

## 6.3 Foundation Apprenticeships

<b>Improvement Project Title:</b> Increase uptake of Foundation Apprenticeships
<b>Executive Sponsor:</b> Rob Polkinghorne (ICS Board Chair)
<b>Project Lead:</b> Nicola Graham (SDS Area Manager)
<b>Aim statement:</b>  Increase the number of young people taking up foundation apprenticeships to 142 (each year) by 2021
<b>Link to Local Outcome Improvement Plan:</b>  <b>Stretch Outcome 6:</b>  95% of children living in our priority localities will sustain a positive destination upon leaving school
<b>Why is this Important:</b>  The Regional Economic Strategy provides a long-term plan for the economic development of the North East to 2035. The Strategy outlines key sectors for the region, including: Oil and Gas; Food, Drink and primary industries; Tourism and Life Sciences. Foundation Apprenticeship (FAs) subjects are offered in sectors that offer growth potential and reflect priorities in the Regional Economic Strategy.  They also offer pupils a different type of learning by blending school, workplace and college learning, enabling pupils to contribute to real-life projects in the workplace. It broadens out the curriculum offering. This gives each learner more choice to create and personalise their journey into the world of work.  The goal of 142 has been set as it is Aberdeen’s population share of the Scottish Government’s ambition for 5000 Foundation Apprenticeships by 2019/2  Data shows variable uptake across City schools with not all pupils having the opportunity to take up a FA. The uptake of FAs is low compared to the target. Different interventions have been tried. For example, a presentation session to 260 parents in one school was well received but has yielded minimum uptake (1 FA). A new model of a one year FA programme has been introduced this year. It is not clear yet what has led to a vast increase in applications this year (currently sitting at 114) and further analysis will need to be done. Regardless, analysis of 2019 applicants per school demonstrates that there is still inconsistency in uptake – ranging from schools with 1 FA applicant to those with 21 applicants.

Addressing this stretch outcome will ensure:

- All pupils are able to make well-informed choices about Foundation Apprenticeship subjects
- Pupils who are sitting 1-2 Highers become more confident that a FA could be the right qualification to accompany their highers (it is pupils with 4-5 highers who are mainly choosing FAs).
- FAs provide an opportunity to increase attainment for individuals who could benefit from this learning
- Creation of a pathway journey from work placement to FA to next steps (MA, FE, HE) in a growth economic sector area
- Parents/carers and teachers have greater awareness levels and confidence in FAs.

**Measures:**

**Outcome measures:**

Numbers are based on cohorts – each cohort is a new set of pupils and is not cumulative.

- Number of young people starting a Foundation Apprenticeship  
*Baseline for Numbers of starts FAs (school pupils registered with a FA on 30th Sept):*
  - Cohort 1 (2016 – 2018) – Aberdeen City and Aberdeenshire region – 21
  - Cohort 2 (2017 – 2019) – Aberdeen – 31
  - Cohort 3 (2018 – 2020) – Aberdeen – 24
- Number of young people completing a Foundation Apprenticeship  
*Baseline cohort 2 (2017 – 2019) early leavers 48.4% (in line with national) – feedback has led to a new one year FA model available for all frameworks except Civil Engineering and Engineering from 2019)*
- % of young people with a FA who have moved into a sustained positive destination (as measured by School Leaver Follow-up (April snapshot) (10 months on from leaving school).
- Number of schools participating in FAs:
  - Cohort 1 (2016 – 2018) 16.7% of schools in the City with at least one school pupil registered as a FA start
  - Cohort 2 (2017 – 2019) 83.3% of schools in the City with at least one school pupil registered as a FA start
  - Cohort 3 (2018 – 2020) 75% of schools in the City with at least one school pupils registered as a FA start

### Process measures

- Number of FAs subjects taken up by pupils
- Feedback from pupils, teachers and parents
  - Number of S4 pupils reporting that they are now more likely to choose a FA after a group information activity
  - Number of S2 pupils reporting that they are more likely to choose a FA after a group information activity
  - Number of guidance/pastoral teachers reporting greater understanding of FAs
  - Number of parents report greater understanding of FAs

### Change ideas

- Test out the effectiveness of different awareness raising including engagements with pupils, guidance teachers:
  - Teachers
    - Information session to target guidance teachers – identify two test schools to pilot this
    - FA subject information condensed into content that schools can use in their literature and be part of subject choice column choices
  - Learners
    - Target S4 pupils with information sessions
      - identify two test schools to pilot one that is interactive and one PSE size that is information based and assembly size;
      - within this evaluate which
    - Target a year group of S3 pupils in one school with an information/activity session, deliver again in S4 and track through into Senior phase choices
      - Parents/Carers
    - Information session to target parents/carers. Pilot materials in Bridge of Don Academy and in Northfield community to see if an event outwith school impacts on parent/carer attendance.
- Use case studies with local pupils/parents/carers and employers to see if this affects take-up of FAs
- Develop evaluation processes to capture feedback and distance travelled (learners and influencers).
- Test how work experience can be linked directly to FAs to support a group of 10 young people from S4 or S5 move into their FA subject in S5 or S6

**Potential risks and/or barriers to success & actions to address these**

- Courses can be offered but might not gain enough numbers to run.
- Action: significant investment in marketing FAs over 2018-19 should address this; building a library of local case studies, in addition to word of mouth, will also help to address this.
- Perceptions of FAs as a “new” qualification, not fully tested, may still exist and inhibit uptake – across a range of stakeholders
- Action: Promotion of articulation frameworks should address this concern
- Creating delivery models that fit the needs of schools and pupils whilst being cost and time effective
- Action: Ongoing engagement with Schools to understand their needs will inform delivery models; engagement with pupil and parent focus groups to understand perceptions towards FAs
- Gender segregation in FAs
- Action: complete an equalities impact assessment to identify risk in more detail; ensure equalities is a central message in all marketing activity

**Project Team:**

- Mary Holland - DYW NE
- Lynn Brown - NESCOL
- Jill Cruickshank – Bridge of Don Academy
- Nicola Graham – Skills Development Scotland

**Outline Project Plan - Set out your initial plan about the timeline for your project. (This should be reviewed regularly)**

Project Stage	Actions	Timescale
Getting Started (Project Score 1-3)	<p>What initial activities are required to get started?</p> <ol style="list-style-type: none"> <li>1. Forming the improvement team</li> <li>2. Developing the project charter</li> <li>3. Gathering and analysing baseline data</li> <li>4. Understand the current system by: <ul style="list-style-type: none"> <li>- creating focus groups with young people</li> <li>- developing group information and case study resources</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. July 2019 (team members to be added)</li> <li>2. Complete</li> <li>3. July 2019</li> <li>4. August 2019</li> </ol>
Designing and Testing Changes (Project Score 4-7)	<p>What activities are required to start testing changes?</p> <ol style="list-style-type: none"> <li>1. Map the current FA journey to identify gaps</li> <li>2. Prioritise the change ideas and where to test changes</li> </ol>	<p>When do you expect to complete this stage?</p> <ol style="list-style-type: none"> <li>1. July 2019</li> <li>2. August 2019</li> <li>3. September 2019</li> <li>4. August 2019 –</li> </ol>

	<p>(schools, cohorts of pupils, work placements)</p> <ol style="list-style-type: none"> <li>3. Engagement with HT colleagues</li> <li>4. Gather feedback from focus groups and evaluation processes that will inform the plan to roll out for subject choice in Feb 2020</li> </ol>	January 2020
<p>Implementing and sustaining changes that demonstrate improvement (Project Score 7-10)</p>	<p>What actions would be required to implement and sustain the changes that have resulted in improvement?</p> <ol style="list-style-type: none"> <li>1. Best practice guidelines developed <ul style="list-style-type: none"> <li>- Develop the focus group</li> <li>- Create case study</li> <li>- Create resources for pupil and influencer briefings</li> <li>- Engagement with Secondary School colleagues</li> <li>- Creation of case studies and marketing materials that can be used to support subject choices/pathway planning</li> </ul> </li> <li>2. Strategic and operational connection between this group and the Regional FA delivery group</li> </ol>	<p>August 2020</p> <p>August 2020</p>
<p>Spreading Changes (Project Score 9-10)</p>	<p>What actions are required to reach the full scale of the project? (Engagement of other teams/colleagues; other locations?)</p> <ol style="list-style-type: none"> <li>1. Consultation with Schools and delivery model/s in place</li> <li>2. Employer engagement to ensure sufficient supply of work placements – this is critical to upscaling of FA numbers</li> </ol>	<p>When do you expect to complete this stage?</p> <p>September 2020</p>