

District Datapack Lite

The post 16 landscape in

Dover

2014



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Introduction

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

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

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

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

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

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

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

Study Programmes

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

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

Maths and English

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

Accountabilities

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

Partnership

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

Executive Summary

1. The Change Agenda

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

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

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

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

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

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

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

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

2. The Economic Landscape of Dover District

The Dover economy is still showing signs of being in recession with an overall fall in employment between 2009 and 2012. Employment growth since 2009 has been seen in the wholesale and retail trades; transportation and storage; real estate activities and arts and recreation. However there have been marked falls in employment in professional, scientific and technical activities; administration and support services; and public sector activities continuing a trend from 2009. Public sector employment still accounts for 20.5% of employment in Dover, which is significantly higher than the Kent average of 17.9%.

The jobs market in Dover in 2013 was less buoyant than in 2012. By collating all internet based job vacancies over the last two years, we can see that there were 20% less vacancies advertised in Dover in 2013 compared to 2012. This is accounted for by continuing falls in professional, associate professional and management jobs, and in the public sector.

The number of VAT/PAYE registered companies in Dover is now at the same level as it was in 2006, pre-recession.

Dover has the third highest unemployment rate (3.2%) of all districts in Kent, compared to a Kent average of 2.5%. Dover has the third highest youth unemployment rate in Kent (6.7%), and is 1.6% points higher than the UK average. However following local and national trends, this has fallen from 8.8% in January 2013.

The median weekly gross pay of workers in Dover is very low and ranks 10th out of the 12 Districts in Kent, above Shepway and Thanet. It grew by only approximately 2% between 2009 and 2011. Low levels of pay may reflect the size and growth of the wholesale and retail sector, which traditionally offer low remuneration.

3. Participation in Dover

The current Year 12 age group is the first to be affected by Raising the Participation Age (RPA). These young people are expected to participate in the academic year in which they turn 17. It is therefore disappointing that participation levels in Dover and Kent for this age group has dropped by 1% since last year.

The drop in participation appears to have come from a 2% decrease in the number of young people in school sixth form and only a 1% increase in the number attending Further Education. This is contrary to the county experience where sixth form participation has increased.

Employment with training (mainly apprenticeships) is 1% down on last year, as is employment without training, which is similar to the trend in Kent. The numbers in training have dropped by a relatively small number, but it is a concern as this group is usually made up of foundation students.

It is encouraging that the NEET level remains the same for Year 12 as last year in Dover and that the number of young people with an unknown destination remains low at 1%.

Participation in the Year 13 age group last year in Dover was 2% higher than the Kent figure of 84%, but worryingly this has fallen by 4% and is now at the same level as Kent at 82%. This creates a challenge to Dover as next academic year young people will be expected to participate until their eighteenth birthday.

The biggest drop in participation in this age group is in Further Education, where it has dropped by 4% since last year. Employment without training remains high at 7% but it has not increased since last year and employment with training has remained static at 5%.

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

4. Progression in Dover

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

The percentage of those young people whose starting point is below level 1 is similar to the Kent average, slightly above the national average and has increased by 1.4% since 2012. For those learners whose starting point was level 1 the size of the group by percentage is nearly 3% higher, although this has dropped by 6% since 2012. The percentage progressing to level 2 for this Level 1 group has dropped by almost 9% since 2012.

For vulnerable learners, in year 11 in 2011 there were 7.91% of learners (116) achieving below level 1 and therefore operating at entry level. These are the students who needed a level 1 offer with literacy and numeracy functional skills. Two years later 49.1% (57) of these students had made no progress.

At the end of year 12, 106 students in Dover would find it difficult to access an apprenticeship because they haven't achieved a level 2 qualification. This would mean that they could probably only progress to low level employment.

A further 24 students had level 2 qualifications without maths and English C, again making access to apprenticeships limited.

5. The Vocational Curriculum in Dover

The vocational curriculum on offer from providers within Dover District is very limited. Few entry level and level 1 qualifications are offered, although these tend to be preparation for work type courses. Therefore there appears to be very little within the district to support the vocational learning needs of the vulnerable learner or learners with prior achievement at or below level 1. The travel to learn offer is more developed, but there is still a shortage of entry level and level 1 courses, even if vulnerable learners had a propensity to travel.

Comparing the vocational curriculum travel to learn offer for Dover with the economic profile of the district, the number courses on offer in transport operations, sports and leisure and service enterprises are high. This supports the employment strengths of the Dover economy.

The number of ICT practitioner qualifications on offer in 2014 is small. Our comparison of internet based job vacancies shows a relatively high turnover of jobs in Dover in this area and potential growth. Job specifications tend to ask for very specific programme packages such as the skills required for these jobs include Javascript, C++ development, Microsoft C#.net framework development, Sql server development, .net development and HTML.

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

6. Attainment in Dover schools

In Dover, 42.2% of post-16 level 2 and 3 learners completed in 2012 – 2013. Entry to sixth form was on slightly more average key stage 4 points than other students in Kent or

in England. More students completing (84%) had 5 A* - C including Maths and English than in the county (80%) or the country (78%). Slightly more students gained access to post-16 school provision without Maths and English than elsewhere.

A level, academic and vocational APE was lower than elsewhere.

Retention in all its categories showed no significant differences compared to Kent or national figures.

Facilitating subject data was on a par with county figures and slightly higher than national.

68% of A level grades were in the A* - C category; however, 50.4% of AS results were in the D – U range..

The number of D* results for BTEC was significantly lower than predicted, Kent or national figures

15 or fewer students studied 25 out of 87 qualifications.

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

A level	General Studies	266	42% of completers
A level	English Literature	171	27% of completers
A level	History	133	21% of completers
A level	Psychology	104	17% of completers
A level	Mathematics	96	15% of completers
A level	Physics	96	15% of completers

The top six BTECs were:

SubDip	Public Services	20
SubDip	Information Technology	17
Dip	Public Services	16
SubDip	Applied Science	14
SubDip	Sport	14
Dip	Sport	12

25 qualifications delivered by providers in Dover showed negative value added, 17 qualifications were positive.

7. Narrowing the Gap - level 3 qualifications

7.1 Gender Differences

Learning Plus UK (LPUK) contextual data for Dover suggests that boys come into the 6th forms with parity with the girls in as much as they meet the 5A-C with English and Maths but leave with an average of 10 points lower per entry (1/3 grade). This rises to 18 points in vocational qualifications (over 1/2 grade).

7.2 Free School Meals

LPUK data contextual data suggests that FSM students enter post 16 with lower grades than their non-FSM peers. On average they achieve 1 ½ grades lower in A level / Academic qualifications. They are on average 1 grade lower in vocational qualifications.

This is a small cohort of students with only 86 16-18 year olds on role studying level 3 qualifications in Dover (2012/13). Of these 30 students completed; 22 completed academic subjects and 11 vocational.

7.3 Special Educational Needs

All of the SEN students who entered their post 16 studies at level 3 had 5 GCSE grades A-C, but only 75% had achieved A-C in maths and English.

School Action students achieve on average ½ a grade lower than non-SEN students and the School Action+ cohort achieve 1/3 of a grade lower. School Action students are ½ grade on average lower the non-SEN students, and School Action+ students are 1 grade lower.

Key questions for Dover District

1. How can the fall in overall participation in Years 12 and 13 be addressed in Dover?
2. How can more learners be encouraged to undertake employment with training to address the fall compared to last year?
3. How can the successful reduction in the numbers of young people progressing to Post-16 education with qualifications at or below level 1, be translated into progression to level 2, by age 19?
4. How can the take-up of traineeships be encouraged as a progression to a full apprenticeship?
5. Does Dover have sufficient opportunities for mid-year starts?
6. Can the vocational curriculum available to Dover residents better match the needs of the local economy? The data suggests that more courses related to the retail and wholesale sector are required, although the growing ICT and transport sectors are well served. What more can Dover do more to support take up of apprenticeships at all levels?
7. What more can providers do to continue to support measures to reduce youth unemployment in Dover?
8. Is the proportion of learners undertaking General Studies at A level too high and is this taking away from the delivery of facilitating subjects? Does the A level offer meet the needs of students for progression?
9. Is the proportion of learners taking public service and sports qualifications justified given the continuing reduction in national expenditure on public services? Does the vocational offer in Dover meet the needs of students for progression.
10. Are there sufficient maths and English courses to enable young people to access apprenticeships? Are providers looking at alternatives to GCSE maths and English to give students a better chance of progressing to a GCSE qualification?
11. Are there the right courses on offer at a local level or are our most vulnerable students travelling? Are there sufficient and relevant pathways for progression for these students? Are there providers who will enable them to remain engaged with education, training or employment in a flexible, personalised manner?
12. Is CEIAG guiding students to the correct pathway for their individual aims?

Appendix 1

Transforming opportunities

National change

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

16-19 Study Programmes Principles

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

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

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

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

Mathematics and English

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

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

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

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

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

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

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

Funding

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

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

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

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

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

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

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

Careers

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

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

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

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

Apprenticeships

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

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

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

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

Traineeships

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

More advice can be found here:

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

Work experience

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

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

For more advice from the DfE go here:

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

Free meals for disadvantaged students

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

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

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

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

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

Discretionary bursaries

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

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

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

Bursaries for students in vulnerable groups

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

Post 16 accountabilities

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

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

More information can be found here:

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

Reformed GCSES

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

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

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

All reformed GCSEs follow these principles:

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

Reformed A levels

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

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

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

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

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

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

Reformed AS levels

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

The main points are:

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

More information on qualification reform can be found here:

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

OFSTED

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

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

More information can be found here:

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

Adult Skills

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

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

FE

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

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

Skills and Employability response to change and its priorities

The Service will:

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

Appendix 2: The Economic Landscape of Dover District

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

Source: Business Register and Employment Survey 2009 -2012			Change 2009 - 2012	
	2009	2012	No.	%
Dover				
Primary Industries (Agriculture/Mining/Utilities)	1,400	1,200	-200	-14.30
Manufacturing	3,000	2,500	-500	-16.70
Construction	1,800	1,300	-500	-27.80
Wholesale and retail trade	4,700	4,800	100	2.10
Transportation and storage	3,400	3,600	200	5.90
Accommodation and food service activities	2,500	2,300	-200	-8.00
Information and communication	300	400	100	33.30
Financial and insurance activities	500	500	0	0.00
Real estate activities	300	400	100	33.30
Professional, scientific and technical activities	3,800	1,900	-1,900	-50.00
Administrative and support service activities	2,300	1,100	-1,200	-52.20
Public administration and defence	2,500	1,700	-800	-32.00
Education	3,700	3,400	-300	-8.10
Human health and social work activities	5,100	4,200	-900	-17.60
Arts, entertainment and recreation	900	1,000	100	11.10
Other service activities	500	500	0	0.00
Total	36,400	30,800	-5,600	-15.40

- Employment growth since 2009 has been in the wholesale and retail trades; transportation and storage; real estate activities and arts and recreation.
- Marked falls in employment in professional, scientific and technical activities; administration and support services; and public sector activities (continuing a trend from 2009.)
- Public sector employment still accounts for 20.5% of employment in Dover, which is significantly higher than the Kent average of 17.9%.

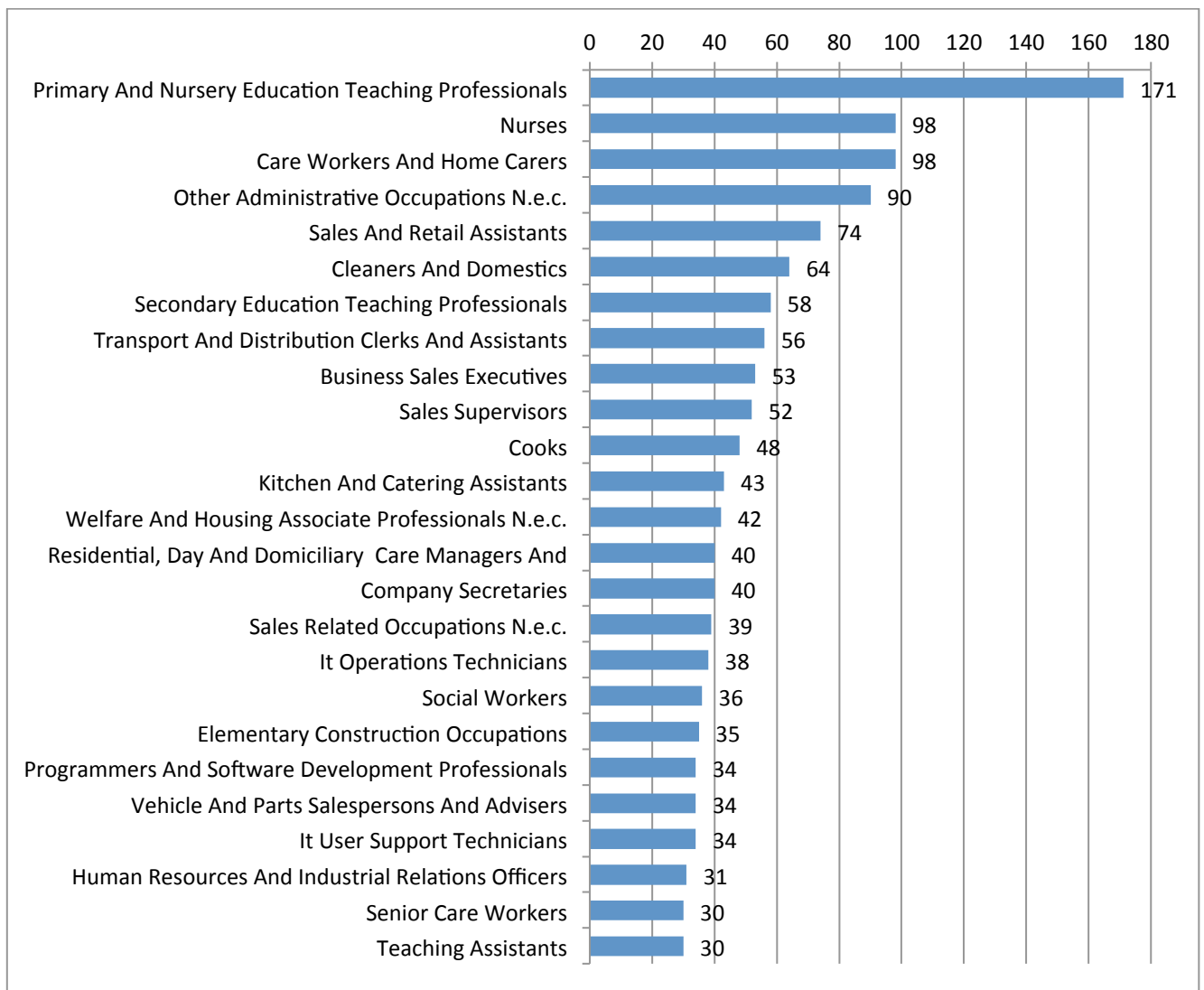
Table 2 – Comparison of distribution of job vacancies by occupational group in Dover - 12/13 and 13/14

Occupation group Source: Labour Insight 2014	Total vacancies 03/2013 - 02/2014	% Total vacancies 03/2013- 02/2014	Total vacancies 03/2012- 02/2013	% Total vacancies 03/2012 - 02/2013
Professional occupations	762	25.6%	1044	30.7%
Associate professional and technical occupations	451	15.1%	538	15.8%
Administrative and secretarial occupations	328	11.0%	391	11.5%
Sales and customer service occupations	305	10.2%	303	8.9%
Caring, leisure and other service occupations	276	9.3%	276	8.1%
Skilled trades occupations	265	8.9%	201	5.9%
Elementary occupations	239	8.0%	194	5.7%
Managers, directors and senior officials	181	6.1%	364	10.7%
Process, plant and machine operatives	171	5.7%	95	2.8%
Total	3,004		3,403	

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

- Compared to 2012/2013, 2013/2014 saw a smaller level of job adverts in Dover; 3,000 compared to 3,400. This is accounted for by continuing falls in professional, associate professional and management jobs, which reflects the reduction in health and education employment in Dover.
- However the UK Commission on Employment and Skills (UKCES Employer Skills Survey 2013) estimates that, once the public/private sector rebalancing is complete, the majority of jobs growth in the South East will be professional occupations, managers, directors and senior officials, and associate professional and technical occupations, by 2020.

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



Source: Labour Insight 2014

- Despite a reduction in public sector employment in Dover, the overall volume of employment in this sector remains very large. Chart 1 illustrates that there has been a significant churn in employment in this sector in the last year.
- Jobs in retail and wholesale are well represented, along with the transport sector.
- Jobs for programmers, software developers and IT technicians are well represented. The skills required for these jobs include Javascript, C++ development, Microsoft C#.net framework development, Sql server development, .net development and HTML.

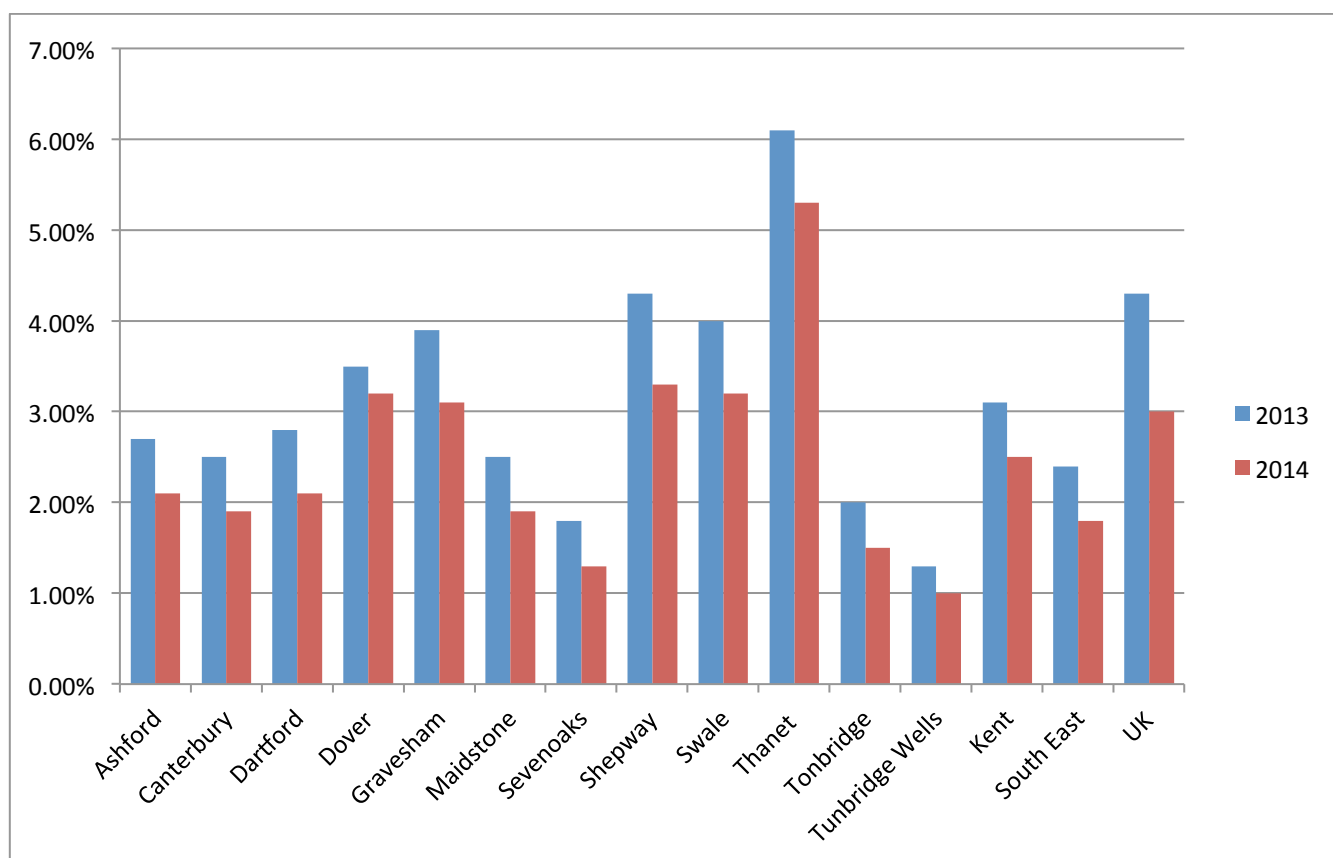
Table 3 – Breakdown of VAT and/or PAYE businesses in Dover between 2006 and 2013

Firms by size band	2006	2013	2013 %
1-4	2400	2390	66.1
5-9	585	590	16.2
10-19	350	340	9.3
20-49	180	190	5.4
50-99	60	60	1.8
100+	45	40	1.2
Total	3620	3610	

Source: NOMIS Local Profile – Employment Theme 2014

- The number of business based in Dover is now broadly equivalent to its 2006, pre-recession, level.

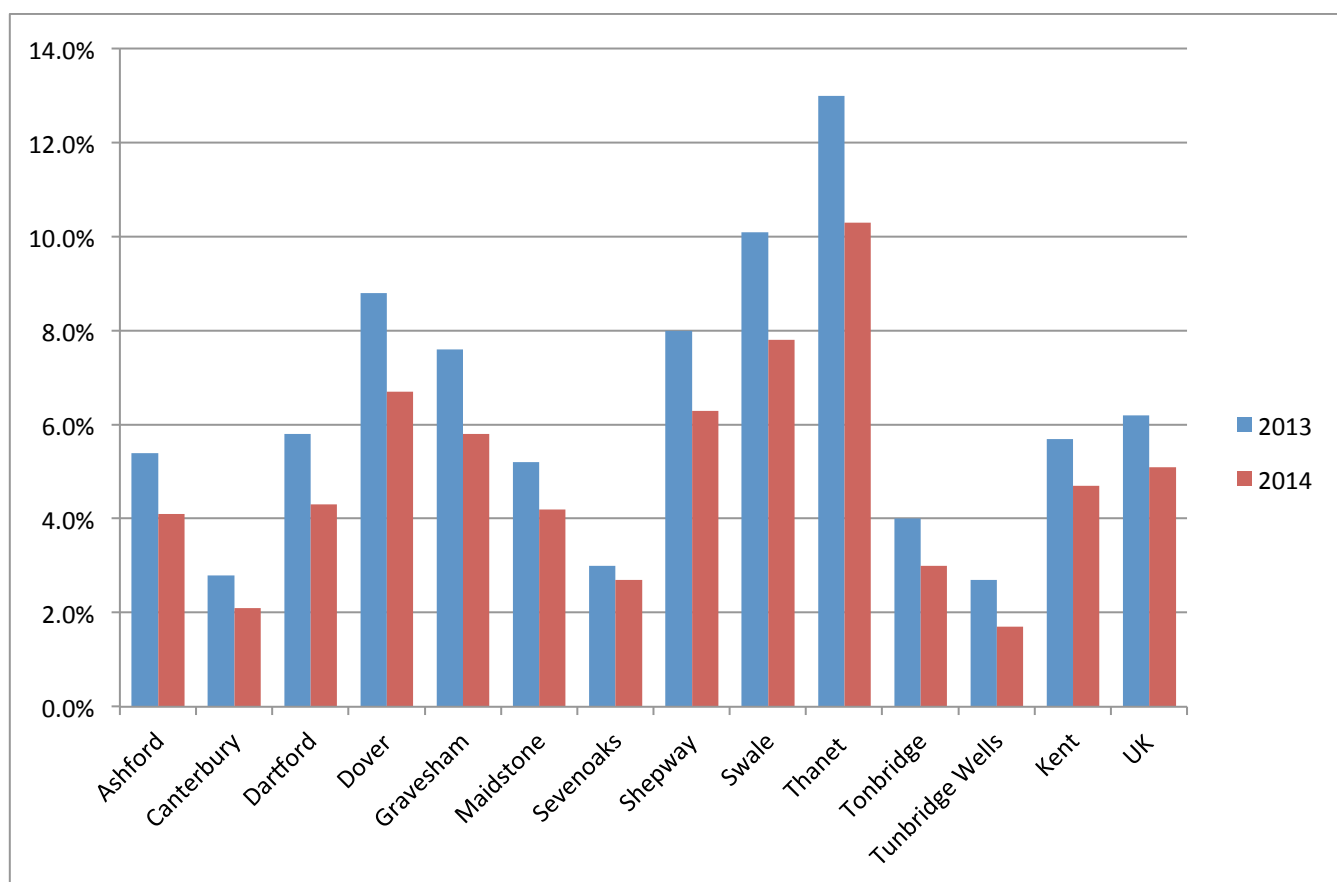
Chart 2 –Comparison of Percentage District Unemployment between January 2013 and 2014



Source: ONS Claimant Count January 2014

- Dover has the third highest unemployment rate (3.2%) compared to the other districts in Kent. It is above the Kent and South East averages, but is close to the UK average of 3%.

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



- In the year January 2013 to January 2014, unemployment in Dover fell by 20.1%. However this is the second lowest reduction in the county, behind Thanet. 2,144 people in Dover were unemployed and claiming benefit in January 2014.
- Dover has the third highest youth unemployment rate in Kent, and is 1.6% points higher than the UK average. Following local and national trends, this has fallen from 8.8% in January 2013.

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

Proportion in employment who are self-employed (16-64)					
	Jul 2008- Jun 2009	Jul 2009- Jun 2010	Jul 2010- Jun 2011	Jul 2011- Jun 2012	July 2012- Jun 2013
	%	%	%	%	%
Dover	11.3	10.6	10.9	13.4	12.7
Kent	13.4	14.6	14.1	15.4	14.7
South East	13.1	13.9	13.9	14.5	14.6
England	12.6	13.1	13.2	13.8	13.6

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

- Self-employment in Dover has historically been high compared to local and national comparisons. Throughout the recession this has fallen to below local and national averages, but appears to be increasing again.

Table 5 – Public vs Private Sector Employees

Public vs Private Sector Employment June 2013		
	Public	Private
	%	%
Dover	20.4	79.6
Kent	17.9	82.1
South East	16.2	83.8
England	19.3	80.7

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

- Public sector employment still accounts for 20.5% of employment in Dover, which is significantly higher than the Kent average of 17.9%. This has been falling rapidly since 2008, falling a decade of growth between 1998 and 2008.

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

Full time workers median weekly gross pay- residence based			
	2010	2011	2012
	£ per week	£ per week	£ per week
Dover	501	510	506
Kent	518	530	539
South East	537	548	556
England	496	506	513

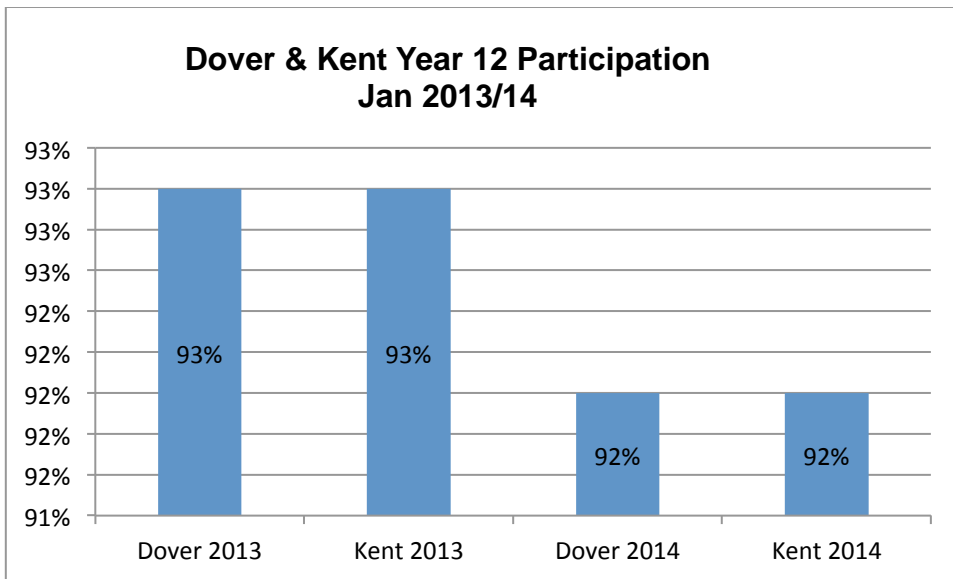
Source: Annual Survey of Hours and Earnings (ASHE), through Nomis, Office for National Statistics (ONS)

- The median weekly gross pay of workers in Dover is very low and ranks 10th out of the 12 Districts in Kent, above Shepway and Thanet. It grew by only approximately 2% between 2009 and 2011. Low levels of pay may reflect the size and growth of the wholesale and retail sector, which traditionally offer low remuneration.
- Wage levels in Dover have traditionally been strongly skewed by the wide range of salaries from the top end within R&D and technical industries, and the preponderance of low wage wholesale, retail, transport and storage jobs in Dover. With the contraction within the Professional, Technical and Scientific Sector in Dover, wage rates should fall overtime, compared to county and national averages.

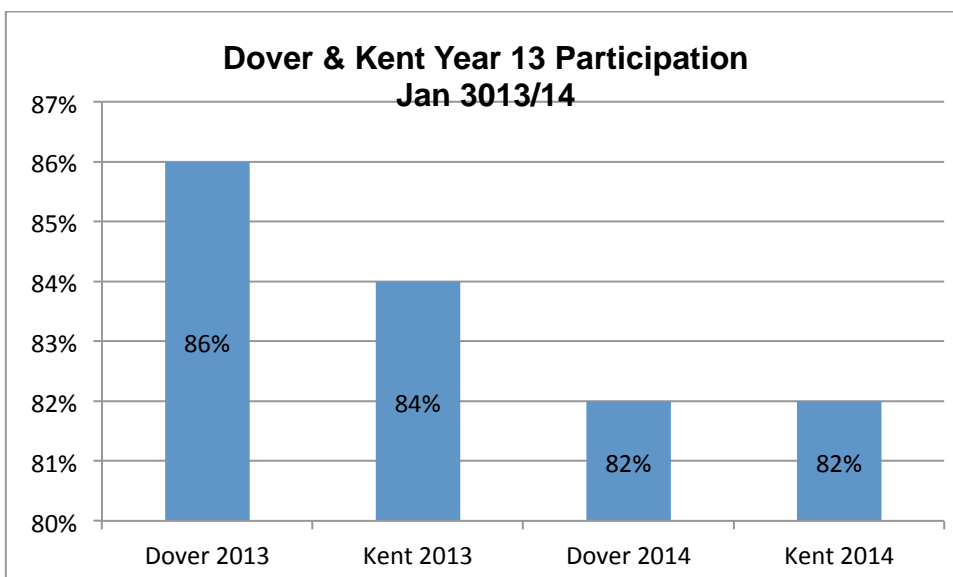
Appendix 3: Participation

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

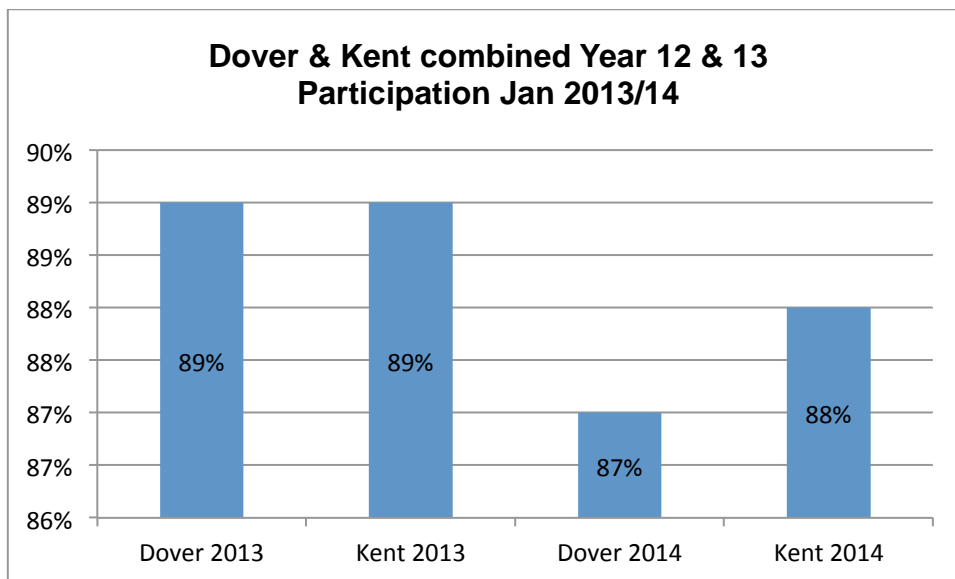
Participation is defined as those that are: in sixth form, FE College, Employment with training (mainly apprenticeships) or training



- Levels of participation are at the same level as Kent, but this is the first year that the Year 12 age group are expected to participate in the academic year in which they turn 17. However, in both Dover and Kent participation levels have gone down by 1%.



- Participation levels for both Dover and Kent for the Year 13 age group have both dropped since last year. In Dover the drop has been more significant and it is no longer out performing Kent at this age.



Breakdown and comparison of the activities of Kent and Dover young people, academic age Year 12 and 13 in January 2013 and January 2014.

Dover	January 2013						January 2014					
	Year 12		Year 13		Year 12 & 13		Year 12		Year 13		Year 12 & 13	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Cohort Total	1282		1315		2597		1358		1287		2645	
School Sixth Form	722	56%	598	45%	1320	51%	734	54%	601	47%	1335	50%
Further Education College	418	33%	431	33%	849	33%	465	34%	378	29%	843	32%
Employment with Training	33	3%	63	5%	96	4%	32	2%	70	5%	102	4%
Employment without Training	31	2%	89	7%	120	5%	12	1%	85	7%	97	4%
Training	24	2%	34	3%	58	2%	14	1%	11	1%	25	1%
NEET	44	3%	94	7%	138	5%	44	3%	80	6%	124	5%
Current Situation not Known	5	0%	5	0%	10	0%	10	1%	8	1%	18	1%
Participation	1197	93%	1126	86%	2323	89%	1245	92%	1060	82%	2305	87%

- Participation has dropped by 1% over the past year for Year 12 age young people and 4% by Year 13.
- There are 2% fewer Year 12 learners in sixth form, where as in Kent this figure has increased by 1%.
- There are 2% more Year 13 learners in sixth forms than last year
- Enrolment to school sixth forms in Dover continues to be below that in the rest of Kent.
- There are 1% more Year 12 learners in FE and 4% less in Year 13 in Dover.
- The combined number of NEET Year 12 and Year 13 age group has not changed since last year, but it is 1% higher than the Kent percentage and for the Year 13 age group in Dover there has been a slight reduction.

- The numbers in training has dropped in Dover. This refers to young people who may traditionally be on foundation course level.
- The percentage of young people with an unknown destination in Dover is 2% less than the rest of Kent.

Kent	January 2013						January 2014					
	Year 12		Year 13		Year 12 & 13		Year 12		Year 13		Year 12 & 13	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Cohort Total	16878		17024		33902		17826		17112		34938	
School Sixth Form	10004	59%	8311	49%	18315	54%	10781	60%	8564	50%	19345	55%
Further Education College	5104	30%	4970	29%	10074	30%	5083	29%	4637	27%	9720	28%
Employment with Training	347	2%	704	4%	1051	3%	419	2%	713	4%	1132	3%
Employment without Training	408	2%	1346	8%	1754	5%	205	1%	1069	6%	1274	4%
Training	229	1%	347	2%	646	2%	187	1%	191	1%	378	1%
NEET	584	3%	1042	6%	1626	5%	536	3%	952	6%	1488	4%
Current Situation not Known	83	0%	208	1%	291	1%	376	2%	653	4%	1029	3%
Participation	15684	93%	14332	84%	30086	89%	16470	92%	14105	82%	30575	88%

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

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

Source: Autumn 2013 and Spring 2014 school census

- Dover District performs well in terms of year 12 drop out, and is on a trend line for continuing improvement.

Vulnerable Learner Participation

Dover DC		
Priority groups within NEET 16-24	January 2013	January 2014
Looked after/in care	9	22
Caring for own child	52	57
Refugee/asylum seeker	1	0
Carer not own child	5	4
Substance abuse	10	16
Care leaver	8	8
Supervised by YOT	16	15
Pregnancy	14	19
Parent not carer for own child	1	3
LDD	44	109

- There are an increasing number of young people actively seeking employment, training and education in Dover. This is against a stable number in Kent as a whole.
- The highest number of vulnerable learner NEETs falls into the LLDD group.
- There are a number of students who are experiencing life events that make engagement difficult.

Appendix 4: Progression

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

		Dover														
		2011					2013					2012				
Kent District at age 16	Prior attainment at age 16	Total Learners	Percentage of Total Learners (%)	Level 1 or above	Level 2 or above	Level 3 or above	Of which number of no further quals	Of which no further qualifications Post 16 (%)	Total Learners	Percentage of Total Learners (%)	Level 1 or above	Level 2 or above	Level 3 or above	Of which number of no further quals	Of which no further qualifications Post 16 (%)	
National	Below Level 1	44662	7.52	33.3	14.9	4.2	17909	40.1	51087	8.61	32.1	14.8	4.0	21252	41.6	
	Level 1, below Level 2	109256	18.40	100.0	52.4	15.1	18792	17.2	138650	23.37	100.0	54.3	16.5	23571	17.0	
	Level 2 without English and Maths	102877	17.33	100.0	100.0	35.0	12139	11.8	87498	14.75	100.0	100.0	38.3	10675	12.2	
	Level 2 incl Eng and Maths	336955	56.75	100.0	100.0	82.4	11120	3.3	315964	53.26	100.0	100.0	83.5	10427	3.3	
	All Pupils	593750		95.0	84.8	55.9	59960	10.1	593199		94.2	82.0	54.3	65845	11.1	
	Local Authority: Kent	Below Level 1	1359	7.83	27.6	11.6	4.0	606	44.6	1477	8.68	27.6	11.5	3.2	651	44.1
		Level 1, below Level 2	2609	15.03	99.9	45.8	11.4	556	21.3	3377	19.84	100.0	50.0	12.6	642	19.0
		Level 2 without English and Maths	3438	19.81	100.0	100.0	32.8	437	12.7	3031	17.81	100.0	100.0	34.6	415	13.7
		Level 2 incl Eng and Maths	9952	57.33	100.0	100.0	82.6	328	3.3	9133	53.67	100.0	100.0	83.7	301	3.3
		All Pupils	17358		94.3	84.9	55.9	1927	11.1	17018		93.7	82.4	53.9	2008	11.8
Dover	Below Level 1	116	7.91	26.7	9.5	5.2	57	49.1	91	6.30	29.7	11.0	5.5	40	44.0	
	Level 1, below Level 2	263	17.94	100.0	45.2	9.1	49	18.6	344	23.81	100.0	53.8	9.6	59	17.2	
	Level 2 without English and Maths	295	20.12	100.0	100.0	36.3	24	8.1	255	17.65	100.0	100.0	30.2	29	11.4	
	Level 2 incl Eng and Maths	792	54.02	100.0	100.0	78.7	27	3.4	755	52.25	100.0	100.0	76.8	27	3.6	
	All Pupils	1466		94.2	83.0	51.8	157	10.7	1445		95.6	83.4	48.1	155	10.7	

Appendix 5: The Vocational Offer in Dover District

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

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

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

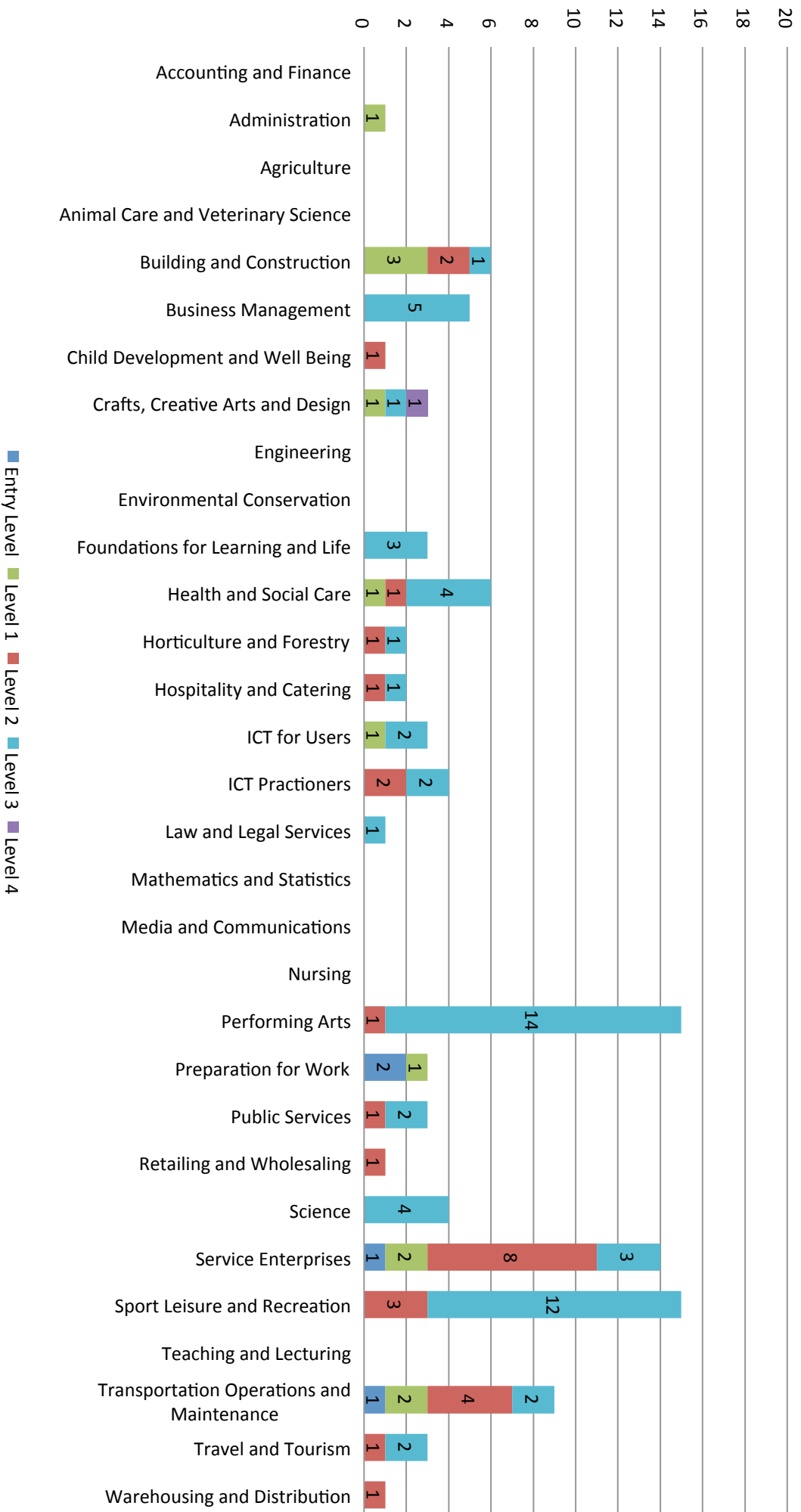
Proposed changes in the funding of Apprenticeships include:

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

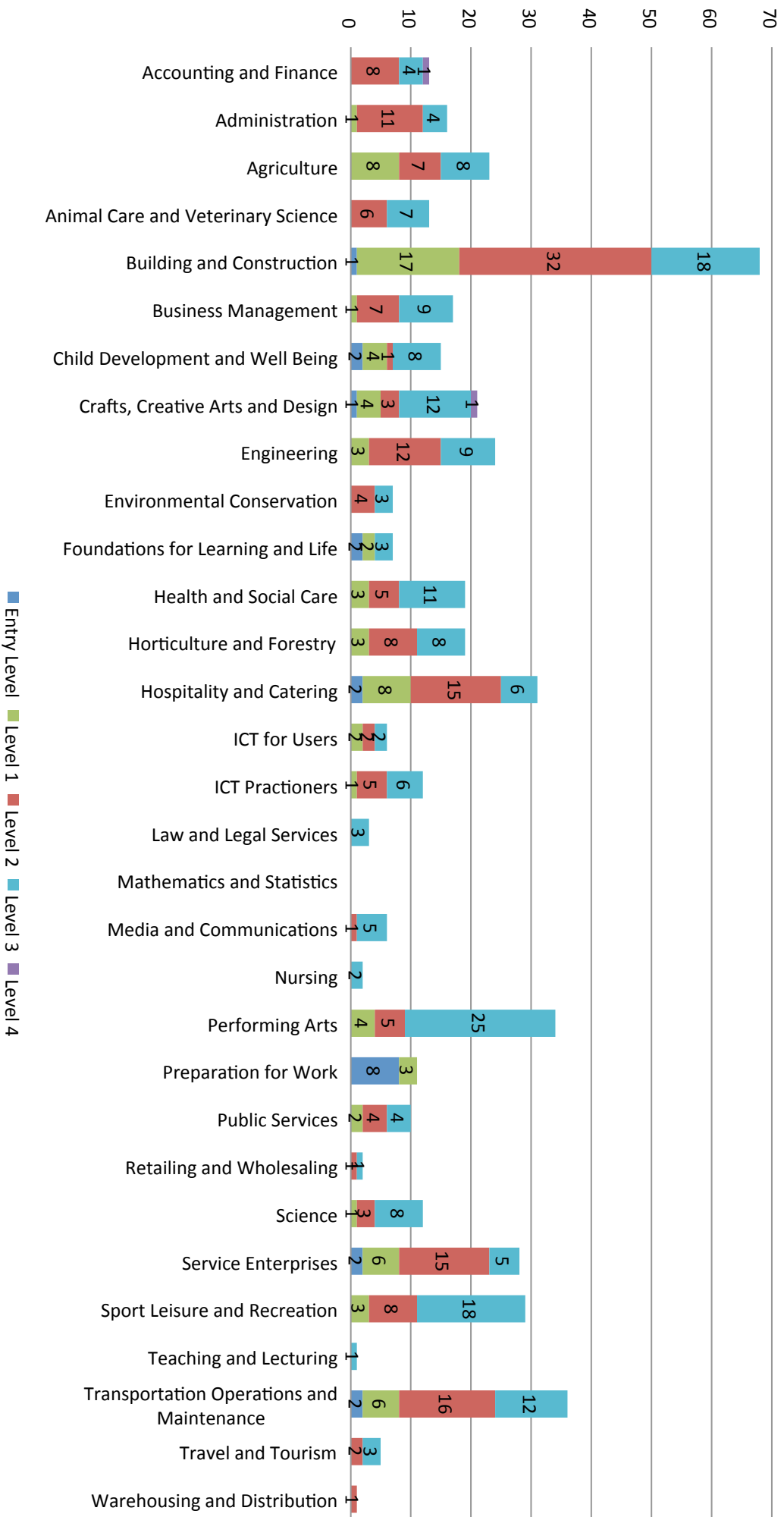
	Framework Sector Lead Body			Total
	16 – 18	19-24	25+	
Active Leisure and Wellbeing	393	261	779	779
Adult Social Care	274	759	1654	2,687

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

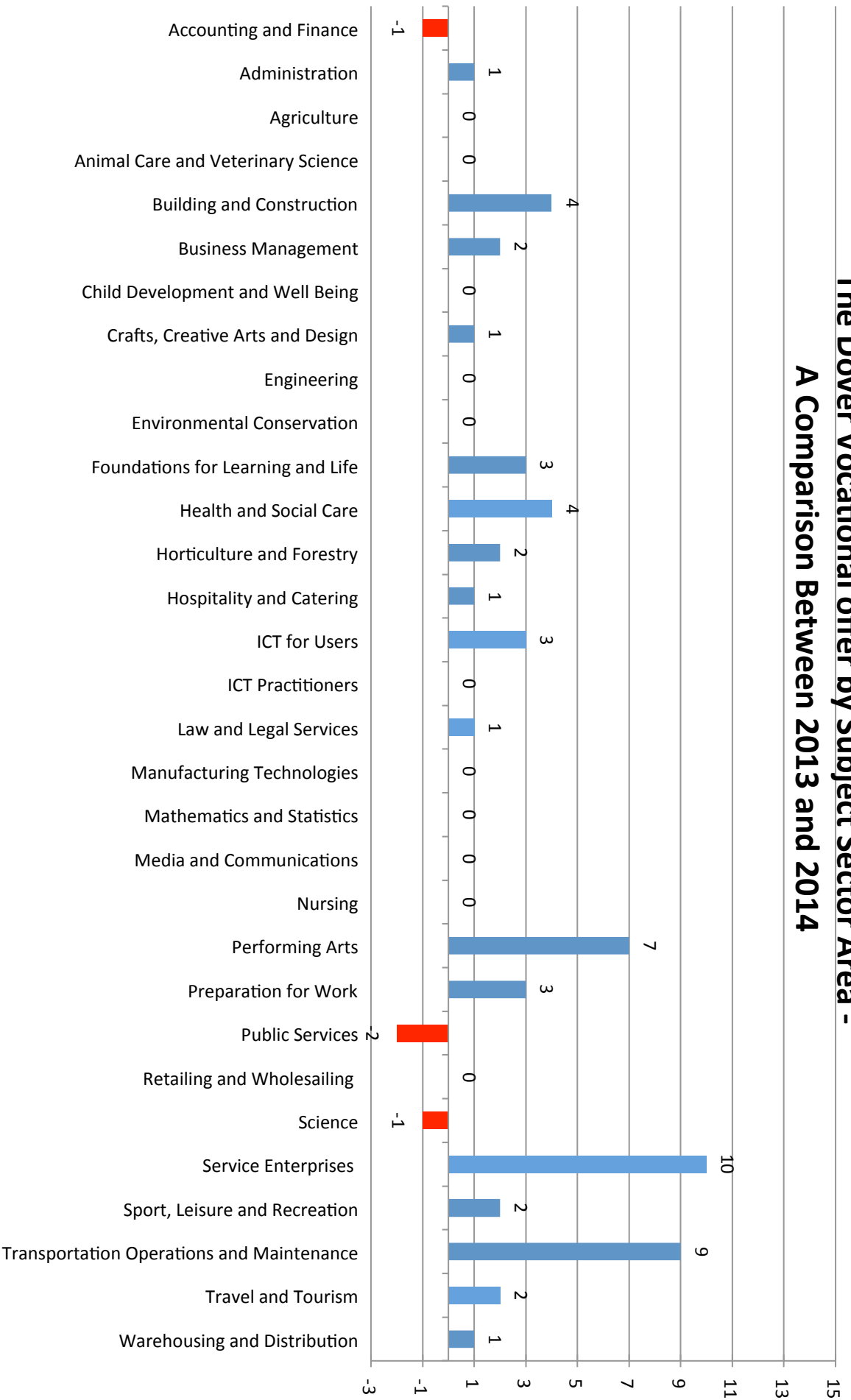
Appendix 5.2 The Dover Vocational Offer - Number of Courses by Subject Sector Area and Level 2014



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



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



Appendix 5.3: The Dover Vocational Curriculum Map 2014

1.3 Health and Social Care

Course Title	Venue	Course Type	Level
Health & Social Care BTEC Diploma	K College - Dover	BTEC	1
Health & Social Care BTEC Extended Certificate	K College - Dover	BTEC	2
Health and Social Care Cambridge Technical Diploma (Double Award)	Castle Community College	Other Vocational	3
Health and Social Care Cambridge Technical Introductory Diploma (Single Award)	Castle Community College	Other Vocational	3
Health & Social Care BTEC 90 Credit Diploma	K College - Dover	BTEC	3
Health & Social Care BTEC Subsidiary Diploma	K College - Dover	BTEC	3

1.4 Public Services

Course Title	Venue	Course Type	Level
Public Services BTEC Diploma (Double)	Dover Christ Church Academy	BTEC	2
Public Services BTEC Subsidiary Diploma	Astor College	BTEC	3
Public Services BTEC Subsidiary Diploma	Dover Christ Church Academy	BTEC	3

1.5 Child Development and Wellbeing

Course Title	Venue	Course Type	Level
Children and Young People's Workforce	Sandwich Technology School	Other Vocational	2

2.1 Science

Course Title	Venue	Course Type	Level
Science Applied BTEC National Diploma (Double Award)	Castle Community College	BTEC	3
Science Applied BTEC National Subsidiary Diploma (Single Award)	Castle Community College	BTEC	3
Applied Science BTEC	Dover Christ Church Academy	BTEC	3
Science Applied (double award) National Diploma	Sandwich Technology School	BTEC	3

4.3 Transportation Operations and Maintenance

Course Title	Venue	Course Type	Level
Motor Vehicle Maintenance & Repair	K College - Dover	Other Vocational	Entry
Introduction to Motor Vehicle Technology & Maintenance	K College - Dover	Other Vocational	1
Introduction to Motorcycle Technology & Maintenance	K College - Dover	Other Vocational	1
Motor Vehicle Maintenance & Repair (Light Vehicle)	K College - Dover	Other Vocational	2
Motorcycle Maintenance & Repair Apprenticeship	K College - Dover	Other Vocational	2
Motorcycle Maintenance & Repair Apprenticeship	K College - Dover	Other Vocational	2
Motorcycle Maintenance & Repair	K College - Dover	Other Vocational	2
Motor Vehicle Maintenance & Repair (Light Vehicle)	K College - Dover	Other Vocational	3
Motorcycle Maintenance & Repair	K College - Dover	Other Vocational	3

5.2 Building and Construction

Course Title	Venue	Course Type	Level
Entry into Construction Basic Construction Skills Certificate (City & Guilds)	K College - Dover	Other Vocational	1
Introduction to Construction	K College - Dover	Other Vocational	1
Painting & Decorating Diploma (Cskills Awards)	K College - Dover	Other Vocational	1
Construction BTEC Diploma	Dover Christ Church Academy	BTEC	2
Access to Electrical Installation	K College - Dover	Other Vocational	2
Construction BTEC First Diploma/Certificate	Sandwich Technology School	BTEC	2
Electrical Installations (Buildings & Structures) (City & Guilds 2365) Diploma	K College - Dover	Other Vocational	3

6.1 ICT Practitioners

Course Title	Venue	Course Type	Level
BTEC Information and Creative Technology	Astor College	BTEC	2
IT BTEC Diploma	K College - Dover	BTEC	2
Information Technology Cambridge Technical Introductory Diploma (Single Award)	Castle Community College	Other Vocational	3
IT BTEC 90 Credit Diploma	K College - Dover	BTEC	3

6.2 ICT Users

Course Title	Venue	Course Type	Level
Business & Information Technology	K College - Dover	Other Vocational	1

IT BTEC Subsidiary Diploma	Dover Christ Church Academy	BTEC	3
Information Technology National Certificate	Sandwich Technology School	Other Vocational	3

7.1 Retailing and Wholesaling

Course Title	Venue	Course Type	Level
Retail Knowledge OCR Certificate	Sandwich Technology School	Other Vocational	2

7.2 Warehousing and Distribution

Course Title	Venue	Course Type	Level
Logistics and Transport CILT(UK) Certificate	Castle Community College	Other Vocational	2

7.3 Service Enterprises

Course Title	Venue	Course Type	Level
Hair & Beauty Introductory Certificate (VTCT)	K College - Dover	Other Vocational	Entry
Beauty Therapy - VRQ (VTCT)	K College - Dover	Other Vocational	1
Hairdressing & Barbering NVQ Certificate	K College - Dover	NVQ	1
Hairdressing BTEC Certificate	Astor College	BTEC	2
Beauty Therapy - VRQ Diploma in Beauty Specialist Techniques (VTCT)	K College - Dover	Other Vocational	2
Hairdressing NVQ Diploma (VTCT)	K College - Dover	Other Vocational	2
Women's Hairdressing VTCT Diploma	K College - Dover	Other Vocational	2
Beauty Therapy BTEC First Certificate	Sandwich Technology School	BTEC	2

Creative Hair and Beauty Studies City and Guilds	Sandwich Technology School	Other Vocational	2
Hairdressing	Sandwich Technology School	Other Vocational	2
Hair and Beauty Studies VTCT Diploma NVQ	Dover Christ Church Academy	Other Vocational	2
Beauty Therapy Treatments Diploma VRQ (VTCT)	K College - Dover	Other Vocational	3
Hairdressing NVQ Diploma	K College - Dover	NVQ	3
Hairdressing VRQ Diploma	K College - Dover	Other Vocational	3

7.4 Hospitality and Catering

Course Title	Venue	Course Type	Level
Hospitality BTEC First Diploma	Astor College	BTEC	2
VTCT Professional Patisserie and Confectionary	Dover Christ Church Academy	Other Vocational	3

8.1 Sport, Leisure and Recreation

Course Title	Venue	Course Type	Level
Sport First Extended BTEC	Dover Christ Church Academy	BTEC	2
Football Academy (Sport) BTEC	Sandwich Technology School	BTEC	2
Sport BTEC	Sandwich Technology School	BTEC	2
Football Academy (Coaching Teaching & Instructing) NVQ	Sandwich Technology School	NVQ	2
Sport and Exercise Sciences	Astor College	Other Vocational	3
Football Academy	Castle Community College	Other Vocational	3

Sport BTEC National Diploma (Double Award)	Castle Community College	BTEC	3
Sport BTEC National Subsidiary Diploma (Single Award)	Castle Community College	BTEC	3
Sport BTEC Diploma	Dover Christ Church Academy	BTEC	3
Sport Development, Coaching and Fitness BTEC Diploma	Dover Christ Church Academy	BTEC	3
Football Academy (Sport) Extended Diploma	Sandwich Technology School	Other Vocational	3
Gym Instructors' Award	Sandwich Technology School	Other Vocational	3
Sport (Double) OCR	Sandwich Technology School	Other Vocational	3
Sport and Exercise Science BTEC Diploma	St Edmund's Catholic School	BTEC	3
Football Academy (Coaching Fitness & Development) BTEC	Sandwich Technology School	BTEC	3

8.2 Travel and Tourism

Course Title	Venue	Course Type	Level
Travel & Tourism BTEC Diploma	K College - Dover	BTEC	2
Travel & Tourism BTEC 90 Credit Diploma	K College - Dover	BTEC	3
Travel and Tourism National Certificate	Sandwich Technology School	Other Vocational	3

9.1 Performing Arts

Course Title	Venue	Course Type	Level
Performing Arts BTEC Diploma	K College - Dover	BTEC	2
Music BTEC Subsidiary Diploma (Single Award)	Castle Community College	BTEC	3
Performing Arts BTEC Diploma (Double Award)	Castle Community College	BTEC	3
Performing Arts BTEC Extended Diploma (Triple Award)	Castle Community College	BTEC	3
Performing Arts BTEC Subsidiary Diploma (Single Award)	Castle Community College	BTEC	3
Production Arts BTEC Subsidiary Diploma (Theatre Technology)	Castle Community College	BTEC	3
Music (Performing) BTEC National Certificate or Subsidiary Diploma	Dover Christ Church Academy	BTEC	3
Performing Arts BTEC 90 Credit Diploma	K College - Dover	BTEC	3
Theatrical, Special Effects, Hair & Media Make up Diploma (City & Guilds)	K College - Dover	Other Vocational	3
Dance BTEC Subsidiary Diploma in Performing Arts	Sandwich Technology School	BTEC	3
Music Technology BTEC National Subsidiary Diploma	Sandwich Technology School	BTEC	3
Performing Arts (Acting) BTEC National Award	Sandwich Technology School	BTEC	3
Performing Arts (Acting) BTEC National Subsidiary Diploma/Diploma	Sandwich Technology School	BTEC	3
Performing Arts (Dance) BTEC Level 3 Subsidiary Diploma, Diploma & Extended Diploma	St Edmund's Catholic School	BTEC	3
Performing Arts BTEC	St Edmund's Catholic School	BTEC	3

9.2 Crafts, Creative Arts and Design

Course Title	Venue	Course Type	Level
Performing Arts BTEC Diploma	K College - Dover	BTEC	1
Graphic Design BTEC Subsidiary Diploma in Art & Design	Castle Community College	BTEC	3
Foundation Diploma in Art, Design and Media	Astor College	Other Vocational	4

14.1 Foundations for Learning

Course Title	Venue	Course Type	Level
CSLA	Sandwich Technology School	Other Vocational	3
International Baccalaureate Careers Related Certificate (IBCC)	Sandwich Technology School	Other Vocational	3
Leadership Award	Sandwich Technology School	Other Vocational	3

14.2 Preparation for Work

Course Title	Venue	Course Type	Level
Futures	K College - Dover	Other Vocational	Entry
Horizons	K College - Dover	Other Vocational	Entry
Entry to Employment, Education & Training	K College - Dover	Other Vocational	1

15.2 Administration

Course Title	Venue	Course Type	Level
Business and Tourism Diploma	K College - Dover	Other Vocational	1

15.3 Business Management

Course Title	Venue	Course Type	Level
Business BTEC National Award	Astor College	BTEC	3
Business Cambridge Technical Diploma (Double Award)	Castle Community College	Other Vocational	3
Business OCR Cambridge	Dover Christ Church Academy	Other Vocational	3
Business and Management IBCC	Sandwich Technology School	Other Vocational	3
Business Studies National Certificate	Sandwich Technology School	Other Vocational	3

15.4 Law and Legal Services

Course Title	Venue	Course Type	Level
Law	Sandwich Technology School	Other Vocational	3

Appendix 6: Dover District Data Dashboard - Validated data 2013

Headline Measures			
Kent County Council 2013		Kent County Council	National
Dover District			
Post-16 students (L2 and L3)	1498	36,798	419,158
Completions	632	10,100	358,373
Av. KS4 Points on Entry	45.4	44.7	44.1
% Students 5+ A*-C GCSE EM	84%	80%	78%
% Students with 5+ A*-C GCSE	96%	95%	94%
A Level APS (FTE)	857.5	818.3	782.2
A Level APE	205.0	216.0	211.3
Academic APS (FTE)	859.8	844.8	785.4
Academic APE	205.3	216.1	211.1
Vocational APS (FTE)	570.8	563.8	561.6
Vocational APE	210.5	214.8	213.6
Previous Year 12 Retention	93%	93%	94%
Year 12 Retention	95%	95%	94%
Transition Retention	88%	87%	86%
Overall Retention	79%	77%	77%
In-year Retention	96%	96%	95%
Fails % (AS level - cashed in only)	30.6%	19.8%	21.7%
Fails % (A level)	4.2%	1.6%	1.9%
Value added: A level	-0.04	0.07	--
Value added: AS level	-0.01	0.06	--
Value added: BTEC L3 Certificate (QCF)	-0.86	0.01	--
Value added: BTEC L3 Sub. Dip. (QCF)	-0.24	0.14	--
Value added: BTEC L3 Diploma (QCF)	-0.15	0.17	--
Value added: BTEC L3 Ext. Dip. (QCF)	-0.26	0.04	--

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

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

Performance

Kent County Council 2013		Kent County Council	National
Dover District			
AAB (or higher) in 3+ facilitating subjects (A level students)	8.7%	8.7%	7.5%
AAB (or higher) in 2+ facilitating subjects (A level students)	14.0%	14.6%	12.1%
3+ A levels at A*-E	77%	76%	79%
2+ A levels at A*-E	90%	90%	92%
1+ A levels at A*-E	99%	99%	100%
3+ A levels or academic equivalent at A*-E	77%	78%	79%
2+ A levels or academic equivalent at A*-E	90%	91%	92%
1+ A levels or academic equivalent at A*-E	99%	100%	100%
3+ substantial vocational qualifications	26%	44%	50%
2+ substantial vocational qualifications	61%	67%	70%
1+ substantial vocational qualifications	100%	100%	100%
% of A level examinations awarded A*-E grades	96%	98%	98%
% of A level examinations awarded A*-C grades	68%	77%	75%
% of A level examinations awarded A*-B grades	43%	52%	48%
% of A level examinations awarded A*-A grades	20%	25%	22%

Grade breakdown for A level							
	A*	A	B	C	D	E	U
Dover District	112	268	420	461	339	178	78
Percentages	6.0%	14.4%	22.6%	24.8%	18.3%	9.6%	4.2%
Predicted percentages	6%	14%	24%	27%	19%	9%	3%
Kent County Council	7.1%	18.1%	26.9%	24.7%	15.2%	6.2%	1.7%
National	6.0%	16.0%	26.4%	26.1%	16.6%	7.0%	1.9%

Grade breakdown for AS level						
	A	B	C	D	E	U
Dover District	414	478	542	533	397	521
Percentages	14.4%	16.6%	18.8%	18.5%	13.8%	18.1%
Predicted percentages	13%	17%	22%	20%	14%	14%
Kent County Council	17.5%	19.6%	21.7%	17.7%	11.5%	12.0%
National	16.7%	19.9%	22.2%	17.9%	11.6%	11.6%

Grade breakdown for BTEC				
	D*	D	M	P
Dover District	36	57	114	106
Percentages	11.5%	18.2%	36.4%	33.9%
Predicted percentages	24%	19%	27%	30%
Kent County Council	23.7%	22.4%	28.6%	25.3%
National	22.5%	22.9%	28.3%	26.3%

Subject Analysis - 1-Year Overview - L3VA

Dover District							
	Level 3 Value Added - L3VA2013	Proportion of a grade above or below average	No of students	Fail rate in institution	Fail rate nationally	Average KS4 points	
<p>This summary includes most Level 3 qualifications reported in the L3VA. There are some key features to note: The cohort included in the L3VA measures has changed for this year. Please see the notes section for further explanation. Green bars represent positive VA, while blue represent negative. Black shows values close to the expected outcome based on average national progress for similar students on that course in 2012/13. Where the subject title is shaded, it indicates statistical significance in the value added measure. Where courses have fewer than 5 students, we would highlight the impact of low numbers on VA outcomes and fail rates, and emphasise the need to analyse these outcomes at individual student level. Where a course has only 1 student, this value has been suppressed for data privacy reasons.</p>							
A	Art & Design	0.61	21	0%	0.7%	45.5	
A	Art & Design (3D Studies)	0.21	8	0%	2.1%	38.2	
A	Art & Design (Graphics)	-1.00	23	26%	1.0%	41.5	
A	Art & Design (Photo)	-0.04	22	0%	0.9%	44.4	
A	Art & Design (Textiles)	0.18	17	0%	0.5%	41.3	
A	Biology	0.02	93	2%	2.4%	50.0	
A	Business (VQ)	-0.25	5	0%	1.2%	41.4	
A	Business Studies & Economics	-0.10	16	0%	0.8%	47.3	
A	Business Studies:Single	-0.14	22	0%	1.4%	45.0	
A	Chemistry	0.13	81	5%	2.2%	50.7	
A	Classical Civilisation	0.29	5	0%	1.2%	49.7	
A	Classics	0.30	6	0%	3.6%	50.6	
A	D&T Product Design	-0.32	11	0%	2.1%	46.5	
A	D&T Textiles Technology	0.37	5	0%	1.8%	45.3	
A	Drama	-0.08	27	0%	0.6%	45.8	
A	Economics	-0.19	11	0%	1.0%	44.4	
A	English Literature	-0.16	171	1%	0.4%	46.1	
A	Film Studies	0.05	36	0%	0.6%	43.8	

Subject Analysis - 1-Year Overview - L3VA

Dover District							
Level 3 Value Added - L3VA2013		Proportion of a grade above or below average	No of students	Fail rate in institution	Fail rate nationally	Average KS4 points	
A	Fine Art	0.08	40	3%	0.6%	43.9	
A	French	-0.11	19	5%	0.8%	51.0	
A	General Studies	-0.01	266	8%	6.8%	48.3	
A	Geography	-0.19	70	1%	0.8%	48.0	
A	German	-0.02	17	0%	0.7%	49.8	
A	Health & Soc. Ca (VQ)	0.28	19	5%	1.9%	40.3	
A	History	0.19	133	0%	0.7%	47.3	
A	Information Technology (VQ)	-0.64	5	0%	3.6%	40.8	
A	Latin	-0.27	5	20%	0.6%	51.7	
A	Law	0.25	17	0%	3.0%	42.6	
A	Leisure & Recreation (VQ)	-0.02	11	0%	0.4%	41.9	
A	Mathematics	-0.08	96	9%	2.4%	49.6	
A	Mathematics (Further)	-0.11	15	0%	1.2%	52.9	
A	Media/Film/TV Studies	-0.27	58	2%	0.7%	43.6	
A	Physical Education/Sport Studies	0.19	32	0%	2.4%	46.2	
A	Physics	0.05	54	6%	3.3%	49.0	
A	Politics	0.16	28	4%	1.3%	46.7	
A	Psychology	-0.35	104	10%	2.4%	45.7	
A	Religious Studies	-0.03	51	4%	1.4%	48.0	
A	Science (VQ) (Double)	0.28	24	4%	6.3%	41.0	
A	Sociology	0.02	58	3%	1.6%	43.6	
A	Travel & Tourism (VQ)	-1.19	7	43%	1.4%	38.7	





Subject Analysis - 1-Year Overview - L3VA

Dover District						
Level 3 Value Added - L3VA2013		Proportion of a grade above or below average	No of students	Fail rate in institution	Fail rate nationally	Average KS4 points
AS	Art & Design (Photo)	-0.24	5	40%	7.8%	37.4
AS	Biology	-0.09	33	45%	31.6%	46.3
AS	Business Studies & Economics	-0.32	6	17%	18.7%	46.0
AS	Business Studies:Single	-0.11	13	8%	22.0%	47.8
AS	Chemistry	-0.04	25	32%	27.4%	48.4
AS	English Literature	0.03	21	10%	4.7%	46.2
AS	Film Studies	0.00	9	0%	1.8%	46.9
AS	Fine Art	-0.05	7	0%	6.8%	44.6
AS	French	0.36	15	13%	15.5%	47.7
AS	General Studies	0.29	45	29%	24.8%	41.8
AS	Geography	-0.11	11	27%	20.0%	46.7
AS	German	0.03	11	27%	12.3%	50.4
AS	History	0.04	25	12%	11.0%	46.8
AS	Latin	-0.56	5	20%	5.7%	48.2
AS	Law	-0.09	6	67%	36.8%	42.1
AS	Mathematics	0.04	33	48%	36.4%	45.6
AS	Media/Film/Tv Studies	-0.27	11	27%	5.9%	41.1
AS	Physical Education/Sport Studies	0.14	9	11%	25.4%	46.9
AS	Physics	0.04	17	41%	25.9%	45.9
AS	Politics	0.28	5	0%	20.8%	49.7
AS	Psychology	-0.13	32	63%	31.8%	44.1
AS	Religious Studies	0.08	9	0%	13.9%	49.9

Subject Analysis - 1-Year Overview - L3VA

Dover District							
Level 3 Value Added - L3VA2013		Proportion of a grade above or below average	No of students	Fail rate in institution	Fail rate nationally	Average KS4 points	
AS	Sociology	-0.24	16	44%	24.1%	44.3	
AS	Spanish	0.40	5	0%	17.3%	51.1	
BTEC	Cert Public Services	-0.67	5	0%	0.0%	37.4	
BTEC	Dip Applied Science	0.16	7	0%	0.0%	40.5	
BTEC	Dip Public Services	-0.15	16	0%	0.0%	36.3	
BTEC	Dip Sport	-0.18	12	0%	0.0%	39.6	
BTEC	Dip Sport and Exercise Sciences	-0.33	7	0%	0.0%	37.7	
BTEC	ExtDip Sport	-0.05	6	0%	0.0%	41.5	
BTEC	ExtDip Theatre and Dramatic Arts	-0.64	8	0%	0.0%	40.7	
BTEC	SubDip Applied Science	-0.37	14	0%	0.0%	40.4	
BTEC	SubDip Art and Design	-0.14	5	0%	0.0%	36.4	
BTEC	SubDip Business	0.20	6	0%	0.0%	39.5	
BTEC	SubDip Health and Social Care	-0.52	9	0%	0.0%	41.7	
BTEC	SubDip Information Technology	0.49	17	0%	0.0%	43.5	
BTEC	SubDip Music	-0.71	6	0%	0.0%	42.1	
BTEC	SubDip Public Services	-0.60	20	0%	0.0%	39.1	
BTEC	SubDip Sport	-0.23	14	0%	0.0%	36.8	
BTEC	SubDip Sport and Exercise Sciences	-0.28	5	0%	0.0%	39.5	
'CACHE Level 3 in Child Care and Education': Certificate equivalent to 1 A2; Diploma equivalent to 2.75 A2. Colour coding as for AS/A2, based on proportions of a grade.							
CACHE	L3 Dip Childcare Skills	0.34	7	0%	0.0%	35.6	
OCR	NC Business	-0.39	16	0%	0.0%	42.2	
OCR	NC Computer Appreciation / Introduction	-0.37	47	0%	0.0%	41.5	

Subject Analysis - 1-Year Overview - L3VA

Dover District							
Level 3 Value Added - L3VA2013		Proportion of a grade above or below average		No of students	Fail rate in institution	Fail rate nationally	Average KS4 points
OCR	NC Learning Theory		0.73 	5	0%	0.0%	35.8
OCR	ND Business Studies	-0.43 		7	0%	0.0%	44.7
OCR	ND Learning Theory		1.12 	10	0%	0.0%	41.2
OCR	ND Sports Studies		0.57 	9	0%	0.0%	39.8
<p>Subjects with fewer than five students</p> <p>Subjects with fewer than 5 entries included in the value added calculation have been omitted from this table.</p>							

Appendix 7: Narrowing the Gap

Dover: Number of entries for level 3 qualification for those students completing key stage 5 2013

Characteristics	No. students	A level entries	AS Level	BTEC Cert	BTEC Dip	BTEC ExtDip	BTEC SubDip
Male	330	693	1140	11	32	6	56
Female	302	910	1418	7	11	11	45
FSM	30	58	144	0	0	2	8
Non FSM	600	1545	2407	17	42	15	93
NO SEN	577	1475	2358.5	16	40	16	93
SEN- School Action	36	93	156.5	2	0	0	4
SEN- School Action Plus	12	32	34	0	2	0	4
SEN statement	1	3	2	0	0	0	0

