

District Datapack Lite

The post 16 landscape in

Gravesham

2014



Skills and Employability Service

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Gravesham Datapack Lite

Introduction

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

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

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

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

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

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

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

Study Programmes

- 10 schools in Kent are working with the 2 – 1 – 2 model, in which Maths and English, a substantial qualification and work experience are offered.
- The substantial qualification can be level 1, 2 or 3.
- This whole programme is funded by the EFA at £4,000 disadvantaged funding (Block 2) for additional learning e.g. Level 2 for Maths and English which is being progressed to GCSE level 2.
- For LLDD learners a programme may well consist of strengthening literacy and numeracy skills with opportunities for work experience.
- And, of course a traditional offer, if it equips students, with knowledge, skills and experience appropriate for her or his progression route is welcome too.
- The funded full time – 540 hours - package, need not be delivered equally across the year and may be spread in units appropriate to the needs of the student.

Maths and English

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

Accountabilities

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

Partnership

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

Executive Summary

1. The Change Agenda

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

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

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

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

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

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

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

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

2. The Economic Landscape of Gravesham District

The economy in Gravesham is still showing signs of being in recession with an overall fall in employment between 2009 and 2012. Employment growth since 2009 in Gravesham has been in transportation and storage, professional and technical services, and administrative and support service activities. However there have been marked falls in education; public administration, and administrative and support service activities. Public sector employment still accounts for 20.9% of employment in Gravesham, which is significantly higher than the Kent average of 17.9% and suggests that the effects of austerity on the public sector has yet to seriously hit this district.

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

The number of VAT/PAYE registered companies in Gravesham is broadly equivalent to 2008 levels, pre-recession.

Gravesham has the fifth highest unemployment rate (3.1%) of all districts in Kent, compared to a Kent average of 2.5%. Gravesham also has the fifth highest youth

unemployment rate in Kent (5.8%), and is 1.1% points higher than the Kent average. However, in line with local and national trends, this has fallen from 7.6% in January 2013.

The median weekly gross pay of workers in Gravesham is relatively low and ranks 8th out of the 12 Districts in Kent. It has been falling slowly over time. Lower levels of pay may reflect the lower wages in the transportation and storage industries, and the loss of relatively high salaries in education and public administrative posts.

3. Participation in Gravesham

The current Year 12 age group is the first to be affected by Raising the Participation Age (RPA). These young people are expected to participate in the academic year in which they turn 17. It is therefore disappointing that participation levels in Gravesham and Kent for this age group has dropped by 4% and 1% respectively since last year.

The drop in participation appears to have come from a 4% decrease in the number of young people in school sixth form **and** an 8% decrease in the number attending Further Education. This is contrary to the county experience where sixth form participation has increased.

Employment with training (mainly apprenticeships) is at a stable level from last year, as is employment without training, which is similar to the trend in Kent.

It is discouraging that the numbers of NEET have increased slightly for the current Year 12, and that the number of young people with an unknown destination has also increased to 3%.

Participation in the Year 13 age group last year in Gravesham was 2% higher than the Kent figure of 84%, but worryingly this has fallen by 6% and is now 2% lower than the Kent average of 82%. This creates a challenge to Gravesham as in the next academic year young people will be expected to participate until their eighteenth birthday.

The drop in participation in this age group is split equally between School Sixth forms and Further Education, where it has dropped by 3% in each group since last year. Employment without training has dropped 1% to 4% and employment with training has grown by 1% between the two years.

The NEET figure for this age group has dropped by 1% since last year and is now at the same level as the rest of Kent and the percentage of young people without a known destination is particularly high at 9% (5% greater than the Kent figure).

4. Progression in Gravesham

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

The percentage of those young people whose starting point is below level 1 is smaller than the Kent average, almost 2% below the national average and has dropped by 1% since 2012. The progression of these learners has improved greatly; with now over 32% (28% 2012) attaining a level 1 qualification and nearly 18% (7.6% 2012) attaining level 2. It is a

similar picture for those learners whose starting point was level 1; however the percentage progressing to level 2 for this group has dropped by 8% since 2012.

For vulnerable learners, in year 11 in 2011 there were 5.7% of learners (78) achieving below level 1 and therefore operating at entry level. These are the students who needed a level 1 offer with literacy and numeracy functional skills. Two years later 43.6% (34) of these students had made no progress.

At the end of year 12, 78 students in Gravesham would find it difficult to access an apprenticeship because they haven't achieved a level 2 qualification. This would mean that they would progress to low level employment

A further 36 students had level 2 qualifications without Maths and English at grade C - again making access to apprenticeships limited.

5. The Vocational Curriculum in Gravesham

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

Comparing the vocational curriculum travel to learn offer for Gravesham with the economic profile of the district, the number of courses on offer in Building and Construction, Sports and Leisure, Agriculture and Horticulture and Performing Arts is high. While the Building and Construction courses support the imminent developments at Ebbsfleet and Swanscombe peninsula there are relatively few courses to support the major strengths of the Gravesham and North Kent economy in terms of Retail and Wholesale trades (the largest employer); Education (next largest employer) or Administrative and Support Service activity.

The highest number of vacancies for non-professional jobs in the twelve month period March 2013 to February 2014 was for Sales and Retail Assistants (62 vacancies) followed by Care Workers and Home Carers (57) and Other Administrative Occupations (56).

6. Attainment in Gravesham schools

In Gravesham, 43.1% of post-16 level 2 and 3 learners completed in 2012 – 2013. Entry to sixth form was, on average, with slightly more key stage 4 points than other students in Kent or in England. More learners starting post 16 courses (82%) had 5 A* - C including Maths and English than in the county (80%) or the country (78%). More students gained access to post-16 school provision without Maths and English than elsewhere.

A level and academic APE were lower than the average for the county or nationally, however the vocational APE was above both county and national averages.

Retention in most categories showed no significant differences compared to Kent or national figures, with the exception of In-Year and Year 12 retention which showed a slight drop from the previous year, and a 4-5% discrepancy below Kent or national percentages.

Facilitating subject data was below that of county figures and slightly lower than national.

71% of A level grades were in the A* - C category; however, 44.1% of AS results were in the D – U range.

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

There were 38 qualifications studied within the District by 15 or fewer students.

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

AS level	General Studies	145	25% of completers
A level	English Literature	134	23% of completers
A level	Mathematics	124	22% of completers
A level	Psychology	109	19% of completers
A level	Biology	105	18% of completers
A level	History	68	12% of completers

The top six BTECs were:

SubDip	Applied Science	44
Dip	Sport	43
SubDip	Information Technology	40
SubDip	Business	35
Dip	Multimedia	24
SubDip	Multi Media Production	22

17 qualifications delivered by providers in Gravesham showed negative value added (<0.25), 13 qualifications were positive value added (<0.25).

7. Narrowing the Gap - level 3 qualifications

7.1 Gender Differences

Learning Plus UK (LPUK) contextual data for Gravesham suggests that only 77.6% boys come into the 6th forms with 5 A*-C inc maths and English. This could reflect why there are 3 times as many boys as girls taking vocational qualifications.

APE for A levels and Vocational qualifications for boys and girls are very similar with boys achieving slightly lower than girls.

There are positive residuals for males studying BTEC Certificate, over a grade higher than females. Females achieved positive value added in the BTEC Sub Dip and Diploma, ½ grade higher than males.

Retention patterns are very similar for boys and girls

7.2 Free School Meals

There were 29 FSM students at the end of Key stage 5 in school 6th forms.

LPUK contextual data suggests that FSM students entered post 16 with only 62% having 5A*-C in English and Maths (83% non FSM).

On average they achieve 22 APE lower in A level / Academic qualifications than non FSM. APE for Vocational qualifications show very little difference between the two groups.

100% FSM A level students achieved 1 A level (99% non FSM), 77% 2 A Level (86% non FSM) and 53% 3A level (70 non FSM)

FSM value added for A levels is -1/3 grade. BTEC Diploma and Sub Dip show a positive value added for both groups.

Overall retention for FSM is 18% lower than non FSM.

7.3 Special Educational Needs

Only school action (39) and school action+ (15) students completed post 16 provision in schools in Gravesham in 2012/13.

All of the SEN students who entered their post 16 studies at level 3 had 5 GCSE grades A-C, but only 51% SA and 40% SA+ had achieved 5A*-C inc maths and English.

APE for A levels showed SA scoring 204 and SA+ 179 with non SEN 207. APE for vocational qualifications SA was 196, SA+ 207 and non SEN 222.

The numbers achieving 3+ A levels were non SEN 71%, SA 60% and SA+ 20%

The small number of A level entries for statemented students scored a positive residual. School Action+ students achieve a positive residual in the BTEC Sub Dip.

Key questions for Gravesham District

1. How can providers in the Gravesham District reverse the decline in participation levels at both year 12 and 13?
2. The youth unemployment rate remains high, the District stills shows signs of being in recession and there is concern that public sector employment is yet to fall in Gravesham. Given this environment what can providers offer to learners?
3. Gravesham has shown some success in reducing the number of young people whose starting point is below Level 1 and at Level 1. How can it provide positive progression routes for those still left behind?
4. What lessons can be learnt from the 10% increase in learners whose starting point was below Level 1 who have progressed to Level 2?
5. How can we make better use of Study Programmes in Gravesham to provide positive progression routes for learners?
6. Is there an opportunity to offer a wider range of Entry Level qualifications that would better engage learners in this cohort?
7. How can providers better prepare learners to meet the needs of the major employers in the Gravesham economy i.e. Retail and Wholesale, Education and Administrative and Support Service activity?
8. How can providers in Gravesham increase the uptake of facilitating subjects at A level?
9. How can providers and CEIAG offered to learners increase the overall retention in KS5 from the current level of 76%?
10. It appears that only 29 FSM learners were entered for qualifications and completed KS5 in schools. How can schools address this to provide progression opportunities for the FSM cohort?

Appendix 1

Transforming opportunities

National change

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

16-19 Study Programmes Principles

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

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

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

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

Mathematics and English

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

All students starting a new study programme in 2014/15 and beyond who do not have a grade C in these subjects and are not enrolled on either a GCSE or an approved alternative qualification² which is a stepping stone towards GCSE will be removed from

lagged student numbers for 2016/17 and will therefore not generate any funding in that academic year.

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

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

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

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

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

Funding

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

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

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

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

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

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

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

Careers

This statutory guidance - [Careers guidance and inspiration in schools](#) - outlines why schools (and local authorities that maintain pupil referral units) must secure independent careers guidance for young people, what they must do to comply with their legal responsibilities in this area and the role of the governing body and head teacher in shaping the guidance and support offered by the school. It relates to the [Inspiration Vision](#)

Statement published by the government in September 2013, which sets out government policy in this area.

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

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

Apprenticeships

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

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

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

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

Traineeships

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

More advice can be found here:

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

Work experience

The EFA strongly encourage work experience as part of study programmes. They have received a number of questions and concerns about the eligibility for funding of various types of work experience in different contexts, and how these hours should be recorded on the Individualised Learner Record (ILR). Following recent discussions with representative bodies, Ofsted and policy colleagues within the Department of Education, the EFA will shortly issue a note providing further information and clarity on this issue.

For more advice from the DfE go here:

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

Free meals for disadvantaged students

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

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

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

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

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

Discretionary bursaries

Ministers have decided not to proceed with the option proposed in the consultation document because of the high level of volatility that would result in funding for individual institutions. Therefore, in order to provide stability in financial support for students in all post-16 institutions, there will be no change to the bursary allocation methodology in 2014 – 2015 and 2015 - 2016.

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

to consider the findings from the independent 16 to 19 bursary evaluation which will report in 2015.

Bursaries for students in vulnerable groups

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

Post 16 accountabilities

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

- five headline measures of progression covering attainment; retention; English and maths where required; destinations;
- a number of other measures to provide a wider picture of performance, including the Tech Bacc, level 3 maths achievement, AAB achievement in facilitating A levels, A level attainment, progression to a higher level of learning, attainment in qualifications below level 3, substantial qualifications at level 2, traineeships. Progression internships for special needs, closing the gap.

More information can be found here:

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

Reformed GCSES

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

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

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

All reformed GCSEs follow these principles:

- linear assessments
- assessment by external exam only

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

Reformed A levels

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

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

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

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

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

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

Reformed AS levels

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

The main points are:

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

More information on qualification reform can be found here:

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

OFSTED

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

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

More information can be found here:

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

Adult Skills

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

Against this backdrop of "*tight fiscal times*", the nation is exhorted to ensure that there are clear pathways of progression that are easily understood by employers and learners. The vocational route for young people through qualifications, Technical Levels, Intermediate-level, Advanced-level and Higher Apprenticeships, onwards to Higher Education study,

should provide an equally valued ladder of aspiration to that of a purely academic route. Unnecessary barriers to achieving progression will be challenged.

FE

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

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

Skills and Employability response to change and its priorities

The Service will:

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

Appendix 2: The Economic Landscape of Gravesham District

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

Source: Business Register and Employment Survey 2009 -2012 Gravesham	2009	2012	Change 2009 - 2012	
			No.	%
Primary Industries (Agriculture/Mining/Utilities)	600	600	0	0.00%
Manufacturing	2,000	1,900	-100	-5.00%
Construction	1,900	1,800	-100	-5.26%
Wholesale and retail trade	4,600	4,600	0	0.00%
Transportation and storage	1,600	1,800	200	12.50%
Accommodation and food service activities	2,000	1,800	-200	-10.00%
Information and communication	300	400	100	33.33%
Financial and insurance activities	400	400	0	0.00%
Real estate activities	400	400	0	0.00%
Professional, scientific and technical activities	1,000	1,300	300	30.00%
Administrative and support service activities	2,000	2,400	400	20.00%
Public administration and defence	2,100	1,800	-300	-14.29%
Education	4,000	3,500	-500	-12.50%
Human health and social work activities	2,400	2,500	100	4.17%
Arts, entertainment and recreation	700	600	-100	-14.29%
Other service activities	400	500	100	25.00%
Total	26,900	26,300	-300	-2.23%

- Employment growth since 2009 in Gravesham has been in transportation and storage, professional and technical services, and administrative and support service activities.
- Falling employment has been seen in education; public administration; accommodation and food service activities.
- Public sector employment in Gravesham accounts for 20.9% of employment, which is significantly higher than the Kent average of 17.9%.

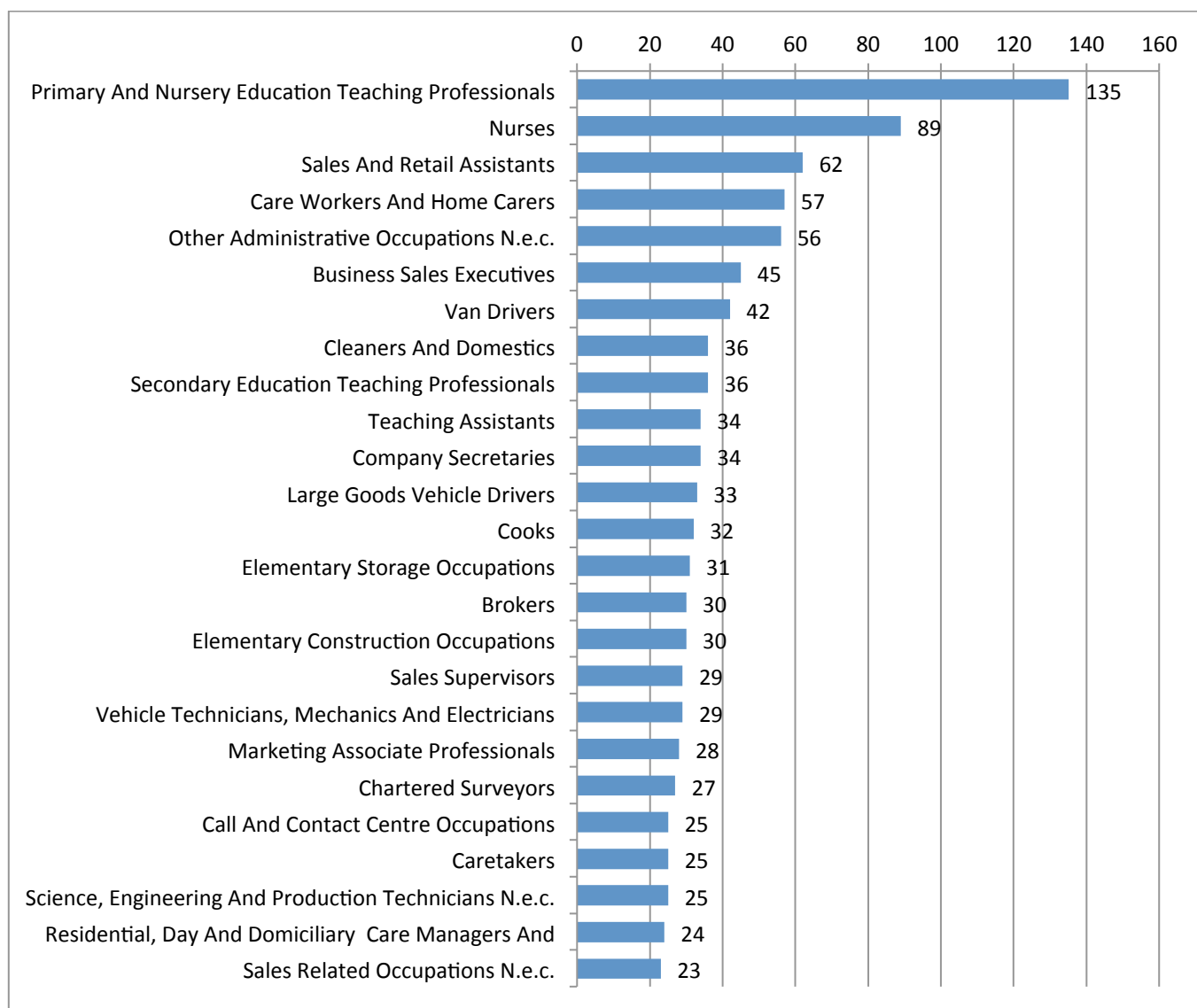
Table 2 –Comparison of distribution of job vacancies by occupational group in Gravesham - 12/13 and 13/14

Occupation group Source: Labour Insight 2014	Total vacancies 03/2013 - 02/2014	% Total vac. 03/2013- 02/2014	Total vacancies 03/2012- 02/2013	% Total vac. 03/2012 - 02/2013
Professional occupations	522	23.6%	723	25.8%
Associate professional and technical occupations	349	15.8%	435	15.5%
Administrative and secretarial occupations	219	9.9%	255	9.1%
Sales and customer service occupations	215	9.7%	286	10.2%
Caring, leisure and other service occupations	214	9.7%	207	7.4%
Skilled trades occupations	202	9.1%	252	9.0%
Elementary occupations	193	8.7%	269	9.6%
Managers, directors and senior officials	167	7.6%	143	5.1%
Process, plant and machine operatives	130	5.9%	233	8.3%
Total	2226		2804	

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

- Compared to 2012/2013, 2013/2014 saw a smaller level of job vacancies in Gravesham; 2226 compared to 2804. This is accounted for by falling job roles in professional, associate professional and management jobs in the district
- However the UK Commission on Employment and Skills (UKCES Employer Skills Survey 2013) estimates that, despite recent falls, the majority of jobs growth in the South East will be professional occupations, managers, directors and senior officials, and associate professional and technical occupations, by 2020.

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



Source: Labour Insight 2014

- Despite a reducing education sector in Gravesham, there is a significant churn in primary and nursery teaching jobs. The same trend is evident for nursing staff and sales and retail posts.
- The availability of jobs LGV, van drivers and elementary storage occupations reflects the relative strength of the transport and storage sector.
- Unlike most other Kent districts, IT programmers, systems analysts and technicians do not feature in the top 25 job vacancies in the last 12 months in Gravesham.

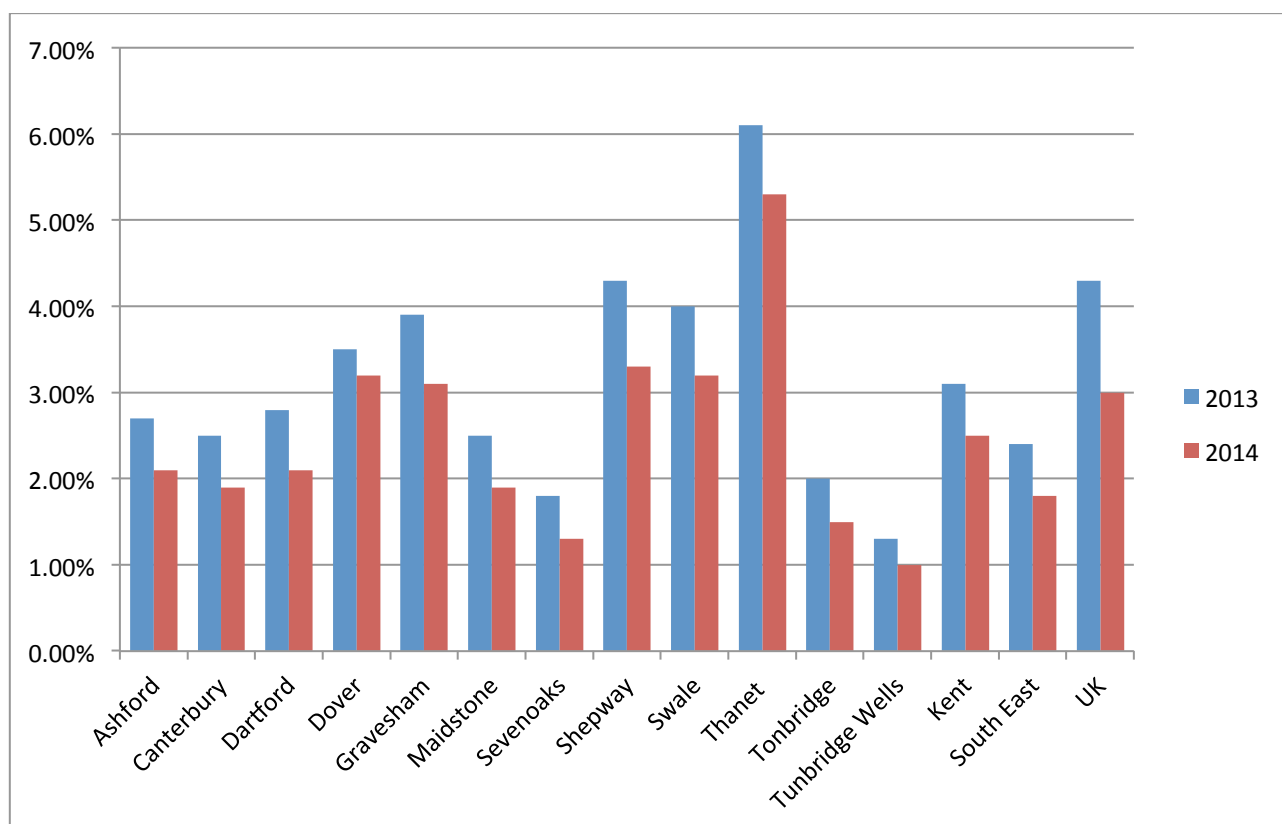
Table 3 – Breakdown of VAT and/or PAYE businesses in Gravesham between 2008 and 2013

Firms by size band	2008	2013	2013 %
1-4	2300	2290	70.2
5-10	500	505	15.5
11-24	200	225	6.9
25-99	100	200	6.1
100+	100	60	1.2
Total	3200	3260	

Source: NOMIS Local Profile – Employment Theme 2014

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

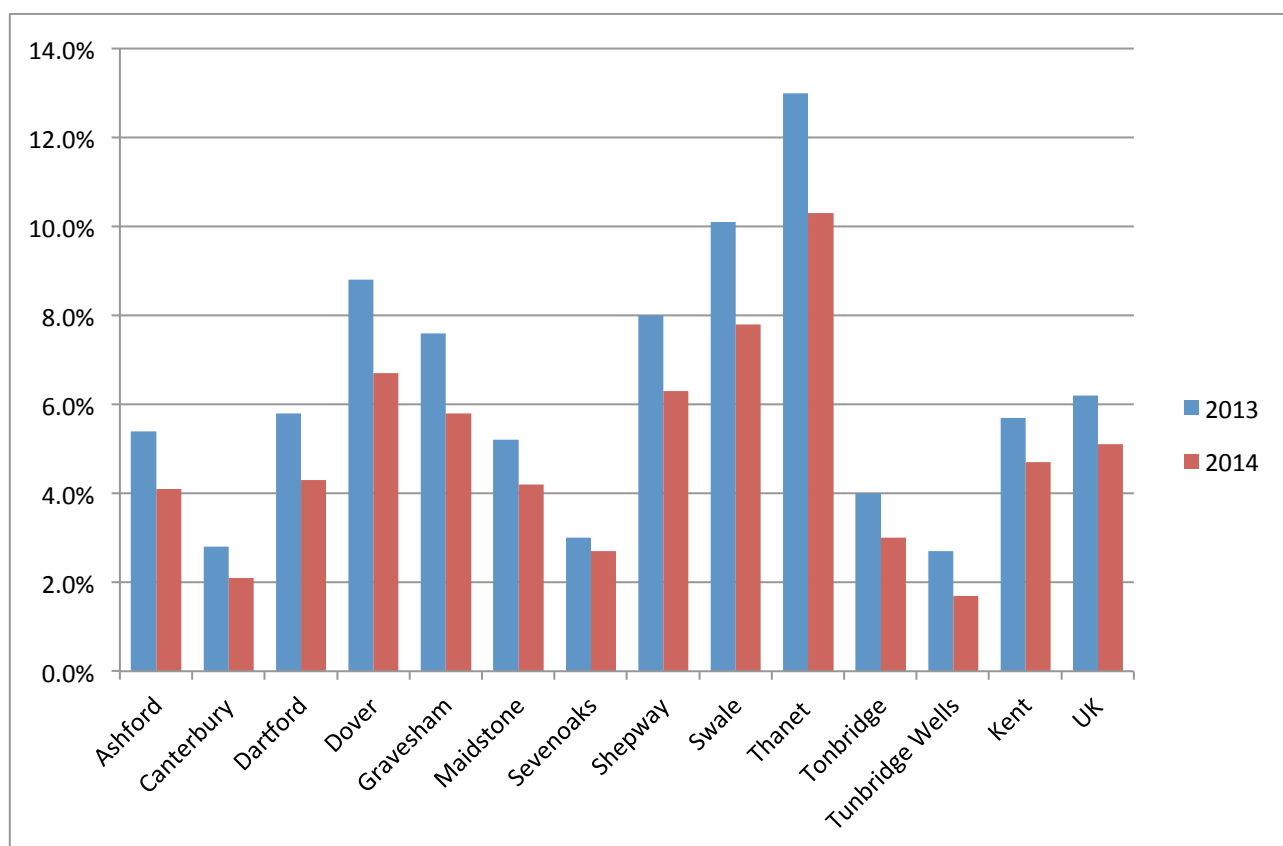
Chart 2 – Comparison of Percentage District Unemployment between January 2013 and 2014



Source: ONS Claimant Count January 2014

Unemployment in Gravesham is above the Kent average and 5th highest amongst Kent districts. In the year January 2013 to January 2014, unemployment in Gravesham fell by 22.4%. This is a greater percentage fall than the Kent average, but significantly less than its neighbouring districts. 1,992 people in Gravesham were unemployed and claiming benefit in January 2014.

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



Source: ONS Claimant Count January 2014

Gravesham has the 6th highest youth unemployment rate in Kent (5.8%), and is about 1% point above the UK average. Following local and national trends, this has fallen from 7.6% in January 2013.

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

Proportion in employment who are self-employed (16-64)					
	Jul 2008- Jun 2009	Jul 2009- Jun 2010	Jul 2010- Jun 2011	Jul 2011- Jun 2012	July 2012- Jun 2013
	%	%	%	%	%
Gravesham	14.2	19.2	10.6	16.5	17.3
Kent	13.4	14.6	14.1	15.4	14.7
South East	13.1	13.9	13.9	14.5	14.6
England	12.6	13.1	13.2	13.8	13.6

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

Self-employment in Gravesham has historically exceeded local and national averages. However, in the last two years the proportion of people in self-employment has risen, reflecting the nature of the large businesses dominating the growth sectors in the district.

Table 5 – Public vs Private Sector Employees

Public vs Private Sector Employment June 2013		
	Public	Private
	%	%
Gravesham	20.9	79.1
Kent	17.9	82.1
South East	16.2	83.8
England	19.3	80.7

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

Public sector employment accounts for 20.9% of employment in Gravesham, which is significantly higher than the Kent average of 17.9%. This has been falling since 2008, following a decade of growth between 1998 and 2008. Gravesham is a district where the rebalancing between public and private business has some way to progress, following continuing national reductions in public expenditure.

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

Full time workers median weekly gross pay- residence based			
	2010	2011	2012
	£ per week	£ per week	£ per week
Gravesham	551	549	541
Kent	518	530	539
South East	537	548	556
England	496	506	513

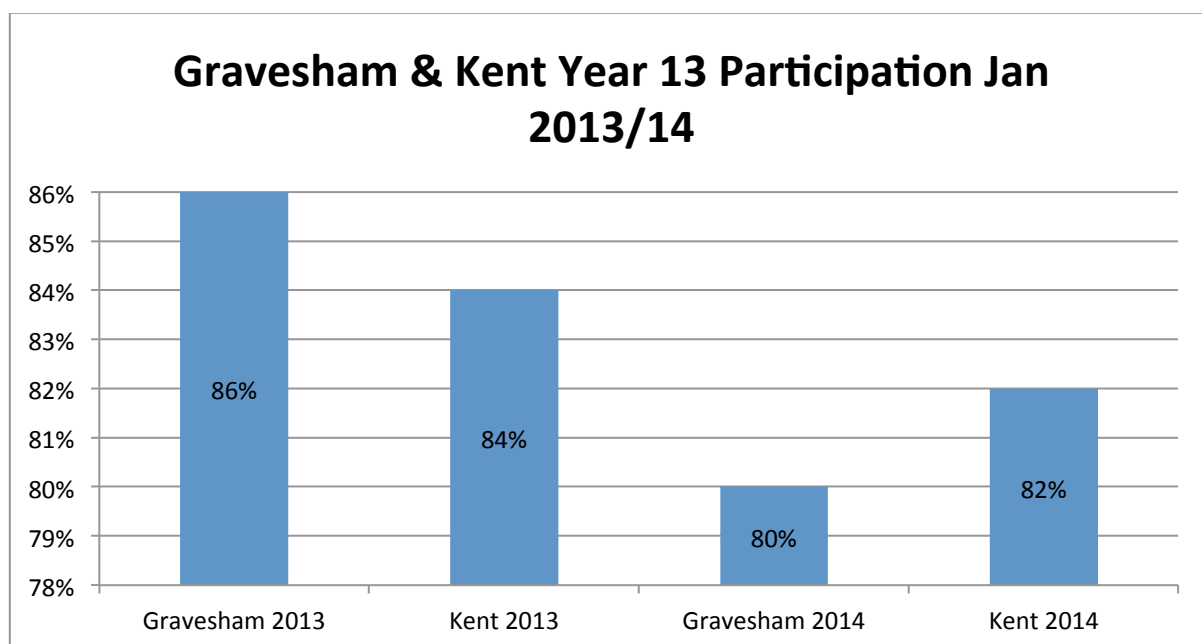
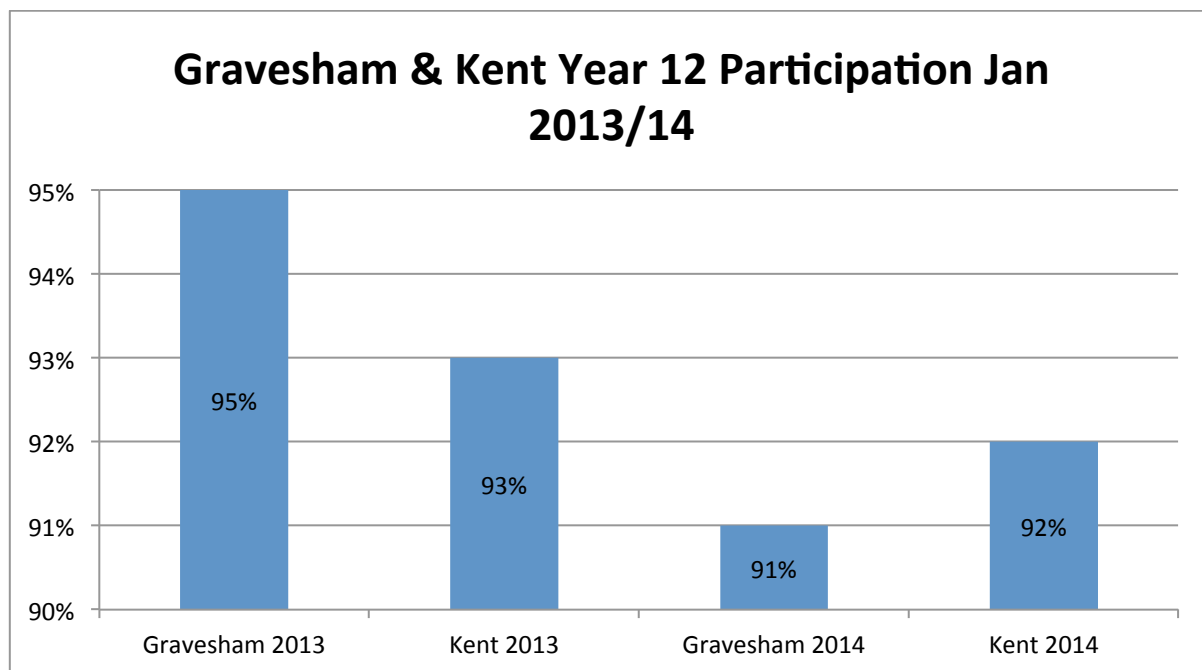
Source: Annual Survey of Hours and Earnings (ASHE), through Nomis, Office for National Statistics (ONS)

The median weekly gross pay of workers in Gravesham is relatively low and ranks 8th out of the 12 Districts in Kent, and has been falling slowly over time. This may reflect lower wages in the transportation and storage industries, and the loss of relatively high salaries in education and public administrative posts.

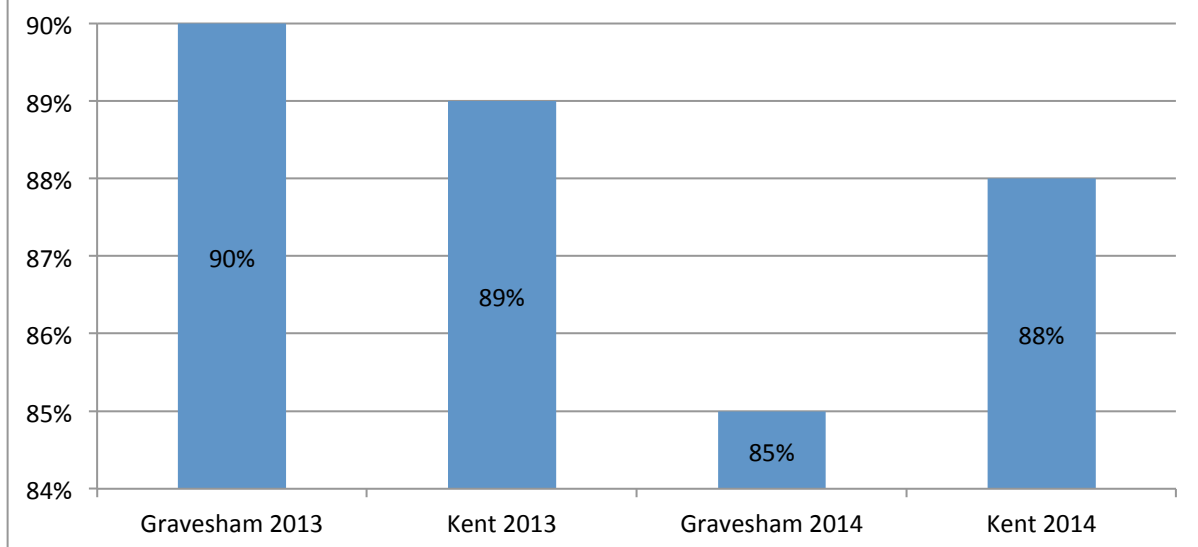
Appendix 3: Participation

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

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



Gravesham & Kent Combined Year 12 and 13 Participation Jan 2013/14



Gravesham	January 2013						January 2014					
	Year 12		Year 13		Year 12 & 13		Year 12		Year 13		Year 12 & 13	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Cohort Total	1277		1293		2570		1370		1296		2666	
School Sixth Form	688	54%	591	46%	1279	50%	801	58%	552	43%	1353	51%
Further Education College	478	37%	451	35%	929	36%	395	29%	415	32%	810	30%
Employment with Training	23	2%	42	3%	65	3%	33	2%	47	4%	80	3%
Employment without Training	19	1%	69	5%	88	3%	8	1%	55	4%	63	2%
Training	21	2%	29	2%	50	2%	18	1%	16	1%	34	1%
NEET	40	3%	77	6%	117	5%	48	4%	65	5%	113	4%
Current Situation not Known	4	0%	28	2%	32	1%	44	3%	118	9%	162	6%
Participation	1210	94.8%	1113	86.1%	2323	90.4%	1247	91.0%	1030	79.5%	2277	85.4%

Kent	January 2013						January 2014					
	Year 12		Year 13		Year 12 & 13		Year 12		Year 13		Year 12 & 13	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Cohort Total	16878		17024		33902		17826		17112		34938	
School Sixth Form	10004	59%	8311	49%	18315	54%	10781	60%	8564	50%	19345	55%
Further Education College	5104	30%	4970	29%	10074	30%	5083	29%	4637	27%	9720	28%
Employment with Training	347	2%	704	4%	1051	3%	419	2%	713	4%	1132	3%
Employment without Training	408	2%	1346	8%	1754	5%	205	1%	1069	6%	1274	4%
Training	299	2%	347	2%	646	2%	187	1%	191	1%	378	1%
NEET	584	3%	1042	6%	1626	5%	536	3%	952	6%	1488	4%
Current Situation not Known	83	0%	208	1%	291	1%	376	2%	653	4%	1029	3%
Participation	15754	93.3%	14332	84.2%	30086	88.7%	16470	92.4%	14105	82.4%	30575	87.5%

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

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

Source: Autumn 2013 and Spring 2014 school census

Vulnerable Learner Participation

Gravesham BC		
Priority groups within NEET 16-18	January 2013	January 2014
Looked after/in care	8	14
Caring for own child	45	42
Refugee/asylum seeker	1	0
Carer not own child	2	4
Substance abuse	4	4
Care leaver	5	4
Supervised by YOT	5	7
Pregnancy	7	16
Parent not carer for own child	4	2
LDD 16-24	33	82

Appendix 4: Progression in Gravesham

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

Kent District at age 16	Prior attainment at age 16	Total Learners	Percentage of Total Learners (%)	2011			2012			2013			Of which no further qualifications Post 16 (%)	Total Learners	Percentage of Total Learners (%)	Level 1 or above	Level 2 or above	Level 3 or above	Of which no further qualifications	Of which no further qualifications Post 16 (%)	
				Level 1 or above	Level 2 or above	Level 3 or above	Level 1 or above	Level 2 or above	Level 3 or above	Level 1 or above	Level 2 or above	Level 3 or above									
National	Below Level 1	44662	7.5	33.3	14.9	4.2	17909	40.1	51087	8.6	32.1	14.8	4.0	21252	41.6						
	Level 1, below Level 2	109256	18.4	100.0	52.4	15.1	18792	17.2	138650	23.4	100.0	54.3	16.5	23571	17.0						
	Level 2 without English	102877	17.3	100.0	100.0	35.0	12139	11.8	87498	14.8	100.0	100.0	38.3	10675	12.2						
	Level 2 incl Eng and Maths	336955	56.8	100.0	100.0	82.4	11120	3.3	315964	53.3	100.0	100.0	83.5	10427	3.3						
Local Authority: Kent	All Pupils	593750	7.8	95.0	84.8	55.9	59960	10.1	593199	8.7	94.2	82.0	54.3	65845	11.1						
	Below Level 1	1359	7.8	27.6	11.6	4.0	606	44.6	1477	8.7	27.6	11.5	3.2	651	44.1						
	Level 1, below Level 2	2609	15.0	99.9	45.8	11.4	556	21.3	3377	19.8	100.0	50.0	12.6	642	19.0						
	Level 2 without English and Maths	3438	19.8	100.0	100.0	32.8	437	12.7	3031	17.8	100.0	100.0	34.6	415	13.7						
Gravesham	Level 2 incl Eng and Maths	9952	57.3	100.0	100.0	82.6	328	3.3	9133	53.7	100.0	100.0	83.7	301	3.3						
	All Pupils	17358		94.3	84.9	55.9	1927	11.1	17018		93.7	82.4	53.9	2008	11.8						
	Below Level 1	78	5.7	32.1	17.9	5.1	34	43.6	92	6.7	28.3	7.6	2.2	46	50.0						
	Level 1, below Level 2	232	16.9	98.7	40.1	11.2	44	19.0	332	24.1	100.0	48.8	13.3	57	17.2						
Gravesham	Level 2 without English and Maths	307	22.3	100.0	100.0	29.0	36	11.7	259	18.8	100.0	100.0	36.7	33	12.7						
	Level 2 incl Eng and Maths	757	55.1	100.0	100.0	85.5	17	2.2	696	50.5	100.0	100.0	82.3	29	4.2						
	All Pupils	1374		95.9	85.2	55.7	131	9.5	1379		95.2	81.5	51.8	165	12.0						

Appendix 5: The vocational offer in Gravesham

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

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

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

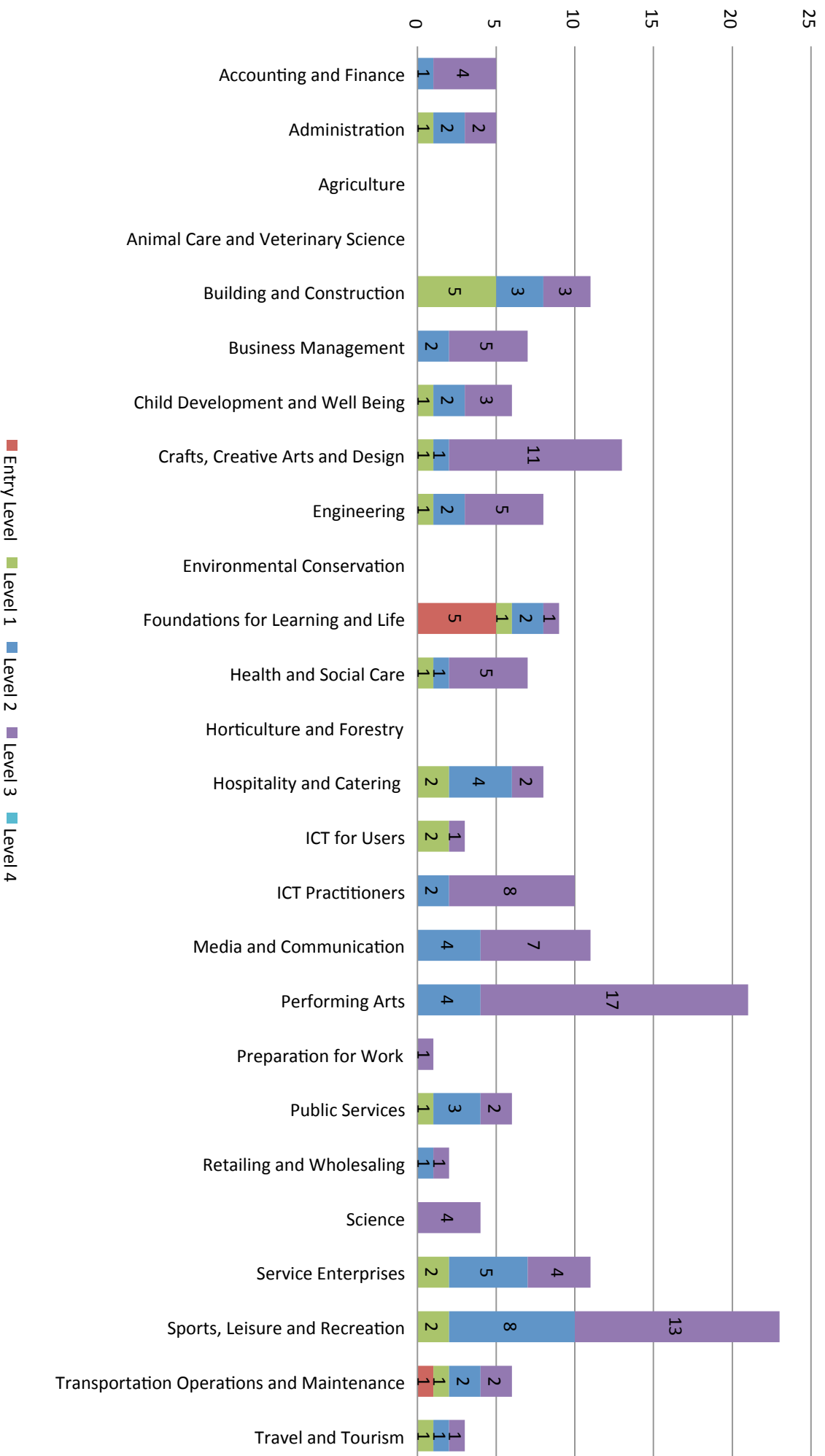
Proposed changes in the funding of Apprenticeships include:

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

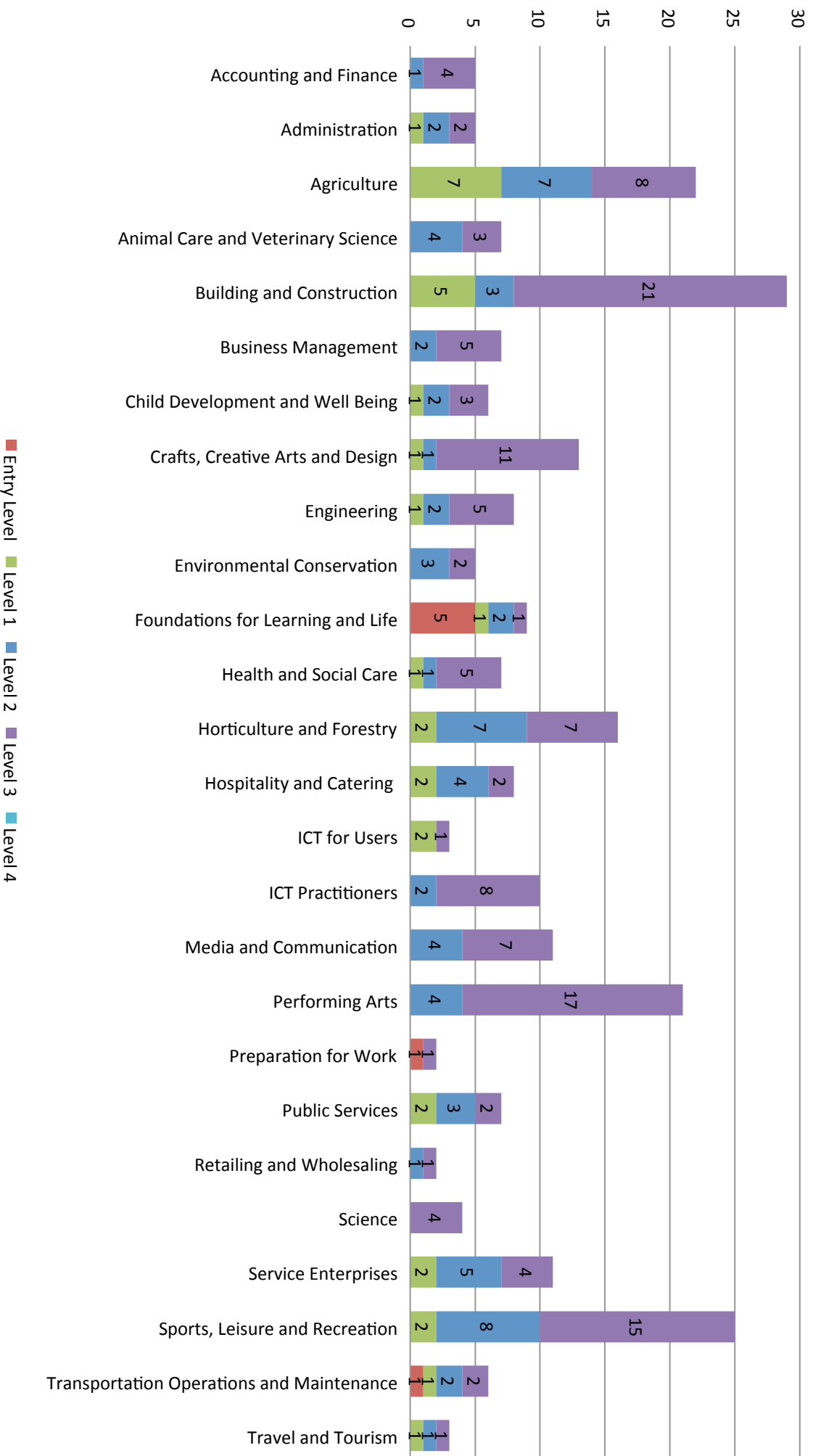
Breakdown of Kent Apprenticeship Starts by Framework Sector 2012/2013

Framework Sector Lead Body	16 - 18	19-24	25+	Total
Active Leisure and Wellbeing	393	261	779	779
Adult Social Care	274	759	1654	2,687
Automotive	175	87	12	274
Building Services Engineering	180	80	11	271
Business Information Technology and Telecoms	175	76	35	286
Business Administration and Governance	515	1,083	1586	3,184
Chemicals, Life Sciences, Pharmaceuticals, Nuclear, Oil, Gas, Petroleum, and Polymers	7	<5	-	11
Children and Young People	-	12	12	24
Construction	232	109	26	367
Creative and Cultural	<5	<5	-	5
Creative Media	5	6	<5	12
Energy and Utility	<5	13	42	58
Energy construction Industry	<5	<5	-	6
Facilities Management, Housing, Property, Planning and Cleaning	14	10	59	83
Finance, Accountancy & Financial Services	62	108	46	216
Food & Drink	<5	25	5	33
Freight Logistics & Wholesale	19	57	120	196
Healthcare	32	40	49	121
Industrial Relations	26	33	135	194
Hospitality, Leisure, Travel & Tourism	83	163	122	368
Justice & Community Safety	12	11	-	23
Land-based & Environmental Industries	71	86	47	204
Not applicable/Not Known	92	202	382	676
Passenger Transport	30	59	46	135
Process & Manufacturing	8	18	42	68
Retail	82	296	325	703
Science, Engineering & Manufacturing Technologies	87	154	194	435
Security Industry	12	29	61	102
Supporting Teaching & Learning in Schools	-	-	<5	<5
Total	2,597	3,791	5,159	11,547

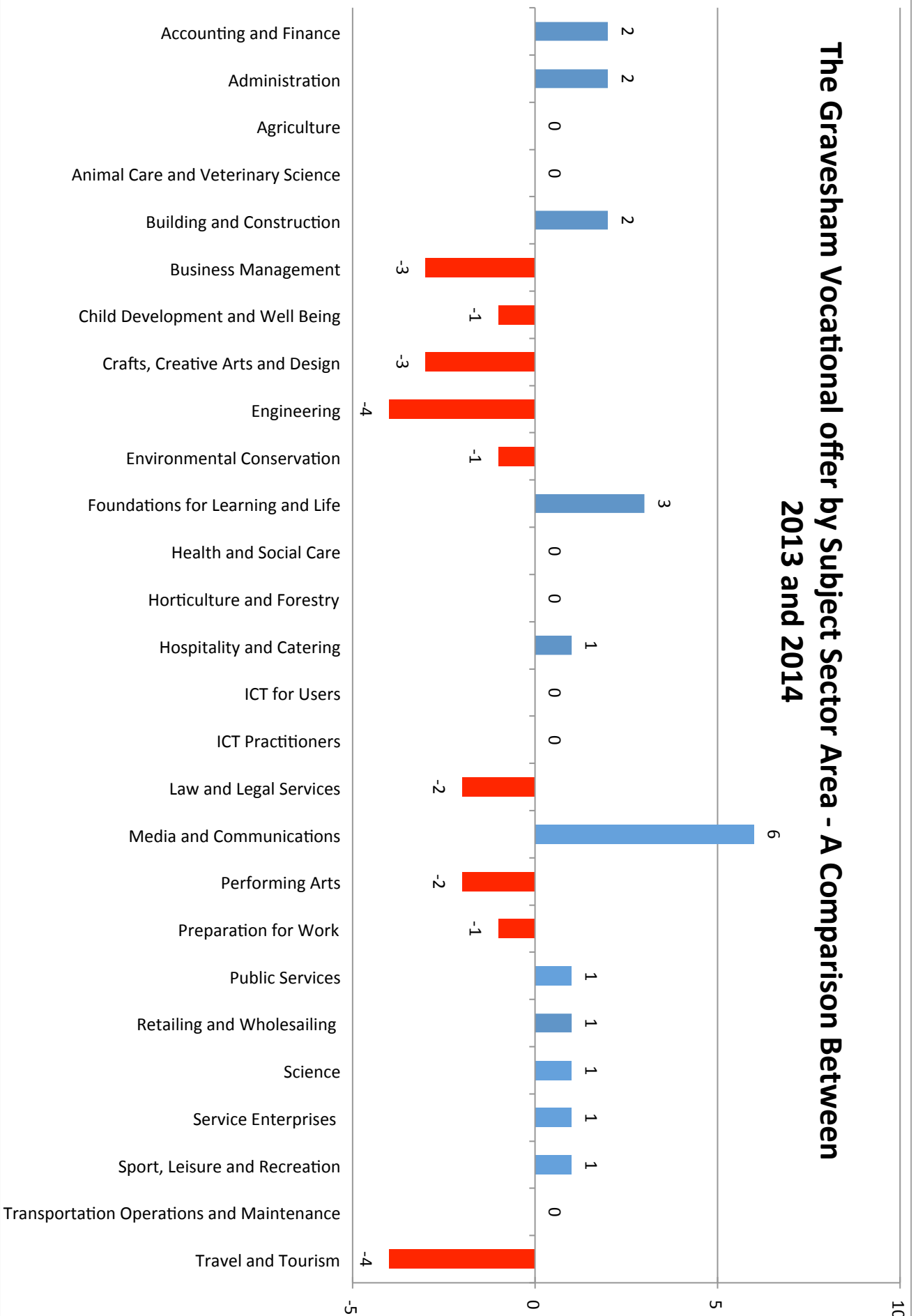
Appendix 5.2: The Gravesham Vocational Offer - Number of Courses by Subject Sector Area and Level



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



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



Appendix 5.3: Gravesham Vocational Curriculum Map 2014

1.3 Health and Social Care

Course Title	Venue	Course Type	Level
Health and Social Care Diploma	North West Kent College	Other Vocational	1
Health and Social Care Diploma	North West Kent College	Other Vocational	2
Health and Social Care BTEC National Award	Meopham School	BTEC	3
Health & Social Care BTEC Diploma	St John's Catholic Comprehensive (Gravesend)	BTEC	3
Health & Social Care BTEC Subsidiary Diploma	St John's Catholic Comprehensive (Gravesend)	BTEC	3
Health & Social Care BTEC Subsidiary Diploma	St John's Catholic Comprehensive (Gravesend)	BTEC	3
Health and Social Care Diploma	North West Kent College	Other Vocational	3

1.4 Public Services

Course Title	Venue	Course Type	Level
Public Services NCFE to the Uniformed Services	North West Kent College	Other Vocational	1
Public Services BTEC Diploma	North West Kent College	BTEC	2
Public Services NCFE Entry to the Uniformed Services	North West Kent College	Other Vocational	2
Public Services, Diploma	Hadlow College	Other Vocational	2
Public Services	Meopham School	Other Vocational	3
Public Services BTEC Diploma	North West Kent College	BTEC	3

1.5 Child Development and Wellbeing

Course Title	Venue	Course Type	Level
Caring for Children - CACHE Diploma	North West Kent College	Other Vocational	1
BTEC Children's Play, Learning and Development First Certificate	Northfleet School for Girls	BTEC	2
Children And Young Peoples Workforce - CACHE Certificate	North West Kent College	Other Vocational	2
BTEC Children's Play, Learning and Development	Northfleet School for Girls	BTEC	3
Child Care And Education - CACHE Diploma	North West Kent College	Other Vocational	3
Children And Young Peoples Workforce CACHE Diploma	North West Kent College	Other Vocational	3

2.1 Science

Course Title	Venue	Course Type	Level
Applied Science	Northfleet School for Girls	Other Vocational	3
Applied Science BTEC Subsidiary Diploma	Northfleet Technology College	BTEC	3
Applied Science BTEC Subsidiary Diploma	Northfleet Technology College	BTEC	3
Applied Science BTEC Subsidiary Diploma	St John's Catholic Comprehensive (Gravesend)	BTEC	3

4.1 Engineering

Course Title	Venue	Course Type	Level
Engineering Technology Electrical	North West Kent College	Other Vocational	1
Engineering Technology Electrical	North West Kent College	Other Vocational	2
Mechanical Engineering Technology	North West Kent College	Other Vocational	2

Engineering BTEC Diploma	Northfleet Technology College	BTEC	3
Engineering BTEC Nationals	St John's Catholic Comprehensive (Gravesend)	BTEC	3
Engineering BTEC Nationals	St John's Catholic Comprehensive (Gravesend)	BTEC	3
Certificate in Engineering Technology (Mechanical)	North West Kent College	Other Vocational	3
Electrical Certificate in Engineering Technology	North West Kent College	Other Vocational	3

4.3 Transportation Operations and Maintenance

Course Title	Venue	Course Type	Level
Basic Motor Vehicle	North West Kent College	Other Vocational	Entry
Motor Vehicle Maintenance and Repair	North West Kent College	Other Vocational	1
Motor Vehicle Maintenance and Repair	North West Kent College	Other Vocational	2
Travel & Tourism - Essential Training For The Travel Industry	North West Kent College	Other Vocational	2
Motor Vehicle Maintenance and Repair	North West Kent College	Other Vocational	3
Subsidiary in Automotive Engineering	North West Kent College	Other Vocational	3

5.2 Building and Construction

Course Title	Venue	Course Type	Level
Brickwork Diploma	North West Kent College	Other Vocational	1
Carpentry and Joinery Diploma	North West Kent College	Other Vocational	1
Certificate In Access To Building Services	North West Kent College	Other Vocational	1

Construction Skills (Basic)	North West Kent College	Other Vocational	1
Painting and Decorating Diploma	North West Kent College	Other Vocational	1
Diploma in Carpentry and Joinery	North West Kent College	Other Vocational	2
Painting and Decorating Diploma	North West Kent College	Other Vocational	2
Refrigeration and Air Conditioning	North West Kent College	Other Vocational	2
Bench Joinery Diploma	North West Kent College	Other Vocational	3
Plumbing Studies Diploma	North West Kent College	Other Vocational	3
Site Carpentry Diploma	North West Kent College	Other Vocational	3

6.1 ICT Practitioners

Course Title	Venue	Course Type	Level
ICT Professional Competence Diploma	North West Kent College	Other Vocational	2
Information And Creative Technology Extended Certificate	North West Kent College	Other Vocational	2
ICT BTEC National Award	Meopham School	BTEC	3
Information Technology BTEC Subsidiary Diploma	Northfleet Technology College	BTEC	3
I.T. (CISCO) BTEC Subsidiary Diploma	Saint Georges C of E School (Gravesend)	BTEC	3
Cambridge Technical Introductory Diploma in IT	St John's Catholic Comprehensive (Gravesend)	Other Vocational	3
Cambridge Technical Introductory Diploma in IT	St John's Catholic Comprehensive (Gravesend)	Other Vocational	3

Cambridge Technical Introductory Diploma in IT	St John's Catholic Comprehensive (Gravesend)	Other Vocational	3
ICT Professional Competence Diploma	North West Kent College	Other Vocational	3
Information Technology Diploma	North West Kent College	Other Vocational	3

6.2 ICT Users

Course Title	Venue	Course Type	Level
Information Technology Introduction	North West Kent College	Other Vocational	1
Information Technology Users (ITQ) Diploma	North West Kent College	Other Vocational	1
Information Technology Diploma (ITQ) Diploma	North West Kent College	Other Vocational	3

7.1 Retailing and Wholesaling

Course Title	Venue	Course Type	Level
Fashion Retail - Diploma	North West Kent College	Other Vocational	2
Fashion Retail - Diploma	North West Kent College	Other Vocational	3

7.3 Service Enterprises

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

Hairdressing Certificate	North West Kent College	Other Vocational	2
Hairdressing Fast Track Diploma	North West Kent College	Other Vocational	2
Barbering Diploma	North West Kent College	Other Vocational	3
Beauty Massage Therapy Certificate	North West Kent College	Other Vocational	3
Beauty Therapy Techniques Diploma	North West Kent College	Other Vocational	3
Hairdressing Diploma	North West Kent College	Other Vocational	3

7.4 Hospitality and Catering

Course Title	Venue	Course Type	Level
Hospitality - Introduction to Professional Cookery & Service	North West Kent College	Other Vocational	1
Hospitality and Catering Foundation Diploma in Vocational Studies	North West Kent College	Other Vocational	1
Cooking Skills	St John's Catholic Comprehensive (Gravesend)	Other Vocational	2
Hospitality - BTEC Diploma in Hospitality & Catering	North West Kent College	BTEC	2
Hospitality - Professional Cookery	North West Kent College	Other Vocational	2
Hospitality - Professional Food And Beverage	North West Kent College	Other Vocational	2
Hospitality - Food And Beverage Supervision	North West Kent College	Other Vocational	3
Hospitality & Event Management - BTEC Diploma	North West Kent College	BTEC	3

8.1 Sport, Leisure and Recreation

Course Title	Venue	Course Type	Level
Sport And Active Leisure Diploma	North West Kent College	Other Vocational	1
Sport and Active Leisure, Diploma	Hadlow College	Other Vocational	1
Community Sports Leadership Award	St John's Catholic Comprehensive (Gravesend)	Other Vocational	2
Sport - Active Leisure, Learning And Well Being Operational Services NVQ Certificate	North West Kent College	NVQ	2
Sport - Activity Leadership Football NVQ Certificate	North West Kent College	NVQ	2
Sport - BTEC Diploma (Performance Academy)	North West Kent College	BTEC	2
Sport (Exercise And Fitness)	North West Kent College	Other Vocational	2
Sport and Active Leisure - Active IQ Diploma	North West Kent College	Other Vocational	2
Sport (Outdoor Activities), Diploma	Hadlow College	Other Vocational	2
Sport, Diploma	Hadlow College	Other Vocational	2
Sport and Exercise Science BTEC	Meopham School	Other Vocational	3
BTEC Sport	Northfleet School for Girls	BTEC	3
Sport (Development Coaching & Fitness) BTEC Diploma	Northfleet Technology College	BTEC	3
Sport (Development Coaching & Fitness) BTEC Diploma with NTC Sports Academy	Northfleet Technology College	BTEC	3
Sport BTEC National Award	Saint Georges C of E School (Gravesend)	BTEC	3

Sport and Exercise Sciences BTEC Subsidiary Diploma	St John's Catholic Comprehensive (Gravesend)	BTEC	3
Sport - (Performance & Excellence) Rugby	North West Kent College	Other Vocational	3
Sport - Personal Training BTEC Subsidiary/Diploma	North West Kent College	Other Vocational	3
Sport (Development, Coaching And Fitness) BTEC	North West Kent College	BTEC	3
Sport (Performance & Excellence) Football	North West Kent College	Other Vocational	3
Sport (Performance and Excellence) Cricket	North West Kent College	Other Vocational	3
Sport And Exercise Sciences Diploma	North West Kent College	Other Vocational	3
Sport BTEC Subsidiary/Diploma (Football Coaching)	North West Kent College	BTEC	3

8.2 Travel and Tourism

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

9.1 Performing Arts

Course Title	Venue	Course Type	Level
Dance (Joint Award) Intermediate Diploma	North West Kent College	Other Vocational	2
Music Technology/Performance Intermediate Diploma	North West Kent College	Other Vocational	2
Performance (Joint Award) Intermediate Diploma	North West Kent College	Other Vocational	2

Technical Theatre (Joint Award) Intermediate Diploma	North West Kent College	Other Vocational	2
BTEC Performing Arts Diploma	Northfleet School for Girls	BTEC	3
Music BTEC	Northfleet Technology College	BTEC	3
Music Technology BTEC	Northfleet Technology College	BTEC	3
Performing Arts (Acting) BTEC Subsidiary Diploma	Northfleet Technology College	BTEC	3
Production Arts (Stage Management) BTEC	Northfleet Technology College	BTEC	3
Production Arts BTEC Diploma	Northfleet Technology College	BTEC	3
BTEC Music Technology National Award	Saint Georges C of E School (Gravesend)	BTEC	3
Music (Performing) BTEC National Subsidiary Diploma	St John's Catholic Comprehensive (Gravesend)	BTEC	3
Music Technology (Production) BTEC National Subsidiary Diploma	St John's Catholic Comprehensive (Gravesend)	BTEC	3
Performing Arts (Acting) BTEC Subsidiary Diploma	St John's Catholic Comprehensive (Gravesend)	BTEC	3
Performing Arts (Dance) BTEC Subsidiary Diploma	St John's Catholic Comprehensive (Gravesend)	BTEC	3
Acting Advanced - Extended Diploma -	North West Kent College	Other Vocational	3
Dance Advanced Diploma	North West Kent College	Other Vocational	3
Music Performance Advanced (Joint Award) BTEC Diploma	North West Kent College	BTEC	3
Music Technology Advanced (Joint Award) BTEC Diploma	North West Kent College	BTEC	3
Production Skills for Theatre and Performing Arts Advanced Diploma	North West Kent College	Other Vocational	3

Stagecraft Advanced - Extended Diploma	North West Kent College	Other Vocational	3
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9.2 Crafts, Creative Arts and Design

Course Title	Venue	Course Type	Level
Art and Design BTEC Diploma	North West Kent College	BTEC	1
Art and Design BTEC Diploma	North West Kent College	BTEC	2
BTEC Creativity Diploma (Art, Design and Photography)	Northfleet School for Girls	BTEC	3
Art and Design BTEC	Northfleet Technology College	BTEC	3
Art and Design BTEC	St John's Catholic Comprehensive (Gravesend)	BTEC	3
Art and Design BTEC	St John's Catholic Comprehensive (Gravesend)	BTEC	3
3D Design BTEC Diploma	North West Kent College	BTEC	3
Applied Art and Design BTEC Diploma	North West Kent College	BTEC	3
Fashion and Clothing BTEC Diploma	North West Kent College	BTEC	3
Fashion BTEC Extended Diploma	North West Kent College	BTEC	3
Fine Art BTEC Diploma	North West Kent College	BTEC	3
Graphic Design BTEC Diploma	North West Kent College	BTEC	3
Photography BTEC Diploma	North West Kent College	BTEC	3

9.3 Media and Communications

Course Title	Venue	Course Type	Level
Creative Media Production (Television & Film)BTEC Subsidiary Diploma	Northfleet Technology College	BTEC	2
Creative Media (Games) Diploma	North West Kent College	Other Vocational	2
Creative Media Production BTEC Diploma	North West Kent College	BTEC	2
Photography BTEC Diploma	North West Kent College	BTEC	2
Creative Media Production (Television & Film)BTEC Subsidiary Diploma	Northfleet Technology College	BTEC	3
Media Studies BTEC National Award	Saint Georges C of E School (Gravesend)	BTEC	3
Creative Media Production BTEC Subsidiary Diploma	St John's Catholic Comprehensive (Gravesend)	BTEC	3
Creative Media Production (Games Development) Subsidiary Diploma	North West Kent College	Other Vocational	3
Creative Media Production BTEC Diploma	North West Kent College	BTEC	3
iMedia (Games) Diploma	North West Kent College	Other Vocational	3
Motion Graphics and Animation Diploma	North West Kent College	Other Vocational	3

14.1 Foundations for Learning and Life

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

LLDD - Skills Plus A1 - Certificate In PSD	North West Kent College	Other Vocational	Entry
Vocational Preparation Diploma	North West Kent College	Other Vocational	Entry
Foundation Level Studies	Ifield School	Other Vocational	1
Functional Skills Literacy Award	Meopham School	Other Vocational	2
Progression programme	Northfleet Technology College	Other Vocational	2
IBCC	Northfleet Technology College	Other Vocational	3

14.2 Preparation for Work

Course Title	Venue	Course Type	Level
Work Skills BTEC	St John's Catholic Comprehensive (Gravesend)	BTEC	3

15.1 Accounting and Finance

Course Title	Venue	Course Type	Level
Accounting Certificate	North West Kent College	Other Vocational	2
Financial Studies Certificate	Meopham School	BTEC	3
IFS Certificate in Financial Studies (CeFS)	Northfleet Technology College	Other Vocational	3
BTEC Personal and Business Finance National Award	Saint Georges C of E School (Gravesend)	BTEC	3
Accounting Diploma	North West Kent College	Other Vocational	3

15.2 Administration

Course Title	Venue	Course Type	Level
Administration Diploma	North West Kent College	Other Vocational	1
Administration Diploma	North West Kent College	Other Vocational	2
Legal Secretarial Diploma	North West Kent College	Other Vocational	2
Administration Diploma	North West Kent College	Other Vocational	3
Legal Secretarial Diploma	North West Kent College	Other Vocational	3

15.3 Business Management

Course Title	Venue	Course Type	Level
Business - BTEC First Diploma	Meopham School	BTEC	2
Business Diploma	North West Kent College	Other Vocational	2
Business BTEC National Award	Meopham School	BTEC	3
BTEC Business Diploma	Northfleet School for Girls	BTEC	3
Business BTEC Subsidiary Diploma	Northfleet Technology College	BTEC	3
Business BTEC Diploma	St John's Catholic Comprehensive (Gravesend)	BTEC	3
Business Diploma	North West Kent College	Other Vocational	3

Headline Measures			
Kent County Council 2013		Kent County Council	National
Gravesham District			
Post-16 students (L2 and L3)	1332	36,798	419,158
Completions	574	10,100	358,373
Av. KS4 Points on Entry	45.2	44.7	44.1
% Students 5+ A*-C GCSE EM	82%	80%	78%
% Students with 5+ A*-C GCSE	99%	95%	94%
A Level APS (FTE)	749.4	818.3	782.2
A Level APE	207.1	216.0	211.3
Academic APS (FTE)	754.9	844.8	785.4
Academic APE	206.8	216.1	211.1
Vocational APS (FTE)	635.3	563.8	561.6
Vocational APE	216.9	214.8	213.6
Previous Year 12 Retention	94%	93%	94%
Year 12 Retention	90%	95%	94%
Transition Retention	87%	87%	86%
Overall Retention	76%	77%	77%
In-year Retention	91%	96%	95%
Fails % (AS level - cashed in only)	21.6%	19.8%	21.7%
Fails % (A level)	1.1%	1.6%	1.9%
Value added: A level	-0.02	0.07	--
Value added: AS level	0.16	0.06	--
Value added: BTEC L3 Certificate (QCF)	0.43	0.01	--
Value added: BTEC L3 Sub. Dip. (QCF)	0.11	0.14	--
Value added: BTEC L3 Diploma (QCF)	0.12	0.17	--
Value added: BTEC L3 Ext. Dip. (QCF)	0.19	0.04	--

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

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

Performance

Kent County Council 2013		Kent County Council	National
Gravesham District			
AAB (or higher) in 3+ facilitating subjects (A level students)	7.1%	8.7%	7.5%
AAB (or higher) in 2+ facilitating subjects (A level students)	10.1%	14.6%	12.1%
3+ A levels at A*-E	70%	76%	79%
2+ A levels at A*-E	85%	90%	92%
1+ A levels at A*-E	99%	99%	100%
3+ A levels or academic equivalent at A*-E	70%	78%	79%
2+ A levels or academic equivalent at A*-E	85%	91%	92%
1+ A levels or academic equivalent at A*-E	99%	100%	100%
3+ substantial vocational qualifications	33%	44%	50%
2+ substantial vocational qualifications	66%	67%	70%
1+ substantial vocational qualifications	100%	100%	100%
% of A level examinations awarded A*-E grades	99%	98%	98%
% of A level examinations awarded A*-C grades	71%	77%	75%
% of A level examinations awarded A*-B grades	42%	52%	48%
% of A level examinations awarded A*-A grades	18%	25%	22%

Grade breakdown for A level							
	A*	A	B	C	D	E	U
Gravesham District	61	171	300	365	254	101	19
Percentages	4.8%	13.5%	23.6%	28.7%	20.0%	7.9%	1.5%
Predicted percentages	5%	15%	27%	27%	17%	7%	2%
Kent County Council	7.1%	18.1%	26.9%	24.7%	15.2%	6.2%	1.7%
National	6.0%	16.0%	26.4%	26.1%	16.6%	7.0%	1.9%

Grade breakdown for AS level						
	A	B	C	D	E	U
Gravesham District	350	453	546	433	316	316
Percentages	14.5%	18.8%	22.6%	17.9%	13.1%	13.1%
Predicted percentages	15%	19%	22%	19%	12%	12%
Kent County Council	17.5%	19.6%	21.7%	17.7%	11.5%	12.0%
National	16.7%	19.9%	22.2%	17.9%	11.6%	11.6%

Grade breakdown for BTEC				
	D*	D	M	P
Gravesham District	137	91	149	102
Percentages	28.6%	19.0%	31.1%	21.3%
Predicted percentages	26%	20%	27%	27%
Kent County Council	23.7%	22.4%	28.6%	25.3%
National	22.5%	22.9%	28.3%	26.3%

Subject Analysis - 1-Year Overview - L3VA

Gravesham District							
Level 3 Value Added - L3VA2013	Proportion of a grade above or below average	No of students	Fail rate in institution	Fail rate nationally	Average KS4 points		
<p>This summary includes most Level 3 qualifications reported in the L3VA. There are some key features to note: The cohort included in the L3VA measures has changed for this year. Please see the notes section for further explanation. Green bars represent positive VA, while blue represent negative. Black shows values close to the expected outcome based on average national progress for similar students on that course in 2012/13. Where the subject title is shaded, it indicates statistical significance in the value added measure. Where courses have fewer than 5 students, we would highlight the impact of low numbers on VA outcomes and fail rates, and emphasise the need to analyse these outcomes at individual student level. Where a course has only 1 student, this value has been suppressed for data privacy reasons.</p>							
A	Accounting/Finance	-0.22		5	0%	4.5%	43.9
A	Art & Design	-0.28		25	0%	0.7%	45.8
A	Art & Design (Photo)	-0.59		17	0%	0.9%	42.8
A	Biology	-0.02		105	1%	2.4%	49.4
A	Business (VQ)	-1.22		19	21%	1.2%	41.6
A	Business Studies:Single	-0.28		25	0%	1.4%	44.7
A	Chemistry	-0.05		39	0%	2.2%	50.5
A	Classical Civilisation	-0.17		16	0%	1.2%	48.5
A	Computing Studies/Computing	0.03		11	0%	4.6%	42.3
A	D&T Food Technology	0.28		7	0%	2.1%	46.6
A	D&T Product Design	-0.43		25	0%	2.1%	44.7
A	Dance	0.21		5	0%	0.3%	45.3
A	Drama	-0.06		27	0%	0.6%	47.1
A	Economics	0.01		33	0%	1.0%	49.1
A	English	-0.14		12	0%	0.4%	43.9
A	English Language	-0.26		15	0%	0.4%	45.8
A	English Literature	-0.06		134	1%	0.4%	46.0
A	Film Studies	0.19		14	0%	0.6%	43.9

Subject Analysis - 1-Year Overview - L3VA

Gravesham District						
Level 3 Value Added - L3VA2013		Proportion of a grade above or below average	No of students	Fail rate in institution	Fail rate nationally	Average KS4 points
A	Fine Art	-0.02	9	0%	0.6%	47.3
A	French	0.54	7	0%	0.8%	49.5
A	Geography	0.07	36	3%	0.8%	47.5
A	German	0.37	7	0%	0.7%	49.1
A	Health & Soc. Ca (VQ)	-0.35	9	11%	1.9%	43.4
A	History	-0.01	68	0%	0.7%	47.7
A	Information Technology	-0.09	19	0%	2.3%	47.2
A	Mathematics	0.16	124	6%	2.4%	49.1
A	Mathematics (Further)	0.38	25	0%	1.2%	50.2
A	Media/Film/TV Studies	-0.25	36	0%	0.7%	44.7
A	Physical Education/Sport Studies	0.19	27	0%	2.4%	48.2
A	Physics	0.56	56	2%	3.3%	49.3
A	Politics	-0.08	27	0%	1.3%	45.6
A	Psychology	-0.16	109	0%	2.4%	46.3
A	Religious Studies	0.14	19	0%	1.4%	45.0
A	Sociology	-0.27	52	2%	1.6%	44.1
A	Spanish	0.19	7	0%	1.1%	48.4
AS	Additional Maths	0.03	5	0%	4.2%	49.0
AS	Art & Design (Photo)	-0.22	5	40%	7.8%	42.0
AS	Biology	-0.15	54	46%	31.6%	47.5
AS	Business Studies:Single	0.00	13	15%	22.0%	43.7
AS	Chemistry	-0.30	32	34%	27.4%	50.0

Subject Analysis - 1-Year Overview - L3VA

Gravesham District							
Level 3 Value Added - L3VA2013		Proportion of a grade above or below average	No of students	Fail rate in institution	Fail rate nationally	Average KS4 points	
AS	D&T Product Design	0.03	9	11%	19.6%	46.2	
AS	Economics	-0.28	16	13%	24.4%	49.2	
AS	English	0.10	5	0%	5.7%	47.8	
AS	English Language	-0.09	6	0%	3.4%	44.1	
AS	English Literature	-0.04	12	8%	4.7%	44.3	
AS	French	-0.23	7	29%	15.5%	50.3	
AS	General Studies	0.98	145	1%	24.8%	48.5	
AS	Geography	0.13	9	22%	20.0%	47.0	
AS	Health & Soc. Ca (VQ)	-0.20	7	0%	13.1%	42.5	
AS	History	-0.31	15	33%	11.0%	46.4	
AS	Information Technology	0.10	8	13%	25.9%	46.3	
AS	Mathematics	0.10	51	47%	36.4%	47.1	
AS	Mathematics (Further)	0.18	6	0%	8.3%	50.0	
AS	Physics	0.07	13	31%	25.9%	49.2	
AS	Politics	-0.05	11	27%	20.8%	44.2	
AS	Psychology	0.05	42	43%	31.8%	45.8	
AS	Religious Studies	0.11	7	0%	13.9%	46.1	
AS	Sociology	-0.31	11	27%	24.1%	43.5	
BTEC	Dip Art and Design	-0.88	12	0%	0.0%	42.7	
BTEC	Dip Engineering	0.78	17	0%	0.0%	39.5	
BTEC	Dip Multimedia	-0.29	24	0%	0.0%	40.2	
BTEC	Dip Music	0.00	5	0%	0.0%	41.7	

Subject Analysis - 1-Year Overview - L3VA

Gravesham District							
Level 3 Value Added - L3VA2013		Proportion of a grade above or below average	No of students	Fail rate in institution	Fail rate nationally	Average KS4 points	
BTEC	Dip Sport	0.37	43	0%	0.0%	41.0	
BTEC	Dip Theatre and Dramatic Arts	0.20	7	0%	0.0%	45.3	
BTEC	Dip90 Health and Social Care	-0.21	6	0%	0.0%	41.1	
BTEC	SubDip Applied Science	0.07	44	0%	0.0%	40.5	
BTEC	SubDip Business	0.29	35	0%	0.0%	42.2	
BTEC	SubDip Engineering	0.58	20	0%	0.0%	39.4	
BTEC	SubDip Information Technology	-0.25	40	0%	0.0%	41.2	
BTEC	SubDip Multi Media Production	0.21	22	0%	0.0%	42.8	
BTEC	SubDip Personal and Business Finance	0.77	6	0%	0.0%	40.8	
BTEC	SubDip Sport	-0.21	8	0%	0.0%	42.5	
BTEC	SubDip Sport and Exercise Sciences	0.33	6	0%	0.0%	40.1	
'IFS Level 3 Certificate' is equivalent to 1 AS. Colour coding as for AS, based on proportions of a grade.							
IFS3C	Finance / Accounting (General)	0.94	6	0%	8.5%	44.1	
OCR	NC Computer Appreciation / Introduction	0.13	7	0%	0.0%	45.0	
OCR	ND Learning Theory	-1.05	5	0%	0.0%	40.5	
Subjects with fewer than five students							
Subjects with fewer than 5 entries included in the value added calculation have been omitted from this table.							

Appendix 7: Narrowing the Gap

Gravesham: Number of entries for level 3 qualification for those students completing key stage 5- LP UK 2013 validated data

Characteristics	No. students	A level entries	AS Level	Btec Cert	Btec Dip	Btec ExtDip	BTED Dip90	Btec SubDip	IB
Male	280	526	1164	6	90			141	
Female	294	663	1145	5	17		6	51	
FSM	29	42	124		10			15	
Non FSM	545	1147	2176	11	97		6	177	
NO SEN	516	1118	2200	11	78		5	146	
SEN - School Action	39	53	63		17			34	
SEN - School Action Plus	15	13	34		12			11	
SEN statement		5	3						

