District Datapack Lite

The post 16 landscape in
Dartford
2014

Skills and Employability Service

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Introduction

In September 2013 the Skills and Employability Service produced District Data Packs to inform the discussion amongst learning providers about developing the 2014/2015 curriculum. Full data packs 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 disadvantaged funding (Block 2) for additional learning e.g. Level 2 each 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 (£3,300) 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 work experience 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 Dartford District

The Dartford economy grew quite rapidly between 2009 and 2012 with a 12% (5,800 employees) increase. Employment growth since 2009 has been seen in the wholesale and retail trades; health services and construction. ICT has also seen a significant growth. However there have been marked falls in employment in professional, scientific and technical activities, manufacturing and public sector administration. Public sector employment accounts for 15.9% of employment in Dartford, which is lower than the Kent average of 17.9% or the South East average of 16.2%.

The jobs market in Dartford in 2013/14 was less buoyant than in 2012/13. By collating all internet based job vacancies over the last two years, we can see that there were 19% fewer vacancies advertised in Dartford in 2013 than in 2012. This is accounted for by falls in real terms in professional, associate professional and technical occupations in the district. However, jobs in Health Care Nursing (315 vacancies), delivery drivers (270 vacancies) and retail (182 vacancies) have increased.

Jobs for programmers, software developers and IT technicians are well represented, reflecting growth in this sector. The skills required for these jobs include JavaScript, C++ development, Microsoft C#.net framework development, Sql server development, .net development and HTML.

The number of VAT/PAYE registered companies in Dartford is broadly at the same level as it was in 2008, pre-recession.

Unemployment in Dartford is lower than the Kent average and ranks fifth when compared to all districts. Unemployment fell by 25% during the 2013 calendar year. This is the 4th highest fall in the County. Dartford has the sixth highest youth unemployment rate in Kent (4.3%), but is still about 1% point lower than the UK average. Following local and national trends, this has fallen from 5.8% in January 2013.

Based upon 2012 data, the median weekly gross pay of workers in Dartford is the 4th highest in Kent. This measure is based upon the income of residence and this higher level of pay can be attributed to residents that commute to London.

3. Participation in Dartford

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. The participation levels in Dartford have fallen by 3% to 91% which is 1% lower than the Kent average.

The drop in participation in Yr. 12 appears to have come from a 5% decrease in the number of young people in Further Education College and only a 1% increase in the number attending school sixth form.

Employment with training (mainly apprenticeships) is 1% up on last year. Employment without training is 1% down, which is similar to the trend in Kent. The numbers in training have increased significantly, which is positive as this group is predominantly made up of foundation learning students.

It is encouraging that the NEET figure has dropped slightly for Year 12 compared to last year in Dartford, however the number of young people with an unknown destination is a concern, as this has increased from 6 young people in 2013 to 55 young people in 2014.

Participation in the Year 13 age group last year in Dartford was 4% lower (81%) than in 2013 but was higher than the Kent average of 84%.

This creates a challenge to Dartford as next academic year young people will be expected to participate until their eighteenth birthday.

The biggest drop in participation in this age group is in school sixth form, where it has dropped by 4% since last year. The most significant rise is in the percentage of 'not known' which has risen from 1% to 7% over the period. This is significantly higher than the Kent average which is currently 4%.

The NEET figure (5%, 58 learners) for this age group has dropped by 1% since last year and is now 1% below the rest of Kent.

4.   Progression in Dartford

The progression of Dartford learners by age 19 offers a mixed picture, with a clear split between progression for those who are level 1 or below and those at level 2 at the end of compulsory education.

The percentage of those young people whose starting point is below level 1 is less than the Kent average and almost 3% below the national average. There has been a 6% fall in progression of those learners who's starting point was level 1 (238 down to 164), however the percentage progressing to level 2 for this group has remained constant at 56% since 2012.

For vulnerable learners, in year 11 in 2011 there were 4.7% of learners (64) achieving below level 1 and therefore operating at entry level. These are the students who needed a level 1 offer with literacy and numeracy functional skills. Two years later 53.1% (34) of these students had made no further progress.

At the end of year 12, 65 students in Dartford would find it difficult to access an apprenticeship because they haven't achieved a level 2 qualification. This would mean that they would progress to low level employment

A further 31 students had level 2 qualifications without maths and English C - again making access to apprenticeships limited.

5.   The Vocational Curriculum in Dartford

The vocational curriculum on offer from providers within the Dartford District is reasonably comprehensive. There are very few entry level qualifications offered, and the majority of these are 'preparation for work' type courses. At Level 1 and above, the picture is somewhat better with most vocational sectors being covered. Therefore there is a concern within the district to support the vocational learning needs of the vulnerable learner or learners with prior achievement at or below level 1. The travel to learn offer is more developed, but there is still a shortage of entry level courses, even if vulnerable learners had a propensity to travel.

Comparing the vocational curriculum travel to learn offer for Dartford with the economic profile of the district, the number of courses on offer in Agriculture, Sports and Leisure, Horticulture and Performing Arts are high, and do not fit the economic profile of the District. Whilst the increase in Building and Construction courses support the imminent developments at Ebbsfleet and Swanscombe peninsula there are relatively few courses to support the major strengths of the Dartford and North Kent economy in terms of Retail and Wholesale Trades (the largest employer by far); Administrative and Support Service activity (the next largest), Human Health and Social Work.

The highest number of vacancies for non-professional jobs in the twelve month period March 2013 to February 2014 was for nurses followed by van drivers and business sales executives. Retail and Sales covers a number of occupational classifications but added together, these outnumber any one of the above. It should be noted that the vocational offer in the District has only three courses (at levels 2 and 3) for Wholesale and Retail and seven courses for Health and Social Care.

6.   Attainment in Dartford schools

In Dartford, 43.3% of post-16 level 2 and 3 learners completed in 2012 – 2013. Entry to sixth form was, on average, with significantly more key stage 4 points than other students in Kent or in England. More learners starting post 16 courses (94%) had 5 A* - C including Maths and English than in the county (80%) or the country (78%). This suggests that the entry criteria to Dartford sixth forms is more stringent than elsewhere.

A level and academic APE were lower than the average for the County but higher than Nationally, however, the vocational APE was above both County and National averages.

Retention in most categories showed no significant differences compared to Kent or National figures. The overall retention figure was 4 percentage points above Kent and National averages.

Facilitating subject data was below that of County figures and National figures. It needs to be recognised that a sizeable (31.6%) group of learners in Dartford do the IB, which skews these and other A Level figures.

77% of A level grades were in the A* - C category; however, 45.7% of AS results were in the D – U range.

The number of D* results for BTEC was higher than predicted, and significantly greater than the Kent or National figures.

There were 42 qualifications (out of a total of 80) studied by fewer than 15 students within the District.

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

IB	International Baccalaureate	259	31.6% of completers
A level	English Literature	143	17.4% of completers
A level	Mathematics	136	16.6% of completers
A level	Sociology	102	12.4% of completers
A level	Biology	85	10.4% of completers
A Level	Psychology	81	9.8% of completers

The top six BTECs were:

SubDip	Information Technology	24
Dip	Information Technology	23
SubDip	Travel and Tourism	18
SubDip	Business	13
SubDip	Engineering	12

6 qualifications delivered by providers in Dartford showed negative value added (<0.25), 23 qualifications were positive value added (<0.25).

7. Narrowing the Gap - level 3 qualifications

7.1 Gender Differences

Learning Plus UK (LPUK) contextual data for Dartford shows that there were considerably more girls than boys in the school 6th forms. The majority took academic qualifications.

Learning Plus UK (LPUK) contextual data for Dartford suggests that boys came into the 6th forms with parity with the girls in as much as the majority meet the 5A*-C with English and Maths.

Academic APE for girls was 216 whilst for boys it was 206. Vocational APE was 216 for females and 211 for boys.

A levels showed a small positive residual for value added for both genders. The Btecs showed positive value added with the exception of boys in Btec Certificate which is nearly ½ a grade negative.

Patterns of retention were very similar for both genders.

7.2 Free School Meals

A cohort of 14 FSM students completed key stage 5 studying level 3 qualifications in Dartford (2012/13).

LPUK contextual data suggests that FSM students entered post 16 on a parity with non FSM peers. On average per entry they achieve 13 points lower in A level / Academic qualifications. There are no FSM entries for vocational qualifications.

100% FSM achieved 1 A level, 100% 2 A Levels and 67% 3 A levels.

7.3 Special Educational Needs

There were 40 SEN students who completed key stage 5. Of these, 29 were school action, 7 school action plus and 4 had an SEN statement.

The majority of the non-SEN students who entered their post 16 studies at level 3 had 5 GCSE grades A*-C including maths and English (94%), but only 75% of the students with statements met the benchmark, with 84% and 86% for school action and school action+.

Non SEN achieved an academic APE of 214, School Action 203, School Action+ 241 and statements 220 i.e. some of the small cohort of SEN students achieved better results than their non-SEN peers.

APE for vocational qualifications for non-SEN was 231, School Action were 201, School Action+ 210 and statements 227.

IB School Action (10 students) and School Action+ (2 students) showed the best value added.

Key questions for Dartford District

1. How can Dartford providers reverse the decline in participation in both years 12 and 13?

2. How can Dartford providers capitalise on the smaller number of learners starting post 16 learning at level 1 by ensuring that more of these progress to Level 2?

3. How can the offer be widened for entry level learners in Dartford?

4. How can the curriculum offer in Dartford be adjusted to better meet the economic profile of the District?

5. In particular, how can learners be better supported to access opportunities in the strong Retail and Wholesale sector, especially at Entry and Level 1?

6. How can the post 16 offer be designed to reduce the number of qualifications being studied by small numbers of students?

7. What can be done to reduce the high percentage of AS results (45.7%) at grades D – U, and the fallout between year 12 and year 13?

8. How can we improve CEIAG, and the post 16 offer, to ensure that more learners are on a progression pathway that will allow them to succeed.

9. It would appear that only 14 FSM learners completed Level 3 qualifications, and that none of these were Vocational Qualifications. Providers may want to consider why this number is so small.

10. Learners with SEN at School Action+ and Statements achieved better APE scores than their Non SEN counterparts. Providers may want to reflect on this, and consider how the strategies that enable this achievement could be used with the wider cohort.

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:

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 Dartford District**

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

Source: Business Register and Employment Survey 2009 -2012			Change 2009 - 2012	
Dartford	**2009**	**2012**	**No.**	**%**
Primary Industries (Agriculture/Mining/Utilities)	800	700	-100	-12.50
Manufacturing	4,100	2,800	-1,300	-31.70
Construction	4,700	5,400	700	14.90
Wholesale and retail trade	13,000	13,700	700	5.40
Transportation and storage	2,900	4,400	1,500	51.70
Accommodation and food service activities	2,700	3,000	300	11.10
Information and communication	1,000	1,400	400	40.00
Financial and insurance activities	1000	1,000	0	0.00
Real estate activities	500	600	100	20.00
Professional, scientific and technical activities	2,900	2,200	-700	-24.10
Administrative and support service activities	4,500	8,300	3,800	84.40
Public administration and defence	900	600	-300	-33.30
Education	3,500	3,300	-200	-5.70
Human health and social work activities	6,400	7,300	900	14.10
Arts, entertainment and recreation	600	700	100	16.70
Other service activities	500	400	-100	-20.00
Total	**50,100**	**55,900**	**5,800**	**12.00**

- Employment growth since 2009 has been in administration and support services; transportation and storage; wholesale and retail trades; health services and construction. Information and communication has also seen a significant percentage growth.

- Falling employment has been seen in professional, scientific and technical activities; manufacturing and public sector administration.

- Public sector employment in Dartford only accounts for 15.9% of employment, which is significantly lower than the Kent average of 17.9%.

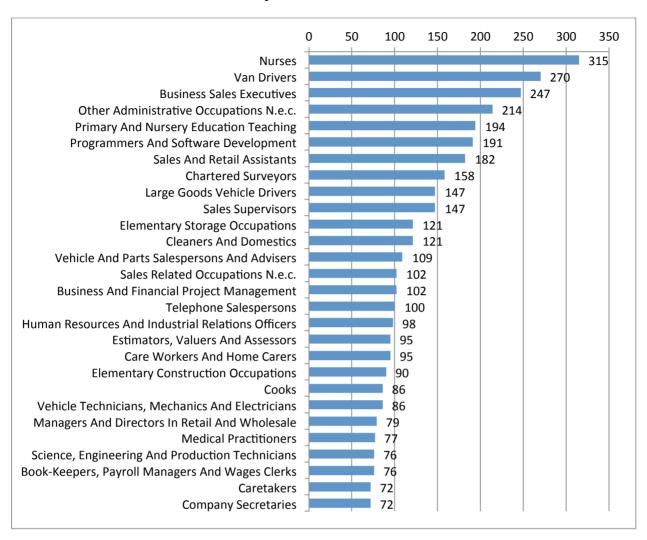**Table 2 –Comparison of distribution of job vacancies by occupational group in Dartford - 12/13 and 13/14**

Occupation group Source: Labour Insight 2014	Total vacancies 03/2013 - 02/2014	% Total vac. 03/2013- 02/2014	Total vacancies 03/2012- 02/2013	% Total vac. 03/2012 - 02/2013
Professional occupations	1,973	24.7%	2,656	26.7%
Associate professional and technical occupations	1,393	17.4%	1,850	18.6%
Administrative and secretarial occupations	886	11.1%	1,104	11.1%
Sales and customer service occupations	739	9.3%	975	9.8%
Caring, leisure and other service occupations	718	9.0%	716	7.2%
Skilled trades occupations	666	8.3%	656	6.6%
Elementary occupations	634	7.9%	646	6.5%
Managers, directors and senior officials	546	6.8%	865	8.7%
Process, plant and machine operatives	432	5.4%	487	4.9%
Total	**8,041**		**9,946**	

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 level of job vacancies in Dartford; 8,041 compared to 9,946. This is accounted for by falling job roles in professional, associate professional and management jobs in the district.

However the UK Commission on Employment and Skills (UKCES Employer Skills Survey 2013) estimates that, despite recent falls,, 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 Dartford with the highest number of job vacancies between March 2013 and February 2014.

Occupation	Vacancies
Nurses	315
Van Drivers	270
Business Sales Executives	247
Other Administrative Occupations N.e.c.	214
Primary And Nursery Education Teaching	194
Programmers And Software Development	191
Sales And Retail Assistants	182
Chartered Surveyors	158
Large Goods Vehicle Drivers	147
Sales Supervisors	147
Elementary Storage Occupations	121
Cleaners And Domestics	121
Vehicle And Parts Salespersons And Advisers	109
Sales Related Occupations N.e.c.	102
Business And Financial Project Management	102
Telephone Salespersons	100
Human Resources And Industrial Relations Officers	98
Estimators, Valuers And Assessors	95
Care Workers And Home Carers	95
Elementary Construction Occupations	90
Cooks	86
Vehicle Technicians, Mechanics And Electricians	86
Managers And Directors In Retail And Wholesale	79
Medical Practitioners	77
Science, Engineering And Production Technicians	76
Book-Keepers, Payroll Managers And Wages Clerks	76
Caretakers	72
Company Secretaries	72

Source: Labour Insight 2014

- A buoyant health sector in Dartford is reflected by the vacancies available for nursing.
- The availability of jobs for LGV and van drivers reflects the strength of the transport and storage sector.
- Jobs in retail and wholesale are well represented.
- A relatively buoyant construction sector is illustrated by jobs for chartered surveyors, estimators and valuers and elementary construction workers.
- Jobs for programmers, software developers and IT technicians are well represented, reflecting growth in this sector. The skills required for these jobs include Javascript, C++ development, Microsoft C#.net framework development, Sql server development, .net development and HTML.
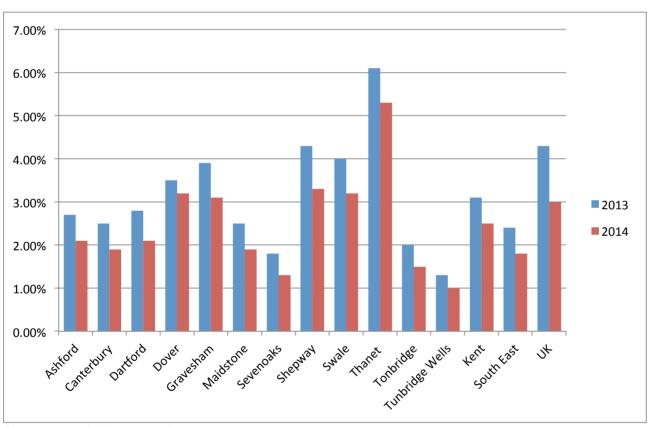
Table 3– Breakdown of VAT and/or PAYE businesses in Dartford between 2008 and 2013

Firms by size band	2008	2013	2013 %
1-4	2500	2850	71.5
5-10	600	590	14.7
11-24	300	230	5.75
25-99	300	230	5.75
100+	100	90	2.3
Total	**3800**	**3990**	

Source: NOMIS Local Profile – Employment Theme 2014

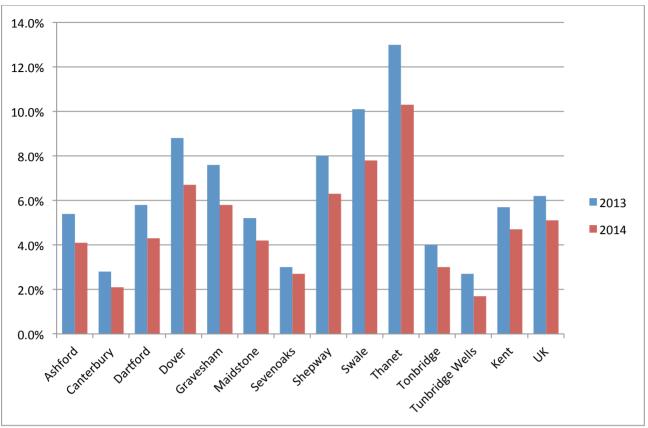- The number of business based in Dartford is now broadly equivalent to its 2008, pre-recession, level.

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

Source: ONS Claimant Count January 2014

- At 2.1% Unemployment in Dartford is below the Kent average (2.5%) and ranks fifth amongst Kent districts. It is slightly above the South East average.(1.8%)
- In the year January 2013 to January 2014, unemployment in Dartford fell by 25%. This is one of the highest falls in the county, behind Sevenoaks, Tonbridge and Tunbridge Wells. 1,361 people in Dartford were unemployed and claiming benefit in January 2014.

Chart 3 – Percentage Youth Unemployment by Kent District in January 2013 and 2014

Source: ONS 18-24 Claimant Count January 2014

Dartford has the sixth highest youth unemployment rate in Kent (4.3%), but is still about 1% point lower than the UK average. Consistent with local and national trends, this has fallen from 5.8% 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**
	%	%	%	%	%
Dartford	13.1	14.2	17.1	7.7	10.3
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 Dartford has historically matched local and national averages. However in the last two years the proportion of people in self-employment has decreased reflecting the nature of the large businesses dominating the growth sectors in the district.

Table 5 – Public vs Private Sector Employees

Public vs Private Sector Employment June 2013	Public	Private
	%	%
Dartford	15.9	84.1
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

Public sector employment only accounts for 15.9% of employment in Dartford, which is significantly lower than the Kent average of 17.9%. This has been falling since 2008, following a decade of growth between 1998 and 2008. Dartford is a district where the rebalancing between public and private business is probably complete, following national reductions in public expenditure.

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

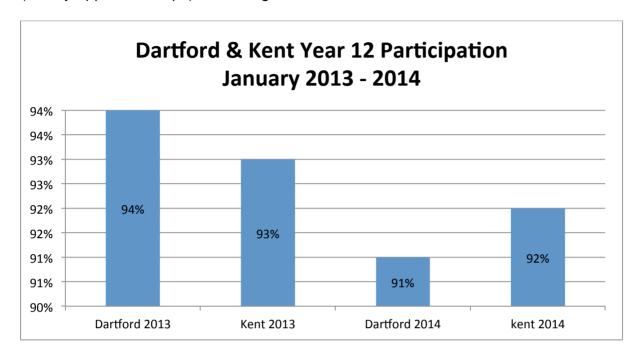| Full time workers median weekly gross pay- residence based	2010	2011	2012
	£ per week	£ per week	£ per week
Dartford	562	593	568
Kent	518	530	539
South East	537	548	556
England	496	506	513

Source: Annual Survey of Hours and Earnings (ASHE), through Nomis, Office for National Statistics (ONS)
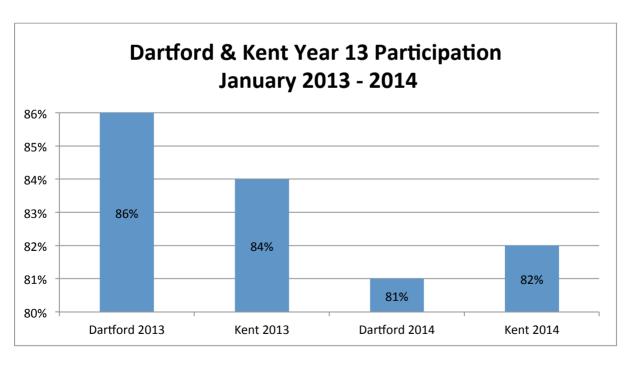
The median weekly gross pay of workers in Dartford is high and ranks 4th out of the 12 Districts in Kent, although it is too early to see whether the fall between 2011 and 2012 will become a trend. High levels of residence based incomes in the west of the county reflect salaries from jobs in London.
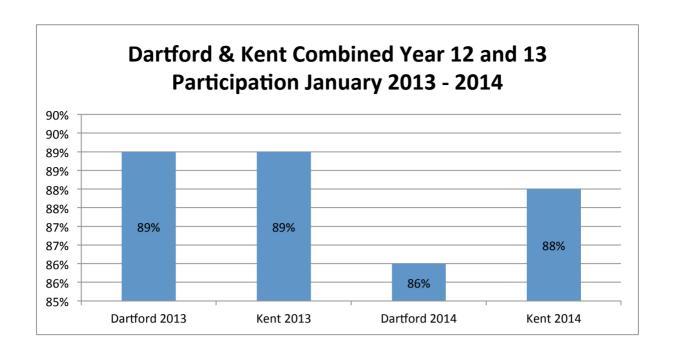
Appendix 3:   Participation

Comparison of the percentage of Dartford 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.

Dartford & Kent Combined Year 12 and 13 Participation January 2013 - 2014

Dartford	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	1055		1180		2235		1191		1086		2277	
School Sixth Form	593	56%	579	49%	1172	52%	683	57%	492	45%	1175	52%
Further Education College	363	34%	347	29%	710	32%	348	29%	342	31%	690	30%
Employment with Training	25	2%	59	5%	84	4%	34	3%	40	4%	74	3%
Employment without Training	23	2%	87	7%	110	5%	9	1%	64	6%	73	3%
Training	6	1%	25	2%	31	1%	21	2%	8	1%	29	1%
NEET	38	4%	71	6%	109	5%	31	3%	58	5%	89	4%
Current Situation not Known	6	1%	8	1%	14	1%	55	5%	74	7%	129	6%
Participation	**987**	**93.5%**	**1010**	**85.5%**	**1997**	**89.3%**	**1086**	**91.2%**	**882**	**81.2%**	**1968**	**86.4%**

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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%

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

Vulnerable Learner Participation

Dartford BC		
Priority groups within NEET 16-24	**January 2013**	**January 2014**
Looked after/in care	2	4
Caring for own child	31	34
Refugee/asylum seeker	0	0
Carer not own child	1	4
Substance abuse	2	4
Care leaver	1	3
Supervised by YOT	4	1
Pregnancy	11	10
Parent not carer for own child	2	0
LDD	32	51
TOTAL	86	

Appendix 4: Progression

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

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
Dartford	Below Level 1	64	4.7	23.4	9.4	3.1	34	53.1	73	5.5	19.2	8.2	4.1	40	54.8
	Level 1, below Level 2	164	11.9	100.0	56.1	9.1	31	18.9	238	17.9	100.0	56.7	13.4	39	16.4
	Level 2 without English and Maths	259	18.9	100.0	100.0	27.8	31	12.0	223	16.8	100.0	100.0	27.8	36	16.1
	Level 2 incl Eng and Maths	886	64.5	100.0	100.0	83.1	32	3.6	797	59.9	100.0	100.0	87.8	24	3.0
	All Pupils	1373		96.4	90.5	60.1	128	9.3	1331		95.6	87.2	59.9	138	10.4

Appendix 5:   **The Vocational Offer in Dartford District**

5.1:   **Apprenticeship data for Dartford: 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	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	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	20	30	320	410	550	1,280
Thanet	240	300	300	840	80	160	300	540	-	20	20	20	320	470	620	1,400
Tonbridge and Malling	130	150	160	440	50	90	160	300	10	10	20	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 by180.

- 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

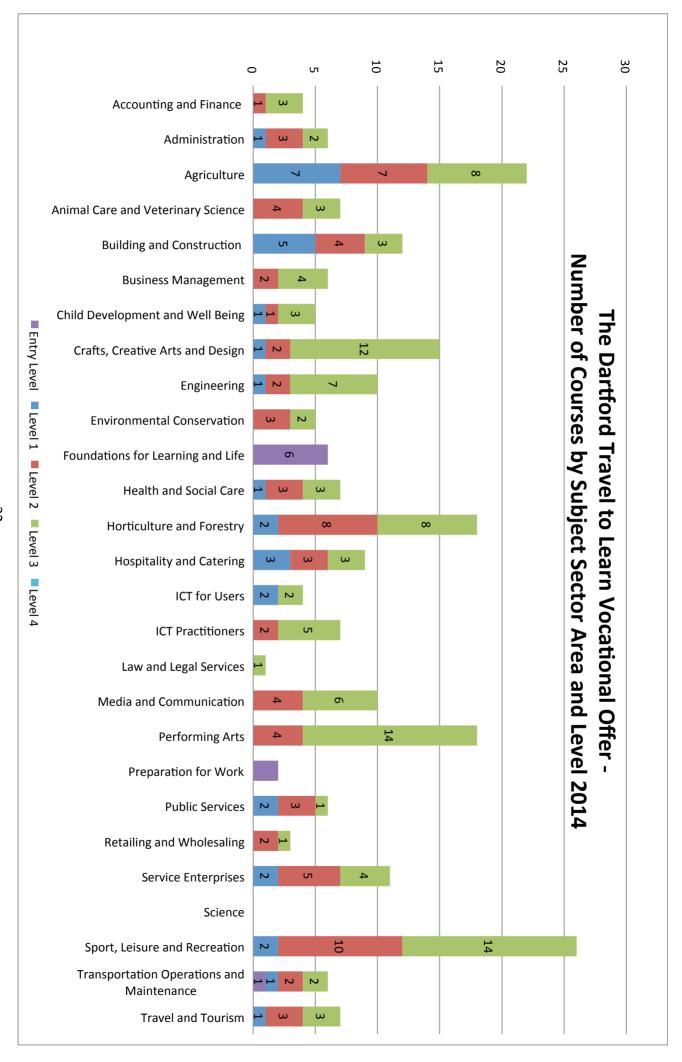| Framework Sector Lead Body	16 - 18	19-24	25+	Total
Active Leisure and Wellbeing	393	261	125	779
Adult Social Care	274	759	1654	2,687
Automotive	175	87	12	274
Building Services Engineering	180	80	11	271
Business Information Technology and Telecoms	175	76	35	286
Business Administration and Governance	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
Hospitality, Leisure, Travel & Tourism	83	163	122	368
Industrial Relations	26	33	135	194
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 Dartford Vocational Offer - Number of Courses by Subject Sector Area and Level 2014

Subject Sector Area	Entry Level	Level 1	Level 2	Level 3	Level 4
Accounting and Finance			1	3	
Administration		1	3	2	
Agriculture					
Animal Care and Veterinary Science					
Building and Construction		5	4	3	
Business Management			2	4	
Child Development and Well Being		1	1	3	
Crafts, Creative Arts and Design		1	2	12	
Engineering		1	2	7	
Environmental Conservation					
Foundations for Learning and Life	6				
Health and Social Care		1	3	3	
Horticulture and Forestry			1	1	
Hospitality and Catering		3	3	3	
ICT for Users		2		2	
ICT Practitioners			2	5	
Law and Legal Services				1	
Media and Communication			4	6	
Performing Arts			4	14	
Preparation for Work					
Public Services				1	
Retailing and Wholesaling			2	1	
Service Enterprises		2	5	4	
Sport, Leisure and Recreation		1	8	12	
Transportation Operations and Maintenance	1	1	1	2	
Travel and Tourism		1	2	3	

Legend: Entry Level, Level 1, Level 2, Level 3, Level 4

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

Legend:
- Entry Level
- Level 1
- Level 2
- Level 3
- Level 4

Subject Sector Area	Values
Accounting and Finance	1, 3
Administration	1, 3, 2
Agriculture	7, 7, 8
Animal Care and Veterinary Science	4, 3
Building and Construction	5, 4, 3
Business Management	2, 4
Child Development and Well Being	1, 1, 3
Crafts, Creative Arts and Design	1, 2, 12
Engineering	1, 2, 7
Environmental Conservation	3, 2
Foundations for Learning and Life	6
Health and Social Care	1, 3, 3
Horticulture and Forestry	2, 8, 8
Hospitality and Catering	3, 3, 3
ICT for Users	2, 2
ICT Practitioners	2, 5
Law and Legal Services	1
Media and Communication	4, 6
Performing Arts	4, 14
Preparation for Work	
Public Services	2, 3, 1
Retailing and Wholesaling	2, 1
Service Enterprises	2, 5, 4
Science	
Sport, Leisure and Recreation	2, 10, 14
Transportation Operations and Maintenance	1, 1, 2, 2
Travel and Tourism	1, 3, 3

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

Subject Sector Area	Value
Accounting and Finance	-4
Administration	3
Agriculture	0
Animal Care and Veterinary Science	0
Building and Construction	2
Business Management	-2
Child Development and Well Being	-2
Crafts, Creative Arts and Design	0
Engineering	-4
Environmental Conservation	0
Foundations for Learning and Life	1
Health and Social Care	-2
Horticulture and Forestry	1
Hospitality and Catering	2
ICT for Users	-5
ICT Practitioners	-2
Law and Legal Services	1
Media and Communications	-2
Performing Arts	4
Preparation for Work	-1
Public Services	-6
Retailing and Wholesailing	0
Service Enterprises	-1
Sport, Leisure and Recreation	5
Transportation Operations and Maintenance	-1
Travel and Tourism	-1

Appendix 5.3:   The Dartford Vocational Curriculum Map 2014

1.3   Health and Social Care

Course Title	Venue	Course Type	Level
Health and Social Care Diploma	North West Kent College	Other Vocational	1
Health & Social Care BTEC	Longfield Academy	BTEC	2
Health and Social Care BTEC	Wilmington Academy	BTEC	2
Health and Social Care Diploma	North West Kent College	Other vocational	2
Health & Social Care BTEC	Longfield Academy	BTEC	3
Health and Social Care BTEC	Wilmington Academy	BTEC	3
Health and Social Care Diploma	North West Kent College	Other Vocational	3

1.4   Public Services

Course Title	Venue	Course Type	Level
Public Services BTEC Diploma	North West Kent College	BTEC	3

1.5   Child Development and Wellbeing

Course Title	Venue	Course Type	Level
Caring for Children - CACHE Diploma	North West Kent College	Other Vocational	1
Children And Young Peoples Workforce - CACHE Certificate	North West Kent College	Other Vocational	2
Children's Play, Learning & Development BTEC	Dartford Science & Technology College	BTEC	3
Child Care And Education - CACHE Diploma	North West Kent College	Other Vocational	3

Course Title	Venue	Course Type	Level
Children And Young Peoples Workforce CACHE Diploma	North West Kent College	Other Vocational	3

3.2   Horticulture and Floristry

Course Title	Venue	Course Type	Level
Horticulture BTEC	Wilmington Academy	BTEC	2
Horticulture BTEC	Wilmington Academy	BTEC	3

4.1   Engineering

Course Title	Venue	Course Type	Level
Engineering Technology Electrical	North West Kent College	Other Vocational	1
Engineering Technology Electrical	North West Kent College	Other Vocational	2
Mechanical Engineering Technology	North West Kent College	Other Vocational	2
Engineering BTEC Certificate	Leigh Technology Academy	BTEC	3
Engineering BTEC	Longfield Academy	BTEC	3
Engineering BTEC	Wilmington Academy	BTEC	3
Certificate in Engineering Technology (Mechanical)	North West Kent College	Other Vocational	3
Electrical Certificate in Engineering Technology	North West Kent College	Other Vocational	3
Subsidiary in Electrical and Electronic Engineering	North West Kent College	Other Vocational	3
Subsidiary in Manufacturing Engineering	North West Kent College	Other Vocational	3

4.3   Transportation Operations and Maintenance

Course Title	Venue	Course Type	Level
Basic Motor Vehicle	North West Kent College	Other Vocational	Entry
Motor Vehicle Maintenance and Repair	North West Kent College	Other Vocational	1
Motor Vehicle Maintenance and Repair	North West Kent College	Other Vocational	2
Motor Vehicle Maintenance and Repair	North West Kent College	Other Vocational	3
Subsidiary in Automotive Engineering	North West Kent College	Other Vocational	3

5.2   Building and Construction

Course Title	Venue	Course Type	Level
Brickwork Diploma	North West Kent College	Other Vocational	1
Carpentry and Joinery Diploma	North West Kent College	Other Vocational	1
Certificate In Access To Building Services	North West Kent College	Other Vocational	1
Construction Skills (Basic)	North West Kent College	Other Vocational	1
Painting and Decorating Diploma	North West Kent College	Other Vocational	1
Construction BTEC	Longfield Academy	BTEC	2
Diploma in Carpentry and Joinery	North West Kent College	Other Vocational	2
Painting and Decorating Diploma	North West Kent College	Other Vocational	2
Refrigeration and Air Conditioning	North West Kent College	Other Vocational	2

Course Title	Venue	Course Type	Level
Bench Joinery Diploma	North West Kent College	Other Vocational	3
Plumbing Studies Diploma	North West Kent College	Other Vocational	3
Site Carpentry Diploma	North West Kent College	Other Vocational	3

6.1 ICT Practitioners

Course Title	Venue	Course Type	Level
ICT Professional Competence Diploma	North West Kent College	Other Vocational	2
Information And Creative Technology Extended Certificate	North West Kent College	Other Vocational	2
IT BTEC	Dartford Science & Technology College	BTEC	3
Cisco (Double	Leigh Technology Academy	Other Vocational	3
Information Technology BTEC	Wilmington Academy	BTEC	3
ICT Professional Competence Diploma	North West Kent College	Other Vocational	3
Information Technology Diploma	North West Kent College	Other Vocational	3

6.2 ICT Users

Course Title	Venue	Course Type	Level
Information Technology Introduction	North West Kent College	Other Vocational	1
Information Technology Users (ITQ) Diploma -	North West Kent College	Other Vocational	1
ICT BTEC Certificate	Leigh Technology Academy	BTEC	3
Information Technology Diploma (ITQ) Diploma -	North West Kent College	Other Vocational	3

7.1   Retailing and Wholesaling

Course Title	Venue	Course Type	Level
Retail Knowledge	Longfield Academy	Other Vocational	2
Fashion Retail	Longfield Academy	Other Vocational	2
Fashion Retail	Longfield Academy	Other Vocational	3

7.4   Hospitality and Catering

Course Title	Venue	Course Type	Level
Professional Cookery	Longfield Academy	Other Vocational	1
Hospitality - Introduction to Professional Cookery & Service	North West Kent College	Other Vocational	1
Hospitality and Catering Foundation Diploma in Vocational Studies	North West Kent College	Other Vocational	1
Hospitality - BTEC Diploma in Hospitality & Catering	North West Kent College	BTEC	2
Hospitality - Professional Cookery	North West Kent College	Other Vocational	2
Hospitality - Professional Food And Beverage	North West Kent College	Other Vocational	2
Hospitality BTEC	Wilmington Academy	BTEC	3
Hospitality - Food And Beverage Supervision	North West Kent College	Other Vocational	3
Hospitality & Event Management - BTEC	North West Kent College	BTEC	3

7.3 Service Enterprises

Course Title	Venue	Course Type	Level
Beauty Therapy Foundation	North West Kent College	Other Vocational	1
Hairdressing Certificate	North West Kent College	Other Vocational	1
Barbering Diploma	North West Kent College	Other Vocational	2
Beauty Therapy Diploma	North West Kent College	Other Vocational	2
Hairdressing (Intensive) Diploma	North West Kent College	Other Vocational	2
Hairdressing Certificate	North West Kent College	Other Vocational	2
Hairdressing Fast Track Diploma	North West Kent College	Other Vocational	2
Barbering Diploma	North West Kent College	Other Vocational	3
Beauty Massage Therapy Certificate	North West Kent College	Other Vocational	3
Beauty Therapy Techniques Diploma	North West Kent College	Other Vocational	3
Hairdressing Diploma	North West Kent College	Other Vocational	3

8.1 Sport, Leisure and Recreation

Course Title	Venue	Course Type	Level
Sport And Active Leisure Diploma	North West Kent College	Other Vocational	1
Community Sports Leadership Award	Dartford Science & Technology College	Other Vocational	2
Sport BTEC First Certificate	The Ebbsfleet Academy	BTEC	2

Sport BTEC First Diploma	The Ebbsfleet Academy	BTEC	2
Sport - Active Leisure, Learning And Well Being Operational Services NVQ Certificate	North West Kent College	NVQ	2
Sport - Activity Leadership Football NVQ Certificate	North West Kent College	NVQ	2
Sport - BTEC Diploma (Performance Academy)	North West Kent College	BTEC	2
Sport (Exercise And Fitness)	North West Kent College	Other Vocational	2
Sport and Active Leisure - Active IQ Diploma	North West Kent College	Other Vocational	2
Sport BTEC	Dartford Science & Technology College	BTEC	3
Sport and PE BTEC Certificate	Leigh Technology Academy	BTEC	3
Sport BTEC	Longfield Academy	BTEC	3
Sport BTEC	Wilmington Academy	BTEC	3
Sport Development BTEC (Coaching and Fitness) FULL TIME COURSE	Wilmington Academy	BTEC	3
Sport - (Performance & Excellence) Rugby	North West Kent College	Other Vocational	3
Sport - Personal Training BTEC Subsidiary/Diploma	North West Kent College	BTEC	3
Sport (Development, Coaching And Fitness) BTEC	North West Kent College	BTEC	3
Sport (Performance & Excellence) Football	North West Kent College	Other Vocational	3
Sport (Performance and Excellence) Cricket	North West Kent College	Other Vocational	3
Sport And Exercise Sciences Diploma	North West Kent College	Other Vocational	3

Course Title	Venue	Course Type	Level
Sport BTEC Subsidiary/Diploma (Football Coaching)	North West Kent College	BTEC	3

8.2   Travel and Tourism

Course Title	Venue	Course Type	Level
Travel and Tourism BTEC	North West Kent College	BTEC	1
Travel and Tourism BTEC	Wilmington Academy	BTEC	2
Travel and Tourism BTEC Diploma	North West Kent College	BTEC	2
Travel and Tourism BTEC	Leigh Technology Academy	BTEC	3
Travel and Tourism BTEC	Wilmington Academy	BTEC	3
Travel and Tourism BTEC Diploma	North West Kent College	BTEC	3

9.1   Performing Arts

Course Title	Venue	Course Type	Level
Dance (Joint Award) Intermediate Diploma	North West Kent College	Other Vocational	2
Music Technology/Performance Intermediate Diploma	North West Kent College	Other Vocational	2
Performance (Joint Award) Intermediate Diploma	North West Kent College	Other Vocational	2
Technical Theatre (Joint Award) Intermediate Diploma	North West Kent College	Other Vocational	2
Music BTEC Diploma	Leigh Technology Academy	BTEC	3
Music Technology BTEC Diploma	Leigh Technology Academy	BTEC	3
Performing Arts (Acting) BTEC Diploma	Leigh Technology Academy	BTEC	3

Music BTEC	Longfield Academy	BTEC	3
Performing Arts (Acting)	Longfield Academy	Other Vocational	3
Music (Performing) BTEC	Wilmington Academy	BTEC	3
Music/Music Tech BTEC	Wilmington Academy	BTEC	3
Performing Arts (Acting) BTEC	Wilmington Academy	BTEC	3
Acting Advanced - Extended Diploma	North West Kent College	Other Vocational	3
Dance Advanced Diploma	North West Kent College	Other Vocational	3
Music Performance Advanced (Joint Award) BTEC Diploma	North West Kent College	BTEC	3
Music Technology Advanced (Joint Award) BTEC Diploma	North West Kent College	BTEC	3
Production Skills for Theatre and Performing Arts Advanced Diploma	North West Kent College	Other Vocational	3
Stagecraft Advanced - Extended Diploma	North West Kent College	Other Vocational	3

9.2 Crafts, Creative Arts and Design

Course Title	Venue	Course Type	Level
Art and Design BTEC Diploma	North West Kent College	BTEC	1
Art & Design BTEC	Longfield Academy	BTEC	2
Art and Design BTEC Diploma	North West Kent College	BTEC	2
Art & Design BTEC Subsidiary Diploma	Dartford Science & Technology College	BTEC	3

Art & Design	Dartford Science & Technology College	Other Vocational	3
Art and Design (Photography)	Dartford Science & Technology College	Other Vocational	3
iMedia	Leigh Technology Academy	Other Vocational	3
Art and Design BTEC	Wilmington Academy	BTEC	3
3D Design BTEC Diploma	North West Kent College	BTEC	3
Applied Art and Design BTEC Diploma	North West Kent College	BTEC	3
Fashion and Clothing BTEC Diploma	North West Kent College	BTEC	3
Fashion BTEC Extended Diploma	North West Kent College	BTEC	3
Fine Art BTEC Diploma	North West Kent College	BTEC	3
Graphic Design BTEC Diploma	North West Kent College	BTEC	3
Photography BTEC Diploma	North West Kent College	BTEC	3

9.3   Media and Communications

Course Title	Venue	Course Type	Level
Creative Media BTEC	Longfield Academy	BTEC	2
Creative Media (Games) Diploma -	North West Kent College	Other Vocational	2
Creative Media Production BTEC Diploma	North West Kent College	BTEC	2
Photography BTEC Diploma	North West Kent College	BTEC	2

Course Title	Venue	Course Type	Level
Creative Media Production (Film)	Longfield Academy	Other Vocational	3
Creative Media Production BTEC	Wilmington Academy	BTEC	3
Creative Media Production (Games Development) Subsidiary Diploma	North West Kent College	Other Vocational	3
Creative Media Production BTEC Diploma	North West Kent College	BTEC	3
iMedia (Games)	North West Kent College	Other Vocational	3
Motion Graphics and Animation Diploma	North West Kent College	Other Vocational	3

14.1 Foundations for Learning and Life

Course Title	Venue	Course Type	Level
ESOL Speaking and Listening	North West Kent College	Other Vocational	Entry
LLDD - Employability Skills Plus A2 Certificate	North West Kent College	Other Vocational	Entry
LLDD - Learning for Living	North West Kent College	Other Vocational	Entry
LLDD - Skills Plus A1 - Certificate In PSD	North West Kent College	Other Vocational	Entry
Vocational Preparation Diploma	North West Kent College	Other Vocational	Entry
LLDD - Skills for Independent Living	North West Kent College	Other Vocational	Entry

15.1   Accounting and Finance

Course Title	Venue	Course Type	Level
Accounting Certificate	North West Kent College	Other Vocational	2
Financial Studies Certificate	Leigh Technology Academy	Other Vocational	3
Financial Studies Certificate	Wilmington Academy	Other Vocational	3
Accounting Diploma	North West Kent College	Other Vocational	3

15.2   Administration

Course Title	Venue	Course Type	Level
Administration Diploma	North West Kent College	Other Vocational	1
Business, Finance and Administration	Longfield Academy	Other Vocational	2
Administration Diploma	North West Kent College	Other Vocational	2
Legal Secretarial Diploma	North West Kent College	Other Vocational	2
Administration Diploma	North West Kent College	Other Vocational	3
Legal Secretarial Diploma	North West Kent College	Other Vocational	3

15.3   Business Management

Course Title	Venue	Course Type	Level
Business BTEC	Wilmington Academy	BTEC	2
Business Diploma	North West Kent College	Other Vocational	2
Understanding Enterprise & Entrepreneurship BTEC	Dartford Science & Technology College	BTEC	3

Business BTEC	Longfield Academy	BTEC	3
Business BTEC	Wilmington Academy	BTEC	3
Business Diploma	North West Kent College	Other Vocational	3

15.5   Law and Legal Services

Course Title	Venue	Course Type	Level
Law (Applied) BTEC	Wilmington Academy	BTEC	3

Appendix 6:   Dartford District Data Dashboard - Validated data 2013

Headline Measures			
Kent County Council 2013		Kent County Council	National
Dartford District			
Post-16 students (L2 and L3)	**1892**	36,798	419,158
Completions	**820**	10,100	358,373
Av. KS4 Points on Entry	**47.9**	44.7	44.1
% Students 5+ A*-C GCSE EM	**94%**	80%	78%
% Students with 5+ A*-C GCSE	**99%**	95%	94%
A Level APS (FTE)	**775.7**	818.3	782.2
A Level APE	**213.0**	216.0	211.3
Academic APS (FTE)	**924.6**	844.8	785.4
Academic APE	**213.4**	216.1	211.1
Vocational APS (FTE)	**687.2**	563.8	561.6
Vocational APE	**230.3**	214.8	213.6
Previous Year 12 Retention	**95%**	93%	94%
Year 12 Retention	**96%**	95%	94%
Transition Retention	**85%**	87%	86%
Overall Retention	**81%**	77%	77%
In-year Retention	**98%**	96%	95%
Fails % (AS level - cashed in only)	**22.2%**	19.8%	21.7%
Fails % (A level)	**0.5%**	1.6%	1.9%
Value added: A level	**0.10**	0.07	--
Value added: AS level	**0.05**	0.06	--
Value added: BTEC L3 Certificate (QCF)	**0.15**	0.01	--
Value added: BTEC L3 Sub. Dip. (QCF)	**0.21**	0.14	--
Value added: BTEC L3 Diploma (QCF)	**0.62**	0.17	--
Value Added (IB)	**0.36**	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
Dartford District			
AAB (or higher) in 3+ facilitating subjects (A level students)	**3.8%**	8.7%	7.5%
AAB (or higher) in 2+ facilitating subjects (A level students)	**7.5%**	14.6%	12.1%
3+ A levels at A*-E	**74%**	76%	79%
2+ A levels at A*-E	**88%**	90%	92%
1+ A levels at A*-E	**100%**	99%	100%
3+ A levels or academic equivalent at A*-E	**84%**	78%	79%
2+ A levels or academic equivalent at A*-E	**93%**	91%	92%
1+ A levels or academic equivalent at A*-E	**100%**	100%	100%
3+ substantial vocational qualifications	**13%**	44%	50%
2+ substantial vocational qualifications	**60%**	67%	70%
1+ substantial vocational qualifications	**100%**	100%	100%
% of A level examinations awarded A*-E grades	**99%**	98%	98%
% of A level examinations awarded A*-C grades	**77%**	77%	75%
% of A level examinations awarded A*-B grades	**50%**	52%	48%
% of A level examinations awarded A*-A grades	**21%**	25%	22%

Grade breakdown for A level							
	A*	**A**	**B**	**C**	**D**	**E**	**U**
Dartford District	68	246	428	393	253	84	11
Percentages	**4.6%**	**16.6%**	**28.9%**	**26.5%**	**17.1%**	**5.7%**	**0.7%**
Predicted percentages	5%	15%	27%	27%	17%	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**
Dartford District	355	520	595	588	355	294
Percentages	**13.1%**	**19.2%**	**22.0%**	**21.7%**	**13.1%**	**10.9%**
Predicted percentages	15%	21%	24%	18%	11%	10%
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**
Dartford District	102	92	61	33
Percentages	**35.4%**	**31.9%**	**21.2%**	**11.5%**
Predicted percentages	32%	19%	26%	23%
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

	Dartford 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

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.

			No of students	Fail rate in institution	Fail rate nationally	Average KS4 points
A	Art & Design (Photo)	-0.28	20	5%	0.9%	42.4
A	Biology	0.02	85	0%	2.4%	49.0
A	Business (VQ)	0.07	44	0%	1.2%	45.1
A	Business (VQ) (Double)	0.47	23	4%	1.1%	41.7
A	Business Studies:Single	0.08	62	0%	1.4%	45.5
A	Chemistry	-0.02	61	0%	2.2%	49.4
A	Citizenship	0.18	6	0%	3.6%	46.9
A	Classical Civilisation	-0.13	11	0%	1.2%	48.4
A	D&T Product Design	-0.17	17	0%	2.1%	43.9
A	D&T Textiles Technology	-0.15	8	0%	1.8%	45.4
A	Economics	0.14	54	0%	1.0%	49.1
A	Engineering (VQ)	-0.54	14	0%	1.9%	48.6
A	English Literature	0.15	143	0%	0.4%	45.8
A	Fine Art	0.34	39	0%	0.6%	45.9
A	French	-0.06	10	0%	0.8%	50.3
A	Geography	-0.20	58	0%	0.8%	47.6
A	German	-0.18	9	0%	0.7%	50.0
A	Health & Soc. Ca (VQ) (Double)	-0.25	9	0%	2.1%	42.1

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Subject Analysis - 1-Year Overview - L3VA

	Dartford 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	History	0.02	72	0%	0.7%	47.6
A	Information Technology	0.28	7	0%	2.3%	48.8
A	Information Technology (VQ)	0.38	55	0%	3.6%	46.1
A	Law	-0.02	5	0%	3.0%	46.0
A	Mathematics	0.25	136	1%	2.4%	49.4
A	Mathematics (Further)	-0.20	8	0%	1.2%	49.6
A	Media/Film/TV Studies	0.60	64	0%	0.7%	44.1
A	Music Technology	-0.23	7	0%	2.6%	41.9
A	Physical Education/Sport Studies	0.25	33	0%	2.4%	46.4
A	Physics	0.02	43	0%	3.3%	50.6
A	Politics	-0.18	20	5%	1.3%	45.4
A	Psychology	0.11	81	0%	2.4%	47.2
A	Religious Studies	0.05	12	8%	1.4%	45.1
A	Science (VQ)	-0.25	20	0%	2.8%	42.8
A	Sociology	0.13	102	0%	1.6%	45.0
A	Spanish	0.01	8	13%	1.1%	51.4
AS	Biology	-0.09	49	41%	31.6%	47.5
AS	Business (VQ)	0.21	6	0%	11.3%	46.2
AS	Business Studies:Single	0.09	18	6%	22.0%	44.9
AS	Chemistry	-0.15	29	45%	27.4%	47.3
AS	Citizenship	0.48	9	0%	20.6%	47.2
AS	Critical Thinking	0.22	10	0%	12.2%	50.1

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Subject Analysis - 1-Year Overview - L3VA

	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
		Dartford District				
AS	D&T Product Design	-0.12	8	13%	19.6%	45.1
AS	D&T Textiles Technology	-0.24	6	17%	21.6%	49.1
AS	Drama	0.06	6	0%	2.3%	42.5
AS	Economics	0.05	16	6%	24.4%	47.7
AS	English Literature	0.19	19	5%	4.7%	45.6
AS	Fine Art	0.08	5	0%	6.8%	47.9
AS	French	-0.07	5	40%	15.5%	49.2
AS	General Studies	1.39	12	0%	24.8%	47.2
AS	Geography	-0.07	14	29%	20.0%	46.7
AS	German	-0.04	6	17%	12.3%	50.6
AS	History	-0.14	22	5%	11.0%	45.2
AS	Information Technology (VQ)	0.21	8	25%	20.1%	44.6
AS	Law	-0.35	10	40%	36.8%	45.2
AS	Mathematics	0.23	35	26%	36.4%	49.1
AS	Mathematics (Further)	-0.35	5	20%	8.3%	47.6
AS	Media/Film/Tv Studies	0.70	19	0%	5.9%	44.8
AS	Physical Education/Sport Studies	0.29	7	0%	25.4%	41.9
AS	Physics	-0.10	27	44%	25.9%	46.9
AS	Politics	-0.18	20	15%	20.8%	46.6
AS	Psychology	0.02	30	30%	31.8%	45.6
AS	Religious Studies	-0.14	5	40%	13.9%	44.4
AS	Science (VQ)	-0.06	10	10%	21.6%	46.3

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Subject Analysis - 1-Year Overview - L3VA

	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	Science In Society	0.33	14	0%	17.9%	51.4
AS	Sociology	-0.24	29	41%	24.1%	42.7
AS	Spanish	0.05	6	33%	17.3%	50.5
BTEC	Cert Travel and Tourism	0.44	5	0%	0.0%	40.9
BTEC	Dip Drama	0.29	8	0%	0.0%	43.2
BTEC	Dip Information Technology	0.80	23	0%	0.0%	41.4
BTEC	Dip Music	0.46	9	0%	0.0%	43.2
BTEC	SubDip Business	0.22	13	0%	0.0%	41.1
BTEC	SubDip Engineering	0.12	12	0%	0.0%	46.0
BTEC	SubDip Information Technology	0.20	24	0%	0.0%	42.2
BTEC	SubDip Multi Media Production	0.32	6	0%	0.0%	40.7
BTEC	SubDip Public Services	0.10	9	0%	0.0%	41.4
BTEC	SubDip Sport	-0.25	9	0%	0.0%	43.3
BTEC	SubDip Travel and Tourism	0.73	18	0%	0.0%	43.1
IB	Baccalaureate	0.36	259	1%	10.4%	51.1
'IFS Level 3 Certificate' is equivalent to 1 AS. Colour coding as for AS, based on proportions of a grade.						
IFS3C	Finance / Accounting (General)	0.33	13	0%	8.5%	41.0
'IFS Level 3 Diploma' is equivalent to 1 A2. Colour coding as for A2, based on proportions of a grade.						
IFS3D	Finance / Accounting (General)	-0.02	30	0%	0.7%	43.8
OCR	NC Computer Appreciation / Introduction	1.21	9	0%	0.0%	39.1

Subjects with fewer than five students
Subjects with fewer than 5 entries included in the value added calculation have been omitted from this table.

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Appendix 7:   Narrowing the Gap

Characteristics	No. students	A level entries	AS Level	BTEC Cert	BTEC Dip	BTEC ExtDip	BTEC SubDip	IB
Male	445	478	947	7	27		60	156
Female	375	905	1736	5	13		44	103
FSM	14	30	91		2		5	
Non FSM	805	1353	2584	12	38		99	258
NO SEN	774	1316	2470	8	38		94	246
SEN- School Action	29	48	162	2			3	10
SEN- School Action Plus	7	11	35				3	2
SEN statement	4	8	8	2	2		4	