



Scottish Funding Council
Comhairle Maoineachaidh na h-Alba

Skills
Development
Scotland

Foundation Apprenticeship Report

Published 28th March 2023

Incorporating SCQF Level 6, Cohorts 1-6 and the first 3 years of pilot delivery at SCQF Levels 4 and 5

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Introduction

Foundation Apprenticeships (FAs) are available at [Scottish Credit and Qualifications Framework](#) (SCQF) level 6 and pilot work has extended the offer to SCQF levels 4 and 5. These qualifications enable pupils to embark upon work-based learning while still at secondary school. Introduced in 2016, there are now 12 FA frameworks available at SCQF level 6. Each FA framework has been developed and mapped to key sectors in the Scottish economy where there are current or projected skills gaps and future job growth.

FAs are designed to enhance and expand existing pathways from school, with multiple progression routes on completion to work (including Modern and Graduate Apprenticeships), college or university. Pupils have scheduled periods during their school timetables to undertake their Foundation Apprenticeship. Delivery of FA learning takes place in a variety of settings including college/ learning provider premises and the workplace.

This year the format of the report has been revised to better align with existing statistical reports produced by Skills Development Scotland (SDS) and the Scottish Funding Council (SFC), which follow the Code of Practice for Statistics. This report provides summary data for academic years 2016/17 to 2021/22. Detailed FA supplementary tables are available in Microsoft Excel format on the [SDS website](#).

We welcome user feedback on the changes made or on any aspect of this report. Please contact user_feedback@sds.co.uk with this or any questions.

Development of Foundation Apprenticeships

The Scottish Government and Scottish Ministers have overall accountability for the apprenticeship system in Scotland and for the public funding invested in it. The development of Foundation Apprenticeships is led by the Scottish Apprenticeship Advisory Board (SAAB) in response to demand from industry in key occupational areas. SAAB facilitate feedback from employers and learners, ensuring FAs are clearly aligned to economic growth and job opportunities.

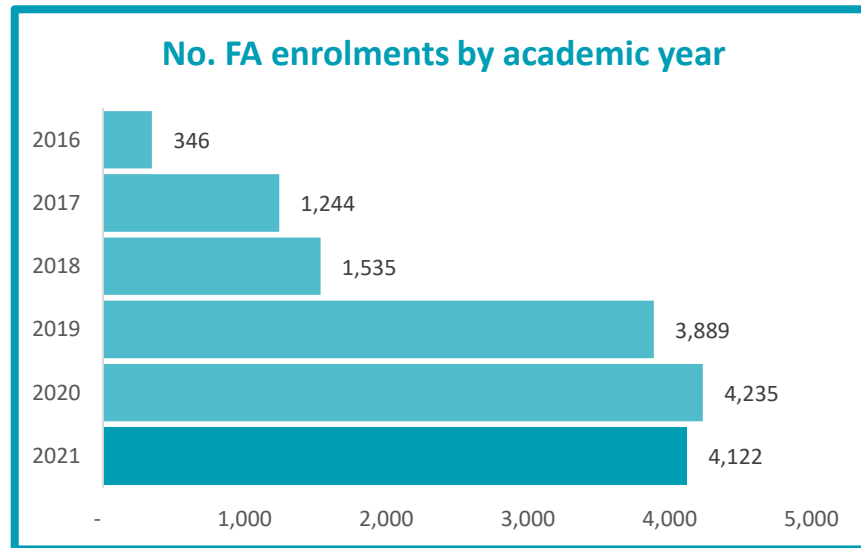
Responsibility for the funding of Foundation Apprenticeships is now split between SDS and SFC for any new enrolments from academic year 2021/22 onwards. SFC is accountable for the funding it allocates to colleges in relation to FAs. SDS is accountable for the FA funding it allocates to other learning providers. SFC and SDS are working in collaboration to support the delivery of Foundation Apprenticeships, and this is the first year of joint reporting.

Economic context

Most FAs in the latest cohort commenced their studies in autumn 2021. Although many of the restrictions put in place due to the COVID-19 pandemic were starting to ease, its impact continued to affect levels of absenteeism in schools and the delivery of face-to-face learning. The Omicron variant, at its peak in November 2021, reinforced the continued need for restrictions. This meant that many of the delivery adaptations brought in at the start of the pandemic, including the use of virtual work placements and virtual employer interactions, were continued.

Key Results

- Since their introduction in 2016, **15,371** pupils have enrolled on a Foundation Apprenticeship.



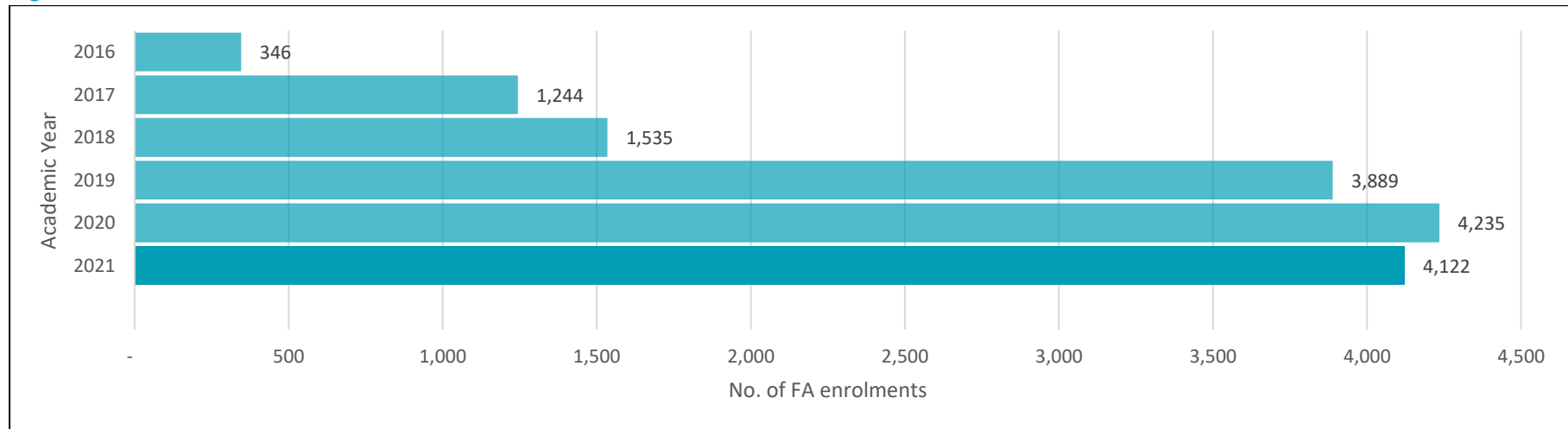
- 2 frameworks – Social Services Children and Young People, and Social Services and Healthcare accounted for nearly **46%** of uptake at SCQF L6.
- Construction at SCQF L5 accounted for over **40%** of uptake at SCQF L4/5 pilot.
- More than half (**55.0%**) of all FA enrolments in 2021 were in a STEM related framework.
- At SCQF L6, the proportion of FAs who self-identified as minority ethnic increased to **7.5%** in 2021.
- Now at its highest level, the proportion of FAs (at SCQF L6) who self-identified as having a disability increased to **19.7%** in 2021.
- In 2020, **46.5%** of pupils achieved their full FA qualification with a further **28.7%** achieving a partial qualification¹.

¹ Refer to section 'Completion and Achievement' for more information

Enrolments

Number of pupils enrolled on a Foundation Apprenticeship

Figure 1: Number of FA enrolments, 2016-2021²

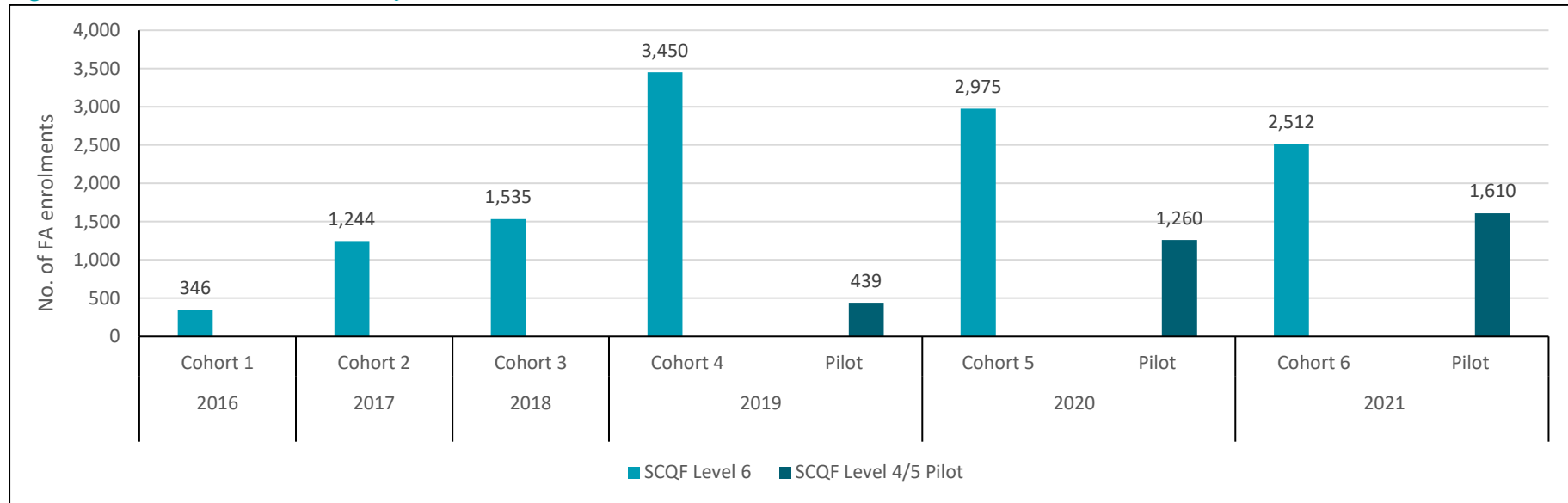


Every year, Foundation Apprenticeships are offered through colleges, local authorities, and independent learning providers, based on their expected levels of demand from schools. Figure 1 shows the total number of FA enrolments by colleges and other learning providers each year with the total for 2021/22 reaching 4,122 FA enrolments (113 fewer than 2020/21). In 2021, the impact of COVID-19 continued to affect levels of absenteeism in schools and face-to-face learning. The omicron variant, at its peak in November 2021, reinforced restrictions, and challenges to programme delivery.

Originally only available at SCQF L6, additional Foundation Apprenticeships were piloted at SCQF L4 and L5 for the first time in 2019 and accounted for 39% of starts in 2021, see figure 2.

² Note that data for SCQF L4/5 for 2019 and 2020 differs slightly from that previously published following a data validation exercise.

Figure 2: Number of FA enrolments by SCQF level, 2016-2021

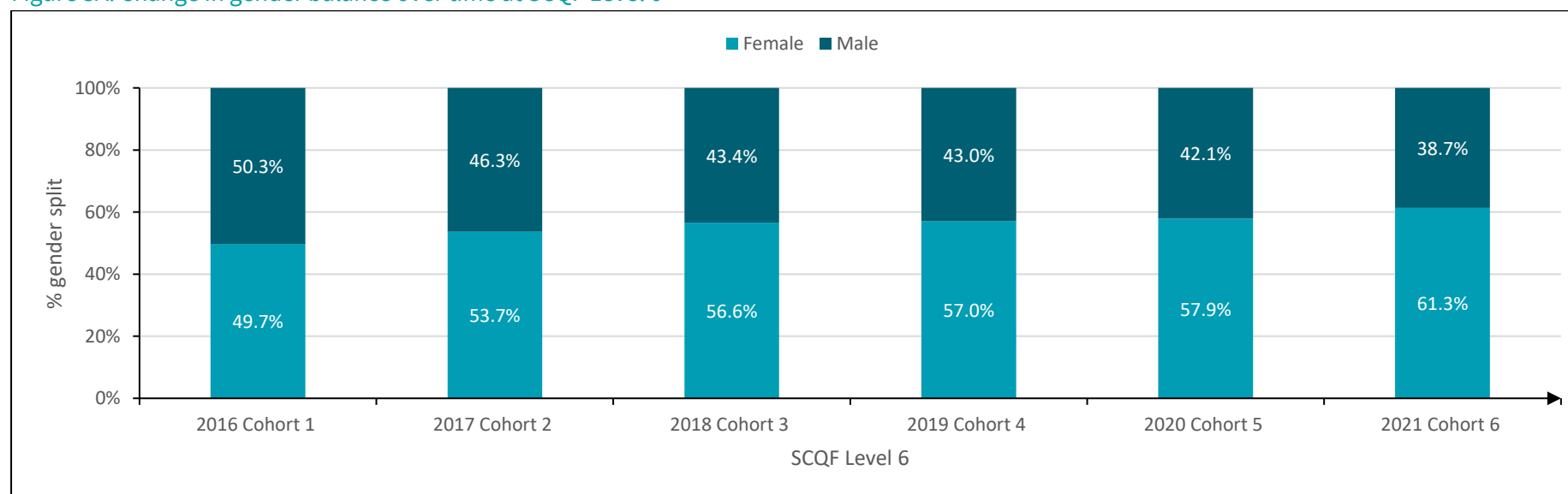


Foundation Apprenticeships are part of subject choices for school pupils and are largely undertaken in S4, S5 or S6. They are not actively targeted at specific groups of pupils. Table 1 and Figures 3A/3B show the number and proportions of FAs split by gender. At SCQF L6, there has been a slow increase in the proportion of females starting a Foundation Apprenticeship, who now account for 61.3% of enrolments (+11.6 pp since 2016). This correlates with the high proportion of enrolments to the Social Services frameworks, which tend to be female dominated and accounted for 45.1% of starts in 2021/22. Enrolments by framework are provided in Table 2.

Table 1: Gender balance across all FA cohorts³

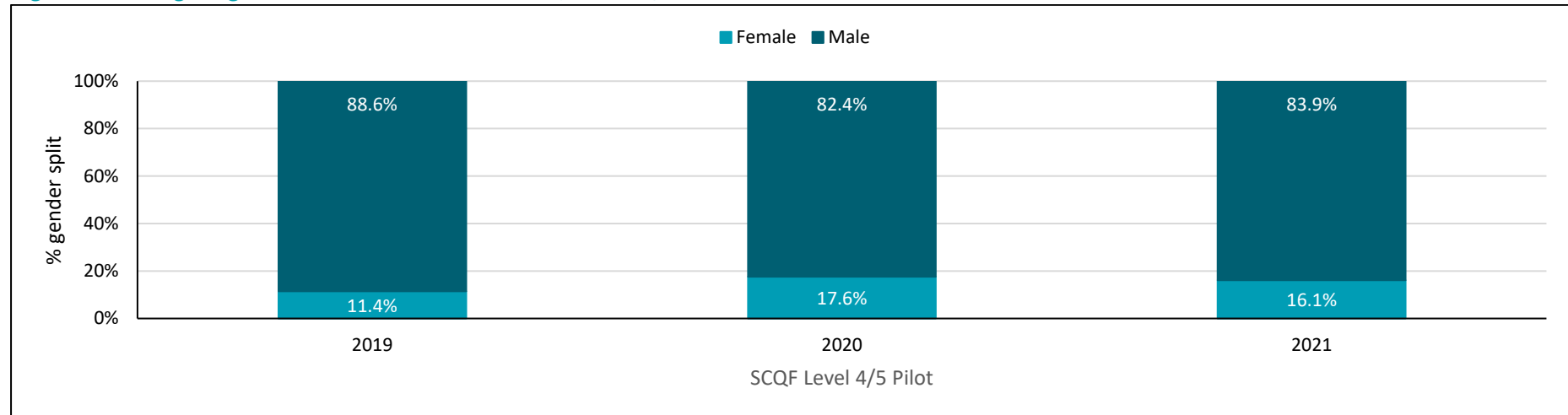
Year/ Cohort	SCQF Level	Male enrolments	Female enrolments	Total enrolments where gender known
2016 Cohort 1	SCQF L6	174	172	346
2017 Cohort 2	SCQF L6	576	668	1,244
2018 Cohort 3	SCQF L6	666	869	1,535
2019 Cohort 4	SCQF L6	1,484	1,966	3,450
	SCQF L4/5	389	50	439
2020 Cohort 5	SCQF L6	1,251	1,724	2,975
	SCQF L4/5	1,037	222	1,259
2021 Cohort 6	SCQF L6	956	1,514	2,470
	SCQF L4/5	1,339	256	1,595

Figure 3A: Change in gender balance over time at SCQF Level 6



³ In 2021/22, 57 pupils selected the option prefer not to say/in another way and have been removed from the total when calculating percentages in this section.

Figure 3B: Change in gender balance over time at SCQF Level 4/5



Gender balance across all FAs has changed over the 6 years of delivery. In earlier cohorts (2016-2018), the mix of male and female starts was almost equal. As new frameworks have been introduced, this balance has tipped in favour of females who accounted for over 60% of starts at SCQF Level 6 in 2021/22, as shown in figure 3A.

In 2019, frameworks were introduced at SCQF Levels 4 and 5 offering one-year pilot Foundation Apprenticeships in Hospitality, Construction, and Automotive. These frameworks have proven popular with increasing enrolments particularly among male pupils. Figure 3B shows the gender balance across all frameworks was 83.9% male and 16.1% female in 2021/22. The Construction frameworks at SCQF levels 4 and 5 may be seen as an attractive route in to one of the many Modern Apprenticeships in Construction, an historically male-dominated industry.

FA Frameworks

There are 12 FA frameworks currently available for pupils to study at SCQF level 6, three frameworks at SCQF 4 and two at SCQF level 5.

Top 3 FA frameworks – highest number of enrolments (SCQF level 6)

Social Services – Children and Young People (679 enrolments)

Social Services and Healthcare (467 enrolments)

Creative and Digital Media (294 enrolments)

Tables 2A and 2B show the number of FA enrolments by framework over the last 6 years, illustrating the growth in take-up as Foundation Apprenticeships have become more widely available as part of school subject choices. FA enrolment numbers fell in 2021/22, relative to the previous year, down by 2.7% in total (all SCQF levels) with starts at SCQF level 6 down 15.6% and starts at SCQF level 4/5 up 27.8% in 2021/22.

Table 2A: FA enrolments by framework (SCQF Level 6)

FAs at SCQF Level 6	2016 Cohort 1	2017 Cohort 2	2018 Cohort 3	2019 Cohort 4	2020 Cohort 5	2021 Cohort 6
Accountancy	-	-	28	131	119	67
Business Skills	5	67	84	316	338	266
Civil Engineering	47	87	95	185	215	151
Creative and Digital Media	-	43	135	355	305	294
Engineering	71	232	304	470	327	258
Financial Services	38	54	13	41	26	16
Food and Drink Technologies	-	-	10	61	43	29
IT: Hardware/System Support	13	40	35	69	40	6
IT: Software Development	30	130	104	190	146	145
Scientific Technologies	-	20	39	108	97	92
Social Services and Healthcare	85	105	186	493	508	467
Social Services Children and Young People	57	466	502	1,031	811	679
Undisclosed frameworks ⁴	-	-	-	-	-	42
Total – SCQF Level 6	346	1,244	1,535	3,450	2,975	2,512

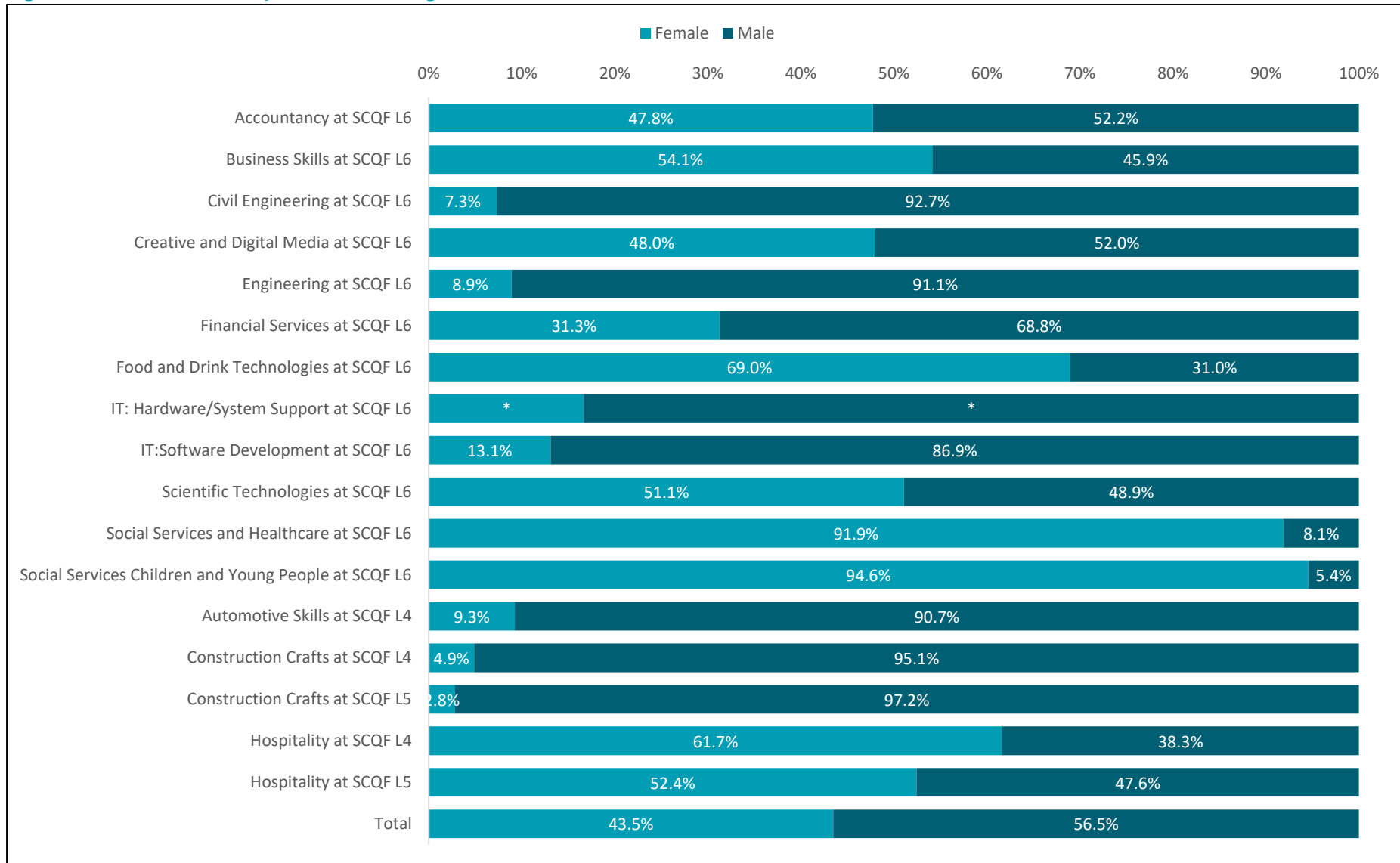
⁴ In 2021/22, 57 pupils (42 at SCQF level 6 and 15 on SCQF level 4/5 pilot) recorded their gender as either ‘prefer not to say’ or ‘in another way’. To ensure that they cannot be identified, the frameworks on which they have enrolled are not provided.

Table 2B: FA enrolments by framework (SCQF Level 4/5 Pilot)

FA's at SCQF Level 4/5 Pilot	2019	2020	2021
Automotive L4	30	273	324
Automotive L5	88	-	-
Construction L4	141	326	287
Construction L5	132	340	648
Hospitality L4	32	200	193
Hospitality L5	16	121	143
Undisclosed frameworks	-	-	15
Total – SCQF L4/5	439	1,260	1,610

There continues to be significant gender imbalance across frameworks such as Construction, Engineering and Social Services, with males more likely to study Construction and Engineering and females more likely to study Social Services, illustrated in figure 4. This is representative of the ongoing gender imbalance challenges within these sectors.

Figure 4: % FA enrolments by framework and gender (2021)

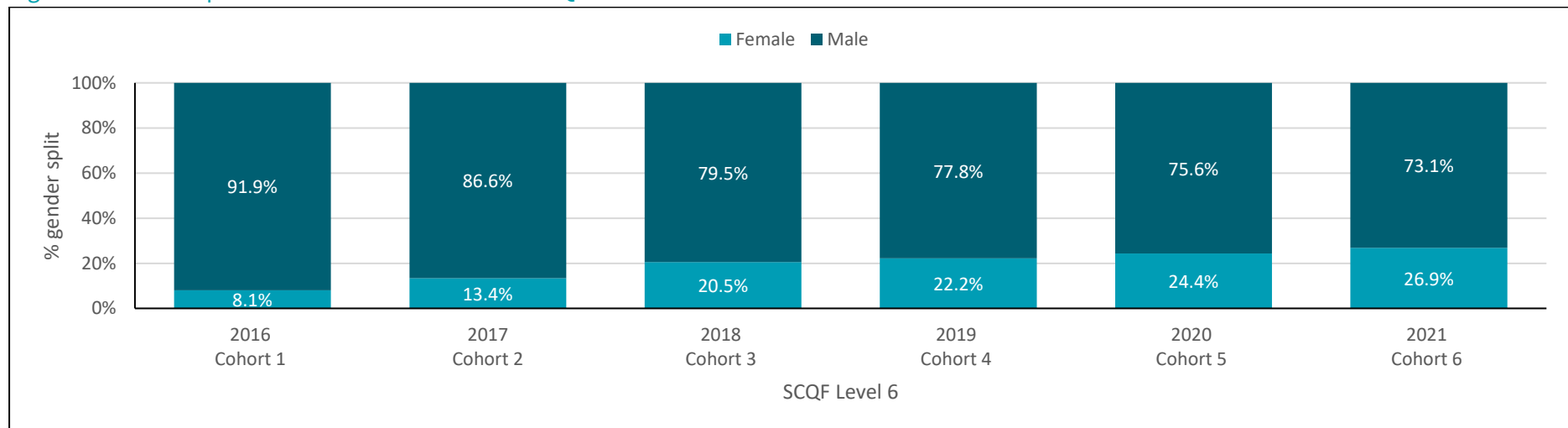


STEM opportunities⁵

Science, Technology, Engineering, and Maths (STEM) related study continues to be a Scottish Government policy focus, with particular emphasis on the gender balance across STEM subjects. Based on the Scottish Government definition, most FA frameworks are STEM, except for Accountancy, Business Skills, Financial Services, Hospitality, and the two Social Services frameworks.⁶

The proportion of FAs enrolling on a STEM framework at SCQF L6 peaked at 47% in 2018. Since then, it has slowly decreased reaching 39.8% in 2021/22. In 2021/22 at SCQF L4/5 pilot, there was a 4.1 pp increase from 2020/21. In 2021/22, enrolments on STEM frameworks accounted for over half (55.0%) of all FA enrolments, an increase of 5.1 pp compared to 2020/21 (49.9%). Whilst most STEM enrolments at SCQF L6 were male, the proportion of female enrolments has continued to gradually increase from 8.1% in 2016/17 to 26.9% in 2021/22.

Figure 5A: Gender split across STEM frameworks at SCQF Level 6 over time



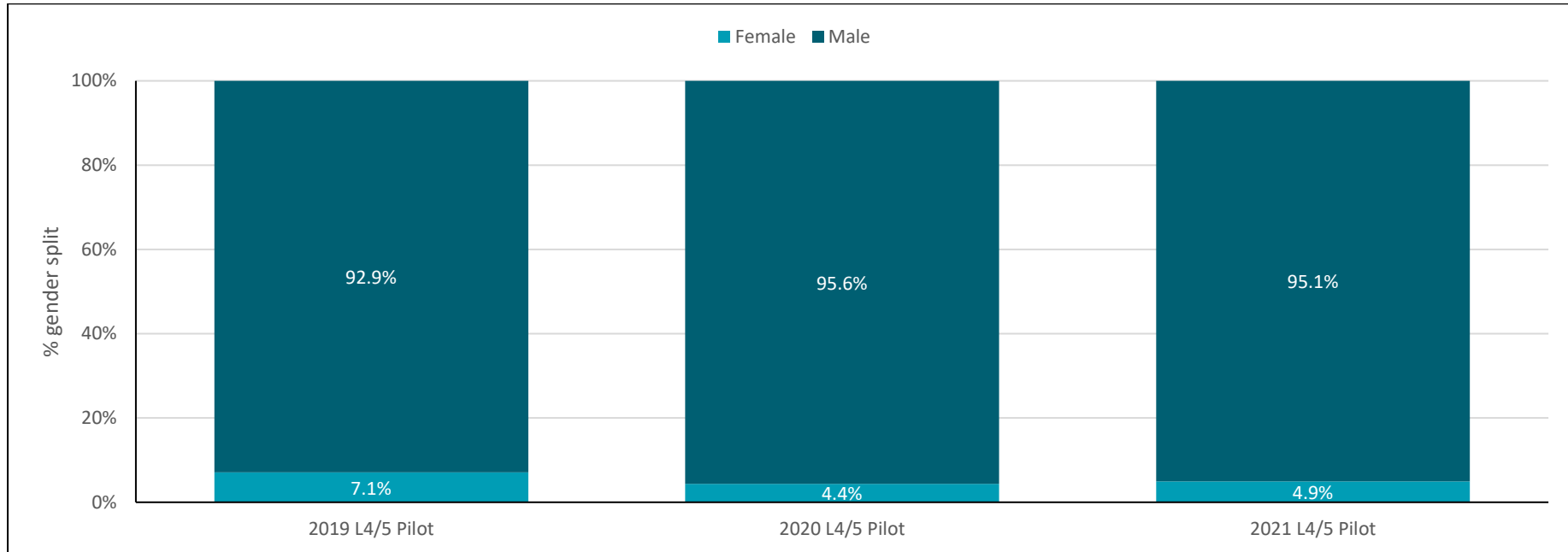
In 2021/22, almost 4 in 5 (78.6%) enrolments at SCQF L4/5 were in a STEM framework - driven by 3 of the 5 frameworks offered at these levels being STEM related. Relative to the previous year, enrolments increased by 34.8%, continuing a year-on-year increase since the pilot FAs were introduced in 2019.

⁵ To protect confidentiality, individuals who chose to record their gender as 'prefer not to say' or 'in another way' have been removed from the totals.

⁶ Social Services and Healthcare at SCQF Level 6 Social Services Children and Young People at SCQF Level 6.

Like 2020/21, in 2021/22 over 95% of STEM enrolments at SCQF L4/5 were male, as shown in figure 5B. This is due to the significant uptake of males in the automotive and construction frameworks.

Figure 5B: Gender split across STEM frameworks at SCQF Level 4/5 over time

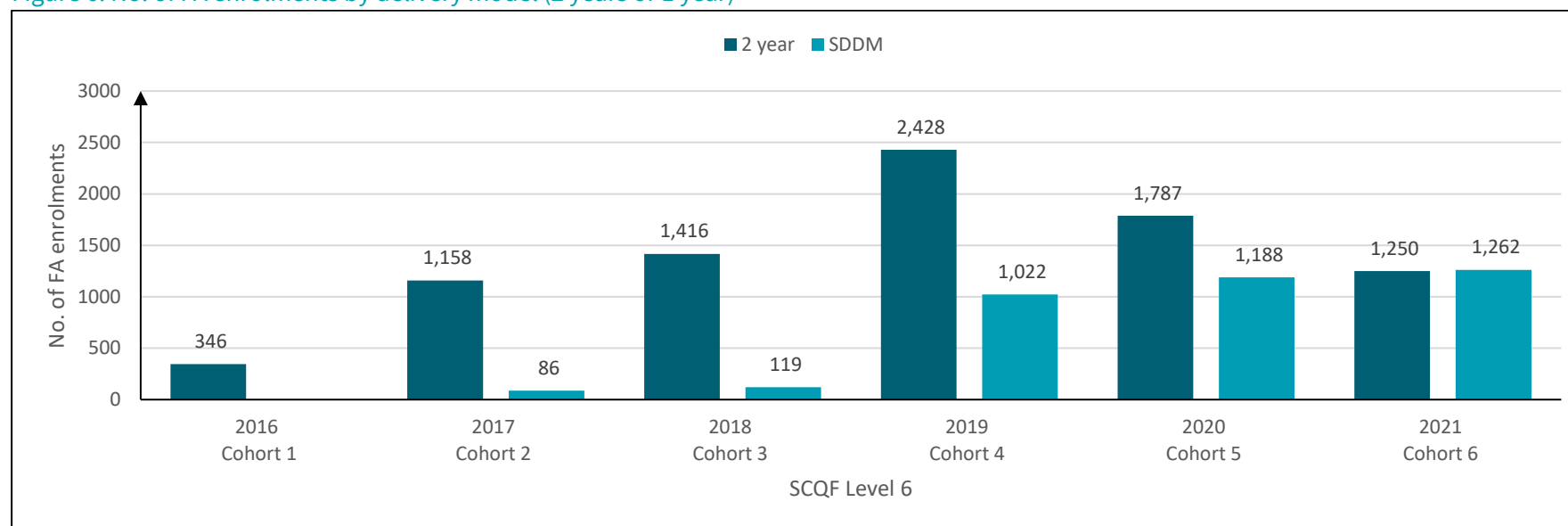


Delivery model

When Foundation Apprenticeships at SCQF L6 were first introduced, they were all two-year courses. From 2017/18 the introduction of the shorter duration delivery model (SDDM), has enabled pupils to complete their FA at this level within one rather than two years. Figure 6 shows the number of enrolments at SCQF level 6 and whether pupils have opted to complete their study over one or two years.

The proportion of pupils choosing the SDDM in 2021/22 was just over half (50.2%), an increase of 10.3 pp compared to 2020/21 (39.9%). The continued increase in the proportion choosing this option suggests that, amongst pupils, there is a desire for choice within the delivery model.

Figure 6: No. of FA enrolments by delivery model (2 years or 1 year)



Figures 7A and 7B show the number of FA enrolments by each school year group. The proportion of enrolments for S5 pupils has fallen relative to 2020. In comparison there has been an increase in the proportion of S6 pupils choosing to undertake a FA, suggesting that pupils in S5 may be choosing to delay starting a FA until their final year, potentially driven by the number of university entry requirements stipulating five Highers in one sitting.

Figure 7A: No. of FA enrolments by school year group at SCQF Level 6

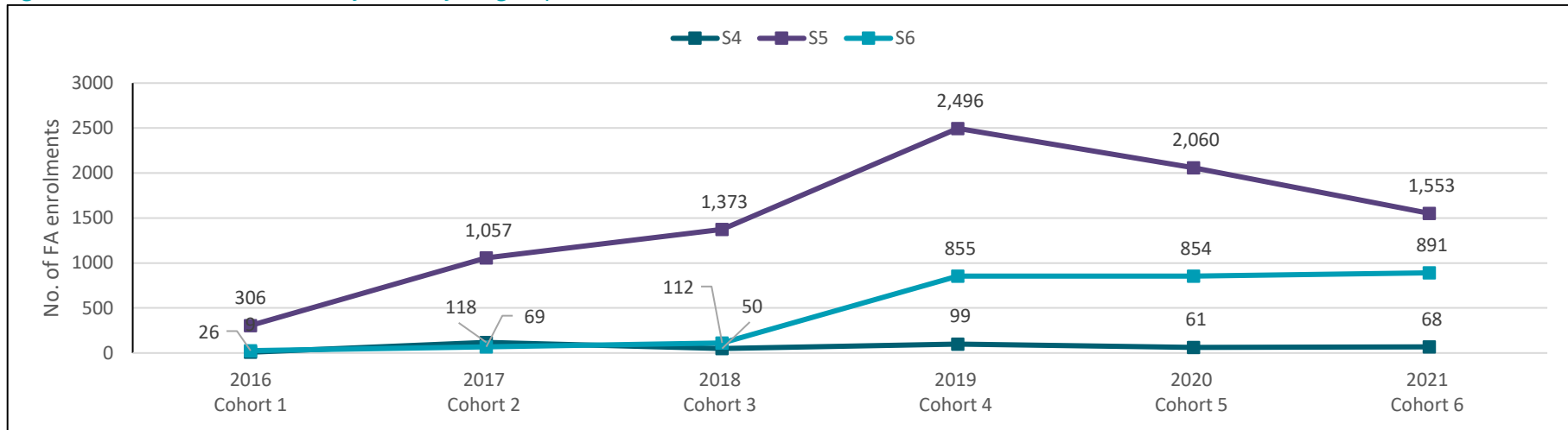
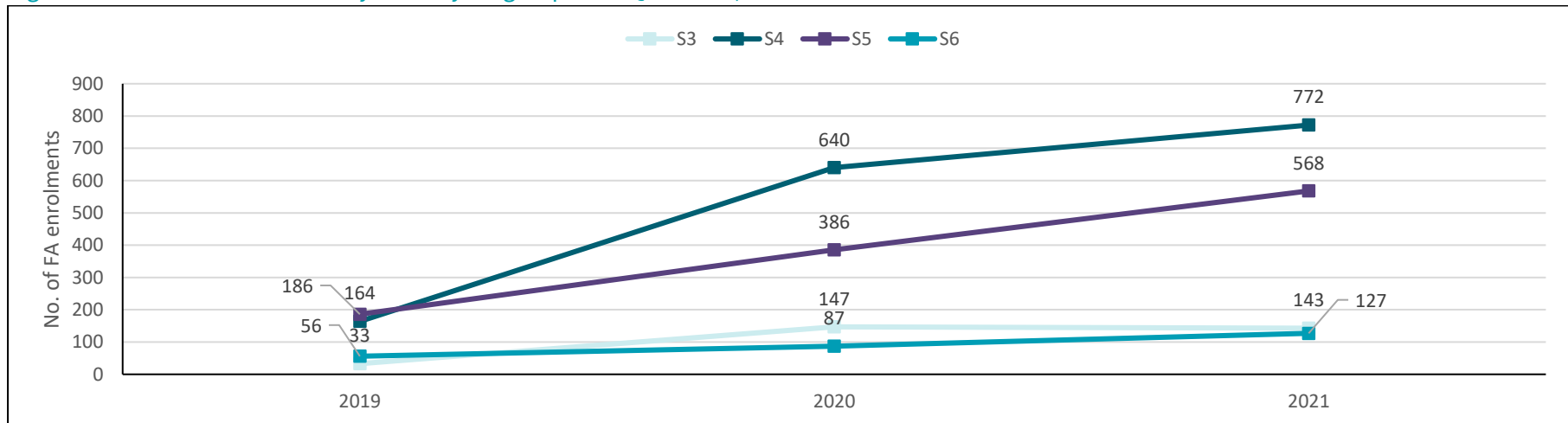


Figure 7B: No. of FA enrolments by school year group⁷ at SCQF Level 4/5

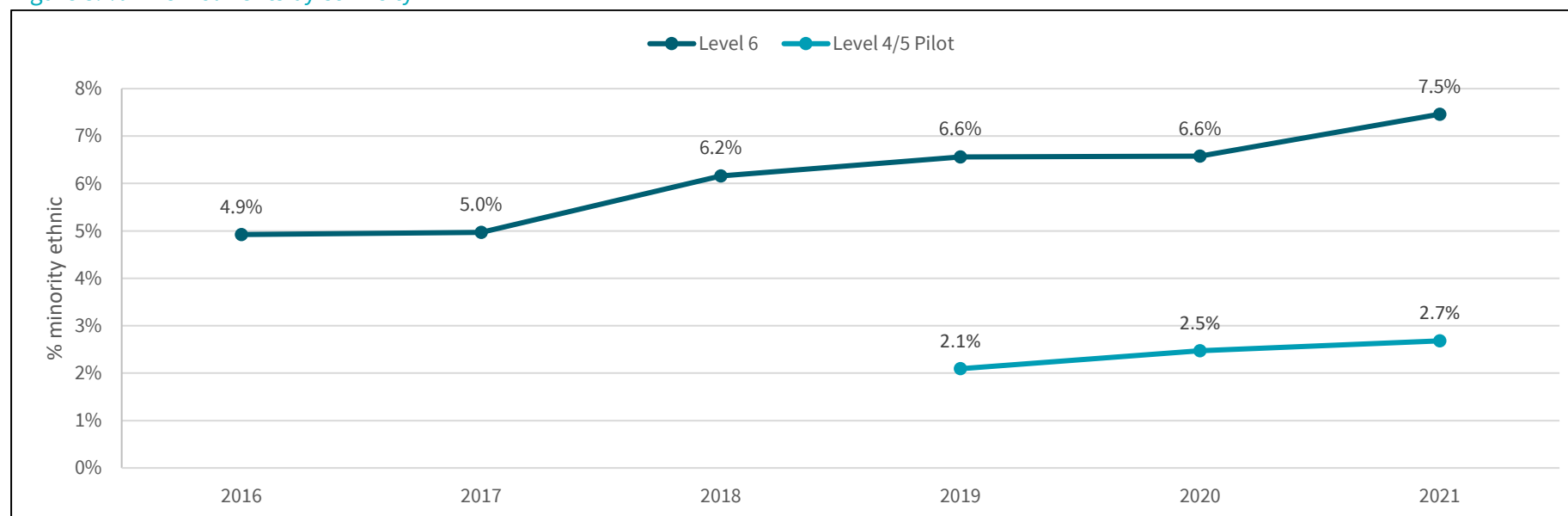


⁷ At SCQF 4/5, pupils can opt to undertake the qualification from S3, as part of their subject choices.

Ethnicity⁸

In 2021/22, the proportion of FAs at SCQF L6 self-identifying as minority ethnic was 7.5%, an increase of 0.9 pp relative to 2020/21 (6.6%). Since the pilot FAs at SCQF L4/5 were introduced in 2019, the proportion of FAs self-identifying as minority ethnic has increased each year, from 2.1% in 2019/20 to 2.7% in 2021/22, an increase of 0.6%. In Scotland, 4%⁹ of the total population are minority ethnic. Comparing those studying at SCQF L6 and SCQF L4/5, the wider range of frameworks available at SCQF L6 may be more appealing to this group. Business Skills, for example, continues to be the most prominent framework for this group (19.0%).

Figure 8: % FA enrolments by ethnicity¹⁰¹¹



⁸ Percentages are calculated as a proportion of the total known. It excludes any unknown and those recorded as prefer not to say.

⁹ <https://www.scotlandscensus.gov.uk/census-results/at-a-glance/ethnicity/>

¹⁰ Mixed or Multiple; Asian; African; Caribbean or Black; Arab; and Other ethnic group

¹¹ Please note Cohorts 1 to 3 did not include any pupils at SCQF L4/5

Disability

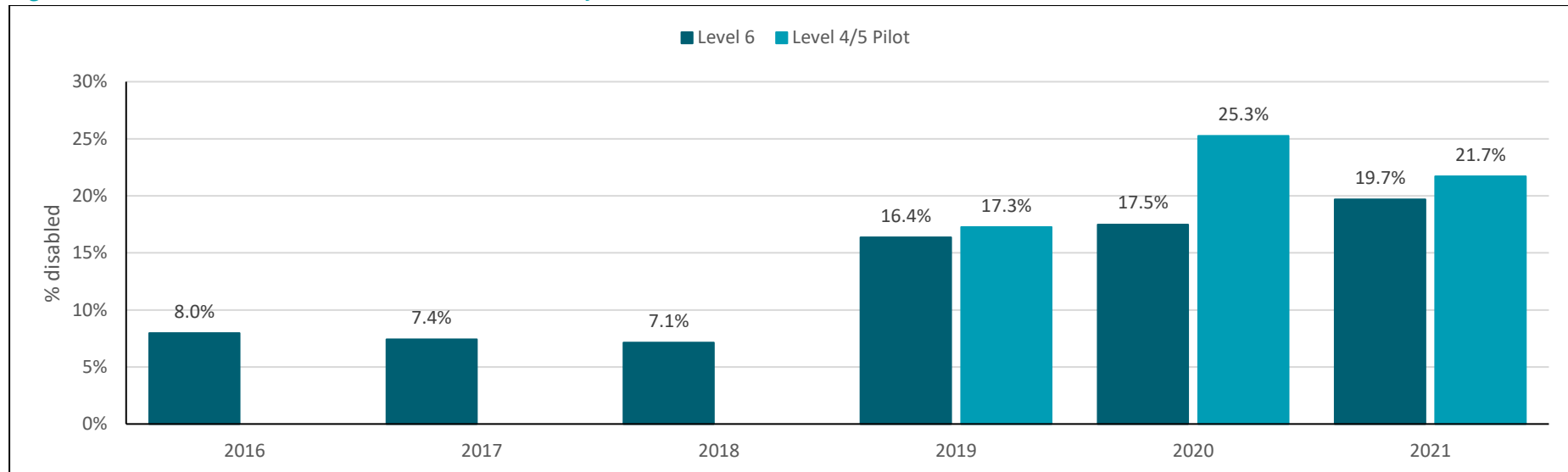
The proportion of FAs at SCQF L6 self-identifying a disability increased in 2021/22 (19.7%) up 2.2 pp from 2020/21 (17.5%). Conversely, for L4/5 the proportion has fluctuated. In 2021/22, the rate decreased to 21.7% from 25.3% in 2020/21, down 3.6pp.

Around 14% of children in Scotland are classified as disabled¹². The definition of disabled used in this report includes those with Additional Support Needs and Learning Difficulties which could explain the large proportion of FAs self-declaring a disability.

In 2021/22, the frameworks at SCQF L6 with the highest proportion of pupils self-identifying a disability were the two social services frameworks (48.2%) and Creative and Digital Media (18.0%).

For the pilot FA frameworks at SCQF L4/5, Construction at SCQF L5 had the highest proportion of pupils self-identifying a disability (29.5%).

Figure 9: % of FA enrolments with self-declared disability



¹² <https://scotland.shinyapps.io/sg-scottish-health-survey/>

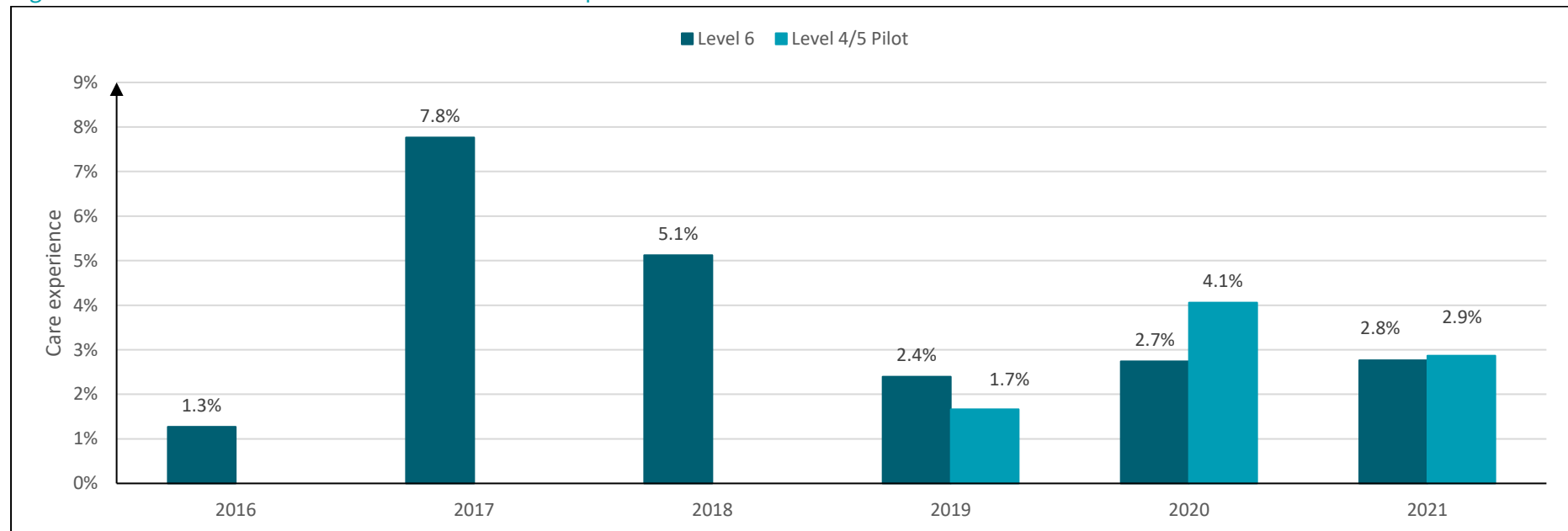
Care experience

In Scotland, 1.5%¹³ of under 18 population is defined as ‘looked after’.

As in previous years, the proportion of FA pupils self-declaring that they had care experience has fluctuated across frameworks at both SCQF L6 and L4/5. At SCQF L6 the proportion of FA pupils self-declaring care experience increased by 0.1 pp, to 2.8% in 2021/22 from 2.7% in 2020/21. Conversely, at SCQF L4/5 there was a decrease of 1.2pp, reaching 2.9% in 2021/22, down from 4.1% in 2020/21.

Like the disability section above, the two Social Services frameworks at SCQF L6 had the highest proportion of pupils with care experience (55.2%) and Construction at SCQF L5 (32.6%).

Figure 10: % of FA enrolments with self-declared care experience



¹³ <https://www.gov.scot/publications/childrens-social-work-statistics-scotland-2020-21/pages/1/>

Scottish Index of Multiple Deprivation

The Scottish Index of Multiple Deprivation (SIMD) is a tool used to identify geographical areas that may need enhanced support or resources. It was updated in 2020, replacing the previous SIMD that was based on 2016 area data¹⁴. The index uses a combination of financial and socio-economic measures to understand the relative deprivation of areas across Scotland.

It is important to note that the SIMD focuses on deprived areas and that it does not directly relate to individuals. Not all individuals who live in a deprived area will be deprived and vice versa. Analysis of FA uptake by SIMD involved matching home address postcodes to SIMD data.

The primary driver in changes over time has been the gradual increase in the number of schools and local authorities engaged in FA delivery, up from 113 schools for SCQF Level 6 delivery in 2016 to 304 in 2021 (see supplementary tables for full breakdown). As schools have designated catchment areas, enrolments by SIMD area are contingent on those schools offering FAs as part of subject choices.

Table 4 provides a breakdown of FA enrolments by SIMD area, ranked from most (1) to least (10) deprived. Pupils studying at SCQF Level 4/5 are more likely to be from the most deprived areas with 27.8% of FAs in 2021 coming from the 20% most deprived areas, while pupils studying at Level 6 are more likely to be from the least deprived areas.

Table 4: FA enrolments by SIMD area

SIMD area	2020				2021			
	Cohort 5 L6		L 4/5 Pilot		Cohort 6 L6		Level 4/5 Pilot	
	No. of FAs	% of total known	No. of FAs	% of total known	No. of FAs	% of total known	No. of FAs	% of total known
1 – most deprived	259	8.7%	159	12.7%	196	7.8%	218	13.7%
2	261	8.8%	199	15.8%	223	8.9%	225	14.1%
3	292	9.8%	184	14.6%	266	10.6%	190	11.9%
4	285	9.6%	126	10.0%	228	9.1%	161	10.1%
5	318	10.7%	116	9.2%	272	10.9%	163	10.2%
6	315	10.6%	109	8.7%	253	10.1%	171	10.7%
7	305	10.3%	91	7.2%	264	10.6%	147	9.2%
8	366	12.3%	140	11.1%	309	12.4%	145	9.1%
9	325	10.9%	88	7.0%	299	12.0%	118	7.4%
10 – least deprived	243	8.2%	44	3.5%	192	7.7%	55	3.5%
Unknown	6	-	4	-	10	-	17	-
Total	2,975		1,260		2,512		1,610	

¹⁴ SDS only started to report SIMD data for Foundation Apprentices in 2020.

Learners In Training

This section provides details on those pupils still actively undertaking their Foundation Apprenticeship, as at 3rd February 2023. The data extract for this report was taken later in the academic year than in previous reports, where there would usually be higher numbers still in training.

Table 5 shows the gender breakdown for pupils still in training across each framework. Of those enrolling on an FA at SCQF L6 in September 2021, 685 (27.3%) pupils remain in training (23.9% of females and 32.6% of males), all enrolled on the 2-year delivery model.

Table 5: 2021 Cohort 6 (SCQF L6) FAs in training

	Enrolments	In training
Female	1,514	362
Accountancy @ SCQF L6	32	12
Business Skills @ SCQF L6	144	33
Civil Engineering @ SCQF L6	11	3
Creative and Digital Media @ SCQF L6	141	38
Engineering @ SCQF L6	23	9
Financial Services @ SCQF L6	*	*
Food and Drink Technologies @ SCQF L6	20	*
IT: Hardware/System Support @ SCQF L6	*	-
IT: Software Development @ SCQF L6	19	8
Scientific Technologies @ SCQF L6	47	9
Social Services and Healthcare @ SCQF L6	429	98
Social Services Children and Young People @ SCQF L6	642	147
Male	956	312
Accountancy @ SCQF L6	35	13
Business Skills @ SCQF L6	122	36
Civil Engineering @ SCQF L6	140	44
Creative and Digital Media @ SCQF L6	153	33
Engineering @ SCQF L6	235	108
Financial Services @ SCQF L6	11	*
Food and Drink Technologies @ SCQF L6	9	*
IT: Hardware/System Support @ SCQF L6	5	-
IT: Software Development @ SCQF L6	126	50
Scientific Technologies @ SCQF L6	45	7
Social Services and Healthcare @ SCQF L6	38	6
Social Services Children and Young People @ SCQF L6	37	7
Grand Total¹⁵	2,512	685

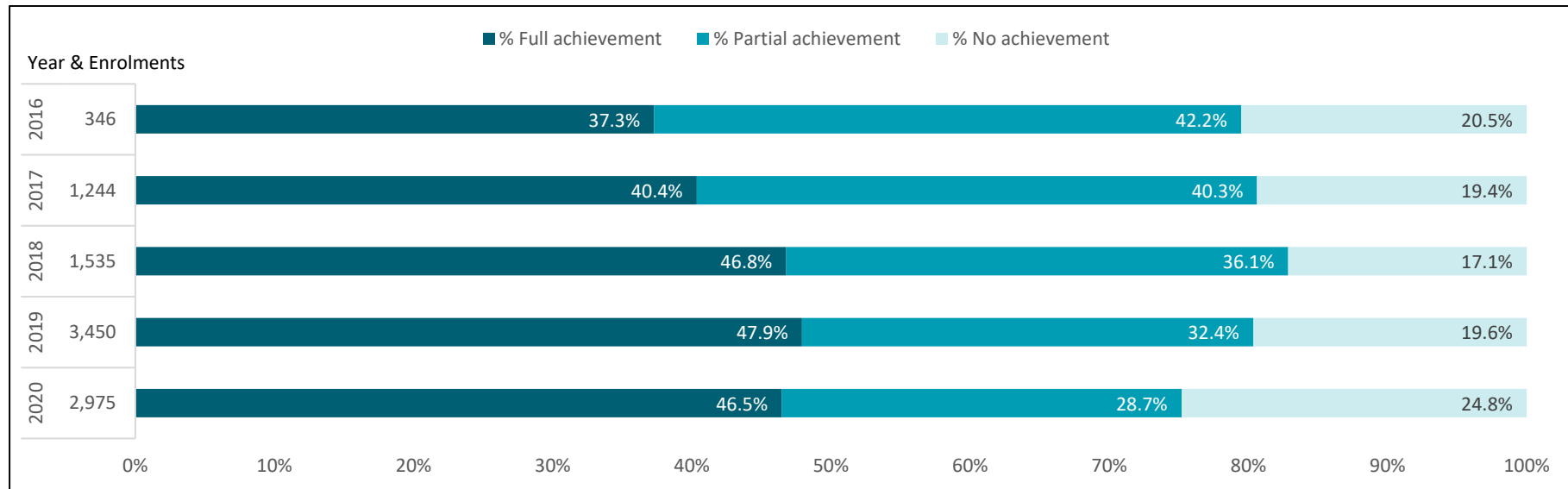
¹⁵ Prefer not to say/in another way have not been included within frameworks but have been included in grand total.

Completion and Achievement

This section provides details on the number of pupils who have completed their FA, relative to the number who began their FA in each cohort or year.

Figures 11A and 11B show the proportion of pupils who achieved either their full FA qualification (meaning they did not leave their study early), achieved a partial qualification, or left without any achievement. As FAs at SCQF L6 can be undertaken over two years there are 685 pupils, who began studying in 2021, still in training as described in the previous section. Due to this, achievement figures for 2021 are not presented in Figure 11A and will be included in an equivalent graphic in the next annual report when all pupils from that cohort will have completed their studies. Table 6B provides achievement data to date for that cohort.

Figure 11A: FA known results at SCQF L6, relative to enrolments¹⁶¹⁷



¹⁶ Due to only a small number of pupils from 2020 having unknown results, they have been included in the denominator for disclosure control.

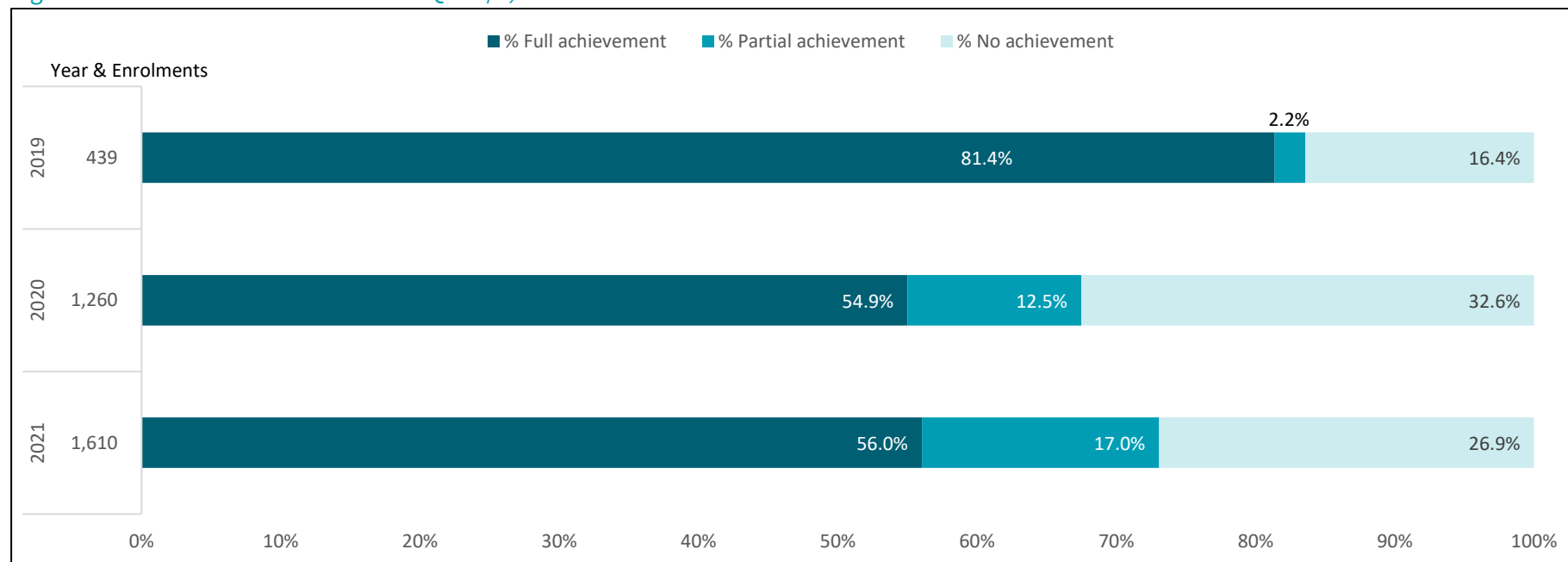
¹⁷ Full achievement includes Letters of Recognition, issued in lieu of some pupils being unable to complete 100% of the work-based elements of their FA due to COVID restrictions.

When pupils either do not complete the course, or complete but do not achieve their full FA qualification they are certificated, through SQA, for any of the components they have achieved. All achievement data is captured by learning providers and submitted to SQA.

The achievement rate for FAs at SCQF L6 and pilot FAs at SCQF L4/5 has fluctuated across the years. In 2020, at SCQF L6 the Financial Services framework had the highest achievement rate at 65.4%, this was closely followed by IT: Hardware/ System Support at 62.5%.

For pilot FAs at SCQF L4/5 in 2021, automotive at SCQF L4 had the highest proportion of pupils achieving their full qualification (64.0%).

Figure 11B: Pilot FA known results at SCQF L4/5, relative to enrolments¹⁸



¹⁸ Due to only a small number of pupils from 2019 and 2020 having unknown results, they have been included in the denominator for disclosure control.

As with any qualification, not all of those who complete achieve the full qualification. A breakdown of achievements is shown in tables 6A and 6B.

Table 6A: Cohorts 1-5: all qualifications achieved

	2016	2017	2018	2019		2020	
	Cohort 1 (L6)	Cohort 2 (L6)	Cohort 3 (L6)	Cohort 4 (L6)	L4/5 Pilot	Cohort 5 (L6)	L4/5 Pilot
Full Qualification Achievement							
FA Group Award (L6)	129	502	543	1,452	212	1,363	519
Letter of Recognition (L6)	-	-	175	197	23	19	-
Work Based Learning Award (L4/5)	-	-	-	-	97	-	173
Total	129	502	718	1,649	332	1,382	692
Partial Achievement							
National Certificate	-	-	-	-	-	-	-
National Progression Award	96	*	-	-	-	-	-
National Certificate components	50	130	152	*	-	202	-
National Progression Award components	-	353	388	823	9	641	157
SVQ units	-	*	14	*	-	12	-
Total	146	501	554	1,116	9	855	157
No Achievement							
None	71	241	263	676	67	*	*
Unknown	-	-	-	9	31	*	*
Still in training	-	-	-	-	-	-	-
Total	71	241	263	685	98	738	411
Grand Total	346	1,244	1,535	3,450	439	2,975	1,260

Table 6B: Cohort 6: all qualifications achieved

	2021	
	Cohort 6 (SCQF L6)	SCQF L4/5 Pilot
Full Qualification Achievement		
FA Group Award (L6)	771	-
Letter of Recognition (L6)	-	-
Work Based Learning Award (L4/5)	-	872
Total	771	872
Partial Achievement		
National Certificate	-	-
National Progression Award	*	-
National Certificate components	104	-
National Progression Award components	415	177
SVQ units	*	-
Component units	-	88
Total	534	265
No Achievement		
None	508	419
Unknown	14	54
Still in training	685	-
Total	1,207	473
Grand Total	2,512	1,610

For those pupils who enrolled on an FA at SCQF L6 in September 2021, of the 508 pupils recorded as achieving no qualification, 458 (90.2%) left the FA before the end of January 2022. As with any programme of learning in school, we would expect to see pupils dropping out within the first few months as they change their minds about what they are interested in studying or where to focus their time.

Upon achievement of an FA at SCQF L6, university continues to be the most popular destination¹⁹. For pupils achieving a pilot FA at SCQF L4/5 in 2021 the greatest proportion remain at school (39.9%).

¹⁹ Increased university destinations for school leavers, in general, for 2020 and 2021 may be influenced by the impact that COVID restrictions had on SQA Higher exam changes.

Table 7: FA achiever destinations

		Employment or Modern Apprenticeship	College	University	Other training	Remain in school	Unemployed	Unknown	Not yet recorded	Total
2016	L6	35	64	25	*	-	*	-		129
	%	27.1%	49.6%	19.4%	*	-	*	-		100%
2017	L6	112	218	146	*	18	*	-		502
	%	22.3%	43.4%	29.1%	*	3.6%	*	-		100%
2018	L6	136	246	303	-	24	9	-		718
	%	18.9%	34.3%	42.2%	-	3.3%	1.3%	-		100%
2019	L6	227	463	844	*	72	25	*		1,649
	%	13.8%	28.1%	51.2%	*	4.4%	1.5%	-		100%
	L4/5	20	68	22	*	66	*	-	55	235
	%	8.5%	28.9%	9.4%	*	28.1%	*	-	23.4%	100%
2020 (to date)	L6	332	96	833	*	30	*	72	12	1,382
	%	24.0%	6.9%	60.3%	*	2.2%	*	5.2%	0.9%	100%
	L4/5	254	90	11	6	110	8	30	-	519
	%	49.0%	17.4%	2.1%	1.2%	21.2%	1.5%	5.8%	-	100%
2021 (to date)	L6	116	91	433	-	107	*	19	*	771
	%	15.0%	11.8%	56.2%	-	13.9%	*	2.5%	*	100%
	L4/5	235	216	11	23	348	*	25	*	872
	%	26.9%	24.8%	1.3%	2.6%	39.9%	*	2.9%	*	100%

Employers

Employers are integral to the delivery of Foundation Apprenticeships. Each Foundation Apprenticeship, regardless of level, has a work-based learning component. At level 4/5 the work-based learning activity is generally project based, supporting the achievement of a blend of technical and meta-skills.

At SCQF Level 6, Foundation Apprenticeships become more complex. As such, the type of employer involvement becomes more diverse and includes work placements alongside employer-led industry challenges, mentoring of learners and the opportunity for workplace competencies to be evidenced as part of achievement of SVQ units.

In 2016/17 there were 79 employers who offered FA placements, this rose to 453 in 2019/20. The COVID pandemic and subsequent recession has impacted the take up of Foundation Apprenticeships and, consequently, the number of employers engaged. In addition, due to the ongoing disruption to face-to-face delivery, many of the virtual and online adaptations are still in place, enabling each employer to reach a wider number of FAs. In 2021/22, there were 212 employers offering placements, slightly less than the previous year (215). Figure 12 shows the number of employers engaged by cohort.

Figure 12: Number of FA employers, by cohort at SCQF Level 6

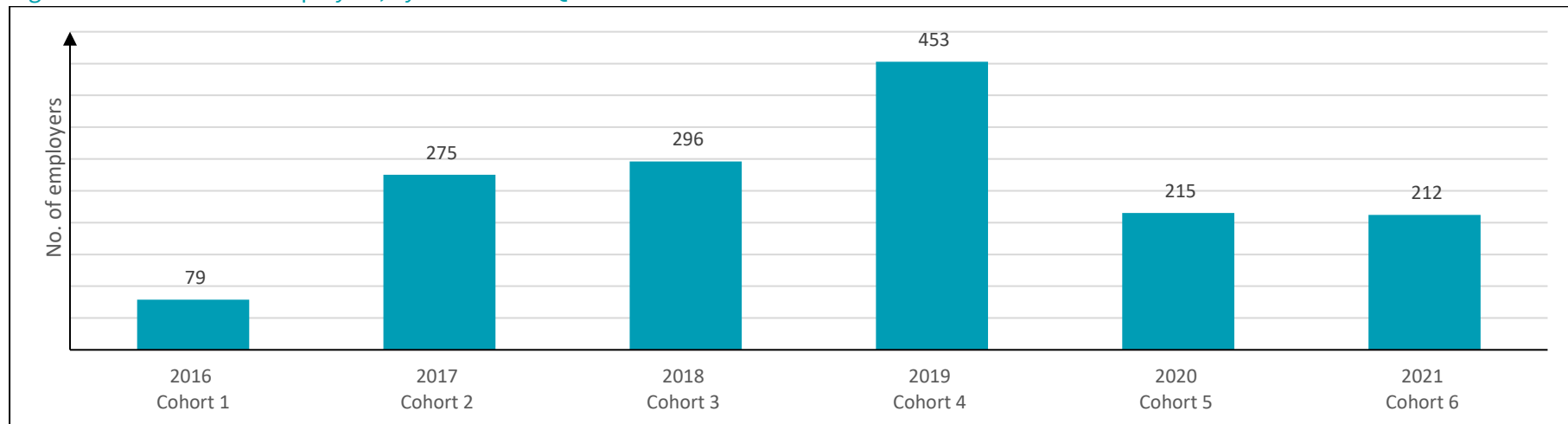


Table 8 shows the number of FA employers by framework. As employers can offer placements on multiple frameworks (for example, an engineering company may support FAs in IT or scientific technologies, as well as engineering), the total number of frameworks supported exceeds the number of employers in each cohort. The greatest number of employers offered placements in the two social services frameworks and business skills.

Table 8: Number of FA employers by cohort and framework

	2016	2017	2018	2019	2020	2021
	Cohort 1 (SCQF L6)	Cohort 2 (SCQF L6)	Cohort 3 (SCQF L6)	Cohort 4 (SCQF L6)	Cohort 5 (SCQF L6)	Cohort 6 (SCQF L6)
Accountancy @ SCQF L6	-	-	12	37	23	11
Business Skills @ SCQF L6	*	33	37	122	78	62
Civil Engineering @ SCQF L6	13	32	24	21	15	9
Creative and Digital Media @ SCQF L6	-	21	53	78	45	33
Engineering @ SCQF L6	22	62	78	35	25	18
Financial Services @ SCQF L6	6	*	5	8	6	5
Food and Drink Technologies @ SCQF L6	-	-	5	11	*	*
IT: Hardware/System Support @ SCQF L6	*	17	18	23	*	*
IT: Software Development @ SCQF L6	10	48	29	23	14	13
Scientific Technologies @ SCQF L6	-	*	15	19	11	9
Social Services and Healthcare @ SCQF L6	23	37	44	91	37	46
Social Services Children and Young People @ SCQF L6	12	66	55	119	41	68
Total	79	275	296	453	215	212

Notes for readers

Statistics associated with Foundation Apprentices including enrolments, in training, leavers and achievements are provided here in summary form. More detailed data tables and further information can be found within the supplementary tables, in line with our official statistics publications. Previously published reports can also be accessed on SDS's website.

It is important to note that pilot FAs at SCQF levels 4 and 5, as well as FAs at SCQF level 6, are part of the school curriculum and should not be directly compared to Modern Apprenticeships. School pupils choose to study a Foundation Apprenticeship in the same way as they choose any other school subject.

As part of our reporting, we would like to be able to make comparisons with other senior phase subject choices. However, statistics for school qualifications are only available once pupils are presented for an SQA exam, rather than when they are enrolled in a class at school. This means that it is not currently possible to provide any meaningful comparison regarding the success of Foundation Apprenticeships, relative to other school subject options.

Data in this report is from an FIPS extract taken on 3rd February 2023.

Please note that as our annual Foundation Apprenticeship publication is based on a snapshot of data at a particular point in time, data is subject to minor change.

Percentages in this report may not sum to 100% due to rounding. Throughout the report, disclosure control is applied to figures less than 5 or where such figures can be identified through differencing. Where disclosure control has been applied an asterisk (*) is used in place of the actual figure.

Where individuals have ticked 'prefer not to say' or data is unknown, this is removed from percentage calculations. All percentage calculations therefore are based on known totals.

Any comments or suggestions regarding the content of this report are welcome and can be emailed to: user_feedback@sds.co.uk

Definitions for terminology used in this report:

- **Enrolments:** The number of new apprentices registered on a FA or pilot FA framework at the beginning of each academic year.
- **In training:** The number of apprentices currently actively undertaking their FA or pilot FA.
- **Partial achievers:** Any apprentice who does not achieve the full qualification they were registered for but is recognised and certificated for achieving quantifiable component parts of their qualification.
- **Achievers:** Those who successfully complete all components of their FA or pilot FA group award.