	1%	0.4%	47.4
A	Film Studies	-0.32	31	6%	0.6%	42.8
A	Fine Art	0.14	75	1%	0.6%	44.9
A	French	-0.12	24	8%	0.8%	52.1

Subject Analysis - 1-Year Overview - L3VA

Canterbury District							
Level 3 Value Added - L3VA2013		Proportion of a grade above or below average	No of students	Fail rate in institution	Fail rate nationally	Average KS4 points	
A	General Studies	0.22	6	0%	6.8%	42.1	
A	Geography	-0.07	74	5%	0.8%	47.4	
A	German	-0.16	11	0%	0.7%	51.3	
A	Health & Soc. Ca (VQ)	0.36	17	0%	1.9%	40.8	
A	History	0.08	134	1%	0.7%	47.3	
A	Information Technology	0.01	15	0%	2.3%	49.0	
A	Information Technology (VQ)	-0.42	11	18%	3.6%	40.4	
A	Latin	0.05	7	0%	0.6%	54.4	
A	Mathematics	0.19	149	2%	2.4%	50.7	
A	Mathematics (Further)	0.30	35	0%	1.2%	52.1	
A	Media/Film/TV Studies	-0.39	35	3%	0.7%	41.0	
A	Music	-0.19	11	0%	1.2%	50.9	
A	Music Technology	-0.24	13	8%	2.6%	46.2	
A	Physical Education/Sport Studies	-0.06	20	5%	2.4%	44.7	
A	Physics	0.17	100	6%	3.3%	50.0	
A	Politics	-0.02	58	2%	1.3%	47.8	
A	Psychology	-0.08	95	4%	2.4%	48.2	
A	Religious Studies	-0.02	63	2%	1.4%	45.2	
A	Science (VQ)	-0.26	9	0%	2.8%	46.8	
A	Sociology	0.00	77	1%	1.6%	44.1	
A	Spanish	0.14	16	0%	1.1%	48.8	
AS	Art & Design (Photo)	0.35	8	13%	7.8%	43.8	





Subject Analysis - 1-Year Overview - L3VA

Canterbury District							
Level 3 Value Added - L3VA2013		Proportion of a grade above or below average	No of students	Fail rate in institution	Fail rate nationally	Average KS4 points	
AS	Art & Design (Textiles)	0.27	10	10%	6.6%	46.7	
AS	Biology	0.21	68	32%	31.6%	46.3	
AS	Business Studies:Single	0.05	15	20%	22.0%	43.6	
AS	Chemistry	-0.01	55	36%	27.4%	49.1	
AS	Citizenship	0.15	25	8%	20.6%	48.6	
AS	Classical Civilisation	0.65	11	0%	11.0%	44.9	
AS	D&T Product Design	-0.14	13	15%	19.6%	48.1	
AS	Drama	0.02	9	0%	2.3%	47.3	
AS	Economics	0.10	12	33%	24.4%	46.8	
AS	English Literature	-0.18	58	14%	4.7%	46.7	
AS	Film Studies	-0.19	9	11%	1.8%	43.4	
AS	Fine Art	0.18	13	8%	6.8%	44.0	
AS	French	0.21	15	13%	15.5%	50.6	
AS	General Studies	0.50	61	21%	24.8%	41.7	
AS	Geography	0.08	22	18%	20.0%	45.2	
AS	German	0.29	6	0%	12.3%	52.3	
AS	History	0.01	22	5%	11.0%	49.8	
AS	Information Technology	-0.16	5	40%	25.9%	46.5	
AS	Mathematics	-0.01	53	47%	36.4%	46.7	
AS	Mathematics (Further)	0.28	14	0%	8.3%	50.6	
AS	Media/Film/Tv Studies	-0.31	10	40%	5.9%	37.1	
AS	Physical Education/Sport Studies	-0.03	9	22%	25.4%	45.3	

Subject Analysis - 1-Year Overview - L3VA

Canterbury District						
Level 3 Value Added - L3VA2013		Proportion of a grade above or below average	No of students	Fail rate in institution	Fail rate nationally	Average KS4 points
AS	Physics	-0.07	49	27%	25.9%	49.1
AS	Politics	0.03	16	13%	20.8%	48.2
AS	Psychology	-0.17	49	59%	31.8%	43.0
AS	Religious Studies	0.44	33	3%	13.9%	45.7
AS	Sociology	0.38	28	7%	24.1%	44.6
AS	Spanish	0.04	12	17%	17.3%	50.1
BTEC	Cert Information Technology	-0.54	5	0%	0.0%	40.6
BTEC	Dip Business	-0.36	14	0%	0.0%	41.4
BTEC	Dip Health and Social Care	0.81	8	0%	0.0%	42.1
BTEC	Dip Multimedia	0.06	10	0%	0.0%	42.3
BTEC	Dip Music	0.15	7	0%	0.0%	43.0
BTEC	Dip Sport	0.53	30	0%	0.0%	41.8
BTEC	ExtDip Art and Design	-0.49	5	0%	0.0%	44.0
BTEC	ExtDip Health and Social Care	0.55	9	0%	0.0%	37.6
BTEC	ExtDip Music Theatre	0.05	11	0%	0.0%	41.8
BTEC	ExtDip Sport	-0.21	28	0%	0.0%	39.0
BTEC	SubDip Applied Science	-0.73	12	0%	0.0%	40.2
BTEC	SubDip Business	-0.15	33	0%	0.0%	40.9
BTEC	SubDip Dance	0.41	9	0%	0.0%	41.9
BTEC	SubDip Information Technology	0.17	17	0%	0.0%	40.1
BTEC	SubDip Sport	-0.42	22	0%	0.0%	38.9
BTEC	SubDip Travel and Tourism	0.48	15	0%	0.0%	40.3

Subject Analysis - 1-Year Overview - L3VA

Canterbury District						
Level 3 Value Added - L3VA2013		Proportion of a grade above or below average	No of students	Fail rate in institution	Fail rate nationally	Average KS4 points
'CACHE Level 3 in Child Care and Education': Certificate equivalent to 1 A2; Diploma equivalent to 2.75 A2. Colour coding as for AS/A2, based on proportions of a grade.						
CACHE	L3 Dip Childcare Skills	-1.13 	6	0%	0.0%	41.9
IB	Baccalaureate	0.17 	26	4%	10.4%	50.8
OCR	NC Computer Appreciation / Introduction	-0.51 	12	0%	0.0%	41.7
OCR	ND Computer Appreciation / Introduction	-0.47 	9	0%	0.0%	41.9
Subjects with fewer than five students						
Subjects with fewer than 5 entries included in the value added calculation have been omitted from this table.						

Appendix 7: Narrowing the Gap

Canterbury: Number of entries for level 3 qualification for those students completing key stage 5- LPUK 2013 validated data

Characteristics	A level	AS level	BTEC Cert	BTEC Dip	BTEC ExtDip	BTEC SubDip	IB
Male	771	1894.5	7	44	31	52	11
Female	969	2153.5	7	31	22	77	15
FSM	53	115	-	9	-	15	-
Non-FSM	1687	3912	13	66	52	114	26
No SEN	1550	3648	9	59	44	99	22
SEN - School Action	155.5	267.5	3	10	7	19	2
SEN - School Action Plus	16.5	86.5	2	5	-	8	2
SEN - Statement	18	25	-	-	-	3	-

