

District Datapack

The post 16 landscape in Swale



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Introduction

What is the purpose of the District Data Pack?

The purpose of the district data packs is to stimulate discussion within district education/training communities on how best to prepare young people for employment, be that at the end of key stage 4 or after post graduate study.

The packs look at new and old data sets and ask searching questions about local pathways, their compatibility with the local economy and the support young people receive; particularly vulnerable young people. They have been produced as a desk top exercise, they do not propose solutions, but provide the key questions that need addressing and the data to support the development of localised solutions.

What data has been used?

The intention has been to use where possible data that has not been widely used and to collate data to give an overview at a district, county, regional and national level to provide a wider context.

A significant number of data sources have been drawn together and as a consequence there will be some minor inconsistencies in the data. However, where there may be inconsistencies in the data, this is highlighted and the messages the data provide are consistent.

This is unavoidable due to the way data is collected locally, regionally and nationally. Kent County Council, Education Learning and Skills Directorate are currently reviewing the way it stores data and the way it works with other directorates.

How does the District Data Pack support Kent County Council Policy?

The Local Authority has clearly articulated how it intends to support young people make the most of their potential in the 14-24 Learning, Employment and Skills Strategy and the structure of the data pack reflects its four strategic priorities:

- To raise attainment and skill levels
- To extend and improve vocational education, training and apprenticeships
- To increase participation and employment
- To target support to vulnerable young people

How should the District Data Pack be used?

The executive summary tells the high level picture of the district and raises 8 key questions. Each priority section then has a summary, the supporting data from which the conclusions have been drawn, followed by a number of more searching questions.

It would not be possible to address all of the issues raised in the data pack at once, it is for local groups of education/training providers and employers to identify their own local priorities and strategies.

The data packs should not be used in isolation and local providers may wish to use the UKLP datadashboard on level 3 provision and their own data systems to complement the process.

Allan Baillie your local Skills and Employability Area Manager and Simon Bounds the Participation and Progression Officer will be able to support districts co-ordinate their response.

The relationship with the District scorecards

The district data packs do not establish any new benchmarks or measures for local providers; their purpose is support providers' strategic planning.

Executive summary

1. 16-18 population

Swale faces more disadvantages amongst its population than most districts in Kent. Children at school in Swale are more likely to come from economically disadvantaged families than in most other districts of Kent despite its relatively high average wage. Towns in Swale all have a relatively high proportion of residents on state benefits and the largest group are middle aged parents receiving benefits, living in neighbourhoods of social housing with higher levels of unemployment. The second largest group are vulnerable singles and lone parents with young children, living in higher crime areas in neighbourhoods of social housing. It is therefore essential for providers working all across Swale to bear in mind the high proportion of learners coming from economically disadvantaged families for whom costs such as travel could be a real challenge. They must also examine any differences in travel needs for the population on the Isle of Sheppey and those on the mainland.

Whilst there is vocational provision within schools in the district, a high number of learners travel out of Swale to FE institutions. They travel predominantly to Canterbury College and Mid Kent College's Medway campus, which gives Swale one of the highest numbers of young people going to FE in a different local authority. In spite of this, it is the only district in Kent to have no net migration for school education. There are as many learners travelling in as there are out. In addition to accessing FE, it is likely that many of the learners travelling out are children with BESD statements attending special schools in other districts; Swale will need to consider the impact of RPA on post 16 provision for these learners within the district.

Swale providers will also need to consider the impact of RPA when planning sixth form places and anticipate potential need in addition to the decline and plateau of the sixth form population that is forecast between 2014 and 2019. Longer term planning will also need to take into account the anticipated increase in Yr 7 to 11 learners between 2016 and 2019, which will impact upon post-16 provision in the following years.

2. Raise Attainment

Swale performs well in getting qualifications for a comparatively high number of its learners but does not do so well as a district at progressing them to higher levels, according to the results from summer 2012. In particular, by the age of 19 nearly a third of learners below Level 1 did not gain any higher level of qualifications, over a third did not progress beyond Level 1 and half of learners with Level 2 without English and Maths did not achieve Level 3. This puts a significant proportion of the cohort at a distinct disadvantage in accessing training or employment beyond 19.

A key issue which is affecting progression performance for Swale is the lack of progression for learners who go to 'any other provider' (e.g. training providers) post-16. This is the only category for which performance is notably lower in Swale than in Kent, especially for those Level 2 learners attempting to progress to Level 3.

In terms of narrowing the gap, Swale has one of the lowest proportions of pupils eligible for Free School Meals (FSM) who achieve Level 2 by age 19, and its gap of 25% to those not eligible for FSM is mid table and in line with the Kent. This gap widens to 33% at Level 3, but is still in line with Kent's performance.

There is a distinct problem with Swale students not completing two year courses in sixth form. Despite having a very high rate of transition retention (summer Yr 12 to Oct Yr 13) compared to Kent and national figures, it drops to 69% retention from the beginning of Year 12 to the end of Year 13, and is below county and national performance. This suggests many more Swale students start A level programmes than are suitable for them.

In terms of A Level performance, whilst achieving good results across the range of grades, Swale trails behind Kent in its students achieving three or more A levels at AAB in the facilitating subjects, which is

compounded by the district's A level offer being less geared towards entry to selective universities, such as those in the Russell Group. General Studies and Psychology are the top two subjects offered by Swale providers, but these are not recognised as counting towards entry by some universities. This issue is borne out by the low numbers of Swale learners accepted at selective universities, even from Swale's selective schools, although acceptance into university in general is fairly strong and in line with Kent's performance.

Swale's providers therefore need to find out why young people are making their A Level choices, what influences them and whether they understand the pathways and potential implications for their chosen sixth form studies in order to improve retention and attainment.

Regarding attainment in vocational qualifications, Swale providers achieve good results at the top end of BTECS, as a quarter of learners receiving D* grades, which is comfortably above the Kent average. There is a generally high level of performance across the range of grades and this is an area of strength for the district.

3. Improve and extend vocational education, training and apprenticeships

In employment terms Swale's main industrial sectors are manufacturing, wholesale and retail, transportation and storage, education, health and administrative activities. During the 2008-11 period the employment in the following industries in Swale grew by more than 10%:

- Professional, scientific and technical activities
- Arts, entertainment and recreation
- Construction
- Transportation and storage activities
- Health and social work activities

In contrast, the following sectors experienced a fall in employment:

- Manufacturing: while manufacturing employment has declined by 5% over the last ten years, it still remains a significant employer in the area
- Information and communication
- Public administration and defence - though outsourcing may create opportunities in the sector in the future

The vocational offer in Swale does not reflect the needs of the local economy and the areas of activity which may offer employment. There are three growth areas of the Swale economy which have too few courses considering the number of people employed in the sector: transportation, retail and health & social care. Additionally, there are only a handful of courses for agriculture and horticulture despite Swale having 9% of the agricultural holdings in Kent, much of which is geared to fruit growing.

Professional, scientific and technical activities have the largest proportional growth, with its employment base growing by nearly a quarter; significantly above the county's performance and identified as a priority for growth for Swale's Locality Board. Yet there are few science vocational courses available, whilst science A Levels have relatively low take-up given the sector's prominence in the district's local economy, supported by the presence of the Kent Science Park in Sittingbourne.

Although the arts, entertainment and recreation sector is growing, it still employs a relatively small number of people in the district: 1,000 jobs at only 2% of employment opportunities available. The plethora of courses available therefore does not reflect the limited needs of this particular sector. This is particularly the case for Performing Arts which has 33 courses at level 3.

Construction offers good progression from level 1 to level 3 but there is an argument for more provision especially at level 3 as the sector is growing, with a 13% increase in jobs and employs 2,600 people; this is in contrast to a general decline in construction employment across the county.

Swale Locality Board identifies that the area has low levels of higher skilled employees in the information and communication sector which are essential for the development of the Knowledge Economy. It has half the average for the South east. Conversely, Swale's status as a commuter town and the number of

highly skilled jobs that are available in the scientific and technical field is reflected in the fact that although Swale has the fourth highest unemployment rate in Kent, it has the fifth highest weekly earnings.

Regarding the nature of Swale's workforce, the district has a high proportion of very small firms with 82% only having up to nine employees, whilst only 4% have 50 employees or more. This could prove a challenge to the district's capacity to offer work experience as part of study programmes and being able to expand apprenticeships within the district.

4. Increase Participation and Employment

There will be a significant challenge for Swale over the next two years to help all 16-18 year olds to participate under RPA, as Swale has the third highest level of young people who are Not in Education, Employment or Training (NEET) in the county (Nov 2012). For September 2015, current data suggests that at least another 430 learners will need help to participate in post-16 learning.

The most significant problem with participation for Swale is in year 13. Participation in FE in the district is low but in Year 12 there is high participation in school sixth form. The lower numbers in sixth forms and FE for Year 13 suggest that students are dropping out of school but not taking up places in FE and are instead either taking jobs without training or becoming NEET. The number of young people taking on jobs without training in year 13 was 141 higher than those in Year 12. This means that under RPA, there would be a much greater number of year 13 learners who would be classed as not participating, and therefore focus on suitable pathways and retention is essential.

County-wide research into RPA undertaken by Learner Voice indicated that young people still don't fully understand what RPA is about, they still prefer face-to-face contact when seeking advice and guidance and encouragingly recognise the importance of getting their English and Maths GCSEs and expecting to study this beyond 16 until they achieve them.

CXK conducted research in Swale to ascertain the areas that young people who are NEET would like to work in, again in November 2012. Encouragingly, their aspirations closely match the needs of the local economy: the two most popular, construction and health & social care, are areas of employment where growth in the district in the last three years has been above 10%. Whilst the third choice, engineering has seen a slight decline, it is a significant employer and Swale has the county's leading vocational centre in this field. Environment, animals and plants was the fifth preference and is also a growth sector for the district, which is also the leading agricultural employer for the county.

Swale's providers therefore need to understand the reasons behind dropping out during Years 12 and 13: is there dissatisfaction with the post-16 experience? Are learners disengaging after one-year courses? Providers and partners will also need to plan how they will address the large numbers of young people entering into jobs without training, both by persuading the young person of the value of continued learning or training and encouraging employers to incorporate training or apprenticeships into their employment opportunities for young people.

Youth unemployment is a problem in Swale. Although the district has bucked the trend in Kent of rising unemployment by creating jobs overall, unemployment for 18 to 24 year olds has increased and is the second highest in the county. In addition to this trend following on from Swale's high NEETs figures, it suggests that the employment opportunities available in Swale require skills and experience that young people currently do not possess. Therefore they need to be supported through post-16 provision to gain relevant work experience and employability skills and undertake suitable pathways to improve their employment outcomes.

5. Target Support to Vulnerable Young People

Swale has a significant challenge under RPA to encourage vulnerable learners to participate until 18. As explained in the previous section, there are high rates of NEET in the district, especially at age 17. According to data gathered in November 2012, a significant number of the NEET group in Swale are in

one of the priority groups so for Swale's young people, being NEET can often mean a close link to vulnerability.

The largest cohort within Swale's priority vulnerable groups of 16-24 year old NEETs are either looking after their own child or pregnant. The second largest group are LLD learners. These two groups together make up 90% of the vulnerable 16-24 NEETs in Swale. In addition, the district has the second highest number of 16-24 year old young people with LLD in the county, and a fifth of these have BESD as their primary disability type; however, there is no BESD special school in Swale. This makes transition work difficult as they may be educated out of the district pre-16.

Swale also has the fourth highest number of children with Special Educational Needs (SEN) in the county. There are also high numbers of Looked After Children in Swale. As of February 2012, half of the 226 Lac in the district were placed there by another local authority. Furthermore, 42% of Out of Area LAC have a SEN, and so this high proportion places a heavy demand on providers.

Inclusion in schools is a significant challenge for Swale. There are very high rates of young people being educated at home, which is the highest in the county according to 2012 figures. Permanent and fixed term exclusions and Children Missing Education referrals all ranked second highest across the county. These issues will therefore have an impact on whether those young people are likely to participate post-16 under RPA, and so providers must formulate plans on how they will provide the support and independent guidance vital to help those learners to choose and access education or training post 16.

Conversely, young offenders form a small proportion of the vulnerable learner NEET group and their numbers have nearly halved over the last two years as the criminal justice system has developed less punitive ways of dealing with criminal activity by children.

Key challenges for Swale providers

1. Swale providers should work together to look at why so many learners are participating post 16 but not progressing to the next educational level by age 19.
2. Just less than 1 in 3 learners in Swale are not gaining a grade C in English and Maths at key stage 4. This is a major barrier to young people being able to access employment, which is a particular concern in Swale due to the high rates of unemployment in the district.
3. How can Swale providers increase the number of young who go to Russell Group universities? Progression to Russell Group universities from Swale schools is low, take up of the facilitating subjects in sixth form is low as is achievement in these subjects when compared to the rest of Kent .
4. How can Swale providers improve pathways and CEIAG to tackle low participation in Year 13?
Participation drops significantly in Year 13, fewer learners complete 2 year sixth form courses than the rest of the county, take up of FE in Year 13 does not significantly increase to compensate. The percentage of learners who move to employment without training increases as does the percentage who are NEET.
5. All providers, the district council, local employers and the KCC Skills & Employability Service must work together to establish a vocational offer for Swale which matches the needs of the local economy. In particular more must be done to see how work experience can support post 16 learning
6. KCC and the district council should examine why the increase in employment in the professional and scientific sectors has not been matched by an increase in other knowledge economy sectors such as information and communication and seek to influence the provision of the relevant courses if this would increase such opportunities.
7. How can Swale schools work with other agencies, the Youth Contract and KIASS to produce a joined up approach to the critical problem of school inclusion and prepare for the high number of young people who are educated other than at school who will need to participate post 16?
8. Swale schools, KCC and training providers must increase the post 16 provision available for teenage parents and young people with EBD statements and challenging behaviour. There should be an increase in the range and number of supported apprenticeships and traineeships for these groups and clear transition programmes from pre 16 to post 16 provision.
9. KCC, providers and the district council need to undertake work targeted at the number of 17 year olds in jobs without training to discourage this as an option and demonstrate the benefits of participation.
10. Schools need to be able to support looked after children to participate until 18 and overcome the challenges presented when these LAC are from another local authority. KCC must examine what it can do to help schools manage these complex cases and support transition across Key Stages 4 and 5.

1. Background - The 16-18 Swale Population

1. Summary

Swale faces more disadvantage amongst its population than most districts in Kent. Children at school in Swale are more likely to come from economically disadvantaged families than in most other districts of Kent despite its relatively high average wage. Towns in Swale all have a relatively high proportion of residents on state benefits and the largest group are middle aged parents receiving benefits, living in neighbourhoods of social housing with higher levels of unemployment. The second largest group are vulnerable singles and lone parents with young children, living in higher crime areas in neighbourhoods of social housing. It is therefore essential for providers working all across Swale to bear in mind the high proportion of learners coming from economically disadvantaged families for whom costs such as travel could be a real challenge. They must also examine any differences in travel needs for the population on the Isle of Sheppey and those on the mainland.

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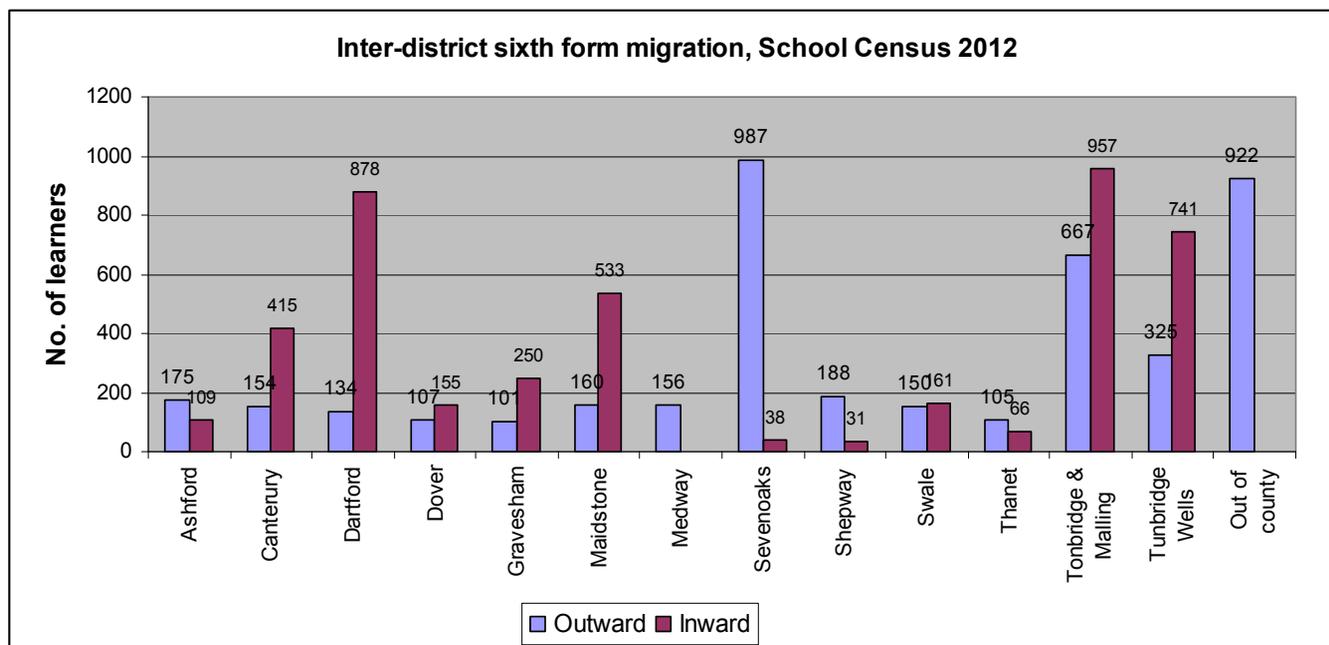
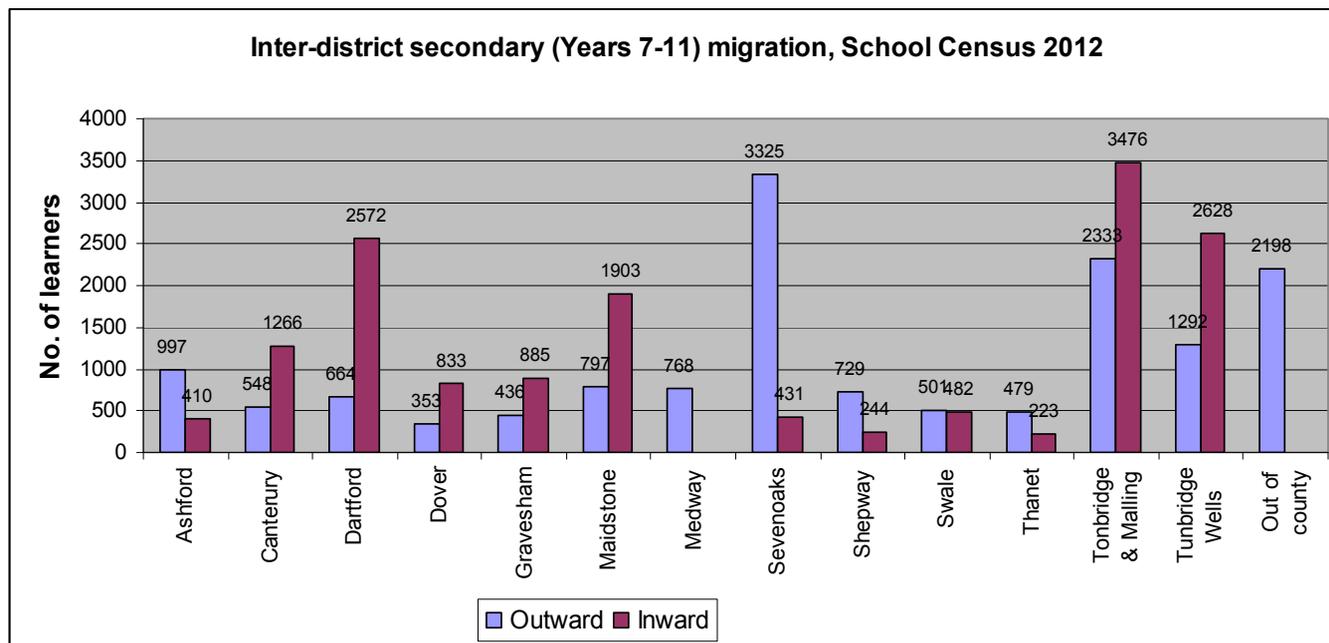
1.2 Supporting data

1.2.1 Learner Migration Years 7-11 and at sixth form

In Swale:

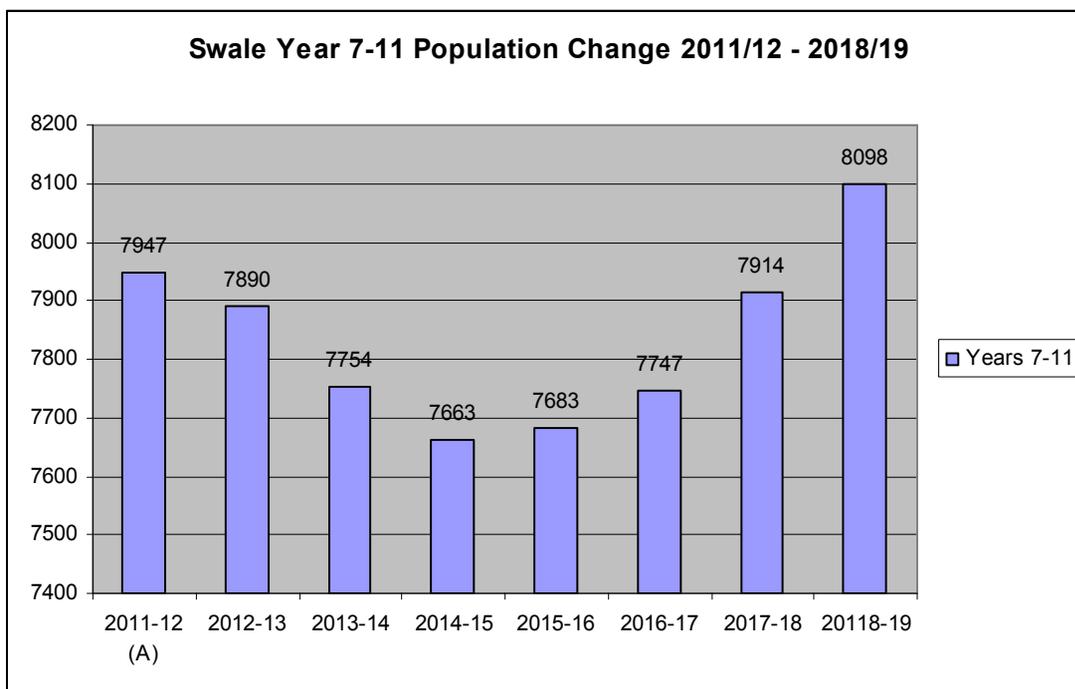
- 501 learners travel out of the district for Year 7-11 secondary education and 482 learners travel in.
- 150 learners travel out for sixth form education and 161 travel in.

This makes Swale the only district in Kent to have no net migration for school education.

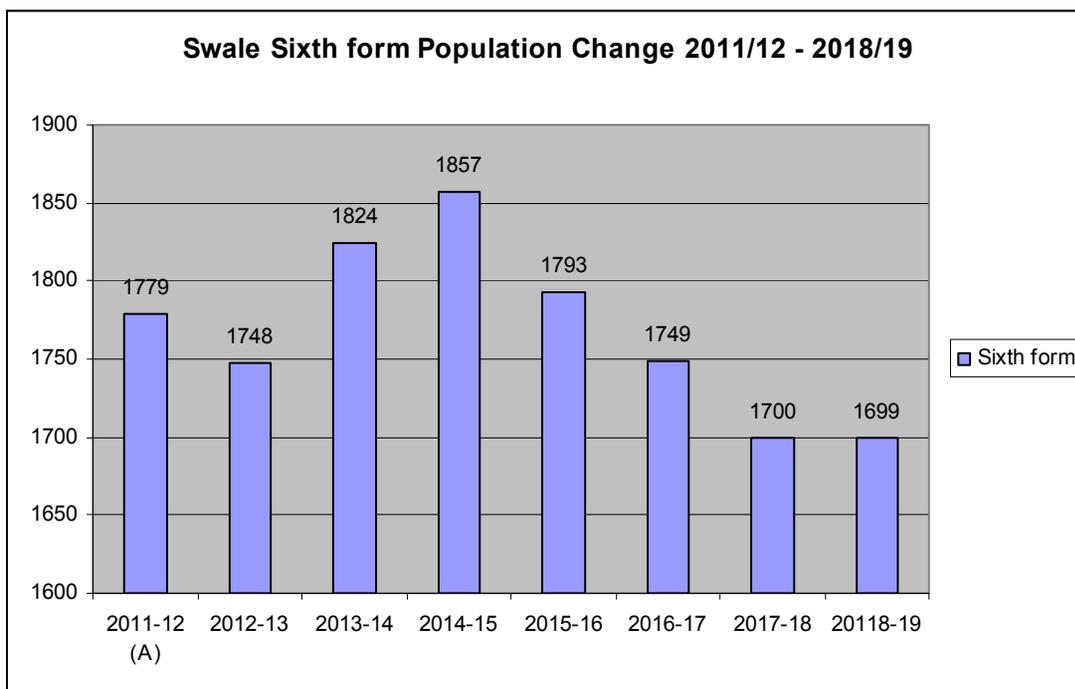


1.2.2 Population change

- The Year 7 – 11 population will continue to decrease to a low in 2014-15 then increase steadily again finishing the period examined on an upward trend for 2018-19 with an additional 150 learners compared to this year.
- Sixth form numbers will rise to their peak in 2014-15 before declining considerably to a low of 2018-19, when they will be 150 fewer than 2014.



Source: Forecast of pupils in secondary schools (June 2012), ELS Provision Planning & Operations, KCC



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1.2.3 Inter-district migration of Swale residents for Further Education

Whilst there is vocational provision within schools and Canterbury College's Swale Campus in the district, a high number of learners travel out of Swale to FE institutions. They travel predominantly to Canterbury College and Mid Kent College's Medway campus, which gives Swale the highest number of young people going to FE in a different local authority.

1.2.4 Inter-district Migration 2008-2010 by learner number and level of study

Total number of 16 - 18 year old Swale FE learners	2008/09	2009/10
	Learners	Learners
All levels	1406	1312

Source: ILR 2008/09 and 2009/10

Learners who travelled out of Swale for FE		2008/09	2009/10
District	NVQ level	Learners	Learners
Ashford	Level 1 & entry		2
	Level 2	4	
	Level 3	1	1
Total		5	3
Canterbury	Level 1 & entry	198	181
	Level 2	196	234
	Level 3	401	389
	Level 4+		2
Total		795	806
Dartford	Level 1 & entry	1	
	Level 2	2	1
	Level 3	1	5
Total		4	6
Dover	Level 2	1	1
Total		1	1
Gravesham	Level 1 & entry	27	11
	Level 2	3	2
	Level 3	2	3
	Other	3	
Total		35	16
Maidstone	Level 1 & entry	2	8
	Level 2	13	10
	Level 3	15	11
Total		30	29
Shepway	Level 1 & entry		2
	Level 2	2	
	Level 3	1	2
Total		3	4
Thanet	Level 1 & entry	18	7
	Level 2	20	10
	Level 3	7	8
Total		45	25
Tonbridge & Malling	Level 1 & entry	3	4
	Level 2	19	12
	Level 3	6	16
Total		28	32
Tunbridge Wells	Level 2	2	1
Total		2	1
Total number of learners who travelled out of Swale		948	923

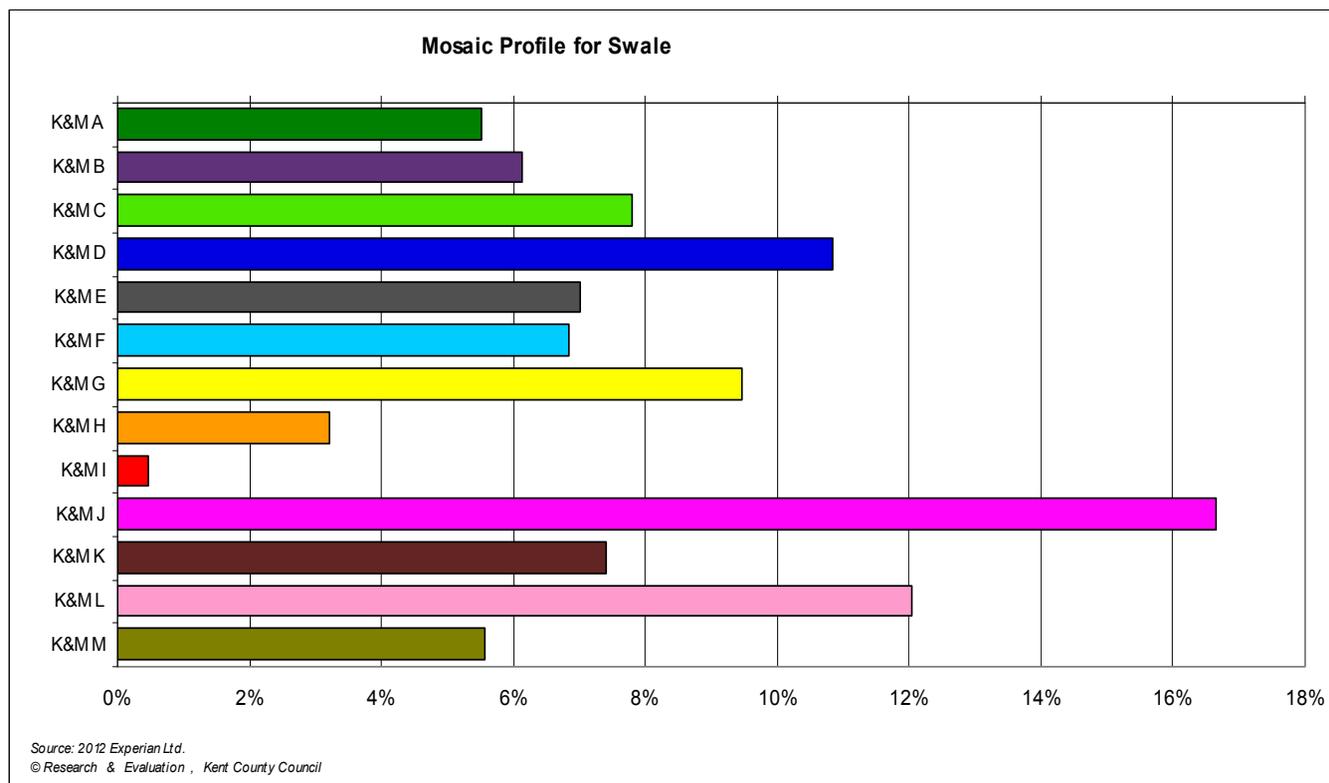
Source: ILR 2008/09 and 2009/10

Number learners who studied in Swale		2008/09	2009/10
	NVQ level	Learners	Learners
Swale	Level 1 & entry	223	209
	Level 2	149	98
	Level 3	86	82
Number of learners who studied in Swale		458	389

Source: ILR 2008/09 and 2009/10

1.2.5 The Mosaic profile of Swale residents

- Swale has a distinct difference between its urban and rural populations, with the latter tending to be more affluent. Towns in Swale all have a relatively high proportion of residents on state benefits and the largest group are middle aged parents receiving benefits, living in neighbourhoods of social housing with higher levels of unemployment. (16.7%, 3% higher than the Kent average)
- The second largest group are Vulnerable singles and lone parents with young children, living in higher crime areas in neighbourhoods of social housing- at 12% their proportion is almost double what it is in Kent as a whole.
- It is therefore the case that children at school in Swale are more likely to come from economically disadvantaged families than in most other districts, although there are a sizeable proportion (10%) of younger professionals with children, some living in ethnically diverse neighbourhoods.
- Swale has a very low proportion of very affluent inhabitants compared to the average for Kent.
- The average wage in Swale is relatively high despite this (see section 3) which may be affected by commuting out.
- It would be essential for providers working all across Swale to examine any differences in the needs of the population between the mainland and the Isle of Sheppey.



Mosaic Categories

		Swale	KCC Area
K&M A	- Extremely affluent, well educated owner occupiers	5.5%	12.2%
K&M B	- Well off families with older children, working in managerial and professional careers	6.1%	8.8%
K&M C	- Retired people living comfortably in large bungalows and houses, often close to the sea	7.8%	10.8%
K&M D	- Middle aged couples living in well maintained often semi detached houses that they own	10.8%	8.4%
K&M E	- Cusp of retirement trades people with some health issues, mainly owning their homes	7.0%	5.5%
K&M F	- Singles and divorcees approaching retirement, mostly living in privately rented flats and bungalows	6.8%	6.0%
K&M G	- Younger professionals with children, some living in ethnically diverse neighbourhoods	9.5%	11.7%
K&M H	- Young singles and couples in small privately rented flats and terraces on moderate incomes	3.2%	3.1%
K&M I	- Transient young singles on benefits and students, renting terraces in areas of higher ethnic diversity	0.5%	3.4%
K&M J	- Middle aged parents receiving benefits, living in neighbourhoods of social housing with higher levels of unemployment	16.7%	13.7%
K&M K	- Singles and lone parents on low incomes, renting terraces in town centres	7.4%	3.9%
K&M L	- Vulnerable singles and lone parents with young children, living in higher crime areas in neighbourhoods of social housing	12.0%	7.0%
K&M M	- Elderly pensioners in poor health, living in social housing on very low incomes	5.6%	4.7%

2. Raise attainment (post 16)

2.1 Summary

Swale performs well in getting qualifications for a comparatively high number of its learners but does not do so well as a district at progressing them to higher levels, according to the results from summer 2012. In particular, by the age of 19 nearly a third of learners below Level 1 did not gain any higher level of qualifications, over a third did not progress beyond Level 1 and half of learners with Level 2 without English and Maths did not achieve Level 3. This puts a significant proportion of the cohort at a distinct disadvantage in accessing training or employment beyond 19.

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There is a distinct problem with Swale students not completing two year courses in sixth form. Despite having a very high rate of transition retention (summer Yr 12 to Oct Yr 13) compared to Kent and national figures, it drops to 69% retention from the beginning of Year 12 to the end of Year 13, and is below county and national performance. This suggests many more Swale students start A level programmes than are suitable for them.

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Regarding attainment in vocational qualifications, Swale providers achieve good results at the top end of BTECS, as a quarter of learners receiving D* grades, which is comfortably above the Kent average. There is a generally high level of performance across the range of grades and this is an area of strength for the district.

2.2 Supporting Data

2.2.1 Participation without progression

- Swale does well in getting qualifications for a comparatively high number of its learners but not as well progressing them to higher levels.
- Swale performs better than the Kent average at getting students who are at level 1 but lower than level 2 further qualifications post 16 (86.8% do compared to 81% for Kent).
- However, in nearly all other aspects of post 16 progression, Swale performs less well than the average for Kent.

2.2.2 No qualifications post 16 by age 19 – see landscape table on next page

- 29% of those who gained additional qualifications after compulsory education by age 19 did not progress to the next educational level, this does not compare favourably to 25% for Kent and 23% nationally.
- 67.7% of all learners who were below level 2 and participated did not progress a level, compared to 59% for Kent and 55% nationally.
- Progression rates for all levels were inferior to the average for Kent and nationally.

EPAS Analysis												KCC Analysis	
LA at age 16	Prior attainment at age 16	Total Learners	Of which No further qualifications Post 16		Percentage of learners by age 19 attaining						Of which participated but did not progress to the next level of qualification		
			Number	%	Level 1 or above		Level 2 or above		Level 3		Number	%	
National	Below Level 1	51087	21244	41.6%	16409	32.1%	7548	14.8%	2030	4.0%	13434	26.0%	
	Level 1, below Level 2	138650	23502	17.0%	138650	100.0%	75227	54.3%	22834	16.5%	39921	29.0%	
	Level 2 without English and Maths	87498	10659	12.2%	87495	100.0%	87495	100.0%	33510	38.3%	43329	49.0%	
	Level 2 incl Eng and Maths	315964	10457	3.3%	315964	100.0%	315964	100.0%	263727	83.5%	41780	13.0%	
	All Pupils	593199	65862	11.1%	558518	94.2%	486234	82.0%	322101	54.3%	138464	23.0%	
Kent	Below Level 1	1477	651	44.1%	407	27.6%	170	11.5%	48	3.2%	419	28.0%	
	Level 1, below Level 2	3377	642	19.0%	3377	100.0%	1688	50.0%	425	12.6%	1047	31.0%	
	Level 2 without English and Maths	3031	416	13.7%	3031	100.0%	3031	100.0%	1049	34.6%	1566	52.0%	
	Level 2 incl Eng and Maths	9133	301	3.3%	9133	100.0%	9133	100.0%	7647	83.7%	1185	13.0%	
	All Pupils	17018	2010	11.8%	15948	93.7%	14022	82.4%	9169	53.9%	4217	25.0%	
Swale	Below Level 1	188	78	41.5%	51	27.1%	26	13.8%	7	3.7%	59	31.3%	
	Level 1, below Level 2	379	50	13.2%	379	100.0%	191	50.4%	45	11.9%	138	36.4%	
	Level 2 without English and Maths	333	39	11.7%	333	100.0%	333	100.0%	124	37.2%	170	51.0%	
	Level 2 incl Eng and Maths	788	18	2.3%	788	100.0%	788	100.0%	649	82.4%	121	15.3%	
	All Pupils	1688	185	11.0%	1551	91.9%	1338	79.3%	825	48.9%	488	28.9%	

- Notes:
- Of which no further qualifications post 16 could include learners who took qualifications but were unsuccessful
 - KCC analysis - Of which participated but did not progress to next level of qualification. This is calculated by taking the total number of learners at each prior attainment level at 16, minus the number who gained no further qualifications plus the number who gained qualifications at the next level to that that they had gained at 16. The assumption has been made that the number who progressed two or possibly three levels from that attained at 16 would be included in the number who had progressed to the next level after 16.
 - The total number of All pupils will not add up to the totals in the level 1,2,3 and the other two columns beginning 'Of which' because learners' starting points at 16 are different and they could therefore be included in more than one column.
 - The data source is RM who draw data from the DFE

2.2.3 English and Maths at level 2

- When its high proportion of economically disadvantaged families is taken into account Swale seems to be successful at achieving grade C or above at Maths and English for its students compared to the rest of Kent.
- It is at the top of the third quartile ahead of its neighbouring districts of Canterbury and Ashford.

Learners who did not get a grade C or above at GCSE in English			
District	Number	Percentage	
Tunbridge Wells	246	16%	Quartile 1
Gravesham	446	23%	
Dartford	313	23%	
Maidstone	439	24%	Quartile 2
Tonbridge	451	30%	
Shepway	330	31%	
Swale	516	32%	Quartile 3
Ashford	424	33%	
Canterbury	661	34%	
Thanet	607	39%	Quartile 4
Dover	515	40%	
Sevenoaks	177	42%	

Learners who did not get a grade C or above at GCSE in Maths			
District	Number	Percentage	
Tunbridge Wells	260	17%	Quartile 1
Gravesham	240	18%	
Dartford	376	25%	
Maidstone	483	26%	Quartile 2
Tonbridge	483	26%	
Shepway	387	30%	
Swale	482	30%	Quartile 3
Ashford	396	31%	
Canterbury	405	31%	
Thanet	497	32%	Quartile 4
Dover	345	33%	
Sevenoaks	164	38%	

2.2.4 Attainment by Provider Type

Learners with prior attainment at 16

- Progression in schools in Swale schools for learners who stay at the same school is generally the same as for the Kent average with one key difference:
 - Swale schools are much better at progressing those at level 2 without English and Maths (E&M) to level 3- 67.8% compared to 57.5%.
 - This is reversed for those who go to another school in the district: only 36.4% go to level 3 compared with 48.2% for Kent- a **significant** difference.
- Levels of progression to level 3 for students who went to an FE college within the LA were considerably worse than for Kent as a whole:
 - 32% of level 2 students without E&M went to level 3 compared with 34.8%.
 - 58.5% of level 2 incl English & Maths went to level 3 compared with 68.3%.
- Compared to other Kent districts a high proportion of Swale learners go to another LA FE college post 16 due to the proximity of the Medway campus of mid Kent college.
- Progression rates varied compared to students going to an FE college within the LA, with the caveat that numbers of all samples were low, between 26 and 30:
 - 19.2 % progressed from level 1 to level 3, **more than double** that of the LA FE route.
 - 82% progressed from level 2 incl English & Maths to level 3, which is **excellent** and compares to 58.5% for local FE and 91.5% for schools.
 - In both these aspects it outperformed the Kent average.
 - However, very low numbers of level 2 learners without E&M progressed to level 3: 17% compared to 32.3% for local FE and 30% for all Kent students going to another LA FE college.
- The key issue which is affecting progression performance for Swale is the lack of progression for learners who go to “any other provider” post 16. This is the only category for which figures are significantly poorer in Swale than in Kent as a whole and explains why its overall performance appears worse.

Source EPAS, Destination Prior Summary: school at age 16, cohort age 19 at 31/8/12.

Attainment by Provider type in Swale

Kent District at age 16:Swale			Percentage of Learners by age 19 attaining			
Latest Establishment Post 16	Prior attainment at age 16	Total Learners	Level 1 or above	Level 2 or above	Level 3 or above	No further qualifications Post 16
Same School	Below Level 1	22	18.2	18.2	4.5	27.3
	Level 1, below Level 2	67	100	62.7	28.4	3
	Level 2 without English and Maths	115	100	100	67.8	5.2
	Level 2 incl Eng and Maths	506	100	100	91.5	0.6
	All Pupils	710	97.5	93.9	79	2.4
Another School or Sixth Form College within this LA	Below Level 1	<	<	<	<	<
	Level 1, below Level 2	6	100	50	33.3	0
	Level 2 without English and Maths	11	100	100	36.4	18.2
	Level 2 incl Eng and Maths	64	100	100	90.6	0
	All Pupils	85	100	94.1	82.4	5.9
FE College within this LA	Below Level 1	43	58.1	25.6	0	16.3
	Level 1, below Level 2	160	100	59.4	8.8	2.5
	Level 2 without English and Maths	93	100	100	32.3	0
	Level 2 incl Eng and Maths	123	100	100	58.5	0
	All Pupils	419	95.7	76.8	27.7	2.6
Another School or Sixth Form College in another LA	Below Level 1	<	<	<	<	<
	Level 1, below Level 2	<	<	<	<	<
	Level 2 without English and Maths	<	<	<	<	<
	Level 2 incl Eng and Maths	8	100	100	100	0
	All Pupils	15	100	100	100	0
FE College in another LA	Below Level 1	12	66.7	33.3	8.3	8.3
	Level 1, below Level 2	26	100	61.5	19.2	0
	Level 2 without English and Maths	30	100	100	16.7	0
	Level 2 incl Eng and Maths	28	100	100	82.1	0
	All Pupils	96	95.8	81.3	35.4	1
Any other establishment	Below Level 1	51	23.5	9.8	5.9	13.7
	Level 1, below Level 2	77	100	44.2	3.9	3.9
	Level 2 without English and Maths	52	100	100	5.8	3.8
	Level 2 incl Eng and Maths	44	100	100	56.8	0
	All Pupils	224	82.6	60.3	15.2	5.4
None or Unknown	Below Level 1	55	0	0	0	100
	Level 1, below Level 2	41	100	0	0	100
	Level 2 without English and Maths	29	100	100	3.4	100
	Level 2 incl Eng and Maths	15	100	100	0	100
	All Pupils	140	60.7	31.4	0.7	100

Source: DB 14-19 Destination Prior Summary: School at age 16. Cohort age 19 at 31/08/12 – EPAS

Attainment by provider type Kent

Kent at age 16			Percentage of Learners by age 19 attaining			
Latest Establishment Post 16	Prior attainment at age 16	Total Learners	Level 1 or above	Level 2 or above	Level 3 or above	No further qualifications Post 16
Same School	Below Level 1	186	27.4	20.4	11.8	26.3
	Level 1, below Level 2	444	100	62.4	26.6	6.1
	Level 2 without English and Maths	793	100	100	57.5	6.8
	Level 2 incl Eng and Maths	5411	100	100	92.3	0.6
	All Pupils	6834	98	95.4	81.8	2.4
Another School or Sixth Form College within this LA	Below Level 1	27	48.1	37	25.9	25.9
	Level 1, below Level 2	78	100	67.9	38.5	3.8
	Level 2 without English and Maths	110	100	100	48.2	7.3
	Level 2 incl Eng and Maths	1029	100	100	90.6	0.5
	All Pupils	1244	98.9	96.6	82.2	1.8
FE College within this LA	Below Level 1	371	55	19.1	3	21.3
	Level 1, below Level 2	1531	100	61.4	12.7	2.7
	Level 2 without English and Maths	1106	100	100	34.8	1.1
	Level 2 incl Eng and Maths	1443	100	100	68.3	0.4
	All Pupils	4451	96.2	80	35.4	3.1
Another School or Sixth Form College within this LA	Below Level 1	7	0	0	0	28.6
	Level 1, below Level 2	17	100	52.9	35.3	5.9
	Level 2 without English and Maths	10	100	100	50	10
	Level 2 incl Eng and Maths	205	100	100	93.7	0.5
	All Pupils	239	97.1	93.7	84.9	2.1
FE College in another LA	Below Level 1	113	56.6	18.6	2.7	14.2
	Level 1, below Level 2	290	100	60	18.3	4.5
	Level 2 without English and Maths	326	100	100	30.1	0.3
	Level 2 incl Eng and Maths	339	100	100	69.6	0
	All Pupils	1068	95.4	80.5	36.5	2.8
Any other establishment	Below Level 1	299	25.1	10	1.7	8
	Level 1, below Level 2	473	100	49.7	4.9	2.7
	Level 2 without English and Maths	353	100	100	13.9	2
	Level 2 incl Eng and Maths	452	100	100	67.5	0.7
	All Pupils	1577	85.8	67.9	24.2	3
None or Unknown	Below Level 1	474	0	0	0	100
	Level 1, below Level 2	544	100	0	0	100
	Level 2 without English and Maths	333	100	100	0.9	100
	Level 2 incl Eng and Maths	254	100	100	0	100
	All Pupils	1605	70.5	36.6	0.2	100

Source: DB 14-19 Destination Prior Summary: School at age 16. Cohort age 19 at 31/08/12 - EPAS

2.2.5 A level attainment at Swale schools

- 4% more Swale students have 5 A* - C grades on entry than the Kent average.
- This is reflected in higher APS and APE scores than the Kent average.
- Despite having a very high rate of retention from the end of Year 12 to 13 (88%), Swale has a very poor rate of retention of students from the start of A level programmes at Year 12 to the end of them at Year 13, only 69%. **This suggests many more students in Swale start A level programmes than are suitable for them.**
- Whilst Swale has a much lower performance at the top end of A*-A grades than Kent as a whole (19% against 25%), it achieves good results across the range. 51% of Swale students get 3+ A levels at A*-E as opposed to 47% across Kent.
- Fewer Swale students get 3+ AAB or higher in facilitating subjects than across Kent (5.3% against 8.6%).

Swale		Kent LA	National
Aggregated data			
Average KS4 points on entry	44.6	44.5	43.7
Students 5 A* - C EM	81%	78%	76%
Students with 5 A* - C	98%	94%	92%
APS	784>8	737.3	714.3
APE	212.3	210.7	209.3
Fails % (AS level – cashed in only)	10.80%	12.00%	11.90%
Fails % (A Level)	1.60%	2.20%	2.10%
Retention - Transition (Summer Y12 - October Y13) 2011	88%	83%	83%
Retention - Overall (Start Y12 2010 - End Y13 2012)	69%	75%	76%

Kent 2012		Swale	Kent	National
1	3+ AAB (or higher) in facilitating subject (KS5 students)	3.8%	5.3%	4.8%
2	3+ AAB (or higher) in facilitating subject (A-level students)	5.3%	8.6%	7.4%
3	3+ A-levels at A*-E	51%	47%	52%
4	2+ A-levels at A*-E	56%	55%	61%
5	1+ A-levels at A*-E	61%	63%	67%
6	3+ A-levels or academic equivalent at A*-E	50%	51%	53%
7	2+ A-levels or academic equivalent at A*-E	55%	59%	62%
8	1+ A-levels or academic equivalent at A*-E	59%	67%	67%
9	% of A-level examinations awarded A*-E grades	98%	98%	98%
10	% of A-level examinations awarded A*-C grades	74%	76%	74%
11	% of A-level examinations awarded A*-B grades	49%	51%	48%
12	% of A-level examinations awarded A*-A grades	19%	25%	22%

LPUK Datadashboard, Spring 2013

Grade breakdown for A level

Grade breakdown for A level							
	A*	A	B	C	D	E	U
Swale District	75	238	498	422	275	121	27
%	4.5	14.4	30.1	25.5	16.6	7.3	1.6
predicted %	5.0	16.0	27.0	26.0	17.0	7.0	2.0
Kent LA %	7.4	17.5	26.2	24.5	15.5	6.6	2.3
National %	6.2	15.7	25.6	26.0	17.0	7.4	2.1

LPUK Datadashboard, Spring 2013

Grade breakdown for AS level

Grade breakdown for AS level						
	A	B	C	D	E	U
Swale District	370	508	572	504	277	288
%	14.7	20.2	22.7	20.0	11.0	11.4
predicted %	15.0	20.0	23.0	19.0	12.0	12.0
Kent LA %	20.9	20.0	21.4	17.0	11.1	12.1
National %	19.8	19.6	22.2	18.11	11.8	11.7

LPUK Datadashboard, Spring 2013

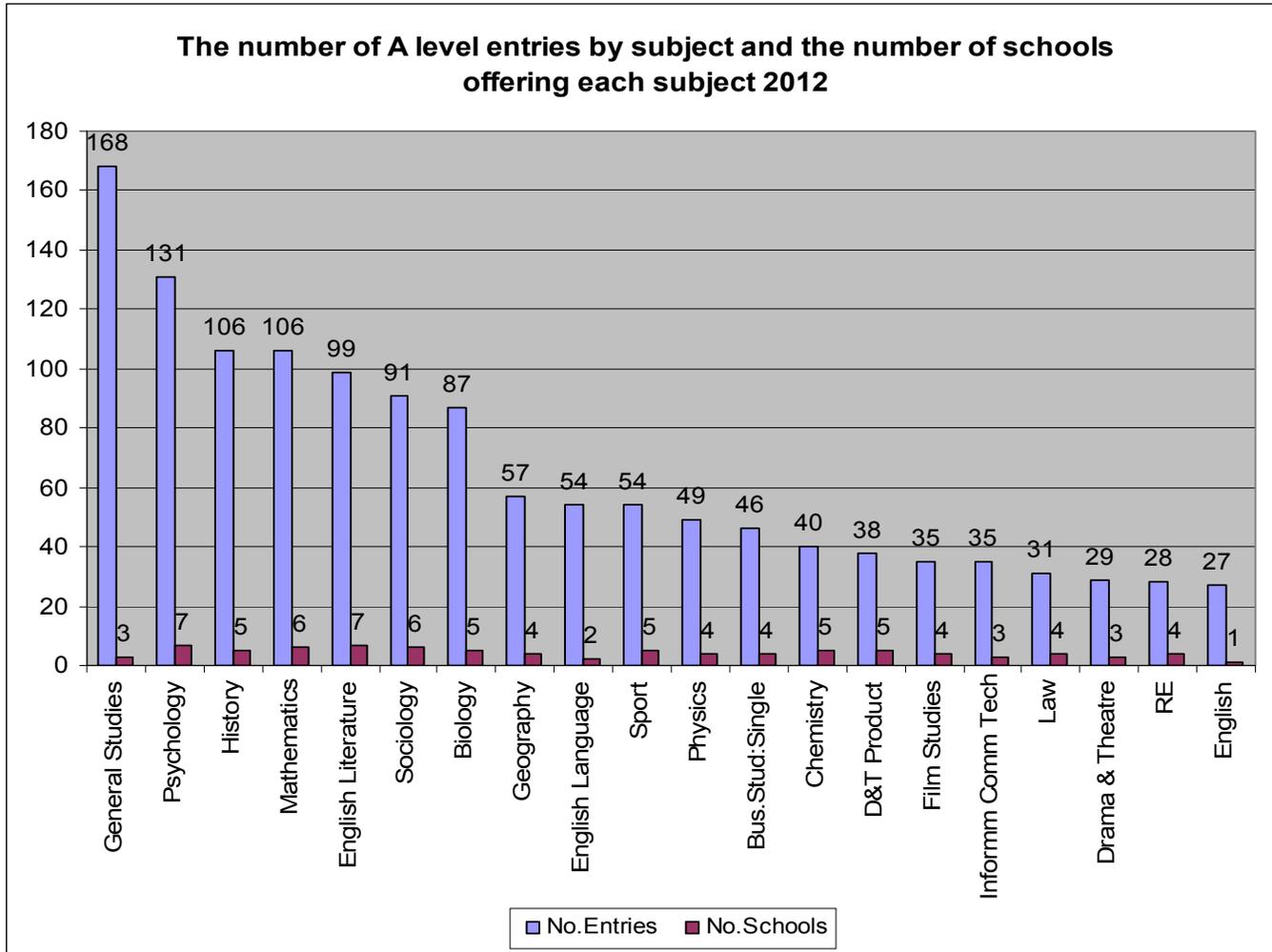
Grade breakdown for BTEC

- Swale providers achieve excellent results at the top end of B TECs with 25.6% receiving the D* grade, higher than the Kent average of 20.9%
- Results for Diploma and Merit grades are also good, in line with the Kent average, indicating a high level of performance across the range of grades

Grade breakdown for BTEC				
	D*	D	M	P
Swale District	182	160	212	157
%	25.6	22.5	29.8	22.1
predicted %	24.0	23.0	28.0	25.0
Kent LA %	20.9	22.3	30.5	26.4
National %	19.8	24.0	29.9	26.3

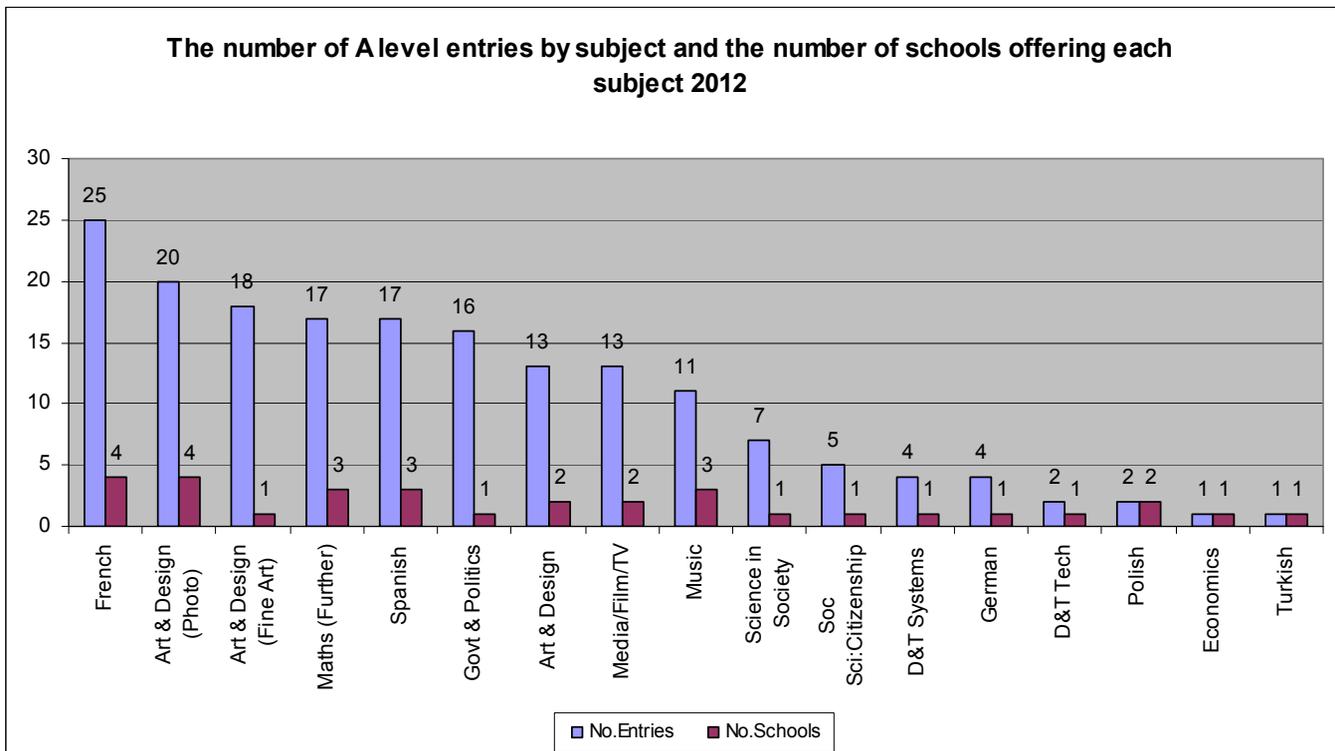
2.2.6 A level provision in Swale

- The A Level offer in Swale is not geared towards entry to the Russell group universities. Only 5 of the top 10 are facilitating subjects which is low compared to other districts in Kent. By far the most popular A Level is General Studies which some universities will not recognise as counting towards entry.
- Three Swale schools score very high exam points per students, well above the Kent average, but these may well be predominantly in non facilitating subjects. This is borne out by the low rate of pupils accepted at selective universities. The best performing school in Swale only has 29% accepted compared to a selective school average in Kent of 35%. More positively one Swale school has 88% of its pupils accepted at University, higher than the Kent average for selective schools of 82%.



Source: KCC Management Information Unit

The remaining A level courses offered by Swale schools.



Source: KCC Management Information Unit

2.2.7 Progression of A Level students into Higher Education

School Name	Average number of pupils completing sixth form study each year	Exam points per student	% of pupils accepted at university	% of pupils accepted at selective universities	High (selective) progression rate?
Swale schools					
	28	431	40	1	
	84	978	88	29	
	76	579	63	2	
	97	1040	79	24	
	30	548	72	2	
	101	953	77	25	
	36	587	36	0	
	67	559	39	1	
Kent averages by type of school					
Independent schools	1152	838	64	37	7
Selective schools	4028	890	82	35	4
Modern schools	1148	525	44	2	
Comprehensive	1013	598	60	8	

Sutton Trust 2011, based on DFE 2007-09 performance data

2.2.8 Narrowing the Gap by age 19

- There is a significant gap between attainment at Level 2 between pupils who are eligible for free school meals and those who are not. This is 25%, about average for Kent but much higher than the national average (18%) and rises to 33.2% at Level 3, again higher than the national average (24.3%)

Learners achieving Level 2 by age 19 - Narrowing the Gap					
Kent District at age 16	Pupils eligible for FSM		All pupils not in pupils eligible for FSM		Gap
	Cohort	Percentage	Cohort	Percentage	
Ashford	97	58.8	1211	77.9	-19.1
Canterbury	142	63.4	1503	86.7	-23.3
Dartford	86	58.1	1231	90	-31.9
Dover	125	64.8	1217	85	-20.2
Gravesham	94	55.3	1264	84.4	-29.1
Maidstone	118	55.1	1820	88	-32.9
Sevenoaks	44	36.4	214	75.2	-38.8
Shepway	136	65.4	977	83.6	-18.2
Swale	179	57.5	1494	82.5	-25
Thanet	194	65.5	1311	83.4	-17
Tonbridge & Malling	81	58	1389	89.1	-31.1
Tunbridge Wells	59	64.4	1403	90.9	-26.5
Unallocated	19	57.9	223	82.5	-24.6
Kent	1374	60.1	15257	85.6	-25.5
National	74109	67.7	503152	85.7	-18

Learners achieving Level 3 by age 19 - Narrowing the Gap					
Kent District at age 16	Pupils eligible for FSM		All pupils not in pupils eligible for FSM		Gap
	Cohort	Percentage	Cohort	Percentage	
Ashford	97	19.6	1211	50.5	-30.9
Canterbury	142	25.4	1503	59.6	-34.2
Dartford	86	31.4	1231	62.4	-31
Dover	125	22.4	1217	49.2	-26.8
Gravesham	94	20.2	1264	54.7	-34.5
Maidstone	118	27.1	1820	62	-33.9
Sevenoaks	44	13.6	214	33.6	-20
Shepway	136	24.3	977	49.5	-25.2
Swale	179	19.6	1494	52.8	-33.2
Thanet	194	23.2	1311	55.2	-32
Tonbridge & Malling	81	22.2	1389	62	-39.8
Tunbridge Wells	59	27.1	1403	74.1	-47
Unallocated	19	21.1	223	44.8	-23.7
Kent	1374	23.1	15257	57.5	-34.4
National	74109	34.1	503152	58.4	-24.3

2.3 Discussion Points

1. Swale has some providers who achieve excellent progression for learners below Level 2 and who have Level 2 without English and Maths. KCC could identify these providers and enable them to share their good practice.
2. KCC needs to work urgently with KATO to identify the reasons for the high rates of Level 2 learners who are not progressing when with training providers in Swale.
3. Schools that are getting better than average results at Maths and English GCSE, especially with pupils from disadvantaged groups, could be supported to share good practice with other schools.
4. The colleges that work with Swale learners could examine their data to identify why students who go to FE outside the LA achieve better progression than those who stay within it for FE.
5. The schools who have students who drop out from A level courses in year 12 could consider other pathways for these students especially given the high rates of achievement in the district at BTEC.
6. Research could be undertaken into the low numbers going to university from non selective schools to ascertain if it is connected with aspiration, attainment or both.
7. Selective Swale schools could focus more of their A level provision on facilitating subjects and raising the aspirations of learners in selective schools towards selective universities.
8. Schools and colleges in Swale could consider committing resources to narrowing the gap in attainment between those who are eligible for free school meals and others, especially at level 2 as this determines entry to post 16 pathways.

3. Improve and extend vocational education and training and apprenticeships

3.1 Summary

In employment terms Swale's main industrial sectors are manufacturing, wholesale and retail, transportation and storage, education, health and administrative activities. During the 2008-11 period the employment in the following industries in Swale grew by more than 10%:

- Professional, scientific and technical activities
- Arts, entertainment and recreation
- Construction
- Transportation and storage activities
- Health and social work activities

In contrast, the following sectors experienced a fall in employment:

- Manufacturing: while manufacturing employment has declined by 5% over the last ten years, it still remains a significant employer in the area
- Information and communication
- Public administration and defence - though outsourcing may create opportunities in the sector in the future

The vocational offer in Swale does not reflect the needs of the local economy and the areas of activity which may offer employment. There are three growth areas of the Swale economy which have too few courses considering the number of people employed in the sector: transportation, retail and health & social care. Additionally, there are only a handful of courses for agriculture and horticulture despite Swale having 9% of the agricultural holdings in Kent, much of which is geared to fruit growing.

Professional, scientific and technical activities have the largest proportional growth, with its employment base growing by nearly a quarter; significantly above the county's performance and identified as a priority for growth for Swale's Locality Board. Yet there are few science vocational courses available, whilst science A Levels have relatively low take-up given the sector's prominence in the district's local economy, supported by the presence of the Kent Science Park in Sittingbourne.

Although the arts, entertainment and recreation sector is growing, it still employs a relatively small number of people in the district: 1,000 jobs at only 2% of employment opportunities available. The plethora of courses available therefore does not reflect the limited needs of this particular sector. This is particularly the case for Performing Arts which has 33 courses at level 3.

Construction offers good progression from level 1 to level 3 but there is an argument for more provision especially at level 3 as the sector is growing, with a 13% increase in jobs and employs 2,600 people; this is in contrast to a general decline in construction employment across the county.

Swale Locality Board identifies that the area has low levels of higher skilled employees in the information and communication sector which are essential for the development of the Knowledge Economy. It has half the average for the South east. Conversely, Swale's status as a commuter town and the number of highly skilled jobs that are available in the scientific and technical field is reflected in the fact that although Swale has the fourth highest unemployment rate in Kent, it has the fifth highest weekly earnings.

Regarding the nature of Swale's workforce, the district has a high proportion of very small firms with 82% only having up to nine employees, whilst only 4% have 50 employees or more. This could prove a challenge to the district's capacity to offer work experience as part of study programmes and being able to expand apprenticeships within the district.

3.2 Supporting Data

3.2.1 The Swale Vocational offer and the local economy

1. Although the arts, entertainment and recreation sector is growing, it still employs a relatively small number of people in the district (1,000). Thus there is significant over provision in the following vocational areas compared to the employment opportunities within the district:

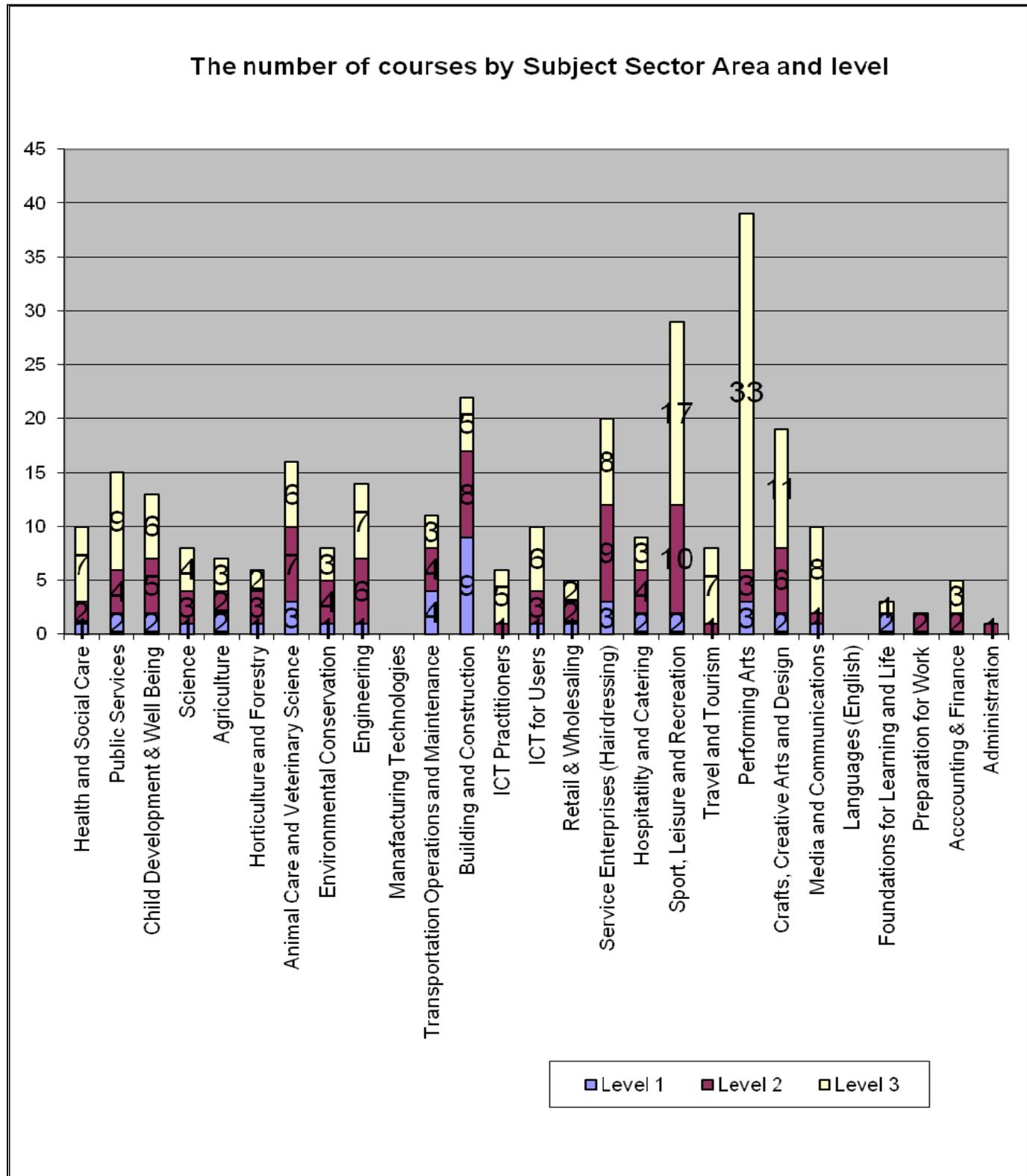
- Performing Arts, which has 33 courses at Level 3
- Sport, leisure and recreation which has 15 courses at Level 3
- Media and communications which has 8 at Level 3
- Crafts, creative arts and design which has 11 Level 3 courses

The job opportunities which do exist in these sectors are largely for the self employed so these courses should have some content to promote skills in entrepreneurship.

These courses do offer progression from Level 1 to Level 3 and into HE but rarely into employment.

2. There is good provision for engineering at Level 2 and 3 which is a big local employment sector, albeit in decline, losing 300 jobs since 2008. This is mainly through the Swale skills centre in Sittingbourne.
3. Construction offers good progression from Level 1 to Level 3 but there is an argument for more provision especially at level 3 as the sector is growing and employs 2,600.
4. There are only 5 courses in retailing and wholesaling despite it being the largest employer in the district.
5. There are only 11 courses in transportation although this is an area of rapid employment growth and is a significant strategic growth priority for the borough council.
6. There are only 10 courses in health and social care with only one at Level 1: this is a significant and growing employer in Swale.
7. There is only one course in horticulture despite Swale having 9% of the agricultural holdings in Kent many of which are devoted to fruit growing.

3.2.2 The Swale Vocational offer by Subject Sector Area



Source: Kentchoices4u, March 2013

3.3 The Economic Landscape of Swale, 2008-11

3.3.1 Introduction

Between 2008 and 2011, total employment in Swale increased by 1,100, or 2.5% (44,100 to 45,200). This compares to an overall fall in employment in Kent of 0.4%.

In employment terms Swale's main industrial sectors are manufacturing, wholesale and retail, transportation and storage, education, health and administrative activities.

During this period the employment in the following industries in Swale grew by more than 10%:

- Professional, scientific and technical activities
- Arts, entertainment and recreation
- Construction
- Transportation and storage activities
- Health and social work activities

In contrast, the following sectors experienced a fall in employment:

- Manufacturing
- Information and communication
- Public administration and defence

Table 1 below summarises the number and proportion of employees in each employment sector in Swale between 2008 – 2011.

Swale	2008	2009	2010	2011	Change 2008 - 2011	
					No.	%
Primary Industries (Agriculture/Mining/Utilities)	2,800	2,500	3,400	2,900	100	3.6%
Manufacturing	6,100	5,900	6,400	5,800	-300	-4.9%
Construction	2,300	2,900	2,700	2,600	300	13.0%
Wholesale and retail trade	7,100	6,500	6,700	7,300	200	2.8%
Transportation and storage	3,200	3,500	3,600	3,700	500	15.6%
Accommodation and food service activities	2,700	2,500	2,400	2,800	100	3.7%
Information and communication	900	600	600	700	-200	-22.2%
Financial and insurance activities	500	600	600	500	0	0.0%
Real estate activities	500	600	500	500	0	0.0%
Professional, scientific and technical activities	1,700	1,900	2,100	2,100	400	23.5%
Administrative and support service activities	3,400	3,300	3,800	3,400	0	0.0%
Public administration and defence	2,400	2,200	2,300	1,900	-500	-20.8%
Education	4,500	4,100	4,700	4,600	100	2.2%
Human health and social work activities	4,200	4,900	4,700	4,700	500	11.9%
Arts, entertainment and recreation	800	900	1,100	1,000	200	25.0%
Other service activities	800	700	700	700	-100	-12.5%
Total	44,100	43,600	46,200	45,200	1,100	2.5%

The main centres of economic activity and employment in Swale are industrial areas in Sittingbourne, Faversham and Sheerness, with the largest proportion concentrated in the Eurolink business park. Sheerness port is one of the UK's largest import points for fruit, timber, paper products and vehicles.

There are relatively few large firms in Swale, with only 4% of businesses having more than 50 employees, and none with more than 500. Swale also has a high proportion (82%) of very small firms. The number of firms by employee size is illustrated in table 2 below:

Table 2: Breakdown of VAT and/or PAYE businesses in Swale between 2007 and 2012

Firms by size band	2007	2012	2012 %
1-4	2750	3170	67%
5-9	620	725	15%
10-19	345	420	9%
20-49	215	240	5%
50-99	80	110	2%
100-249	35	45	1%
250+	15	20	1%
Total	4060	4730	

Source: UK Business Survey via ONS – October 2012

Agriculture remains an important part of the Swale economy and land-use. The Borough has 9% (444) of the total number of agricultural holdings in Kent (4,979). The largest proportion of these holdings was put to fruit production (30%), with the Borough having some 19% (1,997) of the total hectareage (9,797) for fruit in the County.

3.3.2 Areas of Growth 2008 - 2011

Professional, Scientific and Technical activities

Employment in the Professional, Scientific and Technical sector has increased in Swale by 23.5%, compared to 11% in Kent as a whole. Employment growth in this sector will continue to come from the Kent Science Park developments, the development of pharmaceuticals at Aesica in Queenborough and supply chain support for wind energy. The Swale Community Development Strategy specifically targets “achieving a dynamic and sustainable local economy increasingly focused on knowledge intensive industries to maximise Swale’s opportunities, embrace global change and support indigenous entrepreneurship.”¹

Arts, Entertainment and Recreation

Employment in this sector has grown by 25% between 2008 and 2011, compared to employment growth of 5% across Kent. One third of all employment growth in Kent was in Swale during this period. The Swale Locality Board has identified short, medium and long term priorities to expand this sector by improving the cultural and leisure offer in the District.²

Construction

Construction employment in Kent has fallen by 15% in Kent during this period, but Swale has seen an increase of 13%, or 300 jobs. Swale has a number of sites identified for development to support economic growth, including improvements to Sittingbourne Town Centre, developments at Queenborough and along the Rushenden Link Road, and enhancements to Sheerness. Opportunities for construction in the District are relatively high.

¹Source: Swale Sustainable Community Strategy 2009 -2026

² Source: Swale Locality Board; Realising our ambition for Swale – Partnership priorities for the borough to 2013

Transportation and Storage

Swale and Dartford are the only two Districts in Kent that saw employment growth in this sector between 2008 and 2011. Against a backdrop of a fall in employment in Kent of 7%, employment in Swale grew by 15.6%, or 500 jobs. Swale is a major transport hub, with Sheerness Docks leading onto the M2. Swale continues to press Government to help maintain this competitive advantage, though improvements to access to the M2 at Junction 5, and upgrading link roads.

Human Health and Social Work

Although employment in this sector has grown by 11.6% or 500 jobs during this period, this is slightly below the Kent average. The Swale Locality Board identifies that Swale exhibits significant health inequalities, reflecting the economic disparity that exists between the most disadvantaged wards (mostly on the Isle of Sheppey and in Sittingbourne) and the more affluent parts of the borough.³

Employment in the Public Administration and Defence sector has fallen by the same amount during this period, so we might conclude that public spending is being refocused on frontline delivery to support local health and social care issues, over time.

3.3.3 Areas of Significant Decline 2008 – 2011

Information and Communication Activities

Although starting from a low base of employment, this sector has lost 200 jobs in this period, or 22%. Overall Kent has seen a small rise. Swale Locality Board identifies that the area has low levels of higher skilled employees in this sector, which are essential for the development of the Knowledge Economy.

Although the definition of the Knowledge Economy is far broader than just Information and Communication activities (including R&D activities, multi-media and higher education provision), the percentage of the Swale workforce involved in it was 10% in 2010, compared to the Kent average of 14.5%, and the South East average of 20.3%.

Public Administration and Defence

As previously identified, this sector has declined by 500 jobs, or 20%, between 2008 – 2011. This possibly reflects a movement of jobs away from the back office to frontline public health services, such as social work.

3.3.4 Large Employers

Wholesale and Retail Trades

In common with many Districts, this sector is the largest single employer in Swale. It has experienced small growth, 2.5%, between 2008-2011, but bucks the trend of a small decline in employment across the county as a whole. Employment declined between 2008 and 2010, but has subsequently picked up. It remains to be seen if capital developments in the towns within Swale will continue to generate employment.

Manufacturing

While manufacturing employment has declined by 5% over the last ten years, it still remains a significant employer in the area. Traditional manufacturing industries are paper, pharmaceuticals and brewing, but new industries are emerging including the wind energy supply chain.

³ Source: Swale Locality Board; Realising our ambition for Swale – Partnership priorities for the borough to 2013

Public Sector

The Public Sector broadly comprises the Public Admin and Defence, Education, and Human Health and Social Work sectors. In 2011 they employed a total of 11,200 people in Swale, or 25% of the population. This is less than the average for Kent.

Interestingly employment in the public sector in Swale remains at the same level as in 2008, which represents a small real term fall, as the overall working population has risen in the same period. This appears to be in line with national policy.

3.3.5 Unemployment in Swale

Swale has the fourth highest unemployment rate in Kent, at 4.0%, but this has been falling slowly over the last few months. Chart 1 below illustrates the unemployment rate at November 2012.

Chart 1: Percentage of District Unemployment as at November 2012.

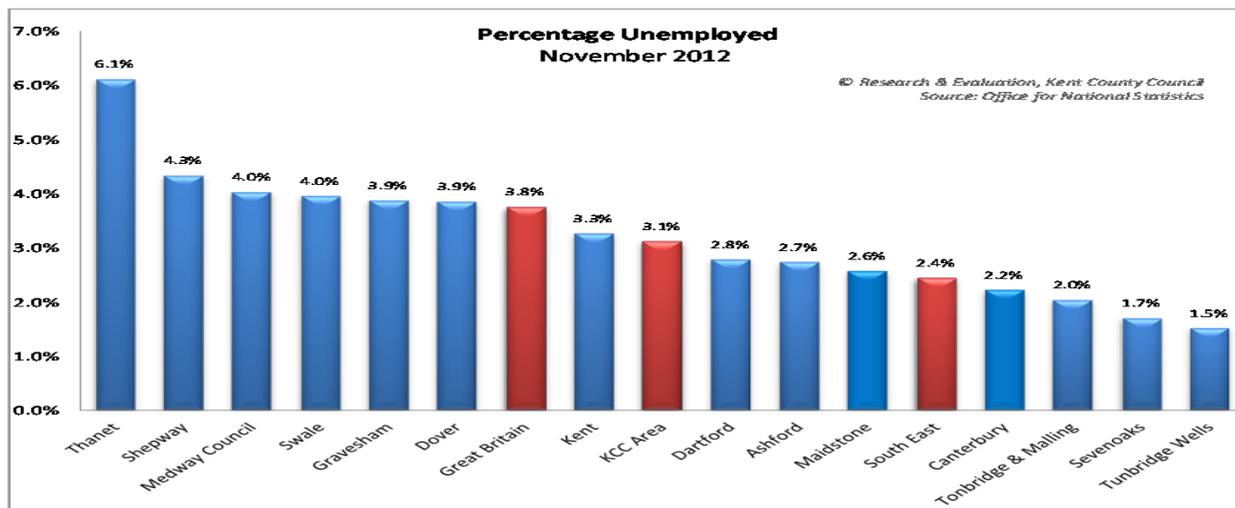


Chart 2: Percentage change in District Unemployment since November 2012.

Thanet and Ashford are the only Districts that have seen an increase in unemployment between November 2011 and 2012. Swale has seen marginal reductions in unemployment over this time.

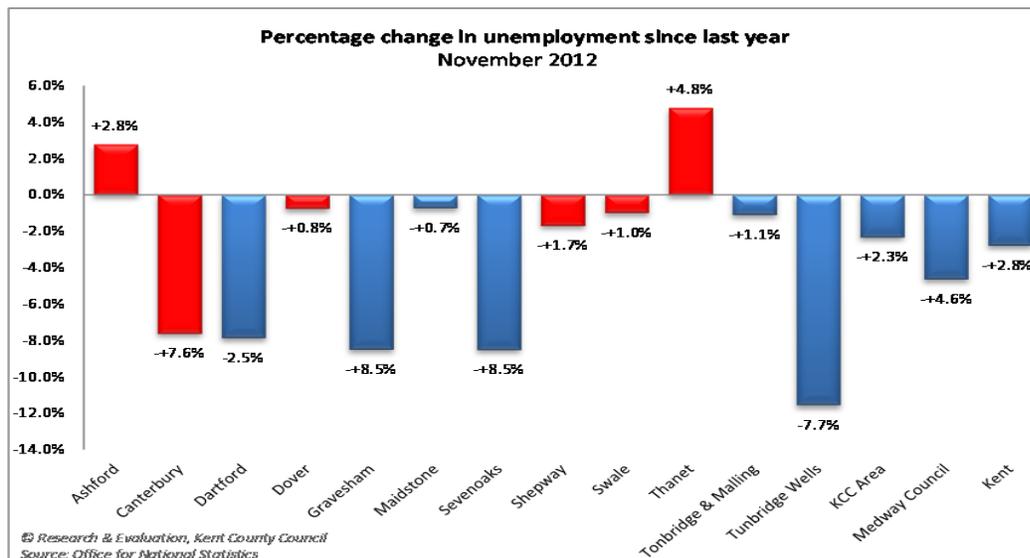
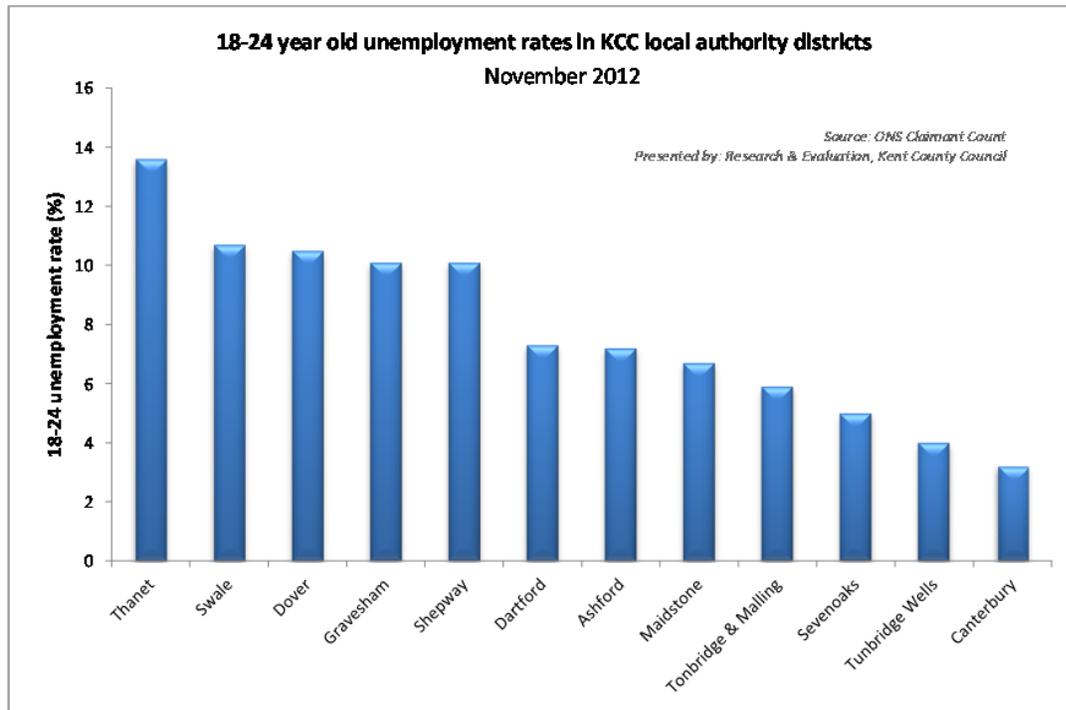


Chart 3: 18-24 Year Old Unemployment Rates in Districts in November 2012.

Chart 3 illustrates the comparative levels of 18-24 year old unemployment across Kent. 11% of 18-24 year olds were unemployed in Swale November 2012.



Youth unemployment remains a huge issue in Kent. The Swale Locality Board is committed to developing and encouraging apprenticeship opportunities in key employment sectors, in partnership with employers and KCC, to help address this.

3.3.6 Self Employment

The level of self-employment in Swale has historically been the lowest in Kent, and was only above Ashford, Dover and Dartford in 2012. It was 1.5% below the Kent average in 2012. This may reflect the nature of employment in North Kent, which tends to take the form of a small number of larger scale manufacturing, warehousing or transport related activities.

Table 3: Adult Population in Employment who are Self-Employed

Proportion in employment who are self-employed (16-64)					
	Jul 2007- Jun 2008	Jul 2008- Jun 2009	Jul 2009- Jun 2010	Jul 2010- Jun 2011	Jul 2011- Jun 2012
	%	%	%	%	%
Swale	10.1	10.1	14.1	11.1	13.9
Kent	13.9	13.4	14.6	14.1	15.4
South East	14.0	13.1	13.9	13.9	14.5
England	12.8	12.6	13.1	13.2	13.8
Source: Annual Population Survey, through Nomis, Office for National Statistics (ONS)					

3.3.7 Residence and Workplace Earnings

The median weekly gross pay of workers in Swale is comparatively high and ranks 5th out of the 12 Districts in Kent and is therefore close to the Kent average. It rose by approximately 11% over the three years to 2011 keeping a match with inflation.

Table 4 below illustrates how weekly median gross pay has changed since 2009 in Swale.

Table 4: Full time workers median weekly gross pay			
	2009	2010	2011
	£ per week	£ per week	£ per week
Swale	471	492	523
Kent	508	518	530
South East	525	537	548
England	485	496	506

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

3.4 Discussion Points

1. In Swale there is an over-supply of courses in the arts and sport & leisure and a shortage of courses in areas like transportation and storage which are very significant employers in the current and future local economy. A review of vocational provision by providers could ensure the offer better reflects the employment opportunities in the district.
2. Providers of vocational education could consult with local employers to ensure that the *content* of their courses matches their needs. For example, do courses in construction have sufficient focus on new technology and sustainability?
3. KCC, the district council and providers should work together to ensure that there are pathways for young people to access opportunities in the growing professional, scientific and technical sector.
4. There are a low number of opportunities available in Swale to work in the information and communication sector. An analysis could be done of the reasons for this and a strategy developed to increase these if possible.
5. KCC and the district council could broker a relationship between all providers of 16-19 learning and the small employers in the district to ensure there is sufficient co-ordination to maximise the capacity for structured work experience as part of *Study Programmes* from September 2013.
6. In the short term schools could consider in their guidance whether they should advise some young people to travel outside the district to access courses post 16 that will provide a pathway to employment if these are not yet offered in Swale. This is particularly relevant for horticulture which is a significant economic sector.
7. Many of the jobs being created in Swale are for more skilled workers and education providers should give consideration to narrowing the skills gap for young people.

4. Increase Participation and Employment

4.1 Summary

There will be a significant challenge for Swale over the next two years to help all 16-18 year olds to participate under RPA, as Swale has the third highest level of young people who are Not in Education, Employment or Training (NEET) in the county (Nov 2012). For September 2015, current data suggests that at least another 430 learners will need help to participate in post-16 learning.

The most significant problem with participation for Swale is in Year 13. Participation in FE in the district is low but in Year 12 there is high participation in school sixth form. The lower numbers in sixth forms and FE for Year 13 suggest that students are dropping out of school but not taking up places in FE and are instead either taking jobs without training or becoming NEET. The number of young people taking on jobs without training in Year 13 was 141 higher than those in Year 12. This means that under RPA, there would be a much greater number of year 13 learners who would be classed as not participating, and therefore focus on suitable pathways and retention is essential.

County-wide research into RPA undertaken by Learner Voice indicated that young people still don't fully understand what RPA is about, they still prefer face-to-face contact when seeking advice and guidance and encouragingly recognise the importance of getting their English and Maths GCSEs and expecting to study this beyond 16 until they achieve them.

CXK conducted research in Swale to ascertain the areas that young people who are NEET would like to work in, again in November 2012. Encouragingly, their aspirations closely match the needs of the local economy: the two most popular, construction and health & social care, are areas of employment where growth in the district in the last three years has been above 10%. Whilst the third choice, engineering has seen a slight decline, it is a significant employer and Swale has the county's leading vocational centre in this field. Environment, animals and plants was the fifth preference and is also a growth sector for the district, which is also the leading agricultural employer for the county.

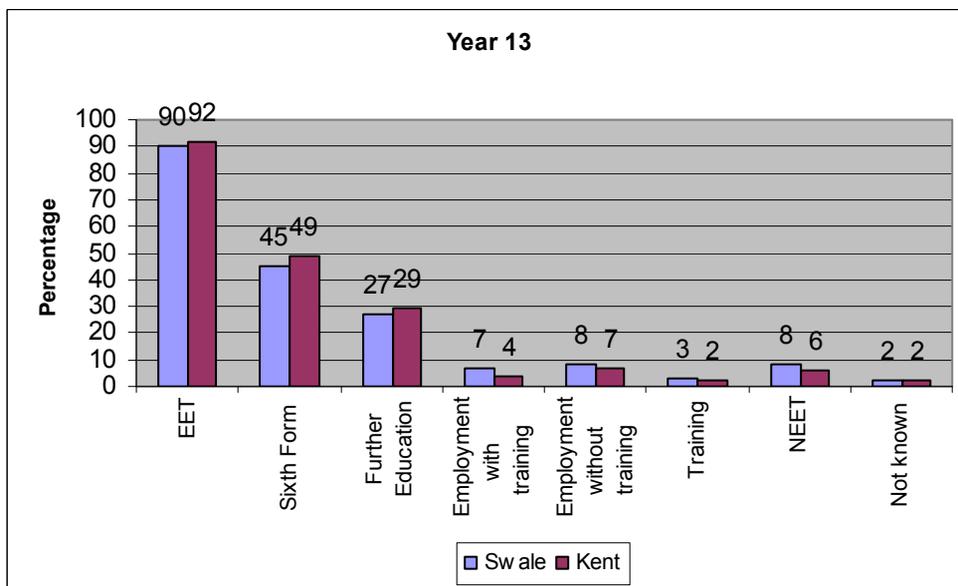
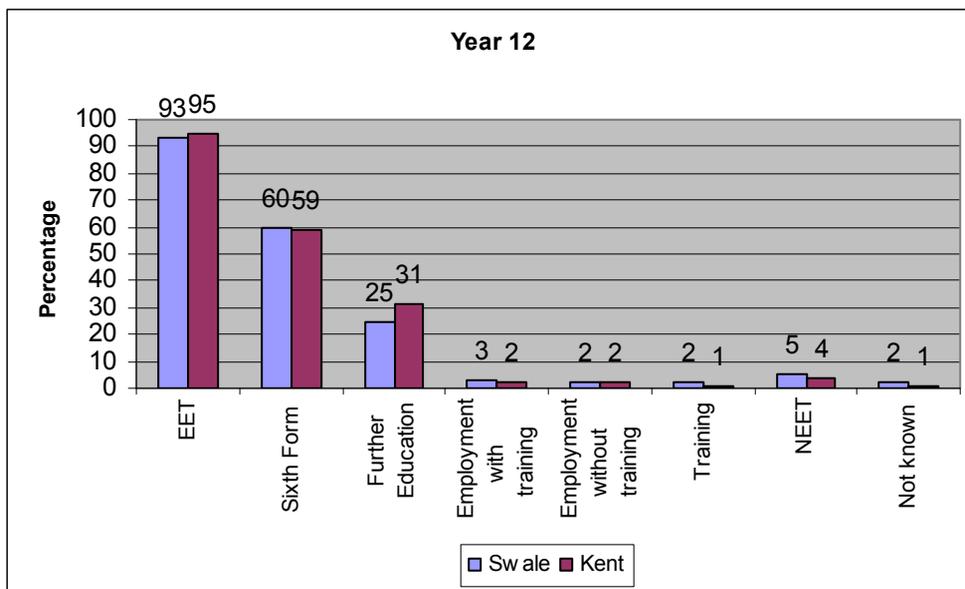
Swale's providers therefore need to understand the reasons behind dropping out during Years 12 and 13: is there dissatisfaction with the post-16 experience? Are learners disengaging after one-year courses? Providers and partners will also need to plan how they will address the large numbers of young people entering into jobs without training, both by persuading the young person of the value of continued learning or training and encouraging employers to incorporate training or apprenticeships into their employment opportunities for young people.

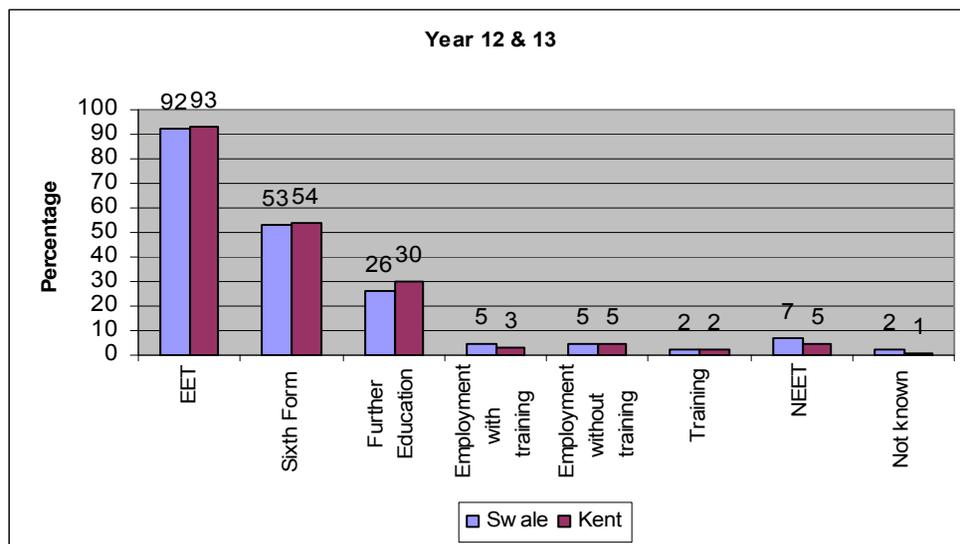
Youth unemployment is a problem in Swale. Although the district has bucked the trend in Kent of rising unemployment by creating jobs overall, unemployment for 18 to 24 year olds has increased and is the second highest in the county. In addition to this trend following on from Swale's high NEETs figures, it suggests that the employment opportunities available in Swale require skills and experience that young people currently do not possess. Therefore they need to be supported through post-16 provision to gain relevant work experience and employability skills and undertake suitable pathways to improve their employment outcomes.

4.2 Supporting data

4.2.1 Comparison of the activities of young people age group Year 12, 13 and combined 12 and 13 who have completed compulsory education in Swale and Kent

- Swale has higher levels of young people who are NEET than the average for Kent: 7% against 5%.
- There is a significant problem with participation in Swale in Year 13. Participation in FE in the district is low but in Year 12 there is high participation in school sixth form. This drops dramatically, by 15%, in Year 13 but participation in FE only rises by 2%.
- There is also an increase in young people doing jobs without training in year 13: it rises from 39 to 141. This is a very high number and does not count as participating under RPA. This means that on introducing RPA, on current figures 16% of young people in Year 13 would be classed as not participating.
- 10% are in some form of training in Year 13: however as raised in section 2 there is poor progression in the district for these young people.





4.2.2 Number of young people not participating in Swale

- Based on the figures for November 2012 from CXK we can project that if nothing changed some 150 additional learners will need help to participate in learning in September 2013.
- Using the same projections and assumptions for September 2015 would suggest over 430 learners needing help to participate.

	Year 12	Year 13	Year 12 & 13
Employment without training	39	141	180
NEET available to participate	83	109	192
NEET not available to participate*	7	28	35
Not Known	28	30	58
Total able to participate	150	280	430

Source: CXK Nov 12 Activity Survey

* This includes young people who are pregnant, young carers and several other categories that would hinder participation.

4.2.3 Breakdown of NEET priority Group 16-24

A significant number of the 16-24 year olds who are in one of the CXK priority groups are also NEET, in particular young people caring for their own child or pregnant who form 53% of the total and LDD learners who make 37%.

Priority Groups with NEET (16-24)	Number	Percentage
Looked after/In care	8	4.40
Caring for own child	55	30.22
Refugee/Asylum seeker	1	0.55
Carer not own child	11	6.04
Substance misuse	1	0.55
Care Leaver	6	3.30
Supervised by YOT	8	4.40
Pregnancy	23	12.64
Parent not caring for own child	1	0.55
LDD	68	37.36
Total	182	100

Source: CXK Nov12 Swale NEET report

4.2.4 Preferred vocational areas of NEET group

CXK conducted research to ascertain the areas that young people who are NEET would like to work in.

- The two most popular, Construction and Health and Social Care, are areas of employment where growth in the district in the last 3 years has been above 10%.
- Although the third, engineering, has seen a slight decline, it is a significant employer and Swale has the leading vocational centre for the county in this area.
- Environment, Animals and Plants was the fifth preference and is also a growth sector for the district. Swale is the leading agricultural employer for the county.

Preferred area of employment	Number	Percentage
No choice recorded	22	6
Admin, ICT & Office Work	32	9
Art & Design	10	3
Building & Construction	44	13
Catering, Hospitality & Cleaning Services	12	3
Engineering	40	11
Environment, Animals and Plants	27	8
Health & Social Care	43	12
Leisure, Sport & Tourism	18	5
Manufacturing & Warehousing	4	1
Media	1	0
Others	22	6
Personal Health and Beauty	34	10
Retail & Sales	18	5
Scientific & Laboratory Work	8	2
Uniformed & Transport services	17	5
Total	352	100

Source: CXK Nov12 Swale NEET report

4.2.5 Young peoples view on Participation

In November 2012 the Skills and Employability Service ran a learner voice targeting two groups of learners. The first, learners aged 13-16 who may be below the Level 2 threshold and the second, post 16 learners who were at risk of and not engaged in education, employment or training. The conclusions and recommendations are listed below.

Conclusions of learner voice

- Learners lack awareness of what RPA means. Many believe it is about staying on at school until 18, and do not seem to know about the options of taking up training either at an educational establishment with an employer or on a voluntary basis.
- Very few learners had heard about RPA outside of school. The message about changes to education and training for young people is not widely known or understood by parents or employers.
- Learners have a very good understanding of the importance of gaining qualifications in Maths and English. They expected to continue to retake these qualifications if they did not achieve the necessary grades by the end of Year 11.
- Learners prefer to access IAG by personal contact or using on-line access. They like to go to familiar places such as colleges or school or local council facilities.
- Learners prefer to receive individual 1:1 support for CEIAG.

- Learners rated specific support very highly. They rated the guidance received at school and college as good, however, they rated the guidance from employers, relatives, training providers and support workers as excellent.
- Half of the 16-24 learners who took part in the survey had no career plan. This gives an insight as to what may happen to potential RPA learners, should interventions not be developed.
- Learners aged 16-24 did not have apprenticeships on their horizon.
- Very few learners understood the voluntary route and what potential career benefits can be gained from taking up voluntary activities.
- Teenagers with young children had difficulty in considering their future beyond caring for their young child. However, they were very keen on getting help and support from such programmes as YAPs.
- More research would need to be undertaken to find out what help and support learners need with future career planning.

Recommendations of learner voice

- To develop methods of communication for RPA. Information about what RPA is at one level, impartial IAG for RPA and levels of IAG support about RPA options for learners.
- To use the Report as a means to evidence the lack of understanding of RPA by learners, parents, carers and employers. This has some sense of urgency given that the current Year 11 will be affected from September 2013.
- Learners indicated they see the Local Authority, along with schools and colleges, as the place to go to for help and advice for CEIAG. The LA should consider developing its RPA role in getting a consistent message across through the use of this report, the Kentchoices4U website, transition programmes and general information events.
- There needs to be some form of RPA Transition programme available to 16-18 learners, similar to the highly regarded Princes Trust programmes available for 16-24 NEETs learners.
- The positive response to the KC4U website suggests there is an opportunity to build on the increasing use of KentChoices4U as a means to inform parents, carers, and employers as well as learners.
- Ensuring that CEIAG retains its impartiality in providing help and support for RPA options will play a crucial role for learners from Year 9 onwards. Learners are asking for face to face support on specific career outcomes. If they cannot have face to face, they would choose on-line for support. They will continue to need career planning to develop their aspirations and support in achieving their goals

4.2.6 The 16-17 Year Old Youth Contract

The Youth Contract is a mentoring support programme designed to help 16 – 17 year old NEETs with low GCSE qualifications (less than 2 at Grades A* - C), those who have been or are in care (irrespective of any GCSE's gained), and those who have been in custody (including remand, again irrespective of any GCSE's gained). It gives advice and guidance and then prepares individuals to re-engage into education, training or jobs with training. It continues for at least 6 months during the re-engagement period with tracking for an additional 6 months. It therefore supports those on EFA funded programmes to minimise drop out and maximise progress towards completion of an accredited qualification and beyond, with or without some form of employment (paid or voluntary). Providers have a maximum of 6 months from the start date to get each young person into an EET activity.

There are two providers in Swale delivering the Youth Contract – Go Train and the Shaw Trust. There have been 49 starts including those in the pre-engagement phase. Recent changes to the eligibility

criteria means that this number is likely to rise and there will be a large increase in numbers next academic year.

Schools can request a visit to engage with a group of potentially eligible Youth Contract young persons. Sessions can happen between March and June to enable initial engagement and delivery to small groups and individuals. Young people who are already eligible can then start on the programme from July 1st – if they are sitting 2 or more GCSE's (and not in custody or care) then they can join after results day in August if eligible.

4.2.7 Unemployment and youth unemployment in Swale

- Youth unemployment is a problem in Swale. Although the district has bucked the trend in Kent of rising unemployment by creating jobs overall, youth unemployment has increased and is the second highest in the county.
- It suggests that the jobs available, and being created, in Swale are for more skilled workers and education providers must address the skills gap for young people.

Unemployment rates for each age group in KCC districts

February 2013	Total (aged 16-64)	17 & under	18-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64
Ashford	2.8%	0.3%	6.2%	4.6%	3.4%	2.2%	2.3%	2.4%	2.1%	1.9%	0.5%
Canterbury	2.5%	0.1%	3.3%	4.1%	3.2%	2.8%	2.3%	2.4%	2.2%	1.7%	0.6%
Dartford	3.0%	0.2%	6.3%	3.7%	3.2%	2.6%	2.7%	2.5%	2.8%	2.1%	0.8%
Dover	4.0%	0.2%	9.4%	6.4%	4.6%	3.5%	3.5%	3.6%	3.2%	2.9%	0.7%
Gravesham	4.2%	0.2%	8.5%	5.7%	4.4%	3.8%	3.7%	3.8%	3.6%	3.0%	0.7%
Maidstone	2.7%	0.1%	5.9%	3.5%	3.1%	2.4%	2.1%	2.4%	2.3%	2.0%	0.7%
Sevenoaks	1.7%	0.0%	3.5%	3.0%	1.9%	1.8%	1.4%	1.5%	1.8%	1.5%	0.4%
Shepway	4.3%	0.1%	8.0%	6.9%	4.9%	4.6%	4.0%	4.0%	3.9%	3.1%	1.0%
Swale	4.1%	0.1%	10.3%	5.8%	4.3%	3.6%	3.5%	3.0%	3.3%	3.0%	0.8%
Thanet	6.3%	0.3%	13.4%	9.4%	8.1%	6.7%	5.6%	4.9%	4.8%	4.7%	1.2%
Tonbridge & Malling	2.1%	0.2%	4.3%	3.2%	2.3%	1.9%	1.8%	1.9%	1.8%	1.8%	0.8%
Tunbridge Wells	1.5%	0.1%	2.8%	2.1%	2.1%	1.4%	1.3%	1.4%	1.3%	1.4%	0.4%
KCC	3.2%	0.2%	6.6%	4.8%	3.8%	3.0%	2.8%	2.8%	2.7%	2.4%	0.7%
GB	3.9%	0.2%	7.2%	5.4%	4.4%	3.7%	3.6%	3.5%	3.2%	2.8%	0.8%

Highlighted cells show unemployment rates above the national average. Source: NOMIS Claimant Count. Table prepared by: Research & Evaluation, Kent County Council

4.3 Discussion Points

Please note that all of the discussion points in the next section, 5, could apply to this section also.

1. KCC and the district council could agree shared targets for reducing the number of NEETs and to support RPA. One of these must be to raise awareness amongst employers that it is not acceptable to employ young people under 18 without offering training.
2. Working together in a targeted way, KCC, providers and CXK could better support teenage parents to participate by reducing their barriers to accessing work and training. This could be achieved, for example, by increasing the number of courses which can be accessed through on line learning.
3. More local provision such as supported apprenticeships and post 16 educational places would benefit LLDD learners, particularly those with EBD statements.
4. Schools in the district should consider the reasons why so many students drop out during or at the end of Year 12; and ensure that no student leaves without an agreed destination for Year 13.
5. Young people that are at risk of NEET from Year 9 onwards should be identified and offered face to face guidance to help them develop a progression pathway to engage them in learning until 18, even if this includes following an FE pathway outside the district.
6. Being offered intensive guidance and support, including labour market information, would benefit young people who are NEET and help them into employment fields which match the opportunities in the district.
7. Best practice in attaining Level 2 English & Maths for those students who did not achieve GCSE at Key Stage 4 should be shared between providers, as a lack of these qualifications is a significant barrier to employment.

5. Target Support to Vulnerable Young People

5.1 Summary

Swale has a significant challenge under RPA to encourage vulnerable learners to participate until 18. As explained in the previous section, there are high rates of NEET in the district, especially at age 17. According to data gathered in November 2012, a significant number of the NEET group in Swale are in one of the priority groups so for Swale's young people, being NEET can often mean a close link to vulnerability.

The largest cohort within Swale's priority vulnerable groups of 16-24 year old NEETs are either looking after their own child or pregnant. The second largest group are LLD learners. These two groups together make up 90% of the vulnerable 16-24 NEETs in Swale. In addition, the district has the second highest number of 16-24 year old young people with LLD in the county, and a fifth of these have BESD as their primary disability type; however, there is no BESD special school in Swale. This makes transition work difficult as they may be educated out of the district pre-16.

Swale also has the fourth highest number of children with Special Educational Needs (SEN) in the county. There are also high numbers of Looked After Children in Swale. As of February 2012, half of the 226 Lac in the district were placed there by another local authority. Furthermore, 42% of Out of Area LAC have a SEN, and so this high proportion places a heavy demand on providers.

Inclusion in schools is a significant challenge for Swale. There are very high rates of young people being educated at home, which is the highest in the county according to 2012 figures. Permanent and fixed term exclusions and Children Missing Education referrals all ranked second highest across the county. These issues will therefore have an impact on whether those young people are likely to participate post-16 under RPA, and so providers must formulate plans on how they will provide the support and independent guidance vital to help those learners to choose and access education or training post 16.

Conversely, young offenders form a small proportion of the vulnerable learner NEET group and their numbers have nearly halved over the last two years as the criminal justice system has developed less punitive ways of dealing with criminal activity by children.

5.2 Supporting Data

5.2.1 Client Caseload Information System (CCIS) data on NEET young people and vulnerable learners provided by CXK

There are two sets of data that have been supplied by CXK who under contract from KCC track all young people up to the age of 19 and up to 25 for young people who have a disability.

The data is stored on a Client Caseload Information System (CCIS) and while the initial source of the data is from KCC, CXK maintain the database which can lead to discrepancies between data held by CXK and KCC. Data held in the CCIS has to be maintained in a way that is proscribed by the DfE and this can again cause data discrepancies, particularly in terms of categorisation.

KCC also contract with CXK to provide support for vulnerable learners which include 10 priority groups which are listed in the table below.

The data held in the CCIS is important because it is used to report to the DfE, who use it to produce NEET data and because it is the only database in Kent that includes consistent data about the whole 13-19 cohort and up to 25 for those with disabilities.

Two sets of data have been taken from the CCIS and used in this report. The first is a breakdown of the 16-24 year olds in Kent, by district who are NEET and in one of the priority groups. The second is a breakdown of the 16-18 year olds have a disability registered on CCIS, as defined by the DfE guidelines. In some cases young people may have more than one disability but only one is provided in the data.

5.2.2 Breakdown of the 16-24 year olds who are NEET and in one of the Priority Groups - November 2012

- 90% of the NEET group in Swale are in one of the priority groups so it is closely linked to vulnerability.
- The largest group within this are either looking after their own child or pregnant.
- The second largest group are LLD learners.
- These two groups together make up 90% of the priority group NEETs in Swale.
- Swale has the second highest number of 16-18 year old LLD learners in the county.
- A majority of these have statements for EBD.
- There is no EBD special school in Swale.

Priority Group	Ashford	Canterbury	Dartford	Dover	Gravesham	Maidstone	Sevenoaks	Shepway	Tunbridge Wells	Tonbridge and Malling	Thanet	Swale	Total
Looked after / In care	12	17	5	9	10	14	5	13	4	4	38	8	139
Caring for own child	45	37	28	57	52	78	12	59	20	29	93	55	565
Refugee / Asylum	1	1	0	1	1	1	0	2	0	1	1	1	10
Carer not own child	4	4	1	5	2	7	3	4	2	1	7	11	51
Substance misuse	4	8	2	10	6	2	2	6	3	2	12	1	58
Care leaver	5	7	2	9	5	3	0	12	2	1	20	6	72
Supervised by YOT	11	12	5	19	9	10	5	7	3	12	28	8	129
Pregnancy	15	12	11	18	12	20	5	16	5	14	26	23	177
Parent not caring for own child	1	3	2	0	3	2	0	2	0	2	4	1	20
LLD	45	56	35	51	39	53	20	30	36	26	83	68	542
Total	143	157	91	179	139	190	52	151	75	92	312	182	1763

Source: CXK Activity Survey November 2012

5.2.3 The 16-18 year old Swale NEET Group by First Disability Type - February 2013

- 43% of this group have a learning difficulty or a disability.
- The most significant LLD category amongst these is EBD: these make up 20% of the total.

Disability Type	Age			Grand Total
	16	17	18	
~Profoundly Deaf (HI)			1	1
~School Action - no disability specified	2	2		4
ADHD			4	4
Aspergers Syndrome		2	1	3
Autism (ASD)		1	1	2
Colour Blindness		1		1
Dyslexia		1	2	3
Emotional/Behavioural (BESD)	10	20	27	57
Epilepsy		1	1	2
Hearing Impairment (HI)	1			1
Mild Learning Diffis	1		1	2
Moderate Learning Diffis (MLD)	4	6	8	18
Other Health Issues (OTH)	1	7	2	10
Physical Diffis (PD)		1		1
Profound/Multiple Lrn Diffis (PMLD)			1	1
Severe Learning Difficulties (SLD)		1		1
Specific Learning Diffis (SPLD)	1	2	3	6
Speech/Language Diff (SLCN)		2	2	4
None	21	61	83	165
Grand Total	41	108	137	286

Source: CXK, CCIS, 28/2/2013 *NB. Data extracted from entire client history, and selects first listed disability type only (some clients may have multiple disabilities - not represented here)

5.3 Learners with a statement

5.3.1 Primary needs of Year 9, Year 10 and Year 11 Statemented learners

SEN Type	District			Kent		
	Year Group			Year Group		
	9	10	11	9	10	11
ASD - Autistic Spectrum Disorder	30	20	31	301	305	296
BESD - Behavioural, Emotional & Social Difficulties	50	51	49	627	676	708
HI - Hearing Impairment	8	5	6	36	39	31
MLD - Moderate Learning Difficulties	14	28	15	255	255	232
MSI - Multi-Sensory Impairment	0	0	0	1	2	2
OTH - Other	21	18	12	87	97	102
PH - Physical Disability	5	4	4	68	65	76
PMLD - Profound & Multiple Learning Difficulties	2	2	0	12	11	12
SLCN - Speech, Language & Communication Needs	15	15	14	157	157	135
SLD - Severe Learning Difficulties	8	7	6	67	54	65
SPLD - Specific Learning Difficulties	7	16	23	150	185	200
VI - Visual Impairment	3	0	2	19	21	22

5.4 Looked after Children

- There were 226 LAC in Swale with an even spread across Key Stages 2, 3 and 4.
- There were only 26 LAC post 16.
- About half of these children were SA, SA+ or SEN.
- A high number of OLA LAC have a SEN: 49 out of 117.

5.4.1 Looked after Children by Key Stage – February 2012

Key Stage	Year Group	Kent	OLA	Total
FS	-2	0	0	0
	-1	5	5	10
	0	4	2	6
FS Total		9	7	16
KS1	1	6	3	9
	2	4	4	8
KS1 Total		10	7	17
KS2	3	10	5	15
	4	5	11	16
	5	3	6	9
	6	7	10	17
KS2 Total		25	32	57
KS3	7	9	6	15
	8	7	15	22
	9	8	13	21
KS3 Total		24	34	58
KS4	10	11	12	23
	11	14	15	29
KS4 Total		25	27	52
Post 16	12	10	10	20
	13	6	0	6
Post 16 Total		16	10	26
District Total		109	117	226

Source: Management Information Unit, Impulse, February 2012

5.4.2 Swale Looked after Children by SEN – February 2013

District Total												
SEN Level	ASD	BESD	HI	MED	MLD	PD	PMLD	SLCN	SLD	SPLD	UNKNOWN	Total
School Action	0	0	0	0	0	0	0	0	0	0	15	15
School Action Plus	0	0	0	0	0	0	0	0	0	0	21	21
Statemented	7	29	2	1	9	1	5	3	5	2	2	66

Source: KCC Management Information Unit, Impulse, February 2013

The number of the district total who are the responsibility of Kent County Council												
SEN Level	ASD	BESD	HI	MED	MLD	PD	PMLD	SLCN	SLD	SPLD	UNKNOWN	Total
School Action											12	12
School Action Plus											17	17
Statemented	4	4	1	1	1	1	1	1	2		1	17

Source: KCC Management Information Unit, Impulse, February 2013

The number of the district total who are the responsibility of other local authorities												
SEN Level	ASD	BESD	HI	MED	MLD	PD	PMLD	SLCN	SLD	SPLD	UNKNOWN	Total
School Action											3	3
School Action Plus											4	4
Statemented	3	25	1		8		4	2	3	2	1	49

Source: KCC Management Information Unit, Impulse, February 2013

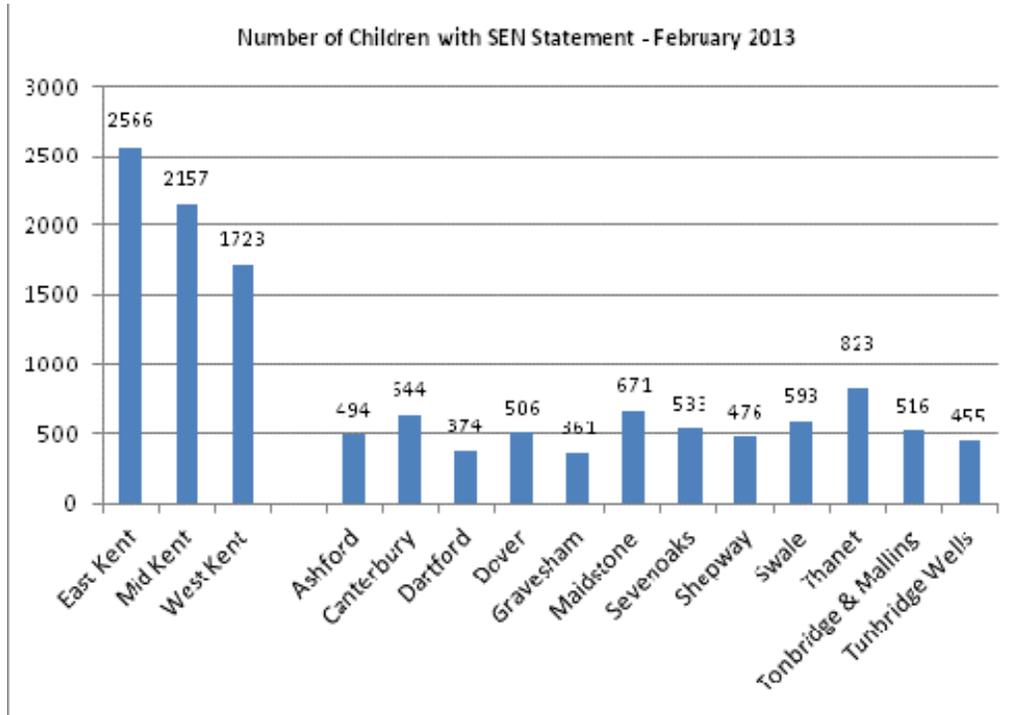
5.4.3 Swale Looked after Children by Gender – February 2013

Gender	Kent	OLA	Total
Female	42	50	92
Male	67	67	134
Total	109	117	226

Source: Management Information Unit, Impulse, February 2013

5.4.4 The Number of children with a SEN Statement – February 2013

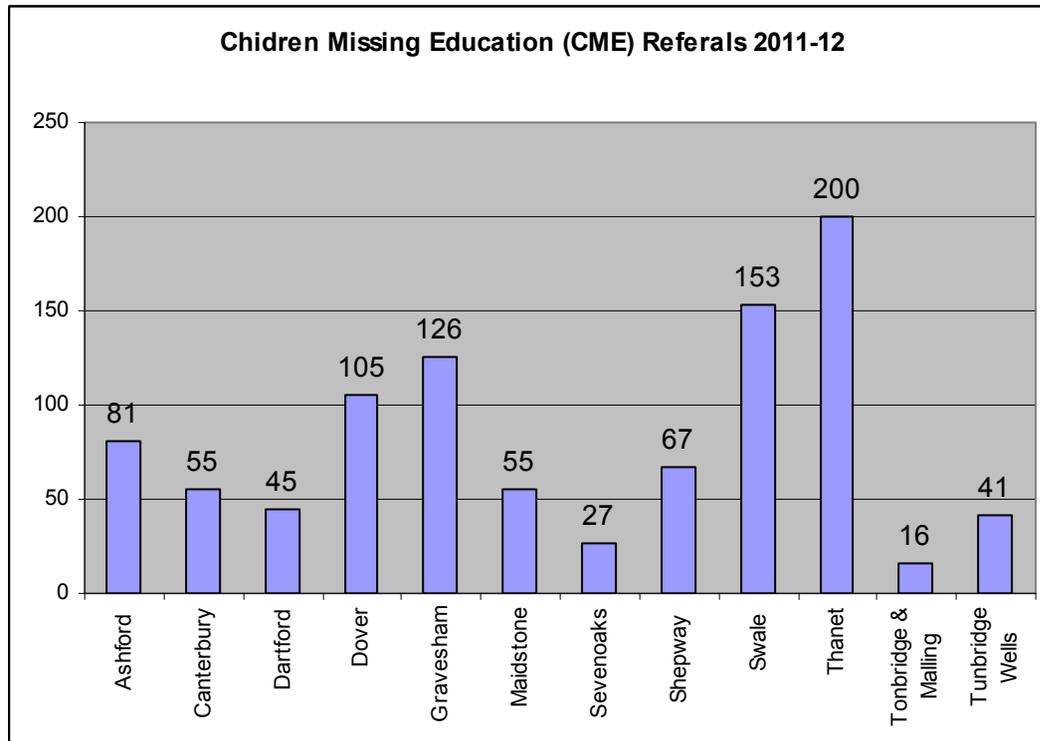
- Swale has the fourth highest number of SEN children in the county which makes it somewhat high compared to its population.



Source: Management Information Unit, KCC – Impulse Performance Monitoring, February 2013

5.5 Children Missing Education

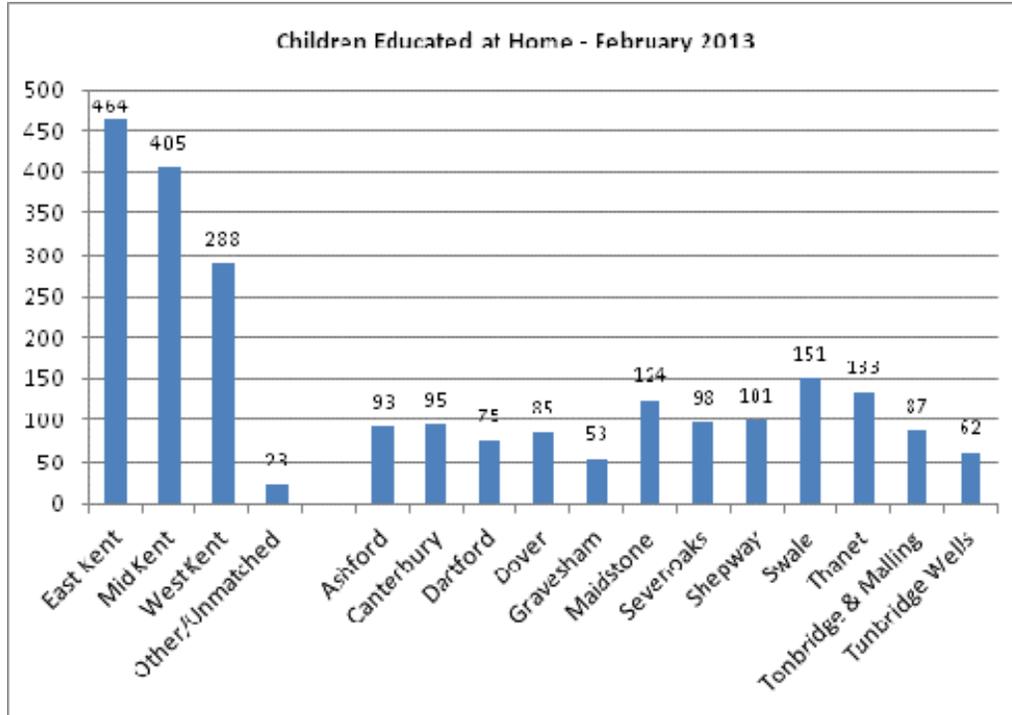
- Swale has the second highest number of CME referrals in the county, at 153
- This is extremely high and threatens the success of RPA and post 16 choices for these young people especially when it occurs at KS 4.



Source: Management Information ELS, KCC – Impulse February 2012

5.6 Children Educated at Home

- Swale has a high number of young people educated at home- the highest in Kent.
- This poses a significant threat to meeting targets for RPA as these young people will need significant independent guidance and support to choose and access education or training post 16.

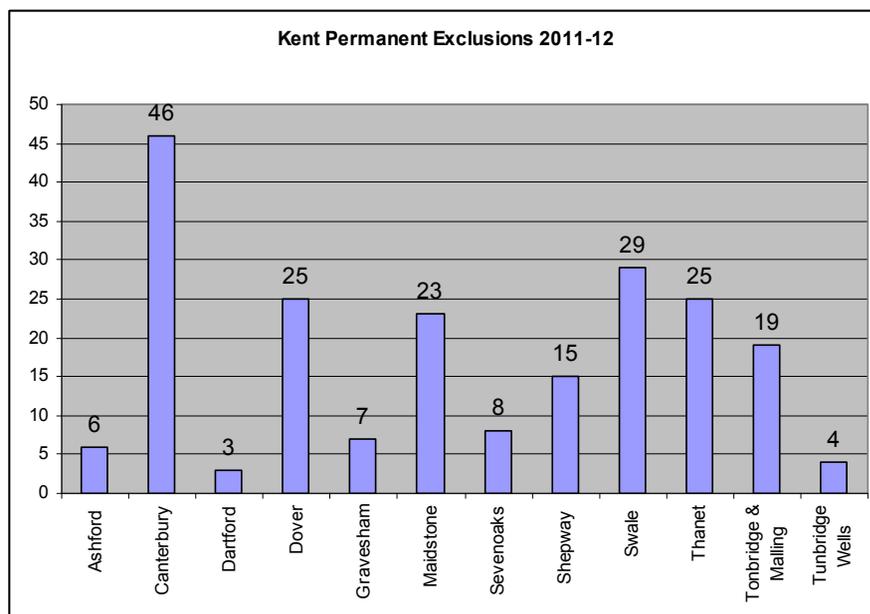


Source: Management Information Unit, KCC – Impulse Performance Monitoring, February 2013

5.7 Exclusion

5.7.1 Permanent Exclusions in Kent and district

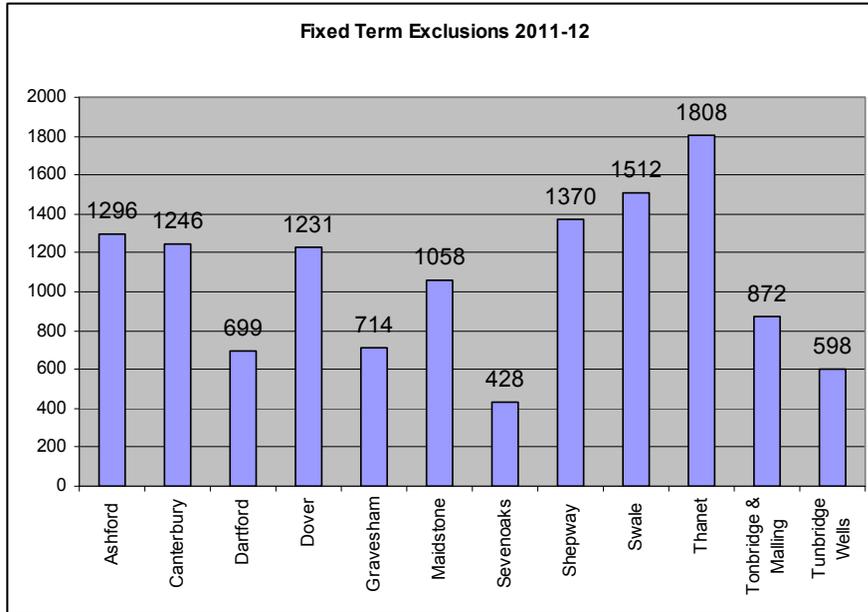
- Permanent exclusions are a problem in Swale- there were 29 in the school year 2011-12 by February 2012.
- This total is the second highest in the county after Canterbury.



Source: Management Information ELS, KCC – Impulse February 2012

5.7.2 Fixed Term Exclusions

- Fixed term exclusions are a problem in Swale- there were 1512 in the school year 2011-12 by February 2012.
- This total is the second highest in the county after Thanet.



Source: Management Information ELS, KCC – Impulse February 2012

5.8 Alternative Provision and PRUs

5.8.1 The activities of the 2011/12 Year 11 PRU/ACP learners in November 2012 (after leaving compulsory education)

- There is currently no specific district destination data for learners at alternative provision.
- The NEET rate for learners leaving alternative provision (27%) is considerably higher than learners leaving mainstream education at the end of Year 11 in Swale 7% and Kent 5%.

Activity of PRU/ACP learners	Number	Percentage
Continued in education (College)	105	38%
Continued in education (School)	14	5%
Entered Employment with Training	16	6%
Entered Training (Non Employed Status)	20	7%
Entering Employment without Training	6	2%
Moved Away/Unavailable	19	7%
NEET	74	27%
Unknown	18	6%
Voluntary and Part Time Activities	1	1%

Source: CXK Activity Survey November 2012

5.9 Young Offenders

5.9.1 The number of young people who started a YISP intervention (a Kent Integrated Youth Service Preventative Programme)

District	2008-2009 Total	2009-2010 Total	2010-2011 Total	2011-2012 Total	2012-2013				2012-2013 Total to date
					Q1	Q2	Q3	Q4	
Ashford	1	19	15	21	7	3	6		16
Canterbury	3	20	11	11	4	3	5		12
Dartford	9	3	7	11	3	1	4		8
Dover	12	27	29	14	6	2	4		12
Gravesend	18	6	14	13	0	1	6		7
Maidstone	16	7	14	19	9	5	5		19
Sevenoaks	0	21	18	14	2	1	6		9
Shepway	7	12	18	20	5	8	1		14
Swale	6	21	19	19	0	0	3		3
Tunbridge Wells	0	24	14	18	2	6	0		8
Tonbridge & Malling	0	22	24	16	6	2	5		13
Thanet	20	31	34	26	1	4	5		10
Total	92	213	217	202	45	36	50		131

Source: Kent Integrated Youth Service 2013

5.9.2 Offender Profile by District and Gender 2010-2012

- The numbers of offences committed by young people in Swale has fallen by 43% in the period shown below - the second sharpest decline in Kent.
- This is very positive but largely due to changes in the management of policing and the criminal justice system since the new government took office rather than dramatic improvement in young peoples' behaviour.

District	October 2010- September 2011			October 2011-September 2012			% Change
	Female	Male	All	Female	Male	All	
Ashford	49	113	162	34	106	140	-13.60%
Canterbury	63	173	236	40	108	148	-37.29%
Dartford	24	88	112	20	68	88	-21.43%
Dover	67	182	249	49	120	169	-32.13%
Gravesham	44	140	184	32	99	131	-28.80%
Maidstone	44	174	218	30	102	132	-39.45%
Sevenoaks	27	94	121	10	71	81	-33.06%
Shepway	42	168	210	43	108	151	-28.10%
Swale	62	217	279	38	121	159	-43.01%
Thanet	53	264	317	42	188	230	-27.44%
Tonbridge & Malling	48	144	192	19	93	112	-41.67%
Tunbridge Wells	47	115	162	23	62	85	-47.53%
No Fixed Abode	0	2	2	0	3	3	n/a
Out of County	74	286	360	51	207	258	-28.33%
Unknown	0	0	0	0	0	0	n/a
Total	644	2160	2804	431	1456	1887	-32.70%

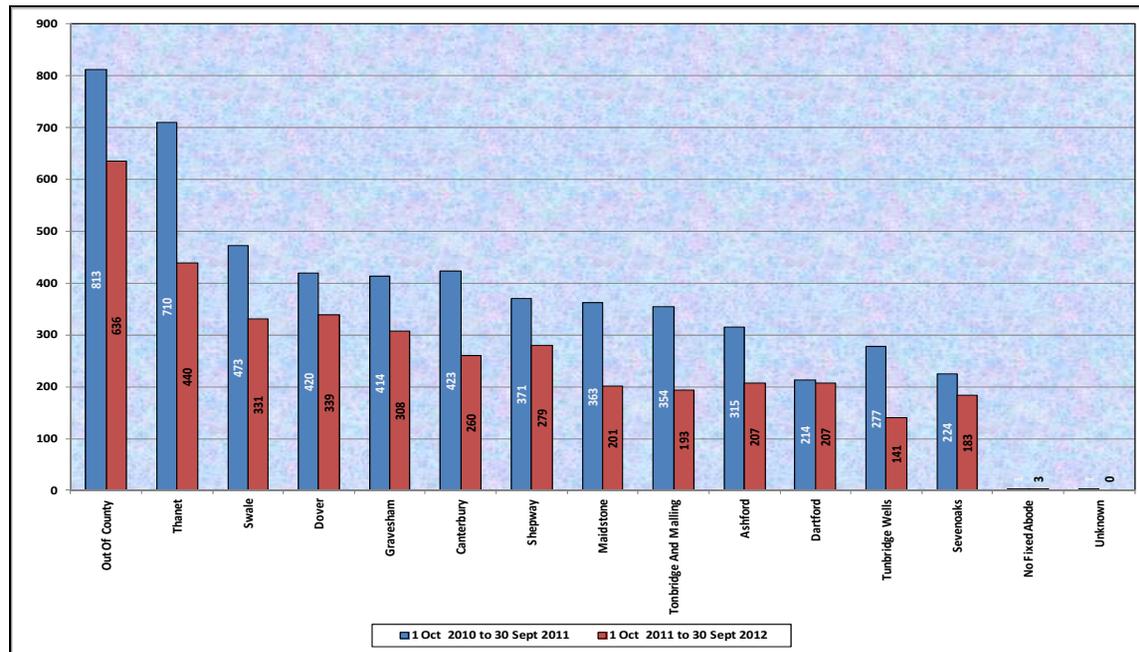
5.9.3 Offender Profile Top 10 Wards (October 2011 – September 2012)

- Despite it having the third highest number of offenders in the county Swale does not have any of the top 10 most criminal wards.
- This suggests that offending is spread throughout the district rather than concentrated in hot spots.

Ward	Female	Male	Total
Cliftonville West (Thanet)	4	26	30
Buckland (Dover)	7	15	22
Maxton, Elms Vale and Priory	7	15	22
Folkestone Harbour (Shepway)	9	13	22
Stanhope (Ashford)	9	12	21
Northfleet North (Gravesham)	5	16	21
High Street (Maidstone)	3	17	20
Shepway North (Maidstone)	6	14	20
Tower Hamlets (Dover)	3	16	19
Folkestone Harvey Central (Shepway)	7	12	19
Total	60	156	216

Source: Kent Integrated Youth Service

5.9.4 Number of offences by District and Year, 1st October 2010 to 30 September 2011 and 1st October 2011 to 30 September 2012



Source: Kent Integrated Youth Service

5.10 Absence

5.10.1 Persistent Absence

- Swale is in the middle of the Kent districts for all forms of absence from mainstream and special schools- it is 5th or 6th for all categories.
- 4.3% of Swale pupils were absent for 64 or more sessions.
- 8.6% of Swale pupils were absent for 46 or more sessions.

School Type	District	Number of Pupils in Absence Table	Number with 64+ Sessions Absent 2011-12	% Persistent Absence Pupils (64+) 2011-12	Number with 46+ Sessions Absent 2011-12	% Persistent Absence Pupils (46+) 2011-12
PRI	Ashford	7682	67	0.9	233	3
PRI	Canterbury	7839	77	1	246	3.1
PRI	Dartford	6472	93	1.4	254	3.9
PRI	Dover	6290	77	1.2	205	3.3
PRI	Gravesham	6579	106	1.6	304	4.6
PRI	Maidstone	8933	104	1.2	264	3
PRI	Sevenoaks	6627	73	1.1	211	3.2
PRI	Shepway	5975	66	1.1	212	3.5
PRI	Swale	8900	130	1.5	318	3.6
PRI	Thanet	8170	130	1.6	365	4.5
PRI	Tonbridge and Malling	7720	67	0.9	187	2.4
PRI	Tunbridge Wells	6125	71	1.2	185	3
SEC	Ashford	6291	276	4.4	583	9.3
SEC	Canterbury	7713	418	5.4	841	10.9
SEC	Dartford	6395	198	3.1	408	6.4
SEC	Dover	6143	257	4.2	550	9
SEC	Gravesham	5897	213	3.6	468	7.9
SEC	Maidstone	8617	346	4	812	9.4
SEC	Sevenoaks	1990	102	5.1	232	11.7
SEC	Shepway	5465	282	5.2	600	11
SEC	Swale	7496	319	4.3	641	8.6
SEC	Thanet	7313	392	5.4	734	10
SEC	Tonbridge and Malling	7336	301	4.1	697	9.5
SEC	Tunbridge Wells	6407	164	2.6	423	6.6
SPE	Ashford	197	18	9.1	41	20.8
SPE	Canterbury	232	32	13.8	48	20.7
SPE	Dartford	114	27	23.7	32	28.1
SPE	Dover	166	29	17.5	46	27.7
SPE	Gravesham	146	6	4.1	11	7.5
SPE	Maidstone	335	17	5.1	32	9.6
SPE	Sevenoaks	299	46	15.4	64	21.4
SPE	Shepway	224	19	8.5	29	12.9
SPE	Swale	151	16	10.6	25	16.6
SPE	Thanet	385	30	7.8	61	15.8
SPE	Tonbridge and Malling	127	13	10.2	20	15.7
SPE	Tunbridge Wells	175	8	4.6	15	8.6

5.11 Discussion Points

1. Swale providers, in collaboration with KCC and other agencies, could consider developing new models to reduce the number of teenage pregnancies; to provide support to re-engage young parents in education, training or employment with training; and to develop appropriate post 16 pathways.
2. KCC and Swale providers could work together to make better use of the data available on young people, particularly those who are statemented, so that post 16 planning can begin in Year 9.
3. KCC, Swale providers and other Kent specialist providers could work together to improve the information on post 16 provision and support for LDD learners, using Kentchoices4u to publicise it.
4. More local provision (in Swale and other districts) could be made available to support LDD young people, which in turn will reduce the number who have to travel out of the County.
5. Considerably more specialised provision or support for BESD learners in mainstream provision needs to be made available as a matter of urgency.
6. KCC, providers and other agencies need to work collectively to target their support to the most vulnerable, particularly Looked after Children, those educated other than in school (home educated or in alternative provision/PRU) and those with BESD.
7. KCC, Swale providers and other agencies could collaborate to improve the tracking arrangements for young people.
8. Swale providers could support the work of the Kent Integrated Adolescent Support Services
9. Swale providers could engage with the KCC BESD virtual sixth form project to prevent these young people from becoming NEET
10. Swale providers should work with the Youth Contract to access support for NEET learners. This work should start with young people who are at high risk of being NEET before they finish Key Stage 4.
11. Swale Providers could work with Virtual School Kent, who are offering post 16 support for Looked After Children.
12. KCC could support providers in developing mechanisms to improve educational outcomes and engagement for LAC from other local authorities especially where the provider receives inadequate service from their placing LA and requires support to challenge the placing LA.
13. Swale schools, other agencies and KCC could work together on a strategy to reduce significantly the numbers of children who are excluded and who are educated at home. A joint approach will be especially important where such children have multiple needs.
14. More capacity is needed in the Vulnerable Learner Apprenticeship Scheme to encourage the recruitment and support of apprenticeships for vulnerable learners.

Appendix 1. Vocational Curriculum Map Projections 2013/14, source: Kentchoices4u

1 Vocational Studies

Course title	Subject Sector Area	Venues	Course type	Level
Vocational Studies Diploma - Entry Level.	1	Canterbury College	Diploma	Entry
Vocational Studies Certificate & Diploma - Entry 3.	1	Canterbury College	Diploma	3

1.3 Health and Social Care

Course title	Subject Sector Area	Venues	Course type	Level
Health & Social Care Extended Diploma - Level 3.	1.3	Canterbury College	BTEC	3
Health and Social Care BTEC Subsidiary Diploma - Level 3.	1.3	Canterbury College	BTEC	3
Health & Social Care BTEC Diploma - Level 2.	1.3	Canterbury College	BTEC	2
Health & Social Care BTEC Diploma - Level 1.	1.3	Canterbury College	BTEC	1
Health and Social Care - Level 2.	1.3	Canterbury College	BTEC	2
Health & Social Care BTEC Extended Diploma - Level 3.	1.3	Canterbury College	BTEC	3
Health and Social Care BTEC Level 3	1.3	Isle of Sheppey Academy, The	BTEC	3
Health and Social Care Edexcel BTEC Extended Diploma Level 3	1.3	Sittingbourne Community College	BTEC	3
Health & Social Care BTEC Diploma (Double) Level 3 (Block C)	1.3	The Westlands School	BTEC	3
Health and Social Care BTEC Subsidiary Diploma (Single) Level 3 (Block A)	1.3	The Westlands School	BTEC	3

1.4 Public Services

Course title	Subject Sector Area	Venues	Course type	Level
Uniformed Public Services Subsidiary Diploma - Level 3.	1.4	Canterbury College	BTEC	3
Uniformed Public Services BTEC Extended Diploma - Level 3.	1.4	Canterbury College	BTEC	3
Public Services BTEC Diploma - Level 1.	1.4	Canterbury College	BTEC	1
Public Services BTEC Diploma - Level 2.	1.4	Canterbury College	BTEC	2
Public Services Level 2	1.4	Abbey School	OtherGeneral	2
Public Services BTEC National Diploma Level 3	1.4	Isle of Sheppey Academy, The	BTEC	3
Public Services National Diploma Level 2	1.4	Sittingbourne Community College	Diploma	3
Public Services BTEC Subsidiary Diploma Level 3 (Block A)	1.4	Sittingbourne Community College	BTEC	3
Public Services BTEC Diploma Level 3 (Block D)	1.4	Sittingbourne Community College	BTEC	3
Public Services BTEC Extended Diploma Level 3 (Block C)	1.4	Sittingbourne Community College	BTEC	3
Public Services BTEC Subsidiary Diploma (Single) Level 3 (Block B)	1.4	The Westlands School	BTEC	3
Public Services BTEC Diploma (Double) Level 3 (Block C)	1.4	The Westlands School	BTEC	3
Public Services BTEC Level 2 Diploma (QCF) (Blocks A - E)	1.4	The Westlands School	BTEC	2
Level 1 Diploma in Public Services	1.4	Hadlow College, Tonbridge	BTEC	1
Level 2 Diploma in Public Services	1.4	Hadlow College, Tonbridge	BTEC	2

1.5 Child Development and Well Being

Course title	Subject Sector Area	Venues	Course type	Level
Preparing to Work in the Child Care Sector Certificate - Level 1 & 2.	1.5	Canterbury College	Diploma	1
Preparing to Work in the Child Care Sector Certificate - Level 1 & 2.	1.5	Canterbury College	Diploma	2
Cache Diploma for the Children and Young People's Workforce (QCF) - Level 3.	1.5	Canterbury College	Diploma	3
Caring for Children Cache Award and Certificate - Level Entry & 1.	1.5	Canterbury College	Diploma	1
Caring for Children Cache Award and Certificate - Level Entry & 1.	1.5	Canterbury College	Diploma	Entry
Child Care, Education and Creative Crafts - Level 3.	1.5	Canterbury College	Diploma	3
Childcare, Education and Creative Crafts - Level 2.	1.5	Canterbury College	Diploma	2
CACHE Certificate for Children and Young Peoples Workforce - Level 2.	1.5	Canterbury College	Diploma	2
CACHE Award, Certificate and Diploma in Playwork (QCF) - Level 2.	1.5	Canterbury College	Diploma	2
CACHE Award, Certificate and Diploma in Playwork (QCF) - Level 3.	1.5	Canterbury College	Diploma	3
CACHE Level 2 Certificate for the Children young Peoples Workforce	1.5	Isle of Sheppey Academy, The	OtherGeneral	2
Children's Care Learning and Development (Early Years) BTEC National Diploma Level 3	1.5	Isle of Sheppey Academy, The	BTEC	3
Childcare and Education Award/Certificate/Diploma CACHE Level 3	1.5	Sittingbourne Community College	OtherGeneral	3
Cache Level 3 Diploma in Childcare and Education (Blocks A - E)	1.5	The Westlands School	Diploma	3

2.1 Science

Course title	Subject Sector Area	Venues	Course type	Level
Forensic Science BTEC Diploma - Level 2.	2.1	Canterbury College	BTEC	2
Forensic Science - BTEC Extended Diploma - Level 3.	2.1	Canterbury College	BTEC	3
Medical Science Diploma - Level 2.	2.1	Canterbury College	BTEC	2
Medical Science BTEC Extended Diploma - Level 3.	2.1	Canterbury College	BTEC	3
Applied Science BTEC Diploma - Level 2.	2.1	Canterbury College	BTEC	2
Applied Science BTEC Introductory Diploma - Level 1.	2.1	Canterbury College	BTEC	1
Applied Science Extended Diploma - Level 3.	2.1	Canterbury College	BTEC	3
Applied Science BTEC Subsidiary Diploma (Single) Level 3 (Block D)	2.1	The Westlands School	BTEC	3

3.1 Agriculture

Course title	Subject Sector Area	Venues	Course type	Level
Fisheries, Diploma in Land-Based Studies, Level 1 (TONBRIDGE)	3.1	Hadlow College, Tonbridge	BTEC	1
Agriculture, Diploma, Level 2 (TONBRIDGE)	3.1	Hadlow College, Tonbridge	BTEC	2
Agriculture, Extended Diploma, Level 3 (TONBRIDGE)	3.1	Hadlow College, Tonbridge	BTEC	3
Agriculture (Sheep Management), Extended Diploma, Level 3 (TONBRIDGE)	3.1	Hadlow College, Tonbridge	BTEC	3
Agriculture, Diploma in Land-Based Studies (Agriculture), Level 1 (TONBRIDGE)	3.1	Hadlow College, Tonbridge	BTEC	1
Fish Management, Extended Diploma, Level 3 (TONBRIDGE)	3.1	Hadlow College, Tonbridge	BTEC	3
Fish Husbandry, Diploma, Level 2 (TONBRIDGE)	3.1	Hadlow College, Tonbridge	BTEC	2

3.2 Horticulture and Forestry

Course title	Subject Sector Area	Venues	Course type	Level
Horticulture BTEC First Certificate Level 2	3.2	Abbey School	BTEC	2
Horticulture, Diploma in Land-Based Studies, Level 1	3.2	Hadlow College, Tonbridge Hadlow College, Canterbury	BTEC	1
Horticulture, Extended Diploma, Level 3 (TONBRIDGE)	3.2	Hadlow College, Tonbridge	BTEC	3
Horticulture, Diploma, Level 2	3.2	Hadlow College, Tonbridge Hadlow College, Canterbury	BTEC	2
Forestry and Arboriculture, Diploma, Level 2 (TONBRIDGE)	3.2	Hadlow College, Tonbridge	BTEC	2
Forestry & Arboriculture, Extended Diploma, Level 3 (TONBRIDGE)	3.2	Hadlow College, Tonbridge	BTEC	3

3.3 Animal Care and Veterinary Science

Course title	Subject Sector Area	Venues	Course type	Level
Work Based Horse Care Diploma - Level 3.	3.3	Canterbury College	Diploma	3
Work Based Horse Care Diploma - Level 2.	3.3	Canterbury College	Diploma	2
Animal Management BTEC Extended Diploma - Level 3.	3.3	Canterbury College	Diploma	3
Animal Care and Land Based Diploma - Level 1.	3.3	Canterbury College	Diploma	1
Animal Care and Land Based - Entry 3.	3.3	Canterbury College	Diploma	3
Animal Care BTEC Diploma - Level 2.	3.3	Canterbury College	BTEC	2
Work Based Horse Care Diploma - Level 1.	3.3	Canterbury College	Diploma	1
Horse Care and Horse Management BTEC Level 2	3.3	Kent Equine Academy	BTEC	2
Horse Care and Horse Management BTEC Level 3	3.3	Kent Equine Academy	BTEC	3
Animal Care Pathway Level 2 (Blocks A - E)	3.3	The Westlands School	BTEC	2
Horse Care, Diploma in Land-Based Studies, Level 1 (TONBRIDGE)	3.3	Hadlow College, Tonbridge	BTEC	1
Veterinary Nursing, Diploma, Level 3 (TONBRIDGE)	3.3	Hadlow College, Tonbridge	OtherGeneral	3
Horse Management, Extended Diploma, Level 3 (TONBRIDGE)	3.3	Hadlow College, Tonbridge	BTEC	3
British Horse Society (Stage 2) (TONBRIDGE)	3.3	Hadlow College, Tonbridge	OtherGeneral	2
Horse Care, Diploma, Level 2 (TONBRIDGE)	3.3	Hadlow College, Tonbridge	BTEC	2
Animal Nursing Assistant, Certificate, Level 2	3.3	Hadlow College, Tonbridge	OtherGeneral	2

3.4 Environmental Conservation

Course title	Subject Sector Area	Venues	Course type	Level
Environmental Sustainability & Management - Level 3.	3.4	Canterbury College	BTEC	3
Environmental & Land-Based Studies Diploma - Level 2.	3.4	Canterbury College	BTEC	2
Land-Based Technology, Extended Diploma, Level 3 (TONBRIDGE)	3.4	Hadlow College, Tonbridge	BTEC	3
Land-Based Technology, Diploma, Level 2 (TONBRIDGE)	3.4	Hadlow College, Tonbridge	BTEC	2
Countryside and Environment, Diploma, Level 2 (TONBRIDGE)	3.4	Hadlow College, Tonbridge	BTEC	2
Countryside & Environment (Game Management), Diploma, Level 2 (TONBRIDGE)	3.4	Hadlow College, Tonbridge	BTEC	2
Environmental Conservation, Diploma in Land-Based Studies, Level 1 (TONBRIDGE)	3.4	Hadlow College, Tonbridge	BTEC	1
Countryside Management, Extended Diploma, Level 3 (TONBRIDGE)	3.4	Hadlow College, Tonbridge	BTEC	3

4.1 Engineering

Course title	Subject Sector Area	Venues	Course type	Level
Engineering Design & Craft Studies Diploma - Level 3.	4.1	Canterbury College	BTEC	3
Engineering Design and Craft Studies - Level 2.	4.1	Canterbury College	Diploma	2
Engineering Technology Diploma - Level 2.	4.1	Canterbury College	BTEC	2
Engineering Technology Extended Diploma - Level 3.	4.1	Canterbury College	BTEC	3
Engineering and Product Design NVQ - Level 2.	4.1	Canterbury College	Diploma	2
Engineering Design and Craft Studies - Level 1.	4.1	Canterbury College	Diploma	1
Engineering and Product Design Extended Diploma - Level 3.	4.1	Canterbury College	Diploma	3
Performing Engineering Operations NVQ Level 2	4.1	Isle of Sheppey Academy, The	OtherGeneral	2
Engineering BTEC Diploma Level 3 (Blocks D)	4.1	Sittingbourne Community College	BTEC	3
Diploma in Engineering City & Guilds Level 2	4.1	Sittingbourne Community College	Diploma	2
Engineering BTEC Extended Diploma Level 3 (Block E)	4.1	Sittingbourne Community College	BTEC	3
Engineering BTEC Subsidiary Level 3 (Block C)	4.1	Sittingbourne Community College	BTEC	3
Engineering Level 2 Pathway (with Business, Technology, Engineering and Maths) (Blocks A - E)	4.1	The Westlands School	BTEC	2
Engineering BTEC Diploma (Double) Level 3 (Blocks D & E)	4.1	The Westlands School	BTEC	3

4.3 Transportation Operations and Maintenance

Course title	Subject Sector Area	Venues	Course type	Level
Motor Vehicle Servicing & Repair IMI Extended Diploma - Level 3.	4.3	Canterbury College	Diploma	3
Motor Vehicle Servicing & Repair IMI Diploma - Level 2.	4.3	Canterbury College	Diploma	2
Motor Vehicle Servicing & Repair - Entry Level.	4.3	Canterbury College	Diploma	Entry
Motor Sport Servicing & Repair IMI Diploma - Level 1.	4.3	Canterbury College	Diploma	1
Motor Vehicle Servicing & Repair IMI Extended Diploma - Level 2.	4.3	Canterbury College	Diploma	2
Motor Vehicle Servicing & Repair IMI Diploma - Level 1.	4.3	Canterbury College	Diploma	1
Motorcycle Servicing & Repair IMI Diploma - Level 1.	4.3	Canterbury College	Diploma	1
Motor Vehicle Servicing & Repair IMI Diploma - Level 1.	4.3	Canterbury College	Diploma	1
Motor Vehicle Servicing and Repair IMI Diploma - Level 3.	4.3	Canterbury College	Diploma	3
Motor Vehicle Repair and Maintenance NVQ Level 2	4.3	Isle of Sheppey Academy, The	OtherGeneral	2
Motor Mechanics City & Guilds Level 2/3	4.3	Isle of Sheppey Academy, The	OtherGeneral	2
Motor Mechanics City & Guilds Level 2/3	4.3	Isle of Sheppey Academy, The	OtherGeneral	3

5.2 Building and Construction

Course title	Subject Sector Area	Venues	Course type	Level
Construction (Multicrafts) Diploma - Level 1	5.2	Canterbury College	Diploma	1
Access to Building Services C&G Certificate & Diploma - Level 1 & 2.	5.2	Canterbury College	Diploma	1
Access to Building Services C&G Certificate & Diploma - Level 1 & 2.	5.2	Canterbury College	Diploma	2
Advanced Plumbing Skills C&G Diploma - Level 3.	5.2	Canterbury College	Diploma	3
Painting & Decorating C&G Technical Diploma - Level 1.	5.2	Canterbury College	Diploma	1
Pathway to Trades (Brick, Trowel) - Level 1	5.2	Canterbury College	FLP	1
Electrical Installation - Level 2.	5.2	Canterbury College	Diploma	2
Bench Joinery - Level 3.	5.2	Canterbury College	Diploma	3
Site Carpentry CAA Diploma - Level 2.	5.2	Canterbury College	Diploma	2
Bricklaying CAA Diploma - Level 1.	5.2	Canterbury College	Diploma	1
Pathway to Trades (Painting & Decorating) - Level 1	5.2	Canterbury College	FLP	1
Pathway to Trades (Wood) - Level 1	5.2	Canterbury College	FLP	1
Bricklaying CAA Diploma - Level 2.	5.2	Canterbury College	Diploma	2
Basic Plumbing Skills Diploma - Level 2.	5.2	Canterbury College	Diploma	2
Bench Joinery CAA Diploma - Level 2.	5.2	Canterbury College	Diploma	2
Building Services Engineering Extended Diploma - Level 3.	5.2	Canterbury College	Diploma	3
Pathway to Trades (Painting & Decorating) - Level 1.	5.2	Canterbury College	Diploma	1
Site Carpentry Diploma - Level 3.	5.2	Canterbury College	Diploma	3
Carpentry and Joinery CAA Diploma - Level 1.	5.2	Canterbury College	Diploma	1
Construction Level 2	5.2	Isle of Sheppey Academy, The	OtherGeneral	2

Bricklaying and Site Carpentry City & Guilds	5.2	Sittingbourne Community College	OtherGeneral	3
Bricklaying Construction Award Alliance Level 2 (Blocks A - E)	5.2	The Westlands School	OtherGeneral	2

6.1 ICT Practitioners

Course title	Subject Sector Area	Venues	Course type	Level
Computing and IT Diploma - Level 3.	6.1	Canterbury College	BTEC	3
Computing and IT BTEC Diploma - Level 2.	6.1	Canterbury College	BTEC	2
IT Practitioners BTEC Subsidiary Diploma (Single) Level 3 (Block E)	6.1	The Westlands School	BTEC	3
IT Practitioners BTEC Diploma (Double) Level 3 (Block B)	6.1	The Westlands School	BTEC	3
IT Practitioners BTEC Subsidiary Diploma (Single) Level 3 (Block D)	6.1	The Westlands School	BTEC	3
IT Practitioners BTEC Subsidiary Diploma (Single) Level 3 (Block C)	6.1	The Westlands School	BTEC	3

6.2 ICT for Users

Course title	Subject Sector Area	Venues	Course type	Level
IT Users Diploma - Level 1.	6.2	Canterbury College	BTEC	1
IT Users Diploma - Level 2.	6.2	Canterbury College	BTEC	2
ICT BTEC Diploma Level 3	6.2	Abbey School	BTEC	3
IT: Level 3 BTEC Certificate in Information Technology	6.2	Fulston Manor School	BTEC	3
Information Technology OCR First National Certificate Level 2	6.2	Isle of Sheppey Academy, The	OtherGeneral	2
Information Technology Diploma Level 3	6.2	Isle of Sheppey Academy, The	OtherGeneral	3
Information Technology BTEC Extended Diploma Level 3 (Block C)	6.2	Sittingbourne Community College	BTEC	3
ICT First Award in Creative Digital Media Production	6.2	Sittingbourne Community College	Diploma	2
Information Technology BTEC Diploma Level 3 (Block A)	6.2	Sittingbourne Community College	BTEC	3
IT (Networking and Systems Support) BTEC Extended Diploma (Triple) Level 3 (Block A)	6.2	The Westlands School	BTEC	3

7.1 Retailing and Wholesaling

Course title	Subject Sector Area	Venues	Course type	Level
Business, Retail and Marketing Extended Diploma - Level 3.	7.1	Canterbury College	BTEC	3
Creative Retail Marketing Extended Diploma - Level 3.	7.1	Canterbury College	BTEC	3
Business, Retail and Marketing Diploma - Level 2.	7.1	Canterbury College	BTEC	2
Business, Retail and Marketing Diploma - Level 1.	7.1	Canterbury College	BTEC	1
Retail NVQ Level 2	7.1	Isle of Sheppey Academy, The	OtherGeneral	2

7.3 Service Enterprises

Course title	Subject Sector Area	Venues	Course type	Level
Hairdressing (Evening Option) VTCT Diploma - Level 2.	7.3	Canterbury College	Diploma	2
Beauty Therapy C&G Diploma - Level 1.	7.3	Canterbury College	Diploma	1
Hairdressing Diploma - Level 1.	7.3	Canterbury College	Diploma	1
Beauty Therapy C&G NVQ Diploma - Level 2.	7.3	Canterbury College	Diploma	2
Hairdressing NVQ Diploma - Level 3.	7.3	Canterbury College	Diploma	3
Spa Therapies Diploma - Level 3.	7.3	Canterbury College	Diploma	3
Hairdressing Advanced Diploma - Level 1.	7.3	Canterbury College	Diploma	1
Barbering Certificate - Level 2.	7.3	Canterbury College	Diploma	2
Hairdressing (Day Release) - Level 3.	7.3	Canterbury College	Diploma	3
Hairdressing NVQ Diploma - Level 2.	7.3	Canterbury College	Diploma	2
Beauty Therapy C&G Diploma - Level 3.	7.3	Canterbury College	Diploma	3
Beauty Therapy BTEC Diploma - Level 3.	7.3	Canterbury College	BTEC	3
Introduction to Hair and Beauty Certificate - Entry Level.	7.3	Canterbury College	Diploma	Entry

Nail Services NVQ Diploma - Level 2.	7.3	Canterbury College	Diploma	2
Hairdressing and Beauty Therapy VRQ Level 3	7.3	Isle of Sheppey Academy, The	OtherGeneral	3
Hairdressing and Beauty Therapy VRQ Level 2	7.3	Isle of Sheppey Academy, The	OtherGeneral	2
Customer Service BTEC Level 2 Award	7.3	Sittingbourne Community College	BTEC	2
Customer Service & Retail BTEC Level 3	7.3	Sittingbourne Community College	BTEC	3
Hairdressing NVQ Level 2	7.3	Sittingbourne Community College	OtherGeneral	2
Hairdressing Level 3 Diploma, City and Guilds (Blocks A - E)	7.3	The Westlands School	Diploma	3
Hairdressing Diploma Level 2 (QCF) City & Guilds (Blocks A - E)	7.3	The Westlands School	Diploma	2

7.4 Hospitality and Catering

Course title	Subject Sector Area	Venues	Course type	Level
Professional Catering NVQ - Level 2.	7.4	Canterbury College	Diploma	2
Catering & Hospitality Certificate - Entry Level.	7.4	Canterbury College	Diploma	Entry
Professional Catering NVQ Certificate - Level 1.	7.4	Canterbury College	Diploma	1
Hospitality Supervision NVQ - Level 3.	7.4	Canterbury College	Diploma	3
Professional Catering Diploma - Level 2.	7.4	Canterbury College	Diploma	2
Professional Chefs Diploma - Level 3.	7.4	Canterbury College	Diploma	3
Professional Catering Diploma - Level 1.	7.4	Canterbury College	Diploma	1
Catering Level 2	7.4	Abbey School	OtherGeneral	2
Hospitality Level 3 Extended Diploma	7.4	Isle of Sheppey Academy, The	BTEC	3
Hospitality and Health and Social Care Pathway Level 2 (Blocks A - E)	7.4	The Westlands School	BTEC	2

8.1 Sport, Leisure and Recreation

Course title	Subject Sector Area	Venues	Course type	Level
Sports Therapy Extended Diploma - Level 3.	8.1	Canterbury College	BTEC	3
Sport (Sport and Exercise Sciences) BTEC Extended - Level 3.	8.1	Canterbury College	BTEC	3
Sport (Development, Coaching and Fitness) BTEC Extended Diploma - Level 3.	8.1	Canterbury College	BTEC	3
Introduction to Sport & Leisure - Level 1.	8.1	Canterbury College	Diploma	1
Health, Exercise and Fitness Diploma - Level 2.	8.1	Canterbury College	Diploma	2
Sport BTEC Diploma - Level 2.	8.1	Canterbury College	BTEC	2
Sport Science BTEC Diploma - DOUBLE AWARD Level 3	8.1	Abbey School	BTEC	3
Sport Science BTEC Subsidiary Diploma - SINGLE AWARD Level 3	8.1	Abbey School	BTEC	3
Sport Science BTEC Extended Diploma - TRIPLE AWARD Level 3	8.1	Abbey School	BTEC	3
Football Academy	8.1	Abbey School	OtherGeneral	3
Sport: Award in Community Sports Leadership Level 2	8.1	Fulston Manor School	OtherGeneral	2
Football Academy	8.1	Isle of Sheppey Academy, The	OtherGeneral	3
Sport BTEC National Diploma Level 3	8.1	Isle of Sheppey Academy, The	BTEC	3
Sport - Community Sport Leaders Award Level 2	8.1	Sittingbourne Community College	OtherGeneral	2
Sport BTEC Extended Diploma Level 3 (Block C)	8.1	Sittingbourne Community College	BTEC	3
Sport Level 2 - Recreation and Allied Occupations: Activity Leadership	8.1	Sittingbourne Community College	OtherGeneral	2
Football/Sports Coaching Level 2	8.1	Sittingbourne Community College	OtherGeneral	2
Sport BTEC Diploma Level 3 (Block D)	8.1	Sittingbourne Community College	BTEC	3
Sport - Higher Sports Leaders Award Level 3 (Block E)	8.1	Sittingbourne Community College	OtherGeneral	3
Certificate in fitness instructing (Gym) Level 2 (Block B)	8.1	Sittingbourne Community College	OtherGeneral	2
Sport BTEC Subsidiary Diploma Level 3 (Block A)	8.1	Sittingbourne Community College	BTEC	3
Sport BTEC Subsidiary Diploma (Single) Level 3 (Block D)	8.1	The Westlands School	BTEC	3
Sport BTEC Diploma (Double) Level 3 (Block A)	8.1	The Westlands School	BTEC	3
Community Sports Leadership Award VRQ Level 2 (Block C)	8.1	The Westlands School	OtherGeneral	2
Sport (Outdoor Activities), Extended Diploma, Level 3 (TONBRIDGE)	8.1	Hadlow College, Tonbridge	BTEC	3

Sport, Diploma, Level 2 (TONBRIDGE)	8.1	Hadlow College, Tonbridge	BTEC	2
Sport (Outdoor Activities), Diploma, Level 2 (TONBRIDGE)	8.1	Hadlow College, Tonbridge	BTEC	2
Sport and Active Leisure, Diploma, Level 1 (TONBRIDGE)	8.1	Hadlow College, Tonbridge	BTEC	1
Sport, Extended Diploma, Level 3 (TONBRIDGE)	8.1	Hadlow College, Tonbridge	BTEC	3

8.2 Travel and Tourism

Course title	Subject Sector Area	Venues	Course type	Level
Travel & Tourism BTEC Diploma - Level 2.	8.2	Canterbury College	BTEC	2
Travel and Tourism (Events Management) BTEC Diploma - Level 3.	8.2	Canterbury College	BTEC	3
Travel & Tourism BTEC Extended Diploma - Level 3.	8.2	Canterbury College	BTEC	3
Travel & Tourism BTEC Level 3 Subsidiary Diploma	8.2	Abbey School	BTEC	3
Travel & Tourism BTEC National Diploma Level 3	8.2	Isle of Sheppey Academy, The	BTEC	3
Travel and Tourism BTEC Subsidiary Diploma Level 3 (Block D)	8.2	Sittingbourne Community College	BTEC	3
Travel and Tourism BTEC Diploma Level 3 (Block E)	8.2	Sittingbourne Community College	BTEC	3
Travel and Tourism BTEC Extended Diploma Level 3 (Block A)	8.2	Sittingbourne Community College	BTEC	3

9.1 Performing Arts

Course title	Subject Sector Area	Venues	Course type	Level
Performing Arts BTEC Diploma - Level 3.	9.1	Canterbury College	BTEC	3
Theatre Production BTEC Extended Diploma - Level 3.	9.1	Canterbury College	BTEC	3
Music Technology Certificate - Level 1.	9.1	Canterbury College	OtherGeneral	1
Performing Arts Subsidiary Diploma (Fastrack to Dance or Musical Stage School) - Level 3.	9.1	Canterbury College	Diploma	3
Music Diploma - Level 2.	9.1	Canterbury College	BTEC	2
Performing Arts Subsidiary Diploma - Level 3.	9.1	Canterbury College	Diploma	3
Music Technology Diploma - Level 2.	9.1	Canterbury College	BTEC	2
Theatre Production BTEC Diploma - Level 3.	9.1	Canterbury College	BTEC	3
Performing Arts BTEC Extended Diploma - Level 3.	9.1	Canterbury College	BTEC	3
Performing Arts Introduction - Level 1.	9.1	Canterbury College	Diploma	1
Music Technology BTEC Extended Diploma - Level 3.	9.1	Canterbury College	BTEC	3
Stage Production Design Subsidiary Diploma - Level 3.	9.1	Canterbury College	Diploma	3
Music BTEC Extended Diploma - Level 3.	9.1	Canterbury College	BTEC	3

Performing Arts Diploma - Level 2.	9.1	Canterbury College	BTEC	2
Performing Arts BTEC Subsidiary Diploma (Musical Theatre)	9.1	Abbey School	BTEC	3
Production Arts BTEC Subsidiary Diploma	9.1	Abbey School	BTEC	3
Music Technology (Production) BTEC Subsidiary Diploma	9.1	Abbey School	BTEC	3
Performing Arts BTEC National Diploma Level 3	9.1	Isle of Sheppey Academy, The	BTEC	3
Performing Arts Dance BTEC National Diploma Level 3	9.1	Isle of Sheppey Academy, The	BTEC	3
Music BTEC National Certificate Level 3	9.1	Isle of Sheppey Academy, The	BTEC	3
Drama Diploma Level 3 (Block D)	9.1	Sittingbourne Community College	BTEC	3
Performing Arts (Performance) BTEC Extended Diploma Level 3	9.1	Sittingbourne Community College	BTEC	3
Performing Arts (Dance) BTEC National Diploma Level 3 (Block A)	9.1	Sittingbourne Community College	BTEC	3
Music Technology BTEC Level 3 (Block C)	9.1	Sittingbourne Community College	BTEC	3
Music (Performing) BTEC Subsidiary Diploma Level 3 (Block D)	9.1	Sittingbourne Community College	BTEC	3
Drama Subsidiary Diploma Level 3 (Block C)	9.1	Sittingbourne Community College	BTEC	3
Dance Leadership Award Level 1 (Block C)	9.1	Sittingbourne Community College	OtherGeneral	1
Drama Extended Diploma Level 3 (Block A)	9.1	Sittingbourne Community College	BTEC	3
Performing Arts (Acting) BTEC Subsidiary Diploma Level 3 (Block B)	9.1	Sittingbourne Community College	BTEC	3
Dance Diploma Level 3 (Block D)	9.1	Sittingbourne Community College	BTEC	3
Dance Extended Diploma Level 3 (Block C)	9.1	Sittingbourne Community College	BTEC	3
Dance Subsidiary Diploma Level 3 (Block E)	9.1	Sittingbourne Community College	BTEC	3
Music (Performing) BTEC Diploma Level 3 (Block E)	9.1	Sittingbourne Community College	BTEC	3
Acting/Drama BTEC Diploma (Double) Level 3 (Block D)	9.1	The Westlands School	BTEC	3
Dance BTEC Subsidiary Diploma (Single) Level 3 (Block E)	9.1	The Westlands School	BTEC	3
Dance BTEC Level 3 Diploma (Double) (Block A)	9.1	The Westlands School	BTEC	3
Acting/Drama BTEC Subsidiary Diploma (Single) Level 3 (Block C)	9.1	The Westlands School	BTEC	3
Music BTEC Subsidiary Diploma (Single) Level 3 (Block D)	9.1	The Westlands School	BTEC	3
Acting/Drama BTEC National Extended Diploma (Triple) (Block E)	9.1	The Westlands School	BTEC	3

9.2 Crafts, Creative Arts and Design

Course title	Subject Sector Area	Venues	Course type	Level
Floristry BTEC Diploma - Level 2.	9.2	Canterbury College	BTEC	2
Photography and Digital Imaging BTEC Extended Diploma - Level 3.	9.2	Canterbury College	BTEC	3
Art and Design BTEC Introductory Diploma - Level 1.	9.2	Canterbury College	BTEC	1
Art and Design Diploma - Entry Level 3.	9.2	Canterbury College	Diploma	3
Art and Design BTEC Diploma - Level 2.	9.2	Canterbury College	BTEC	2
Art and Design BTEC Extended Diploma - Level 3.	9.2	Canterbury College	BTEC	3
Floristry BTEC Extended Diploma - Level 3.	9.2	Canterbury College	BTEC	3
Graphic Design BTEC Extended Diploma - Level 3.	9.2	Canterbury College	BTEC	3
Art & Design BTEC Award - Level 3.	9.2	Canterbury College	BTEC	3
Photography Level 2	9.2	Abbey School	OtherGeneral	2
Art & Design BTEC National Diploma Level 3	9.2	Isle of Sheppey Academy, The	BTEC	3
Art and Design BTEC First Diploma Level 2	9.2	Isle of Sheppey Academy, The	BTEC	2
Art and Design BTEC Level 3 (Block E)	9.2	Sittingbourne Community College	BTEC	3
Information Technology BTEC Subsidiary Diploma Level 3 (Block E)	9.2	Sittingbourne Community College	BTEC	3
Art and Design BTEC Level 3 (Block A)	9.2	Sittingbourne Community College	BTEC	3
Art and Design BTEC First Diploma Level 2	9.2	Sittingbourne Community College	BTEC	2
Floristry, Diploma, Level 3 (TONBRIDGE)	9.2	Hadlow College, Tonbridge	BTEC	3
Floristry, Diploma, Level 2 (TONBRIDGE)	9.2	Hadlow College, Tonbridge	BTEC	2
Floristry, Diploma in Land-Based Studies, Level 1 (TONBRIDGE)	9.2	Hadlow College, Tonbridge	BTEC	1

9.3 Media and Communication

Course title	Subject Sector Area	Venues	Course type	Level
Creative Media Production BTEC Diploma - Level 1 & 2.	9.3	Canterbury College	BTEC	1
Creative Media Production BTEC Diploma - Level 1 & 2.	9.3	Canterbury College	BTEC	2
Interactive Media (Games Development) BTEC Extended Diploma - Level 3.	9.3	Canterbury College	BTEC	3
Radio Production BTEC Extended Diploma - Level 3.	9.3	Canterbury College	BTEC	3
Creative Media Production (Print, Radio & TV) BTEC Extended Diploma - Level 3.	9.3	Canterbury College	BTEC	3
Creative Media (Film & TV) BTEC Extended Diploma - Level 3.	9.3	Canterbury College	BTEC	3
Interactive Media (Digital Design) Extended Diploma - level 3.	9.3	Canterbury College	BTEC	3
Print and Journalism (Creative Media Production) BTEC Extended Diploma - Level 3.	9.3	Canterbury College	BTEC	3
Media BTEC National Diploma Level 3	9.3	Isle of Sheppey Academy, The	BTEC	3
Media BTEC Subsidiary Diploma (Single) Level 3 (Block B)	9.3	The Westlands School	BTEC	3

14.1 Foundations for Learning and Life

Course title	Subject Sector Area	Venues	Course type	Level
Activ8.	14.1	Canterbury College	Diploma	Entry
Personal Progress Entry Certificate & Diploma - Level 1.	14.1	Canterbury College	Diploma	1
Entry to Pathway - Entry Level 1-3 & Level 1.	14.1	Canterbury College	Diploma	Entry
Entry to Pathway - Entry Level 1-3 & Level 1.	14.1	Canterbury College	Diploma	1
Progressions - Entry Level 3.	14.1	Canterbury College	Diploma	3

14.2 Preparation for Work

Course title	Subject Sector Area	Venues	Course type	Level
Skills for Independence & Work Certificate & Diploma - Entry Level 2.	14.2	Canterbury College	Diploma	2
BTEC Diploma in WorkSkills Level 2	14.2	Fulston Manor School	BTEC	2

15.1 Accounting and Finance

Course title	Subject Sector Area	Venues	Course type	Level
AAT Certificate in Accounting - Level 2.	15.1	Canterbury College	Diploma	2
AAT Accounting Diploma Part Time - Level 4.	15.1	Canterbury College	Diploma	4
AAT Accounting Diploma - Level 3.	15.1	Canterbury College	Diploma	3
AAT Accounting Part Time - Level 3.	15.1	Canterbury College	Diploma	3
AAT Certificate in Accounting Part Time - Level 2.	15.1	Canterbury College	Diploma	2
Financial Studies IFS Certificate Level 3 (Block C)	15.1	The Westlands School	OtherGeneral	3

15.2 Administration

Course title	Subject Sector Area	Venues	Course type	Level
E-Office and Admin Skills Certificate - Level 2.	15.2	Canterbury College	Diploma	2

15.3 Business Management

Course title	Subject Sector Area	Venues	Course type	Level
Developing Enterprise NCFE Certificate Level 2	15.3	Abbey School	OtherGeneral	2
Business Studies BTEC Level 3	15.3	Isle of Sheppey Academy, The	BTEC	3
Business & Administration NVQ Level 2	15.3	Isle of Sheppey Academy, The	OtherGeneral	2
Business BTEC Subsidiary Diploma Level 3 (Block A)	15.3	Sittingbourne Community College	BTEC	3
Business BTEC Diploma Level 3 (Block D)	15.3	Sittingbourne Community College	BTEC	3

Business and Administration BTEC NVQ LEVEL 2	15.3	Sittingbourne Community College	BTEC	2
Business BTEC Extended Diploma Level 3 (Block B)	15.3	Sittingbourne Community College	BTEC	3
Business BTEC Subsidiary Diploma (Single) Level 3 (Block C)	15.3	The Westlands School	BTEC	3
Business BTEC Subsidiary Diploma (Single) Level 3 (Block A)	15.3	The Westlands School	BTEC	3
Business BTEC Diploma (Double) Level 3 (Block E)	15.3	The Westlands School	BTEC	3
Business in the Retail and Travel Sector, Pathway Level 2 (Blocks A - E)	15.3	The Westlands School	OtherGeneral	2

Appendix 2. A level curriculum map -2012

Swale District			Number of entries								
Subject	Qualification	Awarding Body	Abbey School, The	Borden Grammar School	Fulston Manor School	Highsted Grammar School	Queen Elizabeth's Grammar School	The Isle of Sheppey Academy	Westlands School, The	Total	
Art & Des(Photo.)	GCE A level	AQA			8	2			2		
Art & Des(Photo.)	GCE A level	EDEXCEL		8							
Art & Design	GCE A level	EDEXCEL		7			6				
Art&Des : Fine Art	GCE A level	WJEC					18				
Biology	GCE A level	AQA		1	10	33					
Biology	GCE A level	EDEXCEL					34		2		
Biology	GCE A level	OCR		7							
Bus. Studs:Single	GCE A level	AQA		22	1	17					
Bus. Studs:Single	GCE A level	OCR					6				
Chemistry	GCE A level	AQA				18					
Chemistry	GCE A level	EDEXCEL		5	1		13		3		
D&T Food Technology	GCE A level	EDEXCEL					2				
D&T Product Design	GCE A level	AQA		7	7	12		1			
D&T Product Design	GCE A level	EDEXCEL					11				
D&T Systems & Cont	GCE A level	AQA		4							
Drama & Theat:Stds	GCE A level	AQA		8		17	4				
Economics	GCE A level	AQA					1				
English	GCE A level	EDEXCEL		27							
English Language	GCE A level	AQA					37		17		
English Literature	GCE A level	AQA	3		15			16	1		
English Literature	GCE A level	EDEXCEL		2		45					
Film Studies	GCE A level	WJEC	5	10	3	17					
French	GCE A level	AQA		3	1	13	8				

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Swale District			Number of entries							
Subject	Qualification	Awarding Body	Abbey School, The	Borden Grammar School	Fulston Manor School	Highsted Grammar School	Queen Elizabeth's Grammar School	The Isle of Sheppey Academy	Westlands School, The	Total
General Studies	GCE A level	AQA				49				
General Studies	GCE A level	EDEXCEL					24			
General Studies	GCE A level	OCR		95						
Geography	GCE A level	EDEXCEL		19		10	24			
Geography	GCE A level	OCR							4	
German	GCE A level	AQA					4			
Govt & Politics	GCE A level	EDEXCEL					16			
History	GCE A level	AQA							4	
History	GCE A level	EDEXCEL		1		33				
History	GCE A level	OCR		34	12		16	6		
Inform Comm Tech	GCE A level	OCR					18			
Inform Comm Tech	GCE A level	WJEC		16		1				
Law	GCE A level	AQA		1	14			14	2	
Mathematics	GCE A level	EDEXCEL		25	6	29	37		5	
Mathematics	GCE A level	OCR	4							
Maths (Further)	GCE A level	EDEXCEL		6		2	9			
Media/Film/TV Stds	GCE A level	OCR							9	
Media/Film/TV Stds	GCE A level	WJEC								
Music	GCE A level	EDEXCEL		4	5	2				
Physics	GCE A level	AQA			1	8				
Physics	GCE A level	EDEXCEL		24			16			
Polish	GCE A level	AQA		1			1			
Psychology	GCE A level	AQA	6		15	58	23	6	5	

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Swale District				Number of entries							
Subject	Qualification	Awarding Body	Abbey School, The	Borden Grammar School	Fulston Manor School	Highsted Grammar School	Queen Elizabeth's Grammar School	The Isle of Sheppey Academy	Westlands School, The	Total	
Psychology	GCE A level	OCR		18							
Religious Studies	GCE A level	AQA			10	1					
Religious Studies	GCE A level	EDEXCEL		9		1	5				
Religious Studies	GCE A level	OCR						2			
Science in Society	GCE A level	AQA				7					
Soc Sci: Citizenship	GCE A level	AQA						5			
Sociology	GCE A level	AQA		16	21	33	13	5			
Sociology	GCE A level	OCR							3		
Spanish	GCE A level	AQA		15			1			1	
Sport/P. E. Studies	GCE A level	AQA		16					6		
Sport/P. E. Studies	GCE A level	EDEXCEL			4	15	11				
Turkish	GCE A level	OCR		1							



This datapack supports the 14-24 Learning, Employment and Skills Strategy
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