

Integrated Impact Assessment

The purpose of Aberdeen City Council is to protect the people and the place of Aberdeen from harm, enabling them to prosper and supporting them in the event of harm happening.

The purpose of an Integrated Impact Assessment is to evidence that Aberdeen City Council are making decisions in an informed way, and that the impact of decisions made is understood and accepted. The legislation that is considered within this assessment are:

- Section 2 [Equality Act 2010 protected characteristics](#)
- Section 3 [Socio-Economic](#)
- Section 4 [Human Rights](#)
- Section 5 [Children and Young People’s Rights](#)

The term ‘policy’ is used throughout this document and applies to policies, proposals, strategies, provision, criteria, functions, practice, budget savings and activities that includes delivery of our services.

1. About the Policy

1.1 Title

Continued delivery of ABZ Campus

1.2 What does this policy seek to achieve?

ABZ Campus is a collective effort from the eleven secondary schools, partner organisations and central officers to respond to the need to continue the ongoing work to broaden the curriculum offer available in the senior phase, to seek out and align growth-sector relevant courses, and ultimately to raise attainment for young people in Aberdeen City schools.

The committee instruction from May 2023 was to report back on progress made with ABZ Campus within one calendar year – with the Education Committee to consider this report on 30th April 2024.

The desired outcome, as outlined above, is that ABZ Campus would form a part of the drive to broaden the curriculum opportunities for young people and ultimately to raise attainment for young people across Aberdeen City schools.

The report is seeking the following from the committee:-

- Note the progress made in delivering Phase 1 of *ABZ Campus* and advanced plans for Phases 2 and 3 which aim to further broaden the curriculum offer for young people in the Senior Phase in Aberdeen City Council schools;
- Instruct the Chief Education Officer to support the roll out of Phase 2 and 3 of *ABZ Campus*; and
- Instruct the Chief Education Officer to report back on progress including a full review of the impact of Pathways Advocates within one calendar year.

1.3 Is this a new or existing policy?

This is an update to a Committee Report first presented in May 2023.

1.4 Is this report going to a committee?

Yes

1.5 Committee name and date:
Education Committee, 30 th April 2024
1.6 Report no and / or Budget proposal number and / or Business Case reference number:
F&C/24/115
1.7 Function and cluster:
Education & Children's Services

Impacts

This section demonstrates the considerations that have been made in relation to the policy - and that the impact of proposals made is understood and accepted.

2: Equality Act 2010 - Protected Characteristics

Aberdeen City Council wants to ensure everyone is treated fairly. This section identifies the [protected characteristics](#) that the policy potentially affects and records the impact and mitigating steps.

2.1 What impact could this policy have on any of the below groups?

Protected Characteristic	What is the impact?				
	Negative			Neutral	Positive
	High	Medium	Low		
Age				<input checked="" type="checkbox"/>	
Disability			<input checked="" type="checkbox"/>		
Gender Reassignment				<input checked="" type="checkbox"/>	
Marriage and Civil Partnership				<input checked="" type="checkbox"/>	
Pregnancy and Maternity				<input checked="" type="checkbox"/>	
Race				<input checked="" type="checkbox"/>	
Religion or Belief				<input checked="" type="checkbox"/>	
Sex				<input checked="" type="checkbox"/>	
Sexual Orientation				<input checked="" type="checkbox"/>	

2.2 In what way will the policy impact people with these protected characteristics?

Disability

ABZ Campus aims to add value (e.g. build upon) to the existing curriculum offer from individual schools, so it could be argued there is no negative impact on any protected characteristic. However, it is also true that ABZ Campus courses often carry a requirement for independent travel. The ABZ Campus team liaise closely with home and host schools around supporting young people and do consider bespoke individual arrangements where required.

2.3 What considerations have been made in reaching the above assessment?

What internal or external data has been considered? What does this data tell us?

- INSIGHT (national attainment platform) data that supports the need for schools in Aberdeen City to continue to develop their curriculum offers. Included in the data available, this showed that in 2023, leavers left with tariff points below the virtual comparator in the lower 20%, middle 60% and highest 20%.
- INSIGHT (national attainment platform) data also confirms that leavers in Aberdeen City with a Level 6 qualification sits at 61.96%, below the virtual comparator at 63.94%.

- Although some other measures are more favourable, these two data sets suggest there is further positive work to be done on broadening the curriculum offer to raise attainment in Aberdeen City schools.
- POWER BI data suggests that 3.1% of school pupils have an assessed or declared disability (784 out of 25,143). This suggests that, although not large, there will be small numbers of young people who might require a bespoke arrangement to support travel should they wish to (and have the appropriate progression route to) apply for an ABZ Campus course.
- Scottish Government data ([here](#)) suggests that 259,036 young people across Scotland are identified as having additional support needs – this equates to 36.7% of the total school population. Taking this percentage, and allowing both for the fact that only a modest proportion of young people apply for an ABZ Campus course and then that only a small share of this 36.7% are likely to require bespoke arrangements for transport, there will be need for ‘home’ and ‘host’ schools to liaise to ensure that arrangements are in place and appropriate for the needs of that young person.
- A pupil survey of those who applied for and commenced ABZ Campus courses in August 2023 was carried out. Of the 97 respondents, 82.6% felt they received a positive welcome and induction, and 94.6% felt they were treated equitably. Of the five participants that had withdrawn from the course, none cited barriers to accessing the course associated with transport.
- Regular communication has been a feature of planning for ABZ Campus courses; with school leaders in each of the eleven secondary schools, with young people and families through a family pre-recorded video (available [here](#)), and through meetings with the Parent Council Chair Group for Aberdeen City schools.

What did the data tell you?

- The data underlines the importance and necessity of developing creative approaches to a broader curriculum in order to raise attainment for young people in Aberdeen City.
- The data suggests that there is a very small group of young people who may wish to choose ABZ Campus courses and yet have a barrier to accessing courses through disability.
- Data suggests that mitigations currently in place are effective in addressing any potential impact based on disability.

What consultation and engagement and has been undertaken with officers and partner organisations?

A few of the examples of extensive engagement have been shared in the section above. In addition to this, regular meetings have taken place with Secondary Head Teachers and delivery partners including NESCOL, CityMoves, Bon Accord Care, Aberlour Futures, RGC Online, University of Aberdeen, Robert Gordon University, Aberdeenshire Council and SRUC. Regular meetings take place with the Depute Head Teacher Curriculum Group and with an ABZ Campus Operational Group.

What consultation and engagement and has been undertaken with people who may be impacted by this policy (e.g. citizens, community groups, or other people/groups)?

As demonstrated in the sections above, consultation has been varied and continuous throughout the life of the ABZ Campus project so far. Through the use of data and views of stakeholders, potential positive and negative impact has been a factor throughout. Specifically in relation to consultation with the key stakeholder group, young people, three aspects of consultation have taken place:-

- A series of focus groups was hosted by partners *Skills Development Scotland* in late 2022 (approximately 30 young people) to shape the scope and scale of the ABZ Campus offer. This has been referred to in 3.2.4 of the ABZ Campus Committee Report of 30th April 2024.
- A further series of focus groups was hosted by the ABZ Campus Curriculum Manager in November 2023 across three host secondary schools. Approximately 30 young people were

involved. This provided direction for discussion over how to ensure that any future iterations of ABZ Campus continued to meet the needs of young people.

- A participant survey was carried out in January 2024 with 97 respondents. Their feedback was partially represented in 3.3.5 of the Committee Report referenced above.

2.4 What mitigations can be put in place?

What mitigations are there against any negative impacts (if applicable)?

Disability

- 'Home' school role for the Guidance Teacher / Pupil Support Teacher to liaise with the 'host' school and with the *ABZ Campus Curriculum Manager* if there are any bespoke arrangements required.
- Opportunity for any independent travel arrangements to be 'trialled' in a series of open days prior to courses commencing.

With mitigations in place, what is the new overall rating of the negative impact(s)?

High	
Medium	
Low	
Negative Impact Removed	<input checked="" type="checkbox"/>

3: Socio-Economic Impacts

This section is used to consider the impact of the policy on people who might be **unemployed, single parents**, people with lower **education** or **literacy**, **looked after children**, those with **protected characteristics** as examples.

Use this guide to understand more on socio-economic inequalities: [The Fairer Scotland Duty: Guidance for Public Bodies \(www.gov.scot\)](http://www.gov.scot)

3.1 What impact could this policy have on any of the below groups?

Group	Negative			Neutral	Positive
	High	Medium	Low		
Low income / income poverty – those who cannot afford regular bills, food, clothing payments.					<input checked="" type="checkbox"/>
Low and/or no wealth – those who can meet basic living costs but have no savings for unexpected spend or provision for the future					<input checked="" type="checkbox"/>
Material deprivation – those who cannot access basic goods and services, unable to repair/replace broken electrical goods, heat their homes or access to leisure or hobbies					<input checked="" type="checkbox"/>
Area deprivation – consider where people live and where they work (accessibility and cost of transport)					<input checked="" type="checkbox"/>
Socio-economic background – social class, parents' education, employment, income.					<input checked="" type="checkbox"/>

3.2 In what way will the policy impact people in these groups?

As mentioned, ABZ Campus is a collective effort from the eleven secondary schools to broaden the curricular offer and subsequently raise attainment. There are no financial barriers to accessing ABZ Campus courses and they are available to all young people in Aberdeen City schools, irrespective of their 'home' school. Any associated transport is available through the free public transport provided by Scottish Government policy and, for those very few 'anytime' courses that carry a cost, ABZ Campus will meet this cost. This initiative, therefore, is a positive opportunity for all, irrespective of socio-economic status.

3.3 What considerations have been made in reaching the above assessment?

What internal or external data has been considered? What does this data tell us?
The design of ABZ Campus has been carefully planned to provide equity of access for all young people, irrespective of the 'home' school.
What consultation and engagement and has been undertaken with officers and partner organisations?
The collective nature of the offer means that discussion has taken place with all eleven secondary schools.
What consultation and engagement and has been undertaken with people who may be impacted by this policy? citizens, community groups, or other people/groups impacted by this policy?
Given that impact on socio-economic status is seen to be universally positive, the information provided in Section 2.3 stands as a record of consultation and engagement.

3.4 What mitigations can be put in place?

What mitigations are there against any negative impacts (if applicable)?
N/A

With mitigations in place, what is the new overall rating of the negative impact(s)?	High	
	Medium	
	Low	
	Negative Impact Removed	N/A

4: Human Rights Impacts

The Human Rights Act 1998 sets out the fundamental rights and freedoms that everyone in the UK is entitled to. It incorporates the rights set out in the European Convention on Human Rights (ECHR) into domestic British law. The Human Rights Act came into force in the UK in October 2000

The Act sets out our human rights in a series of 'Articles'. Each Article deals with a different right.

Use this guide to understand more about [Human Rights](#).

4.1 What impact could this policy have on Human Rights?

Human Rights Article	Negative	Neutral	Positive
Article 6: Right to a fair trial		<input checked="" type="checkbox"/>	
Article 7: No punishment without law		<input checked="" type="checkbox"/>	
Article 8: Right to respect for private and family life, home and correspondence		<input checked="" type="checkbox"/>	
Article 9: Freedom of thought, belief and religion		<input checked="" type="checkbox"/>	
Article 10: Freedom of expression		<input checked="" type="checkbox"/>	
Article 11: Freedom of assembly and association		<input checked="" type="checkbox"/>	
Article 12: Right to marry and start a family		<input checked="" type="checkbox"/>	
Article 14: Protection from discrimination in respect of these rights and freedoms		<input checked="" type="checkbox"/>	
Article 1 of Protocol 1: Right to peaceful enjoyment of your property		<input checked="" type="checkbox"/>	
Article 2 of Protocol 1: Right to education			<input checked="" type="checkbox"/>
Article 3 of Protocol 1: Right to participate in free elections		<input checked="" type="checkbox"/>	

4.2 In what way will the policy impact Human Rights?

It is believed that ABZ Campus will have a positive impact on Article 2 of protocol 1 *Right to Education* as it provides an extension of the curriculum offer made by the eleven secondary schools.

4.3 What mitigations can be put in place?

What mitigations are there against any negative impacts (if applicable)?	
N/A	
If mitigations are in place, does this remove the negative impact?	No – negative impact remains
	Yes – negative impact reduced
	Yes - negative impact removed
	N/A

5: Children and Young People’s Rights Impacts

The United Nations Convention has 54 articles that cover all aspects of a child’s life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

Children’s rights apply to every child/young person under the age of 18 and to adults still eligible to receive a “children’s service” (e.g. care leavers aged 18 – 25 years old).

The Conventions are also known as the “General Principles” and they help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all children. They are:

1. Non-discrimination (Article 2)
2. Best interest of the child (Article 3)
3. Right to life survival and development (Article 6)
4. Right to be heard (Article 12)

You can [read the full UN Convention \(pdf\)](#), or [just a summary \(pdf\)](#), to find out more about the rights that are included.

5.1 What impact could this policy have on the rights of Children and Young People?

UNCRC and Optional Protocols	Negative	Neutral	Positive
Article 1: definition of the child		<input checked="" type="checkbox"/>	
Article 2: non-discrimination		<input checked="" type="checkbox"/>	
Article 3: best interests of the child		<input checked="" type="checkbox"/>	
Article 4: implementation of the convention		<input checked="" type="checkbox"/>	
Article 5: parental guidance and a child's evolving capacities		<input checked="" type="checkbox"/>	
Article 6: life, survival and development		<input checked="" type="checkbox"/>	
Article 7: birth registration, name, nationality, care		<input checked="" type="checkbox"/>	
Article 8: protection and preservation of identity		<input checked="" type="checkbox"/>	
Article 9: separation from parents		<input checked="" type="checkbox"/>	
Article 10: family reunification		<input checked="" type="checkbox"/>	
Article 11: abduction and non-return of children		<input checked="" type="checkbox"/>	
Article 12: respect for the views of the child		<input checked="" type="checkbox"/>	
Article 13: freedom of expression		<input checked="" type="checkbox"/>	
Article 14: freedom of thought, belief and religion		<input checked="" type="checkbox"/>	
Article 15: freedom of association		<input checked="" type="checkbox"/>	
Article 16: right to privacy		<input checked="" type="checkbox"/>	
Article 17: access to information from the media		<input checked="" type="checkbox"/>	
Article 18: parental responsibilities and state assistance		<input checked="" type="checkbox"/>	
Article 19: protection from violence, abuse and neglect		<input checked="" type="checkbox"/>	
Article 20: children unable to live with their family		<input checked="" type="checkbox"/>	
Article 21: adoption		<input checked="" type="checkbox"/>	
Article 22: refugee children		<input checked="" type="checkbox"/>	
Article 23: children with a disability		<input checked="" type="checkbox"/>	
Article 24: health and health services		<input checked="" type="checkbox"/>	
Article 25: review of treatment in care		<input checked="" type="checkbox"/>	
Article 26: social security		<input checked="" type="checkbox"/>	
Article 27: adequate standard of living			
Article 28: right to education			<input checked="" type="checkbox"/>

Article 29: goals of education			<input checked="" type="checkbox"/>
Article 30: children from minority or indigenous groups		<input checked="" type="checkbox"/>	
Article 31: leisure, play and culture		<input checked="" type="checkbox"/>	
Article 32: child labour		<input checked="" type="checkbox"/>	
Article 33: drug abuse		<input checked="" type="checkbox"/>	
Article 34: sexual exploitation		<input checked="" type="checkbox"/>	
Article 35: abduction, sale and trafficking		<input checked="" type="checkbox"/>	
Article 36: other forms of exploitation		<input checked="" type="checkbox"/>	
Article 37: inhumane treatment and detention		<input checked="" type="checkbox"/>	
Article 38: war and armed conflicts		<input checked="" type="checkbox"/>	
Article 39: recovery from trauma and reintegration		<input checked="" type="checkbox"/>	
Article 40: juvenile justice		<input checked="" type="checkbox"/>	
Article 41: respect for higher national standards		<input checked="" type="checkbox"/>	
Article 42: knowledge of rights		<input checked="" type="checkbox"/>	
Optional Protocol on a Communications Procedure		<input checked="" type="checkbox"/>	

5.2 In what way will the policy impact the rights of Children and Young People?

As set out previously, ABZ Campus is a collective effort by the eleven secondary schools to extend educational opportunities through courses available for Senior Phase young people in Aberdeen City. To this end, this additional opportunity will extend choice and therefore positively impact Articles 28 and 29.

5.3 What mitigations can be put in place?

What mitigations are there against any negative impacts (if applicable)?

It is not felt that any mitigations require to be put in place as the impacts are positive.

If mitigations are in place, does this remove the negative impact?

No – negative impact remains

Yes – negative impact reduced

Yes - negative impact removed

N/A

6: Sign Off

Any further positive or negative impacts on individuals or groups that have been considered?
It is not felt that there are any further negative impacts on individuals or groups.
Overall summary of changes made as a result of impact assessment.
The mitigations already in place to support young people who may struggle to access ABZ Campus courses due to disability are believed to be sufficient to remove any negative impact.
Outline of how impact of policy will be monitored.
The ABZ Campus Curriculum Manager is closely involved in monitoring and tracking the rate and quality of applications made through ABZ Campus. The post-holder will liaise with schools, providers and young people should individual consideration be necessary.
If there are any remaining negative impacts after mitigation, what is the justification for why this policy should proceed.
ABZ Campus provides opportunities for young people that would not otherwise be available. To this end, to <u>not</u> proceed to continue with this initiative would detrimentally impact on young people and indeed schools in aiming to support young people to achieve their full potential.

Assessment Author	Mark Jones
Date	27/03/24
Chief Officer	Shona Milne
Date	27/03/24