

Strengthening the Senior Phase

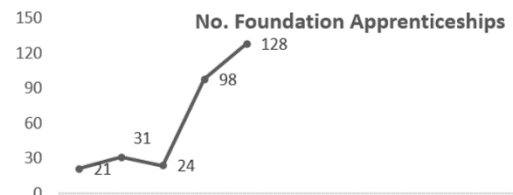
Introduction

Attainment across the senior phase is below that of the virtual comparator, at the lower end of Local Government Benchmarking Framework (LGBF) Family Group data and sitting in the median of LGBF data for the 4 cities. The senior phase continues to be a focus for the education service and wider Community Planning Partnership.



A sharp focus on this area has realised a significant increase in the percentage of young people securing a positive destination in 18/19.

Stronger partnerships are leading to increased breadth being available to young people. This has seen a steady increase in the number of young people embarking on Foundation Apprenticeships. The pandemic has impacted on delivery and uptake in some cases and Skills Development Scotland (SDS) are leading on some proactive work to mitigate this impact on learners.



A significant rise in My World of Work registrations (from 63% in 2019 to 74% in 2020 excluding S1) and the shared promotion and use of the system by schools and SDS is helping young people have a better understanding of their skills and how to build a CV which demonstrates progression in attainment and achievement. This work should be maintained.

The Covid-19 pandemic has had a significant impact on the local economy. The opportunities available to young people in some sectors are now likely to be significantly reduced and changed. It is of critical importance that we proactively review our offer to ensure that our young people are well placed to secure a positive destination.

This paper aims to explore our current state and raise a number of questions to help inform our work to ensure that our offer is well matched to the local economy from August 2021.

Approach to this review

The amendment to SQA award methodology in August 2020 adversely impacted on the quality of data available for 19/20. For the purposes of this analysis pre-appeal SQA data has been used. It should be noted that strong appeals and subsequent awards are not included and marginal improvement would have been anticipated based on data from previous years.

Data from key partners such as SDS is also included to help evaluate the impact of our collective work.

The Senior Phase curriculum 19/20

The column structure across most schools is allowing 6 qualifications in S4, 5 in S5 and 4 in S6. There is flexibility within this.

Following a review of curriculum design in 18/19 young people can now gain a wider range of qualifications and achievements such as ASDAN, Crest Awards, Food and Hygiene (REHIS, Heritage Hero, JASS Awards, Saltire Awards, Young Enterprise Exam, Youth Achievement Awards, Dynamic Youth Awards, DofE and John Muir but these are not recorded through SQA or Insight. This makes visibility of the attainment and achievement extremely challenging.

Reflective question:

How can we effectively capture all of the achievements of city young people so that we can make informed decisions around priorities and resource?

Do our skill tracking arrangements enable us to identify suitable learning pathways for young people?

Are there schools who have successfully promoted Foundation Apprenticeships that we can learn from?

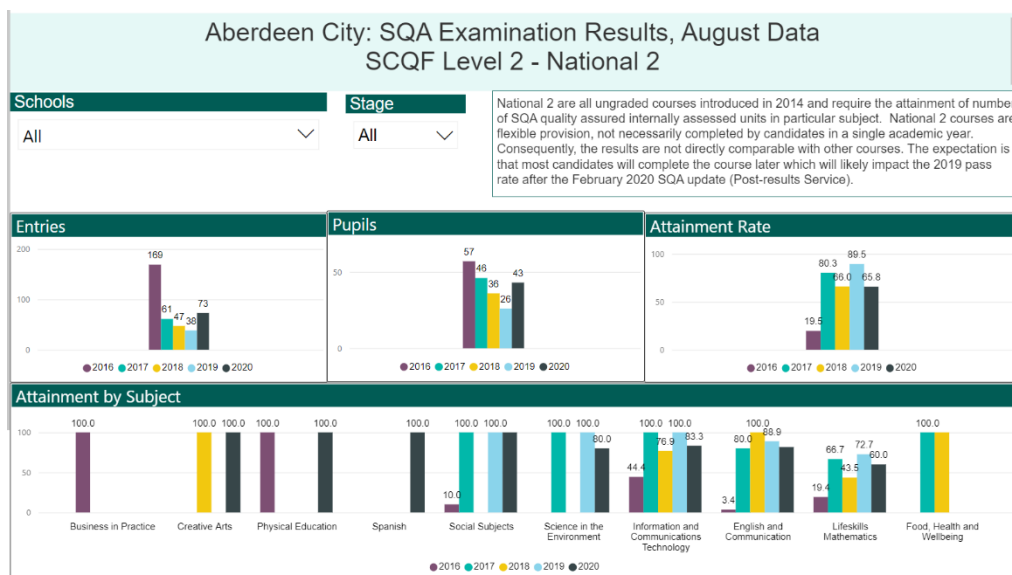
What is the current offer from schools at National 2?

Eight National 2 courses were offered in 2019.

The number of courses has remained reasonably consistent over the last 5 years although the number of entries has dropped from 169 in 2016 to 73 in 2020. This reflects the wider range of courses now on offer.

More young people now successfully complete the course than was the case previously. This suggests that the courses are broadly matched to need with a high number of entries from young people with additional support needs.

Pupils from the ASN wing at Bucksburn Academy represent a high number of entries and Bucksburn Academy offers the broadest range of National 2 courses.



There is no pattern to the provision of National 2 courses. Most schools offer 1 or 2 courses with some making no National 2 provision at all.

Reflective questions:

Do we have a mechanism to share expertise from our special schools?

Are we confident that National 2 courses are offered where appropriate?

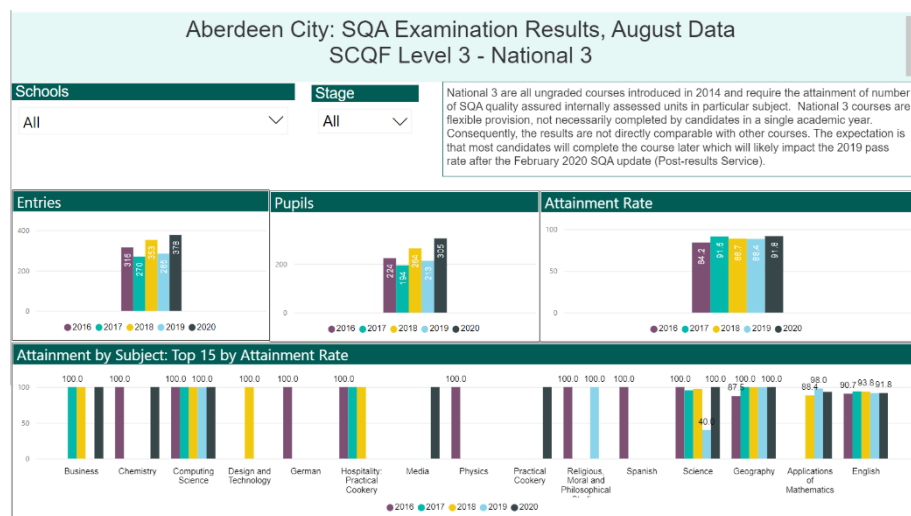
What is the current offer from schools at National 3?

21 courses at National 3 were offered in schools in 2019 (please see Appendix 1)

The number of courses has dropped by 3 from 2016.

In 2016, 316 entries were made for National 3 courses. The number of entries increased to 378 in 2019 and an increase in pass rate is evident from 88% in 2016 to 92% in 2020.

This suggests that the courses are reasonably matched to need but could suggest that some young people entered for a National 3 course may have been able to achieve at National 4.



There is significant variation across schools in terms of the number of courses offered. Almost all schools offer 1 or 2 courses in key subject areas with others such as Dyce, Northfield and Bucksburn offering 6 courses at National 3. This is due to the curriculum being matched to the needs of pupils.

Reflective question:

How could we pool expertise and resource to increase the provision and range of National 3 courses where appropriate?

What is the current offer from schools at National 4?

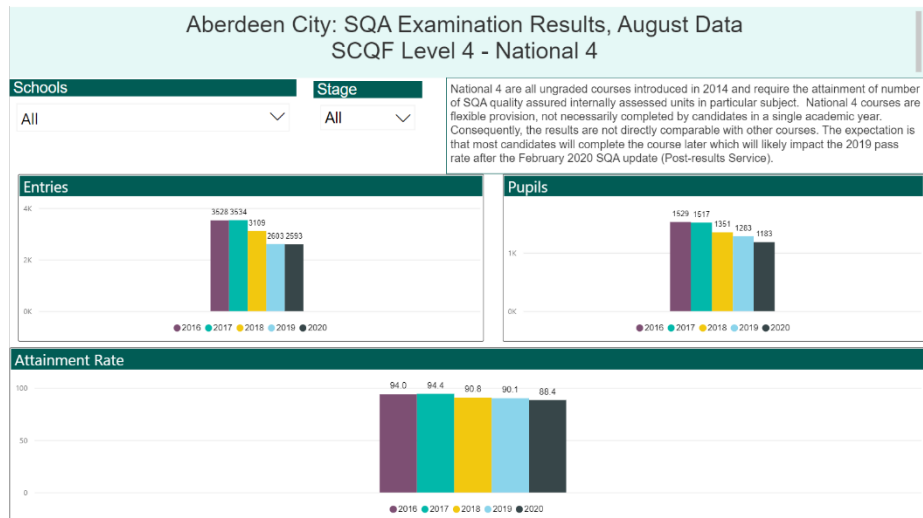
35 National 4 courses are offered, an increase of 1 from 2016 (please see Appendix 2).

The number of entries for a National 4 has decreased from 3528 in 2016 to 2593 in 2020 as young people have been afforded greater choice.

Attainment currently sits at 88% which is lower than the pass rate in 2016 which sat at 94%.

The 88% pass rate is thought to indicate that young people are reasonably matched to a National 4 course. The Skills for Work pass rate at National 4 increased by 35.19 percentage points.

Schools each offer between 14 and 24 courses at National 4. Attainment grades in almost all schools suggest a high level of consistency in moderation practices (attainment of 85%+) across all courses.



Reflective questions:

Could we offer a broader range of National 4 courses better aligned to the local economy and global trends as a partnership and what progression routes would be required in keeping with changes to the local economy?

How do we clarify these progression routes to parents/carers and children and young people – is there something to learn from the ELC Academy?

How do we align our work on tracking skills with the DYW North East and how can the DYW school coordinator post support this agenda?

What has contributed to the dip at National 4?

What is the current offer from schools at National 5?

There has been a fluctuation in the number of presentations at National 5 with 37 less presentations than in 2016.

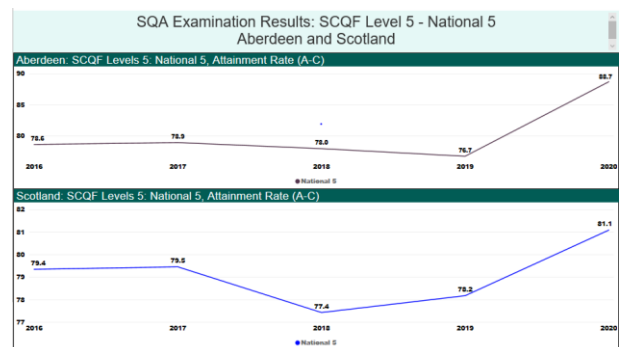
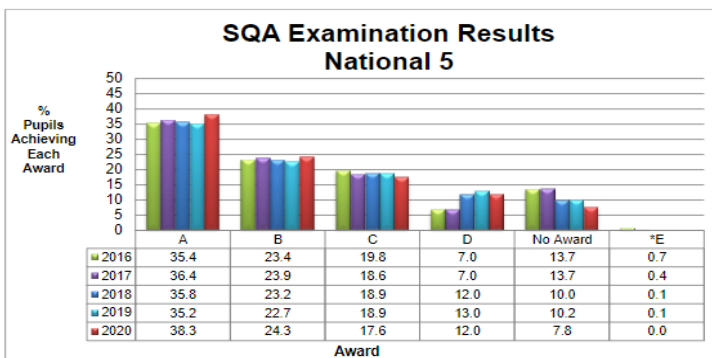
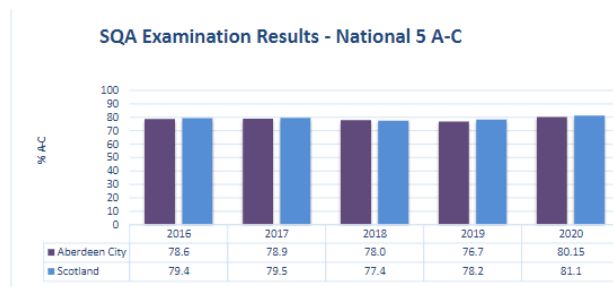
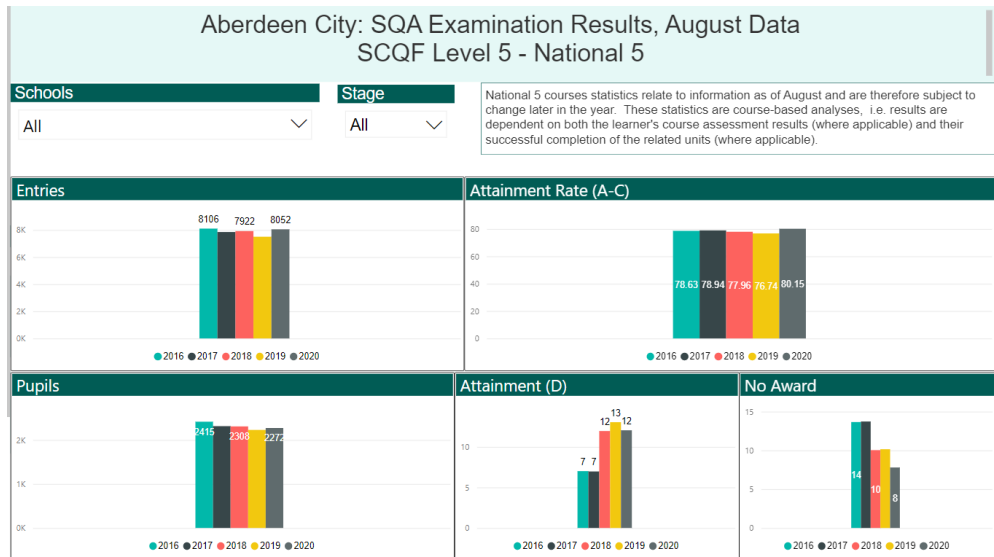
The attainment rate of 80.15%

suggests that young people are generally well matched to course. The Skills for Work pass rate at National 4 decreased.

Schools offer between 19 and 26 courses at National 5 (please see Appendix 3). Attainment grades in almost all schools suggest consistency in moderation practices (attainment of 85%+) across all courses but there is some variability.

The quality of grades has improved with fewer no awards than in previous years. Analysis would suggest a higher proportion of D grades were awarded as a result of the SQA methodology.

The gap between local and national performance has been significantly reduced.



Reflective question:

How do we moderate to remove variation in moderation practices?

What is the current offer from schools at Higher?

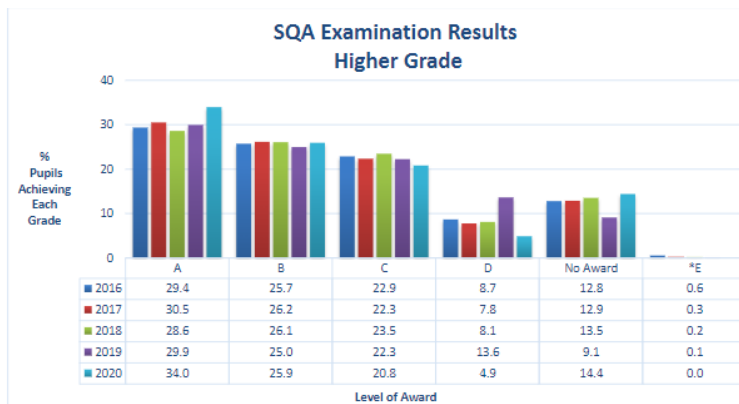
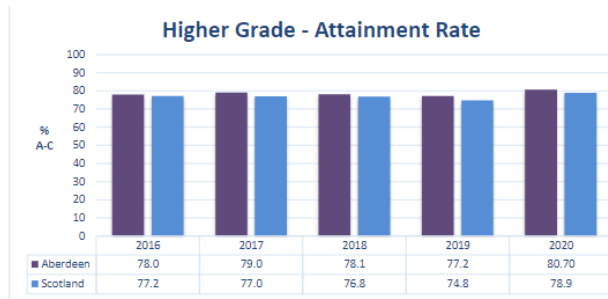
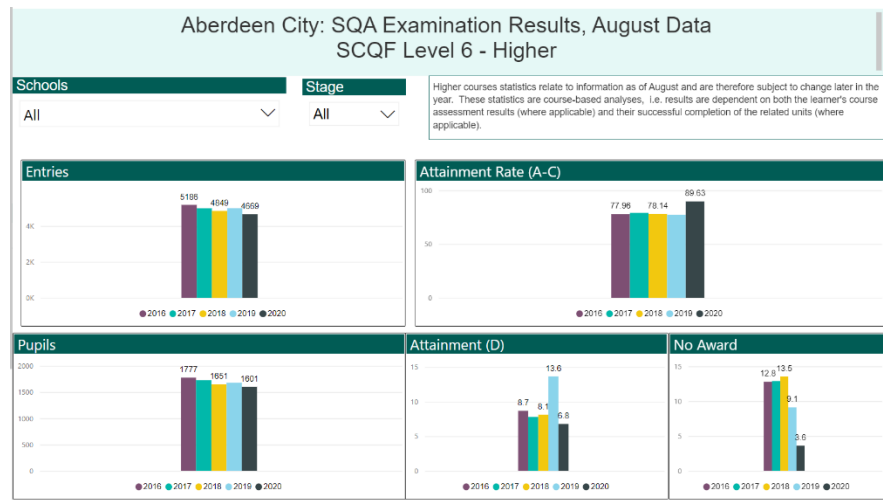
There has been a slight reduction in the number of Higher and Advanced Higher courses available following a review of curriculum with key partners such as SDS. There is evidence that improved breadth is improving attainment.

The overall attainment rate in 2020 is higher than in 2019 with less young people awarded a no award. This is a steady and positive trend.

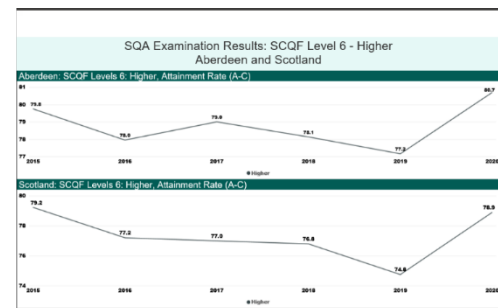
The attainment rate for Higher is up by 3.53 percentage points and is the highest since 2015. This sits significantly higher than the attainment rate for Scotland at 78.9%. Most candidates were in S5 but a small number of youngsters in earlier year groups are presented where appropriate.

Schools offer between 14 and 23 higher courses (see Appendix 4) and there is evidence of consistent moderation practices (attainment of 85%+) in almost all schools across all courses.

School course choice is directly linked to available staffing.



*E (Evaluated but no result yet)



Reflective question:

How could we utilise some subject specialists to open up opportunities across the city?

What is the current offer from schools at Advanced Higher?

There were 100 entries more than in 2019 with 648 entries made in 2020 for Advanced Higher courses.

The attainment rate of 86.11% is the highest in the last 5 years, with a three year improvement trend.

98% of entries for Advanced Higher courses in 2020 were from 6th year candidates. The city exceeds the attainment rate for Scotland. The city has strong and consistent performance at Advanced Higher.

There is evidence of improvement in terms of the quality of grades.

Schools offer between 1 and 16 Advanced Higher courses with the number of young people accessing Advanced Higher courses ranging from 1 to 179 across the city (see Appendix 4).

Schools with low numbers take advantage of the City Campus to ensure young people can access their course of choice.

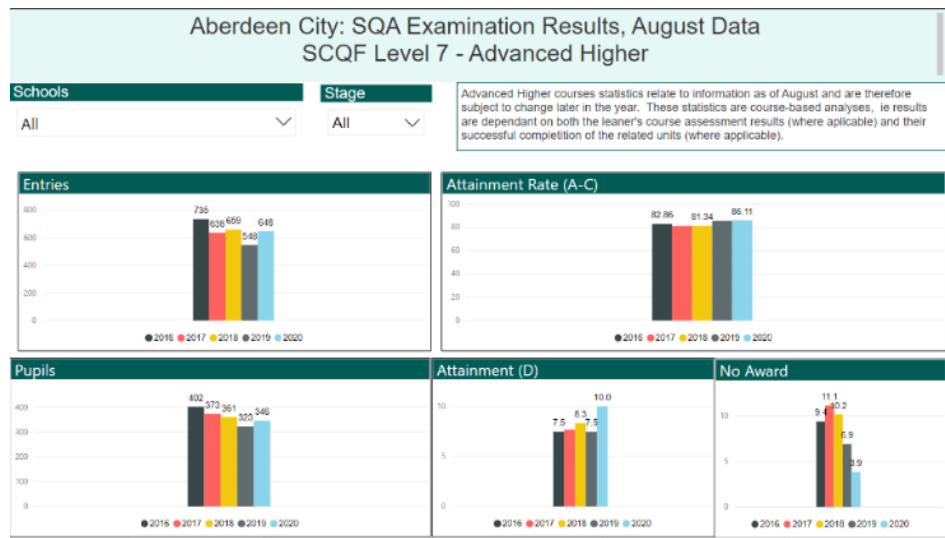
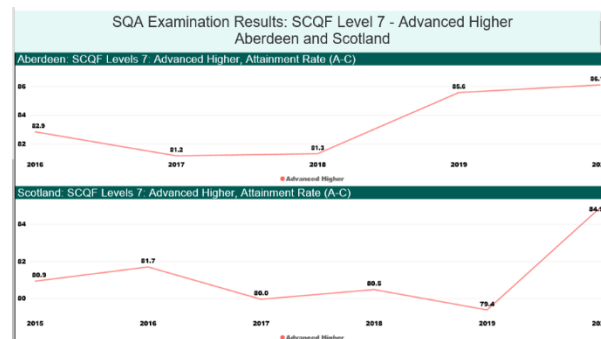
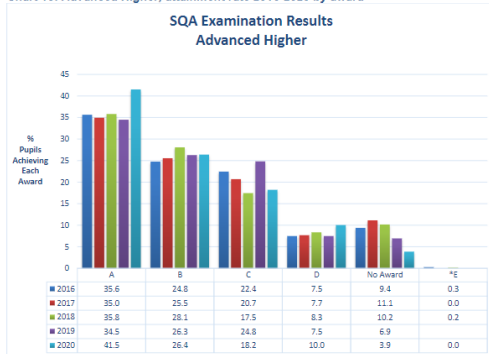


Chart 14: Advanced Higher, attainment rate 2016-2020 for Aberdeen City and Scotland



Chart 15: Advanced Higher, attainment rate 2016-2020 by award



For the most part course choices reflect the staff available. The current provision of courses will require review to ensure that the offer effectively feeds the post COVID employability pipeline.

Reflective question:

What is the best delivery method for Advanced Higher?

Could digital help us increase uptake where appropriate?

The City Campus offer

The city campus provides a mechanism for additional courses to offered in schools accessible to all city students. Common elements of the timetable allow young people to travel to access courses which are not available in their school such as some Advanced Higher courses.

Course	No of courses in 20 -21	No of courses 19-20	No of courses 18 - 19	No of courses 17 - 18
Accounting H	5	22	20	
Biology AH	22	17	16	21
Business Mgt. AH			23	16
Chemistry AH	13	14	7	1
Chemistry H	8	15		
Computing AH			10	
Computing H	9	9	5	23
Dance H	9	5	6	16
DramaAH	2		10	22
English AH	13	14	16	27
Economics H			40	40
ESOL H/N5	19	17	10	20
French AH	3	4	6	7
French H	3	10	8	8
Gaelic beginners	1		1	
Gaelic N5/H			1	
Geography AH	4	11	16	13
German H	2		1	10
German N5		1	2	9
Graph Comm AH			9	16
History AH	5	28	10	22
Mandarin N4/5	1		3	
Mandarin H				2
Mandarin AH		1		
Maths of Mechanics AH			6	20
Modern Studies AH	13	20	22	26
Moving Image Arts AS		2		
Physics AH	27	28	24	44
Saks Hair Academy			5	6
Total	159	218	277	369

The number of young people engaging with the City Campus offer has steadily decreased over the last few years. There is a need to understand this reduction more fully in order to determine next steps.

Reflective question:

What are the barriers to the City Campus?

Would there be greater opportunities for collaboration with shared timetabling?

Consortium arrangements

Bucksburn and Dyce Academies are located 2 miles apart and enjoy consortium arrangements to enable pupils from each school to follow courses which may not be on offer in their school or fit with other choices. This allows both schools to offer a greater number and wider choice of courses than would be normal for schools of our size. Staff at Dyce and Bucksburn Academy work closely together to ensure that courses are of high quality and that pupils' progress is tracked and monitored. There is regular communication between both schools with regard to issues of attendance and progress, in order to communicate effectively with parents. Pupils are transported between the schools, free of charge, by shuttle bus which runs at registration, break, lunchtime and end of school day. The 'link' is used by large numbers of pupils in fifth and sixth year.

Reflective question:

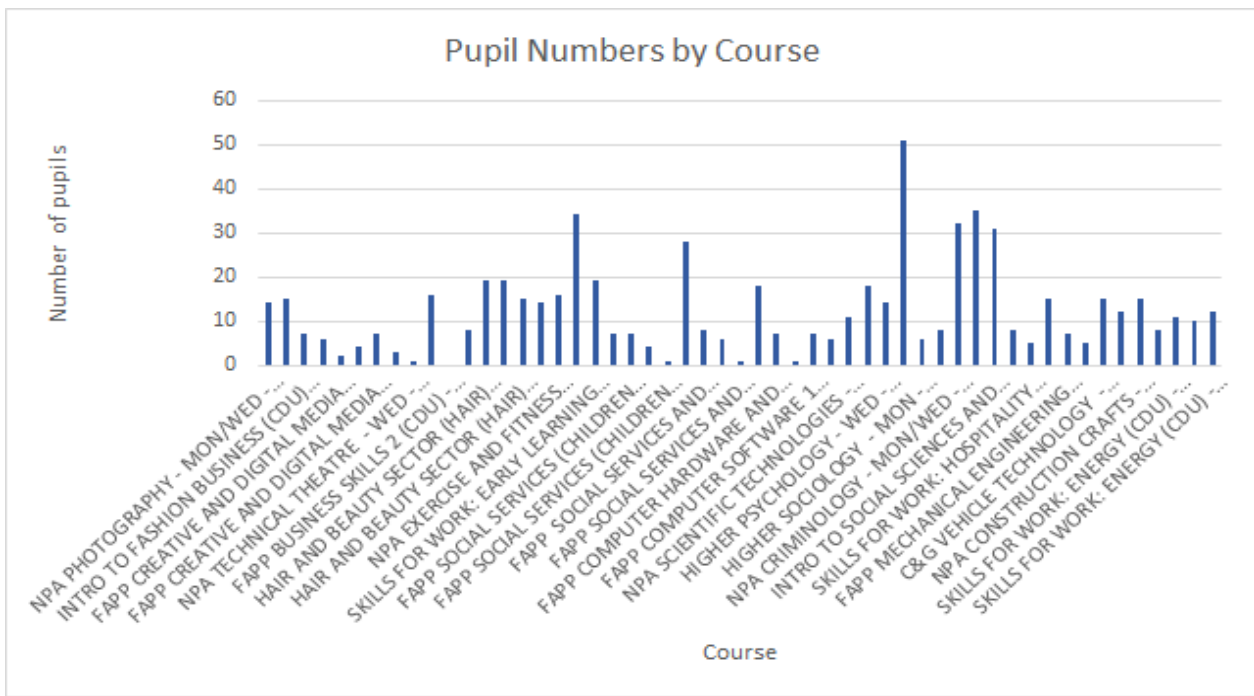
Are there opportunities to employ staff across schools?

What is the current offer from College?

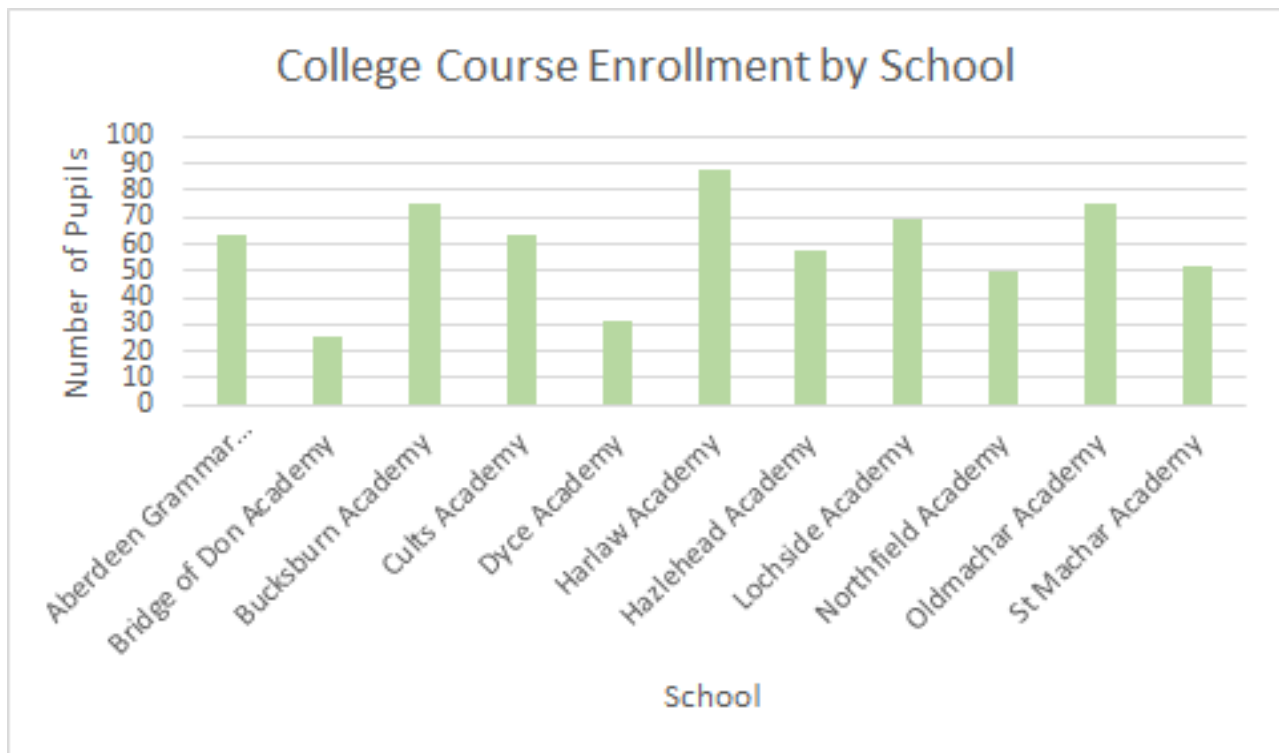
A number of young people attend school link courses at college which, along with the City Campus arrangements, further enhances the range of options available to our young people and ensures flexible pathways.

The school link offer from College sees young people able to participate in a course where the numbers from one school would not be viable to offer a course, where the expertise is not present in a Secondary school and/or where the teaching space required is not feasible within a school setting. Furthermore, the school link offer gives young people an opportunity to get a sense of college life, helps to inform the choices they make for the future and builds resilience by presenting new challenges in a new context.

The offer from College also helps to ensure equity in the senior phase by allowing all young people across the city the opportunity to access a range of courses and qualifications, as well as providing targeted support where appropriate. A total of 649 young people attended school link courses at the college in 2019. Higher Psychology was the most popular course available.



Geographical location does not impact upon the engagement of young people from schools across the city. Schools ensure that their timetable structure accommodates travel time for young people, thus allowing them to access college courses regardless of location. The numbers involved from each school is largely proportionate to the number of pupils that stay on through the senior phase.



Successful completion rates are shown below. Some courses have a consistently high completion rate whilst others are more variable.

Faculty	2017-18		2018-19		2019-20	
	Total Enrolments	Completed Successful %	Total Enrolments	Completed Successful %	Total Enrolments	Completed Successful %
Engineering & Construction at Altners	253	83%	334	73%	86	67%
Business Enterprise at City	5	80%	68	99%	52	77%
Care Professions at City	228	85%	275	81%	128	63%
Creative Industries at City	121	83%	129	93%	59	93%
Computing Technologies & Science at City	118	94%	133	88%	56	70%
Social Sciences, Tourism & Hospitality at City	658	88%	633	75%	215	73%
Hair, Beauty & Sport at City	225	88%	329	88%	158	81%

For the purposes of schools groups “completed successful” means achieving the group award or 70% of the course (if not a group award). The SCQF level would depend on the exact qualification e.g. social sciences will be level 4 to 6.

Levels of qualification range between SCQF level 2- 3 for supported programmes and SCQF level 4 - 6 for others. A small number undertake Advanced Higher last year.

A range of qualifications are offered as part of the school links programme – National Awards, NPA’s, Highers, Foundation Apprenticeships, City & Guilds and College Certificates

Increasing numbers of young people drop out of opportunities.

Academic Year	No. of Withdrawals
17-18	95
18-19	98
19-20	163

Reflective question:

What contributes to dropping out? Do supports have to be reviewed and what are the employer contributions?

Courses delivered by Bon Accord Care

Twelve young people are enrolled in a Foundation Apprenticeship. This is being delivered by Bon Accord and is the first cohort to be involved in an FA delivered by them in the City. Six of the young people are from St Machar and six are from Lochside Academy. This course is delivered in school which has helped to engage young people who may otherwise not have taken an FA.

Reflective question:

Is digital delivery a long term option?

Courses delivered by Aberlour

Aberlour had 10 Foundation Apprentices - Social Services Children and Young People 2019-20 which were delivered within St. Machar Academy. Delivery of the FA continued online during Lockdown to ensure that the pupils had every opportunity to achieve the qualification and all successfully completed.

For this academic year 2020-21 Aberlour have a total of 12 Foundation Apprentices for the same framework being delivered within St Machar and Lochside Academy. The course started online in June with the school change of timetable.

SHMU

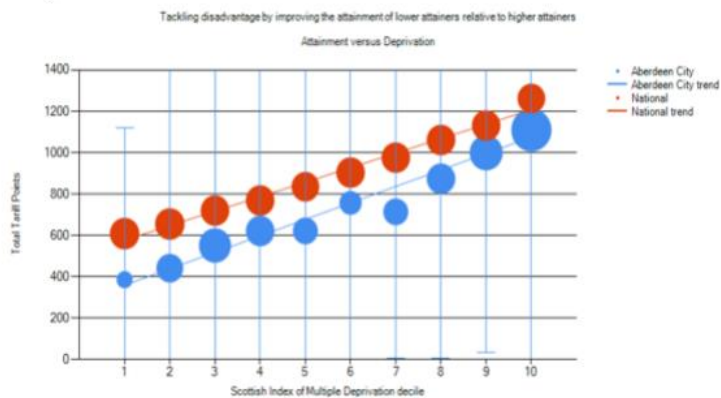
Shmu work closely with Lochside Academy and have done since the school opened. They have been supporting initiatives in S1, S2 and a leavers course in the Senior Phase. The work has been funded by the Building Brighter Futures Fund.

What is the impact of our collective efforts?

Attainment versus deprivation

This measure looks at how well young people attain across all SIMD deciles.

In SIMD 1-8 performance is below the national trend, the gap decreases at SIMD 9 and 10.



This suggests that the curriculum doesn't offer sufficient flexibility for those living in the lower deciles. This is also apparent when looking at SQA data. There is some evidence that the gap is likely to decrease as Insight data is released in January although definitive proof is likely to be hard to gather due to the change in SQA accreditation methodology.

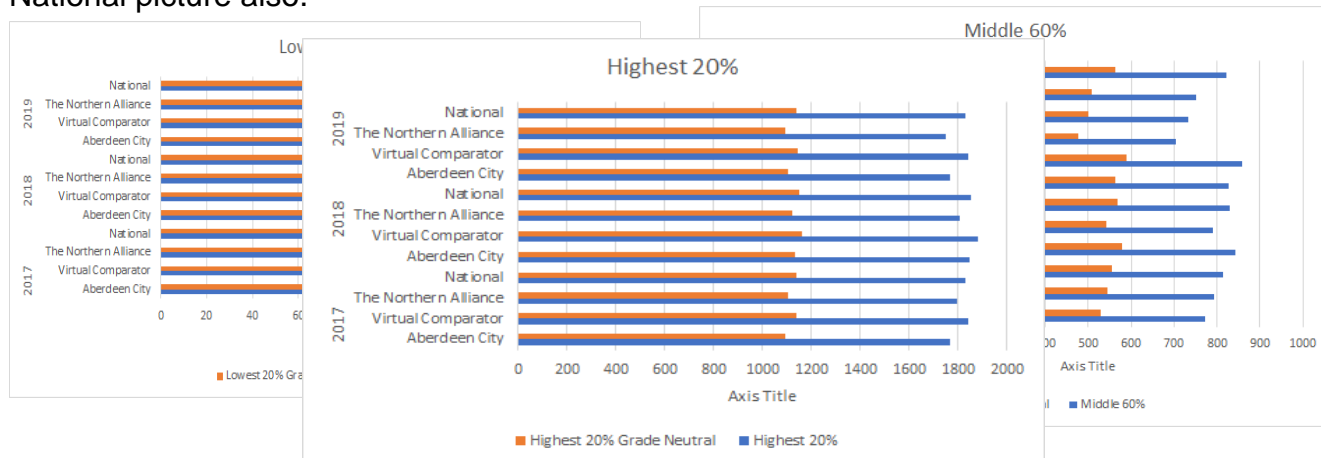
Reflective question:

Do the learning pathways available in each secondary school reflect the unique circumstances of the school community?

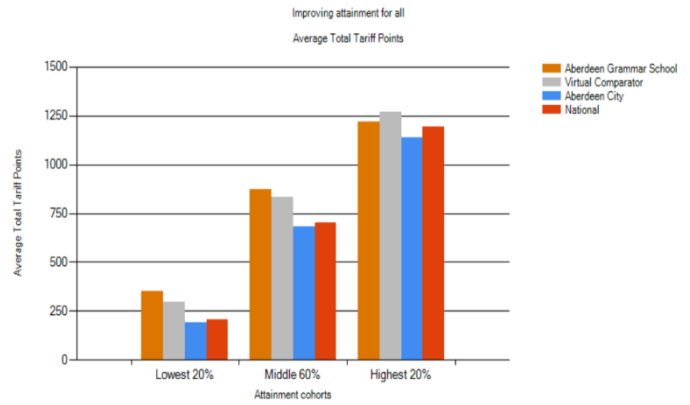
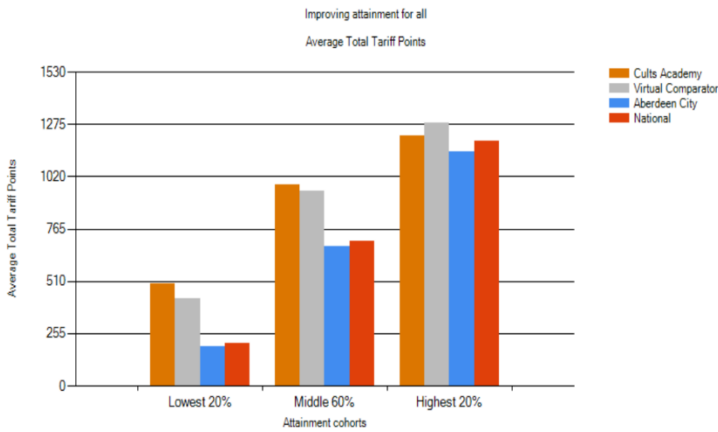
Could we utilise Power BI to give us a better picture of the full range of courses to support our analysis?

Improving attainment for all

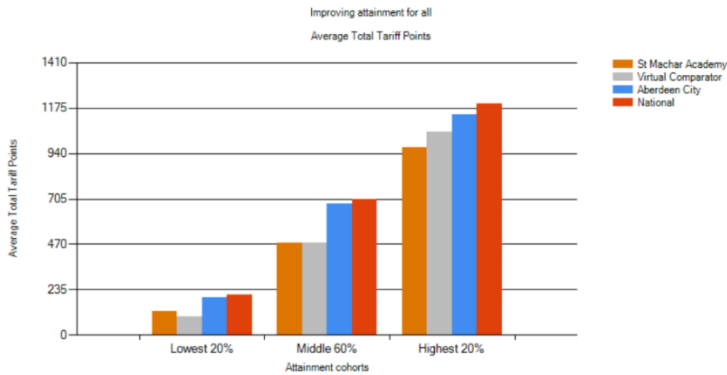
This measure looks at how young people living in the lowest, middle and highest SIMD brackets perform and provides further evidence of a need to reset the curriculum in some schools. There is considerable variation from school to school. The sample below helps to illustrate this by providing examples of where individual schools have seen the attainment of the lowest 20% and Middle 60% outperform their Comparator and in some cases the National picture also.



However, there are schools who buck that trend.



And critically there are schools in priority areas who are beginning to buck the trend.



Reflective questions:

Would there be value in an Aberdeen challenge?

How do we continue to share best practice to build capacity for improvement across the city?

Four Cities Comparison

Comparing the 4 cities in Scotland paints a more positive picture.

Year	Authority	Lowest 20%	Lowest 20% Grade Neutral	Middle 60%	Middle 60% Grade Neutral	Highest 20%	Highest 20% Grade Neutral	Number in Cohort
2017	Aberdeen City	231	174	709	479	1146	675	1387
	Edinburgh, City of	223	171	743	500	1253	746	2913
	Glasgow City	199	153	609	424	1129	686	4075
	Dundee City	208	160	614	425	1057	647	955
	National	238	180	725	491	1189	711	45371
2018	Aberdeen City	217	162	725	490	1131	674	1301
	Edinburgh, City of	222	171	777	519	1263	740	2971
	Glasgow City	195	150	619	433	1127	694	4028
	Dundee City	197	149	639	439	1089	658	1110
	National	235	177	730	496	1188	711	44351
2019	Aberdeen City	194	145	681	453	1141	671	1412
	Edinburgh, City of	198	153	741	494	1266	750	2890
	Glasgow City	171	133	584	402	1144	695	3978
	Dundee City	171	129	621	416	1122	680	1041
	National	209	158	704	474	1196	717	44032

Aberdeen City has seen higher attainment amongst pupils in the lowest 20% than the three other cities (apart from Edinburgh in 2018 and 2019). All four cities have been below the National picture. This suggests that urban local authorities have particular challenges and this is worthy of further exploration.

Aberdeen City, Glasgow and Dundee have been below the National picture for attainment amongst the Middle 60% in all three years. Only Edinburgh has been above the National picture each year. The same can be said for the attainment in the Highest 20%.

Improving attainment in literacy and numeracy

Literacy and numeracy measures show a steady decline in performance. Further analysis suggests that the extreme shortage of teachers of English and Maths significantly impacted on city performance. The considerable variation at school level can be matched to levels of vacancy in these key subject areas. There is early evidence that literacy is improving.

Performance in Literacy and Numeracy at SCQF Level 4 and 5, was lower than the Virtual Comparator, Northern Alliance and National % in 2018 and 2019. Indeed, apart from Level 4 Literacy and Numeracy in 2017, Aberdeen City has performed lower than its Virtual Comparator, the Northern Alliance and the National picture.

Reflective questions:

How can we offer a greater range of courses to ensure young people leave school with improved attainment in literacy and numeracy?

What additional support is required to realise improvement in this area?

How do we approach any future staffing shortages to mitigate the risk to young people?

Destinations by school

A recent focus on learning pathways is realising rapid improvement. The % of leavers in a positive destination rose from 90.84% in 16/17 to 93.74 in 2018/2019. This growth is more rapid than that of the national and virtual comparator.

Exploring destinations by school against their virtual comparator lets us see both how the post school choices/opportunities taken advantage of by young people differ from schools serving a similar community. Those with the highest levels of destinations into employment are likely to feel the impact of the pandemic first.

Centre	% Employed	% Further Education	% Higher Education	% Not known	% Personal Skills Development	% Training	% Unemployed Not Seeking	% Unemployed Seeking	% Voluntary Work
Aberdeen Grammar School	6.81	26.7	60.73			1.57	0.52	1.57	2.09
Virtual Comparator	19.9	19.11	54.92	0.21	0.31	2.04	0.89	1.88	0.73
Bridge Of Don Academy	23.97	32.23	40.5			2.48		0.83	
Virtual Comparator	27.02	29.67	35.04	0.25	0.41	1.98	1.49	3.55	0.58
Bucksburn Academy	15.13	31.09	38.66	0.84	5.88	3.36	1.68	3.36	
Virtual Comparator	25.13	33.53	28.99	0.42	1.93	3.61	2.69	2.61	1.09
Cults Academy	8.28	14.65	74.52			1.91			0.64
Virtual Comparator	20.06	15.86	58.03	0.25	0.57	2.1	0.57	1.46	1.08
Dyce Academy	28.42	20	45.26	2.11		1.05	2.11	1.05	
Virtual Comparator	24.32	23.89	46	0.32		1.89	0.95	2	0.63
Harlaw Academy	13.02	39.64	39.05	0.59		1.18	1.18	4.73	0.59
Virtual Comparator	23.67	35.56	28.4	0.71	0.83	5.68	1.3	3.55	0.3
Hazlehead Academy	14.63	35.37	42.07	1.22		1.22	3.05	2.44	
Virtual Comparator	25.98	28.23	36.34	0.18	0.79	2.68	1.46	3.54	0.79
Lochside Academy	21.63	47.6	18.75	1.92		0.96	0.48	8.17	0.48
Virtual Comparator	26.3	33.65	26.11	0.58	0.38	5.67	2.21	4.66	0.43

Northfield Academy	35.29	42.86	5.88	0.84		5.04	0.84	9.24	
Virtual Comparator	29.24	40.25	14.62	0.67	0.25	6.64	1.93	6.05	0.34
Oldmachar Academy	21.98	28.02	41.21	1.65		2.2	0.55	3.85	0.55
Virtual Comparator	25.55	24.4	43.79	0.27	0.27	2.14	0.88	2.03	0.66
St Machar Academy	15.69	43.14	24.84			2.61	5.88	7.19	0.65
Virtual Comparator	22.29	39.22	22.42	0.85	0.59	6.99	2.61	4.64	0.39

Only Northfield and Dyce Academy see more young people secure employment than their virtual comparator. There is clear evidence of a higher number of young people entering Further education with the exception of Dyce, Bucksburn and Cults Academies and this is worthy of further exploration.

Aberdeen City has 2 universities and it would be reasonable to anticipate higher than average Higher Education figures. Most schools have a higher than anticipated number of young people entering Higher Education with the exception of Oldmachar, Northfield, Lochside Academies. The Dyce figure is broadly in keeping with their virtual comparator.

Reflective question:

Are Higher Education opportunities promoted equally in all city schools?

How do we protect the group of young people likely to be seeking employment given their immediate vulnerability?

What can be learned from winter leaver programmes to support positive destinations?

In almost all cases, destination data is effectively followed up, there has been considerable improvement in this area of late.

Personal skills development is only seen in Bucksburn, this reflects the provision for children with additional support needs at Bucksburn Academy.

An improving picture of the number of young people 'in training' reflects the recent work to support pathways to Apprenticeships. Harlaw, Lochside and St Machar are significantly below their comparator school in this area, however they have higher numbers in further/higher education.

Northfield, Lochside and St. Machar have a significantly higher number of young people 'Unemployed seeking' next to their virtual comparator. St. Machar also has a higher % of young people 'Unemployed and not seeking'. This could suggest that further targeted support is required to capture these young people and help them secure a relevant and sustainable positive destination.

Reflective questions:

Is there an opportunity to build SQA accredited personal development awards into PSE to benefit young people?

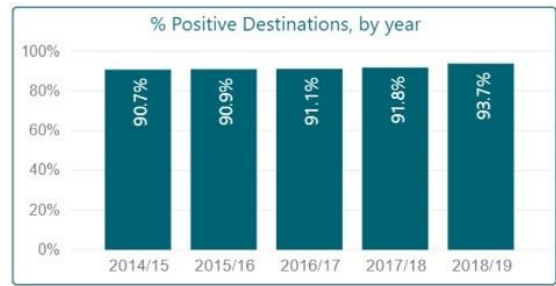
Is there evidence of insufficient pace which impacts on attainment and progression routes?

Some interesting data emerges when you look at the number of school leavers who head into further education.

School	No enrolled at Aberdeen City Campus	No enrolled at Altens Campus	No enrolled at Fraserburgh Campus	Total enrolled at NESCol with school leaver year stated (2019)	No of school leavers in 2019 (supplied from ACC)	% of school leavers coming to NESCol
Aberdeen Grammar	44	9	0	53	221	24%
Bridge of Don	32	13	0	45	93	48%
Bucksburn Academy	43	6	0	49	137	36%
Cults Academy	28	2	0	30	149	20%
Dyce Academy	26	5	1	32	119	27%
Harlaw Academy	65	7	0	72	136	53%
Hazlehead Academy	61	12	0	73	155	47%
Lochside Academy	65	25	0	90	160	56%
Northfield Academy	36	14	0	50	96	52%
Oldmachar Academy	35	18	1	54	125	43%
St Machar Academy	53	10	0	63	129	49%

Positive Destinations

The most current School Leaver Destination Rate has increased from 91.8% in 2018 to 93.7% in 2019 and the current Anticipated Leave Date is 98.1% (second highest in Scotland), compared to 77% in March 2018. This positive data was collected in June 2020 – the in year data is currently sitting at 79.3.



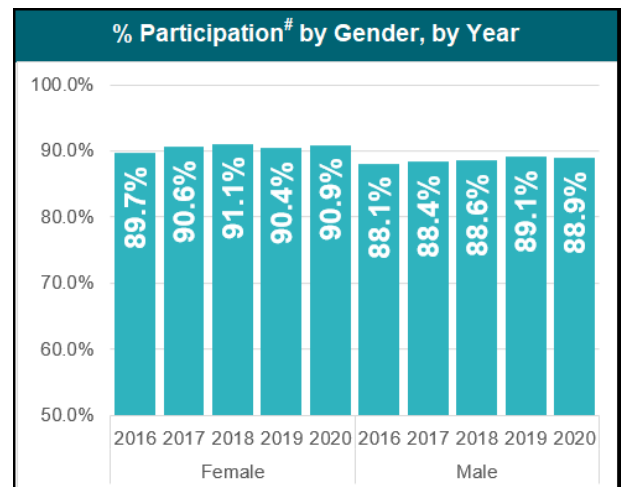
The National SLDR average sits at 92.2%, compared to 90.8% March 2018. This is a significant improvement in a two-year period.

Participation Measure

The participation measure has improved overall but male students should be monitored closely as gains are recorded for females only. This is worthy of further investigation.

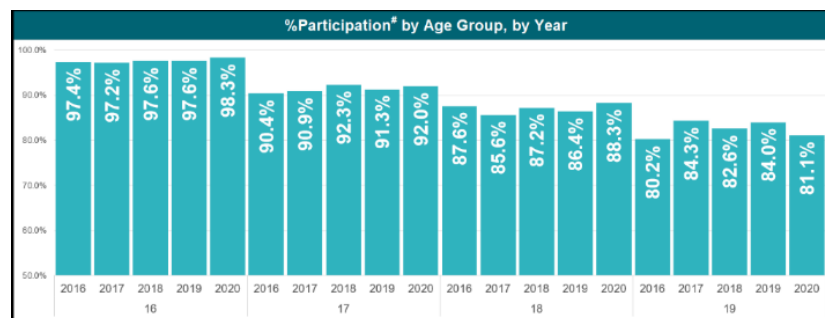
Participation rates by females have been consistently higher, and remained over 90% since 2017.

Male participation rates have seen a slight decrease from 2019, although still remain slightly higher than in 2016.



If we look at participation by age group, we see a drop in participation year on year. 16-year olds have consistently seen the highest levels of participation, with those ages 19 the lowest.

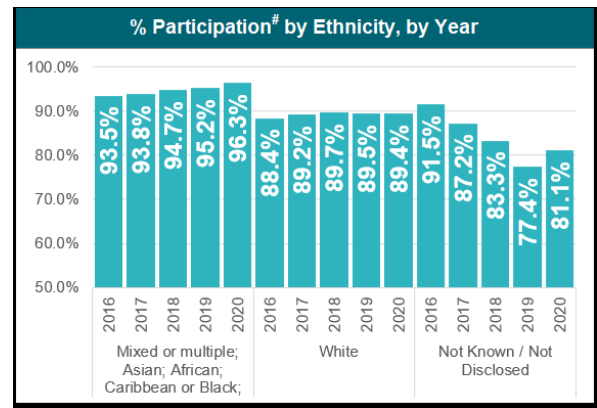
All year groups have seen an increase when comparing 2016 and 2020. It should be noted however that those aged 19 have seen a decrease from 2019 to 2020.



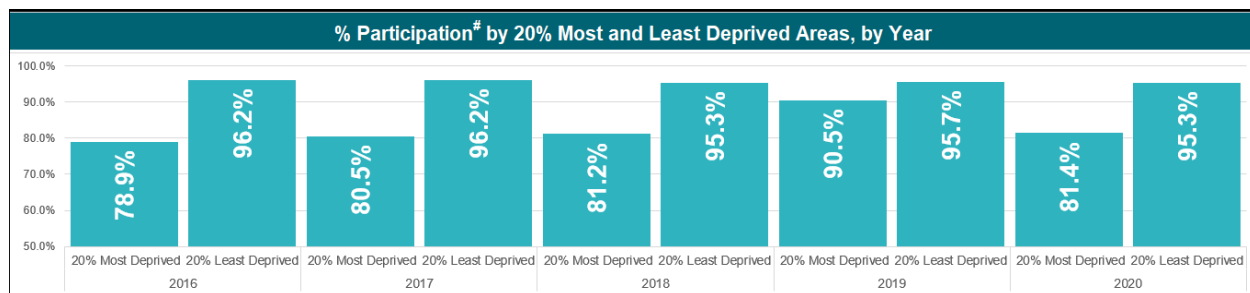
There has been an increase of 3.3% in the participation rates of persons that identify as disabled.

There remains a gap of around 2% between those who identify as disabled and not identified as disabled.

SIMD decile 1 and 2 have seen a decrease in participation rates. SIMD decile 2 has however experienced a more positive trend.



Participation rates continue to be higher amongst SIMD Deciles 4-10, with decile 10 having the highest level every year.



2019 saw the smallest gap in participation rates between the most and least deprived of only 5.2%. 2019 was also the year with the highest levels of participation amongst the most deprived of 90.5%.

When comparing 2016, 2017, 2018 and 2020, the gap between the most and least deprived has been in decline. The gap has gone from 17.3% to 13.9%.

The percentage of participation by location within Aberdeen city shows that an increase has been experienced by 29 out of the 48 localities. Thus 60% has seen an increase in the number of young people aged 16-19 participating in education, training or employment. Furthermore, 56% of localities show participation rates of over 90%.

Ferryhill North (11.9%), Hanover North (17.1%) and Seaton (14.1%) have seen the largest increases over the four-year period. Conversely, Stockethill (6.4%), Torry West (9.4%) and Oldmachar West (5.7) have recorded the highest decrease in participation rates.

<https://www.skillsdevelopmentscotland.co.uk/publications-statistics/statistics/annual-participation-measure/?page=1&statisticCategoryId=7&order=date-desc>

Other data

The percentage of targeted senior phase young people in school who have received a one-to-one engagement and expressed overall satisfaction with the careers service is 97% which is above the national average and reflective of the excellent support offered by the service.

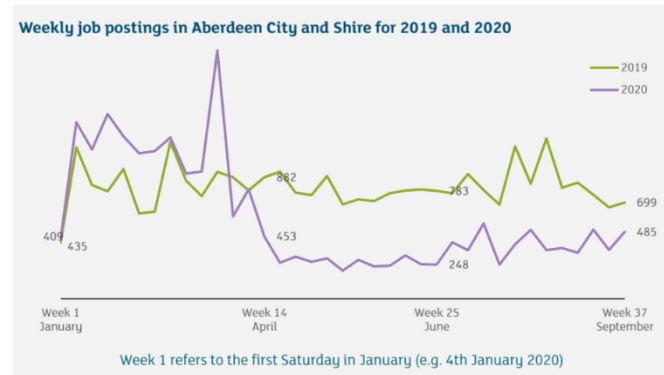
What do we need to take account of when planning a curriculum for 2021

There has been a significant reduction in the number of weekly job postings in the city. The number of individuals facing redundancy is proportionately far higher in Aberdeen City than in other parts of Scotland.

Young People are a particularly vulnerable group who will be significantly impacted by COVID-19. Youth unemployment (16-24) currently sits at 14.5% for Scotland.

There is widespread agreement that those who leave education over the next few years will be negatively impacted than their peers who left school pre-lockdown. There are some groups of young people who will be impacted more than others and these include:

- Those who are disabled - potential for less extensive pathways being available to support transition and employment opportunities
- Girls – most likely to leave school and take up relatively low skilled jobs in sectors which have diminished
- Those living in poverty as levels of poverty and all of the risk associated with living in poverty will have been exacerbated by the pandemic. The gap will have widened.
- Those experiencing poverty for the first time (Aberdeen is currently a redundancy hot spot)
- Those who are BAME – a community more likely to be unemployed, on zero hour contracts, and occupying low paid and in ‘at risk’ roles and so there is likely to be reduced employment opportunities;
- Care Experienced Young People – already at a disadvantage in accessing employment, training, etc and sustaining that. They will be pushed further down the labour queues.



All research highlights that there will be a long lasting and extensive impact which will include:

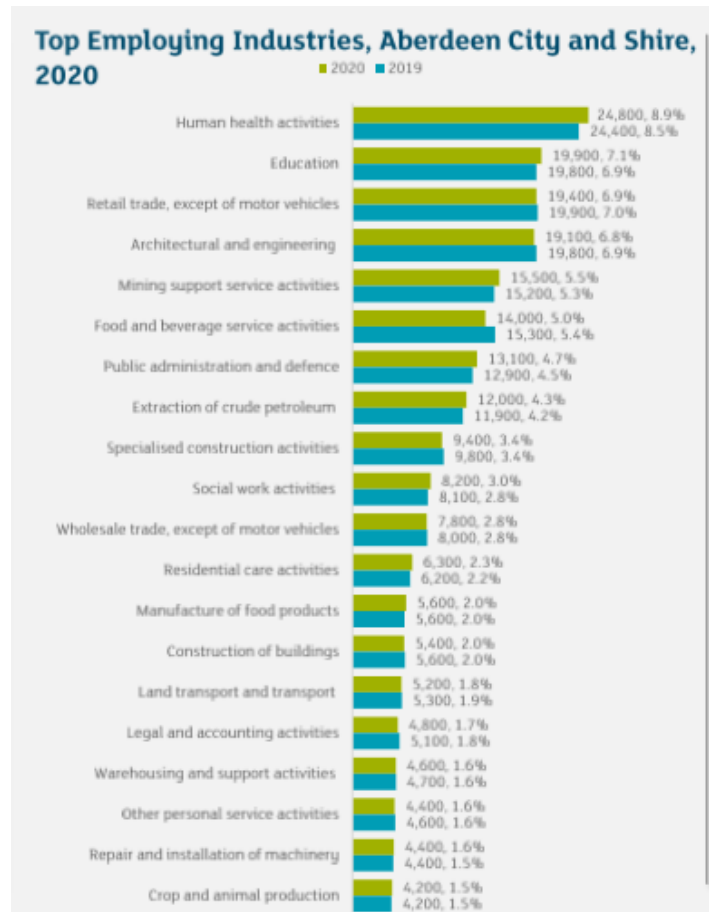
- A reduction in salaries for young people and those in low skilled roles (a young person in a low skilled role will be paid around 17% less than they would have been pre-COVID-19)
- A reduction in the number of apprenticeship opportunities due to a reduction in available opportunities and concerns around health and safety requirements
- A likely reduction in the number of physical opportunities for work experience
- Loss of opportunities in previously popular sections such as hospitality
- Increased number will choose to stay on at school perceiving it to be the safest option
- Decreased opportunities (there has been an 80% decrease in recruitment across the city)
- Young people feeling uncertain of their futures and requiring a high level of support to ensure positive mental wellbeing. An increase in mental health issues in young people and their families is anticipated.
- The curricular choices made previously may no longer equip young people with the skills they require

There has been a significant change in the top employing industries and this is likely to continue to change as we move through the recovery stage. In the short- term demand is likely to be from:

- Human health and Social Work;
- Education, including Child Care;
- Retail;
- Food and Drink;
- Digital,
- Construction;

Medium-term term more likely in:

- Tourism
- Digital and Green Energy,
- Wholesale and Retail,
- Health and Social Care;
- Life and Chemical Sciences,
- Accommodation and Food Services
- Manufacturing and processing



What can we do to give our young people the best possible chances in the future?

All of the research would suggest a need to:

- increase the digital skills of all learners
- prioritise the building of resilience, agility and adaptability
- review our curriculum offer in light of growth sectors such as Energy Transitions, The Health and Social Care Sector and Life Sciences
- collectively prioritise our energies around school leavers, but in doing so recognise that the younger age group (S3 and S4) will be impacted by the longer-term economic scarring effects and ensure that they are also appropriately supported
- ensure the availability of and ease of access to mental health support, and early identification of indicators of difficulties being experienced
- encourage young people to get involved in volunteering opportunities to build their skill set, and CV and make up for some of the work experience gaps
- introduce Apprenticeship Pathway programmes for those finding Employer led programmes or employment difficult to find
- use all available resource to support vulnerability in the system – how can the new Developing the Young Workforce (DYW) School employer co-ordinators help free up resource to support winter leavers for example

- Continue to embed the entitlements of the Career Education Standard, Career Management Skills and DYW priorities into the curriculum
- Positively use parent and carers as key influencers? Do we build a digital site with information on the different pathways available in growth sectors to support parents and carers and young people to make positive choices?

There is a need to carefully monitor the skills required to support the local economy



Appendix 2

August 2020: SCQF Level 4, All Stages

Level 4			
School	Subject	School	Subject
Bridge Of Don Academy Bucksburn Academy Dyce Academy Hazlehead Academy Northfield Academy Oldmachar Academy St Machar Academy	Administration and IT	Hazlehead Academy Lochside Academy	German
		Aberdeen Grammar School Bridge Of Don Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Graphic Communication
Bridge Of Don Academy Bucksburn Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy St Machar Academy	Applications of Mathematics	Cults Academy Harlaw Academy	Health and Food Technology
		Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	History
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Art and Design	Oldmachar	Mandarin (Simplified)
		Oldmachar Academy Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy	Mathematics

Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy	Biology	Oldmachar Academy St Machar Academy	
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy	Business	Hazlehead Academy Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Media Modern Studies
Bucksburn Academy Cults Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Chemistry	Aberdeen Grammar School Bucksburn Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Oldmachar Academy St Machar Academy	Music
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Lochside Academy Oldmachar Academy	Computing Science	Harlaw Academy Lochside Academy St. Machar Academy Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy	Music Technology People and Society Physical Education

Aberdeen Grammar School Cults Academy Lochside Academy Oldmachar Academy	Design and Manufacture	Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	
Aberdeen Grammar School Harlaw Academy Hazlehead Academy Lochside Academy St Machar Academy	Drama	Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Physics
Aberdeen Grammar School Dyce Academy St Machar Academy	Engineering Science	Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	English	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Dyce Academy Harlaw Academy Hazlehead Academy Northfield Academy Oldmachar Academy St Machar Academy	Practical Cookery
Aberdeen Grammar School Bucksburn Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	English for Speakers of Other Languages	Aberdeen Grammar School Bridge Of Don Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy St Machar Academy	Practical Metalworking
Northfield Academy	Fashion and Textile Technology	Bridge Of Don Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Religious, Moral and Philosophical Studies
Northfield Academy Aberdeen Grammar School Bridge Of Don Academy Cults Academy Harlaw Academy Hazlehead Academy Lochside Academy	French	Hazlehead Academy Northfield Academy St Machar Academy	Science

Oldmachar Academy St Machar Academy		Aberdeen Grammar School Bridge Of Don Academy Dyce Academy	Spanish
Hazlehead Academy	Gaelic (Learners)	Lochside Academy	Sport and Recreation
Hazlehead Academy	Gaidhlig	Bridge Of Don Academy Harlaw Academy	Travel and Tourism
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Geography	Lochside Academy St Machar Academy	

Appendix 3

August 2020: SCQF Level 5, All Stages

Level 5			
School	Subject	School	Subject
Aberdeen Grammar School Cults Academy Lochside Academy Oldmachar Academy	Accounting	Hazlehead Academy	German
Bridge Of Don Academy Bucksburn Academy Dyce Academy Hazlehead Academy Northfield Academy Oldmachar Academy St Machar Academy	Administration and IT	Aberdeen Grammar School Bridge Of Don Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Graphic Communication
Bridge Of Don Academy Bucksburn Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Applications of Mathematics	Cults Academy Harlaw Academy Hazlehead Academy	Health and Food Technology
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Art and Design	Bridge Of Don Academy Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Health Sector History
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Biology	Bucksburn Academy Lochside Academy Northfield Academy Oldmachar Academy Oldmachar Academy Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy	Laboratory Science Mandarin (Simplified) Mathematics

Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy	Business Management	Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Chemistry	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Modern Studies
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Lochside Academy Oldmachar Academy	Computing Science	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Music
		Cults Academy Harlaw Academy Lochside Academy	Music Technology
Hazlehead Academy Northfield Academy Oldmachar Academy	Creative Industries	Lochside Academy	Philosophy
Hazlehead Academy	Dance	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Physical Education
Aberdeen Grammar School Cults Academy Lochside Academy Oldmachar Academy	Design and Manufacture		
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy	Drama	Aberdeen Grammar School	Physics

Hazlehead Academy Lochside Academy St Machar Academy		Bridge Of Don Academy Bucksburn Academy Cults Academy	
Northfield Academy	Energy	Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	
Aberdeen Grammar School Cults Academy Dyce Academy Harlaw Academy Lochside Academy St Machar Academy	Engineering Science	Dyce Academy Hazlehead Academy	Practical Cake Craft
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	English	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Northfield Academy Oldmachar Academy St Machar Academy	Practical Cookery
Aberdeen Grammar School Bridge Of Don Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Oldmachar Academy St Machar Academy	English for Speakers of Other Languages	Aberdeen Grammar School	Practical Electronics
		Lochside Academy	Practical Metalworking
		Aberdeen Grammar School Bridge Of Don Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Practical Woodworking
Northfield Academy	Fashion and Textile Technology	Lochside Academy	Psychology
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	French	Bridge Of Don Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Religious, Moral and Philosophical Studies
		Aberdeen Grammar School Bridge Of Don Academy Cults Academy Dyce Academy Lochside Academy Oldmachar Academy	Spanish

Hazlehead Academy	Gaelic (Learners)	Aberdeen Grammar School	Sport and Recreation
Aberdeen Grammar School	Geography	Dyce Academy	Travel and Tourism
Bridge Of Don Academy		Lochside Academy	
Bucksburn Academy		Bridge Of Don Academy	
Cults Academy		Harlaw Academy	
Dyce Academy		Hazlehead Academy	
Harlaw Academy		Lochside Academy	
Hazlehead Academy		Northfield Academy	
Lochside Academy		Oldmachar Academy	
Northfield Academy		St Machar Academy	
Oldmachar Academy		Aberdeen Grammar School	Urdu
St Machar Academy			

Appendix 4

August 2020: SCQF Level 6, All Stages

Level 6			
School	Subject	School	Subject
Aberdeen Grammar School Cults Academy Dyce Academy Harlaw Academy Lochside Academy Oldmachar Academy	Accounting	Hazlehead Academy	German
Bridge Of Don Academy Bucksburn Academy Dyce Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Administration and IT	Aberdeen Grammar School Bridge of Don Academy Hazlehead Academy Lochside Academy Old Machar Academy St. Machar Academy	Graphic Communication
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Art and Design	Hazlehead Academy	Health and Food Technology
Aberdeen Grammar School Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Biology	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy	History

Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy	Business Management	Northfield Academy Oldmachar Academy St Machar Academy Aberdeen Grammar School Bridge Of Don Academy Lochside Academy	Human Biology
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Chemistry	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Mathematics
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Lochside Academy Oldmachar Academy	Computing Science	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy	Modern Studies
Hazlehead Academy	Dance	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy	Music
Cults Academy Old Machar Academy	Design and Manufacture	Oldmachar Academy St Machar Academy Dyce Academy	Music Technology
Aberdeen Grammar School Bridge Of Don Academy Cults Academy Dyce Academy	Drama	Bucksburn Academy Lochside Academy	Philosophy
		Bridge Of Don Academy Dyce Academy	Photography

Harlaw Academy Hazlehead Academy Lochside Academy		Oldmachar Academy	
Hazlehead Academy	Economics		
Aberdeen Grammar School Cults Academy Harlaw Academy	Engineering Science	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy	Physical Education
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	English	Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	
Bucksburn Academy Cults Academy Lochside Academy St Machar Academy	English for Speakers of Other Languages	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Physics
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Harlaw Academy Hazlehead Academy Northfield Academy Oldmachar Academy St Machar Academy	French	Lochside Academy	Psychology
		Aberdeen Grammar School Bridge Of Don Academy Dyce Academy Lochside Academy Northfield Academy Oldmachar Academy	Religious, Moral and Philosophical Studies
Hazlehead Academy	Gaidhlig	Aberdeen Grammar School	Spanish

Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Oldmachar Academy St Machar Academy	Geography	Bridge Of Don Academy Cults Academy Dyce Academy Lochside Academy Oldmachar Academy St Machar Academy	
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Appendix 5

August 2020: SCQF Level 7, All Stages

Level 7			
School	Subject	School	Subject
Aberdeen Grammar School Bridge Of Don Academy Cults Academy Lochside Academy Oldmachar Academy St Machar Academy	Art and Design (Design)	Aberdeen Grammar School Bridge Of Don Academy Cults Academy Harlaw Academy	Geography
Aberdeen Grammar School Bridge Of Don Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Oldmachar Academy	Art and Design (Expressive)	Aberdeen Grammar School Bridge Of Don Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Oldmachar Academy	History
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Harlaw Academy Hazlehead Academy Oldmachar Academy St Machar Academy	Biology	Aberdeen Grammar School Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Oldmachar Academy St Machar Academy	Mathematics
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Oldmachar Academy St Machar Academy	Chemistry	Aberdeen Grammar School Cults Academy Hazlehead Academy	Mathematics of Mechanics
Aberdeen Grammar School	Computing Science	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Harlaw Academy	Modern Studies

		Hazlehead Academy	
Aberdeen Grammar School Bridge Of Don Academy Dyce Academy Hazlehead Academy	Drama	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Oldmachar Academy St Machar Academy	Music
Aberdeen Grammar School Bridge Of Don Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Northfield Academy St Machar Academy	English	Bucksburn Academy	Physical Education
Aberdeen Grammar School Bridge Of Don Academy Cults Academy Harlaw Academy Hazlehead Academy	French	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Harlaw Academy Hazlehead Academy Lochside Academy Oldmachar Academy St Machar Academy	Physics
Aberdeen Grammar School Cults Academy Lochside Academy	Spanish	Bucksburn Academy Dyce Academy Hazlehead Academy	Statistics