

District Datapack Lite  
The post 16 landscape in  
**Maidstone**  
2014



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# Maidstone Datapack Lite

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## Introduction

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

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

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

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

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

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

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

## Study Programmes

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

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

### **Maths and English**

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

### **Accountabilities**

- The inclusion of level 1 and level 2 qualifications in performance tables post 16 allows institutions to offer these qualifications and 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 Maidstone District**

Between 2009 and 2012 employment growth has been in administrative and support service activities; ICT; wholesale and retail trades and finance and insurance. Marked falls in employment have been in the public sector (education and public administration), construction and transport and storage. Despite reductions in public sector employment in Maidstone, the overall volume of employment in this sector remains very large. It still accounts for over 26% of employment in the district, which is a significantly larger percentage than other districts.

There is strong jobs growth in retail and business sales, and administrative jobs. Jobs in ICT support, programming and systems design are also significantly represented. The skills required for these jobs include Javascript, C++ development, Microsoft C#.net framework development, Sql server development, .net development and HTML.

### **3. Participation in Maidstone**

Rates of participation in the district are higher than the Kent average by 2%. Crucially it has increased year 13 participation from last year, counter to the county trend. This is

important as RPA hits the 18 year old age group next academic year. Maidstone still has 11.5% of young people who would not meet RPA for 2014/15. Most of these are year 13s in jobs without training.

Regarding the nature of participation, numbers in school sixth form have increased on last year by 100 in year 13; the overall numbers in FE have stayed stable but dropped by 60 in year 12 and an increase of 40 in Year 13.

The numbers in employment with training have increased slightly by 15; and reassuringly decreased by 69 in jobs without training. Overall NEET numbers have stayed the same but worryingly Year 12 NEET has increased by 1% against the county trend and the “not known” figure has increased by 3% (or 64 young people).

Maidstone’s good levels of participation and good students choice of L3 pathways is reflected in the low rates of drop out as it performs second best in the county.

#### **4. Progression in Maidstone**

Maidstone is very successful at progressing students beyond level 1 at key stage 4. More students reach level 2 at 16 than for Kent as a whole. 8% more get level 2 including English and maths. This is an dramatic increase of 6% on 2012 and suggests its non-selective secondary schools are improving their KS4 performance. However progression at the lower end is still poor: 6% more students who are below level 1, and those who are between level 1 and 2 at KS4, get no further qualifications compared to the national average.

Students below level 1 fare even worse than in 2012: 5% more got no further qualifications in 2013. However 2.5% more learners between level 1 and 2 at KS4 did get further qualifications in 2013.

#### **5. The Vocational Curriculum in Maidstone**

Maidstone’s vocational offer has changed positively in the last year and is delivering a significant increase in the numbers of courses in health and social care, child development, ICT and public services.

Maidstone creates a good number of intermediate apprenticeships for 16-24 year olds and is the third highest in Kent. For the last few years, the numbers of 16-24 year old apprenticeships in Kent has grown. This growth was across all age ranges until 2012/13 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. Maidstone is second in Kent for advanced apprenticeships for under-19s and third for the 19-24 year olds. However, given its academic attainment levels and healthy economy it should produce more.

There has been a large increase in courses at level 3 in Performing Arts and Sport and Leisure which does not meet any need in the local jobs market. There are too many of such courses in the district. The number of service enterprises courses is also too high for the jobs available but there is a good range across levels.

The Maidstone economy has vacancy rates or growth in the following sectors that are not being met by an increase in courses in the following areas:

- ICT for programmers
- Accounting and finance and other business management areas
- Sales- there are no courses in Retail
- Logistics and transportation
- Administration at level 3

There is a shortage of vocational provision at level 2 particularly to serve the engineering and manufacturing sectors. Additionally there is a booming real estate sector which could be a source of future apprenticeships. What courses could be designed to progress young people into these jobs? Could these vacancies be made into apprenticeships?

## **6. Attainment in Maidstone schools**

In Maidstone 42.4% of post -16 level 2 and level 3 learners completed in 2012-13. More students completing (91%) had 5 A\*-C including Maths and English than the averages for the county or the country. Generally Maidstone performs very well at L3 attainment against Kent and national averages. This is particularly the case for 3 or more A levels at A to E where it outperforms nationally by 3%. Its performance at 2+ substantial vocational qualifications is very impressive: 13% more than Kent and 10% above national rates

Its performance is far weaker (15%) at rates obtaining 3+ vocational qualifications. However the rates getting D\* are extraordinary: 42.5% against 24% for Kent and 22.5% nationally. This suggests that Maidstone students choose fewer vocational qualifications than average but perform very well indeed in them. Whilst rates of obtaining AAB in 2+ facilitating subjects are good, those at 3+ are 0.5% below the Kent rate. A much higher than average proportion of Maidstone students at level 3 have 5 or more good GCSEs including English and maths: 11% more than the Kent average and 13% more than the national average. All Maidstone students at level 3 have at least 5 A\*-C GCSEs.

These high selection criteria for access to level 3 courses means that on all measures the district's performance is way above the Kent and national average: for example Academic APS is 877.0 compared with 844.8 (Kent) and 785.4 (national)

Retention is also very good: 5% better overall than the Kent or national rates. Failure rates are lower than Kent and national. However this does not translate into good value added especially at AS level which is 0.12 lower than Kent average.

The qualifications taken in the Maidstone district with significant student numbers are:

- A levels:
  - Maths 223 entries                      23% of all completions
  - English Lit 188 entries                19.4% of all completions
  - Biology 182 entries                    18.8% of all completions
  - Psychology 174 entries                18% of all completions
  - History 151 entries                    15.6% of all completions

- AS levels:
  - General Studies 95 entries
  - Critical Thinking 80 entries
  - Psychology 64 entries
  - Physics 63 entries

Maidstone schools perform very well at L3 BTECs. Value added is higher than Kent average across the range and very much so at BTEC Extended Diploma. This indicates that institutions and students are working very well together on learning and assessment. Value added performance in the following BTECs is exceptional:

- Cert and Sub Dip Travel & Tourism
- Dip Art & Design
- Sub Dips Engineering, Fashion & Clothing, IT
- And CACHE Childcare

6 qualifications had a negative value-added of <0.25 of a grade. 21 had a positive value-added of <0.25 of a grade. 12 of these positive value-added qualifications were Vocational BTECs.

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

### **7.1 Gender**

### **Differences**

Learning Plus UK (LPUK) contextual data for Maidstone suggests that boys come into the 6<sup>th</sup> forms with parity with the girls in as much as they meet the 5A\*-C with English and Maths.

APE for A level for boys studying academic qualifications was 217 and for girls it was 225. APE for vocational qualifications female were 232 and for male 228.

More girls (88%) than boys (76%) achieve 3+ A levels.

All of the VA for level 3 qualifications had positive residuals except for a slight negative for boys taking A levels and BTEC Certificate. The biggest VA was for boys taking BTEC 90-Credit Diploma.

Patterns of retention were similar for both groups.

### **7.2 Free School Meals**

There were 18 FSM students completing Key stage 5 in schools in 2012/13.

FSM and non-FSM students enter key stage 5 with similar prior attainment in terms of 5A\*-C including Maths and English.

The A level /academic APE was 217 for FSM and 222 for non-FSM. In vocational qualifications the APE for FSM was 199 and non FSM 231.



FSM had negative VA for all of the qualifications that they completed -0.28 for A levels, -0.47 for BTEC Subsidiary Diploma and for BTEC Diploma -0.92. There were no FSM candidates in other qualifications.

There was a 10% difference in retention between FSM and non-FSM.

### **7.3 Special Educational Needs**

There were 87 SEN students completing key stage 5 in Maidstone in 2012/13; 74 SA, 11 SA+, 2 statemented.

All groups had 5A-C on entry but only 50% of statemented pupils, 82% SA+ and 85% SA had 5A\*-C including Maths and English.

The A level APE were very close for all groups SA 218, SA+ 20 and non-SEN 221. There was a wider range of scores for the vocational qualifications with APE of 224 SA, 218 SA+, 218 statemented and 231 for non-SEN.

All of the A level SEN groups showed a positive VA, with those with statements having a positive score of 1.39. The BTEC Diploma and Certificate both showed positive scores of more than  $\frac{1}{2}$  a grade for the SEN students that completed.

## Key questions for Maidstone District

1. There is very good provision in Maidstone in most areas with a wide offer of study programmes from schools, an FE College, work based learning providers and the Maidstone Skills Studio run by Catch 22. However the lack of collaboration between providers leads to too few combined pathways. Can providers follow the initial lead given by the partnership between Mid Kent College and the Cornwallis school to develop both joint provision and agreed progression routes?
2. Can providers work together to develop pathways which include work experience such as the 2-1-2 model to reduce the numbers going into jobs without training at year 13?
3. Can some of the above jobs without training be converted into intermediate apprenticeships?
4. Can the district's providers work with the Borough Council and KCC to increase the advanced apprenticeships available?
5. How can the offer for students below level 1 ensure participation and progression post 16?
6. How can providers take advantage of the high numbers of jobs available in the business sales and real estate sectors to ensure employment for their students across a range of levels?
7. Are grammar schools promoting Higher Level apprenticeship opportunities as an alternative to university?
8. How can schools work with other agencies to narrow the significant gap between those who have SEN and who qualify for FSM progressing to level 3 and those who do not?
9. Can Maidstone build on the great success of some technical vocational courses and increase the number and range of these? For example there are many job opportunities in ICT, retail sales such as real estate and engineering.
10. Can grammar schools push their best students to taking more facilitating A level subjects so they have a better chance of going to the Russell Group universities?

## Appendix 1

### Transforming opportunities

#### National change

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

#### 16-19 Study Programmes Principles

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

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

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

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

#### Mathematics and English

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

All students starting a new study programme in 2014/15 and beyond who do not have a grade C in these subjects and are not enrolled on either a GCSE or an approved alternative qualification<sup>2</sup> which is a stepping stone towards GCSE will be removed from lagged student numbers for 2016/17 and will therefore not generate any funding in that academic year.

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

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

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

[https://www.edexcel.com/notices/Documents/Post\\_16\\_English\\_mathematics\\_WEB.pdf](https://www.edexcel.com/notices/Documents/Post_16_English_mathematics_WEB.pdf)

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

## **Funding**

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

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

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

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

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

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

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

## **Careers**

This statutory guidance - [Careers guidance and inspiration in schools](#) - outlines why schools (and local authorities that maintain pupil referral units) must secure independent careers guidance for young people, what they must do to comply with their legal

responsibilities in this area and the role of the governing body and head teacher in shaping the guidance and support offered by the school. It relates to the [Inspiration Vision Statement](#) published by the government in September 2013, which sets out government policy in this area.

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

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

## **Apprenticeships**

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

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

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

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

## **Traineeships**

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

More advice can be found here:

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

## **Work experience**

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

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

For more advice from the DfE go here:

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

### **Free meals for disadvantaged students**

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

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

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

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

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

### **Discretionary bursaries**

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

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

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

### **Bursaries for students in vulnerable groups**

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

### **Post 16 accountabilities**

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

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

More information can be found here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/296186/DfE\\_consultation\\_response\\_16-19\\_Accountability\\_final\\_for\\_publication.pdf](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 Maidstone District

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

<b>Source: Business Register and Employment Survey 2009 -2012</b>			<b>Change 2009 - 2012</b>	
<b>Maidstone</b>	<b>2009</b>	<b>2012</b>	<b>No.</b>	<b>%</b>
Primary Industries (Agriculture/Mining/Utilities)	2,600	2,700	100	3.80
Manufacturing	3,700	3,800	100	2.70
Construction	5,500	4,000	-1,500	-27.30
Wholesale and retail trade	11,000	11,300	300	2.70
Transportation and storage	3,300	2,400	-900	-27.30
Accommodation and food service activities	4,100	4,100	0	0.00
Information and communication	1,600	2,200	400	22.20
Financial and insurance activities	1,800	2,200	300	15.80
Real estate activities	900	1,100	200	22.20
Professional, scientific and technical activities	3,900	3,900	0	0.00
Administrative and support service activities	6,000	6,900	900	15.00
Public administration and defence	8,900	7,900	-1,000	-11.20
Education	5,400	4,900	-500	-9.30
Human health and social work activities	10,500	10,400	-100	-1.00
Arts, entertainment and recreation	1,300	1,200	-100	-7.70
Other service activities	1,200	1,200	0	0.00
<b>Total</b>	<b>72,200</b>	<b>70,200</b>	<b>-2,000</b>	<b>-2.80</b>

- Between 2009 and 2012 employment growth has been in administrative and support service activities; ICT; wholesale and retail trades and finance and insurance.
- Marked falls in employment have been in the public sector (education and public administration), construction and transport and storage.
- Despite the above, the public sector still accounts for over 26% of employment in the district, which is a significantly larger percentage than other districts.

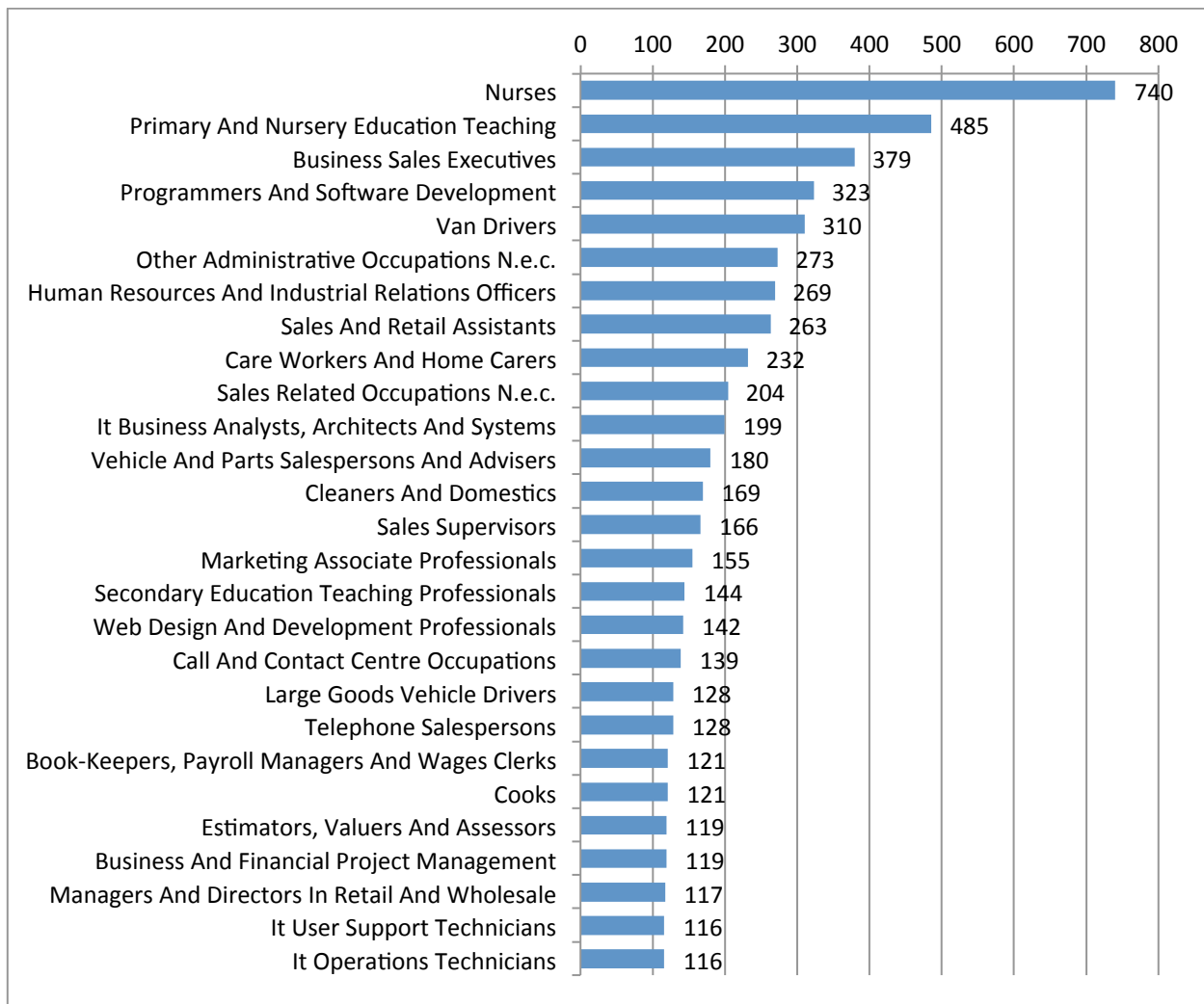
**Table 2 – Comparison of distribution of job vacancies by occupational group in Maidstone - 12/13 and 13/14**

<b>Occupation group Source: Labour Insight 2014</b>	<b>Total vacancies 03/2013 - 02/2014</b>	<b>% Total vacancies 03/2013- 02/2014</b>	<b>Total vacancies 03/2012- 02/2013</b>	<b>% Total vacancies 03/2012 - 02/2013</b>
Professional occupations	3,691	29.5%	4304	26.3%
Associate professional and technical occupations	2,323	18.6%	3568	21.8%
Administrative and secretarial occupations	1,372	11.0%	2046	12.5%
Sales and customer service occupations	1,073	8.6%	1473	9.0%
Caring, leisure and other service occupations	849	6.8%	851	5.2%
Skilled trades occupations	849	6.8%	1407	8.6%
Elementary occupations	834	6.7%	982	6.0%
Managers, directors and senior officials	765	6.1%	1031	6.3%
Process, plant and machine operatives	744	6.0%	704	4.3%
<b>Total</b>	<b>12,606</b>		<b>16,365</b>	

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

- Compared to 2012/2013, 2013/2014 saw a smaller turnover of job vacancies than 2012/2013; 12,606 compared to 16,365. This is accounted for by continuing falls in professional, associate professional and management jobs, which reflects the reduction in health and education employment in Maidstone.
- However the UK Commission on Employment and Skills (UKCES Employer Skills Survey 2013) estimates that, once the public/private sector rebalancing is complete, the majority of jobs growth in the South East will be professional occupations, managers, directors and senior officials, and associate professional and technical occupations, by 2020.

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



**Source: Labour Insight 2014**

- Despite reductions in public sector employment in Maidstone, the overall volume of employment in this sector remains very large. Chart 1 illustrates that there has been a significant churn in employment in this sector, including nurses and teachers in the last year.
- Jobs in retail and business sales, and administrative jobs, are well represented across the graph.
- Jobs in ICT support, programming and systems design are also significantly represented. The skills required for these jobs include Javascript, C++ development, Microsoft C#.net framework development, Sql server development, .net development and HTML.

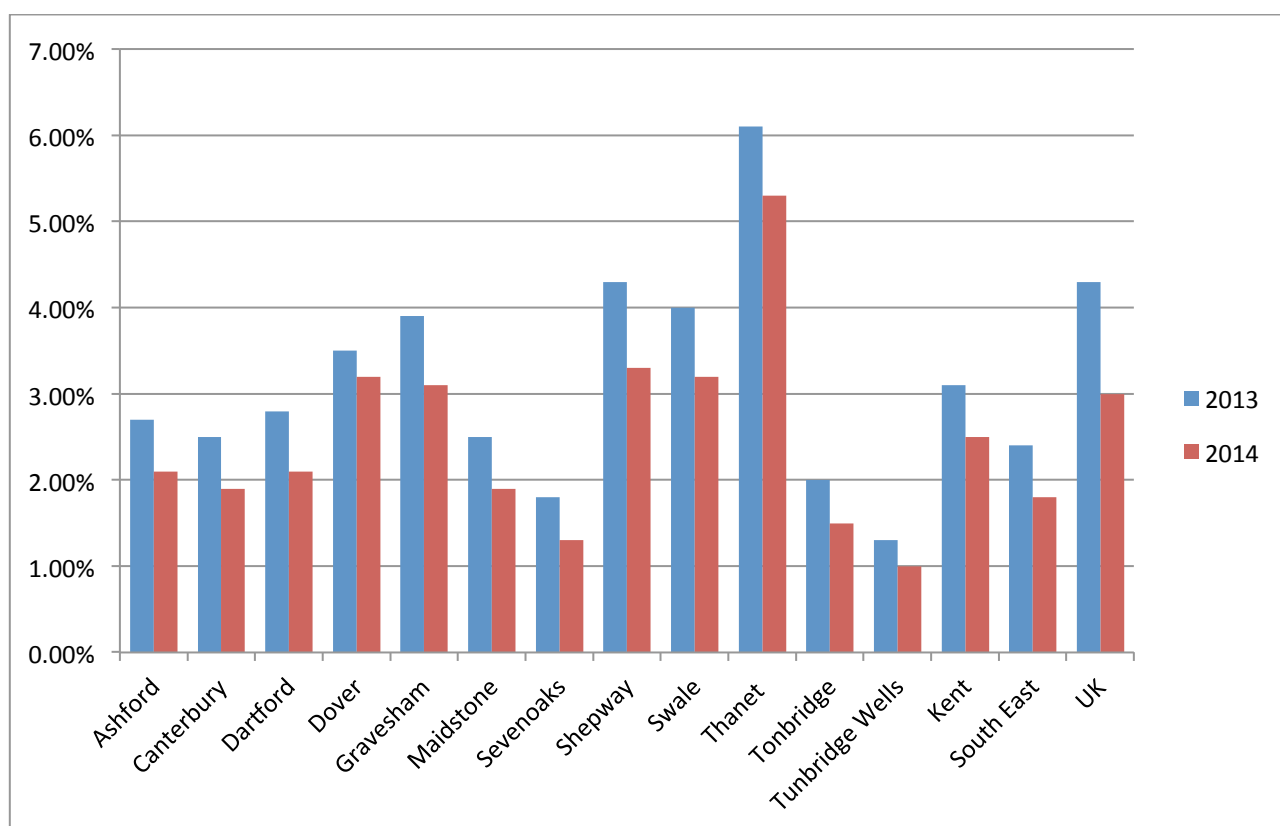
**Table 3– Breakdown of VAT and/or PAYE businesses in Maidstone between 2006 and 2013**

Firms by size band	2008	2013	2013 %
1- 4	5300	5070	69.1
5-10	1000	1050	14.4
11-19	500	620	8.1
20-99	400	500	7.1
100+	100	100	1.4
<b>Total</b>	<b>7300</b>	<b>7340</b>	

**Source: NOMIS Local Profile – Employment Theme 2014**

- The number of businesses in Maidstone is now broadly equivalent to its pre-recessionary levels.

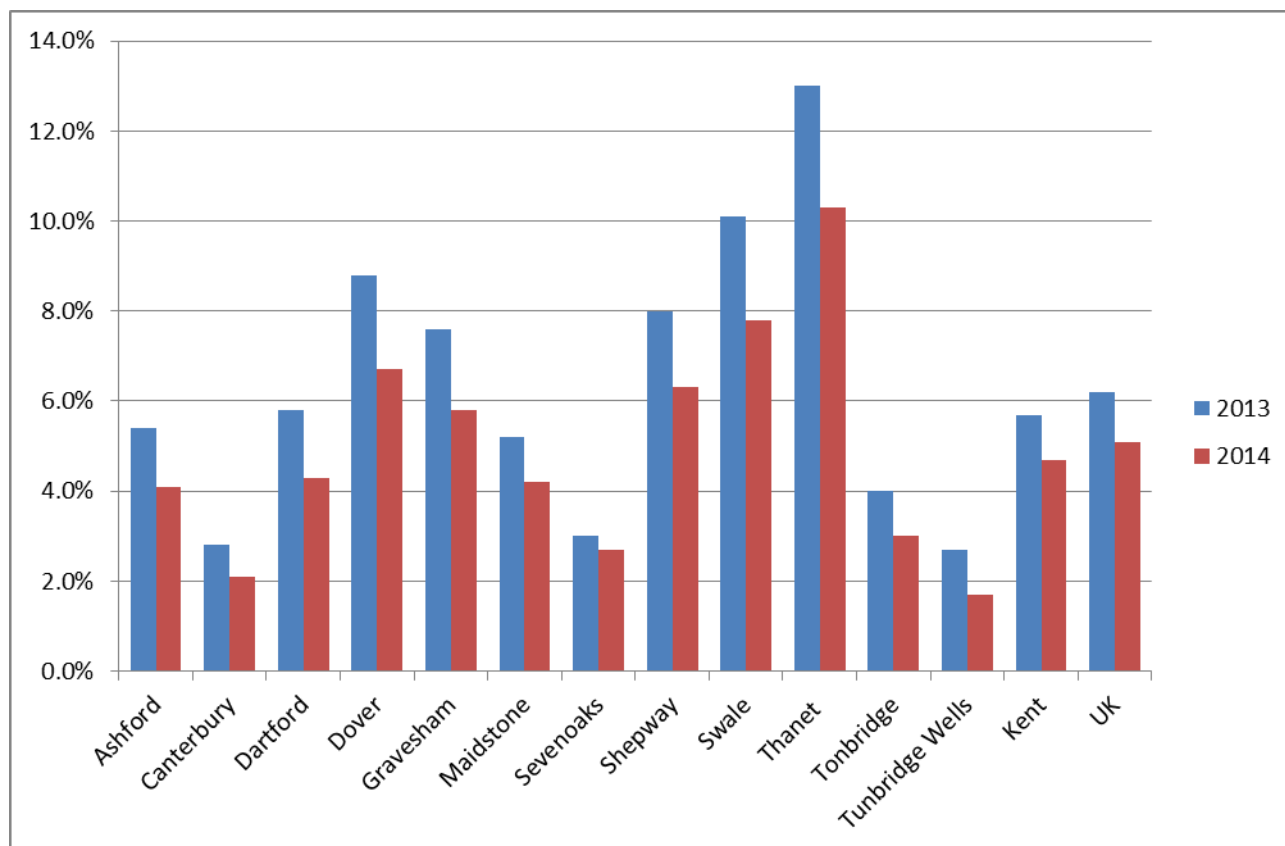
**Chart 2 –Comparison of Percentage District Unemployment between January 2013 and 2014**



**Source: ONS Claimant Count January 2014**

- Unemployment in Maidstone is the fourth lowest in the county and below the Kent average.
- Chart 2 illustrates that unemployment has fallen across Kent in the last year, by an average of 21%. The Maidstone unemployment rate has fallen faster than this. In January 2014, 1,899 people were unemployed and claiming benefits in Maidstone.

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



Source: ONS Claimant Count January 2014

- Youth unemployment in Maidstone is the fifth lowest in Kent at 4.2%. Following national trends, it has fallen from 5.1% in January 2013.

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

Proportion in employment who are self-employed (16-64)					
	Jul 2008- Jun 2009	Jul 2009- Jun 2010	Jul 2010- Jun 2011	Jul 2011- Jun 2012	July 2012- Jun 2013
	%	%	%	%	%
<b>Maidstone</b>	12.5	12.8	14.8	14.9	12.6
<b>Kent</b>	13.4	14.6	14.1	15.4	14.7
<b>South East</b>	13.1	13.9	13.9	14.5	14.6
<b>England</b>	12.6	13.1	13.2	13.8	13.6

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

- Self-employment in Maidstone has historically been below local and national averages. It slowly increased throughout the recession, but appears to be falling again.



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

<b>Public vs Private Sector Employment June 2013</b>		
	<b>Public</b>	<b>Private</b>
	<b>%</b>	<b>%</b>
<b>Maidstone</b>	26.6	73.4
<b>Kent</b>	17.9	82.1
<b>South East</b>	16.2	83.8
<b>England</b>	19.3	80.7

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

- Historically the percentage of public employment in Maidstone has been high compared to local and national averages, and is the highest of all Kent districts. This is unsurprising in the county town which also has a very large NHS and County Council presence. This has meant meaning overall employment in Maidstone has been less sensitive to recession but is very vulnerable to falling public expenditure in the future.

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

<b>Full time workers median weekly gross pay- residence based</b>			
	<b>2010</b>	<b>2011</b>	<b>2012</b>
	<b>£ per week</b>	<b>£ per week</b>	<b>£ per week</b>
<b>Maidstone</b>	558	538	543
<b>Kent</b>	518	530	539
<b>South East</b>	537	548	556
<b>England</b>	496	506	513

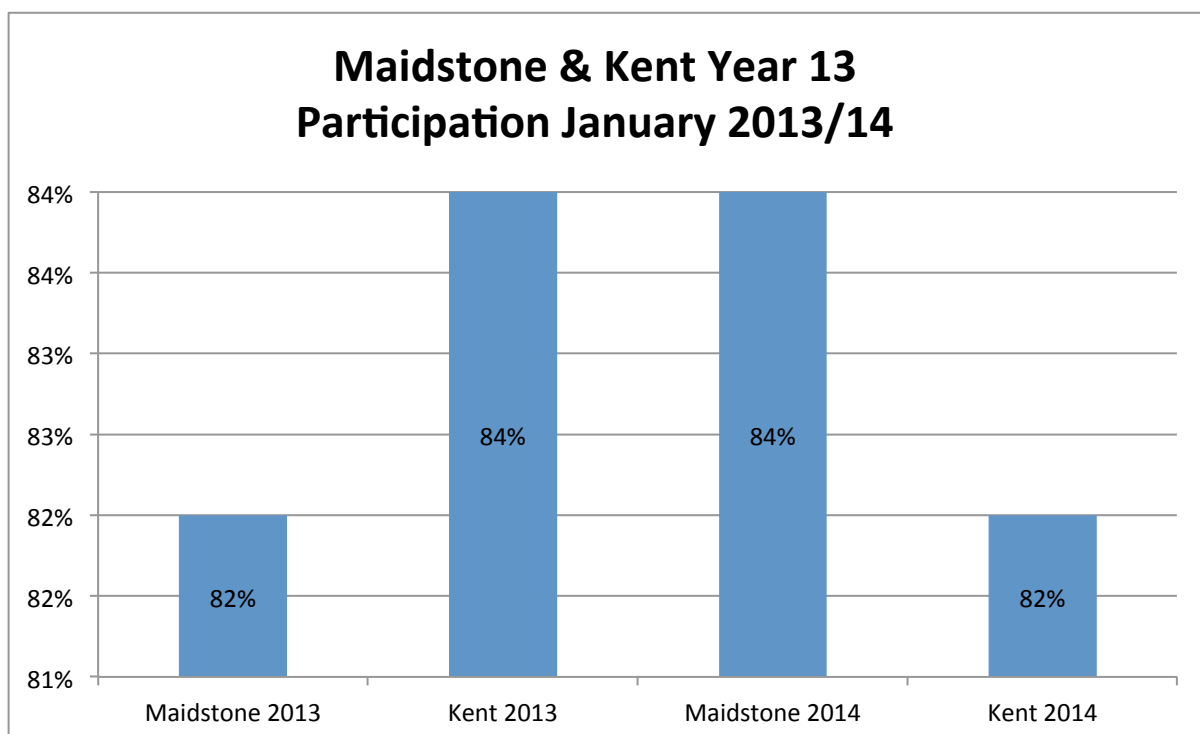
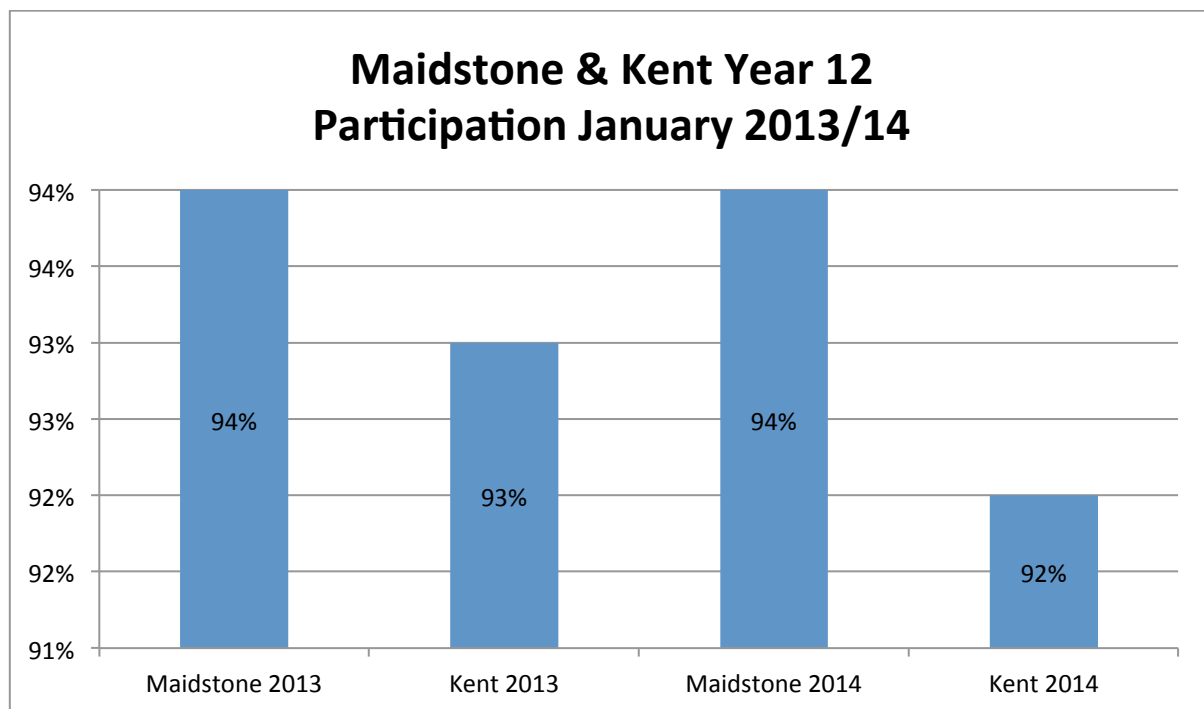
**Source: Annual Survey of Hours and Earnings (ASHE), through Nomis, Office for National Statistics (ONS)**

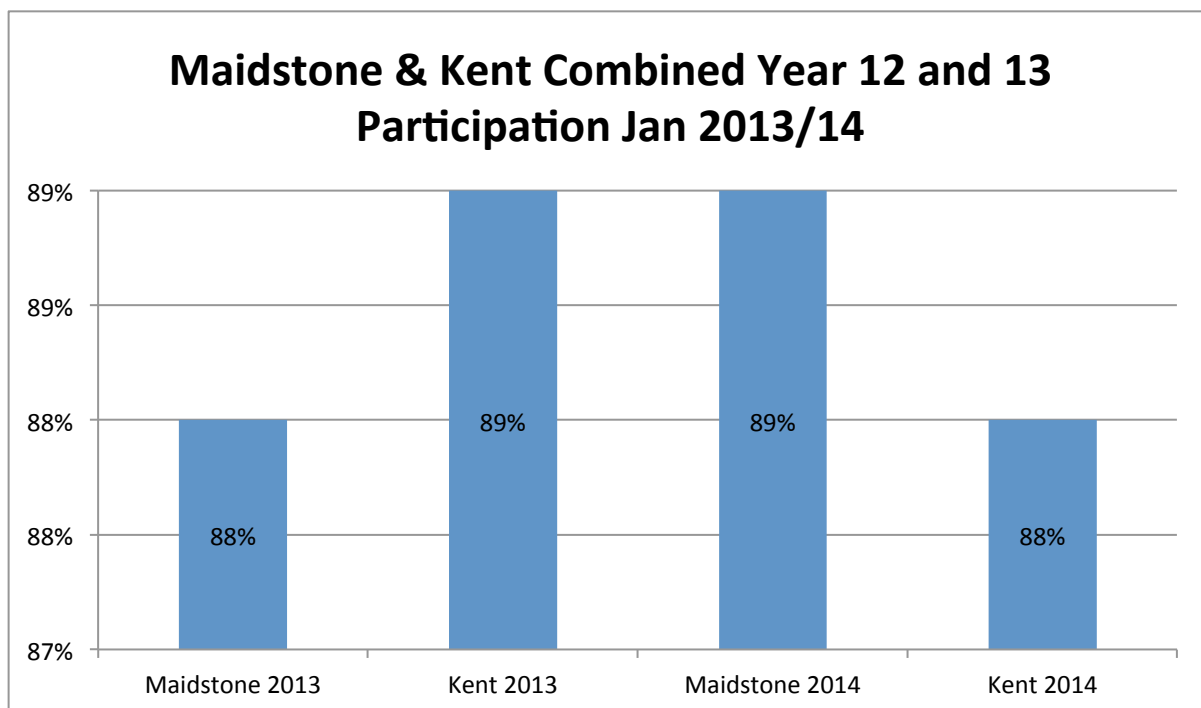
- The median weekly gross pay of Maidstone residents has historically been just above the Kent average. Wages in the retail and public sector are low, but there is some positive effect from out-commuting on household incomes.

### Appendix 3: Participation

#### Comparison of the percentage of Maidstone 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





- Maidstone has good participation rates: higher by 2% compared to the Kent average across most ranges.
- Crucially it has increased year 13 participation from last year, counter to the county trend. This is important as RPA hits the 18 year old age group next academic year.
- Maidstone still has 11% of young people who would not meet RPA for 2014/15. Most of these are year 13s in jobs without training

Maidstone	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	1846		1743		3589		1748		1862		3610	
School Sixth Form	1108	60%	886	51%	1994	56%	1104	63%	975	52%	2079	58%
Further Education College	543	29%	453	26%	996	28%	484	28%	491	26%	975	27%
Employment with Training	28	2%	55	3%	83	2%	32	2%	66	4%	98	3%
Employment without Training	59	3%	167	10%	226	6%	22	1%	135	7%	157	4%
Training	48	3%	37	2%	85	2%	18	1%	26	1%	44	1%
NEET	43	2%	103	6%	146	4%	47	3%	85	5%	132	4%
Current Situation not Known	13	1%	26	1%	39	1%	35	2%	68	4%	103	3%
Participation	<b>1727</b>	<b>93.6%</b>	<b>1431</b>	<b>82.1%</b>	<b>3158</b>	<b>88.0%</b>	<b>1638</b>	<b>93.7%</b>	<b>1558</b>	<b>83.7%</b>	<b>3196</b>	<b>88.5%</b>

- Numbers in school sixth form have increased on last year by 100 in year 13
- The overall numbers in FE have stayed stable but dropped by 60 in year 12 and increased by 40 in year 13
- The numbers in employment with training have increased by 1% (15 posts) and decreased by 69 posts in jobs without training
- Overall NEET numbers have stayed the same but worryingly:
  - Year 12 NEET has increased by 1% against county trend
  - Not known has increased by 2% from 39 to 103

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

- Compared to Kent Maidstone has 3% more young people in school sixth forms and 1% fewer in FE. All other rates are the same. Thus the increase over the Kent average comes from high sixth form participation.

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

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

Source: Autumn 2013 and Spring 2014 school census

- Maidstone's good levels of participation and good students choice of L3 pathways is reflected in the low rates of drop out- it performs second best in the county

### Vulnerable Learner Participation

Maidstone BC		
Priority groups within NEET 16-24	January 2013	January 2014
Looked after/in care	14	22
Caring for own child	82	58
Refugee/asylum seeker	0	2
Carer not own child	7	12
Substance abuse	2	6
Care leaver	2	5
Supervised by YOT	8	8
Pregnancy	13	10
Parent not carer for own child	2	2
LDD	49	112

## Appendix 4: Progression in Maidstone District

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

		Maidstone												
		2011		2013		2012								
Kent District at age 15	Prior attainment at age 16	Total Learners	Percentage of Total Learners (%)	Level 1 or above	Level 2 or above	Level 3 or above	Of which 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 Post 16 (%)	
National	Below Level 1	44662	7.5	33.3	14.9	4.2	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	17.2	138650	23.4	100.0	54.3	16.5	23571	17.0
	Level 2 without English and Maths	102877	17.3	100.0	100.0	35.0	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	3.3	315964	53.3	100.0	100.0	83.5	10427	3.3
	<b>All Pupils</b>	<b>593750</b>		<b>95.0</b>	<b>84.8</b>	<b>55.9</b>	<b>10.1</b>	<b>593199</b>		<b>94.2</b>	<b>82.0</b>	<b>54.3</b>	<b>65845</b>	<b>11.1</b>
Local Authority: Kent	Below Level 1	1359	7.8	27.6	11.6	4.0	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	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	12.7	3031	17.8	100.0	100.0	34.6	415	13.7
	Level 2 incl Eng and Maths	9952	57.3	100.0	100.0	82.6	3.3	9133	53.7	100.0	100.0	83.7	301	3.3
	<b>All Pupils</b>	<b>17358</b>		<b>94.3</b>	<b>84.9</b>	<b>55.9</b>	<b>11.1</b>	<b>17018</b>		<b>93.7</b>	<b>82.4</b>	<b>53.9</b>	<b>2008</b>	<b>11.8</b>
Maidstone	Below Level 1	115	5.9	23.5	7.0	4.3	46.1	153	7.8	28.1	13.7	2.6	63	41.2
	Level 1, below Level 2	164	8.4	100.0	44.5	12.2	23.8	289	14.8	100.0	46.4	13.1	76	26.3
	Level 2 without English and Maths	400	20.4	100.0	100.0	39.5	11.5	350	17.9	100.0	100.0	37.1	38	10.9
	Level 2 incl Eng and Maths	1284	65.4	100.0	100.0	86.4	2.9	1166	59.6	100.0	100.0	84.9	45	3.9
	<b>All Pupils</b>	<b>1963</b>		<b>95.5</b>	<b>89.9</b>	<b>65.9</b>	<b>8.9</b>	<b>1958</b>		<b>94.4</b>	<b>85.3</b>	<b>59.3</b>	<b>223</b>	<b>11.4</b>

**Appendix 5: The Vocational Offer in Maidstone District**

**5.1: Apprenticeship data for Maidstone: 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
Maidstone	170	240	270	670	80	150	260	500	-	-	20	20	250	390	550	1,180
Sevenoaks	110	150	140	400	60	70	160	280	-	-	10	10	160	220	310	690
Shepway	140	230	240	610	50	130	240	410	-	-	10	20	190	360	490	1,040
Swale	250	250	250	750	80	160	280	510	-	-	20	30	320	410	550	1,280
Thanet	240	300	300	840	80	160	300	540	-	-	20	20	320	470	620	1,400
Tonbridge and Malling	130	150	160	440	50	90	160	300	-	10	10	20	180	240	330	750
Tunbridge Wells	80	120	120	320	30	70	130	230	-	-	10	10	110	190	260	560

- Maidstone creates a good number of intermediate apprenticeships for 16-24 year olds and is the third highest in Kent.
- It is second in Kent for advanced apprenticeships for under 19s and third for 19-24. Given its academic attainment and healthy economy it should produce more.
- It produces 10% of all Kent's 16-24 apprenticeships.

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.

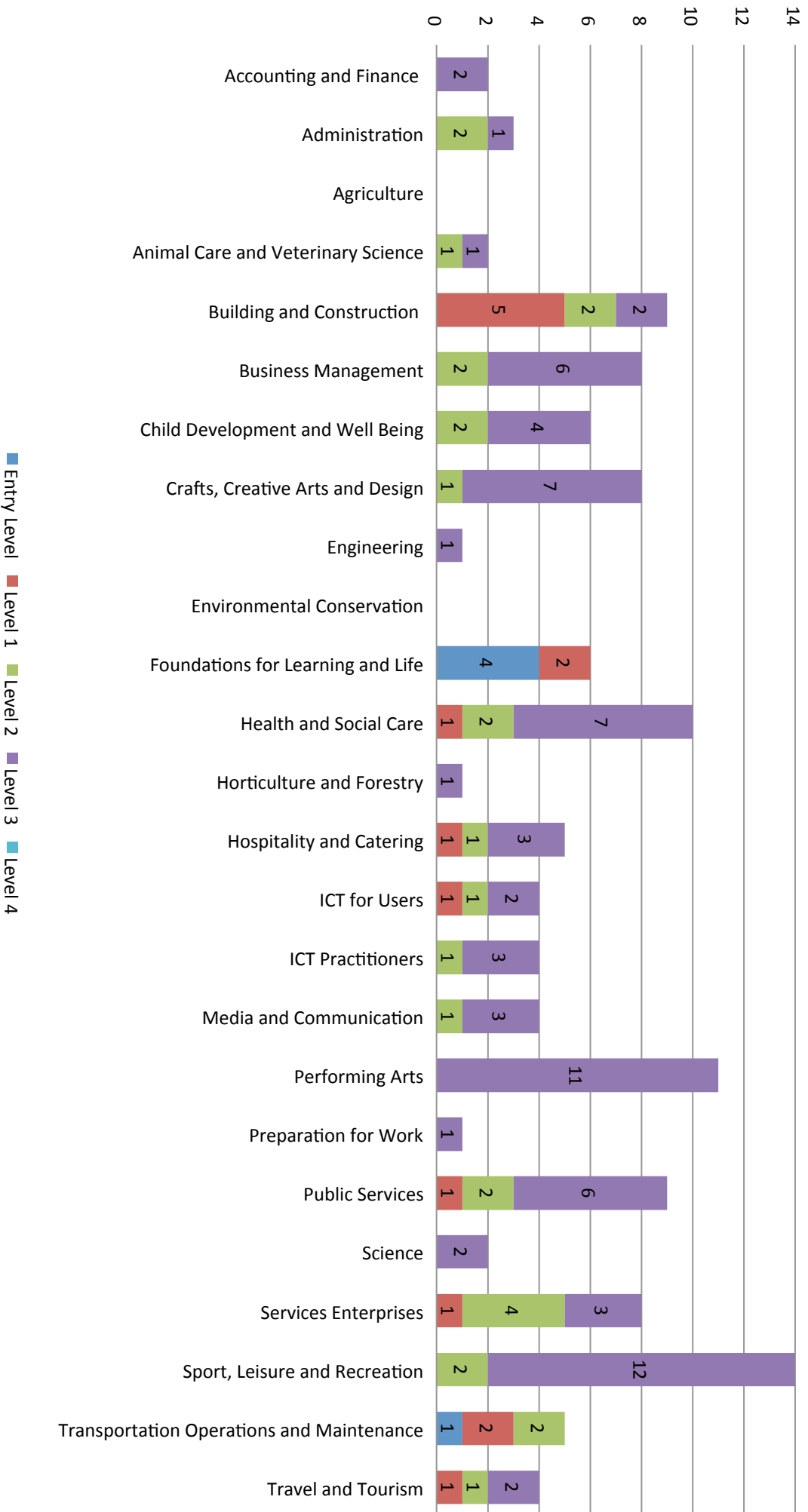
It is too early yet to know what the effect of these changes will be on recruitment and delivery of apprenticeships.

**Breakdown of Kent Apprenticeship Starts by Framework Sector 2012/2013**

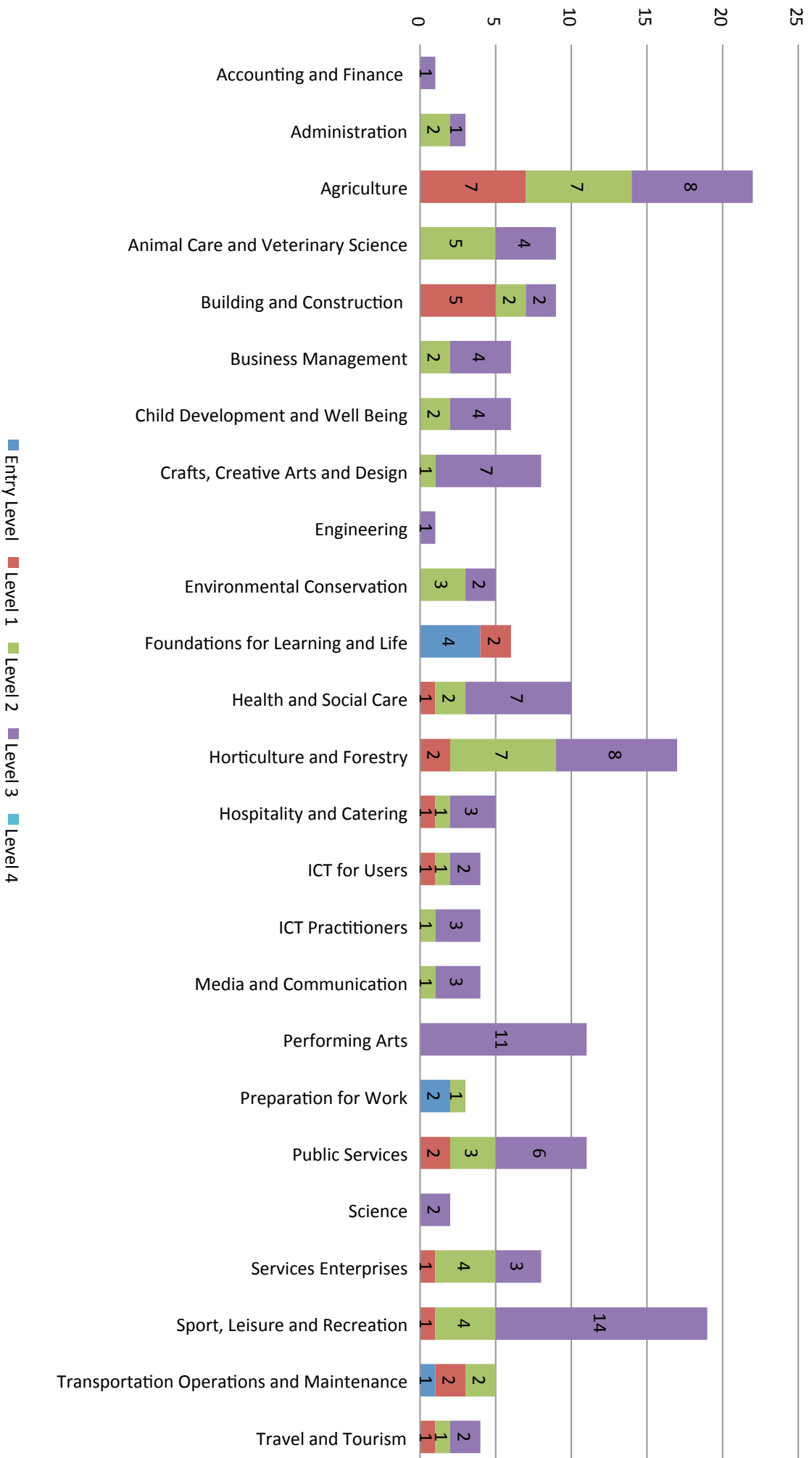
<b>Framework Sector Lead Body</b>	<b>16 - 18</b>	<b>19-24</b>	<b>25+</b>	<b>Total</b>
Active Leisure and Wellbeing	393	261	779	<b>779</b>
Adult Social Care	274	759	1654	<b>2,687</b>
Automotive	175	87	12	<b>274</b>
Building Services Engineering	180	80	11	<b>271</b>
Business Information Technology and Telecoms	175	76	35	<b>286</b>
Business Administration and Governance	515	1,083	1586	<b>3,184</b>
Chemicals, Life Sciences, Pharmaceuticals, Nuclear, Oil, Gas, Petroleum, and Polymers	7	<5	-	<b>11</b>
Children and Young People	-	12	12	<b>24</b>
Construction	232	109	26	<b>367</b>
Creative and Cultural	<5	<5	-	<b>5</b>
Creative Media	5	6	<5	<b>12</b>
Energy and Utility	<5	13	42	<b>58</b>
Energy construction Industry	<5	<5	-	<b>6</b>
Facilities Management, Housing, Property, Planning and Cleaning	14	10	59	<b>83</b>
Finance, Accountancy & Financial Services	62	108	46	<b>216</b>
Food & Drink	<5	25	5	<b>33</b>
Freight Logistics & Wholesale	19	57	120	<b>196</b>
Healthcare	32	40	49	<b>121</b>
Industrial Relations	26	33	135	<b>194</b>
Hospitality, Leisure, Travel & Tourism	83	163	122	<b>368</b>
Justice & Community Safety	12	11	-	<b>23</b>

Land-based & Environmental Industries	71	86	47	204
Not applicable/Not Known	92	202	382	676
Passenger Transport	30	59	46	135
Process & Manufacturing	8	18	42	68
Retail	82	296	325	703
Science, Engineering & Manufacturing Technologies	87	154	194	435
Security Industry	12	29	61	102
Supporting Teaching & Learning in Schools	-	-	<5	<5
<b>Total</b>	<b>2,597</b>	<b>3,791</b>	<b>5,159</b>	<b>11,547</b>

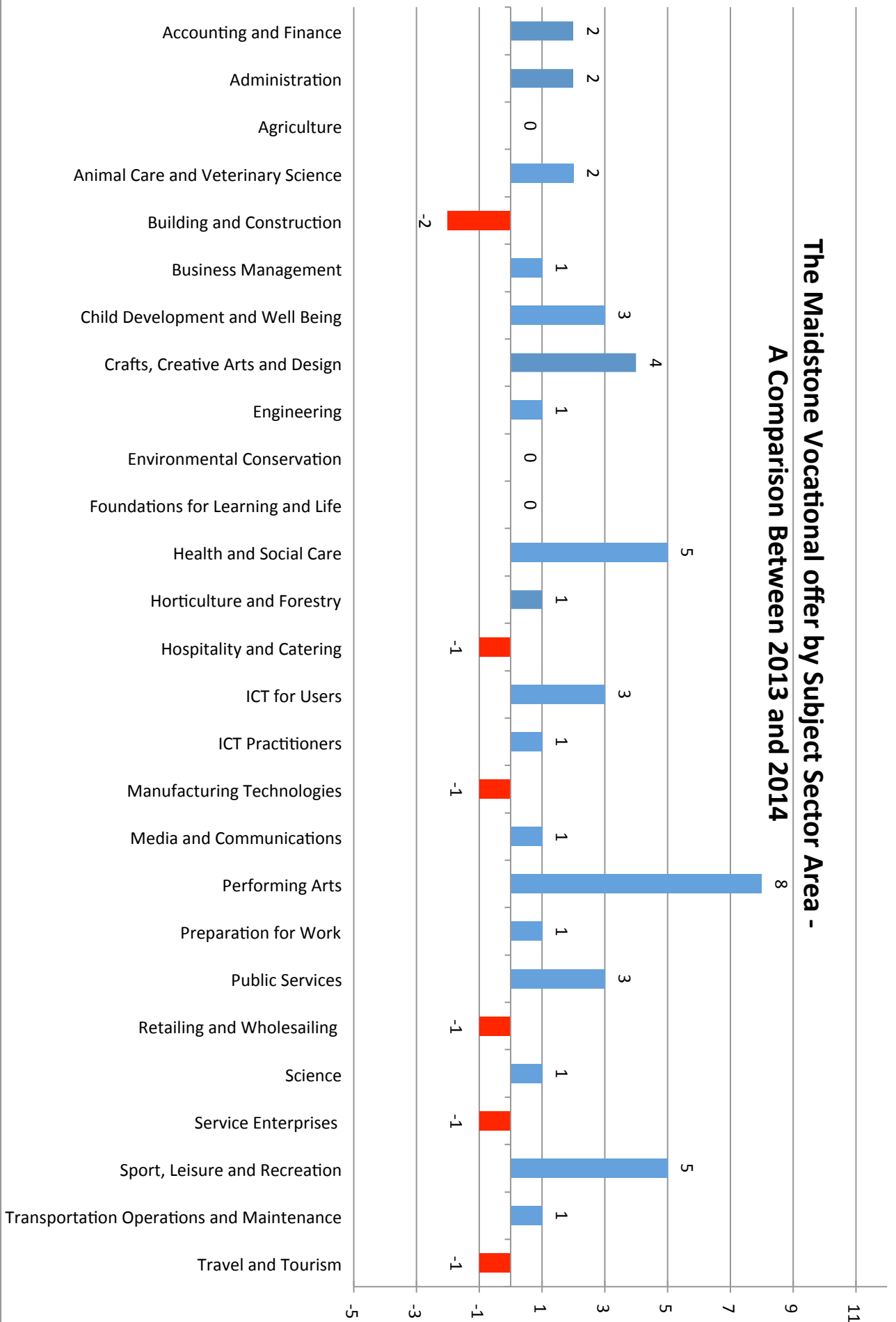
## Appendix 5.2: The Maidstone Vocational Offer - Number of Courses by Subject Sector Area and Level 2014



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



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



## Appendix 5.3: The Maidstone Vocational Curriculum Map 2014

### 1.3 Health and Social Care

Course Title	Venue	Course Type	Level
Introduction to Health, Social Care and Children and Young Peoples Settings	Mid Kent College – Maidstone Campus	BTEC	1
Health & Social Care BTEC	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	BTEC	2
Health & Social Care Diploma	Mid Kent College – Maidstone Campus	BTEC	2
Health and Social Care BTEC Certificate / Subsidiary Diploma	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	BTEC	3
Health and Social Care BTEC National	St Augustine Academy	BTEC	3
BTEC Health and Social Care	St Simon Stock Catholic School	BTEC	3
Health & Social Care BTEC (Double Award)	Swadelands School	BTEC	3
Health and Social Care BTEC National Subsidiary Diploma	The Maplesden Noakes School	BTEC	3
Health and Social Care BTEC Subsidiary Diploma	Valley Park School	BTEC	3
Health & Social Care Diploma	Mid Kent College – Maidstone Campus	BTEC	3

### 1.4 Public Services

Course Title	Venue	Course Type	Level
Public Services Diploma	Mid Kent College – Maidstone Campus	BTEC	1
Public Services Diploma	Mid Kent College – Maidstone Campus	BTEC	2
Public Services BTEC	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	BTEC	2

Public Services BTEC Subsidiary Diploma	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	BTEC	3
Public Services BTEC Subsidiary Diploma	St Augustine Academy	BTEC	3
Public Services BTEC Certificate/BTEC Subsidiary Diploma	Swadelands School	BTEC	3
Public Services BTEC National Subsidiary Diploma	The Maplesden Noakes School	BTEC	3
Public Service BTEC Subsidiary Diploma	Valley Park School	BTEC	3
Public Services Diploma	Mid Kent College – Maidstone Campus	BTEC	3

## 1.5 Child Development and Wellbeing

Course Title	Venue	Course Type	Level
Childcare & Education Diploma	Mid Kent College – Maidstone Campus	BTEC	2
CACHE Child Care and Education 2013	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	Other Vocational	3
Children's Care Learning & Development BTEC National Subsidiary Diploma	St Augustine Academy	BTEC	3
BTEC Children's Care Learning & Development	St Simon Stock Catholic School	BTEC	3
Childcare & Education Diploma	Mid Kent College – Maidstone Campus	BTEC	3

## 2.1 Science

Course Title	Venue	Course Type	Level
BTEC Biology	St Simon Stock Catholic School	BTEC	3
Science (Applied) BTEC Certificate/BTEC Subsidiary Diploma	Swadelands School	BTEC	3

### 3.2 Horticulture and Forestry

Course Title	Venue	Course Type	Level
Countryside Management BTEC	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	BTEC	3

### 3.3 Animal Care and Veterinary Science

Course Title	Venue	Course Type	Level
Horse Care BTEC	St Augustine Academy	BTEC	2
Horse Care BTEC	St Augustine Academy	BTEC	3

### 4.1 Engineering

Course Title	Venue	Course Type	Level
Engineering BTEC Subsidiary Diploma	Valley Park	BTEC	3

### 4.2 Transportation Operations and Maintenance

Course Title	Venue	Course Type	Level
Vehicle Systems Diploma Entry	Mid Kent College – Maidstone Campus	BTEC	Entry
Accident Repair - Body & Paint Diploma	Mid Kent College – Maidstone Campus	BTEC	1
Vehicle Maintenance Diploma	Mid Kent College – Maidstone Campus	BTEC	1
Air Cabin Crew Diploma	Mid Kent College – Maidstone Campus	BTEC	2
Vehicle Technology (Motorsport) Diploma	Mid Kent College – Maidstone Campus	BTEC	2



## 5.2 Building and Construction

Course Title	Venue	Course Type	Level
Brickwork Certificate or Diploma	Mid Kent College – Maidstone Campus	BTEC	1
Electrical Installation Diploma	Mid Kent College – Maidstone Campus	BTEC	1
Carpentry Certificate or Diploma	Mid Kent College – Maidstone Campus	BTEC	1
Painting Certificate or Diploma	Mid Kent College – Maidstone Campus	BTEC	1
Plumbing & Heating or Gas Diploma	Mid Kent College – Maidstone Campus	BTEC	1
Electrical Installation Diploma	Mid Kent College – Maidstone Campus	BTEC	2
Plumbing & Heating Diploma	Mid Kent College – Maidstone Campus	BTEC	2
Construction & The Built Environment Diploma	Mid Kent College – Maidstone Campus	BTEC	3
Plumbing & Heating Diploma	Mid Kent College – Maidstone Campus	BTEC	3

## 6.1 ICT Practitioners

Course Title	Venue	Course Type	Level
Information & Creative Technology Diploma	Mid Kent College – Maidstone Campus	BTEC	2
Information Technology BTEC National Subsidiary	St Augustine Academy	BTEC	3
BTEC Information Technology/Cisco Networking	St Simon Stock Catholic School	BTEC	3
Information Technology Diploma	Mid Kent College – Maidstone Campus	BTEC	3

## 6.2 ICT Users

Course Title	Venue	Course Type	Level
IT Users Diploma	Mid Kent College – Maidstone Campus	BTEC	1
ICT (INGOTS)	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	Other Vocational	2
ICT Cambridge Technical	Swadelands School	Other Vocational	3
ICT National	Valley Park School	Other Vocational	3

## 7.3 Service Enterprises

Course Title	Venue	Course Type	Level
Hair & Beauty Diploma	Mid Kent College – Maidstone Campus	BTEC	1
Beauty Therapy - General Diploma	Mid Kent College – Maidstone Campus	BTEC	2
Female and Male Hairdressing Diploma	Mid Kent College – Maidstone Campus	BTEC	2
Hairdressing Diploma	Mid Kent College – Maidstone Campus	BTEC	2
Nail Services Diploma	Mid Kent College – Maidstone Campus	BTEC	2
Beauty Therapy - Massage Diploma	Mid Kent College – Maidstone Campus	BTEC	3
Hairdressing Diploma	Mid Kent College – Maidstone Campus	BTEC	3
Nail Services Diploma	Mid Kent College – Maidstone Campus	BTEC	3

## 7.4 Hospitality and Catering

Course Title	Venue	Course Type	Level
Introduction to Professional Cookery Diploma	Mid Kent College – Maidstone Campus	BTEC	1

Professional Cookery Diploma	Mid Kent College – Maidstone Campus	BTEC	2
BTEC Certificate in Hospitality and Catering Principles ( Professional cookery)	Swadelands School	BTEC	3
Hospitality BTEC Subsidiary Diploma	Valley Park School	BTEC	3
Advanced Professional Cookery Diploma	Mid Kent College – Maidstone Campus	BTEC	3

### 8.1 Sport, Leisure and Recreation

Course Title	Venue	Course Type	Level
Sport Diploma	Mid Kent College – Maidstone Campus	BTEC	2
Sport, Health & Fitness Extended Certificate	Mid Kent College – Maidstone Campus	BTEC	2
Future Schools Trust Post 16 Football Academy in Partnership with Charlton Athletic Community Trust	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	BTEC	3
Sport BTEC National Diploma (Double)	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	BTEC	3
Sport BTEC Subsidiary Diploma in Sport	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	BTEC	3
Sport BTEC National	St Augustine Academy	BTEC	3
BTEC Sport	St Simon Stock Catholic School	BTEC	3
Sport BTEC Cert/Sub Diploma	Swadelands School	BTEC	3
Sport BTEC Diploma (has to be taken with Sport BTEC Cert/Sub Diploma)	Swadelands School	BTEC	3
Swadelands Soccer Elite FA Scholarship Programme	Swadelands School	BTEC	3
Soccer Elite Football Academy	The Maplesden Noakes School	BTEC	3

Sport BTEC Subsidiary Diploma	Valley Park School	BTEC	3
Sport & Exercise Sciences Diploma	Mid Kent College – Maidstone Campus	BTEC	3
Sport (Development, Coaching & Fitness) Diploma	Mid Kent College – Maidstone Campus	BTEC	3

## 8.2 Travel and Tourism

Course Title	Venue	Course Type	Level
Introduction to Travel & Tourism Diploma	Mid Kent College – Maidstone Campus	BTEC	1
Travel & Tourism BTEC Subsidiary	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	BTEC	3
Travel & Tourism BTEC Subsidiary Diploma	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	BTEC	3
Travel & Tourism Diploma	Mid Kent College – Maidstone Campus	BTEC	3

## 9.1 Performing Arts

Course Title	Venue	Course Type	Level
Performing Arts (Dance) BTEC Subsidiary Diploma	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	BTEC	3
Performing Arts (Music Technology) BTEC	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	BTEC	3
Performing Arts Acting, BTEC Subsidiary Diploma	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	BTEC	3
Performing Arts BTEC Extended Diploma	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	BTEC	3
Performing Arts Music Performance BTEC Subsidiary Diploma	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	BTEC	3
BTEC Subsidiary Diploma in Music	The Maplesden Noakes School	BTEC	3
Performing Arts - Acting BTEC Subsidiary Diploma	The Maplesden Noakes School	BTEC	3

Performing Arts - Dance BTEC Subsidiary Diploma	The Maplesden Noakes School	BTEC	3
Music BTEC Subsidiary Diploma	Valley Park School	BTEC	3
Performing Arts Acting BTEC Subsidiary Diploma	Valley Park School	BTEC	3
Performing Arts Dance BTEC Subsidiary Diploma	Valley Park School	BTEC	3

## 9.2 Crafts, Creative Arts and Design

Course Title	Venue	Course Type	Level
Diploma in Art & Design	Mid Kent College – Maidstone Campus	BTEC	2
Art and Design BTEC Extended Diploma	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	BTEC	3
Art and Design BTEC Subsidiary Diploma	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	BTEC	3
Fashion BTEC Subsidiary Diploma	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	BTEC	3
Photography BTEC Subsidiary Diploma	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	BTEC	3
Art and Design (Fashion) BTEC National	St Augustine Academy	BTEC	3
Art, Craft & Design	Valley Park School	BTEC	3
Diploma in Art & Design	Mid Kent College – Maidstone Campus	BTEC	3

## 9.3 Media and Communications

Course Title	Venue	Course Type	Level
Creative Media Production Diploma	Mid Kent College – Maidstone Campus	BTEC	2
Creative Media Production BTEC Extended Diploma	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	BTEC	3

Media Studies BTEC Subsidiary Diploma	Valley Park School	BTEC	3
Creative Media Production Diploma	Mid Kent College – Maidstone Campus	BTEC	3

#### 14.1 Foundations for Learning

Course Title	Venue	Course Type	Level
Foundation Learning: Integration Programme (FLIP)	Mid Kent College – Maidstone Campus	BTEC	Entry
Foundation Learning: Moving On Programme (MOP)	Mid Kent College – Maidstone Campus	BTEC	Entry
Introduction for Employment (Multi-skills) Certificate	Mid Kent College – Maidstone Campus	BTEC	Entry
Foundation Learning: Towards Independence Programme (TIP)	Mid Kent College – Maidstone Campus	BTEC	Entry
English for Speakers of Other Languages (ESOL)	Mid Kent College – Maidstone Campus	BTEC	1
Vocational Studies Foundation Learning Diploma	Mid Kent College – Maidstone Campus	BTEC	1

#### 14.2 Preparation for Work

Course Title	Venue	Course Type	Level
Employability Skills BTEC	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	BTEC	2

#### 15.1 Accounting and Finance

Course Title	Venue	Course Type	Level
Personal Finance IF School of Finance Certificate & Diploma	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	Other Vocational	3
Personal Finance, IFS Certificate	The Maplesden Noakes School	Other Vocational	3

## 15.2 Administration

Course Title	Venue	Course Type	Level
Business Administration with Secretarial Skills & Bookkeeping Diploma	Mid Kent College – Maidstone Campus	Other Vocational	2
Legal Secretaries Diploma	Mid Kent College – Maidstone Campus	Other Vocational	2
Legal Secretaries (Advanced) Diploma	Mid Kent College – Maidstone Campus	Other Vocational	3

## 15.3 Business Management

Course Title	Venue	Course Type	Level
Business BTEC First Award	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	BTEC	2
Business Diploma	Mid Kent College – Maidstone Campus	BTEC	2
Business BTEC Diploma (Double)	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	BTEC	3
Business BTEC Subsidiary Diploma (Single award)	Future Schools Trust Sixth Form (Cornwallis, New Line Learning)	BTEC	3
Business BTEC National	St Augustine Academy	BTEC	3
Business BTEC Certificate	Swadelands School	BTEC	3
Business BTEC Subsidiary Diploma	Valley Park School	BTEC	3
Business Diploma	Mid Kent College – Maidstone Campus	BTEC	3

## Appendix 6: Maidstone District Data Dashboard - Validated data 2013

Headline Measures			
Kent County Council 2013		Kent County Council	National
Maidstone District			
Post-16 students (L2 and L3)	2282	36,798	419,158
Completions	968	10,100	358,373
Av. KS4 Points on Entry	47.7	44.7	44.1
% Students 5+ A*-C GCSE EM	91%	80%	78%
% Students with 5+ A*-C GCSE	100%	95%	94%
A Level APS (FTE)	873.9	818.3	782.2
A Level APE	220.9	216.0	211.3
Academic APS (FTE)	877.0	844.8	785.4
Academic APE	221.4	216.1	211.1
Vocational APS (FTE)	656.5	563.8	561.6
Vocational APE	230.2	214.8	213.6
Previous Year 12 Retention	96%	93%	94%
Year 12 Retention	97%	95%	94%
Transition Retention	88%	87%	86%
Overall Retention	82%	77%	77%
In-year Retention	97%	96%	95%
Fails % (AS level - cashed in only)	16.2%	19.8%	21.7%
Fails % (A level)	0.9%	1.6%	1.9%
Value added: A level	0.05	0.07	--
Value added: AS level	-0.06	0.06	--
Value added: BTEC L3 Certificate (QCF)	0.09	0.01	--
Value added: BTEC L3 Sub. Dip. (QCF)	0.24	0.14	--
Value added: BTEC L3 Diploma (QCF)	0.24	0.17	--
Value added: BTEC L3 Ext. Dip. (QCF)	0.34	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
<b>Maidstone District</b>			
AAB (or higher) in 3+ facilitating subjects (A level students)	<b>8.2%</b>	8.7%	7.5%
AAB (or higher) in 2+ facilitating subjects (A level students)	<b>16.4%</b>	14.6%	12.1%
3+ A levels at A*-E	<b>82%</b>	76%	79%
2+ A levels at A*-E	<b>93%</b>	90%	92%
1+ A levels at A*-E	<b>100%</b>	99%	100%
3+ A levels or academic equivalent at A*-E	<b>85%</b>	78%	79%
2+ A levels or academic equivalent at A*-E	<b>94%</b>	91%	92%
1+ A levels or academic equivalent at A*-E	<b>100%</b>	100%	100%
3+ substantial vocational qualifications	<b>35%</b>	44%	50%
2+ substantial vocational qualifications	<b>80%</b>	67%	70%
1+ substantial vocational qualifications	<b>100%</b>	100%	100%
% of A level examinations awarded A*-E grades	<b>99%</b>	98%	98%
% of A level examinations awarded A*-C grades	<b>81%</b>	77%	75%
% of A level examinations awarded A*-B grades	<b>56%</b>	52%	48%
% of A level examinations awarded A*-A grades	<b>27%</b>	25%	22%

Grade breakdown for A level							
	A*	A	B	C	D	E	U
Maidstone District	173	566	767	685	361	121	27
<b>Percentages</b>	<b>6.4%</b>	<b>21.0%</b>	<b>28.4%</b>	<b>25.4%</b>	<b>13.4%</b>	<b>4.5%</b>	<b>1.0%</b>
Predicted percentages	8%	20%	28%	24%	13%	5%	1%
Kent County Council	7.1%	18.1%	26.9%	24.7%	15.2%	6.2%	1.7%
National	6.0%	16.0%	26.4%	26.1%	16.6%	7.0%	1.9%

Grade breakdown for AS level						
	A	B	C	D	E	U
Maidstone District	879	998	1125	805	460	494
<b>Percentages</b>	<b>18.5%</b>	<b>21.0%</b>	<b>23.6%</b>	<b>16.9%</b>	<b>9.7%</b>	<b>10.4%</b>
Predicted percentages	20%	22%	23%	17%	10%	9%
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
Maidstone District	260	130	125	97
<b>Percentages</b>	<b>42.5%</b>	<b>21.2%</b>	<b>20.4%</b>	<b>15.8%</b>
Predicted percentages	35%	18%	25%	22%
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

Maidstone District						
Level 3 Value Added - L3VA2013	Proportion of a grade above or below average	No of students	Fail rate in institution	Fail rate nationally	Average KS4 points	
<p>This summary includes most Level 3 qualifications reported in the L3VA. There are some key features to note:                      The cohort included in the L3VA measures has changed for this year. Please see the notes section for further explanation.                      Green bars represent positive VA, while blue represent negative. Black shows values close to the expected outcome based on average national progress for similar students on that course in 2012/13. Where the subject title is shaded, it indicates statistical significance in the value added measure.                      Where courses have fewer than 5 students, we would highlight the impact of low numbers on VA outcomes and fail rates, and emphasise the need to analyse these outcomes at individual student level. Where a course has only 1 student, this value has been suppressed for data privacy reasons.</p>						
A	Art & Design	-0.20	17	6%	0.7%	44.7
A	Art & Design (Graphics)	0.16	25	0%	1.0%	47.7
A	Art & Design (Photo)	-0.29	18	0%	0.9%	43.9
A	Art & Design (Textiles)	0.30	14	0%	0.5%	47.3
A	Art & Design (VQ)	0.42	5	0%	1.2%	47.3
A	Biology	0.05	182	0%	2.4%	50.3
A	Business (VQ)	0.14	23	0%	1.2%	48.1
A	Business Studies:Single	0.04	89	0%	1.4%	47.2
A	Chemistry	-0.04	94	1%	2.2%	52.1
A	Classical Civilisation	0.10	13	0%	1.2%	50.5
A	Computing Studies/Computing	0.03	21	0%	4.6%	49.3
A	D&T Product Design	0.24	33	0%	2.1%	47.6
A	D&T Textiles Technology	0.57	13	0%	1.8%	49.0
A	Dance	-0.02	7	0%	0.3%	49.8
A	Drama	0.28	40	0%	0.6%	48.6
A	Economics	-0.14	45	0%	1.0%	50.3
A	English	0.05	68	3%	0.4%	45.9
A	English Language	0.14	14	0%	0.4%	47.5

## Subject Analysis - 1-Year Overview - L3VA

Maidstone 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	English Literature	0.20	188	1%	0.4%	48.3	
A	Film Studies	0.10	49	0%	0.6%	43.6	
A	Fine Art	-0.03	25	0%	0.6%	49.0	
A	French	-0.11	28	0%	0.8%	51.4	
A	General Studies	0.17	151	1%	6.8%	49.2	
A	Geography	0.16	109	0%	0.8%	49.5	
A	German	-0.15	11	0%	0.7%	50.2	
A	Health & Soc. Ca (VQ)	-0.01	30	3%	1.9%	46.6	
A	History	0.16	151	1%	0.7%	49.7	
A	Information Technology (VQ)	0.36	64	0%	3.6%	46.4	
A	Logic/Philosophy	0.12	5	0%	2.9%	52.5	
A	Mathematics	-0.08	223	0%	2.4%	51.0	
A	Mathematics (Further)	-0.13	27	7%	1.2%	52.6	
A	Media/Film/TV Studies	0.16	101	0%	0.7%	45.2	
A	Music	-0.09	9	0%	1.2%	51.2	
A	Music Technology	0.15	9	0%	2.6%	45.9	
A	Physical Education/Sport Studies	0.25	47	0%	2.4%	47.2	
A	Physics	-0.23	138	4%	3.3%	51.4	
A	Politics	-0.09	74	0%	1.3%	48.7	
A	Psychology	0.05	174	2%	2.4%	47.9	
A	Religious Studies	-0.07	67	0%	1.4%	48.0	
A	Sociology	0.07	99	1%	1.6%	46.6	

## Subject Analysis - 1-Year Overview - L3VA

Maidstone 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	Spanish	-0.15	34	0%	1.1%	51.3
AS	Accounting/Finance	0.70	8	13%	40.8%	48.7
AS	Additional Maths	-0.03	8	0%	4.2%	53.8
AS	Art & Design	-0.02	10	10%	7.8%	44.8
AS	Art & Design (Photo)	-0.26	8	38%	7.8%	44.0
AS	Biology	0.00	53	38%	31.6%	47.0
AS	Business Studies:Single	-0.01	22	14%	22.0%	46.4
AS	Chemistry	-0.01	56	14%	27.4%	50.0
AS	Classical Civilisation	0.28	5	0%	11.0%	50.8
AS	Computing Studies/Computing	-0.24	10	10%	28.6%	49.1
AS	Critical Thinking	-0.43	80	11%	12.2%	50.2
AS	D&T Product Design	0.10	13	15%	19.6%	47.6
AS	Drama	0.09	7	0%	2.3%	49.4
AS	Economics	0.09	26	15%	24.4%	48.3
AS	English Literature	0.13	27	0%	4.7%	48.1
AS	Film Studies	-0.18	9	0%	1.8%	45.1
AS	Fine Art	0.18	6	0%	6.8%	48.8
AS	French	-0.17	14	21%	15.5%	48.9
AS	General Studies	-0.18	95	16%	24.8%	49.3
AS	Geography	-0.07	26	15%	20.0%	48.9
AS	German	-0.11	6	17%	12.3%	47.6
AS	Health & Soc. Ca (VQ)	-0.19	7	14%	13.1%	46.0

## Subject Analysis - 1-Year Overview - L3VA

Maidstone District							
Level 3 Value Added - L3VA2013		Proportion of a grade above or below average	No of students	Fail rate in institution	Fail rate nationally	Average KS4 points	
AS	History	0.08	24	13%	11.0%	47.9	
AS	Information Technology (VQ)	0.19	15	7%	20.1%	45.1	
AS	Latin	-0.30	5	0%	5.7%	54.1	
AS	Mathematics	-0.09	41	37%	36.4%	49.0	
AS	Mathematics (Further)	-0.11	16	6%	8.3%	51.9	
AS	Media/Film/Tv Studies	-0.05	15	13%	5.9%	46.1	
AS	Physical Education/Sport Studies	-0.10	10	20%	25.4%	47.6	
AS	Physics	-0.15	63	22%	25.9%	49.4	
AS	Politics	0.44	19	5%	20.8%	48.6	
AS	Psychology	-0.07	64	30%	31.8%	47.0	
AS	Religious Studies	0.07	19	5%	13.9%	48.0	
AS	Sociology	0.18	37	5%	24.1%	45.4	
AS	Spanish	0.06	20	5%	17.3%	50.2	
BTEC	Cert Business	0.14	9	0%	0.0%	42.2	
BTEC	Cert Photography	0.18	7	0%	0.0%	46.3	
BTEC	Cert Public Services	-0.01	5	0%	0.0%	42.3	
BTEC	Cert Travel and Tourism	0.70	5	0%	0.0%	44.2	
BTEC	Dip Art and Design	0.50	13	0%	0.0%	47.0	
BTEC	Dip Business	-0.10	5	0%	0.0%	43.8	
BTEC	Dip Health and Social Care	-0.08	14	0%	0.0%	44.6	
BTEC	Dip Sport	0.37	27	0%	0.0%	40.2	
BTEC	Dip90 Art and Design	0.89	11	0%	0.0%	47.5	

## Subject Analysis - 1-Year Overview - L3VA

Maidstone 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	ExtDip Sport	0.34	5	0%	0.0%	44.5	
BTEC	SubDip Applied Science	-0.74	9	0%	0.0%	39.5	
BTEC	SubDip Business	0.10	70	0%	0.0%	42.8	
BTEC	SubDip Dance	0.16	15	0%	0.0%	42.1	
BTEC	SubDip Engineering	0.94	16	0%	0.0%	42.9	
BTEC	SubDip Fashion and Clothing	0.53	5	0%	0.0%	40.8	
BTEC	SubDip Health and Social Care	0.03	10	0%	0.0%	41.0	
BTEC	SubDip Hospitality	0.05	8	0%	0.0%	45.8	
BTEC	SubDip Information Technology	0.43	11	0%	0.0%	41.7	
BTEC	SubDip Multi Media Production	0.14	17	0%	0.0%	46.7	
BTEC	SubDip Music	0.10	12	0%	0.0%	43.6	
BTEC	SubDip Performing Arts	0.38	13	0%	0.0%	42.2	
BTEC	SubDip Production Arts	0.03	6	0%	0.0%	41.2	
BTEC	SubDip Public Services	0.43	33	0%	0.0%	41.0	
BTEC	SubDip Sport	0.21	32	0%	0.0%	41.6	
BTEC	SubDip Travel and Tourism	1.16	9	0%	0.0%	43.3	
'CACHE Level 3 in Child Care and Education': Certificate equivalent to 1 A2; Diploma equivalent to 2.75 A2. Colour coding as for AS/A2, based on proportions of a grade.							
CACHE	L3 Dip Childcare Skills	1.01	10	0%	0.0%	41.0	
'IFS Level 3 Diploma' is equivalent to 1 A2. Colour coding as for A2, based on proportions of a grade.							
IFS3D	Finance / Accounting (General)	-0.32	14	7%	0.7%	44.1	
OCR	NC Computer Appreciation / Introduction	0.16	21	0%	0.0%	43.3	
<b>Subjects with fewer than five students</b> Subjects with fewer than 5 entries included in the value added calculation have been omitted from this table.							

## Appendix 7: Narrowing the Gap

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

Characteristics	A level	AS level	BTEC Cert	BTEC Dip	BTED Dip90	BTEC ExtDip	BTEC SubDip
Male	1051.5	2192.5	11	34	4	5	149
Female	1230.5	2400.5	19	31	8	-	105
FSM	41	120	-	4	-	-	4
Non-FSM	2241	4461	29	61	12	4	250
No SEN	2084	4205.5	25	58	10	5	215
SEN - School Action	172.5	298	2	6	-	-	29
SEN - School Action Plus	19	66.5	3	-	-	-	7
SEN - Statement	6.5	11	-	-	-	-	3

