

District Datapack Lite

The post 16 landscape in

Thanet

2014



Skills and Employability Service
Participation and Progression Officer: Jonathan Smith
jonathan.smith2@kent.gov.uk



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Thanet Datapack Lite

Introduction

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

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

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

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

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

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

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

Study Programmes

- 10 schools in Kent are working with the 2 – 1 – 2 model, in which Maths and English, a substantial qualification and work experience are offered.
- The substantial qualification can be level 1, 2 or 3.
- This whole programme is funded by the EFA at £4,000 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 Thanet District

The Employment growth between 2009 and 2012 has been limited within Thanet, where employment fell by 800 jobs or -2%, showing signs that the area is still in recession. There are encouraging signs that some of the major employment sectors are increasing and in some cases bucking county and regional trends, most notably in administrative and support service activities; wholesale and retail trades; and transport and storage activities. A slight growth in real estate; scientific and technical activities and education, would suggest that, in the future, Thanet employees will need to be more skilled. However, there have been marked falls in employment in construction; primary industries; manufacturing; accommodation and food services and health activities. The highest employment sector in Thanet is the Public sector, which still accounts for 22.2% of employment in the area, which is significantly higher than the Kent average of 17.9%; this, so far, seems to have weathered the storm of public sector cuts.

The job market within Thanet has also seen a reduction; compared to the previous year, 2013 - 2014 is seeing a smaller level of job vacancies. By collating all internet based job vacancies over the last two years, we can see that job vacancies fell from 3,470 in 2013 compared to 3,037 in 2014. This was due to the continued fall in professional, associate professional and management jobs.

The predominance of the public sector in Thanet is illustrated by the volume of vacancies for nurses, teachers at all levels, teaching assistants, care workers, social workers and other public sector roles. Throughout the UK counties are facing a rebalancing between the public and private sector, reflecting national reductions in public expenditure. Thanet may not be well placed to exploit opportunities arising from this

The number of VAT and/PAYE businesses in Thanet has also fallen below its 2008, pre-recession, level; a fall from a total of 4100 registered businesses in 2008, to 3855 registered businesses in 2013.

Thanet has the highest unemployment rate (5.3%) compared to the other districts in Kent. It is significantly higher than the Kent, South East and UK averages. Thanet also has the highest youth unemployment at 13% which is 5.2% higher than the UK average. Unemployment in Thanet did fall between 2013 to 2014 by 13.7%, but this is the lowest reduction in the county.

Overall, the change in employment in Thanet since 2009 shows some encouraging signs, but it needs to be remembered that this data reflects change, not levels of employment and in 2009 Thanet has the area of highest unemployment in the county. Also, that the growth in some sectors has not matched the decline in other sectors.

3. Participation in Thanet

Education providers will be held accountable for the destinations of their learners two terms after they have left learning at Key Stage 4 and Key Stage 5. This will apply to all types of learning providers. Responding to RPA, the destination measure and laying the foundations to support the reduction of youth unemployment will be significant challenges for Thanet providers, as, not only does it have a challenging economic landscape, it also has the highest rate of NEET 16-18 year olds in the county

The current year 12 age group is the first year group to be affected by the Raising the Participation Age (RPA). These young people are expected to participate in the academic year in which they turn 17. The participation levels in Thanet have increased for Year 12 and Year 13 with a combined increase of 1.5%, This brings participation in line with the Kent figure, which overall is down by 1% - indicating good prospects for RPA in Thanet.

The areas of increase for participation appears to be a 3% increase in 6th form participation, as well as employment with training. The biggest decrease in year 12 was in the further education sector, showing a decrease of 3%.

Employment with training is up 1% which is a positive improvement; and this is complemented by a fall in employment without training of 1%.

The NEET data is also showing that there has been a reduction in year 12 by 1% and encouragingly a 1% drop in year 13, meaning a 2% combined reduction for NEETs in RPA.

With the overall increase in participation for Thanet, indicating a positive trend for the area as in the next academic year, young people will be expected to participate until their eighteenth birthday. It will be difficult for Thanet providers to deal with all the challenges that RPA and high unemployment will create, particularly if it is a reactive response to the problem.

4. Progression in Thanet

The progression of Thanet 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 above the Kent average, (2.6%) and the national average but dropped by (1%) since 2012. The progression of these learners has also improved to nearly (28%) against (26%) in 2012 attaining a level 1 qualification and (11.7%) attaining level 2 against (10.4) in 2012. For those learners starting at level 1 there was an upward trend of learners attaining a level 2 qualification; (7.2%) increase overall.

At the end of the last academic year 464 students in Thanet would have found it difficult to access an apprenticeship because they had not achieved a level 2 qualification. This would mean that they would progress to employment requiring low skills and, probably, low wages

A further 331 students had level 2 qualifications without Maths and English at grade C – again making access to apprenticeships limited.

5. The Vocational Curriculum in Thanet

The vocational curriculum on offer from providers within Thanet District is reasonably comprehensive. There are limited entry level qualifications offered, and these tend to be preparation for work type courses. At level 1 and above, the offer improves and there is a good range of qualifications. Although the vocational offer is well catered for, there are a number of courses that are at level 1 and do not have pathways on to level 2. This could put the cohort at a disadvantage to progress within their chosen sectors. There is also a concern within the district, for its ability to support the vocational learning needs of the vulnerable learner or learners with prior achievement at or below level 1. The travel to learn offer is more developed, but there is still a shortage of entry level courses, even if vulnerable learners had a propensity to travel.

Comparing the vocational curriculum travel to learn offer for Thanet with the economic profile of the district, the number of courses on offer in Health and Social Care, Building and Construction, Engineering, Performing Arts and Services Enterprises are high. This supports the current employment strengths of the Thanet economy. There are relatively fewer courses in the STEM fields to support the growing industry on the Enterprise science Park which was the old Pfizer site. The STEM courses will need to be offered at all levels to help grow local industries such as electrical engineering through to new STEM technology companies.

There is some correlation between employee numbers, the predicted growth areas and the Thanet post 16 offer but there is still over representation in sport, leisure and recreation and performing arts courses.

Tourism is a sector that has shown growth and has been identified as an area with growth potential. Hospitality and Catering are comprehensively represented in full time education and apprenticeships but there are fewer opportunities available in Travel and Tourism.

Human, Health and Social Work is one of highest employment sectors in Thanet and there are full time courses and apprenticeship opportunities from level 2-3, but none available at level 1.

Retail is the other major employer of Thanet residents but there no full time courses and only one apprenticeship framework in warehousing and storage.

6. Attainment in Thanet schools

In Thanet, 36.7% of post-16 level 2 and 3 learners completed in 2012 – 2013. Entry to sixth form was, on average, with slightly more key stage 4 points than other students in Kent or in England. More learners starting post 16 courses (85%) had 5 A* - C including Maths and English than in the county (80%) or the country (78%). More students gained access to post-16 school provision without Maths and English than elsewhere.

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

Retention in year 12 was slightly below Kent but in line with the national figures. Although transition retention was below both Kent and national; the overall retention was significantly lower than both comparables by 7%.

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

A breakdown for A level grades showed that grade A* - C were below both Kent and national figures against each grade.

The number of D* results for BTEC were higher than predicted (22%) and were significantly greater than either the Kent or national figures.

15 or fewer students studied 35 out of 72 qualifications.

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

A Level	General Studies	206	42% of completers
A Level	English Literature	127	26% of completers
A Level	Psychology	105	21% of completers
A Level	History	81	16% of completers
AS Level	General Studies	78	15% of completers
A Level	Media/film/TV Studies	50	10% of completers

The top six BTECs were:

SubDip	Public Services
Dip	Sport
Dip	Art and Design
Dip	Public Services
SubDip	Sport
SubDip	Applied Science

12 qualifications delivered by providers in Thanet showed negative value added (<0.25), 17 qualifications were positive value added (>0.25).

7. Narrowing the Gap - level 3 qualifications

7.1 Gender Differences

There were 50 fewer boys than girls at the end of key stage 5. There is parity of skills at entry to KS5 with 85% of students achieving 5 A*-C including Maths and English. There is an insignificant negative A level residual for both boys and girls. Vocational VA is significantly better for boys than girls. Although the entry was small, boys did significantly better than girls (3.67:-0.82) There is a larger 12 – 13 drop out for boys than girls.

7.2 Free School Meals

There was a cohort of 41 FSM students completing key stage 5 in 2012 – 2013. 86% non-FSM entered KS5 with 5 A* - C including English and Maths, whilst 73% FSM achieved the same qualifications. A level/academic APE was 193 for FSM students, 206 for non-FSM students. Vocational APE was the same for all students.

Vocational value added for all qualifications was positive for FSM students and was significantly positive for BTEC Diploma and BTEC Subsidiary Diploma. NO FSM student was entered for IB.

There is a year 12 – year 13 transition issue in Thanet where overall retention rates are 70% and below.

7.3 Special Educational Needs

There were 35 SEN students, 16 SA, 17 SA+ and 2 statemented students. 50% statemented students, 77% SA+, 79% SA and 86% no SEN enter KS5 with 5 A* - C including English and Maths. A level/academic APE is not significantly different between groups although no statemented students took an A level route. Vocational APE was 245 no SEN, 216 SA and SA+, and 174 for statemented students.

A level/academic value added was negative for all students.

No SEN student took BTEC Certificate or Diploma. The BTEC Extended Diploma had negative value added for SEN groups. The BTEC Subsidiary Diploma had a positive value added of nearly 1 grade for SA students. There is no value added recorded for statemented students.

Key questions for Thanet District

- It will be difficult for Thanet providers to deal with all the challenges that RPA and high unemployment will create, particularly if it is a reactive response to the problem. Providers need to consider how they can develop early intervention strategies in Key Stage 4 and in Year 12?
- How can more learners be encouraged to undertake employment with training?
- How can employers be encouraged to offer employment with training?
- How can Thanet providers increase the take-up of traineeships for the cohort of Level 2 learners without English and Maths?
- With the reduction in national expenditure on public services, does the vocational offer in Thanet meet the needs of the new growth areas?
- How can the STEM offer be better placed to increase employment opportunities for both local business and learners?
- Is the key stage 5 offer encouraging retention and attainment with clear progression to FE, HE and employment?
- Are there creative ways of moving learners towards and achieving level 2 English and Maths?
- Are there innovative ways of changing the post 16 offer in line with the opportunities explained in the 16 – 19 study programme guidance?
- Are there the right courses on offer at a local level or are our most vulnerable students travelling? Are there sufficient and relevant pathways for progression for these students? Are there providers who will enable them to remain engaged with the education training or employment in a flexible, personalised manner?

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 - 2015 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 - 2014, 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 Thanet District

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

Source: Business Register and Employment Survey 2009 -2012			Change 2009 - 2012	
			No.	%
Thanet	2009	2012		
Primary Industries (Agriculture/Mining/Utilities)	1,000	500	-500	-50.00
Manufacturing	3,400	3,100	-300	-8.80
Construction	2,400	1,700	-700	-29.20
Wholesale and retail trade	7,200	7,400	200	2.80
Transportation and storage	1,500	1,700	200	13.30
Accommodation and food service activities	3,200	2,900	-300	-9.40
Information and communication	600	400	-200	-33.30
Financial and insurance activities	900	900	0	0.00
Real estate activities	500	600	100	20.00
Professional, scientific and technical activities	1,400	1,500	100	7.10
Administrative and support service activities	1,800	2,400	600	33.30
Public administration and defence	1,200	1,200	0	0.00
Education	5,400	5,500	100	1.90
Human health and social work activities	7,700	7,400	-300	-3.90
Arts, entertainment and recreation	800	900	100	12.50
Other service activities	800	700	-100	-12.50
Total	39,600	38,800	-800	-2.00

- Employment growth since 2009 has been limited. Significant growth has been in administrative and support service activities; wholesale and retail trades; transport and storage activities. Some growth has been in real estate; professional, scientific and technical activities and education.
- Marked falls in employment have been in construction; primary industries; manufacturing; accommodation and food service and health activities.
- Public sector employment still accounts for 22.2% of employment in Thanet, which is significantly higher than the Kent average of 17.9%.

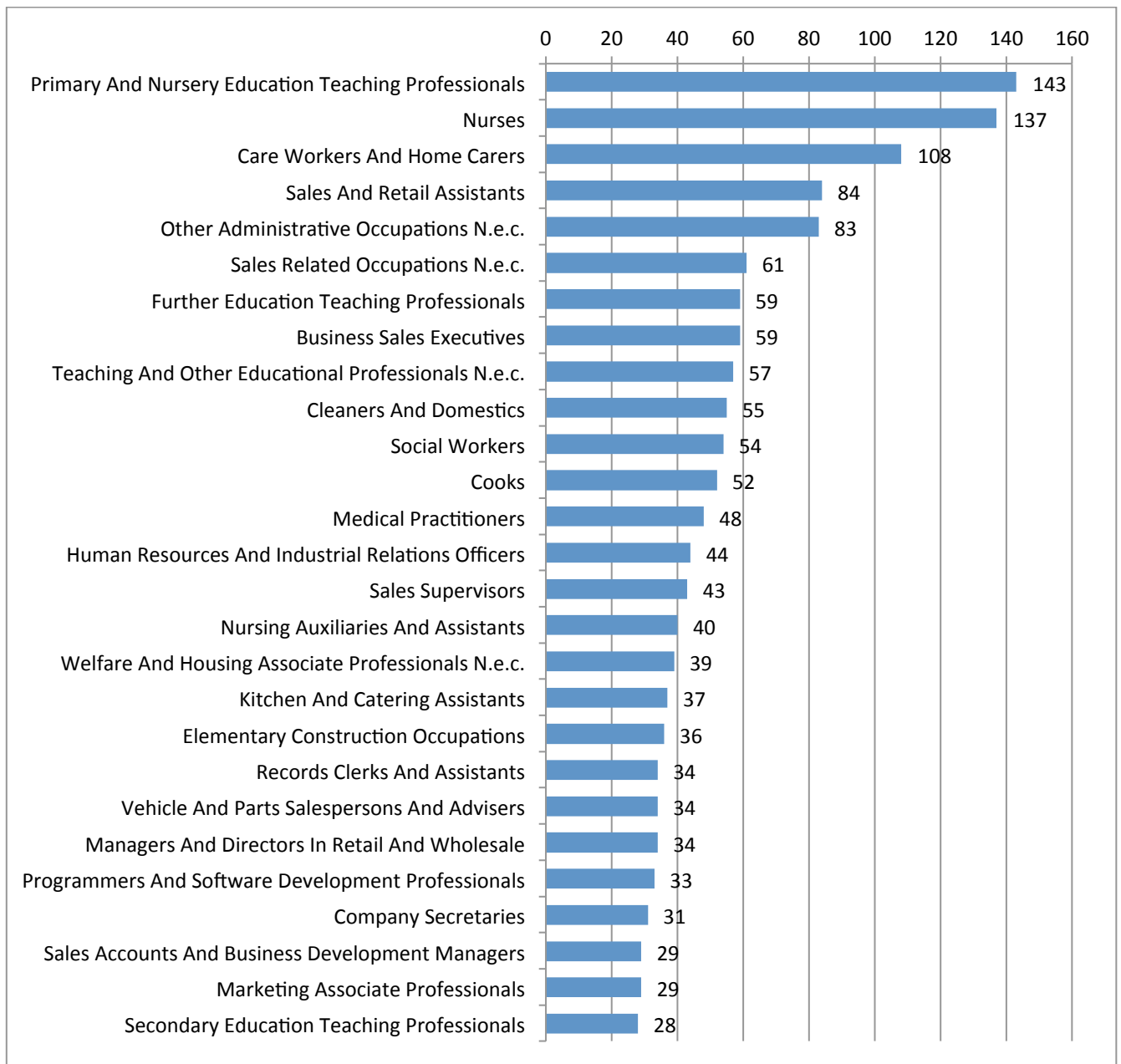
Table 2 –Comparison of distribution of job vacancies by occupational group in Thanet - 12/13 and 13/14

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	848	28.2%	1,291	37.2%
Associate professional and technical occupations	440	14.6%	427	12.3%
Administrative and secretarial occupations	342	11.4%	281	8.1%
Sales and customer service occupations	306	10.2%	281	8.1%
Caring, leisure and other service occupations	273	9.1%	295	8.5%
Skilled trades occupations	254	8.4%	184	5.3%
Elementary occupations	215	7.1%	212	6.1%
Managers, directors and senior officials	200	6.6%	347	10.0%
Process, plant and machine operatives	132	4.4%	153	4.4%
Total	3,037		3,470	

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 Thanet; 3,037 compared to 3,470. This is accounted for by continuing 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. Is Thanet well placed to exploit this?

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



Source: Labour Insight 2014

- The predominance of the public sector in Thanet is illustrated by the volume of vacancies for nurses, teachers at all levels, teaching assistants, care workers, social workers and others.
- Vacancies in retail and wholesale are well represented.
- Jobs for programmers, software developers and IT technicians are well represented in other districts but feature some way down the list in Thanet. The skills required for these jobs include Javascript, C++ development, Microsoft C#.net framework development, Sql server development, .net development and HTML.

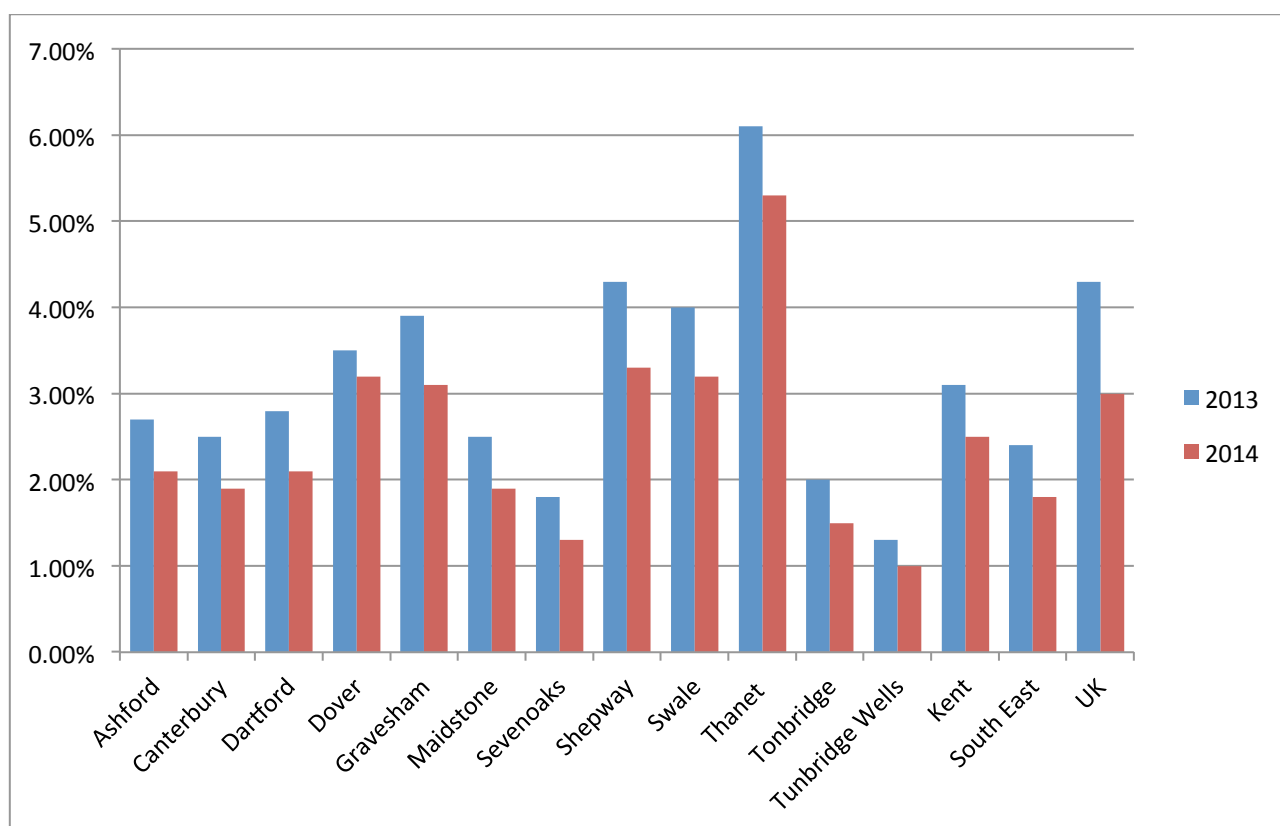
Table 3– Breakdown of VAT and/or PAYE businesses in Thanet between 2008 and 2013

Firms by size band	2008	2013	2013 %
1-4	2800	2475	64.2
5-10	600	650	16.9
11-24	400	360	9.2
25-99	200	310	8.1
100+	100	60	1.6
Total	4100	3855	

Source: NOMIS Local Profile – Employment Theme 2014

The number of business based in Thanet is below its 2008, pre-recession, level.

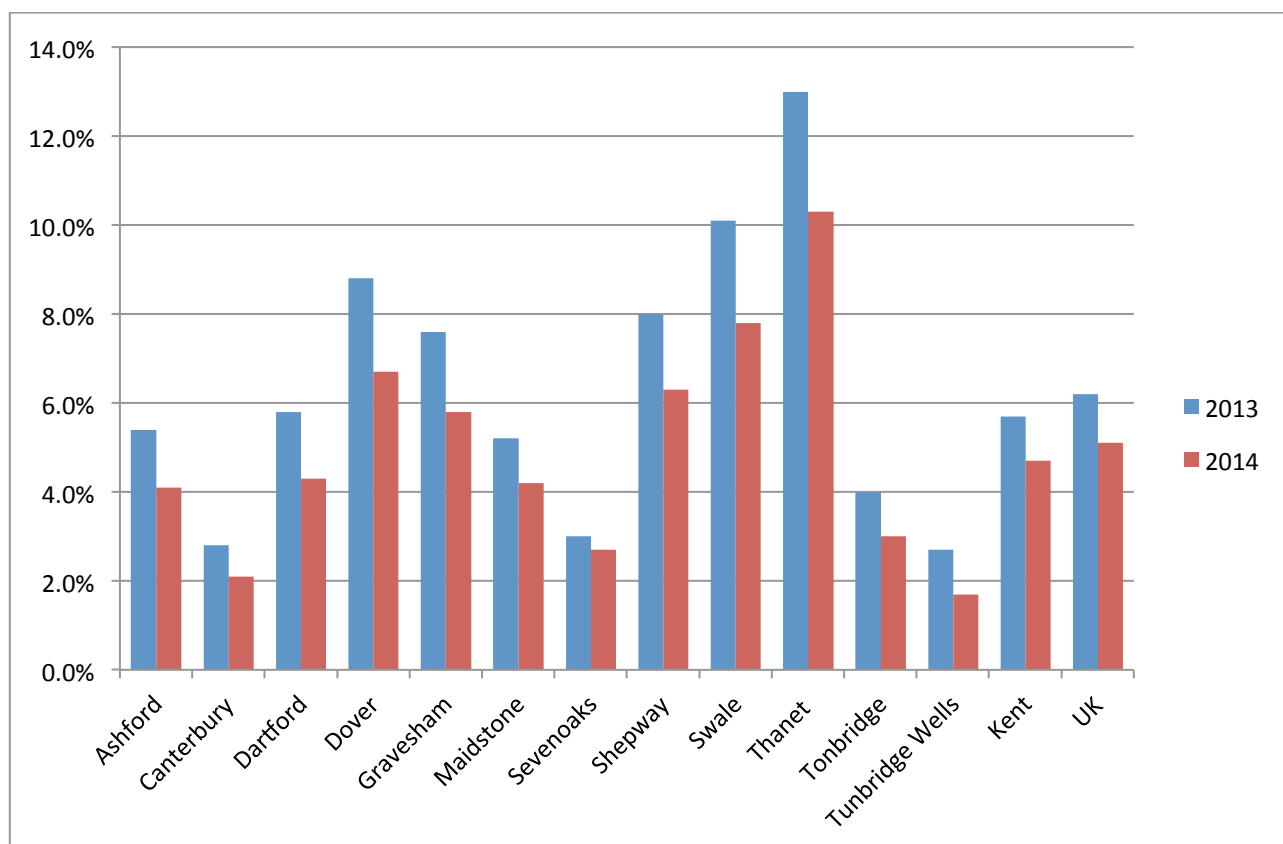
Chart 2 –Comparison of Percentage District Unemployment between January 2013 and 2014



Source: ONS Claimant Count January 2014

- Thanet has the highest unemployment rate (5.3%) 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 Thanet fell by 13.7%. However this is the lowest reduction in the county during this period. 4,426 people in Thanet 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

Thanet has the highest youth unemployment rate in Kent, and is 5.2 percentage points higher than the UK average. Following local and national trends, this has fallen from 12.9% 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
	%	%	%	%	%
Thanet	12.7	11.7	14.5	17.1	18.3
Kent	13.4	14.6	14.1	15.4	14.7
South East	13.1	13.9	13.9	14.5	14.6
England	12.6	13.1	13.2	13.8	13.6

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

Self-employment in Thanet has historically been low compared to local and national comparisons, but the trend is now rising reflecting that self-employment is replacing unemployment in some Thanet wards.

Table 5 – Public vs Private Sector Employees

Public vs Private Sector Employment June 2013		
	Public	Private
	%	%
Thanet	22.2	77.8
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 still accounts for 22.2% of employment in Thanet, which is the highest of all Kent districts. Throughout the UK counties are facing a rebalancing between the public and private sector, reflecting national reductions in public expenditure. Thanet may not 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
Thanet	403	420	415
Kent	518	530	539
South East	537	548	556
England	496	506	513

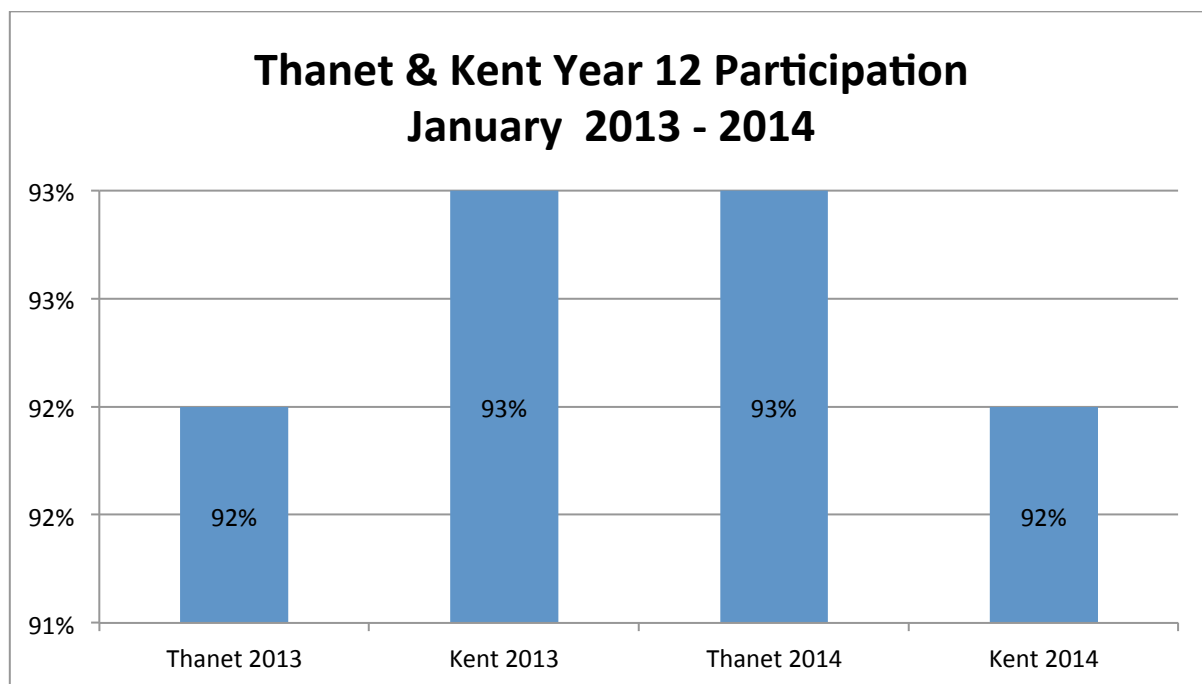
Source: Annual Survey of Hours and Earnings (ASHE), through Nomis, Office for National Statistics (ONS)

The median weekly gross pay of workers by residence in Thanet is very low and ranks bottom of the 12 Districts in Kent. It has grown by only 2% between 2009 and 2011. Low levels of pay may reflect the size and growth of the wholesale and retail sector, which traditionally offer low remuneration, the relative lack of professional and associate professional occupations, and the high unemployment rate. We use a residence based measure of income which will capture households with high benefit dependency.

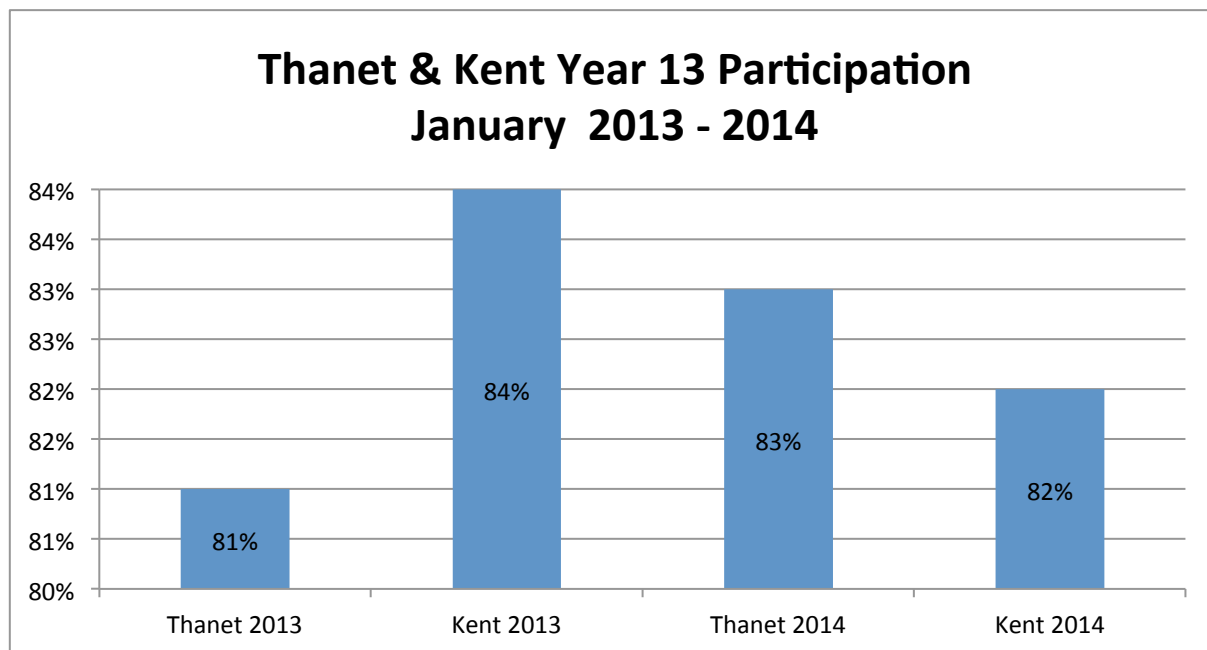
Appendix 3: Participation

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

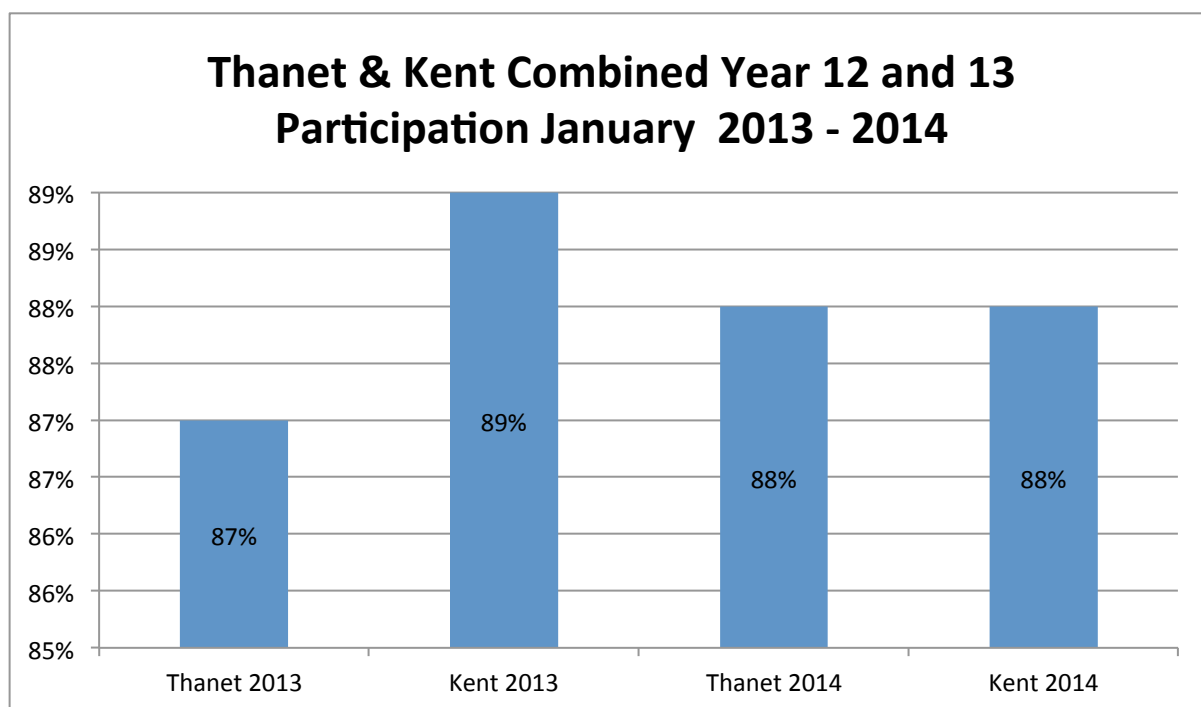
Participation is defined as those that are in sixth form, FE College, Employment with training (mainly apprenticeships) or training.



Participation for Thanet last year 2013 was below the Kent levels. For 2014, Thanet's year 12 participation increased by 1% whilst Kent dropped by 1%.



Year 13 participation levels for Kent have dropped from 84% to 82% since last year. Thanet has increased its participation from 81% to 83% but this is still 1% below last year levels.



Thanet	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	1633		1639		3272		1818		1636		3454	
School Sixth Form	782	48%	603	37%	1385	42%	934	51%	671	41%	1605	46%
Further Education College	651	40%	590	36%	1241	38%	680	37%	561	34%	1241	36%
Employment with Training	34	2%	95	6%	129	4%	54	3%	96	6%	150	4%
Employment without Training	31	2%	107	7%	138	4%	16	1%	78	5%	94	3%
Training	33	2%	46	3%	79	2%	24	1%	22	1%	46	1%
NEET	88	5%	151	9%	239	7%	71	4%	123	8%	194	6%
Current Situation not Known	12	1%	35	2%	47	1%	22	1%	29	2%	51	1%
Participation	1500	91.9%	1334	81.4%	2834	86.6%	1692	93.1%	1350	82.5%	3042	88.1%

- Participation has increased by 1.2% for year 12 aged learners 1.1 % for Year 13
- There is a 3% increase in learners for the 6th form for Year 12
- There is a 4% increase in learners for the 6th form for Year 13
- There is a 3% decrease in Year 12 and 2% decrease in year 13 for the FE sector

- Both Year 12 and Year 13 NEETs have dropped by 1% since last year but it is still higher than the Kent percentage.
- The numbers in training has dropped in Thanet. This refers to young people who may traditionally be on foundation course level.

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

Thanet DC		
Priority groups within NEET 16-24	January 2013	January 2014
Looked after/in care	41	63
Caring for own child	80	88
Refugee/asylum seeker	0	0
Carer not own child	5	7
Substance abuse	13	12
Care leaver	20	25
Supervised by YOT	17	12
Pregnancy	21	25
Parent not carer for own child	3	7
LDD	81	166

Appendix 4: Progression in Thanet District

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

		Thanet														
		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 incl Eng and Maths	336955	56.8	100.0	100.0	82.4	11120	3.3	315964	53.3	100.0	100.0	83.5	10427	3.3	
	All Pupils	593750		95.0	84.8	55.9	59960	10.1	593199		94.2	82.0	54.3	65845	11.1	
Local Authority: Kent	Below Level 1	1399	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 incl Eng and Maths	9952	57.3	100.0	100.0	82.6	328	3.3	9133	53.7	100.0	100.0	83.7	301	3.3	
	All Pupils	17358		94.3	84.9	55.9	1927	11.1	17018		93.7	82.4	53.9	2008	11.8	
Thanet	Below Level 1	162	10.1	27.8	11.7	0.6	67	41.4	183	11.8	26.2	10.4	1.6	74	40.4	
	Level 1, below Level 2	302	18.8	100.0	49.0	15.6	48	15.9	268	17.3	100.0	41.8	13.8	57	21.3	
	Level 2 without English and Maths	331	20.6	100.0	100.0	32.3	50	15.1	320	20.7	100.0	100.0	32.5	50	15.6	
	Level 2 incl Eng and Maths	808	50.4	100.0	100.0	77.2	37	4.6	777	50.2	100.0	100.0	80.8	39	5.0	
	All Pupils	1603		92.7	81.5	48.6	202	12.6	1548		91.3	79.3	49.9	220	14.2	

Appendix 5: The Vocational Offer in Thanet District

5.1: Apprenticeship data for Ashford: 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 - 2014 saw more 19-24 apprenticeships than 16-18 year olds, for the first time.

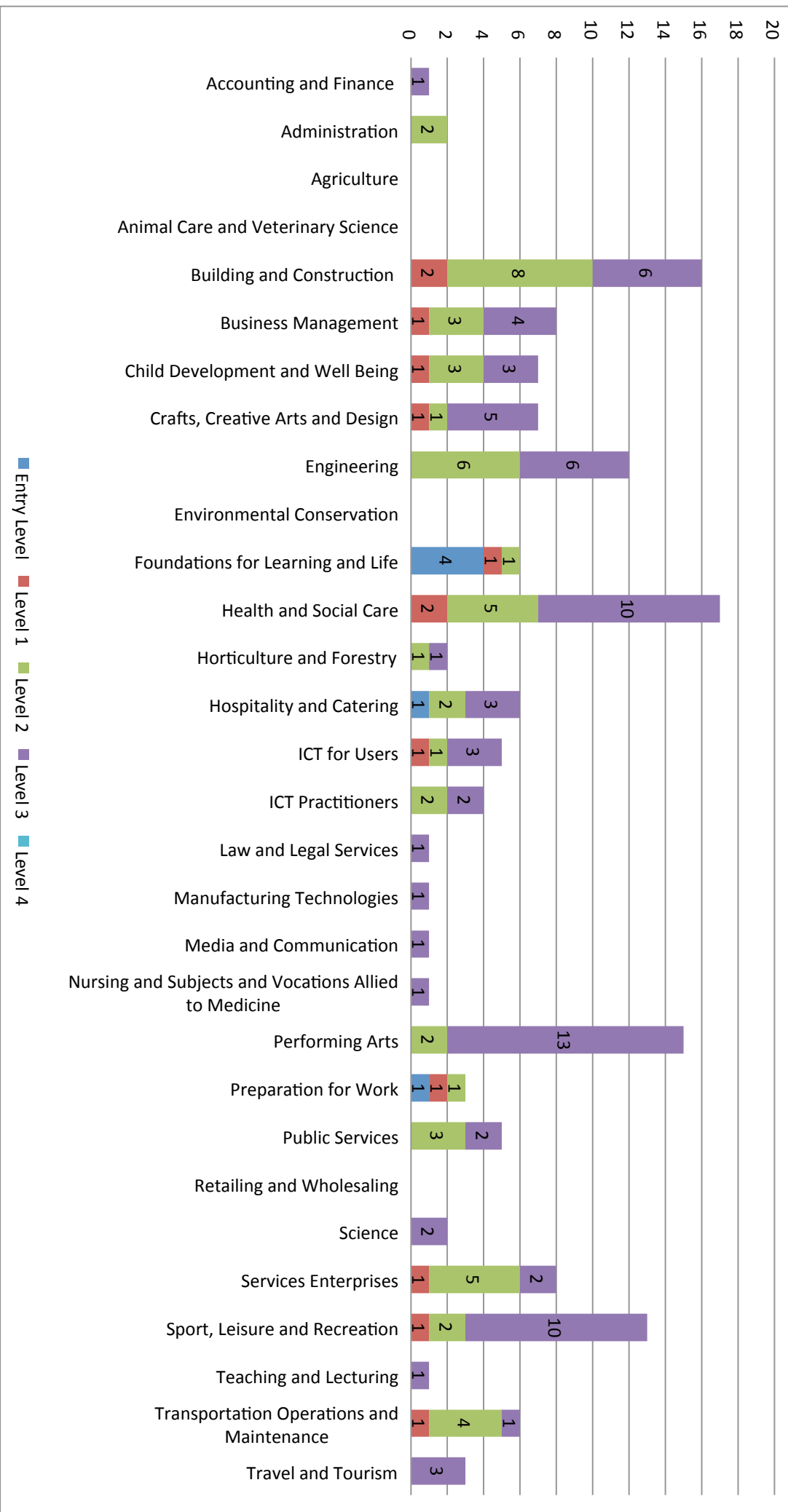
Proposed changes in the funding of Apprenticeships include:

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

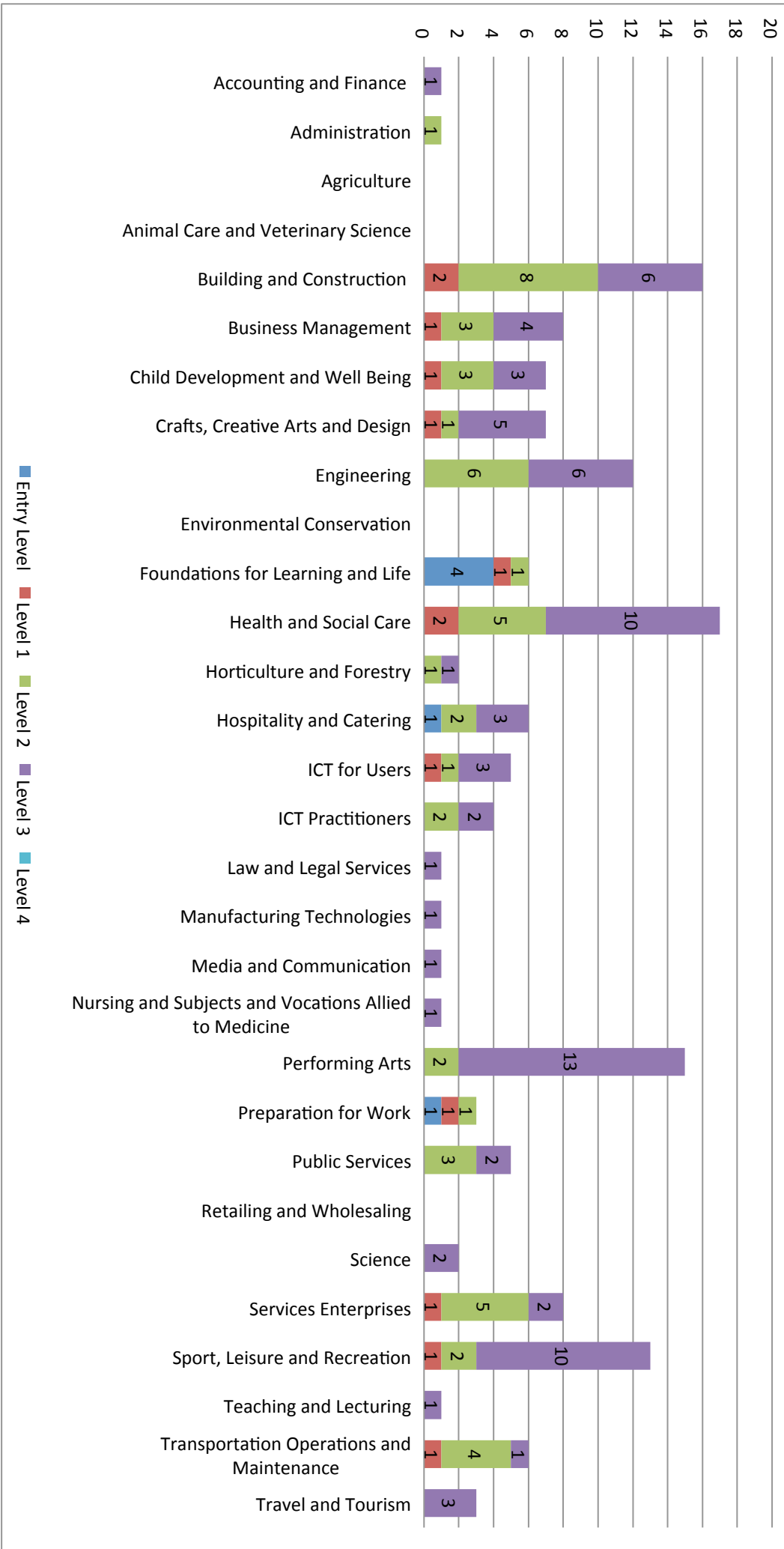
Breakdown of Kent Apprenticeship Starts by Framework Sector 2012/2013

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

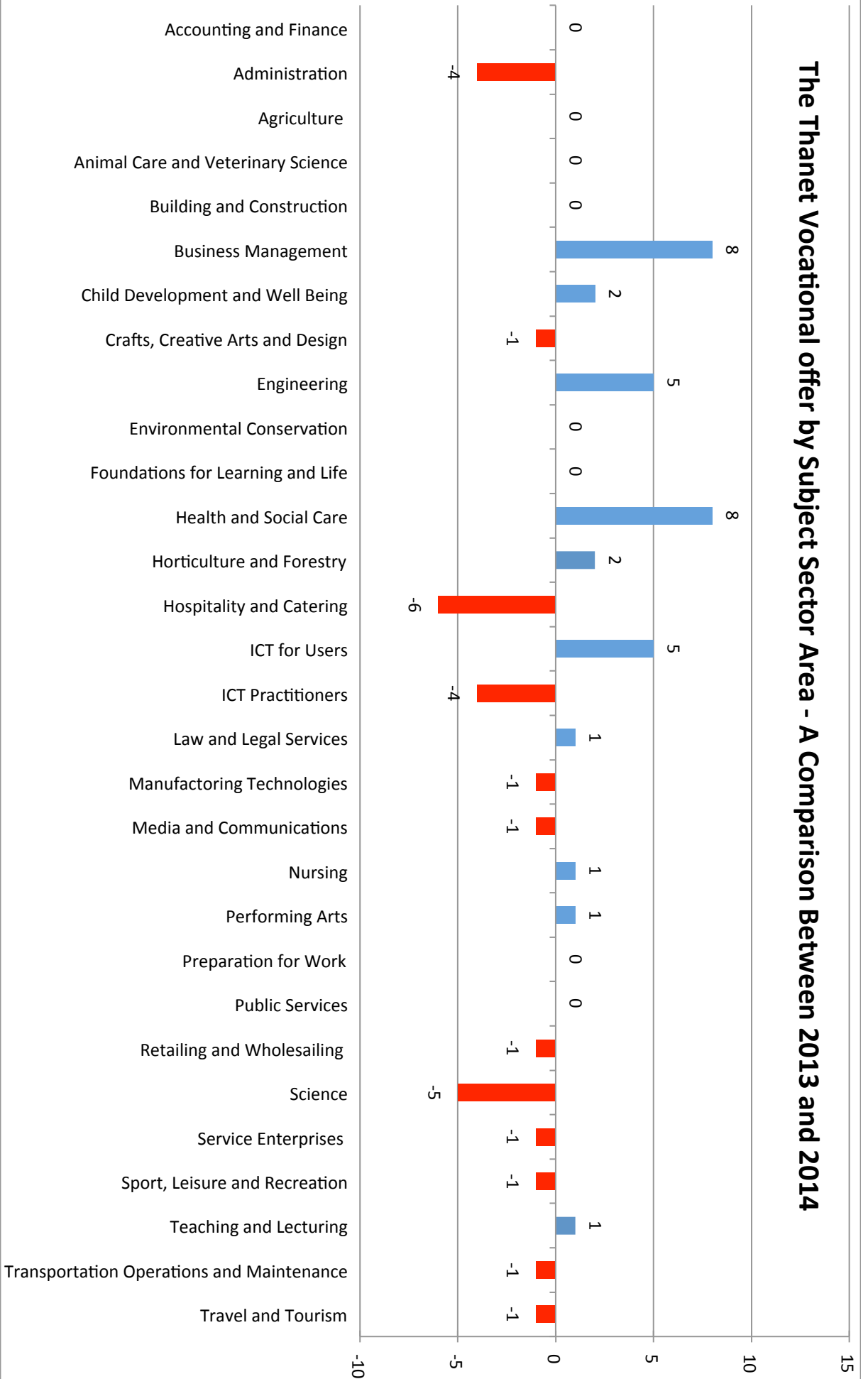
Appendix 5.2: The Thanet Vocational Offer - Number of Courses by Subject Sector Area and Level 2014



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



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



Appendix 5.3: The Thanet Vocational Curriculum Map 2014

1.2 Nursing and Subjects and Vocations Allied to Medicine

Course Title	Venue	Course Type	Level
Access to Higher Education - Medical Pathway	East Kent College	Other Vocational	3

1.3 Health and Social Care

Course Title	Venue	Course Type	Level
Childcare or Health and Social Care	East Kent College	Other Vocational	1
Society Health & Development Diploma	Charles Dickens School	Other Vocational	1
Health and Social Care	East Kent College	Other Vocational	2
Health and social Care BTEC Award	Charles Dickens School	BTEC	2
Society Health & Development Diploma	Charles Dickens School	Other Vocational	2
Health & Social Care OCR National	Hartsdown Academy	Other Vocational	2
Health and Social Care BTEC First certificate	The Marlowe Academy	BTEC	2
Health and Social Care	East Kent College	Other Vocational	3
IBCC – Health and Social Care GCE	Dane Court Grammar School	Other Vocational	3
Health, Social Care and Early Years - Cambridge Tech	Hartsdown Academy	Other Vocational	3
Health, Social Care and Early Years Cambridge Tech	Hartsdown Academy	Other Vocational	3
BTEC Diploma Health and Social	King Ethelbert School	BTEC	3
Health & Social Care BTEC Extended Diploma	St Georges C of E Foundation School (Broadstairs)	BTEC	3

Health & Social Care BTEC National Subsidiary Diploma	St Georges C of E Foundation School (Broadstairs)	BTEC	3
Health and Social Care Applied GCE (Single and Double qualification)	The Chatham and Clarendon Grammar School	Other Vocational	3
Health & Social Care BTEC Extended Diploma	The Marlowe Academy	BTEC	3
Health and Social Care BTEC Diploma	Ursuline College	BTEC	3

1.4 Public Services

Course Title	Venue	Course Type	Level
Public Services BTEC Extended Certificate	The Marlowe Academy	BTEC	2
Public Services BTEC First Diploma	Charles Dickens School	BTEC	2
Public Services Higher Diploma	Charles Dickens School	Other Vocational	2
BTEC Diploma Public Services	King Ethelbert School	BTEC	3
Public Services BTEC Extended Diploma	The Marlowe Academy	BTEC	3

1.5 Child Development and Wellbeing

Course Title	Venue	Course Type	Level
Skills for Childcare	East Kent College	Other Vocational	1
Children and Young Peoples Workforce	East Kent College	Other Vocational	2
Introducing Caring for Children and Young People Pre	East Kent College	Other Vocational	2
Childcare Skills	Hartsdown Academy	Other Vocational	2
Children and Young Peoples Workforce (Diploma)	East Kent College	Other Vocational	3

Children and Young Peoples Workforce (Extended)	East Kent College	Other Vocational	3
Children's Play, Learning and Development BTEC National Award	Hartsdown Academy	BTEC	3

2.1 Science

Course Title	Venue	Course Type	Level
BTEC Diploma Applied Science - Medical	King Ethelbert School	BTEC	3
Science Applied (Forensic) BTEC Diploma	St Georges C of E Foundation School (Broadstairs)	BTEC	3

3.2 Horticulture and Forestry

Course Title	Venue	Course Type	Level
Floristry	Hartsdown Academy	Other Vocational	2
Floristry	Hartsdown Academy	Other Vocational	3

4.1 Engineering

Course Title	Venue	Course Type	Level
Electrical Installation	East Kent College	Other Vocational	2
Engineering and Technology, Electronic	East Kent College	Other Vocational	2
Engineering and Technology, Mechanical	East Kent College	Other Vocational	2
Motorsport - Diploma	East Kent College	Other Vocational	2
Welding and Fabrication	East Kent College	Other Vocational	2
Engineering Certificate, Extended Certificate	Hartsdown Academy	Other Vocational	2

Engineering and Technology Advanced, Electronic	East Kent College	Other Vocational	3
Engineering and Technology Advanced, Mechanical	East Kent College	Other Vocational	3
Motorsport - Diploma	East Kent College	Other Vocational	3
Electronic Engineering BTEC Subsidiary Diploma	Hartdown Academy	BTEC	3
Manufacturing Engineering	Hartdown Academy	Other Vocational	3
Manufacturing Engineering Extended Diploma in (QCF)	Hartdown Academy	Other Vocational	3

4.2 Manufacturing Technologies

Course Title	Venue	Course Type	Level
Textiles BTEC	Hartdown Academy	BTEC	3

4.3 Transportation Operations and Maintenance

Course Title	Venue	Course Type	Level
Motor Vehicle	East Kent College	Other Vocational	1
Air Cabin Crew	East Kent College	Other Vocational	2
Automotive Vehicle Inspection	East Kent College	Other Vocational	2
Light Vehicle Maintenance & Repair	East Kent College	Other Vocational	2
Diploma in Vehicle Fitting	Hartdown Academy	Other Vocational	2
Light Vehicle Maintenance & Repair	East Kent College	Other Vocational	3

5.2 Building and Construction

Course Title	Venue	Course Type	Level
Carpentry, Multi Trades , Bricklaying or Painting and Decorating	East Kent College	Other Vocational	1
Engineering, ICT or Foundation Automotive	East Kent College	Other Vocational	1
Bricklaying	East Kent College	Other Vocational	2
Maintenance Operations	East Kent College	Other Vocational	2
Painting and Decorating	East Kent College	Other Vocational	2
Plastering	East Kent College	Other Vocational	2
Plumbing	East Kent College	Other Vocational	2
Site Carpentry	East Kent College	Other Vocational	2
Construction BTEC First Certificate	Hartsdown Academy	BTEC	2
Construction	Ursuline College	Other Vocational	2
Bricklaying	East Kent College	Other Vocational	3
Painting and Decorating	East Kent College	Other Vocational	3
Plastering - Fibrous	East Kent College	Other Vocational	3
Site Carpentry	East Kent College	Other Vocational	3
Construction and the Built Environment	Hartsdown Academy	Other Vocational	3
International Baccalaureate Career-related (IBCC)	Hartsdown Academy	Other Vocational	3

6.1 ICT Practitioners

Course Title	Venue	Course Type	Level
Information and Creative Technology	East Kent College	Other Vocational	2
Information Technology Higher Diploma	Charles Dickens School	Other Vocational	2
IT - Information Technology	East Kent College	Other Vocational	3
ICT BTEC Subsidiary Diploma	St Georges C of E Foundation School (Broadstairs)	BTEC	3

6.2 ICT Users

Course Title	Venue	Course Type	Level
ICT	East Kent College	Other Vocational	1
ICT Cambridge National	Hartsdown Academy	Other Vocational	2
ICT Cambridge Tech Diploma	Hartsdown Academy	Other Vocational	3
ICT Cambridge Tech Introductory	Hartsdown Academy	Other Vocational	3
ICT BTEC Diploma	The Marlowe Academy	BTEC	3

7.3 Service Enterprises

Course Title	Venue	Course Type	Level
Hairdressing and Beauty Therapy	East Kent College	Other Vocational	1
Barbering	East Kent College	Other Vocational	2
Barbering	East Kent College	Other Vocational	2
Beauty Therapy	East Kent College	Other Vocational	2

Hair and Media Make Up	East Kent College	Other Vocational	2
Hairdressing	East Kent College	Other Vocational	2
Beauty Therapy	East Kent College	Other Vocational	3
Hairdressing	East Kent College	Other Vocational	3

7.4 Hospitality and Catering

Course Title	Venue	Course Type	Level
Catering	East Kent College	Other Vocational	Entry
Professional Cookery	East Kent College	Other Vocational	2
Skills Builder Package Hospitality / Jamie Oliver	Hartsdown Academy	Other Vocational	2
Hospitality	East Kent College	Other Vocational	3
Professional Cookery (Patisserie and Confectionery)	East Kent College	Other Vocational	3
Professional Cookery (Preparation and Cooking)	East Kent College	Other Vocational	3

8.1 Sport, Leisure and Recreation

Course Title	Venue	Course Type	Level
Sports and Active Leisure Sector	East Kent College	Other Vocational	1
Sport	East Kent College	Other Vocational	2
Sport National Certificate	Hartsdown Academy	Other Vocational	2
Sport Development, Coaching and Fitness	East Kent College	Other Vocational	3

Sport Performance and Excellence (Football Focus)	East Kent College	Other Vocational	3
IBCC – Sport and Exercise Science	Dane Court Grammar School	Other Vocational	3
Football Academy GIRLS AND BOYS Sport Development Coaching & Fitness	Hartsdown Academy	Other Vocational	3
Sport Cambridge National	Hartsdown Academy	Other Vocational	3
BTEC Diploma Sport	King Ethelbert School	BTEC	3
Sport BTEC Diploma/Subsidiary Diploma	St Georges C of E Foundation School (Broadstairs)	BTEC	3
Sport OCR National Certificate (Single and Double)	The Chatham and Clarendon Grammar School	Other Vocational	3
Sport BTEC Extended Diploma (Outdoor adventure)	The Marlowe Academy	BTEC	3
Sports Development BTEC National Certificate (Double Award)	Ursuline College	BTEC	3

8.2 Travel and Tourism

Course Title	Venue	Course Type	Level
Travel and Tourism BTEC Certificate	Hartsdown Academy	BTEC	3
Travel and Tourism BTEC Subsidiary Diploma	St Georges C of E Foundation School (Broadstairs)	BTEC	3
Travel & Tourism BTEC Extended Diploma	The Marlowe Academy	BTEC	3

9.1 Performing Arts

Course Title	Venue	Course Type	Level
Music Performance, Music Technology and Performing Arts	East Kent College	Other Vocational	2
Performing Arts BTEC First Extended Cert	The Marlowe Academy	BTEC	2

Access to Higher Education in Music	East Kent College	Other Vocational	3
Music Performance Diploma	East Kent College	Other Vocational	3
Music Technology Diploma	East Kent College	Other Vocational	3
Performing Arts Diploma	East Kent College	Other Vocational	3
Theatrical, Special Effects and Hair and Media Make-up	East Kent College	Other Vocational	3
IBCC - Performing Arts	Dane Court Grammar School	Other Vocational	3
Music BTEC Subsidiary Diploma	Hartsdown Academy	BTEC	3
Performing Arts BTEC National Diploma	Hartsdown Academy	BTEC	3
Performing Arts Subsidiary Diploma	Hartsdown Academy	Other Vocational	3
Production Arts (stage management) Subsidiary Diploma	Hartsdown Academy	Other Vocational	3
BTEC Diploma Performing Arts	King Ethelbert School	BTEC	3
Dance BTEC National Diploma	The Marlowe Academy	BTEC	3
Performing Arts BTEC Diploma Music /Drama	The Marlowe Academy	BTEC	3

9.2 Crafts, Creative Arts and Design

Course Title	Venue	Course Type	Level
Creative Arts	East Kent College	Other Vocational	1
Art & Design/Photography/Interactive Media	East Kent College	Other Vocational	2

Art and Design Diploma	East Kent College	Other Vocational	3
Photography and Digital Imaging Diploma	East Kent College	Other Vocational	3
BTEC Diploma Art & Design	King Ethelbert School	BTEC	3
Art and Design BTEC	St Georges C of E Foundation School (Broadstairs)	BTEC	3
Art & Design BTEC Diploma	The Marlowe Academy	BTEC	3

9.3 Media and Communications

Course Title	Venue	Course Type	Level
Creative Media (Interactive Media) Diploma	East Kent College	Other Vocational	3

13.1 Teaching and Lecturing

Course Title	Venue	Course Type	Level
Access to Higher Education in Teacher Training	East Kent College	Other Vocational	3

14.1 Foundations for Learning and Life

Course Title	Venue	Course Type	Level
Discovery	East Kent College	Other Vocational	Entry
Independence and Work	East Kent College	Other Vocational	Entry
LEAP (Life, Employability and Personal Development)	East Kent College	Other Vocational	Entry
ESOL (English for Speakers of Other Languages)	The Marlowe Academy	Other Vocational	Entry
Adult Numeracy and Literacy ALAN tests	Charles Dickens School	Other Vocational	2

IB Design and Technology	King Ethelbert School	Other Vocational	3
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14.2 Preparation for Work

Course Title	Venue	Course Type	Level
Bright Futures (Work Based Learning) Entry	East Kent College	Other Vocational	Entry
Supported Internship (Work Based Learning)	East Kent College	Other Vocational	1
Workskills	Hartsdown Academy	Other Vocational	2

15.1 Accounting and Finance

Course Title	Venue	Course Type	Level
Personal and Business Finance	Hartsdown Academy	Other Vocational	3

15.2 Administration

Course Title	Venue	Course Type	Level
Business BTEC Diploma	Charles Dickens School	BTEC	2

15.3 Business Management

Course Title	Venue	Course Type	Level
Business and Enterprise	East Kent College	Other Vocational	1
Enterprise and Entrepreneurship	East Kent College	Other Vocational	2
Business and Communications Studies GCSE	Charles Dickens School	Other Vocational	2
Business BTEC First Extended Certificate	The Marlowe Academy	BTEC	2
Enterprise and Entrepreneurship Diploma	East Kent College	Other Vocational	3

BTEC Diploma Business Studies	King Ethelbert School	BTEC	3
Business BTEC National Subsidiary Diploma	St Georges C of E Foundation School (Broadstairs)	BTEC	3
Business BTEC National Diploma	The Marlowe Academy	BTEC	3

15.5 Law and Legal Services

Course Title	Venue	Course Type	Level
BTEC Law	King Ethelbert School	BTEC	3

Appendix 6: Thanet District Data Dashboard - Validated data 2013

Headline Measures			
Kent County Council 2013		Kent County Council	National
Thanet District			
Post-16 students (L2 and L3)	1332	36,798	419,158
Completions	490	10,100	358,373
Av. KS4 Points on Entry	46.1	44.7	44.1
% Students 5+ A*-C GCSE EM	85%	80%	78%
% Students with 5+ A*-C GCSE	98%	95%	94%
A Level APS (FTE)	839.7	818.3	782.2
A Level APE	205.6	216.0	211.3
Academic APS (FTE)	851.5	844.8	785.4
Academic APE	205.9	216.1	211.1
Vocational APS (FTE)	683.3	563.8	561.6
Vocational APE	241.3	214.8	213.6
Previous Year 12 Retention	92%	93%	94%
Year 12 Retention	94%	95%	94%
Transition Retention	83%	87%	86%
Overall Retention	70%	77%	77%
In-year Retention	95%	96%	95%
Fails % (AS level - cashed in only)	27.0%	19.8%	21.7%
Fails % (A level)	2.1%	1.6%	1.9%
Value added: A level	0.05	0.07	--
Value added: AS level	-0.08	0.06	--
Value added: BTEC L3 Certificate (QCF)	0.54	0.01	--
Value added: BTEC L3 Sub. Dip. (QCF)	1.16	0.14	--
Value added: BTEC L3 Diploma (QCF)	1.09	0.17	--
Value added: BTEC L3 Ext. Dip. (QCF)	0.11	0.04	--
Value Added (IB)	0.28	0.36	--

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
Thanet District			
AAB (or higher) in 3+ facilitating subjects (A level students)	5.9%	8.7%	7.5%
AAB (or higher) in 2+ facilitating subjects (A level students)	13.0%	14.6%	12.1%
3+ A levels at A*-E	81%	76%	79%
2+ A levels at A*-E	89%	90%	92%
1+ A levels at A*-E	99%	99%	100%
3+ A levels or academic equivalent at A*-E	82%	78%	79%
2+ A levels or academic equivalent at A*-E	89%	91%	92%
1+ A levels or academic equivalent at A*-E	99%	100%	100%
3+ substantial vocational qualifications	53%	44%	50%
2+ substantial vocational qualifications	82%	67%	70%
1+ substantial vocational qualifications	99%	100%	100%
% of A level examinations awarded A*-E grades	98%	98%	98%
% of A level examinations awarded A*-C grades	72%	77%	75%
% of A level examinations awarded A*-B grades	43%	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
Thanet District	45	177	325	363	227	97	26
Percentages	3.6%	14.0%	25.8%	28.8%	18.0%	7.7%	2.1%
Predicted percentages	5%	14%	25%	26%	18%	9%	3%
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
Thanet District	163	325	434	342	227	314
Percentages	9.0%	18.0%	24.0%	18.9%	12.6%	17.4%
Predicted percentages	13%	19%	23%	19%	13%	13%
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
Thanet District	202	71	53	46
Percentages	54.3%	19.1%	14.2%	12.4%
Predicted percentages	32%	22%	24%	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

Thanet 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	0.05	14	0%	0.7%	45.2	
A	Art & Design (Textiles)	-0.29	5	0%	0.5%	45.8	
A	Biology	0.27	69	0%	2.4%	48.5	
A	Business (VQ)	0.04	8	13%	1.2%	44.5	
A	Business Studies:Single	-0.13	35	0%	1.4%	46.5	
A	Chemistry	0.03	46	0%	2.2%	50.0	
A	Classical Civilisation	-0.32	7	14%	1.2%	42.6	
A	Computing Studies/Computing	-0.10	5	20%	4.6%	47.3	
A	D&T Product Design	-0.09	12	0%	2.1%	47.4	
A	Drama	-0.02	16	0%	0.6%	44.9	
A	Economics	0.05	6	0%	1.0%	48.3	
A	English Literature	0.44	127	0%	0.4%	46.9	
A	Film Studies	0.04	20	5%	0.6%	43.6	
A	Fine Art	-0.21	11	0%	0.6%	45.4	
A	French	-0.21	7	0%	0.8%	49.3	
A	General Studies	0.16	206	5%	6.8%	47.9	
A	Geography	-0.18	41	0%	0.8%	48.7	
A	German	-0.39	5	0%	0.7%	51.0	










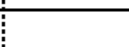
Subject Analysis - 1-Year Overview - L3VA

Thanet 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	-0.13	81	0%	0.7%	47.6
A	Information Technology	0.26	13	0%	2.3%	44.2
A	Mathematics	-0.23	70	4%	2.4%	49.8
A	Mathematics (Further)	-0.03	7	0%	1.2%	53.8
A	Media/Film/TV Studies	0.24	50	0%	0.7%	44.3
A	Music	-0.52	11	0%	1.2%	47.0
A	Physical Education/Sport Studies	-0.05	20	5%	2.4%	46.3
A	Physics	-0.07	39	5%	3.3%	49.9
A	Politics	-0.12	22	0%	1.3%	47.8
A	Psychology	0.05	105	1%	2.4%	46.3
A	Religious Studies	-0.03	28	4%	1.4%	48.0
A	Science (VQ)	0.05	6	0%	2.8%	45.8
A	Sociology	0.02	23	0%	1.6%	44.0
A	Spanish	-0.59	6	0%	1.1%	51.2
AS	Biology	-0.10	26	46%	31.6%	47.2
AS	Business (VQ)	0.78	7	0%	11.3%	42.6
AS	Business Studies:Single	-0.08	7	43%	22.0%	43.3
AS	Chemistry	0.22	19	16%	27.4%	48.8
AS	Computing Studies/Computing	-0.32	8	38%	28.6%	46.9
AS	English Literature	-0.03	19	5%	4.7%	46.6
AS	French	0.00	5	40%	15.5%	50.1
AS	General Studies	-0.02	78	15%	24.8%	46.0

Subject Analysis - 1-Year Overview - L3VA

Thanet 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	Geography	-0.29	7	43%	20.0%	47.6
AS	History	0.20	9	11%	11.0%	44.4
AS	Information Technology	-0.33	10	50%	25.9%	44.1
AS	Mathematics	-0.24	32	50%	36.4%	47.4
AS	Media/Film/Tv Studies	-0.07	19	5%	5.9%	45.3
AS	Music	-0.16	5	0%	7.5%	48.7
AS	Physical Education/Sport Studies	-0.14	6	50%	25.4%	43.7
AS	Physics	-0.08	17	18%	25.9%	49.3
AS	Politics	-0.42	9	78%	20.8%	43.0
AS	Psychology	-0.13	37	51%	31.8%	44.5
AS	Religious Studies	-0.03	13	0%	13.9%	48.1
AS	Sociology	-0.17	15	13%	24.1%	46.5
AS	Spanish	-0.48	10	50%	17.3%	48.8
BTEC	Dip Art and Design	0.29	15	0%	0.0%	42.2
BTEC	Dip Health and Social Care	0.37	10	0%	0.0%	36.8
BTEC	Dip Public Services	1.86	15	0%	0.0%	43.4
BTEC	Dip Sport	1.51	25	0%	0.0%	42.0
BTEC	ExtDip Applied Science	0.53	6	0%	0.0%	43.8
BTEC	ExtDip Business	0.06	7	0%	0.0%	43.0
BTEC	ExtDip Health and Social Care	-0.36	5	0%	0.0%	42.5
BTEC	ExtDip Sport	0.52	5	0%	0.0%	42.8
BTEC	NA Childcare Skills	-1.43	6	0%	0.0%	38.0

Subject Analysis - 1-Year Overview - L3VA

Thanet 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	SubDip Applied Science	 0.82	11	0%	0.0%	45.0	
BTEC	SubDip Business	 1.06	11	0%	0.0%	43.0	
BTEC	SubDip Health and Social Care	 0.19	6	0%	0.0%	44.1	
BTEC	SubDip Information Technology	 0.93	11	0%	0.0%	43.9	
BTEC	SubDip Public Services	 1.73	28	0%	0.0%	42.2	
BTEC	SubDip Sport	 1.13	13	0%	0.0%	43.0	
IB	Baccalaureate	 0.28	14	0%	10.4%	50.5	
OCR	NC Computer Appreciation / Introduction	 1.28	5	0%	0.0%	38.7	
OCR	NC Learning Theory	 0.35	16	0%	0.0%	43.1	
OCR	ND Learning Theory	 0.63	10	0%	0.0%	42.0	
Subjects with fewer than five students							
Subjects with fewer than 5 entries included in the value added calculation have been omitted from this table.							

Appendix 7: Narrowing the Gap

Thanet: 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 SubDip	IB
Male	468	735.5	-	33	17	43	7
Female	568	871.5	2	32	16	39	7
FSM	53.5	90	-	7	7	15	-
Non-FSM	982.5	1505	2	58	26	67	13
No SEN	989	1492.5	3	63	27	80	14
SEN - School Action	16	41	-	2	3	2	-
SEN - School Action Plus	30	59.5	-	-	3	-	-
SEN - Statement	-	2	-	-	-	-	-

