

**REPORT TO EDUCATION AND CHILDREN'S SERVICES COMMITTEE – 17
MARCH 2022**

**UPDATE ON DEVELOPING THE YOUNG WORKFORCE - FOUNDATION
APPRENTICESHIPS IN ABERDEENSHIRE SCHOOLS**

1 Executive Summary/ Recommendations

1.1 To provide the Education and Children's Services Committee with an update on progress made with the Developing the Young Workforce (DYW) agenda through Foundation Apprenticeships (FAs) in Aberdeenshire Schools in the last year.

1.2 Recommendations

The Committee is recommended to:

1.2.1 Endorse the governance of DYW in Aberdeenshire through the cross-service DYW Project Board and the agreed Aberdeenshire DYW Priority Focus Areas for 2022-23;

1.2.2 Consider and comment on progress made with the development of Foundation Apprenticeships in Aberdeenshire schools during session 2021-22;

1.2.3 Acknowledge that Aberdeenshire Council will continue as a lead provider for the delivery of Foundation Apprenticeships for session 2022-23; and

1.2.4 Endorse the approaches to build capacity and partnership across the region in particular in relation to employer engagement.

2 Decision-Making Route

2.1 Governance and strategic overview of Developing the Young Workforce in Aberdeenshire Council is through the DYW Project Board which is Chaired by Head of Education and Chief Education Officer, Vincent Docherty, with representatives from across the Council services, including both primary and secondary Head Teacher representatives.

2.2 From session 2019-20, Aberdeenshire Council has been a lead provider of Foundation Apprenticeships in our schools, funded by Skills Development Scotland (SDS). As outlined in **Appendix 2** this was designed to improve the opportunities and positive outcomes for young people from this senior phase curriculum offer. There has been a very significant uptake of Foundation Apprenticeships and Aberdeenshire Council will continue to be a lead provider of Foundation Apprenticeships for session 2022-23.

2.3 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. The most recent update was considered by this Committee at its meeting on 18 March 2021. This report is an update on the progress made with Foundation Apprenticeship delivery during session 2021-22. The information in this report has not been considered by any other Committee.

3 Discussion

3.1 DYW Aberdeenshire Project Board

As the Aberdeenshire DYW and FA offer expands the DYW project is now a very significant workstream for the Council. It was, therefore, recognised that this would need to be reflected with a revised strategic governance structure to meet the governance, compliance and audit demands of such a significant project. A revised cross-service DYW Project Board has been constituted to support the Council’s DYW Aberdeenshire developments. The role of the DYW Project Board includes informing and agreeing the DYW Aberdeenshire strategic and operational planning, providing two-way effective feedback and ensuring audit compliance. The DYW Project Board is Chaired by Head of Education and Chief Education Officer, with representatives from across the Council services, including both primary and secondary Head Teacher representatives.

3.2 Aberdeenshire Council DYW 2021-22

The Scottish Government response to the Organisation for Economic Co-operation and Development (OECD) [OECD report](#) on Curriculum for Excellence Review and other key national priorities and drivers will inform the national education agenda for some time to come. There are, however, clear indicators as to the direction of travel and it is important that in Aberdeenshire we continue with our DYW and FA strategy and progress.

We are currently planning a school roll-out ‘refresh’ of our own DYW Aberdeenshire strategy to reflect the national developments. This will ensure we are providing as effective DYW advice, guidance and support as we can to ensure we collectively deliver enhanced and meaningful outcomes for all our young people to meet our DYW aspirations.

3.3 DYW Within the National Context

The national context for DYW is outlined in the following extract from [Scotland’s Curriculum 2021](#)

“In policy terms, **Curriculum for Excellence** is one the three main building blocks along with **Developing the Young Workforce (DYW)** and **Getting it Right for Every Child (GIRFEC)** underpinning Scotland’s offer for children and young people. The refreshed narrative integrates key messages from each of these three building blocks.”

3.4 DYW Aberdeenshire Priority Focus Areas for 2022-23

The DYW Aberdeenshire Priority Focus Areas for session 2022-23 continue to be as follows:

- Development of the **3-18 DYW Curriculum** offer including embedding the Career Education Standard Entitlements 3-18 and the further development of BGE pathways and Foundation Apprenticeships in the senior phase.
- **Skills Development** – embedding skills for learning, life and work (Metaskills) and skills profiling
- **Partnership** Development with all stakeholders, including partnership with employers, colleges and universities
- Promote, develop and support **Equalities**

These priorities build on our existing good practice and also prepare us to take forward our work on DYW within [Scotland's Curriculum](#).

3.5 As part of the Developing the Young Workforce programme, 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 report *“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 Aims, Key Features, Outcomes & Key Strengths of the Aberdeenshire FA model can be found in **Appendix 2**. The benefits of Foundation Apprenticeships can be found in **Appendix 3** and **Appendix 4**: SDS National Survey of Foundation Apprentices – Key Results.

3.6 Aberdeenshire Council became a lead provider of Foundation Apprenticeships and launched the first frameworks (courses) in June 2019. Since session 2019-20, there has been a significant increase in uptake from pupils. As previously reported to Committee this includes significant development of Level 4 and 5 FAs. The level of growth is illustrated in Table 1 below.

Table 1: FA Growth

Session	FA Numbers	Level
2019-20	208	Level 6
2020-21	430	Level 4/5 & 6
2021-22	660	Level 4/5 & 6

3.7 An overview of the schools and the frameworks being delivered in session 2021-22 is outlined in Table 2 below.

Table 2: Overview of Aberdeenshire Council FA Delivery 2021-22

Level 6 Framework	Schools
Business Skills	Alford Academy, Mearns Academy, Portlethen Academy, Westhill Academy
Creative & Digital Media	Aboyne Academy, Alford Academy, Banff Academy, Peterhead Academy, Portlethen Academy, Westhill Academy
Children & Young People	Aboyne Academy, Alford Academy, Banchory Academy, Banff Academy, Ellon Academy, Inverurie Academy, Kemnay Academy, Mackie Academy, Mearns Academy, Peterhead Academy, Portlethen Academy, Turriff Academy, Westhill Academy
Engineering	Portlethen Academy, Westhill Academy
Health & Social Care	Aboyne Academy, Banff Academy, Kemnay Academy, Gordon Schools, Mackie Academy, Mearns Academy, Meldrum Academy, Peterhead Academy, Portlethen Academy, Turriff Academy, Westhill Academy
IT Software	Ellon Academy, Portlethen Academy, Aboyne Academy
Scientific Technologies	Alford Academy, Banchory Academy, Inverurie Academy, Meldrum Academy
Food & Drink Technologies	Portlethen Academy
Level 4/5 Framework	Schools
Automotive	Alford Academy, Gordon Schools, Kemnay Academy, Mearns Academy, Peterhead Academy, Portlethen Academy, Turriff Academy, Westhill Academy
Construction	Alford Academy, Ellon Academy, Gordon Schools, Kemnay Academy, Mearns Academy Peterhead Academy, Portlethen Academy, Turriff Academy, Westhill Academy
Hospitality	Aboyne Academy, Alford Academy, Ellon Academy, Kemnay Academy, Peterhead Academy, Portlethen Academy

3.8 The Aberdeenshire Council FA delivery model ensures the FA has parity of esteem with Highers at Level 6 and Nationals at Level 4/5. 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 37 Level 4/5 and Level 6 FAs being delivered this session by NESCOL, see Table 3 below. With the close proximity of the college, Fraserburgh Academy currently delivers all of its 22 FAs through NESCOL, for example. We continue to explore ways of developing partnership working with NESCOL and our other FE partners.

Table 3: Overview of NESCOL FA Delivery 2021-22 in Aberdeenshire Schools

Framework (L6) 10 Frameworks	Pupil Nos	Schools
Accountancy	5	4 Alford Academy, 1 Portlethen Academy
Engineering	5	1 Alford Academy, 1 Inverurie Academy, 1 Fraserburgh Academy, 1 Ellon Academy, 1 Kemnay Academy
Health & Social Care	2	1 Meldrum Academy, 1 Fraserburgh Academy
Children & Young People	1	Ellon Academy
Creative & Digital Media	3	1 Fraserburgh Academy, 1 Mearns Academy, 1 Meldrum Academy
IT Hardware	1	Inverurie Academy
IT Software	1	Inverurie Academy
Level 4/5		
Hospitality	5	Fraserburgh Academy
Construction	14	Fraserburgh Academy

- 3.9 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. Most SVQ assessor delivery is delivered by external providers although we now have our own staff delivering SVQ elements of the FA courses. Partnership has been central to how the Aberdeenshire Council delivery model has been developed. Our formal delivery partners include Dundee & Angus College, Quest Scotland, Station House Media Unit (SMHU) and Tullos Training.
- 3.10 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 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.
- 3.11 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 6a** and how they are recognised by Universities in Scotland can be seen in [Appendix 6](#) 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 6b**.
- 3.12 In January 2022, the Aberdeenshire Council Foundation Apprenticeship Project Team was awarded an additional contract to deliver 'Flexible Delivery Model' (FDM) FAs by SDS. The Flexible Delivery Model FAs are planned to run across

a number of FA framework areas and are designed to be delivered to 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 FDMs helps inform 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.

3.13 **Impact of Covid-19**

As with everything else, our delivery of the FA programme has again been significantly impacted by the Covid-19 pandemic in session 21-22. However, delivery has been predominantly in class face to face and work placements have been 'in-situ' where and when this has been possible.

For all FAs we have had to innovate and 'package' work placements. For example, Health & Social Care placements have not been available in NHS wards due to the pandemic. However, a solution was found where FA students were allocated placements at the Vaccination Centres across the region. The work placement SVQ delivery has been assisted with the development of 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.

3.14 **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 are used for reporting on the FA project are outlined in **Appendix 5**.

3.15 **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 5**.

This on-going focus on our performance management and quality assurance procedures become even more crucial as the project grows in scale. We work with our partners at SDS to develop the SDS InsightQ programme to assist with project management and priority setting. This allows 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 has streamlined our KPIs and aligned our work both with SDS and Aberdeenshire Council agreed KPIs.

3.16 **Education Scotland HMIE Review of Aberdeenshire Council's FA Delivery**

During November and December 2021, all aspects of Aberdeenshire Council's Level 6 FA programme and delivery were formally reviewed by HMIE. The Aberdeenshire FA review inspection was part of the national 'Review of the Delivery of Foundation Apprenticeships' and as such there will not be a formal report produced specifically for Aberdeenshire. However, we were provided with very positive feedback from the HMIE Inspection team which identified significant 'standout strengths' across all aspects of our FA delivery. The HMIE feedback described Aberdeenshire's FA delivery as "exciting" with "real innovation and impact" on ensuring positive outcomes for young people. The 'standout strengths' included the following:

- Aberdeenshire DYW Strategy and curriculum innovation, including the concept of Learner Journey and routes
- Quality of FA delivery and a clear focus on positive outcomes
- Quality of central FA Team – leadership, confidence, experience
- Impact on Closing the Gap, Raising Attainment and Positive Destinations
- Quality of Partner Providers and their commitment
- Employer commitment to the FA
- Career Aspiration - curriculum offer linked to Labour Market Information
- Resilience and innovation, including the response to Covid
- Responsive to need, ASN and pupil support
- Student and wider stakeholder feedback
- Links to communities

3.17 **Formal Feedback Evaluation**

The 2020-21 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 8** and includes the following:

- 88% of FAs were satisfied with their overall FA experience
- 88% of parents felt that the overall FA experience for their child was good, very good or excellent and 92% of parents would recommend the FA to others
- 100% of the DHTs rated the effectiveness of the delivery of the FA as good or very good

3.18 **Foundation Apprenticeship Cohort Analysis**

- There are 412 students registered for Level 6 FAs in 2021-22. This compares with 208 in 2019-20 and 314 in 2020-21. This represents an increase from 5.7% of the S5/6 roll to 10.8%.
- Students from 15 of Aberdeenshire's 17 Cluster areas are involved in Level 6 Foundation Apprenticeships in 2021-22 delivered under the Aberdeenshire model.
- In 2021-22, 67% of Level 6 Foundation Apprenticeship students were female and 33% male. This is broadly the same as it has been in 2019-20 and 2020-21
- The explanation for the 2:1 female:male gender split in the overall figures lies in the considerable variation in the gender split across the various

frameworks, ranging from 82% male (IT Software) to over 90% female for both of the Care frameworks.

3.19 Foundation Apprenticeship Outcomes Data

Foundation Apprenticeships: Performance and Attainment Impact

The Aberdeenshire Foundation Apprenticeship Project has a number of formal Performance Measures, including a focus on how the FAs relate to the key Scottish Government agenda of Raising Attainment & Closing the Gap and the impact of FAs on the key national measure of positive post school destinations. Tables 4a and 4b below provide an overview of our performance. The FA Attainment Table 4a refers to the 19-20 FA Cohort and the analysis is based on the most recent final Insight data published in March 2021. The data clearly demonstrates the positive impact FAs are having both in relation to positive destinations as well as significantly raising attainment and ‘closing the gap’.

Table 4a: Aberdeenshire Council FA Attainment Impact

	All Aberdeenshire Leavers	Aberdeenshire Leavers who took an FA
Positive Destinations	94.7%	98.1%
Average Insight Tariff Points (ITPs)	940	1436 (+53%)
Deprivation related attainment gap (SIMD Deciles 7-10 minus Deciles 1-4)	1027 - 593 = 434	1450 – 1474 = -24
Can FAs Close the Attainment Gap? Successful Completion Rate: 86% All Leavers Deciles 7-10 = 1027 FA Leavers Deciles 1-4 = 1474	Reasons for this? <ul style="list-style-type: none"> • More meaningful curriculum and pathways • Increased engagement in learning through FA • Increased re- engagement across other subjects 	

Table 4b: The Aberdeenshire FA Attainment ‘Premium’ Per School

School	Ave. Cum. ITP (leavers who achvd FA)	Ave. Cum ITP (all Abshire Lvrs)	FA "Premium"
Alford Academy	1304	1016	28%
Ellon Academy	1472	1086	36%
Inverurie Academy	1243	957	30%
Kemnay Academy	1077	891	21%
Mackie Academy	1023	1069	-4%
Mearns Academy	1417	950	49%
Mintlaw Academy	1629	880	85%
Peterhead Academy	1361	651	109%
Portlethen Academy	1590	1085	46%
The Gordon Schools	1545	797	94%
Westhill Academy	1568	1285	22%
All Aberdeenshire	1436	940	53%

Table 4b shows the FA attainment “premium”, in terms of Insight Tariff Points (ITPs) of having students who leave having achieved an FA, compared with all leavers, broken down by all schools who were offering Level 6 FAs in 2019-20. The data is available for “Total ITPs”, ie achieved in the year of leaving, or “Cumulative”, ie achieve over the senior phase.

3.20 Successful Completion Rates

As well as the 314 one-year Level 6 Aberdeenshire FAs, there were a further 76 Aberdeenshire pupils entered for the FA through NESCOL. Of these, 32 completed either full FA or equivalent. Table 5 provides data on successful completion rates.

Table 5: Successful Completion Rates 2020-21

Overall Attainment/Achievement Figures	Aberdeenshire	NESCOL
% achieving full FA attainment from the 314 Sept 20 1-year pupil entries	76%	42%
% attaining at least level 6 units from the 314 Sept 20 1-year pupil entries	85%	85%

National Perspective

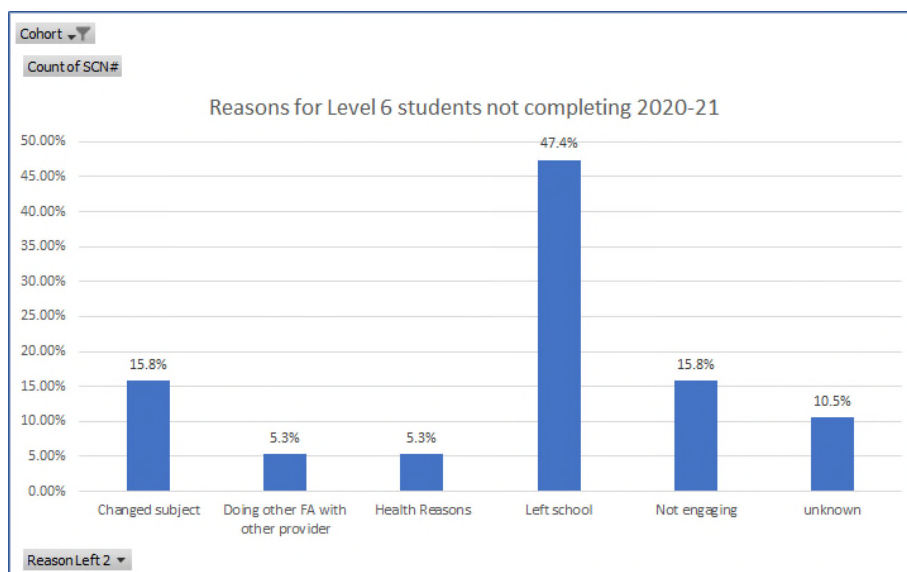
Aberdeenshire's FA Successful completion rate of 76% for 2020-21 compares very favourably with the national Successful Completion rates which have been adversely affected by the impact of the Covid pandemic.

Aberdeenshire FA Level 6 Retention Rate 2020-21 – Reasons for Non-Completion

Under the Aberdeenshire FA delivery model we have strong retention rates. Our retention rate is calculated based on the cohort size at the end of September 2020 as determined by SDS and by our own KPIs. We had 314 students enrolled in our Level 6 frameworks as of 30th September 2020. We had 277 students still on the course in May 2021, meaning a retention rate of 88.5%, this is well above the national average. Of the 314 students who signed up for the Level 6 FA only 37 did not complete the full course. Table 5 below shows the reason why they did not complete the course. As can be seen around half who did not complete the full FA due to the fact they left school.

Table 6: Reason for Not Completing the FA

Table 6 below shows the reason for those who had signed up for a Level 6 FA but who didn't complete and the different reasons recorded for the non-completion as a percentage of the total number of non-completers.



3.21 Plans for 2022-23

For session 2022-23, we plan to deliver Level 4/5 and Level 6 FAs starting in June 2022. The FA offer is open to all Aberdeenshire schools and pupils across 10 Level 6 frameworks and the 3 Level 4/5 frameworks. 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.
- Reflect on and take action on the very positive feedback and next step suggestions from the Education Scotland HMIE review inspection process.
- Develop the 3-18 DYW Curriculum and adapt to any Scottish Government OECD report recommendations.
- Develop skills through the FAs, including embedding skills for learning, life and work (Metaskills) and skills profiling
- Develop capacity and a sustainable model of FA delivery, SVQ assessors and in-school delivery by Aberdeenshire Council teaching staff.
- Develop and strengthen partnerships with all stakeholders
- 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 effective pathways into the FA option, but also to deliver pupil entitlements, as outlined in the Career Education Standard.
- The Equalities agenda – the FA programme is helping to support young people at risk of disengaging from education. As well as this we are developing a 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, ethnic minority groups other than white, young people with disabilities and care leavers. An Equalities overview of the 2019-21 FA cohorts is in **Appendix 9**. 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.

3.22 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 10**.

Examples are as follows:

[Aberdeenshire Council Foundation Apprenticeship Video Case Studies](#)

Pupils mark their success on SQA results day.

Hear what the young people think about the FAs at the links below

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

4 Council Priorities, Implications and Risk

4.1 This report helps deliver the following Council Priorities:

Pillar	Priority
Our People	Education Health & Wellbeing
Our Environment	Resilient Communities
Our Economy	Economy & Enterprise

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

4.3 The table below shows whether risks and implications apply if the recommendations are agreed.

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

4.4 An integrated impact assessment has been carried out as part of the development of the proposals set out above. It is included as **Appendix 1** and there are positive impacts as follows:

- There are positive outcomes in respect of children's rights and wellbeing through effective delivery in relation to identified characteristics.
- The FA programme is clearly helping to support the equalities agenda and there are increased opportunities and improved outcomes for younger people and in relation to minority ethnic groups and gender groups.

4.5 There are no direct staffing and financial implications arising from this report. Aberdeenshire Council's Education and Children's Services has secured a 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.

4.6 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 and DYW Project Board. 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

5 Scheme of Governance

5.1 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.

5.2 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.

Laurence Findlay
Director of Education & Children's Services

Report prepared by Andrew Ritchie, Lead Officer DYW
Date 20th February 2022

List of Appendices:

- Appendix 1 - Integrated Impact Assessment
- Appendix 2 - An overview of the Aims, Key Features, Outcomes & Key Strengths of the Aberdeenshire Council Foundation Apprenticeship Programme
- Appendix 3 - Benefits of a Foundation Apprenticeship
- Appendix 4 - SDS National Survey of Foundation Apprentices – Key Results
- Appendix 5 - Performance Framework and data for Aberdeenshire Foundation Apprenticeships - FA Project Measures 2019 - 21

- Appendix 6a - Attainment and Closing the Gap Benefits
- Appendix 6b - Foundation Apprenticeships UCAS Tariff points Allocation and Comparison
- Appendix 7 - FA University Entry Recognition
- Appendix 8 - Aberdeenshire Council Foundation Apprenticeship Evaluation Survey Feedback 2020/21
- Appendix 9 - Aberdeenshire FAs Equalities Overview
- Appendix 10 - Case Study Examples

Aberdeenshire Council

Integrated Impact Assessment

Update on Developing the Young Workforce - Foundation Apprenticeships in Aberdeenshire Schools

Assessment ID	IIA-000509
Lead Author	Andrew Ritchie
Additional Authors	Allan Bell
Service Reviewers	Mary O'Brien
Subject Matter Experts	Suzanne Rhind, Susan Forbes, Jane Wilkinson, Christine McLennan
Approved By	Vincent Docherty
Approved On	Thursday March 03, 2022
Publication Date	Thursday March 03, 2022

1. Overview

This document has been generated from information entered into the Integrated Impact Assessment system.

To provide the Education and Children's Services Committee with an update on progress made with the Developing the Young Workforce (DYW) agenda through Foundation Apprenticeships (FAs) in Aberdeenshire Schools in the last year.

The FA programme is helping to support young people at risk of disengaging from education. As well as this we are developing a 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, ethnic minority groups other than white, young people with disabilities and care leavers. An Equalities overview of the 2019-21 FA cohorts is provided to the ECS Committee annually. 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.

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.

During screening 7 of 10 questions indicated that detailed assessments were required, the screening questions and their answers are listed in the next section. This led to 4 out of 5 detailed impact assessments being completed. The assessments required are:

- Childrens' Rights and Wellbeing
- Equalities and Fairer Scotland Duty
- Health Inequalities
- Town Centres First

In total there are 7 positive impacts as part of this activity. There are 0 negative impacts, all impacts have been mitigated.

A detailed action plan with 1 points has been provided.

This assessment has been approved by vincent.docherty@aberdeenshire.gov.uk.

The remainder of this document sets out the details of all completed impact assessments.

2. Screening

Could your activity / proposal / policy cause an impact in one (or more) of the identified town centres?	Yes
Would this activity / proposal / policy have consequences for the health and wellbeing of the population in the affected communities?	Yes
Does the activity / proposal / policy have the potential to affect greenhouse gas emissions (CO2e) in the Council or community and / or the procurement, use or disposal of physical resources?	No
Does the activity / proposal / policy have the potential to affect the resilience to extreme weather events and/or a changing climate of Aberdeenshire Council or community?	No
Does the activity / proposal / policy have the potential to affect the environment, wildlife or biodiversity?	No
Does the activity / proposal / policy have an impact on people and / or groups with protected characteristics?	Yes
Is this activity / proposal / policy of strategic importance for the council?	Yes
Does this activity / proposal / policy reduce inequality of outcome?	Yes
Does this activity / proposal / policy have an impact on children / young people's rights?	Yes
Does this activity / proposal / policy have an impact on children / young people's wellbeing?	Yes

3. Impact Assessments

Children's Rights and Wellbeing	No Negative Impacts Identified
Climate Change and Sustainability	Not Required
Equalities and Fairer Scotland Duty	No Negative Impacts Identified
Health Inequalities	No Negative Impacts Identified
Town Centre's First	No Negative Impacts Identified

4. Childrens' Rights and Wellbeing Impact Assessment

4.1. Wellbeing Indicators

Indicator	Positive	Neutral	Negative	Unknown
Safe		Yes		
Healthy		Yes		
Achieving	Yes			
Nurtured		Yes		
Active		Yes		
Respected		Yes		
Responsible	Yes			
Included		Yes		

4.2. Rights Indicators

UNCRC Indicators upheld by this activity / proposal / policy	Article 2 - Non-discrimination Article 3 - Best interests of the child Article 4 - Protection of rights Article 5 - Parental guidance and a child's evolving capacities Article 6 - Life, survival and development Article 12 - Respect for the views of the child Article 13 - Freedom of expression Article 14 - Freedom of thought, conscience and religion Article 17 - Access to information; mass media Article 23 - Children with disabilities Article 28 - Right to education Article 29 - Goals of education Article 30 - Children of minorities / indigenous groups
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4.3. Positive Impacts

Impact Area	Impact
Achieving	Increased opportunities and improved attainment outcomes for young people
Responsible	Improved outcomes and opportunities.

4.4. Evidence

Type	Source	It says?	It Means?
Internal Data	FA Pupil Data including Insight attainment, SDS hub data and stakeholder surveys and equality monitoring data	We are effectively delivering in relation to identified characteristics.	The FA programme is clearly helping to support the equalities agenda and outcomes for young people.

4.5. Accounting for the Views of Children and Young People

All FAs are formally surveyed and responses from students have been incorporated into strategic planning and development.

4.6. Promoting the Wellbeing of Children and Young People

The development of Foundation Apprenticeships supports their wellbeing by provision of increased opportunities, raising attainment and improving positive destinations for young people.

4.7. Upholding Children and Young People's Rights

The development of Foundation Apprenticeships upholds their rights by provision of increased opportunities, raising attainment and improving positive destinations for young people.

4.8. Overall Outcome

No Negative Impacts Identified.

Based on agreed Council performance indicators through the Pentana system, feedback from stakeholders (including young people and parents), SDS regional data and school Insight attainment data.

5. Equalities and Fairer Scotland Duty Impact Assessment

5.1. Protected Groups

Indicator	Positive	Neutral	Negative	Unknown
Age (Younger)	Yes			
Age (Older)		Yes		
Disability		Yes		
Race	Yes			
Religion or Belief		Yes		
Sex	Yes			
Pregnancy and Maternity		Yes		
Sexual Orientation		Yes		
Gender Reassignment		Yes		
Marriage or Civil Partnership		Yes		

5.2. Socio-economic Groups

Indicator	Positive	Neutral	Negative	Unknown
Low income		Yes		
Low wealth		Yes		
Material deprivation		Yes		
Area deprivation		Yes		
Socioeconomic background		Yes		

5.3. Positive Impacts

Impact Area	Impact
Age (Younger)	Increased opportunities and improved outcomes for young people.
Age (Younger)	Increased opportunities and improved outcomes for young people.
Race	Increased opportunities and improved outcomes for young people.
Sex	Increased opportunities and improved outcomes for young people.
Sex	Increased opportunities and improved outcomes for young people.

5.4. Evidence

Type	Source	It says?	It Means?
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Type	Source	It says?	It Means?
Internal Data	Stakeholder surveys, equalities monitoring data, key performance indicators, SDS hub data, Insight attainment analysis.	Indicates that the FA programme is delivering improved outcomes for young people.	Indicates that the FA programme is delivering improved outcomes for young people.
Internal Data	Stakeholder survey feedback, SDS hub data, school attainment Insight data.	Increased opportunities and improved outcomes for young people.	Increased opportunities and improved outcomes for young people.

5.5. Engagement with affected groups

Stakeholder questionnaires and focus group feedback.

5.6. Ensuring engagement with protected groups

Stakeholder questionnaires and focus group feedback.

5.7. Evidence of engagement

Stakeholder questionnaires and focus group feedback.

5.8. Overall Outcome

No Negative Impacts Identified.

Increased opportunities and improved outcomes for young people.

5.9. Improving Relations

N/a

5.10. Opportunities of Equality

Improving performance outcomes and targeted opportunities.

6. Health Inequalities Impact Assessment

6.1. Health Behaviours

Indicator	Positive	Neutral	Negative	Unknown
Healthy eating		Yes		
Exercise and physical activity		Yes		
Substance use – tobacco		Yes		
Substance use – alcohol		Yes		
Substance use – drugs		Yes		
Mental health		Yes		

6.2. Evidence

Type	Source	It says?	It Means?
Internal Data	Stakeholder survey feedback, SDS hub data, schools attainment Insight data and equality monitoring data.	Increased opportunities and improved outcomes for young people.	Increased opportunities and improved outcomes for young people.

6.3. Overall Outcome

No Negative Impacts Identified.

Increased opportunities and improved outcomes for young people.

7. Town Centre's First Impact Assessment

7.1. Local Factors

Indicator	Positive	Neutral	Negative	Unknown
Town centre assets		Yes		
Footfall		Yes		
Changes to road layouts		Yes		
Parking		Yes		
Infrastructure changes		Yes		
Aesthetics of the town centre		Yes		
Tourism		Yes		
Public safety		Yes		
Town centre business		Yes		
Cultural heritage and identity		Yes		
Social and cultural aspects		Yes		

7.2. Evidence

Type	Source	It says?	It Means?
Internal Data	Stakeholder survey feedback, SDS hub data, school attainment Insight data.	Providing increased opportunities and improved outcomes for young people.	Providing increased opportunities and improved outcomes for young people.

7.3. Overall Outcome

No Negative Impacts Identified.

Based on quality assurance data, including stakeholder feedback survey, schools attainment Insight data, SDS hub data.

8. Action Plan

Planned Action	Details
Development and maintenance of FA Equalities Plan.	<p>Lead Officer Andrew Ritchie</p> <p>Repeating Activity No</p> <p>Planned Start Tuesday June 01, 2021</p> <p>Planned Finish Friday July 01, 2022</p> <p>Expected Outcome Improved outcomes for young people.</p> <p>Resource Implications Provided from within existing resources.</p>

Appendix 2 - An overview of the Aims, Key Features, Outcomes & Key Strengths of the Aberdeenshire Council Foundation Apprenticeship Programme

Core Aims of Foundation Apprenticeships in Aberdeenshire

- Maximise the relevance of the curriculum to future working lives
- Maximise skills development
- Increase engagement and raise attainment
- Promote and deliver equity and equality of opportunity
- Maximise the personalised approach to learning
- Increase partnership working
- Provide opportunities which clearly prepare young people to take advantage of Labour Market trends to support economic growth of the North East and the wider Scottish economy.

Aberdeenshire Council Foundation Apprenticeship Delivery – Key Features

- Lead provider of FAs from session 2019-20
- FA Programme and delivery lead and managed by central FA Team
- Partnership –Pupils, Parents, Schools, Employers, Providers, SDS, FA Team
- Parity of esteem with the Higher/Senior Phase courses
- Equity and equality of opportunity - Universal offer – open to all pupils
- 1-Year model (Engineering 2-Year)
- In school delivery – FAs timetabled as any other senior phase course
- Delivery by own staff & partner providers
- Meta-skills development
- Robust and systematic self -evaluation processes
- Workforce development – identified as a Best Value Audit of Aberdeenshire Council Case Study (Items 75 & 76)
- Aligned with Regional Economic and Skills Development – Labour Market Information, North East Economic Recovery and Skills Fund, ONE Key Sectors, etc

Aberdeenshire Council Foundation Apprenticeship Programme Outcomes and Key Strengths

- FA delivery growth and increased resourcing
- Enhanced curriculum opportunities
- Enhanced DYW and Work Based Learning outcomes
- Very successful FA retention
- Very positive full FA completion rates
- Improved Performance
- Raising Attainment and positive stakeholder feedback
- Increased pupil engagement and confidence
- Increase in Positive Destinations and enhanced career pathways
- Improved and enhanced Equity and Equalities performance
- Increased opportunities for all including targeted vulnerable groups
- Increased and enhanced partnership working
- Improved staffing and staff leadership development opportunities
- Stronger links with communities and key sectors to meet Labour Market projections
- Resilient and innovative project management

Appendix 3 – 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.

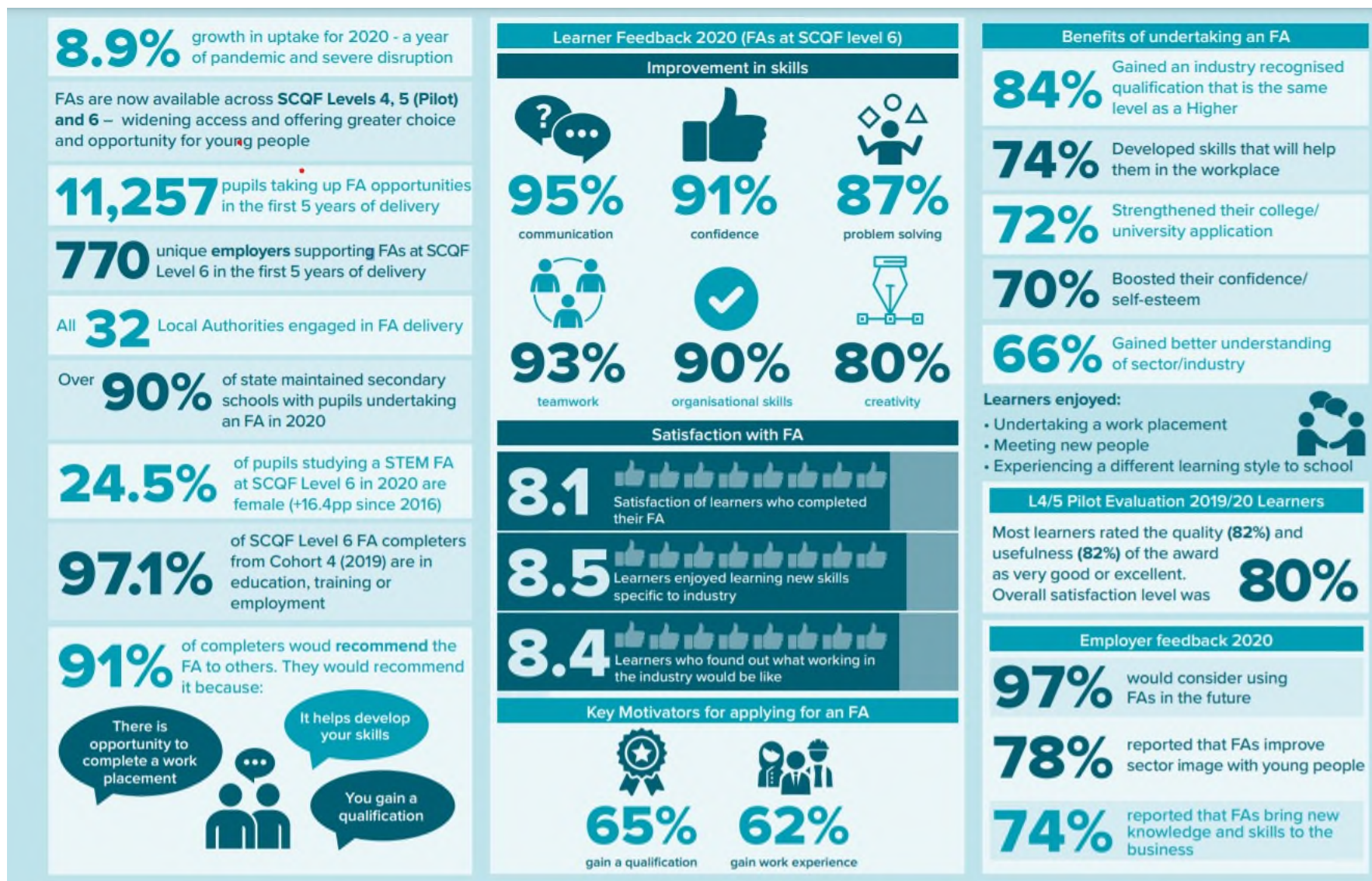
Benefits to Young People

- **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 4 - SDS National Survey of Foundation Apprentices – Key Results



Appendix 5 - Performance Framework and data for Aberdeenshire Foundation Apprenticeships - FA Project Measures 2019-21

	FA Performance Measure	2019-20	2020-21
1.1	Number of FA entries across Aberdeenshire (Aberdeenshire managed scheme)	208	324
1.1	Number of FA entries across Aberdeenshire (All)	319	367
1.3	Percentage of students entered for FAs (Aberdeenshire managed scheme)	5.7%	8.6%
1.3	Percentage of students entered for FAs (All)	8.8%	9.7%
1.4	Percentage of schools with students entered for FAs (Aberdeenshire managed scheme)	64.7%	82.4%
1.4	Percentage of schools with students entered for FAs (All)	100.0%	100.0%
1.5	Percentage of schools where %students entered for FAs exceeds 7% (Aberdeenshire managed scheme)	45.5%	71.4%
1.5	Percentage of schools where %students entered for FAs exceeds 10% (Aberdeenshire managed scheme)	36.4%	57.1%
1.5	Percentage of schools where %students entered for FAs exceeds 15% (Aberdeenshire managed scheme)	18.2%	28.6%
1.5	Percentage of schools where %students entered for FAs exceeds 7% (All)	47.1%	70.6%
1.5	Percentage of schools where %students entered for FAs exceeds 10% (All)	35.3%	47.1%
1.5	Percentage of schools where %students entered for FAs exceeds 15% (All)	17.6%	29.4%
2.1	Percentage of FAs successfully completed across Aberdeenshire (Aberdeenshire managed scheme)	86.1%	76.1%
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%	92.4%
2.3	Percentage of Leavers (who successfully complete a FA) who secure a positive initial post school destination	98.1%	*
2.4	Average Insight tariff points score of Leavers who successfully complete an FA in relation to the average Insight tariff (Annual Pts)	+59%	*
2.4	Average Insight tariff points score of Leavers who successfully complete an FA in relation to the average Insight tariff (Cumulative Pts)	+53%	*
2.5	The gap in Insight tariff points score of D1-4 student leavers compared with D7-10 student leavers who successfully complete an FA in relation to the gap for all leavers (annual pts)	-198 FA students +231 all Lvrs	*
2.5	The gap in Insight tariff points score of D1-4 student leavers compared with D7-10 student leavers who successfully complete an FA in relation to the gap for all leavers (Cumulative pts)	-24 FA students +434 all Lvrs	*
2.6	2.6 Percentage of leavers attaining a vocational qualification at SCQF Level 5 or better	29.0%	*
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%	61.2%

*data not yet available

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 6a - 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
Higher at Grade A	204	24
Higher at Grade B	182	24
Higher at Grade C	160	24
Higher at Grade D	149	24

Appendix 6b - Foundation Apprenticeships UCAS Tariff points Allocation and Comparison

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 7 - FA University Entry Recognition

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	Healthcare
Abertay University	1 Higher A, ★ 2 Highers B	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★
Edinburgh Napier University	1 Higher A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Glasgow Caledonian University	1 Higher B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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 A, ★ 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 ³	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 8 - Aberdeenshire Council Foundation Apprenticeship Evaluation Survey Feedback 2020/21

FA Student Survey Questions		% Agreed
1	I enjoyed learning skills specific to industry	74%
2	I found out what working in the industry was like	61%
3	I was able to put my FA knowledge into practise	n/a
4	I enjoyed my experience in an actual work environment	n/a
5	My work placement was relevant to the FA qualification	60%
6	My communication skills improved	61%
	My problem-solving skills improved	n/a
	My confidence improved	61%
7	My teamwork skills improved	51%
	My organisation skills improved	n/a
8	I developed skills which will help me in the workplace	n/a
9	I have strengthened my college/university application	82%
10	I enjoyed the learning styles	n/a
11	I am satisfied with my overall FA experience	88%
12	I would recommend the FA to a friend or family member	82%
Aberdeenshire Council Parent Survey Questions June 19/20 and 20/21		
	Parents stated that -	% Agreed
1	The overall experience for their child was excellent	88%
2	They would recommend the FA to others	92%
3	Participation in the FA improved their child's confidence	55%
4	Participation in the FA improved their child's organisational skills	50%
5	Participation in the FA improved their child's communication skills	55%
6	Participation in the FA gave their child a greater awareness of the world of work	77%
7	Participation in the FA did influence positively the future career choice of their child	n/a
8	The work placement was highly valuable	n/a
9	The communication with them with regards to the FA was good	73%
10	Their child was well supported in their participation in the FA	80%
11	Their child was supported well during the COVID period	84%

School Feedback - DHT Survey		
	Depute Head Teachers stated –	% agreed 20/21
1	The effectiveness of the delivery of the FA was rated as excellent, good or very good	70% excellent 15% very good 15% good
2	The communication and the administration provided by external providers was rated as good, very good or excellent	57% excellent 30% very good 13% good
3	Delivery of the NPA was rated as satisfactory, very good or excellent	70% excellent 15% very good 15% good

4	Delivery of the SVQ was rated as good, very good or excellent	70% excellent 15% very good 15% good
5	Delivery of the FA during COVID rated as satisfactory, very good or excellent.	85% excellent 15% very good
6	The quality of work placements was rated as excellent or very good	n/a
7	The communication with the Central FA Team was rated as excellent, very good or good	57% Excellent 43 % very good
8	Predicted that the FA data would enhance the overall performance of the school	85%
9	The FA program impacted positively on curriculum structures within the school	n/a

Appendix 9 - Aberdeenshire FAs Equalities Overview

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

Additional Support Needs (ASN)	2019-20		2020-21	
	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

Free School Meals (FSM)	2019-20		2020-21	
	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



Ethnicity	2019-20		2020-21	
	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 10 - 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

Aberdeenshire COUNCIL 

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