

District Datapack Lite

The post 16 landscape in

# Tunbridge Wells

2014



Skills and Employability Service

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## Table of Contents

Introduction		2
Executive Summary		4
Key Questions		10
Appendix 1	Transforming Opportunities	11
Appendix 2	The Economic Landscape	18
Appendix 3	Participation	24
Appendix 4	Progression	28
Appendix 5	The Vocational Offer	29
Appendix 6	District Data Dashboard	44
Appendix 7	Narrowing the Gap	49

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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 plus disadvantaged funding (Block 2) for additional learning e.g. Level 2 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 Tunbridge Wells District**

The Tunbridge Wells economy continues to grow steadily with an overall gain in employment between 2009 and 2012. Employment growth since 2009 has been seen in the wholesale and retail trades; finance and insurance activities; ICT and health and social work activities. However, there have been marked falls in employment in manufacturing; Construction; public administration and defence, and education. public sector employment only accounts for 14.1% of employment in Tunbridge Wells, which is significantly lower than the Kent average of 17.9% or the South East average of 16.2%.

The jobs market in Tunbridge Wells 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 17% less vacancies advertised in Tunbridge Wells in 2013 compared to 2012. This is accounted for by falls in real terms in almost every sector. Skilled trades, elementary occupations and process, plant and machine operatives showed slight increases in real numbers of vacancies advertised. In terms of numbers of vacancies advertised, there is clearly a large churn in roles such as nursing (419 vacancies) and for programmers and software developers (279). Tunbridge Wells has the largest market for ICT roles. The skills employers are looking for include: Javascript, C++ development, Microsoft C#.net

framework development, Sql server development, .net development and HTML. Sales roles also appear strongly in this breakdown, confirming the importance of this sector in the district.

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

Tunbridge Wells has the lowest unemployment rate (1%) of all districts in Kent, compared to a Kent average of 2.5%. Tunbridge Wells also has the lowest youth unemployment rate in Kent (1.7%), and is 3.4% points lower than the UK average. Following local and national trends, this has fallen from 3% in January 2013.

The median weekly gross pay of workers in Tunbridge Wells is the highest in Kent. As this is based on a residence based measure, this reflects the effects of London commuting on wages.

### **3. Participation in Tunbridge Wells**

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. It is therefore disappointing that participation levels in Tunbridge Wells and Kent for this age group has dropped by 2% and 1% respectively since last year.

The drop in participation appears to have come from a 2% decrease in the number of young people in school sixth form and a higher number of Not Knowns. This is contrary to the county experience where sixth form participation has increased.

Employment with training (mainly apprenticeships) is about the same as last year, as is employment without training, which is similar to the trend in Kent. The numbers in training have dropped by a relatively small number, but it is a concern as this group is usually made up of foundation students.

It is a concern that the NEET figure has increased slightly for Year 12 in Tunbridge Wells and that the number of young people with an unknown destination has risen to 2%.

Participation in the Year 13 age group last year in Tunbridge Wells was 2% higher than the Kent figure of 84%, but worryingly this has fallen by 2.5% and is now only 1% above the level of Kent at 82%. This creates a challenge to Tunbridge Wells as next academic year young people will be expected to participate until their eighteenth birthday.

The biggest drop in participation in Year 13 is in Further Education, where it has dropped by 6% since last year, although participation at sixth form also dropped by 4%. Employment without training remains high at 6% but it has dropped since last year and employment with training has remained static at 2%.

The NEET figure for this age group has dropped by 1% since last year and is still 2% lower than the rest of Kent. The percentage of young people without a known destination is 2% less than the Kent figure.

#### **4. Progression in Tunbridge Wells**

The progression of Tunbridge Wells 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 3.7% less than the Kent average, 3.4% below the national average and has dropped by 2.8% since 2012. A smaller percentage of these learners went on to get Level 1 or 2 qualifications than in the previous year. There was a greater number and percentage of learners in 2013 learners whose starting point was level 1, and the percentage progressing to level 2 for this group has dropped by 5.5% since 2012.

Is this a blanket phase being used for all learners below level 1?, in year 11 in 2011 there were 4.1% of learners (63) 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. 2 years later 44.4% (28) of these students had made no progress.

At the end of year 12, there are 77 students in Tunbridge Wells who would find it difficult to access an apprenticeship because they did not achieve a level 2 qualification. This would mean that they could only progress to low level employment.

A further 19 students had level 2 qualifications without Maths and English at grade C - again making access to apprenticeships limited.

By comparison, 89 learners who achieved Level 2 including English and Maths, went on to achieve qualifications at Level 3 or above, and only 23 (2.1%) did not progress.

#### **5. The Vocational Curriculum in Tunbridge Wells**

The vocational curriculum offer within the Tunbridge Wells district is very limited. Out of 24 courses offered only 4 of them provide progression through more than one Level. Very few entry level and level 1 qualifications are offered, and these tend to be preparation for work type courses. Therefore there appears to be very little 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 slightly more developed, but there is still a shortage of entry level and level 1 courses, even if vulnerable learners had a propensity to travel.

Comparing the vocational curriculum travel to learn offer for Tunbridge Wells with the economic profile of the district, the number courses on offer in the two key economic areas

of wholesale and retail, and human health and social work are minimal. Considering that these two sectors alone account for nearly 40% of all jobs in the district, there is a need to address this imbalance.

The travel to learn offer is skewed by the proximity of Hadlow College, which take learners from a wide catchment area, hence agriculture, horticulture and forestry take a far more prominent role than you would expect to see in an area where land-based employment is a minor player, in terms of numbers employed.

The number of ICT practitioner qualifications on offer in 2014 is small. Our comparison of internet based job vacancies shows a relatively high turnover of jobs in Tunbridge Wells in this area but there is potential growth. Job specifications tend to ask for very specific programme packages such as Javascript, C++ development, Microsoft C#.net framework development, Sql server development, .net development and HTML. Likewise there is only 1 course at Level 3 in Nursing, and 4 at various levels in Health and Social Care – a sector with a high churn of staff in the District.

Building and construction courses remain at a high level, despite the continued shrinking of the sector. Hospitality and catering courses on offer have increased despite no evidence that the sector is growing, although traditionally the sector does have a high staff turnover.

## **6. Attainment in Tunbridge Wells schools**

In Tunbridge Wells, 44.6% of post-16 level 2 and 3 learners completed in 2012 – 2013. Entry to sixth form was on more average key stage 4 points than other students in Kent or in England. More students completing (97%) had 5 A\* - C including Maths and English than in the county (80%) or the country (78%). Fewer students gained access to post-16 school provision without Maths and English than elsewhere, but this is down to the very high percentage already having Maths and English.

Levels, academic and vocational APE are all significantly higher than elsewhere in Kent or nationally.

Retention in all its categories was better than any comparison to Kent or national figures.

Facilitating subject data was significantly higher than county or national figures.

84% of A level grades were in the A\* - C category with 35% at A\* - A.

The number of D\* results for BTEC was higher than predicted, and significantly higher compared to Kent or national figures.

There are 38 qualifications with fewer than 15 students studying them across the district.

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

A level	Maths	294	34% of completers
A level	History	185	21% of completers
A level	Physics	169	19% of completers



A level	Biology	158	18% of completers
A level	Geography	157	18% of completers
A level	English Literature	147	17% of completers

The only 5 BTECs offered were:

Dip	Health and Social Care	9
SubDip	Music	7
Dip	Sport	7
Dip	Business	5
Dip	Dance	5
PL	Communication / Media	10

19 qualifications delivered by providers in Tunbridge Wells showed positive value added <0.25 of a grade, 10 qualifications were negative <0.25 of a grade.

## **7. Narrowing the Gap - level 3 qualifications**

### **7.1 Gender Differences**

In 2012/13 there were considerably more boys (498) than girls (372) completing key stage 5 in schools in Tunbridge Wells with the vast majority studying A levels.

Learning Plus UK (LPUK) contextual data for Tunbridge Wells suggests that boys come into the 6<sup>th</sup> forms with parity with the girls with 97% and 98% of them having 5A\*-C with English and Maths.

The APE for boys at A level was 222 and for girls 237. For vocational qualifications APE was 244 for girls and 217 for boys.

AT BTEC Diploma and BTEC Sub Diploma the girls outperformed the boys achieving a positive VA score of ½ grade higher

Retention patterns are very similar for both groups.

### **7.2 Free School Meals**

This is a very small group of 10 students all of whom followed an academic programme.

LPUK data contextual data suggests that FSM students enter post 16 on a parity with non FSM peers with 97% achieving 5 A\*-C inc maths and English.

APE for A level FSM is 241 and non FSM is 229. For vocational qualifications the APE is 229 for non FSM. There were no vocational FSM students.

100% of FSM achieved 3+ A levels.

Value added for FSM is positive by  $\frac{1}{2}$  grade.

### **7.3 Special Educational Needs**

There were 61 SEN students who completed their key stage 5 in 2012/13 of these 56 were School Action, 3 School Action+ and 2 with statements.

The majority of the SEN students who entered their post 16 studies at level 3 had 5 GCSE grades A\*-C inc maths and English.

The A level APE for students with no SEN was 230, for SA 219, for SA+ 234 and for students with statements 188. Only SA students and those with no SEN studied for vocational qualifications and their APE was 194 and 238.

Of the 2 statemented students 1 gained 3 A levels and the other 1 A level. All A level groups apart from the statemented students gained value added.

## Key questions for Tunbridge Wells District

1. How can providers ensure that the dip in participation levels in both years 12 and 13 does not become a trend?
2. How can we ensure that young people do not move into employment without training, or find ways of converting these roles into employment with training?
3. How can we ensure that young people who begin post-16 learning below Level 2 have an appropriate curriculum offer that has positive progression routes?
4. How can we ensure that the curriculum offer recognises the key areas of economic activity in Tunbridge Wells, and gives learners the education they need to progress?
5. How can providers develop an ICT Practitioner offer that recognises the high turnover of jobs and opportunities in this sector?
6. Given the high APE levels for A level, academic and vocational subjects; high levels of retention and high uptake of facilitating subjects in Tunbridge Wells, how can we disseminate this best practice to other areas?
7. Given the high achievement of a very small group of FSM learners with 100% achieving 3+ A Levels and getting a higher than average (non FSM) APE scores, what lessons can we learn to support FSM learners elsewhere in the district / County?
8. Learners with SEN also appear to achieve well in Tunbridge Wells – again, providers may wish to consider how this best practice could be disseminated?
9. How can advanced and higher apprenticeships provide alternative pathways to employment for more able students?

## **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 qualification 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](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 level 2, 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](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>

## Appendix 2: The Economic Landscape of Tunbridge Wells District

**Table 1 – Number of employees in Tunbridge Wells employment sectors between 2009 and 2012**

<b>Source: Business Register and Employment Survey 2009 -2012</b>			<b>Change 2009 - 2012</b>	
<b>Tunbridge Wells</b>	<b>2009</b>	<b>2012</b>	<b>No.</b>	<b>%</b>
Primary Industries (Agriculture/Mining/Utilities)	1,800	1,700	-100	-5.60
Manufacturing	2,900	2,600	-300	-10.30
Construction	2,100	1,600	-500	-23.80
Wholesale and retail trade	9,800	11,300	1,500	15.30
Transportation and storage	1,100	1,000	-100	-9.10
Accommodation and food service activities	2,900	3,000	100	3.40
Information and communication	2,000	2,300	300	15.00
Financial and insurance activities	2,800	3,200	400	14.30
Real estate activities	800	1,000	200	25.00
Professional, scientific and technical activities	3,700	3,700	0	0.00
Administrative and support service activities	2,600	2,700	100	3.80
Public administration and defence	1,100	600	-500	-45.50
Education	4,700	4,300	-400	-8.50
Human health and social work activities	7,200	7,500	300	4.20
Arts, entertainment and recreation	900	800	-100	-11.10
Other service activities	1,800	1,800	0	0.00
<b>Total</b>	<b>48,100</b>	<b>49,100</b>	<b>1,000</b>	<b>2.10</b>

- Employment growth since 2009 has been in wholesale and retail trades; finance and insurance activities; ICT and health and social work activities.
- Falling employment has been seen in public sector administration; construction; manufacturing and education.
- Public sector employment in Tunbridge Wells only accounts for 14.1% of employment, which is significantly lower than the Kent average of 17.9%.

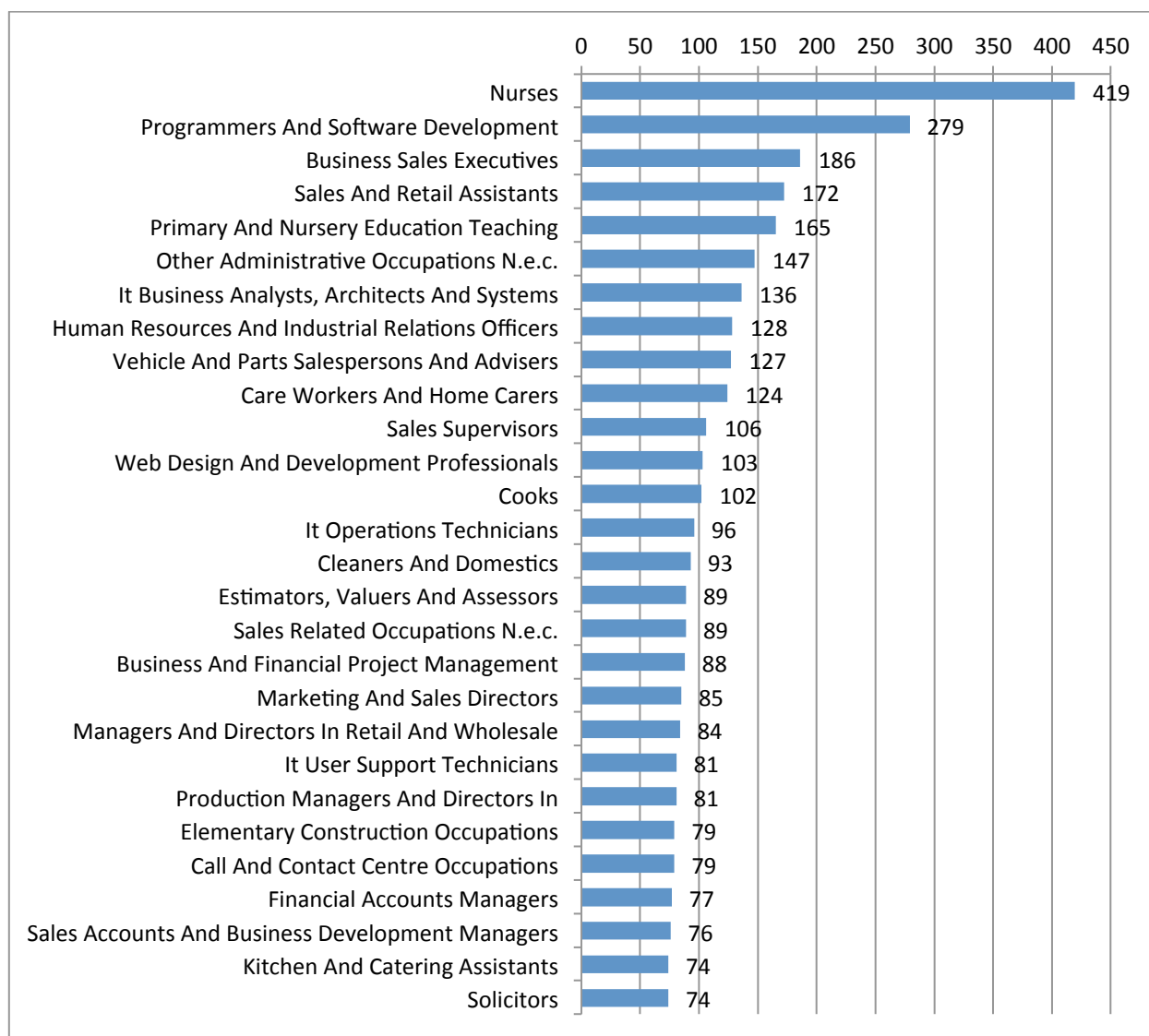
**Table 2 –Comparison of distribution of job vacancies by occupational group in Tunbridge Wells - 12/13 and 13/14**

<b>Occupation group Source: Labour Insight 2014</b>	<b>Total vacancies 03/2013 - 02/2014</b>	<b>% Total vac. 03/2013- 02/2014</b>	<b>Total vacancies 03/2012- 02/2013</b>	<b>% Total vac. 03/2012 - 02/2013</b>
<b>Professional occupations</b>	1,979	27.7%	2,258	25.9%
<b>Associate professional and technical occupations</b>	1,265	17.7%	1,534	17.6%
<b>Administrative and secretarial occupations</b>	779	10.9%	968	11.1%
<b>Sales and customer service occupations</b>	747	10.5%	1,125	12.9%
<b>Caring, leisure and other service occupations</b>	568	8.0%	854	9.8%
<b>Skilled trades occupations</b>	523	7.3%	506	5.8%
<b>Elementary occupations</b>	512	7.2%	619	7.1%
<b>Managers, directors and senior officials</b>	470	6.6%	645	7.4%
<b>Process, plant and machine operatives</b>	295	4.1%	218	2.5%
<b>Total</b>	<b>7,211</b>		<b>8,718</b>	

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 Tunbridge Wells; 7,211 compared to 8,718. 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 Tunbridge Wells with the highest number of job vacancies between March 2013 and February 2014.**



**Source: Labour Insight 2014**

- There is a significant churn in the jobs market for nurses, and programmers and software developers. Tunbridge Wells has the largest market for these vacancies in Kent.
- For ICT professionals Job vacancies for programmers, software developers and IT technicians are very well represented. The skills required for these jobs include Javascript, C++ development, Microsoft C#.net framework development, Sql server development, .net development and HTML.
- Vacancies for sales related jobs across many categories are significant, reflecting the continued strength of this sector in Tunbridge Wells.

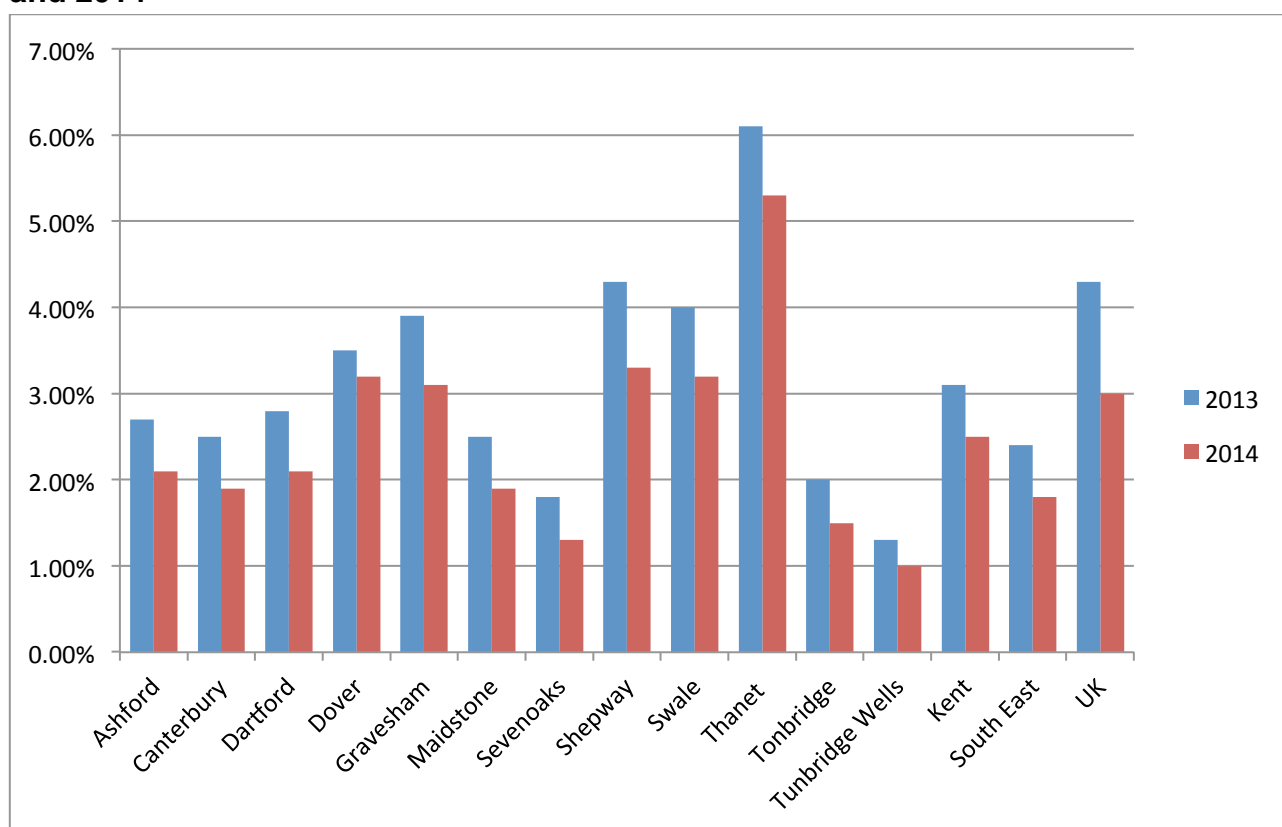
**Table 3– Breakdown of VAT and/or PAYE businesses in Tunbridge Wells between 2008 and 2013**

Firms by size band	2008	2013	2013 %
1-4	4700	4670	72
5-10	800	840	13
11-24	400	500	8
25-99	300	380	6
100+	100	70	1
<b>Total</b>	<b>6300</b>	<b>6460</b>	

Source: NOMIS Local Profile – Employment Theme 2014

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

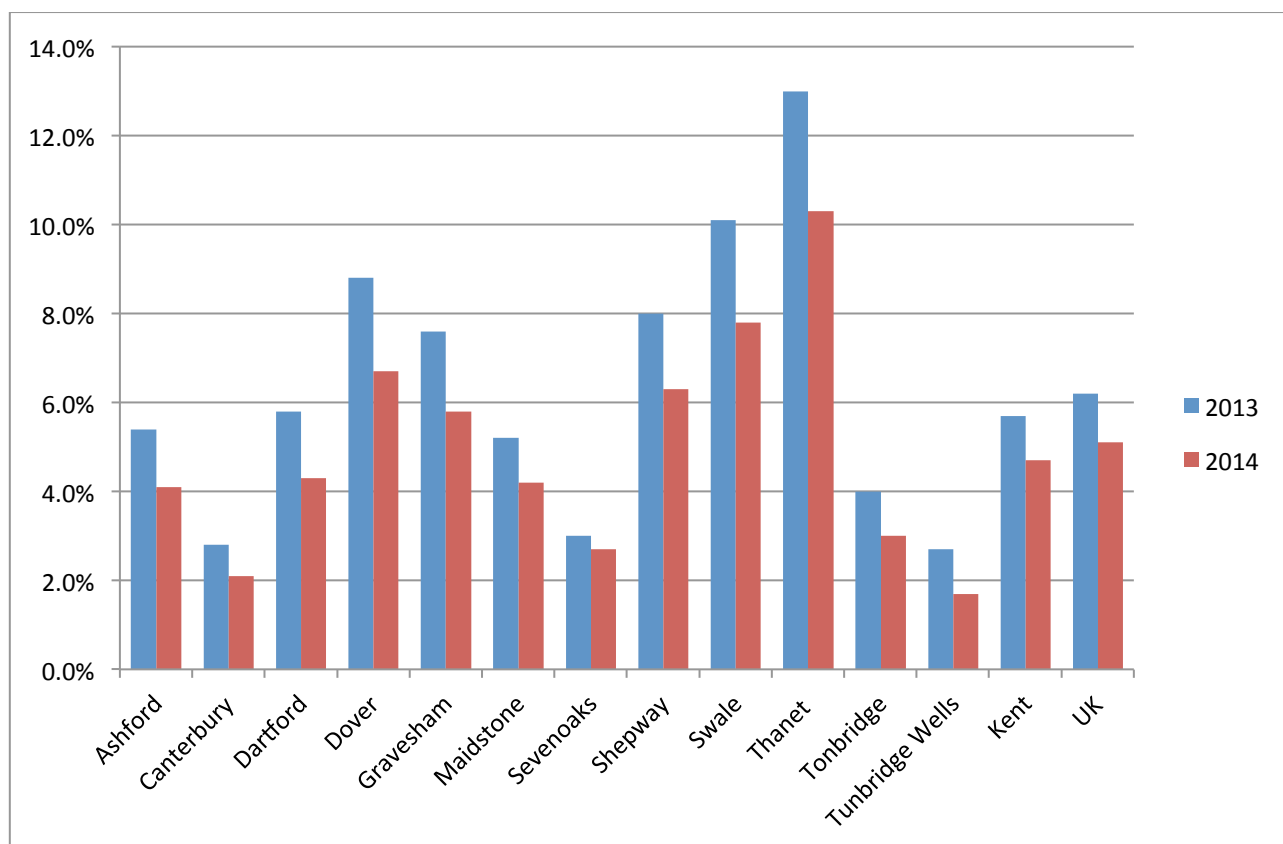
**Chart 2 –Comparison of Percentage District Unemployment between January 2013 and 2014**



Source: ONS Claimant Count January 2014

- Unemployment in Tunbridge Wells is below the Kent average and ranks the lowest amongst Kent districts. It is below the South East average and UK averages.
- In the year January 2013 to January 2014, unemployment in Tunbridge Wells fell by 27%. This is the highest falls in the county. 740 people in Tunbridge Wells were unemployed and claiming benefit in January 2014.

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



Source: ONS Claimant Count January 2014

- Tunbridge Wells has the lowest youth unemployment rate in Kent (1.8%), and is about 3 percentage points lower than the UK average. Following local and national trends, this 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
	%	%	%	%	%
<b>Tunbridge Wells</b>	19.9	20.8	17.1	14.7	15.6
<b>Kent</b>	13.4	14.6	14.1	15.4	14.7
<b>South East</b>	13.1	13.9	13.9	14.5	14.6
<b>England</b>	12.6	13.1	13.2	13.8	13.6

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

- Self-employment in Tunbridge Wells has historically exceeded local and national averages, although by a reducing percentage overtime.

**Table 5 – Public vs Private Sector Employees**

<b>Public vs Private Sector Employment June 2013</b>		
	<b>Public</b>	<b>Private</b>
	<b>%</b>	<b>%</b>
<b>Tunbridge Wells</b>	14.1	85.9
<b>Kent</b>	17.9	82.1
<b>South East</b>	16.2	83.8
<b>England</b>	19.3	80.7

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

- Public sector employment only accounts for only 14.1% of employment in Tunbridge Wells, which is significantly lower than the Kent average of 17.9%. Tunbridge Wells 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**

<b>Full time workers median weekly gross pay- residence based</b>			
	<b>2010</b>	<b>2011</b>	<b>2012</b>
	<b>£ per week</b>	<b>£ per week</b>	<b>£ per week</b>
<b>Tunbridge Wells</b>	552	600	600
<b>Kent</b>	518	530	539
<b>South East</b>	537	548	556
<b>England</b>	496	506	513

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

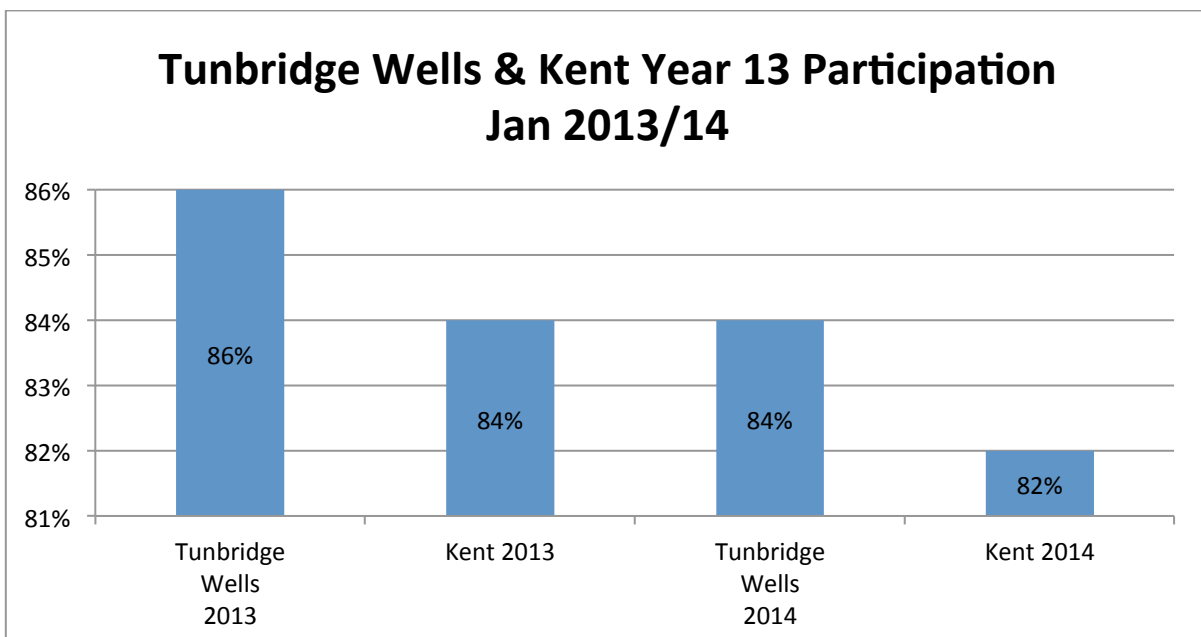
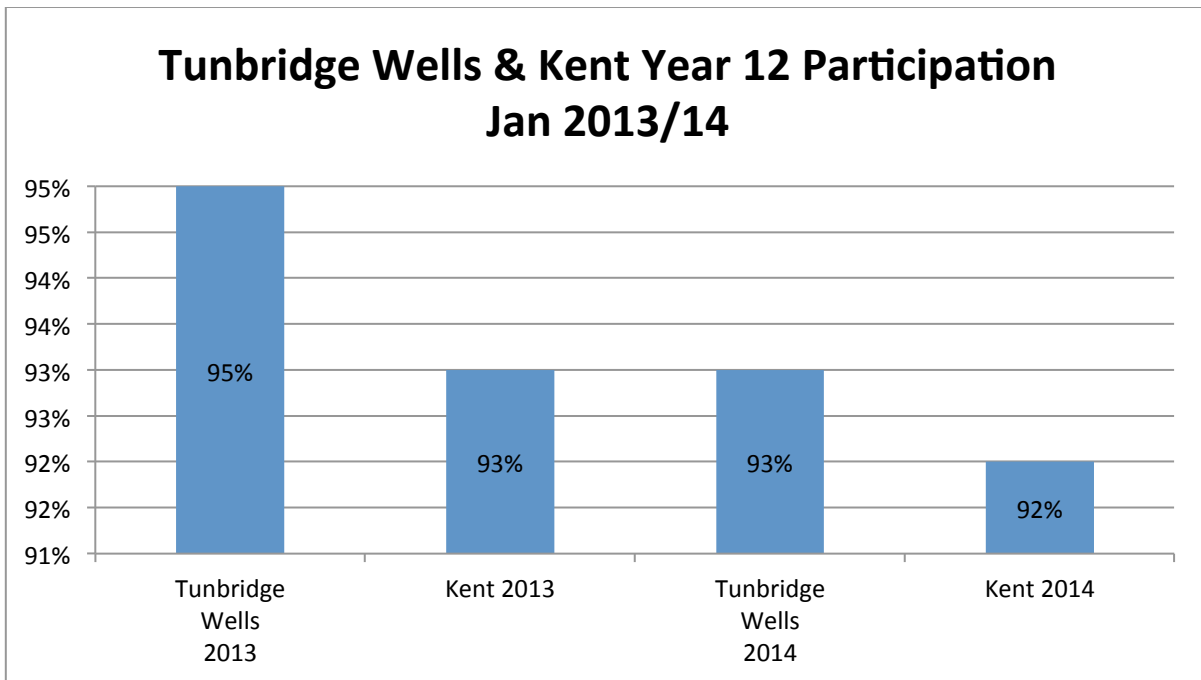
- The median weekly gross pay of workers in Tunbridge Wells is the highest in Kent. As we are using a residence based measure, this reflects the impact of London commuting.



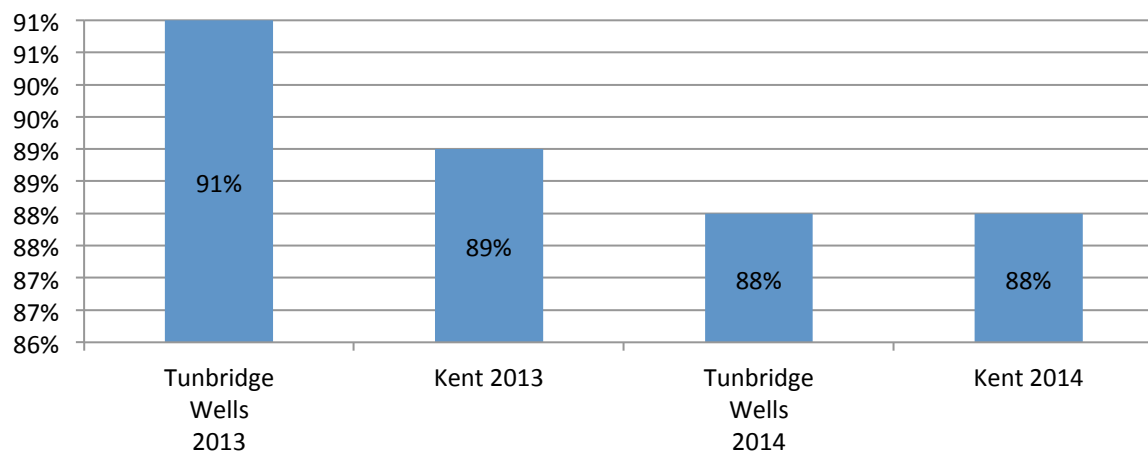
### Appendix 3: Participation

#### Comparison of the percentage of Tunbridge Wells 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



## Tunbridge Wells & Kent Combined Year 12 and 13 Participation Jan 2013/14



Tunbridge Wells	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	1269		1203		2472		1289		1299		2588	
School Sixth Form	875	69%	685	57%	1560	63%	868	67%	793	61%	1661	64%
Further Education College	307	24%	311	26%	618	25%	309	24%	260	20%	569	22%
Employment with Training	12	1%	22	2%	34	1%	9	1%	24	2%	33	1%
Employment without Training	31	2%	88	7%	119	5%	16	1%	80	6%	96	4%
Training	15	1%	16	1%	31	1%	11	1%	8	1%	19	1%
NEET	14	1%	62	5%	76	3%	22	2%	50	4%	72	3%
Current Situation not Known	5	0%	12	1%	17	1%	24	2%	53	4%	77	3%
<b>Participation</b>	<b>1209</b>	<b>95.3%</b>	<b>1034</b>	<b>86.0%</b>	<b>2243</b>	<b>90.7%</b>	<b>1197</b>	<b>92.9%</b>	<b>1085</b>	<b>83.5%</b>	<b>2282</b>	<b>88.2%</b>

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%
<b>Participation</b>	<b>15754</b>	<b>93.3%</b>	<b>14332</b>	<b>84.2%</b>	<b>30086</b>	<b>88.7%</b>	<b>16470</b>	<b>92.4%</b>	<b>14105</b>	<b>82.4%</b>	<b>30575</b>	<b>87.5%</b>

### 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
<b>Kent LA</b>	<b>3.2</b>	<b>3.6</b>	<b>3.5</b>			

Source: Autumn 2013 and Spring 2014 school census

## Vulnerable Learner NEET

NEET groups 16-18 January 2014								
	Tun Wells 2013		Kent 2013		Tun Wells 2014		Kent 2014	
Total	119		2439		118		2313	
Available to labour market	95		1920		102		1894	
	no.	%	no.	%	no.	%	no.	%
Working not for reward	2	2	39	2	0	0	29	15
Not ready for work/education	5	5	114	6	14	14	125	7
Start date agreed	0	1	28	1	2	2	26	1
Seeking employment/training/education	88	93	1715	89	86	84	1714	90
<b>Not available for job market</b>								
	24		519		16		419	
Young carers	1	1	20	4	0	0	6	1
Teen parents	13	14	288	55	11	69	221	53
illness	6	6	133	26	1	6	134	32
pregnancy	4	4	72	14	3	19	52	12
Unlikely to be economically viable	0	0	6	1	1	6	6	1

Tunbridge Wells BC		
Priority groups within NEET 16-24	January 2013	January 2014
Looked after/in care	4	7
Caring for own child	21	28
Refugee/asylum seeker	0	0
Carer not own child	2	1
Substance abuse	5	5
Care leaver	2	0
Supervised by YOT	5	3
Pregnancy	5	7
Parent not carer for own child	0	0
LDD	39	37

## Appendix 4: Progression in Tunbridge Wells District

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

Kent District at age 16	Prior attainment at age 16	2011					2013					2012				
		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	
Local Authority: Kent	All Pupils	593750		95.0	84.8	55.9	59960	10.1	593199		94.2	82.0	54.3	65845	11.1	
	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	
Tunbridge Wells	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	
	Below Level 1	63	4.1	22.2	11.1	6.3	28	44.4	103	6.9	33.0	11.7	5.8	49	47.6	
	Level 1, below Level 2	210	13.8	100.0	47.1	15.2	49	23.3	175	11.8	100.0	52.6	11.4	41	23.4	
	Level 2 without English and Maths	159	10.4	100.0	100.0	41.5	19	11.9	177	11.9	100.0	100.0	41.2	24	13.6	
	Level 2 incl Eng and Maths	1094	71.7	100.0	100.0	89.1	23	2.1	1034	69.4	100.0	100.0	92.7	16	1.5	
	All Pupils	15226		96.8	89.1	70.6	119	7.8	1489		95.4	88.3	71.1	130	8.7	

Appendix 5: The Vocational Offer in Tunbridge Wells District

5.1: Apprenticeship data for Tunbridge Wells: 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	2,560	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	1,160			
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:**

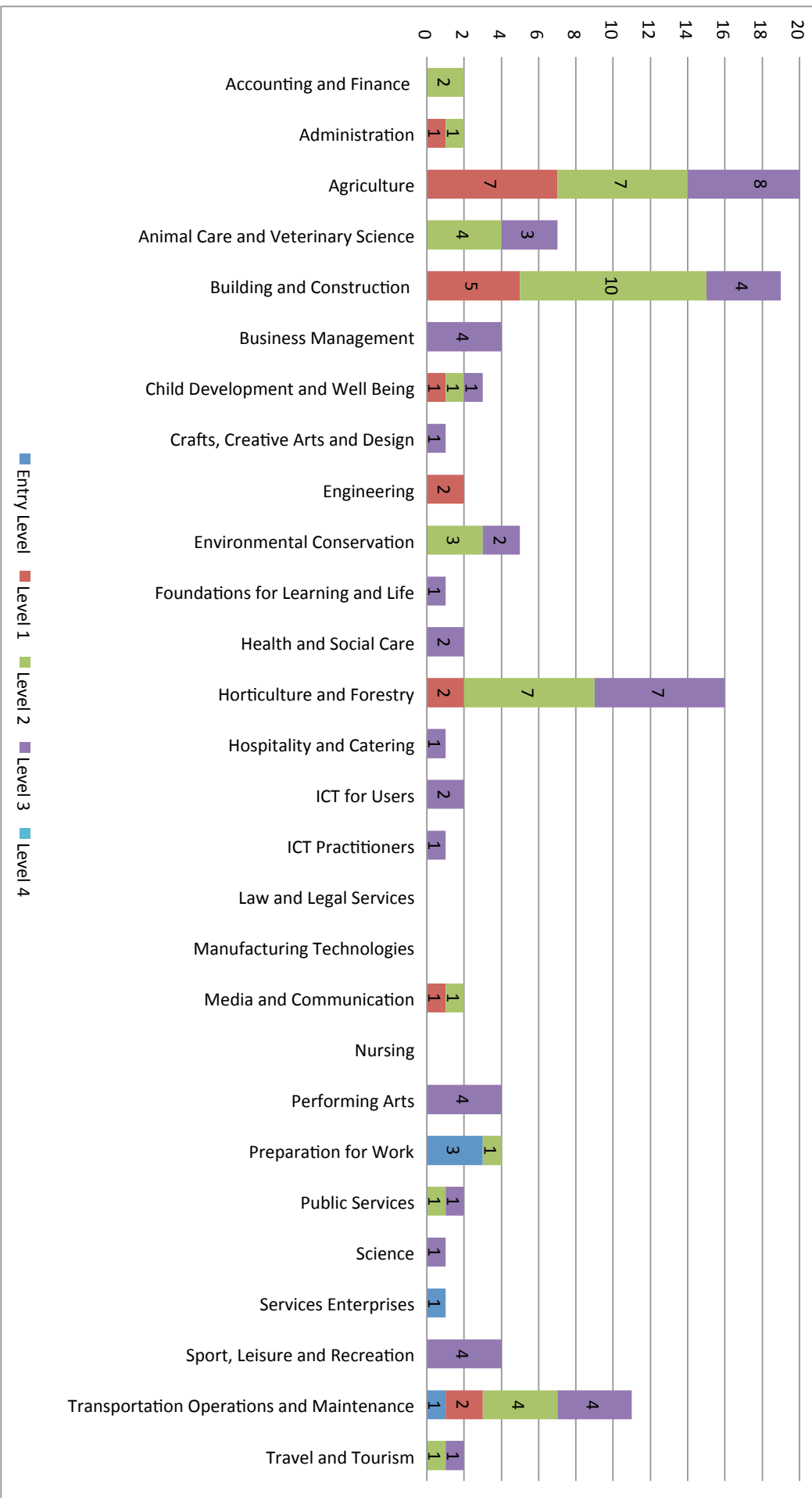
Funding to pay for the training will be devolved to employers to ensure training is relevant to their needs.

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

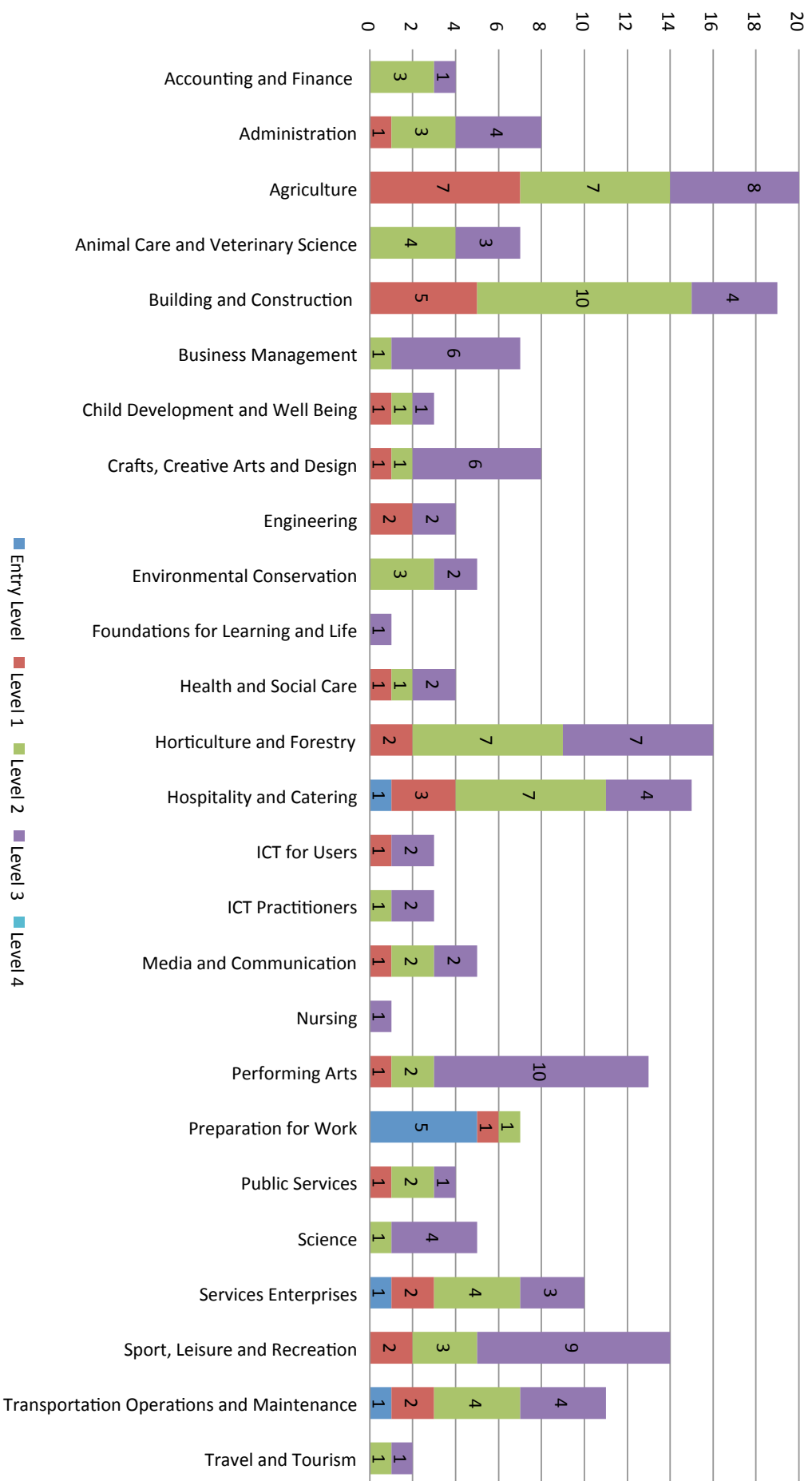
Framework Sector Lead Body	16 - 18	19-24	25+	Total
Active Leisure and Wellbeing	393	261	779	779
Adult Social Care	274	759	1654	2,687
Automotive	175	87	12	274
Building Services Engineering	180	80	11	271
Business Information Technology and Telecoms	175	76	35	286
Business Administration and Governance	515	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
<b>Total</b>	<b>2,597</b>	<b>3,791</b>	<b>5,159</b>	<b>11,547</b>

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

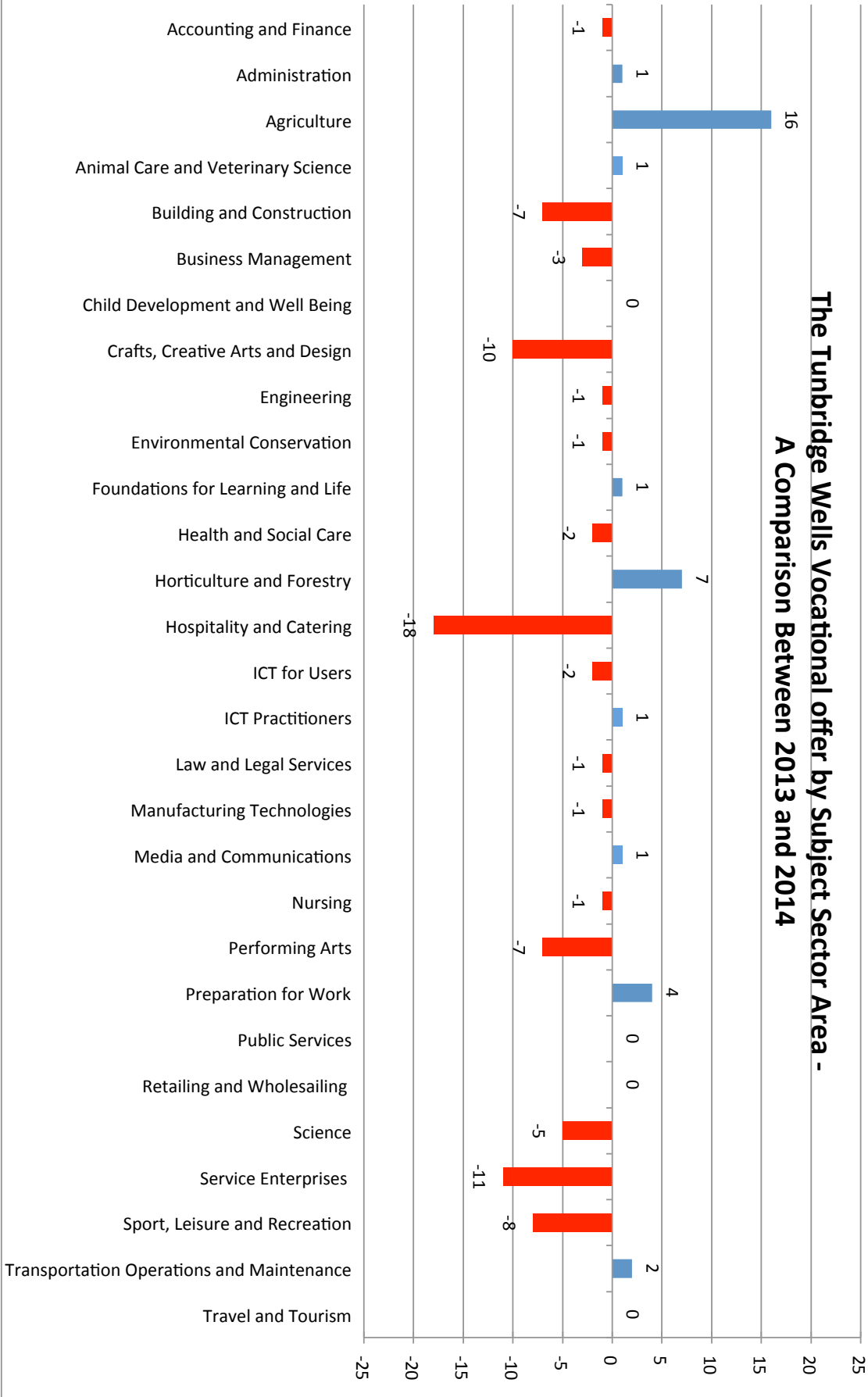




## The Tunbridge Wells Travel to Learn Vocational Offer - Number of Courses by Subject Sector Area and Level 2014



### The Tunbridge Wells Vocational offer by Subject Sector Area - A Comparison Between 2013 and 2014



## Appendix 5.3: The Tunbridge Wells Vocational Curriculum Map 2014

### 1.3 Health and Social Care

Course Title	Venue	Course Type	Level
Health and Social Care BTEC	Mascalls School	BTEC	3
Health BTEC Subsidiary Diploma	The High Weald Academy	BTEC	3

### 1.4 Public Services

Course Title	Venue	Course Type	Level
Public Services BTEC	Bennett Memorial Diocesan School	BTEC	2
Public Services BTEC Subsidiary Diploma	The High Weald Academy	BTEC	3

### 2.1 Science

Course Title	Venue	Course Type	Level
Applied Science (Medical Science) BTEC	St Gregorys Catholic School	BTEC	3

### 3.1 Agriculture

Course Title	Venue	Course Type	Level
Agriculture, Diploma in Land-Based Studies (Agriculture)	Hadlow College	Other Vocational	1
Animal Care, Diploma in Land-Based Studies,	Hadlow College	Other Vocational	1
Environmental Conservation, Diploma in Land-Based Studies	Hadlow College	Other Vocational	1
Fisheries, Diploma in Land-Based Studies	Hadlow College	Other Vocational	1
Floristry, Diploma in Land-Based Studies	Hadlow College	Other Vocational	1

Horse Care, Diploma in Land-Based Studies	Hadlow College	Other Vocational	1
Horticulture, 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
Agriculture, Diploma	Hadlow College	Other Vocational	2
Land-Based Engineering Operations, Work-Based	Hadlow College	Other Vocational	2
Land-Based Technology (Agricultural Machinery), 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 (Mixed Farming) 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
Agriculture (Sheep Management), Extended Diploma	Hadlow College	Other Vocational	3
Agriculture, Extended Diploma	Hadlow College	Other Vocational	3
Land-Based Technology (Agricultural Machinery), Extended Diploma	Hadlow College	Other Vocational	3
Access to Higher Education (Land-Based Studies)	Hadlow College	Other Vocational	3

### 3.2 Horticulture and Forestry

Course Title	Venue	Course Type	Level
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, Diploma	Hadlow College	Other Vocational	2
Forestry and Arboriculture, Diploma	Hadlow College	Other Vocational	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 (Parks, Gardens & Greenspaces), 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
Horticulture, Diploma	Hadlow College	Other Vocational	2
Floristry, Diploma	Hadlow College	Other Vocational	3
Forestry & Arboriculture, Extended Diploma	Hadlow College	Other Vocational	3
Horticulture (Greenkeeping or Groundsmanship), Work-Based Award, Certificate or Diploma	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
Horticulture, Extended Diploma	Hadlow College	Other Vocational	3

### 3.3 Animal Care and Veterinary Science

Course Title	Venue	Course Type	Level
Animal Care, Diploma	Hadlow College	Other Vocational	2
Animal Nursing Assistant, Certificate	Hadlow College	Other Vocational	2
British Horse Society (Stage 2)	Hadlow College	Other Vocational	2
Horse Care, Diploma	Hadlow College	Other Vocational	2
Animal Management, Extended Diploma	Hadlow College	Other Vocational	3
Horse Management, Extended Diploma	Hadlow College	Other Vocational	3
Veterinary Nursing, Diploma	Hadlow College	Other Vocational	3

### 3.4 Environmental Conservation

Course Title	Venue	Course Type	Level
Countryside & Environment (Game Management), Diploma	Hadlow College	Other Vocational	2
Countryside and Environment, Diploma	Hadlow College	Other Vocational	2
Fish Husbandry, Diploma	Hadlow College	Other Vocational	2
Countryside Management, Extended Diploma	Hadlow College	Other Vocational	3

Fish Management, Extended Diploma	Hadlow College	Other Vocational	3
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#### 4.1 Engineering

Course Title	Venue	Course Type	Level
Building Services (Plumbing route)	K College - Tunbridge Wells	Other Vocational	1
Performing Engineering Operations (Electrical Route)	K College - Tunbridge Wells	Other Vocational	1

#### 4.3 Transportation Operations and Maintenance

Course Title	Venue	Course Type	Level
Motor Vehicle Maintenance & Repair	K College - Tunbridge Wells	Other Vocational	Entry
Introduction to Motor Vehicle Technology & Maintenance	K College - Tunbridge Wells	Other Vocational	1
Introduction to Motorcycle Technology & Maintenance	K College - Tunbridge Wells	Other Vocational	1
Motor Vehicle Maintenance & Repair (Light Vehicle) Diploma	K College - Tunbridge Wells	Other Vocational	2
Motor Vehicle Technology (Motorsports) BTEC Diploma	K College - Tunbridge Wells	BTEC	2
Motorcycle Maintenance & Repair Diploma	K College - Tunbridge Wells	Other Vocational	2
Vehicle Maintenance & Repair (Light Vehicle) Apprenticeship	K College - Tunbridge Wells	Other Vocational	2
Motor Vehicle Maintenance & Repair (Light Vehicle) Diploma	K College - Tunbridge Wells	Other Vocational	3
Motor Vehicle Technology (Motorsports) Subsidiary Diploma	K College - Tunbridge Wells	Other Vocational	3
Motorcycle Maintenance & Repair Diploma	K College - Tunbridge Wells	Other Vocational	3

Vehicle Maintenance & Repair (Light Vehicle) Advanced Apprenticeship	K College - Tunbridge Wells	Other Vocational	3
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## 5.2 Building and Construction

Course Title	Venue	Course Type	Level
Bricklaying Diploma (Cskills Awards)	K College - Tunbridge Wells	Other Vocational	1
Carpentry & Joinery Construction Diploma (Cskills Awards)	K College - Tunbridge Wells	Other Vocational	1
Construction & Civil Engineering Services (Cskills Award)	K College - Tunbridge Wells	Other Vocational	1
Entry into Construction Basic Construction Skills Certificate (City & Guilds)	K College - Tunbridge Wells	Other Vocational	1
Painting & Decorating Diploma (Cskills Awards)	K College - Tunbridge Wells	Other Vocational	1
Access to Electrical Installation	K College - Tunbridge Wells	Other Vocational	2
Access to Plumbing	K College - Tunbridge Wells	Other Vocational	2
Bench Joinery & Woodmachining Construction Diploma (Cskills Awards)	K College - Tunbridge Wells	Other Vocational	2
Bench Joinery Apprenticeship	K College - Tunbridge Wells	Other Vocational	2
Bricklaying Apprenticeship	K College - Tunbridge Wells	Other Vocational	2
Bricklaying Diploma (Cskills Awards)	K College - Tunbridge Wells	Other Vocational	2
Painting & Decorating Diploma (Cskills Awards)	K College - Tunbridge Wells	Other Vocational	2
Plumbing Apprenticeship	K College - Tunbridge Wells	Other Vocational	2



Site Carpentry Apprenticeship	K College - Tunbridge Wells	Other Vocational	2
Site Carpentry Diploma (Cskills Awards)	K College - Tunbridge Wells	Other Vocational	2
Bricklaying Diploma (CAA)	K College - Tunbridge Wells	Other Vocational	3
Carpentry & Joinery Diploma (CAA)	K College - Tunbridge Wells	Other Vocational	3
Electrotechnical Technology (City & Guilds 2357) NVQ Diploma	K College - Tunbridge Wells	Other Vocational	3
Painting & Decorating Diploma (CAA)	K College - Tunbridge Wells	Other Vocational	3

#### 6.1 ICT Practitioners

Course Title	Venue	Course Type	Level
OCR Cambridge Technicals ICT	The High Weald Academy	Other Vocational	3

#### 6.2 ICT Users

Course Title	Venue	Course Type	Level
ICT (Vocational)	Mascalls School	Other Vocational	3
ICT Cambridge Technicals	St Gregorys Catholic School	Other Vocational	3

#### 7.4 Hospitality and Catering

Course Title	Venue	Course Type	Level
Hospitality and Events Management BTEC Certificate	The High Weald Academy	BTEC	3

## 8.1 Sport, Leisure and Recreation

Course Title	Venue	Course Type	Level
PE BTEC Subsidiary Diploma	Mascalls School	BTEC	3
Football Academy	St Gregorys Catholic School	Other Vocational	3
Sport BTEC Diploma	The High Weald Academy	BTEC	3
Sport BTEC Subsidiary Diploma	The High Weald Academy	BTEC	3

## 9.1 Performing Arts

Course Title	Venue	Course Type	Level
Dance BTEC National Certificate	Mascalls School	BTEC	3
Drama BTEC Certificate	Mascalls School	BTEC	3
Music (Performing) BTEC Subsidiary Diploma	Mascalls School	BTEC	3
Music BTEC Subsidiary Diploma (Performance)	St Gregorys Catholic School	BTEC	3

## 9.2 Crafts, Creative Arts and Design

Course Title	Venue	Course Type	Level
Design Technology in Fashion and Clothing - BTEC National Award	St Gregorys Catholic School	BTEC	3

## 9.3 Media and Communications

Course Title	Venue	Course Type	Level
Creative iMedia	St Gregorys Catholic School	Other Vocational	2
Media Diploma	Bennett Memorial Diocesan School	BTEC	3

### 14.1 Foundations for Learning and Life

Course Title	Venue	Course Type	Level
IB Careers related Certificate	Skidders Kent Academy	Other Vocational	3

### 14.2 Preparation for Work

Course Title	Venue	Course Type	Level
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
Introduction to Construction	K College - Tunbridge Wells	Other Vocational	Entry
Work Skills BTEC Extended Certificate	The High Weald Academy	BTEC	2

### 15.1 Accounting and Finance

Course Title	Venue	Course Type	Level
IFS Finance Course	The High Weald Academy	Other Vocational	2
Certificate in Financial Studies	Skidders Kent Academy	Other Vocational	2

### 15.2 Administration

Course Title	Venue	Course Type	Level
Business and Tourism Diploma	K College - Tonbridge	Other Vocational	1
Administrator with Events or Legal options OCR Diploma	K College - Tonbridge	Other Vocational	2

### 15.3 Business Management

Course Title	Venue	Course Type	Level
Business BTEC	Mascalls School	BTEC	3
Applied Business	St Gregorys Catholic School	Other Vocational	3
Business BTEC Subsidiary Diploma	The High Weald Academy	BTEC	3
Business and Management	Skidders Kent Academy	Other Vocational	3

**Appendix 6: Tunbridge Wells District Data Dashboard - Validated data 2013**
**Headline Measures**

Kent County Council 2013		Kent County Council	National
Tunbridge Wells District			
Post-16 students (L2 and L3)	<b>1951</b>	36,798	419,158
Completions	<b>870</b>	10,100	358,373
Av. KS4 Points on Entry	<b>49.3</b>	44.7	44.1
% Students 5+ A*-C GCSE EM	<b>97%</b>	80%	78%
% Students with 5+ A*-C GCSE	<b>100%</b>	95%	94%
A Level APS (FTE)	<b>843.8</b>	818.3	782.2
A Level APE	<b>228.9</b>	216.0	211.3
Academic APS (FTE)	<b>845.6</b>	844.8	785.4
Academic APE	<b>228.9</b>	216.1	211.1
Vocational APS (FTE)	<b>787.5</b>	563.8	561.6
Vocational APE	<b>229.8</b>	214.8	213.6
Previous Year 12 Retention	<b>98%</b>	93%	94%
Year 12 Retention	<b>98%</b>	95%	94%
Transition Retention	<b>90%</b>	87%	86%
Overall Retention	<b>87%</b>	77%	77%
In-year Retention	<b>98%</b>	96%	95%
Fails % (AS level - cashed in only)	<b>13.6%</b>	19.8%	21.7%
Fails % (A level)	<b>0.8%</b>	1.6%	1.9%
Value added: A level	<b>0.16</b>	0.07	--
Value added: AS level	<b>0.10</b>	0.06	--
Value added: BTEC L3 Certificate (QCF)	<b>0.58</b>	0.01	--
Value added: BTEC L3 Sub. Dip. (QCF)	<b>0.10</b>	0.14	--
Value added: BTEC L3 Diploma (QCF)	<b>0.23</b>	0.17	--
Value Added (IB)	--	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
<b>Tunbridge Wells District</b>			
AAB (or higher) in 3+ facilitating subjects (A level students)	<b>14.4%</b>	8.7%	7.5%
AAB (or higher) in 2+ facilitating subjects (A level students)	<b>23.6%</b>	14.6%	12.1%
3+ A levels at A*-E	<b>91%</b>	76%	79%
2+ A levels at A*-E	<b>96%</b>	90%	92%
1+ A levels at A*-E	<b>100%</b>	99%	100%
3+ A levels or academic equivalent at A*-E	<b>91%</b>	78%	79%
2+ A levels or academic equivalent at A*-E	<b>96%</b>	91%	92%
1+ A levels or academic equivalent at A*-E	<b>100%</b>	100%	100%
3+ substantial vocational qualifications	<b>7%</b>	44%	50%
2+ substantial vocational qualifications	<b>67%</b>	67%	70%
1+ substantial vocational qualifications	<b>100%</b>	100%	100%
% of A level examinations awarded A*-E grades	<b>99%</b>	98%	98%
% of A level examinations awarded A*-C grades	<b>84%</b>	77%	75%
% of A level examinations awarded A*-B grades	<b>64%</b>	52%	48%
% of A level examinations awarded A*-A grades	<b>35%</b>	25%	22%

Grade breakdown for A level							
	A*	A	B	C	D	E	U
Tunbridge Wells District	321	657	815	554	310	117	28
<b>Percentages</b>	<b>11.5%</b>	<b>23.4%</b>	<b>29.1%</b>	<b>19.8%</b>	<b>11.1%</b>	<b>4.2%</b>	<b>1.0%</b>
Predicted percentages	9%	22%	28%	23%	13%	5%	1%
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
Tunbridge Wells District	1144	1021	1026	664	415	284
<b>Percentages</b>	<b>25.1%</b>	<b>22.4%</b>	<b>22.5%</b>	<b>14.6%</b>	<b>9.1%</b>	<b>6.2%</b>
Predicted percentages	27%	23%	21%	14%	8%	7%
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
Tunbridge Wells District	45	16	13	20
<b>Percentages</b>	<b>47.9%</b>	<b>17.0%</b>	<b>13.8%</b>	<b>21.3%</b>
Predicted percentages	36%	23%	22%	18%
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

Tunbridge Wells 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	0.19	27	0%	0.7%	47.0	
A	Art & Design (Critical Studies)	0.42	6	0%	3.6%	50.4	
A	Art & Design (Photo)	0.07	34	0%	0.9%	44.0	
A	Art & Design (Textiles)	0.11	18	0%	0.5%	45.8	
A	Biology	-0.02	158	1%	2.4%	51.3	
A	Business (VQ)	-0.56	5	0%	1.2%	45.3	
A	Business Studies & Economics	-0.52	15	7%	0.8%	43.0	
A	Business Studies:Single	-0.18	38	0%	1.4%	45.8	
A	Chemistry	0.14	142	0%	2.2%	52.3	
A	Classical Civilisation	0.24	30	0%	1.2%	50.2	
A	Computing Studies/Computing	0.11	8	0%	4.6%	49.4	
A	D&T Product Design	0.09	64	2%	2.1%	47.0	
A	Drama	0.24	36	0%	0.6%	49.2	
A	Economics	0.24	127	0%	1.0%	50.8	
A	English	0.28	13	0%	0.4%	47.8	
A	English Language	0.06	71	0%	0.4%	47.2	
A	English Literature	0.25	147	1%	0.4%	48.8	
A	Film Studies	-0.04	10	0%	0.6%	41.4	

## Subject Analysis - 1-Year Overview - L3VA

Tunbridge Wells 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	Sociology	0.06	36	0%	1.6%	46.5	
A	Spanish	-0.02	39	0%	1.1%	52.2	
AS	Art & Design	0.11	9	0%	7.8%	49.3	
AS	Art & Design (Photo)	-0.42	5	20%	7.8%	48.8	
AS	Biology	0.15	75	13%	31.6%	49.5	
AS	Business (VQ)	-0.50	5	20%	11.3%	45.3	
AS	Business Studies & Economics	-0.51	17	41%	18.7%	43.4	
AS	Business Studies:Single	-0.06	10	10%	22.0%	48.0	
AS	Chemistry	0.10	58	19%	27.4%	49.6	
AS	Classical Civilisation	-0.12	8	0%	11.0%	51.0	
AS	Computing Studies/Computing	-0.69	14	29%	28.6%	51.0	
AS	Critical Thinking	0.77	7	0%	12.2%	49.5	
AS	D&T Product Design	-0.16	33	12%	19.6%	49.0	
AS	Drama	0.08	12	8%	2.3%	49.7	
AS	Economics	0.01	39	13%	24.4%	49.7	
AS	English Language	0.04	6	0%	3.4%	47.1	
AS	English Literature	0.18	39	0%	4.7%	51.3	
AS	Fine Art	0.47	12	0%	6.8%	51.2	
AS	French	0.27	14	7%	15.5%	50.3	
AS	General Studies	0.46	32	0%	24.8%	51.0	
AS	Geography	0.06	40	8%	20.0%	48.0	
AS	German	0.24	6	0%	12.3%	52.9	



### Subject Analysis - 1-Year Overview - L3VA

Tunbridge Wells 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	History	0.11	49	0%	11.0%	50.3	
AS	History Of Art	0.21	7	0%	13.3%	50.6	
AS	Information Technology (VQ)	-0.31	13	38%	20.1%	43.6	
AS	Logic/Philosophy	0.28	11	0%	25.6%	49.0	
AS	Mathematics	0.15	103	29%	36.4%	49.6	
AS	Mathematics (Further)	-0.15	26	12%	8.3%	50.2	
AS	Maths (Statistics)	-0.21	7	57%	33.5%	40.9	
AS	Media/Film/Tv Studies	0.39	12	0%	5.9%	45.2	
AS	Music	0.13	8	13%	7.5%	47.4	
AS	Physical Education/Sport Studies	0.23	7	0%	25.4%	48.3	
AS	Physics	0.13	50	10%	25.9%	49.7	
AS	Politics	0.15	11	0%	20.8%	50.8	
AS	Psychology	0.00	25	24%	31.8%	47.3	
AS	Religious Studies	0.21	29	0%	13.9%	48.3	
AS	Sociology	-0.47	24	63%	24.1%	43.1	
AS	Spanish	0.14	20	10%	17.3%	49.7	
BTEC	Dip Business	0.53	5	0%	0.0%	42.3	
BTEC	Dip Dance	0.39	5	0%	0.0%	46.5	
BTEC	Dip Health and Social Care	0.48	9	0%	0.0%	43.3	
BTEC	Dip Sport	-0.40	7	0%	0.0%	42.9	
BTEC	SubDip Music	0.64	7	0%	0.0%	43.3	
PL	Communication / Media	0.88	10	0%	4.7%	40.9	

**Appendix 7: Narrowing the Gap**

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

Characteristics	No. students	A level entries	AS Level	Btec Cert	Btec Dip	Btec ExtDip	Btec SubDip	IB
Male	372	1484	2607		14		17	
Female	498	1053	1787	4	14		7	
FSM	10	36	63					
Non FSM	859	2501	4318	5	28		24	
NO SEN	807	2369	4023	4	21		21	
SEN- School Action	56	150	308		7		3	
SEN- School Action Plus	3	11	28					
SEN statement	2	7	22					



