

2015



Dover

District Data Pack

March 2016

Skills & Employability
Service



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Introduction

Message from Patrick Leeson

Our vision is for Kent to be the most forward looking area in England for education and learning, so that we are the best place for children and young people to grow up, learn, develop and achieve.

Kent should be a place where families thrive and young people, from their earliest years, succeed at learning and develop skills, knowledge and competencies for further or higher learning, gainful employment and fulfilled lives.

We do this by relentlessly improving standards and the quality of education from early years up to age 19 (24). We aim to ensure every young person up to age 19 is engaged in purposeful and effective learning and training.

This will be accessed via a variety of pathways, whether academic or technical, apprenticeship or work based learning.

Raising attainment, closing achievement gaps and delivering programmes which advantage rather than disadvantage young people are key to this. It is essential that participation rates are increased, that NEETS percentages diminish as more young people move into appropriate learning or training or employment with training and that vulnerable learners have continuity of access to learning and training.

This report digs beneath top level results to identify trends, successes and where we need to work a little harder to reach our ambition.

We need to champion 21st century learning so that providers can innovate more and achieve more by ensuring excellent delivery of appropriate learning programmes that develop young people's skills for the future through existing, reformed and new qualifications.

Moreover, this can only be achieved through strategic partnerships between 14-19 providers across the county to maximise effort, increase capacity, and develop appropriate programmes, pathways and learning opportunities for young people.

As there is much to do, our hopes for the future are ambitious and challenging. But, we are determined to pursue them and we believe we have ways, and where we have not, will find ways to achieve them.

Patrick Leeson

Corporate Director

Education and Young People's Services

The purpose of this data pack

By issuing this pack, the Skills and Employability Service bring together datasets for a district to provide a local overview of information relevant to the positive progress of all young people learning, training and employed in Kent.

The pack is divided into five sections.

1. an **introduction**, including a message from Patrick Leeson and the key recommendations
2. **key questions** for district providers based on the data supplied and support for using Learning Plus UK data
3. **data sets** including participation, NEETs, unemployment, offer, LMI
4. **transforming opportunities** explaining how the DfE nationally is reshaping access to pathways and progression routes pathways and county wide, case studies and models for study programmes including district employability offers
5. an **international perspective** devoted to the arrangement for technical and vocational education in other jurisdictions
6. a roundup of latest **DfE research and analysis**

Recommendations arising from this data pack

It is recommended that:

- providers analyse curriculum offer in terms of outcomes, qualifications, progression and destination and engage with the community, including employers to develop a strategy of improvement;
- they prepare young people for pathways from age 14 and that the KS4 curriculum provides a starting point for later progression;
- they develop attendance strategies to build up young people's skills, expectations and aspirations in the long term;
- they quality assure CEIAG to enable the key elements of aspiration, ambition and achievement to be paramount with support from the local community;
- they research local skills gap information to help inform curriculum design and appropriate offer to their young people and seek support from the community to build curricula;
- English and maths teaching is strengthened and that post 16 delivery of these subjects be fit for purpose.

Key Questions



The Dover District

Participation

Year 12 participation in Dover is 81.28%, 4.68% lower than Kent's figure.

Year 13 participation in Dover is 74.65% compared to Kent's 75.52%

Year 12 and year 13 participation in Dover is 77.97% compared to Kent's 80.74%.

1. *What accounts for these participation rates?*
2. *What strategies are you employing to enhance participation?*

District Ranking of year 12 Drop out

Drop out has increased to 1.8% in 2013 -2014 from 1.7% in the previous year. It is 1.4% below the Kent figure. Dover ranks 8th out of 12 for year 12 drop out (1st = highest drop-out rate).

1. *What are your strategies to reducing year 12 drop out?*
2. *What are the risks of AS level reforms for provision and this metric?*
3. *How does your guidance process support students who are in danger of dropping out?*

NEET figures January 2015

Dover %NEET 16 -18 was for January 2015 5.59%, 1.12% above target and 0.34% below the county wide figure. The district's unknown figure was 12.15%, 0.93% below the county wide figure.

1. *What strategies do you have to support likely NEETS in year 11?*
2. *How can the unknown figure be reduced using existing systems?*

NEET Vulnerable Learners

Of 192 vulnerable learner NEETS in the Dover district 79.69%, 153 were available for work in January 2015

1. *What benefits are your young people gaining from the District Employability Offer?*
2. *Have you considered offering learning to vulnerable groups? The figures quoted would suggest a Dover district offer of 160 additional programmes of 10 students each.*

The Post 16 offer in the Dover district for 2015 – 2016 drawn from KentChoices

There are currently sufficient sixth form places available in the district and this provision is also supplemented by the local FE provider

Providers need to be more explicit about SEND provision in order for young people to make informed choices.

1. *Does the offer meet the skill gaps challenge for the district?*
2. *Does the offer meet the needs of all young people in the Dover district*
3. *What is the solution to repetition of courses across provision?*
4. *How might increased provision of level 2 post 16 be organised?*

Apprenticeship Sector Starts in the Dover District

Health, Public Services and Care; Business, Administration and Law, and Retail and Commercial Enterprise are the top three sectors for apprenticeship starts.

1. Does the range of high recruiting apprenticeships meet the skills challenge in the Dartford district?
2. How can the perception of apprenticeships as a default position for those less likely to succeed in formal learning be altered?
3. How can the positive qualities for apprentices be highlighted?
4. How can value be equalised between academic and so called non-academic learning be achieved?

The Dover Technical Offer

The highest offers for sectors in the Dover district are:

Entry Level	3	Foundations for Learning and Life
Level 1	1	Transportation Operations and Maintenance Travel and Tourism
Level 2	6	Science
Level 3	10	Sport, Leisure and Recreation

Number of employees in Dover employment sectors between 2009 and 2013

The following sectors have shown rises in employment opportunities over the last 4 years in the Dover district

Information and Communication	+300	33.3%
Accommodation and Food Service Activities	+300	12.0%
Public Administration and Defence	+300	12.0%

1. Are these changes in employment pattern reflected in curriculum offer?
2. Are students encouraged to access LMI and NOMIS local profile information?

Number of PAYE Businesses in the Dover district

The numbers of new businesses established in the Dover district has increased by 335, up from 2,885 in 2012 to 3,220 in 2015.

The largest increase has been in firms sized 1 – 4 members of staff rising from 2,135 in 2012 to 2,380 in 2015.

1. What enterprise education do young people in Dover receive?

Full Time Weekly Salary

Full Time workers median weekly gross in the Dover district pay has fallen as follows:

	2011	2015	% increase
	£ per week	£ per week	

Dover	508	498	-1.97%
Kent	547	552	0.01%
South East	505	533	5.5%
England	555	575	3.6%

1. *Are students, as part of the Careers, Education, Advice and Guidance programme informed of likely salaries (and job availability)?*

Skills Gaps

Secondary Education Teaching Professionals, other administrative occupations and Primary and Nursery Education Teaching Professionals recorded the most job postings in the Dover district in 2015.

The skills in greatest demand are Mathematics, Sales and JavaScript.

1. *Does curriculum offer recognise these occupations and skill gaps?*

Unemployment 16 – 64

Dover unemployment rate for this age range has fallen from 3.2% in 2014 to 1.4% in 2015.

Kent's rate is 2.5% in 2014 to 1.7% in 2015.

The rate in the UK is 6.0% in 2014, 5.7% in 2015.

Unemployment 18 – 24

Dover's unemployment rate for this age range has fallen from 6.7% in 2014 to 4.5% in 2015.

Kent's rate is 4.7% in 2014 to 3.0% in 2015.

The rate in the UK is 5.2% in 2014, 3.2% in 2015.

1. *To what extent are providers building unemployment resilience in their young people?*
2. *Are knowledge and skills being imparted to avoid periods of unemployment?*

Population Change

The post 16 cohort is projected to dip to its lowest in 2019 - 2020(1,200) but rise to 1,348 by 2024 – 25.

1. *What are the consequences for provision planning by falling and rising populations?)*

Migration of post 16 students into Dover

93 students from Thanet attend provision in the Dover district.

1. *What are the reasons for this?*
2. *What are the consequences for those residing in the Dover district?*

Canterbury Mosaic profile

The top three Mosaic categories for residents in the Dover district are:

Rural Reality	5,394
Family Basics	3,187
Aspiring Homemakers	2,603

1. *Does being aware of MOSAIC profile have consequences for provision?*

Questions for institutions to support planning and delivery of 14 -19 learning

Raise attainment	<i>Key Stage 3 and 4 English and maths</i>	How have you planned for the introduction of new specifications in maths and English not just in Key Stage 3 and 4, building on the progress already made at Key Stage 2?
	<i>Maths and English at 16 and beyond</i>	What strategies do you have for delivering maths and English post 16 not only to those students with level 2 in in either subject but also to support literacy and numeracy for those students who already have achieved a grade C GCSE in maths and English, improving outcomes in level 3 learning for your brighter students?
	<i>Data analysis</i>	In what ways do you cut your outcomes analysis to support a developing study programme offer avoiding diminished outcomes and improving positive destinations, for example grade distribution, prior English and maths attainment, gender, disadvantage?
	<i>Teaching and learning</i>	How are your students being stretched and challenged in their learning to improve outcomes and to reduce the number of qualifications which are regularly accruing low results and especially those scoring below minimum standards?
Improve and Extend Vocational Education	<i>Technical and vocational offer at all levels</i>	How are you as a single institution or as a partner in a group of providers going to make use of new technical and applied qualifications at levels 2 and 3 in the 14 – 19 age range for those students not best suited to an academic level 3 pathway?
	<i>Pathways to traineeships and apprenticeships</i>	How are you skilling students 14 -19 you may already recognise as potential apprentices to pursue this pathway?
Increase Participation and Employment	<i>Monitoring progression</i>	What is the process for monitoring, especially in year 12 to avoid students dropping out, or being dropped from their courses and what strategies are in place to sign post next steps for those students who are on an inappropriate course of learning?
	<i>Progression routes</i>	Do your study programmes have clear progressive routes into further or higher learning, employment with training, or employment and how is this reflected in DfE destination data for your school?
	<i>CEIAG quality assurance</i>	How do you quality assure your Careers, Education, Information, Advice and Guidance in supporting students to make good choices prior to moving into post 16 provision and beyond?
	<i>Destinations</i>	How do support your students to make progression into positive destinations including gaining entry into universities of all types, moving to work based learning provisions, traineeships, apprenticeships, employment with training and employment?
Target support to vulnerable young people	<i>The 14 – 19 curriculum</i>	How does your curriculum pre 16 develop aspiration, match students' needs and show clear progression to an attractive route post 16, including sub level 2 opportunities?
	<i>Disadvantaged learners and the study programme</i>	What accounts for the percentage of disadvantaged learners, including those with more complex needs, who move into your post 16 provision and how are you using study programmes flexibly and creatively to meet the needs of all your students including the local employability offer?

How to use LPUK data

LPUK supplies the Skills and Employability with information about level 3 performance.

Below are the headline measures for Kent as a whole, with suggestions of ways of interrogating the data. Schools will have access to their institution's data, data for their type of school and district performance to support contextualisation. These cuts also include English and Maths performance, destination data, and outcomes for FSM and male and female students.

The data supports rebuilding and improving offers.

Interrogating the data

Completions	What impact does this figure have on your post 16 financial sustainability?
Av. KS4 points on entry %students 5+ A* - C GCSE EM %students 5+ A* - C GCSE	How does this relate to your final outcomes?
A level, Academic, Vocational APS and APE	How do these figures and associated average grades relate to prior attainment? Where results are vary widely, what impact might this have on curriculum design?
Retention figures	What accounts for these data? Are their positive messages here?
VA	What accounts for these data? Are there differences between VA and type of qualification? What does this tell you about the appropriateness of your offer?
Failure rate	What accounts for your failure rate in both A and AS levels? How are the changes in AS impacting on curriculum design and an appropriate offer to your students?
FSM achievement	What accounts for the differences in attainment between FSM and non FSM students even when they have 5A* -C EM and similar KS 4 average points?
Gender	What accounts for the differences in attainment between male and female students even when they have 5A* -C EM and similar KS 4 average points?
A level, AS level, and vocational grade distribution	What does the distribution of grades tell you about the effectiveness of your offer? In what way might it be strengthened?
Subjects on offer	Are subjects on offer meeting the skills gaps in your areas? Are they supporting your students achieving appropriate and good destinations? Are groups under five students financially sustainable for your school? What differences in outcome are there even for learners with similar KS4 points on entry? What accounts for the differences in attainment between FSM and non FSM students even when they have 5A* -C EM and similar KS 4 average points.
English and Maths	How is your provision contributing to improving progress in these subjects? How are you using the flexibility of study programme arrangements to build progressive pathways in literacy and numeracy?

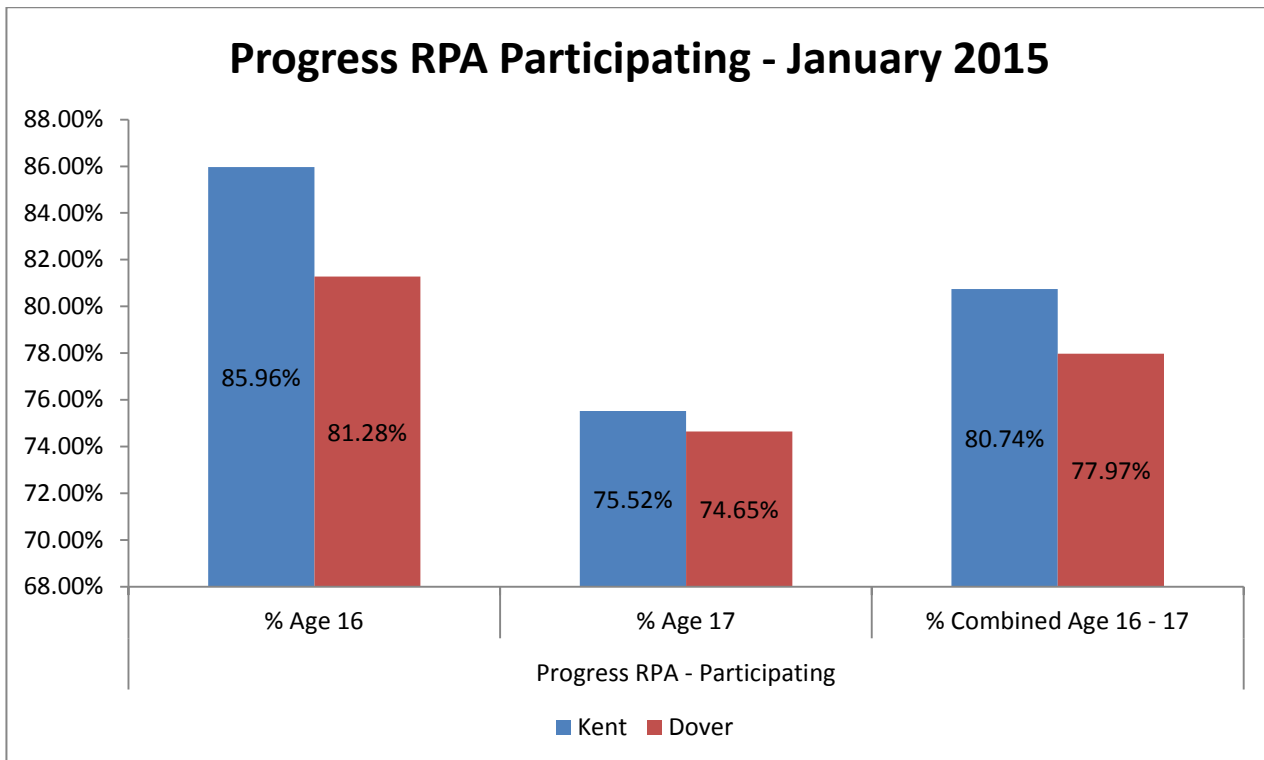
Headline Measures

Cohort			
Number of post-16 centres	9	Av. KS4 Points on Entry	44.5
Post-16 students (L2 and L3)	*	% Students 5+ A*-C GCSE EM	82.3%
Completions	797	% Students with 5+ A*-C GCSE	97.5%
Progress			
A Level L3VA	*	Vocational L3VA	*
Academic L3VA	*		
Attainment			
A Level APS (FTE)	764.9 (495.6)	A Level APE	202.0 (C-)
Academic APS (FTE)	769.2 (505.8)	Academic APE	202.8 (C-)
Vocational APS (FTE)	631.4 (291.2)	Vocational APE	223.8 (D)
Retention			
Previous Year 12 Retention	91.1%	Overall Retention	71.3%
Year 12 Retention	94.2%	In-year Retention	95.1%
Transition Retention	80.4%		
Interim Minimum Standards 2014			
Number of centres meeting Vocational standard	5 / 5	Percentage of centres meeting Vocational standard	100%
Number of centres meeting Academic standard	8 / 8	Percentage of centres meeting Academic standard	100%
Progress in English and Maths for students completing KS5 in 2014			
Students who did not achieve A*-C in GCSE English at KS4	235	Students who did not achieve A*-C in GCSE Maths at KS4	203
% who subsequently achieved			
Higher level of learning	28%	Higher level of learning	7%
Same level of learning	23%	Same level of learning	45%
Lower level of learning	7%	Lower level of learning	1%
Provisional destinations for students completing L3 in 2013			
KS5 Destinations are not reported for this group			

Data Sets

Participation Figures

	Progress RPA - Participating		
	% Age 16	% Age 17	% Combined Age 16 - 17
Kent	85.96%	75.52%	80.74%
Ashford	82.55%	69.36%	75.96%
Canterbury	83.16%	76.62%	79.89%
Dartford	92.71%	81.05%	86.88%
Dover	81.28%	74.65%	77.97%
Gravesham	93.77%	80.22%	87.00%
Maidstone	90.92%	82.50%	86.71%
Sevenoaks	85.51%	74.87%	80.19%
Shepway	85.45%	74.57%	80.01%
Swale	85.06%	73.17%	79.12%
Thanet	85.88%	74.22%	80.05%
Tonbridge & Malling	86.57%	73.73%	80.15%
Tunbridge Wells	79.08%	71.69%	75.39%



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	2.5	2.1	2.5	7	9	9
Tunbridge	1.1	1.7	1.1	12	12	12
Kent LA	3.2	3.6	3.5			

District Data Pack

	Year 12	Year 13	Year 14	12-14 Total	Year 15	Year 16+	Total
Cohort total	1553	1570	1524	4647	930	247	5824
EET Total	1472	1349	1137	3958	180	22	4160
In education, post Year 11	1368	1144	757	3269	110	12	3391
School Sixth Form	992	804	119	1915	1	0	1916
Sixth Form College	92	45	26	163	6	2	171
Further Education	106	123	113	342	24	3	369
Higher Education	0	2	384	386	46	0	432
Part time Education	166	169	93	428	33	7	468
Gap Year students	0	1	21	22	0	0	22
Full time education - Other	12	0	1	13	0	0	13
Independent Specialist Provider	0	0	0	0	0	0	0
Employment	84	189	368	641	68	10	719
Apprenticeship	59	96	129	284	42	2	328
Employment combined with accredited training/part time study	1	1	4	6	0	0	6
Employment without training	11	38	107	156	19	3	178
Employment with non-accredited training	10	30	73	113	6	2	121
Temporary employment	2	1	2	5	0	0	5
Part Time Employment	1	20	50	71	1	3	75
Self Employment	0	3	3	6	0	0	6
Self Employment combined with part time study	0	0	0	0	0	0	0
Working not for reward combined with part time study	0	0	0	0	0	0	0
Training	20	16	12	48	2	0	50
EFA funded Work Based Learning	13	8	8	29	1	0	30
Other training (eg, private training organisations)	7	8	4	19	1	0	20
Training delivered through the Work Programme		0	0	0	0	0	0
Traineeships	0	0	0	0	0	0	0
Supported Internship	0	0	0	0	0	0	0
Re-engagement Provision	0	0	0	0	0	0	0
NEET Group	31	70	94	195	65	29	289
Available to labour market	28	62	74	164	46	16	226
Working not for reward	0	0	2	2	2	0	4
Not yet ready for work or learning	0	5	1	6	3	5	14
Start Date agreed	0	1	1	2	0	0	2
Seeking employment, education or training	28	56	70	154	41	11	206
Not available to labour market	3	8	20	31	19	13	63
Young carers	0	0	0	0	0	0	0
Teenage parents	1	2	10	13	11	4	28
Illness	2	4	6	12	5	7	24
Pregnancy	0	2	3	5	3	0	8
Religious grounds	0	0	0	0	0	0	0
Unlikely to be economically active	0	0	1	1	0	2	3
Other reason	0	0	0	0	0	0	0
Other (not EET or NEET)	0	1	2	3	0	0	3
Custody	0	1	2	3	0	0	3
Refugees/Asylum seekers	0	0	0	0	0	0	0
Current situation not known	50	150	291	491	685	196	1372
Current situation not known	50	119	200	369	180	128	677
Cannot Be Contacted	0	0	5	5	4	3	12
Refused to disclose activity	0	1	5	6	0	0	6
Currency Expired - EET	0	30	81	111	501	64	676
Currency Expired - Other	0	0	0	0	0	1	1

NEET Figures

January 2015

16 - 18 year old NEET Summary	Total Cohort 16-18	No. NEET 16-18	% NEET 16-18	Target	Diff from target	% NEET Age 16	% NEET Age 17	% NEET Age 18	Not Knowns				% of cohort	Jan 2015 Progress RPA - Participating	
				16-18 Jan 2015					Acad age 16	Acad age 17	Acad age 18	Total		% Age 16	% Age 17
Kent	53,025	2,434	5.25%	4.00%	1.25%	2.30%	5.07%	8.79%	754	1,925	3,270	5,949	11.22%		
Ashford	4,647	195	4.78%	3.37%	1.41%	2.06%	4.97%	7.62%	50	150	291	491	10.57%	85.96%	75.52%
Canterbury	4,846	213	4.98%	3.27%	1.71%	2.06%	5.31%	7.71%	50	129	307	486	10.03%	82.55%	69.36%
Dartford	3,493	158	5.16%	4.07%	1.09%	2.08%	4.29%	9.53%	47	150	183	380	10.88%	83.16%	76.62%
Dover	3,959	192	5.59%	4.47%	1.12%	3.22%	5.33%	8.49%	67	156	258	481	12.15%	92.71%	81.05%
Gravesham	3,996	202	5.81%	4.03%	1.78%	1.27%	6.22%	10.79%	56	160	278	494	12.36%	81.28%	74.65%
Maidstone	5,473	218	4.56%	3.99%	0.57%	1.48%	4.06%	8.40%	83	157	351	591	10.80%	93.77%	80.22%
Sevenoaks	3,489	115	3.87%	2.63%	1.24%	2.30%	4.29%	5.24%	76	144	210	430	12.32%	90.92%	82.50%
Shepway	3,881	207	6.07%	4.85%	1.22%	3.02%	5.52%	10.17%	51	148	242	441	11.36%	85.51%	74.87%
Swale	5,411	342	7.15%	4.87%	2.28%	3.80%	5.73%	12.52%	74	207	321	602	11.13%	85.45%	74.57%
Thanet	5,306	299	6.51%	5.58%	0.93%	2.96%	6.51%	10.87%	87	239	350	676	12.74%	85.06%	73.17%
Tonbridge & Malling	4,510	168	4.25%	2.68%	1.57%	1.63%	4.13%	7.51%	58	146	276	480	10.64%	85.88%	74.22%
Tunbridge Wells	4,014	125	3.55%	2.64%	0.91%	1.50%	4.02%	5.50%	55	139	203	397	9.89%	86.57%	73.73%
														79.08	71.69%

Full Year Jan 2014 – Jan 2015

16 - 18 year old NEET Trends	Jan-15	Dec-14	Nov-14	Oct-14	Sep-14	Aug-14	Jul-14	Jun-14	May-14	Apr-14	Mar-14	Feb-14	Jan-14
Kent	5.25	4.56	4.21	4.13	8.06	6.36	6.33	6.28	6.12	6.05	5.95	5.82	5.86
Ashford	4.78	4.29	4.30	3.83	8.34	6.33	6.29	5.99	5.76	5.63	5.46	5.37	5.22
Canterbury	4.98	4.48	3.86	3.93	7.90	5.27	5.21	5.09	5.00	4.89	5.10	4.99	5.24
Dartford	5.16	4.42	4.25	4.27	8.25	7	6.28	6.41	5.99	5.99	5.76	5.48	5.8
Dover	5.59	4.74	4.48	4.39	9.42	7.73	7.6	7.65	7.89	7.94	7.53	7.19	7.07
Gravesham	5.81	4.99	4.61	4.57	9.09	7	6.9	6.99	6.76	6.67	6.5	6.45	6.35
Maidstone	4.56	4.06	3.94	4.1	7.07	6.51	6.41	5.94	5.63	5.64	5.46	5.34	5.41
Sevenoaks	3.87	3.35	2.79	2.85	5.23	3.88	3.94	4	3.72	3.74	3.76	3.74	4.09
Shepway	6.07	5.06	4.68	4.71	9.42	7.17	7.39	7.18	7.09	7	7.2	6.94	7.34
Swale	7.15	6.51	6	5.76	10.63	7.95	7.78	7.57	7.25	7.04	7.06	6.83	6.75
Thanet	6.51	5.6	4.98	4.78	9.79	8.07	8.13	8.21	8.12	8.45	8.19	8.08	8.09
Tonbridge & Malling	4.25	3.48	3.17	3.05	5.57	4.73	4.52	4.72	4.77	4.44	4.4	4.26	4.18
Tunbridge Wells	3.55	2.91	2.65	2.57	4.93	4.39	4.69	4.88	4.67	4.39	4.17	4.28	4.02

16 - 18 year old NEET Trends	Jan-15	Dec-14	Nov-14	Oct-14	Sep-14	Aug-14	Jul-14	Jun-14	May-14	Apr-14	Mar-14	Feb-14	Jan-14
Kent	11.22	15.21	19.00	24.16	58.70	11.97	11.93	11.72	10.20	8.67	5.80	4.69	4.60
Ashford	10.57	14.98	18.73	25.79	56.67	11.39	11.91	10.12	8.33	7.57	3.67	2.45	2.02
Canterbury	10.03	13.57	15.62	23.73	59.44	8.87	8.16	8.36	7.92	5.48	3.11	2.25	1.97
Dartford	10.88	14.9	19.39	24.09	60.43	13.15	13.75	13.85	12.18	11.2	9.18	9.04	8.42
Dover	12.15	15.81	19.25	22.78	65	10.72	9.3	8.73	7.78	6.95	1.63	0.84	0.89
Gravesham	12.36	16.56	21.3	23.33	61.81	14.11	14.22	14.57	12.69	12.33	10.06	8.95	9.5
Maidstone	10.80	14.07	16.97	22.61	50.62	12.02	12.72	13.31	10.68	9.1	6.7	5.15	4.81
Sevenoaks	12.32	15.96	21.61	26.87	60.07	12.15	11.94	12.33	9.19	8.45	6.58	5.69	7.43
Shepway	11.36	16.01	21.59	24.23	54.45	13.39	12.93	13.15	12.22	11.18	8.09	6.7	5.96
Swale	11.13	15.4	18.66	26.39	57.95	13.52	13.97	13.21	11.69	8.06	4.84	3.05	2.28
Thanet	12.74	15.92	18.86	23.36	62.22	9.52	9.4	8.79	8.07	6.79	3.23	2.66	2.44
Tonbridge & Malling	10.64	14.99	19.07	23.75	59.21	13.79	13.56	13.61	12.37	11.05	9	7.77	8.54
Tunbridge Wells	9.89	14.93	19.13	23.25	59.06	11.96	11.93		9.82	7.4	5.36	3.99	3.56

	NEETs based on length of time in NEET					Equivalent - January 2014				
	0-6 weeks	7-13 weeks	14-26 weeks	27-52 weeks	52+ weeks	0-6 weeks	7-13 weeks	14-26 weeks	27-52 weeks	52+ weeks
Kent	156	264	669	486	859	172	340	558	771	472
Ashford	23	17	61	35	59	17	36	33	78	31
Canterbury	7	31	51	49	75	15	34	61	62	33
Dartford	9	15	43	34	57	8	25	44	35	35
Dover	20	19	49	41	63	12	32	65	53	47
Gravesham	13	17	46	51	75	10	29	44	52	41
Maidstone	11	21	51	46	89	36	42	53	50	44
Sevenoaks	9	9	40	25	32	9	7	24	40	21
Shepway	13	27	54	42	71	13	23	51	77	42
Swale	19	40	90	76	117	27	40	63	100	53
Thanet	15	41	88	42	113	13	32	58	146	72
Tonbridge & Malling	10	13	59	23	63	9	13	33	40	32
Tunbridge Wells	7	14	37	22	45	3	27	29	38	21

Vulnerable Learner Groups

NEET groups 16-18				
	Dover Jan 2014	Kent Jan 2014	Dover Jan 2015	Kent Jan 2015
Total		2313	192	2434
Available to labour market		1894	153	1991
Working not for reward		29	1	43
Not ready for work/education		125	16	121
Start date agreed		26	1	40
Seeking employment/training/education		1714	135	1787
Not available for job market		419	39	443
Young carers		6	2	12
Teen parents		221	20	194
Illness		134	7	140
pregnancy		52	9	89
Religious grounds		0	0	0
Unlikely to be economically viable		6	1	8
Other		0	0	0

*RPA Compliance not reported on in 2014, treat 2014 entries as general start date agreed

Source: Kent County Council Monthly NEET reports ([Available Here](#))

Dover					
Priority groups within NEET 16-24	Jan- 13	Jan- 14	Jan- 15		
Looked after/in care	9	16	9		
Caring for own child	52	40	21		
Refugee/asylum seeker	1	0	0		
Carer not own child	5	3	2		
Substance abuse	10	11	3		
Care leaver	8	1	7		
Supervised by YOT	16	14	12		
Pregnancy	14	16	15		
Parent not carer for own child	1	3	1		
LDD	44	109	108	SEND (16-18 year olds)	13
				SEND (19+ year olds)	95
Total	160	213	178		

Post 16 Offer

The Technical Offer in Dover

There are currently sufficient sixth form places available in the district and this provision is also supplemented by the local FE provider.

A summary of the current school sixth form offer in the district is given below.

Providers need to be more explicit about SEND provision in order for young people to make informed choices.

There are more opportunities to do Psychology post 16 than there are Spanish.

District	Dover (9 schools)
Skills Priorities	Retail / Sales / Customer Service Transport and Logistics Hospitality, Leisure and Tourism ICT
Options for maths and English post-16	Maths 3 English 3
SEND post-16	No offers identified.
MFL post-16 (Level 3)	French 4 German 3 Spanish 2
Sciences post-16 (Level 3)	Chemistry 5 Biology 5 Physics 3 Maths 7
AS/A Level post-16	235
Level 3 BTEC post-16	38
Level 2 post-16	10
Subject with five or more offers post-16	Art 13 English 8 Geography 6 History 7 Media 5 Psychology 5 Sport 6

Apprenticeship Sector starts in Dover

Sector	2012/13	2013/14
Education and Training	10	0
Leisure, Travel and Tourism	10	10
Agriculture, Horticulture and Animal Care	10	10
Construction, Planning and the Built Environment	30	20
Information and Communication Technology	10	20
Engineering and Manufacturing Technologies	120	120
Health, Public Services and Care	290	260
Business, Administration and Law	260	170
Retail and Commercial Enterprise	150	150
Arts, Media and Publishing	-	0
Science and Mathematics	10	0
Total	880	780

Breakdown of Apprenticeship Starts by District in 2011/12

	2011/12 Full Year															
	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	2130	2160	2740	7030	590	1220	2050	3840			10	30	2700	3400	4820	10900
Ashford	160	340	490	990	50	100	200	350					210	450	690	1340
Canterbury	100	110	100	320	40	60	150	250					140	170	250	570
Dartford	170	140	180	490	60	90	180	330				10	230	230	360	830
Dover	130	150	200	480	30	110	170	310					170	260	370	790
Gravesham	120	140	190	450	50	80	120	250					170	220	310	700
Maidstone	140	140	170	450	40	70	130	240			10	10	170	220	310	690
Sevenoaks	100	110	120	330	30	60	90	170					130	170	210	510
Shepway	170	230	240	640	40	130	220	380					210	350	460	1030
Swale	430	300	430	1160	100	190	320	610					520	500	750	1770
Thanet	420	330	400	1150	80	190	310	590				10	500	530	720	1740
Tonbridge and Malling	100	80	120	300	40	70	80	190					140	140	210	480
Tunbridge Wells	90	90	100	270	30	70	80	170					110	160	180	450

Source: FE Data Library: Apprenticeships - Apprenticeships geography age and level: starts 2005/06 to 2014/15

Breakdown of Apprenticeship Starts by District in 2012/13

	2012/13 Full Year															
	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	1820	2300	2420	6500	710	1370	2550	4620		20	150	190	2560	3740	5080	11300
Ashford	140	230	270	640	120	130	230	480			10	10	270	370	500	1130
Canterbury	100	150	120	360	40	80	130	240			10	10	130	230	250	610
Dartford	150	120	170	440	40	90	190	320			10	10	200	220	360	770
Dover	150	200	170	510	40	90	210	350		10	10	20	190	300	390	880
Gravesham	130	140	160	430	50	110	200	360		10	10	10	180	260	370	800
Maidstone	90	150	170	420	50	80	160	290			10	10	150	240	340	720
Sevenoaks	90	110	120	320	50	50	130	220			10	10	140	170	250	550
Shepway	150	240	250	630	50	130	240	430			10	20	200	370	500	1070
Swale	330	350	350	1030	100	230	400	730			30	30	440	580	780	1790
Thanet	330	390	410	1120	110	250	410	760			30	40	440	640	850	1910
Tonbridge and Malling	90	120	110	310	40	70	130	230				10	120	190	240	550
Tunbridge Wells	70	100	120	290	20	60	120	210			10	10	100	170	250	520

Source: FE Data Library: Apprenticeships - Apprenticeships geography age and level: starts 2005/06 to 2014/15

Breakdown of Apprenticeship Starts by District in 2013/14

	2013/14 Full Year															
	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	2,250	2,290	6,400	690	1,230	1,150	3,070	10	70	140	220	2,560	3,540	3,580	9,680
Ashford	160	170	170	500	70	110	90	270	-	10	10	20	220	280	280	780
Canterbury	130	190	150	470	50	100	110	260	-	-	10	10	180	300	280	760
Dartford	130	160	160	450	60	100	80	240	10	10	10	30	190	260	240	690
Dover	170	200	190	560	40	120	110	270	-	10	20	30	220	320	320	860
Gravesham	110	150	160	420	60	100	80	240	-	10	10	20	170	260	250	680
Maidstone	180	250	260	690	70	120	130	320	-	10	10	20	250	370	400	1,020
Sevenoaks	110	110	100	320	50	80	60	190	-	10	10	20	160	190	170	520
Shepway	170	190	280	640	90	100	80	270	-	-	20	20	260	290	380	930
Swale	270	220	330	820	70	130	140	340	-	-	10	10	340	360	480	1,180
Thanet	210	350	250	810	60	140	120	320	-	10	30	40	270	500	400	1,170
Tonbridge and Malling	130	160	120	410	50	70	80	200	-	10	-	10	180	240	200	620
Tunbridge Wells	90	100	120	310	30	60	70	160	-	10	-	10	120	170	190	480

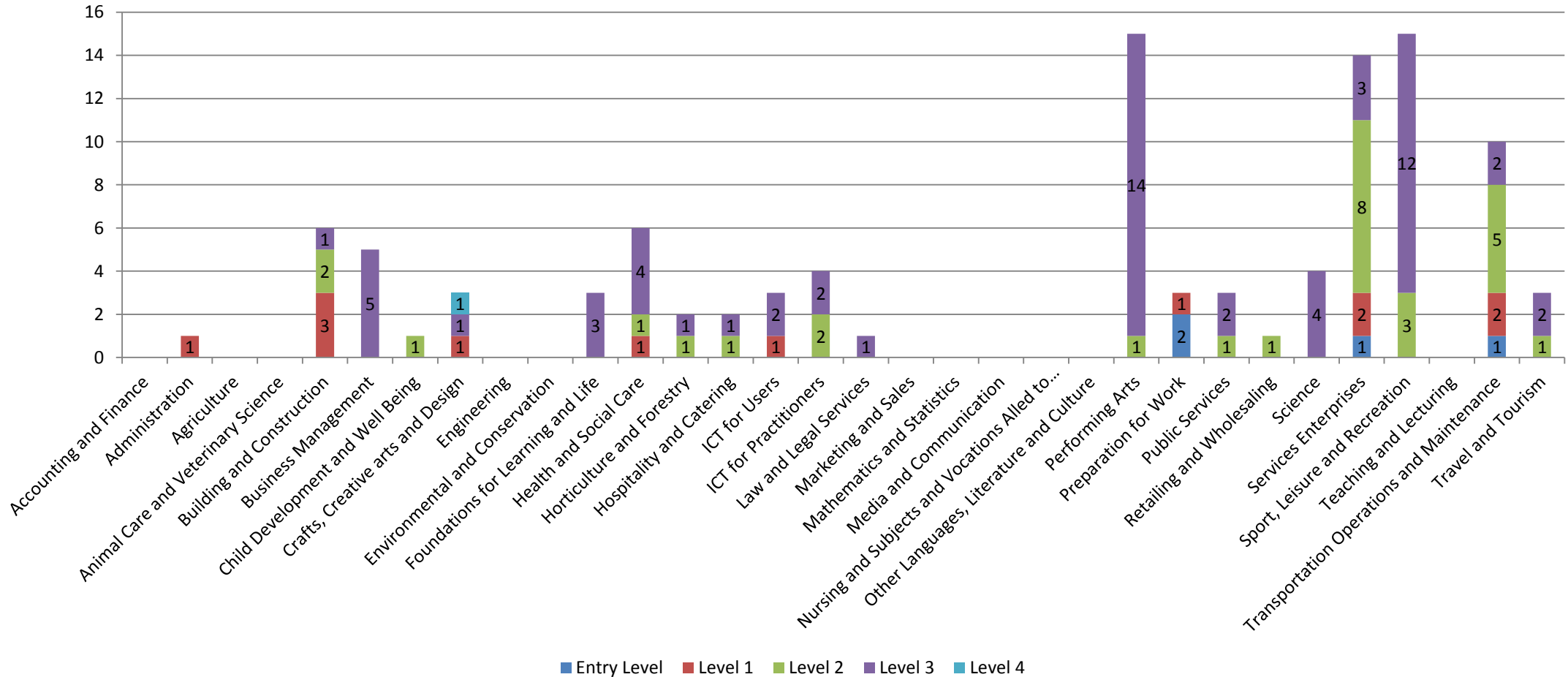
Source: FE Data Library: Apprenticeships - Apprenticeships geography age and level: starts 2005/06 to 2014/15

Breakdown of Apprenticeship Starts by District in 2014/15 (August – April, Provisional)

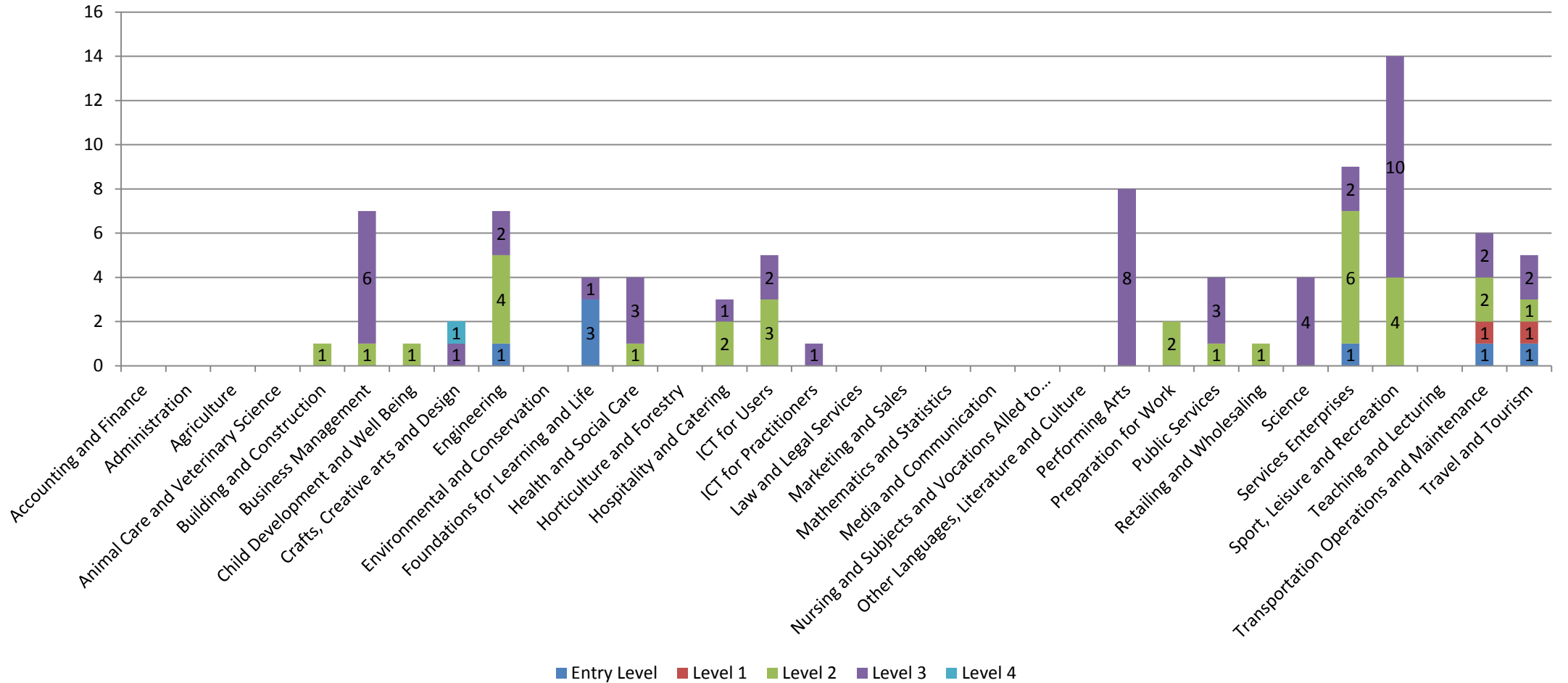
	2014/15 August to April (provisional)															
	Intermediate Level Apprenticeship				Advanced Level Apprenticeship				Higher Apprenticeship				All Apprenticeships			
	Under 19	19-24	25+	All Ages	Under 19	19-24	25+	All Ages	Under 19	19-24	25+	All Ages	Under 19	19-24	25+	All Ages
Kent	1,620	1,580	1,820	5,020	570	950	1,300	2,820	10	50	200	260	2,210	2,580	3,320	8,110
Ashford	160	150	180	490	50	90	110	250	-	-	10	10	210	240	310	760
Canterbury	130	130	170	430	50	80	130	260	-	-	20	20	170	210	320	700
Dartford	100	100	90	290	70	70	70	210	-	10	10	20	170	180	170	520
Dover	170	140	170	480	40	70	140	250	-	10	20	30	200	210	320	730
Gravesham	100	110	130	340	50	90	80	220	-	10	10	20	160	200	220	580
Maidstone	150	170	160	480	60	90	120	270	-	-	20	20	210	260	300	770
Sevenoaks	90	70	70	230	50	60	60	170	-	-	10	10	150	140	150	440
Shepway	150	140	230	520	30	90	140	260	-	-	40	40	180	230	400	810
Swale	220	160	220	600	60	120	170	350	-	10	30	40	280	280	410	970
Thanet	160	230	210	600	50	90	170	310	-	10	20	30	210	330	400	940
Tonbridge and Malling	120	110	120	350	40	60	70	170	-	-	10	10	160	170	200	530
Tunbridge Wells	80	80	90	250	30	50	50	130	-	-	10	10	110	140	140	390

Source: FE Data Library: Apprenticeships - Apprenticeships geography age and level: starts 2005/06 to 2014/15

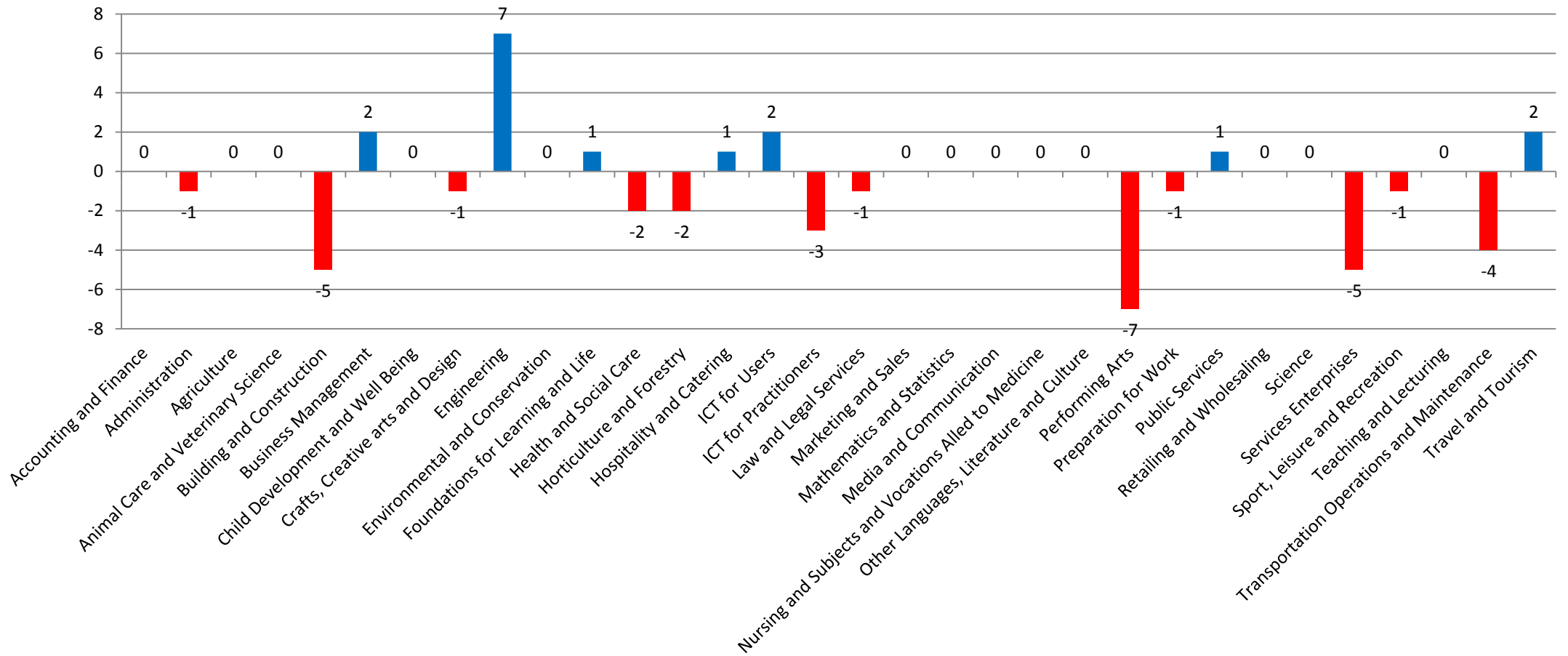
The Dover Technical Offer - Number of Courses by Subject Sector Area and Level 2014



The Dover Technical Offer - Number of Courses by Subject Sector Area and Level 2015



The Dover Technical Offer by Subject Sector Area - A Comparison Between 2014 and 2015



Dover Offer 2016 – 2017

Level 3
Level 2
Level 1

Source: UCASProgress Course Listings

<u>Course title</u>	<u>Suitable for SEND</u>	<u>Academic year</u>	<u>Start date</u>	<u>Visible</u>	<u>Course type</u>
Art & Design (Graphics) A Level 3	No	2016	September	Yes	ALevel
Art and Design - 3D Studies AS/A Level 3	No	2016	September	Yes	ALevel
Art and Design - Fine Art AS/A level 3	No	2016	September	Yes	ALevel
Art and Design - Graphics AS/A Level 3	No	2016	September	Yes	ALevel
Art and Design - Photography AS/A Level 3	No	2016	September	Yes	ALevel
Art and Design - Textiles AS/A Level 3	No	2016	September	Yes	ALevel
Biology AS/A level 3	No	2016	September	Yes	ALevel
Dance (Single Award) AS/A Level 3	No	2016	September	Yes	ALevel
Drama and Theatre Studies AS/A Level 3	No	2016	September	Yes	ALevel
English Literature AS/A Level 3	No	2016	September	Yes	ALevel
French AS/A Level 3	No	2016	September	Yes	ALevel
General Studies AS/A Level 3	No	2016	September	Yes	ALevel
Geography AS/A Level 3	No	2016	September	Yes	ALevel
History AS/A level 3	No	2016	September	Yes	ALevel
ICT Applied AS/A Level 3	No	2016	September	Yes	ALevel
Law AS/A Level 3	No	2016	September	Yes	ALevel
Mathematics AS/A Level 3	No	2016	September	Yes	ALevel
Media Studies AS/A Level 3	No	2016	September	Yes	ALevel
Music AS/A Level 3	No	2016	September	Yes	ALevel
Psychology AS/A Level 3	No	2016	September	Yes	ALevel
Science Applied AS/A Level 3	No	2016	September	Yes	ALevel
Sociology AS/A Level 3	No	2016	September	Yes	ALevel
Travel and Tourism AS/A Level 3	No	2016	September	Yes	ALevel
Biology A Level	No	2016	September	Yes	ALevel
English Literature A Level	No	2016	September	Yes	ALevel
Extended Project Level 3	No	2016	September	Yes	ALevel
Geography A Level	No	2016	September	Yes	ALevel
Sociology A Level	No	2016	September	Yes	ALevel
3D Design AS / A2	No	2016	September	Yes	ALevel
Art AS / A2 Level 3	No	2016	September	Yes	ALevel
Biology Science AQA	No	2016	September	Yes	ALevel
English Literature AS / A Level	No	2016	September	Yes	ALevel
Health and Social Care AS / A2	No	2016	September	Yes	ALevel

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Level 3					
History AS / A2 Level 3	No	2016	September	Yes	ALevel
Leisure Studies AS / A2 Level 3	No	2016	September	Yes	ALevel
Mathematics AS / A2 Level 3	No	2016	September	Yes	ALevel
Sociology AS / A2 Level 3	No	2016	September	Yes	ALevel
Textiles AS / A2 Level 3	No	2016	September	Yes	ALevel
Art and Design (Fine Art) A Level	No	2016	September	Yes	ALevel
Biology A Level	No	2016	September	Yes	ALevel
Chemistry A Level	No	2016	September	Yes	ALevel
Economics A Level	No	2016	September	Yes	ALevel
English Literature A level	No	2016	September	Yes	ALevel
Film Studies A Level	No	2016	September	Yes	ALevel
Geography A Level	No	2016	September	Yes	ALevel
History A Level	No	2016	September	Yes	ALevel
Mathematics and Further Mathematics A Level	No	2016	September	Yes	ALevel
Media Studies A Level	No	2016	September	Yes	ALevel
Modern Foreign Languages French, German and Spanish A Level	No	2016	September	Yes	ALevel
Music A Level	No	2016	September	Yes	ALevel
Philosophy, Religion and Ethics A Level	No	2016	September	Yes	ALevel
Physical Education A Level	No	2016	September	Yes	ALevel
Physics A Level	No	2016	September	Yes	ALevel
Product Design A Level	No	2016	September	Yes	ALevel
Psychology A level	No	2016	September	Yes	ALevel
Sociology A level	No	2016	September	Yes	ALevel
Art and Design A Level 3	No	2016	September	Yes	ALevel
Biology A Level 3	No	2016	September	Yes	ALevel
Chemistry A Level 3	No	2016	September	Yes	ALevel
Classical Civilisation A Level 3	No	2016	September	Yes	ALevel
Classics A Level 3	No	2016	September	Yes	ALevel
Design Technology - Product Design A Level 3	No	2016	September	Yes	ALevel
Drama and Theatre Studies A Level 3	No	2016	September	Yes	ALevel
Economics B (Applied Economics) A Level 3	No	2016	September	Yes	ALevel
English Literature A Level 3	No	2016	September	Yes	ALevel
French A Level 3	No	2016	September	Yes	ALevel
Further Mathematics A Level 3	No	2016	September	Yes	ALevel
Geography A Level 3	No	2016	September	Yes	ALevel
German A Level 3	No	2016	September	Yes	ALevel
History A Level 3	No	2016	September	Yes	ALevel
Mathematics A Level 3	No	2016	September	Yes	ALevel
Media Studies A Level 3	No	2016	September	Yes	ALevel
Music A Level 3	No	2016	September	Yes	ALevel
Philosophy and Ethics A Level 3	No	2016	September	Yes	ALevel

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Physical Education A Level 3	No	2016	September	Yes	A Level
Physics A Level 3	No	2016	September	Yes	A Level
Psychology A Level 3	No	2016	September	Yes	A Level
Sociology A Level 3	No	2016	September	Yes	A Level
Art and Design AS/A Level	No	2016	September	Yes	A Level
Art and Design Graphics AS/A Level	No	2016	September	Yes	A Level
Art and Design Textiles AS/A Level	No	2016	September	Yes	A Level
Business Studies AS/A Level	No	2016	September	Yes	A Level
Classical Civilisation AS/A Level 3 Pathway 3	No	2016	September	Yes	A Level
Criminology AS/A Level, pathway 3	No	2016	September	Yes	A Level
Drama and Theatre Studies AS/A Level 3 Pathway 3	No	2016	September	Yes	A Level
English Literature AS/A Level 3 Pathway 3	No	2016	September	Yes	A Level
Film Studies AS/A Level 3 Pathway 3	No	2016	September	Yes	A Level
Health and Social Care AS/A Level	No	2016	September	Yes	A Level
Health and Social Care IBCP	No	2016	September	Yes	A Level
History AS/A Level 3 Pathway 3	No	2016	September	Yes	A Level
Information Technology AS/A Level	No	2016	September	Yes	A Level
Law Level 3 Pathway 3	No	2016	September	Yes	A Level
Mathematics AS/A Level 3 Pathway 3	No	2016	September	Yes	A Level
Media Studies AS/A Level 3 Pathway 3	No	2016	September	Yes	A Level
Product Design AS/A Level 3 Pathway 3	No	2016	September	Yes	A Level
Psychology AS/A Level 3 Pathway 3	No	2016	September	Yes	A Level
Science Applied (Double) AS/A Level 3 Pathway 2	No	2016	September	Yes	A Level
Sociology AS/A Level 3 Pathway 3	No	2016	September	Yes	A Level
Sport (Double) AS/A Level 3 Pathway 3	No	2016	September	Yes	A Level
Travel and Tourism AS/A Level 3 Pathway 2	No	2016	September	Yes	A Level
Art and Design AS/A Level 3	No	2016	September	Yes	A Level
Biology AS/A Level 3	No	2016	September	Yes	A Level
Business Studies AS/A Level 3	No	2016	September	Yes	A Level
Chemistry AS/A Level 3	No	2016	September	Yes	A Level
Computer Science Level 3 OCR	No	2016	September	Yes	A Level
Design & Technology:	No	2016	September	Yes	A Level

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Product Design - Textiles AS/A Level 3					
Design and Technology : Product Design (3-D Design) AS/A Level 3	No	2016	September	Yes	ALevel
English Literature AS/A Level 3	No	2016	September	Yes	ALevel
Film Studies AS/A Level 3	No	2016	September	Yes	ALevel
French AS/A Level 3	No	2016	September	Yes	ALevel
Further Mathematics AS/A Level 3	No	2016	September	Yes	ALevel
Geography AS/A Level 3	No	2016	September	Yes	ALevel
German AS/A Level 3	No	2016	September	Yes	ALevel
Government and Politics AS/A Level 3	No	2016	September	Yes	ALevel
History AS/A Level 3	No	2016	September	Yes	ALevel
Information and Communication Technology AQA	No	2016	September	Yes	ALevel
Mathematics AS/A Level 3	No	2016	September	Yes	ALevel
Music AS/A Level 3	No	2016	September	Yes	ALevel
Physical Education AS/A Level 3	No	2016	September	Yes	ALevel
Physics AS/A Level 3	No	2016	September	Yes	ALevel
Psychology AS/A Level 3	No	2016	September	Yes	ALevel
Religious Studies AS/A Level 3	No	2016	September	Yes	ALevel
Spanish AS/A Level 3	No	2016	September	Yes	ALevel
Business and Management IBCP Level 3 Element 2	No	2016	September	Yes	Baccalaureate
Business Studies, IBCP, Pathway 2	No	2016	September	Yes	Baccalaureate
Criminology IBCP, Level 3, pathway 2	No	2016	September	Yes	Baccalaureate
Dance Standard and Higher Level, pathway 2	No	2016	September	Yes	Baccalaureate
Economics Standard and Higher Level, pathway 2	No	2016	September	Yes	Baccalaureate
Global Politics Standard and Higher Level, pathway 2	No	2016	September	Yes	Baccalaureate
IT in a Global Society IBCC level 3 Pathway 2 Element 2	No	2016	September	Yes	Baccalaureate
Literature and Performance Standard Level, pathway 2	No	2016	September	Yes	Baccalaureate
Maths Studies IBCP Level 3, Pathway 2, Element 2	No	2016	September	Yes	Baccalaureate
Psychology IBCP Level 3 Pathway2 Element 2	No	2016	September	Yes	Baccalaureate
Theatre Standard and Higher Level, pathway 2	No	2016	September	Yes	Baccalaureate
Business BTEC National Award Level 3	No	2016	September	Yes	BTEC
Public Services BTEC Subsidiary	No	2016	September	Yes	BTEC

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Diploma Level 3					
Sport and Exercise Sciences Level 3	No	2016	September	Yes	BTEC
Applied Science BTEC Level 3	No	2016	September	Yes	BTEC
Music (Performing) BTEC National Certificate or Subsidiary Diploma Level 3	No	2016	September	Yes	BTEC
Public Services BTEC Level 3	No	2016	September	Yes	BTEC
Sport Development, Coaching and Fitness BTEC Sub-Diploma Level 3	No	2016	September	Yes	BTEC
Applied Science BTEC Level 3 Subsidiary Diploma	No	2016	September	Yes	BTEC
ICT BTEC Level 3	No	2016	September	Yes	BTEC
Football Academy (Coaching Fitness & Development) BTEC Level 3 pathway 4	No	2016	September	Yes	BTEC
Extended Diploma in Business Studies Level 3 (Triple Award)	No	2016	September	Yes	BTEC
Extended Diploma in Health and Social Care Level 3 (Triple Award)	No	2016	September	Yes	BTEC
Extended Diploma in Sport and Exercise Science Level 3	No	2016	September	Yes	BTEC
Professional Patisserie and Confectionary VTCT Level 3 Diploma	No	2016	September	Yes	Diploma
Science Applied (double award) National Diploma Level 3 Pathway 3	No	2016	September	Yes	OtherGeneral
Sport (Double) OCR Level 3 Pathway 2	No	2016	September	Yes	OtherGeneral
Travel and Tourism National Certificate Level 3 Pathway 3	No	2016	September	Yes	OtherGeneral
BTEC Level 2 Information and Creative Technology	No	2016	September	Yes	BTEC
Hairdressing BTEC Certificate Level 2	No	2016	September	Yes	BTEC
Hospitality BTEC First Diploma Level 2	No	2016	September	Yes	BTEC
Engineering BTEC Level 2 Extended Certificate	No	2016	September	Yes	BTEC
Construction BTEC Diploma Level 2	No	2016	September	Yes	BTEC
Public Services BTEC Diploma Level 2 (Double)	No	2016	September	Yes	BTEC
Football Academy (Sport) BTEC Level 2 pathway 4	No	2016	September	Yes	BTEC
English Language Level 2	No	2016	September	Yes	GCSE

District Data Pack

Pathway 1					
Mathematics GCSE Level 2 Pathway 1	No	2016	September	Yes	GCSE
CACHE Level 2 Award in Child Development and Care Level 2 Pathway	No	2016	September	Yes	OtherGeneral
Business Studies - Level 2 Cambridge Technical Certificate	No	2016	September	Yes	OtherGeneral
Hair Dressing Level 2 VTCT Diploma	No	2016	September	Yes	OtherGeneral
Creative Hair and Beauty Studies City and Guilds Level 2 Pathway 1	No	2016	September	Yes	OtherGeneral
Football Academy (Coaching Teaching & Instructing) NVQ Level 2 pathway 4	No	2016	September	Yes	OtherGeneral
Retail Knowledge OCR Certificate Level 2 Pathway 1	No	2016	September	Yes	OtherGeneral
English GCSE Level 1/2	No	2016	September	Yes	GCSE
Mathematics GCSE Level 1/2	No	2016	September	Yes	GCSE
Science GCSE Level 1/2	No	2016	September	Yes	GCSE
Health and Social Care	No	2016	September	Yes	BTEC
Art & Design BTEC Diploma (Double Award)	No	2016	September	Yes	BTEC
Manufacturing Engineering BTEC Diploma (Double Award)	No	2016	September	Yes	BTEC
Music BTEC Subsidiary Diploma (Single Award)	No	2016	September	Yes	BTEC
Performing Arts BTEC Diploma (Double Award)	No	2016	September	Yes	BTEC
Performing Arts BTEC Extended Diploma (Triple Award)	No	2016	September	Yes	BTEC
Performing Arts BTEC Subsidiary Diploma (Single Award)	No	2016	September	Yes	BTEC
Public Services BTEC Subsidiary Diploma (Single Award)	No	2016	September	Yes	BTEC
Science Applied BTEC National Diploma (Double Award)	No	2016	September	Yes	BTEC
Science Applied BTEC National Subsidiary Diploma (Single Award)	No	2016	September	Yes	BTEC
Sport BTEC National Diploma (Double Award)	No	2016	September	Yes	BTEC
Sport BTEC National Subsidiary Diploma (Single Award)	No	2016	September	Yes	BTEC
Extended Diploma in Engineering	No	2016	September	Yes	BTEC
Business Cambridge Technical Diploma (Double Award)	No	2016	September	Yes	Diploma
Business Cambridge Technical	No	2016	September	Yes	Diploma

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Introductory Diploma (Single Award)					
Digital Media Cambridge Technical Diploma (Double Award)	No	2016	September	Yes	Diploma
Digital Media Cambridge Technical Extended Certificate (Single Award)	No	2016	September	Yes	Diploma
Health and Social Care Cambridge Technical Diploma (Double Award)	No	2016	September	Yes	Diploma
Health and Social Care Cambridge Technical Extended Certificate (Single Award)	No	2016	September	Yes	Diploma
Information Technology Cambridge Technical Diploma (Double Award)	No	2016	September	Yes	Diploma
Information Technology Cambridge Technical Extended Certificate (Single Award)	No	2016	September	Yes	Diploma
English Language GCSE	No	2016	September	Yes	GCSE
Mathematics GCSE	No	2016	September	Yes	GCSE
Photography GCSE	No	2016	September	Yes	GCSE
Football Academy in partnership with Gillingham FC Community Trust	No	2016	September	Yes	OtherGeneral
Business OCR Cambridge	No	2016	September	Yes	OtherGeneral
Football Academy (Sport) Extended Diploma pathway 4	No	2016	September	Yes	OtherGeneral
Information Technology National Certificate IBCP	No	2016	September	Yes	OtherGeneral

Economic Landscape

Number of employees in Dover employment sectors between 2009 and 2013

Source: Business Register and Employment Survey 2009-2013				Change 2012-2013		Change 2009-2013	
	2011	2012	2013	No.	%	No.	%
Dover							
Primary Industries (Agriculture/Mining/Utilities)	1,300	1,200	1,300	100	8.3%	0	0.0%
Manufacturing	2,900	2,500	2,600	100	4.0%	-400	-13.3%
Construction	1,300	1,300	1,400	100	7.7%	-400	-22.2%
Wholesale and retail trade	4,900	4,800	4,600	-200	-4.2%	-100	-2.1%
Transportation and storage	3,100	3,600	3,200	-400	-11.1%	-200	-5.9%
Accommodation and food service activities	3,000	2,300	2,800	500	21.7%	300	12.0%
Information and communication	300	400	400	0	0.0%	100	33.3%
Financial and insurance activities	400	500	600	100	20.0%	100	20.0%
Real estate activities	300	400	300	-100	-25.0%	0	0.0%
Professional, scientific and technical activities	2,500	1,900	1,700	-200	-10.5%	-2,100	-55.3%
Administrative and support service activities	1,200	1,100	1,500	300	25.0%	-800	-34.8%
Public administration and defence	2,000	1,700	2,800	1,100	64.7%	300	12.0%
Education	4,000	3,400	3,800	400	11.8%	100	2.7%
Human health and social work activities	4,700	4,200	4,000	-200	-4.8%	-1,100	-21.6%
Arts, entertainment and recreation	900	1,000	900	-100	-10.0%	0	0.0%
Other service activities	500	500	500	0	0.0%	0	0.0%
Total	33,200	30,800	32,400	1,600	5.2%	-4,000	-11.0%

Breakdown of VAT and/or PAYE businesses in Dover

Firms by size	2012	2013	2014	2015
1- 4	2,135	2,130	2,195	2,380
5-10	405	415	420	440
11-19	185	195	210	220
20-99	135	145	155	150
100+	25	25	20	25
Total	2,885	2,905	3,000	3,220

Source: NOMIS Local Profile – Employment Theme 2015

Full Time Weekly Salary (Median)

Full time workers median weekly gross pay- residence based					
	2011	2012	2013	2014	2015
	£ per week	£ per week	£ per week	£ per week	£ per week
Dover	508	508	502	533	498
Kent	547	539	539	542	552
South East	505	513	521	524	533
England	555	556	558	567	575

Source: NOMIS Annual Survey of Hours and Earnings (ASHE – ONS (Office for National Statistics))

Distribution of Advertised Salary

Salary Range	2013	2014	2015
More than £90,000	12	15	16
£80,000 to £89,999	19	5	10
£70,000 to £79,999	18	10	20
£60,000 to £69,999	29	55	37
£50,000 to £59,999	36	41	55
£40,000 to £49,999	90	71	109
£30,000 to £39,999	241	209	275
£20,000 to £29,999	625	442	448
£15,000 to £19,999	446	278	384
£10,000 to £14,999	312	154	188
Less than £10,000	99	93	88
Mean Salary	£24,694	£26,827	£26,967

Source: Labour Insight 2015 – This report uses data from real-time job postings. Salary figures are pro rata to reflect full-time, annual wage status.

Skills Gaps

Highest Number of Vacancies by Occupation

	2013		2014		2015	
	Occupation	No. Postings	Occupation	No. Postings	Occupation	No. Postings
1	Other administrative occupations n.e.c.	176	Other administrative occupations n.e.c.	126	Secondary education teaching professionals	152
2	Secondary education teaching professionals	169	Nurses	91	Other administrative occupations n.e.c.	143
3	Care workers and home carers	162	Secondary education teaching professionals	84	Primary and nursery education teaching professionals	112
4	Primary and nursery education teaching professionals	161	Chefs	72	Nurses	105
5	Nurses	108	Care workers and home carers	71	Care workers and home carers	74
6	Cleaners and domestics	96	Primary and nursery education teaching professionals	71	Programmers and software development professionals	71
7	Sales related occupations n.e.c.	82	Sales and retail assistants	57	Sales and retail assistants	67
8	Sales and retail assistants	76	Transport and distribution clerks and assistants	55	Chefs	62
9	Transport and distribution clerks and assistants	76	Cleaners and domestics	53	Cleaners and domestics	60
10	Chefs	74	Managers and proprietors in other services n.e.c.	50	Welfare and housing associate professionals n.e.c.	59

Source: Labour Insight 2015 – This report uses data from real-time job postings.

Skills in Greatest Demand

	2013		2014		2015	
	Skills	No. Postings	Skills	No. Postings	Skills	No. Postings
1	Mathematics	144	Mathematics	181	Mathematics	118
2	Sales	127	Cleaning	86	Sales	93
3	Repair	92	Sales	85	JavaScript	82
4	Cleaning	86	Repair	75	C++	75
5	Business Management	81	Rehabilitation	66	Repair	75
6	Caregiving	80	Cooking	64	Rehabilitation	68
7	Store Management	78	Administrative Support	61	Accountancy	63
8	Home Management	73	JavaScript	56	Administrative Support	59
9	Accountancy	70	Logistics	50	Microsoft C#	56
10	Administrative Support	64	Business Management	49	Cleaning	54

Source: Labour Insight 2015 – This report uses data from real-time job postings.

Employment Trends

Dartford Self-Employment Rate

Proportion in employment who are self-employed (16-64)				
	Mar 2012	Mar 2013	Mar 2014	Mar 2015
	%	%	%	%
Dover	6.4	9.2	12.6	12.3
Kent	10.7	10.6	11.3	12
South East	10.6	10.8	11	11.4
England	9.6	9.7	10.1	10.3

Source: NOMIS Annual Population Survey – ONS (Office for National Statistics)

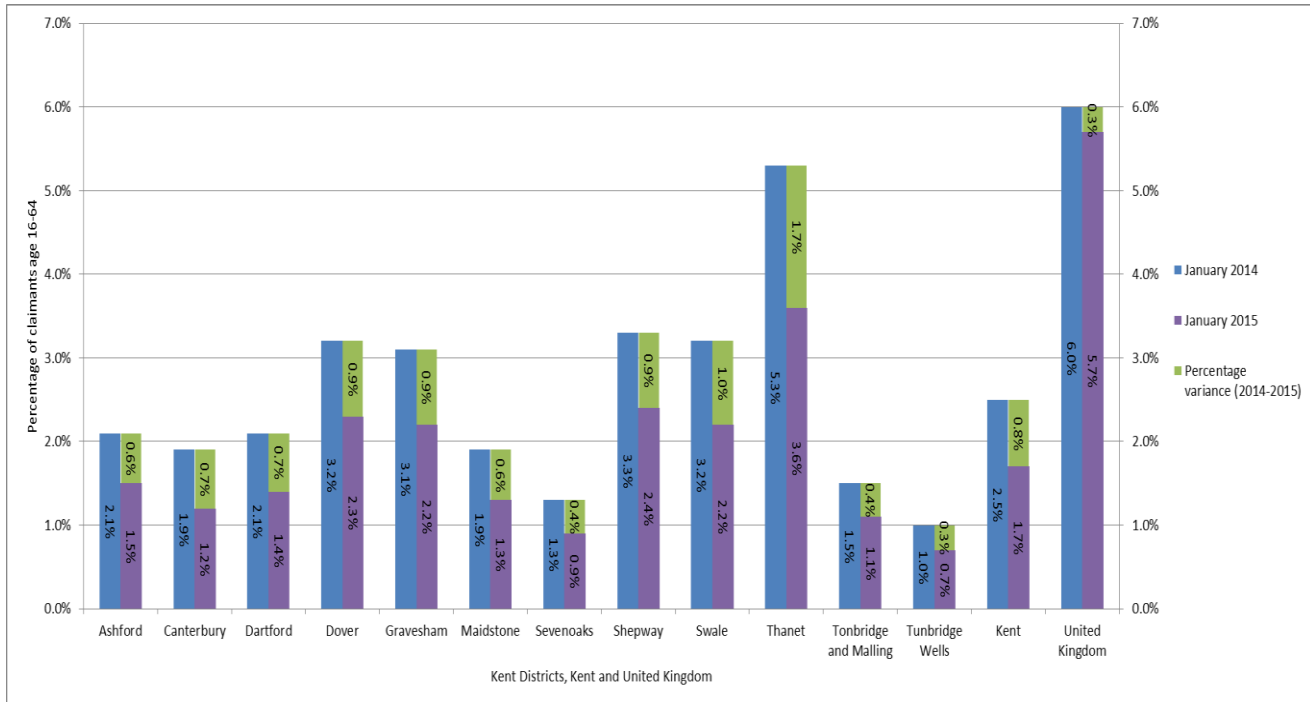
Dartford Public/Private Sector Employment

Public vs Private Sector Employment (Proportional)								
	Mar 2012		Mar 2013		Mar 2014		Mar 2015	
	Public	Private	Public	Private	Public	Private	Public	Private
Dover	20.00%	80.00%	22.9%	77.10%	25.7%	74.30%	27.3%	72.70%
Kent	20.6%	79.4%	21.3%	78.7%	21.0%	79.0%	20.3%	79.7%
South East	22.1%	77.9%	21.4%	78.6%	20.7%	79.3%	21.0%	79.0%
England	23.2%	76.8%	22.7%	77.3%	22.4%	77.6%	21.8%	78.2%

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

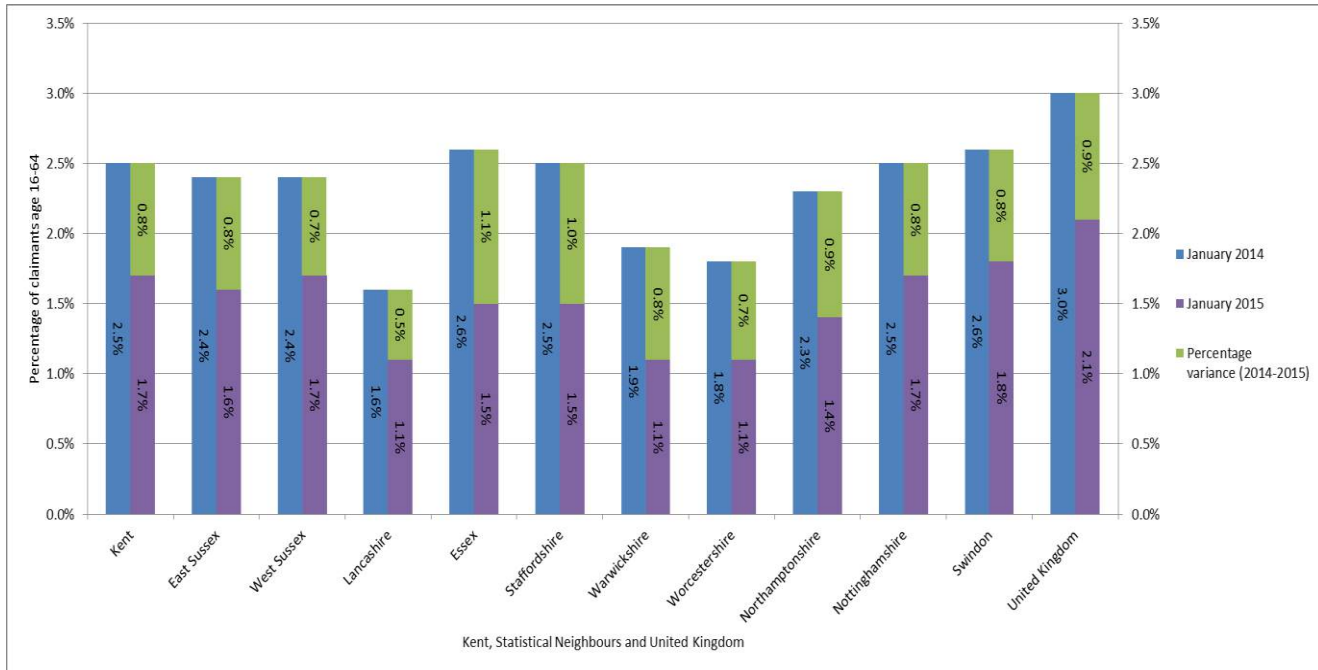
Unemployment

Comparison of the percentage 16-64 year old claimants by Kent Districts, Kent and the UK in January 2014-January 2015, with percentage variance



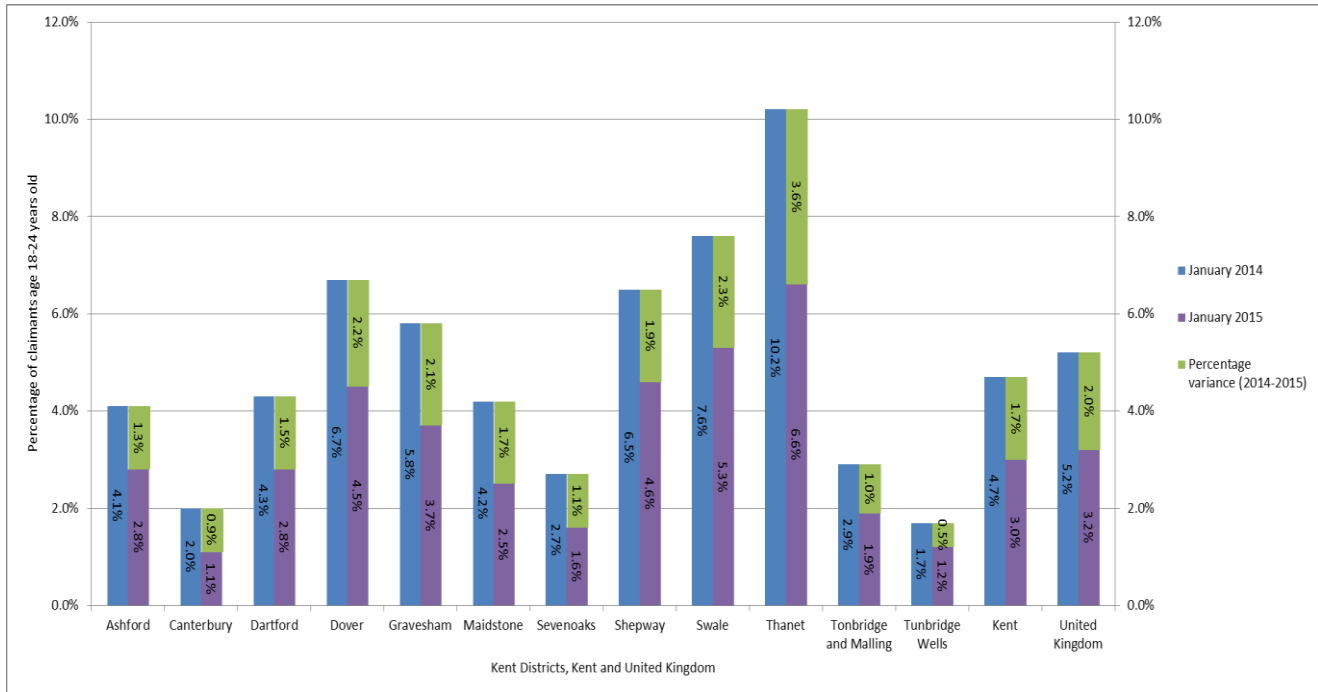
Source: NOMIS Claimant Count - ONS (Office for National Statistics)

Comparison of the percentage 16-64 year old claimants by Kent, statistical neighbours and United Kingdom in January 2014-January 2015, with percentage variance



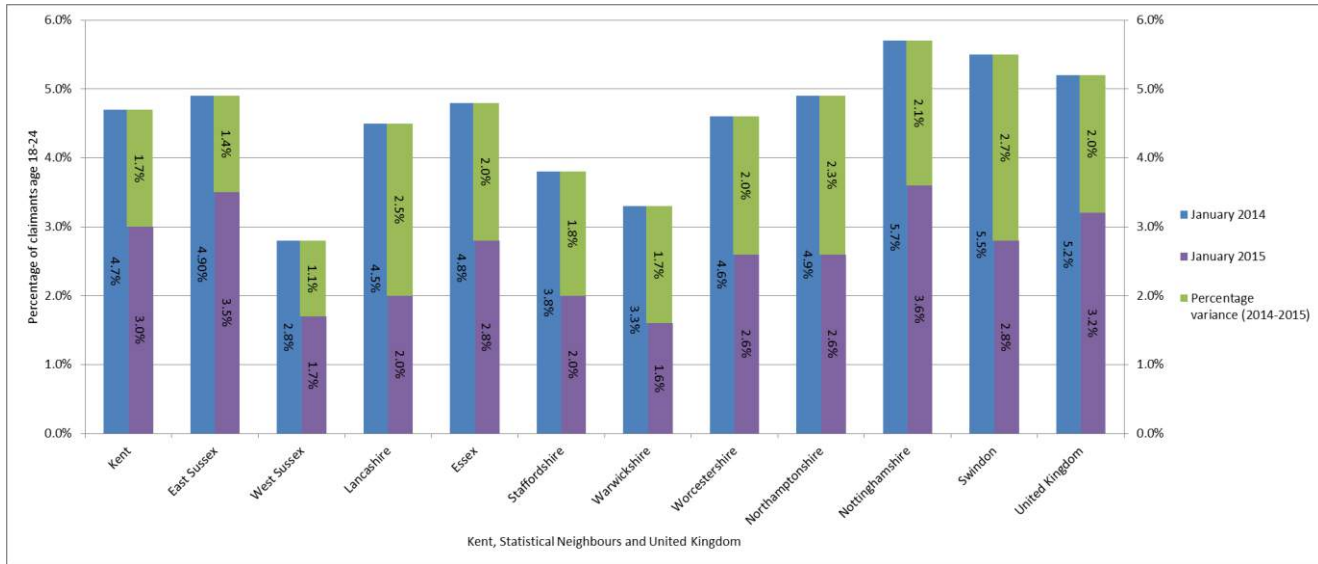
Source: NOMIS Claimant Count - ONS (Office for National Statistics)

Comparison of the percentage 18-24 year old claimants by Kent Districts, Kent and the UK in January 2014-January 2015, with percentage variance



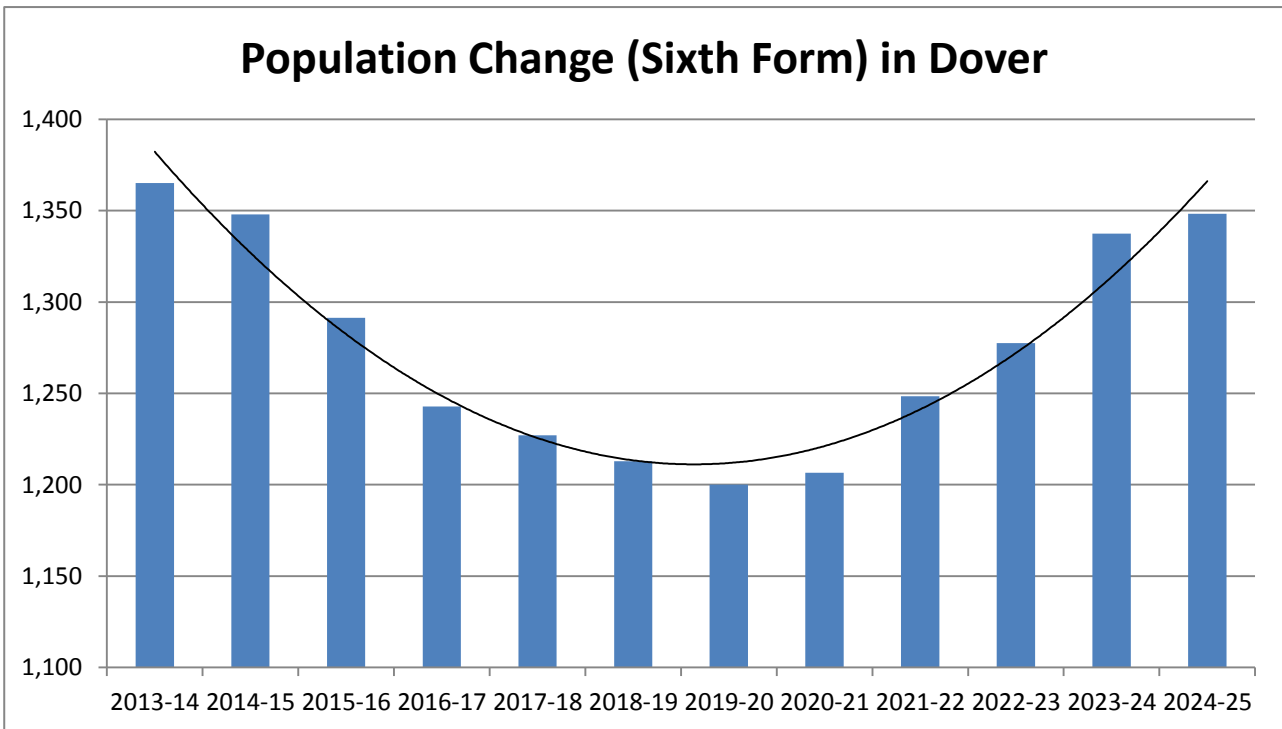
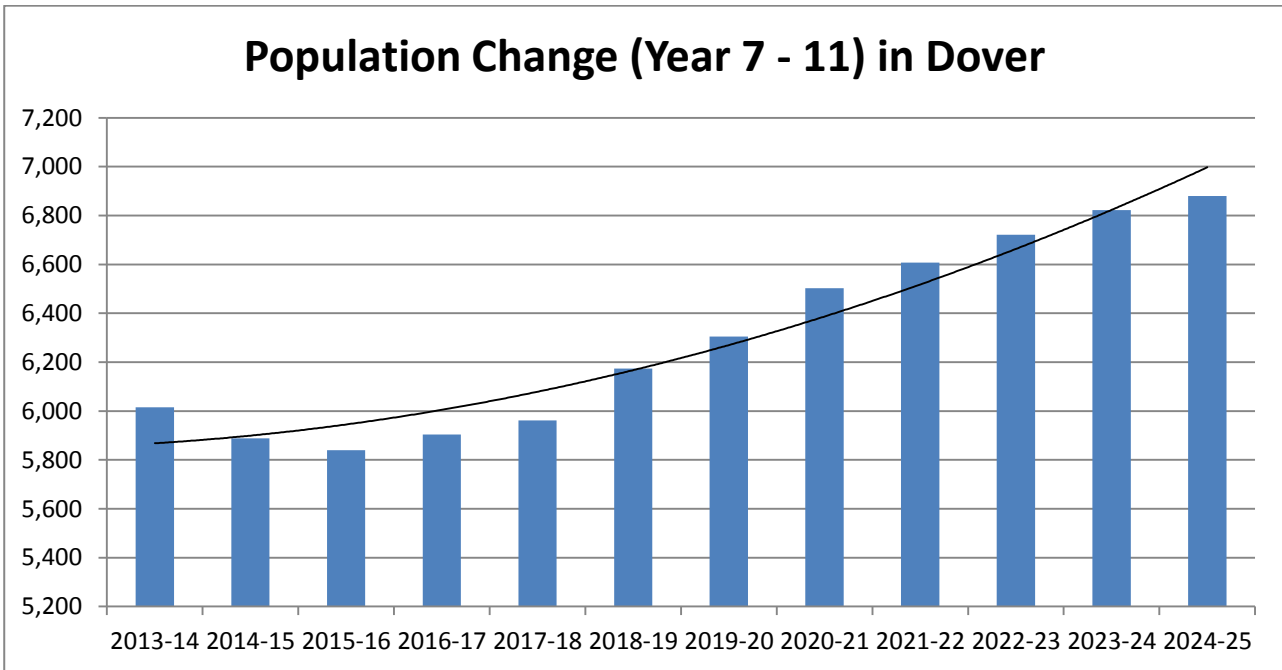
Source: NOMIS Claimant Count - ONS (Office for National Statistics)

Comparison of the percentage 18-24 year old claimants by Kent, statistical neighbours and United Kingdom in January 2014-January 2015, with percentage variance



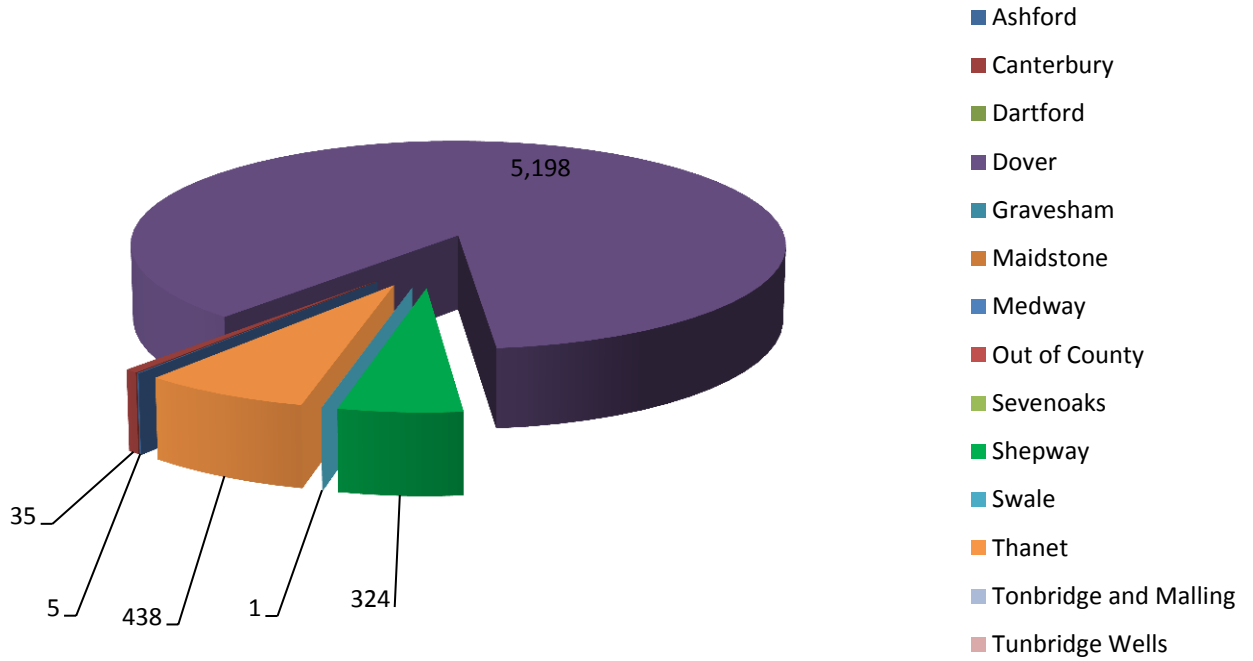
Source: NOMIS Claimant Count - ONS (Office for National Statistics)

Population Change

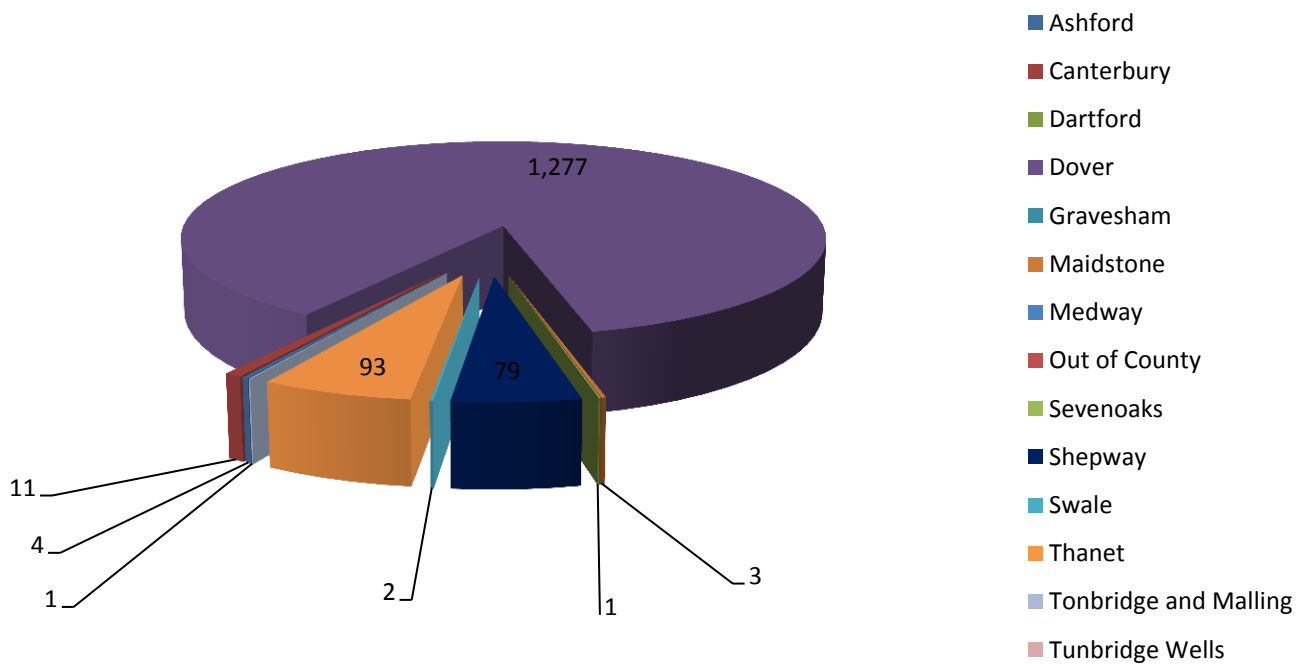


Migration

Migration of students into Dover Years 7-11

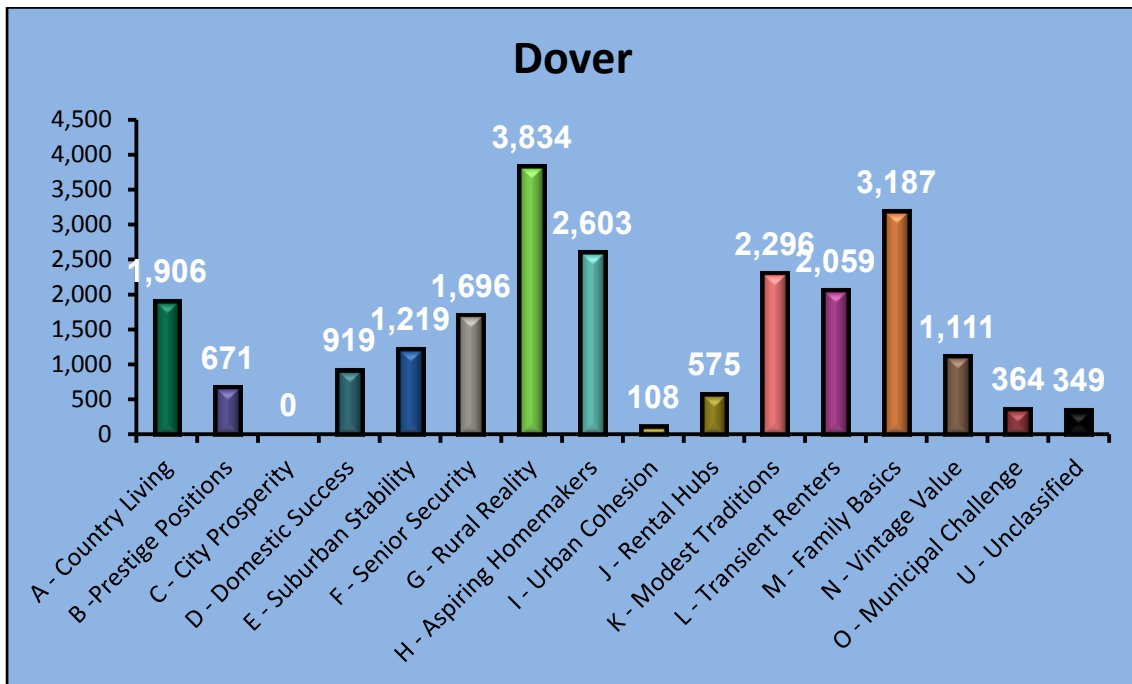


Migration of sixth form students into Dover










Mosaic Profile (0 – 17 Population)

District	Total 0-17 Population	A - Country Living	B - Prestige Positions	C - City Prosperity	D - Domestic Success	E - Suburban Stability	F - Senior Security	G - Rural Reality	H - Aspiring Homemakers	I - Urban Cohesion	J - Rental Hubs	K - Modest Traditions	L - Transient Renters	M - Family Basics	N - Vintage Value	O - Municipal Challenge	U - Unclassified
Dover	22,897	1,906	671	0	919	1,219	1,696	3,834	2,603	108	575	2,296	2,059	3,187	1,111	364	349
	22,897	8.32%	2.93%	0.00%	4.01%	5.32%	7.41%	16.74%	11.37%	0.47%	2.51%	10.03%	8.99%	13.92%	4.85%	1.59%	1.52%



A Summary of Mosaic Categories

	<p>Group A Country Living - “Well-off owners in rural locations enjoying the benefits of country life”</p> <p>50,013 households, 8.0% of households in the KCC area</p>
	<p>Group B Prestige Positions – “Established families in large detached homes living upmarket lifestyles”</p> <p>51,307 households, 8.3% of households in the KCC area</p>
	<p>Group C City Prosperity – “High status city dwellers living in central locations and pursuing careers with high rewards”</p> <p>2,496 households, 0.4% of households in the KCC area</p>
	<p>Group D Domestic Success – “Thriving families who are busy bringing up children and following careers”</p> <p>56,550 households, 9.1% of households in the KCC area</p>
	<p>Group E Suburban Stability – “Mature suburban owners living in settled lives in mid-range housing”</p> <p>46,646 households, 7.5% of households in the KCC area</p>
	<p>Group F Senior Security - “Elderly people with assets who are enjoying a comfortable retirement”</p> <p>70,858 households, 11.4% of households in the KCC area</p>
	<p>Group G Rural Reality - “Householders living in inexpensive homes in village communities”</p>

	<p>45,304 households, 7.3% of households in the KCC area</p>
	<p>Group H Aspiring Homemakers - “Younger households settling down in housing priced within their means”</p> <p>77,504 households, 12.5% of households in the KCC area</p>
	<p>Group I Urban Cohesion - “Residents of settled urban communities with a strong sense of identity”</p> <p>9,314 households, 1.5% of households in the KCC area</p>
	<p>Group J Rental Hubs - “Educated young people privately renting in urban neighbourhoods”</p> <p>47,803 households, 7.7% of households in the KCC area</p>
	<p>Group K Modest Traditions - “Mature homeowners of value homes enjoying stable lifestyles”</p> <p>26,928 households, 4.3% of households in the KCC area</p>
	<p>Group L Transient Renters - “Single people privately renting low cost homes for the short term”</p> <p>39,284 households, 6.3% of households in the KCC area</p>
	<p>Group M Family Basics - “Families with limited resources who have to budget to make ends meet”</p> <p>48,782 households, 7.8% of households in the KCC area</p>



Group N
Vintage Value – “Elderly people reliant on support to meet financial or practical needs”

38,655 households, 6.2% of households in the KCC area



Group O
Municipal Challenge – “Urban renters of social housing facing an array of challenges”

9,985 households, 1.6% of households in the KCC area

Transforming Opportunities



Transforming Opportunities in a period of 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.

Key Points

- All 16 to 19 students should be given the opportunity to take a study programme which reflects their prior attainment, education and career goals.
- Study programmes should include substantial academic or applied and technical qualifications; non-qualification activity including work experience; and the study of English and maths where students do not hold a GCSE graded A*-C in that subject by age 16.
- Funding is now on a per student, not per qualification basis.
- New accountability measures will be introduced from 2016.

Early data on the changes in provision following the introduction of study programmes can be found [here](#) and in Ofsted's Thematic Survey of Study Programmes published in September 2014 '[Transforming 16 to 19 education and training: the early implementation of 16 to 19 study programmes](#)'.

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>

Study programme principles

All 16 to 19 students should be given the opportunity to follow a study programme 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;
- students who are not yet ready to study for a substantial qualification can undertake a programme focused on work experience and the development of employability skills.

All students aged 16 to 19, whether doing academic or vocational studies or a mix of both, are expected to follow a study programme tailored to their prior attainment by age 16 and future education and career aspirations. These changes reflect the 'progress and progression' criteria set out in the Ofsted [Common inspection framework](#) introduced in September 2015.

How the study programme principles are applied varies widely depending on students' prior attainment, abilities and ambitions. Broad programme characteristics for students taking different qualification routes are set out below. All providers should ensure their curriculum offer enables students to take qualifications and activities that really do prepare them for their next steps in line with the core principle of study programmes of enabling progression to the next level of education or employment.

Broad programme characteristics

1. Students taking A Levels

Students of all abilities are following study programmes and this includes those studying A level courses. A levels count as substantial qualifications. A level students' study programmes should include non-qualification activity such as tutorials, work experience, work to develop personal or study skills, and support in choosing options to ensure progression into employment and higher education (HE) preferences.

2. Students taking applied and technical qualifications

Those students for whom applied or technical qualification (either instead of, or, as well as A levels) is the most appropriate route to their career goal will be expected to study at least one substantial qualification. These should be of sufficient size and relevance to provide a route into a trade, profession or other form of employment, or access to an HE course. They may be taken with, or without, other qualifications, including A levels, and should make up the majority of the study programme time. In most cases these qualifications will be at a level above each student's prior achievement. However some larger qualifications offered at level 2 also provide a route into a trade and can provide progression for students holding other level 2 qualifications.

The government has published three lists of approved applied and technical qualifications for 16 to 19 year olds, to be reported in performance tables alongside academic qualifications, as part of decisive action to restore standards and make the vocational education system more closely linked to the world of work. The latest lists of approved qualifications are relevant to courses that have been taught from September 2015 and reported in the 2017 performance tables: [Applied and Technical qualifications for 14 to 19 year olds](#).

Tech level qualifications first reported in 2016 – these are rigorous advanced (level 3) technical qualifications, on a par with A levels and recognised by employers. They equip students with specialist knowledge and skills, enabling entry to an apprenticeship, other skilled employment or a technical degree. Backed by employers, they equip young people with the specialist knowledge they need for a job in occupations ranging from engineering to computing, hospitality to accountancy. In some cases they provide a ‘licence to practise’ or exemption from professional exams. Tech levels are one of three components of the Technical Baccalaureate (Tech Bacc) performance table measure.

Applied general qualifications have been taught from September 2014 and will be first reported in 2016 – these are rigorous advanced (level 3) qualifications that equip students with transferable knowledge and skills. They are for post-16 students wanting to continue their education through applied learning and fulfil entry requirements for a range of HE courses – either by meeting entry requirements in their own right or being accepted alongside and adding value to other qualifications at the same level.

Technical certificates have been available for teaching from September 2015 and first reported in 2017 – these provide students aged 16 to 19 with a route into a skilled trade or occupation, where employers recognise entry at this level (most construction trades, care work and hairdressing, for example). They will also provide access to tech levels. They are publicly backed by employers, giving students confidence that the qualification they are taking is genuinely valued. Technical certificates support entry to a wide range of trades and practical occupations from plumbing to bricklaying, or horticulture to professional cookery. Like tech levels, they offer students the chance to acquire the skills and expertise needed for the real economy and provide a passport to a good job or an apprenticeship.

Other qualifications may be taught, providing they have section 96 approval for teaching to 16-19 year olds, but they will not be reported in the performance tables.

The Technical Baccalaureate

The Technical Baccalaureate measure is a performance table measure which recognises the achievement of 16 to 19 students taking advanced (level 3) technical study programmes that include a tech level qualification, a level 3 core maths qualification and an extended project qualification (designed to extend students' writing, communication, research and self-motivation skills). This will first be reported in 2016.

Traineeships

Currently [Traineeships](#) are a condensed study programme involving work experience Economic Landscaperestricted to young people without level 3 qualifications to help prepare them for an apprenticeship or other sustainable employment. They last a maximum of six months though may be shorter.

The core content of traineeships is work preparation training, English and maths, and a high quality work experience placement. Providers and employers have the freedom to bring these elements together in the best way to engage and support individual trainees and to integrate other support and training, such as mentoring, careers guidance, vocational qualifications and job search support.

The government is removing from August 2016 the restriction that only providers graded "good" or "outstanding" by Ofsted can deliver traineeships. This fulfils an EFA commitment to review the criteria once traineeships were fully established. In terms of Ofsted grades, traineeships will be treated the same way as other study programmes.

The EFA will continue to ensure that funding supports institutions growing traineeship numbers and will in March 2016 review the position as part of their 'exceptional' growth process, based on R06 data received in February. If you do have exceptional growth in traineeships in academic year 2015 to 2016, please raise this with the EFA during February 2016.

Large programmes

The EFA are introducing the large programme uplift from academic year 2016 to 2017. The large programme uplift reflects the fact that some study programmes are necessarily much larger than 600 hours. It is only available for high quality study programmes providing students with substantial stretch and challenge. Examples include programmes of 4 or more full A levels, the full level 3 International Baccalaureate (IB), and some large level 3 Technical Baccalaureate (TechBacc) programmes that also include a level 3 maths qualification and the Extended project. The uplift is paid where a set quality threshold is met. [Full details](#) can be found on GOV.UK.

Core maths

In most other advanced economies, the study of maths is the norm for students within their 16 to 18 education. Students who have already achieved GCSE A*-C should be encouraged to study maths at level 3 in the light of the value placed on this by employers and HE institutions.

Awarding organisations have introduced new 'core maths' qualifications at level 3 which will build on GCSE study. The focus of these is on problem solving, reasoning and the practical application of mathematics and statistics. These new qualifications have been designed with the support and help of employers and universities and suit students with a range of pass grades at GCSE maths, the vast majority of whom currently drop the subject afterwards.

Work experience

Most students benefit from work experience – a period of time spent with an external, employer that is both stretching and related to their prior attainment and career aspirations. Work Experience is a major factor in developing employability skills alongside GCSE qualifications in English and maths. A work placement should be an integral part of most students study programme and in particular for students choosing to enter a particular occupation or profession or those taking a vocational route to achieve their career aims

It should be based on a student's prior attainment, career and learning goals and can be linked to future aspirations for students taking academic or vocational programmes, in the latter case work experience may contribute to the achievement of tech level qualifications. Extended work experience within a traineeship or supported internship can provide more general preparation for entry into employment or an Apprenticeship.

Providers have the responsibility to ensure that the work placement offers challenge and purpose, is set on pre-determined outcomes, and the duration and level of provider/employer support is tailored to the individual needs of the student. The funding change to funding per student means that work experience is now funded at the same level as qualifications. Students who are not taking substantial vocational or academic qualifications should be spending the 'majority' of their time on extended work experience and English and maths.

Whilst we recognise that training in a simulated work environment can help the learner develop new skills and support progression into an external working environment. It is work experience with an external employer and in an external work environment that is recognised by employers and has the greatest impact on

students' employability. We expect providers to ensure that wherever possible all young people spend time in an external workplace.

The [departmental advice on work experience](#) brings together the advice from DfE, EFA, Ofsted and the Health and Safety Executive to help providers deliver high quality work experience.

Mathematics and English

Any student not studying maths and English in academic year 2014 to 2015 who should be doing so is due to be removed from the lagged student numbers used to calculate allocations for academic year 2016 to 2017. In light of in-year data showing that 97% of 16 to 19 year olds without GCSE A*-C English and/or maths attending an FE institution continued their study of these subjects in 2014 to 2015, ministers have decided not to apply the English and maths funding condition in full in academic year 2016 to 2017.

For academic year 2016 to 2017 allocations only, a 5% tolerance will be applied. Funding reductions will therefore only apply to institutions where more than 5% of students (by value) without A*-C GCSE in English and/or maths did not enrol on an approved qualification in these subjects. Funding for these institutions will be removed for each student above the tolerance level at half the national funding rate, rather than 100% as originally planned. [Details](#) can be found on GOV.UK.

Core maths

In most other advanced economies, the study of maths is the norm for students within their 16 to 18 education. Students who have already achieved GCSE A*-C should be encouraged to study maths at level 3 in the light of the value placed on this by employers and HE institutions.

Awarding organisations have introduced new 'core maths' qualifications at level 3 which will build on GCSE study. The focus of these is on problem solving, reasoning and the practical application of mathematics and statistics. These new qualifications have been designed with the support and help of employers and universities and suit students with a range of pass grades at GCSE maths, the vast majority of whom currently drop the subject afterwards.

Students with learning difficulties and disabilities

The needs of students with learning difficulties and/or disabilities (LDD) can vary widely, but the study programme principles still apply. Students should follow a programme that prepares them for adulthood, including supporting their progression into work or further study. For students with LDD who have a learning difficulty assessment (LDA) or an education, health and care (EHC) plan, a study programme

can apply up to the age of 25. Institutions, in discussion with the student, need to assess what type of programme is most suitable given their career aspirations.

Study programmes for students with profound and/or complex learning difficulties and disabilities may also concentrate on work experience or other non-qualification activities rather than qualifications, to prepare them for adult life. For example, supported internships are for young people with a special educational needs (SEN) statement, LDA or EHC plan, and aim to prepare young people for employment through extended work placements with employers.

Study programmes should always include English and maths but at an appropriate level. Some students with LDD will be able to work towards achieving GCSE grade C or above whereas others may qualify for exemption from the Education and Funding Agency (EFA) condition of funding. More information about this exemption can be found in the EFA condition of funding guidance.

National Funding Rates

The 16 to 19 participation budget funds institutions to deliver high quality study programmes offering substantial qualifications, English and maths, and other value added activities including work experience where appropriate, enabling students to progress to higher levels of study or skilled work.

The Spending Review settlement saw core education funding for 16 to 19-year-olds protected, and the base rate of £4,000 for full time 16 to 17 year olds maintained over the Spending Review period. The settlement provides a stable medium term framework for institutions to plan how they will deliver a sustainable high quality offer for students.

The national base rates of £4,000 per full time student age 16 to 17 and £3,300 for 18 year olds are maintained for academic year 2016 to 2017 as are the part time funding rates. The specialist programme cost weight for land based provision delivered by institutions with recognised specialist resources will increase from 1.6 to 1.75 as announced in July 2014.

There will however be reductions to non-core funding expected to reach around £160m in a full year by the end of the Spending Review period (Financial Year 2019 to 2020). A significant proportion will be realised by phasing out Formula Protection Funding (FPF)

Discretionary bursaries and free meals double funding

In academic year 2014 to 2015 The EFA introduced additional funding for free meals for post-16 students attending colleges and other FE providers to provide parity with those young people attending school sixth forms. The EFA will remove the ring fence

between the free meals allocation and the discretionary bursaries allocation in academic year 2016 to 2017 to maximise flexibility for institutions receiving both allocations. The requirement to provide free meals for all eligible students who request them remains.

Prior to academic year 2014 to 2015 colleges and FE providers had been supporting the cost of meals for students who needed them on a discretionary basis from the discretionary bursary. The external evaluation of the discretionary bursary estimated that this represented over £15m of discretionary bursary spend annually. Provision of FE Free Meals is now established and in its second year of implementation. In academic year 2016 to 2017 the EFA will remove £15m from the budget in respect of this double funding. For academic year 2016 to 2017 discretionary bursary allocations will be adjusted to take account of this for those providers in receipt of an allocation for post-16 free meals.

The EFA plan to allocate free meals funding to FE institutions for academic year 2016 to 2017 based on their R04 data returns based on the numbers of students they have assessed as eligible for and in receipt of free meals in academic year 2015 to 2016. No change is planned in the £2.41 rate.

High Needs Students

The EFA will use the place numbers allocated to institutions in academic year 2015 to 2016 as the basis for allocating place numbers in academic year 2016 to 2017. The process for local authorities to make changes to these numbers, following discussions with institutions, closed in November 2015. The outcomes of this exercise are due to be published early 2016. Non-maintained special schools and special post-16 institutions were consulted on what the basis should be for their place funding allocation for academic year 2016 to 2017 and this consultation closed in October 2015. Again the EFA will confirm the outcome of this by the early 2016.

Accountability

To support the changes, schools and other providers will be [accountable](#) for the quality of the study programmes that they offer their students through reformed 16 to 19 performance tables. These changes will apply to courses which begin in September 2014. From 2016 onwards school and college performance tables will provide clear and easily understood measures of student achievement. All 16 to 19 providers will also be expected to meet robust minimum standards, with financial penalties, intervention and ultimately closure, for those failing to meet them.

Careers

[Statutory guidance for governing bodies, school leaders and school staff](#) was published in March 2015.

Every child should leave school prepared for life in modern Britain. This means ensuring academic rigour supported by excellent teaching, and developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment. High quality, independent careers guidance is also crucial in helping pupils emerge from school more fully rounded and ready for the world of work. Young people want and need to be well-informed when making subject and career decisions.

Young people who are uncertain or unrealistic about career ambitions are three times more likely to spend significant periods of time not in education, employment or training (NEET). Providing improved careers services will ensure that young people can select educational routes (and then begin their working life in a job) that are suitable for them. This will help young people to develop skills employers want to match the needs of our economy.

The duty on schools, to secure independent careers guidance for all year 8-13 pupils and to have a strategy for its delivery, is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential. Schools should help every pupil develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real-life contacts with the world of work can help them understand where different choices can take them in the future.

The main principles for strong and effective careers, education, information and advice and guidance are:

- inspiration;
- strong employer engagement;
- wide access to advice on next steps, including options and routes to further and higher learning, work based training and employment;
- confidence and motivation building face-to-face advice and guidance;
- collaboration with local authorities to work with vulnerable young people and those with special needs;
- facilitation of participation working with all major stakeholders;
- assiduous prevention of all forms of stereotyping in the advice and guidance they provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

Ofsted inspectors will take account of the quality of independent careers guidance and of students' destinations in making their judgement on the leadership and

management of the school and, if applicable, a separate judgement on the sixth form.

The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).

Strong school leadership is crucial to raising the aspirations of all pupils, encouraging them to overcome barriers to success and to do what it takes to fulfil their potential. The governing body should provide clear advice to the head teacher on which he/she can base a strategy for advice and guidance, which is appropriately resourced and meets the school's legal requirements. The governing body's advice should be informed by the requirements and the key principles for good careers guidance set out in this document – see key points in particular.

[The governance handbook - for trustees of academies and multi-academy trusts and governors of maintained schools](#) was published in November 2015.

Section 6.2 Careers guidance and pupil inspiration makes the following points.

- Governors have a crucial role to play in connecting their school with the wider community of business and other professional people in order to enhance the education and career aspirations of pupils. This includes helping secure speakers, mentors and work experience placements, all of which can help engage employers in the school and in turn potentially lead to them providing new skilled governors.
- Maintained schools must secure access to independent careers guidance for pupils in years 8-13. Many academies are subject to the same duty through their funding agreements.
- Schools must have regard to statutory guidance, which sets a clear framework for the provision of advice and guidance. Academies without the careers requirement are encouraged to follow the guidance as a statement of good practice. It states that boards should:
 - (i) ensure that the advice and guidance provided is impartial, includes information on the range of options (including apprenticeships and other vocational pathways) and promotes the best interests of the pupils to whom it is given;
 - (ii) provide clear advice to the Headteacher on which a strategy for advice and guidance can be based that is part of a clear framework linked to outcomes for pupils; and
 - (iii) consider the importance of providing pupils with access to inspiring activities through sustained contacts with employers, mentors and coaches.

- The board can refer to departmental advice, which sets out some common features of inspirational, high quality advice and guidance.

Reformed GCSES

1. Introduction

New GCSEs in English language, English literature and maths have been taught in schools in England from September 2015, with the first results issued in August 2017.

Further subjects will see new GCSEs introduced over the following two years.

2. What new GCSEs will look like

The main features of the new GCSEs are:

- A new grading scale of 9 to 1 will be used, with 9 being the top grade. This will allow greater differentiation between students and will help distinguish the new GCSEs from previous versions.
- Assessment will be mainly by exam, with other types of assessment used only where they are needed to test essential skills.
- There will be new, more demanding content, which has been developed by government and the exam boards.
- Courses will be designed for two years of study – they will no longer be divided into different modules and students will take all their exams in one period at the end of their course.
- Exams can only be split into ‘foundation tier’ and ‘higher tier’ if one exam paper does not give all students the opportunity to show their knowledge and abilities.
- Resit opportunities will only be available each November in English language and maths.

3. Timetable

GCSEs to be taught from:	First results will be issued in	Subjects
September 2015	Summer 2017	English language English literature mathematics
September 2016	Summer 2018	ancient languages drama religious studies art and design food biology geography chemistry history citizenship studies MFL computer science music dance physics double science physical

		education	
September 2017	Summer 2019	ancient history astronomy business classical civilisation design and technology economics electronics	engineering film studies geology media studies psychology sociology statistics

Any subjects being listed as a new GCSE to be taught from September 2017 must have core content developed that meets OFQUAL principles. Until the content is drafted, it is not possible to say for certain that all of the subjects listed above will be available to be taught from September 2017. You can find out more information about this in OFQUAL's [consultation decision documents](#)

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

The following AS and A levels are accredited to be taught from September 2016.

Classical Greek

Latin

Dance

Music.

Drama and theatre

Physical education

French

Religious studies

Geography

Spanish

German

OFSTED

Guidance for inspecting schools under the common inspection framework from September 2015 can be found [here](#). There is also a useful mythbuster document on common misconceptions.

Ofsted has launched far-reaching changes to the way it inspects early years provision, schools and further education and skills. These changes include:

- the introduction of a common inspection framework for all early years settings on the Early Years Register, maintained schools and academies, non-association independent schools and further education and skills providers
- short inspections for maintained schools, academies and further education and skills providers that were judged good at their last full inspection. These short inspections will be conducted approximately every 3 years
- significant changes to Ofsted's inspection workforce. From September 2015, Ofsted will contract directly with inspectors for maintained schools, academies, non-association independent schools and further education and skills inspections

The changes are a result of the [consultation 'Better inspection for all' and subsequent response](#).

Inspectors will make judgements on the following areas for all remits:

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for children and learners.

The new common inspection framework builds on the longstanding common framework used in further education and skills inspection. It extends the principles of consistency and commonality across all education and skills remits.

In judging the effectiveness of leadership and management, OFSTED are increasing the emphasis on safeguarding and the extent to which the range of provision is relevant to the priorities of employers and the local community.

The new judgement on personal development, behaviour and welfare will include a focus on the extent to which learners are equipped to progress to their next step, be it further or higher education, employment or a more independent role in their everyday lives. This includes:

- 16 to 19 study programmes
- adult learning programmes
- apprenticeships
- traineeships
- provision for learners with high needs

- provision for full-time 14–16-yearolds.

[Sir Michael Wilshaw condemns youth unemployment record in UK, saying those who fail at 16 are 'left behind'](#)

The Guardian January 18th 2016

Sixteen-year-olds who fail to achieve a C grade in maths and English “make little or no progress” in further education colleges.

Pupils who are less academic are being let down by a “one size fits all” education system that fails to prepare them for the world of work, the chief inspector of schools is expected to warn in a speech on Monday.

In what will be seen as a sharp rebuke to the government, Sir Michael Wilshaw will criticise the UK’s record on youth unemployment, blaming the failure to provide high quality vocational training for teenagers who don’t go into higher education.

He will say that educational provision for the many children who do not succeed at 16 – or those who don’t want to pursue an academic path – is “inadequate at best and non-existent at worst”.

Teenagers who fail to achieve the required C grade in maths and English at 16 “make little or no progress” in further education colleges two years later. “Our responsibilities as educators do not end when students fail to attain our targets,” he will say. “On the contrary, the written off and the ‘failed’ need our help most and we should never forget it.”

Area Reviews

This [guidance](#) sets out the national framework for area reviews of the post-16 education and training sector. It explains how area reviews will be carried out by local providers and stakeholders working with the Further Education and Sixth Form College Commissioners and the education and skills funding agencies.

It should be read alongside [‘Reviewing post-16 education and training institutions’](#).

This document sets out how the government will support a restructure of the post-16 education and training sector through a series of area based reviews. This will help create more financially stable and efficient providers and improved collaboration across the different types of institution.

Each area review aims to establish a set of institutions that are:

- financially resilient
- able to offer high quality education and training based on the needs of learners and employers within the local area

Apprenticeships

Apprenticeships are one of several valuable progressive pathways post 16.

During 2016 the Local Authority aims to have 3500 16 – 18 young people starting apprenticeships including higher and degree apprenticeships, in the county. This is done through working collaboratively with the county’s FE Colleges and Work based training providers to develop locally co-ordinated approaches to support apprenticeship starts. The Skills and Employability Service has developed excellent working partnerships with KATO, KAFEC and SFA to promote apprenticeships. Over the last year there has been trialled an apprenticeship service to schools to help young people access information about how to become an apprentice.

To support providers in this scheme the Service’s Employment Development Offers are happy to help.

North – Dartford, Gravesham & Sevenoaks	Chris Homewood chris.homewood@kent.gov.uk	03000 416261	07872680920
South – Ashford, Dover & Shepway	Guy Robinson guy.robinson@kent.gov.uk	03000 419218	07834417686
East – Canterbury, Swale & Thanet	Vicki Main victoria.main@kent.gov.uk	03000 416942	07872415743
West – Maidstone, Tonbridge and Malling & Tunbridge Wells	Kate James kate.James@kent.gov.uk	03000 416303	07912999929

In order to secure positive apprenticeship routes providers should ensure:

- impactful access to independent and impartial Careers Education, Information, Advice and Guidance (CEIAG) for young people, parents and carers.
- high standards of delivery of apprenticeships.
- increased employer participation through different sources i.e. guild models, existing employer engagement, Careers and Enterprise Co-ordinator

To achieve this, an apprenticeship service is offered to all schools working with both KATO and KAFEC. Guilds will be developing the higher apprenticeship to create a clear career pathway and developing marketing materials which will showcase the benefits of being to help increase the CEIAG across Kent. A website will be developed which will facilitate access to information on apprenticeships and how to apply. A myth buster will also be supplied.

Case Studies & Models for Post 16 Provision

The following section supplies information about developing progressive pathways for all young people in Kent.

There are 3 parts:

1. a selection of case studies for a wide range of situations that young people may find themselves in;
2. a selection of models which can be adapted to suit the needs of young people post 16;
3. an explanation of Kent's district employability offer which offers provision which sits outside school and college offers;

Case Studies

The following examples are case studies of activities delivered by the Skills and Employability Service to facilitate progression.

Developing an apprenticeship within a family SME to support positive progression

From the Bespoke Apprenticeship Support offered to schools, a year 12 student was identified by the school to us as they wanted an apprenticeship. I went into the school to support the students and speak to them about apprenticeships.

The young person did not manage to achieve Maths and English at a C Grade at GCSE and was resitting Functional Skills which was not working out very well.

He was interested in working as a Bricklayer with his uncle; I made contact with the uncle and went to visit him to speak to him about apprenticeships and what would be involved in him taking the young person on as an apprentice.

This young person now has an apprenticeship set up and will work towards a Bricklaying qualification and will work towards achieving Functional Skills in Maths and English.

Vicki Main Employment Development Officer, Skills and Employability Officer

Recovering from unemployment

My interest in IT began at school, I was very quick at processing information and exceeded past my class mates unfortunately I was more interested in football instead of studying and this reflected on my exams in most areas except for Sport & IT. Due to this I struggled immensely over the coming years to gain full time employment, I worked for several employment agencies on a variety of assignments but still had no luck in gaining employment. I wanted the change and I needed the change to be able to provide a better life for me and my son.

I attended an interview at Absols and met with Ian; he asked me a few questions and was with him for about 20 minutes. That Friday I received a phone call from Becky Farley from Mid Kent College offering me the position at Absols. I started at Absols a week later. Over the next year I attended various events held by KCC and Kent Invicta Chamber with Absols Marketing Director Paula Wilkinson doing presentations discussing the benefits to a business of taking on an apprentice and received a great amount of praise from peers as to how well I am doing. In March 2015 I successfully completed my Level 2 apprenticeship with Mid Kent College and Absols hired me as a Junior IT Engineer. To continue with my professional development Absols have kindly put me on a Level 3 with QA working towards two L3 City and Guild diplomas as well as 4 Microsoft Technical Associate certificates. I am currently in the finals of Kent's prestigious business award "The KEIBAs" with the awards ceremony on the 25th June.

I would like to take this opportunity to formally thank Absols for giving me the opportunity to enter into a career that I love and believing in me by entering me in the KEIBAs. Absols have helped me develop into a young professional for which I will be forever grateful.

Joe Kent, Junior IT Engineer at Absols Complete IT Solutions (Maidstone), with support from Tom Oulton, Employment Development Officer, Skills and Employability Service

Positive employment through GradsKent

My job title is: Trainee Estimator

I found the job through the website GradsKent.

My role is to price the mechanical and occasionally electrical aspect of projects that my company are tendering for. I work under an experienced estimator who passes on advice and explains the process to me as I was completely new to this. This role requires a solid grasp of maths as well as attention to detail as each project is different. good telephone manner is also essential as a lot of time is sent on the phone to other companies. I'm enjoying the role however and feel I am learning each day. I will be placed on a course at the start of the new college year by my company to help my progression further.

A profile picture can be obtained from this link <http://www.d-s-i.co.uk/news/26/79/DSL-Estimating-Department>

Harry Ingram, supported by Angela Schoeffer, Grads Kent, Skills and Employability Service

Working with an apprentice to develop employability skills in order to gain full time employment

The link below relates to a lad called Nathan Charles who started an apprenticeship with a company called Spirit of Remembrance in July 2014. I first met him at an apprenticeship workshop that I ran at Sittingbourne Job Centre. He'd been unemployed for quite a few months but after helping him improve his CV writing skills and interview technique, he was successful. Nikki Archer-Waring plans to offer Nathan a permanent position after his apprenticeship.

<http://www.kentonline.co.uk/kent-business/county-news/eye-for-detail-earns-nathan-25807/>

The link below highlighted our 900th apprentice. Joseph was unemployed for 6 months but this apprenticeship combined his love of gardening with a rewarding role supporting people with complex needs.

<http://www.thanetgazette.co.uk/900th-apprentice-smashes-KCC-target/story-26501926-detail/story.html>

Chris Homewood, Employment Development Officer, Skills and Employability Service

Developing an assisted apprenticeship

James (not his real name) is a 22 year old young man with a visual impairment. He was referred to Kent Supported Employment in April 2015 as he wanted support with finding an apprenticeship opportunity. When I first met with James he explained he was volunteering one day per week at a training/conference centre in Kent; he was volunteering in the kitchen alongside the head chef. James told me that there was the possibility of an apprenticeship at the company where he was volunteering.

I contacted the company and arranged to meet with them to discuss KCC's Assisted Apprenticeship project; I explained that KCC could fund James's wages for twelve months if they could offer him an apprenticeship. They felt James had a lot of skills to offer and were keen to sign him up to the Assisted Apprenticeship project. I explained to the employer that I would look into finding a suitable Training Provider; the manager of the Assisted Apprenticeship project, Mark Parrin gave me the details of a local company that could offer catering training qualifications. As James would be working as an apprentice chef, The Training Provider felt that the most suitable qualification for James would be an NVQ Level 2 Diploma in Food Production and Cooking.

A meeting was arranged for the beginning of May for me, James, his mum, the employer and the Training Provider. The final details of the apprenticeship were discussed and all the relevant documents were signed. The Job description and contract were ready at this point and a health and safety check was also undertaken. James started his apprenticeship on 12th May and so far it is going well. Access to Work have visited him and are in the process of arranging adaptive equipment for James to use in the kitchen (they were only able to arrange a visit after James had started).

Regarding the issue of what can be done to improve outcomes for young people, I think KCC's Assisted Apprenticeship scheme has made a big difference to improving outcomes for young people, and it will continue to do so in the near future (as there is still currently funding available on the project). I also think that employer engagement and building relationships with local employers can also improve outcomes for young people.

Fay Stoodley, Kent Supported Employment, Skills and Employability Service

Choosing between a university place and an apprenticeship

After months of deliberation regarding my university place, I decided to turn it down with the view to earning while learning as I felt that the university structure and system was not for me. Before I had seen the opening for an apprentice dispensary assistant, I knew that was one of two paths I wanted to take regarding my future career, so when I did come across this job opening at the Strand Pharmacy, I couldn't refuse to apply for it. Fortunately, I was lucky enough to be appointed the position even though there were strong candidates that had applied. From when I started my first day in dispensary I could tell that the environment I would be working in would help me gain a substantial amount

of experience and knowledge of how a pharmacy team works, and serves the community due to the warm and welcoming staff of the pharmacy. The past 8 months of my pharmacy career have been thoroughly enjoyable and I feel that with every day I am gaining new information. The change that I have seen in myself over these past 8 months has been quite considerable, when I first started I was short of confidence but working in this pharmacy environment has really brought out the confidence and belief in my personality and ability, if I'm truthfully honest I never saw myself becoming as confident as I am today. As I have become more a part of the pharmacy team, my roles and responsibilities have increased and as a result of this I have been offered a job at the end of my apprenticeship.

Nick Dolan, supported by Skills and Employability

The advantages of employing apprentices at school

Our school employed its first apprentices in 2013. Following a short process of advertising and interviews, two trainee Teaching Assistants were appointed. They worked four days in school and one day at college. Both recruits proved enthusiastic and settled in well as part of the team. The support from the college motivated them to learn and volunteer ideas that have been implemented in the workplace. I have been very impressed with the calibre of students and have been able to recruit one of the apprentices to a substantive role following their year of training. It is definitely something our school would take part in again and I am looking forward to shortlisting our next intake of apprentices when we recruit for an administrative assistant. With a little time from willing staff to act as mentors and occasionally meet with the assessor, the benefits can be valuable to the workplace and I would recommend other schools explore this as a way to recruit employees.

Holly Jewell, School Business Manager, Christ Church CEJ School, RAMSGATE, supported by the Skills and Employability Service

In praise of Assisted Apprenticeships

The outcomes achieved with the work we do in regard to the Assisted Apprenticeship scheme are worth emphasising. The difference it has made to the lives of so many disadvantaged young people. Not only care leavers, young offenders, young parents but those with disabilities and health issues such as severe autism who now hold down full time jobs achieving their full potential and in many cases ensuring they can move to independent living.

Trinie Parsons, Operations and Performance Manager, Skills and Employability Service

Examples of flexible study programmes, including work experience

Providers using work experience as part of guided learning hours:
Canterbury High
St Anselm's
Archbishop's
Herne Bay High
Model 1: for students with C or above at English & maths GCSE

Core Aim: L3 e.g. B Tec Health & Social Care: 360 hours

Pastoral support, employability & CEIAG: 60 hours

Work placement one full day per week, 6 hours x 30 weeks: 180 hours

Model 2: for students without C at English & maths GCSE doing a vocational qualification

Core aim: L2 e.g. B Tec Diploma in Hospitality: 280 hours

English & Maths retakes: 160 hours

Work placement: 2 half days per week, 8 hours x 30 weeks: 240 hours

Model 3: for students with at E or below at English & maths GCSE and not ready to follow a L2 vocational qualification

Core aim: external work experience in a café: 2 days per week, 12 hours x 30 weeks: 360 hours

English & Maths stepping stones qualifications: 200 hours

Pastoral support, employability ASDAN BTEC Award & CEIAG: 40 hours

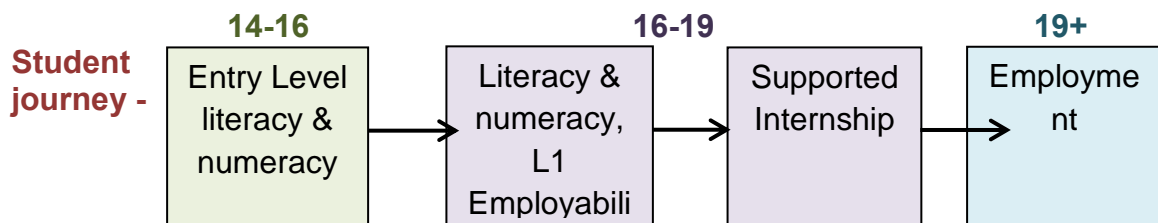
Case studies of study programmes with work experience in Canterbury, facilitated by Allan Baillie and Simon Bounds from the Skills

Study Programme Case Studies Models and District Employability Offers

Study programmes were introduced by the DfE to enable providers to create a variety of academic, technical and vocational pathways for young people with varying needs and abilities. It allows providers including schools, FE colleges and work based learning providers to create flexible funded curriculum packages attached to individual learners rather than to qualifications. This freedom means that programmes can be tailored to the needs of the young person as opposed to a 'one size fits all' approach. As a result, learners are more likely to be engaged in their programme of study and therefore achieve better academic and social outcomes, leading to improved destinations and progression into further education, training or employment.

The following models demonstrate this flexibility within a framework of accountability to the DfE, the EFA and OFSTED and assurance of best and positive outcomes for young people.

Supported Internship



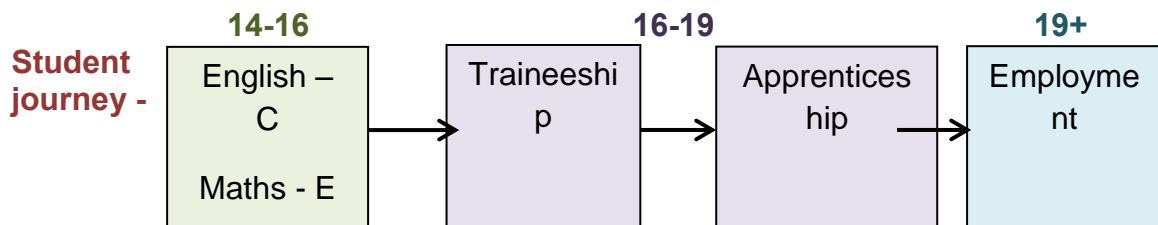
Jack is aged 18 and has attended a special school due to having an EHCP for his learning needs. During Year 12 and 13 he remained in the school's sixth form to continue developing his literacy and numeracy skills alongside a Level 1 employability qualification. Jack lacks confidence due to his learning needs and is not ready to move into employment at the end of Year 13. His school have been working with the local authority to develop a Supported Internship programme to support such students with the transition from school to work.

Jack expresses an interest in working with animals and the local cattery agree to offer him an internship for a one year period. The school works closely with the employer to ensure that they understand Jack's needs and a plan is produced to help Jack gradually develop the skills he will need to progress into paid employment at the end of the year. The employer assigns a job coach who will support Jack in the work place and liaise with the school on his progress. Jack's week will consist of three days at the work place, one day in school for

English and maths lessons and one day with a local training provider to complete a Level 1 animal care course. Over the 12 month period Jack gains confidence and improves his communication skills; he becomes a valued member of the team at the cattery.

Due to limited budgets the cattery is unfortunately unable to offer permanent employment at the end of Jack’s internship but gives him a very positive reference for the time he has spent there. The school liaises with the local authority, which then refers him to the Kent Supported Employment team who will help him to find paid employment.

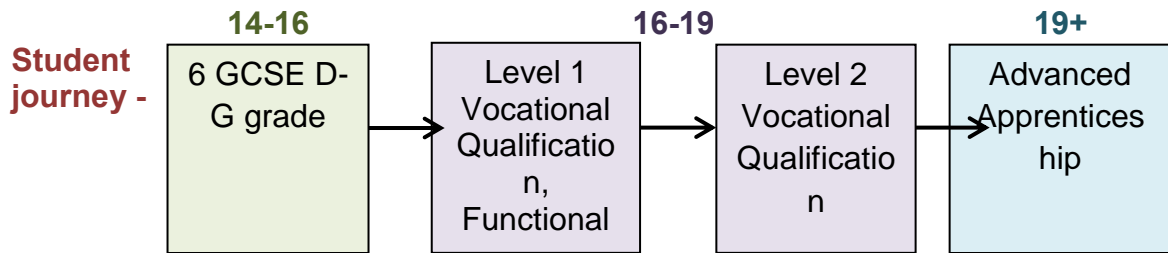
Traineeship



Lija has completed Year 11 gaining a C grade in English and E in Maths GCSE. She is interested in a career in marketing and would rather learn ‘on the job’ rather than complete a course at sixth form or college. She has applied for several apprenticeship vacancies and attended three interviews but has not been offered a position. Feedback from the employers indicates that Lija would benefit from a higher level maths qualification as well as improved communication skills. Her school careers advisor suggests that a Traineeship could be good stepping stone that would facilitate progression onto an apprenticeship.

Lija enrolls onto a traineeship with a local training provider who assesses her needs and creates a suitable study programme that helps address the gaps in her learning and skill set. She is placed on a level 2 Functional Skills course in numeracy to improve her maths skills and alongside this will complete an employability programme whilst also attending a work placement with a marketing agency. It is anticipated that Lija will remain on the Traineeship for approximately 4 months, at which point her work placement have agreed to interview her for a potential apprenticeship

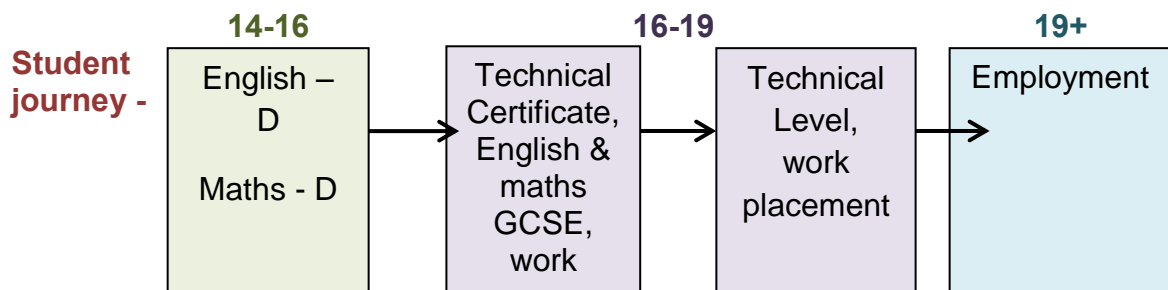
Level 1



Ben achieved 6 GCSEs at key stage 4, all D-G grades. He wants to work in the construction industry but is not sure which trade area interests him the most. His school sixth form does not offer Level 1 courses so after attending an open day and taster session, he decides to attend his local FE college and has secured a place on a multi-skills programme. This course will give him the opportunity to trial a range of building trades so that he can identify which area he enjoys the most. Whilst completing the Level 1 vocational qualification Ben will also work towards Level 2 functional skills in numeracy and literacy, initially starting with the level 1 qualification. As part of his programme Ben will also take part in a range of community based projects with his classmates in order to give him experience of using the skills he has developed in a real life setting.

On completion of the one year course Ben plans to choose a trade to specialise in and progress onto a Level 2 qualification at college. During this year he will complete the Level 2 Functional Skills qualification if he has not already done so. At the end this year Ben hopes to secure a Level 3 Advanced Apprenticeship in his chosen trade.

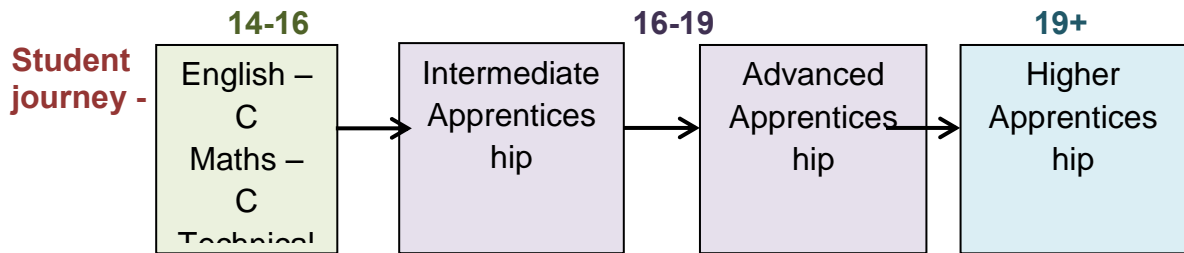
Level 2



Dipesh has completed Year 11 gaining a mix of Level 2 vocational qualifications and a handful of D grade GCSEs including English and maths. He has chosen to move to the local college to complete a Level 2 Study Programme. His programme will consist of three main elements: a Level 2 Technical Certificate in Media Production; English and maths GCSE resit; and one day a week work placement relating to his technical qualification.

Dipesh will complete his programme of study in one year and then hopes to remain at college and progress onto the Technical Level Creative Media Production qualification whilst continuing with a work placement. His long term goal is to secure employment within the media industry, possible with an employer with which he has completed work experience.

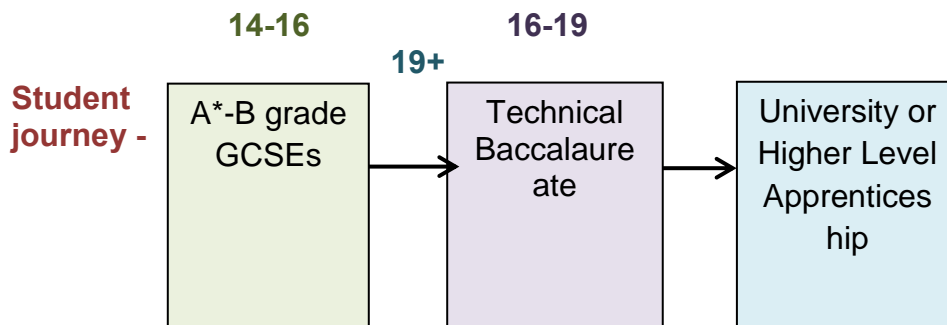
Apprenticeship



Joe had always been interested in computers and as part of his key stage 4 options, was given the opportunity to study the Technical Award in ICT as part of his suite of qualifications contributing to his progress 8 measure. Throughout key stage 4 Joe’s school put on a variety of careers education activities, including presentations by apprenticeship ambassadors who talked through the range of apprenticeship options available and how to search for vacancies.

Joe enjoyed the Technical Award that he completed and successfully passed it at the end of Year 11. The qualification gave him a taster of the different aspects of ICT and helped him to realise that he wanted to specialise in software development. With support from an apprenticeship ambassador he searched and applied for IT vacancies and was offered a position to follow the IT, Software, Web and Telecoms apprenticeship framework. As he has already gained GCSE English and maths at a C grade, Joe will not be required to continue with this as part of his apprenticeship. Joe’s employer is interested in the long term training and development of their staff and plan to progress Joe onto an Advanced and then Higher Apprenticeship as he completes each stage.

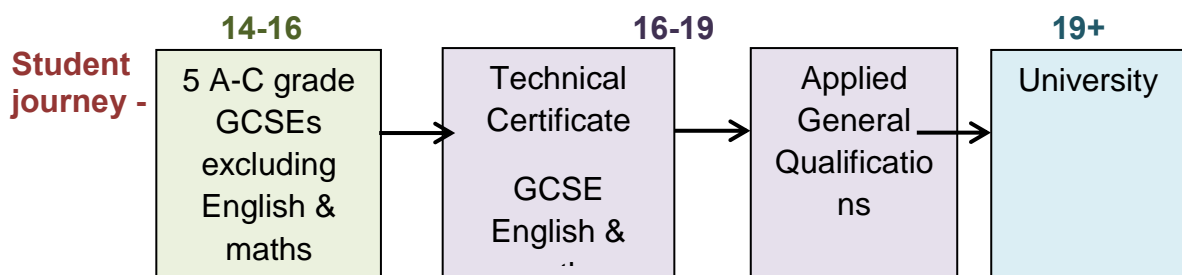
Technical Baccalaureate



Sian has passed all her GCSEs with A*-B grades and aspires to a career as a structural engineer. Her school sixth form recognises the benefits of high level technical education and is offering a Technical Baccalaureate curriculum which sits alongside their A-Level offer. For Sian this means that she will study a substantial Level 3 course in Engineering from the approved Technical Level qualification list, A-Level maths, and a Level 3 Extended Project. As Sian's programme of study meets the TechBacc criteria and is equivalent to 4 A-Levels, her school will be entitled to an uplift in funding.

Sian is considering the options available to her on completion of her two year programme. Her school has run a range of careers events to present the different pathways available at the end of Year 13. Sian had originally planned to go to university but now thinks that a higher level degree apprenticeship may be more suitable for her as it will enable her to gain a degree qualification without the financial commitment of attending university as a full time student.

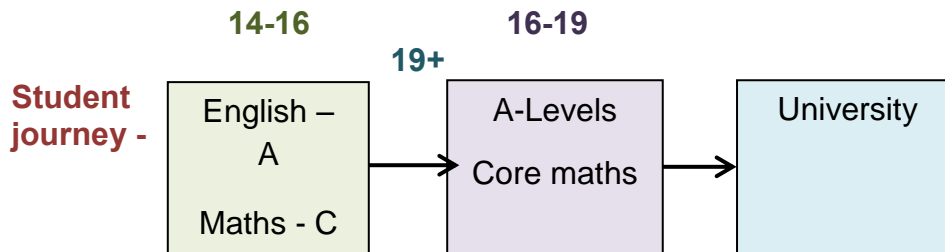
Applied General:



Nikola began post-16 education with 5 GCSEs at A-C grade excluding English and maths. She stayed on for Year 12 at school and followed a Level 2 programme. As part of this she re-sat her English and maths GCSEs, successfully gaining C grades in the summer exams. She is still uncertain as to which career path she wishes to follow, but knows that she prefers to learn in a hands on, applied way. She wants to remain in her school sixth form and plans to apply for university on completion of Level 3 qualifications. As Nikola doesn't have an occupational area in which she wants to specialise, her school CEIAG co-ordinator recommended Applied General qualifications which are being offered in the sixth form. During Year 12 Nikola completed a Technical Certificate in Enterprise and Entrepreneurship and has chosen to pursue this as a Level 3 applied qualification. In addition to this she has selected a Level 3 Art and Design course as she gained a B grade at GCSE, as well as a Level 3 qualification in Travel and Tourism. Alongside the three Applied General qualifications, Nikola is participating in the Young Enterprise Company Programme in order to gain more practical skills and to support her university application.

Although Nikola intends to apply for university, the balance of knowledge and skills that she has developed by following an applied pathway will enable her to move directly into employment if she so chooses.

A-Level:



Fabian has passed all GCSEs with A*-C grades, achieving an A grade in English and C in maths. He plans to stay at school to follow an academic pathway at post-16. Having a particular strength in English he chooses to study English Literature, History and French A-levels which will utilise his skill set. Fabian also decides to study the Core Maths qualification in order to extend his learning in this area. As he would like to be a primary school teacher in the future, Fabian also arranges to attend a local primary for work experience one afternoon a week.

District Offer

Kent County Council has a statutory duty to ensure that appropriate provision is available to all young people of Kent. Through its strategic leadership, it can act as a key link between educational provision and industry. Currently there is a mismatch of local provision to match the needs of young person's wanting to enter the job market.

Working in partnership with (local Schools, Colleges, Training Providers, Local Agencies and Employers, Kent County Council has identified the need to improve educational outcomes and employability skills and increase participation for those at risk of becoming NEET. In response, the local Employability Offer has been introduced, with the aim of re-engaging learners in education and supporting them to develop employability skills, including Mathematics and English; whilst providing progression pathways to higher levels of study or into employment, traineeships and Apprenticeships.

The Skills and Employability Service has created a directory of training programmes that can support this cohort called the **District Employability Offer**, which can be found at www.kentchoices4u.com under the **Get Help**

button function. The majority of programmes are Entry level 3 – level 1 and many have start dates throughout the academic year.

Currently this directly includes programmes that receive funding from the Education Funding Agency (EFA) and the Skills Funding Agency (SFA) and will be updated each month. As a consequence in some district the offer can appear limited. The directory however, will evolve to include:

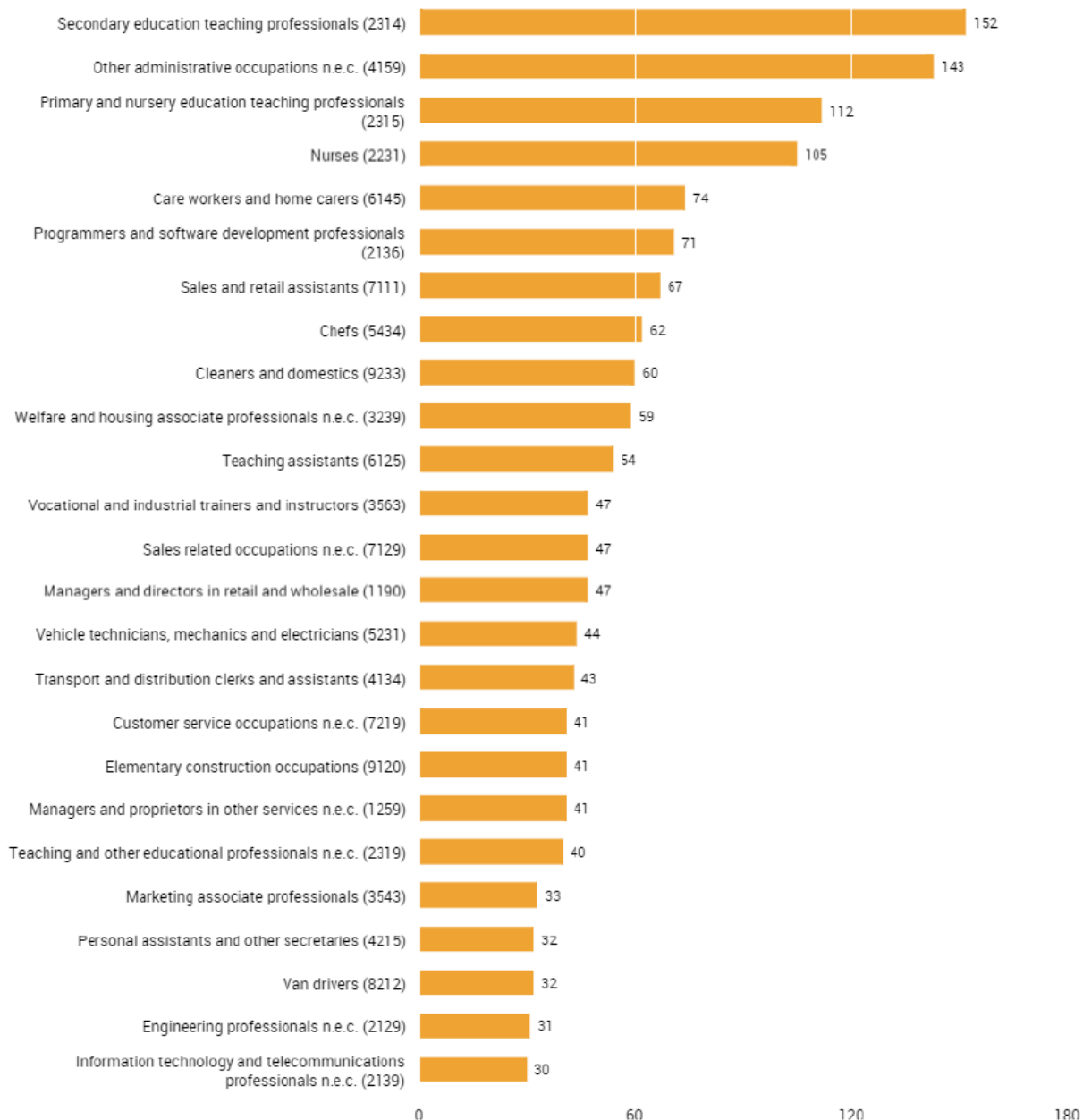
- work experience programmes;
- mentoring programmes;
- SEND programmes;
- district traineeships/apprenticeship vacancies;
- a calendar with provider start dates;
- third sector NEET programmes (voluntary and charitable sector).

Labour Market

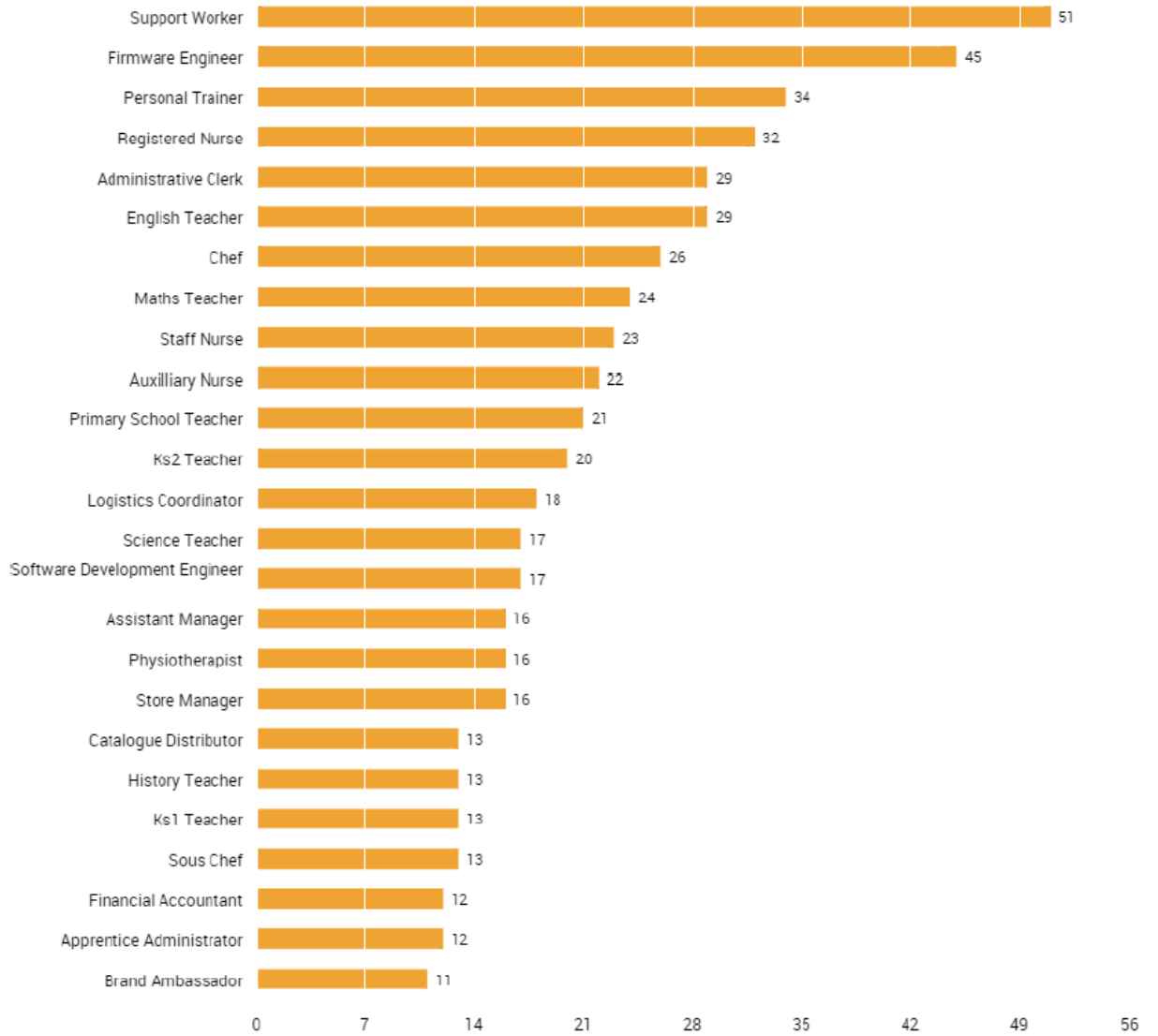
Intelligence



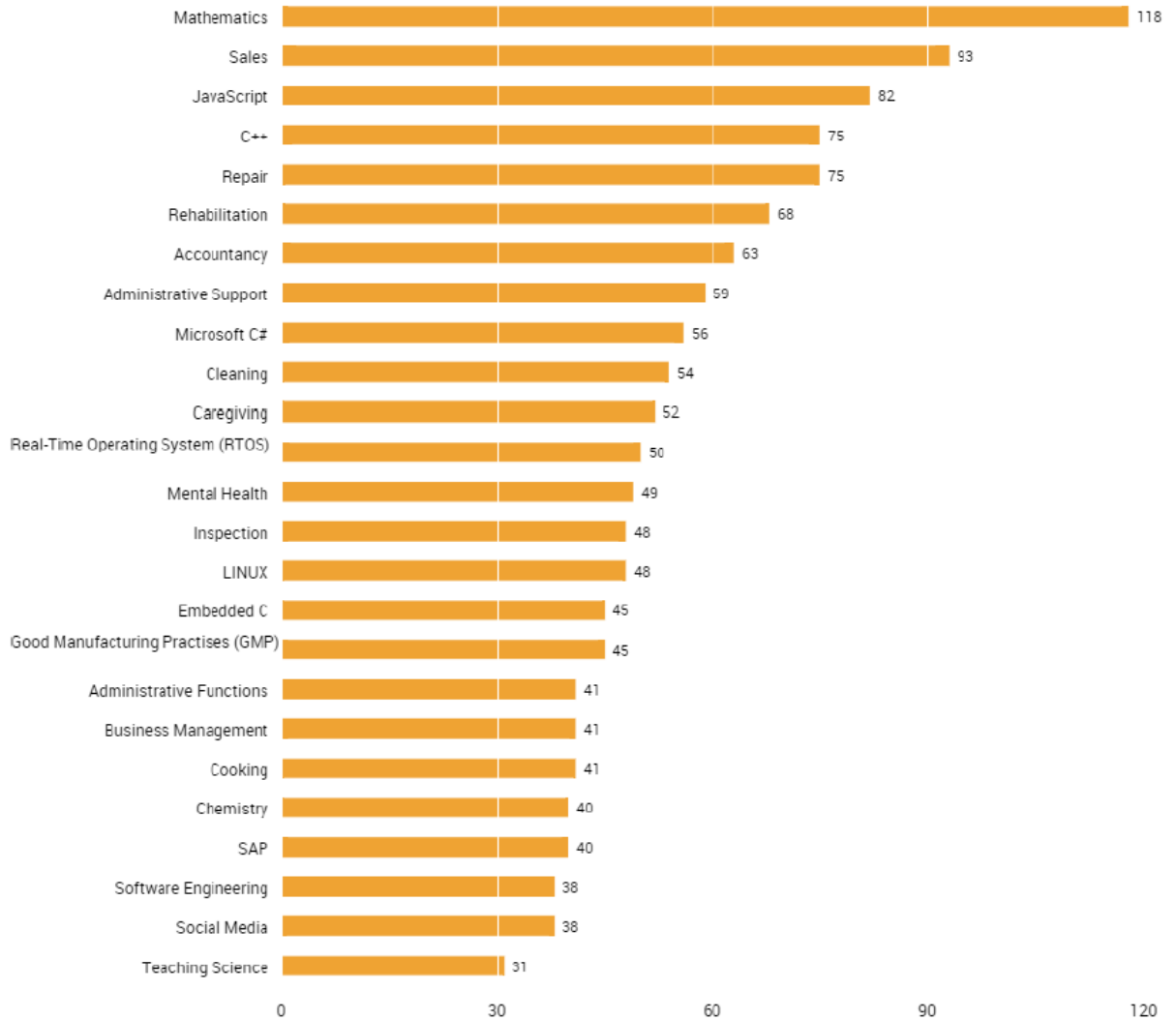
2015 – Top Occupations



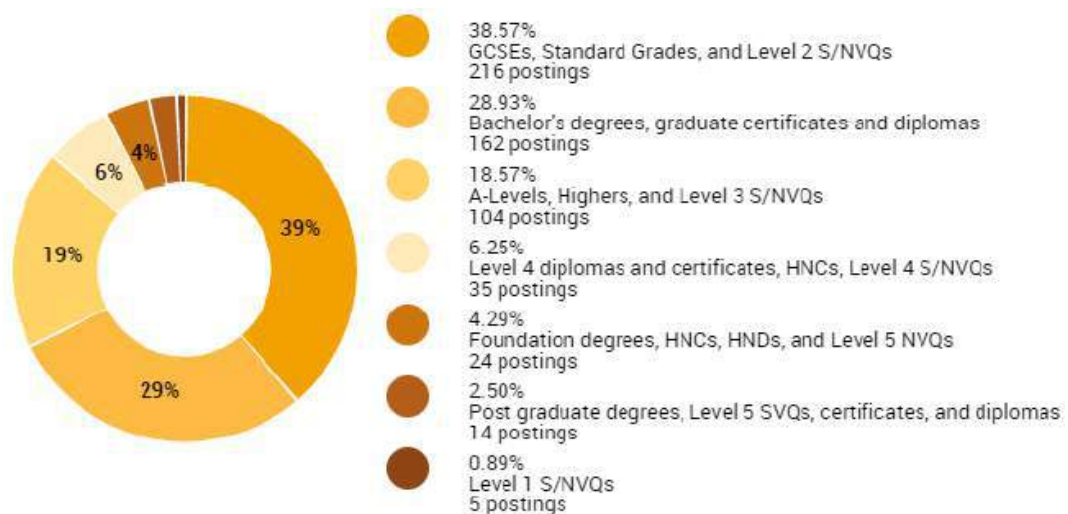
2015 – Top Titles



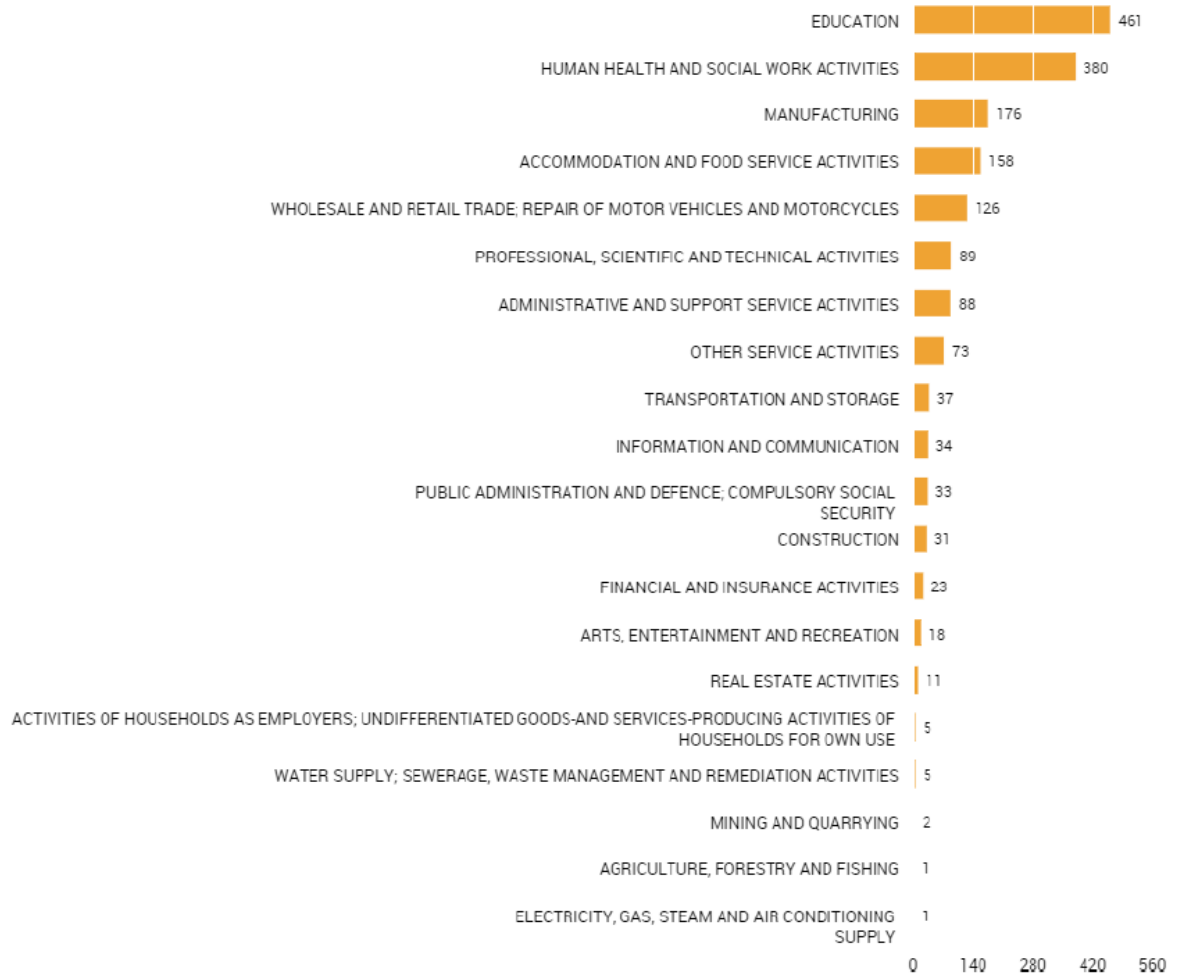
2015 – Top Skills



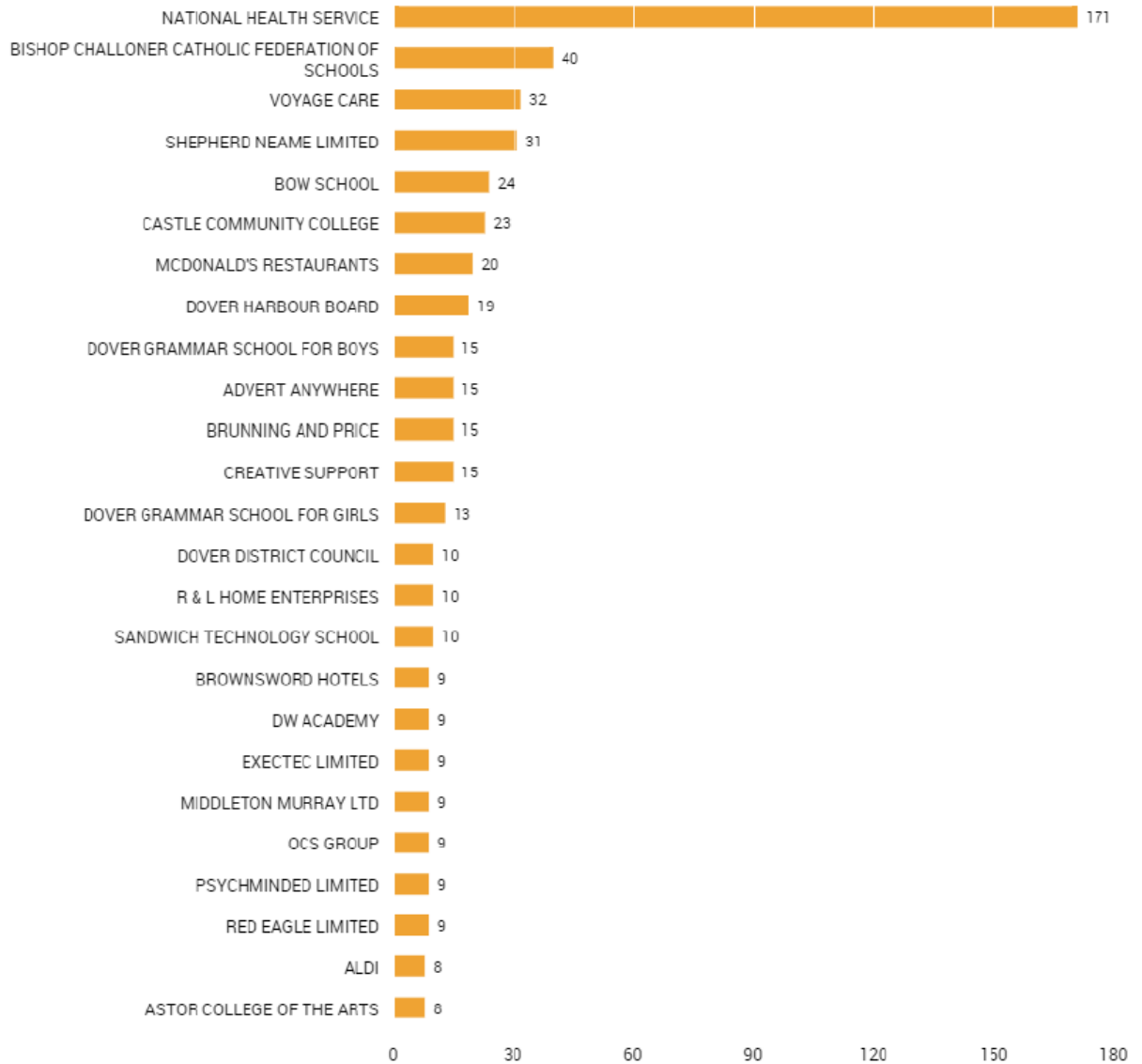
2015 – Distribution of Education



2015 – Top Industry Sectors



2015 – Top Employers



International

Perspective



International Perspective

When looking at youth unemployment data it is always beneficial to compare the data from the UK with that of other countries in Europe. This will help contextualise the data and also act as an important comparison of effective policy-making in other European countries.

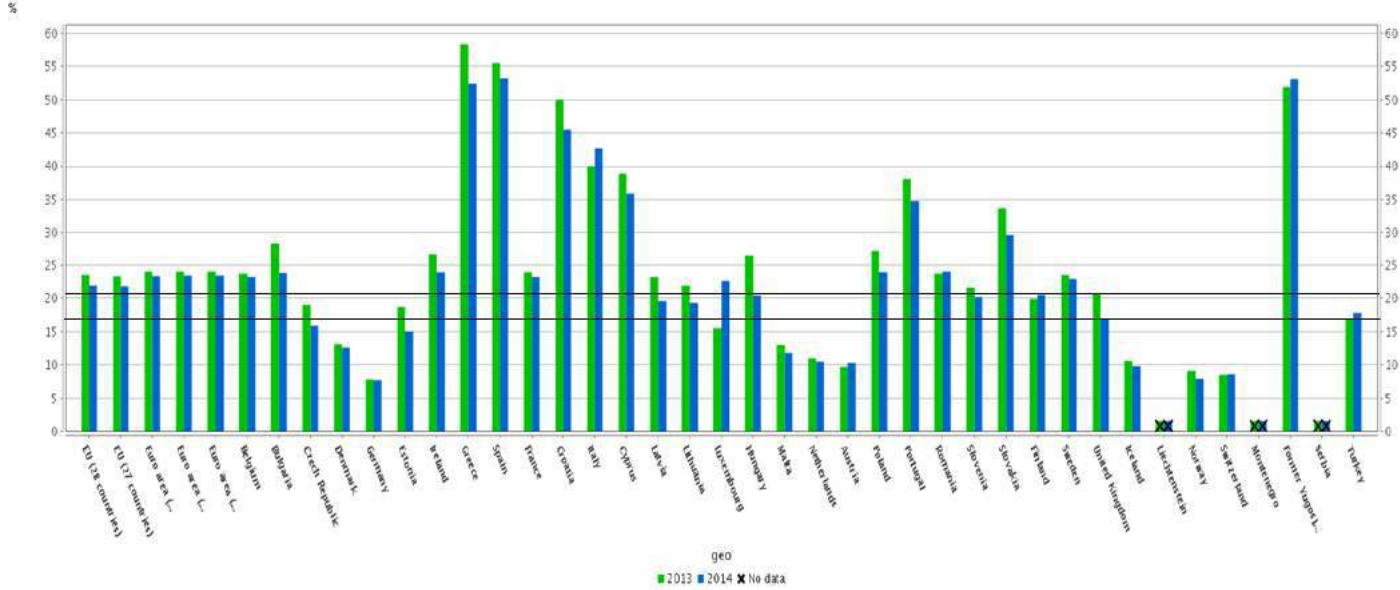
Figure 12: Earning and learning at 15-19 and NEET levels at 20-24 (2012)



Source: Education at a Glance 2013, table C5.2d

The graph (above) shows the relationship between the percentage of 15-19 year old students who are employed or on an apprenticeship and the levels of 20-24 year olds who are Not in Education, Employment or Training. What can be derived from this graph is that a significant number of those countries which have lower levels of youth unemployment than the UK, have more young people who are 'earning and learning' (i.e. through apprenticeships). Countries such as Denmark, Switzerland, The Netherlands, Iceland, Austria, Norway and Germany have higher levels of young people who are earning and learning and lower levels of youth unemployment when compared with the UK.

Youth unemployment rate, age group 15-24



Source of Data: Eurostat
 Last updated: 22.04.2015
 Date of extraction: 24 Apr 2015 14:39:39 CEST
 Hyperlink to the graph: <http://ec.europa.eu/eurostat/eurostat/geo/geoGraph.do?bit=1&plgjn=1&lang=en&code=rateen140&tid=0&legend>
 Disclaimer: This graph has been created automatically by Eurostat software according to external user specifications for which Eurostat is not responsible.
 General Disclaimer of the EC website: <http://ec.europa.eu/governance/legislation/notice.htm>
 Short Description: The youth unemployment rate is calculated by dividing the number of persons in employment and aged 15 to 24 by the total active population of the same age group. The indicator is based on the EU Labour Force Survey.
 Code: teirenl40

From this graph it may be conjectured that a number of countries have had lower youth unemployment than the UK from 2013-2014. These countries include Denmark, Germany, Malta, The Netherlands, Austria, Iceland, Liechtenstein, Norway, Switzerland, Estonia, Czech Republic, Montenegro and Serbia.

The following are some of the reasons why some of these countries have been able to keep their youth unemployment levels low:

- Germany – the Vocational Education and Training (VET) programme is a ‘dual apprenticeship model’ combining training in the workplace with school-based learning’. Moreover, the VET is ‘well-resourced, respected and understood by industry’¹
- The Netherlands – has had a ‘consistently low rate of youth unemployment...since the 1980s’. This is attributed to a culture in which ‘young people...are far more likely to have a temporary or part-time employment contract than any other EU country’²
- Denmark – ‘has succeeded in ensuring that long-term unemployment is consistently low’ which is attributed to the Danish Active Labour Market Policy (ALMP) – the ALMP has ‘proven successful in Denmark and when the effects of youth unemployment began to be felt, the government establish a youth-specific ALMP’³

- Switzerland – ‘often cited as an exemplar of low youth unemployment’, Switzerland has a system which ‘primarily combines a strong vocational and apprenticeship approach with ALMP’. Furthermore, ‘the ALMP budget automatically increases in line with rising unemployment so that resources can be brought to bear quickly’⁴
- Norway - The consistently low levels of youth unemployment in Norway can be, in part, attributed to the historical use of wealth from oil reserves. In an Oxfam case study, *The True Cost of Austerity and Inequality*, in 2013, it was stated that the Norwegian ‘oil and gas industry has undoubtedly been a significant driver in its economy’; however, this is only part of the reason why Norway has been able to keep its levels of unemployment relatively low. Norway offers ‘unemployment insurance’, but it also has a government which ‘places emphasis on policies that enhance flexibility and security in the job market’. There has been a shift in policy-making in Norway, ‘towards more focused qualifications to help people move into specific jobs, as well as keeping those unemployed in touch with the labour market through job practice schemes’⁵.

Some countries do have lower levels of youth unemployment than the UK, however this is for different reasons than those listed above. Moreover, as their low levels of youth unemployment are not due to a work/study balance amongst its young people it does not help us in guiding us towards a model/system which can help reduce youth unemployment in the UK. For example, Liechtenstein ‘has almost the same number of jobs as inhabitants’. Furthermore, a large number of the workers in Liechtenstein are cross-border commuters, ‘with more than half of the country’s workforce living abroad and commuting to the Principality every day’⁶.

It is evident from different sources of data that those countries that have lower levels of youth unemployment have more young people participating in earning and learning. On the other hand, it must be noted that some of these countries do not have large apprenticeship schemes, rather these countries ‘have a far greater share of full-time learners who also have part-time jobs than the UK’. This includes ‘the Netherlands, Australia, Canada, Iceland, Norway and New Zealand’⁷.

^{1,2,3,4} Evident Consulting (March 2014). ‘Perspective on Youth Unemployment in Kent’

⁵ Oxfam (September 2013). ‘The True Cost of Austerity and Inequality: Norway Case Study’ <https://www.oxfam.org/sites/www.oxfam.org/files/cs-true-cost-austerity-inequality-norway-120913-en.pdf> The True Cost of Austerity and Inequality: Norway Case Study

⁶ Liechtenstein Marketing. <http://www.liechtenstein.li/en/contact/>

⁷ UK Commission for Employment and Skills (UKCES). ‘Precarious futures? Youth unemployment in an international context’

Latest Research and Analysis

- DfE



Please find below links to the latest research and analysis from the DfE

- Blog post - [Busting myths on Ofsted inspections](#)
- [Speech: Ambitions for education: Sir Michael Wilshaw](#) - Ofsted's Chief Inspector spoke at CentreForum setting out his ambitions for education, including the need to improve vocational training
- [Guidance: GCE AS and A level history of art](#) - subject content for history of art for teaching in schools from 2017.
- [Impact assessment: GCSE and A level subject content: equality analysis \(11 subjects\)](#) - An analysis of the effect that revised GCSE and A level subject content will have on specific protected groups of people.
- [Guidance: 16 to 19 study programmes: advice on planning and provision](#) - Departmental advice on planning and providing study programmes for students aged 16 to 19
- [Guidance: 2018 performance tables: technical and vocational qualifications](#) - Technical and vocational qualifications for teaching from September 2016 and reporting in 2018 performance tables.
- [Guidance: Progress 8 school performance measure in 2016, 2017 and 2018](#) - Information for schools about the Progress 8 measure we're introducing in 2016, along with the terms and conditions for opting in from 2015
- [Press release: Joint targeted area inspections to be launched this year](#) - New inspections to assess how agencies work together in an area to identify, support & protect vulnerable children & young people.
- [Guidance: Cloud software services and the Data Protection Act](#) - Departmental advice on data protection for schools considering cloud software services.
- [Guidance: Schools financial efficiency: metric tool](#) - A tool to provide schools in England with an indication of their efficiency compared with similar schools.
- [Guidance: Joint inspections of arrangements and services for children in need of help and protection](#) - Framework and guidance for joint targeted area inspections of local area services.
- [Guidance: Ofsted inspections: child sexual exploitation and missing children](#) - Guidance for Ofsted inspectors on child sexual exploitation and children missing from home, care or education.
- [Guidance: Joint inspections of child sexual exploitation and missing children: February to August 2016](#) - Guidance for inspectors for joint targeted area inspections of local area services.

- [Guidance: Ofsted targeted inspections of local authority arrangements and services for children in need of help and protection](#) - Framework and guidance for Ofsted inspection of local authority arrangements and services for children in need of help and protection.

Consultations and consultation outcomes

- [Consultation outcome: GCSE and A level reform: content for teaching from September 2017](#)
- [Consultation outcome: Joint targeted area inspections](#) - A joint consultation document from Ofsted, the Care Quality Commission, HMI Constabulary and HMI Probation.
- [Open consultation: Identifying children who are missing education](#) - We're seeking views on plans to require schools to report when they add or remove a pupil's name from their pupil admissions register

Statistics and transparency data

- [Statistical data set: Monthly management information: Ofsted's school inspections outcomes](#) - published monthly and a one-off publication of inspection outcomes from 2005 to 2015
- [Official Statistics: Destinations of KS4 and KS5 pupils, 2013 to 2014](#) - Revised data on key stage 4 (KS4) and key stage 5 (KS5) students' education, employment and training destinations
- [National Statistics: Secondary school performance tables in England: 2014 to 2015](#) - The achievements of pupils at KS4, and how they compare with other schools in their local authority area and in England.
- [National Statistics: School and college performance tables in England: 2014 to 2015](#) - The attainment of 16- to 18-year-old students at the end of advanced level study in England.
- [National Statistics: Revised GCSE and equivalent results in England: 2014 to 2015](#) - Information about the achievements of young people at the end of KS4 in England.
- [National Statistics: A level and other level 3 results: 2014 to 2015 \(revised\)](#) - A level and other level 3 results for 16- to 18-year-olds at the end of their final year.
- [Transparency data: New school proposals](#) - Lists of local authorities seeking academy and free school proposers, and of all academies and free schools already set up.
- [Transparency data: September Guarantee: education and training for young people](#) Details of the September Guarantee, which requires local authorities to find education and training places for 16- and 17-year-olds.

Academies

- [Transparency data: Academy trusts: notices about poor performance](#) Pre-warning notice or warning notice letters to academy trusts about poor performance in academies.

Planning for the academic year

- [Guidance: Timeline for local-authority-maintained schools: useful](#) - Useful information to help local-authority-maintained schools plan for the academic year ahead.
- [Guidance: Timeline for academies: useful](#) - Useful information to help academies plan for the academic year ahead.
- [Guidance: Timeline for free schools, UTCs and studio schools: useful](#) - Useful information to help free schools, university technical colleges (UTCs) and studio schools plan for the academic year ahead

Children's Social Care

- [Policy paper: Children's social care reform: a vision for change](#) - What the government is doing to protect vulnerable children and improve the quality of children's social care services.
- [Guidance: Whistleblowing about children's social care services to Ofsted](#) - What Ofsted will do after being informed of certain concerns about children's social care services.

Schools Census guidance

- [Guidance: School census autumn 2015 to summer 2016: school summary report](#) - Specifications for software suppliers developing school summary reports for the school censuses in autumn 2015, spring 2016 and summer 2016.
- [Guidance: School census 2015 to 2016: guide for schools and LAs](#) - A guide to help schools and local authorities (LAs) complete and submit their autumn 2015 to summer 2016 school census data.
- [Guidance: School census 2015 to 2016: COLLECT guides](#) - Guides for local authorities and schools on submitting and editing data for the school census using COLLECT.
- [Guidance: School census spring 2016: notepad entries for COLLECT queries](#) - A list of COLLECT queries and explanatory notes to help schools, academies and LAs complete the spring 2016 school census
- [Guidance: School-level annual school census \(SLASC\) 2016: COLLECT guide](#) - How to use COLLECT, DfE's data collection and management system, to complete and submit the SLASC 2016 return.
- [Guidance: School census 2015 to 2016: duplicate reports in COLLECT](#) - How local authorities, schools and academies can correct duplicate pupil records in spring 2015 school census submissions.
- [Guidance: Alternative provision census 2016: COLLECT guide](#) - A COLLECT user guide for local authorities completing 2016 alternative provision census returns.

