

**REPORT TO EDUCATION AND CHILDREN'S SERVICES COMMITTEE – 18
MARCH 2021**

**UPDATE ON THE DEVELOPMENT OF FOUNDATION APPRENTICESHIPS IN
ABERDEENSHIRE SCHOOLS**

1 Reason for Report / Summary

- 1.1 To provide the Education and Children's Services Committee with an update on the progress made with Foundation Apprenticeships (FA) in Aberdeenshire Schools in the last year.

2 Recommendations

The Committee is recommended to:

- 2.1 Acknowledge and comment on progress made with the development of Foundation Apprenticeships in Aberdeenshire schools during session 2020-21;**
- 2.2 Acknowledge the successful 2021-22 Aberdeenshire Council bid to Skills Development Scotland to continue as a lead provider for the delivery of Foundation Apprenticeships from August 2021; and**
- 2.3 Endorse the approaches to build capacity across the region in particular with the engagement of employers and advise on and inform our plans for employer engagement.**

3 Purpose and Decision-Making Route

- 3.1 From session 2019-20, Aberdeenshire Council has been a lead provider of Foundation Apprenticeships in our schools. This was designed to improve the opportunity for young people from this senior phase curriculum offer. There has been a very significant uptake of Foundation Apprenticeships and Aberdeenshire Council has again been awarded a contract by Skills Development Scotland (SDS) to be a lead provider of Foundation Apprenticeships for session 2021-22.
- 3.2 The Education and Children's Services Committee, at its meeting on 21 March 2019 approved this approach and agreed to an annual update on the progress of the Foundation Apprenticeship project. This report is an update on the progress made with Foundation Apprenticeship delivery during session 2020-21. The information in this report has not been considered by any other Committee.

4 Discussion

- 4.1 The Scottish Government has ambitions to significantly improve the work-related offer to pupils across Scotland and has identified Foundation Apprenticeships

(FA) as a central part of achieving this vision. The strategic context rests in the first two recommendations from the Scottish Government.

“Commission for Developing Scotland’s Young Workforce report: Education Working for All!”

Recommendation 1 - Senior Phase Vocational Pathways:

Pathways should start in the senior phase which leads to the delivery of industry recognised vocational qualifications alongside academic qualifications.

Recommendation 2 - Preparing Young People for the World of Work:

A focus on preparing all young people for employment should form a core element of the implementation of Curriculum for Excellence with appropriate resource dedicated to achieve this.

An overview of the benefits of Foundation Apprenticeships can be found in **Appendix 1** and **Appendix 2**: National Survey of Foundation Apprentices 2019.

- 4.2 Aberdeenshire Council became a lead provider of Foundation Apprenticeships and launched the first frameworks (courses) in June 2019. In session 2019-20, 208 Foundation Apprenticeships were delivered across 11 Schools and 8 Frameworks. Session 2020-21 has seen an increase in FA delivery in our schools. For session 2020-21 there was 315 Level 6 FAs. As reported to ECS Committee on 8 October 2020 we were successful in our bid to deliver 115 Level 4/5 FAs. An overview of the schools and the frameworks being delivered in session 2020-21 is outlined in Table 1 below.

Table 1: Overview of Aberdeenshire Council FA Delivery 2020-21

Framework (L6) 10 Frameworks	14 Schools – 315 Pupils
Accountancy	Mackie, Portlethen
Business Skills	Aboyne, Alford, Mearns, Portlethen, Inverurie, Peterhead
Engineering	Portlethen, Westhill
Health & Social Care	Aboyne, Alford, Banff, Mackie, Mearns, Meldrum, Portlethen, Peterhead Gordon Schools, Turriff
Children & Young People	Aboyne, Alford, Banchory, Banff, Ellon, Mackie, Mearns, Portlethen, Peterhead, Turriff, Westhill
IT Hardware	Aboyne
IT Software	Ellon, Portlethen
Creative & Digital Media	Banff, Westhill
Scientific Technologies	Inverurie, Mearns, Meldrum, Banchory, Portlethen, Peterhead
Food & Drink Tech	Mackie
Level 4/5	6 Schools – 115 Pupils
Automotive	Alford, Mearns, Portlethen, Turriff
Construction	Alford, Portlethen, Turriff
Hospitality	Aboyne, Alford, Peterhead, Portlethen

4.3 The Aberdeenshire Council FA delivery model ensures the FA has parity of esteem with Highers. FAs are a subject choice offer and are timetabled as a school would any other higher or senior phase course. All frameworks are delivered as a one-year FA model apart from the Engineering FA which is a two year model. In addition FAs continue to be delivered in some Aberdeenshire schools by NESCOL. There is a total of 64 Level 4/5 and Level 6 FAs being delivered this session by NESCOL, see Table 2 below. With the close proximity of the college, Fraserburgh Academy currently delivers all of its 31 FAs through NESCOL, for example. We continue to explore ways of developing partnership working with NESCOL and our other FE partners.

Table 2: Overview of NESCOL FA Delivery 2020-21 in Aberdeenshire Schools

Framework (L6) 10 Frameworks	Pupil Nos	Schools
Accountancy	5	Alford, Fraserburgh Gordon Schools, Westhill
Business Skills	7	Banchory, Banff, Fraserburgh, Meldrum, Turriff
Engineering	2	Kemnay, Portlethen
Health & Social Care	10	Banchory, Fraserburgh, Inverurie, Mackie, Meldrum, Westhill
Children & Young People	9	Fraserburgh, Mintlaw,
Creative & Digital Media	5	Inverurie, Mackie, Portlethen
Scientific Technologies	5	Banchory, Meldrum, Turriff
Level 4/5		
Hospitality	7	Fraserburgh
Construction	14	Fraserburgh

4.4 FA delivery varies from school to school depending on local circumstances and the FAs being offered. The work-based elements of the course are assessed through SVQ (Scottish Vocational Qualification) modules. Almost all SVQ assessor delivery is delivered by external providers. Partnership has been central to how the Aberdeenshire Council delivery model has been developed. Our formal delivery partners include Bon Accord Care, Dundee & Angus College, Quest Scotland, Station House Media Unit (SMHU) and Tullos Training.

4.5 Examples of delivery models are as follows;

- **Model 1** - Timetabled delivery of FA in school by existing school staff, where appropriate e.g. Business Skills at Mearns and and Scientific Technologies at Meldrum.
- **Model 2** - Timetabled delivery of FA in school by sub-contracted external providers e.g. SHMU delivering Creative and Digital Media, and Tullos Training delivering Engineering both at Westhill.

4.6 Foundation Apprenticeships are a recognised academic qualification and are likely to have a significant impact on school attainment. An overview of how the

FAs are tarified through Insight and the SCQF (Scottish Credit and Qualifications Framework) framework can be seen in **Appendix 4a** and how they are recognised by Universities in Scotland can be seen in **Appendix 5** and for the rest of the universities in the UK who use the UCAS (Universities and Colleges Admissions System) Tariff Point System this can be seen in **Appendix 4b**.

4.7 In January 2021, the Aberdeenshire Council Foundation Apprenticeship Project Team was awarded an additional contract to deliver FAs as part of an SDS FA “Raising Attainment” Pilot. The pilots are being planned to run across 5 framework areas with an end of December 2021 finish. The Raising Attainment Pilots are an extension of the successful Creative and Digital Media Pilot we ran last session. The Pilots are targeting young people in the senior phase who are at risk of under-achieving in their existing curriculum through lack of engagement or attendance. Learning from the pilots will examine how flexibly the Foundation Apprenticeship frameworks can be used to address attainment issues and engagement whilst also providing a supported pathway into an appropriate positive destination.

4.8 Impact of Covid-19

As with everything else, our delivery of the FA programme has been significantly impacted by the Covid-19 pandemic. Delivery was moved online in March, 2020, and the 2019-20 cohort was completed online. The 2020-21 cohort started on the planned date in June 2020 on an online basis. As in-person learning returned in August, our delivery moved to in-person through until the December 2020 lockdown. Delivery has moved online from January 2021. The delivery of the work placement element of the course has consisted of ‘in-situ’ placements, where possible. For example, all 80 Children and Young People FAs experienced at least some in school/Early Years placements.

For all FAs we have had to innovate and ‘package’ work placements. This has been assisted with the development of new Work Based Challenge Units and Industry Challenge options where in-person placements have not been possible. As well as this we have created ‘simulated’ real work environments, online employers and internal employers to meet the requirements of the courses. It is important to note the extent of our partnership working with our providers and others in achieving this.

At the moment, almost all of our FAs are on course to achieve the full FA award by May 2021.

4.9 Evaluation of Aberdeenshire FA Delivery Model

The report on Foundation Apprenticeships to the meeting of the ECS Committee on 21 March 2019 outlined that regular FA updates would be provided, including through an annual report to this committee, the development of FA Programme key performance indicators (KPI) as well as updates through the Performance Management Unit Pentana process. The performance measures which will be used for reporting on the FA project are outlined in **Appendix 3**.

4.10 Foundation Apprenticeships - Self Evaluation

Since the start of the Aberdeenshire Council FA programme, performance management and quality assurance processes have been central to how we have developed and managed such a complex programme of change and improvement. The progress and outcomes of the FA programme are outlined in **Appendix 3**.

This on-going focus on our performance management and quality assurance procedures become even more crucial as the project grows in scale. We have been working with our partners at SDS to develop the SDS InsightQ programme to assist with project management and priority setting. This will allow us to manage change and development, review our performance and delivery and modify and adapt accordingly our FA Project KPI as a result. The development of the Insight Q process will streamline our KPIs and align our work both with SDS and Aberdeenshire Council agreed KPIs.

Formal Feedback Evaluation

The 2019-20 FA pupils were surveyed as were their parents and also school Depute Head Teachers. The feedback was very positive and an overview is outlined in **Appendix 6** and includes the following:

- 91% of FAs were satisfied with their overall FA experience
- 70% of parents felt that the overall FA experience for their child was excellent
- 100% of the DHTs rated the effectiveness of the delivery of the FA as good or very good

4.11 Foundation Apprenticeship Cohort Analysis

- There were 314 students registered for Level 6 FAs in 2020-21. This compares with 208 in 2019-20. This represents an increase from 5.7% of the S5/6 roll to 7.4%. It includes 11 S4 students, whereas last year, all students were from S5 or S6.
- Students from 14 of Aberdeenshire's 17 Cluster areas are involved in Level 6 Foundation Apprenticeships in 2020-21. This is up from 11 last year.
- Although there were, proportionately, slightly more boys in 2020-21 than in the previous year, overall, the uptake for girls continues to exceed that of boys. In the wider population the gender split is almost exactly 50:50.
- Across the frameworks, there is considerable variation in the gender split, ranging from 100% male (IT Hardware & System Support) to 90% female for both of the Care frameworks.

4.12 Foundation Apprenticeship Outcomes Data

Raising Attainment through the FA: 2019-20 Cohort

208 FAs started courses in September 2019. 201 were in 1 year courses and 7 were in the two year Engineer course. Of these, 186 completed or are in year 2 (180 in 1- year courses and 6 in 2-year Engineering).

Successful Completion Rates

As well as the 201 one-year Aberdeenshire FAs, there were a further 53 Aberdeenshire pupils entered for the FA through NESCOL. Of these, 31 completed either full FA or equivalent. Table 3 provides data on successful completion rates.

Table 3:

Overall Attainment/Achievement Figures	Aberdeenshire	NESCOL
% achieving full FA attainment from the 201 Sept 19 1-year pupil entries	86%	58%
% attaining at least level 6 units from the 201 Sept 19 1-year pupil entries	99%	na

National Perspective

We do not yet have the 2019-20 national completion figures, however in previous years this has been around 60%. In her annual report on the 2020 results, Scottish Qualifications Agency Chief Examiner/Chief Executive, Fiona Robertson, reported that 1260 students across Scotland had achieved FAs. Our own students make up 13.7% of this figure and, if you add in the 31 NESCOL students, it is 16.2% of the national total coming from Aberdeenshire schools. A very strong position.

Raising Attainment Pilot FA 2019-20

We also ran a pilot project for SDS, delivered through SHMU, using the Creative and Digital Media FA framework to provide a more flexible and meaningful curriculum for pupils at risk of not achieving due to disengagement and non-attendance. As detailed in Table 4 the overall success of this group was impressive, especially given the majority of the course had to be delivered on-line.

Table 4: Raising Attainment Pilot Achievement

Framework	Students	FA passes	NPA Passes	NPA units
Creative & Digital Media	14	5	5	4

Drop-off Rates – Reasons for not completing the FA course

Drop-off rates are calculated by SDS from the September figure ie 208. Our drop-off rate is 10%. The most recent national figures we have highlight a drop-off rate of over 40%. As outlined in Table 5 below 21 pupils left the FA course between September 2019 and May 2020 and we carried out an exit survey for each pupil who left the FA course.

Table 5:

Reason for dropping the FA	No. of pupils	% of 208 pupils	% of leavers
Leaving school	7	3.4%	33%
Health reason	5	2.4%	23%
Workload too much to handle/ Wasn't committed	7	3.4%	33%
Prelim results need to focus on other subjects	2	0.99%	9%

4.13 Plans for 2021-22

For session 2021-22, we have again secured a contract with SDS to deliver Level 4/5 and Level 6 FAs starting in June 2021. The offer across 11 Level 6 frameworks and the 3 Level 4/5 frameworks will be open to all Aberdeenshire schools and pupils. The FA Project Team will continue to develop FAs as a universal offer to all our S5/6 pupils with particular focus on the following areas in the coming year:

- Continue to respond innovatively and effectively to the educational impact of the Covid pandemic.
- Develop capacity and a sustainable model of FA delivery, SVQ assessors and in-school delivery by Aberdeenshire Council teaching staff.
- Employer engagement – some real progress and commitment but there remains work to do. The impact of Covid on employers cannot be underestimated. The FA Project Team will continue to work with Economic Development colleagues, SDS nationally and locally, as well as DYW North East, Opportunity North East and other employer groups to enhance and increase employer placement opportunities for our FAs.
- Development of BGE (Broad General Education) and pre-FA courses to ensure an effective pathways into the FA option, but also to deliver pupil entitlements, as outlined in the Career Education Standard.
- The Equalities agenda – as outlined above, the FA programme is helping to support young people at risk of disengaging from education. As well as this we are developing an FA Equalities Policy which will have plans to promote career options through FAs. As required by SDS, this will actively target those who are care experienced and identified equalities groups such as gender, Black, Asian & Minority Ethnic (BAME) groups, young people with disabilities and care leavers. An Equalities overview of the 2019-20 FA cohort is in **Appendix 7**. As a Council, we consider all the protected characteristics, not only the groups identified by SDS and, therefore, our FA Equalities plan will reflect this.
- Performance Management and Quality Assurance – we will have an on-going focus on our performance management and quality assurance procedures as the project grows in scale. This includes the development of the SDS InsightQ programme to assist with project management and priority setting.

4.14 The FA team, in partnership with the Council's communications team, will continue to develop examples of delivery and impact. Short films can be seen on Aberdeenshire Council's YouTube channel [Aberdeenshire FA YouTube Link](#) and in **Appendix 8**. Examples are as follows:

Abbie's CYP video [Link](#)
Ben's Story [Link](#)
Josh's CDM video [Link](#)
Rebecca a year on [Link](#)

5 Council Priorities, Implications and Risk

5.1 This report helps deliver the following Council Priorities:

Our People

- Education
- Health & Wellbeing

Our Environment

- Resilient Communities

Our Economy

- Economy & Enterprise

5.2 This report helps support the delivery of the [Aberdeenshire Children's Services Plan](#) Priorities - Corporate Parenting.

5.3 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed.

Subject	Yes	No	N/A
Financial		X	
Staffing		X	
Equalities		X	
Fairer Scotland Duty			X
Town Centre First			X
Sustainability		X	
Children and Young People's Rights and Wellbeing		X	

5.4 An equality impact assessment was carried out and presented to the Committee at its meeting in March 2019. [FA March 2019 Report Link](#) It identified that there is a positive impact on groups with protected characteristics. The development of FAs in Aberdeenshire secondary schools will help identified 'at risk' groups as outlined in the Developing the Young Workforce Programme, including support for young people at risk of disengaging from education including those who are care experienced. An equality impact assessment is not required because the purpose of this report is to inform the Committee on performance and does not have a differential impact on any of the protected characteristics.

5.5 There are no direct staffing and financial implications arising from this report. Aberdeenshire Council's Education and Children's Services has secured an SDS grant to be used for the purposes of the FA Delivery Programme and for no other purpose. Recruitment will be in line with identified need and Council procurement processes and procedures.

5.6 The following Risks have been identified as relevant to this matter on a Corporate Level. [Corporate Risk Register](#)

ACORP005 Working with other organisations (e.g. supply chains, outsourcing, partnership working and commercialisation). This is mitigated through the Council's Partnership Policy & Partnership Risk Registers and Procurement Policy and clear governance and milestone reporting to SDS and the ECS Strategic Leadership Team. Governance risk is mitigated through the SDS led Regional Guidance Strategic Group.

- ACORP004 - Business & Organisational Change (*including ensuring governance structures support change, and, managing the pace of change*)
- ACORP006 - Reputation Management (*including social media*)

The following Risks have been identified as relevant to this matter on a Strategic Level ([Directorate Risk Register](#)):

- ECSR002 – Developing Excellence and Equality
- ECSR003 – Embedding GIRFEC
- ECSR004 – Support Inclusive, Vibrant & Healthy Communities

6 Scheme of Governance

6.1 The Head of Finance and Monitoring Officer within Business Services have been consulted in the preparation of this report and their comments are incorporated within the report. They are satisfied that the report complies with [the Scheme of Governance](#) and relevant legislation.

6.2 The Committee is able to consider and take a decision on this item in terms of Section E.1.1.b of the List of Committee Powers in Part 2A of the Scheme of Governance, as it relates to Education.

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Date 17th February 2021

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Appendix 1 – Benefits of a Foundation Apprenticeship

Benefits of Foundation Apprenticeships to Aberdeenshire Young People

- **FA Pathways:** FAs enable a broad range of young people to gain SCQF level 6 qualifications through a work-based learning approach and access a range of positive post-school destinations and pathways to a future career including into employment, Modern Apprenticeships, Graduate Apprenticeships, College and University.
- **Parity of Esteem with Higher:** Pupils will increasingly leave school with a Nationals, Highers and Foundation Apprenticeships and will plan their next steps and career pathways using FAs
- **Attainment and Closing the Gap Benefits:** FAs as a senior phase option across all schools provide an opportunity to raise attainment and achievement across a wide range of young people.

Benefits to Young People

- **Build confidence and engagement in their wider learning:** armed with new skills, an industry-recognised qualification and a track record of practical experience, pupils will have excellent options on completing a Foundation Apprenticeship. The FA increases relevance of core subjects
- **Enhances their potential:** Brings world of work closer, pupils widen their networks and gain the support from sponsoring employers.
- Pupils can go on to study for a degree or a diploma: Scottish universities and colleges view the Foundation Apprenticeship as the equivalent of a Higher.
- **More informed decision-making** about future pathways based on experience.
Encourages pupils to do something different that could really make a difference to their career
- **Development of META skills & Career Management Skills**

Responding to employer demand

- Foundation Apprenticeships offer the opportunity to enhance Scotland's work-based learning system and improve youth employment levels.
- Many employers don't feel that young people are sufficiently prepared when commencing a job post education. Foundation Apprenticeships can foster **stronger links between employers and education**, helping to ensure that local employers have the opportunity to play a more active role in developing the young workforce and shaping the next generation of talent.
- **Designed by employers:** Pupils and their parents can be sure that their Foundation Apprenticeship is helping them develop skills and knowledge that employers are looking for.

Appendix 2 National Survey of Foundation Apprentices 2019

Benefits and Satisfaction with the Foundation Apprenticeship

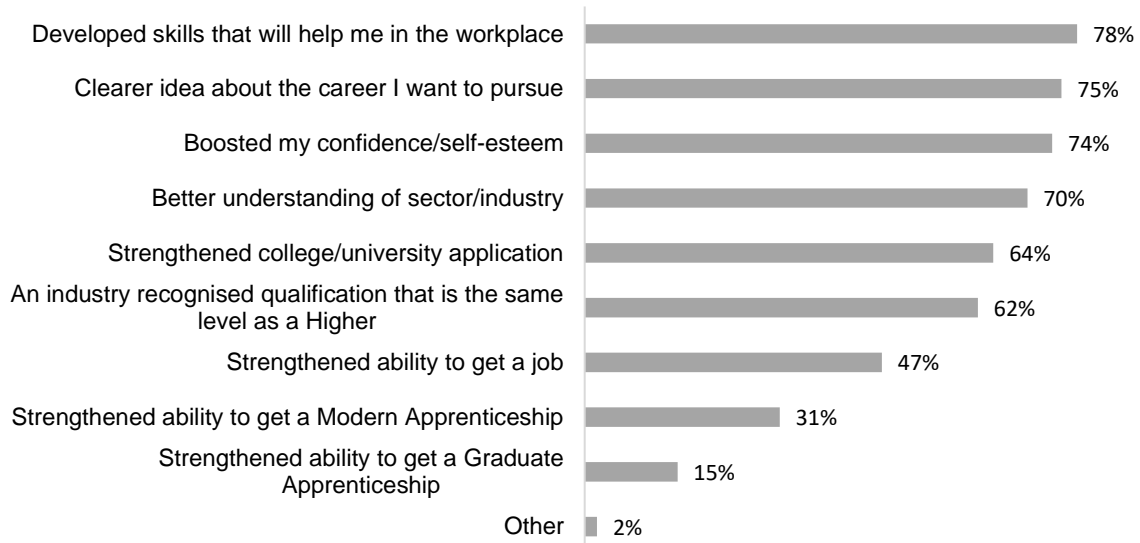
Learners who were due to complete were asked if they thought they had improved some key skills during their time on the Foundation Apprenticeship. In comparison to learners in 2018, a larger percentage of learners in 2019 felt they increased in four of the five key skills with the remaining one the same amount. Nearly all said their communication skills had increased (94 per cent), as well as their confidence (94 per cent), and teamwork (93 per cent). Ninety per cent felt their problem solving had improved, which is an increase from 73 per cent in 2018.

During your time on the Foundation Apprenticeship, have you improved in the following areas?



We also asked those due to complete what they had gained from their time on the Foundation Apprenticeship.

What did you gain from the Foundation Apprenticeship?



Appendix 3 - Performance Framework and data for Foundation Apprenticeships in Aberdeenshire

Foundation Apprenticeship Programme KPIs

Number	Description	2020
1.1	Number of FA entries across Aberdeenshire (Aberdeenshire managed scheme)	208
1.1	Number of FA entries across Aberdeenshire (All)	319
1.3	Percentage of students entered for FAs (Aberdeenshire managed scheme)	5.7%
1.3	Percentage of students entered for FAs (All)	8.8%
1.4	Percentage of schools with students entered for FAs (Aberdeenshire managed scheme)	64.7%
1.4	Percentage of schools with students entered for FAs (All)	100.0%
1.5	Percentage of schools where %students entered for FAs exceeds 7% (Aberdeenshire managed scheme)	45.5%
1.5	Percentage of schools where %students entered for FAs exceeds 7% (All)	47.1%
2.1	Percentage of FAs successfully completed across Aberdeenshire (Aberdeenshire managed scheme)	86.1%
2.1	Percentage of FAs successfully completed across Aberdeenshire (All)	80.3%
2.2	Percentage retention rate of students originally entered for an FA (Aberdeenshire managed scheme)	91.8%
3.1	Percentage of FA students reporting that being involved in a FA allowed them to gain skills that will help them in the workplace	73.9%

Note: Data for programme KPIs 2.3-2.5 is not yet available (due March 2021)

Foundation Apprenticeship – KPIs Reported to Council via Pentana

Code	Description	Outcome (2019-20)	Target (2019-20)	Outcome (2020-21)
3.18	Aberdeenshire: Number of young people currently involved in Foundation Apprenticeship (FA) programmes in Aberdeenshire schools	208	290	315
3.19	Aberdeenshire: Percentage of young people successfully completing a Foundation Apprenticeship (FA) in Aberdeenshire schools as part of the Aberdeenshire managed FA programme	86%	70%	n/a
3.20	Aberdeenshire: Percentage of young people successfully completing a Foundation Apprenticeship (FA) in Aberdeenshire schools as part of Aberdeenshire managed or FE College managed FA programmes	80%	65%	n/a

Appendix 4a: Attainment and Closing the Gap Benefits

FA Framework	Insight Tariff Points	SCQF Credit Points
Accountancy	427	64
Business Skills	340	51
Civil Engineering	560	84
Engineering	580	87
Children and Young People	407	61
Health & Social Care	407	61
Creative and Digital Media	427	64
ICT Hardware/Systems Support	393	59
ICT Software Development	393	59
Scientific Technologies	340	51
Food and Drink Technologies	353	53
Comparison with Higher Grades	Insight Tariff Points	All Highers = 24 Credits
<i>Higher at Grade A</i>	204	24
<i>Higher at Grade B</i>	182	24
<i>Higher at Grade C</i>	160	24
<i>Higher at Grade D</i>	149	24

Appendix 4b: Foundation Apprenticeships UCAS Tariff points Allocation

Qualification	Grade	UCAS Tariff
FA (all NPA based)	Pass	42
FA Engineering	Pass	56
A Level	A	48
A Level	B	40
A Level	C	32
AS Level	A	20
Higher	A	33
Higher	B	27
Higher	C	21

Appendix 5 - FA University Entry Recognition

FOUNDATION APPRENTICESHIP TO DEGREE OPPORTUNITY ^{v2}

How to read this table:

- ✓ The university offers a degree in this subject area
- ★ The university offers enhanced recognition if applying for a degree in the same subject area (e.g. FA Accountancy into Degree Accountancy)
- The university doesn't offer a degree in this subject area, FA recognised as a Higher towards other subjects (e.g. FA Accountancy into Degree Engineering)
- ✗ The university does not recognise FA frameworks in this subject area (FA in this subject area is not recognised as a Higher towards same/other subjects)

Please check with universities for specific details



University	Recognition	Accountancy	Business Skills	Civil Engineering	Creative & Digital Media	Engineering	Financial Services	Food & Drink Technologies	Hardware & System Support	Software Development	Scientific Technologies	Social Services	Children & Young People	Social Services	Healthcare
Abertay University	1 Higher A, ★ 2 Highers B	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★
Edinburgh Napier University	1 Higher A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Glasgow Caledonian University	1 Higher A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Glasgow School of Art	1 Higher A	●	●	✓	✓	●	●	●	●	●	●	●	●	●	●
Heriot Watt University	1 Higher A	✓	✓	✓	✓	✓	✓	●	✓	✓	✓	●	✓	✓	✓
Open University	Open Recognition	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Queen Margaret University Edinburgh	1 Higher A	✓	✓	●	✓	●	●	●	●	✓	✓	✓	✓	✓	✓
Robert Gordon University	1 Higher B, ★ 2 Highers B	✓★	✓★	✓★	✓★	✓★	●	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★
Royal Conservatoire of Scotland	1 Higher A	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Scotland's Rural College	1 Higher A	✓	✓	●	●	●	●	●	●	✓	✓	●	●	●	●
University of Aberdeen ³	1 Higher B	✓	✓	✓	✓	✓	●	✓	✓	●	●	●	●	●	●
University of Dundee ¹	1 Higher A	✓	✓	✓	✓	✓	●	✓	✓	✓	✓	✓	✓	✓	✓
University of Edinburgh	1 Higher B	✗	✗	✓	✗	✓	✗	✗	✓	✓	✓	✓	✓	✓	✓
University of Glasgow ²	1 Higher A	✓	✓	✓	✓	✓	●	✓	✓	●	●	●	●	●	●
University of St Andrews ²	1 Higher A	✓	✓	●	✓	●	●	✓	✓	✓	●	●	●	●	●
University of Stirling	1 Higher B	✓	✓	●	✓	●	●	✓	✓	✓	✓	✓	✓	✓	✓
University of Strathclyde ⁴	1 Higher B	✓	✓	✓	✓	✓	●	✓	✓	✓	✓	✓	✓	✓	✓
University of Highlands and Islands ⁵	1 Higher A, ★ 2 Highers	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★
University of the West of Scotland	1 Higher C	✓	✓	✓	●	✓	●	✓	✓	✓	✓	✓	✓	✓	✓

¹ Excludes Medicine and Dentistry ² Excludes Law, Medicine, Dentistry, Vet Medicine ³ Excludes Medicine ⁴ Excludes Law. If applying for Engineering, only FA in Civil or Engineering will be recognised ⁵ Enhanced recognition varies per framework, equivalent to at 2 Highers for most frameworks

Appendix 6: Aberdeenshire Council Foundation Apprenticeship Evaluation

FA Student Survey Questions May 2020		% Agreed
1	I enjoyed learning skills specific to industry	97%
2	I found out what working in the industry was like	93%
3	I was able to put my FA knowledge into practise	91%
4	I enjoyed my experience in an actual work environment	95%
5	My work placement was relevant to the FA qualification	87%
6	My communication skills improved	94%
	My problem-solving skills improved	91%
	My confidence improved	90%
7	My teamwork skills improved	89%
	My organisation skills improved	81%
8	I developed skills which will help me in the workplace	74%
9	I have strengthened my college/university application	72%
10	I enjoyed the learning styles	91%
11	I am satisfied with my overall FA experience	91%
12	I would recommend the FA to a friend or family member	83%

Survey Feedback - June 2020

Aberdeenshire Council Parent Survey Questions June 2020		
	Parents stated that -	% Agreed
1	The overall experience for their child was excellent	70%
2	They would recommend the FA to others	80%
3	Participation in the FA improved their child's confidence	71%
4	Participation in the FA improved their child's organisational skills	50%
5	Participation in the FA improved their child's communication skills	46%
6	Participation in the FA gave their child a greater awareness of the world of work	73%
7	Participation in the FA did influence positively the future career choice of their child	67%
8	The work placement was highly valuable	84%
9	The communication with them with regards to the FA was good	68%
10	Their child was well supported in their participation in the FA	79%
11	Their child was supported well during the COVID period	84%

School Feedback - DHT Survey May 2020		
	Depute Head Teachers stated –	% agreed
1	The effectiveness of the delivery of the FA was rated as good or very good	66% very good 34% good
2	The communication and the administration provided by external providers was rated as good, very good or excellent	63% excellent 25% very good 12% good

3	Delivery of the NPA was rated as satisfactory, very good or excellent	20% excellent 60% very good 20% satisfactory
4	Delivery of the SVQ was rated as good, very good or excellent	34% excellent 33% very good 33% good
5	Delivery of the FA during COVID rated as satisfactory, very good or excellent.	50% excellent 38% very good 12% satisfactory
6	The quality of work placements was rated as excellent or very good	72% excellent 18% very good
7	The communication with the Central FA Team was rated as excellent, very good or good	50% excellent 25% very good 25% good
8	Predicted that the FA data would enhance the overall performance of the school	88%
9	The FA program impacted positively on curriculum structures within the school	85 %

Appendix 7: Aberdeenshire FAs Equalities Overview 2019-20 Cohort

Table 1: Geographical Distribution

Geographical Distribution	2019-20		2020-21	
	All Students	FA Students	All Students	FA Students
Aboyne	4.7%	0.0%	4.8%	11.5%
Alford	4.6%	5.8%	4.5%	7.0%
Banchory	6.1%	0.0%	6.0%	4.8%
Banff	5.7%	0.0%	5.6%	10.5%
Ellon	7.8%	19.7%	7.8%	5.1%
Fraserburgh	7.0%	0.0%	7.0%	0.0%
Huntly	4.6%	1.4%	4.5%	1.6%
Inverurie	6.3%	6.7%	6.4%	3.5%
Kemnay	6.1%	4.3%	6.5%	0.0%
Laurencekirk	5.1%	10.1%	5.0%	12.1%
Meldrum	6.9%	0.0%	6.8%	7.0%
Mintlaw	4.7%	2.4%	4.6%	0.0%
Peterhead	6.4%	9.1%	6.5%	6.1%
Portlethen	6.0%	20.2%	5.8%	11.8%
Stonehaven	8.2%	3.8%	8.3%	7.3%
Turriff	4.3%	0.0%	4.2%	6.4%
Westhill	5.5%	16.3%	5.6%	5.4%

This analysis is only for the Aberdeenshire delivery model and does not include students on FAs being managed by NESCOL.

Table 2: Gender

Gender	2019-20		2020-21	
	All Students	FA Students	All Students	FA Students
F	50.7%	66.3%	50.4%	64.6%
M	49.3%	33.7%	49.6%	35.4%

Table 3: Deprivation Analysis

SIMD Decile (1 most deprived - 10 least deprived)	2019-20		2020-21	
	All Students	FA Students	All Students	FA Students
1	0.2%	0.0%	0.7%	0.3%
2	1.4%	1.4%	1.5%	0.6%
3	2.5%	0.0%	2.0%	2.9%
4	3.4%	3.9%	5.1%	3.5%
5	7.1%	1.4%	7.6%	7.3%
6	11.1%	7.7%	11.9%	12.1%
7	12.5%	12.6%	14.6%	15.6%
8	20.9%	18.8%	22.4%	29.6%
9	21.6%	24.2%	21.7%	15.9%
10	19.2%	30.0%	12.5%	12.1%

Table 4: Additional Support Needs

	2019-20		2020-21	
Additional Support Needs (ASN)	All Students	FA Students	All Students	FA Students
No ASN	60.3%	61.1%	56.8%	57.6%
Has ASN	39.7%	38.9%	43.2%	42.4%


Table 5: Free School Meals

	2019-20		2020-21	
Free School Meals (FSM)	All Students	FA Students	All Students	FA Students
Not registered for FSM	93.7%	95.7%	92.9%	93.0%
Registered for FSM	6.3%	4.3%	7.1%	7.0%

Table 6: Ethnicity



	2019-20		2020-21	
Ethnicity	All Students	FA Students	All Students	FA Students
White-Scottish/British	91.9%	90.4%	91.2%	94.9%
Not recorded as White Scottish/British	8.1%	9.6%	8.8%	5.1%

Appendix 8 – Aberdeenshire Council FA Case Study Examples

Aberdeenshire COUNCIL 

FOUNDATION APPRENTICESHIPS

“I was told that companies are always looking for young people with ‘hands on’ experience so I thought that a Foundation Apprenticeship would give me an advantage over other pupils. I like learning practical skills and getting a period of work placement combined with a qualification.”

**Jessica Harper,
Westhill Academy**

Engineering

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FOUNDATION APPRENTICESHIPS

“ During my time on placement, I got to spend a lot of time speaking to patients and support nurses in their day-day activities. I was able to speak to other medical professionals such as OT’s, Doctors and Physiotherapists. The Foundation Apprenticeship has helped me with my University interview as I hope to pursue a career in nursing in the RAF. ”




Jamie Thom, Peterhead Academy

Health and Social Care

Aberdeenshire COUNCIL 

FOUNDATION APPRENTICESHIPS



“I particularly enjoy the practical elements available at Tullos and it’s also great preparation for entering the workplace. At the start you might not be sure what you’re doing but everything becomes clearer and more enjoyable.”



Engineering

Video Case Studies		
Abbie’s CYP video Link	Josh’s CDM video Link	Ross CYP video diary Link
Ben’s FDT Video Link	Rebecca’s HSC video Link	Abbie’s HSC video Link
Cara’s CYP video Link	Samika HSC video Link	Kieran’s IT video diary Link