

District Datapack Lite

The post 16 landscape in

Shepway

2014



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Introduction

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

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

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

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

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

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

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

Study Programmes

- 10 schools in Kent are working with the 2 – 1 – 2 model, in which Maths and English, a substantial qualification and work experience are offered.
- The substantial qualification can be level 1, 2 or 3.
- This whole programme is funded by the EFA at £4,000 plus disadvantaged funding (Block 2) for additional learning e.g. Level 2 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 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 Shepway District

With the overall fall in employment since 2009 -2012, the Shepway economy is still showing signs that it is in recession. Although there have been marked falls in employment, in areas such as public administration and defence; health and social work; education and financial services, there has been significant growth in other areas. The main areas of growth have come from the administrative and support service activities; professional, scientific and technical activities and other services. There has also been some growth within the transportation and storage industry. The public sector is still the biggest employer within Shepway, it accounts for 17.7% of employment, which is equivalent to the Kent average of 17.9%

The jobs market in Shepway 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 300 less vacancies (20%) advertised in Shepway in 2013 compared to 2012. This accounted for the fall in professional, associate professional and management jobs.

The numbers of businesses based in Shepway that are VAT/PAYE registered, is now above its 2008, pre-recession, level. Shepway is one of the few districts in Kent where this is the case.

Shepway has the second highest unemployment rate (3.3%) compared to the other districts in Kent; the Kent average is 2.5%. Shepway has the fourth highest youth

unemployment rate in Kent, and is 1.2 percentage points higher than the UK average. Following local and national trends, this has fallen from 8% in January 2013.

The median weekly gross pay of workers by residence in Shepway is very low and ranks 11th of the 12th districts in Kent. It has shrunk between 2009 and 2011. Low levels of pay may reflect the size of the wholesale and retail sector, which traditionally offer low remuneration, the growth of administrative activities which may be low paid, and the high unemployment rate.

3. Participation in Shepway

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 Shepway and Kent for this age group has dropped by 1% since last year. Participation for Year 13 in Shepway has dropped 5% on last year.

The drop in participation appears to have come from a 7% decrease in the number of young people in Further Education College. There have been further drops in areas such as employment without training and stand-alone training with a slight increase in employment with training, which is a very positive sign. The biggest increase in participation has come from the school sixth forms (5%) but this increase is a general trend across the county.

It is encouraging that the number of NEETs has dropped for the current Year 12. This is down by 1% but more concerning is that the current unknowns is up by 3%

Participation in the year 13 age group last year in Shepway has fallen by 5%. This is a worrying trend as this figure is also 2% less than the Kent average of 82%. This presents a challenge to Shepway as in the next academic year young people will be expected to participate until their eighteenth birthday.

The NEET figure for this age group has also increased by 3% and is 1% higher than the Kent average percentage. The current unknowns in Shepway have also increased by 4% which is in line with the Kent figures.

4. Progression in Shepway

The progression of Shepway learners by the age of 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 the same the Kent average, and slightly lower than the national average, and (this is a good thing!) has dropped by 3.2% since 2012. The progression of these learners has improved: with now over 35.6% (35.1% 2012) attaining a level 1 qualification. The numbers attaining level 2 qualifications has dropped from last year, from 17.6% to now being 14.4%, although this is in line with the national average and above the LA percentage. 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 5.2%

At the end of year 12, 88 students in Shepway would find it difficult to access an apprenticeship because they haven't achieved a level 2 qualification, resulting in fewer

choices and probably meaning they will leave education for low level employment or unemployment.

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 Shepway

The vocational curriculum offer from providers within Shepway is very limited. Few entry level and level 1 qualifications are offered, and these tend to be preparation for work type courses without a specific vocational qualification attached. Therefore there appears to be very little within the district to support the vocational learning needs of the vulnerable learners with prior achievement at or below level 1. The travel to learn offer is more developed, but there is still a shortage of entry level and level 1 courses, even if vulnerable learners had a propensity to travel.

Comparing the vocational curriculum and the travel to learn offer for Shepway with the economic profile of the district, the number of courses on offer in Building and Construction, Hospitality and catering and services are plentiful. This supports the employment strengths of certain parts of the Shepway economy.

There is a mismatch on some areas of the economy, areas such as Nursing and Health are big employers within Shepway, but this is under represented in the vocational offer. Jobs for programmers, software developers and IT technicians are also well represented in Shepway. The skills required for these jobs include javascript, C++ development, Microsoft C.net framework development, sql server development, .net development and HTML, but again there is very limited, if any vocational offer for these industries, making pathways for learners very hard to achieve.

Building and Construction courses remain at high levels although with only two courses at level 3, despite the continued shrinking of the sector. Hospitality and catering courses on offer have increased despite no evidence that the sector is growing, although traditionally the sector does have a high staff turnover.

6. Attainment in Shepway schools

In Shepway 35.7% of post-16 level 2 and 3 learners completed their qualifications in 2012 – 2013. Entry to sixth form was with slightly more average key stage 4 points than other students in Kent or in England. More students completing (83%) had 5 A* - C including Maths and English than in the county (80%) or the country (78%). All students that gained access to post-16 provision had 5 A*-C grade but without Maths and English.

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 all its categories was lower than Kent averages and slightly below the national figures.

Numbers of students taking facilitating subjects at A Level were considerably lower than the county and national figures.

67% of A level grades were in the A* - C category, with the number of D* results for BTEC was significantly higher than predicted, and in line with Kent or national figures.

15 or fewer students studied 42 out of 92 qualifications.

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

AS Level	Psychology	143	33% of completers
A Level	Psychology	96	22% of completers
AS Level	History	94	21% of completers
A Level	Mathematics	60	14% of completers
A Level	English Lit	59	14% of completers
A Level	Biology	56	13% of completers

The top six BTECs

SubDip	Music	18
Dip	Sport	18
SubDip	Business	18
SubDip	Music	18
SubDip	Applied Law	17
SubDip	Sport	15

All qualifications delivered by providers in Shepway were above the negative value added (<0.25), 24 qualifications were positive.

7. Narrowing the Gap - level 3 qualifications

7.1 Gender Differences

At the end of KS5 2012 – 2013 there were 231 female students and 201 male students. Prior attainment for all students was similar. APE for A level, academic and vocational qualifications were not significantly different between the genders.

Value added for A levels was positive but not significantly different. Vocational qualifications showed high, positive value added of at least ½ grade. There was a significantly low A level fail rate. Retention data showed no significant difference between the genders.

7.2 Free School Meals

23 FSM students completed KS5 in 2013. FSM and non FSM students had no significant difference in prior attainment. A level / academic APE was 206 for FSM students, 214 for non FSM students. Vocational APE was 229 FSM and 242 for non FSM students. NO FSM student achieved 2+ facilitating subjects AAB. A level value added was not significantly different between the two groups and both achieved positive residuals. BTEC value added was positive for all but FSM BTEC Diploma (-0.37).

7.3 Special Educational Needs

There was a cohort of 51 SEN students, of which 42 were SA, and 9 SA+. The stated students did not complete a two year course. There was no significant difference in all qualifications' APE. Prior attainment at 5 A* - C including Maths and English was as follows – no SEN 85%, SA 60%, SA+ 44. All qualifications, all groups showed positive value added.

Key questions for Shepway District

1. What measures can be taken to ensure that more learners starting at level 1 (or below) progress to level 2 by 18?
2. What measures should schools and other providers adopt to reduce the level of 'drop-out' from Year 12 and sustain young people in education or training through to the end of year 13?
3. How can more learners in the Shepway district be encouraged to undertake employment with training?
4. What additional support can be provided to young people from vulnerable groups, particularly learners with learning difficulties and disabilities (LDD), care leavers and teenage parents, to retain them in education or training? Which providers will take responsibility for these learners?
5. How can Shepway providers build on the relative success of vocational qualifications (particularly BTECs) whilst achieving the need for relevance to the local economy?
6. Should consideration be given to other vocational qualifications (i.e. City and Guilds); subjects that reflect the local economy, (science or engineering) and other different levels of qualifications?
7. How can Shepway providers provide pupils with better information about the local economy (e.g. Labour Market Information) to enable them to make more informed decisions about their career choices?
8. What more can Shepway providers do to support take up of apprenticeships at all levels?
9. Does Shepway have sufficient opportunities for mid-year starts?
10. Is the CEIAG guiding students to the correct pathway for their individual aims?

Appendix 1

Transforming opportunities

National change

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

16-19 Study Programmes Principles

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

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

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

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

Mathematics and English

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

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

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

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

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

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

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

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

Funding

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

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

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

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

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

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

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

Careers

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

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

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

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

Apprenticeships

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

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

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

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

Traineeships

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

More advice can be found here:

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

Work experience

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

For more advice from the DfE go here:

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

Free meals for disadvantaged students

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

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

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

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

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

Discretionary bursaries

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

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

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

Bursaries for students in vulnerable groups

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

Post 16 accountabilities

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

- five headline measures of progression covering attainment; retention; English and maths where required; destinations;
- a number of other measures to provide a wider picture of performance, including the Tech Bacc, level 3 maths achievement, AAB achievement in facilitating A levels, A level attainment, progression to a higher level of learning, attainment in qualifications below level 3, substantial qualifications at 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 Shepway District

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

Source: Business Register and Employment Survey 2009 -2012			Change 2009 - 2012	
			No.	%
Shepway	2009	2012		
Primary Industries (Agriculture/Mining/Utilities)	1,900	1,800	-100	-5.30
Manufacturing	1,800	1,600	-200	-11.10
Construction	1,800	1,600	-200	-11.10
Wholesale and retail trade	5,500	5,600	100	1.80
Transportation and storage	2,100	2,300	200	9.50
Accommodation and food service activities	2,600	2,500	-100	-3.80
Information and communication	400	400	0	0.00
Financial and insurance activities	2,000	1,700	-300	-15.00
Real estate activities	400	500	100	25.00
Professional, scientific and technical activities	1,500	2,300	800	53.30
Administrative and support service activities	3,700	4,700	1,000	27.00
Public administration and defence	3,500	2,200	-1,300	-37.10
Education	3,700	3,300	-400	-10.80
Human health and social work activities	5,100	4,600	-500	-9.38
Arts, entertainment and recreation	800	1,000	200	25.00
Other service activities	500	900	400	80.00
Total	37,200	37,000	-200	-0.50

- Overall employment growth since 2009 has been limited. Significant growth has been in administrative and support service activities; professional, scientific and technical activities and other services. Some growth has been in transportation and storage; and other service activities.
- Marked falls in employment have been in public administration and defence; health and social work; education and financial services.
- Public sector employment accounts for 17.7% of employment in Shepway, which is equivalent to the Kent average of 17.9%.

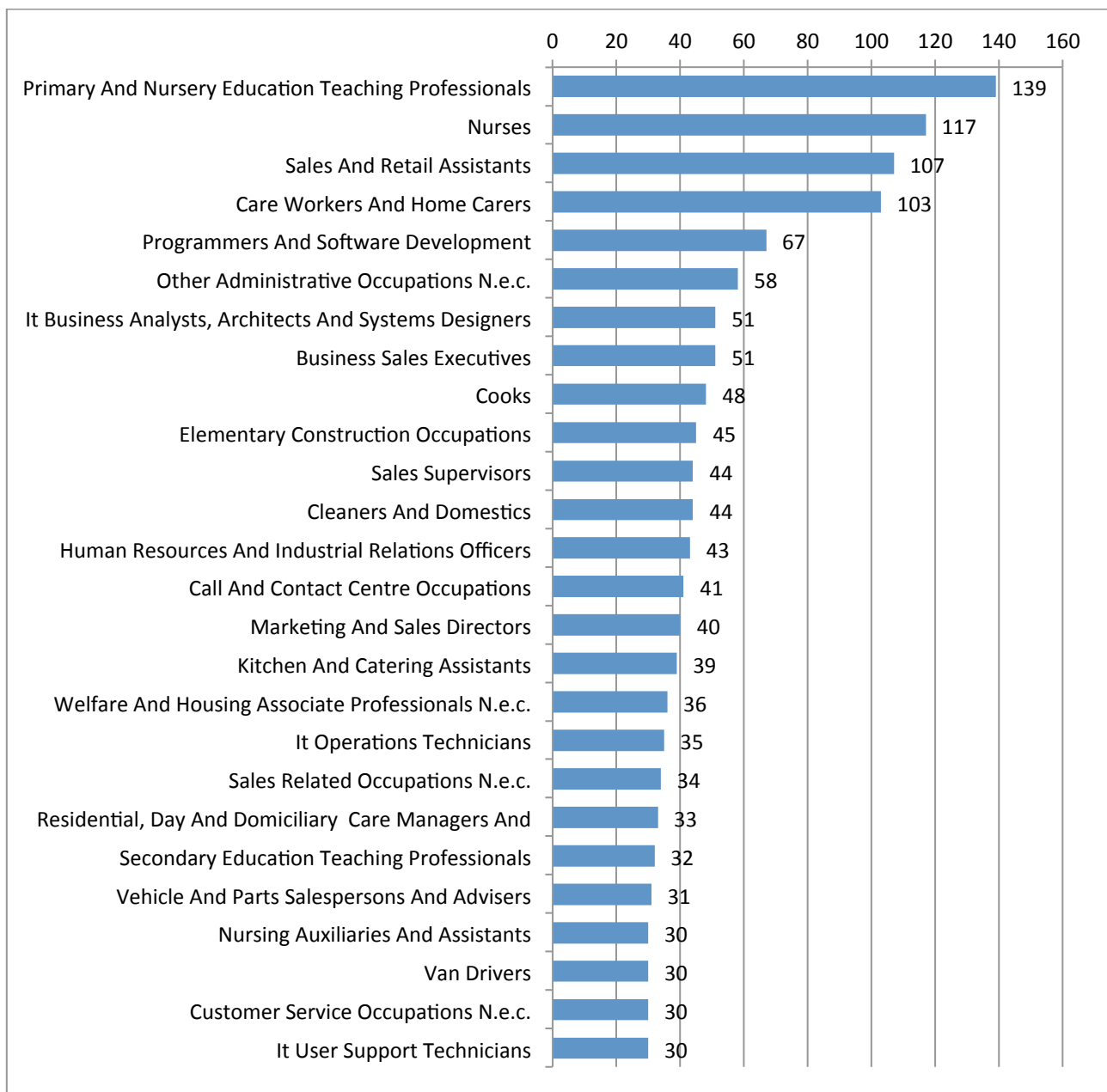
Table 2 –Comparison of distribution of job vacancies by occupational group in Shepway - 12/13 and 13/14

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	757	25.4%	1,033	31.3%
Associate professional and technical occupations	458	15.4%	521	15.8%
Administrative and secretarial occupations	362	12.2%	330	10.0%
Sales and customer service occupations	289	9.7%	304	9.2%
Caring, leisure and other service occupations	277	9.3%	320	9.7%
Skilled trades occupations	256	8.6%	178	5.4%
Elementary occupations	237	8.0%	254	7.7%
Managers, directors and senior officials	226	7.6%	267	8.1%
Process, plant and machine operatives	116	3.9%	86	2.6%
Total	3,011		3,300	

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 Shepway; 3,011 compared to 3,300. This is accounted for by falls in professional, associate professional and management jobs.
- 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 Shepway with the highest number of job vacancies between March 2013 and February 2014.



Source: Labour Insight 2014

- Despite overall reductions in employment in education and health, vacancies remain high for teachers and nurses illustrating high employment churn.
- Vacancies in retail are well represented resulting from the overall size of the sector in the Shepway economy.
- Jobs for programmers, software developers and IT technicians are well represented in Shepway. The skills required for these jobs include Javascript, C++ development, Microsoft C#.net framework development, Sql server development, .net development and HTML.

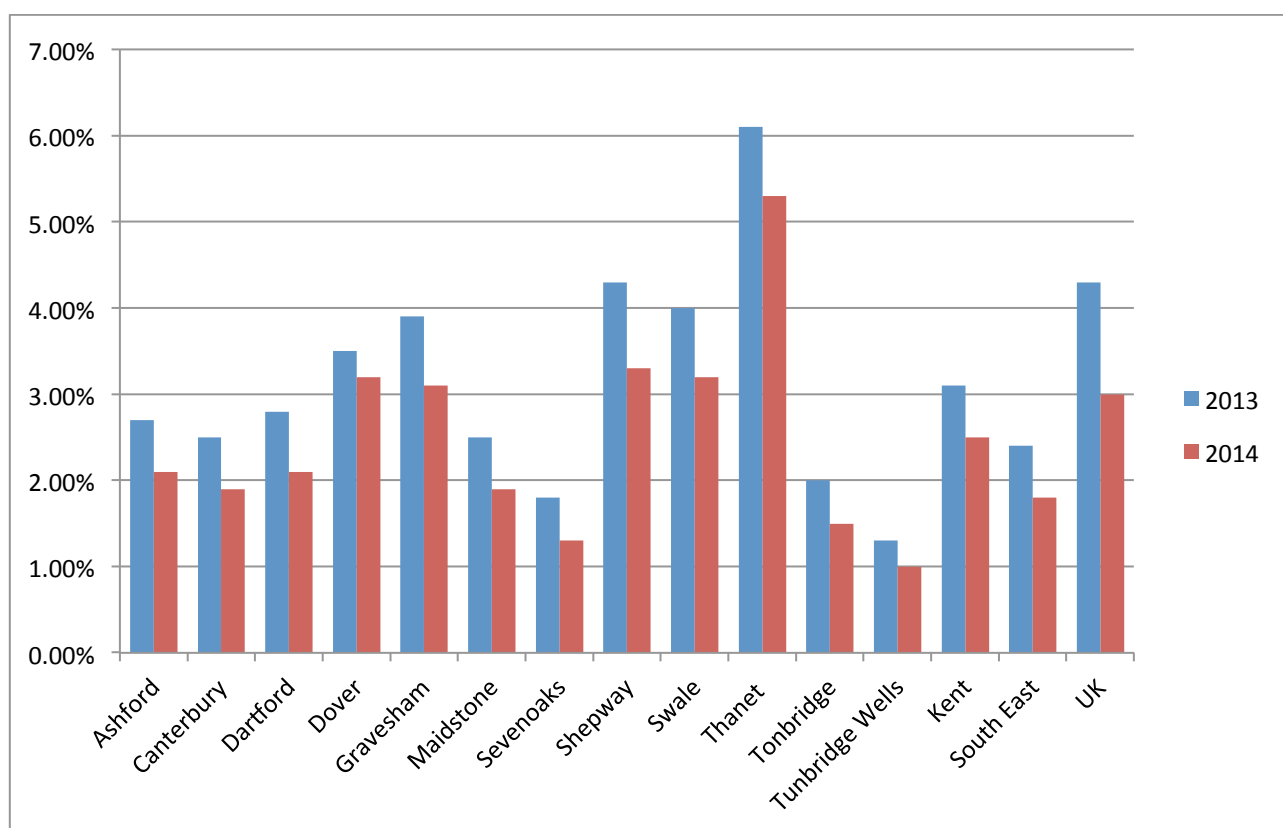
Table 3– Breakdown of VAT and/or PAYE businesses in Shepway between 2008 and 2013

Firms by size band	2008	2013	2013 %
1-4	2500	2600	68
5-10	600	600	15.5
11-24	300	300	8.1
25-99	225	270	7
100+	60	50	1.4
Total	3685	3820	

Source: NOMIS Local Profile – Employment Theme 2014

The number of business based in Shepway is now above its 2008, pre-recession, level. Shepway is one of the few districts in Kent where this is the case.

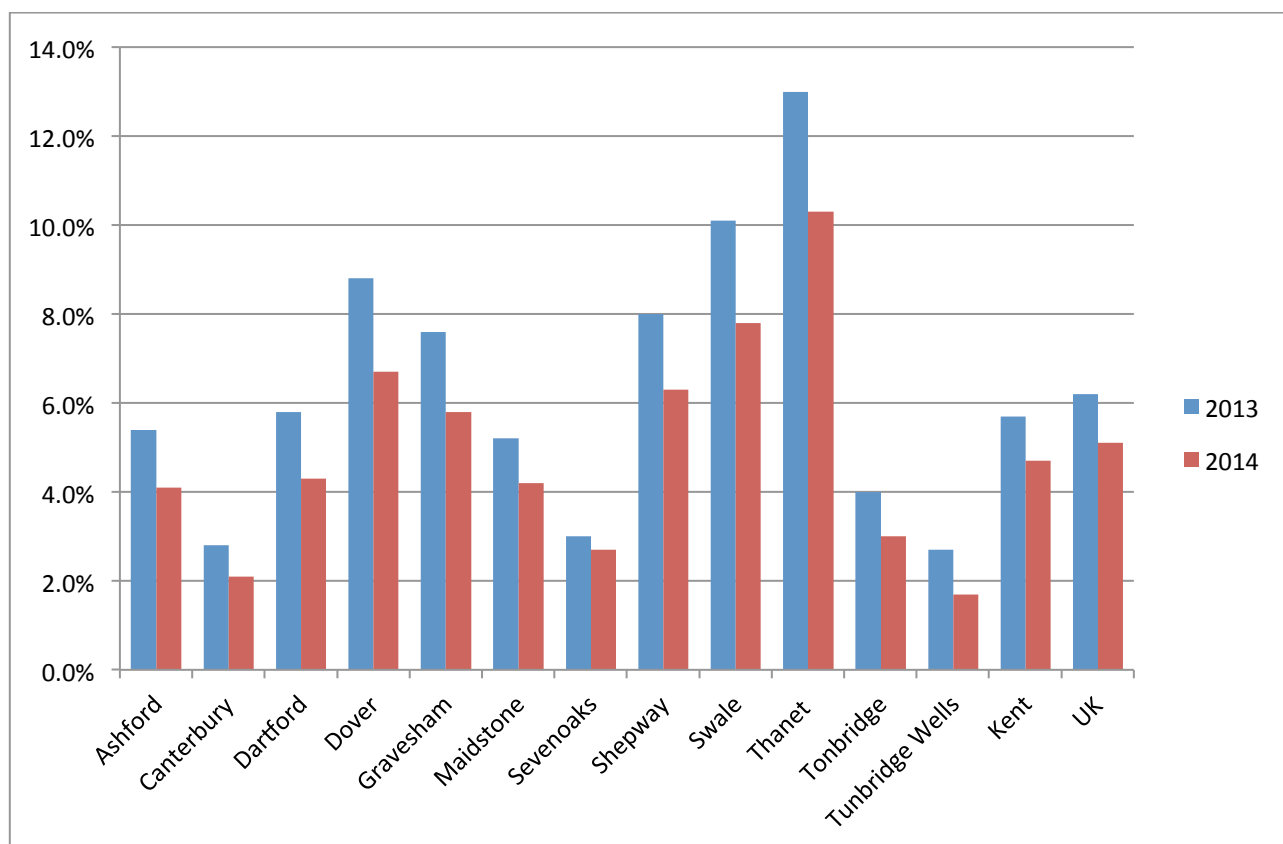
Chart 2 –Comparison of Percentage District Unemployment between January 2013 and 2014



Source: ONS Claimant Count January 2014

- Shepway has the second highest unemployment rate (3.3%) compared to the other districts in Kent. It is well above the Kent, South East and UK averages.
- In the year January 2013 to January 2014, unemployment in Shepway fell by 23.4%. 2,152 people in Dover 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

Shepway has the fourth highest youth unemployment rate in Kent, and is 1.2 percentage points higher than the UK average. Following local and national trends, this has fallen from 8% in January 2013.

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

Proportion in employment who are self-employed (16-64)					
	Jul 2008- Jun 2009	Jul 2009- Jun 2010	Jul 2010- Jun 2011	Jul 2011- Jun 2012	July 2012- Jun 2013
	%	%	%	%	%
Shepway	16.2	14.3	13.1	15.5	16.7
Kent	13.4	14.6	14.1	15.4	14.7
South East	13.1	13.9	13.9	14.5	14.6
England	12.6	13.1	13.2	13.8	13.6

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

Self-employment in Shepway has historically been high compared to local and national comparisons, and this trend is continuing.

Table 5 – Public vs Private Sector Employees

Public vs Private Sector Employment June 2013		
	Public	Private
	%	%
Shepway	17.7	82.3
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 17.7% of employment in Shepway, which is equivalent to the Kent average. Throughout the UK counties are facing a rebalancing between the public and private sector, reflecting national reductions in public expenditure. Shepway may be well placed to exploit opportunities arising from this.

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

Full time workers median weekly gross pay- residence based			
	2010	2011	2012
	£ per week	£ per week	£ per week
Shepway	481	491	469
Kent	518	530	539
South East	537	548	556
England	496	506	513

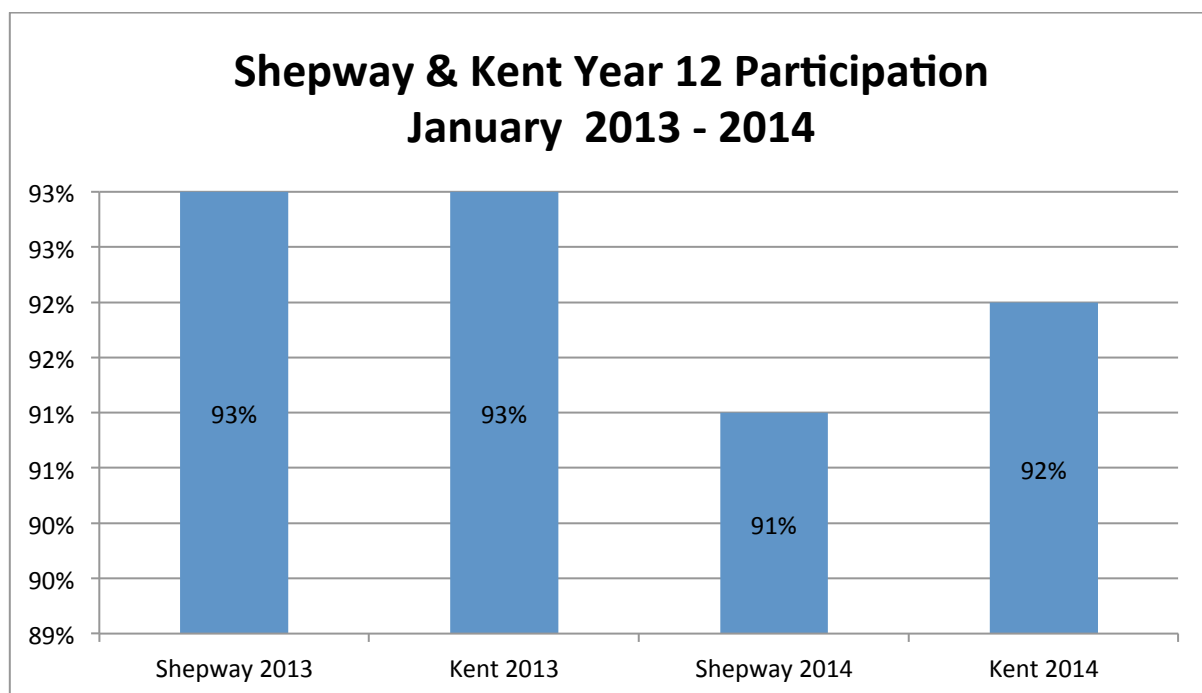
Source: Annual Survey of Hours and Earnings (ASHE), through Nomis, Office for National Statistics (ONS)

The median weekly gross pay of workers by residence in Shepway is very low and ranks 11th of the 12 Districts in Kent. It has shrunk between 2009 and 2011. Low levels of pay may reflect the size of the wholesale and retail sector, which traditionally offer low remuneration, the growth of administrative activities which may be low paid, and the high unemployment rate. We use a residence based measure of income which will capture households with high benefit dependency.

Appendix 3: Participation

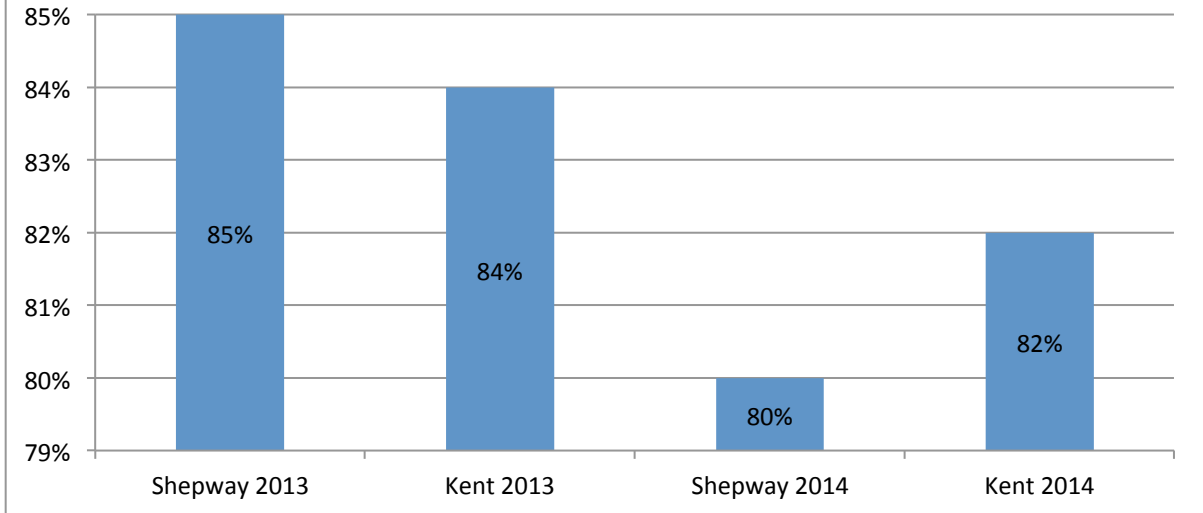
Comparison of the percentage of Shepway young people in academic age Year 12 and Year 13 who are participating

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



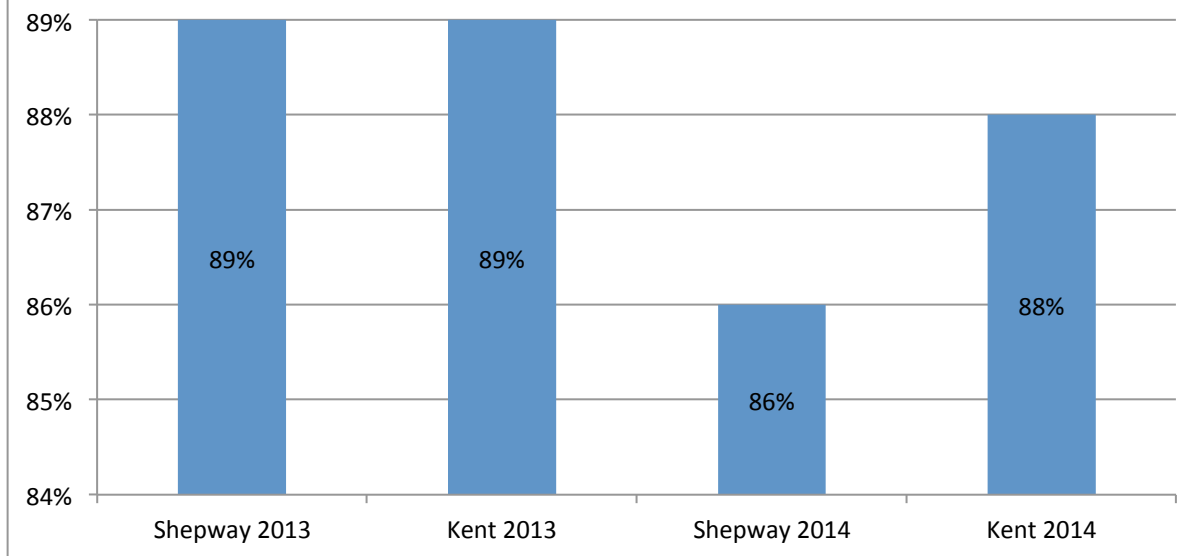
Levels of participation were at the same level as Kent in 2013, but this is the first year that the year 12 age group are expected to participate in the academic year in which they turn 17. However participation levels for Kent have dropped by (1%) in 2014, with Shepway's slipping by a further 2% on last year.

Shepway & Kent Year 13 Participation January 2013 - 2014



Participation levels for both Shepway and Kent for year 13 age group have both dropped since last, In Shepway the drop has been more significant by 5% and it is no longer out performing Kent at this stage.

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



Shepway	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	1230		1241		2471		1337		1262		2599	
School Sixth Form	751	61%	638	51%	1389	56%	878	66%	625	50%	1503	58%
Further Education College	346	28%	340	27%	686	28%	286	21%	302	24%	588	23%
Employment with Training	16	1%	44	4%	60	2%	29	2%	60	5%	89	3%
Employment without Training	32	3%	86	7%	118	5%	15	1%	63	5%	78	3%
Training	33	3%	38	3%	71	3%	22	2%	24	2%	46	2%
NEET	47	4%	75	6%	122	5%	44	3%	94	7%	138	5%
Current Situation not Known	3	0%	12	1%	15	1%	36	3%	62	5%	98	4%
Participation	1146	93.2%	1060	85.4%	2206	89.3%	1215	90.9%	1011	80.1%	2226	85.6%

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 NEET

Shepway DC		
Priority groups within NEET 16-24	January 2013	January 2014
Looked after/in care	8	20
Caring for own child	47	57
Refugee/asylum seeker	4	2
Carer not own child	3	5
Substance abuse	9	13
Care leaver	19	10
Supervised by YOT	9	7
Pregnancy	15	19
Parent not carer for own child	4	6
LDD	29	68

Appendix 4: Progression in Shepway District

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

		Shepway														
		2011					2013					2012				
Kent District at age 16	Prior attainment at age 16	Total Learners	Percentage of Total Learners (%)	Level 1 or above	Level 2 or above	Level 3 or above	Of which number of no further quals	Of which no further qualifications Post 16 (%)	Total Learners	Percentage of Total Learners (%)	Level 1 or above	Level 2 or above	Level 3 or above	Of which number of no further quals	Of which no further qualifications Post 16 (%)	
National	Below Level 1	44662	7.5	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 and Maths	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 and 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		95.0	84.8	55.9	59960	10.1	593199		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	
Shepway	Level 2 and 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	90	7.8	35.6	14.4	3.3	36	40.0	131	11.7	35.1	17.6	3.8	45	34.4	
	Level 1, below Level 2	157	13.6	100.0	48.4	9.6	29	18.5	220	19.6	100.0	53.6	9.1	34	15.5	
	Level 2 without English and Maths	292	25.3	100.0	100.0	27.4	36	12.3	199	17.8	100.0	100.0	22.1	24	12.1	
	Level 2 and Eng and Maths	614	53.3	100.0	100.0	74.6	30	4.9	570	50.9	100.0	100.0	78.6	22	3.9	
	All Pupils	1153		95.0	86.3	48.2	131	11.4	1120		92.4	81.3	46.2	125	11.2	

Appendix 5: The Vocational Offer in Shepway District

5.1: Apprenticeship data for Shepway: 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				

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.

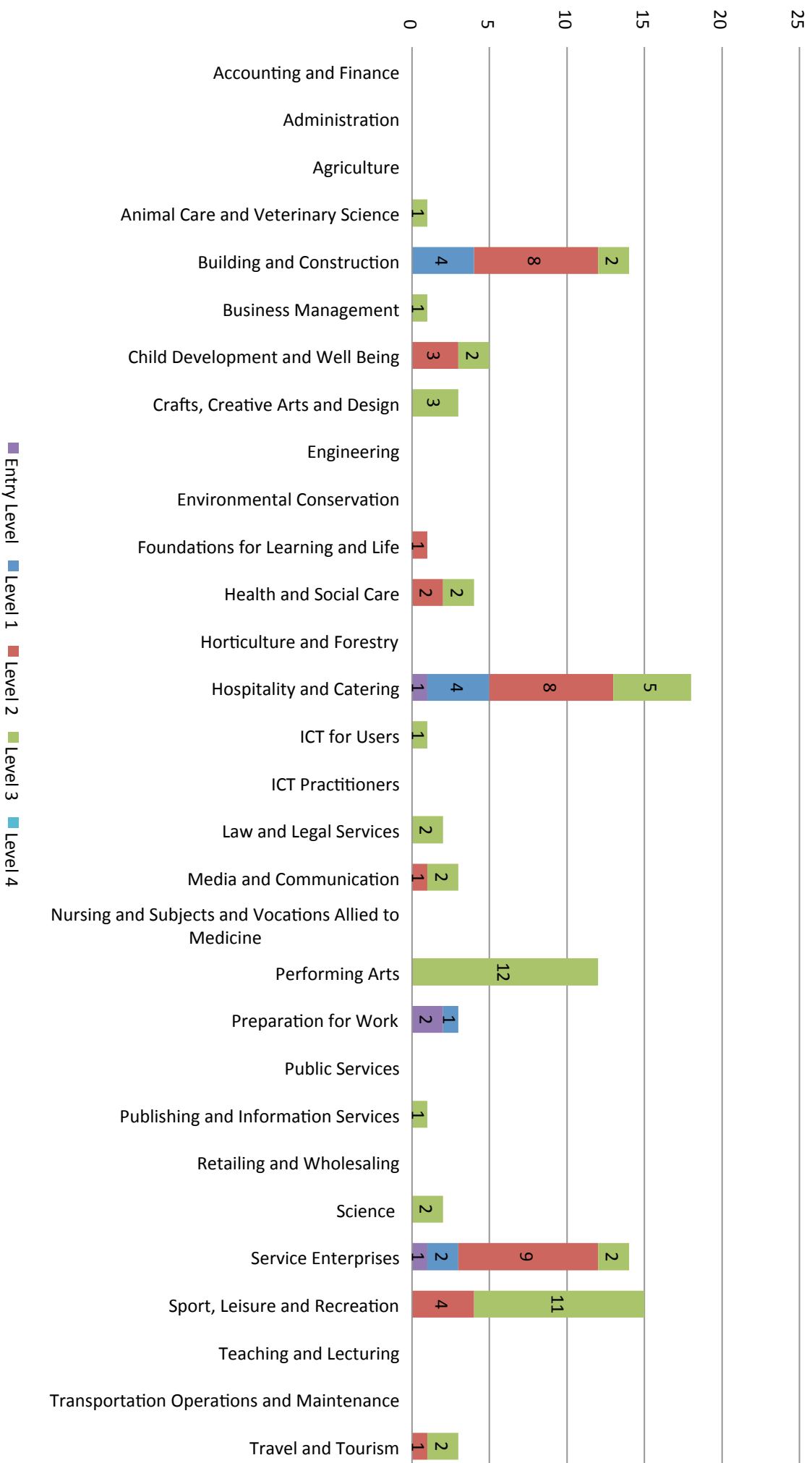
Proposed changes in the funding of Apprenticeships include:

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.

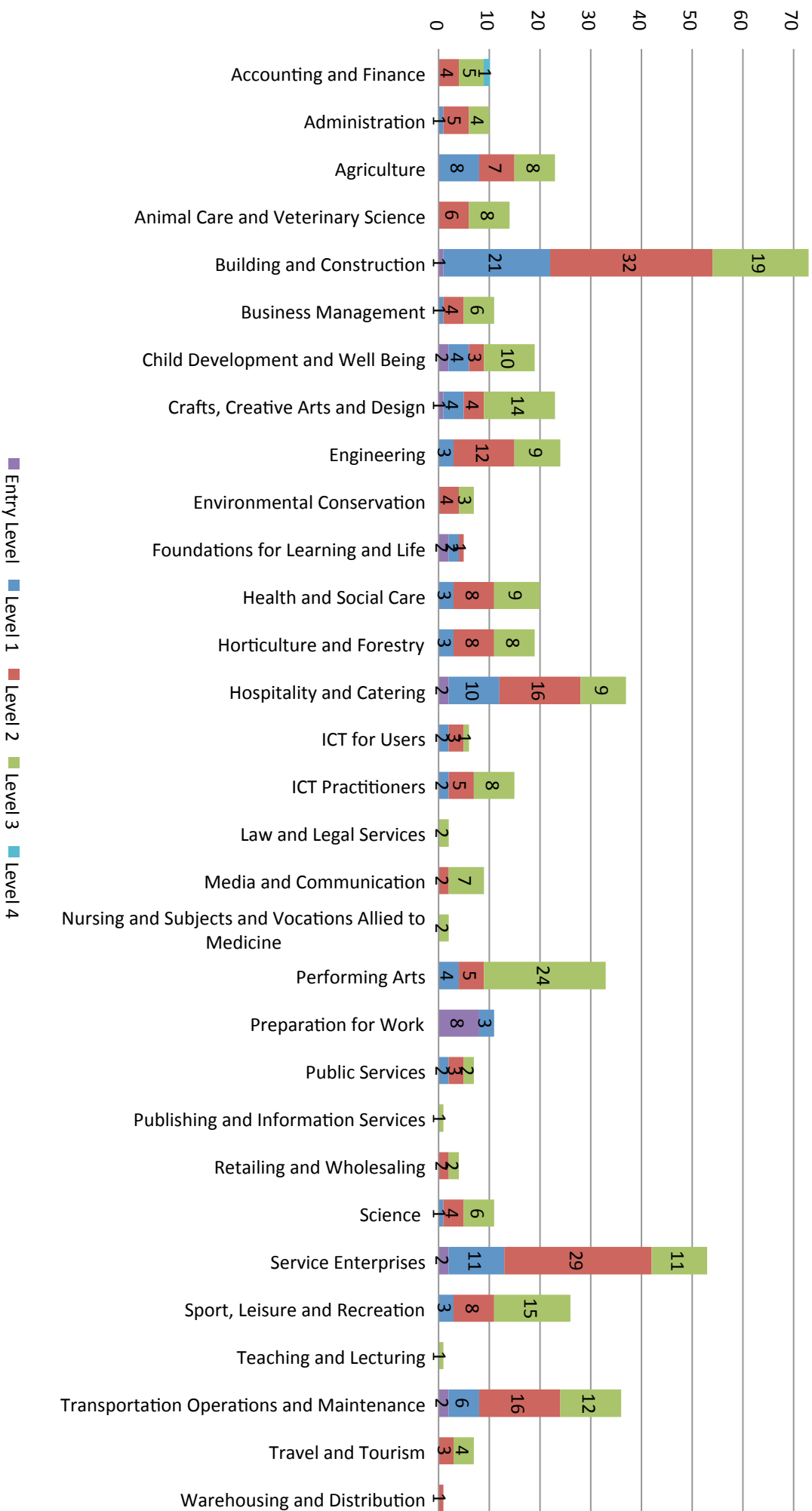
Breakdown of Kent Apprenticeship Starts by Framework Sector 2012/2013

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

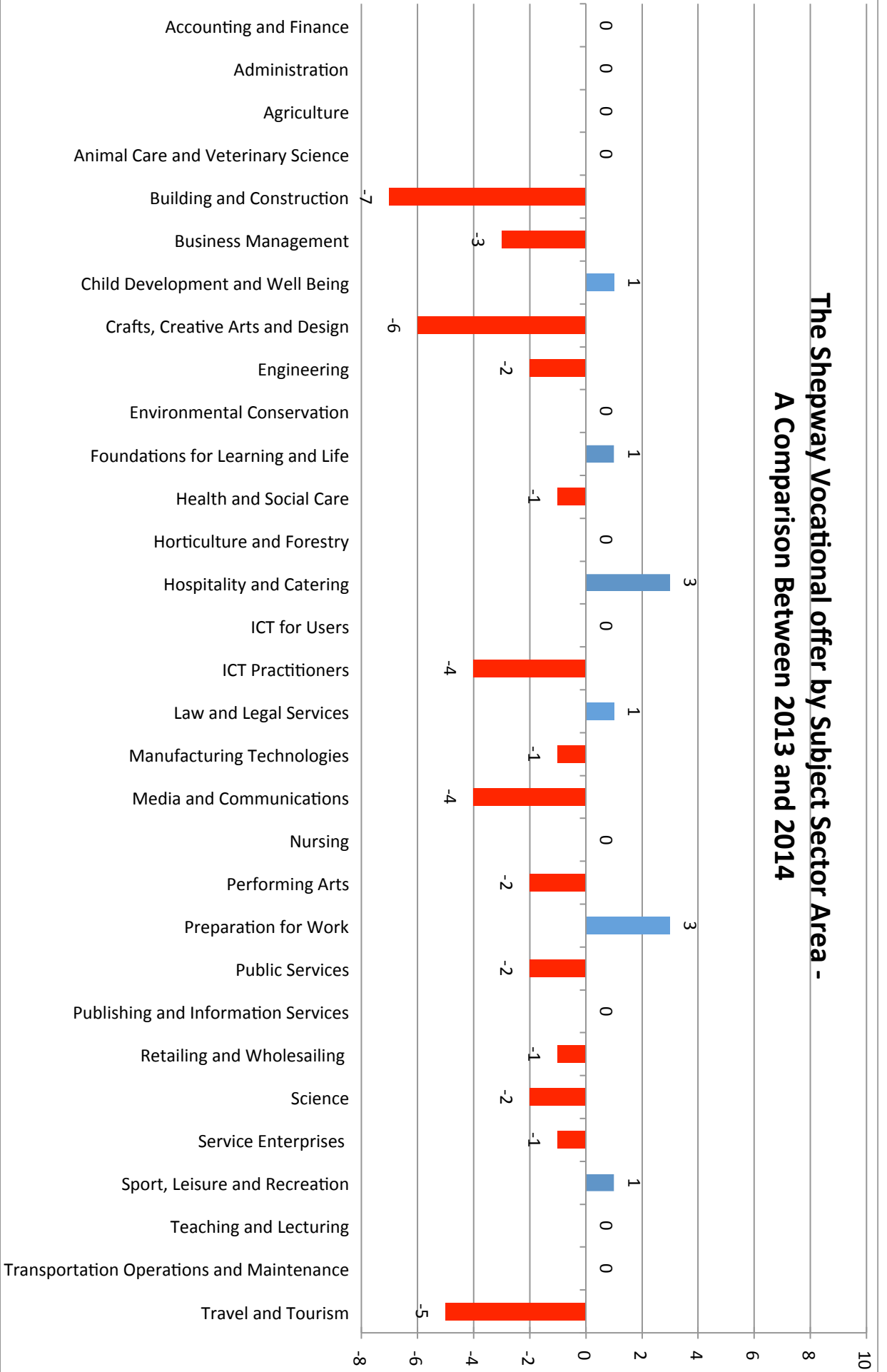
The Shepway Vocational Offer - Number of Courses by Subject Sector Area and Level 2014



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



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



Appendix 5.3: The Shepway Vocational Curriculum Map 2014

1.3 Health and Social Care

Course Title	Venue	Course Type	Level
Food & Nutrition	Pent Valley Technology College	Other Vocational	2
Health & Social Care	Pent Valley Technology College	Other Vocational	2
Health & Social Care: BTEC Subsidiary Diploma	The Folkestone Academy	BTEC	3
Health & Social Care BTEC Diploma	The Marsh Academy	BTEC	3

1.5 Child Development and Wellbeing

Course Title	Venue	Course Type	Level
Childcare and Education CACHE Certificate	Brockhill Park Performing Arts College	Other Vocational	2
Child Care	Pent Valley Technology College	Other Vocational	2
Children's Learning, Play & Development BTEC	The Marsh Academy	BTEC	2
Child Care	Pent Valley Technology College	Other Vocational	3
Children's Play, Learning and Development BTEC National Subsidiary Award	The Folkestone Academy	BTEC	3

2.1 Science

Course Title	Venue	Course Type	Level
BTEC Applied Science	Folkestone School for Girls	BTEC	3
Science Applied BTEC Diploma	The Folkestone Academy	BTEC	3

3.3 Animal Care and Veterinary Science

Course Title	Venue	Course Type	Level
Animal Care BTEC Subsidiary Diploma	Brockhill Park Performing Arts College	BTEC	3

5.2 Building and Construction

Course Title	Venue	Course Type	Level
Carpentry & Joinery Construction Diploma (Cskills Awards)	K College – Folkestone	Other Vocational	1
Entry into Construction Basic Construction Skills Certificate (City & Guilds)	K College – Folkestone	Other Vocational	1
Introduction to Construction	K College – Folkestone	Other Vocational	1
Painting & Decorating Diploma (Cskills Awards)	K College – Folkestone	Other Vocational	1
Bench Joinery & Wood machining Construction Diploma (Cskills Awards)	K College – Folkestone	Other Vocational	2
Bench Joinery Apprenticeship	K College – Folkestone	Other Vocational	2
Maintenance Operations Apprenticeship	K College – Folkestone	Other Vocational	2
Maintenance Operations Diploma (Cskills Awards)	K College – Folkestone	Other Vocational	2
Painting & Decorating Diploma (Cskills Awards)	K College – Folkestone	Other Vocational	2
Site Carpentry Apprenticeship	K College – Folkestone	Other Vocational	2
Site Carpentry Diploma (Cskills Awards)	K College – Folkestone	Other Vocational	2
Woodmachining Apprenticeship	K College - Folkestone	Other Vocational	2

Painting & Decorating Diploma (CAA)	K College – Folkestone	Other Vocational	3
Site Carpentry Advanced Apprenticeship	K College - Folkestone	Other Vocational	3

6.2 ICT Users

Course Title	Venue	Course Type	Level
Information Technology OCR National Diploma	Brockhill Park Performing Arts College	Other Vocational	3

7.3 Service Enterprises

Course Title	Venue	Course Type	Level
Hair & Beauty Introductory Certificate (VTCT)	K College - Folkestone	Other Vocational	Entry
Beauty Therapy - VRQ (VTCT)	K College - Folkestone	Other Vocational	1
Hairdressing & Barbering NVQ Certificate	K College - Folkestone	NVQ	1
Beauty Diploma	Pent Valley Technology College	Other Vocational	2
Hairdressing Diploma	Pent Valley Technology College	Other Vocational	2
Hairdressing NVQ	Pent Valley Technology College	NVQ	2
Beauty Therapy NVQ	The Folkestone Academy	NVQ	2
Hairdressing: City & Guilds NVQ	The Folkestone Academy	NVQ	2
Beauty Therapy - VRQ Diploma in Beauty Specialist Techniques (VTCT)	K College - Folkestone	Other Vocational	2
Hairdressing Apprenticeship	K College - Folkestone	Other Vocational	2
Hairdressing NVQ Diploma (VTCT)	K College - Folkestone	NVQ	2

Women's Hairdressing VTCT Diploma	K College - Folkestone	Other Vocational	2
Body Massage and Spa Treatments City & Guilds VRQ	The Folkestone Academy	Other Vocational	3
Beauty Therapy Treatments Diploma VRQ (VTCT)	K College - Folkestone	Other Vocational	3

7.4 Hospitality and Catering

Course Title	Venue	Course Type	Level
Certificate in Introduction to the Hospitality Industry	K College - Folkestone	Other Vocational	Entry
Hospitality & Catering: Professional Chef Diploma in Introduction to Professional Cookery	The Folkestone Academy	Other Vocational	1
Culinary Skills C&G Diploma	K College - Folkestone	Other Vocational	1
Developing Hospitality & Industry Skills C&G Diploma	K College - Folkestone	Other Vocational	1
Introduction to Professional Cookery VRQ Diploma	K College - Folkestone	Other Vocational	1
Hospitality & Catering Diploma in Professional Cookery	The Folkestone Academy	Other Vocational	2
Hospitality & Catering: Diploma in Professional Food & Beverage Service	The Folkestone Academy	Other Vocational	2
Culinary Skills C&G Diploma	K College - Folkestone	Other Vocational	2
Food & Beverage Service Apprenticeship	K College – Folkestone	Other Vocational	2
Food & Beverage Service VRQ Diploma	K College - Folkestone	Other Vocational	2
Hospitality Services Apprenticeship	K College - Folkestone	Other Vocational	2
Professional Cookery Apprenticeship	K College - Folkestone	Other Vocational	2

Professional Cookery VRQ Diploma	K College - Folkestone	Other Vocational	2
BTEC Hospitality	Folkestone School for Girls	BTEC	3
Food & Nutrition	Pent Valley Technology College	Other Vocational	3
Hospitality and Catering Diploma in Advanced Professional Cookery	The Folkestone Academy	Other Vocational	3
Professional Cookery Advanced Apprenticeship	K College - Folkestone	Other Vocational	3
Professional Cookery NVQ Diploma	K College - Folkestone	NVQ	3

8.1 Sport, Leisure and Recreation

Course Title	Venue	Course Type	Level
Sport	Brockhill Park Performing Arts College	Other Vocational	2
Sport Leader	The Marsh Academy	Other Vocational	2
Sports Coaching NCFE	The Marsh Academy	Other Vocational	2
Sport BTEC Sub Diploma	Brockhill Park Performing Arts College	BTEC	3
BTEC Sport	Folkestone School for Girls	BTEC	3
BTEC Certificate in Sports Studies	Folkestone School for Girls	BTEC	3
Rugby: Folkestone Rugby Academy	The Folkestone Academy	Other Vocational	3
Sport (Performance and Excellence): BTEC Diploma	The Folkestone Academy	BTEC	3
Sport (Performance and Excellence): BTEC Extended Diploma	The Folkestone Academy	BTEC	3

Sport: BTEC Subsidiary Diploma	The Folkestone Academy	BTEC	3
Sport BTEC National Certificate	The Harvey Grammar School	BTEC	3
Sport BTEC Diploma	The Marsh Academy	BTEC	3
Preventing Injuries in Sport & Active Leisure VTCT Diploma	K College - Folkestone	Other Vocational	3
Sports Development, Coaching & Fitness BTEC 90 Credit Diploma	K College - Folkestone	Other Vocational	3
Sport & Active Leisure Active IQ Diploma	K College - Folkestone	Other Vocational	2

8.2 Travel and Tourism

Course Title	Venue	Course Type	Level
Travel and Tourism BTEC	Brockhill Park Performing Arts College	BTEC	2
Travel and Tourism BTEC Subsidiary Diploma	The Folkestone Academy	BTEC	3
Travel and Tourism BTEC Certificate	The Marsh Academy	BTEC	3

9.1 Performing Arts

Course Title	Venue	Course Type	Level
Dance and Performance BTEC	Brockhill Park Performing Arts College	BTEC	3
Music BTEC Sub Diploma	Brockhill Park Performing Arts College	BTEC	3
Performing Arts Acting BTEC	Brockhill Park Performing Arts College	BTEC	3
Drama and Theatre Studies BTEC Certificate in Performing Arts Acting	Folkestone School for Girls	BTEC	3
BTEC Certificate in Drama	Folkestone School for Girls	BTEC	3

Music (Performing or Composing) BTEC National Certificate	Folkestone School for Girls	BTEC	3
Music Technology: Subsidiary Diploma & Diploma	The Folkestone Academy	Other Vocational	3
Music: BTEC Subsidiary Diploma and Diploma	The Folkestone Academy	BTEC	3
Performing Arts: BTEC Subsidiary Diploma & Diploma in Performing Arts (Acting)	The Folkestone Academy	BTEC	3
Performing Arts: BTEC Subsidiary Diploma & Diploma in Performing Arts (Dance)	The Folkestone Academy	BTEC	3
Music (Performing) BTEC	The Marsh Academy	BTEC	3
Theatrical, Special Effects, Hair & Media Make up Diploma (City & Guilds)	K College - Folkestone	Other Vocational	3

9.2 Crafts, Creative Arts and Design

Course Title	Venue	Course Type	Level
Art & Design BTEC - Photography	The Marsh Academy	BTEC	3
Art and Design BTEC	The Marsh Academy	BTEC	3
Graphic Design & 3D Animation BTEC Cert	The Marsh Academy	BTEC	3

9.3 Media and Communications

Course Title	Venue	Course Type	Level
Radio	Pent Valley Technology College	Other Vocational	2
Games Production DOUBLE Award	Pent Valley Technology College	Other Vocational	3
Media: BTEC Subsidiary Diploma	The Folkestone Academy	BTEC	3

9.4 Publishing and Information Services

Course Title	Venue	Course Type	Level
Journalism	Pent Valley Technology College	Other Vocational	3

14.1 Foundations for Learning and Life

Course Title	Venue	Course Type	Level
Money and Finance	Pent Valley Technology College	Other Vocational	2

14.2 Preparation for Work

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

15.3 Business Management

Course Title	Venue	Course Type	Level
Business: BTEC Subsidiary Diploma	The Folkestone Academy	BTEC	3

15.5 Law and Legal Services

Course Title	Venue	Course Type	Level
Law	Pent Valley Technology College	Other Vocational	3
Law (Applied): BTEC Subsidiary Diploma	The Folkestone Academy	BTEC	3

Appendix 6: Shepway District Data Dashboard - Validated Data 2013

Headline Measures			
Kent County Council 2013		Kent County Council	National
Shepway District			
Post-16 students (L2 and L3)	1208	36,798	419,158
Completions	432	10,100	358,373
Av. KS4 Points on Entry	44.4	44.7	44.1
% Students 5+ A*-C GCSE EM	83%	80%	78%
% Students with 5+ A*-C GCSE	100%	95%	94%
A Level APS (FTE)	822.5	818.3	782.2
A Level APE	214.2	216.0	211.3
Academic APS (FTE)	819.1	844.8	785.4
Academic APE	213.8	216.1	211.1
Vocational APS (FTE)	578.2	563.8	561.6
Vocational APE	240.7	214.8	213.6
Previous Year 12 Retention	93%	93%	94%
Year 12 Retention	94%	95%	94%
Transition Retention	85%	87%	86%
Overall Retention	72%	77%	77%
In-year Retention	95%	96%	95%
Fails % (AS level - cashed in only)	13.6%	19.8%	21.7%
Fails % (A level)	0.9%	1.6%	1.9%
Value added: A level	0.13	0.07	--
Value added: AS level	0.17	0.06	--
Value added: BTEC L3 Certificate (QCF)	0.27	0.01	--
Value added: BTEC L3 Sub. Dip. (QCF)	0.60	0.14	--
Value added: BTEC L3 Diploma (QCF)	0.60	0.17	--
Value added: BTEC L3 Ext. Dip. (QCF)	0.72	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
Shepway District			
AAB (or higher) in 3+ facilitating subjects (A level students)	2.6%	8.7%	7.5%
AAB (or higher) in 2+ facilitating subjects (A level students)	6.8%	14.6%	12.1%
3+ A levels at A*-E	67%	76%	79%
2+ A levels at A*-E	85%	90%	92%
1+ A levels at A*-E	100%	99%	100%
3+ A levels or academic equivalent at A*-E	67%	78%	79%
2+ A levels or academic equivalent at A*-E	84%	91%	92%
1+ A levels or academic equivalent at A*-E	100%	100%	100%
3+ substantial vocational qualifications	19%	44%	50%
2+ substantial vocational qualifications	58%	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	77%	77%	75%
% of A level examinations awarded A*-B grades	50%	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
Shepway District	29	133	281	245	141	55	8
Percentages	3.3%	14.9%	31.5%	27.5%	15.8%	6.2%	0.9%
Predicted percentages	4%	14%	27%	28%	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
Shepway District	180	255	328	319	186	177
Percentages	12.5%	17.6%	22.7%	22.1%	12.9%	12.2%
Predicted percentages	12%	19%	24%	20%	13%	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
Shepway District	212	79	55	28
Percentages	56.7%	21.1%	14.7%	7.5%
Predicted percentages	31%	21%	26%	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

Shepway 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 (3D Studies)	0.02	7	0%	2.1%		44.6
A	Art & Design (Graphics)	0.11	12	0%	1.0%		43.2
A	Art & Design (Photo)	0.12	29	0%	0.9%		43.9
A	Biology	0.08	56	0%	2.4%		48.7
A	Business Studies:Single	0.08	15	7%	1.4%		45.9
A	Chemistry	0.07	33	3%	2.2%		48.9
A	Classical Civilisation	0.12	6	0%	1.2%		50.2
A	Communication Studies	0.04	19	0%	0.7%		43.8
A	D&T Product Design	0.04	9	0%	2.1%		43.0
A	Economics	-0.07	17	0%	1.0%		48.2
A	English	0.36	10	0%	0.4%		48.1
A	English Literature	0.21	59	0%	0.4%		46.1
A	Film Studies	-0.24	9	0%	0.6%		43.9
A	Fine Art	0.02	26	0%	0.6%		45.0
A	French	-0.29	7	0%	0.8%		45.7
A	General Studies	0.53	17	0%	6.8%		49.0
A	Geography	0.28	31	0%	0.8%		47.2
A	Health & Soc. Ca (VQ)	0.22	18	0%	1.9%		42.5

Subject Analysis - 1-Year Overview - L3VA

Shepway 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	History		0.02	59	3%	0.7%	47.1
A	Information Technology		0.27	7	0%	2.3%	47.4
A	Information Technology (VQ)		0.04	10	0%	3.6%	42.8
A	Mathematics		0.01	60	2%	2.4%	48.3
A	Mathematics (Further)	-0.13		10	0%	1.2%	50.9
A	Maths (Statistics)		0.38	8	0%	5.1%	48.0
A	Media/Film/TV Studies		0.16	31	0%	0.7%	45.2
A	Music	-0.09		6	0%	1.2%	47.8
A	Physical Education/Sport Studies		0.11	7	14%	2.4%	46.2
A	Physics	-0.02		36	3%	3.3%	47.7
A	Politics		0.04	29	0%	1.3%	47.8
A	Psychology		0.47	96	0%	2.4%	46.0
A	Religious Studies		0.13	13	0%	1.4%	50.0
A	Science (VQ)		0.19	5	0%	2.8%	40.7
A	Sociology	-0.03		41	0%	1.6%	44.8
AS	Art & Design (Photo)		0.01	8	0%	7.8%	46.5
AS	Biology	0.00		22	36%	31.6%	46.4
AS	Business Studies:Single		0.08	6	17%	22.0%	44.6
AS	Chemistry	-0.04		20	25%	27.4%	48.6
AS	D&T Product Design		0.18	5	0%	19.6%	45.0
AS	Economics		0.05	9	0%	24.4%	48.4
AS	English Language		0.46	8	0%	3.4%	49.2

Subject Analysis - 1-Year Overview - L3VA

Shepway 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		0.88	11	0%	0.0%	44.7
BTEC	SubDip Applied Law		0.73	17	0%	0.0%	43.3
BTEC	SubDip Business		1.17	18	0%	0.0%	41.6
BTEC	SubDip Dance		0.59	8	0%	0.0%	39.9
BTEC	SubDip Fashion and Clothing		0.77	7	0%	0.0%	41.6
BTEC	SubDip Health and Social Care		0.34	9	0%	0.0%	42.1
BTEC	SubDip Information Technology		0.85	10	0%	0.0%	41.5
BTEC	SubDip Multi Media Production		1.07	8	0%	0.0%	43.4
BTEC	SubDip Music		0.37	18	0%	0.0%	41.2
BTEC	SubDip Performing Arts		0.06	11	0%	0.0%	46.0
BTEC	SubDip Photography		0.40	5	0%	0.0%	42.0
BTEC	SubDip Public Services		0.36	11	0%	0.0%	39.0
BTEC	SubDip Sport		0.48	15	0%	0.0%	41.2
OCR	NC Business	-0.08		11	0%	0.0%	41.5
OCR	NC Computer Appreciation / Introduction		0.32	11	0%	0.0%	41.1
OCR	NC Learning Theory	-0.12		12	0%	0.0%	43.0
Subjects with fewer than five students							
Subjects with fewer than 5 entries included in the value added calculation have been omitted from this table.							

Subject Analysis - 1-Year Overview - LPUK VA

Shepway District						
Level 3 Value Added 2013	Proportion of a grade above or below average	No of students	Fail rate in institution	Fail rate nationally	Average KS4 points	
<p>This section includes AS Level value added data for qualifications taken in 2013 by all students. This is based on value added analysis undertaken by LPUK from National Pupil Database KS5 results data, and differs from the cohort analysed in the L3VA. Please see the notes section for further explanation.</p> <p>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> <p>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.</p>						
AS	Art & Design	-0.20	86 / 87	6%	4.6%	44.2
AS	Biology	-0.18	66	29%	15.3%	47.4
AS	Business Studies:Single	-0.25	28	4%	12.0%	44.8
AS	Chemistry	-0.14	34	29%	15.0%	48.4
AS	Citizenship	0.11	7	14%	23.7%	40.2
AS	Communication Studies	0.27	25 / 27	4%	3.3%	40.9
AS	Computing Studies/Computing	0.61	7	0%	20.2%	48.9
AS	Dance	0.62	12 / 13	0%	2.6%	46.1
AS	Design & Technology	-0.56	15	20%	11.9%	43.7
AS	Drama	-0.68	6	17%	1.6%	45.0
AS	Economics	-0.60	27	19%	13.0%	46.1
AS	English	-0.52	9	11%	3.3%	44.1
AS	English Language	0.39	16	0%	2.3%	45.2
AS	English Literature	-0.11	134 / 136	4%	3.0%	44.9
AS	Film Studies	0.14	25 / 26	0%	2.3%	42.0
AS	French	-0.93	11 / 13	8%	8.0%	50.2
AS	General Studies	0.45	137	1%	17.9%	47.0
AS	Geography	-0.53	33	21%	10.3%	45.8

Subject Analysis - 1-Year Overview - LPUK VA

Shepway District							
Level 3 Value Added 2013		Proportion of a grade above or below average	No of students	Fail rate in institution	Fail rate nationally	Average KS4 points	
AS	Health & Soc. Ca (VQ)	0.34	27	4%	7.6%	44.0	
AS	History	-0.36	90 / 94	21%	5.4%	45.7	
AS	Home Economics: Food	-0.10	5	0%	16.0%	43.1	
AS	Information Technology	0.83	8	13%	16.9%	45.5	
AS	Information Technology (VQ)	-0.08	7	0%	14.4%	39.6	
AS	Law	-1.00	7	29%	19.5%	45.9	
AS	Mathematics	-0.14	84 / 86	22%	13.7%	46.6	
AS	Mathematics (Further)	-0.69	10	10%	5.7%	48.1	
AS	Maths (Statistics)	0.05	21	19%	19.3%	44.8	
AS	Media/Film/Tv Studies	0.27	77	1%	4.1%	43.8	
AS	Physical Education/Sport Studies	-0.77	15	33%	13.2%	45.3	
AS	Physics	0.18	49	20%	16.3%	47.1	
AS	Politics	-0.28	43	16%	11.3%	46.4	
AS	Psychology	0.23	142 / 143	14%	18.3%	46.0	
AS	Religious Studies	-0.57	23	9%	7.7%	46.5	
AS	Science (VQ)	-0.05	7	14%	12.3%	43.6	
AS	Sociology	-0.42	102 / 105	17%	14.4%	44.0	
AS	Spanish	-0.49	5	20%	8.4%	45.1	
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

Shepway: 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	BTEC ExtDip	BTEC
Male	343.5	681.5	9	30	9	72
Female	416	672	6	18	11	72
FSM	23	82	-	5	2	9
Non-FSM	736.5	1268.5	14	43	18	135
No SEN	722	1268	13	36	15	111
SEN - School Action	29.5	57.5	2	10	5	24
SEN - School Action Plus	7	20	-	2	-	9
SEN - Statement	-	5	-	-	-	-

