

District Datapack

The post 16 landscape in Ashford



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Skills and Employability Service
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Introduction

What is the purpose of the District Data Pack?

The purpose of the district data packs is to stimulate discussion within district education/training communities on how best to prepare young people for employment, be that at the end of Key Stage 4 or after post graduate study.

The packs look at new and old data sets and ask searching questions about local pathways, their compatibility with the local economy and the support young people receive; particularly vulnerable young people. They have been produced as a desk top exercise, they do not propose solutions, but provide the key questions that need addressing and the data to support the development of localised solutions.

What data has been used?

The intention has been to use where possible data that has not been widely used and to collate data to give an overview at a district, county, regional and national level to provide a wider context.

A significant number of data sources have been drawn together and as a consequence there will be some minor inconsistencies in the data. However, where there may be inconsistencies in the data, this is highlighted and the messages the data provide are consistent.

This is unavoidable due to the way data is collected locally, regionally and nationally. Kent County Council, Education Learning and Skills Directorate are currently reviewing the way it stores data and the way it works with other directorates.

How does the District Data Pack support Kent County Council Policy?

The Local Authority has clearly articulated how it intends to support young people make the most of their potential in the 14-24 Learning, Employment and Skills Strategy and the structure of the data pack reflects its four strategic priorities:

- To raise attainment and skill levels
- To extend and improve vocational education, training and apprenticeships
- To increase participation and employment
- To target support to vulnerable young people

How should the District Data Pack be used?

The executive summary tells the high level picture of the district and raises 8 key questions. Each priority section then has a summary, the supporting data from which the conclusions have been drawn, followed by a number of more searching questions.

It would not be possible to address all of the issues raised in the data pack at once, it is for local groups of education/training providers and employers to identify their own local priorities and strategies.

The data packs should not be used in isolation and local providers may wish to use the UKLP datadashboard on level 3 provision and their own data systems to complement the process.

Allan Baillie, your local Skills and Employability Area Manager and Simon Bounds, Participation and Progression Manager will be able to support districts co-ordinate their response.

The relationship with the District scorecards

The district data packs do not establish any new benchmarks or measures for local providers; their purpose is support providers' strategic planning.

Executive summary

1. 16-18 population

The Year 7-11 school population in Ashford is forecast to have a small decline until 2014 after which it will climb. Using the current forecast model this growth will not impact on sixth forms until after 2019 until which time there is a projected steady decline in sixth form numbers (6% over 5 years)

In 2009* the breakdown of the Year 11 population by education level showed that:

- 9.8% (131) of 16 year olds are below Level 1 at 16,
- 27.6% (367) are at Level 1,
- 16.5% (220) are at Level 2 without English and Maths,
- 46% (612) are at Level 2 with English and Maths.

There is a net outward migration from Ashford to other district schools. In 2012 approximately 100 pupils per year group (Years 7-11) studied out of the district. At sixth form this number is 66. However, post 16 a significant number of learners travel out of the district to attend FE Colleges. In fact **More than half of the 16-18 year old Ashford residents who attended FE Colleges, travelled out of the district to learn**, mainly to Canterbury College and half of this number were on entry, Level 1 and Level 2 courses.

The Mosaic profile of Ashford residents reflects the 'dormitory' nature of the town, with significant numbers commuting from the district. There are above average numbers of residents who are: extremely affluent, well educated owner occupiers; well off families with older children, working in managerial and professional careers and younger professionals with children, some living in ethnically diverse neighbourhoods.

At the same time there is another population, which is the joint highest group in Ashford and is above average for Kent: Middle aged parents receiving benefits, living in neighbourhoods of social housing with higher levels of unemployment and students.

2. Raise Attainment

There is a mixed picture with post 16 attainment in Ashford. The most able learners are achieving high levels of success but like many other districts in Kent there are significant numbers of young people who are not progressing. 1 in 4 of Ashford learners who left compulsory education in 2009, gained qualifications but did not progress to the next educational level by age 19 and over 200 gained no further qualifications.

In Ashford in 2012 almost 1 in 3 learners failed to achieve Maths and/or English GCSE (A*-C) at Key Stage 4 and almost half of the 2009 cohort who were at Level 2 without English and maths at 16 did not progress to level 3 by age 19. This would suggest a need for a focus on Maths and English for both pre and post 16 learners in Ashford.

Achievement at AS Level in sixth forms at grades A-C is below both the county and national levels, the number of fails and the number of learners who achieve a U is above the national average. This combined with a 7% lower retention level from the start of Year 12 through to the end Year 13 suggests that there is a high drop out rate after AS level in Ashford. In fact almost 1 out of 3 sixth form learners do not complete a two year programme of study.

The achievement at AS Level is surprising given that prior achievement on entry on to sixth form level 3 courses is higher than both Kent and National levels (Learners with 5*A-C with English and Maths in Ashford is 85% compared to Kent (78%) and Nationally (76%) and for those without English and Maths it is 6% higher than the national average).

* 2009 data has been used so that it is consistent with the cohort used in the analysis of achievement by age 19 by 08/12 in the next section.

At A Level in 2012, achievement at A* and 3+ AAB (or higher) in facilitating subjects (6.45%) is above the national average (4.8%), but at almost all other levels there is compatibility with the rest of Kent and national levels.

When compared to Kent 9% fewer Ashford learners gained Distinctions and Merits in BTECs, but almost 9% more achieved a pass.

There is a good spread of A Level subjects on offer and six of the 'Russell Group' facilitating subjects fall within the top 10 most popular subjects. The exceptions are physics and modern foreign languages.

Only 23 students studied MFL (French 13, Spanish 10) and MFL was far exceeded in popularity by Psychology and Sociology. Given the proximity of international companies in Ashford (and in the City) this lack of interest in MFL is surprising. Providers should consider promoting the employability merits of language skills.

3. Improve and extend vocational education, training and apprenticeships

The impact of the global recession on Ashford has not been as significant as in the rest of the county. In terms of the number in employment in Ashford there has been a 3.7% (1,900 employees) increase between 2008-2011, compared to a 0.4% fall across the whole of Kent.

Several sectors have seen growth of over 10% during this time, these include:

- Wholesale and retail,
- Accommodation and food service activities;
- Information and communication,
- Professional, scientific and technical activities and
- Human, health and social work activities.

Those that have experienced declines match those in the rest of the county: Primary industries, construction, Financial and insurance activities, administrative and support services.

The growth sectors do not seem to be supported by the Ashford vocational offer in Ashford, although there is progress since the last report as there are now 3 retail courses. The most popular courses are in building and construction, service enterprises (hair and Beauty), performing arts and sport leisure and recreation.

The Ashford economy is predicted to grow faster than both the South East and the UK as a whole. The Ashford Borough Council Strategic Options Report, March 2012 has identified a number of areas where it can support new growth and where the district has a competitive advantage. The district's strategic position, excellent transport links and improved internet connectivity should:

- support the potential to improve the rural sector by attracting growth in small business and leisure and tourism in an attractive setting accessible by London, the rest of the South east and continent;
- attract growth in high value- added activities such as office based business by utilising the existing office space in the centre of Ashford;
- lead to the expansion of business parks, including Eureka Park.

There is clearly a disconnect between the vocational offer and the local economy. With growth forecast for Ashford, it is important that local providers work with the district council and employers to identify how they can support one another.

In particular providers could look at developing the business and finance offer to support the borough's intentions to develop Ashford as an attractive centre for office based business. They could look at the businesses that have been established for over 5 years to see how they could build on the new post 16 curriculum flexibilities to include work experience with qualifications requested by employers.

The public sector in Ashford makes up 18% of the jobs in the district, which is up 2% on 2008 but slightly below the county average of 21%. If the population of Ashford grows as predicted this sector will likely grow as the need for local services increases.

Where providers are running popular courses they should look to see how they can link transferable skills to the local labour market to inject an awareness of local opportunities.

Ashford has a high number of SMES and companies with 1-4 employees. Providers might consider teaching enterprise skills to pupils because there is a high chance they will be self employed or working for a small company.

At 6.2% youth unemployment is low in Ashford (compared to 6.6% in Kent and 7.2% in GB) reflecting a relatively buoyant local economy. Education training provision 16-19 can contribute to driving down youth unemployment further by developing the skills required by local commerce and industry. Education/employer engagement is necessary to achieve this.

4. Increase Participation and Employment

The challenge facing Kent providers by September 2015 is how they will ensure full and sustained participation of all 16-18 year olds. In Ashford if the same circumstances were to remain in place, appropriate provision, including employment with training will need to be found for an additional 381 young people.

The activities of young people in the Year 12-13 age group in Ashford varies from the rest of the county, perhaps reflecting the better employment opportunities in the district. There are more young people in employment without training, 5% less at FE Colleges and slightly more (2%) in sixth forms.

However, the main story in Ashford is the drop in participation between Year 12 and Year 13. The percentage of young people in sixth forms drops from 64% in Year 12 to 48% in Year 13, with only a 1% increase in the number attending FE colleges and 2% increase in the number in employment with training. Worryingly, there is a 9% increase in the number of learners in employment without training and a 2% increase NEETs.

Breaking this pattern will be a difficult as clearly some young people do not value learning and are opting for the short term gain of employment without training, jeopardising their longer term options. A learner survey of what is understood about RPA highlights that many think it is an extension of the school leaving age. Ashford providers will need to work hard to get young people to understand the long term benefits of RPA and ensure that what they do in Year 12 is a meaningful experience.

A closer look at the NEET profile identifies that there are a significant number who are also included in CXX's 16-24 year old priority groups. The largest group are Caring for own child 45, Pregnancy 15, and LDD 45. Careful consideration of what additional resources and process will need to be put in place to support their participation. Supporting vulnerable learners is picked up again in section 5.

There is *some* overlap in the interests of NEET young people and the potential opportunities available.... NEET young people expressed interest in job roles in construction, office work, health & social care and hair & beauty services. The growth areas for the local economy are in wholesale and retail trade; accommodation and food services, human, health and social work activity; and professional, scientific and technical services.

To conclude, the factors that lead to the significant changes in participation in Year 12 and Year 13 will need to be considered and tackled. Ashford providers will need to check if the Year 12 offer is engaging young people and offering progression opportunities for all young people, they will need to ensure that learners understand what RPA means to them and engage with local employers to encourage them to offer employment with training.

5. Target Support to Vulnerable Young People

A significant proportion of NEET young people are considered vulnerable and fall into one of the 10 CXK priority groups. A closer examination of this group using the disability type analysis employed by CXK identifies that 1 in 3 NEET young people have an emotional or behavioural disability (BESD). Therefore any realistic attempt to bring down the NEET numbers in Ashford will need to ensure that suitable provision and support is in place.

There is a relatively high number of Looked after Children in Ashford (183) but this is primarily children placed in Ashford by Other Local Authorities (115 from OLA). Many of these pupils are statemented and placed in specialist residential provision, and return to their host authority. Of the remainder there are on average 7 students per year group. Although this is a small number, there is a need to provide additional support, particularly during periods of transition, as these pupils have a high propensity of under attainment and of becoming NEET.

Ashford has 81 children missing from education. Most of this 'disappearance' occurs between primary and secondary phases. It has 93 children (of 1157 Countywide) designated as educated at home.

In Ashford there were 1296 fixed term exclusions in Ashford (approx 30 per week) broadly in line with Kent LA. Ashford has been very successful at minimising permanent exclusions with only 6 permanent exclusions last year. Subsequently the number of students requiring PRU provision has been very limited.

Youth Offending rates are falling in Ashford, but not as quickly as the rest of the County. The Stanhope estate appears in the top 10 Kent wards for youth offending with 21 offences last year. Providers should consider this when targeting specialist provision.

At 3% Ashford has the second lowest level of persistent absence at Primary level. However, the success of the Primary Schools is not carried through. The level of persistent absence more than trebles to 9.3% at secondary level and is 20.8% Special Schools.

Key challenges for Ashford providers

- **More than half of the (approx) 1300 FE College students in Ashford travel out of the Borough**, primarily to Canterbury College (450+). Providers in Ashford should consider developing local provision to reduce the outward migration of learners particularly at Levels 1 & 2.
- **Almost 1 in 3 sixth form students do not complete a two year programme of study and levels of participation drop significantly between Year 12 and 13.** Providers should consider whether measures should be taken to (a) review the post 16 offer, 1 in 4 Ashford learners who gain qualifications post 16 do not progress to the next educational level (b) ensure young people understand the value of continued learning and (c) increase the support for transition at 16 and 17 particularly for vulnerable learners.
- Ashford has a well developed **vocational offer** at Levels 2 and 3 with a wide variety of courses. This could be further improved by (a) developing the offer for Level 1 students to remove barriers to post 16 education and thereby reduce the requirement to travel out of the Borough (b) using labour market information to match the post 16 offer to the requirements of the local economy (for example in wholesale/retail trades and scientific/technical services). This will require conversations with local industry representatives
- The number of young people in **Employment without Training** is high: 11% for Year 13 learners compared to 7% for Kent. Young people in employment without training are regarded as 'not in learning' and will, by 2015, be regarded as not satisfying the requirements of RPA.
- The **new post 16 funding regime** (Study Programme) presents new challenges, and opportunities, for providers. The Study Programme allows for greater flexibility in programme design and there are opportunities to design programmes that cater for those learners identified in this report, specifically learners at or below Level 1, learners that have achieved Level 2 without Maths and English, and vulnerable groups.
- In a **learner voice** survey young people expressed a preference for programmes that include **employment and study**. The combination of study with work placements was supported in the Wolf report on Vocational Education (2011). Providers in Ashford will need to engage with employers and create new models of post 16 delivery, utilising the flexibility in the study programme to respond to this need.
- A significant number of the NEET group in Ashford come from **vulnerable groups**: teenage parents (and pregnant teenagers), young people with disabilities & learning disabilities (LDD) - 1 in 3 NEET young people are BESD. Providers should consider making specific provision tailored specifically to these learner groups.

1. Background - The 16-18 Ashford Population

1. Summary

The Year 7-11 school population in Ashford is forecast to have a small decline until 2014 after which it will climb. Using the current forecast model this growth will not impact on sixth forms until after 2019 until which time there is a projected steady decline in sixth form numbers (6% over 5 years).

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The Mosaic profile of Ashford residents reflects the 'dormitory' nature of the town, with significant numbers commuting from the district. There are above average numbers of residents who are: extremely affluent, well educated owner occupiers; well off families with older children, working in managerial and professional careers and younger professionals with children, some living in ethnically diverse neighbourhoods.

At the same time there is another population, which is the joint highest group in Ashford and is above average for Kent: Middle aged parents receiving benefits, living in neighbourhoods of social housing with higher levels of unemployment and students.

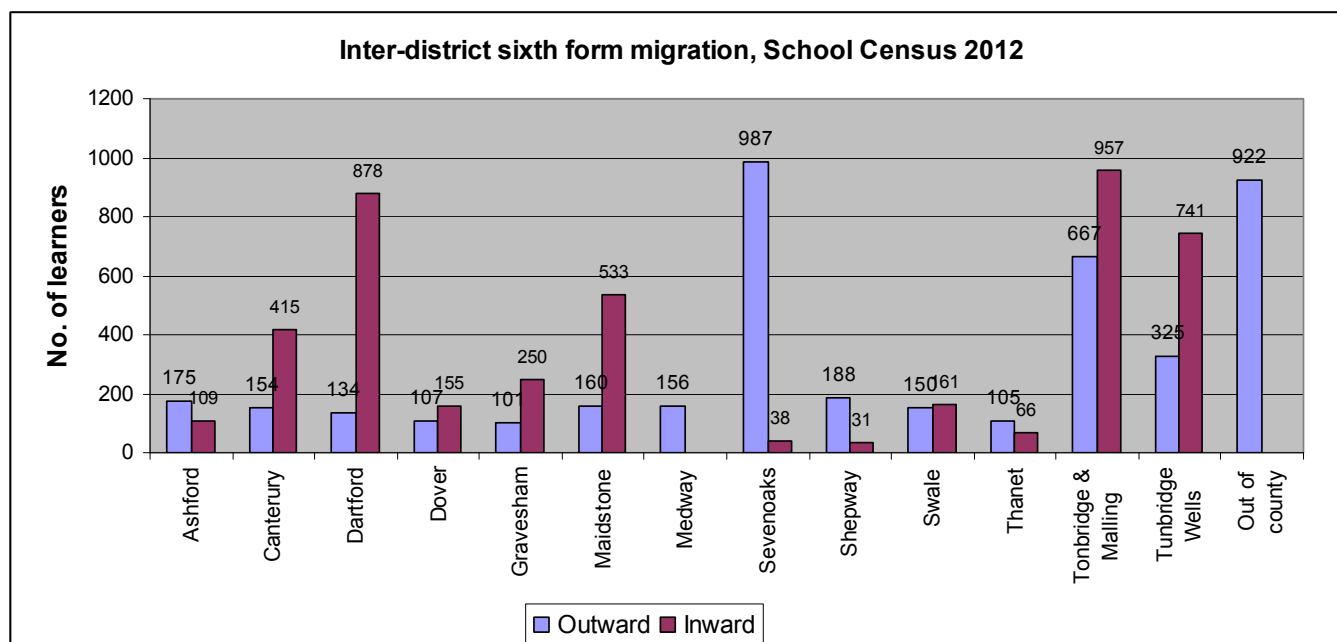
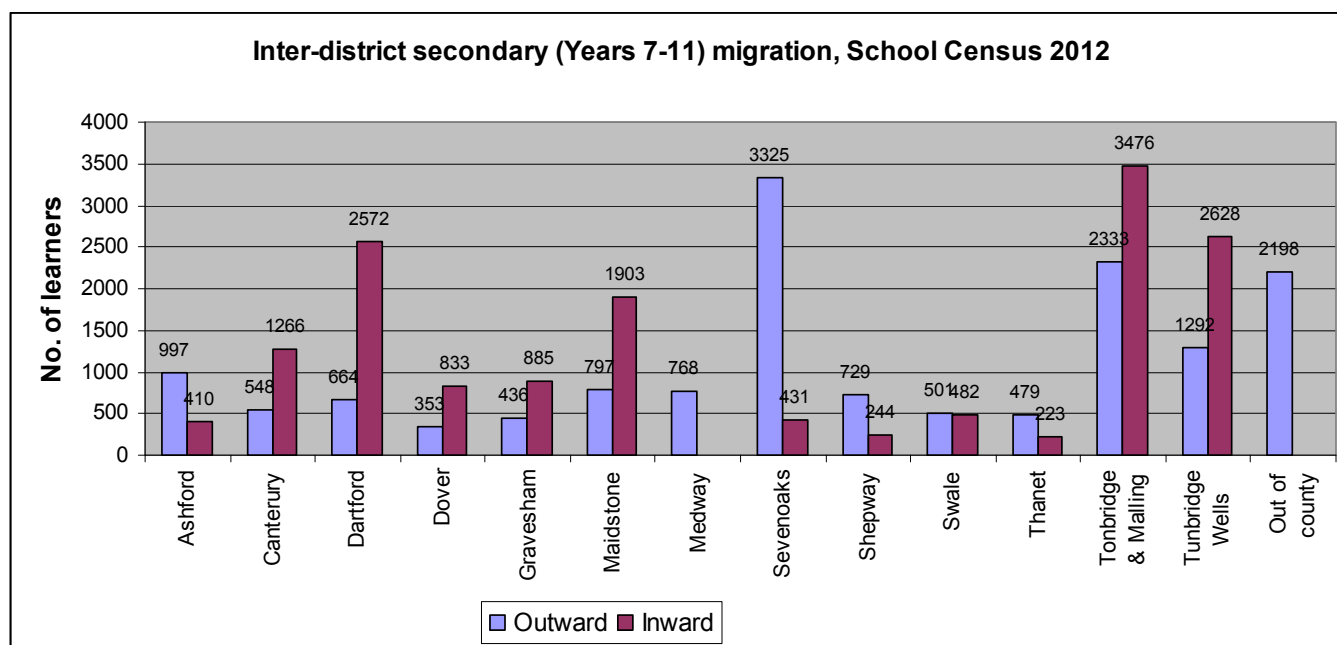
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1.2 Supporting data

1.2.1 Learner Migration Years 7-11 and at sixth form

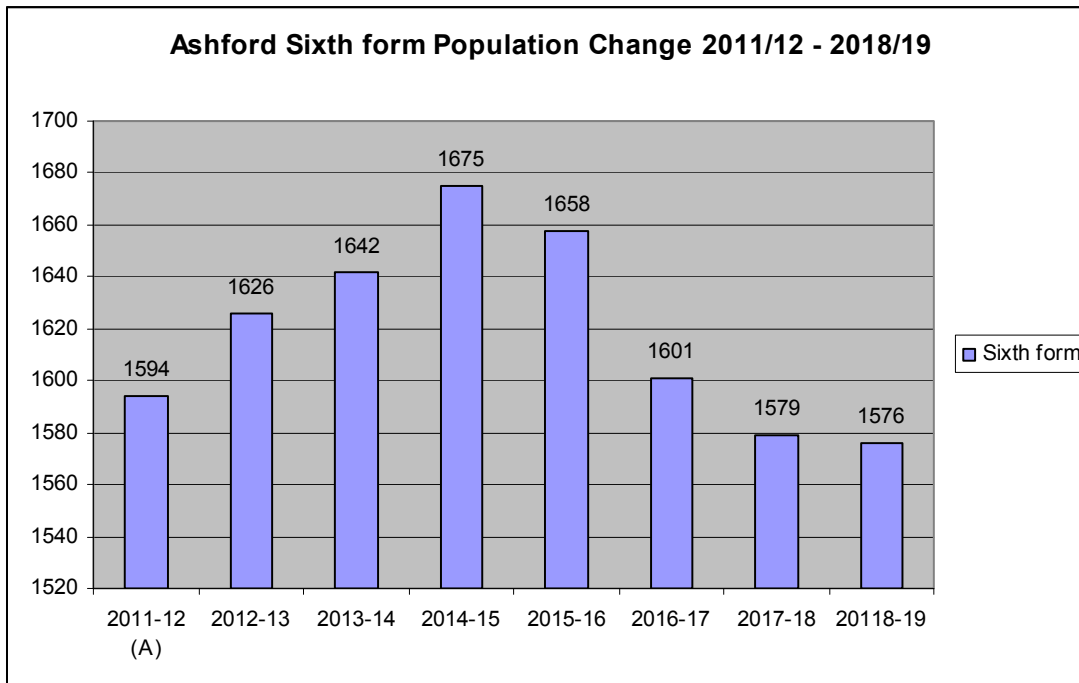
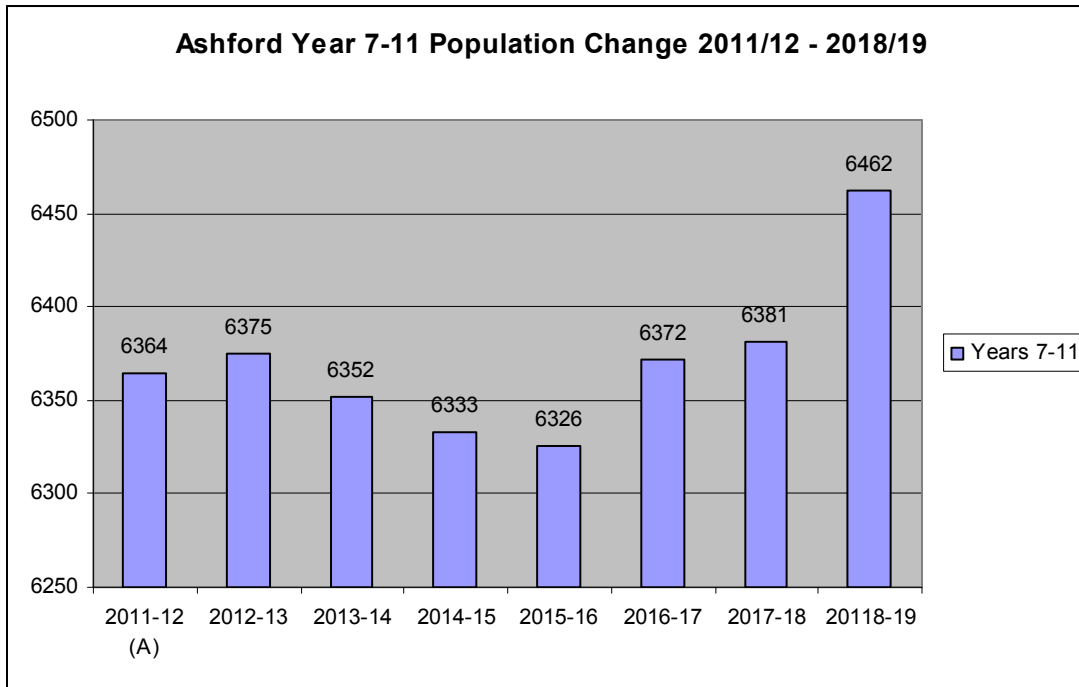
In Ashford

- There is a net outward migration of learners from Ashford District of approximately 100 learners per year group 7-11 (997-410)/5).
- This migration diminishes to approx 35 learners per year group in the sixth form, but many more may migrate to FE provision outside the Borough (see below).



1.2.2 Population change

- The graphs below demonstrate a growth in pupil numbers (years 7-11) from 2015, but this does not have an impact on sixth form numbers until after 2019.
- There is a projected steady decline in sixth form numbers from 2014 to 2018 (- 99 students or 6%). However, this is based on current projections and does not take account of RPA. Schools that respond to the RPA agenda will mitigate the impact of declining sixth form numbers.



Source: Forecast of pupils in secondary schools (June 2012), ELS Provision Planning & Operations, KCC

1.2.3 Inter-district migration of Ashford residents for Further Education

Note: the following table dates back to 2009/10. This is the most recent data on FE migration (no longer collected). It is unlikely that travel patterns will have varied considerably since 2010 as there have been no substantial changes to provision.

The picture in 2010 was one of considerable **outward migration** from Ashford to attend FE provision.

- 452 students travelled to Canterbury College in academic year 2009/10 mostly (60%) for level 3 courses. This figure represents 35% of the total number of Ashford students attending FE provision.
- A further 170 (13%) travelled to South Kent College (now K College) in Folkestone.
- In total 740 (57.4%) travelled out of Ashford to attend FE provision.

1.2.4 16-18 year old FE Migration 2008-2010 by number and level of study

Total number of 16 - 18 year old Ashford FE learners	2008/09	2009/10
	Learners	Learners
All levels	1283	1289

Source: ILR 2008/09 and 2009/10

Number learners who studied in Ashford		2008/09	2009/10
	NVQ level	Learners	Learners
Ashford	Level 1 & entry	132	100
	Level 2	217	221
	Level 3	260	226
	Level 4+	2	2
Number of learners who studied in Ashford		611	549

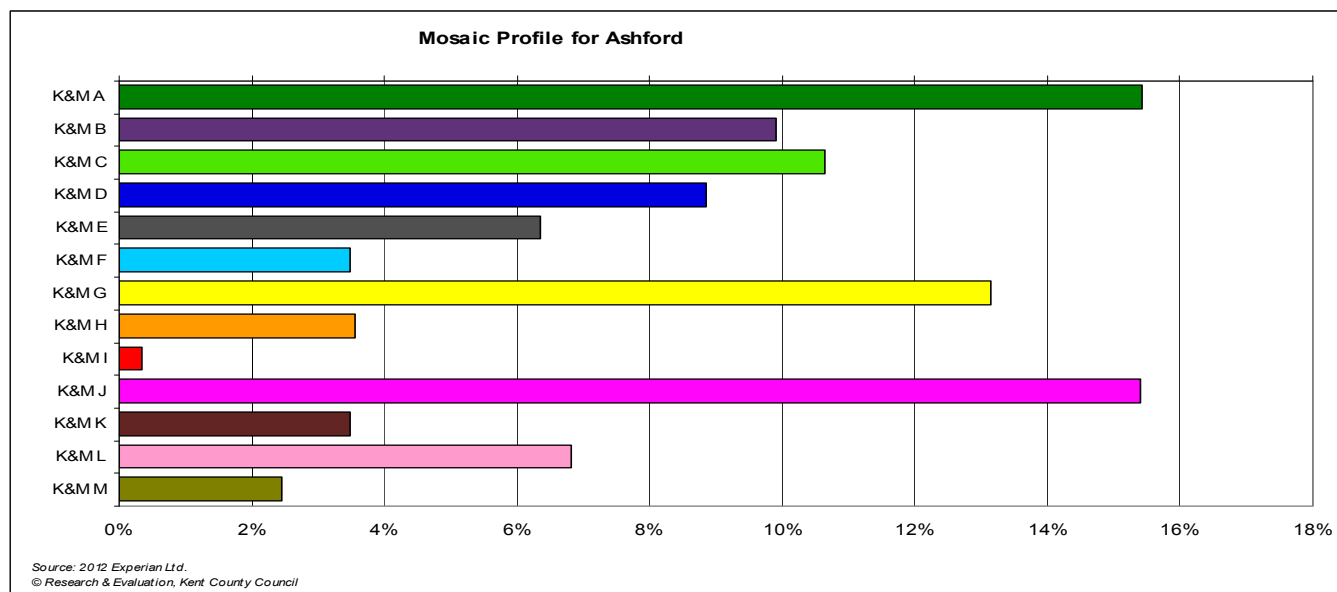
Source: ILR 2008/09 and 2009/10

Learners who travelled out of Ashford for FE		2008/09	2009/10
District	NVQ level	Learners	Learners
Canterbury	Level 1 & entry	83	97
	Level 2	71	82
	Level 3	257	273
Total		411	452
Dartford	Level 3		1
Total		0	1
Dover	Level 1 & entry	10	
	Level 2	4	11
	Level 3	1	12
Total		15	23
Gravesham	Level 1 & entry	9	11
	Level 2	2	1
Total		11	12
Maidstone	Level 1 & entry	3	7
	Level 2	3	1
	Level 3	7	15
Total		13	23
Sevenoaks	Level 2	1	
Total		1	0
Shepway	Level 1 & entry	67	67
	Level 2	49	54
	Level 3	40	49
Total		156	170
Swale	Level 1 & entry	3	1
Total		3	1
Thanet	Level 1 & entry	2	2
	Level 2	8	
	Level 3	5	4
Total		15	6
Tonbridge & Malling	Level 1 and entry	5	1
	Level 2	10	18
	Level 3	32	32
Total		47	51
Tunbridge Wells	Level 2		1
Total		0	1
Total number of learners who travelled out of Ashford		672	740

Source: ILR 2008/09 and 2009/10

1.2.5 The Mosaic profile of Ashford residents

- The mosaic profile demonstrates that Ashford broadly reflects the demographic make up of the rest of the County. The only significant differences are;
 - a larger number of extremely affluent people,
 - fewer transient young singles (students or young people on benefits),
 - and relatively fewer elderly pensioners.
- This profile can be partly explained by the 'dormitory' nature of the Borough which has large number of commuters to London.



Mosaic Categories

		Ashford	KCC Area
K&M A	- Extremely affluent, well educated owner occupiers	15.4%	12.2%
K&M B	- Well off families with older children, working in managerial and professional careers	9.9%	8.8%
K&M C	- Retired people living comfortably in large bungalows and houses, often close to the sea	10.6%	10.8%
K&M D	- Middle aged couples living in well maintained often semi detached houses that they own	8.9%	8.4%
K&M E	- Cusp of retirement trades people with some health issues, mainly owning their homes	6.4%	5.5%
K&M F	- Singles and divorcees approaching retirement, mostly living in privately rented flats and bungalows	3.5%	6.0%
K&M G	- Younger professionals with children, some living in ethnically diverse neighbourhoods	13.1%	11.7%
K&M H	- Young singles and couples in small privately rented flats and terraces on moderate incomes	3.5%	3.1%
K&M I	- Transient young singles on benefits and students, renting terraces in areas of higher ethnic diversity	0.4%	3.4%
K&M J	- Middle aged parents receiving benefits, living in neighbourhoods of social housing with higher levels of unemployment	15.4%	13.7%
K&M K	- Singles and lone parents on low incomes, renting terraces in town centres	3.5%	3.9%
K&M L	- Vulnerable singles and lone parents with young children, living in higher crime areas in neighbourhoods of social housing	6.8%	7.0%
K&M M	- Elderly pensioners in poor health, living in social housing on very low incomes	2.5%	4.7%

2. Raise attainment (post 16)

2.1 Summary

There is a mixed picture with post 16 attainment in Ashford. The most able learners are achieving high levels of success but like many other districts in Kent there are significant numbers of young people who are not progressing. 1 in 4 of Ashford learners who left compulsory education in 2009, gained qualifications but did not progress to the next educational level by age 19 and over 200 gained no further qualifications

In Ashford in 2012 almost 1 in 3 learners failed to achieve Maths and/or English GCSE (A*-C) at Key Stage 4 and almost half of the 2009 cohort who were at Level 2 without English and Maths at 16 did not progress to Level 3 by age 19. This would suggest a need for a focus on Maths and English for both pre and post 16 learners in Ashford.

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The achievement at AS Level is surprising given that prior achievement on entry on to sixth form Level 3 courses is higher than both Kent and National levels (Learners with 5*A-C with English and Maths in Ashford is 85% compared to Kent (78%) and Nationally (76%) and for those without English and Maths it is 6% higher than the national average).

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2.2 Supporting Data

2.2.1 Participation without progression

The numbers of participating Ashford students that failed to progress at least one level from age 16 to 19, was 326 (24.3%). This was above the National average (23%).

Significantly, almost half of all of learners that achieved Level 2 without maths and/or English failed to progress to level 3. Although this was not significantly above the National average (Ashford 49.5, National 49.0) it illustrates the importance of attainment at 16 and the need to enable students to make progress with Maths and English attainment post 16.

2.2.2 No qualifications post 16 by age 19

25.9% of participating learners at level 1 failed to make any progress by age 19. This is broadly in line with the National Average (26%), and slightly better than the County average (28%) but should still be a cause for concern for providers as these learners are likely to find difficulties securing meaningful employment.

EPAS Analysis												KCC Analysis	
LA at age 16	Prior attainment at age 16	Total Learners	Of which No further qualifications Post 16		Percentage of learners by age 19 attaining						Of which participated but did not progress to the next level of qualification		
			Number	%	Level 1 or above	Level 2 or above	Level 3	Level 1 or above	Level 2 or above	Level 3	Number	%	
National	Below Level 1	51087	21244	41.6%	16409	32.1%	7548	14.8%	2030	4.0%	13434	26.0%	
	Level 1, below Level 2	138650	23502	17.0%	138650	100.0%	75227	54.3%	22834	16.5%	39921	29.0%	
	Level 2 without English and Maths	87498	10659	12.2%	87495	100.0%	87495	100.0%	33510	38.3%	43329	49.0%	
Kent	Level 2 incl Eng and Maths	315964	10457	3.3%	315964	100.0%	315964	100.0%	263727	83.5%	41780	13.0%	
	All Pupils	593199	65862	11.1%	558518	94.2%	486234	82.0%	322101	54.3%	138464	23.0%	
	Below Level 1	1477	651	44.1%	407	27.6%	170	11.5%	48	3.2%	419	28.0%	
Ashford	Level 1, below Level 2	3377	642	19.0%	3377	100.0%	1688	50.0%	425	12.6%	1047	31.0%	
	Level 2 without English and Maths	3031	416	13.7%	3031	100.0%	3031	100.0%	1049	34.6%	1566	52.0%	
	Level 2 incl Eng and Maths	9133	301	3.3%	9133	100.0%	9133	100.0%	7647	83.7%	1185	13.0%	
All Pupils	All Pupils	17018	2010	11.8%	15948	93.7%	14022	82.4%	9169	53.9%	4217	25.0%	
	Below Level 1	131	66	50.4%	31	23.7%	13	9.9%	2	1.5%	34	25.9%	
	Level 1, below Level 2	367	100	27.2%	367	100.0%	157	42.8%	49	13.4%	110	29.9%	
All Pupils	Level 2 without English and Maths	220	35	15.9%	220	100.0%	220	100.0%	98	44.5%	87	49.5%	
	Level 2 incl Eng and Maths	612	35	5.7%	612	100.0%	612	100.0%	482	78.8%	95	16.0%	
	All Pupils	1339	236	17.7%	1230	92.5%	1002	75.3%	631	47.4%	326	24.3%	

- Notes:
- Of which no further qualifications post 16 could include learners who took qualifications but were unsuccessful
 - KCC analysis 'Of which participated but did not progress to next level of qualification'. This is calculated by taking the total number of learners at each prior attainment level at 16, minus the number who gained no further qualifications plus the number who gained qualifications at the next level to that that they had gained at 16. The assumption has been made that the number who progressed two or possibly three levels from that attained at 16 would be included in the number who had progressed to the next level after 16.
 - The total number of All pupils will not add up to the totals in the level 1,2,3 and the other two columns beginning 'Of which' because learners' starting points at 16 are different and they could therefore be included in more than one column.
 - The data source is RM who draw data from the DfE

2.2.3 English and Maths at level 2

Ashford Borough falls into the middle of the third quartile for both Maths and English passes (C grade or above). This has implications for post 16 provision as all of these learners will be required to work towards achieving this level as part of any post 16 programme.

Providers will need to consider the most effective ways to progress learners during their post 16 courses.

Learners who did not get a grade C or above at GCSE in English			
District	Number	Percentage	
Tunbridge Wells	246	16%	Quartile 1
Gravesham	446	23%	
Dartford	313	23%	
Maidstone	439	24%	Quartile 2
Tonbridge	451	30%	
Shepway	330	31%	
Swale	516	32%	Quartile 3
Ashford	424	33%	
Canterbury	661	34%	
Thanet	607	39%	Quartile 4
Dover	515	40%	
Sevenoaks	177	42%	

Learners who did not get a grade C or above at GCSE in Maths			
District	Number	Percentage	
Tunbridge Wells	260	17%	Quartile 1
Gravesham	240	18%	
Dartford	376	25%	
Maidstone	483	26%	Quartile 2
Tonbridge	483	26%	
Shepway	387	30%	
Swale	482	30%	Quartile 3
Ashford	396	31%	
Canterbury	405	31%	
Thanet	497	32%	Quartile 4
Dover	345	33%	
Sevenoaks	164	38%	

2.2.4 Attainment by Provider Type

Attainment by provider suggests that certain types of providers have strengths delivering particular levels of learning.

- FE is strong at progressing learners who at 16 are below or at Level 1
- Sixth forms are strong at Level 3 delivery.

Kent District at age 16: Ashford			Percentage of Learners by age 19 attaining			
Latest Establishment Post 16	Prior attainment at age 16	Total Learners	Level 1 or above	Level 2 or above	Level 3 or above	No further qualifications Post 16
Same School	Below Level 1	11	18.2	9.1	0	27.3
	Level 1, below Level 2	66	100	43.9	16.7	15.2
	Level 2 without English and Maths	79	100	100	54.4	10.1
	Level 2 incl Eng and Maths	356	100	100	87.1	1.7
	All Pupils	512	98.2	90.8	71.1	5.3
Another School or Sixth Form College within this LA	Below Level 1	5	80	40	0	0
	Level 1, below Level 2	13	100	61.5	46.2	15.4
	Level 2 without English and Maths	11	100	100	45.5	18.2
	Level 2 incl Eng and Maths	70	100	100	81.4	0
	All Pupils	99	99	91.9	68.7	4
FE College within this LA	Below Level 1	31	54.8	22.6	3.2	25.8
	Level 1, below Level 2	144	100	60.4	18.1	2.8
	Level 2 without English and Maths	79	100	100	51.9	0
	Level 2 incl Eng and Maths	120	100	100	70.8	1.7
	All Pupils	374	96.3	78.3	40.9	3.7
Another School or Sixth Form College within this LA	Below Level 1	<	<	<	<	<
	Level 1, below Level 2	<	<	<	<	<
	Level 2 without English and Maths	<	<	<	<	<
	Level 2 incl Eng and Maths	6	100	100	83.3	0
	All Pupils	10	100	100	100	0
FE College in another LA	Below Level 1	<	<	<	<	<
	Level 1, below Level 2	15	100	60	33.3	0
	Level 2 without English and Maths	10	100	100	40	0
	Level 2 incl Eng and Maths	11	100	100	72.7	0
	All Pupils	40	100	75	50	0
Any other establishment	Below Level 1	27	18.5	11.1	3.7	7.4
	Level 1, below Level 2	46	100	50	0	4.3
	Level 2 without English and Maths	15	100	100	33.3	0
	Level 2 incl Eng and Maths	22	100	100	77.3	0
	All Pupils	110	80	57.3	20.9	3.6
None or Unknown	Below Level 1	53	0	0	0	100
	Level 1, below Level 2	82	100	0	0	100
	Level 2 without English and Maths	25	100	100	0	100
	Level 2 incl Eng and Maths	27	100	100	0	100
	All Pupils	187	71.7	27.8	0	100

Source: DB 14-19 Destination Prior Summary: School at age 16. Cohort age 19 at 31/08/12 – EPAS

Attainment by provider type Kent

Kent at age 16			Percentage of Learners by age 19 attaining			
Latest Establishment Post 16	Prior attainment at age 16	Total Learners	Level 1 or above	Level 2 or above	Level 3 or above	No further qualifications Post 16
Same School	Below Level 1	186	27.4	20.4	11.8	26.3
	Level 1, below Level 2	444	100	62.4	26.6	6.1
	Level 2 without English and Maths	793	100	100	57.5	6.8
	Level 2 incl Eng and Maths	5411	100	100	92.3	0.6
	All Pupils	6834	98	95.4	81.8	2.4
Another School or Sixth Form College within this LA	Below Level 1	27	48.1	37	25.9	25.9
	Level 1, below Level 2	78	100	67.9	38.5	3.8
	Level 2 without English and Maths	110	100	100	48.2	7.3
	Level 2 incl Eng and Maths	1029	100	100	90.6	0.5
	All Pupils	1244	98.9	96.6	82.2	1.8
FE College within this LA	Below Level 1	371	55	19.1	3	21.3
	Level 1, below Level 2	1531	100	61.4	12.7	2.7
	Level 2 without English and Maths	1106	100	100	34.8	1.1
	Level 2 incl Eng and Maths	1443	100	100	68.3	0.4
	All Pupils	4451	96.2	80	35.4	3.1
Another School or Sixth Form College within this LA	Below Level 1	7	0	0	0	28.6
	Level 1, below Level 2	17	100	52.9	35.3	5.9
	Level 2 without English and Maths	10	100	100	50	10
	Level 2 incl Eng and Maths	205	100	100	93.7	0.5
	All Pupils	239	97.1	93.7	84.9	2.1
FE College in another LA	Below Level 1	113	56.6	18.6	2.7	14.2
	Level 1, below Level 2	290	100	60	18.3	4.5
	Level 2 without English and Maths	326	100	100	30.1	0.3
	Level 2 incl Eng and Maths	339	100	100	69.6	0
	All Pupils	1068	95.4	80.5	36.5	2.8
Any other establishment	Below Level 1	299	25.1	10	1.7	8
	Level 1, below Level 2	473	100	49.7	4.9	2.7
	Level 2 without English and Maths	353	100	100	13.9	2
	Level 2 incl Eng and Maths	452	100	100	67.5	0.7
	All Pupils	1577	85.8	67.9	24.2	3
None or Unknown	Below Level 1	474	0	0	0	100
	Level 1, below Level 2	544	100	0	0	100
	Level 2 without English and Maths	333	100	100	0.9	100
	Level 2 incl Eng and Maths	254	100	100	0	100
	All Pupils	1605	70.5	36.6	0.2	100

Source: DB 14-19 Destination Prior Summary: School at age 16. Cohort age 19 at 31/08/12 - EPAS

2.2.5 A level attainment at Ashford schools

Nearly all of the students (98%) commencing sixth form education in Ashford started with 5 GCSEs A*-C. For of these learners (85%) this included English and Maths. These compare favourably with the rest of Kent and National figures. Ashford students are, on aggregate, starting from a higher base.

A Level performance:

- APS was significantly higher (738) than the national average (714.3), but APE was in line with Kent LA and National figures.
- There were more fails than Kent LA and National figures at both AS and A level

This suggests that students take more qualifications than average (boosting the APS score) but more students fail qualifications.

Overall retention (68%) was significantly lower than the Kent (75%) and National (76%) average.

Almost 1 in 3 students do not complete a two year programme of study.

Providers should consider whether measures should be taken to (a) increase retention and/or (b) ensure transition of learners that drop out to alternative provision.

Ashford		Kent LA	National
Aggregated data			
Average KS4 points on entry	45.6	44.5	43.7
Students 5 A* - C EM	85%	78%	76%
Students with 5 A* - C	98%	94%	92%
APS	738	737.3	714.3
APE	207.5	210.7	209.3
Fails % (AS level – cashed in only)	14.50%	12.00%	11.90%
Fails % (A Level)	2.60%	2.20%	2.10%
Retention - Transition (Summer Y12 - October Y13) 2011	78%	83%	83%
Retention - Overall (Start Y12 2010 - End Y13 2012)	68%	75%	76%

A level or academic equivalent performance

- In Ashford more KS5/A level students than the Kent or National average achieved high grades (AAB+) in facilitating subjects. This partly reflects the higher average points score at Entry Level.
- Fewer students achieved 1+ or 2+ A Levels (A*-E) than the national average, but this is offset by a better than average performance for A level *equivalents* (e.g. BTECs) at all levels (1+, 2+ or 3+)
- In short Ashford performs well with its high performing students, performs well with those taking A level equivalents (e.g. BTECs), but less well with other A Level students

Kent 2012		Ashford	Kent	National
1	3+ AAB (or higher) in facilitating subject (KS5 students)	6.45	5.3%	4.8%
2	3+ AAB (or higher) in facilitating subject (A-level students)	8.35	8.6%	7.4%
3	3+ A-levels at A*-E	47%	47%	52%
4	2+ A-levels at A*-E	55%	55%	61%
5	1+ A-levels at A*-E	63%	63%	67%
6	3+ A-levels or academic equivalent at A*-E	58%	51%	53%
7	2+ A-levels or academic equivalent at A*-E	66%	59%	62%
8	1+ A-levels or academic equivalent at A*-E	74%	67%	67%
9	% of A-level examinations awarded A*-E grades	98%	98%	98%
10	% of A-level examinations awarded A*-C grades	75%	76%	74%
11	% of A-level examinations awarded A*-B grades	50%	51%	48%
12	% of A-level examinations awarded A*-A grades	25%	25%	22%

LPUK Datadashboard, Spring 2013

Grade breakdown for A Level

- Achievement at A*/A (25.3%) was significantly higher than the National average 21.9%.
- However the number of fails (2.5%) was higher than the national average suggesting some polarisation

Grade breakdown for A level							
	A*	A	B	C	D	E	U
Ashford District	108	226	331	324	220	80	33
%	8.2	17.1	25.0	24.5	16.6	6.1	2.5
predicted %	6.0	17.0	26.0	26.0	17.0	7	2
Kent LA %	7.4	17.5	26.2	24.5	15.5	6.6	2.3
National %	6.2	15.7	25.6	26.0	17.0	7.4	2.1

LPUK Datadashboard, Spring 2013

Grade breakdown for AS level

- Achievement of grades A-C at AS level (54.2%) was significantly lower than the National Average (61.6%) and failure rates (15.4%) were higher than the National average (11.7%).
- Over 2500 AS Levels were taken 2013. Less than 1300 A Levels were taken.

Grade breakdown for AS level						
	A	B	C	D	E	U
Ashford District	423	404	535	460	302	388
%	16.8	16.1	21.3	18.3	12.0	15.4
predicted %	15.0	19.0	22.0	19.0	12.0	13.0
Kent LA %	20.9	20.0	21.4	17.0	11.1	12.1
National %	19.8	19.6	22.2	18.11	11.8	11.7

LPUK Datadashboard, Spring 2013

The change from under performance at AS Level to high performance at A Level, along with lower than average retention and a significant reduction in exam take up suggests a **significant number of students drop out after AS Levels**.

Providers should consider (a) whether students are being placed on appropriate courses at the start of year 12 and (b) the progression pathways for learners that fail or have low grades at AS Level.

Grade breakdown for BTEC

- Compared to Kent LA (73.7%) and National (74.1%) figures, fewer students (64.6%) gained Distinctions and Merits at BTEC, with more students achieving only Pass

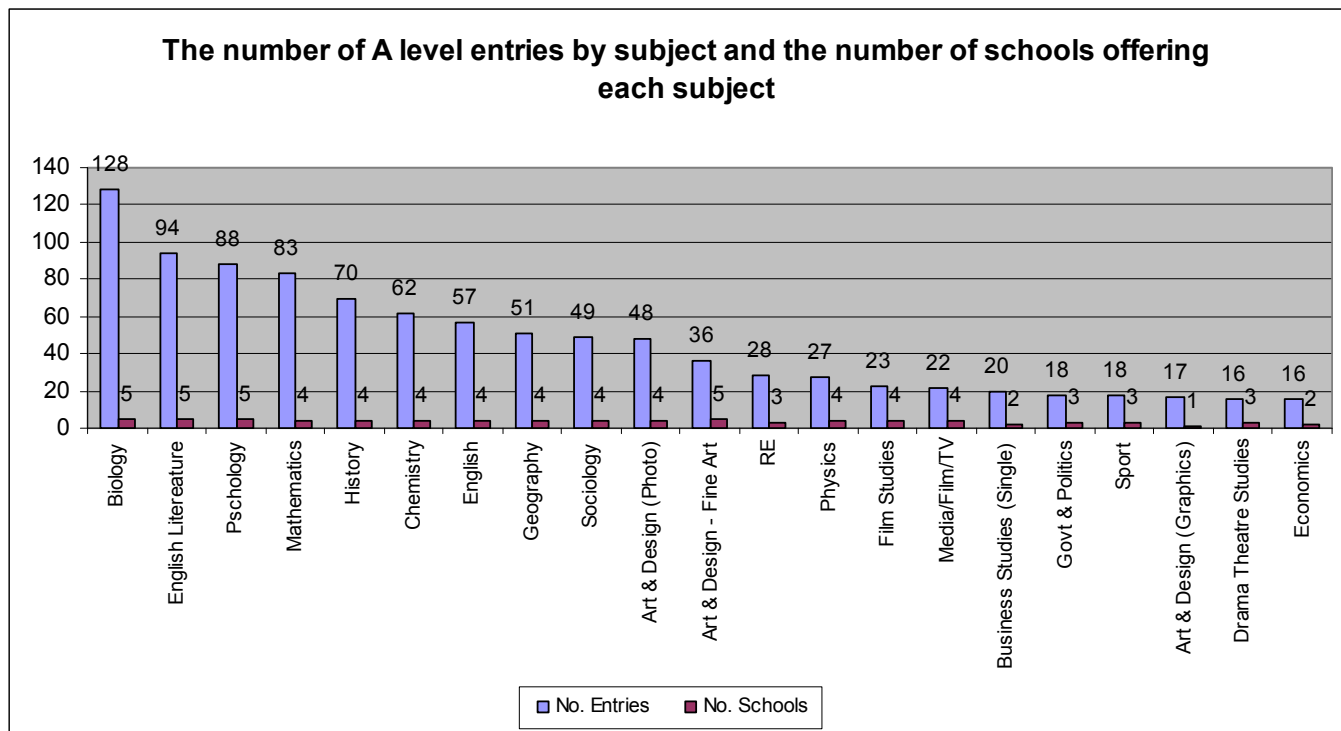
Grade breakdown for BTEC				
	D*	D	M	P
Ashford District	61	80	71	116
%	18.6	24.4	21.6	35.4
predicted %	24.0	20.0	27.0	29
Kent LA %	20.9	22.3	30.5	26.4
National %	19.8	24.0	29.9	26.3

LPUK Datadashboard, Spring 2013

2.2.6 A level provision in Ashford

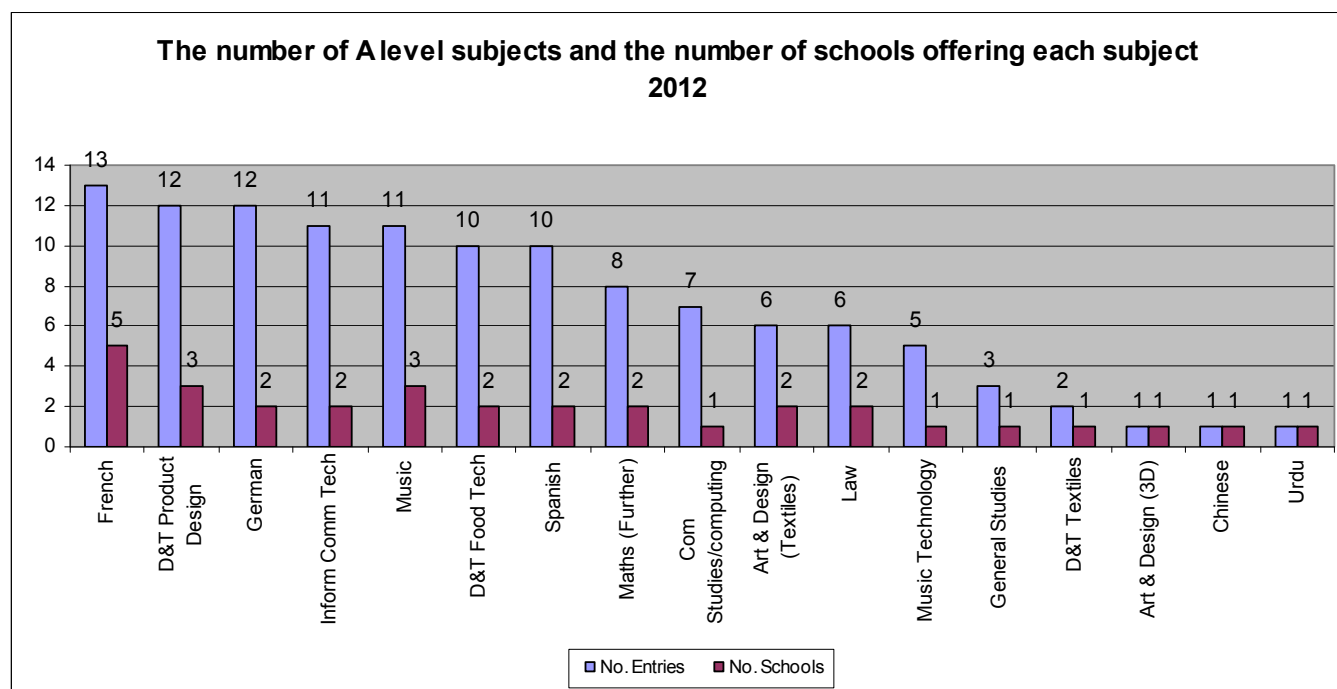
6 of the 8 'Russell Group' facilitating subjects appeared in the top 10 A level choices. Those that did not were Physics (13th) and French (22nd).

More students took psychology (88), sociology (49), film studies & media (45) than took modern foreign languages (25). Given the close proximity of continental Europe, and the presence of international companies in Ashford, this is somewhat surprising.



Source: KCC Management Information Unit

The remaining A Level courses offered by Ashford schools



2.2.7 Progression of A Level students into Higher Education

Ashford schools perform broadly similar to other Kent schools in progressing students to higher education. The selective schools have slightly fewer than average students gaining University entry compared to other selective schools in Kent.

School Name	Average number of pupils completing sixth form study each year	Exam points per student	% of pupils accepted at university	% of pupils accepted at selective universities	High (selective) progression rate?
Ashford schools					
	135	883	79	33	
	104	622	60	5	
	135	712	74	30	
	54	442	42	1	
Kent averages by type of school					
Independent schools	1152	838	64	37	7
Selective schools	4028	890	82	35	4
Modern schools	1148	525	44	2	
Comprehensive	1013	598	60	8	

Sutton Trust 2011, based on DFE 2007-09 performance data

2.2.8 Narrowing the Gap by age 19

Learners achieving Level 2 by age 19 - Narrowing the Gap					
Kent District at age 16	Pupils eligible for FSM		All pupils not in pupils eligible for FSM		Gap
	Cohort	Percentage	Cohort	Percentage	
Ashford	97	58.8	1211	77.9	-19.1
Canterbury	142	63.4	1503	86.7	-23.3
Dartford	86	58.1	1231	90	-31.9
Dover	125	64.8	1217	85	-20.2
Gravesham	94	55.3	1264	84.4	-29.1
Maidstone	118	55.1	1820	88	-32.9
Sevenoaks	44	36.4	214	75.2	-38.8
Shepway	136	65.4	977	83.6	-18.2
Swale	179	57.5	1494	82.5	-25
Thanet	194	65.5	1311	83.4	-17
Tonbridge & Malling	81	58	1389	89.1	-31.1
Tunbridge Wells	59	64.4	1403	90.9	-26.5
Unallocated	19	57.9	223	82.5	-24.6
Kent	1374	60.1	15257	85.6	-25.5
National	74109	67.7	503152	85.7	-18

Source: DB 14-19 Narrowing the Gap Summary, cohort are 19 at 31/08/2012

Learners achieving Level 3 by age 19 - Narrowing the Gap					
Kent District at age 16	Pupils eligible for FSM		All pupils not in pupils eligible for FSM		Gap
	Cohort	Percentage	Cohort	Percentage	
Ashford	97	19.6	1211	50.5	-30.9
Canterbury	142	25.4	1503	59.6	-34.2
Dartford	86	31.4	1231	62.4	-31
Dover	125	22.4	1217	49.2	-26.8
Gravesham	94	20.2	1264	54.7	-34.5
Maidstone	118	27.1	1820	62	-33.9
Sevenoaks	44	13.6	214	33.6	-20
Shepway	136	24.3	977	49.5	-25.2
Swale	179	19.6	1494	52.8	-33.2
Thanet	194	23.2	1311	55.2	-32
Tonbridge & Malling	81	22.2	1389	62	-39.8
Tunbridge Wells	59	27.1	1403	74.1	-47
Unallocated	19	21.1	223	44.8	-23.7
Kent	1374	23.1	15257	57.5	-34.4
National	74109	34.1	503152	58.4	-24.3

Source: DB 14-19 Narrowing the Gap Summary, cohort are 19 at 31/08/2012

2.3 Discussion Points

1. To address the relatively poor performance in Maths and English, schools and other providers should consider a strong focus on these subjects at both Key Stage 4 and Key Stage 5. Are there creative ways of moving learners towards and achieving Level 2 English and Maths?
2. More provision is needed at Foundation level. There were 131 learners below Level 1 at 16, 50.4% (66) of whom gained no further qualifications by age 19. Over 150 learners travelled to Canterbury or Folkestone for Level 1 learning. Training providers could contribute to this cohort and collaborations should be considered.
3. Providers should consider if the offer for learners at Level 2 without English and Maths is appropriate as nearly half of these learners do not progress to Level 3. Consideration should be given to introducing new curriculum models utilising the flexibilities available in the new sixth form funding regime (*Study Programme*).
4. In response to the relatively high level of AS level fails (nearly 1 in 6), and the high level of sixth form drop out (1 in 3) Ashford schools could consider alternative post 16 pathways for some learners. This may help to increase achievement and the retention of learners through Years 12 and 13.
5. Ashford schools offering BTEC level provision should attempt to increase the number of students achieving Merits and Distinctions. A review of current practice and a study of good practice elsewhere in the County would go some way to achieving this end.
6. Ashford schools should consider promoting the employability benefits of Modern Foreign Languages. Aside from the provision of the International Baccalaureate at one school, there is limited study languages despite the proximity of the town to continental Europe and the City.

3. Improve and extend vocational education and training and apprenticeships

3.1 Summary

The impact of the global recession on Ashford has not been as significant as in the rest of the county. In terms of the number in employment in Ashford there has been a 3.7% (1,900 employees) increase between 2008-2011, compared to a 0.4% fall across the whole of Kent.

Several sectors have seen growth of over 10% during this time, these include:

- Wholesale and retail,
- Accommodation and food service activities;
- Information and communication,
- Professional, scientific and technical activities and
- Human, health and social work activities.

Those that have experienced declines match those in the rest of the county: Primary industries, construction, Financial and insurance activities, administrative and support services.

The growth sectors do not seem to be supported by the Ashford vocational offer in Ashford, although there is progress since the last report as there are now 3 retail courses. The most popular courses are in building and construction, service enterprises (hair and Beauty), performing arts and sport leisure and recreation.

The Ashford economy is predicted to grow faster than both the South East and the UK as a whole. The Ashford Borough Council Strategic Options Report, March 2012 has identified a number of areas where it can support new growth and where the district has a competitive advantage. The district's strategic position, excellent transport links and improved internet connectivity should:

- support the potential to improve the rural sector by attracting growth in small business and leisure and tourism in an attractive setting accessible by London, the rest of the South east and continent;
- attract growth in high value- added activities such as office based business by utilising the existing office space in the centre of Ashford;
- lead to the expansion of business parks, including Eureka Park.

There is clearly a disconnect between the vocational offer and the local economy. With growth forecast for Ashford, it is important that local providers work with the district council and employers to identify how they can support one another.

In particular providers could look at developing the business and finance offer to support the borough's intentions to develop Ashford as an attractive centre for office based business. They could look at the businesses that have been established for over 5 years to see how they could build on the new post 16 curriculum flexibilities to include work experience with qualifications requested by employers.

The public sector in Ashford makes up 18% of the jobs in the district, which is up 2% on 2008 but slightly below the county average of 21%. If the population of Ashford grows as predicted this sector will likely grow as the need for local services increases.

Where providers are running popular courses they should look to see how they can link transferable skills to the local labour market to inject an awareness of local opportunities.

Ashford has a high number of SMES and companies with 1-4 employees. Providers might consider teaching enterprise skills to pupils because there is a high chance they will be self employed or working for a small company.

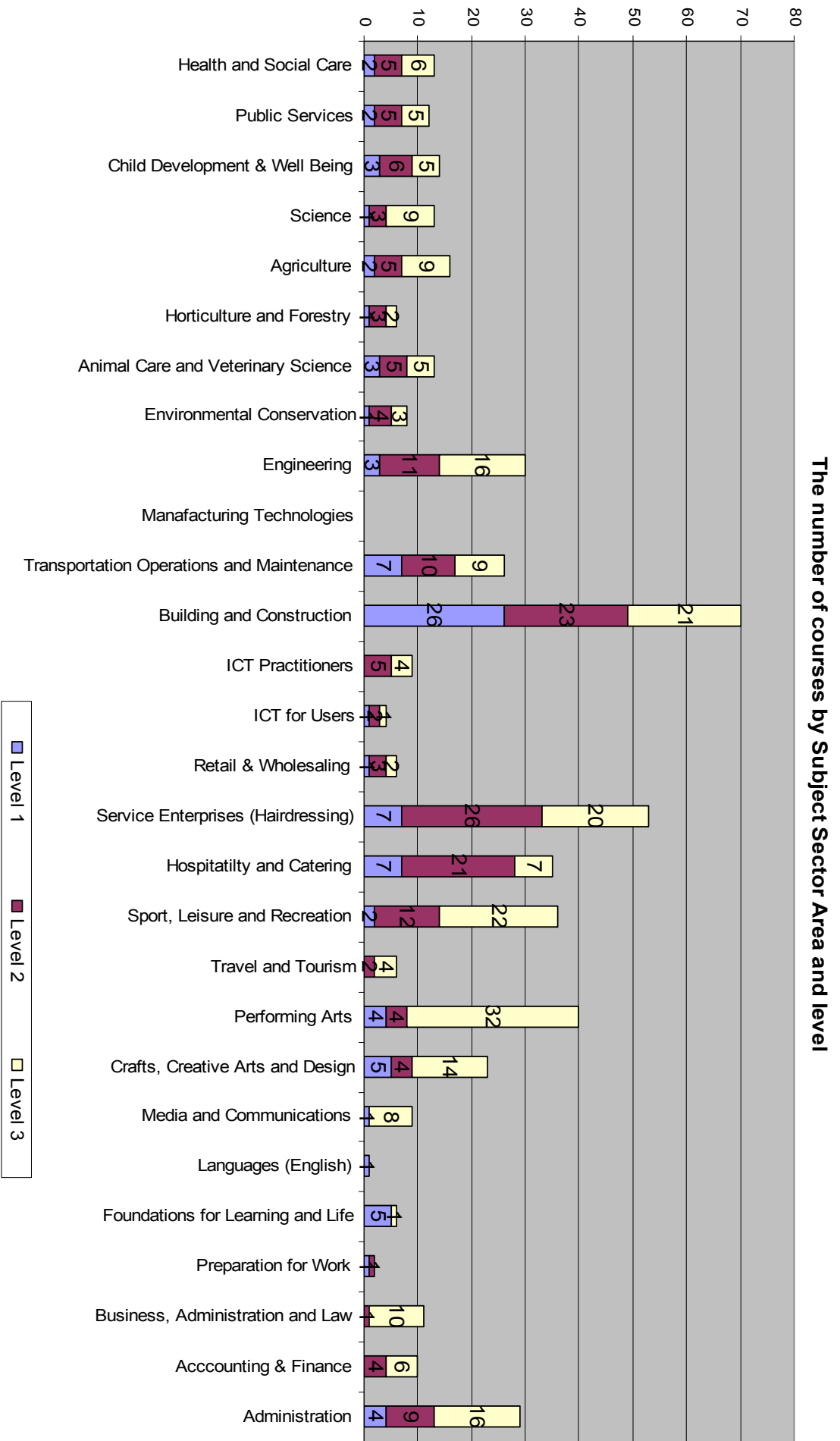
At 6.2% youth unemployment is low in Ashford (compared to 6.6% in Kent and 7.2% in GB) reflecting a relatively buoyant local economy. Education training provision 16-19 can contribute to driving down youth unemployment further by developing the skills required by local commerce and industry. Education/employer engagement is necessary to achieve this.

3.2 Supporting data

3.2.1. The Ashford Vocational offer and the local economy

- The vocational offer represented here includes opportunities that reflect the travel to learn patterns identified earlier i.e. those at Canterbury College and K College Sheppey. The offer therefore seems quite large, but when planning the local curriculum it may be worth looking closely at what is available in Ashford as there may be opportunities for local development.
- There is a good spread of vocational training across the Borough with a wide variety of courses particularly at Level 2 and Level 3.
- The offer for Level 1 learners is less well developed with only 87 courses (compared to over 398 Level 2 and 3 courses). This limited provision may be a barrier to entry to some learners, particularly when considering that a number of Level 1 courses will involve travel to learn.
- The most prevalent courses are (in order) building & construction, service enterprises (hair & beauty), performing arts, sport & recreation, engineering and creative administration.
- The high number of courses in arts/performing arts perhaps reflect the interests of students rather than the needs of the labour market, with few jobs available in these areas. However, these courses offer a range of transferable skills and can be effective steps to employment if they are combined with skills in business and enterprise (most people employed in the performing arts sector, for instance, are in small companies or are self employed). This should also be considered for sport courses.

3.2.2 The Ashford Vocational offer by Subject Sector Area



Source: Kentchoices4u, March 2013

3.3 The Economic Landscape of Ashford, 2008-11

3.3.1 Introduction

Between 2008 and 2011, total employment in Ashford increased by 1,900, or 3.7% (50,900 to 52,800). This compares to an overall fall in employment in Kent of 0.4% in the same period.

In employment terms, the main industrial sectors in Ashford include wholesale and retail trades, human health and social work, manufacturing, education, accommodation and food service, and transport and storage activities.

Between 2008 and 2011, employment in the following industries in Ashford grew by more than 10%:

- wholesale and retail trades
- accommodation and food service activities
- information and communication
- professional, scientific and technical activities
- human health and social work activities

In contrast, the following sectors experienced a fall in employment in the same period:

- primary industries (agriculture/mining/utilities)
- construction
- financial and insurance activities
- administrative and support services
- other service activities.

Future employment growth in Ashford could benefit from Ashford's competitive advantages in terms¹:

- of the Borough's strategic accessibility, first rate transport infrastructure and improved broadband connectivity.
- potential for enhanced performance in the rural sector, including growth in small business and leisure and tourism.
- local economic development activities to attract and deliver growth in high value-added activities, such as office based services and R&D
- business park developments, including Eureka Park.

In both the medium and long term the Ashford economy is predicted to grow faster than both the South East and UK as a whole.²

Ashford Borough Council is currently reviewing its Core Strategy for economic development which will shape local planning to 2030. The KCC document, Bold Steps in 16-19 (24) Provision – Ashford, contains an analysis of the impact of this document.

¹ Ashford Borough Council Strategic Options Report: March 2012

² Ashford Borough Council Strategic Options Report: March 2012

Table 1 below summarises the number and proportion of employees in each employment sector in Ashford between 2008 – 2011.

Ashford	2008	2009	2010	2011	Change 2008 - 2011	
					No.	%
Primary Industries (Agriculture/Mining/Utilities)	2,600	2,300	2,200	2,200	-400	-15.4%
Manufacturing	5,000	4,500	4,600	4,900	-100	-2.0%
Construction	2,900	3,400	3,400	2,400	-500	-17.2%
Wholesale and retail trade	9,700	9,800	10,000	11,100	1,400	14.4%
Transportation and storage	3,700	3,400	3,600	3,700	0	0.0%
Accommodation and food service activities	3,200	3,000	3,100	3,900	700	21.9%
Information and communication	1,000	1,100	1,200	1,200	200	20.0%
Financial and insurance activities	1,000	1,100	800	700	-300	-30.0%
Real estate activities	400	500	600	400	0	0.0%
Professional, scientific and technical activities	2,100	2,400	2,700	3,300	1,200	57.1%
Administrative and support service activities	4,900	4,000	3,500	3,700	-1,200	-24.5%
Public administration and defence	1,400	1,400	1,700	1,400	0	0.0%
Education	3,800	3,900	4,100	4,000	200	5.3%
Human health and social work activities	6,700	7,600	7,600	7,800	1,100	16.4%
Arts, entertainment and recreation	1,000	1,000	1,000	1,000	0	0.0%
Other service activities	1,400	1,300	1,100	1,200	-200	-14.3%
Total	50,900	50,700	51,000	52,800	1,900	3.7%

Ashford has a buoyant economy with a number of large companies based in the Borough. However, it also has a relatively high percentage of companies employing between 1 and 4 employees,

Table 2: Breakdown of VAT and/or PAYE businesses in Ashford between 2008 and 2012

Firms by size band	2008	2012	2012 %
1-4	4200	4300	72%
5-10	800	800	13%
11-24	400	450	8%
25-99	300	370	6%
100+	100	75	1%
Total	5800	5995	

Source: UK Business Survey via ONS – October 2012

The largest employers (by employee size and/or turnover) in Ashford include:

- Brake Bros (over 9000 employees in the UK in 70 locations): Ashford is Brake Bros headquarters.
- Premier Foods: Employs 380 staff in Ashford in dried food production.
- Coty: Manufacturer of a range of cosmetic brands including Rimmel London employs approximately 1,550 staff.
- Givaudan: Manufacturing fragrances for consumer products including detergents, bathroom liquids and toothpastes, with 660 employees.
- Smiths Medical, including brands like Portex
- Abgene Thermo Fisher Scientific: Precision plastic injection moulding at its centre of excellence for plastics and toolmaking in Ashford.

- Hitachi Rail: 50 Employees at the Ashford Train Maintenance Centre,
- Southeastern Rail
- Stagecoach: Primary operator of the bus service in East Kent (including Ashford Borough).
- Houchin: One of the foremost names in the manufacture of Ground Support Equipment to airlines, the aviation industry and military forces around the world.
- Ashford Designer Outlet with 600 employees on site
- Ashford Borough Council employs 500 staff
- William Harvey Hospital employs 750 staff.

Data suggests that Ashford has performed well, with strong growth in both employment and gross value added (GVA), during the recession.³

3.3.2 Areas of Growth 2008 - 2011

Wholesale and Retail Trades

This sector has grown by 14.4% or 1,400 employees between 2008 and 2011. This compares to no growth in employment in the UK as a whole. This reflects the transformation of Ashford High Street and other projects associated with the Ashford's Future growth initiative as part of the existing Core Strategy.

Accommodation and Food Service Activities

Also reflecting Ashford transformational activities, employment in tourism related hotel and catering activities have grown by 700, or 22%, compared to growth in Kent of 6%.

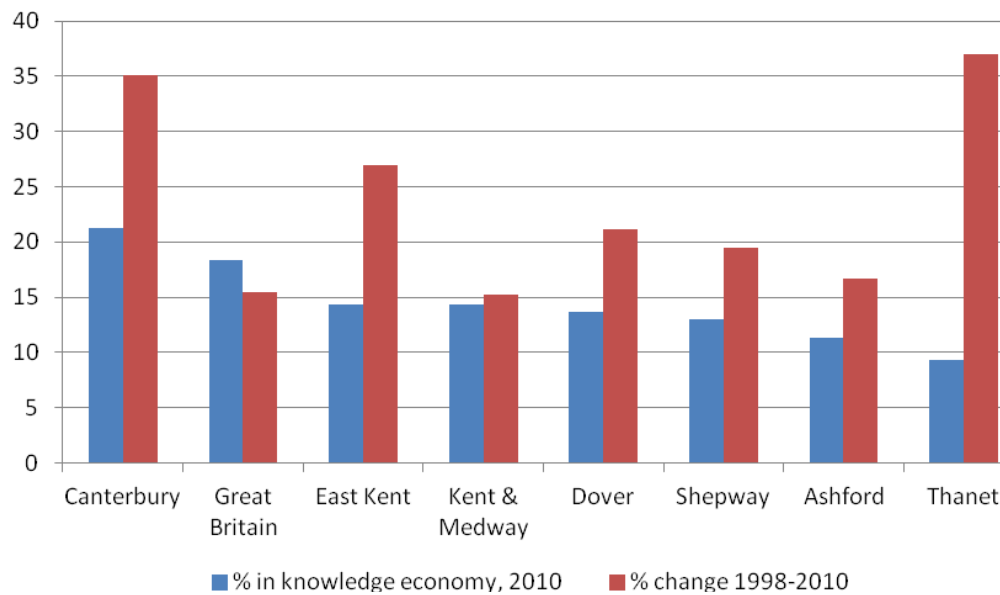
Information and Communication

Reflecting the general growth of businesses in Ashford, as a key support service, information and communication activities have grown by 200 jobs, or 20%, between 2008 and 2011. This compares to growth of 6% in Kent as a whole. For example the debit and credit card payment processing provider Commidea has moved to Eureka Park during this period.

However Ashford lags behind in the number of employees that it has within the broader Knowledge Economy compared to the UK. Investment in this sector tends to lead to low job creation, but with a disproportionately high impact on value added.

³ Ashford Borough Council Strategic Options Report: March 2012

Chart 1 below compares the relative sizes of the Knowledge Economy in Kent.



KCC Research and Evaluation (October 2011), Redefining of the Knowledge Economy

3.3.3 Areas of Significant Decline 2008 – 2011

Primary Industries

Employment in the Primary Industries has fallen by 6% in Kent on average, and by 15% in Ashford. This decline has been continuing since 1998 and can be attributed, in part, to increasing productivity across the sector.

Construction

Construction employment in Ashford has fallen by 17% or 500 jobs between 2008 and 2011, reversing the increasing trend that was seen between 1998 to 2008. Construction employment in Kent fell by 15% during this period.

However Construction is projected to provide a growth in employment between 2010-2020, mirroring the expected continuing growth of the Borough.⁴

Financial and Insurance Activities

Although this sector is small, employment has fallen significantly by 300, or 30%, between 2008 and 2011, compared to a reduction of 2% across Kent. It is predicted that this sector will remain weak throughout the next decade with minimal jobs growth.⁵

Administration and Support Service Activities

Administration and Support Service activities have fallen by 25%, or 1,200 jobs, in Ashford between 2008 and 2011. This compares to a 4% fall across Kent. This is surprising in Ashford given that these activities by their nature should grow, as they support increased economic activity across other sectors.

Professional, Scientific and Technical Activities

Employment in this sector has grown by 1,200 jobs or 57%, between 2008 and 2011. Employment in Kent has grown by 11%. Reflecting the growth of the Eureka Business Park and investment by

⁴ Ashford Borough Council Strategic Options Report: March 2012

⁵ Ashford Borough Council Strategic Options Report: March 2012

companies such as Smith's Medical, Ashford will need to continue to develop its Core Strategy to encourage business starts and relocations within this sector.

Human Health and Social Work Activities

Employment in this sector has grown by 16.4% or 1,100 jobs between 2008 and 2011. This is slightly more growth than in Kent and in the UK. This is unsurprising as the demand for care service is increasing unilaterally, and there is a general trend in the movement of employment away from public sector administration employment towards frontline delivery.

3.3.4 Other Large Employers

Manufacturing

Manufacturing employment has fallen marginally by 100, or 2%, between 2008 and 2011 in Ashford, compared to 11% in Kent. This reflects the impact of inward investment developments such as Eureka Park.

However the largest manufacturing employers in Ashford are in the chemicals, printing and publishing, bare metals and metal products, food, and wood and paper sectors. These sectors are considered to have weaker than average forecast employment growth in the future.⁶

Transport and Storage

Historically, this sector has been a strength in Ashford, related to the rail industry. Although it experienced no overall growth between 2008 and 2011, employment in Kent as a whole declined by 7% in this sector.

Public Sector

The Public Sector broadly comprises employees in the Public Admin and Defence, Education, and Human Health and Social Work sectors. In 2011 the Public Sector employed 18% of jobs in the Borough. This is below the average for Kent of 21%. However employment in the sector has risen by 2% between 2008 and 2011, in both education and human health activities. Public administration and defence has fallen, reflecting the move towards frontline expenditure on health and social services.

3.3.5 Unemployment in Ashford

Ashford has the sixth lowest unemployment rate in Kent, at 2.7%. Chart 2 below illustrates the unemployment rate at November 2012.

⁶ Ashford Borough Council Strategic Options Report: March 2012

Chart 2: Percentage of District Unemployment as at November 2012.

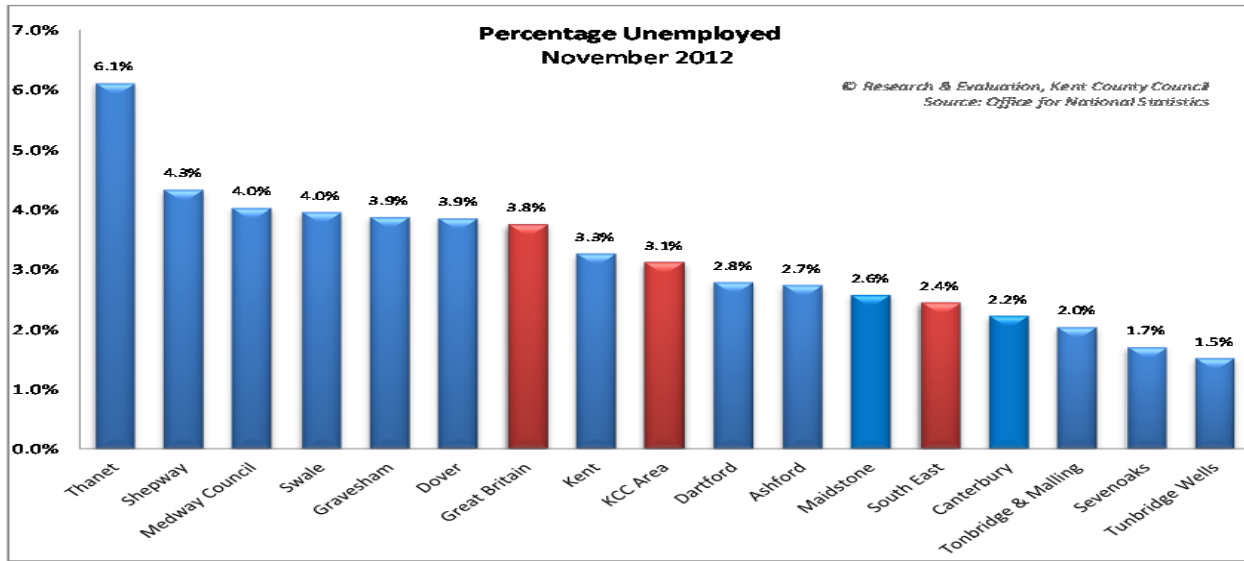


Chart 3 below illustrates the percentage change in unemployment overtime. Thanet and Ashford are the only Districts that have seen an increase in unemployment between November 2011 and 2012.

Chart 3: Percentage change in District Unemployment since November 2012.

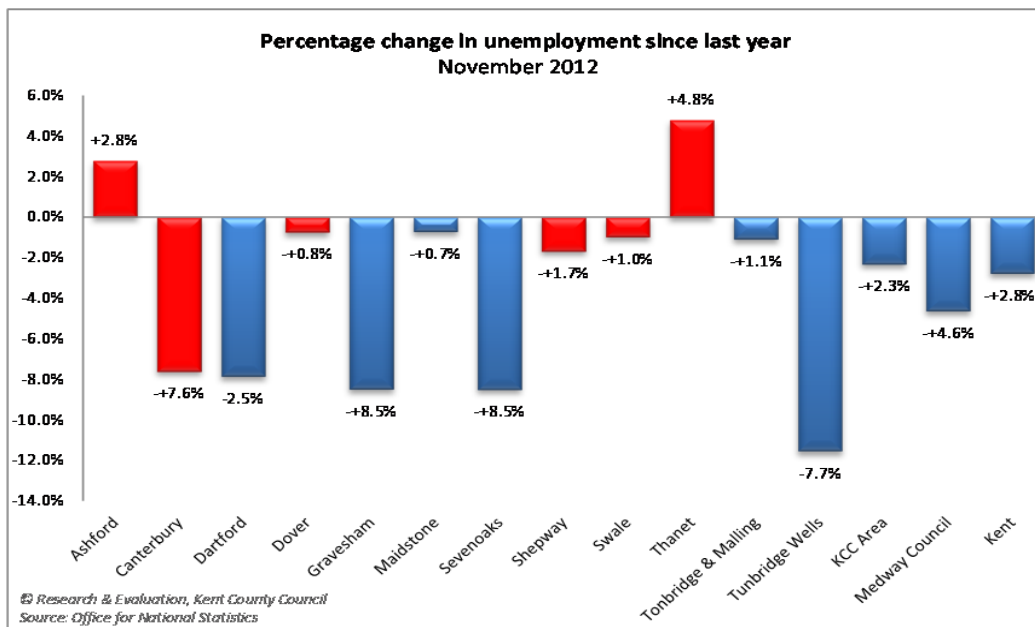
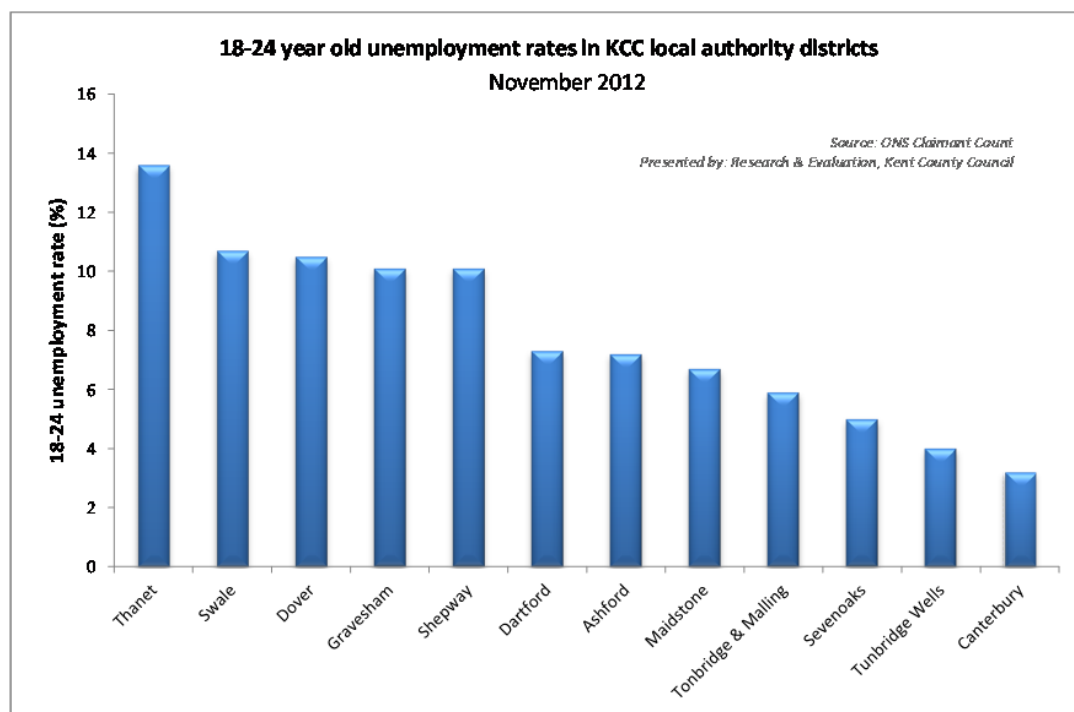


Chart 4: 18-24 Year Old Unemployment Rates in Districts in November 2012.

Chart 4 illustrates the comparative levels of 18-24 year old unemployment across Kent. 8% of 18-24 year olds were unemployed in November 2012.



Youth unemployment remains a huge issue in Kent. Ashford Borough Council is committed to helping young people develop the skills that they need for employment, through local initiatives such as the “Can Do” Crew.

3.3.6 Employment in Ashford

Self Employment

Although historically high, the levels of self-employment in Ashford have fallen during the recession to the second lowest in Kent, after Dartford.

Table 3: Adult Population in Employment who are Self-Employed

Proportion in employment who are self-employed (16-64)					
	Jul 2007-Jun 2008	Jul 2008-Jun 2009	Jul 2009-Jun 2010	Jul 2010-Jun 2011	Jul 2011-Jun 2012
	%	%	%	%	%
Ashford	15.0	11.8	7.3	12.1	13.5
Kent	13.9	13.4	14.6	14.1	15.4
South East	14.0	13.1	13.9	13.9	14.5
England	12.8	12.6	13.1	13.2	13.8
Source: Annual Population Survey, through Nomis, Office for National Statistics (ONS)					

3.3.7 Residence and Workplace Earnings

The median weekly gross pay of workers in Ashford is very low and ranks 11th out of the 12 Districts in Kent, just above Thanet. It fell by approximately 3% 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. However increases in professional and technical level jobs, from a low base, may start to compensate in the future.

Table 4 below illustrates how weekly median gross pay has changed since 2009 in Ashford.

Table 4: Full time workers median weekly gross pay- residence based			
	2009	2010	2011
	£ per week	£ per week	£ per week
Ashford	486	479	470
Kent	508	518	530
South East	525	537	548
England	485	496	506

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

3.4 Discussion Points

1. Ashford providers should consider how they can develop their vocational offer to enable Level 1 learners to participate. Which courses are appropriate? How can these learners be progressed onto Level 2 courses? This will reduce the need for Level 1 learners to travel outside of the Borough.
2. Ashford has a high number of arts/performing arts and sports courses. Most of the people working in these sectors are self employed or working in SMEs. To ensure that these courses provide participants with employment opportunities providers could consider combining these courses with business and enterprise skills.
3. In order to increase the chances of employment for Ashford students providers should use labour market information and local economic data to plan the offer for students; and students could be enabled to use LMI to inform their subject choices.
4. Ashford providers could consider how they can take advantage of the growth in employment in some sectors, particularly wholesale/retail, technical/scientific and health/social care. Which courses will engage students and satisfy industry demands?

4. Increase Participation and Employment

4.1 Summary

The challenge facing Kent providers by September 2015 is how they will ensure full and sustained participation of all 16-18 year olds. In Ashford if the same circumstances were to remain in place, appropriate provision, including employment with training will need to be found for an additional 381 young people.

The activities of young people in the Year 12-13 age group in Ashford varies from the rest of the county, perhaps reflecting the better employment opportunities in the district. There are more young people in employment without training, 5% less at FE Colleges and slightly more (2%) in sixth forms.

However, the main story in Ashford is the drop in participation between Year 12 and Year 13. The percentage of young people in sixth forms drops from 64% in Year 12 to 48% in Year 13, with only a 1% increase in the number attending FE colleges and 2% increase in the number in employment with training. Worryingly, there is a 9% increase in the number of learners in employment without training and a 2% increase NEETs.

Breaking this pattern will be a difficult as clearly some young people do not value learning and are opting for the short term gain of employment without training, jeopardising their longer term options. A learner survey of what is understood about RPA highlights that many think it is an extension of the school leaving age. Ashford providers will need to work hard to get young people to understand the long term benefits of RPA and ensure that what they do in Year 12 is a meaningful experience.

A closer look at the NEET profile identifies that there are a significant number who are also included in CXX's 16-24 year old priority groups. The largest group are Caring for own child 45, Pregnancy 15, and LDD 45. Careful consideration of what additional resources and process will need to be put in place to support their participation. Supporting vulnerable learners is picked up again in section 5.

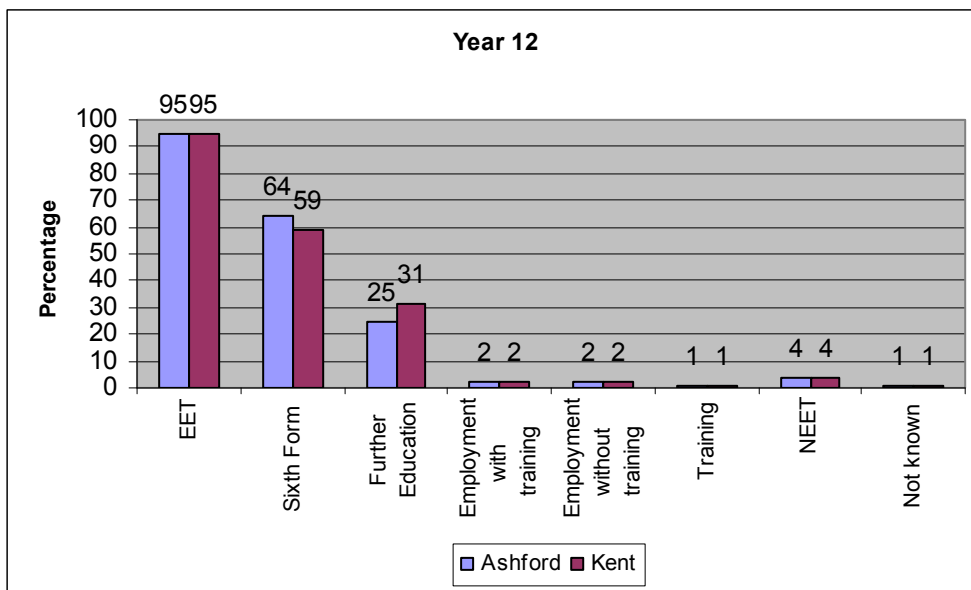
There is *some* overlap in the interests of NEET young people and the potential opportunities available.... NEET young people expressed interest in job roles in construction, office work, health & social care and hair & beauty services. The growth areas for the local economy are in wholesale and retail trade; accommodation and food services, human, health and social work activity; and professional, scientific and technical services.

To conclude, the factors that lead to the significant changes in participation in Year 12 and Year 13 will need to be considered and tackled. Ashford providers will need to check if the Year 12 offer is engaging young people and offering progression opportunities for all young people, they will need to ensure that learners understand what RPA means to them and engage with local employers to encourage them to offer employment with training.

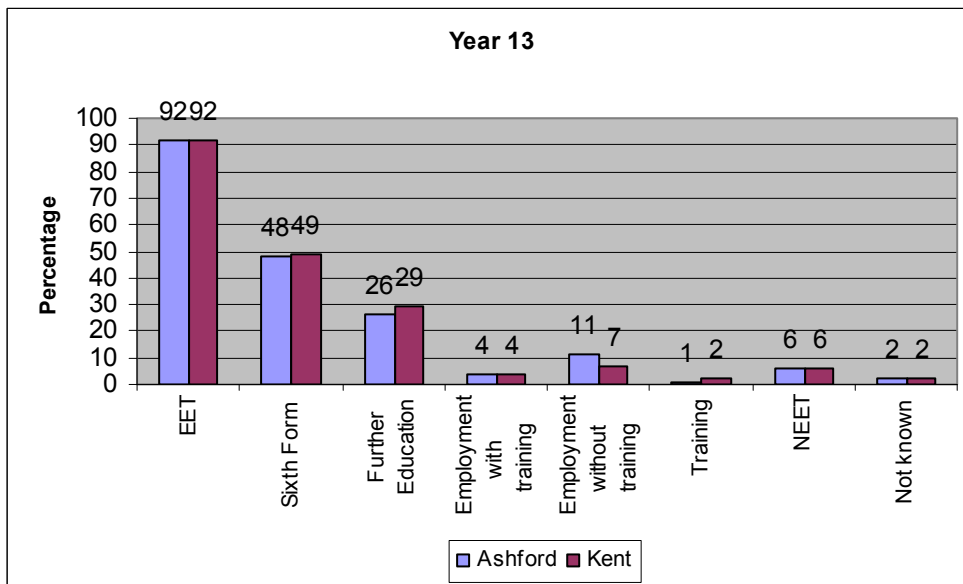
4.2 Supporting data

4.2.1 Comparison of the activities of young people age group Year 12, 13 and combined 12 and 13 who have completed compulsory education in Ashford and Kent

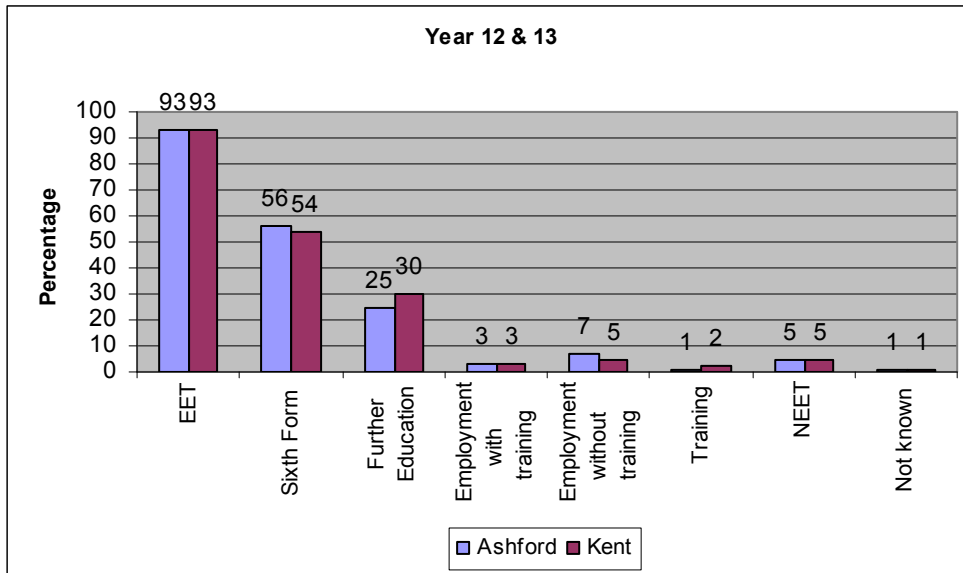
- The NEET rate for the combined Yr12 and Yr 13 age group for Ashford was 5% compared to 5% for Kent.
 - Participation at Sixth Form is higher in Ashford (64%) compared to Kent (59%) but participation at FE (25%) is lower than Kent (31%).
 - Employment with Training is comparable to Kent at 3% but Employment without Training is 7% compared to 5% in Kent.
 - 2% are in Training in Ashford, which is the same percentage as Kent.
- Participation for Yr 13 age group is less than Yr 12
 - The percentage of Yr 13 who are NEET is 6%, compared to 4% in Yr 12.



Source: CXK November 2012



Source: CXK November 2012



Source: CXK November 2012

4.2.2 Number of young people not participating in Ashford

- Based on the figures for November 2012 from CXK we can project that if nothing changed some **100** additional learners will need help to participate in learning in September 2013.
- Using the same projections and assumptions for September 2015 would suggest over **381** learners needing help to participate.

	Year 12	Year 13	Year 12 & 13
Employment without training	35	172	207
NEET available to participate	56	77	133
NEET not available to participate*	2	17	19
Not Known	9	32	41
Total able to participate	100	281	381

Source: CXK Nov 12 Activity Survey

* This includes young people who are pregnant, young carers and several other categories that would hinder participation.

4.2.3 Breakdown of NEET priority Group 16-24

- Of the 244 NEETs in Ashford (November 2012) 45 were LDD and 60 were teenage parents or pregnant teenagers, together accounting for 43% of all NEETs . Support work targeted at these two groups has the potential to further reduce NEETs in Ashford.

Priority Groups with NEET (16-24)	Number	Percentage
Looked after/In care	12	8.39
Caring for own child	45	31
Refugee/Asylum seeker	1	.69
Carer not own child	4	2.79
Substance misuse	4	2.79
Care Leaver	5	3.5
Supervised by YOT	11	7.69
Pregnancy	15	10.49
Parent not caring for own child	1	.69
LDD	45	31.47
Total	143	100

Source: CXK Nov12 Ashford NEET report

4.2.4 Preferred vocational areas of NEET group

- The most popular choices of occupations from NEET young people are Building and Construction and Health and Social Care.
- As reported above, the growth areas for employment are expected to be in: wholesale and retail trade; human health and social work activity; and professional, scientific and technical occupations.
- Providers should take account of local employment opportunities as well as young peoples interests when planning their offer to the NEET cohort.

Preferred area of employment	Number	Percentage
No choice recorded	19	7
Admin, ICT & Office Work	23	9
Art & Design	12	5
Building & Construction	34	13
Catering, Hospitality & Cleaning Services	14	5
Engineering	16	6
Environment, Animals and Plants	16	6
Health & Social Care	29	11
Leisure, Sport & Tourism	12	5
Manufacturing & Warehousing	1	0
Media	4	2
Others	12	5
Personal Health and Beauty	24	9
Retail & Sales	19	7
Scientific & Laboratory Work	5	2
Uniformed & Transport services	19	7
Total	259	100

Source: CXK Nov12 Ashford NEET report

4.2.5 Young peoples view on Participation

In November 2012 the Skills and Employability Service ran a learner voice targeting two groups of learners. The first, learners aged 13-16 who may be below the Level 2 threshold and the second, post 16 learners who were at risk of and not engaged in education, employment or training. The conclusions and recommendations are listed below.

Conclusions of learner voice

- Learners lack awareness of what RPA means. Many believe it is about staying on at school until 18, and do not seem to know about the options of taking up training either at an educational establishment with an employer or on a voluntary basis.
- Very few learners had heard about RPA outside of school. The message about changes to education and training for young people is not widely known or understood by parents or employers.
- Learners have a very good understanding of the importance of gaining qualifications in Maths and English. They expected to continue to retake these qualifications if they did not achieve the necessary grades by the end of Year 11.
- Learners prefer to access IAG by personal contact or using on-line access. They like to go to familiar places such as colleges or school or local council facilities.
- Learners prefer to receive individual 1:1 support for CEIAG.
- Learners rated specific support very highly. They rated the guidance received at school and college as good, however, they rated the guidance from employers, relatives, training providers and support workers as excellent.
- Half of the 16-24 learners who took part in the survey had no career plan. This gives an insight as to what may happen to potential RPA learners, should interventions not be developed.
- Learners aged 16-24 did not have apprenticeships on their horizon.
- Very few learners understood the voluntary route and what potential career benefits can be gained from taking up voluntary activities.
- Teenagers with young children had difficulty in considering their future beyond caring for their young child. However, they were very keen on getting help and support from such programmes as YAPs.
- More research would need to be undertaken to find out what help and support learners need with future career planning.

Recommendations of learner voice

- To develop methods of communication for RPA. Information about what RPA is at one level, impartial IAG for RPA and levels of IAG support about RPA options for learners.
- To use the Report as a means to evidence the lack of understanding of RPA by learners, parents, carers and employers. This has some sense of urgency given that the current Year 11 will be affected from September 2013.
- Learners indicated they see the Local Authority, along with schools and colleges, as the place to go to for help and advice for CEIAG. The LA should consider developing its RPA role in getting a consistent message across through the use of this report, the Kentchoices4U website, transition programmes and general information events.
- There needs to be some form of RPA Transition programme available to 16-18 learners, similar to the highly regarded Princes Trust programmes available for 16-24 NEETs learners.
- The positive response to the KC4U website suggests there is an opportunity to build on the increasing use of KentChoices4U as a means to inform parents, carers, and employers as well as learners.
- Ensuring that CEIAG retains its impartiality in providing help and support for RPA options will play a crucial role for learners from Year 9 onwards. Learners are asking for face to face support on specific career outcomes. If they cannot have face to face, they would choose on-line for support. They will continue to need career planning to develop their aspirations and support in achieving their goals

4.2.6 The 16-17 Year Old Youth Contract

The Youth Contract is a mentoring support programme designed to help 16 – 17 year old NEETs with low GCSE qualifications (less than 2 at Grades A* - C), those who have been or are in care (irrespective of any GCSE's gained), and those who have been in custody (including remand, again irrespective of any GCSE's gained). It gives advice and guidance and then prepares individuals to re-engage into education, training or jobs with training. It continues for at least 6 months during the re-engagement period with tracking for an additional 6 months. It therefore supports those on EFA funded programmes to minimise drop out and maximise progress towards completion of an accredited qualification and beyond, with or without some form of employment (paid or voluntary). Providers have a maximum of 6 months from the start date to get each young person into an EET activity.

There are two providers in Ashford delivering the Youth Contract – East Kent ITeC and TBG Learning.

Ashford providers are profiled to deliver 244 starts over three years. To date there have been 12 starts.

Schools can request a visit to engage with a group of potentially eligible Youth Contract young persons. Sessions can happen between March and June to enable initial engagement and delivery to small groups and individuals. Young people who are already eligible can then start on the programme from July 1st – if they are sitting 2 or more GCSE's (and not in custody or care) then they can join after results day in August if eligible.

4.2.7 Unemployment and youth unemployment in Ashford

- At 6.2% Youth (18-24) Unemployment in Ashford is below the levels of Kent and GB.
- This reflects a relatively buoyant economy (see Local Economy above).

Unemployment rates for each age group in KCC districts

February 2013	Total (aged 16-64)	17 & under	18-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64
Ashford	2.8%	0.3%	6.2%	4.6%	3.4%	2.2%	2.3%	2.4%	2.1%	1.9%	0.5%
Canterbury	2.5%	0.1%	3.3%	4.1%	3.2%	2.8%	2.3%	2.4%	2.2%	1.7%	0.6%
Dartford	3.0%	0.2%	6.3%	3.7%	3.2%	2.6%	2.7%	2.5%	2.8%	2.1%	0.8%
Dover	4.0%	0.2%	9.4%	6.4%	4.6%	3.5%	3.5%	3.6%	3.2%	2.9%	0.7%
Gravesham	4.2%	0.2%	8.5%	5.7%	4.4%	3.8%	3.7%	3.8%	3.6%	3.0%	0.7%
Maidstone	2.7%	0.1%	5.9%	3.5%	3.1%	2.4%	2.1%	2.4%	2.3%	2.0%	0.7%
Sevenoaks	1.7%	0.0%	3.5%	3.0%	1.9%	1.8%	1.4%	1.5%	1.8%	1.5%	0.4%
Shepway	4.3%	0.1%	8.0%	6.9%	4.9%	4.6%	4.0%	4.0%	3.9%	3.1%	1.0%
Swale	4.1%	0.1%	10.3%	5.8%	4.3%	3.6%	3.5%	3.0%	3.3%	3.0%	0.8%
Thanet	6.3%	0.3%	13.4%	9.4%	8.1%	6.7%	5.6%	4.9%	4.8%	4.7%	1.2%
Tonbridge & Malling	2.1%	0.2%	4.3%	3.2%	2.3%	1.9%	1.8%	1.9%	1.8%	1.8%	0.8%
Tunbridge Wells	1.5%	0.1%	2.8%	2.1%	2.1%	1.4%	1.3%	1.4%	1.3%	1.4%	0.4%
KCC	3.2%	0.2%	6.6%	4.8%	3.8%	3.0%	2.8%	2.8%	2.7%	2.4%	0.7%
GB	3.9%	0.2%	7.2%	5.4%	4.4%	3.7%	3.6%	3.5%	3.2%	2.8%	0.8%

Highlighted cells show unemployment rates above the national average. Source: NOMIS Claimant Count. Table prepared by: Research & Evaluation, Kent County Council

4.3 Discussion Points

1. Providers should take account of local employment opportunities as well as young people's interests when planning their offer to the NEET cohort.
2. Providers could engage with employers to ensure that young employees are provided with training opportunities.
3. In order to counter some of the misperceptions regarding RPA, providers and KCC S&E should take measures to inform young people and parents of the variety of opportunities (school, college, employment with training) that are available for post 16 learning.
4. Explore the possibilities arising from the new post 16 funding regime (*Study Programme*) to develop new models of working that combine study with employment. This will require high levels of employer engagement by providers.
5. The 16-18 offer for students in Ashford can contribute to drive down youth unemployment still further by: ensuring that more young people progress to level 3; by supporting vulnerable learners and young people with limited qualifications to make progress; by providing education and training opportunities that reflect the needs of the local economy; and by engaging with employers.

5. Target Support to Vulnerable Young People

5.1 Summary

A significant proportion of NEET young people are considered vulnerable and fall into one of the 10 CXK priority groups. A closer examination of this group using the disability type analysis employed by CXK identifies that 1 in 3 NEET young people have an emotional or behavioural disability (BESD). Therefore any realistic attempt to bring down the NEET numbers in Ashford will need to ensure that suitable provision and support is in place.

There is a relatively high number of Looked after Children in Ashford (183) but this is primarily children placed in Ashford by Other Local Authorities (115 from OLA). Many of these pupils are statemented and placed in specialist residential provision, and return to their host authority. Of the remainder there are on average 7 students per year group. Although this is a small number, there is a need to provide additional support, particularly during periods of transition, as these pupils have a high propensity of under attainment and of becoming NEET.

Ashford has 81 children missing from education. Most of this 'disappearance' occurs between primary and secondary phases. It has 93 children (of 1157 Countywide) designated as educated at home.

In Ashford there were 1296 fixed term exclusions in Ashford (approx 30 per week) broadly in line with Kent LA. Ashford has been very successful at minimising permanent exclusions with only 6 permanent exclusions last year. Subsequently the number of students requiring PRU provision has been very limited.

Youth Offending rates are falling in Ashford, but not as quickly as the rest of the County. The Stanhope estate appears in the top 10 Kent wards for youth offending with 21 offences last year. Providers should consider this when targeting specialist provision.

At 3% Ashford has the second lowest level of persistent absence at Primary level. However, the success of the Primary Schools is not carried through. The level of persistent absence more than trebles to 9.3% at secondary level and is 20.8% Special Schools.

5.2 Supporting Data

5.2.1 Client Caseload Information System (CCIS) data on NEET young people and vulnerable learners provided by CXK

There are two sets of data that have been supplied by CXK who under contract from KCC track all young people up to the age of 19 and up to 25 for young people who have a disability.

The data is stored on a Client Caseload Information System (CCIS) and while the initial source of the data is from KCC, CXK maintain the database which can lead to discrepancies between data held by CXK and KCC. Data held in the CCIS has to be maintained in a way that is proscribed by the DfE and this can again cause data discrepancies, particularly in terms of categorisation.

KCC also contract with CXK to provide support for vulnerable learners which include 10 priority groups which are listed in the table below.

The data held in the CCIS is important because it is used to report to the DfE, who use it to produce NEET data and because it is the only database in Kent that includes consistent data about the whole 13-19 cohort and up to 25 for those with disabilities.

Two sets of data have been taken from the CCIS and used in this report. The first is a breakdown of the 16-24 year olds in Kent, by district who are NEET and in one of the priority groups. The second is a breakdown of the 16-18 year olds have a disability registered on CCIS, as defined by the DfE guidelines. In some cases young people may have more than one disability but only one is provided in the data.

5.2.2 Breakdown of the 16-24 year olds who are NEET and in one of the Priority Groups - November 2012

As reported above, the two most significant groups are teenage parents (and pregnant teenagers) and LLD young people, predominantly BSED.

Priority Group	Ashford	Canterbury	Dartford	Dover	Gravesham	Maidstone	Sevenoaks	Shepway	Tunbridge Wells	Tonbridge and Malling	Thanet	Swale	Total
Looked after / In care	12	17	5	9	10	14	5	13	4	4	38	8	139
Caring for own child	45	37	28	57	52	78	12	59	20	29	93	55	565
Refugee / Asylum	1	1	0	1	1	1	0	2	0	1	1	1	10
Carer not own child	4	4	1	5	2	7	3	4	2	1	7	11	51
Substance misuse	4	8	2	10	6	2	2	6	3	2	12	1	58
Care leaver	5	7	2	9	5	3	0	12	2	1	20	6	72
Supervised by YOT	11	12	5	19	9	10	5	7	3	12	28	8	129
Pregnancy	15	12	11	18	12	20	5	16	5	14	26	23	177
Parent not caring for own child	1	3	2	0	3	2	0	2	0	2	4	1	20
LLD	45	56	35	51	39	53	20	30	36	26	83	68	542
Total	143	157	91	179	139	190	52	151	75	92	312	182	1763

Source: CXK Activity Survey November 2012

5.2.3 The 16-18 year old Ashford NEET Group by First Disability Type - February 2013

Nearly 1 in 3 NEET young people classified as having a disability have an Emotional or Behavioural disability (BESD). LDD Young people are the largest cohort in the NEET group (45 in Ashford Nov'12) and most of these are from BSED backgrounds. Providers should consider this if and when responding to this group.

Disability Type	Age			Grand Total
	16	17	18	
~School Action - no disability specified	3	4		7
ADHD	1	1		2
Asthma			1	1
Autism (ASD)		1	3	4
Dyslexia	1	1		2
Emotional/Behavioural (BESD)	13	26	25	64
Hearing Impairment (HI)	1	1	1	3
Mental Health Diffs			1	1
Moderate Learning Diffs (MLD)	3	9	4	16
Other Health Issues (OTH)			5	5
Physical Diffs (PD)	1			1
Specific Learning Diffs (SPLD)	2	2	4	8
Speech/Language Diff (SLCN)			2	2
Visual Impairment (VI)			1	1
None	5	30	45	80
Grand Total	30	75	92	197

Source: CXK, CCIS, 28/2/2013

*NB. Data extracted from entire client history, and selects first listed disability type only (some clients may have multiple disabilities - not represented here)

5.3 Learners with a statement

5.3.1 Primary needs of Yr 9, Yr 10 and Yr 11 statemented learners

- This data refers to primary needs only, some learners may have additional needs which are not included in this data.

SEN Type	District			Kent		
	Year Group			Year Group		
	9	10	11	9	10	11
ASD - Autistic Spectrum Disorder	15	14	16	301	305	296
BESD - Behavioural, Emotional & Social Difficulties	66	81	94	627	676	708
HI - Hearing Impairment	4	3	1	36	39	31
MLD - Moderate Learning Difficulties	23	15	23	255	255	232
MSI - Multi-Sensory Impairment	0	1	0	1	2	2
OTH - Other	4	4	7	87	97	102
PH - Physical Disability	3	5	6	68	65	76
PMLD - Profound & Multiple Learning Difficulties	2	1	1	12	11	12
SLCN - Speech, Language & Communication Needs	12	15	12	157	157	135
SLD - Severe Learning Difficulties	7	11	9	67	54	65
SPLD - Specific Learning Difficulties	8	23	18	150	185	200
VI - Visual Impairment	1	2	0	19	21	22

Source: Spring School Census - MIU, KCC

5.4 Looked after Children

5.4.1 Looked after Children by Key Stage – February 2012

- There is a large number (115) of young people in care placed by other authorities. This is partly explained by the presence of the Caldecott Centre a specialist residential provision. This is confirmed by the SEN table following, which shows that a large number of those placed by other authorities have special needs. Most of these pupils will return to their host authorities.
- There are 45 remaining (Kent) pupils in Secondary education in Ashford equating to approx 7 learners per year group. Although this is a small number, providers should be aware of the propensity for these pupils to underachieve and provide additional support to mitigate this.

Key Stage	Year Group	Kent	OLA	Total
FS	-2	0	0	0
	-1	1	0	1
	0	4	0	4
FS Total		5	0	5
KS1	1	1	2	3
	2	6	3	9
KS1 Total		7	5	12
KS2	3	5	4	9
	4	3	5	8
	5	3	10	13
	6	0	5	5
KS2 Total		11	24	35
KS3	7	4	14	18
	8	7	9	16
	9	6	18	24
KS3 Total		17	41	58
KS4	10	6	16	22
	11	10	15	25
KS4 Total		16	31	47
Post 16	12	7	9	16
	13	5	5	10
Post 16 Total		12	14	26
District Total		68	115	183

5.4.2 Ashford Looked after Children by SEN – February 2013

- 50 (15%) were School Action Plus, of this number 9 were from other Local Authorities.
- 41 (11%) were School Action, of this number 9 were from other Local Authorities.

District Total										
SEN Level	ASD	BESD	MLD	PD	PMLD	SLCN	SLD	SPLD	UNKNOWN	Total
School Action	0	0	0	0	0	0	0	0	7	7
School Action Plus	0	2	1	0	0	0	0	0	22	25
Statemented	6	57	6	2	0	7	2	1	0	81

Source: KCC Management Information Unit, Impulse, February 2013

The number of the district total who are the responsibility of Kent County Council										
SEN Level	ASD	BESD	MLD	PD	PMLD	SLCN	SLD	SPLD	UNKNOWN	Total
School Action									4	4
School Action Plus									16	16
Statemented	3	13				2	1			19

Source: KCC Management Information Unit, Impulse, February 2013

The number of the district total who are the responsibility of other local authorities										
SEN Level	ASD	BESD	MLD	PD	PMLD	SLCN	SLD	SPLD	UNKNOWN	Total
School Action									3	3
School Action Plus		2	1						6	9
Statemented	3	44	6	2		5	1	1		62

Source: KCC Management Information Unit, Impulse, February 2013

5.4.3 Ashford Looked after Children by Gender – February 2013

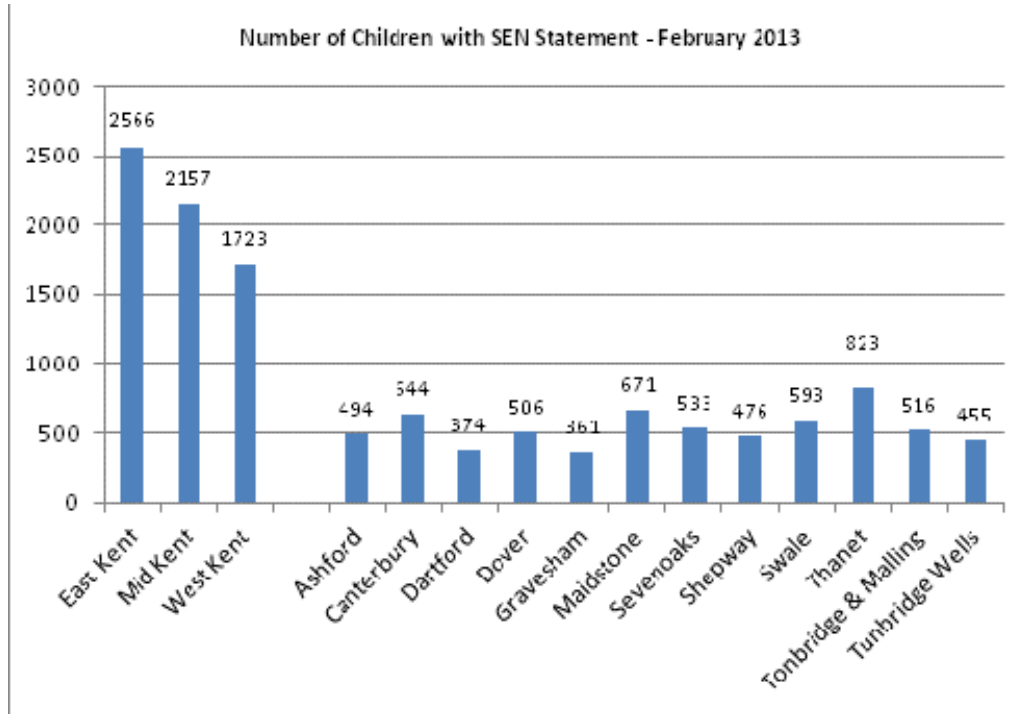
- As can be seen from the following table the ratio of males to females in care is approximately 2:1, although this is exaggerated by the figures from other local authorities.

Gender	Kent	OLA	Total
Female	25	33	58
Male	43	82	125
Total	68	115	183

Source: Management Information Unit, Impulse, February 2013

5.4.4 The Number of children with a SEN Statement – February 2013

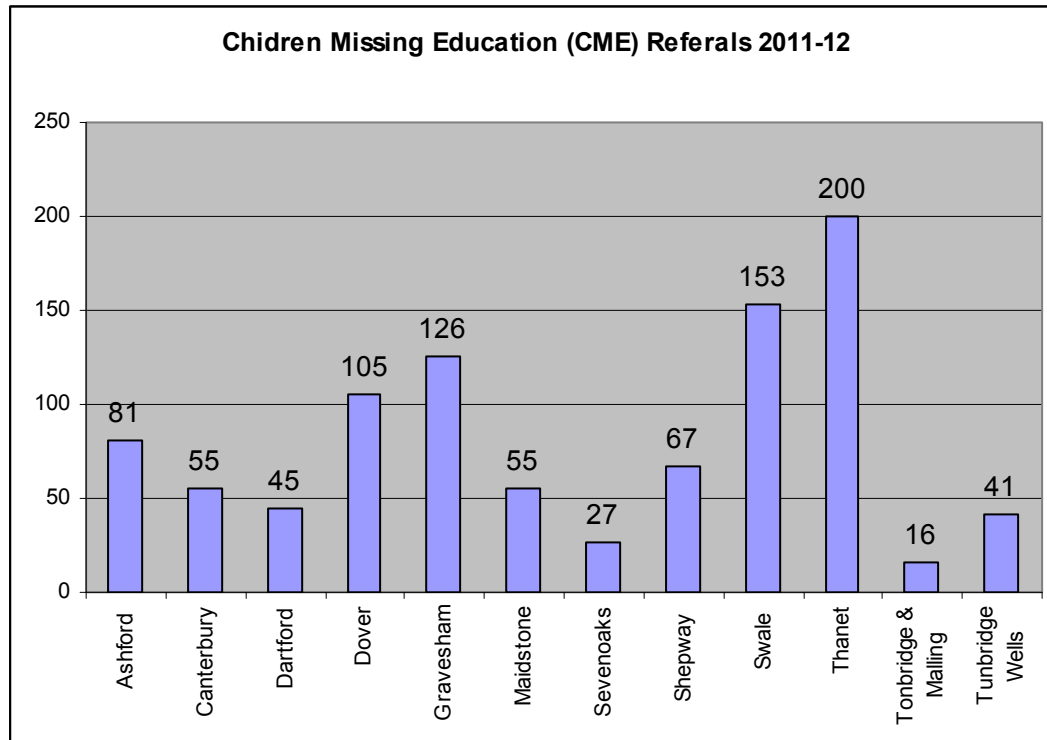
- Ashford has 494 children with a SEN statement, which is just below average for Kent. This equates to approximately 40 pupils per year group.



Source: Management Information Unit, KCC – Impulse Performance Monitoring, February 2013

5.5 Children Missing Education

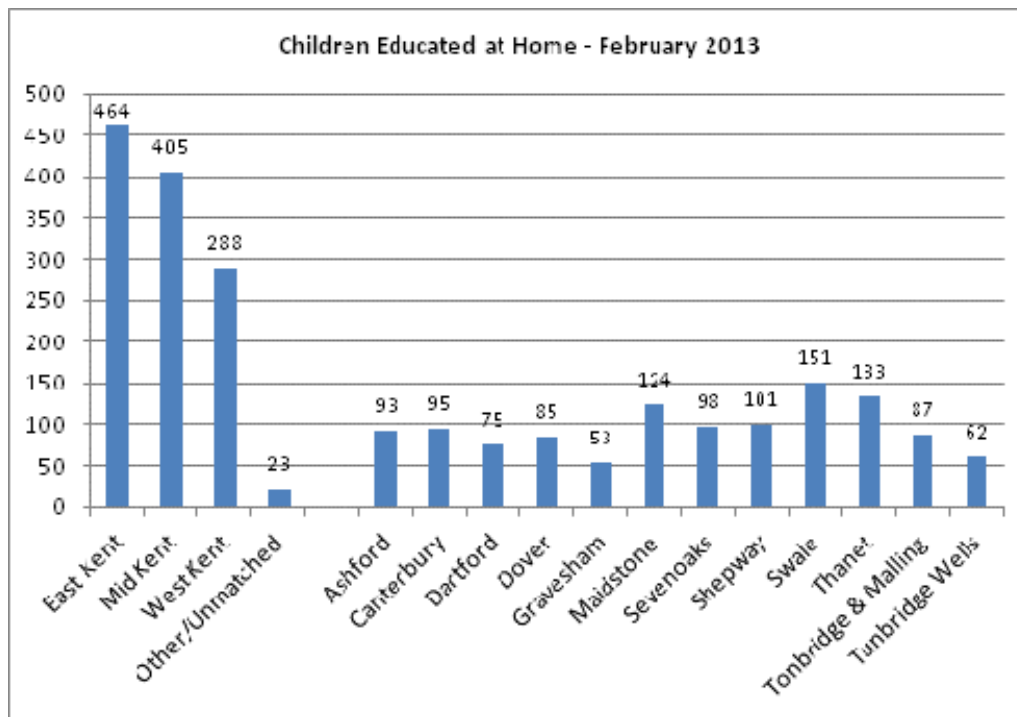
- In total there are 968 pupils in Kent that are classified as Children Missing Education. 81 of these are in the Ashford District.
- Many of these pupils are 'lost' between primary school and secondary school. Well managed transition arrangements from primary to secondary school may help to reduce this number.



Source: Management Information ELS, KCC – Impulse February 2012

5.6 Children Educated at Home

- As at February 2013 1157 pupils in Kent were classified as educated at home. These include a cohort of students that are electively home educated on religious or other grounds; and other students who's parents have removed their child through 'mutual agreement' with the school. On some occasions this has been used by parents and schools as an alternative to permanent exclusion.
- As there is a high propensity for CEH pupils to become NEET a reduction in the numbers of of CEH will be a contributory factor to NEET reduction and achievement of full participation (RPA).
- Ashford had 93 Children Educated at home, a broadly average figure for the County. Providers should consider introducing or improving mechanisms to reduce this number.

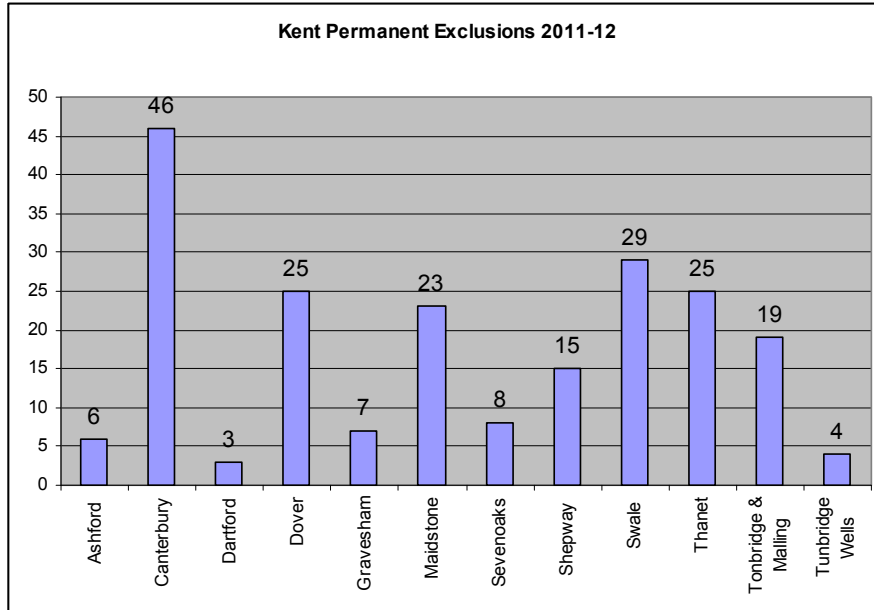


Source: Management Information Unit, KCC – Impulse Performance Monitoring, February 2013

5.7 Exclusion

5.7.1 Permanent Exclusions in Kent and district

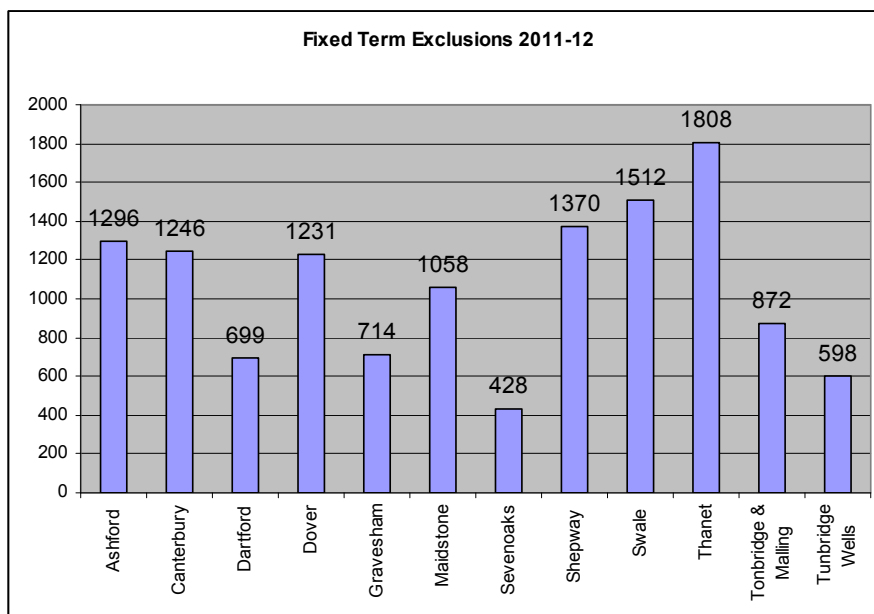
- Ashford has been successful at maintaining a low level of Permanent Exclusions in comparison to most of the County.



Source: Management Information ELS, KCC – Impulse February 2012

5.7.2 Fixed Term Exclusions

- Ashford Borough has the fourth highest number of fixed term exclusions in the County with approximately 30 pupils per week being excluded for some period.



Source: Management Information ELS, KCC – Impulse February 2012

5.8 Alternative Provision and PRUs

5.8.1 The activities of the 2011/12 Year 11 PRU/ACP learners in November 2012 (after leaving compulsory education)

- There is currently no specific district destination data for learners at alternative provision
- The NEET rate for learners leaving alternative provision (27%) is considerably higher than learners leaving mainstream education at the end of Year 11 in Ashford 6% and Kent 5%.

Activity of PRU/ACP learners	Number	Percentage
Continued in education (College)	105	38%
Continued in education (School)	14	5%
Entered Employment with Training	16	6%
Entered Training (Non Employed Status)	20	7%
Entering Employment without Training	6	2%
Moved Away/Unavailable	19	7%
NEET	74	27%
Unknown	18	6%
Voluntary and Part Time Activities	1	1%

Source: CXK Activity Survey November 2012

5.9 Young Offenders

5.9.1 The number of young people who started a YISP intervention (a Kent Integrated Youth Service Preventative Programme)

District	2008-2009 Total	2009-2010 Total	2010-2011 Total	2011-2012 Total	2012-2013				2012-2013 Total to date
					Q1	Q2	Q3	Q4	
Ashford	1	19	15	21	7	3	6		16
Canterbury	3	20	11	11	4	3	5		12
Dartford	9	3	7	11	3	1	4		8
Dover	12	27	29	14	6	2	4		12
Gravesend	18	6	14	13	0	1	6		7
Maidstone	16	7	14	19	9	5	5		19
Sevenoaks	0	21	18	14	2	1	6		9
Shepway	7	12	18	20	5	8	1		14
Swale	6	21	19	19	0	0	3		3
Tunbridge Wells	0	24	14	18	2	6	0		8
Tonbridge & Malling	0	22	24	16	6	2	5		13
Thanet	20	31	34	26	1	4	5		10
Total	92	213	217	202	45	36	50		131

Source: Kent Integrated Youth Service 2013

5.9.2 Offender Profile by District and Gender 2010-2012

- There was a reduction of 13.6% in youth offending rates in Ashford from 2010 to 2012.
- Although this is a welcome reduction it is the smallest % reduction of any District in the County.

Note: The reduction in youth offender rates is partly due to changes in the methodology for youth crime reporting.

District	October 2010- September 2011			October 2011-September 2012			% Change
	Female	Male	All	Female	Male	All	
Ashford	49	113	162	34	106	140	-13.60%
Canterbury	63	173	236	40	108	148	-37.29%
Dartford	24	88	112	20	68	88	-21.43%
Dover	67	182	249	49	120	169	-32.13%
Gravesham	44	140	184	32	99	131	-28.80%
Maidstone	44	174	218	30	102	132	-39.45%
Sevenoaks	27	94	121	10	71	81	-33.06%
Shepway	42	168	210	43	108	151	-28.10%
Swale	62	217	279	38	121	159	-43.01%
Thanet	53	264	317	42	188	230	-27.44%
Tonbridge & Malling	48	144	192	19	93	112	-41.67%
Tunbridge Wells	47	115	162	23	62	85	-47.53%
No Fixed Abode	0	2	2	0	3	3	n/a
Out of County	74	286	360	51	207	258	-28.33%
Unknown	0	0	0	0	0	0	n/a
Total	644	2160	2804	431	1456	1887	-32.70%

Source: Kent Integrated Youth Service 2013

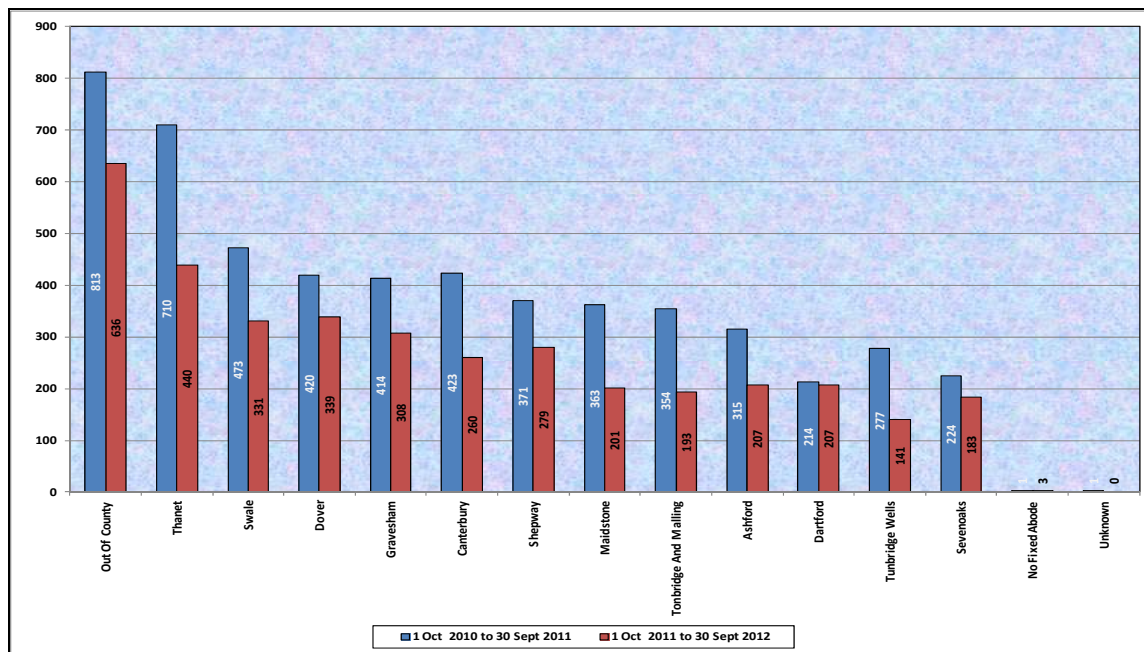
5.9.3 Offender Profile Top 10 Wards (October 2011 – September 2012)

- Stanhope appears in the top 10 wards in Kent for youth offending with a total of 21 offences last year.
- As youth offending has a detrimental effect on education and increases the propensity to NEET providers should consider targeting provision in or near to Stanhope.

Ward	Female	Male	Total
Cliftonville West (Thanet)	4	26	30
Buckland (Dover)	7	15	22
Maxton, Elms Vale and Priory	7	15	22
Folkestone Harbour (Shepway)	9	13	22
Stanhope (Ashford)	9	12	21
Northfleet North (Gravesham)	5	16	21
High Street (Maidstone)	3	17	20
Shepway North (Maidstone)	6	14	20
Tower Hamlets (Dover)	3	16	19
Folkestone Harvey Central (Shepway)	7	12	19
Total	60	156	216

Source: Kent Integrated Youth Service

5.9.4 Number of offences by District and Year, 1st October 2010 to 30 September 2011 and 1st October 2011 to 30 September 2012



Source: Kent Integrated Youth Service

5.10 Absence

5.10.1 Persistent Absence

Previous research carried out by the Skills & Employability Service and ELS Management Information found a strong link between persistent absence and attainment, and persistent absence and propensity to become NEET. Reducing absence is, therefore, a key objective for achieving RPA

- At 3% Ashford has the second lowest level of persistent absence at Primary level
- However, the success of the Primary Schools is not carried through. The level of persistent absence more than trebles, to 9.3% at secondary level and Ashford is 6th in the County. This suggests that the transition from primary to secondary might be better managed in some schools.
- At 20.8% the level of persistent absenteeism in Special Schools is very high

School Type	District	Number of Pupils in Absence Table	Number with 64+ Sessions Absent 2011-12	% Persistent Absence Pupils (64+) 2011-12	Number with 46+ Sessions Absent 2011-12	% Persistent Absence Pupils (46+) 2011-12
PRI	Ashford	7682	67	0.9	233	3
PRI	Canterbury	7839	77	1	246	3.1
PRI	Dartford	6472	93	1.4	254	3.9
PRI	Dover	6290	77	1.2	205	3.3
PRI	Gravesham	6579	106	1.6	304	4.6
PRI	Maidstone	8933	104	1.2	264	3
PRI	Sevenoaks	6627	73	1.1	211	3.2
PRI	Shepway	5975	66	1.1	212	3.5
PRI	Swale	8900	130	1.5	318	3.6
PRI	Thanet	8170	130	1.6	365	4.5
PRI	Tonbridge and Malling	7720	67	0.9	187	2.4
PRI	Tunbridge Wells	6125	71	1.2	185	3
SEC	Ashford	6291	276	4.4	583	9.3
SEC	Canterbury	7713	418	5.4	841	10.9
SEC	Dartford	6395	198	3.1	408	6.4
SEC	Dover	6143	257	4.2	550	9
SEC	Gravesham	5897	213	3.6	468	7.9
SEC	Maidstone	8617	346	4	812	9.4
SEC	Sevenoaks	1990	102	5.1	232	11.7
SEC	Shepway	5465	282	5.2	600	11
SEC	Swale	7496	319	4.3	641	8.6
SEC	Thanet	7313	392	5.4	734	10
SEC	Tonbridge and Malling	7336	301	4.1	697	9.5
SEC	Tunbridge Wells	6407	164	2.6	423	6.6
SPE	Ashford	197	18	9.1	41	20.8
SPE	Canterbury	232	32	13.8	48	20.7
SPE	Dartford	114	27	23.7	32	28.1
SPE	Dover	166	29	17.5	46	27.7
SPE	Gravesham	146	6	4.1	11	7.5
SPE	Maidstone	335	17	5.1	32	9.6
SPE	Sevenoaks	299	46	15.4	64	21.4
SPE	Shepway	224	19	8.5	29	12.9
SPE	Swale	151	16	10.6	25	16.6
SPE	Thanet	385	30	7.8	61	15.8
SPE	Tonbridge and Malling	127	13	10.2	20	15.7
SPE	Tunbridge Wells	175	8	4.6	15	8.6

5.11 Considerations and Action

1. Providers should consider how best to make provision for vulnerable groups, particularly teenage parents and BSED pupils, in order to increase the participation of these groups. What provision is needed/best suited to these students?
2. Providers could consider targeting some provision on or near to the Stanhope estate, where youth offending rates remain relatively high, and other vulnerable groups are present.
3. Schools should review how they support Looked After Children and, where necessary, make improvements. Are there monitoring systems in place? Are schools doing all they can to support LACs?
4. Schools should review their processes for primary to secondary transition in order to (a) reduce the number of children missing from education (CME) and (b) to mitigate the large increase in absenteeism between primary and secondary education. Why do some pupils attend well at primary school, but have a higher level of absence at secondary level?
5. Ashford schools should continue to work together to drive down permanent exclusions and the need for PRU provision. This will have a positive impact on NEET prevention, participation and RPA.

Appendix 1: Vocational Curriculum Map Projections 2013/14, source: Kentchoices4u

1 Vocational studies

Course title	Subject Sector Area	Venues	Course type	Level
Vocational Studies Diploma - Entry Level	1	Canterbury College	Diploma	Entry
Vocational Studies Certificate & Diploma - Entry 3	1	Canterbury College	Diploma	3

1.2 Nursing and Subjects and Vocations Allied to Medicine

Course title	Subject Sector Area	Venues	Course type	Level
Dental Nursing Advanced Apprenticeship Level 3	1.2	K College (Ashford)	Apprenticeship	3

1.3 Health and Social Care

Course title	Subject Sector Area	Venues	Course type	Level
Health and Social Care BTEC First Certificate	1.3	The Towers School	BTEC	2
Health & Social Care BTEC Diploma	1.3	The John Wallis Church of England Academy	BTEC	2
Health & Social Care BTEC Diploma	1.3	The John Wallis Church of England Academy	BTEC	3
Health & Social Care BTEC Subsidiary Diploma	1.3	North School	BTEC	3
Health & Social Care - BTEC Extended Diploma	1.3	K College Ashford	Diploma	3
Health and Social Care BTEC Level 1 Diploma	1.3	K College Ashford	Diploma	1
Health and Social Care BTEC Level 2 Diploma	1.3	K College Ashford	Diploma	2
Health & Social Care Extended Diploma - Level 3.	1.3	Canterbury College	BTEC	3
Health and Social Care BTEC Subsidiary Diploma - Level 3.	1.3	Canterbury College	BTEC	3
Health & Social Care BTEC Diploma - Level 2.	1.3	Canterbury College	BTEC	2
Health & Social Care BTEC Diploma - Level 1.	1.3	Canterbury College	BTEC	1
Health and Social Care - Level 2.	1.3	Canterbury College	BTEC	2
Health & Social Care BTEC Extended Diploma - Level 3.	1.3	Canterbury College	BTEC	3

1.4 Public Services

Course title	Subject Sector Area	Venues	Course type	Level
Public Services BTEC National Certificate Level 3	1.4	The Towers School	BTEC	3
Public Services BTEC First Certificate Level 2	1.4	The Towers School	BTEC	2
Public Services BTEC Extended Certificate Level 2 (1 Year Course) Block C	1.4	Homewood School	BTEC	2
Public Services BTEC Diploma Level 3	1.4	The John Wallis Church of England Academy	BTEC	3
Public Services BTEC First Certificate (single option) Level 2	1.4	North School	BTEC	2
Public Services BTEC National Certificate (double option) Level 3	1.4	North School	BTEC	3
Uniformed Public Services Subsidiary Diploma - Level 3.	1.4	Canterbury College	BTEC	3
Uniformed Public Services BTEC Extended Diploma - Level 3.	1.4	Canterbury College	BTEC	3
Public Services BTEC Diploma - Level 1.	1.4	Canterbury College	BTEC	1
Public Services BTEC Diploma - Level 2.	1.4	Canterbury College	BTEC	2
Level 1 Diploma in Public Services	1.4	Hadlow College, Tonbridge	BTEC	1
Level 2 Diploma in Public Services	1.4	Hadlow College, Tonbridge	BTEC	2

1.5 Child Development and Well Being

Course title	Subject Sector Area	Venues	Course type	Level
Diploma in Child Care & Education CACHE (Childcare) Diploma level 3	1.5	The Towers School	OtherGeneral	3
Children and Young People's Workforce CACHE Certificate level 2	1.5	The Towers School	OtherGeneral	2
Caring for Children (CACHE) - Level 1 Foundation Diploma	1.5	K College Ashford	Diploma	1
Children and Young People's Workforce - Level 2 Certificate (CACHE)	1.5	K College Ashford	CACHE	2
Children and Young People's Workforce - Level 3 90 Credit Diploma (CACHE)	1.5	K College Ashford	Diploma	3
Preparing to Work in the Child Care Sector Certificate - Level 1 & 2.	1.5	Canterbury College	Diploma	1
Preparing to Work in the Child Care Sector Certificate - Level 1 & 2.	1.5	Canterbury College	Diploma	2
Cache Diploma for the Children and Young People's Workforce (QCF) - Level 3.	1.5	Canterbury College	Diploma	3
Caring for Children Cache Award and Certificate - Level Entry & 1.	1.5	Canterbury College	Diploma	1
Caring for Children Cache Award and Certificate - Level Entry & 1.	1.5	Canterbury College	Diploma	Entry
Child Care, Education and Creative Crafts - Level 3.	1.5	Canterbury College	Diploma	3
Childcare, Education and Creative Crafts - Level 2.	1.5	Canterbury College	Diploma	2
CACHE Certificate for Children and Young Peoples Workforce - Level 2.	1.5	Canterbury College	Diploma	2
CACHE Award, Certificate and Diploma in Playwork (QCF) - Level 2.	1.5	Canterbury College	Diploma	2
CACHE Award, Certificate and Diploma in Playwork (QCF) - Level 3.	1.5	Canterbury College	Diploma	3

2.1 Science

Course title	Subject Sector Area	Venues	Course type	Level
Applied Science BTEC National Certificate/Subsidiary Diploma Level 3	2.1	The Towers School	BTEC	3
Applied Science (Applied Biology) BTEC Level 3 Subsidiary Diploma	2.1	North School	BTEC	3
Applied Science (Applied Chemistry) BTEC Subsidiary Diploma Level 3	2.1	North School	BTEC	3
Applied Science (Forensic Science) Level 3 Subsidiary Diploma	2.1	North School	BTEC	3
Applied Science (Physics) BTEC Level 3 Subsidiary Diploma	2.1	North School	BTEC	3
Applied Science BTEC Subsidiary Diploma (single option) Level 3	2.1	North School	BTEC	3
Forensic Science BTEC Diploma - Level 2.	2.1	Canterbury College	BTEC	2
Forensic Science - BTEC Extended Diploma - Level 3.	2.1	Canterbury College	BTEC	3
Medical Science Diploma - Level 2.	2.1	Canterbury College	BTEC	2
Medical Science BTEC Extended Diploma - Level 3.	2.1	Canterbury College	BTEC	3
Applied Science BTEC Diploma - Level 2.	2.1	Canterbury College	BTEC	2
Applied Science BTEC Introductory Diploma - Level 1.	2.1	Canterbury College	BTEC	1
Applied Science Extended Diploma - Level 3.	2.1	Canterbury College	BTEC	3

3.1 Agriculture

Course title	Subject Sector Area	Venues	Course type	Level
Fisheries, Diploma in Land-Based Studies, Level 1 (TONBRIDGE)	3.1	Hadlow College, Tonbridge	BTEC	1
Agriculture, Diploma, Level 2 (TONBRIDGE)	3.1	Hadlow College, Tonbridge	BTEC	2
Agriculture, Extended Diploma, Level 3 (TONBRIDGE)	3.1	Hadlow College, Tonbridge	BTEC	3
Agriculture (Sheep Management), Extended Diploma, Level 3 (TONBRIDGE)	3.1	Hadlow College, Tonbridge	BTEC	3
Agriculture, Diploma in Land-Based Studies (Agriculture), Level 1 (TONBRIDGE)	3.1	Hadlow College, Tonbridge	BTEC	1
Fish Management, Extended Diploma, Level 3 (TONBRIDGE)	3.1	Hadlow College, Tonbridge	BTEC	3
Agriculture BTEC Diploma Level 3	3.1	North School	BTEC	3
Agriculture Level 2 BTEC Extended Certificate	3.1	North School	BTEC	2
Animal Care Level 2 BTEC Extended Certificate	3.1	North School	BTEC	2
Animal Management BTEC Diploma (double option) Level 3	3.1	North School	BTEC	3
Animal Management BTEC Extended Diploma (triple option) Level 3	3.1	North School	BTEC	3
Animal Management BTEC Subsidiary Diploma (single option) Level 3	3.1	North School	BTEC	3
Fish Husbandry BTEC Level 2 Extended Certificate	3.1	North School	BTEC	2
Fish Management BTEC Level 3 Diploma	3.1	North School	BTEC	3
Horse Management BTEC Level 3 National Diploma	3.1	North School	BTEC	3
Veterinary Care Assistants Diploma NPTC Level 2	3.1	North School	Diploma	2

3.2 Horticulture and Forestry

Course title	Subject Sector Area	Venues	Course type	Level
Angling and the Environment (ADB & Angling Trust)	3.2	North School	OtherGeneral	
Horticulture, Diploma in Land-Based Studies, Level 1	3.2	Hadlow College, Tonbridge Hadlow College, Canterbury	BTEC	1
Horticulture, Extended Diploma, Level 3 (TONBRIDGE)	3.2	Hadlow College, Tonbridge	BTEC	3
Fish Husbandry, Diploma, Level 2 (TONBRIDGE)	3.2	Hadlow College, Tonbridge	BTEC	2
Horticulture, Diploma, Level 2	3.2	Hadlow College, Tonbridge Hadlow College, Canterbury	BTEC	2
Forestry and Arboriculture, Diploma, Level 2 (TONBRIDGE)	3.2	Hadlow College, Tonbridge	BTEC	2
Forestry & Arboriculture, Extended Diploma, Level 3 (TONBRIDGE)	3.2	Hadlow College, Tonbridge	BTEC	3

3.3 Animal Care and Veterinary Science

Course title	Subject Sector Area	Venues	Course type	Level
Work Based Horse Care Diploma - Level 3.	3.3	Canterbury College	Diploma	3
Work Based Horse Care Diploma - Level 2.	3.3	Canterbury College	Diploma	2
Animal Management BTEC Extended Diploma - Level 3.	3.3	Canterbury College	Diploma	3
Animal Care and Land Based Diploma - Level 1.	3.3	Canterbury College	Diploma	1
Animal Care and Land Based - Entry 3.	3.3	Canterbury College	Diploma	3
Animal Care BTEC Diploma - Level 2.	3.3	Canterbury College	BTEC	2
Work Based Horse Care Diploma - Level 1.	3.3	Canterbury College	Diploma	1
Horse Care, Diploma in Land-Based Studies, Level 1 (TONBRIDGE)	3.3	Hadlow College, Tonbridge	BTEC	1
Veterinary Nursing, Diploma, Level 3 (TONBRIDGE)	3.3	Hadlow College, Tonbridge	OtherGeneral	3
Horse Management, Extended Diploma, Level 3 (TONBRIDGE)	3.3	Hadlow College, Tonbridge	BTEC	3
British Horse Society (Stage 2) (TONBRIDGE)	3.3	Hadlow College, Tonbridge	OtherGeneral	2
Horse Care, Diploma, Level 2 (TONBRIDGE)	3.3	Hadlow College, Tonbridge	BTEC	2
Animal Nursing Assistant, Certificate, Level 2	3.3	Hadlow College, Tonbridge	OtherGeneral	2

3.4 Environmental Conservation

Course title	Subject Sector Area	Venues	Course type	Level
Environmental Sustainability & Management - Level 3.	3.4	Canterbury College	BTEC	3
Environmental & Land-Based Studies Diploma - Level 2.	3.4	Canterbury College	BTEC	2
Land-Based Technology, Extended Diploma, Level 3 (TONBRIDGE)	3.4	Hadlow College, Tonbridge	BTEC	3
Land-Based Technology, Diploma, Level 2 (TONBRIDGE)	3.4	Hadlow College, Tonbridge	BTEC	2
Countryside and Environment, Diploma, Level 2 (TONBRIDGE)	3.4	Hadlow College, Tonbridge	BTEC	2
Countryside & Environment (Game Management), Diploma, Level 2 (TONBRIDGE)	3.4	Hadlow College, Tonbridge	BTEC	2
Environmental Conservation, Diploma in Land-Based Studies, Level 1 (TONBRIDGE)	3.4	Hadlow College, Tonbridge	BTEC	1
Countryside Management, Extended Diploma, Level 3 (TONBRIDGE)	3.4	Hadlow College, Tonbridge	BTEC	3

4.1 Engineering

Course title	Subject Sector Area	Venues	Course type	Level
Craft Engineering Advanced Apprenticeship Level 3	4.1	K College (Ashford)	Apprenticeship	3
Engineering - BTEC Extended Diploma Level 3	4.1	K College (Ashford)	BTEC	3
EAL Level 2 Diploma in Engineering and Technology	4.1	K College (Ashford)	Diploma	2
Engineering (Electronics) BTEC Level 2	4.1	K College (Ashford)	BTEC	2
Technical Engineering (Electrical/Electronic) Advanced Apprenticeship Level 3	4.1	K College (Ashford)	Apprenticeship	3
Engineering (Electronics) BTEC Level 2	4.1	K College (Tonbridge)	BTEC	2
Engineering BTEC Level 3 90 Credit Diploma Level 3	4.1	K College (Ashford)	Diploma	3
Performing Engineering Operations Tunbridge Wells (Level 1)	4.1	K College (Twells)	FLP	2
Engineering - BTEC Extended Diploma Level 3	4.1	K College (Tonbridge)	BTEC	3
Performing Engineering Operations Apprenticeship Level 2	4.1	K College (Ashford)	Apprenticeship	2
Performing Engineering Operations Ashford (Level 1)	4.1	K College (Ashford)	FLP	1
Engineering BTEC Level 3 90 Credit Diploma Level 3	4.1	K College (Tonbridge)	Diploma	3
Performing Engineering Operations Dover (Level 1)	4.1	K College (Dover)	FLP	1
Electrical Installation Advanced Apprenticeship Level 3 (City & Guilds 2357)	4.1	K College (T Wells)	Apprenticeship	3
Access to Electrical Installation - Level 2	4.1	K College (Ashford)	Certificate	2
Electrical Installation Advanced Apprenticeship Level 3 (City & Guilds 2357)	4.1	K College (Dover)	Apprenticeship	3
Access to Electrical Installation - Level 2	4.1	K College (T Wells)	Other General	2
Electrical Installation Advanced Apprenticeship Level 3 (City & Guilds 2357)	4.1	K College (Ashford)	Apprenticeship	3
Electrical Installation Advanced Apprenticeship Level 3 (City & Guilds 2357)	4.1	K College (Dover)	Apprenticeship	3
Access to Electrical Installation - Level 2	4.1	K College (Dover)	Apprenticeship	2
Technical Engineering (Mechanical) Advanced Apprenticeship Level 3	4.1	K College (Ashford)	Apprenticeship	3
Mechanical Engineering - BTEC 90 Credit Diploma Level 3	4.1	K College (Ashford)	Diploma	3
Technical Engineering (Mechanical) Advanced Apprenticeship Level 3	4.1	(K College (Ashford)	Apprenticeship	3
Engineering Design & Craft Studies Diploma - Level 3.	4.1	Canterbury College	BTEC	3
Engineering Design and Craft Studies - Level 2.	4.1	Canterbury College	Diploma	2
Engineering Technology Diploma - Level 2.	4.1	Canterbury College	BTEC	2

Course title	Subject Sector Area	Venues	Course type	Level
Engineering Technology Extended Diploma - Level 3.	4.1	Canterbury College	BTEC	3
Engineering and Product Design NVQ - Level 2.	4.1	Canterbury College	Diploma	2
Engineering Design and Craft Studies - Level 1.	4.1	Canterbury College	Diploma	1
Engineering and Product Design Extended Diploma - Level 3.	4.1	Canterbury College	Diploma	3

4.3 Transportation Operations and Maintenance

Course title	Subject Sector Area	Venues	Course type	Level
Motorcycle Maintenance and Repair Apprenticeship Level 2	4.3	K College (Dover)	Apprenticeship	2
Vehicle Maintenance and Repair (Light Vehicle) Apprenticeship Level 2	4.3	K College (Dover)	Apprenticeship	2
Automotive Vehicle Maintenance and Repair - Light Vehicle - IMIAL Level 3 Diploma	4.3	K College (T Wells)	Diploma	3
Automotive Vehicle Maintenance and Repair - Light Vehicle - IMIAL Level 3 Diploma	4.3	K College (T Wells)	Diploma	3
Vehicle Maintenance and Repair (Light Vehicle) Apprenticeship Level 2	4.3	(K College (Ashford)	Apprenticeship	2
Introduction to Vehicle Technology and Maintenance - IMI Awards Foundation Level 1	4.3	K College (Tonbridge)	IMI Awards	1
Introduction to Vehicle Technology and Maintenance - IMI Awards Foundation Level 1	4.3	K College (Tonbridge)	IMI Awards	1
Vehicle Maintenance and Repair (HGV) Advanced Apprenticeship Level 3	4.3	(K College (Ashford)	Apprenticeship	3
Vehicle Maintenance and Repair (Light Vehicle) Advanced Apprenticeship Level 3	4.3	K College (T Wells)	Apprenticeship	3
Automotive Vehicle / Maintenance and Repair (Light Vehicle) - IMI Awards Level 2 Diploma	4.3	K College (Dover)	Diploma	2
Automotive Vehicle / Maintenance and Repair (Light Vehicle) - IMI Awards Level 2 Diploma	4.3	K College (Ashford)	Diploma	2
Maintenance Operations - Apprenticeship Level 2	4.3	K College (Dover)	Apprenticeship	2
Automotive Vehicle Maintenance and Repair (Motorcycle) IMI Awards Level 2 Diploma		K College (T Wells)	Other general	2
Vehicle Maintenance and Repair (Light Vehicle) Advanced Apprenticeship Level 3		K College (Dover)	Apprenticeship	3
Automotive Vehicle / Maintenance and Repair (Light Vehicle) - IMI Awards Level 2 Diploma	4.3	(K College (Ashford)	Diploma	2
Automotive Vehicle Maintenance and Repair - Light Vehicle - IMIAL Level 3 Diploma	4.3	(K College (Ashford)	Diploma	3
Introduction to Vehicle Technology and Maintenance - IMI Awards Foundation Level 1	4.3	(K College (Ashford)	IMI Awards	1
Vehicle Maintenance and Repair (Light Vehicle) Advanced Apprenticeship Level 3	4.3	(K College (Ashford)	Apprenticeship	3
Motor Vehicle Servicing & Repair IMI Extended Diploma - Level 3.	4.3	Canterbury College	Diploma	3
Motor Vehicle Servicing & Repair IMI Diploma - Level 2.	4.3	Canterbury College	Diploma	2
Motor Vehicle Servicing & Repair - Entry Level.	4.3	Canterbury College	Diploma	Entry

Course title	Subject Sector Area	Venues	Course type	Level
Motor Sport Servicing & Repair IMI Diploma - Level 1.	4.3	Canterbury College	Diploma	1
Motor Vehicle Servicing & Repair IMI Extended Diploma - Level 2.	4.3	Canterbury College	Diploma	2
Motor Vehicle Servicing & Repair IMI Diploma - Level 1.	4.3	Canterbury College	Diploma	1
Motorcycle Servicing & Repair IMI Diploma - Level 1.	4.3	Canterbury College	Diploma	1
Motor Vehicle Servicing & Repair IMI Diploma - Level 1.	4.3	Canterbury College	Diploma	1
Motor Vehicle Servicing and Repair IMI Diploma - Level 3.	4.3	Canterbury College	Diploma	3

5.2 Building and Construction

Course title	Subject Sector Area	Venues	Course type	Level
Bricklaying - Diploma (CSkills Awards) Level 1	5.2	K College (Tunbridge Wells)	Other General	1
Carpentry and Joinery - Level 1 Construction Diploma (Cskills Awards)	5.2	K College (Folkestone)	Other General	1
Carpentry & Joinery Level 1 Diploma in Basic Construction Skills - Woodwork (City & Guilds)	5.2	K College	Diploma	1
Building Services (Plumbing route) - Level 1	5.2	K College	Other General	1
Site Carpentry Advanced Apprenticeship Level 3	5.2	K College (Folkestone)	Apprenticeship	3
Carpentry and Joinery - Level 1 Construction Diploma (Cskills Awards)	5.2	K College (Folkestone)	Diploma	1
Site Carpentry - Level 2 Diploma (CSkills Awards)	5.2	K College (Folkestone)	Diploma	2
Carpentry & Joinery Level 1 Diploma in Basic Construction Skills - Woodwork (City & Guilds)	5.2	K College (Folkestone)	Diploma	1
Site Carpentry Apprenticeship Level 2	5.2	K College (Tunbridge Wells)	Apprenticeship	2
Carpentry and Joinery Diploma (CAA) Level 3	5.2	K College (Folkestone)	Diploma	3
Carpentry and Joinery Diploma (CAA) Level 3	5.2	K College (Tunbridge Wells)	FLP	1
Bricklaying Apprenticeship Level 2	5.2	K College (Tunbridge Wells)	Apprenticeship	2
Progression Curriculum - Bricklaying Level 1	5.2	K College	FLP	1
Bench Joinery Advanced Apprenticeship Level 3	5.2	K College (Folkestone)	Apprenticeship	3
Painting and Decorating - Diploma (CAA) Level 3	5.2	K College (Folkestone)	Other General	3
Bricklaying Apprenticeship Level 2	5.2	K College (Ashford)	Apprenticeship	2
Building Services (Electrical route) - Level 1	5.2	K College (T wells)	Other General	1
Plumbing Apprenticeship Level 2	5.2	K College (T wells)	Apprenticeship	2
Building Services (Plumbing route) - Level 1	5.2	K College (Folkestone)	Other General	1
Building Services (Plumbing route) - Level 1	5.2	K College (Folkestone)	Other General	1
Plumbing Advanced Apprenticeship Level 3	5.2	K College (Folkestone)	Apprenticeship	3
Hospitality Services Apprenticeship Level 2	5.2	K College (Folkestone)	Apprenticeship	2
Access to Plumbing Level 2	5.2	K College (Folkestone)	Other General	1
Access to Plumbing Level 2	5.2	K College (Tunbridge Wells)	Other General	2
Plumbing Advanced Apprenticeship Level 3	5.2	K College (Tunbridge Wells)	Apprenticeship	3
Plumbing Apprenticeship Level 2	5.2	K College (Folkestone)	Apprenticeship	2
Bricklaying - Diploma (CSkills Awards) Level 1	5.2	K College (Ashford)	Diploma	1
Bricklaying - Diploma (CAA) Level 3	5.2	K College (Tunbridge Wells)	Diploma	3

Course title	Subject Sector Area	Venues	Course type	Level
Bricklaying - Diploma (CAA) Level 3	5.2	K College (Ashford)	Diploma	3
Bricklaying Advanced Apprenticeship Level 3	5.2	K College (Ashford)	Apprenticeship	3
Bricklaying Advanced Apprenticeship Level 3	5.2	K College (Tunbridge Wells)	Apprenticeship	3
Bricklaying - Diploma (CSkills Awards) Level 2	5.2	K College (Tunbridge Wells)	Apprenticeship	3
Bricklaying - Diploma (CSkills Awards) Level 2	5.2	K College (Ashford)	Diploma	2
Wall and Floor Tiling - Diploma (CSkills Awards) Level 2	5.2	K College (Ashford)	Diploma	3
Wall and Floor Tiling - Diploma (Cskills Awards) Level 3	5.2	K College (Ashford)	Diploma	3
Wall and Floor Tiling Apprenticeship Level 2	5.2	K College (Ashford)	Apprenticeship	2
Plastering - Diploma (CSkills Awards) Level 1	5.2	K College (Ashford)	Diploma	1
Plastering - Diploma (CSkills Awards) Level 2	5.2	K College (Ashford)	Diploma	2
Plastering - Diploma (CSkills Awards) Level 3	5.2	K College (Ashford)	Diploma	3
Plastering Advanced Apprenticeship Level 3	5.2	K College (Ashford)	Apprenticeship	3
Plastering Apprenticeship Level 2	5.2	K College (Ashford)	Apprenticeship	2
Construction: Wood Occupations NVQ level 1 & 2	5.2	The Towers School	OtherGeneral	1
Construction: Trowel Occupations NVQ Level 1 & 2	5.2	The Towers School	OtherGeneral	1
Construction: Multi Craft Skills Intro Certificate Level 1 & 2	5.2	The Towers School	OtherGeneral	1
Construction (Multicrafts) Diploma - Level 1	5.2	Canterbury College	Diploma	1
Access to Building Services C&G Certificate & Diploma - Level 1 & 2.	5.2	Canterbury College	Diploma	1
Access to Building Services C&G Certificate & Diploma - Level 1 & 2.	5.2	Canterbury College	Diploma	2
Advanced Plumbing Skills C&G Diploma - Level 3.	5.2	Canterbury College	Diploma	3
Painting & Decorating C&G Technical Diploma - Level 1.	5.2	Canterbury College	Diploma	1
Pathway to Trades (Brick, Trowel) - Level 1	5.2	Canterbury College	FLP	1
Electrical Installation - Level 2.	5.2	Canterbury College	Diploma	2
Bench Joinery - Level 3.	5.2	Canterbury College	Diploma	3
Site Carpentry CAA Diploma - Level 2.	5.2	Canterbury College	Diploma	2
Bricklaying CAA Diploma - Level 1.	5.2	Canterbury College	Diploma	1
Pathway to Trades (Painting & Decorating) - Level 1	5.2	Canterbury College	FLP	1
Pathway to Trades (Wood) - Level 1	5.2	Canterbury College	FLP	1
Bricklaying CAA Diploma - Level 2.	5.2	Canterbury College	Diploma	2
Basic Plumbing Skills Diploma - Level 2.	5.2	Canterbury College	Diploma	2
Bench Joinery CAA Diploma - Level 2.	5.2	Canterbury College	Diploma	2
Building Services Engineering Extended Diploma - Level 3.	5.2	Canterbury College	Diploma	3
Pathway to Trades (Painting & Decorating) - Level 1.	5.2	Canterbury College	Diploma	1
Site Carpentry Diploma - Level 3.	5.2	Canterbury College	Diploma	3
Carpentry and Joinery CAA Diploma - Level 1.	5.2	Canterbury College	Diploma	1
Construction: Trowel BTEC Level 2 Certificate (One Year Course) Block C	5.2	Homewood School	BTEC	2

Course title	Subject Sector Area	Venues	Course type	Level
Construction: Trowel BTEC Level 2 Diploma (3rd Year continuation course) Block C	5.2	Homewood School	BTEC	2
Construction: Wood Trades BTEC Level 2 Certificate (One year) Block A	5.2	Homewood School	BTEC	2
Construction and the Built Environment BTEC Diploma Level 3	5.2	The John Wallis Church of England Academy	BTEC	3
Construction BTEC Diploma Level 2	5.2	The John Wallis Church of England Academy	BTEC	2
Construction Plant Maintenance Advanced Apprenticeship Level 3	5.2	K College Ashford	Apprenticeship	3
Construction Plant Maintenance Apprenticeship Level 2	5.2	K College Ashford	Apprenticeship	2
Introduction to Construction	5.2	K College Ashford	OtherGeneral	Entry

6.1 ICT Practitioners

Course title	Subject Sector Area	Venues	Course type	Level
ICT Practitioners BTEC Level 2 Extended Certificate (One year course) Block A	6.1	Homewood School	BTEC	2
ICT Practitioners BTEC Level 2 Extended Certificate (One year course) Block B	6.1	Homewood School	BTEC	2
ICT Practitioners BTEC Level 3 Certificate (1st year of course) Block C	6.1	Homewood School	BTEC	3
ICT Practitioners BTEC Level 3 Subsidiary Diploma (2nd Year of Course) Block A	6.1	Homewood School	BTEC	3
IT Level 2 BTEC Diploma	6.1	K College (Ashford)	Diploma	2
I.T. BTEC 90 Credit Diploma Level 3	6.1	K College Ashford	Apprenticeship	3
IT Level 2 BTEC Diploma	6.1	K College Ashford	Diploma	2
Computing and IT Diploma - Level 3.	6.1	Canterbury College	BTEC	3
Computing and IT BTEC Diploma - Level 2.	6.1	Canterbury College	BTEC	2

6.2 ICT for Users

Course title	Subject Sector Area	Venues	Course type	Level
ICT OCR National Certificate Level 3	6.2	The Towers School	OtherGeneral	3
ICT (ITQ) Level 2 BCS Level 2 Certificate in IT User Skills (ECDL) (ITQ)	6.2	The Towers School	OtherGeneral	2
IT Users Diploma - Level 1.	6.2	Canterbury College	BTEC	1
IT Users Diploma - Level 2.	6.2	Canterbury College	BTEC	2

7.1 Retailing and Wholesaling

Course title	Subject Sector Area	Venues	Course type	Level
Retail Knowledge & Customer Service BTEC Level 2	7.1	The Towers School	BTEC	2
Retail Knowledge BTEC Award Level 2 (One year course) Block A	7.1	Homewood School	BTEC	2
Business, Retail and Marketing Extended Diploma - Level 3.	7.1	Canterbury College	BTEC	3
Creative Retail Marketing Extended Diploma - Level 3.	7.1	Canterbury College	BTEC	3
Business, Retail and Marketing Diploma - Level 2.	7.1	Canterbury College	BTEC	2
Business, Retail and Marketing Diploma - Level 1.	7.1	Canterbury College	BTEC	1

7.3 Service Enterprises

Course title	Subject Sector Area	Venues	Course type	Level
Hair and Beauty - Introductory Certificate (VTCT)	7.3	K College (Tonbridge)	VTCT	1
Hairdressing - Level 3 VRQ Diploma	7.3	K College (Tonbridge)	Diploma	3
Level 3 VRQ Diploma and Beauty Therapy Treatments (VTCT)	7.3	K College (Ashford)	Diploma	3
NVQ Level 1 Certificate in Hairdressing and Barbering	7.3	K College (Dover)	NVQ	1
Level 3 VRQ Diploma and Beauty Therapy Treatments (VTCT)	7.3	K College (Folkestone)	Diploma	3
Beauty Therapy - VRQ Level 2 Diploma in Beauty Specialist Techniques (VTCT)	7.3	K College (Tonbridge)	Diploma	2
Beauty Therapy - VRQ Level 1 (VTCT)	7.3	K College (Folkestone)	VRQ	3
Beauty Therapy - VRQ Level 2 Diploma in Beauty Specialist Techniques (VTCT)	7.3	K College (Ashford)	Diploma	2
Beauty Therapy - VRQ Level 2 Diploma in Beauty Specialist Techniques (VTCT)	7.3	K College (Dover)	Diploma	2
Level 3 VRQ Diploma and Beauty Therapy Treatments (VTCT)	7.3	K College (Dover)	Diploma	3
Level 3 VRQ Diploma and Beauty Therapy Treatments (VTCT)	7.3	K College (Tonbridge)	Diploma	3
Hair and Beauty - Introductory Certificate (VTCT)	7.3	K College (Folkestone)	Other General	3
Beauty Therapy - VRQ Level 2 Diploma in Beauty Specialist Techniques (VTCT)	7.3	K College (Folkestone)	Diploma	2
Beauty Therapy - VRQ Level 2 Diploma in Beauty Specialist Techniques (VTCT)	7.3	K College (Folkestone)	Other General	2
Beauty Therapy - VRQ Level 1 (VTCT)	7.3	K College (Folkestone)	Diploma	3
NVQ Level 1 Certificate in Hairdressing and Barbering	7.3	K College (Folkestone)	NVQ1	3
Food and Beverage Service Apprenticeship Level 2	7.3	K College (Tonbridge)	Apprenticeship	2
Hairdressing Apprenticeship Level 2	7.3	K College (Tonbridge)	Apprenticeship	2
Hairdressing Apprenticeship Level 2	7.3	K College (Ashford)	Apprenticeship	2
Hairdressing Level 2 NVQ Diploma (VTCT)	7.3	K College (Folkestone)	Diploma	2
Hairdressing Level 2 NVQ Diploma (VTCT)	7.3	K College (Ashford)	Diploma	2
NVQ Level 1 Certificate in Hairdressing and Barbering	7.3	K College (Ashford)	NVQ	1
NVQ Level 1 Certificate in Hairdressing and Barbering	7.3	K College (Tonbridge)	NVQ	2
Hairdressing Apprenticeship Level 2	7.3	K College (Folkestone)	Apprenticeship	2
Hairdressing Level 2 NVQ Diploma (VTCT)	7.3	K College (Tonbridge)	NVQ	2

Course title	Subject Sector Area	Venues	Course type	Level
Beauty Therapy - VRQ Level 1 (VTCT)	7.3	K College (Ashford)	VRQ	1
Fashion and Clothing BTEC 90 Credit Diploma	7.3	K College (Ashford)	BTEC	
Customer Service Advanced Apprenticeship Level 3	7.3	K College (Ashford)	Apprenticeship	3
Customer Service Apprenticeship Level 2	7.3	K College (Ashford)	Apprenticeship	2
Customer Service Apprenticeship Level 2	7.3	K College (Ashford)	Apprenticeship	2
Barbering VRQ Diploma Level 2	7.3	The Towers School	OtherGeneral	2
Women's advanced Hairdressing City & Guilds NVQ Level 3	7.3	The Towers School	OtherGeneral	3
Nail Enhancements Level 3 VRQ	7.3	The Towers School	OtherGeneral	3
Hairdressing City & Guilds NVQ Level 2	7.3	The Towers School	OtherGeneral	2
Beauty Therapy Diploma Level 2	7.3	The Towers School	OtherGeneral	2
Beauty Therapy Diploma Level 3	7.3	The Towers School	OtherGeneral	3
Beauty Services VRQ Level 2 (1 Year Course) Block A	7.3	Homewood School	OtherGeneral	2
Beauty Services VRQ Level 2 (completion course - 3rd year)	7.3	Homewood School	VRQ	2
Beauty: Massage VRQ Certificate Level 3 (1 Year Course) Block C	7.3	Homewood School	VRQ	3
Customer Services BTEC Level 2 (One year course) Block C	7.3	Homewood School	BTEC	2
Customer Services BTEC Level 3 Certificate (One year course) Block B	7.3	Homewood School	BTEC	3
Hairdressing (Evening Option) VTCT Diploma - Level 2.	7.3	Canterbury College	Diploma	2
Beauty Therapy C&G Diploma - Level 1.	7.3	Canterbury College	Diploma	1
Hairdressing Diploma - Level 1.	7.3	Canterbury College	Diploma	1
Beauty Therapy C&G NVQ Diploma - Level 2.	7.3	Canterbury College	Diploma	2
Hairdressing NVQ Diploma - Level 3.	7.3	Canterbury College	Diploma	3
Spa Therapies Diploma - Level 3.	7.3	Canterbury College	Diploma	3
Hairdressing Advanced Diploma - Level 1.	7.3	Canterbury College	Diploma	1
Barbering Certificate - Level 2.	7.3	Canterbury College	Diploma	2
Hairdressing (Day Release) - Level 3.	7.3	Canterbury College	Diploma	3
Hairdressing NVQ Diploma - Level 2.	7.3	Canterbury College	Diploma	2
Beauty Therapy C&G Diploma - Level 3.	7.3	Canterbury College	Diploma	3
Beauty Therapy BTEC Diploma - Level 3.	7.3	Canterbury College	BTEC	3
Introduction to Hair and Beauty Certificate - Entry Level.	7.3	Canterbury College	Diploma	Entry
Nail Services NVQ Diploma - Level 2.	7.3	Canterbury College	Diploma	2

7.4 Hospitality and Catering

Course title	Subject Sector Area	Venues	Course type	Level
Hospitality Services Apprenticeship Level 2	7.4	K College (Tonbridge)	Apprenticeship	2
Housekeeping Apprenticeship Level 2	7.4	K College Folkestone	Apprenticeship	2
Professional Cookery Advanced Apprenticeship Level 3	7.4	K College (Tonbridge)	Other General	2
Housekeeping Apprenticeship Level 2	7.4	K College (Tonbridge)	Apprenticeship	2
Food and Beverage Service - Level 2 VRQ Diploma	7.4	K College (Tonbridge)	Diploma	2
Food and Beverage Service Apprenticeship Level 2	7.4	K College (Tonbridge)	Apprenticeship	2
Housekeeping Apprenticeship Level 2	7.4	K College (Tonbridge)	Apprenticeship	2
Hospitality Services Apprenticeship Level 2	7.4	K College (Tonbridge)	FLP	1
Food and Beverage Service Apprenticeship Level 2	7.4	K College (Folkestone)	Apprenticeship	2
Food and Beverage Service Apprenticeship Level 2	7.4	K College (Tonbridge)	Apprenticeship	2
Food and Beverage Service - Level 2 VRQ Diploma	7.4	K College (Folkestone)	Diploma	2
Food and Drink Service VRQ Diploma Tonbridge (Level 1)	7.4	K College (Tonbridge)	Diploma	1
Professional Cookery - Level 2 VRQ Diploma	7.4	K College (Ashford)	VRQ	2
Introduction to Professional Cookery - Level 1 VRQ Diploma	7.4	K College (Folkestone)	Diploma	1
Professional Cookery - Level 2 VRQ Diploma	7.4	K College (Folkestone)	Diploma	2
Professional Cookery Apprenticeship Level 2	7.4	K College (Tonbridge)	Apprenticeship	2
Professional Cookery Apprenticeship Level 2	7.4	K College (Folkestone)	Apprenticeship	2
Introduction to Professional Cookery - Level 1 VRQ Diploma	7.4	K College (Tonbridge)	VRQ	1
Professional Cookery Advanced Apprenticeship Level 3	7.4	K College (Folkestone)	Apprenticeship	3
Professional Cookery Advanced Apprenticeship Level 3	7.4	K College (Tonbridge)	Apprenticeship	2
Professional Cookery - Level 2 VRQ Diploma	7.4	K College (Tonbridge)	VRQ	2

Course title	Subject Sector Area	Venues	Course type	Level
Professional Chef NVQ Level 3	7.4	The Towers School	OtherGeneral	3
Professional Chef NVQ Level 2	7.4	The Towers School	OtherGeneral	2
Catering BTEC Level 2 Extended Certificate (completion course - 3rd year) Block A	7.4	Homewood School	BTEC	3
Catering BTEC Level 2 Extended Certificate (completion course - 3rd year) Block B	7.4	Homewood School	BTEC	2
Catering BTEC Level 2 Extended Certificate (One year course) Block C	7.4	Homewood School	BTEC	3
HOSPITALITY (WITH CATERING) BTEC LEVEL 2 DIPLOMA	7.4	The John Wallis Church of England Academy	BTEC	2
Hospitality & Catering Principles (Professional Cookery) BTEC Level 3 Certificate	7.4	North School	BTEC	3
Introduction to Professional Cookery - Level 1 VRQ Diploma	7.4	K College Ashford	Diploma	1
Professional Catering NVQ - Level 2.	7.4	Canterbury College	Diploma	2
Catering & Hospitality Certificate - Entry Level.	7.4	Canterbury College	Diploma	Entry
Professional Catering NVQ Certificate - Level 1.	7.4	Canterbury College	Diploma	1
Hospitality Supervision NVQ - Level 3.	7.4	Canterbury College	Diploma	3
Professional Catering Diploma - Level 2.	7.4	Canterbury College	Diploma	2
Professional Chefs Diploma - Level 3.	7.4	Canterbury College	Diploma	3
Professional Catering Diploma - Level 1.	7.4	Canterbury College	Diploma	1

8.1 Sport, Leisure and Recreation

Course title	Subject Sector Area	Venues	Course type	Level
Community Sports Leadership Award level 2	8.1	The Towers School	OtherGeneral	2
Certificate in Improving Exercise and Nutrition Certificate level 2	8.1	The Towers School	OtherGeneral	2
Sport and Exercise Science BTEC National Award Level 3	8.1	The Towers School	BTEC	3
Higher Sports Leader Award - Level 3	8.1	The Towers School	OtherGeneral	3
Elite Football Development Squad	8.1	The Towers School	OtherGeneral	3
Sports Massage Diploma Level 3	8.1	The Towers School	Diploma	3
Rugby Academy	8.1	The Towers School	OtherGeneral	3
Community Sports Leadership Award level 2	8.1	The Towers School	OtherGeneral	2
Certificate in Improving Exercise and Nutrition Certificate level 2	8.1	The Towers School	OtherGeneral	2
Sport and Exercise Science BTEC National Award Level 3	8.1	The Towers School	BTEC	3
Higher Sports Leader Award - Level 3	8.1	The Towers School	OtherGeneral	3
Elite Football Development Squad	8.1	The Towers School	OtherGeneral	3
Sports Massage Diploma Level 3	8.1	The Towers School	Diploma	3
Rugby Academy	8.1	The Towers School	OtherGeneral	3
Sport BTEC Level 2 Extended Certificate (1 Year Course) Block B	8.1	Homewood School	BTEC	2
Sport BTEC Level 3 Diploma (Double Award - 2nd year of course) Blocks C&D	8.1	Homewood School	BTEC	3
Sport BTEC Level 3 Subsidiary Diploma (Double Award - 1st year of course) Blocks A&B	8.1	Homewood School	BTEC	3
Sports Leadership Award level 2 (1 year course) Block D	8.1	Homewood School		2
Sports Leadership Award level 3 (1 year course) Block B	8.1	Homewood School	Diploma	3
Sport (Development, Coaching and Fitness) BTEC Subsidiary Diploma Level 3	8.1	The John Wallis Church of England Academy	BTEC	3
Sport BTEC Subsidiary Diploma Level 3 (equivalent to 1 A Level)	8.1	The John Wallis Church of England Academy	BTEC	3
Sport (Outdoor and Adventurous Education) BTEC Level 2	8.1	North School	BTEC	2
Sport BTEC Subsidiary Diploma (single option) Level 3	8.1	North School	BTEC	3
Sport Certificate in Fitness Instructing (single option) Level 2	8.1	North School	OtherGeneral	2

Course title	Subject Sector Area	Venues	Course type	Level
Sports Leadership Higher Certificate (single option) Level 3	8.1	North School	OtherGeneral	3
Sports Therapy Extended Diploma - Level 3.	8.1	Canterbury College	BTEC	3
Sport (Sport and Exercise Sciences) BTEC Extended - Level 3.	8.1	Canterbury College	BTEC	3
Sport (Development, Coaching and Fitness) BTEC Extended Diploma - Level 3.	8.1	Canterbury College	BTEC	3
Introduction to Sport & Leisure - Level 1.	8.1	Canterbury College	Diploma	1
Health, Exercise and Fitness Diploma - Level 2.	8.1	Canterbury College	Diploma	2
Sport BTEC Diploma - Level 2.	8.1	Canterbury College	BTEC	2
Sport (Outdoor Activities), Extended Diploma, Level 3 (TONBRIDGE)	8.1	Hadlow College, Tonbridge	BTEC	3
Sport, Diploma, Level 2 (TONBRIDGE)	8.1	Hadlow College, Tonbridge	BTEC	2
Sport (Outdoor Activities), Diploma, Level 2 (TONBRIDGE)	8.1	Hadlow College, Tonbridge	BTEC	2
Sport and Active Leisure, Diploma, Level 1 (TONBRIDGE)	8.1	Hadlow College, Tonbridge	BTEC	1
Sport, Extended Diploma, Level 3 (TONBRIDGE)	8.1	Hadlow College, Tonbridge	BTEC	3

8.2 Travel and Tourism

Course title	Subject Sector Area	Venues	Course type	Level
Travel and Tourism OCR National Award Level 3	8.2	The Towers School	OtherGeneral	3
Travel & Tourism OCR National Level 2	8.2	The Towers School	OtherGeneral	2
Travel and Tourism BTEC First Diploma Level 2 (One year course) Block B	8.2	Homewood School	BTEC	2
Travel and Tourism BTEC First Diploma Level 2 (One year course) Block C	8.2	Homewood School	BTEC	2
Travel and Tourism - BTEC 90 Credit Diploma Level 3 (leading to Extended Diploma)	8.2	K College Ashford	Diploma	3
Travel and Tourism - Level 2 BTEC Diploma	8.2	K College Ashford	Diploma	2
Travel & Tourism BTEC Diploma - Level 2.	8.2	Canterbury College	BTEC	2
Travel and Tourism (Events Management) BTEC Diploma - Level 3.	8.2	Canterbury College	BTEC	3
Travel & Tourism BTEC Extended Diploma - Level 3.	8.2	Canterbury College	BTEC	3

9.1 Performing Arts

Course title	Subject Sector Area	Venues	Course type	Level
IBCC - Film Level 3 (1st Year of Course) Block B	9.1	Homewood School	Baccalaureate	3
Music BTEC Level 3 Certificate (1st year of course) Block C	9.1	Homewood School	BTEC	3
Music BTEC Level 3 Diploma (3rd Year of course) Block A	9.1	Homewood School	BTEC	3
Music BTEC Level 3 Subsidiary Diploma (2nd year of course) Block C	9.1	Homewood School	BTEC	3
Music Technology BTEC Level 3 Certificate (1st Year of Course) Block B	9.1	Homewood School	BTEC	3
Music Technology BTEC Level 3 Diploma (3rd year of course)	9.1	Homewood School	BTEC	3
Music Technology BTEC Level 3 Subsidiary Diploma (2nd year of course) Block D	9.1	Homewood School	BTEC	3
Music BTEC Diploma Level 3	9.1	The John Wallis Church of England Academy	BTEC	3
Photography LEVEL 3 BTEC SUBSIDIARY DIPLOMA (equivalent to 1 A LEVEL)	9.1	The John Wallis Church of England Academy	BTEC	3
Art & Design BTEC Level 1/2 First Award	9.1	North School	BTEC	1
Music (Performance) BTEC Subsidiary Diploma (single option) Level 3	9.1	North School	BTEC	3
Music BTEC Level 1/Level 2 First Award	9.1	North School	BTEC	1
Music Technology BTEC National Award Level 3	9.1	The Towers School	BTEC	3
Performing Arts Acting BTEC Subsidiary Diploma Level 3	9.1	The Towers School	BTEC	3
Performing Arts Dance BTEC Subsidiary Diploma Level 3	9.1	The Towers School	BTEC	3
Music Performance BTEC National Award Level 3	9.1	The Towers School	BTEC	3
Acting BTEC Level 2 Diploma (completion course - 3rd year) Block B	9.1	Homewood School	BTEC	2
Acting BTEC Level 3 Certificate (1 year course) Block A	9.1	Homewood School	BTEC	3
Acting BTEC Level 3 Diploma (2nd year of course) Block C+D	9.1	Homewood School	BTEC	3
Acting BTEC Level 3 Subsidiary Diploma (1 year course) Block A+B	9.1	Homewood School	BTEC	3
Acting BTEC Level 3 Subsidiary Diploma (2nd year of course) Block C	9.1	Homewood School	BTEC	3
Dance BTEC Level 3 Certificate (1st year of course) Block B	9.1	Homewood School	BTEC	3
Dance BTEC Subsidiary Diploma Level 3 (2nd year of course) Block D	9.1	Homewood School	BTEC	3
Performing Arts BTEC Diploma Level 3	9.1	The John Wallis Church of England Academy	BTEC	3
Performing Arts (Drama) BTEC Level 1/Level 2 First Award	9.1	North School	BTEC	3
Performing Arts BTEC Diploma (double option) Level 3	9.1	North School	BTEC	3

Course title	Subject Sector Area	Venues	Course type	Level
Performing Arts BTEC Diploma - Level 3.	9.1	Canterbury College	BTEC	3
Theatre Production BTEC Extended Diploma - Level 3.	9.1	Canterbury College	BTEC	3
Music Technology Certificate - Level 1.	9.1	Canterbury College	OtherGeneral	1
Performing Arts Subsidiary Diploma (Fastrack to Dance or Musical Stage School) - Level 3.	9.1	Canterbury College	Diploma	3
Music Diploma - Level 2.	9.1	Canterbury College	BTEC	2
Performing Arts Subsidiary Diploma - Level 3.	9.1	Canterbury College	Diploma	3
Music Technology Diploma - Level 2.	9.1	Canterbury College	BTEC	2
Theatre Production BTEC Diploma - Level 3.	9.1	Canterbury College	BTEC	3
Performing Arts BTEC Extended Diploma - Level 3.	9.1	Canterbury College	BTEC	3
Performing Arts Introduction - Level 1.	9.1	Canterbury College	Diploma	1
Music Technology BTEC Extended Diploma - Level 3.	9.1	Canterbury College	BTEC	3
Stage Production Design Subsidiary Diploma - Level 3.	9.1	Canterbury College	Diploma	3
Music BTEC Extended Diploma - Level 3.	9.1	Canterbury College	BTEC	3
Performing Arts Diploma - Level 2.	9.1	Canterbury College	BTEC	2

9.2 Crafts, Creative Arts and Design

Course title	Subject Sector Area	Venues	Course type	Level
Graphic Design BTEC 90 Credit Diploma Level 3	9.2	K College (Ashford)	Diploma	3
Art & Design BTEC 90 Credit Diploma Level 3	9.2	K College (Ashford)	Diploma	3
Art and Design BTEC Level 2 Diploma	9.2	K College (Ashford)	Diploma	2
Art & Design - BTEC Level 1	9.2	K College (Dover)	BTEC	1
Art and Design - Foundation Diploma	9.2	K College (Ashford)	Diploma	Founda tion
Art & Design - BTEC Level 1	9.2	K College (Tonbridge)	BTEC	1
Art and Design - Foundation Diploma	9.2	K College (Tonbridge)	Diploma	founda tion
Art & Design - BTEC Level 1	9.2	K College (Ashford)	Diploma	1
Fine Art BTEC 90 Credit Diploma Level 3	9.2	K College (Ashford)	Diploma	3
Art and Design Portfolio Level 3	9.2	K College (Ashford)	Diploma	3
Photography - BTEC 90 Credit Diploma Level 3	9.2	K College (Ashford)	Diploma	3
Photography - BTEC 90 Credit Diploma Level 3	9.2	K College (Ashford)	Diploma	3
Design Craft BTEC Level 3 Subsidiary Diploma	9.2	The Towers School	BTEC	3
Floristry BTEC Diploma - Level 2.	9.2	Canterbury College	BTEC	2
Photography and Digital Imaging BTEC Extended Diploma - Level 3.	9.2	Canterbury College	BTEC	3
Art and Design BTEC Introductory Diploma - Level 1.	9.2	Canterbury College	BTEC	1
Art and Design Diploma - Entry Level 3.	9.2	Canterbury College	Diploma	3
Art and Design BTEC Diploma - Level 2.	9.2	Canterbury College	BTEC	2
Art and Design BTEC Extended Diploma - Level 3.	9.2	Canterbury College	BTEC	3
Floristry BTEC Extended Diploma - Level 3.	9.2	Canterbury College	BTEC	3
Graphic Design BTEC Extended Diploma - Level 3.	9.2	Canterbury College	BTEC	3
Art & Design BTEC Award - Level 3.	9.2	Canterbury College	BTEC	3
Floristry, Diploma, Level 3 (TONBRIDGE)	3.2	Hadlow College, Tonbridge	BTEC	3
Floristry, Diploma, Level 2 (TONBRIDGE)	3.2	Hadlow College, Tonbridge	BTEC	2
Floristry, Diploma in Land-Based Studies, Level 1 (TONBRIDGE)	9.2	Hadlow College, Tonbridge	BTEC	1

9.3 Media and Communication

Course title	Subject Sector Area	Venues	Course type	Level
Design Technology: Interactive Media Diploma Level 3	9.3	The Towers School	OtherGeneral	3
IBCC Film Level 3	9.3	The Towers School	OtherGeneral	3
Creative Media Production BTEC Diploma - Level 1 & 2.	9.3	Canterbury College	BTEC	1
Interactive Media (Games Development) BTEC Extended Diploma - Level 3.	9.3	Canterbury College	BTEC	3
Radio Production BTEC Extended Diploma - Level 3.	9.3	Canterbury College	BTEC	3
Creative Media Production (Print, Radio & TV) BTEC Extended Diploma - Level 3.	9.3	Canterbury College	BTEC	3
Creative Media (Film & TV) BTEC Extended Diploma - Level 3.	9.3	Canterbury College	BTEC	3
Interactive Media (Digital Design) Extended Diploma - level 3.	9.3	Canterbury College	BTEC	3
Print and Journalism (Creative Media Production) BTEC Extended Diploma - Level 3.	9.3	Canterbury College	BTEC	3

12.1 Languages, Literature and Culture of the British Isles

Course title	Subject Sector Area	Venues	Course type	Level
ESOL Level 1 and level 2	12.1	The Towers School	OtherGeneral	1

14.1 Foundations for Learning and Life

Course title	Subject Sector Area	Venues	Course type	Level
Life Skills BTEC Level 1 or Level 2 Certificate (One Year Course) Block A	14.1	Homewood School	BTEC	1
Life Skills BTEC Level 1 or Level 2 Certificate (One Year Course) Block B	14.1	Homewood School	BTEC	1
Life Skills BTEC Level 1 or Level 2 Certificate (One Year Course) Block C	14.1	Homewood School	BTEC	1
Activ8.	14.1	Canterbury College	Diploma	Entry
Personal Progress Entry Certificate & Diploma - Level 1.	14.1	Canterbury College	Diploma	1
Entry to Pathway - Entry Level 1-3 & Level 1.	14.1	Canterbury College	Diploma	Entry
Entry to Pathway - Entry Level 1-3 & Level 1.	14.1	Canterbury College	Diploma	1
Progressions - Entry Level 3.	14.1	Canterbury College	Diploma	3

14.2 Preparation for Work

Course title	Subject Sector Area	Venues	Course type	Level
Work Skills BTEC Level 1/2	14.2	The Towers School	BTEC	1
Skills for Independence & Work Certificate & Diploma - Entry Level 2.	14.2	Canterbury College	Diploma	2

15.1 Accounting and Finance

Course title	Subject Sector Area	Venues	Course type	Level
Financial Studies Certificate/Diploma Level 3	15.1	The Towers School	OtherGeneral	3
Financial Studies Certificate (single option) Level 3	15.1	North School	OtherGeneral	3
Accounting - AAT Level 2 Certificate	15.1	K College Ashford	CERT	2
Accounting - AAT Level 3 Diploma	15.1	K College Ashford	Diploma	3
Accounting Advanced Apprenticeship (AAT) Level 3	15.1	K College Ashford	Apprenticeship	3
Accounting Apprenticeship (AAT) Level 2	15.1	K College Ashford	Apprenticeship	2
AAT Certificate in Accounting - Level 2.	15.1	Canterbury College	Diploma	2
AAT Accounting Diploma Part Time - Level 4.	15.1	Canterbury College	Diploma	4
AAT Accounting Diploma - Level 3.	15.1	Canterbury College	Diploma	3
AAT Accounting Part Time - Level 3.	15.1	Canterbury College	Diploma	3
AAT Certificate in Accounting Part Time - Level 2.	15.1	Canterbury College	Diploma	2

15.2 Administration

Course title	Subject Sector Area	Venues	Course type	Level
Business Level 3 90 Credit BTEC Diploma	15.2	K College (Ashford)	BTEC	3
Business Administration Advanced Apprenticeship	15.2	K College (Tonbridge)	Apprenticeship	3
Business Administration Advanced Apprenticeship	15.2	K College (Ashford)	Apprenticeship	3
Business BTEC Level 3 Subsidiary Diploma with AAT Certificate in Accounting Level 2	15.2	K College (Tonbridge)	BTEC	2
Business Administration Apprenticeship Level 2	15.2	K College (Ashford)	Apprenticeship	2
Business - Level 2 BTEC Diploma	15.2	K College (Ashford)	BTEC	2
Business Diploma Level 1	15.2	K College (Ashford)	Diploma	1
Business Administration Apprenticeship Level 2	15.2	K College (Ashford)	Apprenticeship	2
Business Level 3 90 Credit BTEC Diploma	15.2	K College (Tonbridge)	BTEC	2
Business & Information Technology Level 1	15.2	K College (Dover)	Other General	1
Business & Information Technology Level 1	15.2	K College (Ashford)		1
Business - Level 2 BTEC Diploma	15.2	K College (Tonbridge)	BTEC	2
Business & Information Technology Level 1	15.2	K College (Ashford)		1
Business Administration Advanced Apprenticeship	15.2	K College (Ashford)	Apprenticeship	3
Business Administration Apprenticeship Level 2	15.2	K College (Ashford)	Apprenticeship	2
Business Level 3 90 Credit BTEC Diploma	15.2	K College (Ashford)	Diploma	3
E-Office and Admin Skills Certificate - Level 2.	15.2	Canterbury Campus	Diploma	2
Business Studies BTEC Diploma Level 3	15.2	The John Wallis Church of England Academy	BTEC	3
Business BTEC Level 2 Award (One year course) Block C	15	Homewood School	BTEC	2
Business BTEC Level 3 Certificate (Level 3 single award Year 1) Block A	15	Homewood School	BTEC	3
Business BTEC Level 3 Certificate (Level 3 single award Year 1) Block C	15	Homewood School	BTEC	3
Business BTEC Level 3 Certificate (Level 3 single award Year 1) Block D	15	Homewood School	BTEC	3
Business BTEC Level 3 Diploma (Level 3 Double Award Year 2) Block C+D	15	Homewood School	BTEC	3
Business BTEC Level 3 Extended Diploma (Level 3 Double Award Year 3) Block A+B	15	Homewood School	BTEC	3
Business BTEC Level 3 Subsidiary Diploma (Level 3 Double Award Year 1) Block A+B	15	Homewood School	BTEC	3
Business BTEC Level 3 Subsidiary Diploma (Level 3 single award Year 2) Block A	15	Homewood School	BTEC	3
Business BTEC Level 3 Subsidiary Diploma (Level 3 single award Year 2) Block B	15	Homewood School	BTEC	3

Course title	Subject Sector Area	Venues	Course type	Level
Business BTEC Level 3 Subsidiary Diploma (Level 3 single award Year 2) Block C	15	Homewood School	BTEC	3
Business and Administration BTEC Award (single option) Level 3	15	North School	BTEC	3

15.3 Business Management

Course title	Subject Sector Area	Venues	Course type	Level
Business Admin & Customer Service level 2	15.3	The Towers School	OtherGeneral	2
IBCC Business & Management Level 3	15.3	The Towers School	OtherGeneral	3
Business BTEC First Award Level 2	15.3	The Towers School	BTEC	2
Business Studies BTEC National Subsidiary Diploma Level 3	15.3	The Towers School	BTEC	3
Business Diploma Double Award BTEC National Diploma in Business (equivalent to 2 x A Levels)	15.3	The Towers School	BTEC	3
Principles of Business & Administration Level 2 Certificate	15.3	North School	BTEC	2

15.5 Law and Legal Services

Course title	Subject Sector Area	Venues	Course type	Level
Applied Law BTEC National Award Level 3	15.5	The Towers School	BTEC	3

Appendix 2. A level curriculum map 2012

Ashford District				Number of entries				
Subject	Qualification	Awarding Body	Highworth Grammar School for Girls	Homewood School and Sixth Form Centre	North School, The	Norton Knatchbull School, The	Towers School, The	Total
Art & Des(3D Stds)	GCE A level	OCR		1				1
Art & Des(Graphics)	GCE A level	EDEXCEL		17				17
Art & Des(Photo.)	GCE A level	AQA			10	10		20
Art & Des(Photo.)	GCE A level	EDEXCEL	17					17
Art & Des(Photo.)	GCE A level	OCR		11				11
Art & Des(Textiles)	GCE A level	EDEXCEL					4	4
Art & Des(Textiles)	GCE A level	OCR		2				2
Art&Des : Fine Art	GCE A level	EDEXCEL	18		3	10	2	33
Art&Des : Fine Art	GCE A level	OCR		3				3
Biology	GCE A level	AQA	47	14				61
Biology	GCE A level	EDEXCEL			2	40		42
Biology	GCE A level	OCR	19				6	25
Bus. Studs:Single	GCE A level	AQA	6			14		20
Chemistry	GCE A level	AQA	33					33
Chemistry	GCE A level	OCR		7		21	1	29
Chinese	GCE A level	EDEXCEL		1				1
Com.Stds/Computing	GCE A level	OCR				7		7
D&T Food Technology	GCE A level	AQA	9			1		10
D&T Product Design	GCE A level	AQA				6		6
D&T Product Design	GCE A level	EDEXCEL					1	1
D&T Product Design	GCE A level	OCR	5					5
D&T Textiles Tech.	GCE A level	AQA	2					2
Drama & Theat.Stds	GCE A level	AQA		6				6
Drama & Theat.Stds	GCE A level	EDEXCEL	8			2		10

Appendix 2. A level curriculum map 2012

Ashford District				Number of entries				
Subject	Qualification	Awarding Body	Highworth Grammar School for Girls	Homewood School and Sixth Form Centre	North School, The	Norton Knatchbull School, The	Towers School, The	Total
Economics	GCE A level	AQA	9			7		16
English	GCE A level	AQA	8	28		1	6	43
English	GCE A level	EDEXCEL				14		14
English Literature	GCE A level	AQA	52	13	11		4	80
English Literature	GCE A level	EDEXCEL				14		14
Film Studies	GCE A level	WJEC	5	8		9	1	23
French	GCE A level	AQA				1	2	3
French	GCE A level	EDEXCEL	6	3	1			10
General Studies	GCE A level	AQA	3					3
Geography	GCE A level	AQA	26		1	13		40
Geography	GCE A level	EDEXCEL		11				11
German	GCE A level	EDEXCEL	11	1				12
Govt & Politics	GCE A level	EDEXCEL	6			9	3	18
History	GCE A level	EDEXCEL	44	2		18	6	70
Inform Comm Tech	GCE A level	OCR	2			9		11
Law	GCE A level	AQA		3				3
Law	GCE A level	OCR					3	3
Mathematics	GCE A level	EDEXCEL	40	7		33	3	83
Maths (Further)	GCE A level	EDEXCEL	4			4		8
Media/Film/TV Stds	GCE A level	AQA		7				7
Media/Film/TV Stds	GCE A level	OCR					3	3
Media/Film/TV Stds	GCE A level	WJEC	11			1		12
Music	GCE A level	AQA		3				3
Music	GCE A level	EDEXCEL	3			5		8

Appendix 2. A level curriculum map 2012

Ashford District				Number of entries					
Subject	Qualification	Awarding Body	Highworth Grammar School for Girls	Homewood School and Sixth Form Centre	North School, The	Norton Knatchbull School, The	Towers School, The	Total	
Music Technology	GCE A level	EDEXCEL	5					5	
Physics	GCE A level	AQA	5					5	
Physics	GCE A level	OCR		4		14	4	22	
Psychology	GCE A level	AQA	34	4	3			41	
Psychology	GCE A level	EDEXCEL				33		33	
Psychology	GCE A level	OCR					14	14	
Religious Studies	GCE A level	AQA	20					20	
Religious Studies	GCE A level	EDEXCEL		1			7	8	
Sociology	GCE A level	AQA	17	2		19	11	49	
Spanish	GCE A level	EDEXCEL	6			4		10	
Sport/P.E. Studies	GCE A level	AQA	7			5		12	
Sport/P.E. Studies	GCE A level	EDEXCEL		6				6	
Urdu	GCE A level	EDEXCEL				1		1	



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