

District Datapack Lite

The post 16 landscape in

Swale

2014



Skills and Employability Service
Participation and Progression Officer: Simon Bounds
simon.bounds@kent.gov.uk



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Swale District Datapack Lite

Introduction

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

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

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

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

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

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

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

Study Programmes

- 10 schools in Kent are working with the 2 – 1 – 2 model, in which Maths and English, a substantial qualification and work experience are offered.
- The substantial qualification can be at 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 Swale District

Although it is falling compared to last year, Swale still has a very high unemployment rate for the county. The borough council is very committed to tackling this problem and seeks the active support of all educational providers. The offer in Swale is moving towards a better match with the employment opportunities available in the local economy. There has been a reduction in the number of courses in Sport and Leisure and Performing Arts and an increase in Construction, including more level 3 courses, horticulture and agriculture, and ICT practitioner courses.

The fields of transportation and logistics are growth areas, however, there has been a decline in courses on offer. There are still too few students following pathways into manufacturing and production despite the quality provision on offer at the Swale Skills centre and the Oasis Academy on Sheppey.

3. Participation in Swale

Swale has responded well to the challenges of RPA for its year 12s but will need to increase participation rates in year 13 in order to meet the raising of the participation age to 18 this academic year. Participation is lower than the Kent average across all post 16 measures.

The participation rates for year 12 have increased by 1% compared to last year, reflecting the good partnership work across the district in preparation for the first level of RPA. This was largely the result of an increase in FE participation in year 12 of 4%. However, when comparing 2013 to 2014, participation in year 13 is down by 2%. This may be due to reduced participation in school 6th forms.

Swale undoubtedly suffers from the lack of a large local FE college and participation in FE 16-18 is 4% less than for Kent as a whole. Encouragingly there was a reduction of 1% in the NEET rate but it was accompanied by an equal increase in the number of those “not known”.

Apprenticeships are a strength of the district and help raise participation levels significantly. However, although rates of employment with training are far higher than the Kent average, they fell 1% compared to last year.

The real problem for Swale is in year 13. Rates of drop out across post 16 are the second worst in Kent and the NEET rate for year 13 is 2% higher than the Kent average, suggesting most of those who drop out become NEET or go into jobs without training.

Vulnerable Learners

Swale has high numbers of young people who are NEET in the LLDD and teenage parent groups. These numbers have increased by 50% in 2013, which is alarming and I would advise that this data is checked urgently and the reasons for the increase found. It may be because of the choice nearly all the key providers of foundation learning in Swale made to end their provision in September 2013.

4. Progression in Swale

Overall Swale offers good progression for learners below level 2 compared to national rates and those for Kent as a whole. This is essential as there is serious concern at the numbers of young people who do not have a Level 1 qualification by 16. There are 160 of these learners, or 10% of the total. This is nearly 2% higher than the Kent figure and is possibly due to the high numbers of home educated young people. These young people have no chance of progressing to an apprenticeship without considerable improvement in their levels of English and maths and face a very thin choice of progression options.

Progression of learners below level 1 is better than last year and better compared to the county as a whole. For those who are between level 1 and 2, progression has dipped compared to last year and compared to the Kent average. For those reaching level 2 without English and Maths, it is better than Kent and the same as last year. Broadly speaking the post 16 system is doing well to progress those whose statutory school experience leaves them with very poor attainment levels. Providers should consider how this can be reduced.

Swale also has comparatively poor rates of progression from level 2 with English and Maths to L3 - down 3% against Kent and against the 2012 figures, but this may be due to the high numbers of young people doing intermediate apprenticeships. It would be useful to track whether these young people achieve level 3 post-18.

5. The Vocational Curriculum in Swale

Swale has the second highest number of apprenticeship starts (750) within the county. It would help progression if more of these could be converted into advanced apprenticeships. Swale has high quality provision in Engineering where there will be a strong growth in jobs over the next few years and it would be even more positive if specialist courses in agricultural engineering were to be offered. A new provider, Brogdale Trust, is offering a Horticulture work study programme at L1 and L2 for September 2014. There is also a significant gap in the provision of retail courses. This is a large sector of employment in the district yet there is only one course, at level 2. This is a subject area where the 2/1/2 model has been especially successful.

Whilst the breadth of the vocational curriculum offer still has some way to go to meet the needs of the local economy, it is encouraging that providers are having discussions following the release of the previous datapack to develop additional vocational and work-based learning provision through collaboration to begin delivery in September 2015. A good example is the warehousing study programme being developed by Mainstream training on the Eurolink Estate.

6. Attainment in Swale schools

Swale has improved once again in the rates of young people achieving English and Maths grade C or above at KS4 and is now very near the average for the county. This is impressive given the high levels of social disadvantage and high proportion of vulnerable learners.

There have also been improvements in attainment on the previous year- moderate for those below level 1 and large for those between L1 and L2. These numbers are still high for the county though.

The post 16 performance data for Swale suggests that to enter level 3 courses, students need higher average KS4 points than in other districts. A higher proportion of students on post 16 programmes have 5 A*-C grades than the Kent average. Yet year 12 to 13 retention is 3% lower than Kent suggesting that some young people are making the wrong choices post 16.

A levels

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

- A levels:
 - General Studies 144 entries
 - History 123 entries
 - Psychology 117 entries
 - English Lit 100 entries
 - Maths 94 entries
- Vocational Qualifications:
 - IFS3D Cert Finance 45 entries
 - BTEC Sub Dip IT 40 entries

- BTEC Ext Dip Sport 25 entries
- BTEC Sub Dip Sport 15 entries

In Swale APS is significantly higher than the Kent and national figures. APE is slightly lower than the Kent average but higher than the national. There are comparatively low failure rates and generally good value added- for AS it is excellent. There are some very successful AS levels, especially general studies.

The problem in Swale with A levels lies at the higher end: the proportion getting the required attainment for Russell group entry is 6.6% compared to 8.7% county average. Too few students achieve 3 or more A levels at grades A*-C.

Vocational

Swale achieves excellent results for its vocational qualifications. It outperforms the Kent and national figures for students getting Distinction or above by some margin: 55.5% against 46.1%. Value added scores for BTECs are almost all positive and extremely impressive for public services and very good for engineering and, drama and applied science. The extended diploma outperforms the other qualifications.

7. Narrowing the Gap - level 3 qualifications

7.1 Gender Differences

There were 360 girls and 293 boys completing key stage 5 in schools in Swale in 2012/13.

88% of girls and 84% of boys entered their level 3 studies with 5 A*-C GCSE including maths and English.

The APE for A levels academic qualifications was 220 for girls and 206 for boys. For vocational qualifications the APE was 221 for girls and 217 for boys.

The VA A level scores were -0.07 for girls and 0.04 for boys. Female VA was better than boys for all of the vocational qualifications except the BTEC Diploma. None of the scores were significant.

The retention pattern was very similar for both groups.

7.2 Free School Meals

Very low numbers of young people entitled to FSM take BTECs which could be addressed by targeted advice, guidance and support.

There were 35 FSM students completing KS5 in schools in 2012/13.

87% of non FSM students entered their level 3 studies with 5 A*-C inc. maths and English compared to 71% of FSM students

The A level APE was 195 for FSM and 215 for non FSM. In vocational qualifications the APE was 212 for FSM and 220 for non FSM.

FSM A level VA shows that they achieved $\frac{1}{2}$ a grade less on average than non FSM (-0.59).

The percentage of overall retention was the same for both groups at 78%.

7.3 Special Educational Needs

Nearly 10% of students in Swale taking A or AS level have SEN which demonstrates an inclusive approach to their progression. It is very surprising that no young people with statements take BTECs.

There were 77 SEN students completing Key stage 5 in 2012/13 of these 65 were SA and 12 SA+.

88% of no SEN, 77% of SA and 67% of SA+ entered their key stage 5 level 3 programmes with 5A*-C GCSE inc. maths and English.

The A level APE was 215 non SEN, 211 for SA and 184 for SA+. For vocational qualifications the APE was 219 no SEN, 220 SA and 214 SA+.

A level VA was negative for all groups. The very small number of statemented students had a negative residual of $\frac{1}{2}$ a grade.

For groups within the SEN cohort, there was positive value added in all vocational qualification except the BTEC Certificate where SA had a negative residual of 1.34.

Key questions for Swale District

1. How can partnerships between local providers and FE colleges ensure that Swale does not suffer from the lack of an FE college in Sittingbourne? For example schools with EFA funding could develop local joint programmes with vocational training providers such as mid Kent College, Mainstream, Catch 22 or Nacro.
2. How can the schools ensure that far fewer learners reach the end of KS4 without attaining level 2?
3. How can the Swale Inclusion Service ensure that the high number of home educated young people and of learners reaching the end of year 11 without achieving level 1, decreases dramatically to the national average?
4. How can schools, training providers and the district and county councils generate increased numbers of advanced level apprenticeships?
5. How can schools and training providers work together to develop pathways for young people to gain work experience as well as qualifications in the growing field of health and social care?
6. Why are lower than expected numbers of students from Swale schools going to the Russell group universities?
7. How can the gap in attainment between those with and without free school meals be addressed so it falls to at least the county average?
8. What partnerships can be developed in the study programmes offered to provide for students who want to access apprenticeships but do not have high enough attainment at KS4, especially those who are level 1 or below?
9. Why has there been such a sharp increase in the numbers of young people who are looked after or who have statements for EBD becoming NEET?
10. What vocational areas would the district wish any 16-19 funding coming from the SELEP to be directed towards?
11. How can vulnerable learners at KS4 be supported to be able to sustain their chosen progression post 16 if this involves considerable travel? This is a particular problem for those on Sheppey. Could a multi-provider pathway from year 11 to year 13 be developed?
12. Significantly more girls- 570- complete A and AS Level in Swale than boys. Can this be explained when compared to other districts?

13. Can Swale schools build on the success of post 16 courses such as applied science and accounting and finance to offer more vocational courses for technical, computing and financial sectors?
14. Can CEIAG be developed across the district to ensure that more young people make the right choice post 16 and thus retention improves?
15. How can providers support the collection of destination data to examine more precisely the pathways that seem to work for lower level learners in Swale post-16?
16. The borough council is very committed to tackling youth unemployment- how can educational providers support them through post 16 programme partnerships?

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 which is a stepping stone towards GCSE will be removed from lagged student numbers for 2016/17 and will therefore not generate any funding in that academic year.

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

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

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

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

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

Funding

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

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

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

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

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

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

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

Careers

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

the guidance and support offered by the school. It relates to the [Inspiration Vision Statement](#) published by the government in September 2013, which sets out government policy in this area.

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

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

Apprenticeships

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

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

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

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

Traineeships

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

More advice can be found here:

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

Work experience

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

For more advice from the DfE go here:

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

Free meals for disadvantaged students

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

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

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

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

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

Discretionary bursaries

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

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

Bursaries for students in vulnerable groups

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

Post 16 accountabilities

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

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

More information can be found here:

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

Reformed GCSES

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

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

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

All reformed GCSEs follow these principles:

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

Reformed A levels

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

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

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

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

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

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

Reformed AS levels

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

The main points are:

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

More information on qualification reform can be found here:

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

OFSTED

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

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

More information can be found here:

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

Adult Skills

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

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

FE

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

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

Skills and Employability response to change and its priorities

The Service will:

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

Appendix 2: The Economic Landscape of Swale District

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

Source: Business Register and Employment Survey 2009 -2012	2009	2012	Change 2009 - 2012	
			No.	%
Swale				
Primary Industries (Agriculture/Mining/Utilities)	2,500	2,500	0	0.00
Manufacturing	5,900	6,400	400	6.70
Construction	2,900	2,500	-600	-19.40
Wholesale and retail trade	6,500	7,000	300	4.50
Transportation and storage	3,500	4,200	700	20.00
Accommodation and food service activities	2,500	2,300	-200	-8.00
Information and communication	600	700	0	0.00
Financial and insurance activities	600	600	0	0.00
Real estate activities	600	500	-100	-16.70
Professional, scientific and technical activities	1,900	2,400	400	20.00
Administrative and support service activities	3,300	2,800	-600	-17.60
Public administration and defence	2,200	1,800	-400	-18.20
Education	4,100	4,300	200	4.90
Human health and social work activities	4,900	4,600	-300	-6.10
Arts, entertainment and recreation	900	900	0	0.00
Other service activities	700	700	0	0.00
Total	43,600	44,500	100	0.20

- Employment growth since 2009 has been in transportation and storage; manufacturing and the related fields of professional, scientific and technical activities, and wholesale and retail trades.
- Reductions in employment can be seen in administrative and support services; construction; public administration; health and accommodation and food services.
- Public sector employment in Swale accounts for 16.1% of employment in Swale, which is significantly higher than the Kent average of 17.9%.
- Although showing no overall growth, the proportion of staff employed in agriculture in Swale is the largest of any Kent district, 5.6% compared to a Kent average of 3.6%.

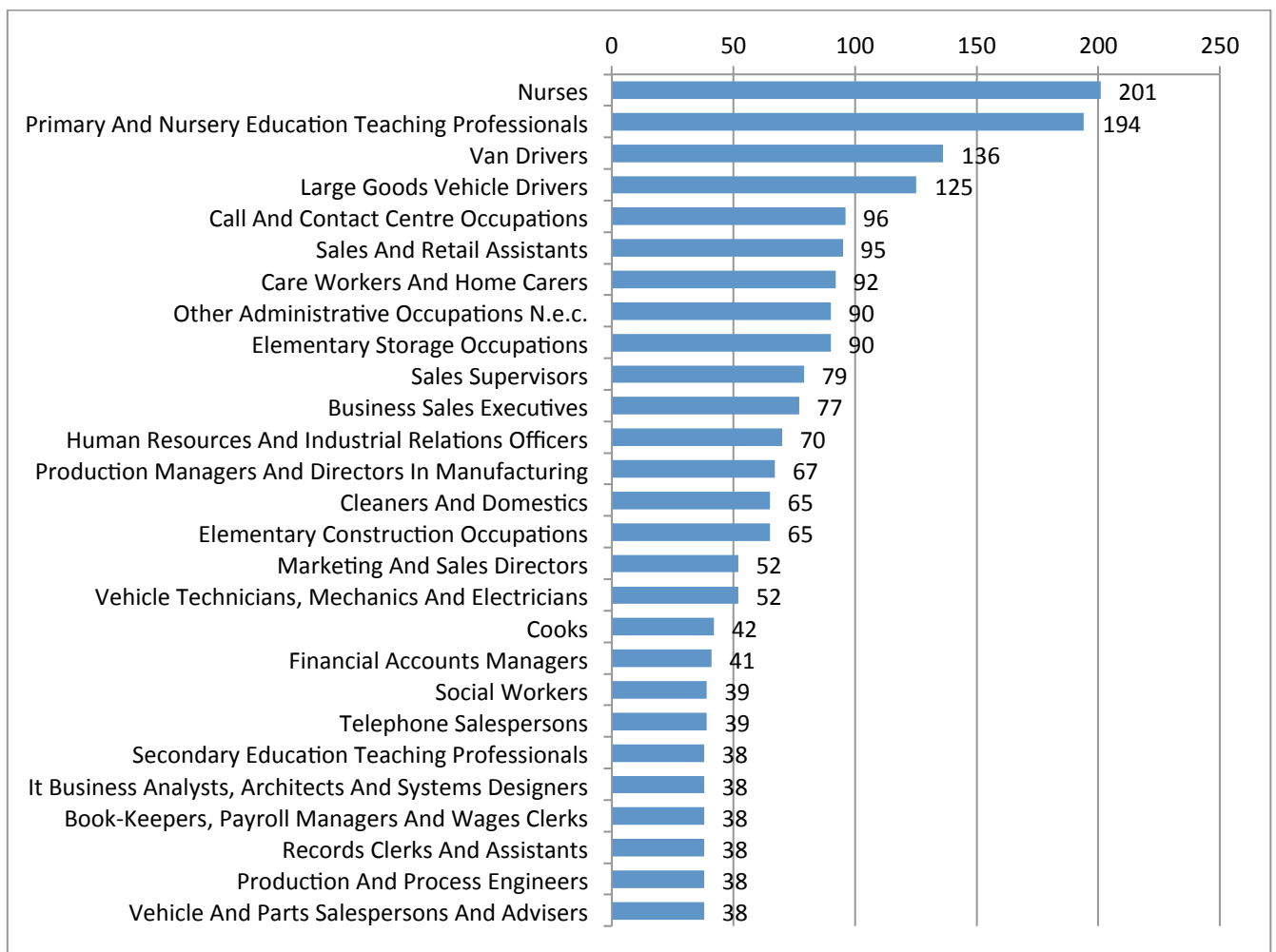
Table 2 –Comparison of distribution of job vacancies by occupational group in Swale - 12/13 and 13/14

Occupation group Source: Labour Insight 2014	Total vacancies 03/2013 - 02/2014	% Total vacancies 03/2013- 02/2014	Total vacancies 03/2012- 02/2013	% Total vacancies 03/2012 - 02/2013
Professional occupations	940	22.0%	1,030	23.9%
Associate professional and technical occupations	633	14.8%	789	18.3%
Administrative and secretarial occupations	483	11.3%	319	7.4%
Sales and customer service occupations	480	11.2%	414	9.6%
Caring, leisure and other service occupations	394	9.2%	379	8.8%
Skilled trades occupations	386	9.0%	323	7.5%
Elementary occupations	377	8.8%	422	9.8%
Managers, directors and senior officials	311	7.3%	327	7.6%
Process, plant and machine operatives	275	6.4%	310	7.2%
Total	5,565		4,309	

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

- Compared to 2012/2013, 2013/2014 saw a smaller level of job adverts in Swale; 4,309 compared to 5,565, which may reflect the overall fall in employment in Swale between 2011 and 2012. Significant falls are seen in professional and associate professional occupations.
- However the UK Commission on Employment and Skills (UKCES Employer Skills Survey 2013) estimates that 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 Swale with the highest number of job vacancies between March 2013 and February 2014.



Source: Labour Insight 2014

- Despite a reduction in public sector employment in Swale, the overall volume of employment in this sector remains very large. Chart 1 illustrates that there has been a significant churn in employment in this sector in the last year.
- The expansion of the transport and storage sector can be seen in the number of vacancies for large goods vehicle drivers, van drivers and in storage occupations.
- There are a variety of vacancies within the retail and wholesale trades.
- Production management jobs feature, supporting growth in this sector.

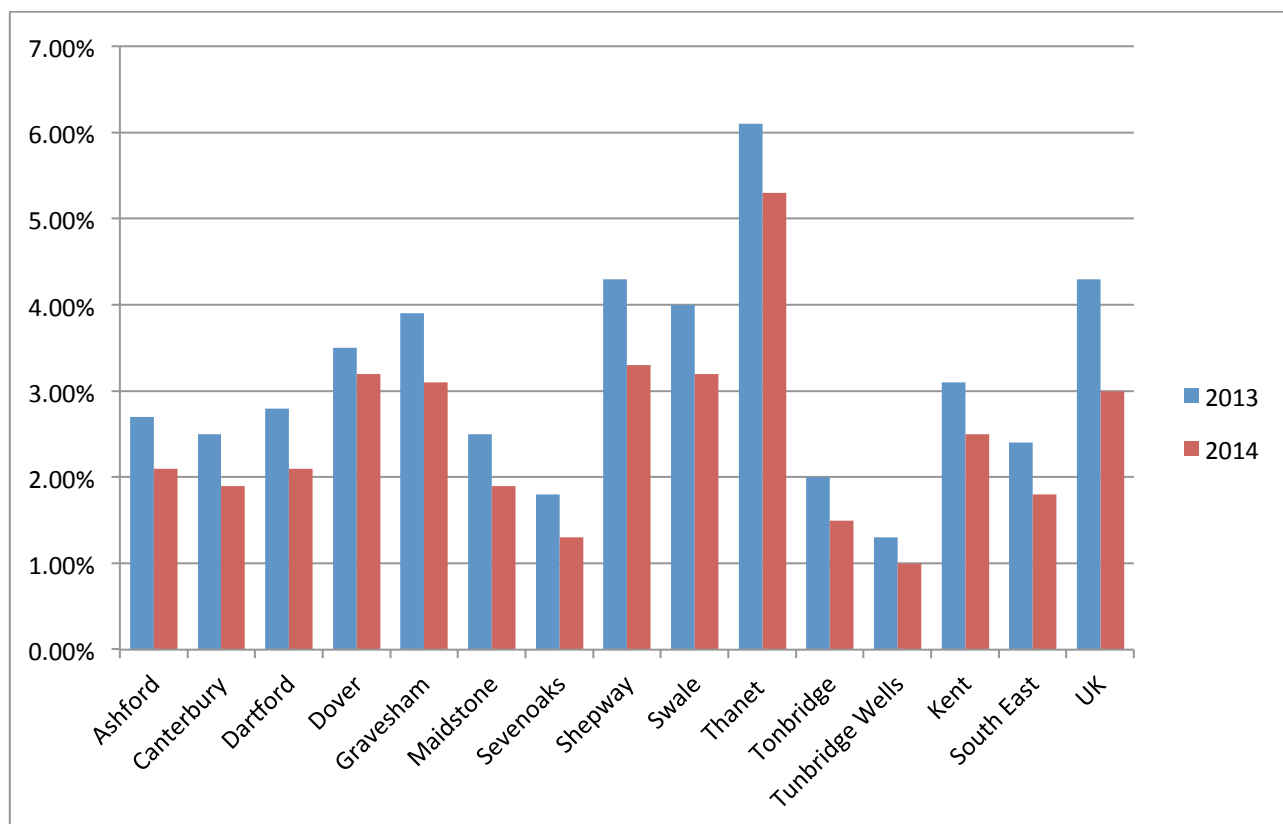
Table 3– Breakdown of VAT and/or PAYE businesses in Swale between 2006 and 2013

Firms by size band	2007	2013	2013 %
1-4	2750	3205	67.7
5-9	620	700	14.7
10-19	345	415	8.8
20-49	215	250	5.3
50-99	80	110	2.3
100+	50	60	1.3
Total	4060	4740	

Source: NOMIS Local Profile – Employment Theme 2014

- The number of businesses based in Swale has expanded significantly in the last 6 years.

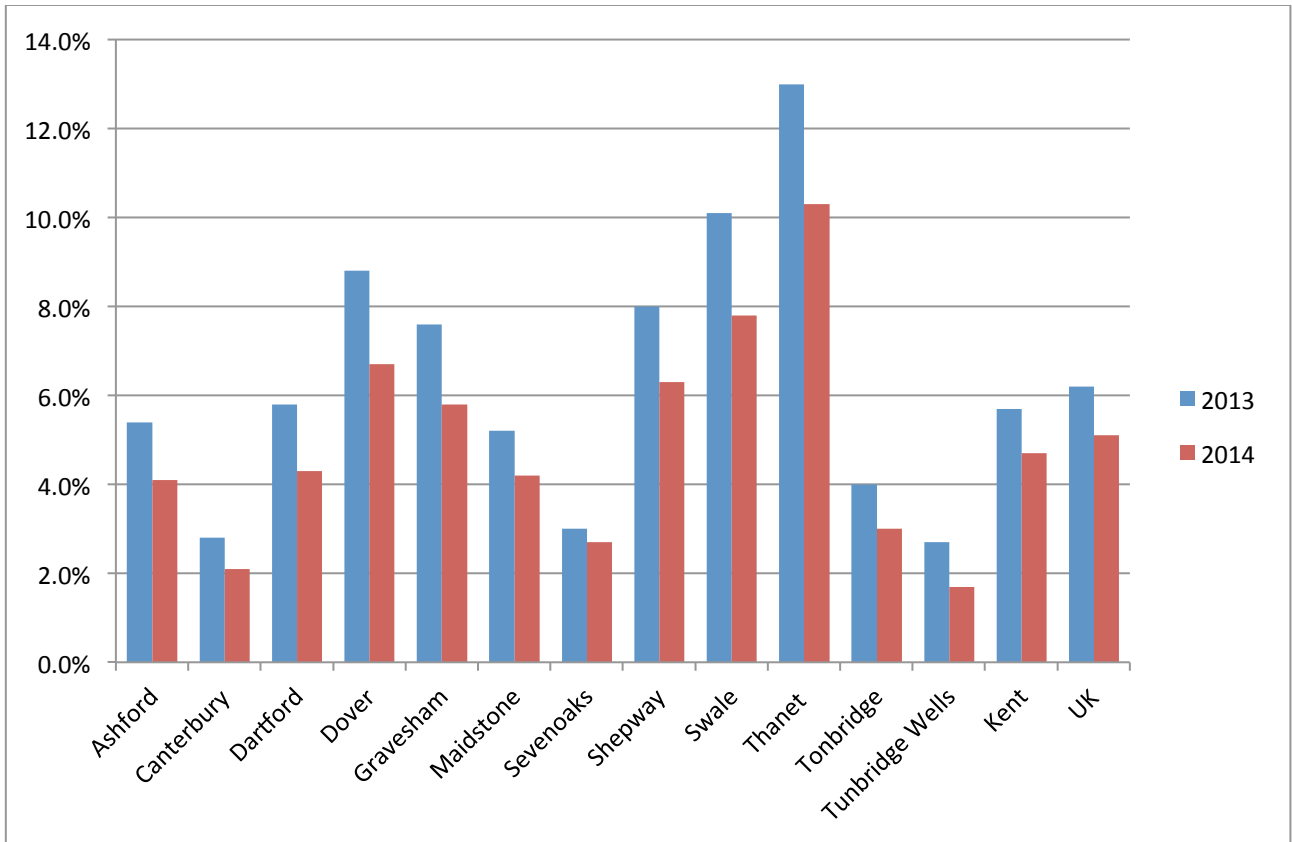
Chart 2 –Comparison of Percentage District Unemployment between January 2013 and 2014



Source: ONS Claimant Count January 2014

- Swale has the third highest unemployment rate (3.2%) compared to the other districts in Kent, equivalent to Dover. It is above the Kent and South East averages, but is close to the UK average of 3%.
- In the year January 2013 to January 2014, unemployment in Swale fell by 21.2%. However this is only the third lowest reduction in the county, behind Dover and Thanet. 2,773 people in Swale 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

- Swale has the second highest youth unemployment rate in Kent, and is 2.7% points higher than the UK average. Following local and national trends, this has fallen from 10.1% 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
	%	%	%	%	%
Swale	10.1	14.1	11.1	13.9	11.8
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 Swale has historically been low compared to local and national comparisons. Swale has a high and growing proportion of medium and large companies serving its key sectors, which would keep self-employment levels relatively low.

Table 5 – Public vs Private Sector Employees

Public vs Private Sector Employment June 2013		
	Public	Private
	%	%
Swale	16.1	83.9
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

- The Public sector accounts for 16.1% of employment in Swale, which is lower than the Kent average of 17.9%. This has been falling rapidly since 2008, following a decade of growth between 1998 and 2008.

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

Full time workers median weekly gross pay- residence based			
	2010	2011	2012
	£ per week	£ per week	£ per week
Swale	523	538	540
Kent	518	530	539
South East	537	548	556
England	496	506	513

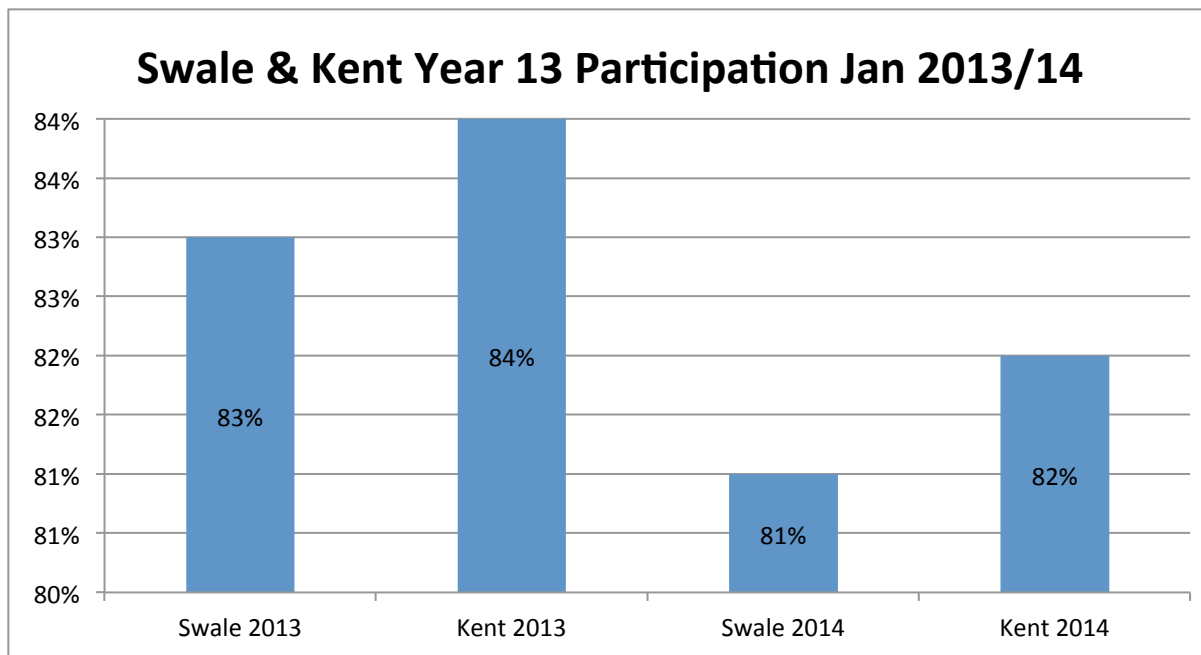
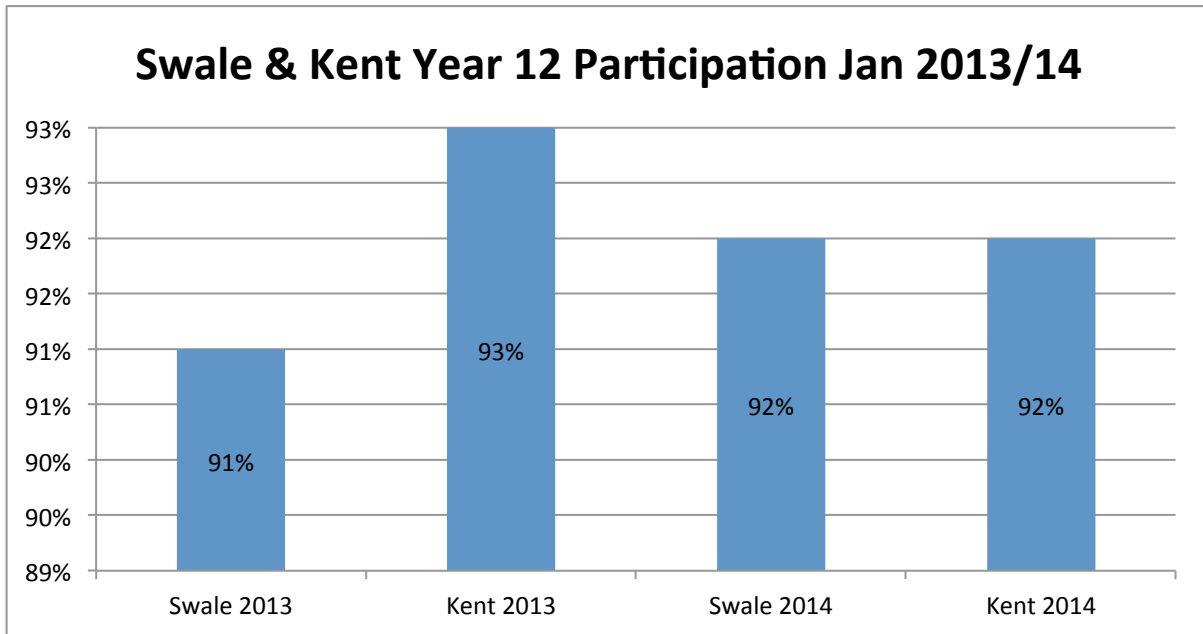
Source: Annual Survey of Hours and Earnings (ASHE), through Nomis, Office for National Statistics (ONS)

- The median weekly gross pay of workers in Swale is very low and ranks 9th out of the 12 Districts in Kent, above Dover, Shepway and Thanet. It has grown slowly between 2009 and 2011. Low levels of pay may reflect the size and growth of the wholesale and retail sector, agricultural employment and transport and storage which traditionally offer low remuneration.

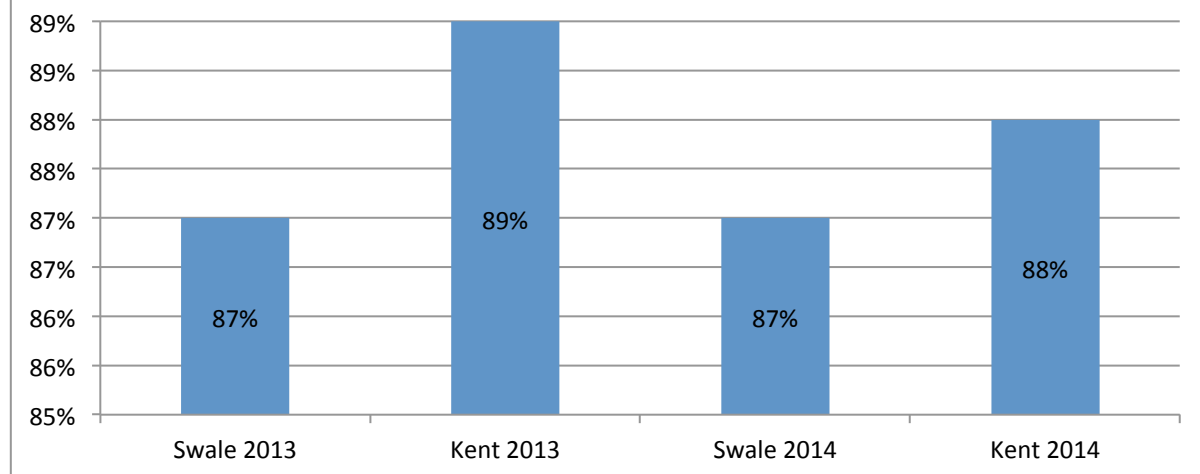
Appendix 3: Participation

Comparison of the percentage of Swale 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



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



Swale	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	1716		1726		3442		1850		1718		3568	
School Sixth Form	1031	60%	788	46%	1819	53%	1094	59%	826	48%	1920	54%
Further Education College	429	25%	456	26%	885	26%	531	29%	442	26%	973	27%
Employment with Training	69	4%	130	8%	199	6%	69	4%	101	6%	170	5%
Employment without Training	43	3%	152	9%	195	6%	38	2%	138	8%	176	5%
Training	31	2%	52	3%	83	2%	16	1%	28	2%	44	1%
NEET	97	6%	124	7%	221	6%	64	3%	131	8%	195	5%
Current Situation not Known	14	1%	18	1%	32	1%	26	1%	36	2%	62	2%
Participation	1560	90.9%	1426	82.6%	2986	86.8%	1710	92.4%	1397	81.3%	3107	87.1%

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	x1%	1069	6%	1274	4%
Training	299	2%	347	2%	646	2%	187	1%	191	1%	378	1%
NEET	584	3%	1042	6%	1626	5%	536	3%	952	6%	1488	4%
Current Situation not Known	83	0%	208	1%	291	1%	376	2%	653	4%	1029	3%
Participation	15754	93.3%	14332	84.2%	30086	88.7%	16470	92.4%	14105	82.4%	30575	87.5%

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

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

Source: Autumn 2013 and Spring 2014 school census

Vulnerable Learner Participation

Swale BC		
Priority groups within NEET 16-18	January 2013	January 2014
Looked after/in care	9	20
Caring for own child	60	90

Refugee/asylum seeker	1	0
Carer not own child	8	4
Substance abuse	3	2
Care leaver	7	11
Supervised by YOT	12	6
Pregnancy	23	18
Parent not carer for own child	1	0
LDD 16-24	71	134

Appendix 4: Progression in Swale District

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

		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 ind 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
	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
	Level 2 ind 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
Swale	Below Level 1	160	9.6	35.0	12.5	3.1	54	33.8	188	11.1	27.1	13.8	3.7	78	41.5
	Level 1, below Level 2	271	16.3	100.0	46.1	8.5	54	19.9	379	22.5	100.0	50.4	11.9	50	13.2
	Level 2 without English and Maths	318	19.1	100.0	100.0	36.2	34	10.7	333	19.7	100.0	100.0	37.2	39	11.7
	Level 2 ind Eng and Maths	918	55.1	100.0	100.0	79.6	35	3.8	788	78.8	100.0	100.0	82.4	18	2.3
	All Pupils	1667		93.8	82.8	52.4	177	10.6	1688		91.9	79.3	48.9	186	11.0

Appendix 5:

The Vocational Offer in Swale District

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

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

For the last few years, numbers of 16-24 year old apprenticeships in Kent has grown. This growth was across all age ranges until 12/13 when the number of 16-18 apprentices fell by 180.

Overall apprenticeship growth continued in Kent in 12/13, as 19-24 apprenticeships numbers have continued to expand. The first quarter of 2013/14 saw more 19-24 apprenticeships than 16-18 year olds, for the first time.

Proposed changes in the funding of Apprenticeships include:

Funding to pay for the training will be devolved to employers to ensure training is relevant to their needs.

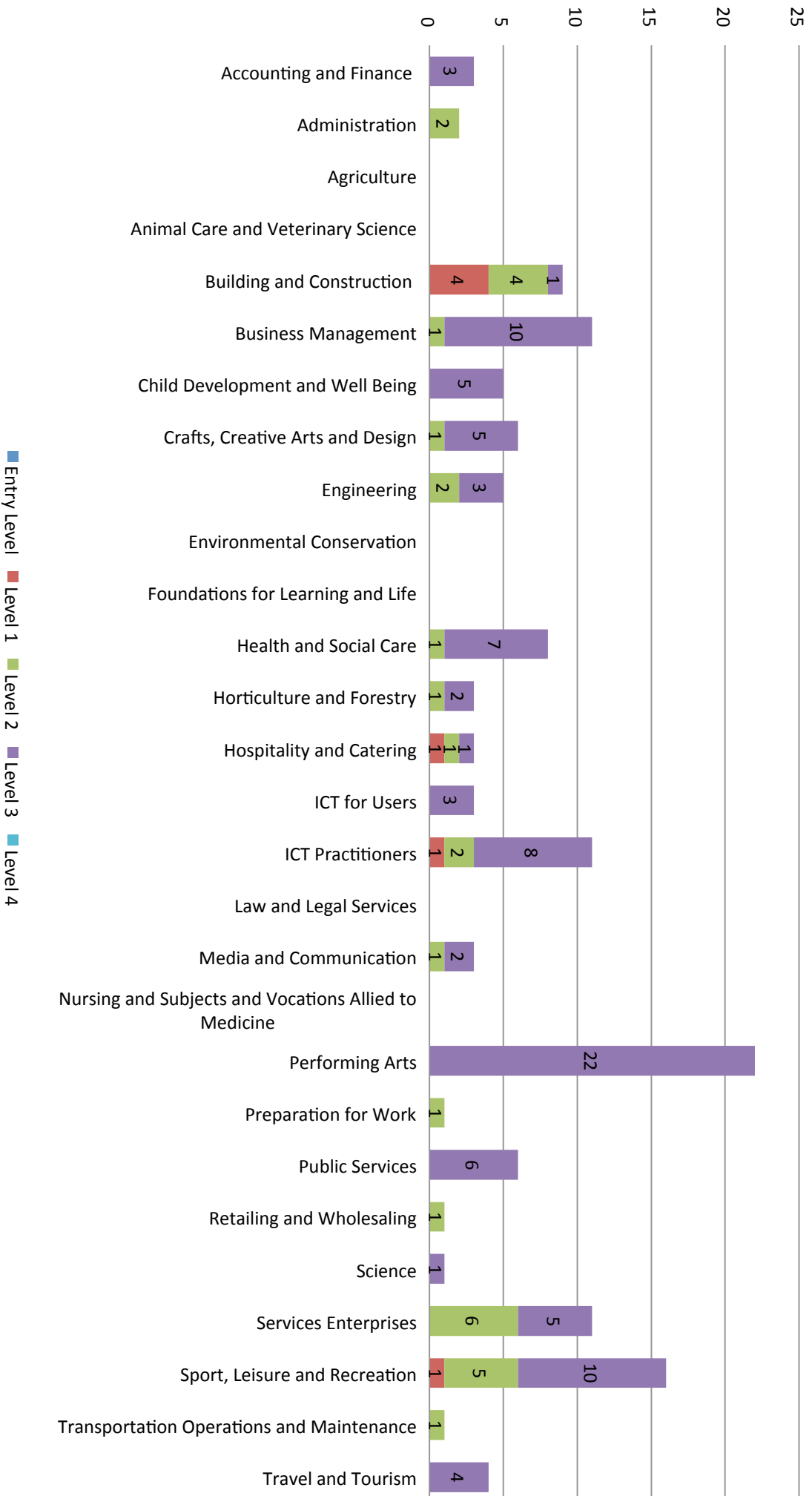
The content of apprenticeships is being changed to simplify the qualifications and make them more relevant to employers.

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

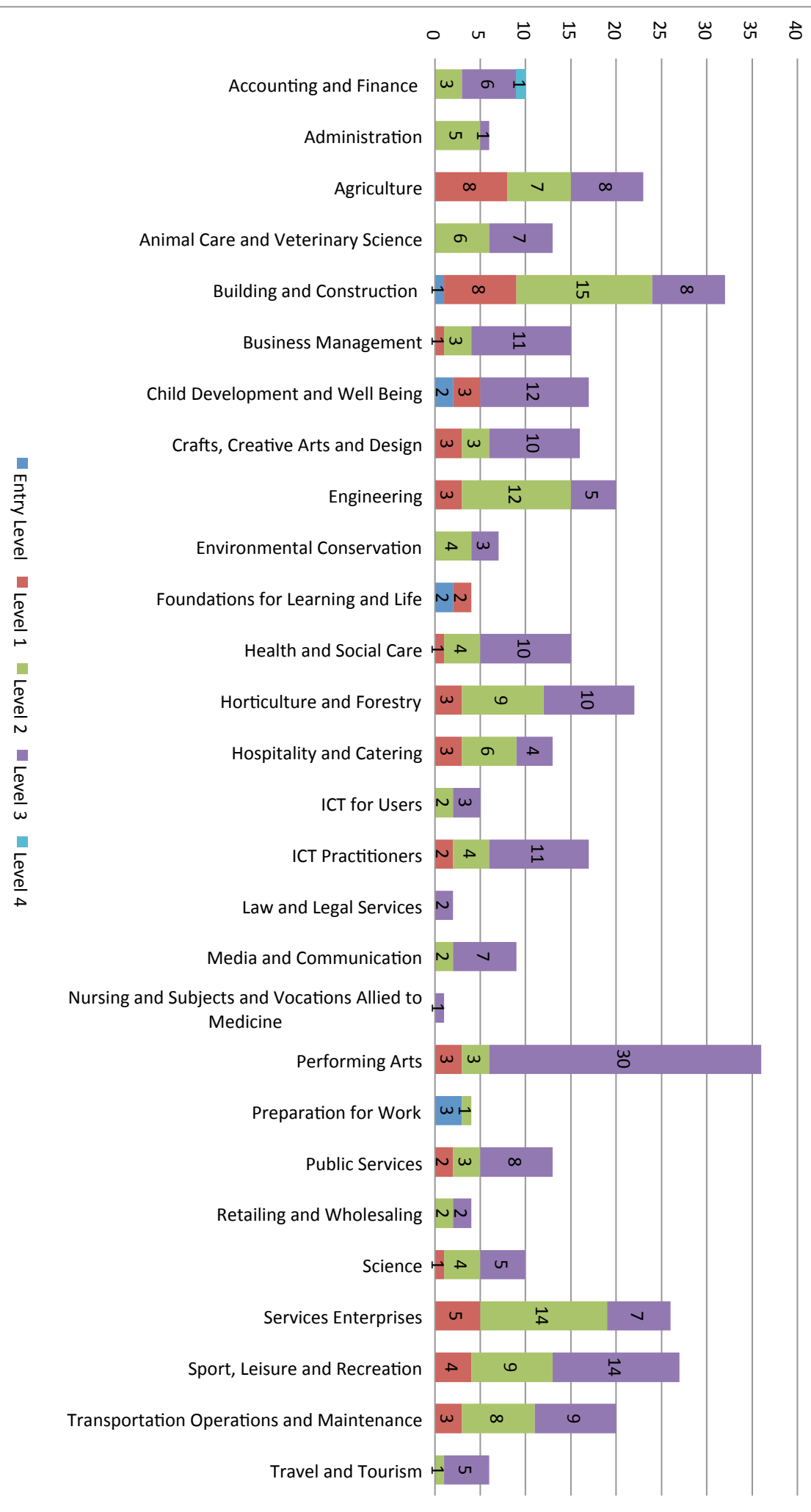
Framework Sector Lead Body	16 - 18	19-24	25+	Total

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

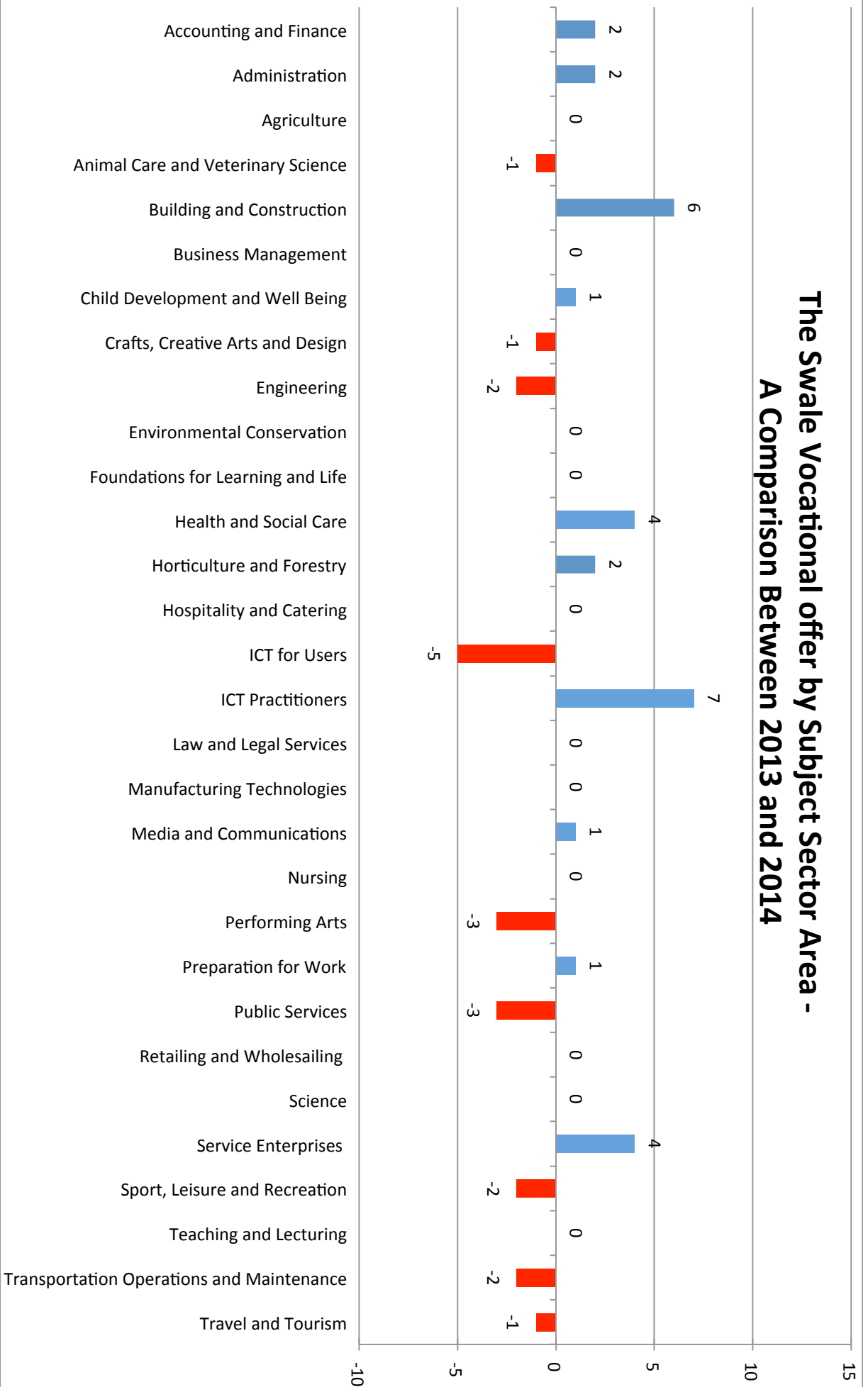
Appendix 5.2: The Swale Vocational Offer - Number of Courses by Subject Sector Area and Level 2014



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



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



Appendix 5.3: The Swale Vocational Curriculum Map 2014

1.3 Health and Social Care

Course Title	Venue	Course Type	Level
Health and Social Care	Canterbury College - Swale Campus	Other Vocational	2
Health & Social Care BTEC Subsidiary Diploma (Single)	Abbey School, The	BTEC	3
Health and Social Care BTEC Diploma (Double)	Abbey School, The	BTEC	3
Health & Social Care BTEC Subsidiary	Sittingbourne Community College	BTEC	3
Health and Social Care Edexcel BTEC Extended Diploma	Sittingbourne Community College	BTEC	3
Health and Social Care BTEC	The Isle of Sheppey Academy	BTEC	3
Health & Social Care BTEC Diploma (Double)	Westlands School	BTEC	3
Health and Social Care BTEC Subsidiary Diploma (Single)	Westlands School	BTEC	3

1.4 Public Services

Course Title	Venue	Course Type	Level
Public Services BTEC Extended Certificate / Diploma (QCF)	Sittingbourne Community College	BTEC	3
Public Services BTEC Extended Diploma	Sittingbourne Community College	BTEC	3
Public Services BTEC Subsidiary	Sittingbourne Community College	BTEC	3
Public Services BTEC National Diploma	The Isle of Sheppey Academy	BTEC	3
Public Services BTEC Diploma (Double)	Westlands School	BTEC	3

Public Services BTEC Subsidiary Diploma (Single)	Westlands School	BTEC	3
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1.5 Child Development and Wellbeing

Course Title	Venue	Course Type	Level
Childrens Care, Learning and Development BTEC diploma (Double)	Abbey School, The	BTEC	3
Children's Care, Learning and Development BTEC Subsidiary Diploma (Single)	Abbey School, The	BTEC	3
Child Care and Education (NQF) CACHE Award, Certificate and Diploma	Sittingbourne Community College	Other Vocational	3
Children's Care Learning and Development (Early Years) BTEC National Diploma	The Isle of Sheppey Academy	BTEC	3
Cache Diploma in Childcare and Education	Westlands School	Other Vocational	3

2.1 Science

Course Title	Venue	Course Type	Level
Applied Science BTEC Subsidiary Diploma (Single)	Westlands School	BTEC	3

3.2 Horticulture and Forestry

Course Title	Venue	Course Type	Level
Horticulture BTEC First Certificate	Abbey School, The	BTEC	2
Horticulture BTEC Diploma (Double)	Abbey School, The	BTEC	3
Horticulture BTEC Subsidiary Diploma (Single)	Abbey School, The	BTEC	3

4.1 Engineering

Course Title	Venue	Course Type	Level
Engineering City & Guilds Diploma	Sittingbourne Community College	Other Vocational	2
Performing Engineering Operations NVQ	The Isle of Sheppey Academy	NVQ	2
Engineering BTEC Subsidiary Diploma	Sittingbourne Community College	BTEC	3
Engineering Edexcel BTEC Extended Diploma	Sittingbourne Community College	BTEC	3
Engineering BTEC Diploma (Double)	Westlands School	BTEC	3

4.3 Transportation Operations and Maintenance

Course Title	Venue	Course Type	Level
Motor Mechanics City & Guilds	The Isle of Sheppey Academy	Other Vocational	2

5.2 Building and Construction

Course Title	Venue	Course Type	Level
Bricklaying Diploma	Canterbury College - Swale Campus	Other Vocational	1
Carpentry & Joinery Diploma	Canterbury College - Swale Campus	Other Vocational	1
Introduction to Plumbing, Bricklaying and Carpentry	Canterbury College - Swale Campus	Other Vocational	1
Plastering, Tiling, Ground works and Multi-trades Diploma	Canterbury College - Swale Campus	Other Vocational	1
Bricklaying Diploma	Canterbury College - Swale Campus	Other Vocational	2
Site Carpentry Diploma	Canterbury College - Swale Campus	Other Vocational	2

Construction	The Isle of Sheppey Academy	Other Vocational	2
Maintenance Operations Diploma City & Guilds	Westlands School	Other Vocational	2
Bricklaying Diploma	Canterbury College - Swale Campus	Other Vocational	3

6.1 ICT Practitioners

Course Title	Venue	Course Type	Level
IT & Creative Media Productions BTEC Diploma	Canterbury College - Swale Campus	BTEC	1
IT & Creative Media Production BTEC Diploma	Canterbury College - Swale Campus	BTEC	2
Business Administration Advanced Apprenticeship (Swale Campus)	Canterbury College - Swale Campus	Other Vocational	3
IT & Creative Media Productions BTEC Extended Diploma	Canterbury College - Swale Campus	BTEC	3
ICT BTEC Subsidiary Diploma (Single)	Abbey School, The	BTEC	3
Information Technology BTEC Extended Diploma	Sittingbourne Community College	BTEC	3
Information Technology BTEC Subsidiary Diploma	Sittingbourne Community College	BTEC	3
IT (Networking and Systems Support) BTEC Extended Diploma (Triple)	Westlands School	BTEC	3
IT Practitioners BTEC Diploma (Double)	Westlands School	BTEC	3
IT Practitioners BTEC Subsidiary Diploma (Single)	Westlands School	BTEC	3
ICT Plus - First Steps Continuation Certificate	Canterbury College - Swale Campus	Other Vocational	2

6.2 ICT Users

Course Title	Venue	Course Type	Level
ICT: National Diploma in ICT	Fulston Manor School	Other Vocational	3
IT: BTEC Certificate in Information Technology	Fulston Manor School	BTEC	3
Information Technology Diploma	The Isle of Sheppey Academy	Other Vocational	3

7.1 Retailing and Wholesaling

Course Title	Venue	Course Type	Level
Business in the Retail and Travel Sector	Westlands School	Other Vocational	2

7.3 Service Enterprises

Course Title	Venue	Course Type	Level
Hairdressing and Beauty NVQ Diploma	Canterbury College - Swale Campus	NVQ	1
Beauty Therapy VRQ Diploma	Canterbury College - Swale Campus	Other Vocational	2
Hairdressing Intermediate Level Apprenticeship (Swale Campus)	Canterbury College - Swale Campus	Other Vocational	2
Hairdressing VRQ Diploma	Canterbury College - Swale Campus	Other Vocational	2
Hairdressing NVQ Diploma	Sittingbourne Community College	NVQ	2
Hairdressing and Beauty Therapy VRQ	The Isle of Sheppey Academy	Other Vocational	2
Hairdressing Diploma (QCF) City & Guilds	Westlands School	Other Vocational	2
Beauty Therapy VRQ Diploma	Canterbury College - Swale Campus	Other Vocational	3
Hairdressing NVQ Diploma	Canterbury College - Swale Campus	NVQ	3

Hairdressing and Beauty Therapy VRQ	The Isle of Sheppey Academy	Other Vocational	3
Hairdressing Diploma, City and Guilds	Westlands School	Other Vocational	3

7.4 Hospitality and Catering

Course Title	Venue	Course Type	Level
Business, Retail & Admin Diploma	Canterbury College - Swale Campus	Other Vocational	1
Catering	Abbey School, The	Other Vocational	2
Cookery NVQ Diploma	Westlands School	NVQ	3

8.1 Sport, Leisure and Recreation

Course Title	Venue	Course Type	Level
Dance Leadership Award	Sittingbourne Community College	Other Vocational	1
Sport: Award in Community Sports Leadership	Fulston Manor School	Other Vocational	2
Community Sport Leaders Award	Sittingbourne Community College	Other Vocational	2
Gym Instructors and Circuit Training Active IQ-	Sittingbourne Community College	Other Vocational	2
Sports Coaching - NVQ (QCF)	Sittingbourne Community College	NVQ	2
Community Sports Leadership Award VRQ	Westlands School	Other Vocational	2
Sport (Developing Coaching & Fitness) BTEC Diploma (Double)	Abbey School, The	BTEC	3
Sport (Developing Coaching & Fitness) BTEC Subsidiary Diploma (Single)	Abbey School, The	BTEC	3
Sport - Higher Sports Leaders Award	Sittingbourne Community College	Other Vocational	3

Sport BTEC Diploma	Sittingbourne Community College	BTEC	3
Sport BTEC Extended Diploma	Sittingbourne Community College	BTEC	3
Sport BTEC Subsidiary	Sittingbourne Community College	BTEC	3
Football Academy	The Isle of Sheppey Academy	Other Vocational	3
Sport BTEC National Diploma	The Isle of Sheppey Academy	BTEC	3
Sport BTEC Diploma (Double)	Westlands School	BTEC	3
Sport BTEC Subsidiary Diploma (Single)	Westlands School	BTEC	3

8.2 Travel and Tourism

Course Title	Venue	Course Type	Level
Travel and Tourism BTEC National Diploma	Sittingbourne Community College	BTEC	3
Travel and Tourism BTEC National Extended Diploma	Sittingbourne Community College	BTEC	3
Travel and Tourism BTEC National Subsidiary	Sittingbourne Community College	BTEC	3
Travel & Tourism BTEC National Diploma	The Isle of Sheppey Academy	BTEC	3

9.1 Performing Arts

Course Title	Venue	Course Type	Level
Music Technology BTEC Subsidiary Diploma (Single)	Abbey School, The	BTEC	3
Performing Arts BTEC Diploma (Double)	Abbey School, The	BTEC	3

Performing Arts BTEC Subsidiary Diploma (Single)	Abbey School, The	BTEC	3
Production Arts BTEC Subsidiary Diploma (Single)	Abbey School, The	BTEC	3
Acting Edexcel BTEC Subsidiary Diploma	Sittingbourne Community College	BTEC	3
Music BTEC Diploma	Sittingbourne Community College	BTEC	3
Music BTEC Subsidiary	Sittingbourne Community College	BTEC	3
Music Technology BTEC Subsidiary Diploma	Sittingbourne Community College	BTEC	3
Performing Arts (Dance) BTEC National Diploma	Sittingbourne Community College	BTEC	3
Performing Arts (Dance) BTEC National Extended Diploma	Sittingbourne Community College	BTEC	3
Performing Arts (Dance) BTEC National Subsidiary	Sittingbourne Community College	BTEC	3
Performing Arts (Performance) Edexcel BTEC Extended Diploma	Sittingbourne Community College	BTEC	3
Music BTEC National Certificate	The Isle of Sheppey Academy	BTEC	3
Music Technology BTEC National Certificate	The Isle of Sheppey Academy	BTEC	3
Performing Arts BTEC National Diploma	The Isle of Sheppey Academy	BTEC	3
Performing Arts Dance BTEC National Diploma	The Isle of Sheppey Academy	BTEC	3
Acting/Drama BTEC Diploma (Double)	Westlands School	BTEC	3
Acting/Drama BTEC National Extended Diploma (Triple)	Westlands School	BTEC	3
Acting/Drama BTEC Subsidiary Diploma (Single)	Westlands School	BTEC	3

Dance BTEC Diploma (Double)	Westlands School	BTEC	3
Dance BTEC Subsidiary Diploma (Single)	Westlands School	BTEC	3
Music BTEC Subsidiary Diploma (Single)	Westlands School	BTEC	3

9.2 Crafts, Creative Arts and Design

Course Title	Venue	Course Type	Level
Art and Design BTEC Diploma	Sittingbourne Community College	BTEC	2
Art and Design BTEC Subsidiary Diploma (Single)	Abbey School, The	BTEC	3
Photography BTEC Subsidiary Diploma (Single)	Abbey School, The	BTEC	3
Art and Design BTEC Diploma	Sittingbourne Community College	BTEC	3
Arts Award Gold	Sittingbourne Community College	Other Vocational	3
Art & Design BTEC National Diploma	The Isle of Sheppey Academy	BTEC	3

9.3 Media and Communications

Course Title	Venue	Course Type	Level
Creative Digital Media Production BTEC First Award	Sittingbourne Community College	BTEC	2
Media BTEC National Diploma	The Isle of Sheppey Academy	BTEC	3
Media BTEC Subsidiary Diploma (Single)	Westlands School	BTEC	3

14.2 Preparation for Work

Course Title	Venue	Course Type	Level
BTEC Diploma in WorkSkills	Fulston Manor School	BTEC	2

15.1 Accounting and Finance

Course Title	Venue	Course Type	Level
Financial Studies: Certificate/Diploma in Financial Studies at Fulston	Borden Grammar School	Other Vocational	3
Financial Studies: Certificate/Diploma in Financial Studies at Fulston	Fulston Manor School	Other Vocational	3
Financial Studies IFS Certificate	Westlands School	Other Vocational	3

15.2 Administration

Course Title	Venue	Course Type	Level
Business Administration Intermediate Level Apprenticeship (Swale Campus)	Canterbury College - Swale Campus	Other Vocational	2
Business & Administration NVQ	The Isle of Sheppey Academy	NVQ	2

15.3 Business Management

Course Title	Venue	Course Type	Level
Business & E-Office Skills Diploma	Canterbury College - Swale Campus	Other Vocational	2
Business & Marketing BTEC Subsidiary Diploma	Canterbury College - Swale Campus	BTEC	3
Business, Marketing & Event Management Diploma	Canterbury College - Swale Campus	Other Vocational	3
Business Studies BTEC Diploma (Double)	Abbey School, The	BTEC	3
Business Edexcel Diploma	Sittingbourne Community College	Other Vocational	3

Business Edexcel Extended Diploma	Sittingbourne Community College	Other Vocational	3
Business Edexcel Subsidiary	Sittingbourne Community College	Other Vocational	3
Business BTEC Diploma (Double)	Westlands School	BTEC	3
Business BTEC Subsidiary Diploma (Single)	Westlands School	BTEC	3
Business BTEC Subsidiary Diploma (Single)	Westlands School	BTEC	3
Business Studies BTEC	The Isle of Sheppey Academy	BTEC	3

Headline Measures			
Kent County Council 2013		Kent County Council	National
Swale District			
Post-16 students (L2 and L3)	1786	36,798	419,158
Completions	653	10,100	358,373
Av. KS4 Points on Entry	45.2	44.7	44.1
% Students 5+ A*-C GCSE EM	86%	80%	78%
% Students with 5+ A*-C GCSE	98%	95%	94%
A Level APS (FTE)	873.9	818.3	782.2
A Level APE	213.9	216.0	211.3
Academic APS (FTE)	878.3	844.8	785.4
Academic APE	214.6	216.1	211.1
Vocational APS (FTE)	647.2	563.8	561.6
Vocational APE	219.1	214.8	213.6
Previous Year 12 Retention	90%	93%	94%
Year 12 Retention	93%	95%	94%
Transition Retention	91%	87%	86%
Overall Retention	78%	77%	77%
In-year Retention	94%	96%	95%
Fails % (AS level - cashed in only)	19.3%	19.8%	21.7%
Fails % (A level)	1.3%	1.6%	1.9%
Value added: A level	0.06	0.07	--
Value added: AS level	0.13	0.06	--
Value added: BTEC L3 Certificate (QCF)	0.00	0.01	--
Value added: BTEC L3 Sub. Dip. (QCF)	0.07	0.14	--
Value added: BTEC L3 Diploma (QCF)	0.13	0.17	--
Value added: BTEC L3 Ext. Dip. (QCF)	0.06	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
Swale District			
AAB (or higher) in 3+ facilitating subjects (A level students)	6.6%	8.7%	7.5%
AAB (or higher) in 2+ facilitating subjects (A level students)	13.4%	14.6%	12.1%
3+ A levels at A*-E	73%	76%	79%
2+ A levels at A*-E	87%	90%	92%
1+ A levels at A*-E	99%	99%	100%
3+ A levels or academic equivalent at A*-E	73%	78%	79%
2+ A levels or academic equivalent at A*-E	87%	91%	92%
1+ A levels or academic equivalent at A*-E	99%	100%	100%
3+ substantial vocational qualifications	51%	44%	50%
2+ substantial vocational qualifications	79%	67%	70%
1+ substantial vocational qualifications	100%	100%	100%
% of A level examinations awarded A*-E grades	98%	98%	98%
% of A level examinations awarded A*-C grades	73%	77%	75%
% of A level examinations awarded A*-B grades	48%	52%	48%
% of A level examinations awarded A*-A grades	22%	25%	22%

Grade breakdown for A level

	A*	A	B	C	D	E	U
Swale District	80	262	404	385	270	122	25
Percentages	5.2%	16.9%	26.1%	24.9%	17.4%	7.9%	1.6%
Predicted percentages	6%	16%	27%	26%	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
Swale District	400	552	565	482	319	307
Percentages	15.2%	21.0%	21.5%	18.4%	12.2%	11.7%
Predicted percentages	16%	20%	22%	18%	12%	12%
Kent County Council	17.5%	19.6%	21.7%	17.7%	11.5%	12.0%
National	16.7%	19.9%	22.2%	17.9%	11.6%	11.6%

Grade breakdown for BTEC

	D*	D	M	P
Swale District	156	185	162	111
Percentages	25.4%	30.1%	26.4%	18.1%
Predicted percentages	28%	25%	27%	20%
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

Swale 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	-0.04	19	0%	0.7%	48.8
A	Art & Design (Photo)	-0.40	47	2%	0.9%	43.4
A	Art & Design (VQ)	0.28	10	10%	1.2%	42.5
A	Biology	0.02	84	1%	2.4%	49.6
A	Business (VQ)	0.33	21	0%	1.2%	41.9
A	Business Studies:Single	0.28	19	0%	1.4%	46.7
A	Chemistry	-0.45	44	7%	2.2%	50.5
A	D&T Product Design	0.03	19	0%	2.1%	46.1
A	Drama	0.12	28	0%	0.6%	48.2
A	Economics	-0.01	16	0%	1.0%	48.9
A	English	0.26	26	0%	0.4%	45.7
A	English Language	0.13	41	0%	0.4%	46.4
A	English Literature	0.09	100	0%	0.4%	48.1
A	Film Studies	0.44	28	0%	0.6%	43.7
A	Fine Art	-0.08	20	0%	0.6%	48.0
A	French	-0.02	24	0%	0.8%	50.9
A	General Studies	0.36	144	1%	6.8%	47.0
A	Geography	-0.06	85	0%	0.8%	48.5

Subject Analysis - 1-Year Overview - L3VA

Swale 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	German	-0.12	6	0%	0.7%	53.3
A	Health & Soc. Ca (VQ)	-0.41	16	6%	1.9%	43.2
A	Health & Soc. Ca (VQ) (Double)	-0.33	6	17%	2.1%	41.9
A	History	0.06	123	2%	0.7%	47.6
A	Information Technology	0.47	24	0%	2.3%	44.6
A	Law	0.48	19	0%	3.0%	41.9
A	Mathematics	0.10	94	0%	2.4%	49.7
A	Mathematics (Further)	0.05	16	0%	1.2%	52.2
A	Media/Film/TV Studies	0.23	23	0%	0.7%	46.0
A	Physical Education/Sport Studies	-0.13	30	0%	2.4%	46.0
A	Physics	-0.03	43	5%	3.3%	50.6
A	Politics	0.05	18	0%	1.3%	48.3
A	Psychology	0.04	117	3%	2.4%	47.4
A	Religious Studies	-0.01	22	0%	1.4%	46.0
A	Science in Society	0.53	14	0%	15.2%	49.3
A	Sociology	0.12	90	1%	1.6%	45.9
A	Spanish	-0.07	8	0%	1.1%	50.3
A	Travel & Tourism (VQ)	-0.30	6	0%	1.4%	41.3
AS	Art & Design	0.16	5	0%	7.8%	44.5
AS	Art & Design (Photo)	-0.60	8	25%	7.8%	41.5
AS	Biology	0.03	26	19%	31.6%	46.8
AS	Business Studies:Single	-0.03	8	25%	22.0%	45.0





Subject Analysis - 1-Year Overview - L3VA

Swale 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	Chemistry	0.00	20	15%	27.4%	48.5
AS	Economics	0.40	10	20%	24.4%	47.4
AS	English Language	0.20	6	0%	3.4%	47.0
AS	English Literature	0.08	19	0%	4.7%	45.8
AS	French	-0.09	7	14%	15.5%	50.7
AS	General Studies	0.82	88	5%	24.8%	49.1
AS	Geography	0.08	12	8%	20.0%	47.8
AS	History	0.02	10	10%	11.0%	46.5
AS	Information Technology	0.33	10	10%	25.9%	47.9
AS	Mathematics	-0.18	38	45%	36.4%	47.3
AS	Physics	-0.09	16	31%	25.9%	45.9
AS	Psychology	-0.22	46	43%	31.8%	44.3
AS	Science In Society	0.23	8	0%	17.9%	49.4
AS	Sociology	0.02	16	38%	24.1%	43.9
BTEC	Dip Art and Design	-0.39	8	0%	0.0%	45.5
BTEC	Dip Business	-0.11	12	0%	0.0%	44.4
BTEC	Dip Drama	0.22	12	0%	0.0%	42.5
BTEC	Dip Health and Social Care	0.29	5	0%	0.0%	43.1
BTEC	Dip Information Technology	0.42	11	0%	0.0%	42.9
BTEC	Dip Music	-0.38	6	0%	0.0%	45.9
BTEC	Dip Public Services	0.98	9	0%	0.0%	40.2
BTEC	Dip Sport	0.20	25	0%	0.0%	40.4

Subject Analysis - 1-Year Overview - L3VA

Swale District							
Level 3 Value Added - L3VA2013		Proportion of a grade above or below average	No of students	Fail rate in institution	Fail rate nationally	Average KS4 points	
BTEC	Dip Theatre and Dramatic Arts	-0.22	8	0%	0.0%	40.5	
BTEC	ExtDip Art and Design	-0.07	14	0%	0.0%	41.4	
BTEC	ExtDip Drama	0.80	5	0%	0.0%	39.8	
BTEC	ExtDip Engineering	-0.19	7	0%	0.0%	43.2	
BTEC	ExtDip Public Services	-0.04	9	0%	0.0%	40.2	
BTEC	ExtDip Sport	0.27	15	0%	0.0%	42.2	
BTEC	ExtDip Theatre and Dramatic Arts	0.44	5	0%	0.0%	45.0	
BTEC	NA Childcare Skills	0.26	7	0%	0.0%	37.8	
BTEC	SubDip Applied Science	0.57	10	0%	0.0%	41.9	
BTEC	SubDip Business	-0.08	12	0%	0.0%	42.1	
BTEC	SubDip Dance	-0.59	14	0%	0.0%	42.2	
BTEC	SubDip Engineering	0.90	8	0%	0.0%	43.7	
BTEC	SubDip Health and Social Care	0.19	6	0%	0.0%	43.0	
BTEC	SubDip Information Technology	0.17	40	0%	0.0%	42.7	
BTEC	SubDip Multi Media Production	0.30	12	0%	0.0%	41.5	
BTEC	SubDip Music	0.09	5	0%	0.0%	41.8	
BTEC	SubDip Music Technology	-0.74	6	0%	0.0%	45.9	
BTEC	SubDip Public Services	-0.41	7	0%	0.0%	40.1	
BTEC	SubDip Sport	0.23	5	0%	0.0%	45.2	
'CACHE Level 3 in Child Care and Education': Certificate equivalent to 1 A2; Diploma equivalent to 2.75 A2. Colour coding as for AS/A2, based on proportions of a grade.							
CACHE	L3 Dip Childcare Skills	-0.37	12	0%	0.0%	40.5	

Subject Analysis - 1-Year Overview - L3VA

Swale 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	
'IFS Level 3 Certificate' is equivalent to 1 AS. Colour coding as for AS, based on proportions of a grade.							
IFS3C	Finance / Accounting (General)	 0.43	5	0%	8.5%	41.1	
'IFS Level 3 Diploma' is equivalent to 1 A2. Colour coding as for A2, based on proportions of a grade.							
IFS3D	Finance / Accounting (General)	 0.27	45	0%	0.7%	41.7	
OCR	NC Computer Appreciation / Introduction	-0.67 	16	0%	0.0%	40.8	
OCR	ND Computer Appreciation / Introduction	-0.57 	5	0%	0.0%	45.2	
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

Swale: 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	555	1082.5	3	57	35	70
Female	823	1383.5	6	42	37	61
FSM	43.5	112.5	-	8	10	7
Non-FSM	1334.5	2341.5	9	91	62	124
No SEN	1257.5	2227	7	72	65	100
SEN - School Action	106.5	162	2	22	5	27
SEN - School Action Plus	12	53	-	4	-	4
SEN - Statement	2	12	-	-	-	-

